

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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MAY, 2005

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

SBETAC-LIU BULLETIN SBETAC-LIU BULLETIN SBETAC-LIU BULLETIN SBETAC-LIU
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SPECIAL ANNOUNCEMENTS



- Project BETLA (Bilingual/ESL Teacher Leadership Academy) is a State Education Department's Office of Bilingual Education funded initiative located at:
Bank Street College North
132 Claremont Avenue (near 122 Street)
Room 403
New York, NY 10025

Interested applicants must be master teachers in bilingual/ESL programs as recommended by their Regional and/or Local Instructional Superintendent and Regional Instructional Supervisor of English Language Learners. For further information regarding program expectations, free graduate credits, acceptance criteria, or any questions, please contact the Office Administrative Assistant, Ms. Maria Ruiz at (212) 961-3367.

BRAVO! KUDOS! FELICITACIONES! to the BETAC -NYC Network in collaboration with the State Education Department's Office of Bilingual Education (SED-OBE) Staff and the wonderful presenters from the New York City Department of Education-Office of English Language Learners and Division of Assessment and Accountability, and school-based staff presentations from PS 130-x, PS 149-Q, and MS 318K and, above all, to the terrific participants and guests who successfully helped us implement the New York City Teacher's Institute on May 6, 2005: *NYSESLAT: Closing the Achievement Gap.*"

A special note of acknowledgement and appreciation to Maria Garcia Underwood's leadership in coordinating and hosting this terrific professional development session and the recognition event sponsored by Carmen Perez Hogan, State-Wide Coordinator, SED-OBE, for acknowledging many of our city's schools who met the federal requirement's (NCLB-Title III) annual yearly progress, school year 2003-2004, with their English language learner's achievement on the New York State English as a Second Language Assessment Test (NYSESLAT).



**SBETAC-LIU
DELIVERY OF SERVICES**

**Summer
EDUCATION**

“LIU’s 11-acre Brooklyn campus is an urban oasis of learning this summer.”

“In the summertime, when the pace slows down in much of the city, accelerate your life and move closer to your goals by enrolling in one of the dynamic classes offered by the **Brooklyn Campus of Long Island University**. The Brooklyn campus of LIU can help you experience the most productive summer you’ve ever imagined. Choose one or both summer sessions: May 16-June 27 and July 5-August 15.”

The above comes from a “Summer Education” supplement (Daily News, 4/17/05). To register for summer courses, call the Admissions Office at 718-488-1011 or visit, www.brooklyn.liu.edu/summer.

The Summer Education supplement also provided an article “**Financial Aid 101 for Adult Learners**” which advised that “Heading back to college as an adult learner can be an intimidating process” and that “financial issues add to the challenge of returning to school” but offers “the good news that there are lots of resources out there,” including for “scholarships specifically designed for older students.” Here are two resources provided:

www.theoldschool.org

Also, for the “Free Application for Federal Student Aid (FAFSA),” visit:

www.fafsa.ed.gov

See more about “Higher Education” below



SBETAC-LIU WEBSITE

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

PAY US A VISIT!!

- Events
- Resources
- Current Initiatives
- Links



**PROFESSIONAL
DEVELOPMENT**

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The DL Principal’s Academy has undertaken its successful kick-off session on May 12, 2005. This Dual Language professional development pilot initiative, is a collaborative effort of the State Education Department’s Office of Bilingual Education, Council of Supervisors and Administrators, NYC Department of Education’s Office of English Language Learner’s Dual Language Program, and Lehman College and LIU SBETAC staff to serve approximately 25 principals and their schools representing our city’s elementary and secondary student populations. A follow-up retreat will take place on June 3, 2005 at the LGA Marriott Hotel. Pre-registration is required.

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On June 7, 2005, the Lehman College and LIU-SBETAC staff invites all teachers and support school staff to an after school OPEN HOUSE and WORKSHOP presentation featuring the new publication of :

Felicita Diaz, Poemas Para Ti.

Date: June 7, 2005
Time: 3:00 pm to 6:00 pm
Location: LIU SBETAC
9 Hanover Place-3rd Fl
Brooklyn, New York 11201

Felicita Diaz's new publication, Poemas Part Tí is part of a series , exclusively developed for the SBETACs at Lehman College and LIU for state-wide dissemination to public schools, upon request and availability, beginning with last school year's first book in this series, Cuentos Para Tí , which will also be distributed on June 7, 2005 along with many more wonderful literary books in the Spanish language to better assist teachers in planning classroom NLA lessons in grades K-12 aligned teach to the State Education Department's NLA standards and city requirements for native language arts instruction.

Registration forms have been emailed. RSVP by June 3, 2005.

❖ INSTRUCTIONAL MATERIALS/ RESOURCES



**FREE ON-LINE
ACTIVITIES FOR ELLs**

**LANGUAGE
GAMES.ORG**

GAMES IN SPANISH



- Hangman – El Ahorcado

Topics/Temas
Birds/Aves -Weather/Clima Car/Coche
-Colors/Colores
Body/Cuerpo -Sports/Deportes
Family/Familia
Flowers/Flores -Furniture/Muebles
Nationalities/Nacionalidades
Countries/Paises.

Also,

- Word search/Sopa de letras
- Crosswords/Crucigramas.

Seems like a fun way for students to develop vocabulary.

www.languagegames.org

**QUIZZES-TESTS
EXERCISES-PUZZLES**



▪ **BILINGUAL VOCABULARY
QUIZZES**

[English/Spanish]

▪ **CROSSWORK PUZZLES FOR ESL
STUDENTS**

The Internet TESL Journal

iteslj.org

(NO "www")

[Scroll down to "Other Things on Our Web Site" for "Activities for ESL/EFL Students."]



**Gryphon
House**



**Early childhood books for
teachers and parents**

**Bilingual Book of Rhymes,
Stories, and Fingerplays**

Pam Schiller, Rafael Lara-Alecio,
Beverly J. Irby

With Spanish and English on each page, this collection of over 450 rhymes, songs, stories, and fingerplays provides the opportunity for building vocabulary and exploring the sounds of language-important skills for beginning readers. Organized by theme for easy use, these selections provide a springboard for teaching a second language and for working in a bilingual classroom.

Other books in the bilingual collection include the following:

- © Best Colors/Los Mejores Colores
- © Building Your Baby's Brain/Cómo estimular el cerebro infantil

There is also a “Creative Curriculum VIDEO” in Spanish among other bilingual books. For information, visit:

www.gryphonhouse.com and click on “Bilingual.”



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.

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



LATINO STUDENTS
&
HIGHER EDUCATION



New Study Provides Policy
Recommendations to Improve Latino
Educational Opportunity

Latino

Students

& the educational pipeline

a three-part series

“When Latino students exhibited aspirations toward a bachelor’s degree, they had a 53 percent higher probability of reaching that goal. Throughout our analysis, we found that simple, doable things like planning for college on the part of the student and the parents tend to matter a lot. The report also concludes that academic preparation and taking the right steps in college matter for Latino persistence.”

These findings come from a new report series released by the **Educational Policy Institute** which contains the following three parts:

- Part I. From Middle School to the Workforce**
- Part II. Latino High School Students and Baccalaureate Graduates**
- Part III. Pathways to the Bachelor’s Degree for Latino Students**

For this report, visit:
www.educationalpolicy.org

Here are additional resources to help ensure Latino student access to high education:

**HISPANIC SCHOLARSHIP FUND
INSTITUTE
DARE TO IMAGINE, COMMIT TO ACHIEVE**

“The Hispanic Scholarship Fund Institute (HSF Institute) was created in 2001 to extend the impact of the Hispanic Scholarship Fund on the achievement of Latinos in the United States. Working with HSF on the goal of doubling the rate of Hispanic college graduates by the year 2010, the primary focus of the HSF Institute is to engage the public sector in support of Latino higher education achievement.”

For information re scholarships, programs and NYC student chapters, visit:
www.hsfi.org

**HISPANIC ASSOCIATION OF
COLLEGES & UNIVERSITIES
THE CHAMPIONS OF HISPANIC SUCCESS IN
HIGHER EDUCATION**

“Today, HACU represents more than 400 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin American and Spain. Although our member institutions represent less than 7% of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).”

HACU’S MISSION

- To promote the development of member colleges and universities;
- To improve access to and the quality of post-secondary educational opportunities for Hispanic students; and
- To meet the needs of business, industry and government through the development and sharing of resources, information and expertise.

For information re HACU, visit:
www.hacu.net

NEWCOMER SCHOOLS/PROGRAMS

Related to the issue of Latino Students & Higher Education, our April BULLETIN included excerpts from an article “**American-dream schools: With a focus on immigrants, these institutions raise the bar**” which highlighted “a few of the city’s public high schools are designed specifically to serve immigrant children.” **Brooklyn International High School, International High School and New Comers High School: Academy for New Americans** were cited as schools which “are graduating a larger percentage of students than the citywide average, and a higher percentage of

graduates plan to go on with their education.” So, here’s a reminder about a valuable related resource book:

Creating Access: Language and Academic Programs for Secondary School Newcomers

By Deborah J. Short & Beverly A. Boyson

“This book describes the ins and outs of an exciting new education model—newcomer programs for immigrant students. Designed to help district personnel create a newcomer program or enhance an existing program reports on a 4-year study of 115 middle and high school newcomer programs and offers practical advice for schools considering implementing such programs.”

For this book, visit:

www.calstore.cal.org/store



**EDUCATION IS THE KEY TO THE FUTURE
LATINO COLLEGE EXPO
EDUCATUS**

Hopefully many of our students were able to attend the Latino College Expo **College Fair** in April when representatives from more than 100 colleges and universities gathered at Pace University to provide Latino students with information about college admissions and financial aid and conduct a free scholarship raffle.

The Latino College Expo’s mission is as follows:

The Latino College Expo fosters the educational goals of NYC high school students of Latino heritage by providing an array of specialized programs sensitive to the needs of the Latino community. These programs are designed to assist students and parents identify and access educational services.

For more information, visit:

www.LatinoCollegeExpo.org

KeY²

CD-ROM

TheKey2

An Interactive Guide to the Top Colleges and Universities for Hispanics

A reminder about this resource designed to help students and parents with the college admission process.

FREE + \$4.99 shipping & handling

www.thekey2.com

NOTE: For this small investment, it seems worth it to see if this Guide provides useful information to develop and translate materials for **parent workshops/meetings re higher education**. This information should also be shared with **college advisors**.

**National Center for
Latino Child & Family Research
[NCLCER]**

The National Center for Latino Child & Family Research is a nonpartisan, national center dedicated to conducting research & disseminating

research-based information on issues relevant to local, state & national practices & policies affecting the lives of Latino children & families. Its mission is to increase the in-depth understanding & visibility of Latino child & family issues.

NCLCER has launched a new LATINO CAUCUS. For information re NCLCER and/or to join the Caucus, visit:

www.LatinoChildResearch.org

Also, E-mail Dr. Michael Lopez:
mlopez@earthlink.net

Guiding Principles for Dual Language Education [DRAFT]

Prepared by the Center for Applied Linguistics (CAL) with support from the National Clearinghouse for English Language Acquisition at The George Washington University.

"The Guiding Principles for Dual Language Education were developed as a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Grounded in evidence from research and best practices, the Guiding Principles address program issues in seven strands: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources."

To review this draft and provide feedback, visit CAL:

www.cal.org/twi/guidingprinciples.htm

CHARTER SCHOOLS* FYI

Regarding the education of ELLs, charter schools are not subject to Commissioner's Regulations/CR Part 154. However,

"Although charter schools are independent from the public school system, they are public schools, and must comply with the following state and federal regulations for their charter to be approved:

English Language Learners: Charter schools must comply with federal law requiring that all students with limited English proficiency be given assistance that is "sufficient to provide an equal educational opportunity."

*Source: GUIDE TO NYC CHARTER SCHOOLS, New York City Center for Charter School Excellence.

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


The above NYSED report to the Board of Regents, referred to in our April BULLETIN, was discussed at the Board's March 2005 meeting. A Board committee offered recommendations and/or expressed concerns about which the NYSED will

follow-up for further discussion at the Board's June meeting.
To read this important report, visit SED as follows:

www.regents.nysed.gov/2005Meetings/March2005/0305emscvesidd4



A special report from SBETAC-LIU...

WORLDWIDE LITERACY

&
ELL STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE) IN NYC PUBLIC SCHOOLS

This report provides some relevant information re worldwide literacy and its relationship to, and implications for, the enrollments of ELL/SIFE. **What are the countries of origin (of many of our immigrant ELLs) which have the lowest worldwide literacy rates?** See this report after the Calendar of Events below.

<p>Does your region have program/services for ELL/SIFE that you would like to share with other regions? Send information to SBETAC-LIU.</p>

ARTS



el**MUSEO**delbarrio

MEXICO: THE REVOLUTION AND BEYOND
PHOTOGRAPHS BY CASASOLA
1900-1940

This remarkable exhibition will be on view through July 31, 2005. One of Latin America's first photojournalists, Augustin Victor Casasola documented the tumultuous events of Mexico in the early twentieth century in a style that ranged from the celebratory to the unforgettably tragic. The exhibition of 92 selected photographs is culled from the nearly 500,000-image archive.

Also, this spring, students will have the opportunity to explore **Points of View: Photography in El Museo del Barrio's Permanent Collection**. This exhibition of recent acquisitions from the Museum's photography holdings includes images by both recognized masters of photography as well as emerging contemporaries from **Puerto Rico, Peru, Chile, Mexico, Argentina, Colombia, and New York City**.

Visit the museum's website for spring 2005 programming including many "Education Programs" as follows:

www.elmuseo.org

**Museum of the City
of New York**
**El Barrio—Puerto Rican
New York**

Photo exhibit features the work of Hiram S. Maristany, a player in the cultural revolution that took place among Puerto Ricans in El Barrio starting in the 1960s. Also on display will be materials from the archives of the Center for Puerto Rican Studies tracing the evolution of El Barrio.

EXHIBIT
Through June 12
120 Fifth Avenue at 103rd St.
212-534-1672
www.mcnv.org

Caribbean Cultural Center
African Diaspora Institute
Ancestors & Orishas

David Medina's glass and mixed-media sculptures trace African roots through the Dominican Republic to New York
Through June 2
Caribbean Cultural Center
408 W. 58th St. (9-10th Aves.)
Space limited. Call 212-307-7420, ext. 3008

www.caribecenter.org

**A WEALTH OF MEXICAN
FILMS AT TCM**

Turner Classic Movies will celebrate the wealth of Mexico's cinema with **Cine Mexicano: The Golden Age**, a festival of 17 films airing every Thursday evening in May.

For information, visit:
www.turnerclassicmovies.com

❖ **PARENT
PARTNERSHIPS**



Welcome Parents & Students

Family Literacy Nights: Building the Circle of Supporters within and Beyond School for Middle School English Language Learners

This educational practice report focuses on fostering home-school collaboration. Authored by CREDE* researcher Ji-Mei Chang, the report discusses her project to improve students' education through a home-school collaboration called "**Family Literacy Nights.**" The program brought together parents of linguistically and culturally diverse students and their teachers, resulting in greater parental involvement and improved student learning. This report offers practitioners strategies for implementing similar programs.

For this report, visit:

www.calstore.cal.org/store/crede

Click "Educational Practice Report."

***CREDE: Center for Research on Education,
Diversity and Excellence.**

**CONFERENCE FOR PARENTS
OF ELLs**

Celebrating 2005

The Year of Languages

Saturday, May 21, 2005

**Sponsored by the NYCDOE Division of
English Language Learners and the Office of
Parent Engagement**



IN THE NEWS: FYI



**The Golden Door
is swinging wide***

An authoritative new study shines light on the sweeping scope of illegal immigration into this country and the need to bring U.S. policies into the 21st century. The sheer number of undocumented foreigners, and the desire for employment that drives them, argue forcefully for a guest worker program of the kind proposed by President Bush. Based on Census Bureau data, the Pew Hispanic Center estimates that nearly one-third of the 36 million foreign-born people in the United States as of March 2004—10.3 million—were undocumented. In the year since, that number has likely reached 11 million. Nearly three-quarters were 18 to 39 years of

age, and more than half came from Mexico. They are coming here for one reason: jobs that Americans don't want. And quite a few—7% of all the illegals—are arriving right here in New York City for the very same reason, according to the Pew Center. They are working, supporting the economy, and they should be brought out from the shadows. Waves of people continuing to cross the border dangerously and anonymously serve no one's interest. It would be far better to document the illegals, recognizing the important force they've become in the country's economy.

*Daily News, 3/28/05 (Editorial)

The report referred to in this article is as follows:

**Estimates of the Size and
Characteristics of the
Undocumented Population
3/21/05**

For this report, visit the
Pew Hispanic Center as
follows:

www.pewhispanic.org

See "New Research"

**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"



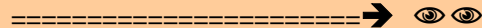
What percentage of third-generation Hispanics is English dominant?

- A. 43%
- B. 56%
- C. 64%
- D. 78%

Source: The Pew Hispanic Center National Survey of Latinos, 2002 (as reported in an article "Language of the Middle Class," Hispanic Business Magazine.)

[See below for the answer.]

LOOKING/PLANNING AHEAD



MANAGEMENT SAGE
When we fail to plan, we plan to fail

When planning you might want to also keep in mind that **when everything is a priority, nothing is a priority**. Sometimes we're so ambitious, however, that we forget that **small deeds done are better than great deeds planned**. And, no matter how much we plan so we can **know what to expect**, we have to be ready to always **expect the unexpected**. Finally, we surely don't want to be one of those who are chided that **a lack of planning**

on your part does not constitute an emergency on my part!

THE FOLLOWING PLANNING SUPPLEMENTS CONTINUE TO BE ATTACHED TO THIS BULLETIN

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

PLANNING SUPPLEMENTS:

- ✓ 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.

NOTE: 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

ANNUAL CHILDREN'S SPANISH LITERATURE SYMPOSIUM
 Friday, May 27th

Each year more than 100 students in grades K-12, their parents and bilingual teachers from across the city participate in the **SPANISH LITERATURE SYMPOSIUM**. After featured authors present their books using engaging methods of storytelling, participants comment and pose questions. This year's symposium is co-sponsored by Instituto Cervantes at Amster Yard

- ★ **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 FOR IMPORTANT INFORMATION ABOUT PARTICIPATION IN THESE EVENTS
www.brooklyn.liu.edu/education/sbetac



 **Spot Notes/Reminders...**

- ✦ **PLANNING SUPPLEMENTS ATTACHED:** Send any suggested revisions to SBETAC-LIU...
 - ✦ 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

D

78% of third-generation Hispanics is English dominant.

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

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

▶ 2005

- **MAY**
 - 2-20 NYSESLAT Testing
 - 18 ELS Testing (Grades 9-12)
 - 20 Annual Children's Spanish Spelling Bee**
 - 27 Annual Children's Spanish 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 is 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.

ATTACHMENT!
SEE TECHNICAL ASSISTANCE
PLANNING SUPPLEMENT

WORLDWIDE LITERACY

& ELL/SIFE IN NYC PUBLIC
SCHOOLS
SEE REPORT BELOW



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New York State Education Department
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SBETAC-LIU, May 2005

WORLDWIDE LITERACY



&

ELL STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE) IN NYC PUBLIC SCHOOLS

New York City English Language Learners (ELLs) speak more than 140 languages and include those identified as Students with Interrupted Formal Education (SIFE). These students come from the ranks of immigrant students from about 200 countries, especially those from countries with low literacy rates, but not all. Here is some relevant information concerning worldwide literacy and its relationship to, and implications for, the enrollments of ELL/SIFE.

◆ LITERACY WORLDWIDE*

“Some **862 million adults are illiterate in the world**. This represented a reduction of around 2 percent over the decade. A further reduction of around 7 percent is expected by 2015. At present, almost half of the world’s illiterates live in **South and West Asia**. Their numbers are still increasing, and mainly reflect the situation of **Bangladesh, India and Pakistan**. The East Asia and the Pacific regions account for almost a further quarter. However, the number of illiterates in **China** fell by 22 percent between 1990 and 2000. Owing to an expected further fall of around 43% by 2015, it is expected that, by that date, sub-Saharan Africa will have more illiterates among its population than East Asia and the Pacific.”

▪ Africa

“**Sub-Saharan Africa** has one of the world’s lowest adult literacy rates, with only 60 percent of the population of 15 and over able to read and write in 2000, well below the world average of 80 percent. The figure was below 40 percent in **Benin, Burkina Faso, Ethiopia, Gambia, Guinea-Bissau, Mali, Niger and Senegal**.”

▪ Arab States

“**The Arab States** have some of the world’s lowest adult literacy rates, with only 60% of the region’s population of 15 and over able to read to write in 2000, well below the average of 80%. The rate is less than 50% in some countries (**Iraq, Mauritania, Morocco and Yemen**).”

■ Asia & the Pacific

“**South and West Asia** has the world’s lowest adult literacy rates, with only 55 percent of the population of 15 and over able to read and to write in 2000, far below the world average of 80%. Almost half the globe’s illiterates live the region and their number is growing, mainly in **Bangladesh, India and Pakistan.**” As far as **East Asia and the Pacific**, “the average adult literacy rate has steadily improved, from 80 percent in 1990 to 87 percent in 2000, according to estimates from the UNESCO Institute for Statistics. The number of illiterates has been substantially reduced, by 20 percent, mostly thanks to efforts in China.”

■ Europe & North America

“A century after countries in Western Europe and North America introduced compulsory education, they have still not achieved high-quality education for all. Many continue to be challenged by problems of inequity, meeting the needs of marginalized groups, persistent gender inequities increasingly at the expense of boys, and concerns over the quality of education.”

■ Latin America & the Caribbean

“The average adult literacy rate has steadily improved, from 85 percent in 1990 to 89 percent in 2000 according to estimates. But efforts must continue to achieve an improvement of fifty percent in adult literacy level by 2015. This is especially true in countries where illiteracy is relatively high (**El Salvador, Guatemala, Haiti, Honduras and Nicaragua.**)”

*Source: UNESCO: “Education International, Literacy Day 8 September 2004.”

➤ Countries with the lowest rates of literacy*

Among the 42 countries with the **lowest rates of literacy** are those selected below from which significant numbers of immigrant students, particularly ELLs, enroll in NYC public schools:

Country and Literacy rate (%):

■ Asia & the Pacific

Pakistan	34.8
Bangladesh	35.3
India	48.2

■ Arab States

Yemen	38.8
Egypt	48.4

■ Latin America & the Caribbean

Haiti	53.3
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NOTE: China and Latin American and European & North American countries are not among those with the **lowest literacy rates**. African nations with the lowest literacy rates were

not selected for this “analysis” since they are not as well-represented among ELLs. However, virtually all countries can be a source of ELL/SIFE.

***Source:** SIL International Lingual Links, based on UNESCO 1993 World Education Report (these literacy rates are considered high since they are self-reported. Some could be off by as much as 50 percent).

➤ **ELL Students with Formal Interrupted Education (SIFE)***

Although data regarding the subset of ELLs who are SIFE are not available, they are likely to have come from countries with the lowest/relatively low literacy rates or from areas of other countries (e.g. states, provinces) with low literacy rates. It is also important to note that there are likely to be ELL/SIFE who did attend school regularly in their native country but who did not receive “quality” instruction.

▪ **Africa**

ELLs from African nations are not well-represented but may of course include SIFE to some degree considering the low literacy rates of the Sub-Saharan countries particularly those where French is the official language (**Burkina Faso, Mali, Niger, Senegal**).

▪ **Arab States**

Arabic-speaking ELLs from various Arab states/nations, particularly **Yemen and Egypt**, represent about 1.8% of all ELLs and are likely to be represented among NYC ELL/SIFE but to a far lesser degree than students from Latin America and the Caribbean as well as Asia.

▪ **Asia & the Pacific**

South Asian ELLs who speak Bengali (**Bangladesh**), Punjabi/Hindi (**India**), and Urdu (**Pakistan**) have been increasing in enrollment and are among the top NYC predominant ELL language groups, combined accounting for about 6% of ELLs and are likely to be well-represented among the ELL/SIFE population since their countries of origin are among those with the lowest literacy rates.

Korea is not among the countries with the lowest literacy rates but Korean-speaking students account for about 1.6% of ELLs. They are also probably among the top SIFE population but likely to a lesser degree than ELLs from China and South Asia.

Although **China** is also not among the countries with the lowest literacy rates, Chinese-speaking ELLs rank second after Spanish and comprise about 10.5% of all ELLs. Due to their sheer numbers alone they are likely to be the top Asian ELL/SIFE language/ethnic group, especially those students from particular mainland Chinese provinces with low literacy rates.

▪ **Europe & North America**

None of the European and North American countries are among those with the lowest literacy rates. However, there are likely to be some SIFE from **Russia, Albania and Poland** representing the predominant ELL European language groups: Russian (2.7%); Albanian (1.2%); and Polish (0.9%). [French-speaking ELLs (1.2%) are more likely to be from African, Asian and Caribbean nations, including Haiti, where French is the official, or a commonly used, language.]

▪ **Latin America & the Caribbean**

Haiti is the only Caribbean nation on the list of those with the lowest worldwide literacy rates (53.3%), and Haitian (2.3%) ranks among the top 6 ELL languages in NYC. Therefore, Haitian ELLs probably rank among the top SIFE groups.

While about 66% of NYC ELLs are Spanish-speaking, none of the 19 Spanish-speaking countries are among those with the lowest literacy rates, although **El Salvador, Guatemala, Honduras and Nicaragua** have “relatively high illiteracy rates.” However, due to their larger numbers in NYC, immigrant students from **Ecuador and Colombia** are perhaps more likely to be among ELL/SIFE in greater numbers. Yet, it is very likely that the majority of Spanish-speaking ELL/SIFE is from the **Dominican Republic and Mexico**, which combined represent about 55% of our immigrant students from 19 Spanish-speaking countries, despite the fact that these countries are also not among those with the lowest literacy rates.

Therefore, based on worldwide literacy rates, and NYC immigrant student countries of origin and ELL language group data, it appears that the following 15 countries are likely to be the predominant ELL/SIFE countries of origin:

✓ **Latin America & the Caribbean**

- Dominican Republic
- Mexico
- Haiti
- Ecuador
- Colombia
- Honduras
- El Salvador
- Guatemala
- Nicaragua

✓ **Asia & the Pacific**

- China
- Pakistan
- Bangladesh
- India
- Korea

✓ **Arab States**

- Yemen

These **15** countries are among about **200** countries of origin of NYC immigrant students. This, of course, does not preclude ELL/SIFE from many, many other countries including **Albania, Egypt, Iraq, Peru, Poland, Russia, and African** nations. Unless ELL/SIFE data are disaggregated by country of origin, and for other relevant demographics, such information will remain a matter of speculation based on an analysis of available data.

***Sources:**

-ELL language group data: “*2001-2002 Facts & Figures,*” NYCDOE/DELL.

-Immigrant student data: 2002-2003 EIEP Census, NYCDOE.

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