

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

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SPECIAL ANNOUNCEMENTS



Please take particular note of this month's BULLETIN "Technical Assistance" supplements concerning Planning for School Year 2005-06. See "Looking/Planning Ahead" below and related supplements attached to this BULLETIN. Also, please help make these planning supplements even more helpful by suggesting revisions/additions!

- ❖ Please schedule to attend through your School Region's Registration Process the May 6, 2005 NYCDOE/BETAC's Teacher's Institute at the Hunter College Brookdale Center. More information is attached to this bulletin.
- ❖ The Spanish Spelling Bee Competition has been a huge success so far at the School Regional Level! Congratulations to 1st Place Winners who will then compete on May 20, 2005 at the Brooklyn Public Library-Cadman Plaza West Branch. We will post winners names after the Competition. Thanks to the Spanish Spelling Bee Committee Members who have contributed tremendously to the success of this annual ELL Latino student special competition and for instilling in participating student's much pride in their Spanish Language heritage and culture.

- ❖ The invitational flyer and registration forms for the annual Spanish Language BETACs @ LIU and Lehman College, and the NYCDOE-DELL staff sponsored event: The "Spanish Literature Symposium" will be held at the beautiful "Instituto Cervantes", May 27, 2005. We look forward to your participation.

❖ **SBETAC-LIU
DELIVERY OF SERVICES**



SBETAC-LIU WEBSITE

Hosted by Long Island University - Brooklyn

www.brooklyn.liu.edu/education/sbetac

PAY US A VISIT!!

- ▣ Events
- ▣ Resources
- ▣ Current Initiatives
- ▣ Links

OUR WEBSITE WAS RECENTLY UPDATED. SO, PLEASE VISIT TO SEE WHAT WE'VE DONE AND OFFER ANY COMMENTS/SUGGESTIONS.

NEW!

"SPANISH-SPEAKING LEP/ELLs: FACTS & FIGURES"

All Hispanic students are ELLs. All Spanish-speaking ELLs are immigrants. Wrong, of course, on both accounts. These are among the misconceptions about our students. The above titled special report prepared for SBETAC-LIU sorts out

and then synthesizes available demographic data related to Spanish-speaking ELLs, Hispanic students and immigrant students from Spanish-speaking countries. We're pleased to be able to now make the full text of this document available on our Web site (under "Resources"). So, pay us a visit to help "set the record straight" about some important relevant statistics.

NOTE

This report is a 1st edition draft that will be updated when more recent and additional data is available, and as such is considered a "work in progress."

**NYC BETAC @ Hunter College
SBETAC @ Lehman College**

Also, keep up-to-date on the services and activities of our colleagues at the **NYC BETAC @ Hunter College and the SBETAC @ Lehman College** by reviewing their **Bulletins**. Visit the NYC BETAC website at www.hunter.cuny.edu/nycbetac



❖ PROFESSIONAL DEVELOPMENT

 **BRAVO!**

TO ALL THOSE WHO MADE THIS YEAR'S NYSABE CONFERENCE ANOTHER SUCCESS.

SBETAC-LIU was pleased to have assisted in conducting the conference's **Parents Institute**. We also joined our BETAC-NYC Network partners in sponsoring the **NLA/ESL Teachers Institute**. Also, in collaboration with NYSABE and NYCDOE DELL we assisted in conducting the **Special Education Institute**.



Thanks to those of you who attended our March 30th workshop – *Innovative Uses of Technology for English Language Learners*—featuring Kevin Rocab, Director of Project LEARN. Kevin provided a great deal of information to help us bring technology-based instruction to ELLs.

DUAL LANGUAGE PRINCIPALS ACADEMY-May-June 2005*

As previously announced, this Academy will be implemented during May and June, 2005 as a collaborative initiative by staff from the NYCDOE-DELL, Dual Language Program, Spanish Language BETACs at LIU and Lehman College, State Education Department-Office of Bilingual Education, and Council of

Supervisors and Administrators. Participating schools have been surveyed and invited to join in program planning activities. Resources will be allocated for this initiative employing multiple strategies and time-frames.

This initiative promises to successfully carry out one of the "SED Regents Ten Recommendations" for improving ELL's academic achievement by supporting NYS school principals to further provide effective instructional strategies and quality program approaches for ELL's to help them achieve higher content and performance standards in our great city/state schools.



PROFESSIONAL DEVELOPMENT

Does your Region have any suggested, successful strategies/activities to provide professional development for personnel/staff serving ELLs?

If so, please let SBETAC-LIU know via e-mail so we can share ideas by including them in the professional development supplement attached to this BULLETIN (see "Looking/Planning Ahead" below). Thank you.

❖ INSTRUCTIONAL MATERIALS / RESOURCES

SpanishToys.com

"We work very hard to bring you the largest variety of Spanish language Toys, Videos, Spanish Baby Books, Spanish Educational Software, Learn Spanish Products, Spanish Children's Books and Spanish Language Learning Products."

Inventory includes:

- Spanish Barney videos
- Disney Spanish language videos/software
- Spanish Sesame Street
- Learn Spanish board games (juegos de mesa)
- Children's music
- Spanish educational software
- And much, much more

For teachers & parents:

This resource may be particularly helpful for Dual Language/Two-Way programs. To see all products, visit: www.spanishtoy.com



BARCOS, GATOS Y NIÑOS IN QUEENS

Barco de Papel, a Queens bookstore specializing in children's books will present the play **"Estaba el Señor don Gato."** Barco de

Papel is intended to "create a magical world for kids and parents" and to help bring Spanish literature to the Hispanic community.

"Estaba el Señor don Gato"

[a special collaboration with Newtown High School theater students]

Sunday, April 27 at 3 PM

Admission is free
Barco de Papel bookstore
40-03 80th St.
Elmhurst, Queens
718-565-8283



Instructional Materials

Does your Region have any suggested, successful strategies/activities to ensure the use of quality instructional materials for bilingual and ESL programs?

If so, please let SBETAC-LIU know via e-mail so we can share ideas by including them in an instructional materials planning supplement attached to this BULLETIN (see "Looking/Planning Ahead" below). Thank you.

WANT ADS



Do you have a need for particular instructional materials? If so, let SBETAC-LIU know, and if we can't help you ourselves we'll put a "WANT AD" in

our next BULLETIN to see if any region(s) can help.



**WANTED BY SBETAC-LIU
RECOMMENDED, QUALITY
INSTRUCTIONAL MATERIALS IN
SPANISH FOR THE RESOURCE
LIBRARY**

Contact SBETAC-LIU with any recommendations for print and technology-based materials.
See the current collection of materials at our OPEN HOUSE



❖ **PROFESSIONAL
RESOURCES/MATERIALS**

**Update on Performance of
Limited English Proficient/English
Language Learners (LEP/ELLs) and
Implementation Plan for
Strategies to Improve Performance**

This update report from the NYSED to Members of the Board of Regents relates to the following important issues reported in previous BULLETINS:

**Recommendations to Build Capacity of
School Districts to Strengthen
Educational Services for ELLs**

■
**Implementation Plan for
Recommendations on Improving the
Performance of ELLs**



SBETAC-LIU

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



OPEN HOUSE



**Hold the date
June 17
[Tentative]**

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.

REPORT SUMMARY

This update report provides an analysis of performance of LEP/ELLs on the New York State ESL Achievement Test (NYSESLAT). This is the first time the Department has had a consistent measurement tool available to assess the performance of LEP/ELLs. It has enabled the Department to make some generalizations about schools that provide instruction to these students; however, further research is needed. As the individual student record system is implemented, it will put us in a better position to make conclusions about what makes programs for LEP/ELLs most effective. In addition, the Department has hired a new vendor to produce the NYSESLAT. This new vendor will review NYSTESLAT standards in relation

to proficiency levels on the grades 3-8 tests and Regents exam to ensure consistency.

At the October 2004 meeting (of the Board of Regents), 10 strategies were identified to improve the performance of LEP/ELLs. Department staff was asked to develop an **implementation plan** and to report periodically on the progress in implementing the 10 strategies. This plan identifies the implementation steps for each of the strategies, a timeline for implementation, and when reports to the Board have been scheduled. As more is known on the performance of LEP/ELLs, these strategies will be reviewed to ensure that they will result in improvement in programs for LEP/ELLs. NOTE: Update report also includes data on the 4-year and 7-year graduation rates of ELLs, former ELLs and non-ELLs.

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**USDE
Title III Biennial Evaluation
Report Details Progress
National Progress Being Made in
Serving Students with Limited
English Proficiency**

To see this press release and links to the full report in English and Spanish, visit:

[www.ed.gov/news/press
releases/2005/03/03162005](http://www.ed.gov/news/press/releases/2005/03/03162005)

...

Languages



**of the World
Web Site**

National Virtual Translation Center

The year 2005 has been designed as **The Year of Languages** in the United States. It is modeled after the successful European Union in 2001 and is being spearheaded and coordinated by the American Council on the Teaching of Foreign Languages and supported by the Interagency Language Roundtable (ILR). As a member of ILR, The National Virtual Translation Center joins in the celebration of the Year of the Languages by launching a **Languages of the World Website** aimed at high school juniors and seniors as well as college students.

Although aimed at students, language professionals might want to visit this interesting site that provides information related to language and language study:

www.nvtc.gov/lotw/

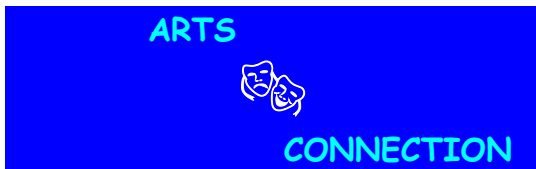
Centro de Estudios Puertorriqueños
Hunter College, CUNY

**National Latino/a Education
Research Agenda Project
(NLERAP)**

The National Latino/a Education Research Agenda Project is an attempt to bring together various constituencies within the broader Latino/a community who are concerned with primary and secondary public education. In particular,

the issue of research and school reform to improve academic outcomes and the life chances of Latino/a students and families is the object of this effort. **The Centro de Estudios Puertorriqueños** is addressing this issue by developing an agenda of research via a participatory process of consensus building with representatives of the different stake holders involved and the support of the Annie E. Casey Foundation.

For further information and the research agenda and framework, visit:
<http://nlerap.hunter.cuny.edu>
[Click "Agenda" available in English and Spanish]



For Teachers, Students, and Parents
**NYC'S MAJOR LATINO
THEATER COMPANIES***

REPERTORIO ESPAÑOL

212-889-2850

www.repertorio.org

THALIA SPANISH THEATRE

718-729-3880

www.thaliatheatre.org

TEATRO CÍRCULO

212-505-1808

**TEATRO SEA @ KABAYITOS
PUPPET & CHILDREN'S
THEATER**

212-529-1545

www.sea-ny.org

**PUERTO RICAN TRAVELING
THEATRE**

212-354-1293

**INTAR HISPANIC
AMERICAN ARTS CENTER**

212-695-6134

Contact these theaters for
current and upcoming shows.

*Source: VIVA NEW YORK - Daily
News, March 2005.



**Latino Expo
2005**

Featuring the Latino Auto Show
and the Latino Expo Career Fair
April 16 & 17, 2005
Meadowlands Exposition Center
New Jersey

Sat. & Sun. 12 noon to 5pm
A festival of Hispanic culture,
business and entertainment
with a special emphasis on
**JOBS • EDUCATION • BUSINESS
OPPORTUNITIES &
HEALTHCARE**

For booth and sponsorship
opportunities: 860-563-5028
E-mail: latinoexpo@snet.net
Sponsored by Daily News, VIVA
NEW YORK Magazine:
www.nydailynews.com



PARENT PARTNERSHIPS

NYSED RESOURCES FOR PARENTS

“What Parents Should Know about the Learning Standards”

Available in SPANISH

- **¿Qué son las Normas de Aprendizaje?**
What Are Learning Standards?
- **¿Por qué son importantes las normas de aprendizaje?**
Why Are Learning Standards So Important?
- **¿Cómo se afectará mi hijo(a)?**
How Will My Child Be Affected?

En Español

www.emsc.nysed.gov/ciai/pub/loque

You mean your kid can't understand *abuelita*? Time to start talking to them only *en español*...

PARA LOS CHICOS
Spanish Sin Barreras*
Miguel Rosario

“HAVE YOU EVER DREAMT OF HAVING A CONVERSATION WITH YOUR CHILDREN IN SPANISH, in which they were able to reply as fluently as they would in English? In the United States, many parents fight a daily battle to instill in their kids the Spanish language and Hispanic culture, but few are successful. What can

you do to help your children speak Spanish fluently and correctly, so that the next time they will say *alfombra* rather than *carpeta*?”

This article includes suggestions from Dr. Inoa Vázquez, author of **Parenting with Pride—Latino Style** (Rayo, 2005, \$12.95) and Jennifer Weiss Friedman, co-director and co-founder of La Escuelita, a bilingual pre-school in Manhattan’s Upper West Side.

“Inoa Vázquez’s main piece of advice sounds simple, although it may prove difficult to carry out: Speak to your children only in Spanish. One approach she suggests is the ‘one person, one language method.’ It requires that the parents ‘try always to talk to the child in Spanish even if he or she responds in English, because the child will start to understand the message, and thus the structure begins to solidify.’ “In addition to immersing your children in a Spanish-speaking environment filled with Latin music, Hispanic television and Spanish-speaking visitors, it is also a good idea to buy them toys, books, newspapers and other reading materials in Spanish.” Vázquez and Weiss Friedman also offer the following steps “to keep our grandparents’ language alive and kicking.”

- **Read books in Spanish.** Many Internet sites, such as Amazon.com and the online library Lectorum (www.lectorum.com), offer a selection of children’s books in Spanish.
- **Listen to music in Spanish.**
- **Set up play dates with Spanish-speaking children.**
- **Buy toys with instructions in Spanish.** On the Internet, www.SpanishToys.com offers a selection of educational computer programs, such as The Reading Bunny, for children learning to read.
- **Make time to attend Hispanic cultural events.** Both El Museo del Barrio (www.elmuseo.org) and the Children’s Museum (www.bchildmus.org) have exhibitions with information in Spanish.

- Watch programs such as “Plaza Sésamo” and “Dora la exploradora.”
- Change the language on the TV to Spanish using the SAP button on the remote control. Also consider subscribing to cable TV packages that offer a wider variety of Spanish channels.
- If you buy or rent DVDs, look for Spanish versions.
- If possible, send your children to visit relatives in their country of origin.

NOTE: Most of the above steps can apply to Latino parents as well as parents of EP students in Dual Language programs.

*VIVA NEW YORK (VNY), Daily News, April 2005.

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**From Translation to Participation:
A Survey of Parent Coordinators
in NYC and Their Ability to Assist
Non-English-Speaking Parents**

This May 24, 2004 report was prepared by Advocates for Children and the New York Immigration Coalition (NYIC) re the need for translation services. This report is a “must read” for ELL Specialists, school supervisors and Parent Coordinators since it includes information and recommendations related to meeting this important need for parents. For this report, visit the NYIC web site:

www.thenyic.org =>

See “Issues Areas,” Click “Education” and “What’s Hot,” to click on report.

Welcome Parents



**ELL PARENT INVOLVEMENT
& ENGAGEMENT**

Does your region have any suggested, successful strategies/activities to ensure ELL parent involvement and engagement? How about ideas to promote/facilitate coordination and collaboration with Parent Coordinators?

If so, let SBETAC-LIU know via e-mail so we can share ideas by including them in a parent involvement planning supplement attached to this BULLETIN (see “Looking/Planning Ahead” below). Thank you.



IN THE NEWS: FYI



**American-dream schools*
With a focus on immigrants,
these institutions raise
the bar**

“Here’s some encouraging news about education in New York City. We are making progress in figuring out how help students from immigrant families achieve more. A few of the city’s public high schools are designed specifically to serve immigrant children. Many immigrants are from impoverished homes with parents who do not hold a high school diploma, let alone a college degree. Yet these schools are graduating a larger percentage of students than the citywide average, and a higher percentage of graduates plan to go on with their

education. Take **Brooklyn International High School**, for instance. Sixty-eight percent of the students have been in the country three years or less, but 61% of them graduate, compared with an average rate of 54% citywide, according to the city's Annual School Reports. In Queens, where 60% of the students at **International High School** on the campus of LaGuardia Community College are recent immigrants, 66% of the students graduate—12 points higher than the city average. All but 5% of the students at another Queens school for immigrants, **New Comers High School: Academy for New Americans**, have been in the U.S. less than four years, and in a city where 67% of high school graduates plan to pursue postsecondary education, 90% of Newcomers' graduates plan to go on in school. These successes though touch only a small portion of the city's immigrant families. According to the School Reports, the number of recent immigrants—children who have been in the country three years or less—enrolled in the city's public schools, grew by 24% between 2002 and 2004. The city's public school students speak 140 different languages and are from more than 200 countries. Fifty-three percent of the city's children live in immigrant-headed households. We must expand services and continue to strive to beat formidable odds if we are to ensure that the large and growing number of immigrant students in all our schools have the

opportunity to succeed. As citizens in a city awash with wealth, we can support private scholarships for first-generation college students. We can develop new ways to educate immigrant families about opportunities for financial aid and grants. We can also pair with immigrant students as mentors. Such efforts would go a long way in ensuring that more of New York's immigrant families see their children achieve the American dream."

*Daily News, 3/14/05 (excerpts). This article was written by Jennifer Wheary, a senior fellow at Demos, a public policy organization in New York City.

NOTE

The writer's recommendations re **college scholarships and opportunities for financial aid/grants** are consistent with the need demonstrated in studies/reports which have been presented in previous BULLETINS concerning Latino students and their lack of higher education opportunities. These BULLETINS have also provided information about resources to promote higher education, including scholarships and financial aid and grants. Also, related to this issue is the following study available from the U.S. Department of Education:



Majority of High School Sophomores Understand Importance of Education, Plan to Go to College
Study shows importance of aligning future aspirations with meaningful preparation in high school

The title of the Spanish version of this press release states:

Estudiantes hispanos y afroamericanos de segundo año de high school indican un mayor interés en la escuela que sus compañeros blancos, según un nuevo informe del Departamento de Educación

What appears to be some good news re Latino student interest in school, and desire to pursue higher education, is tempered by a finding that while "just under two-thirds of whites who planned to complete a four-year degree were proficient in reading, just over a third (35 percent) of Hispanics were at reading level two (simple inference)" and that "contrasted to 33 percent of whites, 12 percent of Hispanics were proficient at level four of mathematics."

This report is available in English and Spanish as follows:
www.ed.gov/news/pressreleases/2005/03/03102005a.html

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.

FACTS & FIGURES: "TRIVIA QUIZ"



Fill in the blank of the following sentence with the correct answer below:

Hispanic dropout rates have been between ___?___ over the past years, and are 2.5 times the rate for blacks and almost 4 times the rate for white non-Hispanics.*

- A. 20% and 25%
- B. 25% and 30%
- C. 30% and 35%
- D. 35% and 40%

*Source: Hispanic Council for Reform and Educational Options (CREO):
www.hcreo.org

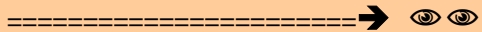
BONUS QUESTION

About what percentage of NYC Hispanic students was classified ELL (SY 2000-01)?

- A. 12% B. 23% C. 36% D. 48%

[See below for the answer.]

LOOKING/PLANNING AHEAD



MEETING THE EDUCATIONAL NEEDS OF ELLs PLANNING FOR SCHOOL YEAR 2005-06

This technical assistance supplement has been revised since last year and is attached to assist regions/schools in implementing activities/strategies to help facilitate planning to ensure meeting the educational needs of ELLs.

The following new related planning supplements are also attached:

NEW!

- ✓ **Planning for the Comprehensive Utilization of Funds to Meet the Educational Needs of ELLs**
- ✓ **Planning Strategies to Provide Professional Development for Personnel/Staff Serving ELLs**
- ✓ **Planning Strategies to Ensure the Use of Quality Bilingual/ESL Instructional Materials for ELLs**
- ✓ **Planning Strategies to Ensure the Involvement & Engagement of Parents/Guardians of ELLs and Immigrant Students.**

These 5 technical assistance supplements comprise one document re planning and are “works in progress.” As such, Regions are encouraged to contact SBETAC-LIU with **suggested additions/revisions** of these documents to make them as helpful as possible. Also, ELL Specialists are encouraged to share these materials with schools and use them to provide related technical assistance and support.

**Planning Supplements...
SEE ATTACHMENT**

SPECIAL EVENTS/ACTIVITIES

Coming Up

SPANISH SPELLING BEE

Friday, May 20, 2005

9:00 am

The Spanish BETAC at LIU's **SPANISH SPELLING BEE** will be held at the Brooklyn Public Library Brooklyn Heights Branch. More than 150 students in grades 4, 5 and 6 will compete for 1st, 2nd, and 3rd prizes including state of the art dictionaries, books and cash prizes. Parents, teachers and students are always welcomed.

★ **PR/Hispanic Youth Leadership Institute**

=====> **April 16-18**

★ **Spanish Spelling Bee**

=====> **May 20**

★ **Spanish Literature Symposium**

=====> **May 27**

★ NYC Bilingual Oratory Olympics

=====> June 1
{TENTATIVE}



DON'T FORGET TO VISIT US ON THE [WEB SITE](http://www.brooklyn.liu.edu/education/sbetac) FOR IMPORTANT INFORMATION ABOUT PARTICIPATION IN THESE EVENTS
www.brooklyn.liu.edu/education/sbetac

Spot Notes/Reminders...

✦ **PLANNING SUPPLEMENTS:**

Send any suggested revisions to SBETAC-LIU...

✦ **PARENT TEACHER CONFERENCES** in April...

✦ Plan for **SPRING ASSESSMENTS (EL SOL, ELE, NYSESLAT)**...

✦ **WANTED:** Newsletter articles and BULLETIN items; contact Andres...

✦ **BILINGUAL ORATORY OLYMPICS** date tentatively set for June 1...

"TRIVIA QUIZ" ANSWER

C

Hispanic dropout rates have been between **30% and 35%** over the past two years...

BONUS QUESTION ANSWER

B

About 23% of all NYC Hispanic students was classified ELL.
[See "Spanish-speaking LEP/ELLs: Facts & Figures" available on the SBETAC-LIU Web site]

CALENDAR OF EVENTS*
School Year 2004-2005

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

▶ 2005

■ **APRIL**

- 1 HYLI Essay Reviews and Rating Committee (SBETAC@LIU)
- 8 SBETAC-LIU NYSESLAT Administration/Scoring Training
- 4/1-5/27 EL SOL Testing
- 14 ELE Testing (Gr. 3-9)
- 16-18 PR/Hispanic Youth Leadership Institute (Albany, NY)
- April *Parent-Teacher Conferences (see scheduled dates)

■ **MAY**

- 2-20 NYSESLAT Testing
- 18 ELS Testing (Grades 9-12)
- 20 Annual Children's Spanish Spelling Bee
- 27 Annual Spanish Children's Literature Symposium

■ **JUNE**

- 1 NYC Bilingual Oratory Olympics (Theme: "The importance of bilingual teachers") [Tentative]
- 17 SBETAC-LIU Resource Library **OPEN HOUSE (Tentative)**
- June+ Planning for School Year 2005-06 [See Attachment]

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

◆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.

**PLEASE NOTE:
PLANNING SUPPLEMENTS
WILL BE POSTED ON OUR
WEBSITE SHORTLY.**