

# Office of Bilingual Education and World Languages

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## September-October 2021 Newsletter

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### Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

I am sending all of you a heartfelt welcome to the start of this academic year. The beginning of a new school year has always been a celebration of the possibilities that await our children, teachers, and families. School leaders spend their summer session re-designing new opportunities for the children to excel and develop their love of learning. This year's start is more joyous than ever.

Although masks and health safety precautions are still part of the daily preventive measures of a school, the courses developed to support a well-rounded education for our children is the primary focus.

Education is one of our most important professions, and educators are members of our community that shape the future. The leaders and network of professionals who uphold the rights of immigrant children are needed today more

than ever! The responsibilities of educators go beyond teaching a particular subject matter. They are advocates who consistently seek fairness and inclusion while providing hope to children, especially those who have newly arrived.

The start of the 2021-2022 school year holds special significance, as each school district will receive federal grants such as the American Rescue Plan, designed to address the educational needs of all children. These grants were created to address the abrupt halt and pivot our schools faced during the pandemic. Our children will be able to receive additional supports that address the inequities that were discovered during the educational crisis of the pandemic.

It is urgent that you make certain you maintain and include others who will have a voice in making decisions to allocate funding sources for our children and families. Your commitment and genuine love of children is the strength which shapes the new future of our children. Continue to raise your voices. Our children count. They matter!

All children, families, and communities are worthy. Our Commissioner, Dr. Rosa, will often say, "All means all!" As advocates of Multilingual Learners, English Language Learners, and World Language scholars, this message is our anchor.

Thank you for sharing your gift and making a difference in the world of our children and families.

In unity,

*Elisa Alvarez*

## **Classroom Practices for Multilingual Learners and English Language Learners and The Next Generation English Language Arts Learning Standards**

This summer OBEWL published the complete set of [Classroom Practices](#) documents that were developed for the New York State Education Department under the lead of project directors Cecilia Espinosa, Lehman College, and Patricia Velasco, Queens College. The goal of these sample units is to describe and update pedagogies that can be useful to teachers of Multilingual Learners with high-leverage practices for language learning, with a focus on how the home language is used to facilitate and leverage the learning process. These units outline and describe the importance of three tenets that support conceptual reasoning when engaged in speaking, listening, reading, and writing all MLs:

1. Emphasizing the critical relationship between speaking and listening and literacy development;
2. Encouraging language and metalinguistic awareness; and
3. Grouping students in flexible partnerships (small and large groups, including whole-class groups).

The introductory document and the video provide an in-depth description of the previously mentioned practices that are particularly relevant to the education of multilingual learners. The instructional samples include all grade levels from pre-kindergarten to 12th grade and describe the implementation of a content-rich curriculum based on the Next Generation English Language Arts Learning Standards (NGLS) in dual language, transitional, and ENL, as well as general education classrooms.

The following documents are included in the series:

- [An Introduction to Classroom Practices for Multilingual Learners and the Next Generation English Language Arts Learning Standards](#) (Cecilia Espinosa, Lehman College and Patricia Velasco, Queens College)
- [Instructional Sample Practice for a Prekindergarten Classroom Aligned to the Next Generation Learning Standards](#) (Zoila Morell, Lehman College)
- [Instructional Sample Practice for a Kindergarten Thematic Unit Aligned to the Next Generation Learning Standards](#) (Cecilia Espinosa, Lehman College)
- [Instructional Sample Practice for a First-Grade Thematic Unit on Farm Life Aligned to the Next Generation Learning Standards](#) (Ingrid Alvarez, PS 414K)
- [Instructional Sample Practice for a Second-Grade Segment of a Science and Poetry Unit of Study Aligned to the Next Generation Learning Standards](#) (Meral Kaya, Brooklyn College)
- [Instructional Sample Practice for a Third-Grade Segment of a Social Studies Unit of Study Aligned to the Next Generation Learning Standards](#) (Michelle Lee, PS 163Q)
- [Instructional Sample Practice for a Fourth-Grade Segment of a Social Studies Unit of Study Aligned to the Next Generation Learning Standards](#) (Patricia Velasco, Queens College)
- [Instructional Sample Practice for a Fifth-Grade English as a New Language Classroom Aligned to the Next Generation Learning Standards](#) (Nancy Dubetz, Lehman College)
- [Instructional Sample Practice for a Sixth Grade Dual Language \(Spanish/English\) Classroom Aligned to the Next Generation Learning Standards](#) (Sergio Cáceres, PS 218X)

- [Instructional Sample Practice for a Seventh Grade English Language Arts Classroom Aligned to the Next Generation Learning Standards](#) (Ivana Espinet, Kingsborough Community College)
- [Instructional Sample Practice for an Eighth Grade Bilingual Education Classroom Aligned to the Next Generation Learning Standards](#) (Gladys Aponte, CUNY Graduate Center)
- [Instructional Sample Practice for Tenth-Grade \(Grade Band 9th-10th Grade\) Segment of an English Language Arts Unit Aligned to the Next Generation Learning Standards](#) (Deirdre Faughey, Oyster Bay High School)
- [Instructional Sample Practice for Eleventh-Grade \(Grade Band 11th- 12th\) Segment of a Science Unit Aligned to the Next Generation Learning Standards](#) (Estrella Olivares-Orellana, Uniondale High School)



## **ELL Advisory Committee—Safe Reopening & Using the American Rescue Plan Funding**

Over the summer, OBEWL convened a select group of ELL administrators from our ELL Leadership Council to identify potential uses for the funding provided to schools by the American Rescue Plan to benefit English Language Learners and their families. We are happy to share the results of this work for your consideration as your own districts and schools determine how to best spend these funds to the benefit of your students.

We thank the ELL Leadership Council members who provided their time in this effort:

- Alicia Báez-Barinas, Buffalo Public Schools
- Chastity Beato, Newburgh Enlarged City School District
- Cecilia Blanco, South Huntington UFSD
- Sarah Cioffi, Shenendehowa CSD
- Analy Cruz-Phommany, Rochester City School District
- Sharon Eghigian, Utica City School District
- Brenda García, New York City Department of Education
- Maria Angelica Meyer, Yonkers Public Schools
- Nadia Nashir, Buffalo Public Schools
- Wanda Ortiz-Rivera, Brentwood UFSD
- Priscilla Zarate, Islip UFSD
- Rebecca Zuch, Buffalo Public Schools

ELL Advisory Committee Recommendations for Ideas and Suggestions on How the American Rescue Plan Funding (ARPF) Can Be Utilized to Support Already Identified English Language Learners, Students with Interrupted Formal Education (SIFE), Newly Arrived Immigrants, and Unaccompanied Minors.

### Integrated Support

(e.g., social emotional learning (SEL), health supports, and nutrition services)

#### Multilingual Supports

- Hire Bilingual support staff
  - social workers
  - psychologists
  - counselors
  - speech therapists
  - language therapists
  - occupational therapists
- Provide SEL in multiple languages
- Partner with culturally and linguistically diverse Community-Based Organizations
- Improve communications with families of ELLs by designating or hiring staff to serve as liaison to provide communications in the families' preferred languages



#### Nutritional Supports

- Expand access to nutritional services
  - Extend time for student breakfast
  - Provide meals after school
  - Weekend food backpacks
  - Snacks
- Fund evening or weekend food programs for students and families
- Foment urban and sustainable gardening through classes, school activities and parent involvement.
- Establish and maintain food pantries
- Support local farmers

#### Other Supports

- Transportation service for families
- SEL/Trauma-informed care for teachers

### Enriched Learning

(e.g., after school enrichment programs, summer school)

#### Multilingual Supports

- Develop new programs to support learning for ELLs and their families of the regular school day
  - After school
  - Saturday academies
  - Adult education programs
- Increase number of multilingual guidance counselors to support graduation planning
- Increase multilingual staff to provide Academic Intervention Support (AIS) to ELLs

#### General Education Supports

- Credit recovery programs
- Extended school year programs—including holiday academic enrichment sessions
- Create after-school SEL supports
- Hire additional teachers and support staff
- Create around specific content areas and activities (e.g., STEM/STEAM Day, SEL Day, Sports Day)
- Create stipend-funded leadership and service opportunities for students



## Family and Community Engagement

### Multilingual Supports

- Translation and interpretation services
- Comprehensive family literacy programs
- Adult English as a New Language and multilingual High School Equivalency programs
- Technology training for multilingual families
- Increase language access at school events

### General Supports

- Collaborate with Community-Based Organizations to address dropout and graduation rates
- Create parent advocacy training programs
- Conduct home visits
- Designate staff to provide regular updates about health, safety, and scheduling to families
- Develop communication platforms/hotlines
- Provide families with devices to ensure they have access to instruction
- Provide access to high speed internet

## Collaborative Leadership and Practices to Support High-Quality Teaching

### Multilingual Supports

- Support time for Integrated ENL Teacher Co-Planning
- Allocate funding for ESOL Certification and Bilingual Extension teacher preparation programs
- Professional Learning Opportunities for school and district leaders to support decision making on issues regarding ELLs including ENL and BE programming
- Create Leadership Institutes for administrators
- Professional Learning Opportunities for teachers and support staff to support improved instruction of ELLs
- Supplementary math and literacy programs (e.g., adaptive, web-based, library-based)
- Support instruction of ELLs in delivery of remote learning and hybrid instruction
- Partner with institutes of higher education to identify cohorts of teachers, social workers, and guidance counselors for placement in schools

The English Language Learner (ELL) Leadership Council is a group of English as a New Language and Central Office Directors from approximately 70 districts from across New York State. The Leadership Council meets regularly to discuss issues and best practices related to ELLs. The Leadership Council provides the opportunity for ELL support professionals to network and collaborate with other leaders throughout New York State, to receive technical assistance about compliance and best practices, and to improve outcomes through professional learning opportunities.

The mission of the 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.

Our vision is to provide leadership that embraces linguistically diverse learners to establish a multilingual society.

# Hispanic Heritage Month

September 15—October 15, 2021



## Proclamation

**Whereas**, throughout its history, New York State has welcomed people of every nationality from around the world and, during Hispanic Heritage Month, we take the opportunity to recognize the various distinct Hispanic and Latino communities that thrive in this state and nation; and

**Whereas**, established by the United States Congress, Hispanic Heritage Month is annually celebrated from September 15th to October 15th – with September 15th marking the anniversary of declared independence for five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua – followed by the anniversary of declared independence by Mexico on September 16th, Chile on September 18th, and Belize on September 21st; and

**Whereas**, New York State's Hispanic and Latino populations are a major economic force, a growing presence upon our political landscape, and have increasing influence and visibility in all areas of professional, social, and cultural life; and

**Whereas**, we are committed to ensuring that New York State's leadership reflects the diversity of all our communities, and Hispanics and Latinos have significant public roles in our nation and here in New York State, where we are blessed by the contributions of dedicated Hispanic and Latino individuals serving at all levels of government; and

**Whereas**, the COVID-19 pandemic has exposed and heightened inequalities for Hispanic and Latino populations – especially with regard to health care accessibility, legal protection, economic and income distribution, political representation, and social inclusion; yet we have seen throughout these months of crisis, many Hispanic and Latino heroes working on the frontlines of emergency medical services and as members of our police and fire departments, as well as countless others the pandemic has shown to be among the most essential workers in our society, and we honor them all; and

**Whereas**, through their love of family and ancestral traditions, Hispanic and Latino Americans are foundations of strength and unity within our communities and, during this monthlong observance, New Yorkers welcome the opportunity to learn about and share in the cultural heritage of our richly diverse Hispanic and Latino communities; and

**Whereas**, New Yorkers have a longstanding history of expressing appreciation for the heritage of our communities, as it enables us to grow richer and stronger; in the spirit of goodwill, New Yorkers of all backgrounds join in this celebration of ancestral pride and honor our Hispanic and Latino communities for their contributions to life in this state and nation;

**Now, Therefore**, I, Kathy Hochul, Governor of the State of New York, hereby proclaim September 15 - October 15, 2021 as

## HISPANIC HERITAGE MONTH

in the Empire State.



**G i v e n** under my hand and the Privy Seal of the State at the Capitol in the City of Albany this seventh day of September in the year two thousand twenty-one.

*Kathy Hochul*  
Governor

*[Signature]*

Secretary to the Governor  
Karen Persichilli Keogh

## **Science Initiatives for ELLs**

NYSED has released a series of science materials entitled *Integrating Science and Language for All Students with a Focus on English Language Learners*. This series unpacks the Next Generation Science Standards and addresses new instructional shifts in science learning with a focus on English Language Learners and features examples from the work of the Science and Integrated Language, or SAIL, research team at New York University. Materials can be reviewed using the following [link](#).

These webinars and briefs illustrate how to integrate science and language instruction for all students with a concentration on ELLs and looks at integrating content and language science education as an academic discipline, rather than language learning. This series focuses on ways that science as a discipline provides opportunities for ELLs to participate meaningfully in their classroom communities. As new science standards are currently being implemented in New York with a fast-growing population of ELLs, these materials will be timely tools for science, ENL and bilingual educators across the state.

The series consists of 7 webinars, each with an accompanying topic briefs. The first two webinars and briefs serve as an *overview* and unpack the New and York State P-12 Science Learning Standards. The next three webinars and briefs focus on science and language instruction including the new science instructional shifts, language instructional shifts for ELLs and an illustrations these shifts using classroom examples. The last two webinars and briefs focus on *assessment* for ELLs. including the science and language assessment shifts and formative assessment for ELLs in the science classroom.

OBEWL has created a [survey](#) to better understand how schools are using the Science Initiative materials in the current school year. Educators are encouraged to take this survey to provide their valuable feedback to OBEWL.

## **Dr. Okhee Lee Receives Award for Exemplary Contributions**

Congratulations to Dr. Okhee Lee, Professor of Education at New York University's Steinhardt School of Culture, Education, and Human Development on receiving the 2021 American Educational Research Association award for Exemplary Contributions to Practice-Engaged Research. Dr. Lee is the primary author of NYSED's [Integrating Science and Language for All Students with a Focus on English Language Learners](#) series. For more on this series see our article above.



## **Information for Families of ELLs Issued by US Department of Justice**

U.S. Department of Justice Civil Rights Division and U.S. Department of Education Office for Civil Rights re-issued information for to all schools and school districts in support of our English Language Learners and their parents and guardians.

This communication emphasizes the civil rights of our English Language Learners and their families, who may or may not speak or understand English proficiently enough to process school communication in English. This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language. Please click [here](#) to access this fact sheet for more information.

## **World Language Update**

### **Support for the Transition to the revised NYS Learning Standards for World Languages**

NYSED has now officially begun the “raising awareness and building capacity” phase of the standards process. Professional learning will be key to a successful transition to the revised world language standards. Since last January, OBEWL has offered a monthly professional learning series designed to build capacity in the foundational elements of the revised standards, including using authentic resources, the three modes of communication, the Cultures standards, proficiency targets, and performance indicators. Thank you to the thousands of teachers and administrators who have attended these workshops and/or watched the recordings. OBEWL maintains an updated [professional learning page](#), where you can find our upcoming workshops for the fall (see the list on the following page) as well as all of the recordings of previously conducted workshops. Please consider bookmarking this page for future reference.



Our “Standards and Guidelines” webpage includes a plethora of resources created for the transition to the revised standards, including:

- NYS Learning Standards for World Languages;
- Themes & Topics;
- Proficiency Targets & Performance Indicators (letter-size documents and posters);
- At-a-glance documents (letter-size documents and posters) on:
  - How to Read the NYS World Language Standards;
  - Interpretive Communication;
  - Interpersonal Communication;
  - Presentational Communication;
  - Authentic Resources; and
- Crosswalks (1996 LOTE Standards to the 2021 World Language Standards; 2021 World Language Standards to the Next Generation Learning Standards for ELA).

### **World Language Leadership Council**

OBEWL is forming the World Language Leadership Council to provide a regular forum for world language educators and administrators to discuss and share their questions, concerns, and suggestions with NYSED. This Council will also serve as an additional means of communicating information and initiatives regarding world language programs to the field, complementing our professional learning offerings, website, and newsletter. Teachers who serve as a world language department chairperson or administrators who serve as a director of world languages may join. We ask you to limit membership in the Council to one person per school plus a district-level employee, if desired. The Council will meet virtually (via Zoom), for one hour on one Monday of the month from September to June. Attendance at meetings is completely voluntary and CTLE credit will be awarded on a semester basis for those meetings attended. Interested educators should complete this [brief Google form](#) with their name and contact information. Links to join the meetings will be sent out on a rolling basis as forms are received. All meetings for 2021-22 will be on Mondays from 3:30-4:30 p.m.



## New Look for the Website for Standards and Guidelines for World Languages

With the growing number of resources being produced to assist world language educators in the transition to the revised NYS Learning Standards for World Languages, OBEWL has reorganized the [Standards and Guidelines webpage](#). The result is a clear, more user-friendly site with a plethora of resources. Below is a “screen shot” of what you will see when you click on the link above.

*Click here to access the LOTE Standards (1996) currently in effect.*

*Click here to access the revised NYS Learning Standards for World Languages (2021) with supporting documentation on themes and topics and proficiency targets and performance indicators.*

*The sections that follow provide additional resources, the implementation timeline, and information on the regulatory name change from LOTE to World Languages and the standards revision process.*

### Standards and Guidelines

NYS Learning Standards for Languages Other Than English (1996) 

World Language Frequently Asked Questions (FAQ) 

Adoption of the revised NYS Learning Standards for World Languages (2021) 

Summary of the revised NYS Learning Standards for World Languages 

Resources to support the transition to the revised NYS Learning Standards for World Languages (2021) 

Implementation Process & Timeline 

From LOTE to World Languages (Regulatory name change) 

The Standards Revision & Public Feedback Process 

### NYS AFLT Annual Conference—October 22-23, 2021

The New York State Association of Foreign Language Teachers will hold its 2021 annual conference as a hybrid event with on-site, virtual, and pre-recorded options from October 22-23, at the Ramada by Wyndham in Syracuse/Liverpool. This year’s theme is “Rooted, Strong and Growing with the New Standards in NYS”. The event is organized by Conference Chairperson and NYS AFLT President Elect, Jenny Delfini, a world language educator from New Paltz CSD.

This event will have virtual workshops and pre-recorded sessions, open to virtual and on-site attendees, as well as pre-conference workshops and on-site sessions, open to on-site attendees only.

For more information, please visit the [NYS AFLT Annual Conference website](#).

**ROOTED, STRONG AND GROWING**  
*with new standards in NYS*



## New York State Seal of Biliteracy Programs Continue to Grow

Despite the significant impact of the COVID-19 pandemic, the number of schools offering the New York State Seal of Biliteracy (NYSSB) in 2020-21 rose from 292 to 324. By the same token, the number of students earning the NYSSB increased by 17%, to more than 5,400 students statewide in 2020-21. The Annual NYSSB Report will be published later this fall along with regional infographics.



# 2021 NYSSB Graduates

### Handbook

The NYSSB Handbook is currently being updated and will be published later this month and uploaded to the [NYSSB website](#). Seal Coordinators are encouraged to monitor this site for resources and upcoming professional learning, as well as to take advantage of the NYSSB Guidance Toolkit.

### NYSSB Forum

OBEWL has created the New York State Seal of Biliteracy Forum, a monthly meeting offering guidance and support on the NYSSB, as well as the opportunity for participants to ask questions, discuss, and network with other coordinators. Attendance at meetings is completely voluntary and CTLE credit will be awarded on a semester basis for any meetings attended. All meetings for 2021-22 will be on Wednesdays from 3:00-4:00 p.m. Topics will be posted in advanced so that coordinators can choose to attend one, several, or all meetings, depending on their needs. Minutes will be made available on a shared Google drive for when participants are unable to attend a particular meeting. To register, please complete the following [brief Google form](#) by October 18th. The Zoom meeting link will be sent out on a rolling basis upon receipt of the registration form. Forum meetings will take place on the following dates: October 20th, November 3rd, December 1st, January 12th, February 9th, March 9th, April 6th, May 4th, June 1st.

## News from Other NYSED Offices

September is #LibraryCardSignUpMonth! Visit your library's website to learn how you can access resources to help you and your children this school year.

NOVELny—the New York Online Virtual Electronic Library— has a fresh new look and an updated Librarian Toolkit to match! Click [here](#) to view style guidelines and brand assets, and get access to database icons, vendor downloads, and handouts.



This year, more than ever, we can appreciate the joy of walking into classrooms filled with students, led by dedicated and talented teachers. As students and educators return to the classroom, please join us in fostering a culture of belonging, connection, and hope.

Read the #BackToSchool letters to educators and families written by Board of Regents Chancellor Lester W. Young, Jr. and by Commissioner Betty A. Rosa. They are available here: [Letter to educators](#), [Letter to families](#).

### From The Office of Higher Education (OHE)

#### NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS (NYSTCE) TEST FEES AND REFUND POLICY

The fees for almost all [NYSTCE tests](#) decreased, effective August 31, 2021. For example, the fees decreased for the Educating All Students (EAS) test from \$92 to \$80, single-subject Content Specialty Tests (CSTs) from \$134 to \$122, and multi-subject tests (all three parts, single administration) from \$179 to \$161. The fees for the Assessment of Teaching Skills-Written (ATS-W) and edTPA remain the same.

The [refund policy for NYSTCE tests](#) also changed. For candidates who registered for a test on or before August 30, 2021, if they withdraw their registration before they have scheduled their test appointment or if they cancel their test appointment at least 24 hours before their scheduled testing time and then withdraw their registration, they will receive a partial refund of their test fees. For candidates who registered for a test on August 31, 2021 or after, if they withdraw their registration before they have scheduled their test appointment or if they cancel their test appointment at least 24 hours before their scheduled testing time and then withdraw their registration, they will receive a full refund of their test fees.

#### [CR Part 154 Professional Development Requirements Specific to English Language Learners: PD Waiver Form](#)

This Professional Development Waiver [online form](#) is to be used by New York State school districts that have fewer than thirty (30) ELLs enrolled, or in which ELLs make up less than five percent (5%) of the district's total student population, as of October 1 of the current school year.

Note that this waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of the total required for classroom pedagogues and 50% of the total required for those with a certificate in ESOL or who hold a bilingual extension).

## 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](#)

### [Resource Collection for ELLs](#)

### [Resource Collection for World Language Students](#)

### [NYSED Parent Newsletter](#)

### [Calendar of Professional Learning Events for ELL Educators](#)

## Office of Bilingual Education and World Languages

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[OBEWL Home Page](#)

[Bilingual Education website](#)

[World Languages website](#)

[NYS Seal of Biliteracy website](#)



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