

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

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SPECIAL ANNOUNCEMENTS

- ✚ *Congratulations to Maria Garcia Underwood, Director, Lehman College Spanish Language BETAC, who will be honored as a dynamic Latina Leader in our School Community at “Somos el Futuro Conference”, beginning April 23, 2004. BRAVO!*
- ✚ **Special thanks to Versonya DuPont, Director of Technology, and Kevin Rocap, Director, Center for Language Minority Education & Research, for their outstanding presentation on March 18, 2004 to SBETAC-LIU and NYCDOE staff.**
- ✚ **On April 30, 2004, the Bilingual Oratory Olympics will be held at Long Island University-SBETAC for High School Bilingual students representing all the major language groups in our great city. This year’s oratory theme focuses on the “Importance of Becoming a Bilingual Teacher to Help all Students Achieve the Highest Academic Standards in our Nation”.**
- ✚ **The LIU School of Education in collaboration with NYC DOE-School Region 8 plan to start the Williamsburg Preparatory High School Academy in the Fall, 2004. One hundred freshman students will enroll and participate in creating a school focused on healthy communities, locally and globally, and learn with an emphasis on math, science, technology, and ethics.
LIU is seeking bilingual/monolingual certified high school teachers in subject areas of math, science, ELA, ESL, and social sciences. Selected teachers will have numerous fringe benefits with LIU access, tuition, and professional development opportunities.
Please send résumés and cover letters to:
Dr. J. David Ramirez, Dean
RE: Williamsburg Preparatory High School Academy
Long Island University - Brooklyn Campus
One University Plaza, Pratt Building room 210
Brooklyn, NY 11201**

.....

Dear Part 154 Coordinators and Bilingual/ESL Program Contact Persons:

With the arrival of spring, comes spring assessments and some special events/activities as summarized in this month's BULLETIN (see below). It's also the time to begin **planning** for school year 2004-05. For example, planning to:

- implement summer programs
- project/meet the need for bilingual and ESL teachers,
- use funding allocated for next year,
- purchase instructional materials, etc.

[See the attached **SUPPLEMENT** re **Planning for School Year 2004-05**]

It was a pleasure to see many of you at last month's NYSABE Annual Conference where you had an opportunity to hear and see a great deal about the education of ELLs. SBETAC, and the full SED BETAC Network, will continue to work collaboratively with NYSABE in implementing activities to achieve our common mission and goals as they relate to ELLs and bilingual/ESL programs.

If you require any further information about anything in the BULLETINS, or beyond, please do not hesitate to contact me at (718) 246-6460 or E-mail me at andrew.rodriquez@liu.edu.

Sincerely,
Andres Rodriguez, Jr.,
Project Director

❖ COORDINATION MEETINGS

➔ The next regularly scheduled SBETAC-LIU **Coordination/Technical Assistance Meeting** will be conducted as follows:

Date: **Thursday, May 13**

Time: **8:30 am – 12:00 noon**



Place: **SBETAC-LIU
Long Island University/Brooklyn Campus
1 University Plaza*
Pratt Building – Room 251
Brooklyn, NY 11201**

*Corner of Flatbush Ave. & DeKalb Ave. Use outside Gate entrance, further down on Flatbush, to the left of main entrance or on DeKalb, near Hudson Street. Proceed through Gate to the Pratt Building entrance on the right or left, respectively. Walk to the end of the hallway and turn right for the elevator.

Participants:

ELL Regional Instructional Specialists (RIS); ELL Instructional Support Specialists (ISS); ELL Intervention Specialists (IS); and other invited guests.

→ Generally, these meetings focus on “**Sharing**” among Regions/ELL Specialists particularly with regard to fulfilling roles & responsibilities. This session will also follow-up on the issue of **MEETING THE EDUCATIONAL NEEDS OF LEP/ELLs ENROLLED IN SINI/SURR** as well as allow participants to discuss **Planning for SY 2004-05**.



HOLD THE DATE:

June 9 for the next meeting/end-of-year Open House and NLA Standards and Literature-based Workshops/Free Distribution Book Fair. Additional follow-up sessions may be scheduled.



**SCHOOLS IN NEED OF IMPROVEMENT/SCHOOLS UNDER
REGISTRATION REVIEW (SINI/SURR)**

✦ **The May 13th Coordination Meeting** will continue to provide a forum for ELL Specialists to share information/strategies about fulfilling their roles and responsibilities effectively. In addition, at the meeting we'll review the needs/issues re the education of **ELLs in SINI/SURR** as reported by participants at previous meetings. These needs and issues will be “matched” with those identified by SED field specialists so we can continue efforts to help regions address these issues and meet identified needs to improve ELL achievement in low performing schools. So, see you all on

May 13

“Sharing: Roles/Responsibilities”

“Meeting the Needs of ELLs in SINI/SURR.”

THE OPEN HOUSE WILL BE HELD FROM 4:00PM TO 6:00PM IN ORDER TO ALLOW TEACHERS TO TRAVEL FROM THEIR SCHOOLS AND HAVE TIME TO BROWSE THROUGH OUR MATERIALS AND ENJOY THE COMPANY OF RENOWNED SPANISH LANGUAGE CURRICULUM SPECIALISTS AND AUTHORS IN THE FIELD OF BILINGUAL EDUCATION; SPECIAL INVITED AUTHOR'S NAMES AND OTHER INFORMATION WILL BE FORTHCOMING.

✦ **The Comprehensive School Reform (CSR) Program** is a federally funded competitive grant program established in response to the No Child Left Behind Act to help support/improve Title I schools that have been designated as *Schools in Need of Improvement or Schools in Corrective Action*. The intent of the CSR program is “to focus on effective strategies that schools, in partnership with their Instructional Divisions, can use to internalize and sustain systemic reform” (from 1/20/04 NYCDOE Memo re the CSR Program). Once again (as usual), we must rely on the city's ELL Specialists to work collaboratively with, and provide assistance to, CSR-funded

schools to ensure that through this grant they adequately and appropriately address the needs of ELLs, and their teachers and parents, in these target schools.



NATIVE LANGUAGE ARTS STANDARDS



New York State Native Language Arts Learning Standards NYC Professional Development

Last month, the NYSED/OBE BETACs Network conducted a professional development “roll-out” of the recently developed state NLA Standards at the NYSABE annual conference. Please note this NYC follow-up:

**New York City Department of Education
Division of English Language Learners
HOLD THE DATES
May 26-27, 2004***

The NYCDOE Division of English Language Learners is planning to conduct this “roll-out” of the NLA Standards at SBETAC-LIU in collaboration with the BETAC Network.

*Confirmation/details to be provided by NYCDOE.



RESOURCE LIBRARY/INSTRUCTIONAL MATERIALS



**The Carmen Gloria Burgos
Spanish Instructional Materials Resource Library
at the Long Island University School of Education –will be available for NYC School
Regions 3–8 during selected days to be announced in May and June, 2004. Material
loans and free distribution, literary circles, with a strong emphasis to meet the
teaching needs of Middle School bilingual teachers.**

**Efforts continue to identify, secure, and organize/categorize selected Spanish
instructional materials that will comprise the resource library collections.**



Welcome to the SBETAC-LIU Resource Library



OPEN HOUSES

Open Houses for teachers to visit the Resource Library during a series of after-school sessions are tentatively scheduled as follows:

May 13

June 9

(4-6 pm)

Teachers will have the opportunity to browse/research and borrow materials as well as have online access to commercially available multimedia materials in Spanish. Stay tuned for further information about these Open Houses.



Spanish-English Bilingual Booklist/Recomendada Lectura

► To honor Hispanic Heritage Month, the National Education Association's (NEA) **“Read Across America”** developed a bilingual reading list (K-12), including some titles that have separate Spanish and English editions. Some examples are:

K-4

Barrio: El Barrio de José (Barrio: Jose’s Neighborhood)

5-8

Momentos Mágicos (Magic Moments)

9-12

Cómo Aqua Para Chocolate (Like Water for Chocolate)


For the complete booklist check: www.nea.org/readacross ==> “More booklists” ==> “Spanish-English Bilingual Booklist”

► Speaking of booklists, the **Book List/Annotated Bibliography** of selected **Spanish literature** by grade level, topic/genre and student interest has been completed by SBETAC-LIU for the Resource Library. These materials will be disseminated shortly.




Academy of READING Spanish Tutor

The AutoSkill Academy of Reading has developed **“Spanish Tutor” software** which is a multimedia instructional program. This “intervention software” provides instruction, tutorials and positive feedback to students in Spanish and is intended to enable students to improve performance and make faster progress toward English reading proficiencies. For further information about this instructional tool go to: www.autoskill.com/ => “Academy of Reading” => “Spanish Tour”

 **Santillana USA Publishing** will participate in a workshop(s) to update participants on available Spanish language instructional materials (and provide samples) to support Spanish bilingual programs and, particularly, implementation of the recently developed state Native Language Arts Learning Standards. These workshops may be scheduled during the same days as our Coordination Meetings/Open House After-School Activities (May 13, June 9). Confirmation/information will be disseminated when dates are final.



CALL FOR RECOMMENDED MATERIALS

 **The Carmen Gloria Burgos Spanish Instructional Materials Resource Library** continues to solicit recommendations for materials to be included in the library. We are striving to eventually build a library that includes collections of quality Spanish instructional materials for all major subjects and grade levels. This library is intended to help regions/schools identify quality materials for Spanish bilingual programs.



NYCDOE PROFESSIONAL DEVELOPMENT

SBETAC –LIU is pleased to be able to host and assist in organizing a NYCDOE professional development series which began on March 3rd:

- Professional Development Institute: NYC ELL Recommendations; Roles & Responsibilities; ELL Language Allocation Policy.
- ELL/SIFE Language Laboratories Initiative: A city funded initiative to address/meet the educational needs of ELL Students with Interrupted Formal Education.

These sessions are tentatively scheduled to continue on **April 28 and June 17**. Further information will be provided by the NYCDOE Division of English Language Learners (DELL). Finally, particular thanks to SBETAC-LIU’s own **Lorinda Mouzon** for her invaluable assistance in organizing this activity.

*NOTE: The DELL distributed the following valuable resource book re ELL/SIFE: **Through The Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling**. Hopefully, regions/schools will continue and expand efforts to effectively meet the many educational needs of ELL/SIFE, particularly as a result of the Language Laboratories Initiative.



PARENT PARTNERSHIPS

**“Denied At the Door: Language Barriers
Block Immigrant Parents from School Involvement”**

This is the title of a report prepared by Advocates for Children and the New York Immigration Coalition (February 19, 2004). This report discusses survey findings related to barriers facing parents, particularly immigrants, who are limited in English skills and who want to be involved in the education of their children. In particular, this report documents the following:

- A lack of access to oral interpretations and written translations of materials
- A lack of access to school-related information for parents who are not proficient in English
- Violations of related laws and regulations (apparently including, but not limited to, Commissioner's Regulations/CR Part 154)

Finally, this report offers recommendations to meet the need for language translation and interpretation services, including the need for policies and funding.

It is important for all of us intimately involved in the education of ELLs and immigrant students to read this report: www.advocatesforchildren.org/pubs/LAreport2-18-04.doc

Unfortunately, this long-standing issue/problem related to the need for translation and interpretation services for parents/guardians has not been adequately resolved over the years. However, historically districts/schools have made concerted efforts to meet this need by implementing strategies/actions including but not limited to the following:

✓ **Identifying translators/interpreters and maintaining a list/directory:**

- Bilingual teachers and other bilingual region/district/school personnel
- Bilingual parents
- Representatives from community-based-organizations
- Contracted translation/interpretation service vendors

✓ **Meeting with principals, parent coordinators, and other appropriate region/district/school staff, re:**

- The need/requirements for translation/interpretation services
- Planning and procedures for providing these services, including "recruitment" of translators/interpreters
- Available funding resources

✓ **Allocating/earmarking available funds, to pay for costs associated with providing translation/interpretation services, from sources such as**

- CR Part 154/State LEP Aid
- Title I
- Title III/NCLB

✓ **Purchasing/using equipment to facilitate interpretations at conferences/meetings.**

✓ **Providing technical assistance to districts/schools re the provision of translation and interpretation services for parents.**

*NOTE: Please share this information with region/district/school parent support staff. Also, be prepared for this particular issue/need since it is among those raised by the new **Community Education Councils** which will be established before the end of the school year.*

► **NO CHILD LEFT BEHIND (NCLB)**

Related to the need for translated materials for parents is the following summary from previous BULLETINS regarding **USDE and NYSED materials in Spanish re NCLB:**

• **U.S. DEPARTMENT OF EDUCATION (USDE)**

NEW!! Declaration of Rights for Parents of English Language Learners
Under No Child Left Behind
Declaración de Derechos para los Padres de los Estudiantes que están Aprendiendo Inglés
Conforme a la ley *Que Ningún Niño Se quede Atrás*.

Go to the OCELA website for this document in both English and Spanish:
www.ed.gov/about/offices/list/oela/index.html?scr=oc

**“No Child Left Behind: A Parents Guide”
Que Ningún Niño Se quede Atrás: Una guía para los padres**

**“Ten Facts Every Parent Should Know About the No Child Left Behind Act.”
Diez datos que cada padre debe saber sobre la
Ley Que Ningún Niño Se quede Atrás**

For these additional NCLB parent resources in Spanish, contact the USDE:
www.ed.gov/espanol/parents/academic/involve/nclbguide/index.html

• **NEW YORK STATE EDUCATION DEPARTMENT (NYSED)**

**Just the Facts for NY Parents (Fact Sheets)
“No Child Left Behind” Law 2001
Exactamente Los Detalles para Los Padres De NY
La Ley del 2001 “Que Ningún Niño se quede Atrás”**

For these Fact Sheets: www.emsc.nysed.gov/



► **NEW YORK CITY DEPARTMENT OF EDUCATION (NYCDOE)***

In addition to the above information about NCLB from the USDE and NYSED, another reminder from previous BULLETINS about some citywide **NYCDOE materials for parents in Spanish** (and other predominant languages of ELLs):

▪ **“Parent Connections” (video/guide)**

To facilitate mandated CR Part 154 parent orientations.

▪ **Parent Guide: Bilingual and ESL Programs**

For parents at intake, orientations, meetings etc.

▪ **Parent Letters/Forms (from NYCDOE)**

Regarding notification of ELL identification/entitlement, parent program selection/choice; purpose of interim assessments etc.

The following are more recent materials for parents in **Spanish** from the NYCDOE:

NEW!!!

Children First Promotion Policy

Política de Promoción Niños Primero Asegurando el Exito Estudiantil

This information about the proposed NYC promotion policy is available as follows:

www.nycenet.edu ==> “News And Information Archive” ==> **“Key documents regarding the new Children First Promotion Policy..”** ==> link for materials in English and/or Spanish.

*NOTE: These citywide translated materials listed above represent only some that may be available. Also, they do not include the myriad translated materials that must be provided by regions/schools about local educational/school issues, activities and events (e.g. announcements/descriptions of meetings, available instructional programs etc. etc.).

**HELPING CHILDREN AT HOME AND SCHOOL
AYUDANDO A LOS NIÑOS EN EL HOGAR Y EN LA ESCUELA**

Here’s yet another resource to help communicate with parents about a wide range of learning and development issues. And yes, materials are available in **Spanish**.

**Helping Children at Home and School: Handouts From Your School Psychologist
Ayudando a los niños en el hogar y en la escuela: Hojas informativas de su
psicólogo escolar**

This “Bilingual Spanish-English Resource for Your Work with Children and Youth” is available from the **National Association of School Psychologists (NASP)** and includes reproducible handouts in Spanish and English about topics such as the following:

★**Self-Care: Children Home Alone**
Cuidarse a sí mismos: Niños solos en la casa

★**Academic Motivation**
Motivación académica

★**Depression in Children**
Depresión en los niños

To review this resource: www.nasponline.org/HCHS/index.html

Also, please share this information with regional and school student support staff: guidance, parents, special education.

SBETAC PARENT INSTITUTE
MAY, 2004 (TBA)

The date for this institute and related information will be disseminated shortly. Stay tuned for more!

This Institute is part of the SBETACS' effort to help support regions in achieving the goal of ensuring the meaningful and active involvement/engagement of parents and guardians of ELLs and immigrant students.

❖ **SPRING ASSESSMENTS**

⊙ **EL SOL**

El Sistema de Observación de la Lecto-escritura (K-3)

Diagnostic assessment measuring student progress in literacy for Spanish bilingual classes.
April (TBA)

⊙ **ELE**

El Examen De Lectura En Español (3-13)

To assess students' progress towards state and city standards in Spanish reading for CR Part 154 assessment.

April 15 (3-9)

May (TBA) (9-12)

⊙ **NYSESLAT**

New York State ESL Achievement Test (K-12)

To determine ELL continued eligibility for mandated bilingual and ESL programs; to determine progress in English language development; to determine ELL's ESL instructional level (i.e. beginning, intermediate, advanced).

April 26-May 21

NOTE: See the citywide/statewide Assessment Calendar, and/or check with your Regional Assessment Coordinator, to confirm these and all other test dates. Also, look for individual DAA test memos which provide information re each assessment.



SPECIAL EVENTS/ACTIVITIES...Coming Up This Spring*

*** PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE (PR/HYLI)**

April 24-26, 2004

The 2004 Angelo Del Toro PR/HYLI of the NYS Assembly and Senate Puerto Rican/Hispanic Task Force Conference will take place in Albany. One of the components of this Institute is student participation in a "mock assembly" session which may include a variety of "bills for debate" including those related to undocumented aliens, state's official language, community service requirement for HS graduation etc. This wonderful event provides college scholarships for high school seniors who successfully participate in the Institute. SBETAC at Lehman College is coordinating this activity for NYC.

NOTE: SBETAC-LIU coordinated the student essay review and ratings sessions in March to select the Institute's participating students.

[Also, see related item below re "Fellowships..."]

*** NYC BILINGUAL ORATORY OLYMPICS**

April 30, 2004

SBETAC-LIU is also pleased to host the NYC Bilingual Oratory Olympics as a follow-up to the statewide one conducted at the NYSABE conference, organized by Dr. Susan P. Hsu. The tentative topic for participating bilingual student orators is "the importance of becoming a teacher to help bilingual/ESL learners." Participants for this activity were recruited in March. More information about this event will be disseminated to all regions.

*** SPANISH HERITAGE CONFERENCE/AUTHORS' INSTITUTE**

May 7, 2004 (Tent.)

This annual activity for staff, parents and students will once again provide invited noted authors to make presentations about Spanish literature. Further information will be disseminated shortly.

* SPANISH SPELLING BEE

May 28, 2004

Hopefully, all regions will be able to participate in this wonderful activity. Word lists have been mailed to all ELL RISs and will be emailed once available as Adobe Acrobat Documents. Other information will disseminated when available.

*For more information on any of the above special events/activities, please contact SBETAC-LIU.



FELLOWSHIPS, INTERNSHIPS AND SCHOLARSHIPS FOR LATINO YOUTH

“It includes very important and useful information for Latino students and young professionals wishing to finance their higher education and enhance their educational and professional experience with leadership development opportunities.”

This quote refers to the **Directory of National Fellowships, Internships and Scholarships for Latino Youth** developed by the **Congressional Hispanic Caucus Institute (CHCI)** a national, nonprofit, educational organization whose “mission is to develop the next generation of Latino leaders.”

This Directory may be a helpful resource for our high schools to identify these opportunities for our Latino students whether ELL, former ELL, or “never ELL”.

The Directory is available at www.chci.org/chciyouth/publications/directory.pdf

Also, for other information about CHCI, check www.chciyouth.org

Please disseminate this information to appropriate high school staff. Thanks.



ALBETAC – Congratulations!



Here’s a belated but well-deserved congratulations to our colleagues at the **Asian Languages Bilingual Education Technical Assistance Center (ALBETAC)**, under the leadership of Florence Pu-Folkes, Director.

“In accordance with the New York State Education Commissioner’s Regulations Part 154, ALBETAC coordinates statewide activities that enhance educational services for the Asian English language learners, their parents, and professional staff. It also serves as a clearinghouse and repository for Asian resource materials.”

In February, ALBETAC held its outstanding *Eleventh Annual Statewide Roundtable for Educators of Asian LEP/ELLs – Emergence of Asian Languages in a Global Economy: Implications for Native Language Instruction Toward Academic Achievement.*

This Roundtable succeeded in bringing together “educators, representatives of business and community-based organizations, and parents to examine and explore instructional strategies for the enhancement of academic development, social-emotional support, and career preparation of Asian English language learners.”

Since its inception, the statewide ALBETAC has been a model for the state funded BETAC Network in providing quality services related to the education and achievement of ELLs. In 2003 the Spanish BETACs joined the Network that now totals five NYC locations and thirteen throughout New York State. NYC Locations:

NYC BETAC at Hunter College
Asian Languages BETAC at NYCDOE
Haitian BETAC at Brooklyn College
Spanish BETAC at Lehman College
Spanish BETAC at Long Island University

BETAC services in NYC are coordinated with those provided by other network centers throughout the state under the supervision of Carmen Perez Hogan, Coordinator, Office of Bilingual Education, NYSED.



FACTS & FIGURES: “TRIVIA QUIZ”



Approximately how many different languages are spoken by ELLs in New York State?

- A. 136**
- B. 156**
- C. 176**
- D. 196**

See “SPOT NOTES...” below for the answer.



LOOKING/PLANNING AHEAD =====>



▪ SBETAC-LIU **BULLETINS** will continue to provide information/updates about our services, and in particular, upcoming activities/events. They will also provide you with related information concerning the education of LEP/ELLs. Also, refer to the **Calendar of Events** below to facilitate your planning. In the meantime, please feel free to contact Andres, as needed, for any assistance.

▪ Suggest **LOOKING/PLANNING AHEAD** as follows:

Administer **EL SOL** and **ELE** assessments=====→ April

Administer/score **NYSESLAT**=====→ April/May

Provide **interpretations/translated materials** for parents=====→ April++

Provide professional development re state **NLA Learning Standards**==→ April++

Implement Regional activities/events: See your **Planning Timeline**====→ April++

Participate in **Spanish Spelling Bee**=====→ May 28

Participate in SBETACs **Parent Conference**=====→ May (TBA)

▪ **Management Sage: “When we fail to plan, we plan to fail”**

What’s happening/what will happen in your own region/district(s) for which you are expected to play a role in planning and/or implementing? Whatever is expected of you should be included in your **Planning Timeline** so you can “**look and plan ahead.**”

★ **PLANNING FOR SCHOOL YEAR 2004-05** ★
MEETING THE EDUCATIONAL NEEDS OF ELLs
“When we fail to plan, we plan to fail”

Beginning with this April SBETAC BULLETIN, the attached SUPPLEMENT will offer some considerations, and related suggested activities, to assist ELL Specialists in beginning the planning process for next school year.

Please let Andres know if you have any suggested revisions/additions to this supplement so we can revise/update it for the next few BULLETINS.



✦ SPOT NOTES...



Just some **NOTES AND REMINDERS** as follows:

✦ **STATE ESL LEARNING STANDARDS** were recently revised. Contact SBETAC, if necessary, for any further information...

✦ **COMMUNITY EDUCATION COUNCILS** will be formed by the end of the school year. See the December BULLETIN for suggestions re providing councils with information/data re ELLs and bilingual/ESL programs...

✦ **COMMUNITY LEARNING CENTER(S)** still being planning by LIU to provide educational services for immigrant Mexican/Latino youth and adults...

✦ **LEAPFROG SCHOOLHOUSE** professional development workshops might still be available based on requests from Regions. For details or to schedule workshops, contact Tony Falotico via e-mail at tfalotico@LeapFrogSchoolHouse.com or their website at www.LeapFrogSchoolHouse.com ...

✦ **ANGELA CARRASQUILLO LATINO CHILDREN FOUNDATION** requires a “founding committee” being formed by SBETAC-LIU which is contacting individuals to participate...

✦ **TRIVIA QUIZ** answer is **C** (About 176 different languages are spoken by ELLs in NYS with Spanish representing 64%)...

If you require further information re any “SPOT NOTES,” you may want to review prior BULLETINS, and/or contact Andres. When available, more information will be provided as needed.

2004

- Spring** Local/state assessments (**consult your districts for dates**)
- April 5-12 NYC DOE / BETACs Parent Coordinator's Training
- April 24-26 Puerto Rican/Hispanic Youth Leadership Institute (*Albany, NY*, further information TBA)
- April 26 - May 21 Citywide Administration & Scoring of NYSESLAT
- April 30 NYC Bilingual Oratory Olympics (Long Island University, *Brooklyn Campus*)
- May 7 Spanish Heritage & Literature Institute
- May 13 SBETAC-LIU Coordination/Technical Assistance Meeting
- May 28 SBETAC Spanish Spelling Bee
- June 9 SBETAC-LIU Coordination/Technical Assistance Meeting
- Summer** Submit to NYSED: 2004-05 CR Part 154/Title III Applications and Proposals for state Two-Way Bilingual grant programs. (Dates TBA)

**NOTE: Calendar of Events dates are subject to change.*

WANTED!!

FROM REGIONS/DISTRICTS/SCHOOLS

***SBETAC-LIU BULLETIN ANNOUNCEMENTS**


+

*** ARTICLES FOR SBETAC-LIU NEWSLETTER**

+

***RECOMMENDED SPANISH INSTRUCTIONAL MATERIALS FOR RESOURCE LIBRARY**

CONTACT SBETAC-LIU TO SEND THESE WANTED ITEMS:
andrew.rodriquez@liu.edu



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

↓ SEE ATTACHMENT BELOW:
"PLANNING FOR SCHOOL YEAR 2004-05"



**SBETAC-LIU BULLETIN SUPPLEMENT
MEETING THE EDUCATIONAL NEEDS OF ELLs
PLANNING FOR SCHOOL YEAR 2004-05**

When we fail to plan, we plan to fail

The following is a summary of considerations, and related suggested activities, for ELL Specialists to begin planning for school year 2004-05. They include considerations in various "areas of responsibility" which require close coordination and collaboration with other appropriate regional/school staff who have such responsibilities:

- ◆ Summer Programs
- ◆ Staffing
- ◆ Funding
- ◆ Instructional Materials
- ◆ Professional Development
- ◆ Parent Involvement
- ◆ CEPs
- ◆ Planning Timeline

* * * *

◆ SUMMER PROGRAMS

- Identify all summer programs for which ELLs are eligible (e.g. for promotion, enrichment etc.)
 - Determine/meet need for bilingual/ESL classes based on student eligibility criteria and enrollment projections
 - Assist in identifying schools/sites based on target ELL student program needs
 - Assist in recruitment of bilingual and ESL teachers
 - Provide adequate/appropriate instructional materials
 - Provide related professional development/technical assistance re program implementation
- [These activities also apply to "regular" school year after-school/weekend supplementary instructional programs]



◆ STAFFING

- Assist in projecting the need for bilingual and ESL teachers for SY 2004-05:
 - consider this past school year's ELL enrollment patterns by school, language and grade to project the need for bilingual and ESL classes/teachers (use BESIS database)
 - determine "pull-out" ESL teacher total caseloads and need for ESL teachers accordingly
 - determine need for classes/teachers considering CR Part 154 requirement to provide bilingual program when there are 20 or more ELLs with the same native language, in the same grade in a school (NYCDOE provides/allocates funding to form bilingual classes in PS/IS with as few as 15 ELLs in the same grade)
 - compile/review information re IEP program recommendations for special needs ELLs
 - compare projections for bilingual and ESL teachers with those provided by schools to reconcile any differences (review any relevant documents re parent program choice/selection; IEP recommendations etc.)

- Assist in placing bilingual and ESL teachers in schools based on projected needs according to ELL enrollment patterns and CR Part 154 requirements re the provision of mandated bilingual and ESL programs.

◆ FUNDING

- Identify all funding allocations for 2004-05 including but not limited to the following:
 - Tax Levy (e.g. Module 2 for bilingual and ESL teachers)
 - Part 154 (State "LEP Aid" for bilingual teachers and supplementary services)
 - Title III (for supplementary services in accordance with SED requirements/priority areas)
 - Title I (for supplementary services)
 - PCEN (allocated for bilingual and ESL teachers etc.)
 - NYSTL (and other funding sources for textbooks/instructional materials)

- Identify all earmarked/allowable services for each funding source
- Provide region/schools with assistance re use of these funds to meet priority needs and ensure compliance (e.g., bilingual/ESL teachers, supplementary after-school/weekend instruction, professional development, parent involvement, instructional materials etc.)



◆ INSTRUCTIONAL MATERIALS

- Determine the need for adequate/appropriate ESL/ELA, NLA and Math, Science, Social Studies materials in languages other than English.
(See list of suggested activities in December BULLETIN)
- Identify specific available materials needed
- Identify all available funding sources to purchase instructional materials
- Prepare to purchase/disseminate materials

◆ PROFESSIONAL DEVELOPMENT

- Identify the major professional development needs of bilingual, ESL and monolingual teachers (providing instruction to ELLs):
 - Determine priority topics such as: implementing the state ESL and NLA Learning Standards; NYC literacy/math curricula; using L1/L2 to teacher major subjects (i.e. "language allocation"); ESL methodologies/approaches; differentiating instruction based on ELL student ESL and/or native language levels of proficiency; instructional strategies for ELL/SIFE; using instructional materials etc. etc.
- Identify "priority teachers" for professional development (e.g. less experienced/uncertified)
- Use all available funding sources for professional development
- Schedule/prepare for professional development activities including conferences, workshops, coaching, demonstration lessons, study groups, in-service courses etc.
- Identify and secure/prepare professional development materials
- Focus on providing professional development/technical assistance, and other support, to **SINI/SURR** with high enrollments of ELLs.

◆ PARENT INVOLVEMENT

- Assist in planning specific parent involvement/engagement activities including but not limited to the following:
 - Mandated CR Part 154 orientations for parents/guardians of newly enrolled ELLs
 - Implementing procedures for parent program choice/selection (including use of required parent notification/program selection letters and forms)
 - Parent education conferences, workshops, classes etc.
- Assist in identifying and securing all relevant materials for parent activities
- Assist in providing for translation/interpretation services (See April BULLETIN)



◆ CEP

▪ Provide assistance in revising any necessary **Comprehensive Education Plans** for 2004-05 to ensure that they address/include the education of general and special education ELLs throughout the plans, including but not limited to the following areas/sections:

- Goals/Objectives/Activities
- Needs Assessment
- Demographic information/data
- Staffing/personnel
- Funding/resources
- Bilingual/ESL programs
- Student support services
- Professional development
- Parent involvement
- Action Plan

◆ PLANNING TIMELINE

▪ Prepare a Planning Timeline for 2004-05 to include major activities and projected months/dates for each area of responsibility including but not limited to the following:

- Professional Development
- Technical Assistance
- Instructional Materials
- Parent Involvement
- Assessment
- Special Activities/Events