

New York State Education Department
Office of Bilingual Education & Foreign Language Studies

**B/Q Regional Bilingual/ESL Education Technical Assistance Center
at Long Island University**



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Brooklyn/Queens
REGIONAL BETAC@LIU
B-U-L-L-E-T-I-N
B/Q BETAC@LIU-SED OBE&FLS-B/Q BETAC@LIU-SED OBE&FLS-B/Q BETAC@LIU

SPECIAL ANNOUNCEMENTS

Announcement! Virginia Jama has joined the Brooklyn-Queens Regional BETAC as a Resource Specialist. Virginia comes with experience as a District Coordinator in the Bronx and as the Director of English as a Second Language at the New York City Office of Bilingual Education.

Congratulations to Professor Carmen Dinos who was recently honored at the annual NABE Conference in San Jose California for her extensive and energetic advocacy for bilingual children and students in the United States. ¡Felicidades, Carmen!

B/Q REGIONAL BETAC DELIVERY OF SERVICES



NYCDOE REFORM SUPPORT SERVICES

Even though there's quite a while to go, we are taking note of the recently announced NYCDOE re-organization related to options that principals will have next school year for the delivery of support services to their schools. Principals will choose from the following three options:

- Become an **Empowerment School**
- Partner with one of four internal **Learning Support Organizations (LSO)**
- Partner with an external **Partnership Support Organization (PSO)**

This reform has implications for how BETACs in NYC will be able to identify and access schools for the delivery of our services. This re-organization will require us to reach out to these three new structures. We will need to develop relationships in order provide schools with our services regardless of the option selected by principals. Of course, as we have more information, we'll be able to adjust our outreach accordingly.

In the meantime, the **B/Q REGIONAL BETAC** continues its delivery of services in the following areas through the current regional structure including citywide Special Education District 75:

- ✓ **Dissemination of Information**
- ✓ **Professional Development**
- ✓ **Technical Assistance**
- ✓ **Quality Reviews of ELLs services**
- ✓ **Foreign Language Studies**
- ✓ **Special Activities & Events**

B/Q Regional BETAC



Hosted by Long Island University-Bklyn.
www.brooklyn.liu.edu/education/betac

- ✓ *Events*
- ✓ *Resources*
- ✓ *Initiatives*
- ✓ *Links*

For your reference, the resources section includes previous editions of our monthly BULLETINS as well as various special reports and articles.

PROFESSIONAL DEVELOPMENT/ TECHNICAL ASSISTANCE

Hopefully, many of you will be able to represent the city at the following conferences:

NYSABE

30th ANNUAL CONFERENCE

March 2-4, 2007

Huntington Hilton, Melville, NY

www.nysabe.org



41st ANNUAL CONVENTION AND EXHIBIT

Teachers of English & Speakers of Other Languages

March 21-24, 2007

Seattle, Washington

www.tesol.org

Thanks to our BETAC partner for offering the following workshop:

**Manhattan/Staten Island
Regional BETAC @ Hunter College**



**Internet Resources for
English Language Learners
Workshop: February 27, 2007
[4-6 p.m. at Hunter College]**

For more information or to inquire about space availability, call 212-772-4768 or e-mail velma.rosario@hunter.cuny.edu

PROFESSIONAL DEVELOPMENT COORDINATION
Activities will be announced on behalf of NYSED, the NYS BETAC NETWORK, and the NYCDOE Office of English Language Learners throughout the school year. Also, see and hold dates for state and national conferences listed in the Calendar of Events.

**INSTRUCTIONAL
MATERIALS/RESOURCES**

Did you know...?

Did you know that last year our colleagues at the former Spanish BETAC@ Lehman College developed a directory of Spanish instructional materials which is available on our NYSED website? This directory includes, but is not limited to, publishers who provide materials/resources in Spanish for bilingual and foreign language programs:



**Directory of Spanish Instructional
Materials & Resources.**

www.emsc.nysed.gov/biling

Click on "Foreign Language Studies;" see "Resources" and click on "Directory of Spanish Resources."

PROFESSIONAL RESOURCES/MATERIALS

◆ In recent years, Brooklyn and Queens have established “China-towns” to rival Manhattan. The **Chinese Language Teachers Association** may be helpful to teachers in both Chinese bilingual and foreign language programs.

Chinese Language Teachers Association

This professional organization is devoted exclusively to the study of Chinese language, culture and pedagogy
www.clta.osu.edu

◆ The following resource may be helpful to teachers of all foreign languages:

ACTFL American Council on the Teaching of Foreign Languages

The ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction.



**ACTFL
February is
Discover Languages Month
Discover Languages
Discover the World**

Discover Languages is a new national campaign for languages which will build on the momentum begun during 2005: The Year of Languages. This will be a long-term effort to raise public awareness about the importance of learning languages and understanding cultures in the lives of all Americans.

www.actfl.org

Click on “Discover Languages”

◆ Here’s another language resource:

National Capital Language Resource Center (NCLRC)
The NCLRC LANGUAGE RESOURCE NEWSLETTER

January 2007 issue is now available

www.nclrc.org

Click on “January Newsletter”



Small schools, big need Bilingual help lacking for students of English

After moving to Queens from Colombia a year ago, Jessica Valencia knew she would be more at home in a small city high school. “We had a lot of problems,” said Jessica’s mother, Victoria, in Spanish, explaining that the teen applied to and was rejected by a handful of the city’s new small schools. “There were no interpreters,” Valencia said. “I just wanted a school that was small and specialized, one that would give here more attention.” Jessica, 17, ended up going to the vast Newtown High Schools in Queens, but it was overwhelming – and Jessica dropped out, and didn’t return to class this fall. Sadly, Jessica’s experience was not unique, a group of education experts said. Many of the city’s brand new small schools exclude and neglect immigrant students and English language learners (ELLs), according to a report issued earlier this month by the New York Immigration Coalition and Advocates for Children. “ELLs do not have equal access to a quality high school education in many of the small schools,” said Elisa Hyman of Advocates for Children of New York. For some families, the problem of access is compounded by location. According to the report, few small

schools have been created in Queens, Brooklyn and the Bronx, where the largest numbers of immigrant students live. For example, though Queens had 11,000 ELL students (about one third of all high school ELLs), only 7% of the new small schools created in 2005 were located there, the report found. The problem was all too real for Alex Gutmacher. The Midwood man wanted his son, Mikhail, to go a small school for music. The closest fit was in the Bronx, too far away. Mikhail, 17, is a guitarist and now attends Edward R. Murrow High School in Brooklyn. "A small school is better because he will be in an atmosphere with other talented children," Gutmacher said. "But there are none in my neighborhood." The report stemmed from surveys of more than 1,150 parents and students, as well as comments from senior staff from more than 100 schools. One common hindrance, education experts said, is a lack of basic information. "Sometimes, immigrant parents don't even know about the small schools option because so little information about the high school admissions process finds its way into our community," said Vladimir Epshteyn, executive director of the Metropolitan Russian American Parents Association. The study also found that many of the small schools don't offer enough help with learning English and other subjects for English language learners. When Miguel Manon first started at the Bushwick Academy for Social Justice, he struggled to keep up with his classes. "All the classes were in English and he didn't speak English perfectly," said his dad, Teofilo Manon, whose family came from the Dominican Republic. Miguel eventually received bilingual help and was able to graduate on time. "The small schools are really good but they need to improve the bilingual part," Teofilo Manon said.

Source: Daily News, 12/24/06



Put down the pitchforks & hear Badillo out

There is no good excuse for parents not being involved in the education of their children. On this, Herman Badillo and I agree. A former congressman and Bronx borough president,

Badillo – who, in recent years has a new book out arguing, among other things, that parental involvement is integral to Hispanic educational achievement. The book is causing quite a stir because Badillo also contends that Hispanic parents, as a group, do not value education. "Education is not a high priority in the Hispanic community," he writes, which is why "Hispanic parents rarely get involved with their children's schools. They seldom attend parent-teacher conferences, ensure that children do their homework or inspire their children to dream of attending college." Let the hyperventilation begin. "Latinos Give Badillo an 'F,'" "read one headline. "Herman Badillo Disses His Own Kind," says another. *Dios Mio*. With all due respect, who cares about Herman Badillo? The real headlines should be about whether there is any truth in what he has claimed – and what that means for our children. On his first contention about the values of Hispanic parents, there is no truth, only politically driven lies. According to the National Center for Education Statistics, Hispanics are *more* likely than non-Hispanic whites to expect their children to earn a graduate or professional degree, *more* likely than non-Hispanic whites to have an adult in the household who checks that homework is done, and as likely to read to their children in grades K-3. But there is truth in Badillo's contention that Hispanic parents need to become much more involved in their children's schools. According to that same national study, Hispanics are a little less likely to attend general school meetings and much less likely to attend class events or volunteer at their kids' schools. If we're ever going to have systemic change, we need all parents, no matter their race or background to be involved in the school system – and not just ankle deep. It's not enough to check homework each night. So how do we do it? First of all, the school system makes it far harder than it needs to be for Hispanic parents. It took years to get the Department of Education to agree to provide translation services to parents. A recent study done by Advocates for Children and the New York Immigration Coalition showed that adequate translation and interpretation services still weren't available half the time. How can you expect parents to be

engaged if the school system won't even speak their language? Badillo would be a lot more credible critic if he took a little time off from his cultural crusade to talk about improving translation services at schools. Or if he called upon New York employers to allow working parents to attend parental conferences during the day without penalty – a move that would be especially important for Hispanics, who are more likely to live in poverty and work long and hard hours with few workplace protections. But in the end, no obstacle is an excuse. My mom, an immigrant from the Dominican Republic, spoke little English when I entered public kindergarten in Coney Island. And she came to every meeting and my teachers knew that a phone call would straighten out any misbehaving on my part – or theirs. Badillo turned a serious problem into an easy political talking point. But the critics who focus exclusively on him aren't doing any better by Latino children. We need more parents involved, and we need fewer obstacles to that involvement. If Badillo wants to focus on that challenge, I'll be the first in line to buy the book.

Source: "On Equality" By Andrea Batista Schlesinger, Daily News, 1/7/07

■ ■



"In the Heights"

New musical brings uptown Dominican nabe to Broadway

This new Off-Broadway musical, featuring music and lyrics by Lin-Manuel Miranda, boasts a large, multicultural cast of predominantly Latino actors.

37 Arts Theatre
450 W. 37th Street
Between 9th and 10th Avenues



Hispanic consumers get aid in battle against scammers*

Federal Trade Commission
"Read Up! How to be an Informed Consumer"

This comprehensive bilingual guide (Spanish) is organized into five main sections: managing finances, making major purchases and investments, general consumer rights, avoiding scams and ripoffs, and avoiding identify theft. To preview the information, visit:

www.ftc.gov/espanol

To order materials, visit

www.ftc.gov/order or call 877-FTC-HELP.

*Source: "ASK ASA," Daily News, 1/22/07

◆ PARENT INVOLVEMENT ◆

SCHOOLS SHOULD CONTINUE PLANNING FOR THIS SCHOOL YEAR

***PARENT ORIENTATIONS**

[Mandated under CR PART 154]

***OPEN SCHOOL WEEK**

***PARENT-TEACHER CONFERENCES**

***PARENT EDUCATION/DEVELOPMENT**

As a service, the B/Q BETAC 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.



From the FIELD...

SHARING

Please share/announce "ELL happenings" from your Region/schools or ask a question re the education of ELLs. Please submit your questions or announcements to Lorinda.Mouzon@liu.edu with "From the Field" in the subject line or fax to 718-780-4569.

SPECIAL ACTIVITIES & EVENTS

HOLD THE DATES FOR THE FOLLOWING SYMPOSIA

✓ APRIL 27, 2007

Mexican and Mexican American Author's Symposium
Columbia University

✓ MAY 4, 2007

Children's and Young Adult Literature Symposium
Instituto Cervantes

MORE INFORMATION TO FOLLOW



The first installment of the **16th Annual Distinguished Speaker Series** sponsored by Bank Street College is scheduled for February 27th.



National Education Association

NEA'S READ ACROSS AMERICA

March 2, 2007

NEA *"is calling for every child to be reading in the company of a caring adult."*

For information and an Online Toolkit, visit:

www.nea.org/readacross

BROOKLYN NEWS*

A week of Caribbean culture & cuisine

CARIBBEAN CULTURE WEEK

is a celebration featuring businesses, organizations, art, children's activities and more.

For information, call 718-421-6927 or e-mail ccw@tsoproductions.com

*Source: Daily News, 1/28/07

FACTS & FIGURES:

"TRIVIA QUIZ"



How many "Total Enrolled ELLs" were there in NYC public schools during school year 2005-2006?

- A. 136,842
- B. 138,595
- C. 141,173
- D. 146,421

Source: Mayor's Management Report (MMR), Fiscal Year 2006.
[See answer below]

Calendar of Events

1
2006-2007
1

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

▶ 2007

▪ FEBRUARY

- 3 7th Annual Language Series (2nd Installment)
- 7-10 NABE CONF.

- 13 Parent-Teacher Conf. (IS/JH)
- 15 Parent-Teacher Conf. (IS/JH)
- 27 16th Annual Distinguished Speaker Series (Bank Street College)

▪ MARCH

- 2-4 NYSABE CONF.
- 3 7th Annual Language Series (3rd Installment)
- 13 16th Annual Distinguished Speaker Series (2nd Installment)
- 15 Parent-Teacher Conf. (D.75)
- 19 Parent-Teacher Conf. (D.75)
- 20 Parent-Teacher Conf. (PS)
- 21 Parent-Teacher Conf. (PS)
- 21-24 TESOL CONF.
- 22 Parent-Teacher Conf. (HS)
- 23 Parent-Teacher Conf. (HS)
- 27 19th Annual Distinguished Speaker Series (3rd Installment)

▪ APRIL

- 2-4 Conference of the International Society for Language Studies (ISLS) www.isis-inc.org
- 27 Mexican and Mexican American Author's Symposium
- 4/11-5/31 EL SOL Testing
- 4/23-5/18 NYSESLAT (Speaking)

▪ MAY

- 4 Children's and Young Adult Literature Symposium
- 7-18 NYSESLAT (Reading, Writing, Listening)
- 30 Chinese Reading Test
- 31 Spanish Reading Test (ELE)

▪ JUNE

- 15 LOTE Comprehensive Exam.
- June+ Planning for School Year 2007-08
[See Planning Supplements on the B/Q BETAC-LIU Web Site]

Please remember that our Calendar of Events is subject to change. Thank you.

♦Activities/events sponsored by the NYSED's OBE/FLS *BETAC Network* and the NYCDOE Office of English Language Learners (OELL) will be announced throughout the school year.

♦See the DAA 2006-07 Citywide/Statewide Assessment Calendar for all testing dates

For information about resources for particular cultural/linguistic groups, be sure to contact our language-specific Asian, Haitian and Spanish BETACs. Call for a BETAC directory.

“TRIVIA QUIZ” ANSWER

C

Total Enrolled ELLs

141,173

Here's some other ELL enrollment data from the MMR:

>“Enrolled Students Receiving ELL Services (General Education)”:

138,191 (97.9%)

-39,330 (28.5%) Bil./ESL Programs

-94,288 (68.2%) ESL Instruction Only

- 4,573 (3.3%) Dual Language Progs.

>“Students Served by the ELL Programs (%)”:

61.2%: 3 Years or Less

12.1%: 4 Years

8.0%: 5 Years

6.0%: 6 Years

12.8%: 7 Years or More