



Overview of New York State Programs to Support Multilingual Learners, Including English Language Learners

presented to the Maryland English Language Learner Workgroup

October 13, 2021

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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



Office of Bilingual Education and World Languages
89 Washington Avenue, EB505W
Albany, NY 12234

INTRODUCTION



"People don't mind being challenged to do better if they know the request is coming from a caring heart."

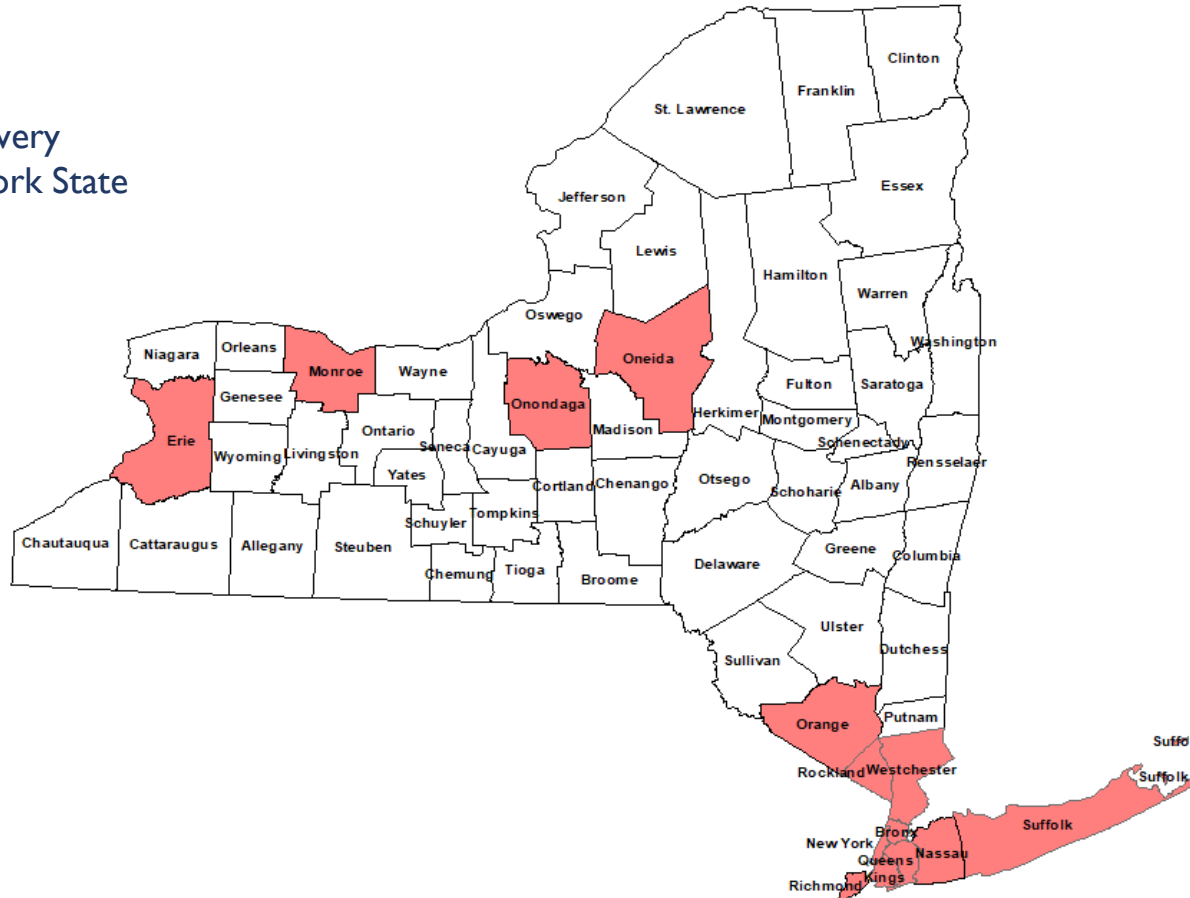
~Ken Blanchard

Ms. Elisa Alvarez, Associate Commissioner
Office of Bilingual Education & World Languages
New York State Education Department



NYS Demographics: English Language Learners 2020-2021

ELLs are enrolled in every county within New York State



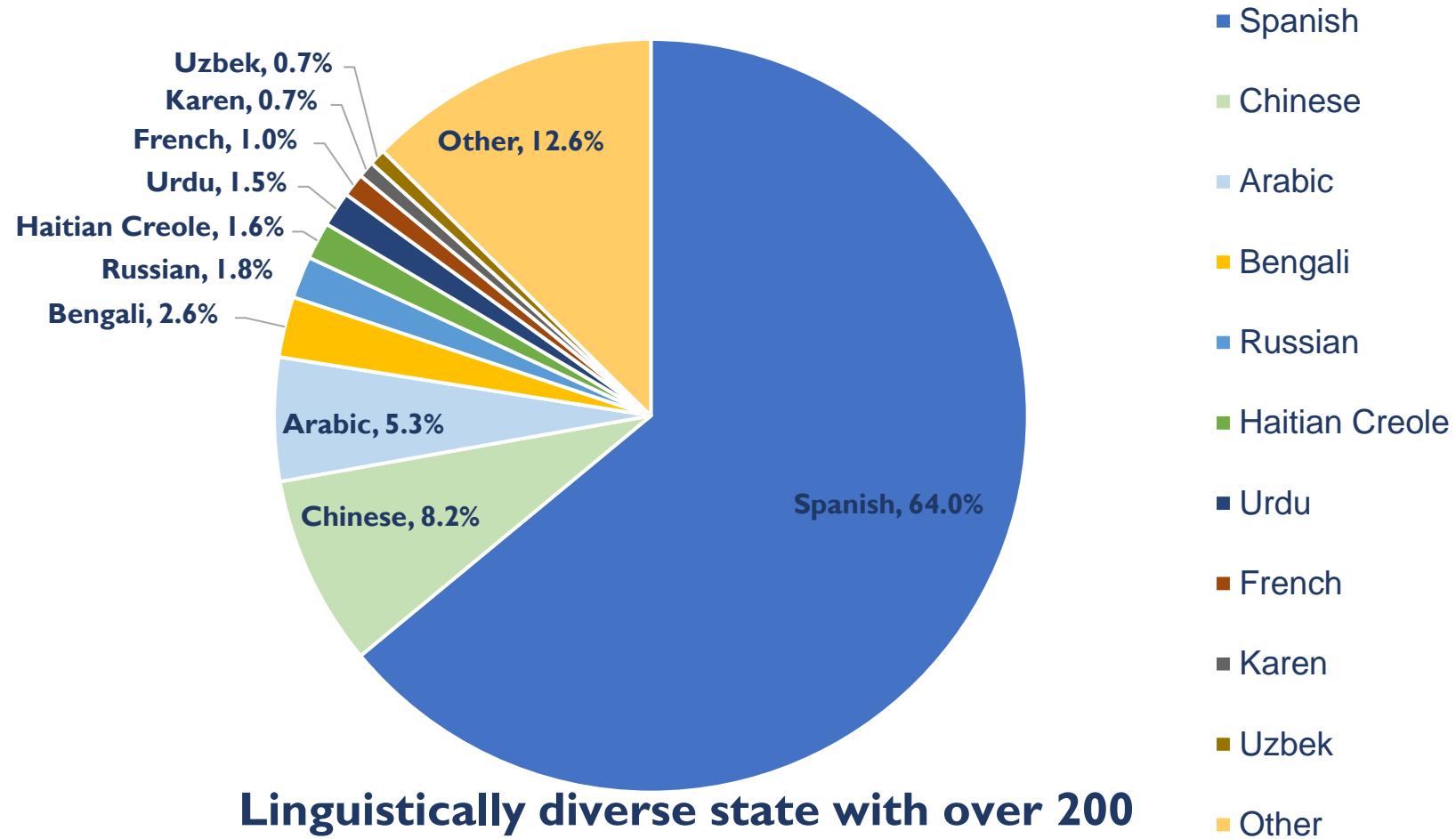
Top ELL Districts	# of ELLs
New York City	146,982
Brentwood	6,988
Buffalo	5,743
East Ramapo	4,393
Rochester	4,122
Syracuse	3,494
Yonkers	3,413
Hempstead	2,807
Central Islip	2,620
Riverhead	1,976
Newburgh	1,838
Utica	1,785



Of the approximately 2.6 million public school students in New York State, over 260,831 (10.0%) are ELLs.



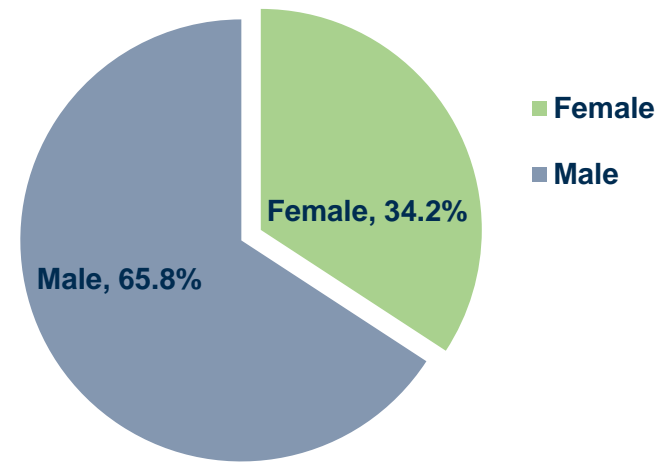
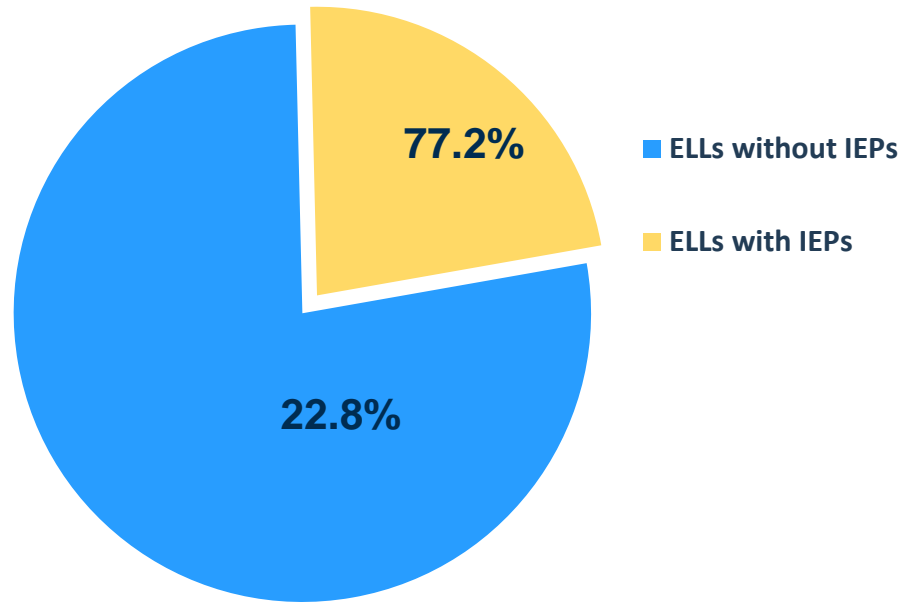
Linguistic & Cultural Diversity 2020-2021



Linguistically diverse state with over 200 languages spoken by our students.



Percent of ELLs with IEPs 2020-2021



ELLs with IEPs
N= 58,924

Approximately 1 in every 4 ELLs has an IEP

- 51.3% of ELL with IEPs are in grades K-6
- 26.1% of ELL with IEPs are in grades 6-8
- 22.6% of ELL with IEPs are in grades 9-12



Foundation of Education for English Language Learners in New York State

New York State Education Law §3204: Instruction Required

“Pupils who, by reason of foreign birth or ancestry have limited English proficiency, shall be provided with instructional programs ...to enable them to develop academically while achieving competence in the English language.”



Foundation of Education for English Language Learners in New York State

Blueprint for English Language Learners' Success



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK
Office of Bilingual Education and World Languages



NYSED Blueprint for English Language Learners' Success, 2013

1. All teachers are teachers of ELLs.
2. District and school leaders are responsible for ELLs' academic, linguistic, and social needs.
3. ELL instruction is grade-appropriate, academically rigorous, and aligned with NYS learning standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets.
5. Parents and families of ELLs are effectively involved in their children's education.
6. The expertise of Bilingual, ENL, and World Languages teachers is recognized and leveraged to benefit students.
7. Districts and schools leverage ELLs' home language, cultural assets, and prior knowledge.
8. Diagnostic tools and formative assessments are used to measure ELLs' content knowledge and language development.

Foundation of Education for English Language Learners in New York State

NYSED Parents Bill of Rights

- Right of children to receive free public education, including all core content, regardless of immigrant status and home language
- Right for a qualified interpreter/translator
- Right to receive information about child's English language development and home language development in preferred language
- Right to meet with school staff annually to discuss child's progress in English and overall learning
- Right to select Bilingual Education program where available
- Right for children to receive equal access to all programs and services
- Right to contact [ELL Parent Hotline](#) by phone or email



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Angelica Infante-Green, Associate Commissioner Office of Bilingual Education and World Languages

55 Hanson Place, Room 594 Brooklyn, New York 11217
Tel: (718) 722-2445 / Fax: (718) 722-2459

83 Washington Avenue, Room 5282B Albany, New York 12234
(518) 474-8776 / Fax: (518) 474-7948

PARENTS' BILL OF RIGHTS FOR NEW YORK STATE'S ENGLISH LANGUAGE LEARNERS

The New York State Education Department (NYSED) Commissioner Regulations Part 154 provides you – the parents/guardians of English Language Learners (ELLs) – with:

1. The right for your children to receive a free public education in the school district where you live, regardless of your or your children's immigration status (e.g., whether your family members are citizens, immigrants, or undocumented) and the language that you or your children speak.
 2. The right to enroll your children in school without being asked to provide information or paperwork which may reveal your or your children's immigration status. You cannot be asked to provide a social security card or number, an immigration visa or visa status, or citizenship documents or citizenship status.
 3. The right under federal law to have a qualified interpreter/translator in your preferred language for critical interactions with the school district.
 4. The right to have your children in a Bilingual Education (BE) program when there are 20 or more grade-level students that speak the same home/primary language.¹
 5. The right to written notice in English and your preferred language that your children have been identified as ELLs and will be placed in a Bilingual Education or English as a New Language (formerly called English as a Second Language) program.²
 6. The right to a high quality orientation session, provided by your school district, that focuses on state standards, tests, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a New Language. This orientation must occur before final school program placement, and must be in your preferred language.
 7. The right to receive information about your children's English language development, and also about their home language development if they are in a Bilingual Education program.
 8. The right to meet with school staff at least once a year, in addition to other generally required meetings, to discuss your children's overall learning and language development progress.
 9. The right for your children to be placed in a Bilingual Education or English as a New Language program within 10 days of enrollment, and the right to opt out of a Bilingual Education program. At a minimum, your children must receive English as a New Language instruction.
 10. The right for your children to transfer to another school in your district that offers Bilingual Education in your language, if your children's original school does not offer such a program.
 11. The right for your children to have equal access to all programming and services offered by the school district, appropriate to age and grade level including those required for graduation, and to all school programs available to other students.
 12. The right for your children to receive all core content instruction, and to learn English and other subjects such as Reading/Language Arts, Math, Science, and Social Studies at the same academic level as all other children. Being entitled to ELL services does not limit the ability to get core content instruction.
 13. The right for your children to have full access to extracurricular activities (afterschool clubs, sports, etc.). Being entitled to ELL services does not limit the ability to take part in extracurricular activities.
 14. The right for your children to get support services (e.g., Academic Intervention Services) aligned with any intervention plans that the school/district provides to all students.
 15. The right to have your children tested yearly to determine their English language progress, and to obtain information about your children's performance on academic tests, including New York State tests.
 16. The right to have your children continuously enrolled year to year in a Bilingual Education or English as a New Language program while they remain ELLs.
 17. The right to contact the New York State Education Department's Office of Bilingual Education and World Languages if any of the above rights have been violated.
- Please call the [ELL Parent Hotline](#) at 1-800-469-8224, or email: nysparent hotline@nysu.edu
For more information visit: www.p12.nysed.gov/biling or write to:
New York State Education Department
Office of Bilingual Education & World Languages
55 Hanson Place, Room 594
Brooklyn, NY 11217

Foundation of Education for English Language Learners in New York State

Commissioner's Regulations Part 154 Update, 2014

- ELL Identification
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Grade Span
- Program Continuity
- Dually Identified Students
- ELL Exit Criteria
- Intervention Support
- Former ELL Services
- Graduation Requirements
- Professional Development
- Teacher Certification
- District Planning and Reporting



Foundation of Education for English Language Learners in New York State

US Department of Education: “[Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#)” 2015

1. Identification and assessment of language needs in a timely manner
2. A service model that is educationally sound and research based
3. Sufficient staff for language programs
4. Equal opportunity for ELLs to participate in school and district-wide programs
5. Avoiding unnecessary segregational practices and program models
6. Identification of ELLs with disabilities including their language needs in evaluation and services offered
7. Meeting the needs of ELLs who waive language support programs
8. Monitoring of ELLs who have reached proficiency
9. Monitoring and evaluation of language programs and student progress
10. Communication with parents



ELL Identification Process

STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of P-12
Elisa Alvarez, Associate Commissioner Office of
Bilingual Education and World Languages
55 Horner Place, Room 504 Brooklyn, New York 11217 Tel: (718) 722-2445 / Fax: (718) 722-2459
80 Washington Avenue, Room 5205B Albany, New York 12234 (518) 474-8775 / Fax: (518) 474-7948

Home Language Questionnaire (HLQ)

Dear Parent or Person in Parental Relation:
In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.

STUDENT NAME: _____
First Middle Last
DATE OF BIRTH: _____ GENDER: _____
Month Day Year Male Female
PARENT/PERSON IN PARENTAL RELATION INFO:
Last Name First Name Relation to _____

HOME LANGUAGE CODE _____

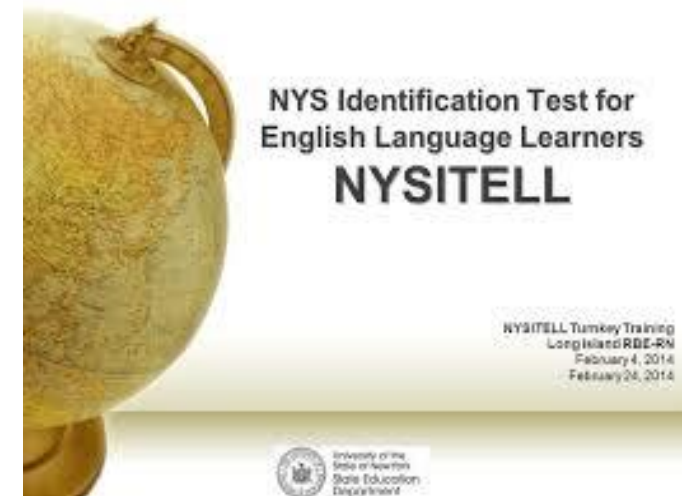
Language Background
(Please check all that apply.)

1. What language(s) is/are spoken in the student's home or residence? English Other _____
2. What was the first language your child learned? English Other _____
3. What is the Home Language of each parent/guardian? Parent 1 _____ Parent 2 _____
 Guardian(s) _____
4. What language(s) does your child understand? English Other _____
5. What language(s) does your child speak? English Other _____ Does not speak
6. What language(s) does your child read? English Other _____ Does not read
7. What language(s) does your child write? English Other _____ Does not write

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:

SCHOOL DISTRICT INFORMATION: _____ STUDENT ID NUMBER IN NYS STUDENT INFORMATION SYSTEM: _____
School Name, Number & Address: _____ Address: _____

ENGLISH



ELL identification must be completed within 10 school days of enrollment



English Language Proficiency (ELP) Assessment

New York State English As A Second Language Achievement Test



- Speaking (1 session)
- Listening/Reading/Writing (3 sessions)
- Six grade bands
 - Kindergarten
 - 1-2
 - 3-4
 - 5-6
 - 7-8
 - 9-12



ELP Growth Accountability Indicator

Matrix for Determining ELP Growth: Identifies the ELP growth expected by individual English language learners/multilingual learners in order to be considered to have demonstrated sufficient growth.

NYSESLAT Level Earned in Initial Year of Identification	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
	2 years	3 years	4 years	5 years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding to demonstrate progress			

MONITORING AND ENFORCING REGULATIONS

- Comprehensive ELL Education Plan (CEEP)
- Coordinated Monitoring Visits
- Comprehensive Support and Improvement (CSI) schools
- Targeted Support and Improvement (TSI) schools
- Corrective Action Plans (CAP)



Multilingual Learner
(ML)/English Language
Learner (ELL) Program
Quality Review and
Reflective Protocol
Toolkit



WHO ARE OUR MULTILINGUAL LEARNERS (MLs)?

- 1) Current ELLs,
- 2) Students who were once ELLs but have exited out ELL status,
- 3) Students who were never ELLs but are heritage speakers of a language other than English, and
- 4) World languages students



Regional Bilingual Education Resource Networks (RBERNS)

NYS RBERN REGIONS

CAPITAL DISTRICT 

HUDSON VALLEY 

LONG ISLAND 

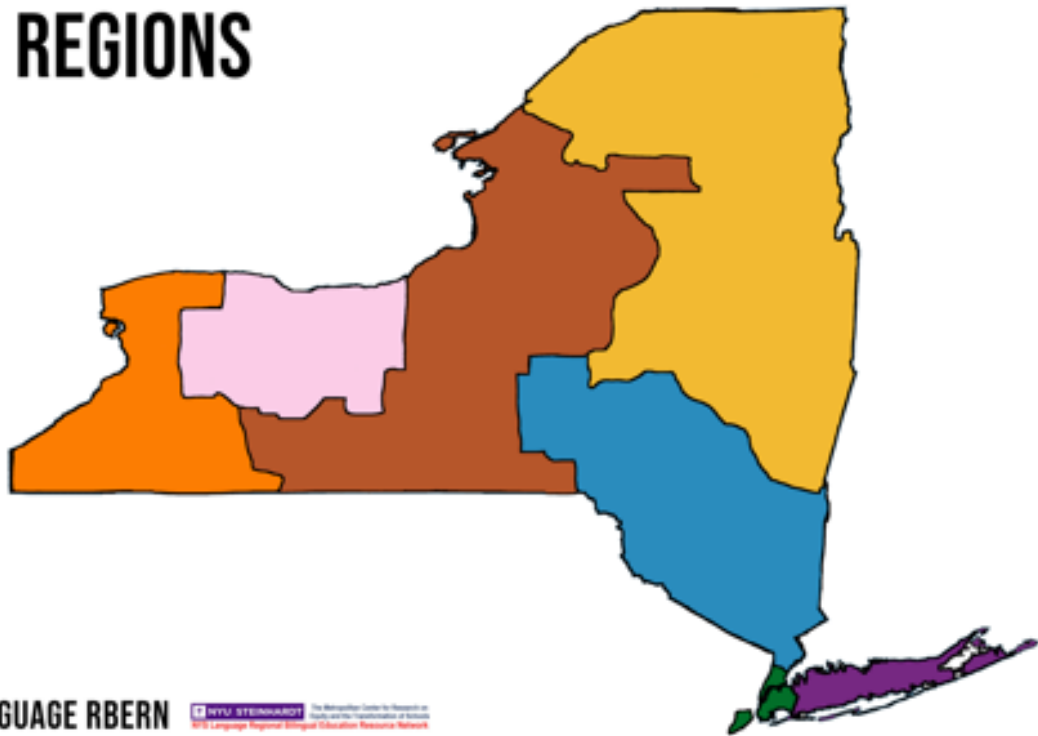
MID-STATE 

MIDWEST 

NYC 

WEST 

ALL COLORS: STATEWIDE LANGUAGE RBERN  The Manhattan Center for Research on Multiple Languages and Literacies at NYU Language Regional Bilingual Education Resource Network

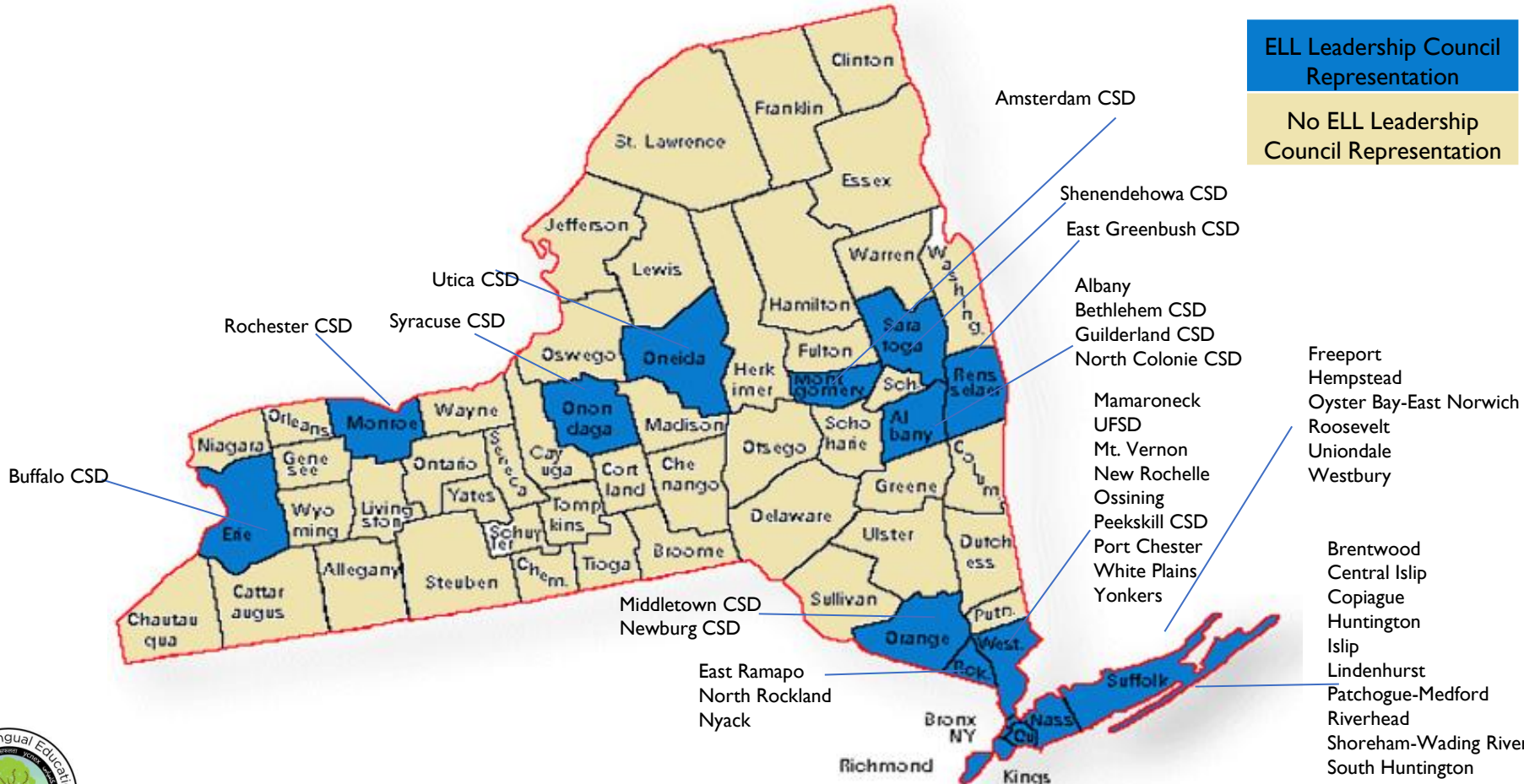


[NYS RBERN OnDemand](#)

RBERNs -Websites

- [NYS Language RBERN \(Statewide\)](#)
- [Capital District RBERN](#)
- [Hudson Valley RBERN](#)
- [Long Island RBERN](#)
- [Mid-State RBERN](#)
- [Mid-West RBERN](#)
- [New York City RBERN](#)
- [West Region RBERN](#)

ELL LEADERSHIP COUNCIL



County	# of ELLs
New York City	154,890
Suffolk	26,473
Nassau	18,319
Westchester	13,770
Erie	9,005
Monroe	7,192
Rockland	6,415
Onondaga	4,879
Orange	4,575
Albany	2,274
Oneida	2,157
Saratoga	422
Rensselaer	387
Montgomery	324



ELL Leadership Council is represented in over 40 Districts and 14 counties across New York.



Culturally Responsive-Sustaining Education (CRSE)

Recognizing the need to prioritize equity and inclusion in every facet of our work, NYSED has developed the CRSE Framework and implementation Roadmap to promote successful outcomes for all students.

The **CRSE Framework** includes:

- A common definition of CRSE;
- Vision and guiding principles for CRSE;
- CRSE implementation guidelines for different stakeholders; and
- Supporting resources regarding CRSE.

CRSE Roadmap

NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP (K-12)					
Key Implementation Activities	Responsible for Implementation*				Implementation Notes
	NYSED	S/CDN & BOCES	Local Schools and Districts	Other Groups (Parents, caregivers, students, community)	Action Steps Taken (To be completed by local district or organization)
I.1: Publish Framework Briefs and Roadmap of CR-S Education Framework Implementation	✓				
I.2: Present virtual and/or face to face sessions that allow participants to unpack the CR-S Framework and share the Framework briefs	✓	✓	✓	✓	
I.3: Establish forums and meetings to build understanding of and support for the Framework	✓	✓	✓	✓	
I.4: Unpack key vocabulary and concepts from CR-S Framework		✓	✓	✓	
I.5: Utilize electronic communication and social media to inform stakeholders (students, parents/caregivers, community members, youth organizations, non-profits) of resources/briefs	✓	✓	✓	✓	
I.6: Create stakeholder-specific materials to introduce the CR-S Framework	✓	✓	✓	✓	



PARENT/FAMILY COMMUNICATION

- Districts must comply with language access obligations under federal and state law. Schools have the responsibility to ensure that parents/guardians of ELLs have equitable access to information about their children.
- Communications must be provided in their parents'/guardians' preferred language and mode of communication.
- School districts should provide interpretation and translation of critical communications through a qualified interpreter or translator in the languages most commonly spoken in the district, and at a minimum in those languages spoken by a large number and percentage of ELLs.



Usted puede
fomentarla
creando
experiencias
únicas para
sus hijos...



Angelo del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI)

PR/HYLI is an annual conference that brings Latino students from across NYS to Albany to conduct a mock legislative session in the state Capitol and to meet with legislators. The institute's goals are to:



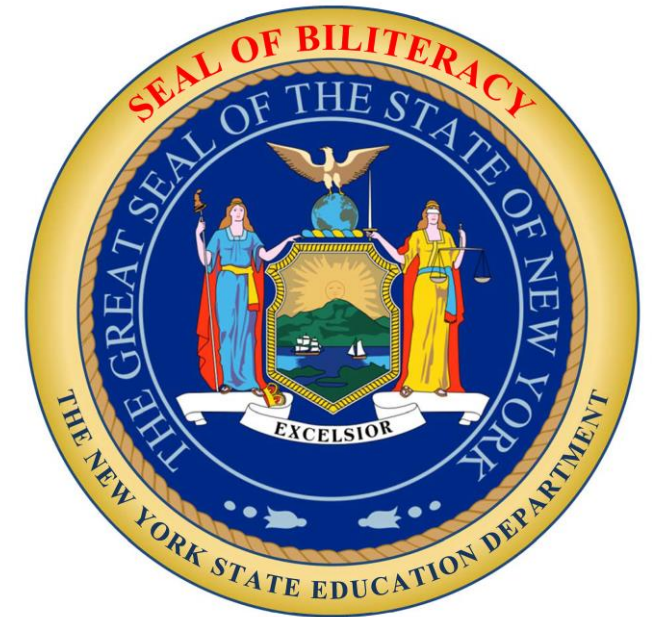
- Develop students' leadership skills;
- Provide students an understanding of citizenship and in-depth knowledge of the state legislative process;
- Promote a dialogue among youth and community leaders; and
- Allow students to interact with positive role models such as Puerto Rican/Latino elected officials, educators, and business leaders.



New York State Seal of Biliteracy

The New York State Seal of Biliteracy was adopted by the Board of Regents in 2012 and awarded to the first cohort of students in the 2015-16 school year.

- The Seal of Biliteracy formally recognizes a high school student who has attained a high level of proficiency in listening, speaking, reading, and writing in English and one or more world languages.
- The Seal appears on a student's diploma, and also as a notation on the official transcript.



SUPPORTING THE TEACHER PIPELINE

Creating and maintenance of CR-ITIs

- NYSED funds 18 CR-ITIs at institutions of higher education;
- As of December 2019, 580 CR-ITI students completed coursework towards BE or ESOL certification.

Current CR-ITI Programs

[Adelphi CR-ITI ESOL/BE](#)

[Clarkson CR-ITI ESOL](#)

[College of New Rochelle CR-ITI ESOL/BE](#)

[Fordham CR-ITI ESOL](#)

[Fordham CR-ITI BE](#)

[Hunter College CR-ITI-ESOL](#)

[Mercy CR-ITI ESOL](#)

[Molloy CR-ITI ESOL/BE](#)

[Pace University CR-ITI-ESOL/BE](#)

[Queens College Online Extension ITI](#)

[Queens College Leadership and Bilingual Advanced Certificate Program](#)

[St. Johns CR-ITI-ESOL/BE](#)

[SUNY Binghamton](#)

[SUNY New Paltz](#)

[SUNY Oneonta](#)

[SUNY Stony Brook CR-ITI-ESOL/BE](#)

[Teachers College CR-ITI-BE](#)

[Touro CR-ITI-ESOL/BE](#)



OBEWL Task Forces

OBEWL has developed a number of task forces combined with staff from RBERNs and experts in the field to address the following needs:

- Project Based Learning and Performance Based Assessment
- Dual Language Programs
- ELLs with IEPs
- ELL Graduation/Dropout
- Digital Age Teaching for ELLs



OBEWL Links and Resources

Office of Bilingual Education and World Languages (OBEWL)

Our mission is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.



- [Office of Bilingual Education & World Languages](#)
- [OBEWL-World Languages Webpage](#)
- [NYS Seal of Biliteracy](#)
- [RBERN Contact Information](#)
- [The Blueprint For ELL/MLL Success](#)
- [Interpretation and Translation Supports](#)
- [NYSESLAT Cancellation Parent Notification Letter](#)



PROFESSIONAL LEARNING

- [Materials developed through the ELL Leadership Council](#)
- [Collaboration with experts such as on Advanced Literacies with Dr. Nonie Lesaux](#)
- [Integrating Science and Language for All Students with a Focus on English Language Learners](#)
- [Classroom Practices for MLs and the Next Generation ELA Learning Standards](#)
- [World Language professional learning](#)

- [Monthly RBERN professional development calendar](#)

Professional Learning Calendar

Today ← → **October 2021** Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	Oct 1	2
	8am Session 1: Unit 10am Dual Language 3:30pm Secondary E	3pm Session 1: Ada 3:30pm Alexandra G	2pm First in Math 3pm What Makes a S 3:30pm NYSESLAT Li 5pm Multilingual Mat			9am Paragraphology
3	4	5	6	7	8	9
	8am WRS Level I O 8am Navigating the 4pm Supporting Imr	8am New Principa E 9am New York State 10am ELL Administr +6 more	8:30am APPR New Te		8am Statistical Liter	9am Paragraphology
10	11	12	13	14	15	16
		8am Book Study: Br 8am Book Study: Ur 8:30am APPR New Te 3pm Seal of Biliterac	8am WRS Level I On 8:30am Supporting A 12pm Supporting All 4:30pm Centering th	8:30am APPR New Te 2:30pm INTRODUCTI 3:30pm ELL Connecti 3:30pm PRHYLI Infor		9am Paragraphology
17	18	19	20	21	22	23
	8am ELL ID Process 8am Session 2: Sec 3pm ELL ID Process 4pm Supporting Imr	3pm PBL and EL's (K 3pm ELL ID Process 3:30pm "We Got This	8:30am Reinventing I 12pm ELL COORDIN 3pm ELL ID Process 3pm SIFE: Critical TI	8:30am Dyslexia Bas 9am Educator Series 3pm ELL ID Process		9am Paragraphology
24	25	26	27	28	29	30
	8:30am Creating Trai 9am Just Words@ Vi 10am Dual Language +2 more	9am Addressing Lea 11:30am ELL ID Proc 3pm Session 1: Ada 4pm Fostering Multil	9am Addressing Lea	9am Addressing Lea 11:30am ELL ID Proc 12:30pm Working wit 4pm Asynchronous I	9am Addressing Lea 11:30am ELL ID Proc	
31	Nov 1	2	3	4	5	6

Events shown in time zone: Eastern Time - New York + GoogleCalendar



OBEWL NEWSLETTER IS HERE!

- OBEWL is producing a monthly newsletter distributed through our listserv and posted on our [website](#).
- If you want to be added to our listserv, please send your email to obewl@nysed.gov and indicate if you are a Bilingual, an ENL or a World Languages teacher or administrator.

Office of Bilingual Education and World Languages
New York State Education Department
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(518) 474-8775, (718) 722-2445, www.nysed.gov/bilingual-ed



July 2020 Newsletter

In this issue:

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Greetings from Associate Commissioner Elisa Alvarez
Dear Brothers and Sisters,

As educators, we have spent our lives dedicated to ensuring that all students and their families receive the absolute best we can offer as professionals in the New York State educational system. We understand that providing an education of excellence is an obligation and a right that our students deserve.

During school closures as a result of the COVID-19 pandemic, we continued to advocate and support the best educational opportunities possible for our students. We saw essential workers, and in particular medical personnel, rise to face daily unknown risks to treat those who have fallen ill, as well as to bring comfort and relief for patients and their loved ones.

We rallied as good neighbors to focus on helping others and extend kindness to all who needed a helping hand. The best of humanity shines as a bright light in our battle to fight the pandemic that engulfed our communities.

How then, do we simultaneously face the inconceivable death of George Floyd? As the Associate Commissioner of the New York State Education Department's Office of Bilingual Education and World Languages, I reflect upon the educational opportunities we have created over the years. We have made great strides in creating culturally responsive engagement opportunities in support of social justice movements to promote civil rights, civic equity, multiculturalism – and ultimately, the power of knowledge and inclusion. Let us use our gift of education to inform, advocate, and raise young adults of all backgrounds in learning about the beauty in cultural heritage differences. Dr. Betty Rosa, Chancellor of the New York State Board of Regents, has identified various investments and programs enacted by the Board of Regents to continue addressing inequities in our educational system. For example, among some essential programs and initiatives, the My Brother's Keeper Initiative and the Culturally Responsive-Sustaining Education Framework seek to empower all our scholars and eliminate persistent opportunity gaps.

As a voice for English Language Learners and Multilingual Learners, who are among our most vulnerable students, we stand firm with you to ensure that we continue to promote high quality civic education, equal opportunities, and understanding of our history with the goal of moving forward together into our shared future. I look forward to a day when we educate all students in the understanding that diversity is as beautiful as the sun when it rises and as necessary as the moon when it covers us in the late hours of the night.

In unity,
Elisa Alvarez



Languages Other Than English (LOTE)



languages to advance world language education in career, civic, and world ready.

These revised learning standards reflect the views of the Department convened a team of 19 leaders in assembled ten (10) Standards Review Committees Language-Specific Committees (American Sign Language-Specific Committees) included over 200 elementary through post-secondary schools, building Education Resource Network (EREN) representatives six times between May of 2019 and February of 2020, including the recommendation to rename the proposed revisions to the NYS Learning Standards for World Languages were released to the public along with a survey that received 1,120 individual responses from stakeholders across New York State. The vast majority of respondent feedback expressed strong support for all proposed revisions to the standards. Survey responses also included suggestions related to the need for professional learning, resources, and guidance documents to prepare for the implementation of the proposed standards.

The next step is an initial presentation of the proposed revisions to the NYS Board of Regents in the early fall of 2020. This will be followed by a 60-day public comment period, the results of which will be presented to the Board of Regents as part of their consideration for final approval of the revised standards. If the Board of Regents adopts these revisions, the Department will provide professional development and information to districts and schools to prepare for a phased implementation beginning in 2023. For more information on the standards revision process, please visit our [website](#).



Bilingual Education website: www.nysed.gov/bilingual-ed
World Languages website: <http://www.nysed.gov/world-languages>
NYS Seal of Biliteracy website: <http://www.nysed.gov/world-languages/new-york-state-seal-of-biliteracy-nysstl>



QUESTIONS & ANSWERS



Elisa Alvarez, Associate Commissioner
OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

<http://www.p12.nysed.gov/biling/bilinged/>

OBEWL@NYSED.GOV

ELL & ML Parent Hotline at 1-800-469-8224

nysparenthotline@nyu.edu

REGIONAL BILINGUAL EDUCATION RESOURCE NETWORKS

<http://www.nysed.gov/bilingual-ed/regional-supportrberns>



THANK YOU!

