

The Second Annual Voices United Conference

On October 24, the Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) hosted the second annual *Voices United Conference: Advancing the Civil Rights of English Language Learners and Building Pathways to Multilingualism* at Fordham University. This free, one-day professional learning opportunity supported 273 educators and administrators in strengthening their theoretical and practical knowledge and preparation to implement high-quality academically rigorous instruction for English Language Learners (ELLs). The event also celebrated 50 years of progress since the milestones of *Lau v Nichols*, the ASPIRA Consent Decree, and the Equal Educational Opportunities Act.

Voices United began with welcomes by OBEWL Associate Commissioner Elisa Alvarez, NYSED Commissioner Dr. Betty Rosa, and Fordham Associate Provost Ji Seon Li. A student panel moderated by Ariana Concepcion of Riverdale Kingsbridge Academy featured recent high school graduates who earned the NYS Seal of Biliteracy. These impressive graduates from the Newburgh and Islip school districts and from Hillcrest High School in NYC Public Schools discussed their immigrant experience and some of the challenges and success of English Language Learners.

The keynote address was delivered by Dr. Ayana Cooper, author of *And Justice for ELLs*. Dr. Cooper spoke about the Advancement of Civil Rights of English Language Learners and Building Pathways to Multilingualism. Her message reinforced the event's commemoration of our milestones and addressed the continuing work being done to advance the civil rights of immigrants and English Language Learners 50 years after the passing of landmark legislation.

The conference delivered breakout workshop sessions covering topics such as the newly published Academic and Linguistic Demands, Digital Storytelling, Dual Language Immersion, Multi-cultural Education Support, LGBTQ+ and ELLs, Partnering with Indigenous Cultural Groups, Program Quality Review (PQR) in Dual Language Programs, Raising Awareness and Supporting Immigrants Through Technology, Teacher Insights on Trauma-Informed Practices, and the New York State Seal of Biliteracy.

Associate Commissioner Alvarez closed the proceedings by thanking all attendees, presenters, honored guests, students and event coordinators, all of whom came together and created a productive and memorable day. Final remarks were followed by distribution of CTLE certificates for educator attendees. [Click here](#) to access the conference program with the schedule, workshop descriptions, and presenter biographies. We look forward to welcoming educators again next year.



Attendees “talk and turn” during one of the Voices United break-out sessions



Nearly 300 attendees participate in Voices United 2024 at Fordham University



Associate Commissioner of OBEWL, Elisa Alvarez and NYSED Commissioner, Dr. Betty Rosa



Dr. Ayanna Cooper, Author of And Justice for ELLs, delivered a highly engaging keynote



Deputy Commissioner for P-12 Instructional Support, Angelique Johnson-Dingle; OBEWL Associate Commissioner, Elisa Alvarez; NYS Regent Dr. Amalia Ferrer; and Assistant Commissioner of Access, Equity, and Community Engagement, Dr. Anael Alston



Diane Howitt, Executive Director of NYC RBERN; Dr. Roser Salavert, Fordham University; Dr. Betty Rosa Commissioner of NYSED; Dr. Anita Batisti, Forham University, and New York State Regent, Dr Aramina Ferrer



Western Suffolk BOCES District Superintendent, April Poprilo, celebrates the event with the OBEWL staff.



Janet Correa-Longo, Director of Multilingual/Bilingual Education, Buffalo Public Schools, and Mike Duffy, Executive Director, RBERN West



Rachael Wasilewski and Vanessa Gulfo of the Hudson Valley RBERN



Dr. Jordan Gonzalez, Long Island RBERN



Ariana Concepcion of Riverdale Kingsbridge Academy introduces the Student Panel



Recent New York State High School Graduates share and reflect on their experiences learning English and receiving the New York State Seal of Biliteracy (NYSSB)



NYS Language RBERN Shares Professional Learning Opportunities from University of Salamanca

The New York Statewide Language RBERN has partnered with embassies and consulates to identify professional learning opportunities for New York's language teachers. Below is information regarding a unique opportunity from the University of Salamanca, Spain. We invite our World Language teachers to a video presentation of online courses offered by the University of Salamanca for training teachers of Spanish as a world language. During this online conference on December 4th, announcements will be made explaining the online, asynchronous, and tutored courses that will be offered during the year 2025.

These courses are of different duration, are given throughout the year, and have the official certification of the University of Salamanca. Further, 10 scholarships will be raffled to the conference attendees. Click [here](#) to register for this event.

CURSOS EN LÍNEA
DE FORMACIÓN PARA PROFESORES DE ESPAÑOL

4 de diciembre
¡RESERVA LA FECHA!

HORA DE ESPAÑA	HORA DE LOS ANGELES	HORA DE NEW YORK	HORA DE ATENAS
6:00 PM	9:00 AM	12:00 PM	7:00 PM

SEMINARIO WEB

- SORTEO de 10 becas entre los asistentes.
- Todos los participantes recibirán un regalo promocional.

ENL & Bilingual Teacher Leadership Consortium

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

New York State Seal of Biliteracy School Notification Form Deadline Approaches

In 2023-24, more than 10,600 students from about 500 schools earned the New York State Seal of Biliteracy (NYSSB). Each year, the number of schools that offer this award has grown by about 15%. In 2024-25, we anticipate about 575 schools will sign on to offer the Seal of Biliteracy.



2024 NYSSB Graduates from Ossining High School

Whether your school has been offering the NYSSB since the beginning or whether 2024-25 will be your first year of implementation, all schools intending to offer the NYSSB must submit the NYSSB School Notification form to NYSED. This form is submitted annually to notify NYSED of a district or school's intent to offer the NYSSB in the current school year. The deadline to submit this form is December 1st in each year that the NYSSB is offered. On this form, schools provide basic information on the school, contact information, and numbers of students in identified subgroups eligible to pursue the NYSSB. The template of the form is provided as both a [Word document](#) and a [PDF](#), so that schools can gather the required information prior to entering it on the actual [online form](#). Please note that the template may not be submitted to NYSED; schools must fill out the online form provided. District schools within New York City are not required to complete this form as the Office of Multilingual Learners submit the information on behalf of all district schools. Charter and non-public schools across the state, including those in New York City, must submit the online NYSSB School Notification Form.

We encourage all schools to view the recording of the webinar "[Completing the NYSSB School Notification Form](#)" available on our website. Educators who watch the recording can earn one hour of CTLE credit by earning at least a 7 out of 10 on an online post assessment, which can be found on the webinar's webpage.

For any questions relating to the completion or submission of the NYSSB School Notification form or the NYSSB in general, please contact Candace Black at nyssb@nysed.gov or (518) 473-7505

The 54th NYS TESOL Annual Conference 2024
October 19 Virtual Day
November 14 - November 16 In-Person Days
Hyatt Regency Rochester

Keynote Speakers:

- Dr. Fernanda Liberali
- Dr. Jasmin Cowin
- Dr. Andrea Honigsfeld
- Dr. Lillian Ardell
- Dr. Diane M. Wynne
- Mr. Ron Woo
- Dr. Maite T. Sánchez,
- Dr. Pejman Habibie
- Dr. Justin Gerald
- Prof. Leila Kubesch

**"Pathways to Empowerment:
Navigating Agency and
Affirmation through
TESOL"**

54th ANNUAL CONFERENCE
2024
VIRTUAL

Long Island Bilingual/ENL Coordinators' Networking Meeting and Teacher Town Hall

The task of building multicultural learning communities requires a genuine commitment from leaders and pedagogues. Driven by her strong commitment and dedication to providing equitable academic opportunities and experiences to all English Language Learners (ELLs) in the state of New York, Associate Commissioner, Elisa Alvarez led two professional workshops coordinated by the Long Island RBERNs this past October.

Ms. Alvarez delivered a heartfelt message and a call to action to “Validate, Elevate, and Impact” every ELL and their families. She shared this message with a group of 101 school leaders representing 81 school districts, including program directors, assistant principals, assistant superintendents, and superintendents during the morning session.

The afternoon session was dedicated to the first LI Teacher Town Hall, where 35 teachers from 11 districts attended. They were given the opportunity to ask questions, shared successes, and offer suggestions directly to OBEWL.

Ms. Alvarez celebrates these opportunities to personally interact with everyday champions from the field that dedicate their efforts to creating of school and classroom environments in which scholars feel seen, experience success, and are empowered to build prosperous futures for themselves and their communities. The enthusiasm sparked by this visit to the LI region translated into a significant affiliation of administrators to the NYS ELL Leadership Council, which meets monthly with the purpose to design and implement academic and linguistic programs that will ensure the success of each and all ELLs. Building on the work of this community, OBEWL will launch the ENL & Bilingual Teacher Leadership Consortium in January 2025 (see flyer and link on page 4).

Ms. Alvarez and the entire OBEWL team are very much appreciative for the support and participation offered during this event by both Dr. J. Varela, Eastern Suffolk BOCES District Superintendent, and Ms. April Poprilo, Western Suffolk BOCES District Superintendent. We also extend our heartfelt gratitude to the LIRBERN team led by Ms. Christa Stevenson for creating this very meaningful opportunity.



*OBEWL Associate Commissioner,
Elisa Alvarez*



Attendees of the Long Island Teacher Town Hall

Understanding McKinney-Vento: Support for Immigrant Students

The McKinney-Vento Homeless Assistance Act plays a crucial role in ensuring that ALL students have access to a stable learning environment. Originally enacted to assist homeless individuals and families, the act's provisions extend to our refugee and immigrant students that may be facing housing instability. As we consider how McKinney-Vento applies to these students, it is essential to understand the challenges they may encounter and the protections available to them.

What Is McKinney-Vento?

The McKinney-Vento Act is a federal law that was established in 1987 to address the needs of homeless children and youth. New York State laws clarify a number of these federal protections. Homelessness is defined as lacking a fixed regular and adequate nighttime residence. It Students experiencing homelessness have the right to:

- A free, appropriate education.
- Enroll in school immediately, even if they lack the documents typically required for enrollment, or if they have missed enrollment deadlines.
- Enroll and attend classes while the necessary documents are gathered. This may include physicals and immunizations.
- Attend their school of origin, or the school they last attended, which can be vital for maintaining educational continuity.
- Receive transportation assistance to ensure they can get to school.
- Access support services, such as tutoring and counseling, to help them succeed academically.

How Does McKinney-Vento Support Immigrant Students?

For many immigrant students, housing instability is a pressing issue, whether due to economic challenges, family separation, or the search for better opportunities. All students who are covered by McKinney-Vento, including unaccompanied minors and other immigrant students that can be considered homeless, have the right to enroll in school immediately, even if lacking documents normally required for enrollment. This provision is crucial for refugee students who might have fled conflict or persecution. The newly arrived immigrants may not yet have found permanent housing in order to establish residency, but they are entitled to have immediate access to education. Schools are mandated to treat these students fairly and provide them with equal opportunities to participate in school activities. In matters of enrollment, as in all other aspects of their education, immigrant students should not face discrimination based on their status.

Each school district is required to have a McKinney-Vento liaison. These liaisons play a vital role in identifying and supporting immigrant students. They can help connect families with resources such as food, shelter, and legal aid, to ensure that students' basic needs are met. Schools must create an inclusive environment that acknowledges and respects the diverse backgrounds of immigrant students. This includes providing language support services, counseling, and culturally and linguistically relevant programs.

Despite these legal protections, immigrant students often encounter unique challenges. Language barriers, cultural differences, and trauma from displacement can hinder their academic success and social emotional learning. Additionally, the fear of deportation or separation from family can create significant stress and anxiety.

To effectively implement the provisions of McKinney-Vento, schools must foster a welcoming environment for immigrant students. Staff should be trained to understand the unique needs of immigrant and homeless students. Creating partnerships with community organizations that provide additional support and resources is imperative.

The McKinney-Vento Act is a vital resource for immigrant students experiencing homelessness. By ensuring their right to education and access to essential support services, we can help these students overcome barriers and achieve academic success. It is our collective responsibility—educators, community members, and policymakers—to advocate for these vulnerable populations and ensure that all students, regardless of their circumstances, have the opportunity to thrive.

By raising awareness and promoting understanding of the McKinney-Vento Act, we can create a more inclusive educational environment that values diversity and supports the unique journeys of immigrant students.



Upcoming Webinars for World Language Educators

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) welcomes Modern and Classical Language educators to take advantage of the final two world language webinars of 2024. These professional learning webinars are held from 4:00-5:00 pm and are free for NYS educators. Attendees can earn a certificate of attendance or CTLE. All 1-hour webinars are recorded for on-demand viewing at a later date.



[Using Authentic Resources for Proficiency Development from Checkpoint A to Checkpoint C](#)

by Amanda Silva (Tuesday, December 10, 2024, 4:00-5:00pm via Zoom)

For world language teachers, especially those who teach multiple levels, a key question is how to develop students' proficiency across grade levels and proficiency Checkpoints. In this webinar, the presenter will invite teachers to rethink the use of authentic resources as a tool for proficiency development from Checkpoint A through Checkpoint C. She will show how authentic resources, when paired with standards-based learning tasks and assessments differentiated by proficiency target, promote proficiency development. Participants will come away with strategies for using authentic resources creatively across the Checkpoints and ideas for saving time in planning.

Click [here](#) to download webinar flyer. Click [here](#) to register.



[Classical Language Lesson Planning – From Unit Plan to Lesson Plans: Putting the Pieces Together](#)

by David Pellegrino (Tuesday, December 17, 2024, 4:00-5:00pm via Zoom)

In this session, participants will learn how to develop thematic unit-based lesson plans aligned to the revised Classical Language standards. The presenter will demonstrate how lesson plans can move naturally from input to output to help students make continuous progress in developing their language proficiency and requisite cultural knowledge. Click [here](#) to download the webinar flyer.

Click [here](#) to register.

Mid-West RBERN Attends the Wayne County Partnership Career Carnival

On October 3, members of the Mid-West RBERN team set up at the Wayne County Career Carnival with the mission of exciting eighth grade students about the possibility of careers in teaching English to Speakers of Other Languages (ESOL). The event was held at the Wayne County Fairgrounds in Palmyra, New York, and was sponsored by the Wayne County Partnership—a group of county and non-profit agencies, school districts, faith-based communities, and parents committed to families in Wayne County. The RBERN team answered questions about what ENL teachers do, and why they love the job. The career fair was full of hands-on activities and demonstrations by professionals and businesses around the region to spark interest in fields that students may not have considered. Students who visited the Mid-West RBERN table learned that being an English as a New Language or bilingual education teacher is an excellent option for anyone who loves languages, working with students of ALL ages, and is interested in opening a world of travel opportunities.

Hundreds of students rotated through stations to explore job opportunities in the Arts and Humanities, Business and Information Systems, Engineering and Technology, Health Services, Natural and Agricultural Sciences, and Human and Public Services. It was a fun day out for students not yet in high school and a rewarding day out of the office for the Mid-West RBERN team. It was also another excellent reminder for the team of why they got into the field in the first place, and that everything is ultimately for the students.



Wayne County students meet with Mid-West RBERN Staff to discuss career choices

A Brief History of Bilingual Education

Figure 1



Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center.

This year marks the 50th anniversary of key landmarks in the equitable education of all students, including *Lau v. Nichols*, the ASPIRA of New York Consent Decree, and the Equal Educational Opportunities Act (EEOA). As we commemorate these achievements, it's important to consider the full history of Bilingual Education in our country and to reflect on how much of our education system can be shaped or reshaped by a single court ruling. Education, as a field, often mirrors shifts in political power, and these pivotal moments remind us of the ongoing struggle to ensure equal educational opportunities for all.

What Would Our Forefathers Think?

A common refrain among constitutional originalists is, "What would our forefathers think about this?" While the U.S. Constitution doesn't explicitly mention education, its framers' views on the subject can still offer some insight. Thomas Jefferson championed the idea of free education for all and supported multilingualism. In his [*Bill for the More General Diffusion of Knowledge*](#), Jefferson argued for the teaching of Latin and Greek in schools, acknowledging the importance of language within a broad educational foundation. Given his own linguistic abilities (he spoke at least four languages) it's clear that Jefferson valued multilingual education.

Early Bilingual Education in the U.S.

Bilingual Education has deep roots in American history. In the early 1800s, bilingual schools were commonplace, especially in regions with large immigrant populations. In 1839, Ohio became the first state to pass a bilingual education law; other states with diverse populations, including Louisiana and New Mexico, established French-English and Spanish-English bilingual programs. Across the country, informal bilingual programs existed in languages such as Norwegian, Italian, Polish, and many Indigenous languages.

The Impact of Immigration and Political Shifts

The arrival of new immigrant groups in the late 19th century, and the political responses to it, shaped the trajectory of bilingual education. The Chinese Exclusion Act of 1882, followed by an English-only movement led by figures like Theodore Roosevelt, reflected a national push for assimilation rather than accommodation. While Roosevelt wasn't inherently anti-immigrant, his belief in compulsory English language acquisition within five years set the stage for future educational policies aimed at "Americanizing" immigrant children. By the early 1900s, German immigrants, the largest group of new immigrants at the time, had access to bilingual education programs. However, World War I sparked anti-German sentiment, and in 1919, Nebraska passed a law banning foreign language instruction. The Supreme Court overturned this law in *Meyer v. Nebraska*, affirming that this ban violated the 14th Amendment's Equal Protection Clause.

The Civil Rights Era and Bilingual Education

The Civil Rights Movement of the 1960s was pivotal in advancing bilingual education. The 1964 Civil Rights Act and the 1965 Elementary and Secondary Education Act (ESEA) laid the foundation for federal funding to support low-income students, including those who spoke languages other than English. In 1968, the Bilingual Education Act was signed into law, providing federal funds for bilingual programs but not mandating their implementation. As a direct result, the NYS Office of Bilingual Education was formed in 1969, and New York's Education Law was amended to include verbiage supporting bilingual education. A landmark moment came in 1974 with the *Lau v. Nichols* Supreme Court case. The Court ruled that the San Francisco School District's failure to provide English language instruction to Chinese-speaking students violated the Civil Rights Act of 1964. This decision required schools nationwide to offer equal educational opportunities for English Language Learners. That same year, the Aspira Consent Decree was signed, ensuring that New York schools would provide Bilingual Education to students, who shared a common home language. At the federal level, the Equal Educational Opportunities Act (EEOA) of 1974 mandated that school districts take steps to eliminate educational discrimination and ensure that linguistically diverse students had equal access to quality education.

A Brief History of Bilingual Education (cont.)

Building on Legal Precedents

The fight for bilingual education continued through the 1980s. In the 1981 *Castañeda v. Pickard* case, the court established a three-part test for evaluating bilingual education programs. These programs had to be based on sound educational theory, effectively implemented, and regularly assessed to ensure they met students' needs. In New York, Commissioner's Regulations Part 154, initially enacted in 1981, and most recently updated in 2014, set the requirements for the ELL education. New York State has been a leader in bilingual education, and its policies serve as a model for the rest of the country. Federal initiatives like the Every Student Succeeds Act (ESSA) and the joint Department of Education/Department of Justice 2015 *Dear Colleague* letter, which provides guidance to states and school districts "in meeting their legal obligations to ensure that [ELL] students can participate meaningfully and equally in educational programs and services," affirm many of the protections and standards New York has long embraced.

The Future of Bilingual Education

As we look to the future, the New York State Department of Education recognizes bilingualism and biliteracy as key assets in today's global economy. The Office of Bilingual Education and World Languages (OBEWL) is committed to fostering a multilingual society by providing rigorous bilingual programs that support both home language development and literacy. In particular, the New York State Seal of Biliteracy offers students the opportunity to demonstrate their proficiency in multiple languages and gain recognition for their multilingual abilities. For educators interested in learning more about the history and evolution of bilingual education, the New York State Archives offers a collection titled [Voices United – Advancing ELL Civil Rights and Building Pathways to Multilingualism](#). This collection highlights primary sources that have shaped bilingual education policy and provides engaging lesson resources for students to explore this important area of American history. As NYSED moves into the future with its [Graduation Measures initiative](#), the department will work to fulfill the Portrait of a Graduate learning framework. Bilingual Education supports multiple categories within the portrait, including Critical Thinker, Cultural Competence, Effective Communicator, and Global Citizen.



Strengthening the Teacher Pipeline: 3rd Annual Careers in Education Conference Aims to Inspire High School Students



Students in Buffalo engage with ESOL and Bilingual professionals in a push to fill the Teacher Pipeline.

Over the next decade, New York State is projected to need 180,000 new teachers, highlighting the critical importance of careers in education. In response, Erie 1 BOCES, in partnership with local school districts and higher education institutions, hosted the *3rd Annual Careers in Education Conference*. This one-day event welcomed nearly 200 high school juniors and seniors from 18 school districts to explore the diverse opportunities within the education field.

Buffalo State University hosted this year's event, which has traveled to a new university each year since its inception. The conference featured a keynote address and breakout sessions with panels of educators at various career stages, representing different content areas and school support divisions. The goal was to engage students and demonstrate how their passions can lead to rewarding careers in education. Attendees also had the chance to network with local educators from outside their districts, as well as representatives from nearby colleges and universities.

The RBERN West team joined various higher education partners to bring awareness to the fields of ESOL, Bilingual Education, and World Languages. Former RBERN West Executive Director, Michael Duffy, offered greetings during the event opening and facilitated two panels that included voices of ESOL teachers and teacher candidates.

The Careers in Education Conference is one of many initiatives led by Erie 1 BOCES aimed at strengthening the teacher pipeline and supporting educators from high school through their professional careers.

Long Island RBERN Executive Director Christa Stevenson Named Eastern Suffolk BOCES Administrator of the Year

Christa Stevenson, Executive Director of the Long Island Regional Bilingual Education Resource Network (L.I. RBERN), has been honored with the prestigious Eastern Suffolk BOCES Administrator of the Year Award. Christa has dedicated over two decades to serving the L.I. RBERN. Throughout her tenure, she has exemplified outstanding leadership and innovation, significantly impacting the educational landscape across Nassau and Suffolk Counties.



Under her direction, L.I. RBERN has flourished, supporting a vast network of 125 school districts on Long Island. Christa has been instrumental in spearheading major statewide initiatives for the NYSED Office of Bilingual Education and World Languages (OBEWL). One of her recent notable contributions includes serving as project lead for the development and professional learning support for the "[Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners \(ALDs\)](#)."

Christa's unwavering commitment and visionary approach to bilingual education have not only enhanced the capabilities of L.I. RBERN but also enriched the lives of countless educators and students throughout the region. Christa's receipt of this award is a testament to her exceptional qualities of innovation, leadership, and her profound influence on educational practices and policies. We celebrate Christa Stevenson for her outstanding achievements and leadership in the field of English Language Learner programs.

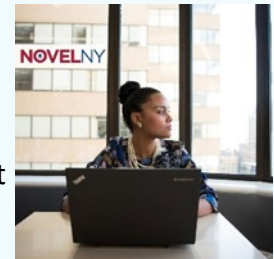
NEWS

FROM other DEPARTMENTS and AGENCIES



NYSED presented its robust timeline and implementation plan aimed at transforming education in New York, aligning with the recommendations from the Blue Ribbon Commission on Graduation Measures. [Find details here.](#)

Looking for something? [Have you checked NOVELny?](#) Magazines, newspapers, research and reference sources, and more are available to New York State residents at no cost, 24 hours a day, 7 days a week.



November is Native American History Month! Join us as we honor the cultural heritage, diverse histories, & continuing contributions of Native People. We invite you to explore upcoming New York State Museum and statewide programs and [educational resources here.](#)

[The NYS Talking Book & 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.



The NYSED Office of Higher Education presented a [proposed amendment](#) to the Rules of the Board of Regents relating to the evaluation of classroom teachers and building principals.

Interior Designers use STEAM principles on a daily basis – they plan, design, supervise, & consult on non-structural elements of interior spaces. If you're interested in a career in design, [learn more](#) about this profession.



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](#)

Office of Bilingual Education and World Languages

New York State Education Department

Albany office: 89 Washington Avenue – 301EB, Albany, NY 12234, (518) 474-8775

Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585) 344-2002

Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445

[OBEWL Home Page](#)

[Bilingual Education website](#)

[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 (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.

