

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE 2022

Online

Stand Up! Get Up! For Biliteracy and Multilingual Rights!

CONFERENCE PROGRAM
MARCH 29, 2022 - APRIL 2, 2022



CABE STORE ONLINE

Shop for your CABE gear online! Quantities are limited and subject to availability.



Products available in the
online store may vary.

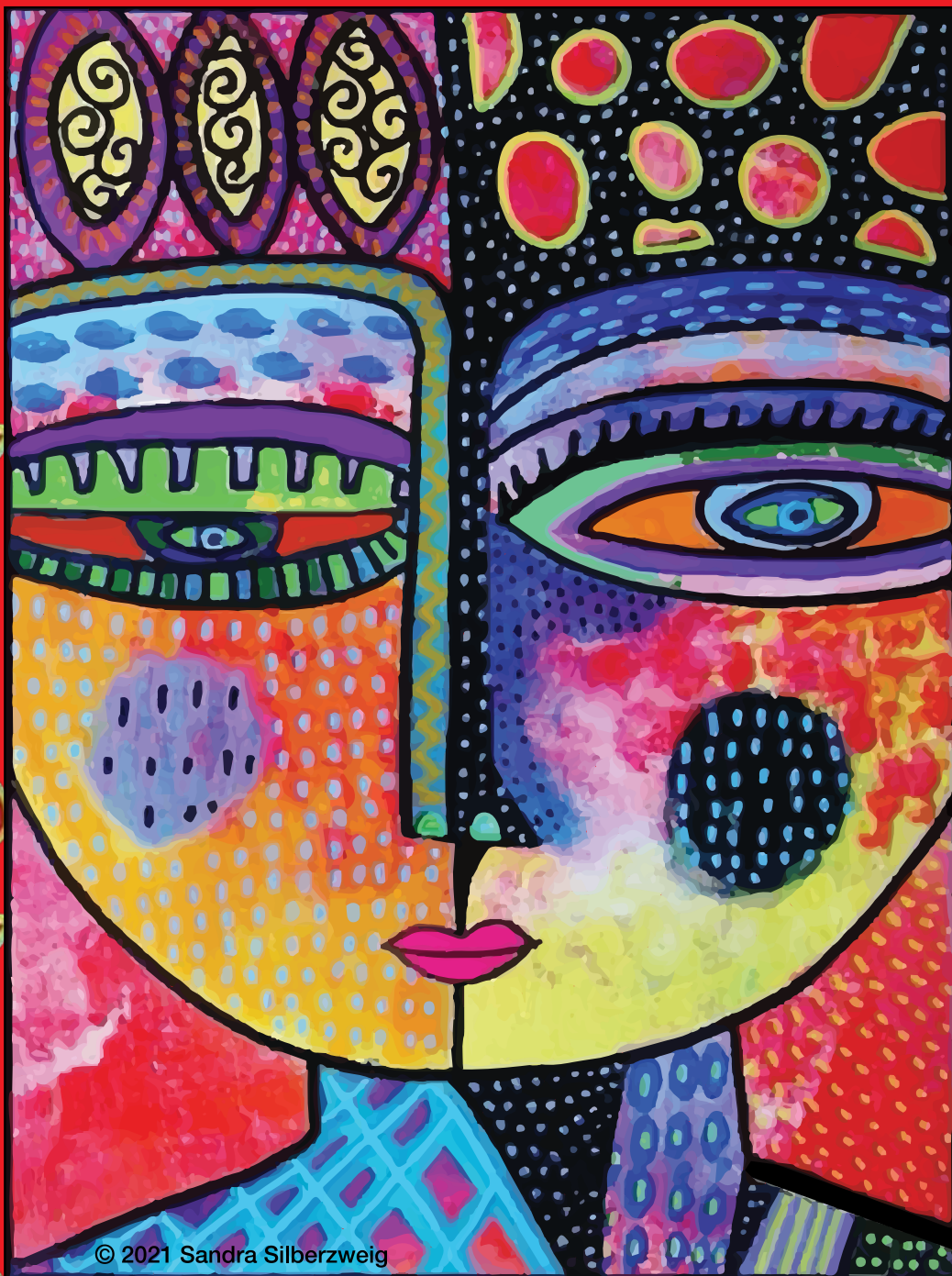




WELCOME



HORAS! स्वागत छु 歡迎 **CROESO** WILLKOMMEN welkom **BENVINGUT** Afio mai Siyakwamukela **WELCOME** Добро пожаловать! آدم آ شوخ
KENA KA KGOTSO! 歡迎 **BULA** bienvenue **Bine ati venit** ようこそ 歡迎光臨 **WELCOME** merhbe めんそーれ **velkomin** bon hini
Witamy Aloha **BIENVENIDOS** **benvenuwa** מברוך הבא **witaj** καλώς Ορίσαστε **velkommen** MREHBA **CROESO**
ZOO SIAB TXAIS TOSI **BINE ATI VENIT** BARUCH HAB **CROESO** **BENVENUTO** **BITACMO**
ຍິນດີຕ້ອນຮັບ **SALVE** **MENSOOREE** **WELKOM** GRATA **BENVINDU**

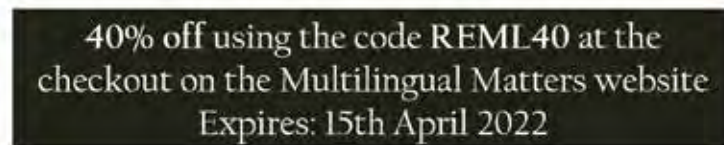
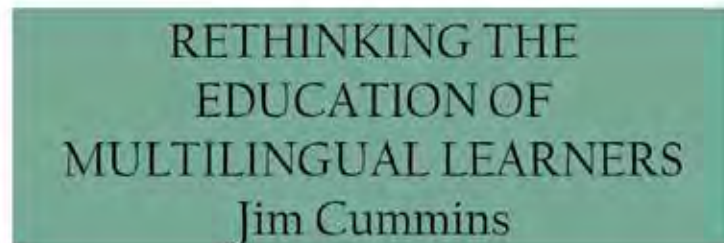
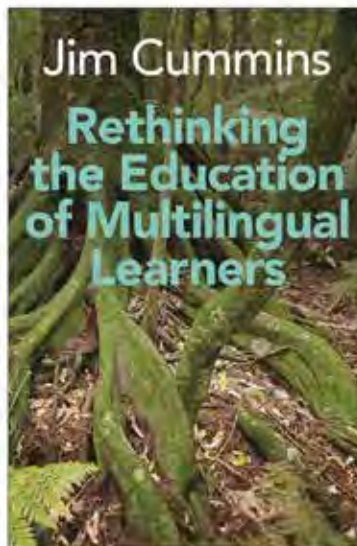
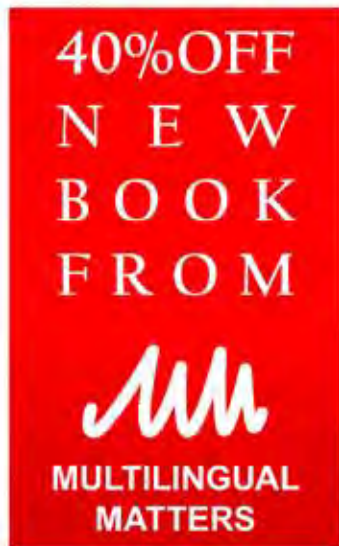


© 2021 Sandra Silberzweig

CABE 2022:
STAND UP! GET UP!
FOR BILITERACY AND MULTILINGUAL RIGHTS!

Welcome.....	1
President's Message.....	4
CEO's Message.....	5
In Memoriam	6
At a Glance	8
Information & Policies.....	10
Sponsors.....	12
Board of Directors.....	14
CABE Team	15
CABE Programs and Services	16
Statewide Region Map	17
CABE 2022 Artist.....	18
Honorary Chairs	19
Co-Chairs	20
Planning Committee	21
Spain Partners.....	22
Mexico Partners.....	23
Asian LanguagesRoundtable Networking event.....	24
Highlights	25
Technology.....	26
Parent Center / Centro de Padres	27
Sesiones en español.....	28
Literacy/ Biliteracy Pathway	29
Literacy/Biliteracy Pathway Sessions	30
Early Education Pathway	32
Networking Events	33
LMU University Credit.....	34
Poetry Open Mic.....	35
CABE Friday Night Online Dance Party	36
CABE Educational Film Festival—Wednesday	37
CABE Educational Film Festival—Thursday	38
CABE Educational Film Festival—Friday.....	39
CABE Educational Film Festival—Saturday.....	40
US Department of Education	42
Department of Education.....	43
Award Spotlight	44
Members-Only Event	45
Annual CABE Membership Meeting	46
JDA & Chapter Leader Networking Event	47
CABE 2023 Call for Presentations.....	48
Call for Presentations.....	48
Tuesday, March 29, 2022	49
Virtual Exhibit Hall	51
Virtual Exhibit Hall	52

Wednesday, March 30, 2022	55
Wednesday Highlights	56
Wednesday Institutes.....	57
Wednesday Keynotes and Featured Speakers	59
Wednesday Workshops	60
CABE Educational Film Festival—Wednesday.....	62
Thursday , March 31, 2022	63
Thursday Highlights	64
Thursday Institutes.....	65
Thursday Keynote and Featured Speakers	67
Thursday Workshops	68
Thursday Workshops	69
Poetry Open Mic.....	70
CABE Educational Film Festival—Thursday.....	71
Friday, April 1, 2022	73
Friday Highlights	74
Friday Institutes	75
Friday Keynote and Featured Speakers.....	76
Friday Workshops.....	77
Administrative Leadership Symposium.....	79
CABE Educational Film Festival—Friday.....	80
CABE Friday Night Online Dance Party	81
Saturday, April 2, 2022.....	82
Saturday Highlights	83
Saturday Institutes	84
Saturday Keynote and Featured Speakers.....	85
Saturday Workshops.....	86
Saturday Workshops.....	87
Annual CABE Membership Meeting.....	89
CABE Educational Film Festival—Saturday.....	90
Awards	92
Appendix.....	117
Certificate of Attendance.....	118
2023 Multilingual Educator Call for Submissions	119
CABE 2023	121



The Bilingual Early Language & Literacy Solution

ELIMINATE LEARNING LOSS CAUSED BY COVID

Learn how Riverside County Office of Education is leveraging Footsteps2Brilliance to address COVID learning loss and accelerate **bilingual literacy** throughout the county.

SPEAKERS

Dr. Ruth Pérez, Deputy Superintendent, RCOE
Kathy Maximov, CAO, Footsteps2Brilliance
Dr. Gregory A. Spencer, VP, Footsteps2Brilliance

DATE: Saturday, April 2, 2022

TIME: 11:50 am – 12:40 pm PT

WIN
CLASSROOM
RESOURCES

LEARN HOW TO QUALIFY FOR OUR \$10,000,000
BILINGUAL EARLY LITERACY EQUITY GRANT

Dr. Gregory A. Spencer, Vice President
760.390.6009 • Greg@Footsteps2Brilliance.com
Info & Free Demo Access - bit.ly/FootstepsDemo



Dear CABE 2022 Participants,

On behalf of the CABE Board of Directors, it is my pleasure and honor to welcome you to the CABE 2022 Online Conference! Our theme this year, **“Stand Up! Get Up! For Biliteracy and Multilingual Rights!”** is a call to action! It's a reminder that we cannot be complacent and think that we are done advocating for our language, cultural, and civil rights.



Dr. Bárbara Flores
CABE President

This year, our Legislative Advocacy and Legacy Award goes to Martha Zaragoza Díaz, our CABE Lobbyist for the last 24 years! She has been our voice, our advocate, and our warrior in many battles and triumphs throughout the years. We salute and honor her contributions from the bottom of our hearts for her dedication, savviness, expertise, and unconditional love for our bilingual/multilingual families, children, and communities in the state of California.

In Martha's words, "I can't believe all those years have passed! I couldn't have done my work without the leadership, support, and guidance from you all. CABE and its Vision and Mission continue in spite of efforts to do away with bilingual education. Through consistent and courageous action and advocacy from CABE, Californians Together, teachers, administrators, parents, and allies, bilingualism/multilingualism continues. Thank you so much for the opportunity to serve English learners! ¡SÍ, SE PUEDE!"

Indeed, a **¡SÍ, Se Puede!** determination underlies the passion and love that we all represent and live daily to honor the languages, cultural traditions, and histories of our bilingual/multilingual families, children, and our professional lives.

As your President, I created 6 platform goals for the next two years and these are three that you'll see highlighted in this year's program: 1) To support and expand our legislative and programmatic advocacy for bilingual, English, and multilingual learners; 2) To create a Asian Languages Roundtable to address, support, and include the cultural and language needs of our Asian families and children, and also our indigenous brothers and sisters' families and children and; 3) To expand our professional development in biliteracy and parent engagement. You will see that many of the strands, keynotes, panels, institutes, and workshops represent these important goals.

Let's celebrate our victories and accomplishments in California regarding biliteracy and multilingual programs in our schools. And, let's continue to be vigilant, mindful, and very active in our ongoing Advocacy, Learning, Teaching, and Creativity.

**¡SÍ, Se Puede! / Yes, We Can! / 我们可以! / Có, chúng tôi có thể! / 네, 우리는 할 수 있어요! /
もちろん、出来ます! / نعم نستطيع! / بله ما میتونیم! / Oo, makakaya namin! /
Այո, մենք կարող ենք! / Да, мы можем /**

Barbara Flores

Bárbara Flores, Ph.D.
CABE President



Jan Gustafson-Corea
CABE Chief Executive Officer



Dear CABE Familia—**Welcome to CABE 2022 Online!** It is always such a joy and inspiration to come together as a CABE familia. I look forward to our annual conference every year—the learning, the connections, the motivation, the calls-to-action, the recognitions, the sharing, the dances, the inspiration and, admittedly, what I enjoy most about CABE is the time spent with colleagues and friends. You can imagine how disappointed we were when we realized that the COVID pandemic had surged again in such a way that it would prohibit us again from holding the conference in person. While not an easy decision, it was the right one to make as we continue to focus on the health and safety of all, especially in the context of a large group event such as CABE 2022. We are grateful for your understanding and for your participation this year at **CABE 2022 Online!**

This year's CABE conference is unique in many ways but also very much the same. You will notice this year we have adjusted the hours of the conference to the late afternoon, early evening, and Saturday hoping to motivate and engage you after your full days of teaching, leading, and supporting your students. We have modified the session times to 50 minutes to give your eyes and bodies a chance to refocus and stretch, and we have created an online portal that provides you all the information you will need to access sessions, exhibitors, and materials. We invite you to a CABE conference that is family-friendly, where comfy casual clothing is expected, and where your dog, cat, or even your kids can enjoy learning with you! You can *be at CABE 2022 live* every day during the week of March 29-April 2, or come back and revisit in an asynchronous way until May, watching the videos and looking at resources at your leisure. CABE is here for **YOU!**

The CABE 2022 theme—**Stand up! Get up! For Biliteracy and Multilingual Rights!**—gets right at the core of the CABE Vision and Mission. We believe in **biliteracy, multicultural competency, and educational equity for all**, *and* we believe in continuing to advocate for this vision through programming, legislative action, budget priorities, curriculum development, research, leadership development, parent and student voice, and professional learning. You will see our advocacy displayed this year in two special strands we are offering at CABE 2022—one on Effective Literacy for Emerging Bilingual/Multilingual Students and the other on Strategically Supporting Our Early Education Students through Dual Language Learner Programs. By standing up for the biliteracy and multilingual rights of our students, we stand side by side with them to advocate for a future that provides them access to a global world and economy where embracing linguistic and multicultural assets is the norm and expectation.

CABE 2022 Online! continues to provide the space to learn, to discuss, to vent, to grow, to challenge, to connect, to dream, and to put our new learnings into action. It provides opportunities to grow, expand, and advocate together during a week of rich, relevant professional learning in support of multiliteracy education for educators, parents and families, and partners. And while you are weaving in and out of **CABE 2022 Online!**, don't forget to renew your membership or become a CABE Member as part of a community that supports and lifts you up all year long!

Again, it brings me great joy to say to you to each and every one of you.... BIENVENIDOS, MALIGAYANG PAGDATING, بياحي، CHÀO MỪNG, 歡迎, 어서 오십시오... **WELCOME!** Thank you for joining us at **CABE 2022 Online!**

Jan Gustafson-Corea, CABE CEO



CABE Remembers...*In Memoriam* Dr. Zaida McCall-Perez



Dr. Zaida McCall-Perez served for many years as university faculty, consultant, and statewide advocate of bilingual and English learner education in California. Zaida was known broadly as an educator, scholar, and author whose areas of expertise included the education of culturally and linguistically diverse learners, English Language Development (ELD), both Special Education and Bilingual Special Education; applied educational research with a focus on student voice, and the promotion of culturally responsive school programs.

Zaida was a faithful member of and contributor to CABE and, from 2013-2014, served as President of a CABE affiliate—the California Association of Bilingual Teacher Education (CABTE). She spoke and presented many times at CABE conferences and was a co-author of a book published by CABE, *No Estás Solo: Recetas Para Obtener Éxito, De Padres Para Padres—You are not Alone: Recipes to Gain Success from Parents to Parents*.

Zaida's contributions to bilingual education are remembered from her work in the Hayward School District to develop a nationally recognized immigrant center for English learners. In addition, she made an incredible impact through her faithful commitment to bilingual teacher preparation at the university level, her contributions as a senior researcher with California Tomorrow, and as a statewide expert regarding the disproportionality of Latinx students identified as having specific learning disabilities.

Zaida contributed a narrative poem titled "The World Around Me is Moving so Much Faster than Me," published in the CABE 2022 Multilingual Educator magazine. Zaida passed away in September of 2021. She was a dear friend to many of us at CABE and CABTE and a well-respected colleague whose presence, advocacy, and friendship will be dearly missed.



CABE Remembers...*In Memoriam* Warren Dale



Warren Dale was an educational innovator whose focus was the meaningful integration of technology into the classroom. He shared his passion and enthusiasm with all he encountered and was a dear friend and great supporter of CABE.

Warren was truly a master in the field of Educational Technology. He served as an Apple Distinguished Educator, President of CUE-LA (Computer-Using Educators of Los Angeles), and as a frequent presenter of hands-on workshops and cutting-edge technology sessions at annual CABE conferences, along with Computer-Using Educators, the California League of Schools, The National Forum to Accelerate Middle-Grades Reform and the Florida Educational Technology Conference. He worked for the Los Angeles Unified School District since 1981, teaching all levels of math and implementing cutting-edge instructional technology. He attributed his success as a tech facilitator and presenter to a combination of his love for youth, undying curiosity for all things technology, and tireless patience with teachers and administrators (and CABE staff and attendees!) who were open to seeing how technology could be integrated easily and effectively into learning in order to engage and motivate students to new levels of academic success.

Warren touched the lives of each person with whom he interacted in beautiful ways, and he touched our hearts and lives at CABE. For many years, Warren volunteered his services, training skills, technology leadership, warmth, and friendship to our entire CABE Team, particularly at the annual CABE conferences. He made what seemed impossible become a reality—and he did it with a twinkle in his eye and a spirit of love and support. Warren passed away in January of 2022 and will be greatly missed.

Tuesday at a Glance

March 29, 2022

4:00 pm – 6:00 pm via Zoom

CABE 2022 Virtual Exhibit Hall /Night at the Exhibits!

Wednesday at a Glance

March 30, 2022

9:30 am – 3:00 pm

2-Day Institutes (pre-registration required)

3:00 pm – 3:30 pm

Parent Resource Room Orientation

Chapter Leadership Networking Event

Parent Resource Room Hours: 3:00 pm – 7:00 pm

3:30 pm – 4:30 pm

Opening General Session/Keynote Speakers

Dr. Lily Wong Fillmore & Dr. Jim Cummins

4:30 pm – 4:45 pm

Break/Transition

4:45 pm – 6:45 pm

Institutes

CABE Educational Film Festival:

"East of Salinas"

4:45 pm – 5:35 pm

Session I – Workshops & Featured Speakers

5:55 pm – 6:45 pm

Session II – Workshops & Featured Speakers

Networking Sessions

Seal of Excellence Award

6:55 pm – 7:30 pm

Wednesday Closing Session

Special Speakers and Raffles

Direct link to At a Glance

Thursday at a Glance

March 31, 2022

9:30 am – 3:00 pm

2-Day Institutes (pre-registration required)

3:00 pm – 3:30 pm

Parent Resource Room Orientation

Parent Resource Room Hours: 3:00 pm – 7:00 pm

3:30 pm – 4:30 pm

General Session Keynote Speaker

María Hinojosa

4:30 pm – 4:45 pm

Break/Transition

4:45 pm – 6:45 pm

Institutes

CABE Educational Film Festival:

"A Song for César"

4:45 pm – 5:35 pm

Session I – Workshops & Featured Speakers

CABE Board Awards

5:55 pm – 6:45 pm

Session II – Workshops & Featured Speakers

Networking Sessions

Educator and Parent of the Year Awards

Poetry Open Mic with CABE Poet Laureate,

Ramona Laughing Brook Webb

6:55 pm – 7:30 pm

Thursday Closing Session

Special Speakers and Raffles

Direct link to At a Glance

Friday at a Glance

April 1, 2022

2:00 pm – 3:00 pm

SFABE Networking Meeting

2:30 pm – 3:30 pm

Asian Languages Roundtable Network Meeting

3:00 pm – 3:30 pm

Parent Resource Room Orientation

Parent Resource Room Hours: 3:00 pm – 7:00 pm

3:30 pm – 4:30 pm

General Session Keynote Speaker

Dr. Angela Valenzuela

4:30 pm – 4:45 pm

Break/Transition

4:45 pm – 6:45 pm

Institutes

Administrative Leadership Symposium

CABE Educational Film Festival:

"Chinatown Rising"

4:45 pm – 5:35 pm

Session I - Workshops & Featured Speakers

5:55 pm – 6:45 pm

Session II - Workshops & Featured Speakers

Networking Events

Student Writing Awards

6:55 pm – 7:30 pm

Friday Closing Session

Special Speaker: Ramona Brook Webb

Raffles

7:30 pm – 9:30 pm

CABE Friday Night Online Dance Party
with DJ Mars! Invite your family to join us!

Direct link to At a Glance

Saturday at a Glance

April 2, 2022

8:30 am – 9:15 am

General Session Keynote Speaker

Dr. José Medina

8:30 am – 1:00 pm

Parent Resource Room Hours

9:30 am – 11:30 am

Institutes

CABE Educational Film Festival:

"Lights, Camera, Acción" & "Our Story of War and

Remembrance: Chinese American WWII

Veterans of the China-Burma-India Theatre."

9:30 am – 10:20 am

Session I - Workshops & Featured Speakers

10:40 am – 11:30 am

Session II - Workshops & Featured Speakers

Chapter of the Year Award

CABE Membership Meeting

MCAP IHE Networking Meeting

10:40 am – 12:40 pm

Virtual Exhibitor Hall

11:50 am – 12:40 pm

Session III - Workshops & Featured Speakers

Networking Events

Teachership Awards

12:50 pm – 1:30 pm

Closing Keynote Speakers

Dr. Virginia Collier & Dr. Wayne Thomas

Raffles

Direct link to At a Glance

CABE 2022 General Information and Policies

Welcome to the CABE 2022 Online Conference! We are so glad you are here!

The Planning Committee, Board of Directors, Staff, and Conference Sponsors have made every effort to make your attendance comfortable and rewarding—from the comfort of your computers and devices! You will find all links and information and can attend all conference events in the CABE 2022 Portal.

To ensure that the conference runs smoothly, please observe the following guidelines:

- All pre-registered attendees will receive their individual access link to the **CABE 2022 Portal** the week prior to the conference.
- The CABE 2022 conference schedule, resources and Zoom links for all speaker and workshop sessions are available in the CABE 2022 Portal.
- As a courtesy to presenters and audiences, please attend the Zoom sessions on time. We encourage you to review the list of workshops prior to their scheduled time to give yourself time to transition between sessions.
- We do not anticipate any workshops reaching maximum capacity; however, if you experience a full Zoom room, we suggest you chose another workshop presentation.
- If you need assistance or have questions, please contact our registration team at 626-814-4111 x205, email us at customerservice@gocabe.org, or visit the Attendee Support link.

Attendee Registration

All attendees must be pre-registered and online registration ends on March 15, 2022. Registration will be closed and no new registrations accepted during the conference, March 30 – April 2, 2022.

CABE 2022 Conference Registration Information

All pre-registered attendees will receive their individual login information via email the week of March 21st with instructions on how to access the CABE 2022 Portal. Tutorials and assistance are available at the "Orientation Videos" link on the CABE 2022 portal.

CABE Membership

Join the CABE Familia! Through your membership and involvement, you have the opportunity to make integral contributions towards positive educational change for English learner and biliteracy programs. Benefits include chapter involvement, special members-only events, monthly newsletters, the annual Multilingual Educator magazine, discounts, scholarship opportunities, and much more! Need to renew or sign-up for membership? Visit the Membership Room on the CABE 2022 portal or contact Evelyn Briseño at evelyn@gocabe.org

University Credit through Loyola Marymount University

You can earn university credit from Loyola Marymount University while participating at CABE 2022. For university credit requirements and registration information, please go to the University Credit link. For information on how to register and to make payment of fees, click on the University Credit link in the portal. You can also click on the link below or copy and paste it into your browser window: <https://events.gocabe.org/wp-content/uploads/2022/02/CABE-2022-FLYER-UCES-GOING-VIRTUAL-LMU.pdf>. Contact ceel@lmu.edu for questions.

Note: Participants must register for university credit prior to attending any sessions that will be utilized to earn university credit.

Parent Orientation

All parents attending CABE 2022 are invited to come to the Parent Resource Center. Bilingual CABE staff and conference volunteers will be available to assist parents in navigating the portal, and making choices to best meet their needs. Parent Orientations are Wednesday–Friday at 3:00 pm. Visit the CABE 2022 Portal and the CABE 2022 Program for links and information regarding other activities.

Special Networking Events

While we can't be together in person this year, we invite you to take advantage of joining a networking event to connect with and get to know other conference attendees! Some events are open to all attendees and some are sponsored by a specific group with invitation-only access. Check the CABE 2022 Portal for daily networking events. Join the fun and select the events you may want to attend!

Interpretation

Interpretation in Spanish and other languages requested during registration is provided at all General Sessions and selected featured speaker sessions as listed in the program. Interpretation access via the Zoom platform are available at each session. Workshops presented in languages other than English are noted in the workshop descriptions throughout the program..

CABE 2022 Virtual Exhibit Hall

- Tuesday, March 29, 4:00 pm – 6:00 pm
- Saturday, April 2, 10:40 am – 12:40 pm

Looking for educational resources, materials, and information? Visit our Virtual Exhibit Hall! The CABE 2022 Virtual Exhibit Hall provides you with two opportunities on Tuesday (4:00 pm-6:00 pm) and Saturday (10:40 am-12:40 pm) to visit our wonderful sponsors and exhibitors! All Sponsors and Exhibitors have a virtual booth in the Virtual Exhibitor Hall (accessible on the CABE 2022 Portal on Tuesday and Saturday).Join us on both days to meet live with exhibitors and sponsors

and take part in exciting raffles! You will have the opportunity to win the grand prize Golden Ticket of \$500! (See page 51 for more details!)

To view information on our Sponsors and Exhibitors during other parts of the conference, simply go to the CABE 2022 portal and click the Virtual Exhibit Hall button, and you will have access to information, websites and contact info for all Sponsors and Exhibitors and the resources they provide in the areas of bilingual/English learner education, the latest in educational resources, publications, and support materials.

Virtual Exhibit Hall Hours

The Exhibit virtual booths can be accessed using the "Visit Our Exhibit Hall" link. Exhibitors and Sponsors are available to meet with attendees during the following hours and by appointment:

Tuesday, March 29, 2022

NIGHT AT THE EXHIBITS

4:00 pm – 6:00 pm via Zoom

Saturday, April 2, 2022

10:40 am – 12:40 pm via Zoom

STAND UP! GET UP! FOR BILITERACY & MULTILINGUAL RIGHTS! #CABE2022

CABE extends our deepest thanks to our 2022 Conference Sponsors and Partners for their support of CABE and their commitment to quality programs for English learners and the CABE vision of Biliteracy, Multicultural Competency & Educational Equity for All!

DIAMOND SPONSOR

The
SOBRATO
Family Foundation

CORPORATE SPONSOR



GOLD SPONSORS



SILVER SPONSORS



BRONZE SPONSORS



RHINESTONE SPONSORS



CO-SPONSORS

Berryessa Union School District
CCSESA Arts Initiative
Empowering Latino Futures
Loyola Marymount University
Mount Diablo Unified School District

Salinas City Elementary School District
San Francisco Unified School District
San Joaquin County Office of Education
Santa Clara County Office of Education
Woodland Joint Unified School District

CABE PARTNER ORGANIZATIONS

- Advancement Project
- California Association of Latino Superintendents and Administrators (CALSA)
- California Budget Center
- California Collaborative for Educational Equity (CCEE)
- California Faculty Association
- California Latino School Board Association (CLSBA)
- California PTA–Parent Teacher Association
- California Teachers Association (CTA)
- Californians Together
- Center for Applied Linguistics (CAL)
- Center for Equity for English Learners (CEEL), Loyola Marymount University
- Computer Using Educators (CUE)
- Consulados de México, California Network
- Dual Language Education New Mexico
- Early Edge California
- Embajada de España, Education Office, Los Angeles
- EdTrust West
- Families in Schools (FIS)
- Instituto de Mexicanos en el Exterior (IME)
- Multilingual California Project (MCAP) Partners: San Diego State University, Wexford Inc., County Offices of Education—Butte, Fresno, Orange, San Bernardino, San Diego
- National Association for Bilingual Education (NABE)
- National Committee for Effective Literacy
- National Dual Language Forum
- National English Learner Roundtable
- National Urban Alliance
- Secretaría de Educación, Baja California
- Sobrato Family Foundation
- Sobrato Early Academic Language (SEAL)
- UnidosUS
- Whittier College



Dr. Bárbara Flores
President



Olivia Yahya
Immediate Past President



Elodia Ortega-Lampkin
Vice-President



Dr. Marlene Batista
Director of
Legislative/State Affairs



Dr. Lettie Ramírez
Director of
Secondary & IHE Affairs



Raúl Maldonado
Director of
Financial Affairs



Dr. José Hugo Moreno
Director of
Parent Relations



Rosa Armstrong
Director of
Para-Professional Affairs



Marissa Lazo-Necco
Director of
Community Affairs



Gloria Ulloa Rodríguez
Region I
Representative



**Dr. Zenaida Aguirre-
Muñoz**
Region II
Representative



Dr. Carolina Serna
Region III
Representative



Mary Helen Ybarra
Region IV
Representative



MaríaElena Esquer
Region V
Representative



Mary T. Hernández
Legal Counsel
García Hernández
Sawhney, LLP

Coordinating Council Members



Jan Gustafson-Corea
Chief Executive Officer



María Villa-Márquez
Deputy Director



Delma Chwilinski-Sheridan
Director,
Programs and Events



Araceli Chávez
Director,
Parent & Family Engagement



Rubí Flores
Director,
Professional Learning Services



Joshua Jauregui
Administrative Systems
and Membership Relations
Manager



Norma Rocha
Information Technology and
Creative Design Manager

Team Members



Anya Bobadilla
Professional Learning
Specialist



Evelyn Briseño
Membership Assistant



Larrie Carlos
Digital Media and
Information Technology
Specialist



Dr. Alma Castro
Director of Multilingual
California Project (MCAP)



Yvette Chong-Coontz
Accounting & Financial
Management Consultant



Celina Corona
General Operations
Assistant



Laura Díaz
Parent Specialist, Project
2INSPIRE



Roxanna Espinoza
Registration & A/R
Assistant



Sally Fox
Education Policy Analyst



Irma Gallegos
Registration
Co-Coordinator



Dr. Erika Garcia
MCAP Professional
Learning Specialist



Andrea González
PDS Administrative
Assistant



Antoinette Hernández
Parent Coach and Mentor



Gloria Inzunza-Franco
Education Consultant



Aida Madison
Executive Assistant



María Manríquez
Project-Based Parent
Program Specialist



Elizabeth Orozco
Project-Based Parent
Program Specialist



Ruth Navarrete
Event Support Specialist



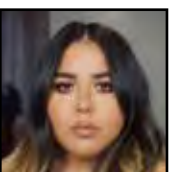
Laurie Nesrala-Miles
Communications Director



Amy Patnoe
Professional Learning
Specialist



Gricelda Pérez
Parent Specialist/Plaza
Comunitaria Coordinator



Karmina Ramírez
Digital Media &
Information Technology
Assistant



Alexandria Ramos
MCAP Administrative
Assistant



Vanessa Ruiz
Conference Specialist



Elizabeth Samaniego
Registration
Co-Coordinator



Dr. Ivannia Soto
Project Specialist Advisor



Karen Umeres
Lead Administrative
Assistant,
Project 2INSPIRE



María Valencia
Contract Coordinator,
Project 2INSPIRE/
Multilingual Language
Solutions



Cynthia Vásquez Petitt
Senior Program Advisor



Martha Vidal
Web Development and
Information Technology
Specialist



Martha Zaragoza-Díaz
Senior Advisor



Jennifer Baker
Legislative Advocate

Part-Time Project 2INSPIRE Parent Specialists

Zindi Aguirre
Imelda Martin
Centeotl Merino Ávila
Dalia Padilla

Veronica Tafoya
Isabel Torres
Verónica Torres

Part-Time Professional Development Specialists

Linda Hardman Greene
Nathalie Longrée-Guevara
Laura Márquez-Choiselat
Marga Marshall

The **California Association for Bilingual Education (CABE)** is one of the premier nonprofit educational organizations in the state and nation serving the needs of biliteracy and English learner students, their families, and the educators who serve them!



CABE PROGRAMS AND SERVICES

CABE offers programs and services to address the evolving needs of biliteracy and English learner students at local, state, national, and global levels. Turn to CABE for your program and policy needs.

- Annual and Regional Conferences
- Professional Development Services for Biliteracy and English Learner Programs
- Dual Language Teacher Academy
- Parent and Family Engagement — Project 2INSPIRE, Community Engagement Initiative, Plaza Comunitaria, etc.
- US Department of Education National Professional Development Grants—Project DELIGHT and Project PROMESA
- CA EL Roadmap Implementation Policy
- Immigrant Rights and Safe Haven Schools
- Multilingual California Project/EWIG Grant
- Bilingual Teacher Pathway Support
- Seal of Biliteracy—High School Seal, Biliteracy Pathways, and University Global Seal of Biliteracy
- Multilingual Language Services— Interpretation and Translation
- Support for IHEs and Bilingual Credentialing Programs
- Research and Policy
- Administrator Leadership Support and Development
- Policy and Legislative Advocacy at the State and Federal Levels
- Binational and International Programs and Partnerships
- Asian Languages Roundtable
- Membership and Chapter Development and Support
- Other Partnerships & More!

VISIT US IN THE MEMBERSHIP ZOOM ROOM IN THE CABE 2022 PORTAL!



California Association for Bilingual Education - CABE

20888 Amar Road, Walnut, CA 91789-5054

Phone: 626-814-4441 • Email: info@gocabe.org • Website: gocabe.org

Follow us





California Association for Bilingual Education

Statewide Regions

To join or renew your membership and receive exclusive CABE membership benefits, visit us at www.gocabe.org/membership, click on the Membership Room on the CABE 2022 Portal, or email us at membership@gocabe.org

JOIN CABE TODAY!

Region I

- (07) SALSA (Sacramento)
- (08) META (Patterson)
- (13) San Joaquin (Stockton)
- (23) SFABE (San Francisco)
- (76) Yolo/Woodland

Region II

- (02) Tri-KABE (Bakersfield)
- (25) MCDL (Madera County Dual Language)
- (41) Fresno Madera
- (66) Pájaro Valley (Watsonville)
- (95) Eastern Sierra (Bishop)

Region V

- (48) Ventura County
- (58) Antelope Valley Hi-Desert (Palmdale)

Region III

- (03) Pepperdine (Los Angeles)
- (28) CABE Mandarin (West Los Angeles)
- (40) Whittier
- (62) AHELB (Long Beach)
- (73) North Orange County

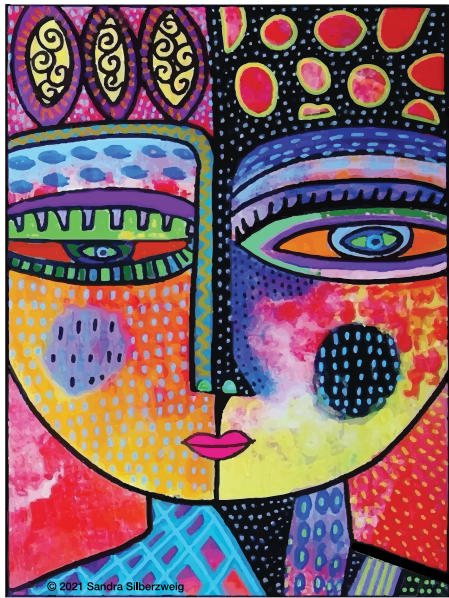
Region IV

- (06) Riverside
- (36) Coachella CABE
- (53) San Bernardino County
- (65) San Diego South County
- (91) CABE del Desierto (Palm Springs)

Direct
Link to
Membership

Affiliates

- (99) Out-of-State CABE Members
- (100) California Association for Bilingual Teacher Education (CABTE)

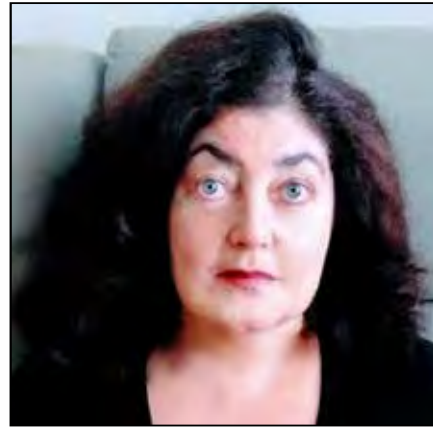


Fire Volcano Goddess

©2021 Sandra Silberzweig

CABE 2022 ARTIST

Sandra Silberzweig

Direct
Link to
Workshop

CABE is honored to recognize and welcome once again visual artist Sandra Silberzweig as the CABE 2022 Artist.

"Art is Healing...Healing is an Art"

Sandra Silberzweig was born and raised in Toronto, Canada, in the 1960s and divides her time between Toronto and the Niagara Wine Region area. She is a contemporary painter of Visionary Outsider Art and has been painting all her life. University-educated in the Arts but self-taught in painting, Silberzweig has explored the many facets of the Fine Arts industry. She has been involved in teaching art, writing about it, and selling her art online and at galleries locally and internationally.

Silberzweig's artistic style reflects her lifelong struggle with many various forms of Synesthesia, a condition that can be debilitating at times due to its involuntary sensory overload. It is a neurological phenomenon and still remains a complex and mysterious disorder. Yet, ironically, this condition formed the basis of her creativity, thus allowing the viewer a unique glimpse into her labyrinthine world of layered visions and intensely colorful dreams. She is inspired by primitive figurative images, sacred, powerful goddesses and animals, and both tribal and spiritual symbolism, which form the basis of her subjects.

"When you are a synesthesia goddess, your daydreams are always in color. I am a synesthesia goddess. I have no fear of color. It lives in my soul, dances in my heart. Spills out of my fingers flowing down a canvas. I can see your aura. Taste the color black. Feel the chill of the green wind. Smell blue butterflies. Hear the yellow rain. Life is never boring when inspiration is always around."

Silberzweig continues to research the state of Synesthesia. Her goal is to educate others, especially children who might not recognize that they possess this extraordinary gift of inner vision and another sense. Some educators may confuse the child's perception as a learning disability or claim they have an overactive imagination. As a result, these labels could hinder the student's confidence and self-image.

"Art is processed in my mind's eye, then experienced on all sensory levels: sound, sight, touch, smell, and taste. This is the way art is communicated to me, appearing somewhat psychedelic, in a dream-like state, entering my aura or personal space in images on different levels in space, or physical sensations like gentle flutters or a bumpy car ride. The objective is to have fun and experience another way of sensing the world around you."

She remains a favorite among teachers and educators who have taught and lectured about her artistic style to their students.

Learn more about Sandra Silberzweig at: <https://sandra-silberzweig.pixels.com/>

Dear CABE 2022 Online Conference Participants:

As statewide county, district, and organizational leaders, it is our great pleasure to welcome you to the CABE 2022 Online Conference! Your health and well-being are important to us, which is why our conference has shifted from in-person to online. Although we would like to get together in person, our annual conference will continue virtually with engaging speakers and workshops. It is a privilege to gather online to explore, inspire, recharge, and share our love and commitment to the students we serve.

There are 73 languages spoken by students in the Golden State. To honor our bilingual and multilingual language speakers, this year's conference theme is ***Stand Up! Get Up! For Biliteracy and Multilingual Rights!*** Our 2022 theme advocates for educators at all levels to create opportunities for California students to embrace their linguistic and cultural assets as well as to develop multilingual skills. We are very proud to partner with the California Association for Bilingual Education in support of quality bilingual and multilingual educational experiences for all students.

The CABE 2022 Online Conference is an opportunity to collaborate, share our expertise and experiences, and celebrate successes as we commit to meeting the educational and social-emotional needs of all students. We are happy to offer an extensive range of more than 250 workshops, speakers, and presentations on the latest strategies and research to support biliteracy and English-learning students. You'll see that our new online conference schedule is customized to accommodate after-school and Saturday hours. Interpretation services are available and conference participants will have access to keynote, speaker, and workshop recordings through May 2022.

This year's conference offers a rich experience of in-depth learning and building connections in topics such as the California English Learner Roadmap, Global California 2030, biliteracy, multilingualism, content and curriculum, advocacy, policy, and more. These topics are intended to provide support for teachers, administrators, paraeducators, parents and families, and community members statewide.

CABE and its partners continue to support the asset-based learning environments, instructional models, and systemic approaches needed for supporting the whole child socially, emotionally, and academically through equitable practices. As CABE partners, we are strongly committed to preparing graduates with 21st-century global competencies as well as multilingual skills, so they are able to fully participate in and contribute to social, economic, civic, cultural, and technological advancements.

To realize this vision, CABE 2022 calls for us to ***Stand Up! Get Up! For Biliteracy and Multilingual Rights!*** Through the lens of equity, we are investing in policies, research-informed practices, programs, and services that prepare bilingual and multilingual graduates as global citizens of the world who possess the disposition and agency to take actions to positively impact the world.

Thank you for joining us at this year's CABE conference.

Respectfully,

**CABE 2022 Honorary Chairs
Planning Committee**



Sarah Anderberg
Director CCSESA Arts
Initiative



Dr. Rebeca Andrade
Salinas City Elementary
School District



Dr. Troy Brown
San Joaquin County Office of
Education



Dr. Adam Clark
Mount Diablo Unified School
District



Dr. Mary Ann Dewan
Santa Clara County Office of
Education



Dr. Roxane Fuentes
Berryessa Union School
District



Dr. Vincent Matthews
San Francisco Unified School
District



Elodia Ortega-Lampkin
Woodland Joint Unified
School District

Dear Conference Participants:

On behalf of the CABE 2022 Conference Co-Chairs and Planning Committee, we welcome you to the **CABE 2022 Online** annual conference, March 29 - April 2, 2022. This year's conference theme is **Stand Up! Get up! For Biliteracy and Multilingual Rights!** We are pleased to have engaged with a dynamic team of leaders, educators, and conference supporters dedicated to the success of this virtual conference. We all also collectively embrace the commitment to equity and excellence.

The coronavirus pandemic has intensified preexisting inequalities and has also fueled hate and fear across the state and nation. We are proud to stand up together to ensure that our educators have the support they need to provide high-quality services that promote the social, emotional, cultural, and academic well-being of our emergent bilingual students, as well as all students and the families we serve.

The CABE 2022 Planning Committee has been intentional, thoughtful, and responsive, ensuring that our participants receive relevant and robust information on topics that impact educational programs, policy, and practices involving equity, biliteracy, and multilingualism at local, national, and global levels.

CABE 2022 includes topics such as:

- Biliteracy and Multiculturalism
- Content and Curriculum
- CA EL Roadmap and Global CA 2030
- Administrators and School Boards
- Policy and Advocacy
- Parents, Families, and Communities
- University Faculty
- Teacher Resources, and more!

The **CABE 2022 Online** conference schedule will offer hundreds of workshops and institutes on key strategies for biliteracy and EL programs from Pre-K to the University. Along with these powerful and compelling presentations, there will be keynote and featured speakers and other exciting opportunities that will engage you in a deep and meaningful conference experience with ideas to bring back to your schools and classroom *tomorrow!*

Thank you for participating in the CABE annual conference. It is our desire that we **Stand Up! Get up! For Biliteracy and Multilingual Rights!** as we support each and every student to achieve their highest potential through an assets-based approach.

Have an amazing CABE 2022!
CABE 2022 Co-Chairs
Planning Committee



Martín Ricardo Cisneros
Berryessa Union School
District



Annie BichLoan Duong
San Joaquin County Office of
Education



Carmen Garces
Mt. Diablo Unified School
District



Jill Hoogendyk
San Francisco Unified School
District



Jessica Mapes
CCSESA Arts Initiative



María Orozco
Woodland Joint Unified
School District



Mary Pitchard
Salinas City Elementary
School District



Yee Wan, Ed.D.
Santa Clara County Office of
Education



Christina Wong
San Francisco Unified School
District



Elvira Armas
Loyola Marymount
University-CEEL



Sandy Christensen
CABE, Retired



Kathryn Fireman
Mount Diablo Unified
School District



Barb Flores
Santa Clara County
Office of Education



Laura Guajardo
Santa Clara County
Office of Education



**Ariana Hernández
Valencia**
Mount Diablo Unified
School District



Patricia Juárez
Sacramento City School
District



Lisa Massey
CABE, Retired



Peggy Morrison
CABE, SFABE Chapter



Hushi Natividad
Santa Clara County
Office of Education



Hushi Natividad
Santa Clara County
Office of Education



Regina Piper
San Francisco Unified
School District



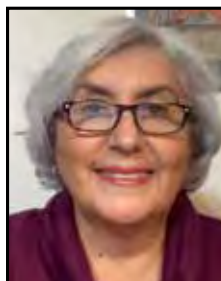
Dr. Annie Rodríguez
CABE, SFABE Chapter



Olivia Santillán
Santa Clara County
Office of Education



**Verónica Torres
McLane**
Loyola Marymount
University



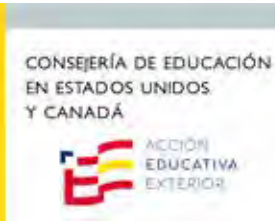
Gloria Ulloa Rodríguez
Region I Representative,
CABE Board of Directors



Kirk Whisler
Empowering Latino
Futures



California Association for Bilingual Education



**Direct
Link to
Workshop**

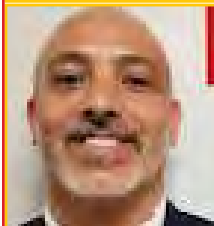
CONSEJERÍA DE EDUCACIÓN – EMBAJADA DE ESPAÑA

EDUCATION OFFICE OF SPAIN – SPANISH EMBASSY

<https://www.educacionyfp.gob.es/eeuu/portada.html>



**Sonia
Cabrerizo Diago**
*Education Advisor
Education Office
Embassy of Spain*



**Adriano
López García**
*Education Advisor
Education Office
Embassy of Spain*



**Mónica
Comas Rodríguez**
*Education Advisor
Education Office
Embassy of Spain*

Taller/Workshop en CABE 2022

**De la imagen a la palabra y de la
palabra al texto: Diferentes formas de
comenzar conversaciones interesantes
en español y plasmarlas en textos**

Sábado, 2 de abril
9:30 am – 10:20 am

Presentadores
Sonia Cabrerizo Diago
Adriano López García
Mónico Comas Rodríguez

Iniciativas promocionadas por la Consejería de Educación

- Cursos de verano y Másteres para maestros/as de Educación Bilingüe y Español en Universidades Españolas de gran prestigio. - <https://bit.ly/3JKcypw>
- Cursos de formación para el Profesorado - <https://bit.ly/3BIKMHc>
- Programa de Auxiliares de Conversación Españoles en Centros Educativos Estadounidenses - <https://bit.ly/3libB7x>
- Programa de Profesores Españoles Visitantes en Centros Educativos Estadounidenses - <https://bit.ly/3BG0CT0>
- NALCAP – North American Language and Culture Assistants Program - <https://bit.ly/3BG0CT0>
- Concurso Literario – Escribo en Español - <https://bit.ly/33ljofZ>
- Certámenes – El Profesor del Año - <https://bit.ly/3H8jBqh>
- Publicaciones – Revista Materiales para la Enseñanza Multicultural - <https://bit.ly/3HbGZ6m>
- International Spanish Academies - <https://bit.ly/3LQoGal>

(Los enlaces distinguen entre mayúsculas y minúsculas. Escriba los enlaces en su navegador tal como los ve.)



MÉXICO PRESENTE EN CABE 2022

EN APOYO A NUESTRA EDUCACIÓN BILINGÜE Y A NUESTRA COMUNIDAD

MENSAJES DE AUTORIDADES OFICIALES MEXICANAS

30 de marzo	31 de marzo	1 de abril
 <p>Esteban Moctezuma Barragán Embajador de México en Estados Unidos</p>	 <p>Ing. Luis Gutiérrez Reyes Titular del Instituto de los Mexicanos en el Exterior</p>	 <p>MBA. Gerardo Arturo Solís Benavides Secretario de Educación de Baja California</p>
		 <p>Cónsul Remedios Gómez Arnau General de México en San Francisco</p>

PARTICIPACIÓN Y TALLERES

<p>Miércoles, 30 de marzo 4:45 pm (5:55 CDMX)</p>  <p>Ventanillas de Orientación Educativa en los Consulados de México en California</p>	<p>Ing. Luis Gutiérrez Reyes Titular del Instituto de los Mexicanos en el Exterior</p> <p>Cónsul Remedios Gómez Arnau Cónsul General de México en San Francisco</p>	 
<p>Miércoles, 30 de marzo 4:45 pm (5:45 CDMX)</p> <p>Strategies for Success: Student Engagement and Teacher Creative Lessons</p> 	<p>Dra. Guadalupe Vadillo Bueno Directora de Bachillerato a Distancia, UNAM</p> <p>Dra. Jackeline Bucio García Bachillerato a Distancia, UNAM</p>	 
<p>Miércoles, 30 de marzo 5:55 pm (6:55 CDMX)</p>  <p>Programa Kindergarten to College/ Ahorro para la Educación</p>	<p>Elsa Rodríguez Especialista de Alcance Comunitario Oficina de Empoderamiento Financiero, Ciudad de San Francisco</p>	
<p>Jueves, 31 de marzo 4:45 pm (5:45 CDMX)</p> <p>Oferta educativa de México para la diáspora</p> 	<p>Dr. Jorge Armando Barriguete Director General de Política Educativa, Mejores Prácticas y Cooperación, Secretaría de Educación Pública SEP</p>	
<p>Viernes, 1 de abril 5:55 pm (6:55 CDMX)</p> <p>Conoce las ventajas de convertirte en Plaza Comunitaria</p> 	<p>Dr. Teresa Guadalupe Reyes Directora General Instituto Nacional para la Educación de los Adultos, INEA</p> <p>Ing. Luis Gutiérrez Reyes Titular del Instituto de los Mexicanos en el Exterior</p>	 
<p>Sábado, 2 de abril 11:50 am (12:50 CDMX)</p> <p>Cómo los padres pueden apoyar los programas de educación bilingüe</p>	<p>Cónsul María Fernanda Camara Pérez Cónsul de Comunidades del Consulado de Fresno</p>	

ASIAN LANGUAGES ROUNDTABLE NETWORKING EVENT!

Friday, April 1, 2022 | 2:30 pm – 3:30 pm

Direct
Link to
Event

Are you an educator of students of Asian languages backgrounds?

Are you looking for resources and ideas on how to support instruction in Vietnamese, Mandarin, Cantonese, Korean, Hmong, Khmer, or other Asian languages?

Do you see a need to grow the bilingual teacher credential pathway for educators of Asian languages?

Would you like to connect with educators who teach in Asian languages and be part of a support network?

JOIN US for a special networking session at CABE 2022, facilitated by Dr. Annie BichLoan Duong and CABE Partners!

CABE Asian Languages Roundtable

歡迎

Chào mừng

어서
오십시오

ຍິນດີຕ້ອນຮັບ



欢迎

Txais tos

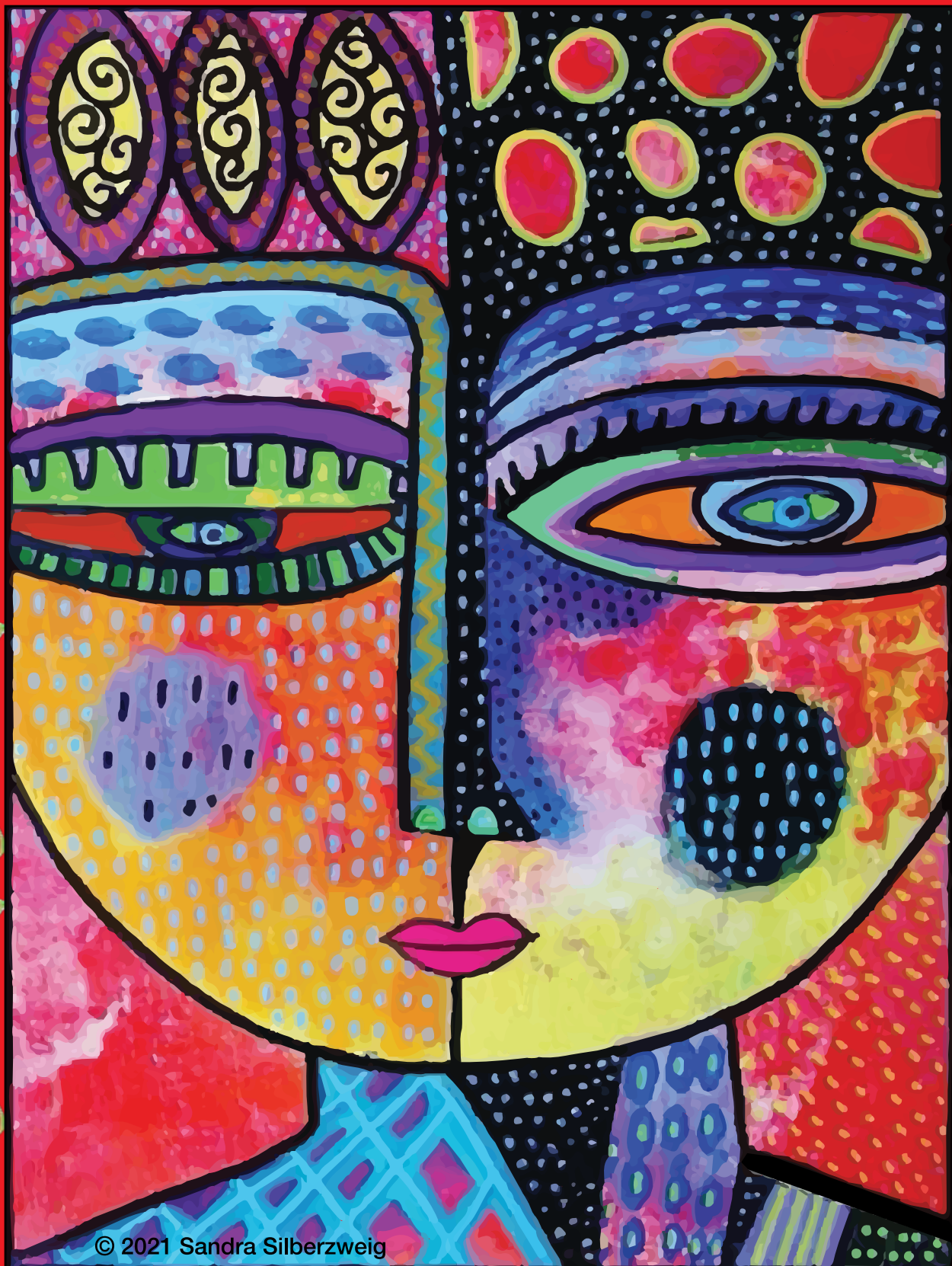
اهلا بك

cabe
California Asian Bilingual Educators

いらっしゃいませ



HIGHLIGHTS



© 2021 Sandra Silberzweig

STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

Using Our DIGITAL VOICE! Experience CABE 2022...Virtually!

Technology highlights throughout the conference:

- **CABE 2022 Online:** The entire CABE 2022 Online conference can be experienced and enjoyed from the CABE 2022 Portal. Pre-registered applicants will have access to the portal.
- **Access to CABE 2022 Online:** All pre-registered attendees will receive an individualized access link that will be sent to the email address that was entered upon registration. Be certain to check your inbox, clutter and/or junk/spam folders to locate your email with the CABE 2022 access link.
- **Attendee Support:** If you need support navigating CABE 2022 Online please select "Attendee Support" on the CABE 2022 Portal. A video orientation and live individualized support are also available.
- **All Devices!** CABE 2022 Online can be viewed from any type of device—a laptop, a desktop computer, as well as any tablet or smartphone that has internet access.
- **ZOOM:** CABE 2022 will be using the Zoom platform for all keynotes, featured speakers, institutes, and workshops. Simply click on the link to join the sessions of your choice. All sessions will be recorded and made available a few days after the conference for three weeks.
- **Presenters:** If you are a presenter and need technical support, please use the link you received via email from CABE for live support.
- **Sponsors and Exhibitors:** The CABE Virtual Exhibit Hall will provide access to all sponsors and exhibitors on Tuesday, March 29 (4:00 pm – 6:00 pm) and Saturday, April 2 (10:40 am -12:40 pm). During other parts of the conference, click on the icons for each exhibitor to access and contact information.



- **Follow and tag CABE2022 on your social media platforms:**

Facebook: <https://www.facebook.com/CABEorg>

Instagram: https://www.instagram.com/go_cabe

Twitter: <https://twitter.com/cabebilingual>

LinkedIn: <https://www.linkedin.com/company/CaliforniaAssociationBilingualEducation>

Use these hashtags:

#CABE2022

#CABE2022Conference

#CABEConference

#CABE #GoCabe

#MultilingualCalifornia

#MCAP

#BilingualAndProud

#CABEStrong

Parents,
Welcome to
CABE 2022!

Visit the
"ROSALÍA SALINAS"
PARENT CENTER

Hours:

Wednesday-Friday 3:00 pm – 7:00 pm

The purpose of the Virtual Parent Center is to provide parents an atmosphere where they can seek services during the CABE conference or participate in activities especially designed to enhance their educational development. Parents are encouraged to take advantage of this opportunity in order to make their virtual participation in the conference an experience that will be valuable, productive, and useful.

Activities/Services Available:

- Daily Orientation Sessions
- Assistance with Conference Program
- Information on Events

Direct
Link to
Parent
Center

Padres
de Familia:
¡Bienvenidos a
CABE 2022!

Visiten el
CENTRO DE PADRES DE
FAMILIA "ROSALÍA SALINAS"

Horario

Miércoles- Viernes 3:00 pm – 7:00 pm

El propósito del Centro Virtual Para Padres de familia es ofrecer a los padres de familia un ambiente agradable, donde pueden encontrar asistencia y servicios necesarios durante la conferencia de CABE o información para participar virtualmente en actividades educativas, diseñadas especialmente para ellos. Los invitamos a que aprovechen esta oportunidad para que sea una experiencia valiosa, útil, informativa y productiva.

Actividades/Servicios Disponibles:

- Sesiones virtuales diarias de orientación
- Asistencia con información relativa al programa virtual
- Eventos de la conferencia

Enlace al
Centro de
Padres

SCHEDULE WEDNESDAY, MARCH 30, 2022 HORARIO - MIÉRCOLES 30 DE MARZO DEL 2022

3:00 pm – 3:30 pm	Parent Welcome / Bienvenida para los padres
3:30 pm – 4:30 pm	General Session/Keynote Speaker/ Sesión general/orador principal
4:45 pm – 5:35 pm	Session 1 Parent Support / Centro de apoyo para los padres
5:55 pm – 6:45 pm	Session 2 Programa de Padres Promotores de WUHS: Un Programa Modelo Diseñado Por Padres Para Padres
6:55 pm – 7:30 pm	Closing Session / Sesión de clausura
4:30 pm – 7:00 pm	Parent support / Centro de apoyo para los padres

SCHEDULE FRIDAY, APRIL 01, 2022 HORARIO - VIERNES 01 DE ABRIL DEL 2022

3:00 pm – 3:30 pm	Parent Welcome / Bienvenida para los padres
3:30 pm – 4:30 pm	General Session/Keynote Speaker/ Sesión general/orador principal
4:45 pm – 5:35 pm	Session 1 Parent Support / Centro de apoyo para los padres
5:55 pm – 6:45 pm	Session 2 Construyamos PAZ en una realidad diferente / Sesión 2 en el centro para los padres
6:55 pm – 7:30 pm	Closing Session / Sesión de clausura
4:30 pm – 7:00 pm	Parent support / Centro de apoyo para los padres

SCHEDULE THURSDAY, MARCH 31, 2022 HORARIO - JUEVES 31 DE MARZO DEL 2022

3:00 pm – 3:30 pm	Parent Welcome / Bienvenida para los padres
3:30 pm – 4:30 pm	General Session/Keynote Speaker/ Sesión general/orador principal
4:45 pm – 5:35 pm	Session 1 Parent Support / Centro de apoyo para los padres
5:55 pm – 6:45 pm	Session 2 Connecting with Families of ELs: Developing Strategies for Success / Sesión 2 en el centro para los padres
6:55 pm – 7:30 pm	Closing Session / Sesión de clausura
4:30 pm – 7:00 pm	Parent support / Centro de apoyo para los padres

SCHEDULE SATURDAY, APRIL 02, 2022 HORARIO - VIERNES 02 DE ABRIL DEL 2022

8:00 am – 8:30 am	Parent Welcome
8:30 am – 9:15 am	General Session / Sesión General
9:30 am – 10:20 am	Session 1 Calling All Parents and Guardians! / Sesión 1 dentro del para los padres
10:40 am – 11:30 am	Session 2 The Community Engagement Initiative (CEI) Family Leaders Affecting Systemic Change / Sesión 2 dentro del centro para los padres
11:50 am – 12:40 pm	Parent Center Closing / Clausura del Centro para los padres
8:30 am – 1:00 pm	Parent support center / Centro de apoyo para los padres
1:00 pm – 1:30 pm	Closing / Clausura

#CABE2022

**Estamos orgullosos de proveer las siguientes sesiones en español:
 CABE is proud to provide the following sessions in Spanish:**

Fecha	Horario	Título de presentación
3/30/2022	4:45 pm – 5:35 pm	Salud de inmigrantes en California: acceso a la salud, COVID-19 y carga pública
3/30/2022	4:45 pm – 5:35 pm	Diseñando interacciones de calidad en el aula de español para primaria
3/30/2022	4:45 pm – 5:35 pm	Videoproyectos para la educación en Justicia Social: creación de estrategias significativas para estudiantes de secundaria
3/30/2022	4:45 pm – 6:45 pm	Ventanillas de orientación educativa en los Consulados de México en California
3/30/2022	4:45 pm – 5:35 pm	Empoderamiento propio y cómo dar voz a nuestros hijos: involucrar desarrollo social y emocional
3/30/2022	5:55 pm – 6:45 pm	La educación bilingüe: WIDA's Frameworks for Bi/Multilingual Student Success
3/30/2022	5:55 pm – 6:45 pm	La salud de los niños inmigrantes en nuestras escuelas
3/30/2022	5:55 pm – 6:45 pm	Programa kindergarten hacia colegio/universidad: ahorro para la educación
3/31/2022	4:45 pm – 5:35 pm	Mejorando la lectura: Strategies to Increase Spanish Reading Outcomes
3/31/2022	4:45 pm – 5:35 pm	Oferta educativa de México para la diáspora
3/31/2022	4:45 pm – 5:35 pm	Aprendamos a convivir con las nuevas maneras de aprender de nuestros hijos, de nosotros los padres y los maestros
3/31/2022	5:55 pm – 6:45 pm	¡DESCÚBRETE! Tú tienes la llave
3/31/2022	5:55 pm – 6:45 pm	Comprensión del proceso de remisión a educación especial para estudiantes que están aprendiendo inglés
4/1/2022	4:45 pm – 5:35 pm	Estudiantes indocumentados que siguen carreras relacionadas con la salud
4/1/2022	4:45 pm – 6:45 pm	Be GLAD® en español
4/1/2022	4:45 pm – 5:35 pm	Impulsando la instrucción de la escritura a través de un diseño de alfabetización liberador
4/1/2022	4:45 pm – 5:35 pm	¡Ayuda! Educadores bilingües acelerando el aprendizaje
4/1/2022	4:45 pm – 5:35 pm	¡Taller para padres!
4/1/2022	4:45 pm – 6:45 pm	Disciplina con dignidad siete días a la semana
4/1/2022	5:55 pm – 6:45 pm	Cómo fomentar la conciencia metalingüística en el aula bilingüe
4/1/2022	5:55 pm – 6:45 pm	Construyamos PAZ en una realidad diferente
4/1/2022	5:55 pm – 6:45 pm	Conoce las ventajas de convertirte en Plaza Comunitaria
4/2/2022	9:30 am – 10:20 am	Trenzando la (bi)literacidad: The Content, Language and Literacy Integration Framework
4/2/2022	9:30 am – 10:20 am	De la imagen a la palabra y de la palabra al texto: diferentes formas de comenzar conversaciones interesantes en español y plasmarlas en textos
4/2/2022	10:40 am – 11:30 am	Apoyando la educación de nuestros estudiantes de regreso al salón
4/2/2022	11:50 am – 12:40 pm	Análisis morfológico de las palabras: ¡Prefijos, sufijos, me fijo!
4/2/2022	11:50 am – 12:40 pm	Cómo los padres pueden apoyar los programas de educación bilingüe
4/2/2022	11:50 am – 12:40 pm	"¡Deschóngate!": el arte/ciencia de aumentar la creatividad inteligencias trans-múltiples
4/2/2022	11:50 am – 12:40 pm	Estrategias y actividades divertidas para la ortografía y la acentuación



CABE 2022 SPOTLIGHT: LITERACY/ BILITERACY FOR EMERGENT BILINGUAL AND ENGLISH LEARNER STUDENTS

During **CABE 2022 Online!**, we will be spotlighting one of the most significant equity issues in education for all students and particularly our Emergent Bilingual and English Learner students—***Literacy and Biliteracy Development***.

At a time when there is much dialogue in the field regarding the development of literacy and biliteracy for all students, CABE and our partners at Californians Together endorse a more comprehensive approach to literacy and language development rather than the narrow focus of foundational skills and a one-size-fits-all approach as advocated for by the Science of Reading. We invite you to delve into the research and evidence-based practices during CABE 2022 that uplift the power of biliteracy and literacy development for Emergent Bilingual and English Learner students and emphasize the role of the five key themes for language arts instruction from the California ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Join the dialogue! Let's stretch our thinking and practice over these next four days!

WEDNESDAY, MARCH 30

4:45 pm – 6:45 pm

National Committee for Effective Literacy Panel

Featuring: Dr. Kathy Escamilla and Dr. Jody Slavick

Authors of White Paper: Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students

Facilitators: Dr. Bárbara Flores, CABE President & Martha Hernández, Californians Together



ADDITIONAL CABE 2022 LITERACY/BILITERACY PATHWAY SESSIONS TO FOLLOW EACH DAY

CABE 2022 Online! will provide you with a pathway throughout the conference that highlights key research, meaningful pedagogy, and evidence-based practices for the highest and most effective level of literacy and biliteracy development. Over these four days, we will uplift research, policies, and practices that are key to ensuring that Emergent Bilingual and English Learner students become proficient readers and writers in English and other languages, assuring that they will thrive and succeed in school and their communities.

Wednesday, March 30, 2022		
5:55 pm – 6:45 pm	Featured Speaker	Cultivating Oral Language and Literacy Talent in Students (COLLTS): Instructional Strategies for Dual Language Learners <i>Rebecca Bergey & Patricia García-Arena</i> American Institutes for Research
Thursday, March 31, 2022		
4:45 pm – 5:35 pm	Workshop	Mejorando la lectura: Strategies to Increase Spanish Reading Outcomes <i>Sam Aguirre</i> WCEPS/WIDA Español
5:55 pm – 6:45 pm	Workshop	Resources for Supporting Multilingual Learners in Preschool through 3rd Grade <i>Carolyn Crolotte</i> Early Edge California
5:55 pm – 6:45 pm	Workshop	Strengthening Early Literacy and Language for Multilingual and English Learners in Grades TK-2 <i>Kathia Romo Ben Sadok</i> WestEd
Friday, April 1, 2022		
4:45 pm – 5:35 pm	Administrative Leadership Symposium	Research-Driven Policies and Practices for Biliteracy and Multilingual Learners: State and National Advocacy for Effective Literacy Development <i>Kathy Escamilla, Jody Slavick, Francisco Escobedo, and Frances Gipson</i> CABE & Partners
4:45 pm – 5:35 pm	Workshop	Designated and Integrated ELD: Using Language Functions as a Bridge <i>Jennifer Ancheta-García</i> Sobrato Early Academic Language Model
5:55 pm – 6:45 pm	Workshop	Cómo fomentar la conciencia metalingüística en el aula bilingüe <i>Igone Arteagoitia</i> Center for Applied Linguistics
4:45 pm – 5:35 pm	Featured Speaker	A SENTENCE, A PARAGRAPH, A PAGE: Becoming Authors to Stand for Our Rights <i>Alma Flor Ada, F. Isabel Campoy</i> Transformative Education Institute

Saturday, April 2, 2022

9:30 am – 11:30 am	Featured Institute	Teaching for Cross-Linguistic Transfer: Making the Spanish-English Connections <i>Silvia Dorta-Duque de Reyes</i> National Biliteracy Consultant, Author
11:50 am – 12:40pm	Workshop	A Transnational Study on Literacy Practices in English and Spanish <i>Nirmla Flores</i> University of Redlands
9:30 am – 10:20 am	Workshop	Cafecito con CABE: Let's talk Dual Language <i>Rubí Flores</i> CABE
11:50 am – 12:40 pm	Featured Speaker	Translanguaging Biliteracies with Purpose, Process, and Outcome <i>Susana Ibarra Johnson</i> New Mexico State University
9:30 am – 10:20 am	Workshop	Trenzando la (bi)litteracidad: The Content, Language and Literacy Integration Framework <i>Sandra Mercuri</i> Sandra Mercuri Educational Consultants



3 amazing online trainings to choose from

- ✓ K-12 Course
- ✓ Dual Language Course
- ✓ Pre-K Course



Log on to our website
for teacher reviews of our courses!



For more information visit
BEGLADTRAINING.COM



CABE 2022 SPOTLIGHT: EARLY EDUCATION AND EARLY LEARNING

During **CABE 2022 Online!**, we will be spotlighting one of the most significant equity issues in education of all students and particularly our Emergent Bilingual and English learner students—Early Education and Early Learning. These Dual Language Learners (DLLs) are children birth to age 5, who are learning two (or more) languages at the same time or are learning a second language while continuing to develop their first (or home) language. At CABE 2022 we will highlight a panel on Thursday of key leaders from Early Edge California, Sobrato Early Academic Language (SEAL), and CABE, and will offer various workshops from statewide partners throughout the conference that highlight resources and approaches to support DLLs.

THURSDAY, MARCH 31 4:45 pm – 5:35 pm DUAL LANGUAGE LEARNER (DLL) EARLY EDUCATION AND EARLY LEARNING PANEL

Having highly effective and strategic programs and policies in place is key to ensuring that all students have an equitable and high-quality start to their multilingual educational career from preschool, Transitional Kindergarten, and throughout the K-16 system. This panel will highlight the statewide campaign and leadership to ensure that research, resources, and strategies are in place for effective early education for DLLs.



Presenters: Dr. Anya Hurwitz, SEAL; Carolyne Crolotte, Early Edge California
Facilitator: Dr. Bárbara Flores, CABE Board President

Direct
Link to
Spotlight

WEDNESDAY, MARCH 30, 2022

Cultivating Oral Language and Literacy Talent in Students (COLTS): Instructional Strategies for Dual Language Learners

Rebecca Bergey, American Institutes for Research
Patricia García-Arena, American Institutes for Research
5:55 pm – 6:45 pm

THURSDAY, MARCH 31, 2022

Resources for Supporting Multilingual Learners in Preschool through 3rd Grade

Carolyn Crolotte, Early Edge California
Trish Morrison, Early Edge California
5:55 pm - 6:45 pm

Strengthening Early Literacy and Language for Multilingual and English Learners in Grades TK-2

Kathia Romo Ben Sadok, WestEd
Ruth Sebastian, WestEd
5:55 pm – 6:45 pm

FRIDAY, APRIL 1, 2022

Be GLAD®: Nurturing Early Literacy through NGSS

Melissa Brooks, Be GLAD®
Amina Khan, Be GLAD®
4:45 pm – 5:35 pm

Supporting Dual Language Learners in Preschool and Transitional Kindergarten

Corina Sapient, SEAL (Sobrato Early Academic Language) Model
Ana Marisol Sánchez, SEAL (Sobrato Early Academic Language) Model
5:55 pm – 6:45 pm

SATURDAY, APRIL 2, 2022

Be GLAD® PreK Institute

Melissa Brooks, Be GLAD®
Ingrid Fleury, Be GLAD®
9:30 am – 11:30 am

CABE 2022 Online!

NETWORKING EVENTS!

Let's Connect and Come Together and Stand Up! Get Up! For Biliteracy and Multilingual Rights!
These Networking Events are open to all CABE 2022 Online attendees, unless otherwise noted.

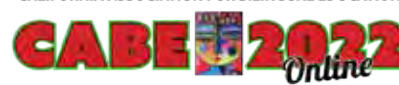
Wednesday, March 30, 2022	
3:00 pm – 3:30 pm	Chapter Leadership Networking Event This is an invitation only event for Chapter Leaders. Chapter Leaders, check your email for the special invitation-only link or contact Evelyn Briseño, CABE Membership Assistant, at evelyn@gocabe.org .
Thursday, March 31, 2022	
4:45 pm – 5:35 pm	Seal of Biliteracy Networking Event Connect with educators statewide who offer the State Seal of Biliteracy and Pathways to Biliteracy Award. Sponsored by Velázquez Press and Multilingual California Project (M ^{CA} P)
Friday, April 1, 2022	
2:00 pm – 3:00 pm	SFABE Meeting (San Francisco CABE Chapter Meeting) All Bay Area Educators are invited
2:30 pm – 3:30 pm	Asian Languages Roundtable Network Meeting Connect with educators who serve students from Asian languages backgrounds.
5:55 pm – 6:45 pm	CABE Membership Event—Exclusive for CABE Members Only A Conversation with Ginger and Wayne (Dr. Virginia Collier and Dr. Wayne Thomas) This event is exclusive for active CABE members. See your email for Zoom link access and/or visit the CABE 2022 Membership Room to become a member, renew your membership, or ask for more information.
Saturday April 2, 2022	
10:40 am – 11:30 am	CABE Membership Meeting All CABE Members are invited and encouraged to attend. The CABE Chapter of the Year Award will be presented.
10:40 am – 11:30 am	(M^{CA}P) IHE Convening Multilingual California Project (M ^{CA} P) invites all CABE 2022 attendees who are part of university and bilingual authorization credentialing programs to join us for a time of networking and sharing of ideas and resources. Join this statewide effort to strengthen our bilingual authorization programs!



Loyola Marymount University
Center for Equity for
English Learners

UNIVERSITY CREDIT

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION



Stand Up! Get Up! For Biliteracy and Multilingual Rights!

Stand Up! Get Up! For Biliteracy and Multilingual Rights!

WHAT CREDIT IS AVAILABLE?

- Earn three (3) professional development, **upper-division Continuing Education Units (CEUs)** at CABE 2022.
- University transcripts will be available upon course completion.



PRE-CONFERENCE REGISTRATION IS AVAILABLE!

Direct
Link to
More Info

Registration Link: <https://tinyurl.com/CABE2022-Course300>



Cost \$420 PRE-CONFERENCE REGISTRATION

Discount Code: PreCCABE22 expires March 29th



HOW DO I ENROLL?

- Register Online
- Convenient credit card payment available
- Course materials and information will be sent at least 1 week prior to the conference



Course 300
Title

Stand Up! Get Up! For Biliteracy
and Multilingual Rights!

WHAT ARE THE REQUIREMENTS?

1. Attend CABE virtual conference for a minimum of 15 hours.
2. Complete 15 hours of independent work.
3. Submit a reflection paper.

Due Date: May 2, 2022

Pre-Conference
Registration

Pre-Conference Registration \$420
(March 4 - March 29, 2022)
Discount Code: PreCCABE22

Registration
during the
Conference

Registration \$450
(March 30 - April 1, 2022)

Questions?

The Center for Equity for English Learners
ceel@lmu.edu

IMPORTANT: Prior to enrolling, participants should check district requirements regarding CEU acceptance and salary point equivalency.



CABE 2022 Poetry Open Mic

Thursday, March 31, 2022 | 5:55 pm – 6:45 pm

**With CABE Poet Laureate
Ramona Laughing Brook Webb**



CALLING ALL POETS and SPOKEN WORD ARTISTS!

**Hosted by
Ramona Laughing Brook Webb
Spoken Word Poet & Performance Artist**

**Direct
Link to
Open Mic**

Join CABE in our annual multilingual Poetry Open Mic!

- Pre-register at <https://bit.ly/cabe2022poetry>
- Bring something prepared or be ready to ad lib!
- Each participant will have 2 minutes to share their work, their talents, and their voice!

Ramona Laughing Brook Webb serves as CABE's Poet Laureate and is an Afro-Creek Muskogee Queer teaching and performing artist. Ramona is the first Poet-in-Residence at the National Center of Excellence In Women's Health and UCSF's Black Women's Health and Livelihood Initiative at the University of California, San Francisco, working at the intersections of art integration into healthcare practices, performance art, culture change, and improved communications around gender and racial/ethnic disparities and health disparities. She served as poetry Slammaster of San Francisco.

Ramona is a conservatory-trained artist who writes and performs in "docu-ritual-drama" theater. Latimer Lights is her current poetic performance piece. It chronicles the life, legacy, and poetry of Lewis Howard Latimer, inventor of the permanent carbon filament of the light bulb. Ramona's pronouns are she, her, them, and they.

Join us and raise your multilingual voice in word, lyric, and rhyme!

CABE Friday Night Online Dance Party!

Friday, April 1, 2022 | 7:30 pm – 9:30 pm

Direct
Link to
Party

Do you like to dance
Cumbia, Salsa, Hip
Hop, Merengue, and
Ranchera?

Check your CABE
2022 Schedule for
the Zoom Link to
join the party

Entertainment
Provided by:
DJ Planet Mars



Language and Literacy Solutions for Any DL Classroom

K-5 DL Spanish Literacy Solutions



VISTA Level Spanish®

K-5 ELL Programs



K-12 Newcomer and Beginner Programs



Contact your Language Specialist for additional information:
vistahigherlearning.com/support/find-a-rep



East of Salinas

Wednesday, March 30, 2022 | 4:45 pm – 6:45 pm

Access the film via the CABE 2022 Portal

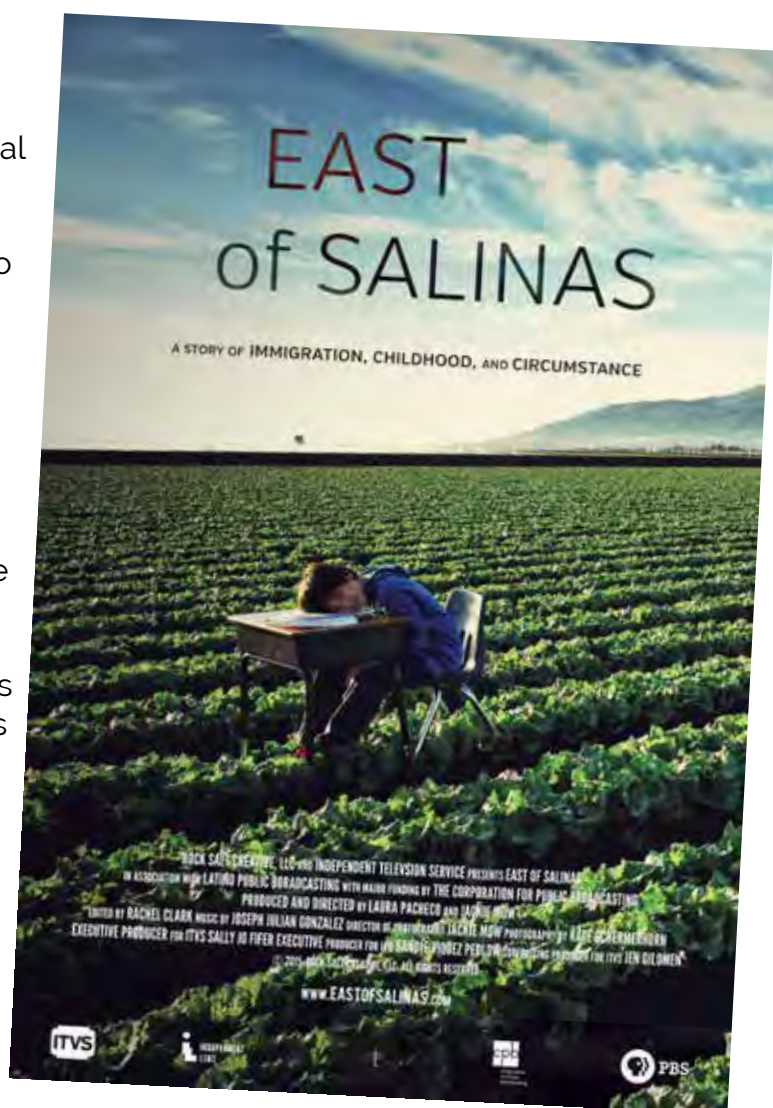
There are an estimated seven million migrant children in America — one in eight of every school-aged child. They move from place to place with their families, following the seasonal harvests throughout America.

The story begins with 3rd grader José Ansaldo telling us what he wants to be when he grows up. Like most 8-year-olds he dreams of becoming a firefighter or a cop. But, with little support at home, José often turns to his teacher, Oscar Ramos. Oscar was once a migrant farm kid himself.

Oscar helps José imagine a future beyond the lettuce fields where his parents work. Despite the challenges of migrant life, José excels in school. But José was born in Mexico—and he's on the cusp of understanding the implications of that. As we watch this play out, we begin to understand the cruelty of circumstance—for José and many millions of kids like him.

East of Salinas asks: What is lost when kids like José are denied opportunities?

EAST OF SALINAS is a documentary film for PBS.



Q&A with the filmmaker and José immediately after viewing of film.

**Direct
Link to
Film**



A Song for César

Thursday, March 31, 2022 | 4:45 pm – 6:45 pm

Access the film via the CABE 2022 Portal

In the 1960s and '70s, César Chávez and farmworker activists formed an alliance with musicians and artists to help build a movement called "La Causa". A Song for César tells the story of that alliance using first person accounts of artists, musicians, members of Chávez's family, and other key figures of the movement. Inspired by the spirit of the thousands of farmworkers who struggled for justice alongside labor leaders César Chávez, Dolores Huerta, and Larry Itliong, musicians Ábel Sánchez and Jorge Santana's encapsulating tribute song bookends the film, highlighting the ways in which music and the arts were essential in building the farmworkers' movement.



Q&A with the filmmakers immediately after viewing of film.

**Direct
Link to
Film**

CABE EDUCATIONAL
FILM FESTIVAL**Chinatown Rising**

Friday, April 1, 2022 | 4:45 pm – 6:45 pm

Access the film via the CABE 2022 Portal

Against the backdrop of the Civil Rights Movement of the mid-1960s, a young San Francisco Chinatown resident armed with a 16mm camera and leftover film scraps from a local TV station, turned his lens onto his community. Totalling more than 20,000 feet of film (10 hours), Harry Chuck's exquisite unreleased footage has captured a divided community's struggles for self-determination.

Chinatown Rising is a documentary film about the Asian American Movement from the perspective of the young residents on the front lines of their historic neighborhood in transition. Through publicly challenging the conservative views of their elders, their demonstrations and protests of the 1960s-1980s rattled the once quiet streets during the community's shift in power. The film documents, among other important movements, the origins of the landmark Supreme Court case, *Lau v. Nichols*, which resulted in bilingual education rights across the nation. Forty-five years later, in intimate interviews these activists recall their roles and experiences in response to the need for social change.

CHINATOWN RISING is co-directed by Harry Chuck and his son, Josh Chuck. There will be a Q&A with the filmmaker, Josh Chuck and special guest(s).

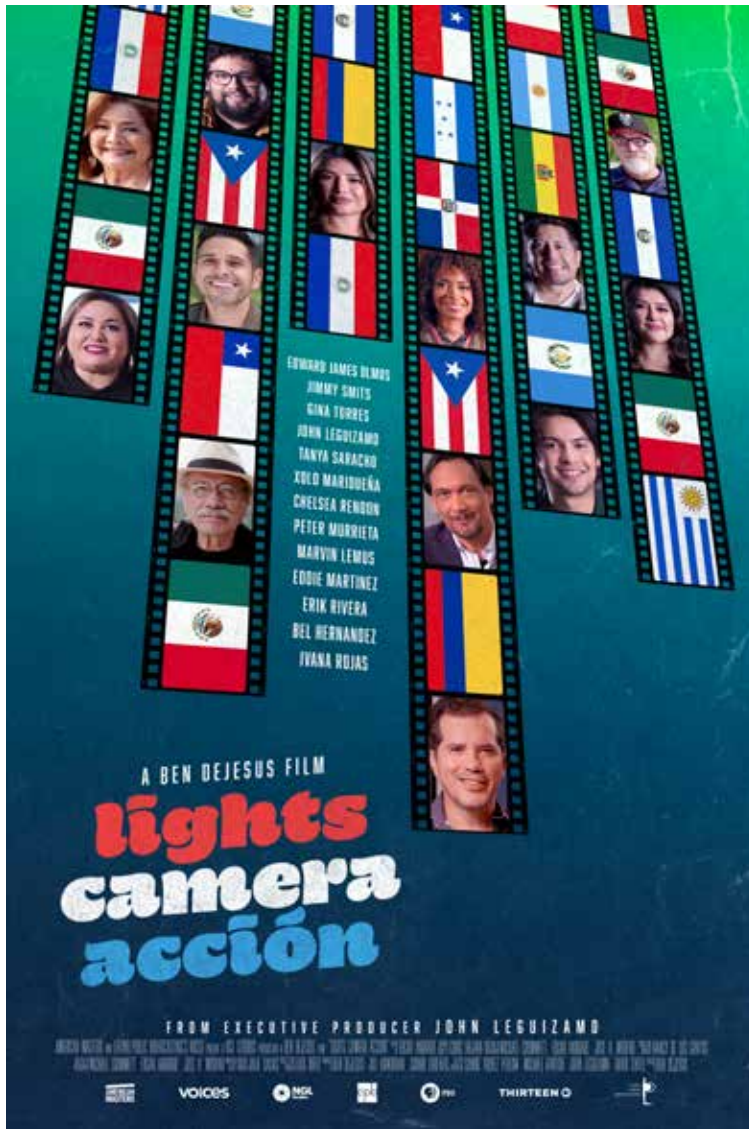
**Q&A with the filmmaker immediately after viewing of film.****Direct
Link to
Film**



Lights, Camera, Acción

Saturday, April 2, 2022 | 9:30 am – 10:50 am

Access the film via the CABE 2022 Portal



Lights Camera Acción is a celebration of the incredible impact Latinos have made in Hollywood – past, present, and future – with a focus on the exciting new wave of talent that is blazing their own trail in the industry. Featuring prominent Latinx voices in film and television, this special captures the candid and passionate perspectives of talent from in front of and behind the camera, as they share their personal journeys and outlook on the bright future ahead.

The film weaves first-person conversation and testimonials to celebrate some of the Latino personalities and projects that helped shape and continue to define Hollywood's destiny. Included are actors Edward James Olmos, John Leguizamo, Xolo Maridueña (Cobra Kai), and Julissa Calderón (Gentefied); showrunners Peter Murrieta (Mr. Iglesias) and Marvin Lemus (Gentefied); and more.)



Director, producer, and writer Ben DeJesus has over 15 years' experience in the multicultural market. There will be a Q&A with Ben after the viewing.

Q&A with the filmmaker immediately after viewing of film.

**Direct
Link to
Film**



Our Story of War and Remembrance: Chinese American WWII Veterans of the China-Burma-India (CBI) Theatre

Saturday, April 2, 2022 | 10:50 am – 12:00 pm

Access the film via the CABE 2022 Portal

Our Story of War and Remembrance: Chinese American WWII Veterans of the China-Burma-India (CBI) Theatre

During World War II, about 20,000 Chinese Americans served in the United States Armed Forces as well as other aspects of the war effort across all theaters of conflict. According to the 1940 Census, this represented over a quarter of the 77,000 Chinese people living in the United States at the time. Just over 60% were U.S. native-born citizens. Those born in China were denied citizenship, while all Chinese Americans faced discrimination and challenges to property ownership, voting, and other rights. Despite these barriers based on discrimination and racism, many Chinese Americans answered the call to serve.

Through interviews of San Francisco Bay Area veterans, the film project team of both students and adults hopes to educate others about the story of Chinese American WWII veterans of the CBI, as well as honor, celebrate, and preserve the legacy of the patriotism, sacrifice, valor, and contributions of the Chinese American WWII veterans of the China-Burma-India Theatre.



Q&A with the filmmakers immediately after viewing of film.

**Direct
Link to
Film**



**Direct
Link to
Opening
Session**

CABE is honored to welcome US Secretary of Education, Dr. Miguel Cardona, to CABE 2022 Online, on Wednesday, March 30, 3:30 pm - 4:30 p.m, during the Opening General Session!

Secretary of Education Miguel Cardona is the 12th Secretary of Education and promotes a vision of biliteracy and support for English learners and all learners through his leadership at the United States Department of Education. The son of Puerto Rican parents, Dr. Cardona's home language was Spanish, and he started his own educational experience as an English learner and fluent Spanish speaker. His own life and experiences have guided him in his educational career.

Secretary Cardona previously served as the Commissioner of Education in Connecticut and has two decades of experience as a public-school educator. He began his career as an elementary teacher, and then served as a school principal for ten years. Secretary Cardona received his bachelor's degree at CCSU and completed his Master's in Bilingual/Bicultural Education, Administrator Preparation Program, Doctorate in Education, and Executive Leadership Program (Superintendent) Certificate from UCONN. Secretary Cardona and wife Marissa are the proud parents of two teenage children.

A strong believer in family and community engagement, he has shared that:

"As I learned through my experience as the principal of an elementary school, the more engaged members of the school community are in changing the complacency, the better chances there are for improvement."

As the nation's first education secretary who was an English learner, he is seizing the opportunity to apply his considerable experience and expertise in language learning nationwide, as states and districts across the nations are addressing the needs of English learners in both English and their home languages, and the needs of students of all diverse backgrounds.

Secretary Cardona has led the support for all students during the COVID-19 pandemic with clarity and has focused his leadership on addressing the needs of all students and especially those most vulnerable.

"Reopening schools—and keeping them open—while critical, is insufficient. Our hardest and most important work lies ahead," said Secretary Cardona. "Our students' success is at stake. Not just the students we serve today, but for those who have yet to be born. Our task is not only to improve our education system from where it was before the pandemic, but also to take bolder action to elevate it to lead the world."

CABE is proud to be partnering with the US Department of Education (USDOE) and the Office of English Language Acquisition (OELA) as a recipient of two current National Professional Development grants—Project DELIGHT and Project PROMESA.

Welcome, Secretary Miguel Cardona, to CABE 2022 Online! ¡Bienvenido, Secretario!

CABE Welcomes State Education Partners to CABE 2022 Online

Thank you for your advocacy and support of Biliteracy and English Learner programs!

California Department of Education (CDE)



Tony Thurmond
State Superintendent
of Public Instruction



**Alesha Moreno-
Ramírez**
Director, Multilingual
Support Division



Elena Fajardo
Administrator
Language Policy and
Leadership Office

CABE thanks SPI Thurmond and the Multilingual Support Division in the Opportunities for All Branch of the California Department of Education for presenting at CABE 2022 and supporting biliteracy and English learner programs for educators, students, and families.

The California Department of Education is offering the workshops and institutes below:

Wednesday, March 30, 2022	
4:45 pm – 5:35 pm	Expanded Learning Programs: STEAM Hubs and English Learners
5:55 pm – 6:45 pm	Supporting English Learners with the Tools for Teachers Website
5:55 pm – 6:45 pm	Educating Dually Identified Students within California's System of Support
Thursday, March 31, 2022	
4:45 pm – 6:45 pm	The State of Accountability for California's English Learners during the COVID Crisis
4:45 pm – 5:35 pm	Updates on the ELPAC and Exciting Developments for the California Spanish Assessment (CSA)
4:45 pm – 5:35 pm	English Language Development Design and Implementation in Grades TK–6
5:55 pm – 6:45 pm	The California High School Equivalency and High School Proficiency Tests for English Learners
5:55 pm – 6:45 pm	Paving the Way to Multiliteracy with the Biliteracy Pathway Recognitions
5:55 pm – 6:45 pm	English Language Development Design and Implementation in Grades 7–12
5:55 pm – 6:45 pm	Programs for English Learners: Key Components for Effective Design
Friday, April 1, 2022	
4:45 pm – 5:35 pm	Accessibility Resources for All and the New Alternate ELPAC
4:45 pm – 5:35 pm	How the California Department of Education's New Social and Emotional Learning Resources Support Multilingual Students
Saturday, April 2, 2022	
10:40 am – 11:30 am	California's Comprehensive State Literacy Plan

CDE Presenters

Traci Albee, Chris Breazeale, Heather Calomese, Eve Fabiaschi, Elena Fajardo, Gustavo González, Alejandro Hernández, Jennifer Howerter, Jonathan Isler, Lorrie Kelling, Donald Killmer, Justin Lane, Alesha Moreno-Ramírez, Carla Nájera-Kunsemiller, Chad Portney, Tammy Saldaña, Juan Sánchez, Erika St. Andre

Visit the California Department of Education in the Virtual Exhibit Hall.



CABE 2022 SPOTLIGHT ON AWARDS

CABE is honored to recognize students, parents, educators, schools, and chapters with our CABE 2022 Awards. See the schedule below and join us to honor these outstanding bilingual and biliteracy educators, students, and parents! See pages 93-116 for a description of each awardee.

WEDNESDAY, MARCH 30, 2022

CABE Seal of Excellence School Award

5:55 pm – 6:45 pm

THURSDAY, MARCH 31, 2022

Educator & Parent of the Year Awards

5:55 pm – 6:45 pm

FRIDAY, APRIL 1, 2022

Student Essay Writing Awards

5:55 pm – 6:45 pm

SATURDAY, APRIL 2, 2022

CABE Chapter of the Year Award

(Recognized at the CABE Membership Meeting)

10:40 am – 11:30 am

CABE Teachership Awards

11:50 am – 12:40 pm

CABE Board Awards will be presented at the daily General Sessions.

See pages 93-116 for a description of each awardee.

Exclusive Members-Only Event

*A Conversation
with
Ginger
and
Wayne*



Friday, April 1st, 5:55 pm – 6:45 pm

Join us for a chat with

Drs. Virginia Collier & Wayne Thomas

Learn about their latest work and participate in an interactive Q & A session just for CABA Members.

CABA Members—Check your email for the link to register for this event!

***Didn't get the link? Contact Evelyn Briseño
at evelyn@gocabe.org***

ANNUAL CABE MEMBERSHIP MEETING 2022

SATURDAY, APRIL 2, 2022 AT 10:40 am – 11:30 am

JOIN US!



Dr. Bárbara Flores
CABA President



Elodia Ortega-Lamkin
CABA Vice President

We invite all CABE members to join us at the Annual CABE Membership Meeting. Come meet your elected CABE Board Members, the CABE Membership Team, and other CABE Members from across the state! You'll have the opportunity to receive important updates and learn about CABE's Strategic Plan and Annual Report.



We will also present the CABE 2022 Chapter of the Year Award to CABE Whittier Chapter #40 in Region III. See the Chapter of the Year description on page 116. Learn more about the CABE Whittier Podcast Radio, student scholarships, and member activities by this amazing chapter. ¡Felicidades, CABE Whittier!



I'm a CABE Member.
Are You?

Become a CABE Member or renew here!

<https://www.gocabe.org/index.php/about/members/>



CALLING ALL CABE CHAPTER LEADERS!



Due to our pivot from an in-person conference to a virtual one, the 2022 JDA has been rescheduled to May 20th. At CABE 2022, we look forward to seeing you at the Chapter Leader Networking event. Learn more about both events below:

An invitation-only event for chapter officers:

CHAPTER LEADER NETWORKING EVENT

WEDNESDAY, MARCH 30, 2022, 3:00 pm – 3:30 pm

Join other CABE Chapter Leaders from across the state, CABE Board Members, and the CABE Membership Team to:

- Be recognized and thanked for your service to CABE, your chapter, and your community
- Share ideas and learn about tools for effective networking with other Chapter Leaders at CABE 2022 and beyond
- Celebrate our CABE 2022 Chapter of the Year, CABE Whittier Chapter #40 in Region III
- Get your CABE Chapter Leader Zoom Background to use during the conference
- Access CABE 2022 and Chapter Leader Resources curated just for you
- Learn about CABE 2022 membership events, leadership opportunities, and other special sessions that you don't want to miss
- Hear the latest CABE 2022 updates and hot-off-the-press announcements

Chapter Leaders, check your email for the special invitation-only link or contact Evelyn Briseño, CABE Membership Assistant, at evelyn@gocabe.org.

Save the date for this rescheduled event:

CABE JOINT DELEGATE ASSEMBLY (JDA)—SPRING 2022

FRIDAY, MAY 20, 2022 3:00 pm – 5:00 pm via Zoom

CABE invites CABE Chapter Leaders to our spring Joint Delegate Assembly (JDA) to hear guest speaker, Martha Zaragoza-Díaz, CABE Senior Advisor and former CABE Lobbyist. Martha will share her journey and accomplishments and inspire us to "Get up! Stand up! For Biliteracy and Multilingual Rights!"

JDA offers you the opportunity to network and connect directly with other like-minded leaders to strengthen chapter and membership involvement and positively impact our schools, districts, and communities while promoting and implementing the CABE Vision and Mission. Check your inbox in April for times, registration link, and more details.

**CHAPTER LEADERS JOIN US ON
FRIDAY, MAY 20th!
¡ÚNETE A CABE!
Together, we can make a difference!**

#CABEStrong

CABE 2023 CALL FOR PRESENTATIONS

*Always wanted to present at a CABE Annual Conference?
Have an effective practice for English learners and/or biliteracy students to share?
Interested in disseminating your research or work on policy and leadership?*

**Submit an online application to present a workshop at CABE 2023!
Deadline: Tuesday, July 26, 2022**

SUBMIT YOUR APPLICATION ONLINE:
<https://fs3.formsite.com/cabeforms/CFP2023/index.html>



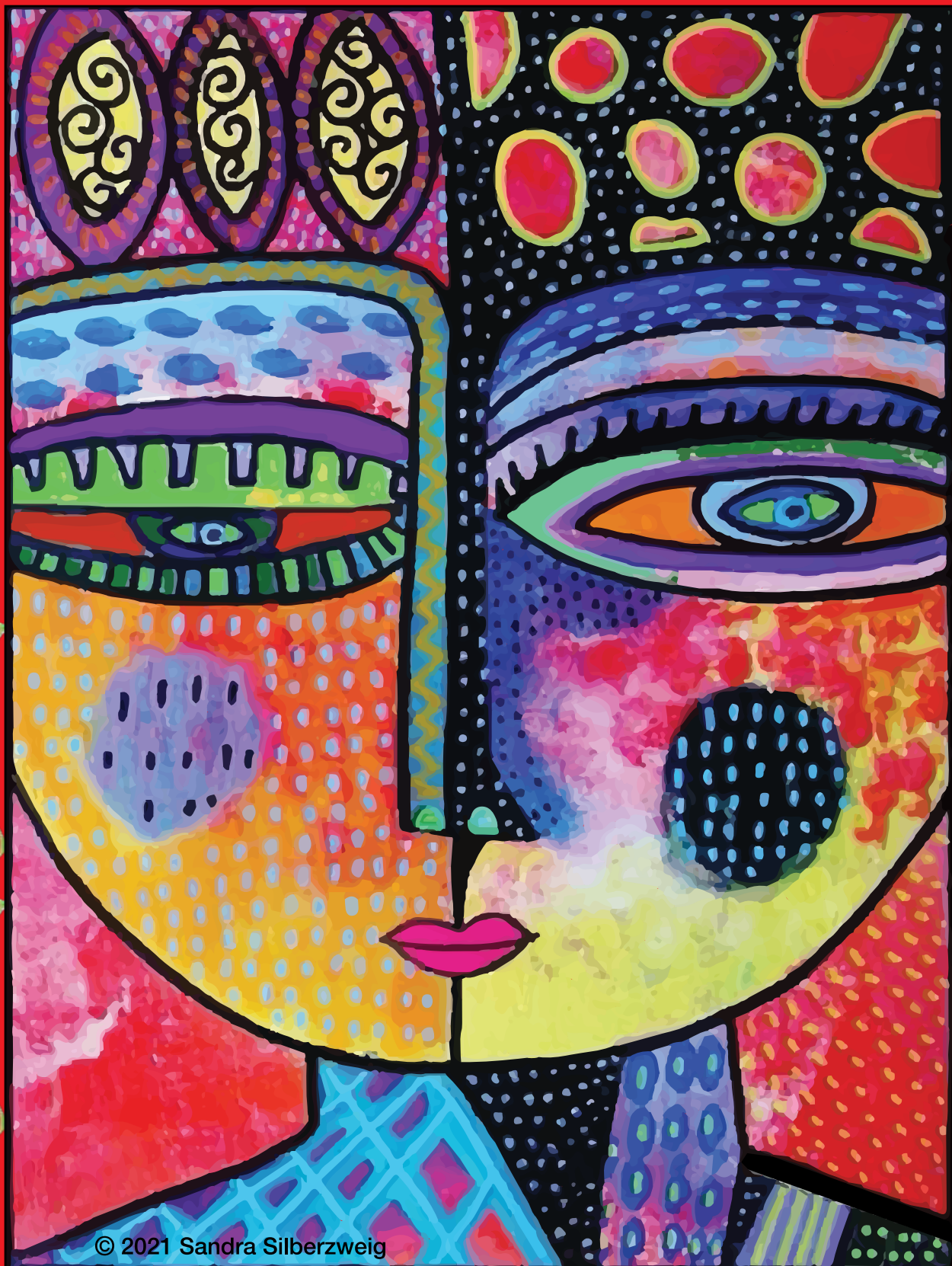
The **Call for Presentations** provides general guidelines for submitting proposals for workshops and institutes. Slots fill quickly, so submit your proposal without delay!

<https://fs3.formsite.com/cabeforms/CFP2023/index.html>

Questions? Contact info@gocabe.org



EXHIBIT HALL



STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!



ELLEVATION

**Expect more for
your EL program.**

Efficient program management.
High-quality instruction.
Effective collaboration.
Great student outcomes.
Your ELs deserve it.

EllevationEducation.com

Velázquez Press

Professional Learning

? Help English Learners increase state standardized test scores?



? What is your PLAN for a successful and sustainable Dual Language program?



? Help content teachers & parents work with ELs to develop content based academic language?



? Are your Dual Language programs equitable?



? How do we support Long Term English Learners after the pandemic?



? Looking for ways to help students develop biliteracy?





Visit VelazquezPress.com

Kick Off CABE 2022!

VIRTUAL NIGHT AT THE EXHIBITS

Tuesday, March 29, 2022 | 4:00 pm – 6:00 pm

**Visit every exhibitor and sign
in at each site!**

**GOLDEN
TICKET**

Sign In to Enter Daily Drawings!

\$500

**Visit as many Virtual Exhibits as possible to increase your
chances of winning the Golden Ticket of \$500!**

CABE VIRTUAL EXHIBIT HALL

Looking for educational resources, materials, and information? Visit our Virtual Exhibit Hall!

Night at the Exhibits!

Tuesday, March 29, 4:00 pm – 6:00 pm

**Saturday Exhibits! Saturday,
April 2, 10:40 am – 12:40 pm**

**CABE 2022 Virtual Exhibit Hall
Live Sessions!
Raffles!
Resources!
Chat with Exhibitors**

RAFFLES

- **Sign in on the Virtual Exhibit Hall on Tuesday and Saturday at each session with each sponsor and exhibitor you visit to be entered into drawings for \$50-\$500 gift cards and prizes.**
- **The grand prize(s)—a \$500 gift card and CABE 2023 Complimentary Registration—will be drawn on Tuesday, March 29 and Saturday, April 2!**
- **You must be present to win.**

JOIN US IN THE CABE 2022 VIRTUAL EXHIBIT HALL!

CABE thanks our CABE 2022 Sponsors, who are indicated with a ★

★ **Amplify**

55 Washington Street, 8th Floor
Brooklyn, NY, 11201
eking@amplify.com
<https://amplify.com/>

★ **Asian American Curriculum Project, Inc.**

529 East 3rd Avenue
San Mateo, CA, 94401
Leonard Chan
aacp@asianamericanbooks.com
<https://asianamericanbooks.com>

★ **Audio Resource Group**

405 W Main Avenue, Suite# 4G
West Fargo, ND, 58078
Joe Vaughan
joev@argaudio.com
www.argaudio.com

★ **Avant Assessment**

940 Willamette Street, Suite 530
Eugene, OR, 97401
Roger Burt and Nick Gossett
roger.burt@avantassessment.com
<https://avantassessment.com/>

★ **Be GLAD**

3141 Stevens Creek Blvd. Suite 353
San Jose, CA, 95117
christine@begladtraining.com
<https://begladtraining.com>

★ **BeeReaders**

8121 Bee Cave Road, Suite 200
Austin, TX, 78746
paz.mosqueira@beereaders.com
www.beereaders.com

★ **Benchmark Education**

145 Huguenot Street
New Rochelle, NY, 10801
Jack Kenny
kdemarco@benchmarkeducation.com
<https://www.benchmarkeducation.com/>

★ **California Department of Education**

1430 N Street
Sacramento, CA, 95814
ggonzalez@cde.ca.gov
<https://www.cde.ca.gov/>

★ **California Teachers Association**

1169 Mountain Avenue
Norco, CA, 92860
CommunityEventsandGrants@cta.org
www.cta.org

★ **Californians Together**

525 E. 7th Street, Suite C203
Long Beach, CA 90813
www.californianstogether.org

★ **Center for Applied Linguistics**

4646 40th Street, NW
Washington, DC, 20016
Joel Gomez
jgomez@cal.org
www.cal.org

★ **Continental Interpreting**

PO Box 2164
Yorba Linda, CA 92885
gabrielag@cis-inc.com

★ **Corwin**

5903 E. Conservation Drive
Frederick, CO 80504
Sharon Pendergast
sharon.pendergast@corwin.com
www.corwin.com

★ **Data Recognition Corporation – DRC**

13135 Sunnybrook Circle #203
Garden Grove, CA, 92844
Melissa Juliet Cortez
mcortez@datarecognitioncorp.com
www.datarecognitioncorp.com

★ **Dual Language Education of New Mexico**

700 Lomas Blvd. NE, Suite 204
Albuquerque, NM 87102
leslie@dlenm.org
www.delnm.org

★ **Ellevation Education**

38 Chauncy Street, 9th Floor
Boston, MA, 02111
haley.sandifer@ellevation.com
ellevationeducation.com

★ **Empowering Latino Futures**

624 Hillcrest Lane
Fallbrook, CA, 92028
ana@empoweringlatinoofutures.org
<https://empoweringlatinoofutures.org/>

★ **Estrellita**

99 Inverness Drive East Suite 200
Englewood, CO, 80112
Katy Salach
katy.salach@estrellita.com
www.estrellita.com

★ **Footsteps2Brilliance**

5432 Reef Circle
Carlsbad, CA, 92008
Dr. Gregory A. Spencer
greg@footsteps2brilliance.com
<https://bit.ly/FootstepsOverview>

★ **Lectorum Publications, Inc.**

10 New Maple Avenue, Suite 303
Pine Brook, NJ, 07058
hviskovic@lectorum.com
www.lectorum.com

★ **Luminous Minds, Inc.**

1457 Oak Hill Way
Roseville, CA, 95661
Chandra Roughton
chandra@luminousmindsinc.com
<https://www.luminousmindsinc.com/>

McGraw Hill

120 S. Riverside Plaza, Suite 1200
Chicago IL, 60606
monica.dalzell@mheducation.com
mheducation.com

mslearning4kids

754 Berkeley Avenue
Menlo Park, CA 94025
mslearning4kids@gmail.com
mslearning4kids.com

Pacific Learning

6262 Katella Avenue
Cypress, CA, 90630
jan.lombardi@pacificlearning.com
<https://pacificlearning.com/>

Project Scientist

PO Box 515
Laguna Beach, CA 92651
info@projectscientist.org
www.projectscientist.org

★ Renaissance

2911 Peach Street
Wisconsin Rapids, WI, 54494
David Cisneros
claudia.stotts@renaissance.com
www.renaissance.com

Savvas Learning Company

501 Boylston Street, Suite 502
Boston, MA, 02116
Page Pastore
page.pastore@savvas.com
<https://www.savvas.com/>

SchoolsFirst Federal Credit Union

15332 Newport Avenue
Tustin, CA, 92780
Kia Perkins
kperkins@schoolsfirstfcu.org
www.schoolsfirstfcu.org

Speak Agent, Inc.

155 Gibbs Street #536
Rockville, MD 20850
Dan LaFountain
leah@peakagent.com
peakagent.com

Ventanillas de Orientación Educativa

Consulates of Mexico in California
532 Folsom Street
San Francisco, CA 94523
jhuertag@sre.gob.mx

★ Velazquez Press

9682 Telstar
El Monte, CA 91731
jrui@academiclearningcompany.com
<https://velazquezpress.com/>

★ Vista Higher Learning

500 Boylston Street #620
Boston, MA 02116
grosado@vistahigherlearning.com
<https://vistahigherlearning.com/>

Wayside Publishing

2 Stonewood Drive
Freeport, ME 04032
Lucia Igani
ligani@waysidepublishing.com
www.waysidepublishing.com

CABE 2022 Career Fair

Los Angeles Unified School District – Human Resources

333 S. Beaudry Avenue, 15th Floor
Los Angeles, CA 90017
William Chang
william.chang@lausd.net
www.teachinla.com

Oakland Unified School District

3325 Storer Avenue
Oakland, CA, 94619
Cecilia Terrazas
cecilia.terrazas@ousd.org
www.ousd.org

Palmdale School District

39139 10th Street East
Palmdale, CA, 93550
Rocio Chamorro-Rosado
rmchamorro@palmdalesd.org
<https://www.palmdalesd.org/Page/2007>

Salinas Union High School District

431 W. Alisal Street
Salinas, CA, 93901
Diana Tavares
mariag.sanchez@salinasuhd.org
salinasuhd.org

San Leandro Unified School District

835 E. 14th Street, Suite 200
San Leandro, CA, 94577
kmoss@slusd.us
www.slusd.us

Woodland Joint Unified School District

435 6th Street
Woodland, CA 95695
Jessica Purcell
Jessica.purcell@wjusd.org
www.wjusd.org

(Listing as of date of publication. See CABE 2022 Portal for updated list of Sponsors and Exhibitors)



SOLD SEPARATELY

Estrategias de apoyo en español



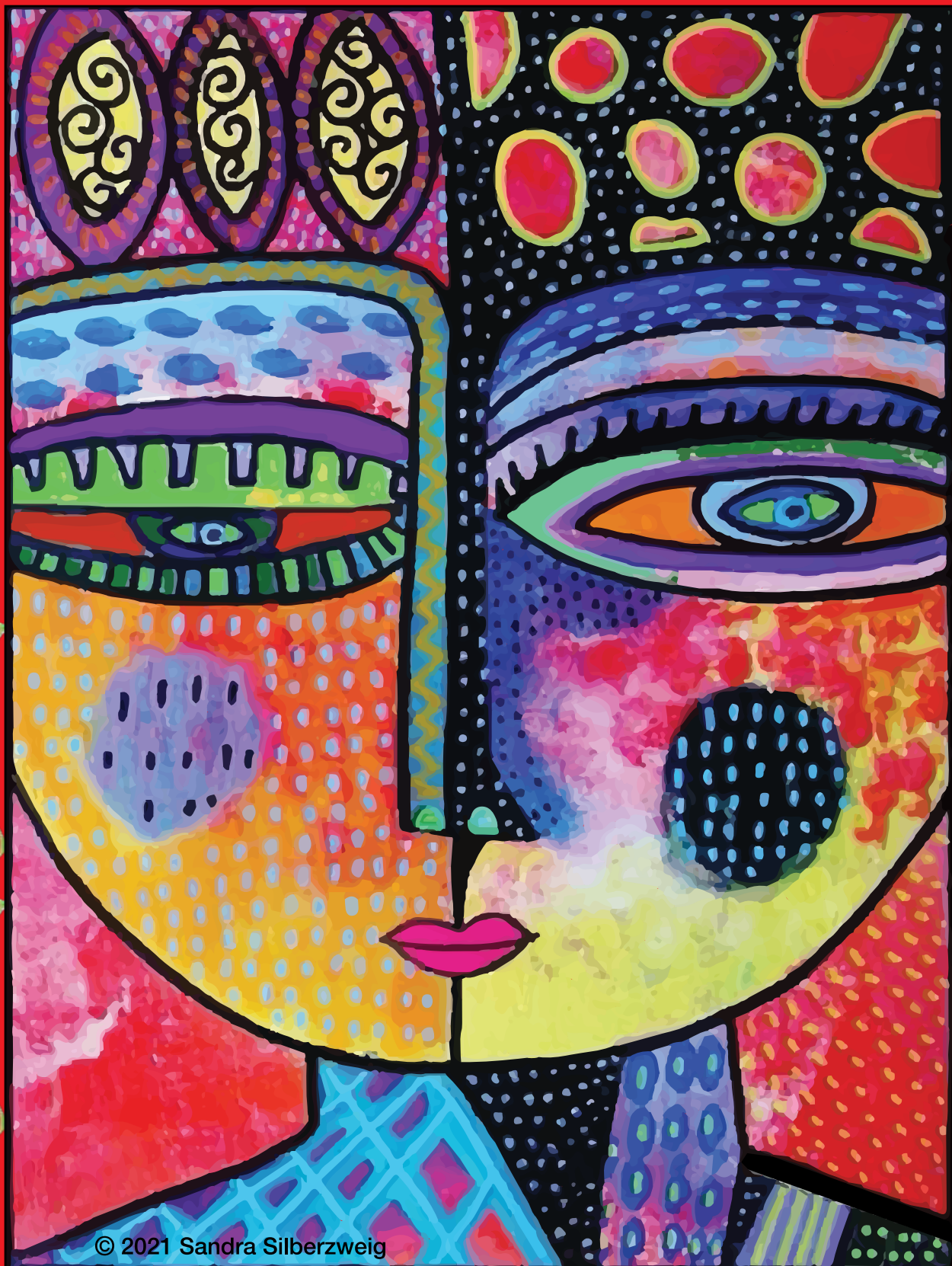
- **300+ strategies** in each
- new strategies **specific to Spanish** language arts
- **meticulous translation and adaptation** into Latin American Spanish
- **authentic** student work
- **new suggestions** for mentor texts relevant to Latino/a readers
- **all new** classroom visuals.

Samples at Hein.Pub/SpanishStrategies

Heinemann
DEDICATED TO TEACHERS™



WEDNESDAY



© 2021 Sandra Silberzweig

STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

Wednesday at a Glance

March 30, 2022

9:30 am – 3:00 pm

2-Day Institutes (pre-registration required)

3:00 pm – 3:30 pm

Parent Resource Room Orientation

Chapter Leadership Networking Event

Parent Resource Room Hours: 3:00 pm – 7:00 pm

3:30 pm – 4:30 pm

Opening General Session/Keynote Speakers

Dr. Lily Wong Fillmore & Dr. Jim Cummins

4:30 pm – 4:45 pm

Break/Transition

4:45 pm – 6:45 pm

Institutes

CABE Educational Film Festival:

"East of Salinas"

4:45 pm – 5:35 pm

Session I – Workshops & Featured Speakers

5:55 pm – 6:45 pm

Session II – Workshops & Featured Speakers

Networking Sessions

Seal of Excellence Award

6:55 pm – 7:30 pm

Wednesday Closing Session

Special Speakers and Raffles

Direct link to At a Glance

Institutes

Wednesday, March 30, 2022

Direct
Link to
Sessions

9:30 am – 3:00 pm

2-Day Institute (pre-registration required)	Presenter
Be GLAD® (Guided Language Acquisition Design) Two-Day Institute	Amina Khan, Melissa Brooks, Christine D'Aquanni, and Ingrid Fleury,

10:00 am – 3:00 pm

2-Day Institutes (pre-registration required)	Presenter
Academia de artes de lenguaje en español	Silvia Dorta-Duque de Reyes, Jorge Cuevas Antillón, y Izela Jacobo
Dual Language Immersion (DLI) for New Programs	Marga Marshall
Planning for Effective Integrated and Designated ELD Institute	Nathalie Longree-Guevara

4:45 pm – 6:45 pm

Institute	Presenter
Planning and Implementing a Strong, Successful, and Sustainable Dual Language Immersion Program	Amy Patnoe & Anya Bobadilla
Enacting a Global Seal of Biliteracy at the Higher Ed Level: Conclusions and Considerations	Reka Barton, Cristina Alfaro, and Alma Castro
Ventanillas de orientación educativa en los Consulados de México en California	Luis Gutiérrez Reyes, Remedios Gómez-Arnau, Julio César Huerta García, María Fernanda Cámara Pérez
National Committee for Effective Literacy/Biliteracy Panel	Bárbara Flores, Kathy Escamilla, Jody Slavick, and Martha Hernández





Supporting Education in California with Assessments That Matter

For over 15 years, ETS has supported California's diverse student population and educators in reaching their goals with fair, balanced, research-based assessment solutions.

For more information about ETS or our assessment programs, please visit www.ets.org/k12 or email k12assessments@ets.org.

Copyright © 2021 by ETS. All rights reserved. ETS and the ETS logo are registered trademarks of ETS. 768670222

Keynote Speakers | 3:30 pm - 4:30 pm



Dr. Jim Cummins

Professor Emeritus, Language
Theorist, University of Toronto



Dr. Lily Wong Fillmore

Professor Emerita, University
of California Berkeley

[Direct Link to Keynote Speakers](#)

Featured Speakers



4:45 pm - 5:35 pm

Jaime Carias, USC Annenberg School
for Communication and Journalism
*Healing as a Community: Strategies to
Empower Students and Families to Thrive
post-COVID-19*



4:45 pm - 5:35 pm

Margo Gottlieb, Corwin Press
*Forging Pathways to Equity for Multilingual
Learners Through Multiple Languages*



5:55 pm - 6:45 pm

Rebecca Bergey, American Institutes
for Research,
Patricia García-Arena American
Institutes for Research
*Cultivating Oral Language and Literacy
Talent in Students (COLLTS): Instructional
Strategies for Dual Language Learners*



5:55 pm - 6:45 pm

Yee Wan, Santa Clara COE
Mary Ann Dewan, Santa Clara COE
Anisha Munshi, Santa Clara COE
Gena Pacada, Santa Clara COE
*My Name, My Identity: Creating an Inclusive and Respectful
School Community (Educator Toolkit)*



4:45 pm - 5:35 pm

Sonia Soltero, DePaul University
*A Blueprint for Success: Dual Language
Building Blocks and Districtwide
Alignment*



4:45 pm - 5:35 pm

Mario Galicia, Scholar System
*Life's Like a Toolbox: From Failing to Plan,
to Preparing for Success*



4:45 pm - 5:35 pm

Jim Cummins, University of Toronto
*Rethinking the Education of Multilingual
Learners: Embedding Key Instructional
Strategies into Whole-School Language
Policies*



5:55 pm - 6:45 pm

Nicoline Ambe, Colton Joint USD
7 Steps to Raising a High Achiever



5:55 pm - 6:45 pm

Natasha Carrizosa, Coolspeak
Deeply Rooted: We Rich!



5:55 pm - 6:45 pm

123 Andrés, 123 Andrés y Cristina
Music, Fun, and Memory

[Direct Link to Featured Speakers](#)

Workshops

Wednesday, March 30, 2022

Direct
Link to
Sessions

4:45 pm – 5:35 pm

Workshop Name	Presenter
English Learner Progress Monitoring Tool and Grading Practices to Accelerate Language Development and Achievement	Víctor Portillo and Angelica Hurtado
Videoproyectos para la educación en Justicia Social: creación de estrategias significativas para estudiantes de secundaria	María Capdevila-Gutiérrez and Jordi Solsona
Leading Collaborative Inquiry Teams for Math Teaching and Learning	Mark Jutabha and Cyndia Acker-Ramirez
Artificial Intelligence: Teach It. Embrace the Inevitable.	Barbara Nemko and Hall Davidson
Empoderamiento propio y cómo dar voz a nuestros hijos: involucrar desarrollo social y emocional	Margarita Mosqueda
Coaching Pre-Service/In-Service Teachers toward Multicultural and Multilingual Student Success	Diane Sharken Taboada and Nirmla Flores
Lead for Equity, Continuous Improvement and Collaboration: The Power of Dual Language Programs	Jennifer McNeil and Heather Skibbins
Multilingual Education Expansion: Voices of Dual Language Immersion Leaders	Natasha Neumann and Ruth Baskett
Amplifying the Voices of LGBTQ2S+ Students in the Classroom	José Medina
World in the Classroom: Honoring Students' and Teachers' Identities and Experiences	Adriana Díaz and Cory Wechsler
Equity in Representing Literacy Growth in Dual Language Bilingual Education	Igone Arteagoitia
Salud de inmigrantes en California: acceso a la salud, COVID-19 y carga pública	Angeles Almaraz and Yadira Ortiz
Expanded Learning Programs: STEAM Hubs and English Learners	Chris Breazeale and Juan Sánchez
Connecting Concepts and Language to Ensure Equitable Access for ELs	Annie Duong, Jacqueline Booker, and Rachel Ruffalo
Diseñando interacciones de calidad en el aula de español para primaria	Kathia Romo Ben Sadok and Ruth Sebastian
Addressing the Linguistic Needs of English Learners with Disabilities: An Innovation Provided by the Multilingual CA Project (MCAP) and San Bernardino County Superintendent of Schools	Angelica Hurtado, Karina Quezada, Diana Turner and Víctor Portillo
ERUSD: Empowering Students and Increasing College Readiness through Ethnic Studies	Christina Mata, Jazmin Chávez-Díaz, Jesus Magdaleno and Juventino Gutiérrez
Strategies for Success: Student Engagement and Teacher Creative Lessons	Guadalupe Vadillo and Jackeline Bucio

Workshops

Wednesday, March 30, 2022

Direct
Link to
Sessions

5:55 pm– 6:45 pm

Workshop name	Presenter
La salud de los niños inmigrantes en nuestras escuelas	Juan Rosas
Access, Equity, and Instructional Practices to Meet the Needs of Emergent Multilingual Learners (EMLs)	Deborah Montoya, Lupita Olguin-Rubio, and Vanessa López
Best Practices in Spanish Literacy and Accelerated Student Learning	Nancy Herrera
Supporting English Learners with the Tools for Teachers Website	Tammy Saldaña and Carla Nájera-Kunsemiller
Programa de Padres Promotores de WUHSD: Un Programa Modelo Diseñado Por Padres Para Padres	Francisco Meza, Elba Solis, Artisia Alcazar, Claudia Hernández, Diana Vargas, and Sugey Martinez
Tools and Techniques for Planning Responsive DELD Lessons	Ashleigh Williams and Katie Mlaker
Coaching: The Essential Role to Enact Powerful, Lasting Reform	Marna Ledesma and Laura Hernández
Educating Dually Identified Students within California's System of Support	Heather Calomese and Alesha Moreno-Ramírez
La educación bilingüe: WIDA's Frameworks for Bi/Multilingual Student Success	Sam Aguirre, Mariana Castro, and Margo Gottlieb
CANCELED: S+E+L = Equipping the Whole Student for Success	Sarah Plumitallo
Nurturing Equitable Math Instruction for English Learners	Jacqueline Booker, Annie Duong, and Rachel Ruffalo
Sing, Play, and Learn with Oral Language Strategies	Luis Pelayo Zepeda
Creativity at the Core: Leveraging English Learner Assets through the Arts	Pauline Crooks and Rima Haroun
California's Mini-Corps: Exceptional Preparation for Future Bilingual Teachers	Margarita Jiménez-Silva and Samantha Smith
High-Impact Literacy Strategies to Support Bilingual Content Area Instruction	Lauren Greenberg and Erick Guzman
Programa kindergarten hacia colegio/universidad: ahorro para la educación	Elisa Rodriguez and Julio César Huerta García
Accelerate Learning and Achieve Equity with a focus on ELPAC Mastery	Edna Carter



East of Salinas

Wednesday, March 30, 2022 | 4:45 pm – 6:45 pm

Access the film via the CABE 2022 Portal

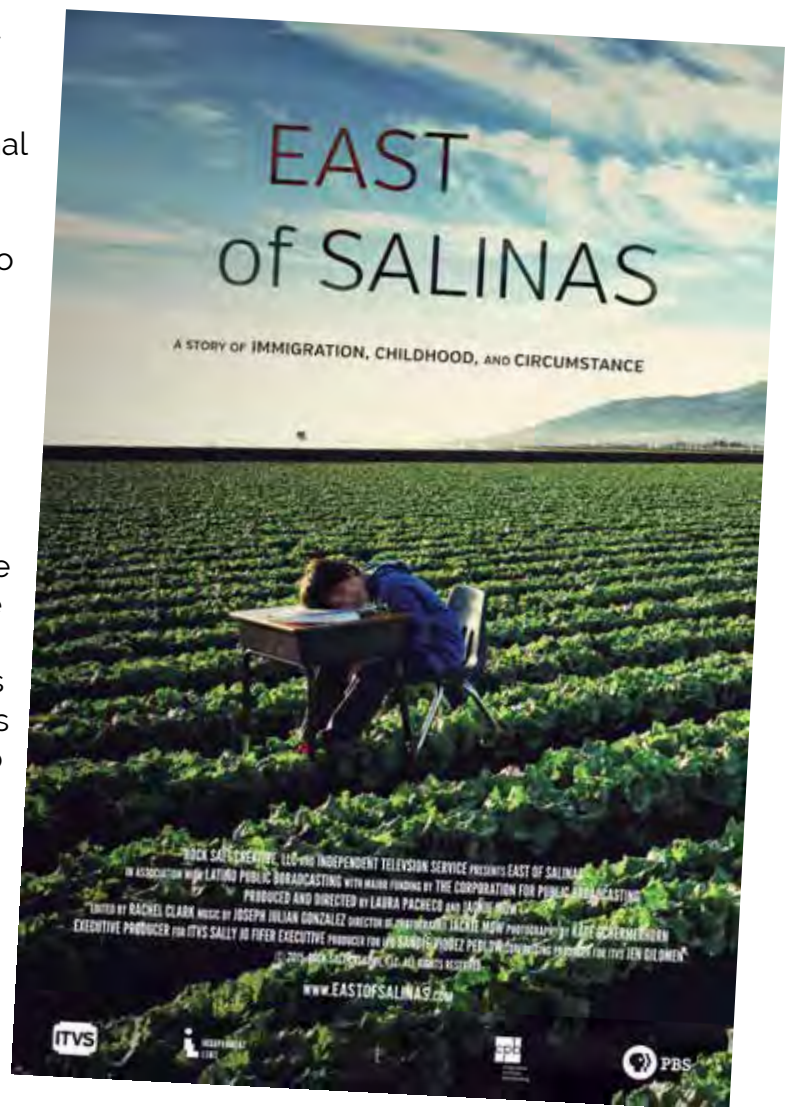
There are an estimated seven million migrant children in America -- one in eight of every school-aged child. They move from place to place with their families, following the seasonal harvests throughout America.

The story begins with 3rd grader José Ansaldo telling us what he wants to be when he grows up. Like most 8-year-olds he dreams of becoming a firefighter or a cop. But, with little support at home, José often turns to his teacher, Oscar Ramos. Oscar was once a migrant farm kid himself.

Oscar helps José imagine a future beyond the lettuce fields where his parents work. Despite the challenges of migrant life, Jose excels in school. But José was born in Mexico—and he's on the cusp of understanding the implications of that. As we watch this play out, we begin to understand the cruelty of circumstance—for José and many millions of kids like him.

East of Salinas asks: What is lost when kids like José are denied opportunities?

EAST OF SALINAS is a documentary film for PBS.

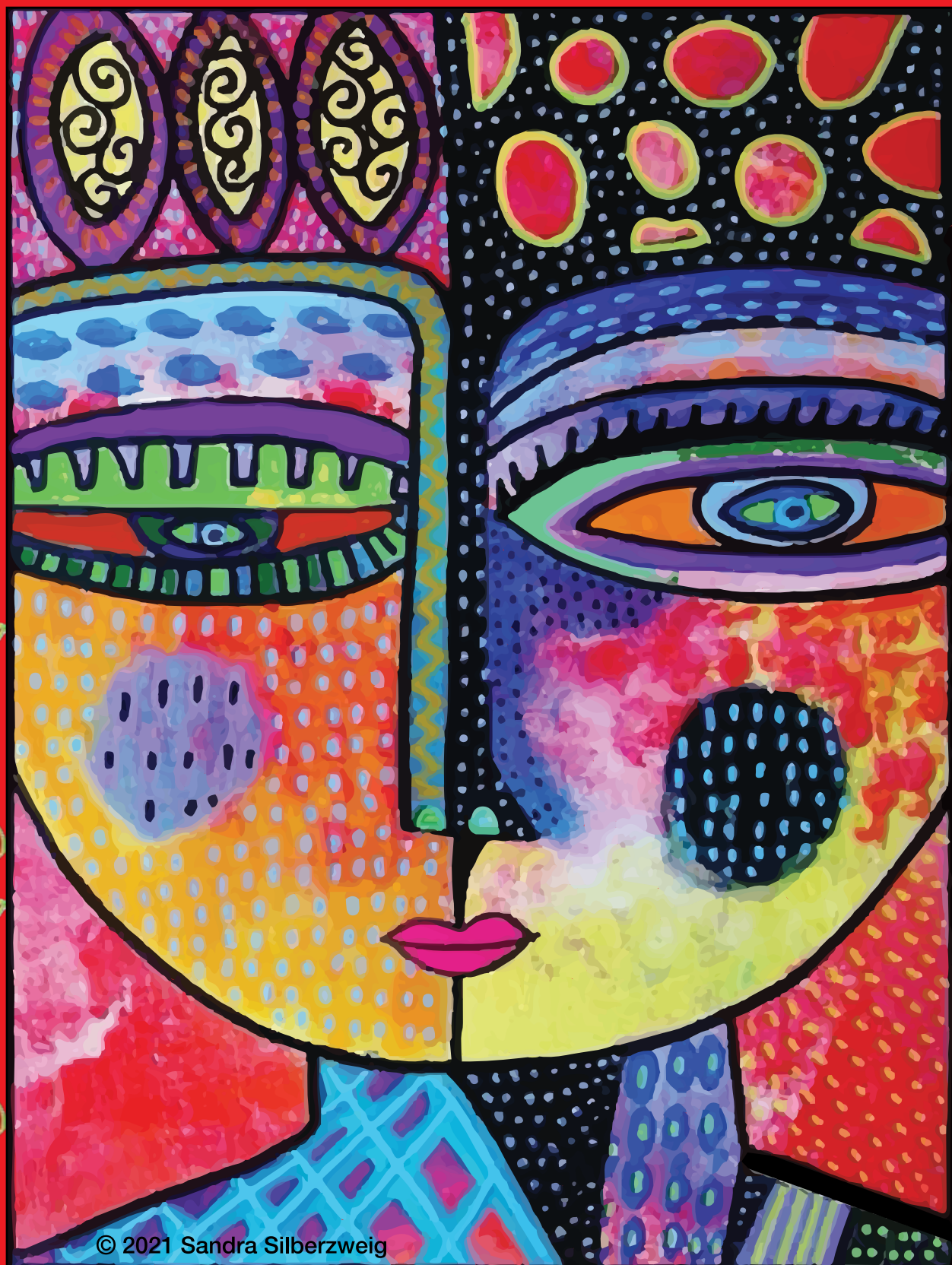


Q&A with the filmmaker and José immediately after viewing of film.

**Direct
Link to
Film**



THURSDAY



STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

Thursday at a Glance

March 31, 2022

9:30 am – 3:00 pm

2-Day Institutes (pre-registration required)

3:00 pm – 3:30 pm

Parent Resource Room Orientation

Parent Resource Room Hours: 3:00 pm – 7:00 pm

3:30 pm – 4:30 pm

General Session Keynote Speaker

Maria Hinojosa

4:30 pm – 4:45 pm

Break/Transition

4:45 pm – 6:45 pm

Institutes

CABE Educational Film Festival:

"A Song for César"

4:45 pm – 5:35 pm

Session I - Workshops & Featured Speakers

CABE Board Awards

5:55 pm – 6:45 pm

Session II - Workshops & Featured Speakers

Networking Sessions

Educator and Parent of the Year Awards

Poetry Open Mic with CABE Poet Laureate,

Ramona Laughing Brook Webb

6:55 pm – 7:30 pm

Thursday Closing Session

Special Speakers and Raffles

Direct link to At a Glance

Institutes

Thursday, March 31, 2022

Direct
Link to
Sessions

9:30 am – 3:00 pm

2-Day Institute (pre-registration required)	Presenter
Be GLAD® (Guided Language Acquisition Design) Two-Day Institute	Amina Khan, Melissa Brooks, Christine D'Aquanni, and Ingrid Fleury,

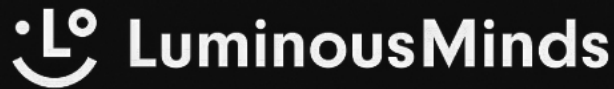
10:00 am– 3:00 pm

2-Day Institutes (pre-registration required)	Presenter
Academia de Artes de Lenguaje en Español	Silvia Dorta-Duque de Reyes, Jorge Cuevas Antillón, y Izela Jacobo
Dual Language Immersion (DLI) for New Programs	Marga Marshall
Planning for Effective Integrated and Designated ELD Institute	Nathalie Longree-Guevara

4:45 pm – 6:45 pm

Institute	Presenter
Strategies for Engaging, Empowering and Elevating Family Involvement at Your School	Jonathan Villafuerte
The State of Accountability for California's English Learners during the COVID Crisis	Jonathan Isler and Justin Lane
Transitioning and Sustaining a Secondary Dual Language Program	Amy Patnoe and Rubí Flores
Supporting Immigrant and Refugee Students: Resilience and Social-Emotional Learning	Ruth Barajas & Diana Escalante
From Oracy to Academic Language: Promoting Love, Hope, and Biliteracy	Charlene Fried and José Pérez

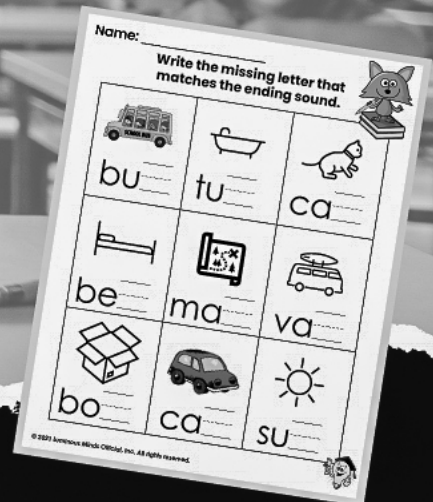
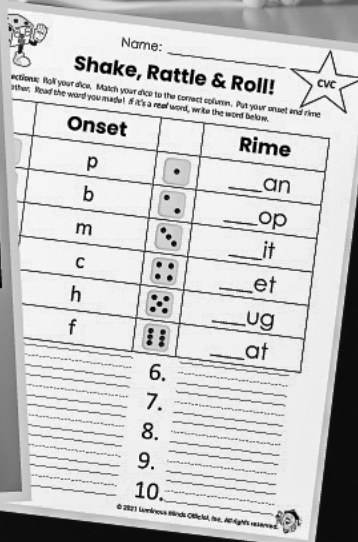
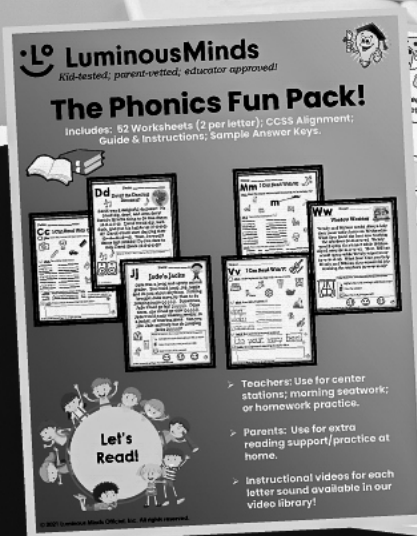




We can help fill in curriculum gaps. Get unlimited access to premium worksheets and videos targeting reading readiness.

- Standard-aligned, research-based, no-prep worksheets and videos
- Created for all types of learners (Preschool – 2nd Grade)

Ready to start? Subscribe today: www.luminousmindsinc.com



Subscribe today!
www.luminousmindsinc.com





Keynote Speaker | 3:30 pm – 4:30 pm

María Hinojosa

Award-winning Journalist & Executive Producer of Latino USA on National Public Radio

[Direct Link to Keynote Speakers](#)

Featured Speakers



4:45 pm - 5:35 pm

Sandra Silberzweig, CABE Artist

The Silbersenze Sensory Self PORTRAIT: Discover How To See What You Feel!



4:45 pm - 5:35 pm

Christy Lao, San Francisco State University

Meeting the Challenge of Global California Initiative: Chinese Bilingual Teacher Education



4:45 pm - 5:35 pm

Karling Aguilera-Fort, Oxnard SD

Superintendent Fellows: A Strategy to Foster Student Voice and Student Empowerment Districtwide



4:45 pm - 5:35 pm

Enid Lee, Enidlee Consultants, Inc.

Milestones and Minefields in Multilingual Classrooms: Preparing for and Pressing on with the Anti-Racist Journey.



4:45 pm - 6:45 pm

Mary Hernández, García Hernández Sawhney, LLP

Mari Carmen Aponte, Ambassador (retired)

Dolores Atencio, University of Denver

Ramona Romero, Princeton University

Elia Díaz-Yaeger, Lugenbuhl, Wheaton, Peck, Rankin, & Hubbard

Networking for Effective Advocacy and Social Change



5:55 pm - 6:45 pm

Magaly Lavadenz, Center for Equity for English Learners, Loyola Marymount University



Elvira Armas, Center for Equity for English Learners, Loyola Marymount University, *Strengthening Bilingual/Dual Language Teacher Preparation through University-District Partnerships*



5:55 pm - 6:45 pm

Cristina Alfaro, San Diego State University *Multilingual Education: Global Trends, Policy, Ideology, and Pedagogy*



5:55 pm - 6:45 pm

Daniel Solorzano, University of California, Los Angeles *Critical Race Theory Origin Stories, Pivotal Moments, and Case Studies*



5:55 pm - 6:45 pm

Bárbara Flores, CABE Board President and SBCUSD Board Member

Sembrando y cultivando las semillas de biliteracy: Making Visible Its Sociopolitical, Sociocultural and Pedagogical Roots

[Direct Link to Featured Speakers](#)

Workshops

Thursday, March 31, 2022

Direct
Link to
Sessions

4:45 pm – 5:35 pm

Workshop	Presenter
Aprendamos a convivir con las nuevas maneras de aprender de nuestros hijos, de nosotros los padres y los maestros	Patricia Ramos-Méndez y Rita Méndez
Advocacy and Action: You Can Make a Difference for English Learners	Shelly Spiegel-Coleman, Martha Hernández, & Xilonin Cruz-González
From Classroom to Credential: The Butte County Pathway	Diana Gómez, and Holly Harding
Updates on the ELPAC and Exciting Developments for the California Spanish Assessment (CSA)	Traci Albee & Carla Nájera-Kunsemiller
Higher Education for Our Immigrant Students: Supporting and Empowering the Next Generation of Leaders	Isela Lieber
Journalism for English Learners: A Project-Based Approach to Language Development	Gisela O'Brien & Elvira Armas
Mejorando la lectura: Strategies to Increase Spanish Reading Outcomes	Sam Aguirre & Doris Chávez-Linville
English Language Development Design and Implementation in Grades TK–6	Gustavo González
Dual Language Immersion Meets World Languages: Creating a Secondary Pathway	Nancy Hong & Natasha Neumann
Centering Discussions of Race and Racism in Dual Language Programs	Verónica González and Reka Barton
ABC RULE of 3 (RAP): Acceleration of Language and Literacy	Linda Navarrette, Teresa Hsin-Yu Hsu-Contreras, and Sonia Quinn
Tools and Practices for Supporting Content Area Biliteracy through Contrastive Analysis	Julee Bauer
Using Engaging Early Academic Language Strategies in Mandarin Dual Immersion Classrooms	Tina Tong Choy, Yilan Liu, Lei Liu, and Ching Fan Wang
Oferta educativa de México para la diáspora	Jorge Armando Barriguete Meléndez
Dual Language Learner (DLL) Early Education and Early Learning Panel	Anya Hurwitz,Carolyn Crolotte, and Bárbara Flores

Workshops

Thursday, March 31, 2022

Direct
Link to
Sessions

5:55 pm – 6:45 pm

Workshop	Presenter
Comprensión del proceso de remisión a educación especial para estudiantes que están aprendiendo inglés	Karina Quezada y Christian Mendoza
The California High School Equivalency and High School Proficiency Tests for English Learners	Donald Killmer
Oracy Development in a Dual Language Immersion Program	Olga Grimalt
Programs for English Learners: Key Components for Effective Design	Lorrie Kelling
¡El tiempo es ahora! Empoderarse y sea proponente de programas bilingües/ The Time is Now! Empower Yourself and Advocate for Dual Language Programs	Jennifer McNeil and Heather Skibbins
Paving the Way to Multiliteracy with the Biliteracy Pathway Recognitions	Elena Fajardo
English Language Development Design and Implementation in Grades 7–12	Gustavo González
Resources for Supporting Multilingual Learners in Preschool through 3rd Grade	Carolyn Crolotte & Lisa White
Strengthening Early Literacy and Language for Multilingual and English Learners in Grades TK-2	Kathia Romo Ben Sadok & Ruth Sebastian
¡DESCUBRETE! Tú tienes la llave	Tania Maguiña
WRITE: Leveraging Writing Instruction through Liberatory Literacy Design	Julie Goldman, Izela Jacobo and Rima Haroun, Cynthia Craft
Connecting with Families of ELs: Developing Strategies for Success	María Torres
"We're In the Money" \$\$\$	Martha Zaragoza Díaz & Jennifer Baker
Implementing Global California 2030: A Profile of Two Districts and Their Journey to Develop Multiple Pathways to Biliteracy	Martha Hernández, Renae Bryant, and Magaly Rodríguez



CABE 2022 Poetry Open Mic

Thursday, March 31, 2022 | 5:55 pm – 6:45 pm

With CABE Poet Laureate
Ramona Laughing Brook Webb



CALLING ALL POETS and SPOKEN WORD ARTISTS!

Hosted by
Ramona Laughing Brook Webb
Spoken Word Poet & Performance Artist

Direct
Link to
Open Mic

Join CABE in our annual multilingual Poetry Open Mic!

- Pre-register at <https://bit.ly/cabe2022poetry>
- Bring something prepared or be ready to ad lib!
- Each participant will have 2 minutes to share their work, their talents, and their voice!

Ramona Laughing Brook Webb serves as CABE's Poet Laureate and is an Afro-Creek Muskogee Queer teaching and performing artist. Ramona is the first Poet-in-Residence at the National Center of Excellence In Women's Health and UCSF's Black Women's Health and Livelihood Initiative at the University of California, San Francisco, working at the intersections of art integration into healthcare practices, performance art, culture change, and improved communications around gender and racial/ethnic disparities and health disparities. She served as poetry Slammaster of San Francisco.

Ramona is a conservatory-trained artist who writes and performs in "docu-ritual-drama" theater. Latimer Lights is her current poetic performance piece. It chronicles the life, legacy, and poetry of Lewis Howard Latimer, inventor of the permanent carbon filament of the light bulb. Ramona's pronouns are she, her, them, and they.

Join us and raise your multilingual voice in word, lyric, and rhyme!



A Song for César

Thursday, March 31, 2022 | 4:45 pm – 6:45 pm

Access the film via the CABE 2022 Portal

In the 1960s and '70s, César Chávez and farmworker activists formed an alliance with musicians and artists to help build a movement called "La Causa". A Song for César tells the story of that alliance using first person accounts of artists, musicians, members of Chávez's family, and other key figures of the movement. Inspired by the spirit of the thousands of farmworkers who struggled for justice alongside labor leaders César Chávez, Dolores Huerta, and Larry Itliong, musicians Abel Sánchez and Jorge Santana's encapsulating tribute song bookends the film, highlighting the ways in which music and the arts were essential in building the farmworkers' movement.



Q&A with the filmmakers immediately after viewing of film.

Direct
Link to
Film

**THE
CALIFORNIA
TEACHERS ASSOCIATION**

is proud to support

**The California
Association for
Bilingual Education**

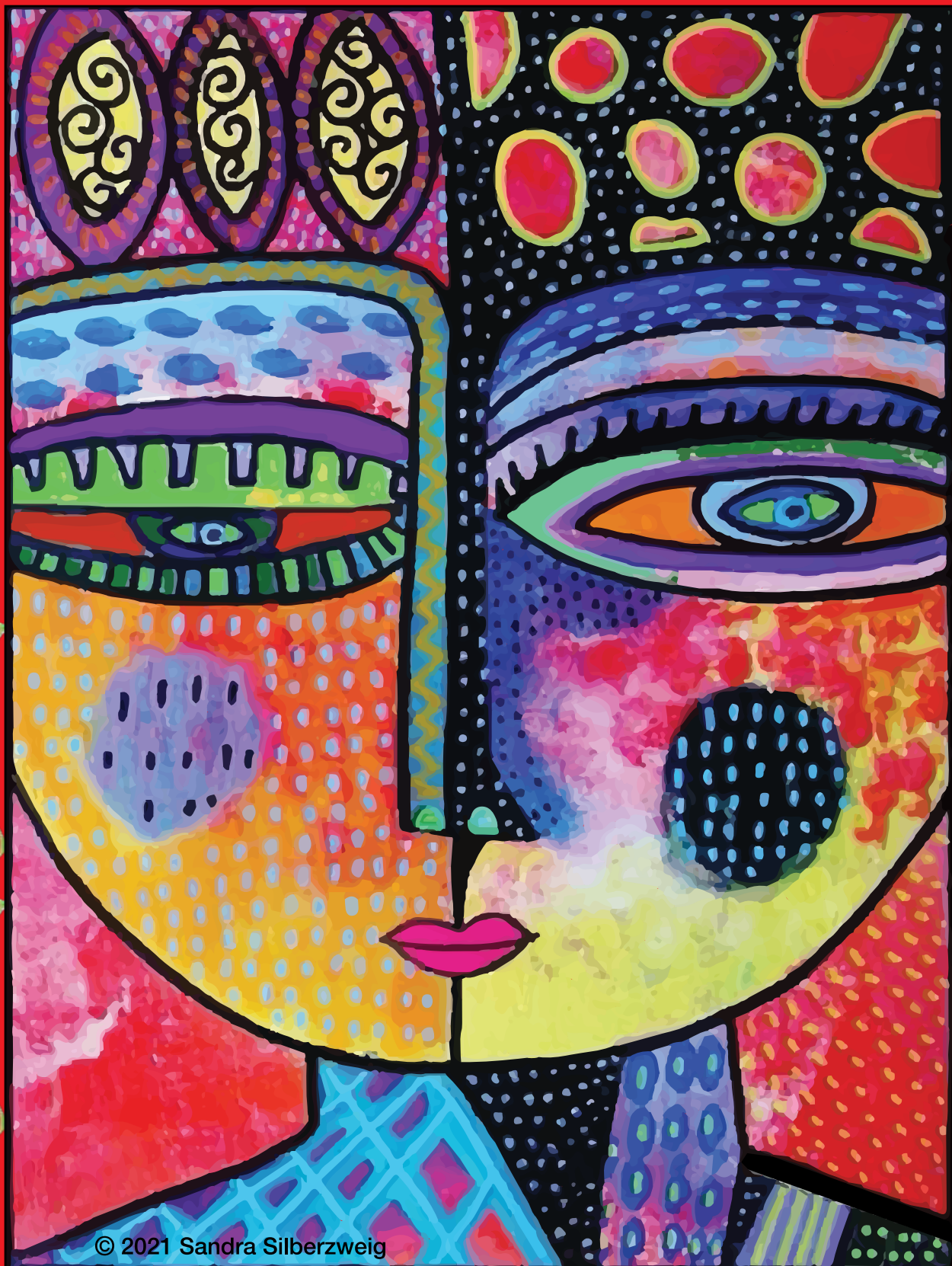


nea

*CTA/NEA represents more than 310,000
educators in California public schools,
colleges and universities*



FRIDAY



STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

Friday at a Glance

April 1, 2022

2:00 pm – 3:00 pm

SFABE Networking Meeting

2:30 pm – 3:30 pm

Asian Languages Roundtable Network Meeting

3:00 pm – 3:30 pm

Parent Resource Room Orientation

Parent Resource Room Hours: 3:00 pm – 7:00 pm

3:30 pm – 4:30 pm

General Session Keynote Speaker

Dr. Angela Valenzuela

4:30 pm – 4:45 pm

Break/Transition

4:45 pm – 6:45 pm

Institutes

Administrative Leadership Symposium

CABE Educational Film Festival:

"Chinatown Rising"

4:45 pm – 5:35 pm

Session I - Workshops & Featured Speakers

5:55 pm – 6:45 pm

Session II - Workshops & Featured Speakers

Networking Events

Student Writing Awards

6:55 pm – 7:30 pm

Friday Closing Session

Special Speaker: Ramona Brook Webb

Raffles

7:30 pm – 9:30 pm

CABE Friday Night Online Dance Party
with DJ Mars! Invite your family to join us!

Direct link to At a Glance

Institutes

Friday, April 1, 2022

Direct
Link to
Sessions

4:45 pm – 6:45 pm

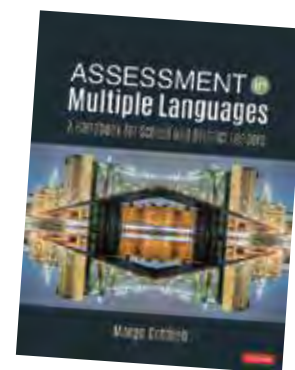
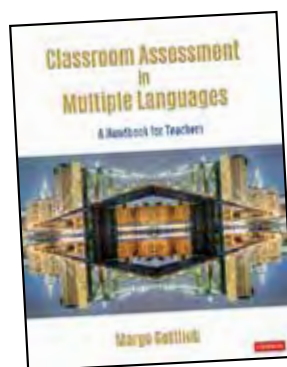
Institute	Presenter
Educational Programing & Instructional Strategies for English Learners with Disabilities	Deborah Montoya, Lupita Olguin-Rubio, Vanessa López
Disciplina con dignidad siete días a la semana	Jorge Dueñas
Entrenamiento Be GLAD® en español de un día	Christine D'Aquanni
Advancing Multilingualism, Equity, and Social Justice through Project-Based Learning	Acacia Warren, Myuriel von Aspen
Administrative Leadership Symposium	Kathy Escamilla, Jody Slavick, Francisco Escobedo, Frances Gipson, Bárbara Flores, Martha Hernández, Zandra Jo Galván, María Villa, and Jan Gustafson-Corea

Join Margo Gottlieb!

Forging Pathways to Equity for Multilingual Learners Through Multiple Languages

March 30, 4:45 – 5:35 pm

Carve out pathways to optimize opportunities for multilingual learners to become empowered agents of their own learning through equitable assessment practices. In this session, Dr. Margo Gottlieb offers tips for educators—whether monolingual, bilingual, or multilingual—to advantage students' multiple languages in showing evidence of their learning.



Corwin.com

CORWIN



Keynote Speaker | 3:30 pm – 4:30 pm

[Direct Link to Keynote Speakers](#)

Dr. Angela Valenzuela

Professor, Department of Educational Leadership & Policy, University of Texas at Austin

Featured Speakers



4:45 pm - 5:35 pm

Joaquín Zihuatanejo, Coolspeak The Youth Engagement Company
Dollars for Scholars: Tips on Writing Winning Scholarship Essays



5:55 pm - 6:45 pm

Víctor Ríos, UC Santa Barbara
From Promise to Prosperity, Supporting the Lives of Multilingual Learners



4:45 pm - 5:35 pm

Alma Flor Ada, Transformative Education Institute,
F. Isabel Campoy, Transformative Education Institute
A SENTENCE, A PARAGRAPH, A PAGE: Becoming Authors to Stand for Our Rights



5:55 pm - 6:45 pm

Roberto Vargas, New World Associates
YES Power and Family Leadership for Success and Well-Being



4:45 pm - 5:35 pm

GüeroLoco, Bilingual Nation USA
Using Music, the Arts, and Creativity to Teach and Reach our Multilingual Learners and Their Families



5:55 pm - 6:45 pm

Daniel Walker, BLU Educational Foundation
Somos uno/We Are One



4:45 pm - 5:35 pm

Cassandra Villa, Downey USD/Pepperdine University/Scholar System
¿Qué está pasando aquí? Pandemic Reflections in the Classroom

[Direct Link to Featured Speakers](#)

Workshops

Friday, April 1, 2022

Direct
Link to
Sessions

4:45 pm– 5:35 pm

Workshop	Presenter
Understanding the Special Education Referral Process for Emergent Bilingual Students	Karina Quezada and Christian Mendoza
The Reality of DLI...Successes and Challenges	Magaly Rodríguez and Lisette Sanchez
Accelerate PreK, TK and Kindergarten Math with Tablets and Manipulatives	John Schacter
Be GLAD®: Nurturing Literacy through NGSS	Melissa Brooks and Amina Khan
Award-Winning Multicultural Children's Books (K-8) for Today's Diverse Classrooms	Teresa Huerta and Adriana Cervantes-González
How the California Department of Education's New Social and Emotional Learning Resources Support Multilingual Students	Eve Fabiaschi
Designated and Integrated ELD: Using Language Functions as a Bridge	Jennifer Ancheta-García and Laura Hernández
Equity Leadership for English Learners: Supporting Students, Families, and Teachers	Elvira Armas, Magaly Lavadenz and Linda Kaminsku
Effective Strategies to meet the Socio-Emotional, Linguistic and Academic Needs of Newcomers	Silvia Dorta-Duque de Reyes
Accelerating Writing Development for English Learners in Elementary Classrooms	Ruth Sebastian and Kathia Romo Ben Sadok
Estudiantes indocumentados que siguen carreras relacionadas con la salud	Yadira Ortiz and Angeles Almaraz
Accessibility Resources for All and the New Alternate ELPAC	Chad Portney and Traci Albee
¡Taller para padres!	Adriana Díaz and Corina Sapien
Authentic Family Engagement: Two-Generation Approach and Parent Ambassadors	Sabrina Aranda, Carol Rivera, Denize Maldonado, and Leticia Martínez
Impulsando la instrucción de la escritura a través de un diseño de alfabetización liberador	Izela Jacobo, Julie Goldman, and Eva Pando-Solis
Rooted in Proficiency: Connecting K-12 and Higher Ed Learning	Roger Burt and Nick Gossett
¡Ayuda! Educadores bilingües acelerando el aprendizaje	Viviana Hall and Zach Honadel

Workshops

Friday, April 1, 2022

Direct
Link to
Sessions

5:55 pm – 6:45 pm

Workshop	Presenter
Launching a Korean Dual Language Immersion Program: From Idea to Reality	Sandra Song and Seong Kim
Construyamos PAZ en una realidad diferente	Patricia Ramos-Méndez and Rita Méndez
Insanely Great FREE and Interactive SEL and STEM Resources	Barbara Nemko and Hall Davidson
Equity in Science Education for Racialized Learners	Melissa Navarro
Cultural Proficiency: A Reflective Case Study of a District-Wide Initiative	Reyna García Ramos, Christopher Arellano, and Cassandra Villa
Summative ELPAC for Secondary – The Checklist	Rosalba Schessler
Equity Partnerships: Engaging Families, Schools and Communities-A Culturally Proficient Approach	Reyes Quezada and Angela Louque
Key Strategies to Support Language Development during Science Learning	Sarah Capitelli and Laura Álvarez
Supporting Dual Language Learners in Preschool and Transitional Kindergarten	Corina Sapien and Ana Marisol Sánchez
Cómo fomentar la conciencia metalingüística en el aula bilingüe	Igone Arteagoitia
Enseñando en español: WIDA's Marco ALE to Inform Spanish Language Arts Instruction	Sam Aguirre and Ana Machuca
Translating Vision into Action: The California English Learner Roadmap	Margarita González-Amador and Victoria Weiss
Dual Language Gifted Learners: Understanding Biliteracy and Giftedness	Cynthia Geary
Equity and Access: Legal Advocates Address Current Issues in Education	Mary Hernández, Deborah Escobedo, Cynthia Rice, and Katherine Riggs
Addressing English Language and Academic Needs through Engaging Inquiry Based Science	Viviana Alexandrowicz and Bobbi Hansen
Conoce las ventajas de convertirte en Plaza Comunitaria	María Fernanda Cámara Pérez y Luis Gutiérrez Reyes
The Strength of Authors in Schools and the Views They Bring	José Chávez, Roni Capin Rivera-Ashford, and Ramona Winner

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE 2022 Online

Stand Up! Get Up! For Biliteracy and Multilingual Rights!

Administrative Leadership Symposium

Friday, April 1, 2022 • 4:45 pm-6:45 pm (PST) • Via Zoom

RESEARCH-DRIVEN POLICIES AND PRACTICES FOR BILITERACY AND MULTILINGUAL LEARNERS

State And National Advocacy For Effective Literacy Development

The ALS will include a panel of lead researchers, superintendents and statewide leaders

OUTCOMES

- ❖ Build a deeper understanding of research on effective biliteracy and literacy development and language instruction.
- ❖ Become informed of the state and nationwide initiative and campaign for effective biliteracy and literacy.
- ❖ Learn to implement a literacy/biliteracy school and district approach that drives student success in L1 and L2.
- ❖ Build systemwide approaches that elevate the impact of effective biliteracy and literacy development and language instruction.

SESSION DESCRIPTION

The CABE 2022 Administrative Leadership Symposium is especially designed for Superintendents, School Board Members, Deputy/Associate/ Assistant Superintendents, and other District and Site Leaders to take a deeper dive and elevate their understanding of the research and pedagogy surrounding effective literacy and biliteracy development and language instruction.

In this session, the panel of expert presenters will share research, policies, and practices to ensure that emergent bilingual/English Learner students become proficient readers, writers and speakers of English and at least one other language. SPI Thurmond's Task Force on Biliteracy/Literacy will share their progress, and hear from renowned experts, researchers, educators, and statewide leaders on why a one-size-fits-all approach to reading instruction does not work for students, especially English learners and other multilingual children. Strategic steps on how to impact biliteracy and literacy development and language instruction for grades PreK-12 and create lasting systemic growth will be shared. Join us for this dynamic leadership session!

SPEAKERS



Dr. Kathy Escamilla



Dr. Jody Slavick



Rubi Flores

SPECIAL GUESTS



SPI Tony Thurmond
(Invited)



Dr. Francisco Escobedo



Dr. Frances Gipson

FACILITATORS



Dr. Bárbara Flores



Martha Hernandez



Zandra Jo Galván



Jan Gustafson-Corea



Maria Villa-Márquez

Supported By:





Chinatown Rising

Friday, April 1, 2022 | 4:45 pm – 6:45 pm

Access the film via the CABE 2022 Portal

Against the backdrop of the Civil Rights Movement of the mid-1960s, a young San Francisco Chinatown resident armed with a 16mm camera and leftover film scraps from a local TV station, turned his lens onto his community. Totalling more than 20,000 feet of film (10 hours), Harry Chuck's exquisite unreleased footage has captured a divided community's struggles for self-determination.

Chinatown Rising is a documentary film about the Asian American Movement from the perspective of the young residents on the front lines of their historic neighborhood in transition. Through publicly challenging the conservative views of their elders, their demonstrations and protests of the 1960s-1980s rattled the once quiet streets during the community's shift in power. The film documents, among other important movements, the origins of the landmark Supreme Court case, *Lau v. Nichols*, which resulted in bilingual education rights across the nation. Forty-five years later, in intimate interviews these activists recall their roles and experiences in response to the need for social change.

CHINATOWN RISING is co-directed by Harry Chuck and his son, Josh Chuck. There will be a Q&A with the filmmaker, Josh Chuck and special guest(s).



**Direct
Link to
Film**

Q&A with the filmmaker immediately after viewing of film.

CABE Friday Night Online Dance Party!

Friday, April 1, 2022 | 7:30 pm – 9:30 pm

Direct
Link to
Party

Come and enjoy the after-hours party with a Live DJ.

Let's have fun together rockin' the night away!

Celebrate and dance with your CABE Family and Friends

Do you like to dance
Cumbia, Salsa, Hip
Hop, Merengue, and
Ranchera?

Check your CABE
2022 Schedule for
the Zoom Link to
join the party

Entertainment
Provided by:
DJ Planet Mars



RENAISSANCE

Providing tools for building a globally diverse multilingual society

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE 2022

Stand Up! For Biliteracy and Multilingual Rights!

Join us at CABE to celebrate and
elevate bilingualism and multilingualism

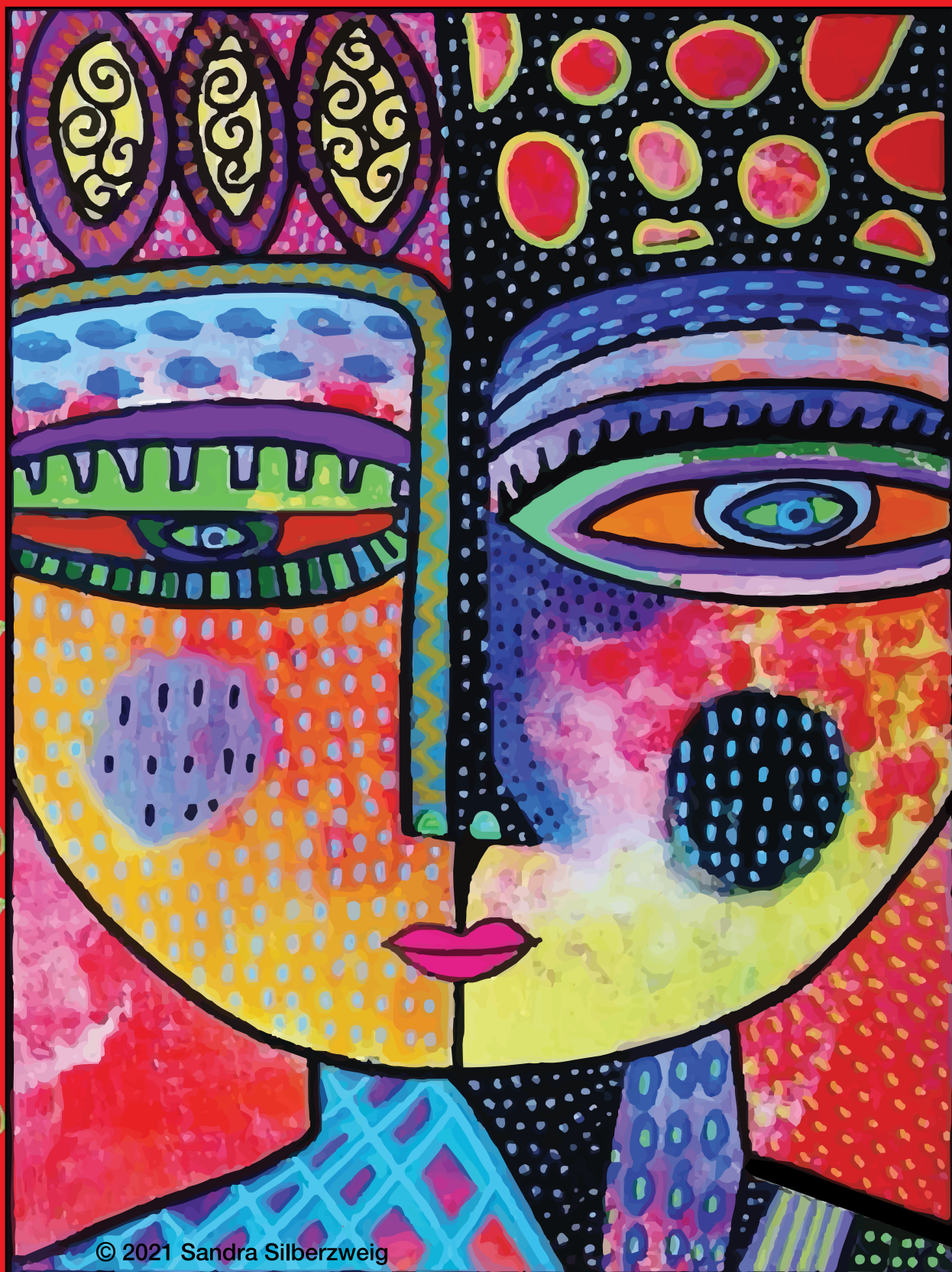
Renaissance supports your emergent bilingual and
multilingual learners and set them up for success.



Scan to see how!



SATURDAY



STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

Saturday at a Glance

April 2, 2022

8:30 am – 9:15 am

General Session Keynote Speaker
Dr. José Medina

8:30 am – 1:00 pm

Parent Resource Room Hours

9:30 am – 11:30 am

Institutes

CABE Educational Film Festival:

"Lights, Camera, Acción" & "Our Story of War and
Remembrance: Chinese American WWII
Veterans of the China-Burma-India Theatre."

9:30 am – 10:20 am

Session I - Workshops & Featured Speakers

10:40 am – 11:30 am

Session II - Workshops & Featured Speakers

Chapter of the Year Award

CABE Membership Meeting

M^{CAP} IHE Networking Meeting

10:40 am – 12:40 pm

Virtual Exhibitor Hall

11:50 am – 12:40 pm

Session III - Workshops & Featured Speakers

Networking Events

Teachership Awards

12:50 pm – 1:30 pm

Closing Keynote Speakers

Dr. Virginia Collier & Dr. Wayne Thomas

Raffles

Direct link to At a Glance

Institutes

Saturday, April 2, 2022

Direct
Link to
Sessions

9:30 am – 11:30 am

Institute	Presenter
Be GLAD® PreK Guided Language Acquisition Design One-Day Institute	Melissa Brooks, Ingrid Fleury
Equity, Efficacy, and Evidence in Scaling Dual Language Bilingual Education	José Medina, Elena Izquierdo
CANCELED: The Untold Story of Storytelling	Jill Geaney

CULTIVATING CALIFORNIA'S COMMUNITY OF BILINGUAL EDUCATORS

Enroll your in-service teachers in
Santa Clara University's Bilingual
Authorization (Spanish) Online Program;
¡Empezamos en junio 2022!



Para más información:
Information Session on
April 7, 2022



SANTA CLARA UNIVERSITY - SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

Keynote Speaker | 8:30 am – 9:15 am



Dr. José Medina
Dr. José Medina Educational Solutions

[Direct Link to Keynote Speakers](#)

Featured Speakers



9:30 am – 11:30 am
Silvia Dorta-Duque de Reyes, National
Biliteracy Consultant, Author
*Teaching for Cross-Linguistic Transfer:
Making the Spanish-English Connections*



9:30 am – 10:20 am
Sharoky Hollie, The Center for Culturally
Responsive Teaching
*Culturally Responsive Academic Literacy
Workshop*



9:30 am – 10:20 am
Trudy Arriaga, Corwin Press
Escorting Students Through Open Doors



11:50 am – 12:40 pm
Susana Ibarra Johnson, New Mexico State
University
*Translanguaging Biliteracies with Purpose,
Process, and Outcome*



10:40 am – 11:30 am
Juan Terrazas, Scholar System
*Embracing Adversity: How the Struggle
Molds Us*



11:50 am – 12:40 pm
Margarita Machado-Casas, University of
Texas at San Antonio
*Affirming Blackness and Indigenous
Cultural Memory in Bilingual Education:
What We Don't Say but Imply*

[Direct Link to Featured Speakers](#)

Workshops

Saturday, April 2, 2022

Direct
Link to
Sessions

9:30 am – 10:20 am

Workshop	Presenter
Interactive Science Notebooks: Digitalizing Beyond the Pandemic	Melissa Navarro and Jennifer Yanga-Peña
Referral Processes for Emergent Multilingual Learners (EMLs) Who May Be Eligible for Special Education	Vanessa López, Deborah Montoya, and Lupita Olguin-Rubio
Restorative Practices and Literacy as a Platform for Developing Oracy	Altagracia Delgado and Lorin Furlow
Good Trouble: Steps to Action	María Campanario
Calling All Parents and Guardians!	Cory Wechsler and Jaylene Shelby
De la imagen a la palabra y de la palabra al texto: diferentes formas de comenzar conversaciones interesantes en español y plasmarlas en textos	Sonia Cabrerizo Diago
Developing Biliteracy through Schoolwide Project Based Learning and Social Justice Circles	Sonal Patel, Doris Castillo, Elisa Álvarez, and Monica Manriquez
Cafecito con CABE: Let's talk Dual Language	Rubí Flores, Anya Bobadilla, and Amy Patnoe
Undocumented Students Pursuing Health Programs	Yadira Ortiz, and Angeles Almaraz
Growing Educational Leaders: The Transformative Power of Dual Language Education	Karina Chapa
From the Ground Up: Designing a Grassroots Ethnic Studies Policy	April Oquenda, Gabriel Chaparro, Maya Walker, and Corina Vasaure
Harlem Arts and Peru's Boiling River: Free Bilingual STEMSS Lessons	Margarita Jiménez-Silva, Karen Guerrero, Caitlyn Ishtaq, and Dawn Lambson
Renewing Promise: Research and Recommendations to Support California's Long-Term ELs	Manuel Buenrostro and Julie Maxwell-Jolly
Trenzando la (bi)litteracidad: The Content, Language and Literacy Integration Framework	Sandra Mercuri and Vivian Pratts
Empower Yourself, Inspire Your Child	Nicoline Ambe
Tools that Support Emergent Bilinguals: Equity in an MTSS Framework	Doris Chávez-Linville and Carol Johnson
Thinking Beyond the Surface: Contextualized Learning with CLAVES™	Evelyn Chávez

Workshops

Saturday, April 2, 2022

Direct
Link to
Sessions

10:40 am – 11:30 am

Workshop	Presenter
Going Global: Preparing All Students for Engagement in a Global Society	Jamie Lee
California's Comprehensive State Literacy Plan	Jennifer Howerter and Erika St. Andre
Accelerating Language Growth for Emergent Bilinguals through In-Depth Vocabulary Analysis	Cynthia Peng
Creating District-Level Synergy to Ensure Equity for Multilingual Learners	Altagracia Delgado and Stephen Warford
Increase Engagement and Comprehensible Input with Be GLAD®	Amina Khan
Examining Beliefs and Knowledge to Improve Programming for Multilingual Students	Sarah Ansari
Apoyando la educación de nuestros estudiantes de regreso al salón	María Teresa Herrera
Ensuring Equity and Inclusion for Multilingual Learners through Responsive Career and College Programming in High School	Joanne Clark, Sonal Patel, Celine Liu, and Doris Castillo
Accelerating Learning and Access to Grade-Level Content for Multilingual Learners	Nathaly Batista-Morales, Amanda Clair, and Jennifer Rosas
Podcast Lessons Get Students Talking! SEL and Culturally Responsive Teaching	Tom Davis
Charter Schools, Charter Oversight, and Educational Equity and Opportunity	Tom Hutton, Guadalupe Solis, and David Patterson
Project-Based Learning in Literacy for Multilingual Learners	Lesley Morgan
Developing Reading Skills with Interactive Storytelling	Luis Pelayo Zepeda
Teaching English Learners through the Arts: The TELA Online Project	Ruth Baskett, Bobbi Ciriza Houtchens, and Arleen Bates
Instructional Strategies for Classrooms to Promote Multilingualism and Cultural Competency	Cynthia Sicaire-Hartley and Daniel Scibienski
The Community Engagement Initiative (CEI) - Family Leaders Affecting Systemic Change	Steven Mitchell

Workshops

Saturday, April 2, 2022

Direct
Link to
Sessions

11:50 am – 12:40 am

Workshop	Presenter
Educational Equity: A Labor of Love	Jamie Lee
Preparing Latinx ELs for Academic Life After High School	Silvia Carrillo and Daniela Azuela
CyberKinder: How the Pandemic Propelled Us into 21st Century Learning	Gabriella DeLeon-DeHaan
The Health of Immigrant Children in Our Schools	Juan Rosas
The Narratives of Migrant Children from Guatemala	Erika García
A Transnational Study on Literacy Practices in English and Spanish	Nirmla Flores, Elsie Solís-Chang, Clara Amador-Lankster
Using Diverse Texts for Anti-Racist Teaching	Allison Briceño and Claudia Rodríguez-Mojica
Reading Ourselves: Identity-Building through Reading for Emergent Bilingual Students	Kristina Cordero
SEL in the Culturally and Linguistically Diverse Classroom	Erick Herrmann
"¡Deschóngate!": el arte/ciencia de aumentar la creatividad inteligencias trans-múltiples	Fernando Peña
Análisis morfológico de las palabras: ¡Prefijos, sufijos, me fijo!	Karina Chapa
Explore Summer Programming for Newcomer Students and ELD Professional Development	Jan Michelle Bautista, Brittany Ueno, Amy Gottesfeld
Estrategias y actividades divertidas para la ortografía y la acentuación	José Ramón Muñoz
Bilingual Children's Books on Structural Inequities: Harnessing Convictions through Writing	Alejandra Domenzain and Patricia Núñez
Cómo los padres pueden apoyar los programas de educación bilingüe	María Fernanda Cámara Pérez, y Juan García
CANCELED: Project-Based Learning in Literacy for Multilingual Learners	Meredith Scott Lynn
Eliminate Learning Loss Caused by COVID	Gregory Spencer and Ruth Pérez

ANNUAL CABE MEMBERSHIP MEETING 2022

SATURDAY, APRIL 2, 2022 AT 10:40 am – 11:30 am

JOIN MEETING!



Dr. Bárbara Flores
CABE President



Elodia Ortega-Lamkin
CABE Vice President

We invite all CABE members to join us at the Annual CABE Membership Meeting. Come meet your elected CABE Board Members, the CABE Membership Team, and other CABE Members from across the state! You'll have the opportunity to receive important updates and learn about CABE's Strategic Plan and Annual Report.



We will also present the CABE 2022 Chapter of the Year Award to CABE Whittier Chapter #40 in Region III. See the Chapter of the Year description on page 116. Learn more about the CABE Whittier Podcast Radio, student scholarships, and member activities by this amazing chapter. ¡Felicidades, CABE Whittier!



I'm a CABE Member. Are You?

Become a CABE Member or renew here!

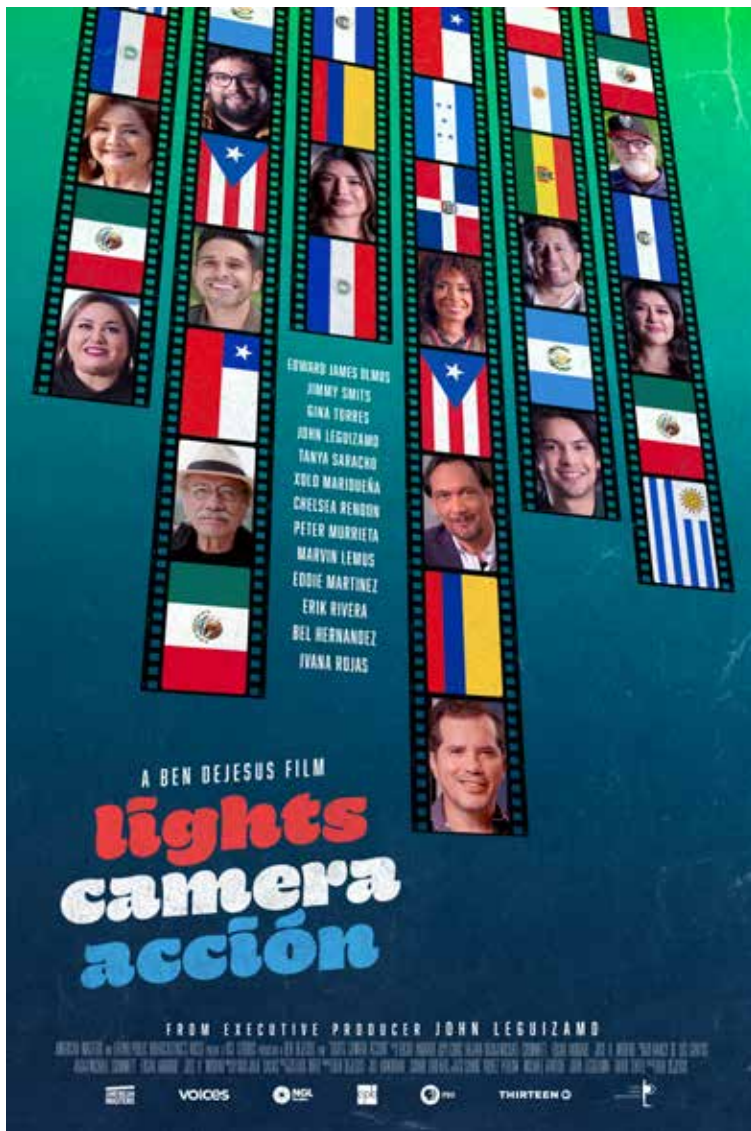
<https://www.gocabe.org/index.php/about/members/>



Lights, Camera, Acción

Saturday, April 2, 2022 | 9:30 am – 10:50 am

Access the film via the CABE 2022 Portal



Lights Camera Acción is a celebration of the incredible impact Latinos have made in Hollywood – past, present, and future – with a focus on the exciting new wave of talent that is blazing their own trail in the industry. Featuring prominent Latinx voices in film and television, this special captures the candid and passionate perspectives of talent from in front of and behind the camera, as they share their personal journeys and outlook on the bright future ahead.

The film weaves first-person conversation and testimonials to celebrate some of the Latino personalities and projects that helped shape and continue to define Hollywood's destiny. Included are actors Edward James Olmos, John Leguizamo, Xolo Maridueña (Cobra Kai), and Julissa Calderón (Gentefied); showrunners Peter Murrieta (Mr. Iglesias) and Marvin Lemus (Gentefied; and more.)



Director, producer, and writer Ben DeJesus has over 15 years' experience in the multicultural market. There will be a Q&A with Ben after the viewing.

Q&A with the filmmaker immediately after viewing of film.

**Direct
Link to
Film**



Our Story of War and Remembrance: Chinese American WWII Veterans of the China-Burma-India (CBI) Theatre

Saturday, April 2, 2022 | 10:50 am – 12:00 pm

Access the film via the CABE 2022 Portal

Our Story of War and Remembrance: Chinese American WWII Veterans of the China-Burma-India (CBI) Theatre

During World War II, about 20,000 Chinese Americans served in the United States Armed Forces as well as other aspects of the war effort across all theaters of conflict. According to the 1940 Census, this represented over a quarter of the 77,000 Chinese people living in the United States at the time. Just over 60% were U.S. native-born citizens. Those born in China were denied citizenship, while all Chinese Americans faced discrimination and challenges to property ownership, voting, and other rights. Despite these barriers based on discrimination and racism, many Chinese Americans answered the call to serve.

Through interviews of San Francisco Bay Area veterans, the film project team of both students and adults hopes to educate others about the story of Chinese American WWII veterans of the CBI, as well as honor, celebrate, and preserve the legacy of the patriotism, sacrifice, valor, and contributions of the Chinese American WWII veterans of the China-Burma-India Theatre.



Q&A with the filmmakers immediately after viewing of film.

**Direct
Link to
Film**



AWARDS



STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!



CABE BOARD AWARD: INNOVATIVE LEADERSHIP CRISTINA ALFARO, PH.D.



**Associate Vice President of International Affairs
San Diego State University, San Diego, CA**

Cristina Alfaro, Ph.D. is the Associate Vice-President of International Affairs at San Diego State University (SDSU) where she also has served as Provost Chair of Diversity, Equity, and Inclusion. Dr. Alfaro is truly an innovative leader in the field of biliteracy and multilingual research, global relations, dual language immersion, and transborder alliances and partnerships. Dr. Alfaro is a Multilingual and Global Education Professor and Past Chair of the Dual Language and English Learner Education Department in the College of Education at SDSU where she championed and led the largest bilingual teacher education program in the state of California. She also served as Director for the CSU International Teacher Education Program in Queretaro.

Born and raised on the Mexicali/Calexico border, Dr. Alfaro's impactful educational career is influenced by her rich linguistic and cultural experiences and her close connections to family and colleagues on both sides of the border. As a heritage Spanish speaker, has taught in primary and secondary bilingual classrooms, served as public School (K-12) administrator, and as noted above, has served in many roles at the university level. She is renown nationally and internationally for her impactful leadership, fervent advocacy for biliteracy programs, expansive research, and creative and innovative collaboration.

Dr. Alfaro has over 35 years of experience working and advocating for students' linguistic rights. She has launched the University Global Seal of Biliteracy at SDSU through the partnership with CABE's Multilingual California Project (M^{CAP}), an Educator Workforce Investment Grant funded by the CDE. Through this partnership, Dr. Alfaro is leading the development of a model University Seal of Biliteracy Program to be introduced and implemented across the CSU system.

Dr. Alfaro is a passionate champion of transborder and international education bringing solutions to address educational challenges facing the California-Baja California trans-border region. She has been actively involved in CABE's Binational Program with Baja California, Mexico and serves as chair of SDSU's annual RE:BORDER Binational Conference, which convenes critical conversations between researchers, educators, policymakers, and leaders in the private and non-profit sector. Additionally, she served on the California Department of Education Panel for the English Language Development Standards. Department of Education that builds on the assets of the *Students We Share* between the Mexico/U.S. border, and she is the Executive Director of the Center for Equity in Biliteracy and Binational Education Research and Director of the *Formadores de Docentes Binacionales*, a project funded by a state grant from the California.

As exemplified by her experience, Dr. Alfaro leads the effort to create a diversity, access, and equity roadmap for global education and leadership. She is a past CABE Board Director of IHE and Secondary Affairs (2017-2021), and she currently is a member of the board of directors of NABE. She is an active member of the American Council on Education Internationalization Lab, The Forum on Education Abroad, Diversity Abroad, and NASFA: Association of International Educators.

The CABE Board of Directors is deeply honored to recognize Dr. Cristina Alfaro with the CABE 2022 Innovative Leadership Award.



CABE BOARD AWARD: LEGISLATIVE ADVOCACY & LEGACY MARTHA ZARAGOZA-DÍAZ



**Lobbyist and Senior Advisor
California Association for Bilingual Education**

Martha Zaragoza Diaz has served CABE as Lobbyist and Legislative Advocate since 1997 and has engaged in this highly impactful work for over 24 years. Martha has represented CABE and our partners at the Californians Together Coalition in Sacramento on key legislative and policy items making a tremendous difference for English learners, their families, and the educators who serve them. After over two decades of service to CABE, Martha's legacy and impact are deeply felt. She has served with 12 CABE Presidents, three Executive Directors and CEOs, and countless CABE Board and Team members. As she transitions into semi-retirement, Martha is now serving CABE as a Senior Advisor in support of the development of our new Legislative and Policy Team, and we are honored to recognize her with the CABE Board Legislative Advocacy and Legacy Award.

When Martha joined the CABE team, she came with vast experience in Sacramento. She had served as Director of Governmental Affairs to the California Department of Education, Legislative Representative for the State Council on Developmental Disabilities, Senior Consultant to the Assembly Health Committee, and Executive Director of the Tiburcio Vasquez Health Center in Union City, California. She holds a master's degree in Public Health from the School of Public Health, UC Berkeley, and a Bachelor's Degree in Psychology from Mills College in Oakland California. Former CABE Executive Director Silvina Rubinstein and Past President and CEO María Quezada have shared that back in the late 90s they saw in Martha the potential to bring a vision of equity and excellence to CABE's advocacy work. Years later, we see the deep and lasting impact of that decision to establish a contract and longtime relationship with Martha Zaragoza Díaz and Associates.

Because of Martha's fearless advocacy and passion, we have realized accomplishments in policy and legislation in California that will impact English learners and biliteracy students and programs for many years to come. She shepherded us during the devastating years of Prop 227 and Prop 187 and played an instrumental role in the 2016 passage of Prop 58 opening the doors once again to biliteracy and multilingual programs in California. She led our advocacy and policy work to establish the ELD Standards, primary language assessments, the ELA/ELD Curriculum Framework, the State Seal of Biliteracy, the state definition of long-term English learners (LTEs), and, of course, the California EL Roadmap Policy in 2017. Additionally, Martha has worked magic in the budget allocation process and was instrumental in securing millions of dollars for the Bilingual Teacher Professional Development Program (BTPDP) and the current Dual Language Immersion Grant (DLIG) program to expand and establish more dual language programs in California.

Martha has been a driving force, not just in developing and implementing powerful policy, but in transforming lives through her fierce advocacy. She is highly respected throughout Sacramento through her partnership and collaboration with education and policy leaders from the California Department of Education, the State Board of Education, the Senate and Assembly, other state agencies, and many, many partners.

Martha's husband, Dr. Mark Díaz, her daughter Andrea, and many extended family members have stood with her side by side as she has championed this important work in support of quality education and equity for English learners.

The CABE Board of Directors is deeply honored to recognize Martha Zaragoza-Díaz with the CABE 2022 Legislative Advocacy and Legacy Award.



**CABE BOARD AWARD:
LEGACY
DRS. KEN AND
YETTA GOODMAN**



**Professors Emeriti
University of Arizona, Tucson, AZ**

Dr. Yetta Goodman and Dr. Ken Goodman (posthumously) are pioneer and world-renowned literacy and biliteracy researchers, professors, and advocates for English learners, multilingual learners, and bilingual learners for over 50 years! Their seminal research and work highlighted the assets of bilingual learners, English learners, and multilingual Learners long before it was a movement. Always at the forefront of research and practice, the word, "biliteracy," appears in print in 1979 in their publication, *Reading in the Bilingual Classroom: Literacy and Biliteracy* (Goodman, Kenneth; Goodman, Yetta; Flores, Barbara, 1979). Together Ken and Yetta have published over 100 books, chapters, monographs, articles, reports, and audio/visual recordings, and perhaps most notably, the book, *What's Whole in Whole Language*. Both have been inducted into the Reading Hall of Fame and have received numerous awards and recognitions.

Yetta and Ken's legacy lives on through their seminal scholarly works and revolutionary contributions to the reading field, early literacy, valuing teachers, and miscue analysis research. They are also known for popularizing the phrase "kid watching" which encouraged teachers to be professional observers of the language and learning development of their students. In addition, Yetta's work in spearheading the roots of early literacy in the 1990 edited book, *"How Children Construct Literacy: Piagetian Perspectives,"* was groundbreaking. Likewise, Miscue Analysis Research revolutionized how we view proficient reading and how we assess strengths and areas of need.

Yetta and Ken's passionate writings on the reading process and support of Black, Spanish-speaking, Native American, immigrant, English learners and poor students were courageous in the face of the overwhelming deficit views held by the educational researchers in the 1960s through the 2000s. They exemplify the epitome of our CABE 2022 theme, "Stand Up! Get Up! For Biliteracy and Multilingual Rights!"

Their resiliency, hopefulness, steadfastness, and dedication to making the world of teaching and learning a better place was never unyielding. They advocated that, in the face of adversity, one has an opportunity to rise above it. In the face of defeat, there is always another day and time to face your enemy. In the face of unfounded misinformation, there is always truth and evidence.

The CABE Board of Directors is deeply honored to recognize Drs. Ken and Yetta Goodman with the CABE 2022 Legacy Award.



CABE Bilingual Teachership Award CHRISTOPHER J. GUEVARA



Region V
California State University, Channel Islands

PHILOSOPHY OF EDUCATION

Throughout the years, from the day I started kindergarten to now, I have been a student, tutor, paraeducator, substitute teacher, student teacher, and I will be a bilingual Special Education teacher very soon. Throughout these years, each day has served as inspiration to keep my academic momentum going and helped me strive to become an educator in my community. This was especially true during my paraeducator role at Juan Lagunas Soria School, which received the CABE Seal of Excellence, where I immersed myself into the new and important world of Dual Immersion teaching. As a credentialed educator, I commit to creating an atmosphere of acceptance, understanding, and inclusion based on different student backgrounds and identities, and to promoting equity. Outside the classroom, I commit to bridging the gap between the school and home and to focusing on including the individuals who play the most important part in a student's education—their family.

As a bilingual educator, it is crucial to recognize differences and to celebrate them, especially cultural ones. This means focusing the curriculum on the students in the class, instead of on pre-written textbooks that fail to include culturally relevant materials. Keeping the curriculum relevant and culturally sensitive sets up an environment where students are motivated to learn, since it directly connects to them and teaches them about their culture, as well as the cultures of others. This is why it is important to have bilingual education—not solely for the language aspect, but to nurture cultural competency.

PERSONAL STATEMENT

My decision to become an educator began to flourish both before and after the earning of my BA in Psychology. During my years as an undergraduate student, I became fascinated with the way the mind works and why it works the way it does. Before graduating though, I became fascinated with teaching and became a tutor for AVID, a college readiness program, and worked directly with 7th and 8th grade AVID students in my community. Throughout these years, I enjoyed not only being able to aid in the learning process, but also serve as a role model for my students whose shoes I was in just a few years before. After graduating, an interest in beginning a career in the Psychology field was sparked and I became a behavior technician, where I served a handful of families with children with autism. Throughout my time as a behavior technician, I knew I wanted to continue serving the community of individuals with autism and other disabilities. In order to mesh the two subjects where my heart belongs, I decided to pursue an Education Specialist teaching credential. Being born and educated in a community whose population is greatly Latinx, and being the child of immigrants from México, I knew it was in my heart to also pursue a bilingual authorization. This will allow me to be placed in a position where I can serve my community and view them with a strong cultural lens.

CABE is honored to present Christopher J. Guevara with the CABE 2022 Teachership Award CABE.



Alma Flor Ada Teachership Award GÉNESIS V. LÓPEZ



Region II
Fresno Pacific University

PHILOSOPHY OF EDUCATION

My personal philosophy of education is that every student deserves an equal opportunity to learn and succeed. I believe every student has the capability to succeed, but it is up to me as an educator to give my students an equal chance to learn and understand the concepts. For me to do this, I need to really get to know my students and their methods of learning. Are they visual, auditory, or hands-on learners? What are their primary languages and cultures? It is important to not only understand my own culture, but also theirs because this will help me recognize how their values and beliefs about education may differ from my own.

This goes hand-in-hand with my belief of bilingual education, as this will help me understand that not every English learner has the same culture and language. Being culturally competent is extremely important in a classroom, especially when you have students who speak different languages.

My philosophy of education is that every one of my students brings uniqueness to my classroom. Their cultures and languages are valued and are what will help me build frameworks that will engage and connect with each of my students. I believe in providing culturally responsive teaching and placing my students at the center of learning. I believe in valuing my students' languages, cultures, and backgrounds and using them as assets to guide my teaching.

PERSONAL STATEMENT

I have chosen this professional career path because of my experience as an English learner in school. I grew up in a household of immigrant parents and Spanish was my primary language. I was so proud of my culture and language until I entered elementary school. All I remember was feeling embarrassed in class because every time my teacher taught a lesson, she would interpret it for me, without the academic vocabulary, in front of the entire class. Even though I know she was trying to help me, I felt like she had lower expectations for me compared to all the other students in the class. Being pulled out of class to receive extra help only made me feel worse. No one talked about my primary language in class, and this made me feel as if I were supposed to hide it. I found myself not wanting to speak Spanish at school or at home. I felt like the correct language to use was English.

I think it is important to offer bilingual programs because they help build on the value of different cultures and languages. They provide a culturally competent environment and make students feel comfortable using their primary language. Bilingual programs provide students with equal academic expectations of achievement. Most importantly, they help create classrooms where culture and language are viewed as assets and not disadvantages. My plan as an educator is to help my students recognize that their languages and cultures are assets and to build frameworks that engage and meet every one of my student's needs.

CABE is honored to present Génesis V. López with the CABE 2022 Alma Flor Ada Teachership Award.



Region III
University of California, Irvine

PHILOSOPHY OF EDUCATION

My educational philosophy consists of fostering positive learning habits for students, as well as providing an inclusive classroom environment. As an educator, I want to teach my students to see learning as a progression where each day we are expanding our knowledge and fine-tuning our capabilities. I want to promote a growth mindset within them to encourage them to persevere. It's essential to change the way they perceive their mistakes and see them as gateways to further our learning. I believe that each student brings valuable knowledge from their homes and cultures into our classrooms.

Bilingual education plays a crucial role in bringing in those abilities that would otherwise be kept out of the classroom. It allows students to feel more comfortable and willing to share their experiences knowing that they'll be welcomed and esteemed. Bilingual education has the potential to convert a classroom into a brave space that is inclusive of all students.


It's so crucial to see children as more than just students, but rather actual people with varying skills and experiences just like everyone else in the real world. My goal is to acknowledge them as whole individuals who are more than just their academic performance. There's nothing more encouraging to a child than knowing they are part of a community which prompts them to actively participate in their learning environment. That is what I strive for.

PERSONAL STATEMENT

At the age of seven, my family and I had immigrated to the US from Michoacán, Mexico, to pursue the American dream in hopes for a better future. It was instilled in me at a young age that my education was the key to achieving my own success. I assimilated to this new country and the foreign schooling practices in which I was immersed in. I had attended a typical monolingual elementary school that, from the very beginning, began to push the need to become fluent in English. My perception of my home language shifted as I began to see that it was not going to guarantee that success I wanted to strive for, especially in my academics.

Many years later, as I became exposed to bilingual education, I was enthralled to see how my own home language was given the same status as English inside the classroom. Bilingual education allows all students to feel validated in their skills, knowledge, and experiences. A bilingual classroom becomes a leveled learning environment for everyone. It grants English learners the opportunity to close the achievement gap between them and their native English-speaking peers. That is why I decided to dedicate myself to becoming a bilingual educator. I want to give students who are in the same position that I once was in, the opportunity to learn in their home language, while feeling empowered and embracing it.

CABE is honored to present Miriam D. Candelario Sandoval with the CABE 2022 Chuck and Estella Acosta Teachership Award.



Carlos Penichet Teachership Award ALONDRA PÉREZ



Region III
University of California, Irvine

PHILOSOPHY OF EDUCATION

One student, one voice, every day. This is a message I carry with me daily to remind me of the value that student community has in helping all learn. Children need to be provided a brave space and safe environment brimming with community values and cultural celebrations. It is my utmost goal and purpose to make sure each individual student recognizes that they are unique and can contribute to their classroom community through discussion, actions, and ways of being. Student-teacher and student-student connections are pivotal in a classroom environment where students acknowledge that their voice is heard and that their strategies, ideas, and values are important to learning and growing as individuals.

I aspire to foster a learning environment where students feel welcomed, appreciated, known, and respected. In a welcoming classroom environment, students will have the confidence to partake in productive discourse and learn through educational conversations in class. Literature in my classroom will act as a mirror and a window for students where they are able to see themselves reflected in literature and have the opportunity to learn about other cultures and perspectives through a window of opportunity.

Throughout my journey as an educator, I hope to maintain equitable practices and provide students with opportunities to succeed both inside and outside of the classroom. Bilingual education helps create a creative and welcoming *familia*, or community, that contributes to empowering respectful norms in the classroom. Bilingual education is powerful; it celebrates our differences and brings communities together.

PERSONAL STATEMENT

"Speak English, we live in America!" is an admonishment that shaped my childhood. The pressure to assimilate in the classroom and speak solely English heavily permeated my elementary school and my community outside of it. Seeing the lack of cultural awareness and always battling language barriers encouraged me to pursue a career in bilingual education to help students celebrate bilingualism. An educator and community member should be actively aware of the equity issues present in the educational system surrounding their communities and that is why it is important to celebrate and encourage bilingualism.

I aspire to become a dual immersion elementary teacher, drawing from students' cultural information and creating a safe environment that sprouts comfort, creativity, cognitive growth, and bilingualism. As an aspiring bilingual educator, my goal is to teach and create bilingual, biliterate, and bicultural students who can thrive in a community filled with multiculturalism and diversity. We must celebrate bilingualism and recognize the importance it has in creating empowered, welcoming, and diverse communities.

CABE is honored to present Alondra Pérez with the CABE 2022 Carlos Penichet Teachership Award.



F. Isabel Campoy Teachership Award JANET H. LEE



**Region III
Pepperdine University**

PHILOSOPHY OF EDUCATION

My philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is my desire to create this type of atmosphere where students can meet their full potential. I will provide a safe environment where students are invited to share their ideas and take risks.

My philosophy of bilingual education will require individualized scaffolding. I believe that every student learns differently. To better prepare for successful learning, I need to know each student's needs and background. This can start with building relationships with each student. Retaining strong rapport with each student will help me to differentiate the lesson plans for successful learning. I will not be afraid to change my lesson plans anytime and this will keep me flexible, helping me to improve my teaching.

Presumptions and prejudices will have no place in my classroom. I will retain strong communication with students and parents, so that I don't make assumptions about any student. I will continue to learn and evolve as a teacher.

PERSONAL STATEMENT

I was an English learner when I first came to America with my parents when I was fourteen. I was a blessed student enrolled in a school with a strong ELD program. However, it was still a hard adjustment even with strong support from the ELD program. I remember vividly what it was like in the classroom as a newcomer. I understood that social and emotional support were desperately needed in order for newcomers to feel belongingness in a new environment.

Since that time, I've always wanted to be an advocate for newcomers. I want to be the connecting bridge between bilingual families and school administration. Those years of hardships became my passion to ensure that newcomers don't have to struggle with communicating or be embarrassed by their own cultures. I am going to keep carrying this passion until every bilingual student realizes that their background is their asset.

In my classroom, students will always be greeted by their first names and will value their original given names. I will try hard to learn how to pronounce their names correctly so that they don't have to change their names to English to fit in. This will show them how their background is valued and praised in my classroom. The more I know about my students' cultures, interests, extracurricular activities, personalities, learning styles, goals, and mindsets, the better I can engage them for successful learning.

I truly value my experiences as an advocate for newly immigrated students. These experiences healed the scars that I had when I started the US school system as an immigrant student who couldn't speak any English. They also broadened my perspective in finding ways to help these students. I will keep finding ways to help them, and will not stop learning as a bilingual educator.

CABE is honored to present Janet H. Lee with the CABE 2022 F. Isabel Campoy Teachership Award.



Zaida McCall Pérez Teachership Award ALICIA CHÁVEZ ALCARAZ



Region I
University of California, Davis

PHILOSOPHY OF EDUCATION

My personal philosophy of education prioritizes building relationships with my students, colleagues, family members, and the greater community. Before learning can even take place, the students must feel comfortable, safe, and welcome. This is done and maintained through being an open and positive person on whom the kids know they can count for anything. In my past experiences, I have felt the most at home in school and it was largely because of my teachers. Moving forward towards my teaching career, I want to continue that and give back to the community that helped raise me. By building relationships with students, families, and colleagues, teachers can ground themselves and provide support for others.

In terms of my bilingual education philosophy, being fluent in both Spanish and English has opened so many doors to meeting and bonding with others. A great honor I have is being able to reach Spanish-speaking parents and students who have historically been alienated because of language barriers. By educating other bilingual people, they can go on to bridge language gaps even further by helping their own families and friends. That butterfly effect of positivity is a motivator for me to enter the education field.

PERSONAL STATEMENT

I feel so fortunate to be drawn to the teaching profession because I have lived experiences of the positive effect it can have on students. Growing up in the midst of the 2008 Recession, my parents were greatly affected economically, and it resulted in my family moving very often. By the time I graduated from high school, I had gone to ten schools spanning California, Arizona, and Michoacan, Mexico. All of these different schools taught me a lesson—that there is beauty in language.

Spanish is my mother tongue, and I was thrown into English my first day of kindergarten like many other first-generation Americans experience. English was fascinating to me, and I wanted to do everything in my four-year-old power to learn it and embrace it. I even went so far as to earn my bachelor's degree in English at 20 years old. And with the beauty and passion that envelops the Spanish language, I have remained entranced by it—listening to Spanish music, reading it, studying it, and tuning into the ways my elders speak it.

Bilingual programs grant me the privilege of showing the beauty of language to my students. These programs are incredibly crucial since they honor languages, particularly home languages. None of the ten schools I attended in my K-12 education were bilingual and I almost lost my Spanish language skills because they were cast aside. Being bilingual is an incredible asset that bilingual education helps to nurture.

CABE is honored to present Alicia Chávez Alcaraz with the CABE 2022 Zaida McCall Pérez Teachership Award.



Parent of the Year Award **BIBIANA BARRIOS DE GARCÍA**



Beamer Park Elementary School Woodland Joint Unified School District

Bibiana García and her family have been a part of the Woodland, California community and the Woodland Joint Unified School District (WJUSD) for the last 15 years. She and her husband are proud parents of three school-aged children and own a small business. Ms. García holds a bachelor's degree in Administrative Management and has devoted and applied these skills to community service.

In 2010, Ms. García attended the Even Start Family Literacy Program at Beamer Park Elementary School in WJUSD. She took classes in family literacy, parenting, and English as a Second Language. Soon, she began to participate in the school's English Learner Advisory Committee to support her children and to learn how the educational system works in the United States. She then became a substitute paraeducator for WJUSD at Douglass and Lee Middle Schools. Her role was to assist migrant students in the classroom and make sure they understood the curriculum content in their native language, encourage them to participate, and help them navigate their new educational setting.

For more than a decade, Ms. García has been a proactive parent leader and volunteer in Woodland schools. As a true parent leader, she has served on many school site and district committees, and has attended a variety of workshops and conferences, bringing back resources and ideas to the school district. Currently, she serves as president of the District English Learner Advisory Committee, president of the CABE Woodland/Yolo Chapter #76, and member of the WJUSD Board of Trustees.

Ms. García's passions and focus are on equity, diversity, and inclusion in schools so that every student receives a high-quality education. She says, "The difficulties I have seen our students face over the years have resonated deeply with me. I want to continue to promote equitable resources so that all families in the district have the same opportunities for educational achievement".

CABE is proud to honor Bibiana Barrios de García as the CABE 2022 Parent of the Year!



Paraeducator of the Year **GRISELDA M. ORTIZ**



El Gabilan Elementary School Salinas City School District

Griselda Ortiz has been working for the Salinas City Elementary School District for twenty years in a variety of positions to support families, specifically those whose primary language is Spanish. She currently works at El Gabilan Elementary School where over 50% of the students are English learners. There is also a high number of newcomer students who have never previously attended schools in the United States. As Ms. Ortiz is bilingual, biliterate, and bicultural, she understands the challenges of these newcomers as they begin to navigate their new surroundings and the US educational system. She strives to ensure families are provided opportunities to be successful in their transition and to become truly bilingual, biliterate, and bicultural.

Ms. Ortiz started out as a bilingual preschool paraeducator, then served as a bilingual one-on-one paraeducator for a student with disabilities, which she found to be a very rewarding experience that taught her how to enjoy life. She currently works as a Parent Coordinator and wants to keep that job until she retires! Ms. Ortiz enjoys providing all parents, especially those of English learners, with parenting classes to help them develop skills to advance in their jobs and to support their children at home with homework. She has hosted resource fairs, parent workshops, and parent meetings on how to help students be successful.

Ms. Ortiz provides support to families to help parents understand what it means to be bilingual and the opportunities one can have if successful in education. Her philosophy of bilingual education is that it bridges the gap between cultures and provides a sense of appreciation for differences. It creates groups of people who work together for a common good. Griselda Ortiz is culturally sensitive and aware of the social emotional needs of families. She has a passion for working with homeless families and shares her knowledge of community resources to help these families. The needs are great, and she is happiest when she is giving to these families, the neediest in the school community.

CABE is proud to honor Griselda M. Ortiz as the CABE 2022 Paraeducator of the Year!



Teacher of the Year SONIA ÁGUILA-GONZÁLEZ



Carnalino Elementary School Carpinteria Unified School District

Sonia Águila-González was born in Santa Barbara but moved to Mexico at the age of five when her grandfather became ill. She returned to the U.S. at age eleven only knowing how to count to ten in English. She had an amazing ESL teacher, Mrs. Morgansen, who used visuals, realia, songs, and cognates to help her acquire the English language. This teacher believed in her and inspired her to pursue her dream of becoming a teacher. She was determined to succeed and was selected as the school's salutatorian, giving her graduation speech in both English and Spanish.

Ms. Águila-González attended a local college and transferred to the University of California, Santa Barbara, on a full scholarship where she obtained her Elementary Teaching Credential with an emphasis in Spanish and obtained a Master's degree in Education at age 21. Having fulfilled her dream of becoming a bilingual teacher, she was then ready to put her education into practice.

Ms. Águila-González has dedicated her career to transforming the lives of bilingual children and their families, both inside and outside the classroom, for more than 23 years. She has taught in all the primary grades and is currently a lead teacher for the Dual Language Immersion program. Her classrooms are filled with love and joy, and students eagerly read, write, research, and solve math problems in both English and Spanish. She has high expectations for her students and they work hard with her warm and positive support. Each student knows that she cares deeply for their well-being and academic success. Her daily teaching reflects professional knowledge, skills, artistry, passion, and commitment—all requisite elements of excellent teaching.

Ms. Águila-González recognizes the critical role of parent involvement in a child's education and serves as the district liaison to Spanish-speaking parents. Because she is dedicated and determined to secure parent involvement for them, she interprets during many school and district meetings. She has been the host, director, and producer of the Spanish Children's Radio Program on 107.7FM for 24 years, and although the target audience is children, she discusses issues related to education to inform parents who are also listening. Additionally, she focuses on parent education in her columns in the Education Section of the Santa Barbara Latino Newspaper and on an educational Facebook page for parents. "Maestra Águila" is well-known and highly respected among her students, families, and colleagues.

This past school year, parent Andrea Edmonson witnessed Maestra Águila do her magic in the classroom. For the first three months of the 2020 school year, she taught remotely five days a week and was able to engage, motivate, and teach these new second-grade students. Virtual field trips and music and dance lessons, in addition to the second-grade curriculum, were all happening through Maestra Águila's organization and planning. She interacted with and engaged her students so that they felt special and heard—even through the computer screen. She did this with much grace and made it look effortless. Ms. Edmonson says, "My daughter started the DLI journey as an English-only student, and in Maestra Águila's class, she gained the confidence to start using and applying the Spanish language in her oral and written language and began reading Spanish literature with high comprehension. Maestra Águila has an incredible gift in the classroom and she puts her heart and soul into it every year." This is her great joy and passion—to help students on their path to becoming bilingual.

CABE is proud to honor Sonia Águila-González as the CABE 2022 Teacher of the Year.



Abraham Lincoln Elementary School Two-way Dual Language Immersion Academy

Anaheim Elementary School District

Lety Chacón, Principal - lchacon@aesd.org

Christopher Downing, Superintendent

<https://anaheimelementary.org/lincoln/>



The Abraham Lincoln Elementary Two-Way Dual Language Immersion (DLI) Academy, located in the Anaheim Elementary School District (AESD), follows a 90:10 model and is soundly grounded in the three pillars of the Guiding Principles of Dual Language Education, the four principles of the California English Learner Roadmap, and the English and Spanish California Common Core State Standards.

Nine years ago, the community of Lincoln Elementary School established a DLI program that has since achieved and surpassed its identified goals: to develop language proficiency in English and Spanish for native English and Spanish speakers, to ensure academic excellence by increasing achievement in two languages, to cultivate an understanding and appreciation of diverse cultures through the curriculum, and to empower parents to become active participants in their children's education.

Lincoln Elementary offers many enrichment programs, such as its award-winning music program and after-school STEAM activities, Legos, sports, culinary arts, dance, gardening, fitness, eSports, coding, visual and performing arts, and more. Student leadership opportunities include Lincoln Latest, the school news broadcast, and the Peer Assistance Leadership (PAL) that was awarded the Orange County Department of Education Award for Excellence. Through the Anaheim Union High School District's Bilingual Ambassador grant program, students serve as ambassadors to plan culturally rich community events, participate in civic engagement activities, and promote bilingualism within the Anaheim community.

Lincoln teachers and staff are models for lifelong learning and embrace opportunities to learn new evidence-based practices to support students as learners and people. The professional development plan at Lincoln encompasses a focus on dual language proficiency, academic achievement, and social-emotional learning, as well as ongoing coaching. A multitude of opportunities connect, empower, and build community among families as essential stakeholders, including the Parent Leadership Institute that trains parents as leaders who, in turn, provide workshops for other parents at Lincoln.

A schoolwide focus is "Honor Your Purpose" and students and all members of the Lincoln educational community are encouraged to know their purpose and find ways to honor it throughout each day. Lincoln Elementary School leads the way as a model DLI school, not only for AESD but for schools across the nation. It is proud to continue providing an academic- and language-rich program in an environment where students come to school each day excited to learn and grow.

CABE is honored to recognize Abraham Lincoln Elementary School as the recipient of the CABE 2022 Seal of Excellence School.



THE CABE BOARD OF DIRECTORS
CONGRATULATES

CABE 2022 CHAPTER OF THE YEAR CABE WHITTIER CHAPTER #40, REGION III

At its annual conference, CABE recognizes an outstanding CABE chapter that exemplifies the CABE Vision of "Biliteracy and Educational Equity for All." This year, CABE honors CABE Whittier Chapter #40 as CABE 2022 Chapter of the Year during its Annual Membership Meeting at CABE 2022 on Saturday, April 2, 10:50 am – 11:40 am.



CABE Whittier Chapter Officers/Board of Directors

Ricardo Pajuelo, President
Tania Maguiña, Vice President
Margarita Chulde, Treasurer
Barbara Rabelo, Secretary

Region III Representative

Dr. Carolina Serna
CABE Board of Directors

Chapter of the Year nominations are reviewed based on data from December 2020 to December 2021 related to the five key judging criteria: Chapter Structure, Membership Growth, Parent Involvement, Advocacy/Leadership, and Vision. We are proud to announce that CABE Whittier excels in all four areas! The chapter's notable accomplishments include, but are not limited to:

- Participation in and presentations for CABE Conferences and Joint Delegate Assemblies.
- Created in response to the pandemic, CABE Whittier Podcast Radio, "*Desde Los Angeles Para Todo El Mundo*," features weekly guest speakers who disseminate information, share resources, and expand educational and cultural awareness to families, educators, schools, and communities. Topics include helping parents support students with distance learning, providing updated information on COVID-19 safety and resources, promoting educational strategies at home, and educating parents on college and career readiness.
- Other chapter activities include participation in statewide advocacy campaigns and district parent leadership programs and committees, promotion of parent-focused events, assisting other chapters to replicate the Podcast model program, community fundraising for student scholarships, networking at community events, and more.

To learn more about CABE Whittier and listen to their podcasts, visit them on Facebook, YouTube and Spotify.



¡FELICIDADES, CABE WHITTIER!



District Administrator of the Year CARLOS FLORES



Corona-Norco Unified School District

As an immigrant English learner student, Carlos Flores knows firsthand the value of a quality education—it starts with adults that believe in you. For him, one of those adults was his mother, and later, as he entered school, they were the teachers and instructional assistants who would come to his desk and whisper affirmations. “¡Tú puedes, Carlitos, tú puedes!” are statements that he would remember long after he left the classroom as a student. In fact, they formed his desire to become a teacher himself, specifically, a bilingual teacher who believed that all students could achieve and that being an English learner is an asset to be nourished.

As a bilingual teacher, Mr. Flores taught newcomers by harnessing their talents, finding ways for them to connect with and to be proud of their culture. Those two ingredients helped create a classroom that was emotionally safe and set the stage for high quality instruction and a standards-based curriculum. This experience formed and solidified his bilingual education philosophy: An assets-oriented approach, coupled with high quality instruction and access to grade-level standards, is essential to a successful bilingual education program. Soon after he became a teacher, he noticed that his students were struggling beyond the classroom. He realized that for “his” students to be successful, they needed to become “our” students. That realization led Mr. Flores to take on leadership positions, and he has taken his experiences as a bilingual classroom teacher, assistant principal, and principal and applied them to the role of Director of English Language Learners and Equity for the Corona-Norco Unified School District (CNUSD). In this role, he has been guided by an unwavering belief in English learners and bilingual education.

What drives Mr. Flores in all of these efforts is his passion for multilingual students, and he exercises that passion every day in support of the students and school sites in CNUSD. He deeply understands effective dual language instructional practices, systems thinking, assessment and accountability, innovative practices, and leadership development, which are crucial for supporting county services and school districts. He and his team doubled the reclassification rate of English learners, and dramatically improved the reclassification of students who also receive Special Education services. He was instrumental in increasing the Seal of Biliteracy from fifty students in 2018, to approximately 496 students in 2021. In just three years, almost ten times more students were publicly recognized as being proficient in English and another language. Most importantly of all, he and his team have created and supported a culture in CNUSD where all 51 school principals and their leadership teams stay focused on the well-being of English learners and bilingual students and embrace an assets-oriented approach to meeting their needs.

Dr. Lisa Simon, Deputy Superintendent of Educational Services, shares, “I admire Mr. Flores’ advocacy for all students, staff, and families but especially English learners. Carlos firmly believes all students have the right to learn and that it is our moral imperative as educators to make that happen. He is a tireless person who is constantly looking for ways to connect students, staff, and families to deeper levels of learning.”

Mr. Flores also finds it important to give back to the community at large. To put his beliefs into community action, he became involved with CABE in various capacities, serving as Technology Co-Chair for the annual conference and assisting with regular regional CABE functions. He is currently participating in a leadership class called the Executive Leadership Roundtable through the Corona Chamber of Commerce. He also works with a local food distribution unit to assist families in need and has been honored by the California Assembly for this work.

The common theme in all of Mr. Flores’ positions and district achievements has been serving English learners and bilingual students directly. “I am very proud of the work we have done and am blessed to continue this work in pursuit of success and improvement for our multilingual students.”

CABE is proud to honor Carlos Flores as the CABE 2022 District Administrator of the Year!



School Site Administrator of the Year LIANA Y. SZETO



Alice Fong Yu Alternative School (K-8) San Francisco Unified School District

Liana Szeto is the founding principal of Alice Fong Yu Alternative School (K-8), the nation's first Chinese immersion public school. Her journey began as a young student in Hong Kong when it was still a British colony. She attended a Chinese and English bilingual school where her education expanded her world view, stretched her mind, and provided opportunities beyond her imagination as she learned not only the English language but also Western culture. She did not know it at the time, but her bilingual skills were essential not only for herself, but it was also critical for her family when they immigrated to the United States.

Her family left Hong Kong for San Francisco in the early seventies and settled in the Chinatown area. Like many immigrant children then and now, she became the cultural bridge for her parents and the family relied on her to translate all things important: filling out documents, speaking to landlords and bankers, and applying for services. Due to the strong foundation of her bilingual skills, and the support and encouragement of her teachers, she was able to navigate these two worlds successfully. She did not fully appreciate and embrace this experience until she graduated from college.

Ms. Szeto always knew she wanted to be a bilingual educator, and it is her firm belief that all students should have the opportunity to learn more than one language. She first explored her passion for teaching as a Chinese bilingual paraeducator, assisting in English as a Second Language classes. When she received her Chinese bilingual teaching credential, she worked as a Chinese bilingual teacher in a middle school teaching immigrant students.

With the support of a small but committed group of Chinese American community members, she started a Chinese immersion program in a public school with a small group of students from diverse ethnic and socio-economic backgrounds. They proved to the school district and the City of San Francisco that learning two languages is not just an enrichment activity, but can be an essential part of a child's education. As a result, the demand for the program grew. The collective vision of an independent Chinese immersion school became a reality, and in 1995, the San Francisco Unified School District launched the nation's first Chinese immersion school where Ms. Szeto became the founding principal of the school which is named after San Francisco's first Chinese American teacher, Alice Fong Yu. Over the course of more than twenty years, she has led the development of a rigorous curriculum, recruited a group of highly qualified teachers and staff, and provided an immersion education model for the nation and beyond.

Under her leadership, Alice Fong Yu Alternative K-8 School earned the US Department of Education's National Blue Ribbon Award (2012), and the California Department of Education's Distinguished School Award (2012) and Gold Ribbon School Award (2016). She is also the first Chinese educator to earn the US Department of Education's Terrel H. Bell Award for Outstanding Leadership (2012). It goes without saying that Ms. Szeto is a committed, lifelong advocate for bilingual education whose pioneering efforts have trailblazed new ground for Chinese language immersion programs throughout the country. Principal Szeto exudes the knowledge, skills, and dispositions of educational leadership critical to advancing multilingualism and multiculturalism in our global society. Her unwavering commitment to provide academically rigorous bilingual education for students from all backgrounds and identities is exemplified in her ongoing recruitment of African American and Latinx students and families to enroll at Alice Fong Yu Alternative K-8 School. Her antiracist instructional leadership stance has also shaped the professional learning community in designing and delivering standards-based, culturally enriching, differentiated instruction in English, Cantonese, and Mandarin for all students, particularly those identified with special needs and English learners.

Liana Szeto says, "As we reach each milestone, cross each bridge, go through each portal, I am reminded that the core of the work lies within the heart of each community: the parents, the teachers, and of course, the students. Bilingual education for all is not just memorizing sounds and sentence structures—bilingual education is connecting human experiences."

CABE is proud to honor Liana Y. Szeto as the CABE 2022 School Site Administrator of the Year!



Give the gift of reading to your
Spanish-Speaking students with

bee Readers
Spanish

Find out how www.beeReaders.com



STUDENT ESSAY AWARD GRADES K-2 JOSHUA CORTÉS



1st Grade
Yesenia Willison, Teacher
J.C. Boyd Elementary
Rialto Unified School District

When I grow up, I want to be a chef. I want to help feed people and make them happy. Being bilingual will help me become a great chef. This is because I can go to many different places around the world. When I am there, I will be able to learn about different types of food and how it is made. This will help me make delicious food for people I love, like my mom. I learned in class that in Mexico, the people who live there eat tamales and speak Spanish. I also learned that in England, people eat Sunday roast and speak English. I can follow recipes and mix food together from different places in the world now. I can read both languages and will be able to be an amazing chef!

Cuando sea grande, quiero ser chef. Quiero ayudar a alimentar a las personas y hacerlas felices. Ser bilingüe me ayudará a ser un gran chef. Esto es porque puedo ir a muchos lugares diferentes alrededor del mundo. Cuando esté allí, podré aprender sobre diferentes tipos de comida y cómo se preparan. Esto me ayudará a preparar comida deliciosa para las personas que amo, como mi mamá. Aprendí en clase que en México, la gente que vive allí come tamales y habla español. También aprendí que en Inglaterra, la gente come Sunday roast y habla inglés. Ahora puedo seguir recetas y mezclar comida de diferentes lugares del mundo. ¡Puedo leer los dos idiomas y podré ser un chef increíble!



STUDENT ESSAY AWARD GRADES 3-5 ABIGAIL E. ÁVILA



5th Grade
Maggie Serna, Teacher
Patrick Henry Elementary
Long Beach Unified School District

The Bilingual in Me

I've learned that being bilingual has many benefits, such as being able to understand different cultures and languages and being able to get to know and understand people from different parts of the world. Here are some of the many amazing benefits of being bilingual that I have experienced.

Being bilingual helps you get to know and understand people from all around the world. Getting to know someone from a different culture is great, but being able to communicate with them is amazing. They could have great ideas, cool stories, and more. In fact, if you were to be able to understand multiple languages, you would be able to understand people's feelings and know their opinions. When I talk to someone from another culture, it just feels amazing to understand what they are saying. For example, once I went to México, and I was talking to people that, for the most part, did not speak English, but I knew how to speak Spanish so I could communicate with them, and they taught me about very interesting things, such as when my great uncle Ramón in Mexico taught me how to make pan dulce.

Sometimes you need to learn about your culture to be able to understand it better. I am Mexican, Dutch, and American, and we have some celebrations like Christmas, Easter, and a lot more. I love to know what they are about and why they are celebrated. For example, I have learned that in México, they celebrate Mexican Independence Day, and to celebrate it, they stay up till midnight, dance, and have firework shows. Another example is that in Holland for Christmas, Santa Claus comes in a boat, and he has someone that sweeps the chimney called Peta.

Everyone has a language they speak and each language is very unique. But of course, there are some languages that are similar, such as Spanish and Italian. Being bilingual helps you understand a person's feelings, opinions, culture, and so much more. That's why I think being bilingual is an amazing and useful gift and it is one of the best things that has happened to me. Here's why—I have some family that lives in México, and my mom always wanted me to be able to learn Spanish to be able to communicate with my family in México. I also have a grandpa who only speaks Spanish, so being at a school where they teach you Spanish has made me able to communicate with them and my grandpa, who has very wise things to say. So when I go to Mexico, I can talk to my family, but sometimes I don't understand a word, but I am still learning.

These are some of the benefits of being bilingual, but you may have a different opinion about being bilingual. Maybe you think it's way too hard to work for, but when you work for it, what you achieve is amazing because you can talk to people that speak a different language and you can learn about their culture, too. So, I think being bilingual is incredible, and being bilingual can help you connect to people around the world. I hope I can learn to speak more languages in the future so that way I can meet new people and understand them, too.



STUDENT ESSAY AWARD GRADES 3-5 ABIGAIL E. ÁVILA



5th Grade

Maggie Serna, Teacher

Patrick Henry Elementary

Long Beach Unified School District

El bilingüe en mí

Yo he aprendido que ser bilingüe tiene muchos beneficios, como entender diferentes culturas y idiomas y también poder conocer y entender personas de diferentes partes del mundo. Yo creo que es muy útil ser bilingüe. Estos son muchos de los increíbles beneficios de ser bilingüe que yo he vivido.

Conocer alguien de una cultura diferente es bueno y poder comunicar con ellos es increíble. Ellos pueden tener buenas ideas, cuentos chéveres y más para compartir. En realidad, si tú pudieras entender muchos idiomas, tú podrías entender más los sentimientos y opiniones de las personas si hablas su idioma. Para mí, cuando hablo con alguien de una cultura diferente, se siente increíble de entender qué están diciendo. Hay muchas cosas interesantes que puedes aprender de otras personas y probablemente hay cosas que tú nunca has tenido conocimiento. Por ejemplo, una vez yo fui a México y estaba hablando con personas que en la mayor parte no hablaban inglés, pero yo sabía cómo hablar español, entonces podía comunicarme con ellos. Ellos me enseñaron cosas muy interesantes, como cuando yo visité mi Tío Abuelo Ramón en México me enseñó como hacer pan dulce.

A veces necesitas aprender sobre tu cultura para poder entenderla mejor. En algunas culturas hacen cosas como celebraciones. Yo soy mexicana, holandesa y americana y en mis culturas tenemos celebraciones como Navidad, Pascuas y mucho más. Además, me encantó saber de que se trata y por qué se celebra. Por ejemplo, he aprendido que en México celebran el Día de la Independencia de México de manera que se quedan despiertos hasta la medianoche, bailan y tienen espectáculos de fuegos artificiales. Otro ejemplo es que en Holanda para navidad, Santa Clos viene en un barco y tiene un amigo que limpia los chimeneas que se llama Pita.

Todos tienen un idioma que hablan y cada idioma es único. Pero, por supuesto, hay algunos idiomas que son similares, como el español y el italiano. Además, todos son diferentes y únicos, pero poder hablarlos es increíble porque puedes comunicarte con tanta gente. Ser bilingüe te ayuda a comprender los sentimientos, las opiniones, la cultura y mucho más de una persona. Por eso, creo que ser bilingüe es un regalo increíble y útil, y que es una de las mejores cosas que me ha pasado. Aquí está mi razón. Yo tengo familia que vive en México y mi mamá siempre quise que yo pudiera aprender español para poder comunicarme con mi familia en México. También tengo un abuelo que solo habla español, así que estar en una escuela donde te enseñan español me ha hecho poder comunicarme con ellos y mi abuelo y él tiene cosas muy sabias qué decir. Cuando voy a México puedo hablar con mi familia, pero a veces no entiendo una palabra, pero todavía estoy aprendiendo. Por eso creo que ser bilingüe es una de las mejores cosas que me ha pasado.

Estos son algunos de los beneficios de ser bilingüe, pero es posible que tenga una opinión diferente de ser bilingüe. Tal vez piense que es demasiado difícil trabajar solo para ser bilingüe, pero cuando trabajas para lograrlo, lo que logras es increíble porque puedes hablar con personas que hablan un idioma diferente y también puedes aprender sobre su cultura. Así que creo que ser bilingüe es genial y ser bilingüe puede ayudarte a conectarte con personas de todo el mundo. Espero poder aprender a hablar más idiomas en el futuro para así poder conocer gente nueva y entenderlas también.



STUDENT ESSAY AWARD GRADES 6-8

AVA C. OSBORNE



6th Grade

Talia Godinez, Teacher

Pueblo Vista Magnet Elementary

Napa Valley Unified School District

Being Bilingual

Hi, my name is Ava Osborne. I am a Mexican Black American, and I am proud that I have the gift of being bilingual and speaking English and Spanish. In this short essay, I will be writing about me and my experiences of being bilingual and its benefits, not only to me, but to my family, friends, school, and community. I believe that being bilingual influences my perception of other cultures and languages and promotes unity in my school and community by giving me the ability to speak in two languages.

I have the benefit of helping other people learn English and helping parents who are fluent in English to learn Spanish so that they can help their children learn about the Latino culture and language. This gives me the opportunity to use my Spanish and to learn new beliefs and practices about the Latino culture. I am also able to communicate and interact with my family, such as my great aunts, uncles and grandmother, who mostly speak Spanish.

Being bilingual influences my perception of other cultures and languages. It is wonderful because I have the ability to think, learn, speak, read, and write in two languages, English and Spanish. It allows me to learn about someone else's culture or language. For example, my classmate Jonah is Jewish and speaks Hebrew in front of the class sometimes and shares some of the holidays that he celebrates, the food they eat during Hanukkah, and how to play with a dreidel, a spinning top, that Jewish kids play with during Hanukkah.

Being bilingual promotes unity and a sense of community in my school by bringing people of different Hispanic and Anglo cultures together. My school is a dual immersion school which means that ever since Kindergarten, I have been learning both English and Spanish and about both cultures. In third grade, my principal hired a Latina teacher from Spain, and it was a very cool experience because my class got to experience the way she speaks Spanish and help her with her English.

Being at Pueblo Vista Elementary in the dual immersion program has made me feel like I belong because I have been able to talk to my teachers, principal, and peers in Spanish, my home language. When I speak English to them, even the Hispanic kids understand and speak back to me in English. I also feel like I promote unity in my school and community by helping people that can only speak Spanish. For example, my friends Camila and Iris used to speak Spanish only, but over the years, I have helped them with learning English by giving them flashcards, and helping them read short stories in a corner of the classroom.

Lastly, being bilingual allows me to express myself to people in different ways. For example, I like to listen to music in English and Spanish. I like listening to Angela Aguilar, a Mexican artist who sings ranchera music, and others like her. On the English side of music, I usually listen to Megan Trainor. Also, I grew up eating posole and tamales, two types of Mexican food that I love. I have shared the food with other people, and they have grown to like it, and they always come for seconds, and it's so nice to see how non-Latinos like Latino food.

In conclusion, being bilingual is awesome and super cool! I get to speak two different languages which benefits me and my family. For example, my mother gets paid to speak Spanish at her job, and my father works with Spanish-speaking kids and can understand what they need when no one else can. It is like saying we have a gift, and we do good things with this ability of ours, like helping others speak to one another in Spanish so that we can practice and become fluent in both languages at home. I love being bilingual, and I hope the other bilingual people out there love being this way too.



STUDENT ESSAY AWARD GRADES 6-8

AVA C. OSBORNE



6th Grade

Talia Godinez, Teacher

Pueblo Vista Magnet Elementary

Napa Valley Unified School District

Ser Bilingüe

Hola, mi nombre es Ava Osborne, soy Mexicana Negra Americana y estoy orgullosa de tener el don de ser bilingüe y hablar español. En este breve ensayo escribiré sobre mí y mis experiencias de ser bilingüe y sus beneficios, no solo para mí sino para mi familia, amigos, y comunidad. Creo que ser bilingüe influye en mi percepción de otras culturas e idiomas y promueve la unidad en mi escuela y comunidad al darme la capacidad de hablar en dos idiomas.

Tengo el beneficio de ayudar a personas a hablar el inglés y puedo ayudar a los padres que hablan inglés con fluidez a aprender español para que ellos puedan ayudar a sus hijos a aprender sobre la cultura y el idioma latinos. Esto da la oportunidad de usar mi español y la capacidad de aprender nuevas creencias y prácticas sobre la cultura latina. También, puedo comunicarme e interactuar con mi familia, como mis tíos y mi abuela, que en su mayoría hablan español.

Ser bilingüe influye en mi percepción de otras culturas e idiomas. Es maravilloso porque tengo la capacidad de pensar, aprender, hablar, leer y escribir en dos idiomas, inglés y español. Me permite interesarme en aprender sobre la cultura o el idioma de otra persona. Por ejemplo, mi compañero de clase Jonah es judío y a veces habla hebreo frente a la clase y comparte algunas de las festividades de su cultura que celebra, la comida que comen durante Hanukkah y cómo jugar con un dreidel, con que los niños judíos juegan generalmente durante Hanukkah, donde se usa un trompo que se llama dreidel.

Ser bilingüe promueve la unidad y un sentido de comunidad en mi escuela al reunir a personas de diferentes culturas hispanas y anglosajonas. Mi escuela es de doble inmersión y esto significa que desde el jardín de infantes, he estado aprendiendo inglés y español y su cultura. En tercer grado, mi directora contrató a una mujer latina que era de España y fue una experiencia genial porque mi clase pudo tener la experiencia de la forma en que ella habla español y ayudarla con su inglés.

Estar en Pueblo Vista me ha hecho sentir que pertenezco porque he podido hablar con todos en español. Incluso los niños hispanos cuando les hablo en inglés entienden y me contestan en inglés. También me siento poder promover la unidad en mi escuela y comunidad, ayudando a las personas que solo pueden hablar español. Por ejemplo, mis amigas Camila e Iris solo hablaban español, pero a lo largo de los años les he ayudado con su inglés, dándoles tarjetas de repaso y leyéndoles historias cortas en un rincón del salón de clase.

Por último, ser bilingüe me permite expresarme con las personas de diferentes maneras. Por ejemplo, me gusta escuchar música en inglés y español. Me gusta escuchar a Angela Aguilar, una artista mexicana que canta música ranchera, y otras como ella. Por el lado inglés de la música, suelo escuchar a Megan Trainor. Crecí comiendo pozole y tamales, comida mexicana que yo considero comida deliciosa. He compartido la comida con otras personas y ha llegado a gustarles y siempre regresan por más y es muy agradable ver cómo a las personas de otras culturas les gusta la comida latina.

En conclusión, ser bilingüe es increíble y genial. ¡Puedo hablar dos idiomas diferentes y esto me beneficia a mí y a mi familia! Por ejemplo, a mi madre le pagan por hablar español en su trabajo y mi padre trabaja con niños que hablan español y él puede entender lo que necesitan cuando nadie más puede. Es como decir que tenemos un don y que hacemos cosas buenas con esta habilidad nuestra, como ayudar a los demás, hablarnos unos a otros en español para que podamos practicar y tener fluidez en ambos idiomas en casa. Me encanta ser bilingüe y espero que a las otras personas que son bilingües también les guste ser así.



STUDENT ESSAY AWARD GRADES 9-12 STEPHANIE WANG



12th Grade
Charlene Fried, Teacher
Sierra Vista High School
Baldwin Park Unified School District

"Who Am I?" My Bilingual Voice Asks Me

Am I Chinese or American? Do I speak Mandarin, English, or both languages? I was born in the United States, but returned to China. I grew up with a little bit more confidence than others which came from the inner side of my heart. My dad tells me I'm American; my mom tells me I'm Chinese. My mirror just stares at me. I still remember some special experiences during my stay in America: the excitement of Halloween and trick or treating, celebrating birthdays with my kindergarten friends, going to Universal Studios and seeing the beautiful Hollywood scenes. Those precious memories of living in the United States inspired me as pearls in my treasure chest.

But why, day after day, did these beautiful memories try to disappear with time? Why did they become a feeling of fear? Why was I afraid to tell my teacher who I really was, afraid to repeatedly emphasize my nationality, afraid to talk to my friends about my choice between two countries and about my experiences in America?

At a celebration of our school's tenth anniversary, my friends and I were sitting in the stands when an angry woman started taking photos of us. We were all very confused and uncomfortable because of her rude behavior. I told the headteacher about what had happened. He apologized to her and explained that my behavior was because I had different notions of what it meant to be an American or Chinese.

Since this experience, I have often reflected on some of the qualities of being an American, especially the lack of discipline, which often gets me in trouble. This gives me a weird feeling; I'm not sure if I'm still proud of my country of birth, and my attempts to identify myself as Chinese are often refuted. This is my conflict with my roots and my nationality.

In developed countries, such as America, they think that people in China get too much pressure from society, too much competition and underwhelming social insurance and welfare. This is the prejudice of Americans and Westerners against China. Some people say to me that Chinese people like to cut the queue and make a fuss at scenic spots. Those characteristics once made me embarrassed or kept me from accepting myself for who I am. But as my mind matures, I realize the value of being bilingual is not to choose to escape but to face the bad characteristics, reflect over time, and combine the advantages of both cultures.

Over time, I slowly understand the causes of these stereotypes. The combination of the two kinds of culture is what makes me who I am. I don't need to be embarrassed by who I am or be too disciplined and defend my rights at the same time. I live for myself. I am kind to others. There is just no need to care too much about other people's opinions. Instead of worrying about what others might think of me, I need to reach out to them in my bilingual voice and embrace them. When I sincerely hold hands with someone, it does not matter if I am Chinese or American; what matters is that I want to acknowledge this person positively.

I am grateful to be bilingual. By being bilingual, I am learning to think from different sides, to analyze the advantages and disadvantages of each country more clearly and to identify some fake news for what it is. I was born in the United States and raised in China. If you ask me who I prefer, my dad or my mom, I will say both. Being bilingual helps me learn to be grateful to my dad, who teaches me how the world works, and my mom, who gave birth to me.

I learned to stop complaining, accept my insecurities and doubts, and then reach out to others around me to help them learn to accept themselves. Together, we can all unite the world, and we can live in peace and harmony without needing to judge others. This all starts with the power of our bilingual voices.



STUDENT ESSAY AWARD GRADES 9-12 STEPHANIE WANG



12th Grade
Charlene Fried, Teacher
Sierra Vista High School
Baldwin Park Unified School District

我曾一直有个疑惑：

我到底是中国人还是美国人？我出生在美国，后来又被带回了中国。在我还小的时候，我的内心深处，有一个声音在肯定我，因为我爸爸告诉我我是美国人；我妈妈告诉我我是中国人。我站在镜子面前，与自己面面相觑。

还记得我在美国待了一段期间的一些特殊体验。我记得万圣节的兴奋和不给糖就捣蛋游戏带来的欢乐；我记得我在幼儿园的朋友；我记得我们一起庆祝生日，被满满的感动所包围。我记得环球影城，也记得好莱坞的美丽风景。那些在美国生活的珍贵回忆就像一颗颗珍珠一样在我的回忆宝箱里珍藏。

可是这些美好的回忆日复一日地随着时间消失。为什么他们变成了恐惧的感觉？为什么我日复一日害怕告诉老师我的真实身份？为什么我害怕一再强调我的国籍？为什么我害怕与朋友谈论我在两个国家之间的选择？为什么我害怕谈论我在美国的经历？老实说，有时，我厌倦了当一切努力或我珍视的特质与国籍牵扯上关系，似乎跟着变廉价了起来。

这是我们学校成立十周年的庆祝活动。晚餐时间，学生们被要求照常去吃晚饭，但庆祝活动还没有结束。我和我的朋友们坐在看台上等待校园继续前进，我们周围的其他学生也是如此。然后，一个愤怒的像父母一样的女人冲到我们身边，开始给我们拍照。由于她的粗鲁行为，我们都感到非常困惑和不舒服。我的一个朋友站起来问她是否可以停止给学生拍照。她没有告诉我们原因或删除照片，而是问我们班主任在哪里。我转向我们的班主任，告诉他发生了什么事。他向她道歉并解释了我的行为，因为我对作为美国人和/或中国人意味着什么有不同的概念。

这个国家的人认为美国人过分强调他们的自由和权利。有时，如果没有足够的限制，过多的自由会导致难以预计的后果。但是，争论的结果与国籍无关；相反，这是缺乏沟通的结果。这位女士需要拍照以找出将垃圾留在看台上的学生。这是她的工作。然而，我看到了很多对美国人的偏见——太多的“自由”。

自从这次经历以来，我经常反思作为美国人的一些品质，尤其是缺乏纪律，这常常让我陷入困境。这给我一种奇怪的感觉：我不确定我是否仍然为我的出生国感到自豪，而且我试图将自己定位为中国人的尝试经常被驳斥。这是我与我的根源和国籍的冲突。

而在美国等发达国家，他们认为人们从社会中得到了太多的压力。竞争太激烈，社会保险和福利太差。这是美国人和西方人对中国的偏见。我亲身经历过，有人跟我说，中国人喜欢在景区插，大吵大闹。

那些特质曾经让我尴尬或回避接受我为谁，但随着心智的成熟，我意识到双语的价值不是选择逃避，而是面对不好的特质，及时反思，结合两者的优势。

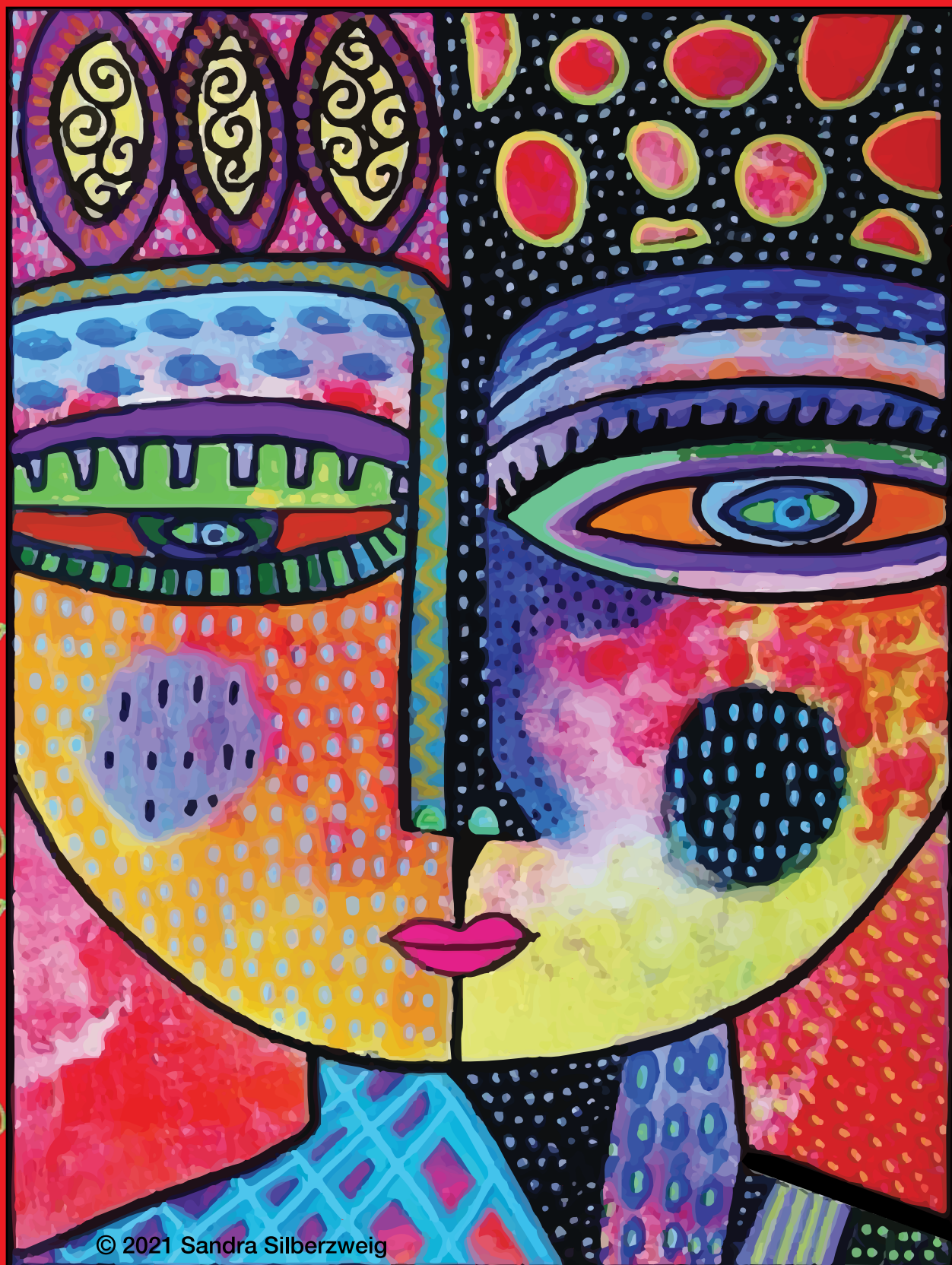
久而久之，我慢慢明白了这些刻板印象的成因。两种文化的结合造就了我。我不需要为自己是谁而感到尴尬，也不需要过于自卑，同时捍卫自己的权利。我为自己而活。我对别人很友善。只是没必要太在意别人的看法。与其担心别人对我的看法，我需要用我的双语声音接触他们并拥抱他们。当我真诚地与某人牵手时，无论我是中国人还是美国人；重要的是我想积极承认这个人。

我学到的另一件事是感恩和感谢我会说双语。通过双语，我正在学习从不同方面思考。我正在学习更清楚地分析每个国家的优缺点，并识别一些假新闻。我出生在美国，在中国长大。我类似于混血。如果你问我如果你问我更喜欢谁，爸爸还是妈妈，我都会说。会双语帮助我学会感恩爸，他教我世界是如何运作的，我妈妈生了我。这是文化和我需要知道的真理。

我学会了停止抱怨，接受我的有时的不安，并及时做出改变，然后向周围的人伸出援手，帮助他们学会接受自己。在一起，我们可以团结世界，我们可以和平与和谐地生活，无需评判他人。这一切都始于我们双语声音的力量。



APPENDIX



© 2021 Sandra Silberzweig

STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

CABE  **2022** *Online*

CERTIFICATE OF ATTENDANCE

Has attended

CABE 2022 Annual Conference

Sand Up! Get A! For Biliteracy and Multilingual Rights!

March 29 - April 2, 2022

and has participated in 20 hours of Professional Development

Barbara Flores

Bárbara Flores, Ph.D.
CABE Board President

Jan Gustafson-Corea

Jan Gustafson-Corea
CABE Chief Executive Officer



Ready to share your voice
with the CABE Community?

2023 Multilingual Educator Call for Submissions



Submit your article, narrative, poem, or artwork by June 30th!

Multilingual Educator, CABE's annual magazine, provides readers with the latest research and information regarding quality practices and programs for English learners, Dual language learners, multilingualism, multiliteracy, multiculturalism, educational equity, and social justice.

Submission Topics

Submissions must address a topic that relates to [CABE's Vision and Mission](#), be of high interest, value, and relevancy to the CABE Community, and may include current research reports, analyses of policy and legislation, personal narratives, poetry, artwork, descriptions of effective programs, articles on best practices, strategies, projects, and lessons for teachers, and parent/student/educator/community perspectives.

Submission Review and Evaluation

The 2023 Multilingual Educator Review Committee will review and evaluate all submissions using the rubric criteria listed on the [submission website](#). Submissions will be accepted based on 1) compliance with submission requirements, 2) how well they meet the evaluation criteria, 3) space available in the publication, and 4) the number of submissions received on the same or similar topics.

Submission Requirements

All documents, graphics, photos, and files must be submitted online according to requirements and upload instructions posted on the [submission website](#). Submissions may not exceed 2,000 words.

Deadline: Thursday, June 30, 2022, at 11:59 pm PST

To begin your submission, go to:

bit.ly/ME2023

You will be prompted to create a free account on formsite.com with a username and password that will allow you to save your progress and return to continue the submission process at a later time. You may return to edit your submission as often as needed prior to the deadline, so be sure to record your login credentials for future reference.

Submissions by mail or email cannot be accepted.

Questions? Contact the ME Editor, Laurie Nesrala-Miles, at laurie@gocabe.org



www.DLeNM.org



Join us for this
SUMMER'S *Hottest* PD!

Whether you are new or experienced with Project GLAD® or the AIM4S3™ math framework, you don't want to miss this professional development opportunity! Join leading experts during our summer institutes, in-person or virtually, as we help support your needs and guide you through this ever-changing educational climate for your English learners (EL). Teachers, instructional coaches, and district leaders will have the opportunity to dive deeper into best instructional practices that are culturally responsive, and support language learning.

All registered participants will have access to the online platform and session recordings during the Institute and for 30-days following the Institute.

DLeNM 2022 SUMMER INSTITUTES

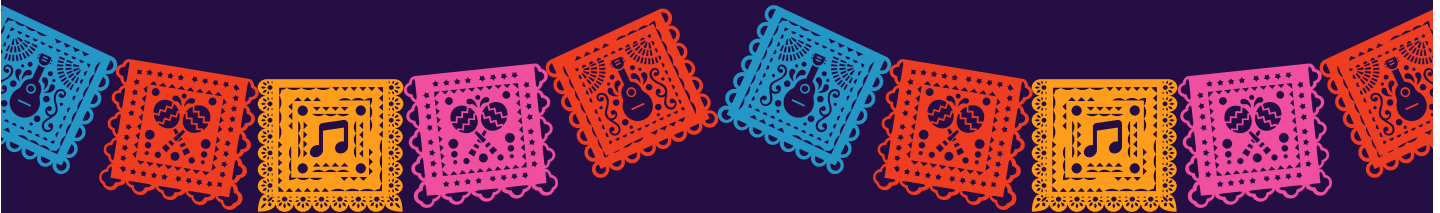
**AIM4S3™
VIRTUAL INSTITUTE
JUNE 1- 2**

**OCDE PROJECT GLAD® &
AIM4S3™ MATH FRAMEWORK
HYBRID INSTITUTE
JUNE 7 - 8**

HOTEL ALBUQUERQUE-OLD TOWN
ALBUQUERQUE, NM

**REGISTRATION
OPEN!**

Diversity, Identity, and Educational Equity in Action!
www.DLeNMSUMMERINSTITUTE.org



**NOVEMBER
2 - 5, 2022**

DUAL LANGUAGE
CONFERENCE *Hybrid*

La Cosecha

**CALL FOR PROPOSALS OPEN!
DEADLINE - APRIL 30**

Join us for La Cosecha 2022 — the conference for teachers by teachers, as we share current theories, best practices, resources, and build networks to fuel our community's efforts for a better future for our children! For more information and to register, visit us online today!

**INVITED
SPEAKERS INCLUDE:**



Ester J. de Jong



US Secretary
Deb Haaland



Dr. Alma Flor Ada



Dr. José Medina



F. Isabel Campoy



WWW.LACOSECHACONFERENCE.ORG

CABE 2022 • STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

Congratulations!

Congratulations CABE! Thank you for your leadership to create opportunity for English Learners in California. We value your partnership and wish you a successful virtual conference 2022.

SOBRATO
Philanthropies

(650) 876-7010
599 Castro Street, Suite 400
Mountain View, CA 94041

www.sobrato.org



Save the Date **CABE 2023**

MARCH 22-25 • 2023

Long Beach Convention Center
Long Beach • CA



CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION