

# Comprehensive Update on Responses to English Language Learners

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May 2025

**Office of Bilingual Education and World Languages  
Questar III BOCES  
Eastern Suffolk BOCES  
Beacon City School District  
NYCPS Office of Multilingual Learners**

# OBEWL Priority Focus Areas



Standards and Instructional Support

Policy

Enforcement and Monitoring

Building Professional Capacity

# ELL Graduation Rates

## ENGLISH LANGUAGE LEARNERS GRADUATION RATE

SUBGROUP	TOTAL ENROLLED	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	199,129	171,794	86%	65,442	33%	102,048	51%	4,304	2%	889	0%	16,270	8%	1,082	1%	8,996	5%
English Language Learner	12,322	6,375	52%	157	1%	5,349	43%	869	7%	110	1%	3,781	31%	132	1%	1,915	16%
Non-English Language Learner	186,807	165,419	89%	65,285	35%	96,699	52%	3,435	2%	779	0%	12,489	7%	950	1%	7,081	4%
Ever English Language Learner	28,984	26,562	92%	8,781	30%	17,473	60%	308	1%	18	0%	1,612	6%	142	0%	647	2%
Never English Language Learner	157,823	138,857	88%	56,504	36%	79,226	50%	3,127	2%	761	0%	10,877	7%	808	1%	6,434	4%

# Regional Bilingual Education Resource Networks (RBERNs)

## RBERNS

- Capital Region RBERN
- Hudson Valley RBERN
- Capital/ Hudson Valley Share
- Long Island RBERN
- Mid-State RBERN
- Capital/ Mid State Share
- NYC RBERN
- West Region RBERN
- Midwest RBERN



## Featured professional learning opportunities:

- Leveraging Technology to Support Students from Trauma-Informed Backgrounds (HV RBERN)
- Navigating Multiple Identities: Supporting LGBTQ+ ELL Youth (RBERN West)
- Student Shadowing: Understanding the Social-Emotional Needs of Multilingual Learners (LI RBERN)
- Multicultural Education: How to Support Multicultural and Multilingual Learners (Capital Region RBERN)
- The Academic and Linguistic Demands in Bilingual Education: Strategic Instruction Across ELA & HLA (RBERN West)





# Addressing Teacher Shortage

- OBEWL has partnered with institutions of higher education to provide **11 Clinically-Rich Intensive Teacher Institutes (CR-ITIs)** across NYS
- The Department has provided additional flexibility for certified English to Speakers of Other Languages (ESOL) teachers to earn **Supplementary Certification** in a content area and for content area teachers to obtain Supplementary ESOL certification or a Supplementary Bilingual Education extension.

# Dual Language Immersion

OBEWL partnered with the U.S. Department of Education's Office of English Language Acquisition (OELA) and the Region 2 Comprehensive Center (R2CC) to visit two Dual Language Immersion (DLI) programs across New York State.

Specific lessons and information from these visits are featured in Dual Language Immersion (DLI) Playbooks.

OBEWL established the New York State DLI Consortium to continue partnership and coordination among districts.

**Foster meaningful opportunities for engagement.** School leaders emphasize engaging with schools, parents, boards of education, legislators, federal representatives, and communities when developing DLI program policies in the following ways:

- 🍏 Conducting targeted outreach about DLI enrollment options to communities that are linguistically, racially, ethnically, and socioeconomically diverse

**Example:** The schools in the Ossining Union Free School District in New York have for over fifteen years implemented [Proyecto ALCANCE](#), a district initiative to prepare immigrant-origin parents for school and civic engagement, involvement, leadership, and advocacy for their children and the members of their community through a servant leadership model.<sup>15</sup>



# Immigrant Student Supports

## PROTECCIÓN DE LOS DERECHOS DE LOS ESTUDIANTES INMIGRANTES EN EL ESTADO DE NUEVA YORK



Todos los estudiantes de 5 a 21 años tienen derecho a recibir educación pública gratuita, independientemente de su nacionalidad, país de origen o estado migratorio.



Las escuelas deben inscribir de forma inmediata a los estudiantes que son inmigrantes o viven en refugios y aceptar una variedad de pruebas de residencia.



Las escuelas deben ser un lugar seguro. Las autoridades policiales no pueden retirar a un estudiante de la escuela ni interrogarlo sin el consentimiento de sus padres.



Las leyes federales y del estado de Nueva York prohíben el acoso por parte de estudiantes o empleados por motivos reales o percibidos relacionados con la raza, el color de la piel, el origen nacional o el estado de ciudadanía.



Los refugiados y otros inmigrantes considerados personas sin hogar (esto incluye a aquellos que viven en hogares temporales o con otra familia) deben estar inscritos en la escuela, incluso si no tienen registros de vacunación. Los estudiantes deben recibir las primeras dosis de todas las vacunas requeridas durante los primeros 14 días de asistencia a la escuela.



**LÍNEA DIRECTA DEL NYS PARA PADRES DE ESTUDIANTES QUE APRENDEN INGLÉS**  
1-800-469-8224

Visite la **Oficina de Educación Bilingüe y Lenguas del Mundo (OBEWL)** en línea  
obewl@nysed.gov  
(518) 474-8775



(212) 414-8332  
obewl@nysed.gov  
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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

February 2025

TO: BOCES District Superintendents  
School District Superintendents  
Superintendents of Special Act School Districts  
Superintendents of State-Operated Schools  
Superintendents of State-Supported Schools  
Public School Administrators  
Non-Public School Administrators  
Charter School Leaders  
Special Education Directors  
Chairpersons of Committees on Special Education  
Administrators of Nonpublic Schools with Approved Special Education Programs  
Organizations, Parents, and Individuals Interested in Special Education

FROM: Elisa Alvarez, Associate Commissioner, Office of Bilingual Education and World Languages  
Dr. Santosh Oliver, Assistant Commissioner, Office of Standards and Instructional Programs  
Christopher Suriano, Associate Commissioner, Office of Special Education  
Dr. Giovanni Virgiglio, Executive Coordinator, Office of Religious and Independent School Support

SUBJECT: Option to Provide Virtual Instruction

Per §100.2(u) of the Regulations of the Commissioner of Education, school districts, Boards of Cooperative Educational Services (BOCES), registered nonpublic schools, charter schools, and educational programs operated by a state-operated, state supported, or approved private school for the education of students with disabilities, or administered or supervised by a state agency, are allowed, but not required, to leverage virtual instruction to provide uninterrupted learning opportunities to individual students who may be unable or averse to attending school, including during times of political uncertainty. This may include English Language Learners, immigrant and migrant students, as well as others who may be affected and reluctant to attend school in person due to concerns about their personal safety and security.

Any school exercising this flexibility must ensure that virtual instruction is inclusive, equitable, and reflective of students' diverse needs, while adhering to the parameters set forth by the Commissioner of Education. As defined in Section 100.1(y) of the Regulations of the Commissioner of Education,

Ages 9-12

LIVING WITH VIOLA

Rosena Fung

Annick Press. 2021. Graphic Novel/Realistic Fiction.

*Living with Viola* portrays Livy's struggle with self-doubt, anxiety, and the weight of her immigrant experience. She addresses the inner turmoil of navigating a new school, societal expectations, and a sense of not quite fitting in. The novel excels in its balance of humor and heaviness, managing to address serious topics such as depression and panic attacks with sensitivity while still infusing the narrative with warmth and humor.

Featured Author



ROSENA FUNG

Rosena (pronounced "Rosanna") Fung is an illustrator, educator, and comic artist. Fung's works draw from her own bicultural Chinese-Canadian experience, as well as transnational perspective, to explore and (re)visit moments in history and space. Fung attributes her writing ethos to her sense of accountability to the people she is writing about, and the stories she is presenting in her writing. Fung's literature includes debut graphic novel *Living With Viola*, Age 16, and

middle-grade anthology *Today I Am*. For *Living With Viola*, Fung received several starred reviews and was included on best of the year lists from the New York Public Library, School Library Journal, Kirkus Reviews, and the Bank Street College of Education. Fung's Age 16, published in 2024 by Annick Press, explores the complicated relationships between three generations, jumping in time between the experiences of three 16-year-old girls: Roz in Toronto in 2000; her mother, Lydia, in Hong Kong in 1972; and Roz's grandmother, Mei Laan, in Guangdong in 1954.

Related Resources:

Read Brave Toolkit for *Living with Viola*, March 2023:  
[tinyurl.com/guiderosena](https://tinyurl.com/guiderosena)

Dream Gardens: Talking Up the Children's Books We Love Podcast | Small Spaces- an interview with Rosena Fung: [tinyurl.com/guiderosena3](https://tinyurl.com/guiderosena3)

Learn More about Rosena Fung: [rosenafung.com](https://rosenafung.com)



SAMIRA SURFS

Rukhsana Gidroz; Illustrated by Fahmida Azim  
Penguin Random House. 2022. Sports Fiction.

Twelve-year-old Samira, a Rohingya refugee living in Cox's Bazar, Bangladesh, finds healing and strength through surfing. After fleeing violence in Myanmar, Samira discovers a group of Bengali girls who surf. She becomes determined to join them, despite her fears and the secrecy required to protect her family. As Samira begins secret surf lessons, she forms bonds of sisterhood with the girls and dreams of entering a surf contest that could change her life.

Ages 8-12

30

30

7

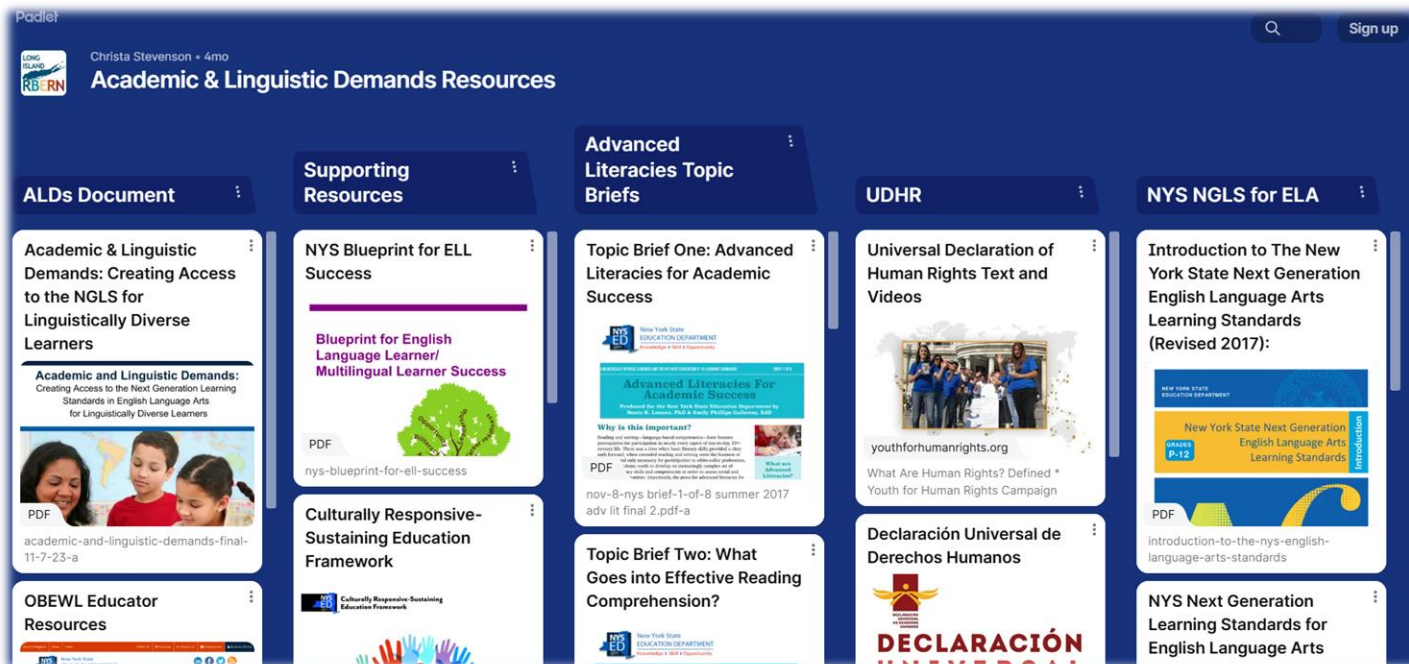


# Literacy Supports

## Applying the Science of Reading for linguistically diverse students

Professional learning to implement  
Academic and Linguistic Demands

Topic briefs addressing Science of Reading for  
English Language Learners and Multilingual Learners

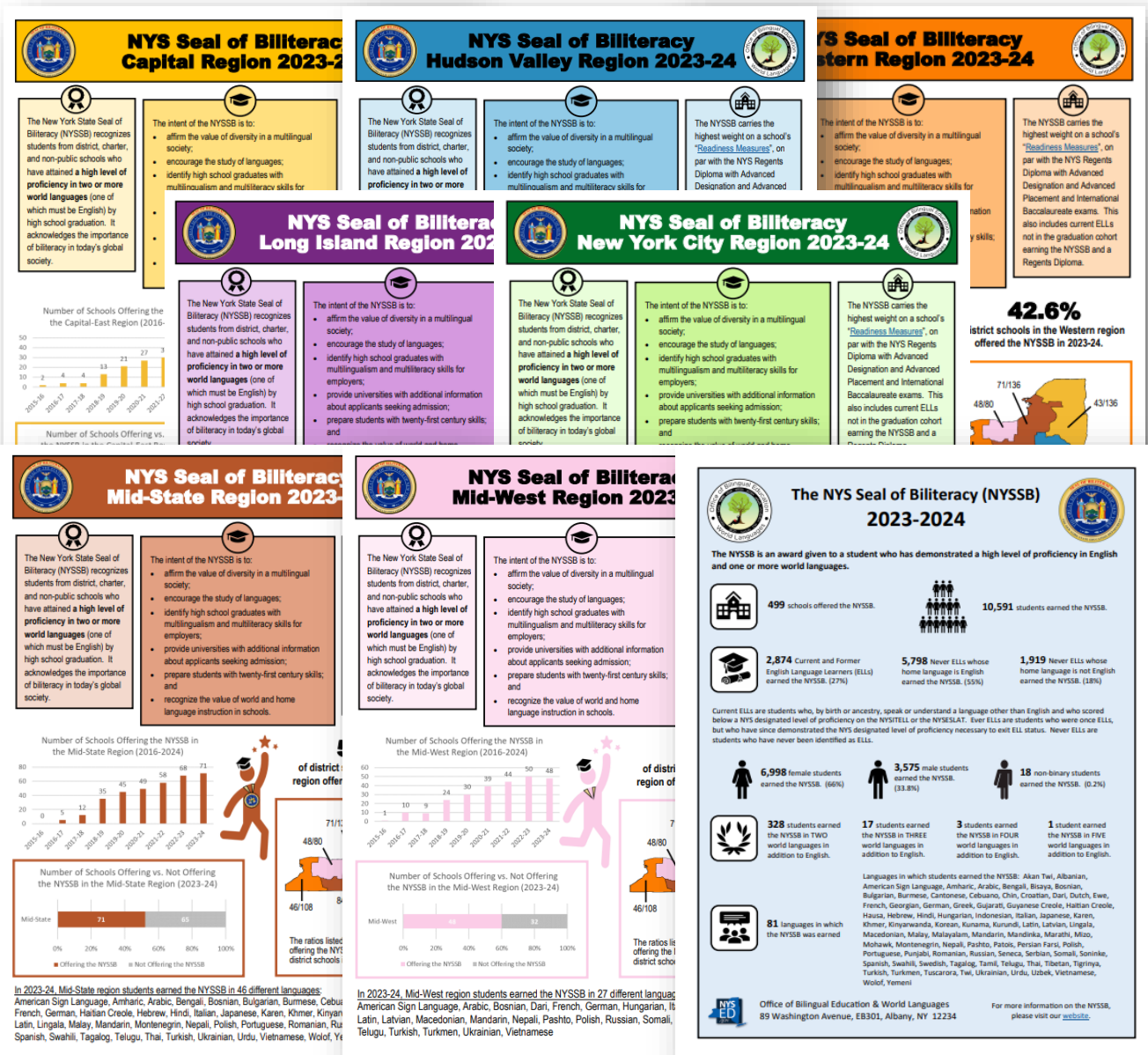




# Indigenous Language Program Supports



# New York State Seal of Biliteracy





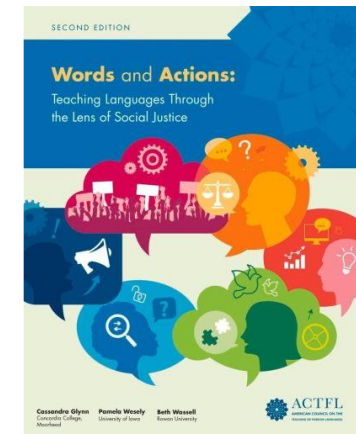
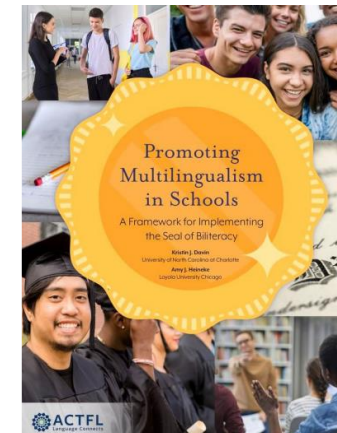
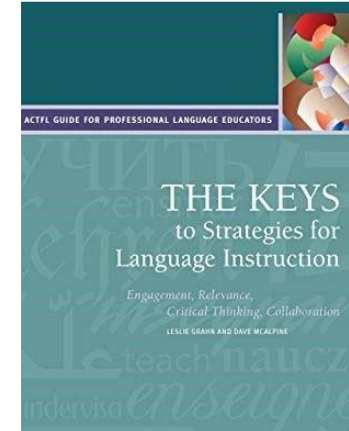
# World Languages

## World Language Learning Standards-Phased Implementation

- Standards will be introduced for students entering Grade 9 in 2024-2025.
- All Checkpoint A exams (following one full year of instruction) are aligned with new standards.

## Professional Learning

- Monthly webinar series
- In-person workshops
- State-wide and regional book studies







# Beacon City School District

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Dr. Sagrario Rudecindo-O'Neill, Assistant  
Superintendent of Curriculum and Student  
Support



New York State  
EDUCATION DEPARTMENT

[Knowledge](#) > [Skill](#) > [Opportunity](#)

The Beacon City School District is located approximately 65 miles north of New York City. It serves the City of Beacon and parts of the towns of Fishkill and Wappinger's Falls in Dutchess County. The school district is made up of one high school, one middle school, and four small elementary schools. The district serves 2947 students.

Beacon has a long, rich history of celebrating and affirming its diverse community.

In pursuing this Mission, we believe:

- The diversity of our community is a strength.
- In providing an equitable education for all students regardless of race, ethnicity, religion, socioeconomic status, disability, gender identity, or sexuality;
- A culture of care, including ensuring a safe and supportive emotional environment for all, will help ensure the wellness of the entire school community; and
- The district will utilize and distribute resources and programming in the most equitable manner possible.



**BEACON CITY SCHOOL DISTRICT**

Dedicated to Excellence in Education



# Demographics

Black or African American	14%
Hispanic/Latina	30%
Asian or Native Hawaiian Pacific Islander	2%
White	45%
Multi-Racial	9%
Multilingual Learners	3%
Students with Disabilities	19%
Economically Disadvantaged	47%





# Student Supports

- **Students with Interrupted Formal Education (SIFE) and Middle and High School**

- City University of New York (CUNY) Bridges Program
- The CUNY Bridges program is a CUNY-led program designed to support emergent bilinguals and newcomers, especially those labeled as Students with Limited or Interrupted Formal Education (SIFE). It focuses on building academic skills, including literacy and numeracy, to help students access grade-level content. The program offers various curricula and resources, including professional learning for teachers.
- **Student Resources:**
  - **Multilingual libraries**
  - **Decodable readers (Just Right Readers)**
  - **AI Supports**
  - **Chrome Translate extension (i.e., Google Slides translator)**

- **Students in Grades K-3**

- For students in grades K-3, in addition to research-based ENL teaching strategies, Foundations is a structured literacy program developed by Wilson Language Training that uses a multisensory approach to teach reading, spelling, and handwriting to students in Kindergarten through 3rd grade. It is based on the science of reading and aligns with MTSS/RTI frameworks.

- **Students in Grades 4-5**

- An accelerated, highly explicit, multimodal Tier 2 word study program for students in Grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

# Caregiver Support and Engagement

ENL/Multilingual Welcome Event

Caregiver Literacy Support Evenings

Caregiver University

Tech Support

Understanding Your Child's IEP and 504

Multicultural Celebrations

College and Financial Aid Informational Meetings

# Teacher and Staff Professional Learning

## In-house Professional Learning Facilitated by ASI

### Current Topics:

- **Creating Welcoming and Affirming Environments for Culturally Diverse Students**
- **We are All Teachers of ENL Students: Supporting ENL Students in All Classrooms**
- **What's in a Word? Vocabulary Acquisition for All Students**
- **Supporting Students and Immigrant Families**



# Teacher and Staff Professional Learning

## Partnership with Hudson Valley Regional Bilingual Education Resource Network (HVRBERN)



**In-house Professional Learning Facilitated by ASI**

**Current Topics:**

- **Creating Welcoming and Affirming Environments for Culturally Diverse Students**
- **We are All Teachers of ENL Students: Supporting ENL Students in All Classrooms**
- **What's in a Word? Vocabulary Acquisition for All Students**
- **Supporting Students and Immigrant Families**

# Eastern Suffolk BOCES

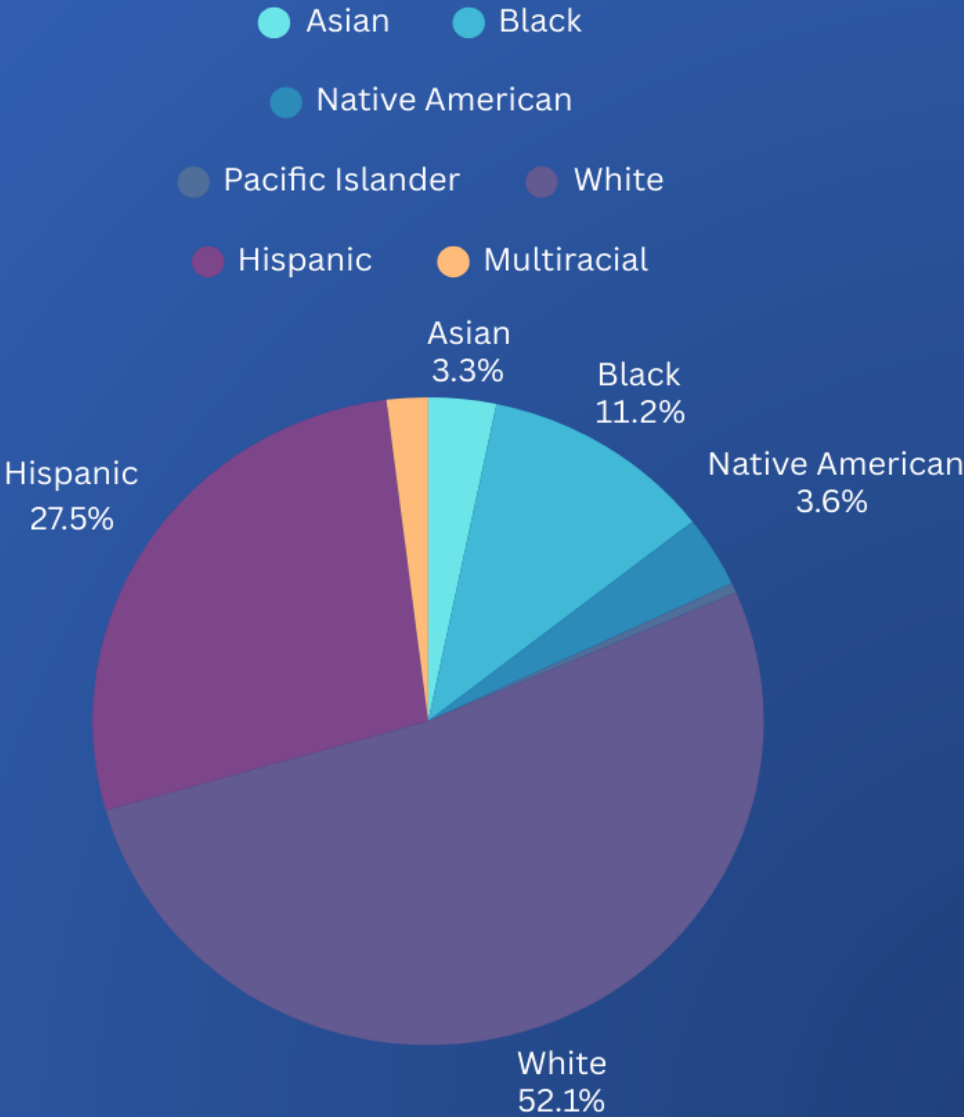
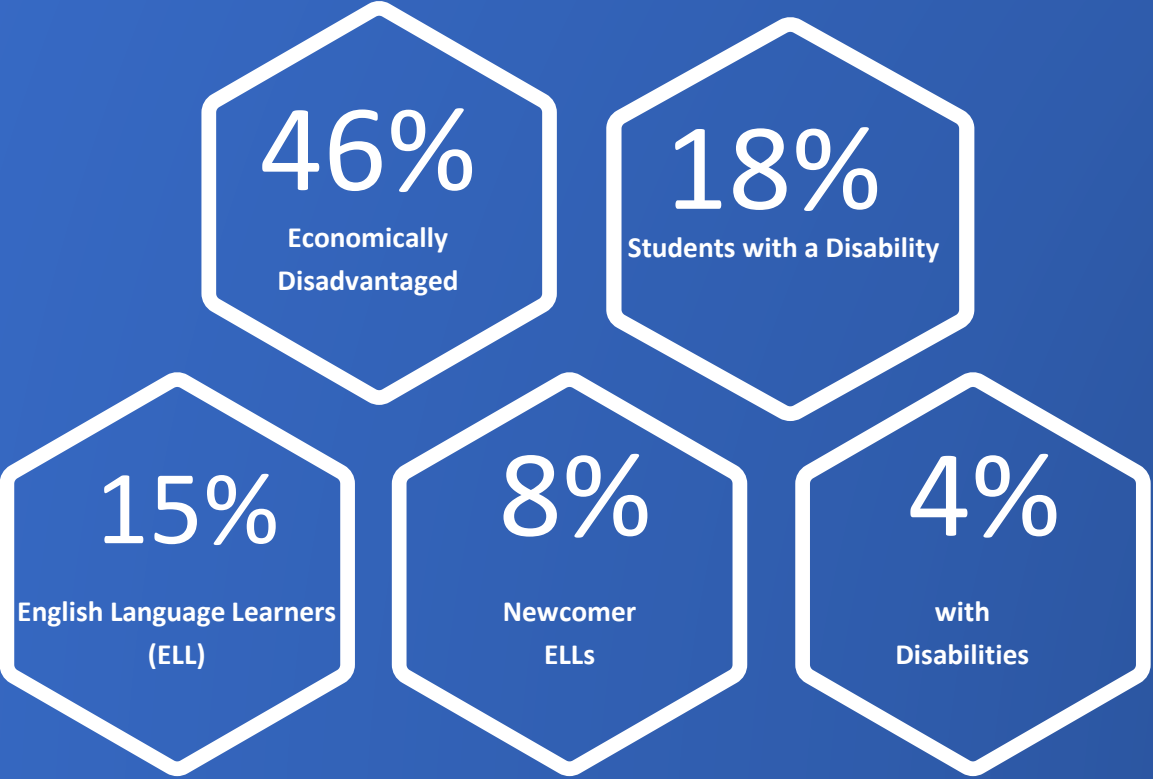
**Building Leadership through Serving Families,  
Rural Communities and ELL/MLs**



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# Eastern Suffolk BOCES Demographic Composition

148,454 Students





# Family Engagement Resources and Services

## Who

- Parents/caregivers of migrant students
- Parents/caregivers of ELL & ML students

## What

- Shifting enrollment trends
- Linguistic and cultural diversity

## How

- Direct services for students, parents and caregivers
- Family academies and resources

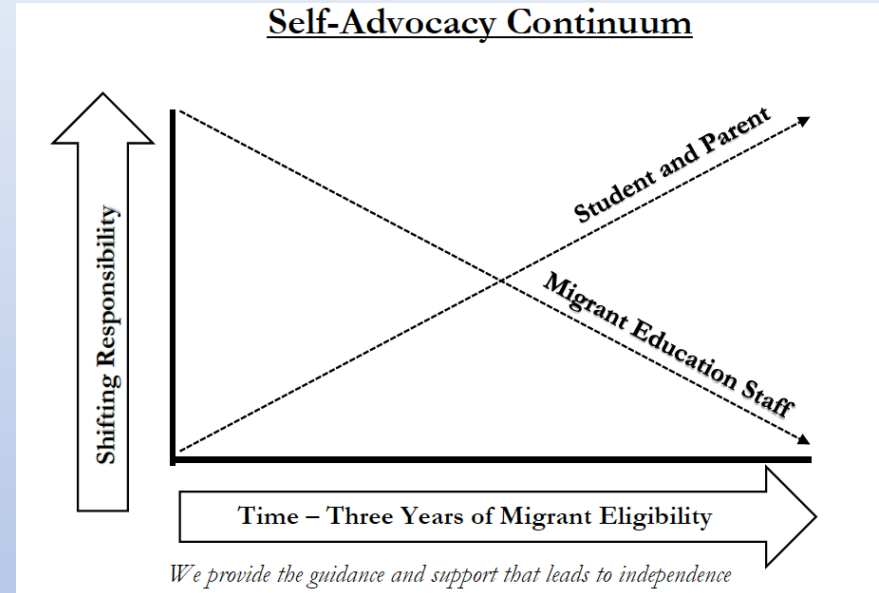
## Why

- Creating a welcoming and affirming environment
- Sense of belonging, community, and networking opportunities

## Impact

- Integration with the community
- Capacity building

# Support for Migrant & Rural Communities



Advocating For → Advocating With → Self-Advocacy

*We provide the guidance and support that leads to independence.*



# Indigenous Nations of Eastern Suffolk

- Language revitalization
- 1 Federal recognition
- 2 State recognition
- Montauk seeks State and Federal recognition



**Montauk Nation**



**Unkechaug Nation**



**Shinnecock Nation**



# Cultivating Teacher Leaders

## Long Island ELL/ML Teacher Leadership Collaborative

## Objectives

- “To-With-By” Model
- Networking and sharing best practices
- Empowerment
- Capacity and leadership skills building
- Multiple subgroups working on different projects

Dear Superintendent ,

I am pleased to inform you that teacher(s) from your district have been selected to participate in our newly established *Long Island English Language Learner/Multilingual Learner*

Town Hall  
World Languages

This collaborative  
meaningful  
together  
expertise  
community

Dear Colleagues,

Thank you for your valuable contributions during our recent town hall meeting on October 17th with Elisa Alvarez, Associate Commissioner of Education for Bilingual Education and World Languages. Your insights and dedication to enhancing educational outcomes for ELLs/MLs are greatly appreciated, and we're very excited to build on the momentum you helped create.

In response

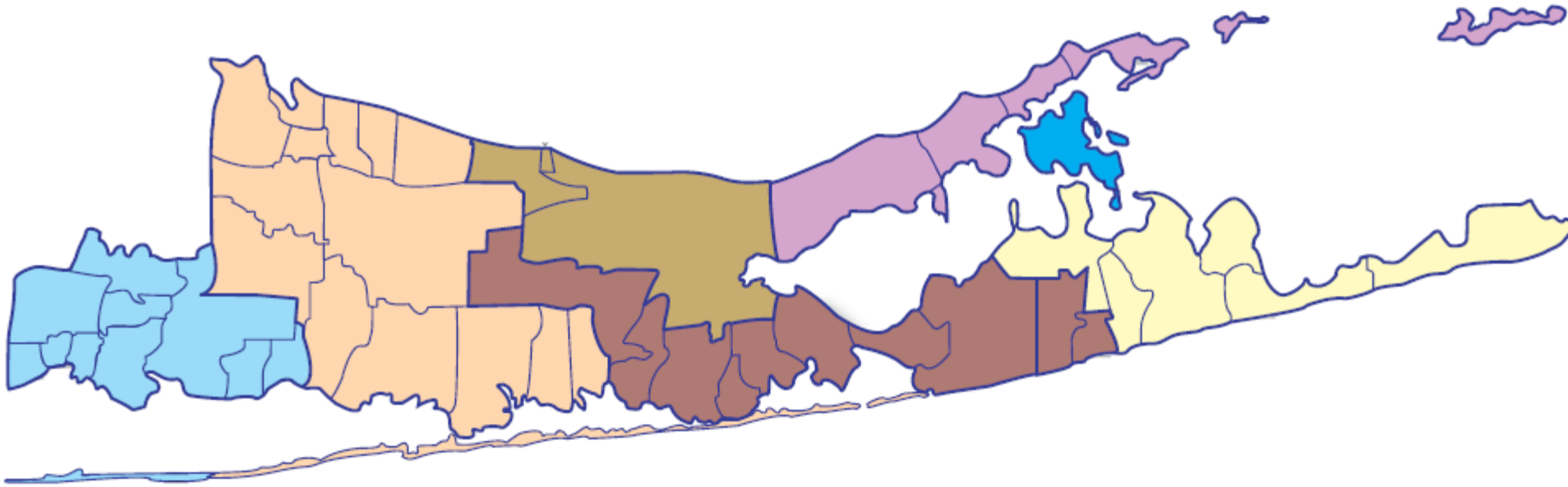
**ELL/ML Teacher Leadership Collaborative**  
practices, and

### Here's what you can expect:

- **Frequency:** The collaborative will meet monthly.
- **Format:** All meetings will be held virtually for convenience and accessibility.
- **Flexible Agenda:** The dates, times, locations, and topics for each session will be determined based on input from collaborative members, ensuring relevance to your needs and interests.



# Rural Communities of Eastern Suffolk Long Island



## Riverhead

- 44 Shoreham-Wading River CSD
- 45 Little Flower UFSD
- 46 Riverhead CSD

## Southold

- 57 Mattituck-Cutchogue UFSD
- 58 New Suffolk Common SD
- 59 Southold UFSD
- 60 Greenport UFSD
- 61 Oysterponds UFSD
- 62 Fishers Island UFSD

## Shelter Island

- 63 Shelter Island UFSD

## Southampton

- 47 Eastport/South Manor CSD
- 48 Remsenburg-Speonk UFSD
- 49 Westhampton Beach UFSD
- 50 Quogue UFSD
- 51 East Quogue UFSD
- 52 Hampton Bays UFSD
- 53 Tuckahoe Common SD
- 54 Southampton UFSD
- 55 Bridgehampton UFSD
- 56 Sagaponack Common SD

## East Hampton

- 64 Sag Harbor UFSD
- 65 Wainscott Common SD
- 66 East Hampton UFSD
- 67 Springs UFSD
- 68 Amagansett UFSD
- 69 Montauk UFSD



# Questar III BOCES



New York State  
EDUCATION DEPARTMENT  

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Knowledge > Skill > Opportunity

# Questar III BOCES

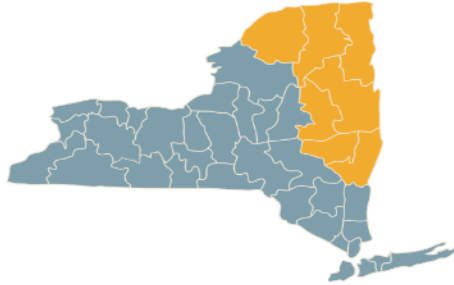
- Houses the Capital District RBERN
- Coordinates the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute
- Offers ESL Itinerant Services to component school districts and one of our Technical Schools

# Capital District RBERN at Questar III BOCES

## SERVICE RECIPIENTS

**149 SCHOOL DISTRICTS & 8 CHARTER SCHOOLS**

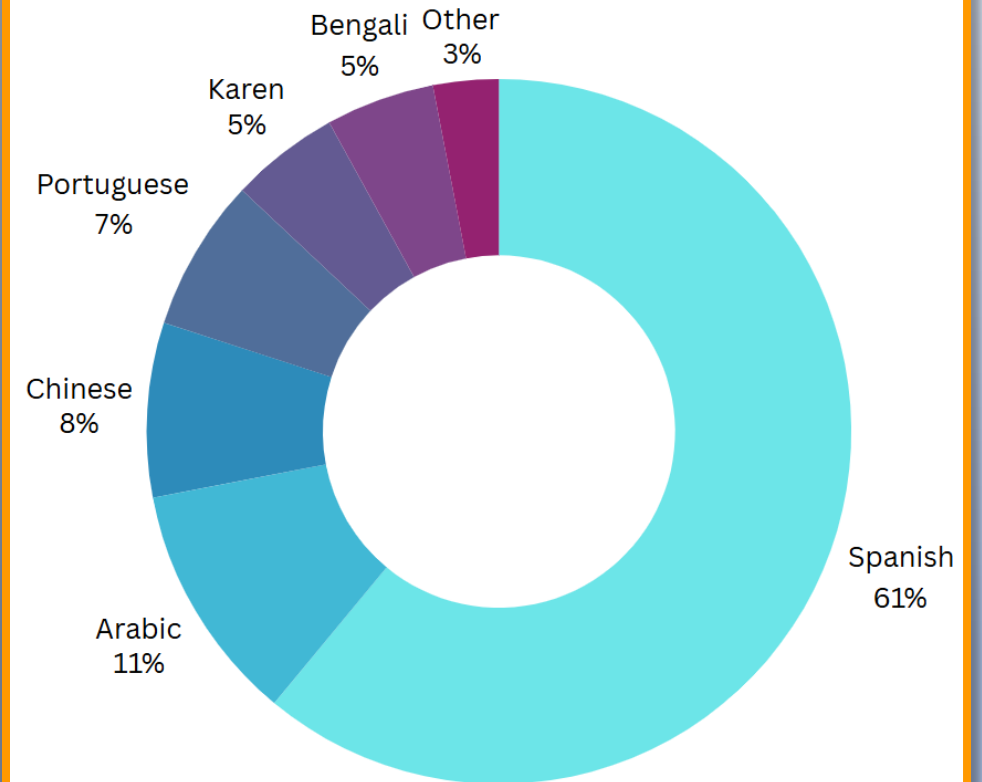
**8 BOCES:** Questar III (home), Capital Region, Champlain Valley, Franklin-Essex-Hamilton, Hamilton-Fulton-Montgomery, Herkimer-Fulton-Hamilton-Otsego, St. Lawrence-Lewis, Washington-Saratoga-Warren-Hamilton-Essex



**Population:**  
Over 5,000 English Language Learners

**Languages Spoken:**  
Over 75

## Top Language Spoken





# Capital District RBERN at Questar III BOCES

## We Offer:

- Professional Development (Regional and In-District)
- Job Embedded Coaching and Mentoring
- Technical Support on a Variety of Topics
- On-site Consultation
- ENL and Dual Language Program Design and Planning
- Family Engagement Activities
- Translation and Interpretation Referrals
- Title III and CR Part 154 Requirements Technical Support
- Seal of Biliteracy Implementation Support
- World Languages Workshops
- Angelo Del Toro PR/HYLI regional workshops

## Professional Development Impact: 2024-2025

In the 2024-2025 school year, the CD RBERN has:

- Facilitated 124 professional development workshops
- Served approximately 1,600 participants

These sessions took various formats to accommodate different learning preferences and scheduling needs:

- In-person
- Virtual
- District-specific training
- Regional BOCES workshops
- Collaborations with institutions of higher education

# Examples of Professional Development Topics Offered This Year

- Dual Language Bilingual Education 101 for Teachers & Administrators
- Dual Language Bilingual Education 101 for Parents: What are DLBE Programs?
- Dual Language - Bridging Spanish and English Instruction
- Enhance Your Instruction in Spanish: Basic Orthography and Grammar Skills for Teachers
- ENL 101 for Administrators and Teacher Leaders
- Strategies for Supporting Heritage Language Learners in the World Language Classroom
- Strategies for Supporting ELLs in the Mainstream Classroom
- Differentiation and Modifications for ELLs
- Empowering Language Learning: Scaffolding Strategies for English Language Learners through AI Integration
- Ethical Use of AI as a Student: Navigating Opportunities and Responsibilities
- Supporting English Language Learners Through AI Driven Scaffolding
- Scaffolding for Elementary ELLs Using AI
- Distinguishing Between Language vs. Learning Differences for English Language Learners
- ELLs Across the MTSS- i
- Teaching Math to Multilingual Learners
- Identification of Students with Interrupted Formal Education
- Supporting Students with Interrupted Formal Education (SIFE)
- Spelling and Phonemic Proficiency Unleashed
- Planning for ELLs using the Academic and Linguistic Demands
- Cultural Awareness Training: Multicultural Education
- How Teaching Assistants can use AI to support ELLs
- Creating a Welcoming and Affirming Environment: Strategies for Connecting with Your ELLs
- Embracing Diversity: Cultivating Multicultural Competence in the World Language Classroom

# Empowering ELLs and MLS: Dual Language Programs and Heritage Language Teaching

## Dual Language Programs

Albany International Academy (Established Program) & Schenectady School District- Developing Stages (Expected 2026)

We provide support, professional development, and guidance to promote bilingualism and biliteracy, aiming to:

- Develop fully bilingual and bicultural students proficient in English and Spanish.
- Ensure academic performance at or above grade level for both groups.
- Foster positive cross-cultural attitudes and behaviors.

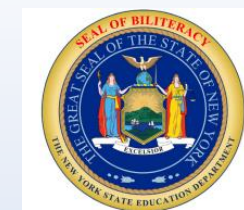


## Heritage Language Learning (HLL)

RBERN is committed to empowering English Language Learners (ELLs) and Multilingual Learners (MLS) by promoting heritage language learning as a key component of language development and cultural identity. Our support includes:

- **Professional Development** on culturally responsive teaching, scaffolding strategies, and the integration of AI tools tailored for native and heritage speakers of Spanish and other languages.
- **Curriculum Building** aligned with the revised NYS World Language Standards, with a focus on biliteracy development.
- **Classroom Visits and Coaching** to support instructional practices and student engagement.
- **Resource Sharing** to enrich heritage language programs and support diverse linguistic needs.
- **Creating HLL Pathways** that help students reconnect with their home language and culture.
- **Student Recruitment** and Advocacy for programs like the NYS Seal of Biliteracy and PR/HYLI, encouraging leadership, community involvement, and academic excellence.





# New York State Seal of Biliteracy

## Seal of Biliteracy Support

### Guidance & Consultation

- Support schools in launching or improving Seal programs
- Advise on eligibility, pathways, and handbook development

### School Visits & On-Site Support

- Assist with program implementation during school visits
- Observe and provide feedback on culminating presentations
- Help refine rubrics and instructional practices

### Professional Development & Resources

- Facilitate regional trainings and webinars
- Share sample handbooks, templates, and rubrics
- Support districts in training Seal Panelists

## Advocating for English Language Learners

### Statewide Engagement

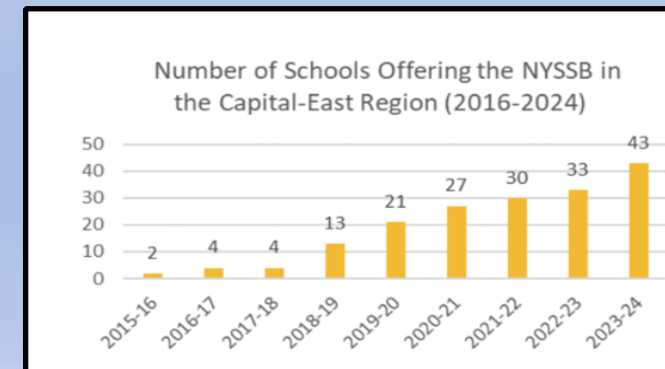
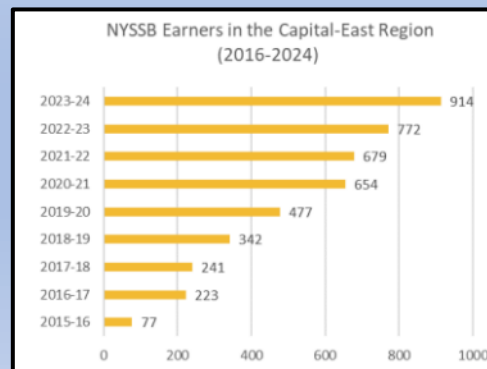
- Serve on the NYS Seal of Biliteracy Task Force
- Advocate for equitable access and expansion of Seal programs

### District-Level Collaboration

- Attend consortium meetings to build shared capacity across districts
- Offer tailored consultations to support English learners and heritage language learners

**914** students from the Capital region earned the NYSSB in 2023-24.

**31.6%**  
of district schools in the Capital region offered the NYSSB in 2023-24.



# Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute

Collaboration with the NYS Assembly/Senate Puerto Rican/Hispanic Task Force in conjunction with the annual SOMOS conference, Office of Bilingual Education and World Languages, and the New York City Public Schools.



# Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute

## PRHYLI Goals

- Development of leadership skills in Latino/Hispanic youth (11<sup>th</sup> and 12<sup>th</sup> graders);
- Creation of opportunities for Latino/Hispanic students to interact with positive role models such as Puerto Rican and other Hispanic/Latino elected officials, educators, and business leaders;
- Creation of partnerships and conversations among educators, business leaders, and students, and
- Development of in-depth knowledge of NYS legislative process.

## PRHYLI Phases

- Regional Delegation Trainings following PRHYLI Manual
- Participation in 3-day Institute in Albany Extension
- Refinement of leadership skills in home communities
- Visit to Washington – understanding of federal government by outstanding student delegates
- Visit to Puerto Rico – understanding of Puerto Rico government by outstanding student delegates

# Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute Impact

- Has changed the lives of thousands of EL/ML students.
- In partnership with SOMOS, high school seniors have received over half a million dollars in scholarships.





# ENL Services to EL and ML Learners

## Provide ENL Itinerant Services

### **Component Districts**

- Ensure compliance with CR Part 154
- Offer customized program in districts

### **Technical School Students**

- Ensure that students can access trades
- Offer integrated program in trades



# NYC Public Schools

May 5, 2025



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# Boldly Reimagining Multilingual Education in NYC Public Schools

- The advisory council is led by the NYCPS Division of Inclusive and Accessible Learning and facilitated in partnership with the Columbia University Center for Public Research and Leadership.
- Over 50 NYC Public Schools students, families, educators, and community members serve as advisors.



## Welcoming and Inclusive Schools

Our students' and families' diverse cultural, linguistic, and racial backgrounds are recognized and valued.



## Pathways to Multilingualism

Every district supports continuous language learning and development from preschool to graduation through high-quality programs, curriculum, and instruction.



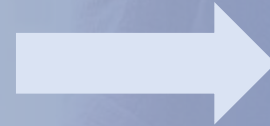
## Preparing Global Leaders

Students have opportunities to develop and apply leadership, language, literacy, critical thinking, and other 21st-century skills in real-world contexts.

# Engaging our Superintendents

Building strong partnerships and district staff capacity

45 Superintendents



Capacity Building:  
Regular  
professional  
learning  
opportunities for  
district staff

Continuous  
Learning: Targeted  
workgroups

Collaboration: Co-  
development of  
school-facing  
guidance and  
professional  
learning materials



# Immigrant Student Support: Dream Squads

Dream Squads are **school or district-based teams of 3+ educators** who serve as **multilingual and immigrant advocates** and work together to create and sustain a welcoming and inclusive environment.

Superintendent  
Dr. Kristy De La Cruz



Superintendent  
Michael Prayor



**16,000+** multilingual learners | **113** schools | **99%** of schools recommend having a Dream Squad

## Four focus areas:



STUDENT  
EMPOWERMENT



FAMILY  
EMPOWERMENT



EDUCATOR  
ENGAGEMENT



SCHOOL  
LEADERSHIP

# Immigrant Student Support: Dream Squads

"Our work as a Dream Squad and its significance to families is much more than events or initiatives we plan, it is not really captured in the artifacts we provide. It is in the day-to-day interactions with our students and their families. They know who to turn to with questions about anything at all and for assistance. Especially to families who are new to the country or even to the neighborhood, that means a lot." - Dream Squad Member



New York State  
EDUCATION DEPARTMENT  

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Knowledge > Skill > Opportunity

# QUESTIONS?