

# Office of Bilingual Education and World Languages

New York State Education Department

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September 2022 Newsletter



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## Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

Welcome back! I hope the summer season afforded all of you an opportunity to spend quality time with family and friends.

Our world today embodies the global needs, changes, and interdependency we have with one another. Technology has seen wonderful advancements in allowing people from various cultures to communicate and connect from various aspects across the world. Yet, the most important communication skill is the ability to communicate with someone in their native language. By promoting bilingualism and multilingualism in our schools, we will make certain that our children have the opportunities to effectively participate in this consistently changing world.

Becoming proficient in two or more languages is extremely beneficial for a child’s development. Research shows that bilingualism is positively linked to improved student performance and that bilingual students are more likely to pursue a higher education and become comfortable integrating with multiple communities. Yet, the benefits of bilingual education extend even further. Neuroscientists studying the effects of proficiency in bilingual education have found that active use of two or more languages helps protect the brain against cognitive decline and age-related dementia.

As we return to school, I reflect on two court rulings which helped shape the educational opportunities of English Language Learners: *Lau v. Nichols* of 1974 and *Castañada v. Pickard* of 1981. These rulings empowered the Office of Civil Rights to create enforcement regulations and standards to meet the Equal

Educational Opportunities Act of 1974. This speaks to our responsibility as educators. We must provide sound, evidence-based programs, promote high-quality delivery of instruction, and monitor programs to ensure the students reach their highest levels of academic achievement.

Language continues to be the bridge that unites people from all walks of life. Presenting our children with the love of language in their early developmental years leads to a society of empathetic, intuitive, and critical thinkers. It is our commitment to stand with you to ensure that, through our decisions and our actions, we honor the laws that continue to speak to the equity our children deserve.

Once again, I welcome your return and look forward to a year in which our academic excellence continues to shine upon our shared belief in bilingual and multilingual education.

In unity,

*Elisa Alvarez*



## The Season of Change: Spring into the Revised World Language Standards

*By Amanda Silva (French teacher at Cincinnatus High School)*

The season of change is upon us. Educators across the state have rallied to revise the New York State Learning Standards for World Languages and, after the remarkable impact of the pandemic, many are eager to find a new constant: the ebb and flow of students back in classrooms, learning at high levels. It is this momentum that has inspired me to change my classroom and to reflect on not only what to change, but why now is the best time to change.

Springing into the standards is a great play on words. It reminds me of the crispness of the fresh air, the dew on the grass, and people eagerly working outside each spring to plant gardens. Spring is the season that opens the door for all the others. While education may not run on mother nature's timeline identically, it correlates to the difficulties of an educator's school year.

Each year, we must evaluate our mindset. It is easy to get overwhelmed by the work involved with reworking our curriculum. However, we need to embrace this moment as an opportunity to reflect and improve. Just as spring provides new opportunities for nature, now is the time to trust in ourselves and move our world language curriculum into a new season. With only one year remaining before the implementation of the revised standards, we are charged with embracing this change.

**Start by planning your garden and selecting your seeds.** Work together as a team with your department and colleagues and brainstorm the best plan of attack. Not every program will need to enact the same type of work, but by networking and talking through your ideas, you will find yourself inspired. For those small departments, reach out to a neighboring district or program. The weight of this work is too much to bear alone, and you will find yourself more successful and motivated with a colleague's help. Put on some gloves, and do the work together.

**Learn how to plant. Start small.** There are incredible and free professional learning opportunities on the NYSED OBEWL website. Choose one or two that sound interesting and pick one concept from each to start in your classroom. While the entire series is valuable, time is precious, and you may not be able to take part in every one. Pick one, and try enacting that learning in a small way for yourself.

**Don't be afraid to get dirty and be willing to slip into the mud.** Change is messy and nonlinear. Lean into this idea. As chaotic as the last few years have been, now is the perfect time to try something new and fail. Educators must embrace the learning habits we encourage our students to use, including digging deep into a new concept or approach, leading with grit, and trying again. Language learning is messy, so sometimes our lessons will be too.

**Fertilize and feed your soil.** Choose projects and authentic resources that inspire you. If you are excited, the students will follow suit. Open your mind to the possibilities of what you can teach, rather than what you have to teach. Instead of just teaching our students the syntax, grammar, and phonology of the language, now is the time to teach them about the world through the language. My Spanish teacher colleague is planning a unit on "Fashion week in Paris." Last year, I incorporated homes in Colombia made from recycled materials. The possibilities are endless.





**Give your plants space to grow and protect them from weeds and pests.** Allow students to work through your newly developed units and lessons and watch their progress. Debating is a skill that even novices can do with strong scaffolds. Upper-level classes should set proficiency goals for themselves, just as novices do. Help them see what changes they need to make and how to get there. It is so easy to get stuck in the mud with ideas and lose confidence in our abilities. Keep the negative thoughts at bay by providing a goal-setting structure and allowing novices to try a language function they would normally not see until an upper-level course. The bonus here is that this will help bolster our advanced class numbers as well.

**Use compost and rework what you already have.** Some people find starting from scratch to be a better approach, while others aren't ready for that leap. Both are effective paths to success. Regardless of what you plant or at what time, you need rich soil for successful growth. Use those tried-and-true methods you swear by and mix them with a small new idea. A new concept or unit inquiry question may be all you need to bolster the production of your garden.

**Keep the soil moist but not waterlogged.** We need to sprinkle these new ideas, concepts, methods, and approaches into our classes. We can not just dump the watering can on top, walk away, and hope for the best. Slow and steady increments give the plants the environment they need to flourish. Allow your students to know and understand that you are learning, too. Tell them you want to try something new and that it may fail, but don't forget to tell them why. Engagement increases when students and teachers are on the same team.

**Prune as needed and add in support for plants in need.** When you bring new elements into a curriculum, things you may have used in the past will need to go. Stop saving that bookmark or box of past projects in your closet for potential use "someday". Lighten your load and it may surprise you that your outlook will change when you are less bogged down by "stuff," both literal and figurative. Embrace the idea of mini-units, where small, yet mighty, learning occurs and builds towards the same proficiency goal. A unit does not need to be six to eight weeks long to be impactful.



**Know your garden, but don't compare it to someone else's.** Your teaching style, your learning style, and the unique blend of students in your classroom will lend themselves to a different look than any other. We often seek others' success to "fix" our struggles. Through collaboration, allow new ideas and suggestions to foster your mindset, empowering you and inspiring your own solutions. Most importantly, do not forget to share your resolutions so you may lighten someone else's load in return.

**Fellow educators, don't neglect to enjoy your garden.** The weeds can be just as beautiful as the flowers. Your failures will be just as impactful as your successes, and your efforts will yield results. Take your experiences and then use them to help you plan for next year because we all know that no two gardens are the same, just as no two classes at the same level are identical. Let your students' needs inspire you and be proud that the work you do every day will bring about prosperity for every year to come. Being brave means being vulnerable. Allow the season of change to bring out the best in you.



*Amanda Silva teaches French at Cincinnatus Central School District. She received her B. A. and M.S. in Secondary French Education from SUNY Cortland. Amanda began her career in 2001 and has since taught 7th through 12th grades. She was the recipient of the Cortland Rotary Teacher of the Year Award in 2018. She has led overseas trips to Europe with her students and enjoys being the District Coordinator for the World Language, Art & Health professional learning team in Cincinnatus. She currently is a mentor teacher for new employees, advises the French Club, and volunteers on the Teacher Center Policy Board for Cincinnatus. Amanda is a proud member of the Mid-State RBERN World Language Council. She will be presenting a session titled "Making it Work: Perspectives in World Language Education" at the NYSAFLT Annual Conference being held October 21-22, 2022 in Rochester, NY.*



## 2022 World Language Needs Assessment Survey



As we continue our preparation to implement the revised New York State Learning Standards for World Languages (2021), we are asking world language educators and the administrators who work with them to complete a survey that will provide NYSED with the information needed to best to support them in transitioning to these standards. With about a year remaining until the initial implementation, the transition to the new standards will be done gradually with regular opportunities for professional learning and collaboration. The priorities identified on this survey will support NYSED's goal to create learning opportunities and resources that are useful to educators, in both the short- and long-term, and in a range of teaching and learning contexts.

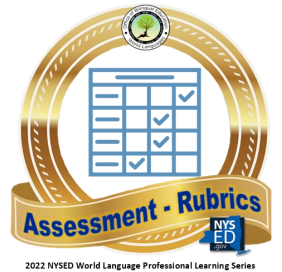
This survey has 19 questions and should take approximately 15-20 minutes to complete. Responses are anonymous. The survey will be open from September 1, 2022 through the close of business on September 30, 2022. Please click [here](#) to access the survey.

Questions about the survey may be sent via email to Candace Black, World Language Associate, at [candace.black@nysed.gov](mailto:candace.black@nysed.gov), or Dr. Joanne O'Toole, NYS World Languages Standards Initiative Principal Investigator, at [joanne.otoole@oswego.edu](mailto:joanne.otoole@oswego.edu).

## The World Language Professional Learning Series Continues

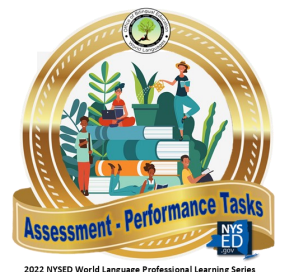
### [Assessment, Part 1: Creating Standards-aligned Rubrics for Performance Assessment Tasks](#), 9/27/22 - 4pm-5pm

This session will provide an orientation to exemplar rubrics for each of the five NYS Learning Standards for World Languages. Presenters will offer guidance for creating four-point, three-point or single-point rubrics to assess performance tasks aligned with the proficiency targets at each Checkpoint. Participants will learn how to use rubric templates along with the Master Rubrics document to create their own customized rubrics. Click [here](#) to register.



### [Assessment, Part 2: Creating Formative and Summative Performance Assessment Tasks](#), 10/11/22 - 4pm-5pm

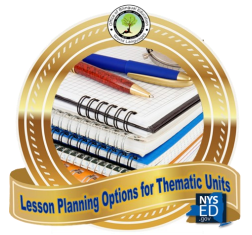
What is a performance task? What role do performance tasks play in both instruction and assessment in a standards-based thematic unit? In this session, participants will learn characteristics of performance tasks and how they differ from exercises and activities. Participants will examine and analyze model performance tasks. Presenters will share guidance for creating and using performance tasks as one part of a complete assessment plan. Click [here](#) to register.



### [Lesson Planning, Part 1: From Unit Plan to Lesson Plans: Putting the Pieces Together](#), 11/1/22 - 4pm-5pm

How can teachers create proficiency-based and standards-aligned lessons to enact a thematic unit plan? This session offers guidance and examples for how to create and sequence engaging lesson plans. Participants will learn how to develop lesson plans within a thematic unit that moves naturally from input to output to help students make continuous progress in developing their language proficiency and intercultural communication skills. Click [here](#) to register.





What can effective and engaging lessons look like in the context of a thematic unit? Lesson design and strategy selection can depend on the lesson focus, whether that be a single mode of communication, integrated modes of communication, a targeted language function, or a particular cultural context. In this session, participants will explore strategies that lend themselves well to different lesson designs to maximize student engagement and promote proficiency development. Click [here](#) to register.

For more information on world language professional learning, please visit our [website](#).

### **Puerto Rican Hispanic Youth Leadership Institute Recognized as a Program to Watch**

[Excelencia in Education](#), an organization founded in 2004 to support the academic success of Latino students in higher education, has recognized 10 Programs to Watch that have “positively impacted the success of their Latino students and are growing their evidence of effectiveness”, according to their website. One such honored program, in the “Community-Based Organizations” category, is New York State’s Puerto Rica Hispanic Youth Leadership Institute (PRHYLI).



According to Excelencia in Education’s website, the 10 Programs to Watch were selected for having “identified the specific needs their Latino populations encountered and are designing practices to address them.” With this award, the organization seeks to recognize programs with some of the following characteristics:

- leveraging shared culture and language to build a sense of belonging and improving academic success; and
- using targeted programs and peer support to strengthen educational transitions.

To learn more about the 2022 Examples of Excelencia Finalists and their efforts to accelerate Latino student success, please visit their [website](#).

Through funding provided from the New York State Education Department, PRHYLI was begun in 1990 and serves Puerto Rican/Hispanic High School students from across NYS to further our students’ mastery of educational standards, civic engagement, participation in government and critical thinking using Drs. Richard Paul and Linda Elder's Framework for Critical Thinking. The program strives to develop civically-minded critical thinkers and advocates in high school students from across New York State who have a deep understanding of New York State government. 75% of alumni entered a four-year college program immediately after high school and 95% are currently enrolled in a two-year or four-year program. Pictured below are recent PRHYLI participants.

For more information on the PRHYLI program, please visit their [website](#).



## Preston High School Italian Students Earn Multiple Medal Wins

Preston High School, located in the Bronx, won a silver medal for work students did to promote the Italian language in their community in 2022 from the New York branch of the American Association of Teachers of Italian. For eleven years, the high school Italian Club has provided three annual parties for the senior citizens of the Preston Center of Compassion. The students write letters in Italian and in English, prepare and serve home-cooked food, and entertain the senior citizens at after-school parties. They pray, eat, and listen to Italian music together. After the meal, the students and the senior citizens play Tombola (Italian bingo) for cash prizes. Over the past eleven years, the students in the Italian Club have earned over \$450,000 in college scholarships for their high grades and service to the community. One participant in this Italian Club is Briana Cherubino, a sophomore from Preston High School (second from left in the photo to the right). Briana was a gold medal winner in Italian this year and is pursuing the New York State Seal of Biliteracy.



*From left to right: Rosa Riccio-Pietanza (AATI), Briana Cherubino (Preston HS), Rosemary DeMaio (Preston HS), Nunzia Manginelli (AATI)*

## European Day of Languages 2022—Save the Date!

The European Union National Institutes for Culture (EUNIC) is a global network of European organizations. To date, there are 125 clusters represented in 90 countries. In New York City, the EUNIC cluster consists of 22 regular members and 18 associate members. Its aim is to promote European values, share knowledge, build capacity among members and partners, and engage local partners in dialogue and common cultural projects. EUNIC is proud to announce the 2022 European Day of Languages to be held on **September 30 from 10am to 2pm at the Goethe-Institut in New York City**. This year's theme is "Partnering for Language: EUNIC Meets the Seal of Biliteracy." This event — part conference, part information fair, part networking event — is organized by EUNIC institutions in collaboration with the New York State Education Department's Office of Bilingual Education and World Languages and the New York City Department of Education's Division of Multilingual Learners in observance of the European Day of Languages, which is celebrated worldwide every year at the end of September. Designed to bring together stakeholders in the educational community in the tristate area (NY, NJ, PA) and representatives of EU National Institutes for Culture, the purpose of this event is to start a conversation about how we can join forces and share resources in support of the Seal of Biliteracy. Decision makers at Departments of Education, superintendents, principals, world language advisors, world language teachers, and anyone who is interested in establishing the Seal of Biliteracy at their school are encouraged to attend. For more information on this event and to register, please visit the event [website](#).





## Pleasant Valley Pilots Voluntary Program Quality Review



During the 2021-2022 school year, Pleasant Valley Elementary School in Schenectady, NY decided to engage in a voluntary Program Quality Review (PQR) process for our English as a New Language (ENL) systems with Capital Region BOCES. This undertaking began at the end of the 2020-2021 school year, during the height of the pandemic, when the Building Leadership Team noticed disproportionality in the attendance and academic data for our ENL students. In order to effectively address the concerns, our team decided to conduct a quality review with the goal of eliminating future disparities by addressing the areas in which we needed to improve at the building level.

Since we were completing this work without a mandate from the State of New York, a building-level team led the process. The full team consisted of two representatives from Capital Region RBERN, who conduct these reviews for the state, as well as classroom teachers, an ENL teacher, a reading specialist, a community engagement specialist, and two building administrators. We started by setting a calendar with specific timelines for task completion. The team then began collecting data. The data used to begin this process was easy to compile; however, collecting the stakeholder data was much more time-consuming. Our RBERN representatives conducted the staff reviews, while our team completed the parent discussions, student interviews, and classroom observations.

After collection, the team compiled all the data into individual statements and sorted them by rubric categories. We then decided on two areas of need based on trends in the information we received. Finally, we were ready to provide evidence for a rating in the two selected categories and begin setting goals to address the findings from the previous year. This may sound simple, but it took several meetings and hours of work to consider how to create actionable goals to address the areas of concern.

Once we had our goals and action steps, the Building Leadership Team met to create our School Improvement Plan for the 2022-2023 year. The work we had done with our PQR team became critical to writing our academic commitments for our current improvement plan. We are excited to see how this work results in increased achievement and attendance for our English Language Learners!

We are extremely grateful to Sandy Stock and Jessa Waterhouse for their guidance through this process. Without the support of our Capital Region RBERN partners, it would have been difficult to navigate this review and create such high-quality action steps in just one year.

After completing the program review process, Pleasant Valley Elementary School gained valuable information about the strengths and weaknesses of our current ENL program. This data was then used to create specific goals, which we incorporated into our 2022-2023 School Improvement Plan. The first goal is for “structured grade level teams to work collaboratively and put scaffolds in place to ensure ELL students are engaged in higher-level academic conversations around content ideas.” Our second goal is to “create a repository for our Wit and Wisdom units where teams add content to leverage visuals and multimedia and link Before, During and After Reading Strategies or Talk Strategies to assist our ELL students with accessing grade-level content ideas.” These goals, which were based on the data collected during our review process and the work our team did to disaggregate and prioritize what we learned, have been built into specific action steps for the upcoming school year. Our School Improvement Plan will be monitored throughout the year by our Building Leadership Team, which includes a variety of Pleasant Valley stakeholder groups, as well as by New York State. We are excited to see how our goals will develop into positive results for our students!

## OBEWL Welcomes New Staff

A seasoned administrative lawyer with firm roots in education advocacy, Rachel Natelson, who joins the OBEWL staff as Assistant Counsel, has over fifteen years of experience in cross-system work in support of special populations. As Executive Director of the Administration for Children's Services Office of Education Support (ACS), she served as the agency's primary point of contact for all education policies, regulations, and programming as well as its chief liaison to local school districts. In this capacity, she was responsible not only for designing initiatives to improve academic outcomes for ACS-involved youth, but also for supervising education-related technical assistance and training for child welfare and school personnel. She also worked closely with internal and external counsel to ensure compliance with civil rights laws.



Prior to her time at ACS, she spent a decade in the advocacy community, partnering with a wide variety of stakeholders on employment and education issues. At the Service Women's Action Network, she developed and managed campaigns to increase accountability in the military justice system, expand remedies for victims of discrimination, and improve access to healthcare and benefits for women veterans. Balancing these institutional reform efforts with direct client assistance, she also launched a national helpline connecting military women with pro bono legal and social services. Earlier, as an attorney at the National Homelessness Law Center, she collaborated with families and elected officials to dismantle barriers to education for students in temporary housing and, as a fellow at the Urban Justice Center, allied with local youth groups to curb deceptive military recruiting practices.

Rachel looks forward to building on these experiences at NYSED and supporting the Office of Bilingual Education and World Languages in their mission to provide multilingual learners with a high-quality and culturally-affirming education.



Carmen Diaz, OBEWL's newest Associate in Bilingual Education, is a lifelong advocate for multilingual learners. Her experiences at many different levels in education include teacher of ELLs, RBERN resource specialist and director, district leader, and executive board member of organizations such as NYS TESOL and NYSCEA. Carmen was elected as president-elect in 2021 and will serve a two-year term as the first president of NYSCEA, representing a multilingual organization of professionals.

Carmen began as an educator in Connecticut, where she was a classroom teacher at the elementary level for about 10 years. She attended numerous professional development sessions to build her capacity in meeting the needs of multilingual learners within the integrated classroom. When she moved to New York, Ms. Diaz became an instructional coach and professional learning expert in educational organizations such as BOCES and RBERNs. Her time as RBERN Resource Specialist and Director afforded her many opportunities to work with her team to build the capacity of leaders, teachers, and parents across New York State in the area of ENL and Bilingual Programs. Her experience and expertise has been showcased at conferences at the state, national, and international levels. Carmen has presented her knowledge at the following conferences: NYS TESOL, NYSABE, TESOL International, and Dominican Republic TESOL, demonstrating her passion for supporting professionals in the education of multilingual learners worldwide.

As a current doctoral candidate, Ms. Diaz is completing her research on the beliefs and actions of New York State leaders as they make decisions for resource allocation for ENL programs in small ELL population districts. She looks forward to sharing her research and findings with NYSED, supporting the OBEWL team in driving the department forward in current and future initiatives, and continuing to advocate for multilingual learners and their families. With her research and her professional work, Carmen continues to demonstrate the ways in which she lives this work daily in support of multilingual learners and their families.



## Creating a Blueprint: Pathways for Undocumented Educators

By Daniela Alulema, CUNY-IIE Project Director

The CUNY-Initiative on Immigration and Education ([CUNY-IIE](#)) is a project funded by NYSED in partnership with the Office of Bilingual Education and World Languages (OBEWL), which brings together educators, researchers, families, and local leaders to work together to learn about, from, and with immigrant communities, act in ways that center our shared humanity regardless of legal status, and advocate for equitable policies and opportunities. The project includes a working group known as "UndocuEdu." This team is made up of directly impacted community educators and teachers, and it works to center and lift up the narratives of current and aspiring undocumented educators.



UndocuEdu conceptualized and created a three-part video series entitled "[Creating a Blueprint: Pathways for Undocumented Educators](#)." The series highlights the experiences of undocumented individuals navigating teacher certification and community-based teaching opportunities.

The videos showcase the lived experiences, realities, and challenges faced by immigrant students and educators; the importance and benefits of having undocumented educators; and the impact created by community educators. The three videos include:



**Access for All: The Need for More Immigrant Educators** portrays the experiences of three college students with different legal statuses who have been positively impacted by undocumented educators. The students speak about their dreams of becoming educators, and inspiring others in similar situations. They also share anxieties that their immigration status will limit their ability to become educators.

**Flipping the Script: Undocumented Immigrants are the Educators** features two current New York City educators – a DACA recipient and a formerly undocumented immigrant – who have navigated the teacher certification process to become educators. They talk about the policies that supported them and those that created obstacles for them and their peers to become teachers in New York City.



**Redefining Teaching: Immigrant Community Educators** highlights two community educators who have redefined teaching due to discriminatory policies that prevent them from teaching in New York's PreK-12 schools due to their immigration status. These community educators share the nontraditional paths that immigrants have taken to serve as educators, either by creating after-school programs, facilitating, consulting, caretaking, and/or creating curricula for educational purposes.



With these videos, CUNY-IIE seeks to raise awareness about the importance of building accessible pathways for undocumented immigrants to serve as educators. The videos are available on CUNY-IIE's website: <https://www.cuny-iie.org/undocuedu>. We encourage policymakers, educators at all levels, administrators, and others who work with immigrant students to view and share these resources.

*Videos were produced by Guadalupe Ambrosio, Laura Pamplona, Isamar Jimenez, and Lucas Gonzalez.*

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[Instagram](#) and [Twitter](#): @CUNY\_IIE

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## ELL Identification

Welcome back ENL teachers and staff! This fall you will undoubtedly have many newly arrived and/or newly admitted students who will require proper screening and identification for English Language Learner (ELL) services. The New York State ELL identification process is mandated by [Commissioner's Regulation 154](#) (CR 154) and contains four main components:

First, a **Home Language Questionnaire (HLQ)** must be completed by the parents or guardians of every new student. If the HLQ indicates that the student's primary language is not English, then the district or school needs to conduct an **Individual Interview** with the student. This interview must be conducted in English and the student's home language by qualified personnel.

For students with an Individualized Education Program (IEP), if the Individual Interview indicates that the student may be an ELL, then the **Language Proficiency Team (LPT)** determines whether the student with an IEP may have second language acquisition needs.

For students without an IEP and for students with an IEP who are identified as potentially having second language acquisition needs, the district or school must administer the **New York State Identification Test for English Language Learners (NYSITELL)**. The NYSTELL is scored by your district's RIC or scanning center. The results of the NYISTELL will provide a definitive answer as to whether the student is considered an ELL and what ENL services they are entitled to as per CR154 Units of Study.

Schools are required to provide notification to parents/guardians about the outcome of the NYSITELL and, for those students who were identified as ELLs, to conduct parent orientation sessions that provide information on the state standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for Bilingual Education and English as a New Language programs. Templates for these notifications and orientation are linked below.

Once a student has been identified as an ELL, the ENL teacher or supervisor should revisit the Individual Interview to assess if they may be a Student with Interrupted/Inconsistent Formal Education (SIFE). If it appears a student may be a SIFE, the district/school must conduct an evaluation to complete the identification. One such evaluation tool, the Multilingual Literacy Screener (MLS), is available for free to all New York State schools. SIFE students will need additional support and scaffolds, which are detailed in the link above.

Completed HLQs must remain in the student's cumulative record, and it is highly recommended that their NYSITELL, Individual Interview, and MLS documents be kept in the student records along with a copy of any parent notification letters sent. Also, within 10 days from admittance, a student should be placed in a program that provides ENL services. Please see links above for more information about these program types.

Please feel free to contact your Regional Bilingual Resource Education Network ([RBERN](#)) for more information regarding the ELL ID process.

[ELL ID Process Chart](#)

[Guidance Document: English Language Learners \(ELLs\) Screening, Identification, Placement, Review, and Exit Criteria](#)

[Guidance Document: Home Language Questionnaire \(HLQ\) and Individual Interview](#)

[Parent Notification Resources](#)

[ELL Parent Orientation Video](#)

[Parent Guide for ELLs](#)

[NYSITELL Parent Guide](#)

[SIFE Identification and teaching resources](#)

Units of Study Tables

- [CR Part 154-2 \(K-8\) English as New Language \(ENL\) Units of Study and Staffing Requirements](#)
- [CR Part 154-2 \(9-12\) English as New Language \(ENL\) Units of Study and Staffing Requirements](#)
- [CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#)
- [CR Part 154-2 \(9-12\) Transitional Bilingual Education Program](#)
- [The Units of Study Table Glossary](#)

## **News from Other NYSED Offices**

The Office of State Assessment has released [a memorandum](#) that provides the scale score ranges for the 2022 New York State English as a Second Language Achievement Test (NYSESLAT), along with guidance and information concerning the interpretation of the scale scores. They have also released the NYSESLAT score conversion chart in the memo [2022 NYSESLAT—Determining an English Language Learner’s \(ELL\) English Language Proficiency Level](#).

The New York State Identification Test for English Language Learners (NYSITELL) ordering memo will also be sent out to schools soon. The final version will be posted on the [NYSITELL General Information page](#). Schools that submit a request by September 9, 2022, can expect to receive delivery of the materials on or before September 23, 2022.

NYSED is [streamlining its data-sharing practices](#) to provide state assessment data to schools, teachers, parents, and the public in a more timely manner. NYSED will provide the Grades 3-8 English Language Arts and Mathematics preliminary assessment data to districts and schools in August, prior to the beginning of the 2022-23 school year, so it can be used to help inform instructional decisions and develop individualized learning plans for students.

NYSED’s Office of Information Technology is [conducting a study](#) that will inform a report being developed on the use of biometric technology, including facial recognition technology, in New York State schools.

NYSED has awarded more than \$7 million in grants authorized by the McKinney-Vento Homeless Education Act. The awards range from \$125,000 for districts serving 100-500 students in temporary housing to \$2.5 million for districts serving more than 50,000 students in temporary housing. Many LEA applications included plans for creating and implementing trauma-sensitive programs. LEAs with less than 100 students had the opportunity to enter into consortia to apply for the funds. The grant period will be September 1, 2022 – August 31, 2025.

NYSED has released a memo entitled [Providing Over-Age Students the Opportunity to Return to School in the 2022-23 School Year Due to the Impact of COVID-19](#). To ensure that 21-year-old students who will “age out” of the P-12 education system because they have turned 21 years old by the start of school in September 2022 have the chance to earn their high school diploma and fully prepare for the transition to their planned postsecondary experiences, the Board of Regents and the State Education Department are strongly encouraging schools and school districts to allow those students who will age out of school the opportunity to attend school in the 2022-2023 school year to complete their education and earn a diploma, credential, or endorsement.



## 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 – EB301, 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)

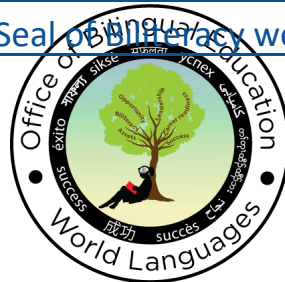
722-2445

[OBEWL Home Page](#)

[Bilingual Education website](#)

[World Languages website](#)

[NYS Seal of Bilingual Proficiency 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.

