

# Spanish Language Bilingual/ESL Education Technical Assistance Center



## at Long Island University

New York State Education Department  
Office of Bilingual Education

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## SBETAC-LIU B..U..L..L..E..T..I..N

SBETAC-LIU BULLETIN SBETAC-LIU BULLETIN SBETAC-LIU BULLETIN SBETAC-LIU  
NYSED/OBE NYSED/OBE NYSED/OBE NYSED/OBE NYSED/OBE NYSED NYSED/OBE



**SPECIAL ANNOUNCEMENTS**



**HAPPY NEW YEAR TO OUR FRIENDS AND COLLEAGUES!**

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**SBETAC-LIU  
DELIVERY OF SERVICES**

**COORDINATION  
COLLABORATION**

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S**

**NYC ↔ NYS  
THE EDUCATION OF ELLs**

As referred to in our December BULLETIN, SBETAC-LIU continues efforts to strengthen

our **coordination** and **collaboration** to further improve our **delivery of services** to regions and schools:

### **Regional Coordination & Technical Assistance**

Conducting coordination/technical assistance meetings in individual regions/schools in order to provide direct assistance and support based on particular regional needs.

### **NYC/SED Network**

Serving as a member of the SED Network of offices (RSSCs, OSI, VESID, LAC) that serves New York City regions. BETACs' primary role is to contribute our particular expertise re the education of ELLs to the

delivery of SED services to regions, particularly SINI/SURR with high ELL enrollments.

**☑ NYC DELL Connections**

Attending regular DELL meetings for RISs in order to better identify the particular needs of regions and keep abreast of major citywide issues, initiatives and activities. Collaborate and coordinate selected activities with DELL, including professional development, parent training and special events.

**☑ BETAC Network**

Coordinating selected activities with our BETAC Network partners: NYC BETAC @ Hunter College, Haitian BETAC @ Brooklyn College, ALBETAC @ NYCDOE, Spanish BETAC @ Lehman College.

In addition, **SBETAC-LIU** will continue to provide the following services/activities:

✧ **Providing professional development/technical assistance** in focus areas such as technology, Spanish language arts, basic literacy for adults, special education, Dual Language/Two-Way programs, parent involvement.

✧ Maintaining the **Spanish Instructional Materials Resource Library** and holding **Open Houses**.

✧ **Disseminating information** - professional, parent and material resources to help support quality bilingual programs, particularly for Spanish-speaking ELLs.  
✧ Conducting/co-sponsoring **special events** such as the Spanish Spelling Bee, the PR/Hispanic Youth Leadership Institute, Children's Spanish Literature Symposium.  
✧ Conducting **NYSESLAT** administration training.

✧ Issuing monthly **BULLETINS**, and an annual **Newsletter**; and maintaining a **Web Site**.

**SBETAC-LIU WEBSITE**

Hosted by Long Island University/Bklyn.

**PAY US A VISIT AT!!**

[www.brooklyn.liu.edu/education/sbetac](http://www.brooklyn.liu.edu/education/sbetac)

- ☐ Events
- ☐ Resources
- ☐ Current Initiatives
- ☐ Links



**❖ PROFESSIONAL DEVELOPMENT**

**NABE 2005**

**San Antonio, TX**

**January 19-22**

**“Many Rivers, on Course to Academic Excellence”**

- ◆ **Key note Speakers**
  - ◆ **Pre-Conference Dual Immersion Institute**
  - ◆ **Pre-Conference Intensive Training Sessions**
  - ◆ **Special Interest Group (SIG) Institutes**
  - ◆ **Professional Development Credit Hours**
  - ◆ **Special Conference Events**
- [www.nabe.org](http://www.nabe.org)

**ALBETAC**

**Congratulations to our colleagues and partners at the Asian Languages Bilingual Education Technical Assistance Center (ALBETAC) for the**

**Twelfth Annual Statewide Roundtable for Educators of Asian LEP/ELLs**

**Held on December 3<sup>rd</sup>, this year's Roundtable celebrated the 30<sup>th</sup>**

anniversary of the landmark decision—**Lau vs. Nichols**. Among the many informative presentations, the Roundtable featured panels covering the “Impact of Lau Remedies in New York” and “Bilingual/ESL Programs and Initiatives in NYC.”

The “wrap up,” session “Reflections and Recommendations”, by Dean David Ramirez, LIU/Brooklyn School of Education, provided an analytical commentary on the day’s events.

NEW YORK CITY BETAC  
@ Hunter College

As announced in its recent Bulletin, among other services, our colleagues at the **NYC BETAC** are implementing the following major activities this school year:

- ✦ **ESL Citywide Meetings: Teacher To Teacher Exchanges on Standards-based Instruction (March 11 & April 8)**
- ✦ **Hispanic Drop-out Prevention Forum: Increasing Retention and Graduation Rates for the 21<sup>st</sup> Century (February 18).**
- ✦ **Grant Writing Tutorial: Facing the Needs of the New Diversity (February 4).**
- ✦ **Regional Teachers’ Institutes: All Roads Lead to Passing the English Language Arts Regents (TBD).**
- ✦ **Small Schools Policy Roundtable (TBD).**

NYC BETAC will continue to disseminate information about these and other activities, or you may call 212-772-4768.



The Latino Institute, Inc.

**The National Latino  
Education Summit  
April 3-5, 2005  
Las Vegas, Nevada**

This educational summit is being convened by a group of the most distinguished educators in the country. These educators include college presidents, superintendents of schools, and notable researchers who will focus on the latest research issues impacting the education of Latinos in the United States.

For information, visit:  
[www.latinoinstitute.net](http://www.latinoinstitute.net)

❖ **INSTRUCTIONAL MATERIALS/  
RESOURCES**



nea  
**NATIONAL EDUCATION ASSOCIATION**

**NEA’s Read Across America**  
Get ready for March 2, 2005 and the nation’s biggest reading celebration!

NEA’s **Read Across America** is an annual reading motivation and awareness program that calls for every child in every community to celebrate reading and focuses the country’s attention on how important it is to motivate children to read in addition to helping them master basic skills.

For information, suggested activities and the **2004-05 Resource Kit**:  
[www.nea.org/readacross](http://www.nea.org/readacross)

**Spanish/English Bilingual Booklist**

This Web site also includes a **bilingual booklist**, by grade level clusters, to help ensure that our Spanish-speaking students join in this reading celebration.

## ¡Colorín Colorado!

It is also recommended that **parents** join in this celebration of reading in part by using the ¡Colorín Colorado! Web site created specifically for Spanish-speaking parents to help their children learn to read:

[www.colorincolorado.org](http://www.colorincolorado.org)

## ---THE WORLD LANGUAGES---Spanish ---HOLT, RINEHART AND WINSTON---

### ¡Exprésate!

New Spanish Program Structured for Success

“...balanced approach to grammar, communication and culture to help you plan for all learners.”

### Nuevas vistas

Upper level Spanish program is designed to meet the needs of both “heritage speakers,” and advanced students of Spanish as a second language.

For information re these and other materials in Spanish, visit:

[www.hrw.com/world/spanish/index](http://www.hrw.com/world/spanish/index)

## BOCA BETH PROGRAM

**Raise A Bilingual Child the  
FUN & EASY Way  
(English/Spanish: birth to eight)**

- ♦ “MY HOUSE/MI CASA” (Video/DVD)
- ♦ “I LIKE ANIMALS/ME GUSTAN ANIMALES” (Video/DVD)
- ♦ “MY FIRST SONGS IN SPANISH” (Music CD)
- ♦ BOCA The Puppet

[www.bocabeth.com](http://www.bocabeth.com)

## SEA

**Society for the Educational Arts  
THE PREMIER BILINGUAL ARTS-IN-  
EDUCATION ORGANIZATION & LATINO  
THEATRE COMPANY FOR YOUNG  
AUDIENCES**



SEA’s community and school-based programs for children and young adults:

- The Integrated Arts Program/EI Programa de las Artes Integradas
- The Drama-in-Education Program/EI Programa Drama-en-la-Educación
- The Theatre-in-Education Program/EI Programa Teatro-en-la-Educación
- The Arts-for-the-Community Program/EI Programa Artes para la Comunidad

These programs are designed to educate and address issues such as: literacy, language development, dropout prevention, cultural adaptation, cultural awareness, differences/tolerance, health education, personal development, and family, career and social responsibility as well as increase understanding and appreciation of the Arts.

For information, visit: [www.sea-ny.org](http://www.sea-ny.org)

## † Dora the Explorer (Ages 2-6)

“Explore with Dora! The adventurous Latina heroine guides children and adults through her tropical world. Climb through the Pyramid and learn to count from 1 to 10 in English and Spanish. Slide from Boots’ Treehouse, play “hide and seek” in the Rainforest, help Diego care for rainforest animals, build a bridge over Crocodile Lake and join the fiesta at Dora’s House. At the end of the adventure, sing the “We Did It!” song with

Dora and Boots. All this as adults learn how their children learn!"

**Exhibition: Dora the Explorer**

**Children's Museum of Manhattan**

CMOM "engages children and families in a partnership of learning through interactive exhibits and educational programs...inspires children and families to learn about themselves and our culturally diverse world..."

Tisch Building

212-721-1223

[www.cmom.org](http://www.cmom.org)

[Dora the Explorer airs on Nick, weekdays at 9 and 11:30 am; and on CBS, Saturdays at 11:30 am]

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**OPEN HOUSES** are for teachers and ELL Specialists to visit the Resource Library and have the opportunity to browse/research and borrow materials as well as have online access to commercially available multimedia materials in Spanish. Some Open Houses will feature special workshops/presentations.

\*Other Open Houses will be announced.

❖ **PROFESSIONAL RESOURCES/MATERIALS**

## **LATINO STUDENTS AND HIGHER EDUCATION**

Dear Readers,

This BULLETIN, among others, includes information/resources for educators and parents related to **higher education for Latino students**. Consistent with research findings, it is suggested that this topic be addressed in parent education programs and activities beginning with elementary schools (don't wait until high school). Hopefully these resources will help schools meet the need to provide parents of ELLs at all levels with the necessary knowledge to begin thinking about and preparing for higher education opportunities for their children. Therefore, please share such information with appropriate school staff, including parent coordinators and guidance counselors/advisors etc.

Thank you.

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**Pew Hispanic Center**

**Chronicling Latinos' diverse experiences in a changing America**

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**Welcome to the Carmen Gloria Burgos Spanish Instructional Materials Library**



SBETAC-LIU continues to re-organize its Resource Library to ensure a collection of quality Spanish instructional materials. Under the direction of Carmen Gloria Burgos, for whom the library is named, we are continuing to "refine" and classify the collection to include up-to-date materials to support Spanish/English bilingual education programs, particularly to implement the state native language arts standards. Also, we urge our readers to recommend quality materials in Spanish to be considered for the library collection.



**MARK YOUR CALENDAR!**

**RESOURCE LIBRARY**



**OPEN HOUSE**

**FEBRUARY 11, 2005**

**2:00 – 5:00 pm**

## LATINO YOUTH LAG WHITE PEERS IN COMPLETING COLLEGE

Even when they have the same quality of high school preparation, Latinos go to less selective institutions and collect fewer bachelor degrees.

A new study from the Pew Hispanic Center finds that the college dropout rate for Hispanics may be every bit as significant as the high school dropout rate. In fact, the white/Latino gap in finishing college is larger than the high school completion gap. The Pew Hispanic Report, “**Latino Youth Finishing College: The Role of Selective Pathways,**” reveals that Latino undergraduates are at a disadvantage in competing for college degrees...

“**Latino Youth and the Pathway to College**” is a report that outlines the pathway to and through postsecondary education for Latinos and other students, and looks at a number of variables which offer insight into how motivated and prepared these students are for postsecondary work.

“**Federal Policy and Latinos in High Education**” is a study which describes federal legislation and programs that support higher education and to assess Latino participation in these programs.

To read these 3 reports, visit:  
[www.pewhispanic.org/page.jsp?page=reports](http://www.pewhispanic.org/page.jsp?page=reports)

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[The SallieMae Fund](#)

[For educators and parents]

- **FREE Planning and Paying for College** guide and video  
*Guía y video recursos GRATUITOS sobre cómo planear y pagar la universidad*

- **TOP TEN TIPS for College Admissions and Financial Aid!**

*LOS 10 MEJORES CONSEJOS para el proceso de admisión y ayuda financiera para la universidad!*

For these helpful resources in English and Spanish, visit:

[www.thesalliemafund.org](http://www.thesalliemafund.org)

**NOTE:** See Parent Partnerships below re “**Parent Handbook: How to Get Your Child into College,**” and “**TheKey2 Interactive Guide...**”

### “UNDERSTANDING ADULT LEARNERS”

In this article

Mary D. Salisbury and Kweku M. Smith discuss the psychological and emotional needs of adult English Language Learners

See [Language Magazine](#) (November 2004)  
[www.languagemagazine.com/internetediton/frame.html](http://www.languagemagazine.com/internetediton/frame.html)

♦♦♦

Some parents of ELLs are enrolled in adult ESL or GED programs as part of **Adult and Continuing Education**. Some schools may be providing their own ESL/GED classes for parents using, for example, Title III funds. In addition, the LIU **Plazas Comunitarias** will provide instruction to Latino adults, particularly parents. Such parent education programs can contribute to achieving the goal of increasing meaningful **parent involvement** in the education of their children. As a result SBETAC-LIU established “**Basic Literacy in Spanish for Adults/Out of School Youth**” as one of our focus/priority areas for professional development and technical assistance. Therefore, we will also be **identifying and disseminating information about adult education resources to regions/schools.**

**\*See Parent Partnerships below re “Latino Parent Involvement” for related information.**

  
**Council of the Great City Schools**

**Title III of No Child Left Behind: A Status Report from the Great City Schools  
Fall 2004**

*“When asked ‘what measurable impact does your district plan to achieve through Title III expenditures,’ 38 of 47 responding districts (80.9 percent) answered that ‘ELLs will demonstrate English language proficiency at a faster rate.’”*

This report provides extensive preliminary information about the implementation of Title III in “great city schools” nationwide. Page 31, for example, includes NYC’s ELL Recommendations as the “... most successful educational initiatives with ELLs.” This report, however, provides a national perspective that may be helpful to regions in planning for the future use of Title III funds. For this report, visit [www.cgcs.org](http://www.cgcs.org) and see What’s New: “Read the Council’s latest report Title III...”

**Center for Immigration Studies**

**“Immigrants now account for nearly 12 percent of the nation’s total population, the highest percentage in over 80 years”**

This is one of several findings in the following study:

**“Economy Slowed, But Immigration Didn’t The Foreign-Born Population, 2000-2004”**

**By Steven A. Camarota**

Other findings include:

- The 34.24 million immigrants (legal and illegal) now living in the country is the highest number ever recorded in American history and a 4.3 increase since 2000.
- Since 2000, 6.1 million new immigrants have arrived, compared with 5.5 million who arrived between 1996 and 2000, during the economic expansion.
- The diversity of the immigrant population continues to decline, with the top country, Mexico, accounting for 31 percent of all immigrants in 2004, up from 28 percent in 2000, 22 percent in 1990, and 16 percent in 1980.

To read this study and get other information from the Center for Immigration Studies (CIC), visit [www.cis.org](http://www.cis.org)

**Education Commission  
of the States  
(ECS)**

**Minority/Diversity Issue Site:  
Expanded to include a variety of information, from quick facts to research findings on Hispanic educational achievement**  
[www.ecs.org/OOCN2268](http://www.ecs.org/OOCN2268)

**Why We Need “The Year of Languages”**

“2005: The Year of Languages” will focus on educating the U.S. public about the benefits of learning another language.  
**Q: What do you call a person who speaks three languages?**  
**A: Trilingual.**

**Q: What do you call a person who speaks two languages?**

**A: Bilingual.**

**Q: What do you call a person who speaks one language?**

**A: An American.**

The above excerpt from an article written by Sandy Cutshall is among others from the December 2004/January 2005 edition of the ASCD magazine *Educational Leadership* re "Educating Language Learners." For information visit: [www.ascd.org/portal/site/ascd](http://www.ascd.org/portal/site/ascd) and click on "Publications."

### ARTS CONNECTIONS



#### **"Retratos: 2,000 Years of Latin American Portraits"**

Exhibition Artists include:

Frida Kahlo, Diego Rivera, David Alfaro Siqueiros, Rufino Tamayo, José Campeche, Francisco Oller, Fernando Botero, José Gil de Castro, Oswaldo Guayasamín

**El Museo del Barrio**

1230 5<sup>th</sup> Ave./104<sup>th</sup> St.

[www.elmuseo.org](http://www.elmuseo.org)

Also, visit the El Museo del Barrio Web site for information re **Student and Educator Programs: Guided Gallery Tours, Hands on workshops, Classroom Connections, Educator Workshops, and Internships.**

#### **Guggenheim Museum Examines Art and Life of the Aztecs\***

The Guggenheim presents the extraordinary civilization of the Aztecs:

More than 440 works including archaeological finds of the last decade never before seen outside Mexico.

Exhibit through February 13<sup>th</sup>

**The Guggenheim**

Call 212-423-3500 or visit:

[www.guggenheim.org/exhibitions/aztecs](http://www.guggenheim.org/exhibitions/aztecs)

\*VIVA NEW YORK, Daily News, November 2004



### PARENT PARTNERSHIPS

### LATINO PARENT INVOLVEMENT



### Knowledge is the Key

"Parents' knowledge was the strongest predictor of parent involvement having a direct effect on all factors. Parents' knowledge about the school system and the importance of being involved (role construct) are the easiest areas in which to effect change. These studies suggest that immigrant parents need opportunities to learn about the school system and their roles and rights in their children's education."

These findings have implications for developing effective parent education programs that intend to promote greater parent involvement in the education of their children. CR Part 154 parent orientations can be the beginning of comprehensive programs to provide parents with the necessary knowledge that this research suggests is the "strongest predictor of parent involvement."

See this Research Digest:

**Do Educational Programs Increase Parents' Practices at Home? - Factors Influencing Latino Parent Involvement**  
**FINE network**

@ harvard family research project  
[www.gse.harvard.edu/hfrp/projects/fine/resources/digest/latino.html](http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/latino.html)

### PARENT EDUCATION MATERIALS

Here are some examples of available materials/resources for “culturally sensitive” education programs for parents of ELLs to help develop the “parent knowledge” necessary to increase their involvement in the education of their children:

- ① NYCDOE Parent Orientation materials (guide/video)
- ② Information about NCLB\* (e.g. SED “Just the Facts For NY Parents/NCLB”: [www.emsc.nysed.gov](http://www.emsc.nysed.gov))
- ③ NYSED CR Part 154 Parent/Guardian Informational Brochures.\*
- ④ Materials related to parent involvement suggested in previous SBETAC-LIU BULLETINS\* (e.g. -Bilingual Motivational Booklets: [www.morenoed.com](http://www.morenoed.com); -“Helping Children at Home and School”: [www.nasponline.org/HCHS/index.htm](http://www.nasponline.org/HCHS/index.htm); -NCELA Online Library “Parent & Community Involvement”: [www.ncela.gwu.edu/library/parent.htm](http://www.ncela.gwu.edu/library/parent.htm); -¡Colorín Colorado!: [www.colorincolorado.org](http://www.colorincolorado.org) And many more...)

✓ \*Visit the SBETAC-LIU Web site for the CR Part 154 Parent Brochure and previous Newsletters/BULLETINS (under “Resources”). Review the BULLETINS (“Parent Partnerships”) most of which provide information about parent materials; virtually all are available in Spanish.

- ✓ Establish a Parent Materials Resource Library/File with relevant materials for parent education/development programs.
- ✓ Collaborate with Parent Coordinators in coordinating ELL parent education programs/activities.

MORE Parent Resources...

Tips Parents Can Use to Help Their Children

*Consejos Útiles para Padres que Deseen Ayudar a sus Hijos*

Here’s another English/Spanish bilingual parent resource, to add to your resource library/file, which includes tips re:

- ♦ Reading to your child
- ♦ Building self-esteem
- ♦ Discipline
- ♦ Solving school problems
- ♦ Motivating your child
- ♦ Homework

To see if these tips can be helpful to your parents, visit:

[www.chci.org/chciyouth/resources/parenttips.htm](http://www.chci.org/chciyouth/resources/parenttips.htm)

(Click “en Español” for the Spanish version.)

### 📖 PARENT HANDBOOK 📖 HOW TO GET YOUR CHILD INTO COLLEGE (English and Spanish)

This handbook “assists parents successfully to help their children achieve their dream of a college education. It provides valuable information on how to prepare for college, select a university, and pay for college.”

TO REQUEST A COPY

[www.chci.org/chciyouth/interact/request.htm](http://www.chci.org/chciyouth/interact/request.htm)

TheKey2

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An Interactive Guide to the Top Colleges and Universities for Hispanics

[For parents and educators]

TheKey2 is an interactive resource designed to help students and parents with the college admission process. The CD-ROM features:

- profiles of over 200 schools,
- useful web links
- tutorials (essay writing, college application)
- financial aid tips
- bilingual content
- video clips from famous Hispanic graduates.

[FREE + \$4.99 shipping/handling]

For information/ordering, visit:

[www.thekey2.com](http://www.thekey2.com)

**NOTE:** Please share these resources above with parent coordinators. Also, some resources above for parents may also be helpful to educators.

**FACTS & FIGURES: "TRIVIA QUIZ"**



**Which of the following is taken from the NYCDOE "Language Allocation Guidelines"?**

**A.** "The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in the native language and English, in a systematic and structured way, and shall be designed to develop the cognitive skills of LEP pupils."

**B.** "The language arts instructional component shall include English language arts (ELA) instruction, native language arts (NLA) instruction and English as a second language (ESL) instruction. The learning

standards for ELA and ESL, and key ideas and performance indicators for such standards, shall serve as the basis for the NLA and ESL curricula."

**C.** "Teachers, in consultation with principals and school site leaders, make the final decisions on how to provide students with meaningful access to programs that meet students' individual needs and follow regulations. Thus, some flexibility in the use of these guidelines is expected."

**D.** "Although principals and teachers have some discretion, guidelines require that Transitional Bilingual programs shall provide instruction in English and in the native language to the extent necessary, but not to exceed 50%, based upon individual ELL's relative levels of proficiency in English and in their home language."

[See below for the answer.]

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**5,044,361\***

This was the estimated number of school-aged (pre-K-12) **English language learners (ELLs)** in the U.S. according to 2002-2003 data from the states. This represents about **10.2%** of the total public school enrollment, and a **45.4%** increase over the reported 1997-98 school ELL enrollment.

In 2000-01, states reported over **400** languages spoken by ELLs. **What were the most common language groups in the U.S.?**

<b>Spanish</b>	<b>79.0%</b>
<b>Vietnamese</b>	<b>2.0%</b>
<b>Hmong</b>	<b>1.6%</b>
<b>Chinese/Cantonese</b>	<b>1.0%</b>
<b>Korean</b>	<b>1.0%</b>

\*Based on 1% or more of the estimated 4.6 million ELLs with reported languages.

Source: National Clearinghouse for English Language Acquisition & Language Instruction Education Programs (NCELA).

**BONUS "Trivia Quiz"**

What percentage of NYC ELLs were Spanish speakers?

- A. 58% B. 64% C. 73% D. 85%

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❖ **LOOKING/PLANNING AHEAD**  
=====➔ 👁 👁

 **Coming soon...**  
**NYSABE**  
New York State Association for Bilingual Education  
**ANNUAL CONFERENCE**  
March 3-6, 2005  
Rye Town Hilton  
**Conference packet is now available**  
[www.nysabe.org](http://www.nysabe.org)

-----**SPECIAL EVENTS/ACTIVITIES**-----

☆PR/Hispanic Youth Leadership Institute  
=====➔ April 15-17  
**STUDENT ESSAYS DUE APRIL 11<sup>th</sup>**

☆Spanish Spelling Bee  
=====➔ May 27

↓  
SEE THE [SBETAC-LIU WEB SITE](http://www.sbetac-liu.org) FOR  
IMPORTANT INFORMATION RE  
PARTICIPATION IN THESE EVENTS

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 **Spot Notes/Reminders...**

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- ✚ **SBETAC-LIU's "NEW HOME:"**  
9 Hanover Place, 3<sup>rd</sup> floor (LIU Learning Center for Educators and Families)...
- ✚ **PARENT TEACHER CONFERENCES** in February...
- ✚ **WANTED:** Newsletter articles and BULLETIN items; contact Andres...
- ✚ **MAYA & MIGUEL**, bilingual PBS TV Series (& Web site) airs on Channel 13, 4:30 pm weekdays (Also, visit: [www.pbskids.org](http://www.pbskids.org))...


  
**1 CALENDAR OF EVENTS\* 1**
  
**School Year 2004-2005**
  


\*Activities/events without specific dates are "to be confirmed/announced"

**► 2005**

■ **JANUARY**

19-22 National Association for Bilingual Education (NABE) Conference (San Antonio, TX)

■ **FEBRUARY**

11 SBETAC-LIU Resource Library **OPEN HOUSE**  
 Feb. \*Parent-Teacher Conferences (see scheduled dates)

■ **MARCH**

3-6 NY State Association for Bilingual Education (SABE) Conference (Rye Town Hilton, NY)  
 4 NYSABE BETAC Parent Institute (conference)  
 3/30-4/2 TESOL Annual Convention (San Antonio, TX)  
 March \*Parent-Teacher Conferences (see scheduled dates)

■ **APRIL**

1 **NYSESLAT** Administration/Scoring Training  
 4/1-5/27 EL SOL Testing  
 14 ELE Testing (Gr. 3-9)  
 15-17 **PR/Hispanic Youth Leadership Institute**

**April**

\*Parent-Teacher Conferences (see scheduled dates)

■ **MAY**

2-20 NYSESLAT Testing  
 13 **Annual Children's Literature Symposium (SBETAC @LIU)**  
 18 ELE Testing (Grades 9-12)  
 27 **Spanish Spelling Bee**  
 May \*NYC Bilingual Oratory Olympics (Theme: "The importance of bilingual teachers")

■ **JUNE**

17 SBETAC-LIU Resource Library **OPEN HOUSE**  
 June Planning for School Year 2005-06

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◆Activities/events sponsored by the NYSED/OBE *BETAC Network* and the NYCDOE Department of English Language Learners (DELL) will be announced throughout the school year.  
 ◆See the DAA 2004-05 Citywide/Statewide Assessment Calendar for all testing dates.

**"TRIVIA QUIZ" ANSWER**

C\*

Responses A and B are taken from state CR Part 154 which do not specify suggested percentages of L1 and L2 to be used for instruction, while response D comes from the writer's imagination.

\*See the NYCDOE "Language Allocation Policy" for specific guidelines.

**BONUS** "Trivia Quiz" Answer

B

In 2000-01, 64% of NYC ELLs were Spanish speakers compared with 62% statewide and 79% nationwide. [What percentage of your region's ELLs is Spanish-speaking?]

**As a service, SBETAC-LIU may announce materials/resources etc, including those that are commercially available. Providing such information is not intended as an endorsement of any products/services. You are encouraged to review such materials for quality and their appropriateness in meeting your particular needs.**

