

Spanish Language Bilingual/ESL Education Technical Assistance Center



New York State Education Department
Office of Bilingual Education

1 University Plaza
Brooklyn, NY 11201

<http://www.brooklyn.liu.edu/education/sbetac>

718-246-6460

B..u..l..l..e..t..i..n

SPECIAL ANNOUNCEMENTS

SBETAC @ LIU has moved!

We are now located at Long Island University's "Learning Center for Educators and Families" in the School of Education's off-campus site, one block from our former location.

Our new address:
Long Island University- SBETAC
9 Hanover Place-3rd Floor
(between Fulton & Livingston St.-one block from Flatbush Ave.)
Brooklyn, New York 11201
Phone, fax and e-mail remain the same:
Main Office-(718) 246-6460

Due to the move, our Fall 2004 Open House will **not** take place on November 10 from 4 PM to 6PM, but will be rescheduled in our newly built location!

WAY TO GO!

School Region 8 ELL staff directed by Elieser De Jesus, ELL RIS, in collaboration with Tony Falotico, NYC Educational Manager of LeapFrog SchoolHouse Inc., have formed the **LeapFrog SchoolHouse Users Group**. They will meet at LIU on November 10, 2004 and receive professional development "G credit".

COORDINATION MEETINGS

THURSDAY, DECEMBER 9, 2004

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. & De Kalb Ave. Use outside Gate entrance down to the left from main entrance. Proceed through Gate to the Pratt Building entrance on the right. Enter to the right for the elevator to the 2nd floor.

Participants:

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

→ Theme of coordination meeting:

ESL and bilingual (Spanish/English) technology-based resources.

We will also continue to focus on "Sharing" among Regions/ELL Specialists particularly with regard to fulfilling roles & responsibilities. These sessions will also follow-up on the issue of meeting the educational needs of LEP/ELLs enrolled in SINI/SURR.

SBETAC-LIU WEB SITE

Hosted by Long Island University/Brooklyn

PAY US A VISIT AT

www.brooklyn.liu.edu/education/sbetac

- ☐ Resources/Publications
- ☐ Announcements
- ☐ Calendar of Events
- ☐ Current Initiatives

The Web site is currently being updated to include more previous monthly BULLETINS as well as the special report:
"Spanish-speaking LEP/ELLs: Facts & Figures"

[See page 4 regarding the *Facts & Figures* document]

SBETAC@LIU FOCUS OF PROFESSIONAL DEVELOPMENT

In the October BULLETIN, we announced our **Focus of Professional Development Services for 2004-05** and welcomed **Anthony Armada** and **Nancy Villareal de Adler** who have joined **Marguerite Lukes** as members of our Bilingual Resource Staff Team. This team brings SBETAC-LIU the necessary wealth of knowledge, expertise and experience that will enhance our ability to provide professional development/technical assistance services and activities in the following priority areas:

- ◆ Technology in ESL/Bilingual Instruction
- ◆ Native Language Arts
- ◆ Basic Literacy in Spanish for Adults/Out of School Youth (Plazas Comunitarias)
- ◆ Bilingual Special Education
- ◆ Professional development for Parent Coordinators & Parents
- ◆ CR Part 154/NCLB Title III training
- ◆ Dual Language/Two-Way Programs

- ◆ Spanish Language print/multimedia materials

If you have particular needs or suggestions related to these focus areas, please contact the SBETAC so that we can take them into consideration in planning our 2004-05 delivery of services.

◆ PROFESSIONAL RESOURCES/MATERIALS

de inglés a español – de español a inglés Translation/Interpretation Services

The recent establishment of the NYCDOE Translation/Interpretation Unit is intended to initially meet the need for citywide "central" services and may not yet directly impact regions/schools which continue to have the primary responsibility for such services. In addition, due to the restructuring which placed Parent Coordinators under regions, this responsibility may increase for regions. So, here's a summary of some resources and strategies to assist in meeting this important need:

- ▶ **Talk Systems Inc. - Talk & Listen Kit™**

Listeners can hear meetings in their native language in a non-threatening manner utilizing voice-silencing wireless transmission.
www.csg-atlanta.org

- ▶ **Language Dictionaries**

This resource may be helpful to facilitate translation of materials.
www.yourdictionary.com

- ▶ **How to Work with a Foreign Language Interpreter**

Provides some practical advice and tips.
www.med.umich.edu/pteducation/interpret.htm

- ▶ **Working with Translators & Interpreters (see below)**

✧
THE ENGLISH LANGUAGE LEARNER
KNOWLEDGEBASE -
A collection of documents about different aspects
of

Working with Translators & Interpreters

- * Approaches to Translating
- * Basic Principles for Translators
- * How to Work with a Translator

[www.helpforschools.com/ELLKBase/references/ind
ex.shtml](http://www.helpforschools.com/ELLKBase/references/index.shtml)

==> Scroll/click ==>

“Working with Translators & Interpreters”



✓ STRATEGIES TO HELP MEET THE NEED FOR TRANSLATION AND INTERPRETATION SERVICES

- ✓ Identify translators/interpreters and maintain a list/directory (bilingual teachers/staff/consultants; bilingual parents; CBO reps; contracted vendors).
- ✓ Meet with principals, parent coordinators etc. re need/requirements for translation and interpretation services; plan for providing services, including identifying translators and available funding sources.
- ✓ Allocate/earmark available funds to pay for costs associated with providing translation/interpretation services.
- ✓ Purchase/use equipment of facilitate interpretations at meetings etc.
- ✓ Provide training/assistance to translators and interpreters.
- ✓ Provide technical assistance to schools re providing services.

C • L • A • S

Culturally & Linguistically Appropriate Services Early Childhood Research Institute

“The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds.”

www.clas.uiuc.edu

[Funded by the Office of Special Education
Programs, U.S. Department of Education]

SEER

Spanish English Education

Resources

Recursos Educativos de Español e Inglés


- Technology-based products that enhance second language learning and personal communications for English and Spanish native speakers.
- A supplemental tool for existing language learning curriculum and programs for ESL, EFL, ESOL, Spanish and bilingual studies.

For information and to see if any products can help meet your needs: www.seeredu.com

Spanish-speaking LEP/ELLs: Facts & Figures

"It would be possible to answer these, and many more, questions about Spanish-speaking LEP/ELLs far more definitively if we collected, compiled and reported disaggregated data for LEP/ELLs particularly with regard to 'ethnicity/race' and place of birth/country of origin. Unless that happens, we'll have to contend with some speculation, or at best rely on some reasonable conclusions drawn from the information that we do have."

All Hispanic students are LEP/ELLs. All Spanish-speaking LEP/ELLs are immigrants. Wrong, of course, on both accounts. These are among the misconceptions about our students. A "sneak preview" of the above titled report appeared in our Spring 2004 Newsletter. This report was prepared for SBETAC-LIU in order to sort out and then synthesize available demographic data related to Spanish-speaking LEP/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. So, pay us a visit at our Web site to help "set the record straight" about some important and relevant statistics. NOTE: See "Facts & Figures: Trivia Quiz" below for a related question.



As indicated in the May 2004 BULLETIN, among New York City's Hispanic groups, Mexicans had the greatest growth between 1980 and 2000: An increase of 727%, from 22,600 to 186,900. In addition, immigrant students from Mexico ranked second, after the Dominican Republic, among those from Spanish-speaking countries. Here's more about this growing Hispanic group:

DETERMINED MEXICANS MOVIN' ON UP*

"With dogged determination and handicaps not faced by some other immigrants, Mexicans are beginning the climb into New York City's middle class."

- ◆ Statistics suggest tremendous progress into the middle class among Mexicans who are now the biggest group entering the United States.
- ◆ In 1990 only 489 Mexicans owned homes. By 2000, more than 1,000 Mexicans owned homes in

the five boroughs, many moving from rentals in Sunset Park into houses in Borough Park.

- ◆ Most Mexicans coming to New York had little education, and **nearly half of 16- to 19-year old Mexican males did not graduate from high school**. Instead, they take low-level jobs, accounting for a 20% employment rate among Mexicans.
- ◆ On the positive side, of those who do graduate from high school, **one-third of the girls and one-quarter of the boys advance to college**.

*Daily News, October 10, 2004. This article was part of a series "Living The Dream, The New Middle Class."



Latino Expo 2004

A festival of Hispanic culture, business and entertainment, with a special emphasis on jobs, education, business opportunities and healthcare.
FREE ADMISSION

November 13 & 14, 2004

Westchester County Center, White Plains, N.Y.
Call 860-563-5028 or www.latinoexpoinfo.com

WHAT MAKES A TEACHER WORTH LISTENING TO?

What would make students care more about school? What would make them pay more attention to their teachers? You can find out on **"The Way We See It,"** a video created by youth production teams from around the country. The program will air on PBS in January (hosted by John Merrow), but is available now on DVD for the cost of shipping and handling. To request a copy, visit: <http://www.listenup.org/education/>

❖ PARENT PARTNERSHIPS

PARENTS ↔ INSTRUCTION Coordination/Collaboration

"Work with the school's Parent Coordinator to identify ways in which Parent Coordinators can support and involve the parents of ELLs in the schooling of their children, so that these parents become an integral part of the educational community."

This is one of the established responsibilities of ELL Instructional Support Specialists (ISSs).

"In order to more effectively align parent involvement with teaching and learning, duties for the Office of Parent Engagement will be assumed by Carmen Fariña, Deputy Chancellor for Teaching and Learning."

This recent realignment is likely to help facilitate collaboration/coordination between ELL ISSs and parent support staff in addressing and meeting the particular needs of parents of ELLs/immigrant students.

The following suggested strategies to promote/strengthen such a partnership include those reported by ELL Specialists:

- ✓ Meet regularly/periodically with Parent Coordinators to address matters and develop strategies to identify and better meet the needs of parents of ELLs.
- ✓ Provide training and technical assistance re parents' needs including for example, requirements related to bilingual/ESL programs; parent orientations; translation/interpretation services etc.
- ✓ Make Parent Coordinators aware of available, relevant resources/materials for parents, especially those available in languages other than English; as well as resources that relate to promoting ELL parent involvement.
- ✓ Establish a Parent Materials Resource Library/File to facilitate identifying and retrieving necessary materials for parents of ELLs to be used for orientations, meetings, workshops etc.

PARENT RESOURCES/MATERIALS -MONTHLY BULLETINS-

- ◆ "Real Parents – Real Schools: An Educational Guide for Parents and Families" [available in Spanish: Verdaderos Padres/Verdaderas Escuelas]
- ◆ "Working with Translators & Interpreters"

These resources are only examples of the myriad materials intended to promote/improve parent involvement referred to in our monthly BULLETINS. So, please share such information about parent/professional resources with Parent Coordinators. NOTE: Virtually all parent materials referred to in our BULLETINS are available in Spanish.



Welcome Parents
Bienvenidos Padres
OPEN SCHOOL WEEK/PARENT
TEACHER CONFERENCES

Open School Week and Parent Teacher Conferences are scheduled this month. Here's an opportunity to work with parent support staff in making certain these activities adequately address/meet the needs of parents of ELLs/immigrant students (e.g. ensuring translation of materials and interpretation services).

ENLACE

(Engaging Latino Communities For Education)

The following materials for parents are available in **SPANISH**:

➤ **Education in the United States (Parent Primer)**

-Overview of the US educational system.

➤ **No Child Left Behind: What's in it For Parents (Parent Guide)**

-For parent leaders and advocates re opportunities provided by the law.

➤ **Tips for Parents Who Know Their Child's Learning Does Not Begin or End With the School Day (Tip Sheets)**

-Testing, reading, supplementary services and choice.



For parents and students:
Telenovelas Educativas

❖ "Amor Escolar" (School Love)

❖ "No Nacimos Ricos" (We Weren't Born Rich)

These two Spanish-language videos address college access issues faced by Latino students (Spanish with English subtitles).

www.snipurl.com/enlace

SES tutorsforkids.org – A Service of the SESQ Center

Under the **No Child Left Behind Act of 2001**, low-income children in public schools "in need of improvement" can receive free tutoring, also called supplemental educational services (SES). The SESQ Center helps families take advantage of this opportunity. Tutorsforkids.org, a service of the SESQ Center, provides information and tools to help all stakeholders ensure that eligible children get the extra academic help they need.

New Spanish resources for families added:

SES – Un Servicio del Centro SESQ

SES para las Familias

Lo que las Familias Le Deben Preguntar a los Proveedores de SES

www.tutorsforkids.org/es/familias.asp

For Parents & Teachers



-Postcards from Buster-

PBS TV Series/Web site
Animation & Live Action

"Buster Sends Language and Learning through Video Postcards:" The goals of this series for 4 to 8-year-olds are:

- ♦ to help children build a greater understanding and appreciation of the varied cultures in North America and
- ♦ to help children, particularly **English language learners**, develop their language and literacy skills.

Also, coming soon is a comprehensive teacher's guide- *Using Postcards from Buster*. This series premiered Oct. 11 to run through Nov. 19 but will have an additional 20 episodes scheduled in early 2005. For information/description:

www.ed.gov/news/newsletters/innovator/2004/1012.html

To view Buster Web site: <http://pbskids.org/buster/>

NOTE: Please share these resources above with parent support staff. Also, some resources above for parents may be helpful to educators as well.

FACTS & FIGURES "TRIVIA QUIZ"

Which of the following statements refers to NYC's immigrant students?

- Of **17** Spanish-speaking countries, the fewest immigrant students are from **Spain**.
- Of **18** Spanish-speaking countries, the fewest immigrant students are from **Ecuador**.
- Of **19** Spanish-speaking countries, the fewest immigrant students are from **Cuba**.
- Of **20** Spanish-speaking countries, the fewest immigrant students are from **El Salvador**.

See "SPOT NOTES..." below for the answer.

MAYOR'S MANAGEMENT REPORT*

The following is taken from the Mayor's Management Report (MMR), Fiscal Year 2004 (school year 2003-04):

Improve the ability of non-English speaking students to learn English and improve academic progress.

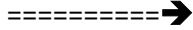
"The number of students enrolled in English language learner (ELL) education as of June was **134,670**, compared to 125,700 during the previous year, an increase of **7.1** percent. The percent of English language learners who tested out of ELL education increased from 3.7 percent in Fiscal 2003 to **7.5** percent for this period. The determination as to whether a student has sufficiently progressed in English proficiency to leave an ELL class is based on the New York State English as a Second Language Achievement Test. This test was given for the first time in the Spring 2003. In January 2004, the Department announced the launch of the ELL Teacher Academy, which will provide professional development for teachers, literacy coaches, principals, assistant principals, ELL Instructional Support Specialists and Field Resource Specialists."

The MMR also reported that in FY 2004, **72.5%** of ELLs tested out of ELL programs within 3 years, compared with 61.6% the previous year.

***NOTE:** The MMR no longer reports the number of ELLs who participated in a bilingual or ESL program, and does not report the enrollment of ELLs in "self-contained" special education programs.



LOOKING/PLANNING AHEAD



The New York City Department of Education
Division of English Language Learners

&

New York University Equity Assistance Center
Bank Street/BETLA

&

SBETAC-LIU and ALBETAC
Present

THE NEW YORK CITY DUAL LANGUAGE SYMPOSIUM

Save the Dates

December 16-17, 2004

Kimmel Center at New York University
60 Washington Square South



SBETAC-LIU REVIEW



SBETAC-LIU will issue another newsletter in Winter 2005.

What's Happening in Your Region/Schools?

Please contact Andres or Lorinda if you would like to submit an article related to the education of ELLs in your region/schools. Also, the next newsletter will be available on our Web site.



Spot

Notes/Reminders...

🔗 **WANTED BY SBETAC-LIU:** Articles for the newsletter; items for the BULLETINS; your needs for professional development/technical assistance...

🔗 **CR PART 154/TITLE III** application reviews are still in progress. Regions will be notified about details...

🔗 **TRIVIA QUIZ** answer: C (Of 19 Spanish-speaking countries, the fewest immigrant students come from Cuba)...



CALENDAR OF EVENTS*

School Year 2004-2005

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

▶ 2004

▪ NOVEMBER

- 9 SBETAC-LIU Resource Library OPEN HOUSE
- 14-20 Open School Week
- Nov. Parent-Teacher Conferences (see scheduled dates)

▪ DECEMBER

- 9 SBETAC-LIU Coordination Meeting
- 16-17 NYCDOE Dual Language Symposium (with SBETAC-LIU)

▶ 2005

▪ JANUARY

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

▪ FEBRUARY

- 11 SBETAC-LIU Coordination Meeting
- Feb. Parent-Teacher Conferences (see scheduled dates)

▪ MARCH

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

▪ APRIL

- 1 NYSESLAT Administration/Scoring Training
- 4/1-5/27 EL SOL Testing
- 14 ELE Testing (Grades 3-9)
- April-Parent-Teacher Conferences (see scheduled dates)
- 16-18 PR/Hispanic Youth Leadership Institute (PR/HYLI)-Albany NY

▪ MAY

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

▪ JUNE

17 SBETAC-LIU-Coordination Meeting
June Planning for School Year 2005-06

- ◆ 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.

As a service, SBETAC-LIU may announce materials/resources including those that are commercially available. 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.