



celebrates...



Important Upcoming Dates in this Newsletter:

TODAY! June 5 at 11:59 pm—CABE Board Election Voting Deadline (Members: check inbox for ballot!)

June 12—Registration Deadline for [CABE Summer Spanish DLI Institute](#)

June 15—Deadline for [Sponsor/Exhibitor Registration](#) for CABE Summer Spanish DLI Institute

June 15—Budget [Call to Action](#) Deadline for Contacting Governor and Legislators

June 28-30—[CABE Summer Spanish DLI Institute](#)

June 30—Submission deadline for 2024 [Multilingual Educator](#) magazine

July 1—New CEO joins CABE Team; current CEO transitions to Senior Advisor position

July 28—Submission deadline for [CABE 2024 Call for Workshop and Institute Proposals](#)

CABE welcomes new CEO...



Dr. Edgar Lampkin Named Next CEO of CABE



**Introducing Dr. Edgar Lampkin as the New CEO of the
California Association for Bilingual Education (CABE):
A Visionary Leader Advocating for Biliteracy, Multicultural
Competency, and Educational Equity for All**

¡Bienvenido, Edgar!

READ PRESS RELEASE

CABE & Californians Together Need You to Act by June 15th...

**Act by
Thursday,
June 15th**



Call to Action!



Protect ELs in State Budget!

CABE and Californians Together need your action!

Please continue to call the Governor and Legislative Leadership to ask them to ensure that English learners are protected in the budget trailer bill.

—See information below on how to act now!—

Budget Call to Action:

For the Period of June 5-June 15, 2023

CABE and Californians Together need you to continue to contact the Governor and Legislators on the Budget Committee and urge them to include protections for English learners in the budget. The education budget trailer bill includes the creation of an Expert Panel on Screeners for Reading Difficulties. CABE and Californians Together call on the Governor and the Legislature to ensure this new program will have adequate protections for English learners to make certain that they are not misidentified as having a reading difficulty when the student may not understand an assessment simply because they do not understand the language in which they are being assessed.

Please act by Thursday, June 15th!

SAMPLE PHONE/EMAIL MESSAGE:

Hello, my name is _____ and I am asking you to protect California's English learners and make sure their needs are included in the Governor's trailer bill language that creates a Panel for Reading Difficulties for Screeners. CABE and Californians Together know that English learners are a priority for the Governor and Legislature and are counting on you to ensure they are protected and that their families will receive information in their home language. To protect our English learners, please support the language of CABE and Californians Together in the trailer bill.

Please contact:

Governor Gavin Newsom	(916) 445-2841
Senate Pro Tempore Toni Atkins	(916) 651-4039
Senate Budget Chair Nancy Skinner	(916) 651-4009
Senate Budget Sub. Chair John Laird	(916) 651-4017
Assembly Speaker Anthony Rendon	(916) 319-2062
Asm. Speaker Designate Robert Rivas	(916) 319-2029
Asm. Budget Chair Phil Ting	(916) 319-2019
Asm. Budget Sub. Chair Kevin McCarty	(916) 319-2006

What's new in Sacramento that impacts education? Find out here...



Read

CABE Legislative Advocate Report by Jennifer Baker

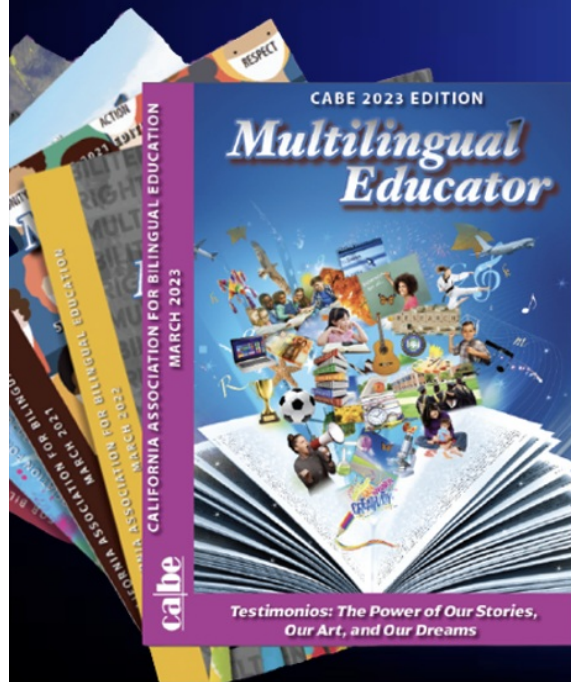
- CABE/Californians Together 2023 Co-Sponsored Legislation Update
- CABE Responds to Governor's Reading Screening Proposal
- Legislature Begins Formalizing Budget Votes
- Legislative Analyst's Office Raises Fiscal Concerns
- CABE-Supported Legislation Moving

Share your voice and experience with the CABE Community...



2024 Multilingual Educator Call for Submissions

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



For instructions,
requirements, and
submission link,
scan the QR code or go to:
<https://bit.ly/2024ME>



Call for Submissions
Flyer

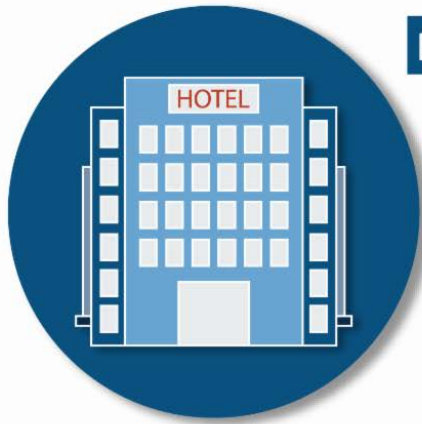
Previous Issues

Don't miss this powerful professional learning opportunity...

CABE SUMMER SPANISH DUAL LANGUAGE IMMERSION INSTITUTE

Newport Beach, CA | June 28-30, 2023

REGISTER TO ATTEND



BOOK YOUR HOTEL ROOM BY JUNE 12TH

\$166/night + tax & destination fee

Parking: \$12 - \$25/day

Deadline: June 12, 2023

Reserver Hotel at: <https://book.passkey.com/e/50377066>

BOOK HERE

REGISTER BY JUNE 9, 2023

Fees include:

Breakfast and Lunch

\$675 for CABE Member

\$735 for Non-Member

REGISTRATION

REGISTER TODAY!

Register Online: <http://cabe.k12oms.org/1524-233341>

FOR MORE INFO

CLICK HERE

Location

VEA Newport Beach a Marriott Resort & Spa
900 Newport Center Drive,
Newport Beach, CA 92660

49TH ANNUAL CONFERENCE CABE 2024

February 21-24, 2024

Anaheim Convention Center & The Hilton Anaheim • Anaheim, California

Call for Proposals

CABE is seeking proposals that engage participants in topics related to quality education for English learners, biliteracy students and students of diverse backgrounds. We invite you to join us by submitting presentation proposals that represent the best practices, research, strategies, and resources to meet the needs of these students, their families and the educators who serve them.

CABE 2024 will be held in **Anaheim, California, February 21-24, 2024**. The Annual Conference is a major educational event for school and university personnel, parents and other individuals who work with all students, and specifically English learners and biliteracy students. The CABE Conference, with a history of over 5000 in attendance, has gained a reputation for providing participants with quality, in-depth and innovative professional development.

Workshop Strands

- Accountability
- Advocacy & Engagement
- Assessment
- College & Career Readiness
- Curriculum & Instruction
- Dual Language Education
- Early Childhood Education
- English Language Development
- Equity and Multiculturalism
- Institutes of Higher Education (IHE)
- Leadership
- Parent, Family & Community Engagement
- Research & Evaluation
- School Culture and Climate
- Special Populations
- Teaching and Learning
- Technology and Digital Learning
- World Language Education

Workshop Proposals

Submit your proposal before the deadline of Friday, July 28, 2023!

Workshop proposals: <https://bit.ly/WorkshopsCABE2024>

JULY
28

Institute Proposals

Submit your proposal before the deadline of Friday, July 28, 2023!

Institute proposals: <https://bit.ly/InstituteCABE2024>

JULY
28

Commercial Workshop Proposals

Submit your proposal before the deadline of Friday, October 27, 2023!

Institute proposals: <https://bit.ly/CommercialCABE2024>

OCTOBER
27

Click for more
information...

Meet Gloria Ulloa Rodríguez...



Born in East LA, Gloria Ulloa Rodríguez, grew up in Keystone, an urban barrio in Carson, the 2nd oldest of 11 children. Her mother's family immigrated from Mexico in the 1920s and settled in Redondo Beach, where they worked as farmworkers. Her father came to the US via the Bracero program and met her mom on a farm where they were both working. In the 50s and 60s, the LA County schools did not meet the needs of the Mexican American community, but she and her siblings were able to maintain their culture and some of their Spanish because of their parents, who also pushed education. Her parents encouraged the children to participate in the public library and neighborhood program activities.

The summer before her senior year, she was invited to participate in one of the youth leadership programs held at university campuses that began during the Chicano civil rights movement. She notes that this inspired her more to improve her education and that of her community. She began tutoring other students in local schools and neighborhood

programs. After graduating from high school, she worked for a year to contribute to the family, she then enrolled in LA Harbor College. She later transferred to UC Santa Barbara, majoring in sociology, and ultimately pursued a teaching credential. After graduating, she landed a position as a kindergarten teacher in a new bilingual program and later served as a multicultural resource teacher and a 3rd/4th-grade bilingual classroom teacher. Gloria says that she felt very supported by CABA conferences which provided her with critical information and strategies for her classroom.



In the early 80s, her family moved to Woodland, where her husband got a position at CSU Sacramento, and she obtained a teaching position at Beamer Elementary School in the Woodland Joint USD. Gloria worked as a Title VII resource teacher, expanding the DL program into middle school, implementing a large technology grant, and providing parent education. After getting her administrative credential, she transferred to the child development program, creating infant/toddler programs at the district's high school, continuation, and adult education programs, and expanding the state preschool program.

Gloria retired in 2010 and began serving on the board of trustees for the Woodland public library and on the WJUSD's Equity Committee. She works with CABA Yolo/Woodland Chapter 76 to provide scholarships to students wanting to become bilingual teachers. This CABA Chapter also collaborates with other agencies to do the annual Día del Niño fair, the monthly Club del Libro, and other projects. Gloria has served as chapter secretary/treasurer, vice president, and president. She explains, "Being involved in CABA is important so that we can support our students and families and promote CABA's vision and mission. CABA is a vehicle for taking action at the local and state levels, bringing awareness to important issues, and having a collective voice. CABA's advocacy efforts were critical during difficult political shifts. In the aftermath of Prop. 227, our district was able to maintain its dual language program, thanks to our persistence and CABA's support. I am proud to continue my advocacy as the Region 3 Representative on CABA's Board of Directors."



In her free time, Gloria enjoys spending time with her husband and adult children—Samuel (48), an HBO producer; Omar (39), an Apple video curator; Teresa (49), a 5th-grade bilingual immersion teacher; and Celena (44), also a 5th-grade teacher. She loves caring for her nine grandchildren and is very proud of the fact that the four oldest have received the State Seal of Bilingualism.

Gloria likes traveling and spends half the year in their second home in Puerto Vallarta. She is an avid quilter, incorporating indigenous fabrics and cultural images, such as Día de Los Muertos and Lotería, into her quilts. Her husband, Cirenio, has just finished his memoir, "Journey of a Chicano Activist," and they both advocate for equity at the state and local levels.



Meet Dr. Reyna García Ramos...

Dr. Reyna García Ramos, the oldest of three siblings, was born in Tijuana to parents who had migrated there from the state of Guerrero. Her father came to the US in the late 60s to work for a restaurant owner who later sponsored her family's immigration when she was four. As a kindergartener, she



remembers sitting with her dad at the kitchen table practicing writing her name and address, and today, Reyna reminds her teacher candidates, "Literacy starts in the home!" She started learning English in school and describes it as a lonely, isolating experience. She recalls an incident on Valentine's Day in 2nd grade when her classmates were angry that she didn't have any valentines to share. She wasn't aware of the tradition but knew she knew she had missed out on something that day and thought it was her fault.

Ironically, when her family moved back to Acapulco in 3rd grade, she experienced the same feelings of discrimination and non-acceptance. Her classmates made fun of her for not having proficient literacy skills in Spanish. She remembers, "The environment was rough. I was sent to three different schools, including a preschool with 5-year-olds. It was humiliating." Ultimately, her parents placed her in private tutoring, where she learned to read and write in Spanish. Upon the family's return to the US, she entered a bilingual program where she realized for the first time that *two languages are better than one*. She became bilingual and biliterate and began to enjoy school. Education was always important to her family, and summers were a time to catch up and go to the library with mom, where they read and wrote book reports, later reading them aloud to their dad, who asked many follow-up questions. Reyna later realized that this was also helping the literacy and knowledge of her parents, whose education was limited to elementary school. "My family was doing intergenerational literacy before I even knew what that was!"



When she informed her HS counselor that she wanted to go to UCLA, she was told that community college was her only option. While attending a UCLA recruitment workshop, she learned that due to her academic success, she was eligible to apply. After her acceptance to UCLA, her father insisted that she return to the counselor to let her know that she had been wrong! As a first-generation student, she was one of only two kids in her neighborhood to attend college. While at UCLA, Reyna joined MECHA, which provided a context for her experiences growing up, and she helped start the Chicano Education Project to provide college access information to high school students. During college, she worked as an instructional aide at LAUSD and fell in love with teaching and working with kids and families. She remembers telling her family, "I think I found my career!" She graduated with BA in History and a minor in Latin American Studies. During the 1986 IRCA federal legislation, she

worked at a community organization teaching adults who had to clear their immigration status, teaching classes in English and government. At the same time, she worked at the Tomás Rivera Center on a Ford Foundation project studying Hispanic-serving IHEs on recruitment practices of Latino teachers. While working on her MA, she transferred to UC Santa Barbara to begin her doctoral work in Educational Psychology. After getting her Ph.D., she began a tenure-track position at Pepperdine University in teacher education and research method courses and, most recently, courses in virtual learning.

When Reyna was the assistant coordinator of a bilingual program, she heard about a "big conference happening in town" where she could learn about best practices. That was her first CABE conference, where she found her professional family. In 2006, she started the Pepperdine CABE chapter in hopes it would help the university see the value of developing a bilingual authorization program. That program is now in development, and the CABE Pepperdine Chapter has been instrumental in the



process. Shortly after establishing the chapter, she joined the CABE Board as Director of Legislative Affairs because "I was ready to lend my leadership to an organization doing amazing work, an organization that never shies away from advocacy work." Also, the passage of Prop 227 motivated her to become even more involved in statewide leadership. In 2022, Reyna rejoined the Board as the Region 3 Representative. Reflecting on her career, she says, "I am a big fan of mentoring. I got where I am because of great teachers and mentors." She still mentors many former students, telling them, "You are a teacher today, but one day you will be the next teacher educator, as well."



In her free time, Reyna is an avid vegetable gardener and enjoys long-distance cycling with her husband on weekends as a way to exercise and spend time together. They have two boys, Miguel, a data analyst for a research firm, and Xulián, a senior at Pepperdine University studying economics and math.

Find out what's happening in our statewide chapters...



Chapter and Affiliate Highlights



Check out our June newsletter...

[Read Newsletter](#)

ca|be CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

Save the Date

CABE 2024

February 21-24, 2024

Anaheim Convention Center & The Hilton Anaheim

Anaheim, California

Other items of interest to the CABE Community...

THE BILINGUAL AUTHORIZATION PROGRAMS AT WHITTIER COLLEGE



Train online and earn certification to teach high levels of academic biliteracy in K-12 dual language settings

AVAILABLE PROGRAMS

Credential + Bilingual Authorization

Master of Arts + Bilingual Authorization

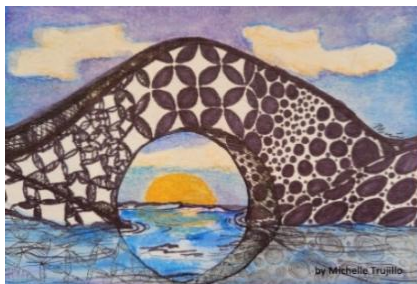
Bilingual Authorization for Post-Credential Educators

\$819 PER UNIT

Bilingual authorization courses available online starting fall 2022



WHITTIER.EDU/BILINGUAL



TRANSLANGUAGING ACROSS CONTEXTS

JUNE 8-9, 2023



Dr. Susana Ibarra-Johnson



Dr. Nelson Flores



Dr. Suzanne García-Mateus



Dr. Danling Fu

Virtual Special
Address by
Dr. Ofelia García



WHAT IS IT? - Designed to provide a professional learning event exploring the role of translanguaging as a **transformative** approach to pedagogy and effective teaching for bilingual and multilingual students.

- Supporting the Translanguaging "Movement" for social justice by educators, families, and publishers
- An identified need for more translanguaging support in all school classroom
- Understanding Translanguaging Pedagogy and its effectiveness in the classroom by leadership

AUDIENCE - Open to teachers, administrators, professors

DURATION - 2 full days with experts in the field

Velázquez Press

Register TODAY:

<https://cvent.me/80kK2G>



Comic Corner...



"They're jumping up and down on the couch in there."



"I'm glad school's out for the summer, I'm much happier in my natural habitat."

Images from CartoonStock.com



Contact the editor: Laurie Miles, Communications Coordinator, laurie@gocabe.org



CABE | 20888 Amar Road | Walnut, CA 91789 US

[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!