



## **Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) Participants Provided Opportunity to Earn College Credit**

Hudson Valley Community College (HVCC) is offering a fully online, 3-credit Public Speaking Course (ENGL 125-315) for students from the Capital District delegation of the Angelo del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI). The course runs in conjunction with PR/HYLI and HVCC's Spring semester, and it is open to students at little-to-no cost for those eligible for a scholarship.

Students were guided through the HVCC application process, which included the submission of the Spring 2023 College in the High School (CIHS) Program application and requisite supporting documentation (Student Record Information Form and Certificate of Residency).

The aim of the course is to equip students through speech planning, organization, delivery, and evaluation of various extemporaneous speaking experiences like those that they may encounter in their professional lives. This course is divided into four units including speeches to inform, persuade, demonstrate, and evoke emotion.

Students will complete two individual speech assignments: a Narrative Speech and a Demonstration Speech that requires and incorporates scholarly and credible research. In addition, students will write blogs throughout the semester to reflect on how specific course work relates to their PR/HYLI experience and elaborate on how it has developed their thinking and their public-speaking skills.



*2023 Cohort of Capital District PR/HYLI Students Taking the HVCC course*

## **New York State Seal of Biliteracy Handbook for 2022-23 Released**

An updated version of the [New York State Seal of Biliteracy \(NYSSB\) Handbook](#) has been released and is available on our website. This handbook provides guidance to districts and schools implementing the NYSSB. Released with updates on a regular basis, this document offers resources and technical assistance, including procedures, required forms, criteria to earn the NYSSB, and a Frequently Asked Questions (FAQ) section with more than 100 questions and answers.



The primary update for the Handbook is a clarification of the categorization of languages and the associated proficiency targets required to earn the NYSSB. Students pursuing the NYSSB in a Category 1-2 language must demonstrate Intermediate High proficiency. Students pursuing the NYSSB in a Category 3-4 language must demonstrate Intermediate Mid proficiency. Students pursuing the NYSSB in a classical language, such as Latin, must demonstrate Intermediate High proficiency in Interpretive Reading. For a complete list of Approved Checkpoint C assessments available in each language, along with corresponding minimum required scores, please see the section of the Handbook labeled "Approved Checkpoint C World Language Assessments and Minimum Scores" and "Appendix B: Approved Checkpoint C Assessments by Language."

For questions on the NYSSB, including how to start a program at your school, please contact the Office of Bilingual Education and World Languages ([nyssb@nysed.gov](mailto:nyssb@nysed.gov); 518-473-7505).

## World Language Professional Learning Opportunities

In an effort to assure that as many New York State (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, the Office of Bilingual Education and World Languages (OBEWL) will host unit design workshops for Checkpoint B in the summer of 2023. These workshops will be held in nine regions throughout the state: Capital District, 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 on two consecutive days from 9:00 a.m. to 2:00 p.m. (with a one-hour lunch on your own). (Please note: the second day of the NYC workshop - July 21st - will run from 10:00 a.m. to 3:00 p.m.) 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 Continuing Teacher & Leader Education (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 District:** 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, 12th - Western Suffolk BOCES (31 Lee Avenue, Wheatley Heights, NY 11798)
- **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 - Broome-Tioga BOCES, Johnson City Learning Center (500 Main St, Johnson City, NY 13790)
- **Western NY:** 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. Each webinar will be held at 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](#).

## March, a Time to Celebrate World Languages

March is a special time to celebrate world languages in New York State, because March is not only National Foreign Language Month, but it is also when National Foreign Language Week (NFLW) takes place (March 5-11, 2023). Begun as part of a plan to raise awareness in the US of the need for and importance of world language study, this week is a time to celebrate and promote both the joys and benefits of learning a new language. World language educators are encouraged to submit information on how they are celebrating this week or month with their students for possible inclusion in our April newsletter. Submissions should be brief descriptions of the activity, may include a photo, and can be sent to [obewldocsubmit@nysed.gov](mailto:obewldocsubmit@nysed.gov) by no later than March 15, 2023.



2023 NFLW poster created by Gabriel Emiliano Galindo from Elmhurst University

## Co-Teaching Strategic Planning Workgroup

Pursuant to Commissioner's Regulations Part 15402, schools are required to provide all English Language Learners (ELLs) who are enrolled in English as a New Language (ENL) programs with instruction following the Integrated ENL\* format. According to the [Units of Study Tables for English as a New Language](#), Integrated ENL services may be provided by a single teacher who is dually certified in both English to Speakers of Other Languages (ESOL) and the course content area, or it may be co-taught by separate ESOL and content area teachers. Due to the shortage of dually-certified content area/ESOL teachers, Integrated ENL services are most often provided using a co-teaching model. This requires the partnering of two certified teachers for the planning and instruction of each co-taught class.

To best support school leaders across the state, the Office of Bilingual Education and World Languages (OBEWL) has convened the Integrated English as a New Language/Co-Teaching Strategic Planning Workgroup. This workgroup, comprised of staff from OBEWL and the different Regional Bilingual Education Resource Networks (RBERNs), is developing *An Administrators' Guide for Supporting the Implementation of the Co-Teaching Instructional Model within Integrated ENL settings*. The guide will be designed to provide clarity for school leaders and teachers on the relationship and alignment of ENL and content area instruction in Integrated ENL/Co-Teaching classes.

The Administrator's Guide will promote the implementation of effective, rigorous, and quality support for ELLs within integrated instructional settings and targeted professional development to build the capacity of ESOL and content area teachers. The guide will also provide information on best practices in programming, including examples, to ensure that ELLs receive equitable access to the full array of school program offerings through intentional student scheduling and other strategies. Lastly, the guide will include a reflective tool allowing for schools to conduct self-assessments in order to measure the success of ELLs using data analyzed from assessments and overall student progress post-implementation.

Following the release of the Administrator's Guide, the workgroup will develop an implementation roll-out plan which will include professional development for school leaders, programmers, counselors, and teachers.

\* "Integrated English as a New Language shall mean a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction."  
CR Part 154-2.2(m)

## Enrollment Reminders - Immigration Status and Immunizations

Schools and school districts throughout New York State are enrolling immigrant and refugee students from across the world due to natural disasters, wars, or persecution. As these children enter our communities, we must be reminded that, pursuant to New York State (NYS) Education Law (EDN) § 3202, all children over five and under 21 years of age who have not received a high school diploma are entitled to attend the public schools in the school district in which they reside without paying tuition. Moreover, NYS law requires school districts to ensure that all students within the compulsory age attend school and be provided full-time instruction, and that admission may not be refused on account of national origin (EDN § 3201).

### **Immigrant Status**

All children in New York State have the right to attend school full time as long as they meet the [age and residency requirements](#) established by NYS law. This includes immigrants, refugees, and undocumented children. Schools should not ask questions that may reveal a child's immigration status, such as requesting a Social Security number at the time of registration. Additionally, schools have been [directed](#) to not collect information about students' country of origin at any time.

### **Immunization**

Children attending Prekindergarten through 12<sup>th</sup> grade in New York State must receive all required doses of vaccines on the recommended schedule in order to attend or remain in school. "Any student for whom the school does not receive documentation within 14 days of the first day of school must be excluded. This 14-day period may be extended to 30 days for a student arriving in New York from out of state." Notifications sent to parents of ELLs about their children's vaccination requirement and status should be provided in the parents' preferred language. For more information, see the New York State Department of Health and NYSED letter at the following [link](#).

As NYSED's [Vaccinations in Refugee Children New York State and New York City Recommendations and Guidelines](#) document explains, "[Public Health Law (PHL)]§ 2164 provides that no school shall allow a child to attend for more than 14 days without a proper certificate, or some other acceptable evidence, of immunization. Acceptable evidence of immunization includes a proper certificate of immunization (10 New York Codes, Rules, and Regulations (NYCRR) 66-1.3(a)), a statement from a physician or health facility that a child is 'in process' (10 NYCRR 66-1.3(b)), a medical exemption (10 NYCRR 66-1.3(c)), or a religious exemption (10 NYCRR 66-1.3(d)). **However, when a student is transferring from another country, PHL§ 2164 states that a principal (or other designee) may allow that child to attend school for up to 30 days if there is evidence of a good faith effort to obtain immunizations or proof of past immunization via serologic testing. The NYSDOH strongly recommends that schools permit each student the maximum allowable 30 day period and continue to work with these students and their custodial guardian(s) on a case-by-case basis to achieve complete vaccination.** PHL§ 2164 is meant to ensure children's health and safety and is not meant to be used to keep refugee children from attending school." (emphasis added)

Some best school practices include:

- Orientation to parents in their home language regarding the requirement for and necessity of immunizations;
- Translated material information for parents and/or families of the need for immunizations at enrollment;
- List of local municipal/state-run free health centers/clinics and/or other healthcare providers; and
- Periodic translated reminders for parents who have not fulfilled the immunization requirements.

## **South Huntington Dual Language Program—Thirty Years Building a Future of Biliteracy**

By Cecilia Blanco, Bilingual Education/English as a New Language (ENL) Coordinator, South Huntington Schools

South Huntington is a culturally and linguistically diverse district on Long Island with over 30 languages spoken in the community. The Dual Language Program has been an integral part of our schools since 1991 when our first cohort of twenty kindergartners began a journey toward bilingualism and biliteracy. In the 30 years that followed, our Dual Language program grew from 20 to over 900 students and from two teachers to a team of over 40 committed professionals who work collaboratively to always integrate language and content instruction in the classroom. Our Dual Language classes are a true representation of our community and our students grow with the strong sense of identity, belonging, and self-esteem that develops in an inclusive bilingual education program.

Since the inception of the program, interest in Dual Language has grown in our community, along with the number of bilingual families, simultaneous bilingual learners, and former Dual Language students returning to us as parents and teachers. Our program has adjusted to serve the evolving community with the enduring goal of helping our students build a future of bilingualism, biliteracy, and multicultural competence, understanding that equity and access are essential to the concept of a Dual Language education. With the support of the Board of Education, we expanded the program to avoid ‘waitlisting’ families at the start of the program, and today approximately forty percent of our kindergartners start their school career in our Dual Language classrooms that introduce a new language to some families, maintain a heritage language for others, validate and support the simultaneous development of two languages for many, and promote academic success and cultural competences for all. We have adjusted the program to include One-Way and Two-Way models to accommodate the larger numbers of English Language Learners (ELLs) enrolled in recent years, and we continue to expand the higher-level Spanish courses offered in our high school as a continuation of the program.

The best measure of a Dual Language program is the success of its students. Samantha Regalado, a senior at Walt Whitman High School, epitomizes the 21st-century skills of communication, collaboration, critical thinking, and creativity that our Dual Language students are set to accomplish. In her eagerness to give back to the schools and community that fostered her bilingual identity, Samantha became the Ex-Officio student member of the South Huntington Board of Education, in which she participates actively as the voice of the student body. An ELL when she started kindergarten, Samantha makes time to record a Board of Education recap video in Spanish for the community. She is driven to propel inclusivity and to amplify voices often underrepresented, something she will continue to strive for in college and as a future bilingual Chemistry teacher. Samantha is a well-rounded student who excels in rigorous coursework and who will graduate with the New York State Seal of Biliteracy among other honors.



*Samantha Regalado, Senior at Walt Whitman High School,  
Ex-Officio Member of the Board of Education.*

## **Expanding the New York State Seal of Biliteracy in Port Chester Public Schools**

By Valerie Lakestream, Director of English Language Learner (ELL) and Bilingual Programs, Port Chester-Rye UFSD



**PORT CHESTER**  
**PUBLIC SCHOOLS**

In the last year, Port Chester High School redesigned the way students achieved the New York State Seal of Biliteracy (NYSSB) so that all students have the opportunity to actively pursue this prestigious award. Port Chester is a diverse, multilingual community: 84%

of students are Hispanic, 68% of students come from Spanish-speaking households, and 31% of students are ELLs. Port Chester HS began awarding the Seal in 2018.

During the first three years, students received the NYSSB by earning three points in a World Language and English through exams and coursework. Last year, a team of stakeholders including World Language teachers, English teachers, English as a New Language (ENL) teachers, counselors, and administrators came together to revise the process, ensuring that students actively pursued the NYSSB and had the opportunity to present in front of a panel. Students pursued the Seal in Spanish and Italian, sharing research that they conducted within their advanced courses. Ultimately, 82 students earned the Seal and had the opportunity to proudly display their medal at graduation.

This year, the program has continued to expand with students now pursuing the NYSSB in Spanish, Italian, and/or Portuguese. In future years, it is anticipated that students will pursue the NYSSB in additional languages such as Polish, Albanian, and Mandarin. Port Chester seeks to further grow this initiative by incorporating community partners, including local colleges and universities. It is a true reflection of the diversity of our community and a great source of Port Chester Pride.

## **Performance-Based Learning and Assessment Networks (PLAN) Pilot Webinar**

The third installment of the [PLAN Pilot Webinar Series](#) will be held on Wednesday, March 01, 2023, at 11:00 AM – 12:00 PM. Registration will close on Tuesday 02/28 at 3PM.

NYSED's PLAN Pilot Webinar Series provides information on performance-based learning and assessment (PBLA). Webinar 3 will feature a panel of NYS school leaders to share their experiences leading performance PBLA in their school buildings and include an assistant principal from the Internationals Network of Public Schools. All webinars are recorded and posted on the PLAN Pilot [website](#).

The PLAN Pilot provides a [listserv](#) for interested educators to receive announcements on the webinar series and future events.

## The Importance of the Teacher

After the article on grant funding in our [January newsletter](#), we continue to stress the importance for districts and schools to be intentional about allocating their financial resources for children, especially our English Language Learners (ELLs). As our state continues to drive equity initiatives, a [recent article from Stanford](#) (Matheny et al., 2022) identifies that equity initiatives alone are not enough, and should be coupled with targeted resources and policies designed to improve student achievement.

This article reported on a study that included an analysis of 430 million grade 3-8 math and ELA tests between 2009-2019, compiled in the Stanford Education Data Archive (SEDA) database aggregated across 12,849 geographic school districts in the United States. The data showed that districts with equity initiatives alone did not improve the discrepancy between the achievement of White students and students of color, especially Black students. Rather, the study found, “that districts with more experienced teachers, a lower proportion of frequently absent teachers, and higher average achievement at the start of the study period experienced the greatest improvement.” (Matheny et al., 2022, p. 2-3) However, the researchers also caution leaders from making resource allocation decisions based on improving overall educational opportunities if these decisions demonstrate competing priorities with equity initiatives. There must be “systematic synergy between achievement gains and equity gains,” (p. 22) as these were not present based on the data from this research. This finding emphasizes the importance of engaged teachers, as well as the simultaneous implementation of academic initiatives and equity strategies in the classroom.



According to principle one of the [Blueprint for English Language Learner/Multilingual Learner Success](#), “All teachers are teachers of ELLs and need to plan accordingly.” In order to achieve this, principle teachers should consider the culturally and linguistically diverse needs of all learners and tailor instruction to meet these needs. Regardless of the learner, language development is a foundational core of all learning. In the USDE’s webinar series titled, “[Raising the Bar: Literacy & Math Series to Address Academic Recovery](#),” suggestions for teachers included the importance of professional development and prioritizing teacher collaboration and embedded coaching.

One way to grow the capacity of teachers in providing adequate language development instruction is to provide co-planning and collaboration time between teachers. This time can enhance the instruction and development of language, either in students’ native languages or in English. Teachers who have benefited from literacy development coursework in teacher preparation programs are well-prepared to meet the diverse literacy needs of ELLs at all levels. For educators of ELLs who have not had this experience, collaboration with the knowledgeable professionals in your school district will benefit ELLs who may enter your grade level with literacy abilities that do not meet the English standard for that grade. Regardless of content area, literacy is a gateway subject that provides ELLs with access to all academic areas. Thus, literacy and language development must be a priority in order to effectively support our ELLs.

In New York State, all educators, building and district leaders, and teacher assistants must earn [Continuing Teacher and Leader Education \(CTLE\) credits](#) to build their capacity in language acquisition. Visit your local Regional [Bilingual Education Resource Network \(RBERN\)](#) to enhance your language development strategies.

## **Family Welcome Centers in New York State**

Family Welcome Centers (FWC) are a support that exists in many locations throughout New York State (NYS). Families are entitled to in-person appointments, timely walk-in meetings with a counselor, and support with a variety of school-related questions. FWC support includes providing information about admissions, guidance for new students, enrollment, school placement offers and waitlists, adult ESL courses, financial literacy, and health insurance options. Recognizing that many families who are new arrivals to New York State are also multilingual, these centers provide interpreters, translated versions of registration forms, and community-level support of diverse needs.

The New York City Department of Education (NYCDOE), Syracuse City School District, and Yonkers City School District are three districts that operate Family Welcome Centers. Staff at these districts' FWCs understand that in addition to coming from diverse backgrounds, many of their families may have experienced traumatic circumstances that led them to relocate to New York State. As a result, it is critical for Family Welcome Centers to maintain a standard of cultural responsiveness in order to foster a welcoming and affirming environment.

[NYCDOE's Family Welcome Centers](#): New York City (NYC) families are supported "year round with enrollment and admissions." Their commitment to prioritizing student needs include "emergency high school transfers" in this sensitive time of transition for students. The FWC website includes a translation option for multilingual family access. The flexible accessibility options include contact by email, phone, online form, and in-person visits.

[Syracuse Family Welcome Center](#): Demonstrating a commitment to literacy, the Syracuse Family Welcome Center states that it strives to achieve, "100% Literacy through 100% Community Engagement." Partnering with several literacy-focused organizations, the FWC provides free services, resources, and classes. This includes Adult Education ESL, workplace preparation classes, support with health and financial literacy, assistance in working with your child's teacher, access to childcare and housing, and answers to other questions.

[Yonkers Family Welcome Center](#): The Family Welcome Center helps "families access the 10 pathways out of poverty by connecting them with the community resources necessary to meet the goals of daily living, and help their children succeed in school." As pictured on their website, the welcoming staff have established a hospitable place for families to receive this support at the VIVE School. This site is also accessible in multiple languages for multilingual families.

In conclusion, all LEAs across New York State are urged to implement best practices for their FWCs that are essential for welcoming families of all cultural and linguistic backgrounds. These practices may include learning about family cultures and communities, developing close relationships with families, and ensuring that the center's materials and offerings represent and affirm the identities of families. Also, promoting a relationship of trust and respect between schools and families can promote diversity, equity, and inclusion for our linguistically diverse families.





# Trainings on Home Language Screening for Incoming SIFE Students



## About Us

The MLS is a statewide diagnostic tool created to support identification of Students with Interrupted/Inconsistent Formal Education (SIFE) literacy levels in their home language. It is a computerized semi-adaptive home language test available in 16 languages. The students hear audio instructions and see all content in their home language and answer multiple choice questions. New York State schools can access the MLS test and register for a free account at [mls.slalab.org](https://mls.slalab.org).

## The training includes:

- An overview of the key components of the MLS
  - Basic guidelines for MLS administration
  - A Q&A session following the presentation

## When?

**March 15**

10 to 11:30 AM

**May 31**

3 to 4:30 PM

## Join Us!

Sign up for one of our Spring 2023 live Zoom trainings here:

<https://forms.gle/1au1BeSmm77QwbHP9>

or visit [mls.slalab.org](https://mls.slalab.org)

## **News from Other NYSED Offices**

The State Education Department recently released graduation data for 2018 Cohort, who are those students that graduated by August 2022. For more specific data points and for school- and district-level graduation data, visit the [Department's public data website](#). A [PowerPoint presentation](#) with additional data is also available.

The New York State Education Department (NYSED) is proud to [recognize Black History Month](#), held during February each year, to celebrate the rich history, culture, and contributions of African Americans. As part of this observance, the State Education Department has created social media campaigns and educational resources, including online and in-person programs through the [New York State Museum](#) and the [New York State Library](#), as well as providing programming recommendations from the Office of New York State Public Broadcasting.

The New York State Education Department is accepting applications for the 2023 Summer Food Service Program (SFSP). Last year, 470 sponsoring organizations served meals at more than 2,500 locations across the state to young people. Potential new sponsors may request a sponsor application and obtain additional information on the [SFSP website](#) or contact the New York State Education Department, Child Nutrition Program Administration, 89 Washington Avenue, Room 375 EBA, Albany, NY 12234, (518) 486-1086. Email is also available at [cnsfsp@nysed.gov](mailto:cnsfsp@nysed.gov).

NYSED will begin 2023 by honoring Dr. Martin Luther King, Jr.'s legacy through an exhibition of student art and essays that reflect his teaching. Dr. King's commitment to nonviolent advocacy served as the inspiration for 3,920 students from more than 100 public and private schools across the state to submit their creations. The submissions, which include several group projects, mark just the second time more than 1,000 pieces of student artwork will be on display and online for this exhibition. The entire exhibit is posted on the [Dr. Martin Luther King, Jr. Memorial Observance website](#). In celebration of Black History Month, NYSED will feature a piece of student art each weekday on our social media channels through the end of February. Please follow the hashtags #NYSMMLK and #StudentsExhibitingMLK on NYSED's social media channels (Twitter, Facebook, and LinkedIn).

The 2023-28 My Brother's Keeper Teacher Opportunity Corps (TOC) II grant application and related materials, including the proposal budget narrative, are now posted. The application deadline is March 13, 2023. Learn more at the following [link](#). #NYSMBK @NYSEDNews

February is [Teen Dating Violence Awareness Month](#). This year's theme is #BeAboutIt and aims to amplify the voices of teens and young adults and share the many ways to prevent dating abuse. #TDVAM #TDVAM23 @loveisrespect

The Blue Ribbon Commission (BRC) on Graduation Measures have asked what skills and abilities are most needed by New York State high school graduates to be successful. Contribute your thoughts and view summaries of previous questions' responses at the [Graduation Measures Thought Exchange website](#).

February is Career and Technical Education Month! #CTE allows students to gain hands-on skills that will prepare them for the workforce or further education in fields such as agriculture, healthcare, technology, and trades. How are you celebrating? #CTEMonth

## 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](#)

## Office of Bilingual Education and World Languages

New York State Education Department

Albany office: 89 Washington Avenue – EB505, Albany, NY 12234, (518) 474-8775

Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585) 344-2002

Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445

[OBEWL Home Page](#)

[Bilingual Education website](#)

[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.

