

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 website](#)

January 2024 Newsletter



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Dear Esteemed Colleagues,

As we enter the new year, I want to extend my heartfelt gratitude to each one of you who dedicates their time, expertise, and passion to the education and well-being of English Language Learners and their families. Your tireless efforts and commitment to fostering an inclusive and enriching environment do not go unnoticed, and I am deeply appreciative of the impact you make on the lives of countless individuals.



In the face of complex issues and the current crisis experienced by newly arrived families, your advocacy and support become even more crucial. Your dedication to bridging linguistic and cultural gaps, providing a safe haven for these students and their families, is truly commendable. Your work not only shapes the academic trajectories of these learners but also contributes to building a more compassionate and interconnected community.

As we reflect on the challenges of the past year and look ahead to the opportunities for growth in the coming one, I am inspired by the collective spirit of transformation that you embody. With your unwavering commitment, I am hopeful that New York State can become a beacon of multilingual education—a place where diversity is celebrated, language is a bridge rather than a barrier, and every learner feels empowered to reach their fullest potential.

Wishing you a joyous New Year filled with rejuvenation and the knowledge that your work is truly making a difference.

In unity,

Elisa Alvarez

Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism



On December 7, 2023 the New York State Department of Education’s (NYSED) Office of Bilingual Education and World Languages (OBEWL) presented a free conference: **Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism**. This event was produced in partnership with Fordham University’s Graduate School of Education and the eight Regional Bilingual Education Resource Networks. The conference was held at the Fordham College Lincoln Center campus and gathered over 240 New York State educators and administrators of English Language Learners (ELLs) from more than 75 schools and universities.

Opening Session

OBEWL Associate Commissioner Elisa Alvarez began the day by addressing the future of ELL education and the importance of advocacy for students and families.

This was followed by welcoming remarks from Dr. Jose Luis Alvarado, Dean of the Fordham Graduate School of Education, who spoke of his own personal story and dedication to multilingualism. Dr. Betty Rosa, Commissioner of NYSED, then spoke on the importance of Diversity, Equity and Inclusion; Culturally Responsive and Sustaining Education; and Social-Emotional Learning as key to support of all ELLs, and especially for newly arrived immigrants. Dr. Rosa also stressed NYSED’s commitment to supporting the education of ELLs as the Department’s graduation measures review enters its next phase.



Keynote Address

The keynote address featured the insightful discourse of Dr. Tatyana Kleyn, whose expertise resides at the convergence of learning, advocacy, and action within the intricate interplay of immigration and education. This featured presentation dived into the impactful work carried out by The City University of New York Initiative on Immigration and Education (CUNY-IIE), a project funded by the New York State Education Department (NYSED) which is dedicated to the exploration and collaboration with immigrant communities. CUNY-IIE aims to understand the experiences of immigrant students at all levels within NYS, to learn collaboratively alongside them, and to advocate for new policies and practices.



Dr. Kleyn's engaging discussion not only illuminated the work of CUNY CUNY-IIE but also speaks to actionable insights. Her presentation thoughtfully addressed the role of educators and communities, urging them to adopt approaches that prioritize our shared humanity,

transcending legal status. Central to her discourse is the advocacy for equitable policies and the creation of opportunities tailored to newcomer families and broader immigrant communities. Dr. Kleyn passionately advocates for initiatives that foster inclusivity, aiming to empower and support these communities on their journey towards integration and success within the educational landscape.

Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism

continued

Breakout Sessions

Getting to Know Your Heritage Language Learners: Basic Sociolinguistic Concepts and Teaching Approaches

Dr. Carolina Bustamante (SUNY Old Westbury) discussed differences between native, heritage, and second language speakers, and why it is important for teachers to be aware of sociolinguistic considerations in order to better advocate for heritage learners in world language programs.



Holistic Support for Immigrant Students in Bilingual and ENL Settings: Resources and Tools from the CUNY-Initiative on Immigration and Education (CUNY-IIE)

Brian Aguilar Ávila (CUNY-IIE), Carlos Pérez Valle (CUNY-IIE), and Dr. Tatyana Kleyn (Principal Investigator, CUNY-IIE) discussed the refugee and immigrant experience and how administrators and educators can use current frameworks and resources to create a welcoming and supportive school community that treats a whole child promoting success in education.



It Takes Two: An Introduction to Co-Teaching ELLs

Dr. Erica Flores (LI RBERN) and Dr. Kelley Cordeiro (LI RBERN) ventured into the much discussed realm of co-teaching in an integrated ENL setting, speaking on professional development, co-planning and cooperative classroom strategies for effective classroom instruction.

Long-Term ELLs: Looking Beyond the Label

Dr. Bernice Moro (NYS Language RBERN), Alison Provencher (HV RBERN), and Lorraine Estrada (NYC RBERN) discussed perhaps our most vulnerable ELL subgroup. This breakout session focused on research and classroom practice to help LTEs find their true potential through string literacy skills that



NYSED Multi-tiered System of Supports-Integrated (MTSS-I) Pilot Framework: Supporting English Language Learners

Dr. Stacy Williams, (U Albany), addressed the need for ELLs to receive intervention services in addition ENL instruction. This workshop focused on unpacking the MTSS-I Framework and the current pilot program, as well as discussing how the framework can effectively be used to support struggling and at risk English Language Learners.



Science and Language Integration with Multilingual Learners

Dr. Okhee Lee (NYU), Dr. Alison Haas (NYU), Christopher Leece (OCM BOCES), Tanya Rosado-Barringer (Mid-State RBERN), and Yanira Stoker (Mid-State RBERN) addressed their collaboration in creating webinars and topic briefs that support language development through Next Generation Science instruction. They also featured details on a new pilot program developed to test sample Units for K-12 science instruction.

Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism *continued*

Breakout Sessions *continued*

The Urgency for Trauma-Informed Pedagogies for Multilingual Learners: Refugees, Asylum Seekers, and Unaccompanied Minors Crossing the Border

Dr. Jordan González (Long Island RBERN) discussed how trauma informed instruction, an essential part of our state-wide initiative for social emotional learning, is key for the large influx of unaccompanied, undocumented and refuge seeking students to become well adjusted in their new surroundings and in-turn achieve success in the P-12 classroom, higher education and in their chosen career. This session provided information on how student trauma can be addressed through specialized curriculum and careful SEL-based lesson planning.



Afternoon Session Opening Remarks

Dr. Lester Young Jr., Chancellor of the NYS Board of Regents, opened the afternoon session with his thoughtful comments on the importance of our work in breaking down the barriers faced by ELLs. He described the conference as a call to action for all educators to focus on the opportunities that our students' diversity brings to our schools and challenged us to build bridges among our students and with our communities. Chancellor Young charged educators to be a vanguard on behalf of our students and to give them the opportunities they need to pursue success.



Student Panel

Lisa Pineda of NYC Public Schools presented a panel that featured four exceptional English Language Learners. These individuals shared their insights and experiences regarding the process of learning English and seamlessly integrating into the multifaceted landscape of both the New York school system and the rich tapestry of American culture following immigration from diverse corners of the globe. Each student, possessing a distinct background and narrative, articulately navigated the challenges and triumphs encountered while adapting to a new educational environment. In addition to their enlightening discussions, these students prepared succinct yet impactful video presentations, offering a glimpse into their personal and academic lives, enriching the audience's comprehension of their compelling and inspiring journeys.



Afternoon Learning Session

Academic and Linguistic Demands: Creating Access to the Next

Generation Learning Standards in English Language Arts for Linguistically Diverse Learners (ALDs) - Christa Stevenson (LI RBERN), Rachael Wasilewski-Alcantara (HV RBERN) and Vanessa Gulfo (HV RBERN) introduced the ALDs, the culmination of several years of cooperative work among various NYS stake-holders. The ALDs help teachers and administrators to better understand the connection between New York State Next Generation Learning Standards and the expectations for ELLs at all levels of English Language Proficiency. This session first demonstrated the efficient navigation of the document then provided an in-depth look at how it can be used to guide instruction for ELLs.

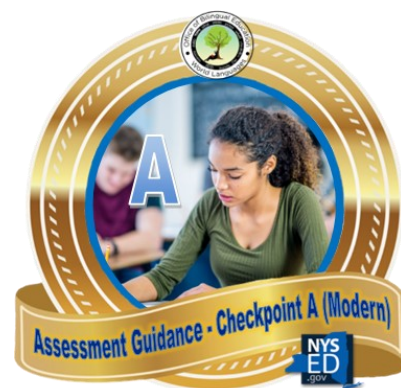
2024 World Language Professional Learning Series Announced

The Office of Bilingual Education and World Languages (OBEWL) has been hard at work to organize the winter/spring lineup of webinars for the 2024 World Language Professional Learning Series. Our office provides monthly online webinars to assist educators in making the transition to the revised NYS Learning Standards for World Languages. These webinars are offered free of charge to any teacher of a world language working in a NYS school, including district, charter, and non-public schools, as well as in colleges, universities, and BOCES and RBERNs. These webinars qualify for CTLE credit for world languages. All one-hour webinars will be recorded for future on-demand viewing.

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Modern Languages*)

presented by Dr. Joanne O'Toole, Bill Heller, and Dr. Lori Langer de Ramirez
(Tuesday, January 23rd, 2024, 4:00-5:00 pm)

In this session, the presenters will explain the general principles and protocols outlined in the NYSED-OBEWL document, *Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Modern Languages)*. This document provides guidance to Local Educational Agencies and regional and statewide consortia for the creation of Checkpoint A Benchmark Assessments for Modern Languages aligned to the revised NYS Learning Standards for World Languages. Checkpoint A Benchmark Assessments are those assessments used to award one high school credit for middle school students prior to entering Grade 9 and to meet the one-credit graduation requirement. Checkpoint A Benchmark Assessments must be aligned to the revised standards for the June 2025 administration. This webinar is designed for teachers of modern languages, other than American Sign Language. We anticipate being able to offer both a guidance document and a webinar in the future that specifically focuses on guidelines for Checkpoint A Benchmark Assessments in American Sign Language. Click [here](#) to access the registration form.



Standards in Action: Interpersonal Communication Strategies

presented by Bill Heller, Dr. Lori Langer de Ramirez, and Dr. Joanne O'Toole
(February 27, 2024, 4:00-5:00 pm)

What does Interpersonal Communication look like in action? This session provides in-depth and practical suggestions for planning and facilitating Interpersonal Communication. Learn ways to create communicative urgency to facilitate spontaneous conversation; strategies for introducing and practicing functional chunks of language; and task designs to enable learners to exchange information, express preferences, express feelings, and express opinions. Come away with new insights into Standard 2 and multiple strategies to guide lesson planning in the Interpersonal mode. Click [here](#) to access the registration form.



Standards in Action: Presentational Communication Strategies

presented by Dr. Lori Langer de Ramirez, Dr. Joanne O'Toole, and Bill Heller (March 12, 2024, 4:00-5:00 pm)

What does Presentational Communication look like in action? This session provides in-depth and practical suggestions for planning and facilitating Presentational Communication. Learn about task designs to enable learners to engage in real-world tasks for authentic audiences, with particular attention to the Presentational language functions: describe, inform, narrate, explain, and persuade. Come away with new insights into Standard 3 and multiple strategies to guide lesson planning in the Presentational mode. Click [here](#) to access the registration form.



2024 World Language Professional Learning Series Announced

continued

Linguistic Diversity in the Heritage Classroom: Educational Practices that Celebrate Home Languages

presented by Maria Quintanilla (April 24, 2024, 4:00-5:00 pm)

Heritage Language Learners' linguistic, social, and emotional learning path is unique to each learner. A Heritage Language classroom affirms its students' identities, multilingualism, and cultural practices. In this webinar, the presenter will explore approaches for centering language varieties, cultures, and histories of our Heritage Language-speaking learners, and explore strategies relevant to classrooms with a mix of Heritage and non-Heritage Language Learners. She will present effective teaching strategies, proven in the classroom, for empowering identity, linguistic plurality, and cultural perspectives. Click [here](#) to access the registration form.



Leveraging Social Justice Approaches to Affirm and Support World Language Students

presented by Dr. Pamela M. Wesely (May 21, 2024, 4:00-5:00 pm)

What do we know about how to teach for social justice in world language classes? How can we create more equitable and affirming world language classrooms for all our students? In this webinar, Dr. Pamela Wesely, co-author of *Words and Actions: Teaching Language Through the Lens of Social Justice* (ACTFL, 2014, 2018), will pair recent scholarship on gender-just and racially-just language pedagogies with frameworks in social justice education. Participants will come away with new ideas about how to connect these ideas in the classroom with NYSED guidance, including the NYS Learning Standards for World Languages, Checkpoint Proficiency Targets, and NYS Themes and Topics. Click [here](#) to access the registration form.



NYS Seal of Biliteracy Professional Learning Series 2024

In 2023-24, the Office of Bilingual Education and World Languages (OBEWL) began the first ever professional learning webinar series for the New York State Seal of Biliteracy (NYSSB). These webinars, focused on the New York State Seal of Biliteracy, are offered **free of charge** for educators, counselors, and administrators working and studying in New York State educational institutions. **All NYSSB webinars take place from 3:30-4:30 p.m. via Zoom.** Registration is required for attendance and CTLE certificates. All webinars are recorded for on-demand viewing and CTLE credit can be granted for viewing the webinar with a score of at least 7 out of 10 on the post assessment. The following webinars will be offered via Zoom in the spring semester of 2024:

Supporting Students through the Culminating Project

presented by Candace Black and Maria Fenton (Wednesday, January 17th, 2024)

The Culminating Project is the only criterion for the NYS Seal of Biliteracy that earns students two out of three points in a language. Because of this, almost one-third of all Seal earners choose to complete a Culminating Project in English and almost half of all Seal earners complete a Culminating Project in another world language. This webinar will present ideas on how to develop structures to support students through the successful completion of these projects, including the various required elements of the project, embed projects within coursework, match students with mentors, monitor student progress, familiarize students with the rubric, and leverage technology to help them prepare to present their projects to a panel, as well as general recommendations for supporting high-quality student performance based on seven years of offering the Seal of Biliteracy.



Preparing for the Culminating Project Visit

presented by Candace Black and Dr. Juanita Reyes (Wednesday, January 24th, 2024)

Each year, the Office of Bilingual Education and World Languages (OBEWL) conducts visits to a small sample of schools offering the NYSSB for two purposes: (1) to observe and participate in Culminating Project Presentations and Interviews and (2) to provide feedback and support to schools in this process. Schools selected for such a visit are notified via email by September 30th, anticipating a visit to be scheduled the following spring. This webinar will review the protocol for the Culminating Project Visit, from the scheduling of the visit, to the expectations for conducting the student presentations, interviews and follow-up panel discussions, including a deep dive into the rubric that is used to provide feedback to schools. The webinar is recommended for any schools that will be visited in 2023-24, but is open to any school that wishes to learn more about this process.



Using the NYSSB Rubric to Evaluate Culminating Project Presentations

presented by Candace Black and David Mumper (Wednesday, February 28th, 2024)

This webinar will take a deep dive into the three modes of communication evaluated in the OBEWL rubric for the NYSSB Culminating Project and Presentation. Performance descriptors will be unpacked into their core elements—Function, Accuracy, Context, and Text Type—so that evaluators can identify the evidence for the demonstrated level of proficiency. During this session, participants will work in small breakout rooms to evaluate portions of sample student work and presentations to calibrate their scoring.



NYS Seal of Biliteracy Professional Learning Series 2024

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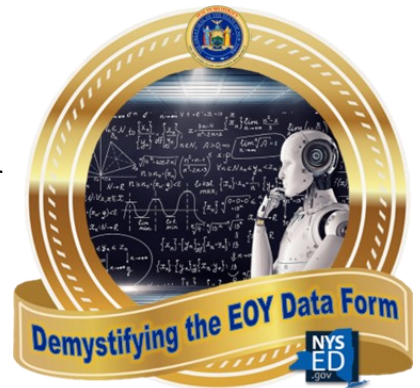
Training Panelists to Evaluate Culminating Projects & Presentations

presented by Candace Black and Dr. Jordan González (Wednesday, March 20th, 2024)
Panelists must be trained in how to use the NYSSB rubric to identify and discuss the acceptable evidence to justify the proficiency level attained by the student. This webinar will discuss the process for recruiting and training panelists to evaluate Culminating Project and Presentations for the NYS Seal of Biliteracy, including working with school staff or community members who may not have a background in education. During this session, participants will work in small breakout rooms to evaluate portions of sample student work, presentations, and recordings of panelists' discussions following the presentations to identify high-leverage practices, as well as practices to avoid when calibrating scoring. OBEWL's annual process of visiting NYSSB schools to provide feedback and support will also be reviewed.



Demystifying End-of-Year Data Submission for the Seal

presented by Candace Black and Anna Stukes (Wednesday, April 10th, 2024)
At the end of each academic year, schools must report their NYSSB data to OBEWL in order to obtain the Seals to put on the diplomas and the medallions to distribute to students for graduation. Seal Coordinators submit this information on the End-of-Year Data form in the late spring or early summer. The sometimes-arduous process of gathering and entering this data can be streamlined to ensure accurate and timely reporting, as well as to avoid overburdening the Seal Coordinator during an already busy time of year. Each part of the form will be unpacked, while strategies for recording keeping and cross-checking data for errors will be discussed. In the second half of the webinar, participants will work in small breakout rooms to complete a challenge exercise designed to hone their skills in completing the End-of-Year Data form. There will be ample time for participants to ask questions.



Recordings of the following webinars are available on our NYSSB website:

- [Starting a NYS Seal of Biliteracy Program](#), Wednesday, October 25th, 2023
- [Growing Your Seal Program](#), Monday, October 30th, 2023
- [Completing the NYSSB School Notification Form](#), Wednesday, November 15th, 2023
- [Promoting the Seal of Biliteracy and Recruiting Students](#), Monday, December 4th, 2023

For more information on the NYSSB, please visit our [website](#).

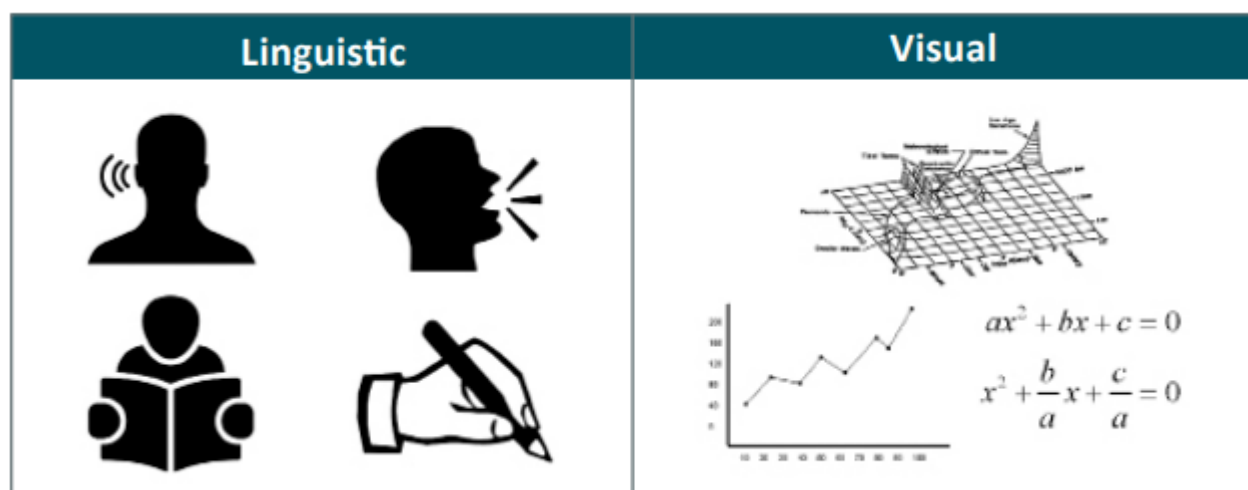
Science and Language Integration with ELLs

Building on *A Framework for K-12 Science Education* and the *Next Generation Science Standards*, the [New York State P-12 Science Learning Standards \(NYSP12SLS\)](#) were adopted in December 2016. As the NYSP12SLS are academically rigorous and language intensive, these standards present both learning opportunities and demands to all students, especially English Language Learners (ELLs) and Multilingual Learners (MLs). To further support all students in meeting these demands, there has been ongoing collaboration among the NYSED Office of Bilingual Education and World Languages, the Mid-State Regional Bilingual Education Resource Network, OCM BOCES Instructional Support Services' Science Center, and the NYU Science and Integrated Language (SAIL) Research Lab. This collaboration has taken place to support the implementation of the Next Generation Science Standards with a focus on instruction of ELLs and MLs. This multiphase collaboration will create exemplars and resources that will support all students in science learning and language acquisition.

The Phase 1 project (2019-2021) involved developing a [series of webinars and topic briefs](#) that describe how to integrate science and language in instruction and assessment for all students, with a focus on ELLs and MLs. These resources were aimed at supporting both science and language teachers as they implement the NYSP12SLS which present key instructional shifts and offer new learning opportunities and demands. Using the yearlong fifth-grade SAIL curriculum funded by the National Science Foundation, the webinars and topic briefs are grounded in asset-oriented pedagogy that integrates content (science) and language with ELLs and MLs from contemporary perspectives.

The Phase 2 project (2021-2023) involved developing science units as prototypes to illustrate coherent learning progressions of science and language over the K-12 grade bands with all students, especially ELLs and MLs. Building on the fifth-grade SAIL curriculum, this project focused on designing science units aligned with the NYSP12SLS for the K-2, 6-8, and 9-12 grade bands. When combined with the SAIL fifth-grade curriculum, the units address K-12 grade bands from elementary to middle to high school. Across the grade bands, all units address the physical science domain to illustrate learning progressions in science and language.

Now in Phase 3 (2023-2025), the project is piloting these four units, including the three units developed during the Phase 2 project along with the existing fifth-grade unit. These units will be implemented, revised, and refined in classrooms in Central New York, Long Island, and New York City. When complete, the units will be disseminated for use across New York State.



Visualization of learning modalities involved in science instruction from [Integrating Science and Language for All Students with a Focus on English Language Learners: Topic Brief 4: LANGUAGE INSTRUCTIONAL SHIFTS](#)

Celebrating Multilingual Education: A Spotlight on Albany City School District and North Rockland Central School District

In a heartfelt gesture of collaboration and commitment to multilingual education, the Office of Bilingual Education and World Languages (OBEWL) was honored to be welcomed by two exceptional school districts: the Albany City School District and the North Rockland Central School District. These districts graciously opened their doors to showcase their exemplary dual language programs, shining a spotlight on their dedicated teachers and visionary leaders. The enthusiasm and warmth extended by both districts was deeply appreciated by all involved. This unique opportunity sheds light on the ongoing endeavors of experts in the field, emphasizing the collective dedication to fostering linguistic diversity in education.



The Albany City School District stood out notably for its commendable Newcomer program, spearheaded by the exceptional leadership of the Director for English as a New Language and Refugee Services, Thomas Giglio, and Principal, Rachel Stead. The unwavering commitment displayed by the Albany International Center (AIC) towards newcomers and multilingual learners is truly praiseworthy, marking a significant step in supporting students transitioning into a new academic and cultural environment.

Equally inspiring was the invitation North Rockland Central School District extended to their newly established dual language program at the West Haverstraw Elementary School. The district's

advocacy for multilingualism is admirable. The impact of the concerted efforts of the superintendent and his leadership team, including Executive Director Miggy Lopez, is already recognized within the community, reflecting a dedication that doesn't go unnoticed.

It's essential to celebrate these successes collectively and recognize the hard work being invested in supporting English Language Learners across New York State. The collaborative efforts of these districts serve as a testament to the power of education in nurturing linguistic diversity and creating inclusive learning environments. Let's take pride in these accomplishments and continue championing multilingual education, acknowledging that it takes a community to foster an environment where every learner thrives.



New York State Education Department Funding Propels CUNY-IIE Video Launch: “Not Too Young: Immigration in Elementary Schools”

In a celebration of educational innovation and community inclusivity, a recent event showcased the launch of a compelling series of videos spotlighting elementary school projects from New York City and Western New York. These videos, created by the CUNY Initiative on Immigrations and Education (CUNY-IIE), are a testament to the responsiveness of schools to immigrant communities that underscore the prioritization of immigrant students and families within our school districts. The impactful videos vividly spotlighted the diverse ways schools have embraced and supported immigrant communities. They demonstrated a commitment to inclusivity, illuminating the importance of creating environments that cater to the unique needs of these communities.



The successful execution of these videos was made possible through funding provided by the New York State Education Department (NYSED) and the Office of Bilingual Education and World Language (OBEWL), a fact duly recognized throughout the event. Austin Nojaim, Associate in Bilingual Education, had the opportunity to address the audience and express gratitude for the collaborative efforts and encouraging continued dedication to this vital cause.

This event served not only as a celebration of achievement but as a call to action. It underscored the importance of fostering inclusive educational spaces that empower every student and family, regardless of background or language, to thrive and succeed. Moving forward, the momentum from this event catalyzes continued efforts in championing diversity, embracing innovation, and ensuring that every student feels a sense of belonging on their educational journey.

The successful collaboration between schools, the community, and the supporting office exemplifies the potential for transformative change when different entities unite for a common goal. As the event concluded, the resounding message was clear: a commitment to supporting immigrant communities is a commitment to building stronger, more vibrant educational environments for all.



English Language Learners: The Great Untapped Population of Potential Seal of Biliteracy Earners

In the early 2000's, the state of California started the very first state Seal of Biliteracy Program in order to honor and value the large number of bilingual students in its schools. Since then, all but one of our fifty states has also adopted a state Seal of Biliteracy program, including New York, who was second in the nation to establish such a program.

Despite the fact that the Seal of Biliteracy was originally designed specifically for English Language Learners (ELLs) and Heritage Language Speakers, the vast majority of students in our state that earn the New York State Seal of Biliteracy (NYSSB) are those whose home language is English and who are studying a language other than English in school. While these students are worthy of the Seal, so are the thousands of ELLs, both current and former, within New York. These students come to us with rich linguistic and cultural capacities that make them global citizens who can act with intercultural competence.



The Office of Bilingual Education and World Languages, as the NYSED office that manages the NYSSB program, encourages all schools offering the Seal of Biliteracy to conduct an exhaustive recruitment drive that includes current and former English Language Learners, Heritage Language Speakers, and World Language students. To support these efforts, our office is offering a special (and free) webinar on Promoting the Seal and Recruiting Students on Monday, December 4th, 2023, from 3:30-4:30 p.m.

Webinar description: Did you know that less than 3% of all NYS high school graduates earn the NYS Seal of Biliteracy? Did you know that there are thousands more students who speak or are learning English and another language and who are ideal candidates for the NYS Seal of Biliteracy? This webinar will present tools and strategies to promote the Seal of Biliteracy and recruit participants that have proven successful at both large and small schools across the state. Come away with ideas to both identify and recruit students to be honored for their skills and hard work in developing language proficiency. Then, learn how to successfully engage with stakeholders in your school community to ensure they have a solid understanding of the Seal and can assist you in recruiting students.

Registration process: All participants are encouraged to pre-register for this event. Pre-registration will close approximately 24 hours prior to the event; **there will be no same-day registrations**. Once the registrant's email address has been verified as being from a New York State educational institution, an email confirming their registration will be sent. Twenty-four hours prior to the event, all registered individuals will receive login instructions with the link to join the webinar. **Only pre-registered attendees will be eligible for a certificate documenting attendance and/or CTLE hours.**

Click [here](#) to access the registration form.

NEWS FROM OTHER NYSED OFFICES

New York State Library Announces January Public Programs

The New York State Library announces its upcoming programming for January, including webinars and events related to history and genealogical services. The following upcoming free programming requires registration and is available in person or offered online, as indicated per each listing. Visit the State Library's [website](#) for a complete list of upcoming programs, including webinars, events, and onsite genealogy walking tours.

- Onsite Walking Tour of the Local History and Genealogy Resources
Thursday, January 11, 2024, 12:00 PM - 1:00 PM [Register](#)
- Digital Equity Roundtable Featuring Cory Doctorow (Webinar)
Friday, January 12, 2024, 3:00 PM - 4:00 PM [Register](#)
- William Jennings Bryan (Webinar)
Wednesday, January 17, 2024, 11:00 AM - 12:00 PM [Register](#)
- Historical Newspapers Online at the New York State Library
Thursday, January 18, 2024, 2:00 PM - 3:30 PM [Register](#)
- Genealogy Research with FamilySearch
Thursday, January 25, 2024, 2:00 PM - 3:30 PM [Register](#)
- Covered with Night: A Story of Murder and Indigenous Justice in Early America (Webinar)
Friday, January 26, 2024, 12:00 PM - 1:00 PM [Register](#)
- Northern Campaign of 1777 (Webinar)
Tuesday, January 30, 2024, 12:00 PM - 1:00 PM [Register](#)
- Preparing for the Shadow: What you need to know about the 2024 Eclipse (Webinar)
Wednesday, January 31, 2024, 1:30 PM - 3:00 PM [Register](#)



Board of Regents Budget and Legislative Priorities for the 2024-25 School Year

At the December Board of Regents meeting, the Board outlined its [budget and legislative priorities for the 2024-25 school year](#). These priorities focus on supporting lifelong learning opportunities, providing a P-20 continuum in education, and advancing equity in education for all students.

Public Hearings on Mayoral Control of New York City Schools

The New York State Education Department (NYSED) is conducting a series of [public hearings](#) as part of the State's comprehensive review of the overall effectiveness of mayoral control of New York City schools. Members of the public may participate by providing oral testimony at a public hearing, and/or by submitting written electronic testimony. Visit NYSED's [Mayoral Control website](#) for a full list of hearings, locations, and times.

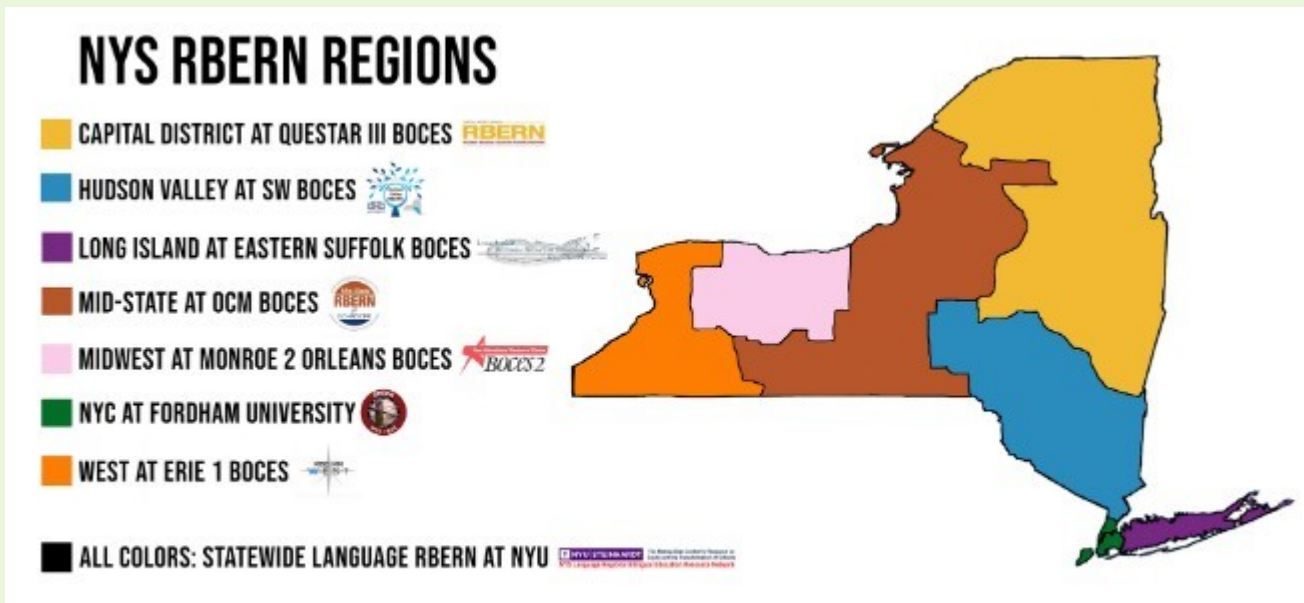
New York State's Nominees for the U.S. Presidential Scholars Program

NYSED recently nominated 25 New York State high school seniors for the [2024 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.

Join the Conversation

If your school or community would like to share a story to include in a future edition of this newsletter, please email photos and news items to OBEWL@nysed.gov.

OBEWL RBERNS GOT IT GOING ON...

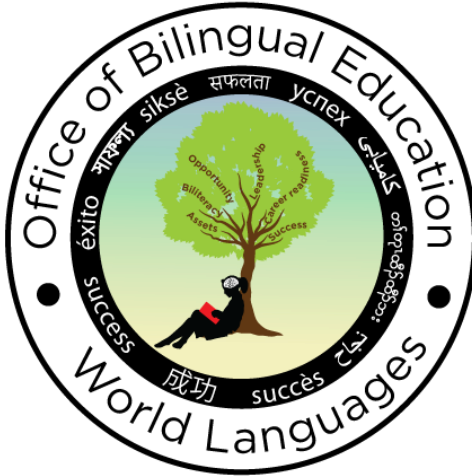


Need local support?

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](#)

Check out the monthly RBERN [Professional Learning Calendar](#) for local /state-wide, synchronous, asynchronous and live events from ELL Identification to NYSESLAT scoring and of course, effective classroom instruction.



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.

