Office of Bilingual Education and World Languages

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January 2023 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez

Dear Colleagues,

Our history is abundant with great leaders who have impacted our society. This month we proudly celebrate the life and work of Rev. Dr. Martin Luther King, Jr. and the movement for civil rights, which still continues to this day. As many of you, I have read Dr. King's writing and seen video footage of him calling for humanity to unite as one people and recognize that the color of our skin does not to define our intellectual abilities nor limit them.

Regardless of the hardships he faced, Dr. King conveyed a lesson and message for each person that transcends time. One of my favorite of his speeches could also be one of his shortest. On October 26, 1967, Dr. King addressed a group of middle school scholars in Philadelphia and began by asking them "What is in your life's blueprint?" Dr. King stressed how the decisions these young scholars made would determine their future and the future of our nation.

In this speech, Dr. King shared three essential features to consider as part of the blueprint. First, a deep belief in one's own dignity and worth, not to allow other people's ignorance or prejudice to deter our students from achieving their goals. Second, a determination to achieve excellence in whatever field one selects, challenging the students that whatever they chose to do with their lives they should "set out to do it well."

Dr. King's message of peaceful involvement continues to hold true for all young children of different backgrounds, color, and especially for those whose first language is not English. As educational advocates and leaders, I invite you to think about the blueprint in our own lives. I also ask you to think about how we are building the foundation and contributing to the blueprint of our young scholars. Are the opportunities offered to your students supported by the financial resources they deserve? Let us expand upon the legacy Dr. King gave us and include the linguistic diversity to the blueprint of our children's lives. Continue your advocacy knowing that we honor Dr. King in his quest for equity as we help our youth grow to, in his words, "be the best of whatever [they] are."

In unity,

Elisa Alvarez

Celebrating Transformative Educators, Families, and Community Leaders in Bilingual Education

The theme of this year's conference of the New York State Association for Bilingual Education (NYSABE) reflects the association's commitment to highlighting the work that bilingual educators have accomplished through these challenging times as frontline workers—holding our NYS public education system together. NYSABE also will acknowledge the leadership of our parents as they assumed teaching roles at home and the dedicated community leaders who came together to support educators, students, and families throughout the pandemic.

This year's conference seeks to provide participants with professional development that enhances instructional practice to accelerate student learning and address learning loss. The conference will also offer social emotional/ wellness activities to rejuvenate and reinvigorate attendees as we continue forward in our work within bilingual education. Furthermore, the conference program will include sessions focusing on advocacy, educational leadership, and successful practices within bilingual special education. Should you wish to obtain more information about the conference, please visit our conference website.

Thank you for your indelible commitment to bilingual education. We look forward to seeing you at the conference from March 16-18, 2023!

Implementing CR-S Education Improves Instruction and Learning Opportunities for ELLs

The New York State Education Department (NYSED) has organized the implementation of Culturally Responsive-Sustaining Education (CR-SE) practices into a framework with four high leverage principles: 1. Welcoming and affirming environment, 2. High expectations and rigorous instruction, 3. Inclusive curriculum and assessment, and 4. Ongoing professional learning. This framework focuses on student-centered learning experiences, which embrace equity and diversity of all aspects of our students' cultures (see inset).

In a welcoming school environment, the identities of English Language Learners (ELL) and multilingual learner (ML) students and families are affirmed when qualified school personnel are trained in cultural responsiveness and language development, and when these personnel strive to understand and meet the needs of ELLs including awareness of the home languages of our students and their families. When they welcome students and families into the school community, they use the language and mode of communication the student or parent/guardian best understands. The school provides bilingual programs to support ELL and ML students academically and emotionally, for them to develop language and skills in disciplines. The identities and life experiences that ELL and ML students and their families bring with them are assets to the school and are respected by all stakeholders in all aspects of the school environment.

In a classroom of high expectations and rigorous instruction, ELLs and MLs develop language and analytical skills simultaneously to understand content and concepts and learn to make judgment based on evidence. They are fully engaged in activities that are scaffolded for their language development and autonomy and in a curriculum that is grade appropriate and culturally responsive. They bring their own experiences into the learning when they comprehend complex information in all content areas. They develop language and skills in meaningful activities, they practice identifying and articulating their own perspectives in different modes of communication, and they interact with others in a culturally responsive and welcoming environment.

Using a system with an inclusive curriculum and assessments enables formative assessment to be an essential process to teaching and learning. ELLs and MLs develop their language skills by participating in classroom discussions or presenting their ideas in oral or written form. ELLs and MLs bring their unique life experiences to classrooms, and they are supported in the scaffolded learning instances to integrate the new learning experiences in their lives.

Ongoing professional learning enables educators and teachers to develop knowledge of their students and the diverse communities they serve. They also develop expertise in their disciplines to create culturally responsive curricula and best practices for their students. They become highly effective in identifying learning trends in the ELLs/MLs sub-group and determine any bias toward students.

What is culture?

The New York State Education Department understands culture as the multiple components of one's identity, including but not limited to race, economic background, gender, language, sexual orientation, nationality, religion, and ability. Culture far transcends practices such as cuisines, art, music, and celebrations to also include ways of thinking, values, and forms of expression. These ways and forms are in constant flux, renegotiation, and evolution. Schools then become a meeting point for cultures, containing children and adults who bring with them multiple facets of their identity, along with unique experiences and perspectives.

From the NYSED Culturally-Responsive Sustaining Education Framework

Why Digital-Age Teaching for English Learners?

By Shawnna Sweet, Assistant Director of World Languages, Greece Central School District

As Heidi Hayes-Jacobs states, "the concept of what a school is does not need *re*form- it needs *new* forms." Throughout the first two decades of the 21st century, there was a sense that education can—and should—be so much more than students seated in rows memorizing facts to be regurgitated on a written exam.

And then came the pandemic. All educators were suddenly faced with the challenge of shifting teaching and learning, sometimes in a moment's notice. Overnight, teachers and students were catapulted into a new school world that had taken on a *new form.* Suddenly, teachers of Multilingual learners (MLs) began working with "...more creativity, commitment, and persistence than ever before." (Rubin, et al. Xii). According to Rubin, Estrada, and Honigsfeld, authors *Digital-Age Teaching for English Learners: A Guide to Equitable Learning for All Students, "*the dramatic transition to remote and hybrid learning models has made it essential for all teachers to develop, nurture, and expand their pedagogical skills for the digital age in order to fully embrace what technology may offer and to maintain our connection with students and their families academically, linguistically, socially and emotionally in a virtual world." (Rubin, et al. Xii) For many students and their families, school served as a lifeline during the early stages of the COVID-19 pandemic, and educators went above and beyond to support them.

Despite the hardships and traumas that were caused by the pandemic, there are many reasons to hold onto the digital-age practices that were established during this time period. In some ways, the increased use of technology has created more flexibility and accessibility to English Language Learners (ELLs) and their families. According to Veronica Garcia Montejano, principal of Oakland International High School, there are reasons to hold onto some pandemic practices: "I do not think any innovation or milestone met has been done so in a vacuum. I support our staff so we can collaborate to move closer to our vision of equity for our students." The lessons we learned during the pandemic can be used to propel our profession forward, thus creating more equitable outcomes for students.

So, how can teachers of MLs utilize technology to create more engaging, authentic, and equitable learning experiences for our students? The new book *Digital-Age Teaching for English Learners: A Guide to Equitable Learning for All Students,* by Rubin, Estrada and Honigsfeld, is chock full of practical ideas and tools for in and out of the classroom. This timely and relevant text is a revised version of the authors' first book, *ELL Frontiers*. The second edition takes technology steps further by including technology not just in the classroom but for remote and hybrid instruction as well. The consistent references to the COVID-19 pandemic shut-down provide relevant connections to the current state of education, yet also point readers to the ways that educators can move forward differently to support multilingual learners.

One key way in which teachers of ELLs can shift their practices is by viewing digital-age teaching and learning not just through the use of technological tools but through creating digital learning ecosystems for students that bring the outside world into the classroom and foster ways for students to use language in meaningful ways. Rubin, Estrada and Honigsfeld reflect on a quote from Alan November, who stated, "While life outside of our schools has changed dramatically over the past century, we cling to an early industrialized classroom model that often fails to encourage collaboration, innovation, a global work ethic, or critical problem-solving skills." These concepts align with what research around language acquisition tells us: that the more students use language in meaningful ways, the greater their language skills will grow. And digital-age learning for MLs consists of not just practicing the four modalities of listening, speaking, reading, and writing, but also viewing and visually representing.

For those just starting out with digital resources, the Substitution, Augmentation, Modification, and Redefinition (SAMR) model for technology integration serves as a continuum for digital-age teaching practices. The model progresses from no technology to redefining tasks to support learning in ways which would be inconceivable without technology. For example, ESL teacher Mariel Gómez de la Torre-Cerfontaine arranges for virtual field trips to places all around the world in order to spark her students' interest in learning and using language. During these lessons, students are able to interact with guest speakers, ask questions and make observations right in the moment. This example is just one method of instruction that would not be possible without technology.

As the authors of *Digital-Age Teaching for English Learners* indicate, digital-age instructional practices have the potential for students to engage with authentic audiences, increase opportunities for using language and supporting college and career readiness skills. Students in the 21st-century need to become experienced in communicating in a variety of ways, while also learning to be critical consumers of various media. These skills are essential as citizens, but also as students, to be able to engage in civil dialogue, cite accurate research, or earn the NYS Seal of Biliteracy. Larissa Pahomov, author of *Authentic Learning in the Digital Age: Engaging Students Through Inquiry,* describes this shift as "democratizing learning" through approaches that place students at the center of the learning. In order to harness the power of the digital age, Pahomav suggests that educators can utilize technology to help them make the shift from the emphasis on content to skills, maintaining engagement and increasing connections to the outside world.

Educators of MLs have long been aware of the correlation between authentic learning experiences and language acquisition. (Krashen and Terrell first published *The Natural Approach* in 1983!) However, the digital age provides us with an infinite number of tools and ideas when it comes to creating these experiences. Hopefully, this new era will support educators in moving ELLs and MLs closer to educational equity.

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https://www.internationalsnetwork.org/wp-content/uploads/2021/07/Re-Engaging-Multilingual-Learners-Post-Pandemic.pd

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https://www.ascd.org/books/authentic-learning-in-the-digital-age?variant=115009

Bilingual Toolkit

It is with great excitement that we announce the arrival of OBEWL's **Bilingual Toolkit**! This Toolkit will serve as a bilingual education resource and support guide for district leaders and teachers. OBEWL created a collaborative space for stakeholders, from across the State, to work on this project to create a resource that's comprehensive and contains the voices of experts in bilingual education from Western New York to Long Island. The Bilingual Education Advisory Panel has been hard at work, and we thank each member for their vision, collaboration, and advocacy as we continue this initiative together.

The first series of briefs will be released in the upcoming weeks; they will focus on the regulations regarding bilingual education outlined in CR Part 154, and the philosophy behind bilingual education. This will also include the release of a bilingual education glossary, containing important terms pertinent to this work. In the future, we will be releasing briefs related to dual language programming, transitional bilingual education, home language arts (HLA), bilingual special education, scaffolds/strategies, and more!

We want to remind you that each school district with an Annual Estimate of Enrollment in which 20 or more English Language Learners (ELLs) of the same grade level have the same home language that is other than English, shall provide such students with a Bilingual Education program in the following school year. Bilingual education is the default program, where available, for students identified as ELLs – therefore, we encourage you to join us on this journey and provide feedback as we release these documents; they will be living and breathing to allow for our growth and changes in the field. Keep an eye out for updates as new briefs are available to access on our website.

World Language Professional Learning Opportunities

In an effort to assure that as many NYS world language educators as possible are prepared to revise their Checkpoint B curricula prior to implementation of the revised NYS Learning Standards for World Languages in September of 2023, OBEWL will host unit design workshops for Checkpoint B in the summer of 2023 in nine regions throughout the state: Capital, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Northern NY, Southern Tier, and Western NY. *Although the examples given will be for Checkpoint B, these workshops are open to teachers of any level (Checkpoints A through C).* The events will run from 9:00 a.m. to 2:00 p.m. (with a one-hour lunch on your own) on two consecutive days. (Please note: the second day of the NYC workshop - July 21st - will run from 10am-3pm.) Participants must commit to attending both days. Participants who satisfy the attendance requirements of this workshop will receive a total of eight (8) hours of CTLE credit. To participate, educators must register in advance using the online form. Registrations will be accepted on a first come, first served basis until the venue capacity has been reached. These sessions are offered free of charge, are in-person only, and will not be recorded for future viewing. Below are the list of dates and locations by region. Click here to access the registration form.

- **Capital**: Thursday, July 13th - Friday, July 14th - Questar III BOCES (10 Empire State Blvd., Castleton-On-Hudson, NY 12033)
- **Hudson Valley**: Tuesday, July 18th - Wednesday, July 19th - Ulster BOCES (175 Route 32 N, New Paltz, NY 12561)
- **Long Island**: Tuesday, July 11th - Wednesday, July 12th - Venue being confirmed
- **Mid-State**: Thursday, July 27th - Friday, July 28th - OCM BOCES (110 Elwood Davis Rd., Liverpool, NY 13088)
- **Mid-West**: Monday, June 26th - Tuesday, June 27th - Monroe 2-Orleans BOCES (3599 Big Ridge Rd., Spencerport, NY 14559)
- **New York City**: Thursday, July 20th (9am-2pm) - Friday, July 21st (10am-3pm) - Fordham University, Bronx Campus (2691 Southern Boulevard, Bronx, NY 10458)
- **Northern NY**: Tuesday, August 8th - Wednesday, August 9th - Franklin-Essex-Hamilton BOCES (23 Husky Lane, Malone, NY 12953)
- **Southern Tier**: Tuesday, July 25th - Wednesday, July 26th - BT BOCES, Johnson City Learning Center (500 Main St, Johnson City, NY 13790)
- **West**: Thursday, July 6th - Friday, July 7th - Erie 1 BOCES (355 Harlem Rd., West Seneca, NY 14224)

The Office of Bilingual Education and World Languages is also offering a monthly series of webinars for world language educators from 4:00-5:00 p.m. via Zoom. These webinars are recorded for educators to access on-demand following the original events. Educators can earn CTLE credit by attending the live webinar or by viewing the recording and scoring at least a 7 out of 10 on a multiple-choice post assessment.

Real Connections: Leveraging Literacy Strategies for the World Language Classroom—2/28/23

Connecting Technology to the Modes—3/14/23

World Languages in the Elementary School and the Revised Standards—4/18/23

Getting to Know Your Heritage Language Learners: Basic Sociolinguistic Concepts—4/24/23

Getting Ready for Implementation of the World Language Standards: Administrators' Perspectives—5/9/23

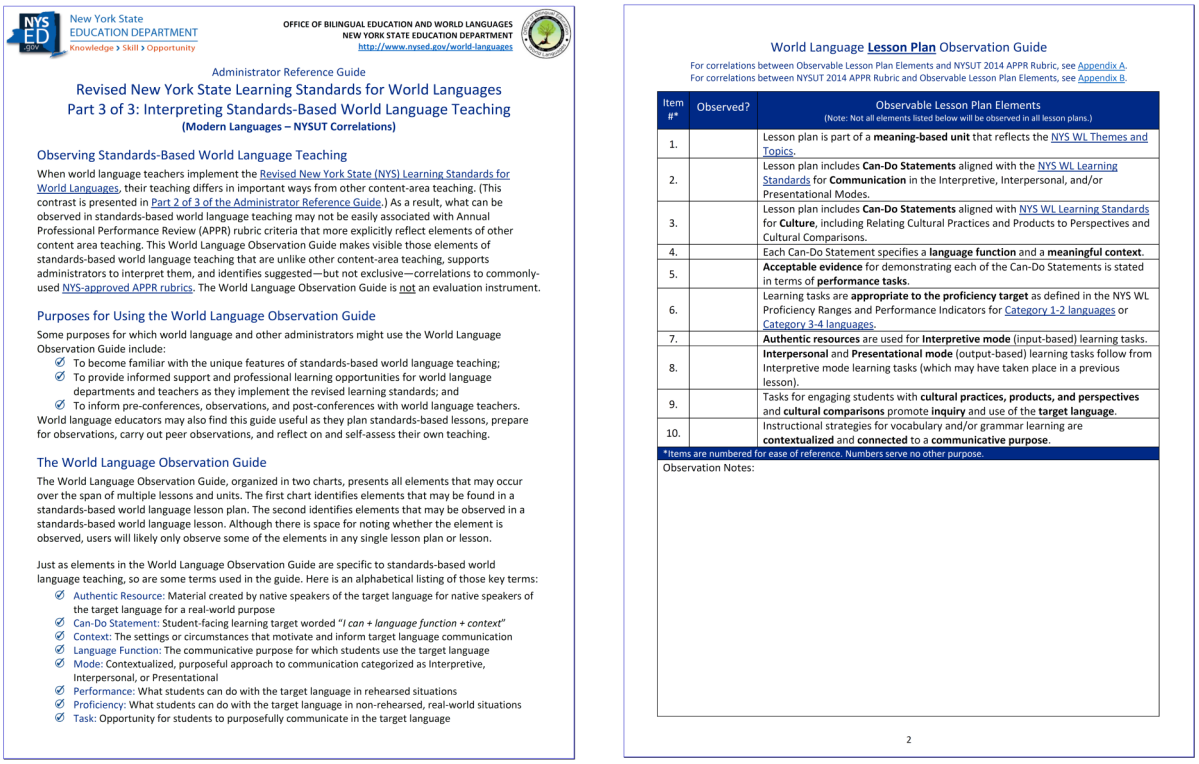
Getting Ready for Implementation of the World language Standards for Teachers –5/30/23

For more information on professional learning for world language educators, please visit our website.

Administrator Reference Guide for World Languages - Part 3 Released

NYSED has released a three-part series of Administrator Reference Guides to the Revised NYS Learning Standards for World Languages. Collectively, these one-page guides detail and illustrate key information about the revised world language learning standards and related concepts and offer administrators practical recommendations for supporting world language educators as they shift their instruction. The guides are sequenced to correspond with the phases of the standards implementation process. Part 1 of 3, “Planning for Implementation,” provides a brief overview of the standards, an implementation timeline, and recommendations for supporting professional learning and the standards implementation process. Part 2 of 3, “Standards in Action,” further illustrates the standards and describes what language proficiency looks like at each of the three proficiency Checkpoints. This information will enhance administrators’ ability to understand what they are viewing when observing in a world language classroom or what world language educators are saying when they discuss their practice. The Part 2 documents are available for both Modern and Classical languages. Part 3 of 3, "Interpreting Standards-Based World Language Teaching,” is a set of world language-specific observable criteria that can be used as a complement to locally-adopted teacher evaluation rubrics. Two versions of this Part 3 document are provided below, one for NYSUT correlations and the other for Danielson correlations. To facilitate their use, each criterion on these Part 3 documents is cross-referenced to the aforementioned commonly-used APPR rubrics.

- Administrator Reference Guide - Part 1: Preparing to Implement the Revised World Language Standards
- Administrator Reference Guide - Part 2: The Standards in Action (Modern Languages)
- Administrator Reference Guide - Part 2: The Standards in Action (Classical Languages)
- Administrator Reference Guide - Part 3: Interpreting Standards-Based World Language Teaching (Modern Languages - NYSUT Correlations)
- Administrator Reference Guide - Part 3: Interpreting Standards-Based World Language Teaching (Modern Languages - Danielson Correlations)



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OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
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http://www.nysed.gov/world-languages

Administrator Reference Guide
Revised New York State Learning Standards for World Languages
Part 3 of 3: Interpreting Standards-Based World Language Teaching
(Modern Languages – NYSUT Correlations)

Observing Standards-Based World Language Teaching

When world language teachers implement the Revised New York State (NYS) Learning Standards for World Languages, their teaching differs in important ways from other content-area teaching. (This contrast is presented in Part 2 of 3 of the Administrator Reference Guide.) As a result, what can be observed in standards-based world language teaching may not be easily associated with Annual Professional Performance Review (APPR) rubric criteria that more explicitly reflect elements of other content area teaching. This World Language Observation Guide makes visible those elements of standards-based world language teaching that are unlike other content-area teaching, supports administrators to interpret them, and identifies suggested—but not exclusive—correlations to commonly-used NYS-approved APPR rubrics. The World Language Observation Guide is not an evaluation instrument.

Purposes for Using the World Language Observation Guide

Some purposes for which world language and other administrators might use the World Language Observation Guide include:

- ☑ To become familiar with the unique features of standards-based world language teaching;
- ☑ To provide informed support and professional learning opportunities for world language departments and teachers as they implement the revised learning standards; and
- ☑ To inform pre-conferences, observations, and post-conferences with world language teachers.

World language educators may also find this guide useful as they plan standards-based lessons, prepare for observations, carry out peer observations, and reflect on and self-assess their own teaching.

The World Language Observation Guide

The World Language Observation Guide, organized in two charts, presents all elements that may occur over the span of multiple lessons and units. The first chart identifies elements that may be found in a standards-based world language lesson plan. The second identifies elements that may be observed in a standards-based world language lesson. Although there is space for noting whether the element is observed, users will likely only observe some of the elements in any single lesson plan or lesson.

Just as elements in the World Language Observation Guide are specific to standards-based world language teaching, so are some terms used in the guide. Here is an alphabetical listing of those key terms:

- ☑ Authentic Resource: Material created by native speakers of the target language for native speakers of the target language for a real-world purpose
- ☑ Can-Do Statement: Student-facing learning target worded “*I can + language function + context*”
- ☑ Context: The settings or circumstances that motivate and inform target language communication
- ☑ Language Function: The communicative purpose for which students use the target language
- ☑ Mode: Contextualized, purposeful approach to communication categorized as Interpretive, Interpersonal, or Presentational
- ☑ Performance: What students can do with the target language in rehearsed situations
- ☑ Proficiency: What students can do with the target language in non-rehearsed, real-world situations
- ☑ Task: Opportunity for students to purposefully communicate in the target language

World Language **Lesson Plan** Observation Guide

For correlations between Observable Lesson Plan Elements and NYSUT 2014 APPR Rubric, see Appendix A.
For correlations between NYSUT 2014 APPR Rubric and Observable Lesson Plan Elements, see Appendix B.

Item #*	Observed?	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)
1.		Lesson plan is part of a **meaning-based unit** that reflects the NYS WL Themes and Topics.
2.		Lesson plan includes **Can-Do Statements** aligned with the NYS WL Learning Standards for **Communication** in the Interpretive, Interpersonal, and/or Presentational Modes.
3.		Lesson plan includes **Can-Do Statements** aligned with NYS WL Learning Standards for **Culture**, including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
4.		Each Can-Do Statement specifies a **language function** and a **meaningful context**.
5.		**Acceptable evidence** for demonstrating each of the Can-Do Statements is stated in terms of **performance tasks**.
6.		Learning tasks are **appropriate to the proficiency target** as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages.
7.		**Authentic resources** are used for **Interpretive mode** (input-based) learning tasks.
8.		**Interpersonal** and **Presentational mode** (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
9.		Tasks for engaging students with **cultural practices, products, and perspectives** and **cultural comparisons** promote **inquiry** and use of the **target language**.
10.		Instructional strategies for vocabulary and/or grammar learning are **contextualized** and **connected** to a **communicative purpose**.

*Items are numbered for ease of reference. Numbers serve no other purpose.

Observation Notes:

2

Pages from the Administrator Reference Guides—Part 3 (NYSUT Correlations)

Grant Funding Opportunities to Support English Language Learners

Grants are a wonderful opportunity to enhance your existing programs for English Language Learners (ELLs). As you know, grant funding is used to *supplant*, not *supplement* your funding to meet the needs of students and families. As such, funding cannot be used for program needs that are required under CR Part 154 or other education law.

> Our State Education Agency (SEA) receives funding, and we distribute it to LEAs based on improving language acquisition for ELLs. It is best practice to gather feedback from English as a New Language (ENL) and Bilingual Education teachers to inform your program needs and allocate funding appropriately. Also, grants cannot be used to pay for a resource in the coming year that has been paid out of other budget funds in prior years. For example, if your district employs a bilingual community liaison at present, those salary and benefit allocations cannot be paid for in the coming years from grant funding. However, if your program has a need for a new bilingual community liaison to enhance your district's ability to communicate with families of ELLs, this might be a new addition using grant funding. For more information on allowable/unallowable expenditures for Title III funding, please see our resource documents linked here: Title III Allowable/Unallowable Expenses. *If you qualify for $10,000 or less in Title III ELL funding, you will need to form or join a consortium to access funds. Reach out to your local RBERN for more information. Charter and private schools must connect with their local district schools to access this funding.*

Below are some opportunities schools across New York may qualify to apply:

Federal grants:

- Teacher quality enhancement (teachers attend training programs or schools implement School Leadership Program)—click here for more information.
- For higher ed, CBOs, and secondary schools who want to promote low-income individuals who are first generation college students—click here for more information.

State grants:

- Title III ELL
- Title III Immigrant- be sure to include specifics that support newly arrived immigrants (three years or less) in your narrative.

*For more information or updates on grants available on visit NYSED's Funding Opportunities for LEAs website.

Academic and Linguistic Demands

This spring, OBEWL will release the *Academic and Linguistic Demands of the NYS Next Generation Learning Standards for English Language Arts in Reading, Writing, and Speaking and Listening*. This tool will serve as a companion to the Next Generation Learning Standards, and will ensure that teachers are able to provide standards-aligned, grade-level instruction to English Language Learners. After identifying the linguistic demands of a learning standard, teachers will be empowered to design instructional scaffolds to address individual students' needs by language modality and proficiency level.

In accordance with Principle 1 of the NYSED Blueprint for English Language Learner/Multilingual Learner Success, which states that "All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly," this guide is intended for all teachers who serve all Multilingual Learners including English Language Learners (ELLs), ELLs with disabilities, Former/Ever ELLs, heritage language speakers, and World Language students, in their classrooms. We are excited to present this tool to you and anticipate release in the coming months.

News from Other NYSED Offices

The Board of Regents and the New York State Education Department (NYSED) are committed to making New York's schools warm and welcoming places for all students. In this new video, New York State students explain how learning becomes possible – and joyful – when they are seen, heard, and valued for who they are.

The Blue Ribbon Commission on Graduation Measures would like to know: What opportunities, experiences, and courses should be available to students in High School that align with their needs, dreams, and career exploration? Which of those should be mandatory? Participate in the discussion via ThoughtExchange. The deadline to respond is February 1, 2023. Thank you for your participation!

At this month's Board of Regents meeting, the Board outlined its budget and legislative priorities for the 2023-24 school year, which focus on supporting lifelong learning opportunities, providing a P-20 continuum in education, and creating equity in education for all students while improving customer service for all New Yorkers. The proposals include: universal Pre-K for three and four-year-olds by 2035 and 2030, respectively; universal access to Career and Technical Education for any student wanting access to such programs; expanding regional opportunities for educational services and programs; supporting districts with rapid enrollment growth; and expanding access to school meals. To carry out these strategic priorities, the Board advanced a comprehensive $3.4 billion State Aid request to build capacity at the state and local levels. A full description of the Board's 2023-24 legislative and budget priorities and the Regents State Aid proposal may be found on the Department's website.

NYSED recently nominated 25 New York State high school seniors for the U.S. Presidential Scholars Program. Presidential Scholar recognition is one of the nation's highest honors for high school students who represent excellence in education and the promise of greatness in young people. The White House Commission on Presidential Scholars selects students annually based on their academic success, artistic excellence, essays, school evaluations, and transcripts, as well as evidence of community service, leadership, and demonstrated commitment to high ideals. Congratulations to all the nominees!

NYSED's Office of Adult Career and Continuing Education Services-Adult Education Program and Policy (ACCES-AEPP) promotes, develops, and supports programs that provide adult students with basic literacy, English as a Second Language, employment, college, career, and apprenticeship training. A new multimedia campaign aims to educate the public about adult education services, increase participation in adult education programs across the state, and ensure that NYSED meets adult learners' needs. Read this letter from Deputy Commissioner Ceylane Meyers-Ruff for more information about the campaign. Please share this information with anyone who could benefit from ACCES's adult education services. More information about our adult education services, including a list of programs, is available on our ACCES website.

The Department is accepting public comment regarding the definition of "high-need LEA" through 5:00 PM EST on Tuesday, January 31, 2023. Public comment can be submitted via NYSED's Definition for High-Need LEA Under the SCG Program- Public Comment Form. Further information regarding the SCG Program can be found on the USDE Bipartisan Safer Communities Act Stronger Connections Grant Programs Frequently Asked Questions website.

Ready to help students fill out the 2023–24 FAFSA form? Use this checklist to prepare and get more tips.

Meet Irnia, a first-generation immigrant from Haiti who began class at @CAMBAInc in 2017. Irnia obtained her High School Equivalency Diploma in 2021 and is now working to achieve her dream of becoming a nurse! #AccessYourPotential #AccessYourFuture

January is Get Organized Month! Find tips for helping your students gain organizational skills, stay focused, and get things done.

Need local support? Contact your local RBERN!

The RBERNs support OBEWL's mission to ensure that all students' individual educational paths and socio-economical needs are met in multiple languages leading them to college, career, and civic readiness. They are NYSED's key providers of guidance, technical assistance, and support to New York State Districts, Charter Schools, Non-public Schools, and other organizations in the development of programs for MLs.

- New York State Language RBERN (statewide)
- Capital District Region RBERN at Questar III BOCES
- Hudson Valley RBERN at SW BOCES
- Long Island RBERN at Eastern Suffolk BOCES
- Mid-State RBERN at OCM BOCES
- Mid-West RBERN at Monroe 2 - Orleans BOCES
- New York City RBERN at Fordham University
- West Region RBERN at Erie 1 BOCES

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World Languages website
NYS Seal of Biliteracy website

The mission of the New York State Education Department's Office of Bilingual Education and World Languages is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.