

Office of Bilingual Education and World Languages

New York State Education Department

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December 2024 Newsletter



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Greeting from Associate Commissioner Elisa Alvarez



Dear Colleagues,

As educational leaders, we hold the profound responsibility of fostering equitable, inclusive, and academically rich learning environments. During this holiday season of reflection, I urge you to consider three interconnected pillars critical to our students’ success: safeguarding the civil rights of English Language Learners (ELLs), reinforcing the academic importance of high student attendance, and reinforcing the importance of teachers and students being able to work together in the same space to achieve positive academic outcomes.

English Language Learners represent a growing demographic in our schools. Federal mandates such as Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) require schools to provide meaningful access to the curriculum for ELL students. Research consistently shows that when schools implement comprehensive language development programs and culturally responsive teaching, ELLs achieve higher academic outcomes. This calls for innovative instructional models, professional development focused on language acquisition strategies, and increased family engagement.

Another key factor in student success is student attendance; research underscores the link between attendance and academic achievement. According to a study from Attendance Works and the National University of Harmony Academy, students with chronic absenteeism—defined as missing 10% or more of the school year—are significantly less likely to achieve grade-level proficiency and graduate on time. Schools must employ creative strategies such as mentorship programs, personalized outreach, and attendance incentives to combat absenteeism. Partnerships with community organizations can also bolster these efforts by addressing external barriers such as transportation and healthcare.

Equally vital is ensuring that teachers themselves maintain consistent attendance. A 2018 report from the National Council on Teacher Quality (NCTQ) found a direct correlation between teacher absenteeism and decreased student performance. Students learn best from educators who are fully engaged in their learning journey. Prioritizing teacher wellness programs, offering professional learning opportunities, and fostering a supportive school culture can reduce teacher absenteeism and burnout. Given the interdependence of these factors, I challenge you to take bold, innovative steps in your schools:

- **Implement Data-Driven Interventions:** Use real-time data to track student and teacher attendance, identifying patterns and proactively addressing underlying causes.
- **Foster Inclusive Leadership Teams:** Create committees that include teachers, parents, and community stakeholders to develop tailored strategies for supporting ELLs and improving attendance.
- **Invest in Professional Development:** Focus on equity-driven training that equips teachers with culturally responsive pedagogies and wellness strategies.
- **Enhance Community Partnerships:** Collaborate with local organizations to provide wraparound services that alleviate barriers to consistent attendance.

Together, we can create a school environment where every student thrives, regardless of background. Let us reaffirm our commitment to educational equity, academic excellence, and the well-being of students, families, and educators.

In unity,

Elisa Alvarez

Stories from the Field: Maria Mustafa



Maria Mustafa was recently invited by Binghamton City School District Superintendent, Dr. Tonia Thompson, to serve as the Master of Ceremonies at their convocation. This exceptional young woman—a former English Language Learner and candidate for the New York State Seal of Biliteracy—holds several leadership positions. She is an active member of the School Board as a Student Representative, and she is President of the Student Government, the Class of 2025, the Math Honor Society, the National Honor Society, Upward Bound, and Sisters 4 Sisters. Recently, she was chosen as the Broome County Representative for the NYS Governor's Youth Council and serves as an intern at the Regional Office of U.S. Senator Charles E. Schumer.

Maria's story mirrors that of many of our English Language Learners in New York. Her mother's family arrived in the USA in 1997 as Kurdish refugees from Northern Iraq (Kurdistan), having escaped the genocidal acts of the Hussein government. After being resettled in a Turkish refugee camp, they eventually received asylum from the U.S. government. In the late 1990s, Binghamton was home to a refugee resettlement organization, and more than 20 Kurdish refugee families settled in the region. Maria's mother, along with many extended family members, attended Benjamin Franklin Elementary School's English as a New Language Program.

Although Maria's mother attended school in the United States, Maria's family predominately spoke Kurdish at home. Maria entered Kindergarten as an ELL at the Emerging proficiency level, but quickly tested Commanding by the end of 2nd grade. Her remarkable academic and personal growth can be attributed to her family's strong belief in the value of education and the celebration of her identity as a Muslim Kurdish-American.

Brigitte Pittarelli, Maria's ENL teacher during 2nd and 3rd grade reflects on their time together: "I was fortunate enough to be able to teach Maria for 2 years. Although she no longer required English Language Development, Maria continued to participate in the program and was a peer leader assisting newcomers all through fifth grade. She continued to apply herself throughout each and every lesson, even though it wasn't a legal requirement for her to attend the program during her later elementary years. Her drive at a young age speaks volumes to the young adult she is today."

Maria's sisters affectionately call her the "Mayor of Binghamton," a nickname that reflects her community involvement and leadership. This title also stems from her selection for the National Student Leadership Congress (NSLC), a prestigious program that selects only 150 first-generation students nationwide to participate in a mock trial in Washington, D.C. During the program, Maria had the opportunity to meet students from across the country and advocate for issues important to them.

Maria's "mayoral" status is further solidified by her advocacy work for at-risk youth and the broader community. Some of her key contributions include volunteering with young children at her local mosque, organizing community neighborhood clean-ups, leading the Binghamton High School Community Thanksgiving Dinner, and raising donations to provide Prom attire for students in need. Well-liked by both her fellow students and teachers, she was chosen by her peers to be Homecoming Queen, and she was nominated by a committee of teachers to receive the school district's Patriot Award, which comes with a \$10,000 scholarship. Looking to the future, Maria hopes to pursue a degree in Political Science or International Relations. "After my journey in college, I hope to return to the city of Binghamton and become the mayor. My future goal is to become a U.S. Senator and continue my advocacy for my community and nation."

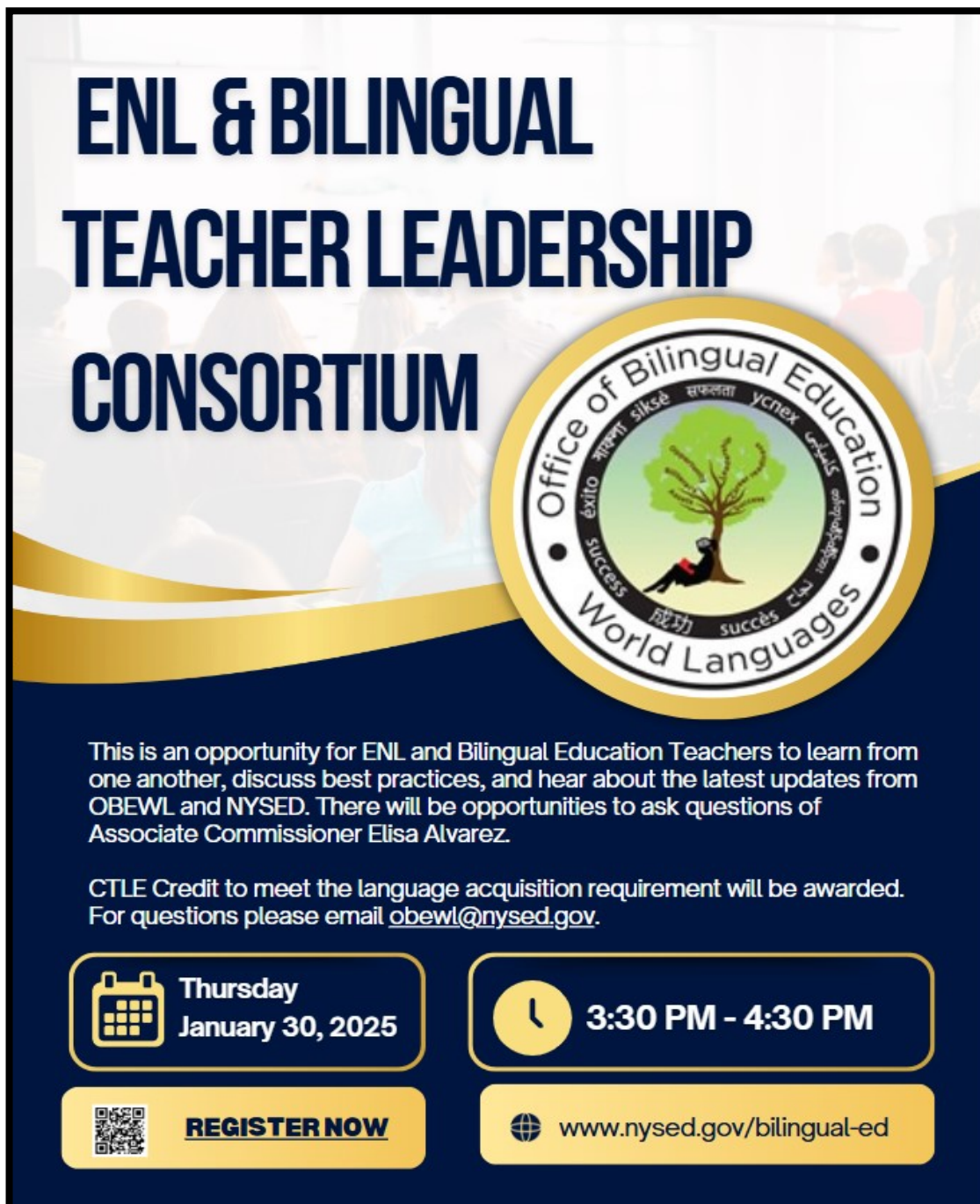
Reflecting further on Maria, her former teacher Pittarelli added, "As I continue to observe her leadership in all areas of school and our community, I have no doubt that Maria will succeed in living the American dream that her parents and family dreamt about when they first stepped foot on our land."

The ENL and Bilingual Teacher Leadership Consortium

OBEWL is pleased to announce the ENL and Bilingual Teacher Leadership Consortium (TLC), a new initiative designed to bring together educators from across the state. This unique opportunity will allow teachers to hear directly from OBEWL Associate Commissioner Elisa Alvarez and will be formatted to answer your questions .


Our first meeting is scheduled to take place virtually on January 30th at 3:30pm. We are excited to pilot this concept and plan to offer additional sessions in the spring, with the hope of growing this initiative in the future.

While the TLC is primarily aimed at teachers of English Language Learners and those working in Bilingual Education programs, any NYS K-12 educator is welcome to participate. [Registration is open now](#). We are pleased to share that we have over 300 registrants, with more joining each day, however do have a maximum capacity of 500 people, so please register soon.




The poster features a background image of a diverse group of people. The main title is in large, bold, blue letters. To the right is a circular logo for the Office of Bilingual Education, World Languages, which includes a tree and a person reading. The bottom section contains event details in yellow boxes on a dark blue background, including a calendar icon, a clock icon, a QR code, and a globe icon.


ENL & BILINGUAL TEACHER LEADERSHIP CONSORTIUM





This is an opportunity for ENL and Bilingual Education Teachers to learn from one another, discuss best practices, and hear about the latest updates from OBEWL and NYSED. There will be opportunities to ask questions of Associate Commissioner Elisa Alvarez.

CTLE Credit to meet the language acquisition requirement will be awarded.
For questions please email obewl@nysed.gov.

 **Thursday**
January 30, 2025

 **3:30 PM - 4:30 PM**

 **REGISTER NOW**

 www.nysed.gov/bilingual-ed

Ron Woo Honored with Lifetime Achievement Award at NYSTESOL Conference



The New York State Teachers of English to Speakers of Other Languages (NYSTESOL) bestowed the prestigious Lifetime Achievement Award to Ron Woo, Executive Director of the New York State Language Regional Bilingual Education Resource Network (RBERN). This award was presented in recognition of Ron's extraordinary contributions to the field of education at the 54th NYSTESOL Annual Conference held last month in Rochester. Ron has profoundly impacted both K-12 public school and higher education, shaping policies, mentoring educators, and advocating for students from diverse linguistic backgrounds.

Ron holds a BA in Education, a Master's in TESOL/Applied Linguistics from New York University, and a JD from Brooklyn Law School. He has earned permanent certifications in New York State for School

District Administration (SDA), School Administrator and Supervisor (SAS), Childhood Education, and TESOL.

Ron's career spans more than 45 years. He was a Superintendent of Monitoring and School Improvement within the New York City Department of Education. He then worked with pre-service teachers as the Director of Alternative Certification Programs at Hunter College's School of Education. He has served as an adjunct professor at Bank Street College since 2003, where he teaches graduate educational leadership courses in education policy and law.

For the past 10 years, Ron has served first as the Deputy Director, then as Executive Director of the NYS Statewide Language RBERN at New York University. The NYS Language RBERN works closely with the Office of Bilingual Education and World Languages to ensure alignment across the state on initiatives that promote parent and student engagement, and teacher delivery of research-based instruction. Ron is committed to the development of educational leaders and bridging the gap among supports for students with disabilities and English Language Learners (ELLs). Some of Ron's responsibilities include maintaining and managing the ELL Parent Hotline, developing a team to offer school and district level technical assistance, providing professional development for teachers and administrators, presenting parent engagement workshops in home languages, and translating resource materials. Ron makes certain that parent engagement workshops are offered in the families' preferred languages and works to offer translations of workshop materials. The result of Ron's commitment is evident in the annual parent series of workshops on navigating the Free Application for Federal Student Aid (FAFSA).

The Lifetime Achievement Award from NYSTESOL is presented to a member who has shown dedication to the profession of TESOL and the advancement of ELLs. The award is a testament to Ron's lifelong dedication to improving education for all students, particularly English Language Learners. His influence and passion for educational equity continue to inspire colleagues and students alike.

Congratulations, Ron, on this well-deserved honor!



THE OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

ENGLISH LANGUAGE LEARNER (ELL) LEADERSHIP COUNCIL



WHAT IS THE ELL LEADERSHIP COUNCIL?

The English Language Learner (ELL) Leadership Council is a group of approximately 70 English as a New Language (ENL) Deputy Superintendents or Central Office Directors from New York State (NYS) who meet regularly to discuss issues and best practices related to ELLs. The ELL Leadership Council meets twice a month, designated to include one (1) business meeting and one (1) professional learning opportunity.

WHY IS IT ESSENTIAL YOU JOIN THE ELL LEADERSHIP COUNCIL?

ALL local Educational Agencies (LEAs) are required under Part 154 of the Commissioner's Regulations (CR Part 154), to meet the educational needs of ELLs. LEAs must address the needs of their ELLs and execute strategic plans for providing grade-appropriate, linguistically and academically rigorous instruction that will allow ELLs to meet the Next Generation Learning Standards in alignment with the expectations set forth in the New York State Blueprint for ELL and ML Success.

BENEFITS OF JOINING

- Increased access to the eight (8) Regional Bilingual Education Resource Networks (RBERNs) for support.
- Network and collaborate with ELL District Leaders throughout NYS.
- Receive technical assistance with compliance and best practices.
- Improve pedagogical and compliance outcomes by attending Professional Learning opportunities that include but are not limited to:
 - Identification and placement
 - Leadership
 - Quality programs and instruction
 - Assessment and data informed planning
 - Staff qualifications

AT A GLANCE

MEETINGS


- Twice a month
- One (1) Hour Long


BENEFITS


- NYSED Business Updates
- Professional Learning Opportunities

INTERESTED?

Complete the [Interest Form](#) or email us for more information.

 Visit [OBEWL Online](#)

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Valuing Linguistic Diversity

By Jesse Brown, New York State Archives

This year marks the fiftieth anniversary of the 1974 Supreme Court case *Lau v. Nichols*, a landmark case in the history of bilingual education. In a unanimous decision, the court ruled that over 1,900 Chinese students were denied their rights under the Civil Rights act of 1964 by the San Francisco School District because they did not receive supplemental English language instruction. The decision, followed immediately by Congressional legislation, made additional instruction for English Language Learners mandatory for American public schools. Ripple effects were felt school districts across the country. In New York City, as the result of a 1972 lawsuit by ASPIRA of New York, a Puerto Rican/Latino education-focused community organization, the city Board of Education recognized the right of students to receive academic instruction in their native language while also learning English.

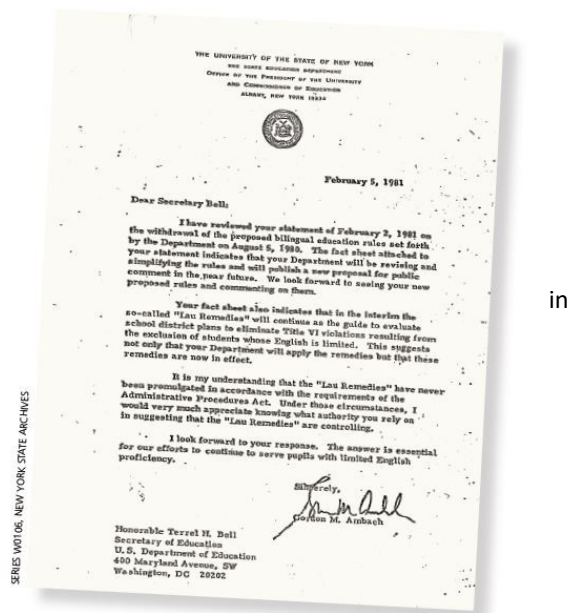
As groundbreaking as *Lau v. Nichols* was, New York state had begun to address the issue of bilingual education even earlier. In 1969, the state Education Department created the Office of Bilingual Education to coordinate the work of other units of the department to develop bilingual education and English as a Second Language (ESL) programs in New York State. And in August of 1972, the Board of Regents for the University of the State of New York released a position paper, entitled “Bilingual Education.” It was, appropriately, the first Regents position paper to be published on both English and Spanish versions. It ended with a stirring statement on the responsibility of public schools toward non-native English Speakers.

“Our Schools must teach what our society must ultimately come to believe: that cultural-linguistic diversity is not to be feared or suspected, but rather valued and enjoyed; that culturally and linguistically different people share the equal rights of freedom and opportunity fundamental to democracy.”

Throughout the following decades, the Office of Bilingual Education—now named the Office of Bilingual Education and World Languages (OBEWL)—has changed and expanded its focus to meet the evolving needs of the over 240,000 English Language Learners currently enrolled in New York State K-12 schools. OBEWL now offers support for the development of multilingual learners and administers the New York State Seal of Biliteracy to recognize graduating high schoolers who have achieved a high level of proficiency in English and one or more world languages. OBEWL has also fostered educational opportunities beyond the classroom, including co-sponsoring the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute.

The New York State Archives holds the files of past director of the Office of Bilingual Education Carmen Perez-Hogan, Series B10963, which document the operation of the office from 1980 to 2005. Correspondence, memoranda, and draft legislation related to the formation of bilingual education policy during the 1970s and 1980s can be found in the subject files of Commissioners of Education Ewald Nyquist (Series W0105) and Gordon Ambach (series W0106). These documents show that, fifty years after *Lau v. Nichols*, the vision of linguistic diversity laid out by the Board of Regents in 1972 continues to inspire and challenge educators and policymakers in New York State.

Reprinted from New York Archives magazine, Fall 2024.



Anne Henry Named Executive Director of RBERN West



Anne Henry has been named the new Executive Director of the Regional Bilingual Education Resource Network West at Erie 1 BOCES. As Executive Director, Anne is looking forward to leveraging her skills and experience to continue advocating for diverse learners and equitable access to high-quality education. With a strong commitment to collaboration, professional development, and community engagement, Anne aims to work with districts and communities to enact meaningful and continuous enhancement of services and supports for English Language Learners (ELLs) and multilingual learners (MLs) across the region.

Ms. Henry is a seasoned educator with extensive leadership experience in K–12 education and beyond. Most recently, she served as the Director of Continuing Medical Education at Roswell Park Comprehensive Cancer Center, where she played a pivotal role in enhancing educational opportunities for healthcare professionals by developing systems to improve operations and fostering partnerships to address issues like patient engagement and equitable care. As the Director of Leadership and Diversity, Equity, and Inclusion (DEI) at Erie 2 BOCES, Anne led the development of a districtwide DEI plan, facilitated important conversations about structural inequities, and guided professional development programs for educators across the region. Anne also has a strong background in school and district leadership, having held roles such as Instructional Specialist to lead the turnaround of three underperforming high schools, including Lafayette International Community School. As Director of Registration and Student Placement, she focused on improving student placement processes and ensuring equitable access to high quality programming for all students.

Anne has made significant contributions to the multilingual education field through her work as an English as a New Language (ENL) Teacher Supervisor within Buffalo Public Schools and as BETAC Director at Erie 1 BOCES. Her work involved providing professional development and coaching to educators, ensuring compliance with state and federal regulations, providing technical assistance, and being a thought partner on the development of effective ENL and Bilingual Education programs. Her teaching experience spans roles as an ENL teacher, Sheltered Instruction Coach, and Model Induction Mentor/Coordinator. She has also served as an Adjunct Lecturer at D'Youville, Niagara, and SUNY Fredonia Universities. In addition to her administrative and teaching experience, Anne has held leadership roles in several professional organizations, including as President of the New York State Association for Bilingual Education (NYSABE) and New York State Teachers of English to Speakers of Other Languages (NYSTESOL).

Lake Shore CSD Seal of Biliteracy Graduate Combines Passion for German and Role-playing Games

In 2023-24, more than 10,500 students earned the New York State Seal of Biliteracy (NYSSB). This is an award given by the Commissioner of Education of New York State to students who have demonstrated a high level of proficiency in English and at least one other world language prior to graduation. Students can demonstrate this proficiency in a variety of ways, including course grades, state and national exams, and culminating projects, which are presented to a panel of reviewers. Historical data demonstrates that more than 70% of NYSSB earners complete a culminating project in English and more than 90% do so in their world language. This experience mimics the research skills and communicative ability that is required to be successful in college and beyond.

While many of these projects use traditional research on scholarly topics, one student from Lake Shore High School in western New York decided to focus on something different. Jacob Bevilacqua, a 2024 graduate of Lake Shore HS, wanted to complete his project on two passions in his life:

German and role-playing games, specifically Dungeons and Dragons. Working with his German 5 teacher, Herr Frederick Schattauer, and his mentor, Frau Anne Drake, Jacob diligently collaborated with peers to set up a German section of the Dungeons and Dragons (D&D) club at his school. For those not familiar with role-playing games, Jacob described them as “collaborative storytelling games” in which each person receives a character sheet. Players roll dice to determine a course of action, which is facilitated by the Dungeon Master, played by Jacob.

To begin his research, Jacob acquired the D&D books he needed from Germany. This allowed him to combine his existing knowledge of role play games in the US to complete a cultural comparison with those in German. He learned the specific vocabulary that he would need as the Dungeon Master, as well as the important expressions that his peers would need to be able to play the game in an immersive German environment. This involved working with Herr Schattauer and the authentic resources he had acquired to put together “information packets” in German to provide to players. The German-speaking group played every other Wednesday for two hours after school in the 2023-24 academic year as part of a larger club in which other students played in English.

Such a project involving this level of work over an academic year can seem daunting for some. When asked why Jacob decided to pursue the NYSSB with this as his topic, he indicated that his teacher “did such a good job of making the Seal of Biliteracy accessible.” The culminating project for the NYSSB was embedded by Herr Schattauer into the fabric of the German 5 course, so that all students completed the project for German class, whether or not they were going to pursue the NYSSB. Jacob indicated the choice to continue taking German beyond level 3 was easy. “It’s a wonderful choice to continue past the (level 3) exam. That’s when you are finally starting to get past the basic level of language. Instead of just ordering a meal in a restaurant, I can have full-blown conversations with native speakers of German.” Jacob said that he was very nervous the day of his culminating project presentation, having practiced it 30 times over, but once he got started, he found his rhythm and was able to comfortably answer the panelists’ questions.

Jacob is currently a first-year student at the University of Buffalo, majoring in German and with the intention of becoming a German teacher. On the day he was interviewed for this article, Jacob had given a presentation in his 301-level college German class. He expressed that the experience of completing the NYSSB culminating project in German last year helped him build the linguistic skills to be a confident presenter at the university level. His advice to others considering attempting the NYS Seal of Biliteracy: “Do what you are passionate about. When you’re passionate about something, it isn’t work.”



Jacob Bevilacqua, 2024 NYSSB Graduate from Lake Shore HS

An Administrator's Guide to Implementing Integrated English as a New Language (ENL) Co-Teaching

To best serve our English Language Learners (ELLs)



ONLINE

ADMIN. GUIDE

Getting Started



- Surveyed potential co-teachers to ensure thoughtful partnerships?
- Prioritized Integrated ENL blocks in your master schedule?
- Clustered ELL students to maximize your human resources?
- Developed a professional learning plan to support your co-teaching teams?



Introducing

AN ADMINISTRATOR'S GUIDE FOR SUPPORTING THE IMPLEMENTATION OF THE CO-TEACHING INSTRUCTIONAL MODEL WITHIN INTEGRATED ENL SETTINGS

A guide from New York State's Office of Bilingual Education and World Languages (OBEWL) on supporting the implementation of the co-teaching instructional model within integrated ENL settings.

Want to Know More?

See our Co-Teaching Topic Briefs below:

1. [Blueprint for ELL Success and Integrated ENL](#)
2. [Co-Teaching in an Integrated ENL Class](#)
3. [Collaborative Instructional Cycle](#)
4. [Seven Models of Co-Teaching](#)
5. [Administration of Integrated ENL: Role of School Administrators](#)
6. [Instructional Support and Supervision for Integrated ENL Programs](#)
7. [Technology Tools to Support Collaborative Planning](#)
8. [Understanding Culturally Responsive Sustaining Education](#)

Do your Integrated ENL Co-Teachers have ...

- Co-planning time?
- Shared ownership over student outcomes?
- Access to ample professional learning?
- An understanding of the co-teaching models?
- A thorough understanding of the needs of all students?



Visit [OBEWL Online](#)



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Enhancing Educational Equity for Immigrant Students in New York State

The CUNY-Initiative on Immigration and Education ([CUNY-IIE](#)) is proud to introduce [Enhancing Educational Equity for Immigrant Students in New York State](#), a new policy brief addressing the systemic barriers that undocumented and immigrant students face in accessing equitable education and offering actionable recommendations to promote educational equity for all, regardless of immigration status.

Systemic barriers continue to hinder equitable access to education for immigrant youth. Disparities in access are particularly evident in higher education, where some states may restrict in-state tuition or financial aid eligibility to undocumented students. Additionally, many educators are overwhelmed with the diverse needs of immigrant-origin students and the lack of resources to meet those needs.

To address these inequities, the brief emphasizes the importance of:

- **creating pathways** to careers in education for undocumented students,
- **enhancing educator preparation** on immigration-related issues, and
- **creating in-school supports** for undocumented and other immigrant students to foster inclusive learning environments.

Authored by Tamara Alsace and Rachel Duff from the CUNY-IIE team, this policy brief offers research-driven recommendations for policymakers and educational stakeholders to create equitable and inclusive educational opportunities in New York State.

We invite you to delve into these recommendations and share [this policy brief](#) with your networks so you can engage with the important discussions they spark.

Updated Comprehensive ELL Education Plan (CEEP)

2024-2025 School Year

Reminders

1. The CEEP is due via the business portal on **Friday, December 20th**.
2. For questions that require information about staff, we encourage you to include both the person's name and title.
3. When asking about the number of teachers, please use FTE numbers (decimals allowed).
4. If you have a PD waiver, you must still include your PD Plan and add to the narratives that you have submitted the waiver.
5. Continue to refer to the [Submission Guide](#) for reference and [ELL ID SOP Checklist](#).

For more information, visit the [OBEWL website](#).

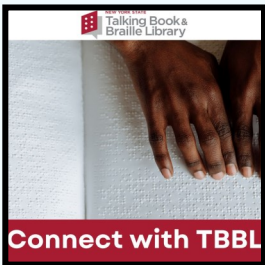
NEWS

FROM other DEPARTMENTS and AGENCIES



Calling All Teachers! Register today for your in-person or virtual spot in an upcoming [NYSM Teacher Workshop in 2025](#). Through NYSM Workshops, participants gain access to real-world applications, authentic research, and thoughtful lessons that accelerate an understanding of the natural sciences.

Escape the chill and step into history with a guided tour of the magnificent NYS Education Department Building! Led by NYS Museum staff, this 45-minute journey showcases stunning architecture & breathtaking murals. [Reserve your spot today.](#)



The NYS Talking Book and Braille Library (TBBL) is a free library service for eligible residents of upstate NY who are unable to use standard print materials due to a visual, physical, or reading disability. [Visit here](#) for more info about TBBL services.

At a recent Board of Regents meeting, NYSED staff members presented proposed amendments to the Commissioner's Regulations relating to evidence-based and scientifically based reading instruction. The presentation is available [here](#).



New York State public school teachers! Did you know NYSED established the Albert Shanker grant to defray the costs of the National Board for Professional Teaching Standards (NBPTS) certification? Applications are due February 7, 2025. Click [here](#) to learn more.

This year's theme for Inclusive Schools Week, "Every Voice Matters," recognizes the unique traits and perspectives of every individual! Inclusive learning environments help provide students with access to opportunities. [Learn more](#)



Need local support? Contact your local RBERN!

The RBERNS support OBEWL's mission to ensure that all students' individual educational paths and socio-economical needs are met in multiple languages leading them to college, career, and civic readiness. They are NYSED's key providers of guidance, technical assistance, and support to New York State Districts, Charter Schools, Non-public Schools, and other organizations in the development of programs for MLs.

- [New York State Language RBERN \(statewide\)](#)
- [Capital District Region RBERN at Questar III BOCES](#)
- [Hudson Valley RBERN at SW BOCES](#)
- [Long Island RBERN at Eastern Suffolk BOCES](#)
- [Mid-State RBERN at OCM BOCES](#)
- [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
- [New York City RBERN at Fordham University](#)
- [West Region RBERN at Erie 1 BOCES](#)

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[World Languages website](#)

[NYS Seal of Biliteracy website](#)



The mission of the New York State Education Department's Office of Bilingual Education and World Languages is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLLs) – 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.

