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Dear Colleagues,

It is a privilege to greet you once again. Many changes in leadership have taken place at the New York State Education Department (NYSED). Close to our heart and home, Deputy Commissioner of P12 Education, Dr. Kimberly Young Wilkins, has announced her retirement. I would be remiss if I did not take this time to thank her for her fearless and unending support. Dr.

Bridges to Academic Success is a curriculum development, teacher training project targeted at school improvement for Students with Inconsistent/Interrupted Formal Education (SIFE). The project is an extensive collaboration among CUNY researchers and content developers, language and literacy teachers, and school administrators in secondary schools throughout New York State. All materials are designed to meet the language, literacy, academic, and social-emotional needs of newcomer students. The mission of Bridges is to advocate for newly arrived immigrants with developing literacy by providing curriculum, resources, and training to educators. Below are spotlights on three educators who use the Bridges program.

Eymi Delgado is a Spanish-English bilingual speaker who teaches ENL to 8th graders at Roosevelt Middle School in Long Island and uses both languages to support her SIFE. It is her teaching philosophy that supporting her students to learn independently can have an enormous impact on the rest of their lives. Being able to connect with her students remains a priority, and helping them succeed academically is her passion. The Bridges curriculum has been key in achieving her teaching goals. For Eymi, teaching during COVID has been challenging, but she has seen her Bridges students show progress and growth. Eymi teaches the Bridges curriculum in a hybrid environment where some students are in person while other students are learning from home. This year, despite setbacks caused by the

pandemic, she has seen high engagement and attendance from her students, as they are willing to learn, accomplish, and succeed.

Wilson A. Castro is the Assistant Principal at John Jay High School. He has worked with English as a New Language (ENL) and Newcomer students since he began his career in education 15 years ago. Aside from the usual responsibilities of helping students become academically successful and socially responsible well-rounded citizens, he has worked arduously along with his school's ENL teachers to make the Bridges program a staple at John Jay HS. ENL students have been at the forefront of his focus, not because they are the most important, but because they are the most vulnerable. He further explains that, "as educators we are called to make certain that a proper education is provided to all." Wilson's goal has always been to establish equity in the way curriculum is presented for his students, so that they may have a better and greater understanding of it. As an administrator, he has been charged with providing students with a viable program that will allow them to become academically successful, as well as independent learners. To this end, they have partnered with the Bridges program to help their SIFE solidify their literacy base and to provide them with an engaging curriculum.

Heidi Lloyd is an ENL teacher at Skaneateles High School. As an AmericaCorps member, Heidi developed an adult citizenship program, taught Pre-K to mostly ELLs, and co-created an initiative to support English language acquisition for adult male newcomers from Cuba. This is when Heidi

This is the third in a series of articles about family engagement activities being conducted throughout New York State

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In an effort to assure that as many educators as possible are prepared to revise their Checkpoint A curricula prior to implementation of the revised NYS Learning Standards for World Languages in September of 2023, OBEWL will host collaborative unit design workshops in the summer of 2022 in eight regions of New York (Capital, Hudson Valley,

The Administrator's Reference Guide for World Languages is a three-part series of one-page briefs for administrators on the Revised NYS Learning Standards for World Languages. Parts 1 and 2 are now available in

Southampton Union Free School District is home to one of our wonderful bilingual education programs. Upon entering the doors of either their elementary, middle, or high school you'll find a culturally rich, Spanish dual language bilingual program that begins in kindergarten and continues through twelfth grade.

Often there are so many questions surrounding implementation of dual language, especially through high school. Ana Martinez, Director of ENL, Dual Language/WL and Diversity, Equity and Inclusivity PreK-12, explains that while the work of advocacy for our English Language Learners (ELLs) can be difficult at times. In Southampton it has only fueled their fire and determination for bilingualism, biliteracy, and biculturalism.

Currently, 25.9% of their student population are ELLs. This percentage includes former ELLs, which is an important point that Director Martinez emphasizes. "The work doesn't stop once our ELLs reach that final level of proficiency according to the NYSESLAT. Students continue in bilingual education as they develop multiliteracies in both Spanish and English." Equity is a focus in the district; they strive each day to put that into action for all of their ELLs, honoring the belief that language, culture, and access must be at the forefront of their work.

Superintendent of Schools, Nicholas J. Dyno, Ed.D., took a stance for bilingual education through a decision he made only a couple years

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The RBERNs support OBEWL's mission to ensure that all students' individual educational paths and socio-



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.

