CONFEREE PROGRAM
MARCH 29, 2022 - APRIL 2, 2022

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CABE STORE ONLINE

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

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 an 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! / بله ما میتوانیم / نعم نستطيع! / Oo, makakaya namin! / ยินดีให้ความช่วยเหลือ / Đa, my MỌPGEM /

Bárbara Flores, Ph.D.
CABE President
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, چًآو، وelcome, 여서 오십시오…. **WELCOME!** Thank you for joining us at **CABE 2022 Online!**

Jan Gustafson-Corea, CABE CEO
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.
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)

3:30 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
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!

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
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.

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.

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.
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
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!

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- 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

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- 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

- Embajada de España, Education Office, Los Angeles
- EdTrust West
- Families in Schools (FIS)
- Instituto de Mexicanos en el Exterior (IME)
- 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
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### Coordinating Council Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Jan Gustafson-Corea</td>
<td>Chief Executive Officer</td>
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<tr>
<td>Maria Villa-Márquez</td>
<td>Deputy Director</td>
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<td>Director, Programs and Events</td>
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<td>Araceli Chávez</td>
<td>Director, Parent &amp; Family Engagement</td>
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<td>Director, Professional Learning Services</td>
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<td>Joshua Jauregui</td>
<td>Administrative Systems and Membership Relations Manager</td>
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<tr>
<td>Norma Rocha</td>
<td>Information Technology and Creative Design Manager</td>
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### Team Members

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Anya Bobadilla</td>
<td>Professional Learning Specialist</td>
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<tr>
<td>Evelyn Bresheo</td>
<td>Membership Assistant</td>
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<td>Larrie Carlos</td>
<td>Digital Media and Information Technology Specialist</td>
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<tr>
<td>Dr. Alma Castro</td>
<td>Director of Multilingual California Project (M^2P)</td>
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<tr>
<td>Yvette Chong-Coontz</td>
<td>General Operations Assistant</td>
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<tr>
<td>Celina Corona</td>
<td>Accounting &amp; Financial Management Consultant</td>
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<tr>
<td>Laura Diaz</td>
<td>Parent Specialist, Project 2INSPIRE</td>
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<tr>
<td>Roxanna Espinoza</td>
<td>Registration &amp; A/R Assistant</td>
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<td>Sally Fox</td>
<td>Education Policy Analyst</td>
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<td>Irma Gallegos</td>
<td>Registration Co-Coordinator</td>
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<td>Dr. Erika García</td>
<td>M^2P Professional Learning Specialist</td>
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<tr>
<td>Andrea González</td>
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<td>Antoinette Hernández</td>
<td>Parent Coach and Mentor</td>
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<td>Gloria Inzunza-Franco</td>
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<td>Aida Madison</td>
<td>Executive Assistant</td>
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<td>María Manríquez</td>
<td>Project-Based Parent Program Specialist</td>
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<td>Elizabeth Orozco</td>
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<td>Ruth Navarrete</td>
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<td>Laurie Nesralla-Miles</td>
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<td>Amy Patnoe</td>
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<td>Gracelda Pérez</td>
<td>Parent Specialist/Comunitaria Coordinator</td>
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<td>Karmina Ramirez</td>
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<td>Alexandria Ramos</td>
<td>M^2P Administrative Assistant</td>
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<td>Vanessa Ruiz</td>
<td>Conference Specialist</td>
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<td>Elizabeth Samaniego</td>
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<tr>
<td>Dr. Ivannia Soto</td>
<td>Project Specialist Advisor</td>
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<td>Karen Umeres</td>
<td>Lead Administrative Assistant</td>
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<td>Maria Valencia</td>
<td>Contract Coordinator, Project 2INSPIRE/Multilingual Language Solutions</td>
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<tr>
<td>Cynthia Vásquez Petilt</td>
<td>Senior Program Advisor</td>
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<tr>
<td>Martha Vidal</td>
<td>Web Development and Information Technology Specialist</td>
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<tr>
<td>Martha Zaragoza-Diaz</td>
<td>Senior Advisor</td>
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<tr>
<td>Jennifer Baker</td>
<td>Legislative Advocate</td>
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### Part-Time Project 2INSPIRE Parent Specialists

- Zindi Aguirre
- Imelda Martín Centeotl Merino Ávila
- Dalia Padilla
- Verónica Tafoya
- Isabel Torres
- Verónica Torres

### Part-Time Professional Development Specialists

- Linda Hardman Greene
- Nathalie Longée-Guevara
- Laura Márquez-Choiselet
- 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
- CAL 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
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 III
(03) Pepperdine (Los Angeles)
(28) CABE Mandarin (West Los Angeles)
(40) Whittier
(62) AHEL (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)

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

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

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**CO-CHAIRS**

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

---

**Martin Ricardo Cisneros**
Berryessa Union School District

**Annie BichLoan Duong**
San Joaquin County Office of Education

**Carmen Garces**
Mt. Diablo Unified School District
PLANNING COMMITTEE

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

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CABE, Retired

Peggy Morrison
CABE, SFABE Chapter

Hushi Natividad
Santa Clara County Office of Education

Hushi Natividad
Santa Clara County Office of Education

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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

CABE 2022 • STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!
CONSEJERÍA DE EDUCACIÓN – EMBAJADA DE ESPAÑA
EDUCATION OFFICE OF SPAIN – SPANISH EMBASSY
https://www.educacionyfp.gob.es/eeuu/portada.html

Iniciativas promocionadas por la Consejería de Educación

- Cursos de formación para el Profesorado - https://bit.ly/3BIKMHc
- 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

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

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
Mónica Comas Rodríguez
### MÉXICO PRESENTE EN CABE 2022
EN APOYO A NUESTRA EDUCACIÓN BILINGÜE Y A NUESTRA COMUNIDAD
MENSAJES DE AUTORIDADES OFICIALES MEXICANAS

#### 30 de marzo
- **Esteban Moctezuma Barragán**
  Embajador de México en Estados Unidos
- **Ing. Luis Gutiérrez Reyes**
  Titular del Instituto de los Mexicanos en el Exterior

#### 31 de marzo
- **MBA. Gerardo Arturo Solís Benavides**
  Secretario de Educación de Baja California
- **Cónsl Remedios Gómez Arnau**
  General de México en San Francisco

#### 1 de abril
- **Ing. Luis Gutiérrez Reyes**
  Titular del Instituto de los Mexicanos en el Exterior
- **Cónsl Remedios Gómez Arnau**
  Cónsl General de México en San Francisco

### PARTICIPACIÓN Y TALLERES

#### Miércoles, 30 de marzo
- **4:45 pm (5:55 CDMX)**
  **Ventanillas de Orientación Educativa en los Consulados de México en California**
  - **Ing. Luis Gutiérrez Reyes**
    Titular del Instituto de los Mexicanos en el Exterior
  - **Cónsl Remedios Gómez Arnau**
    Cónsl General de México en San Francisco

#### Miércoles, 30 de marzo
- **4:45 pm (5:45 CDMX)**
  **Strategies for Success: Student Engagement and Teacher Creative Lessons**
  - **Dra. Guadalupe Vadillo Bueno**
    Directora de Bachillerato a Distancia, UNAM
  - **Dra. Jackeline Bucio García**
    Bachillerato a Distancia, UNAM

#### Miércoles, 30 de marzo
- **5:55 pm (6:55 CDMX)**
  **Programa Kindergarten to College/Ahorro para la Educación**
  - **Elsa Rodríguez**
    Especialista de Alcance Comunitario Oficina de Empoderamiento Financiero, Ciudad de San Francisco

#### Jueves, 31 de marzo
- **4:45 pm (5:45 CDMX)**
  **Oferta educativa de México para la diáspora**
  - **Dr. Jorge Armando Barriguete**
    Director General de Política Educativa, Mejores Prácticas y Cooperación, Secretaría de Educación Pública SEP

#### Viernes, 1 de abril
- **5:55 pm (6:55 CDMX)**
  **Conoce las ventajas de convertirte en Plaza Comunitaria**
  - **Dr. Teresa Guadalupe Reyes**
    Directora General Instituto Nacional para la Educación de los Adultos, INEA
  - **Ing. Luis Gutiérrez Reyes**
    Titular del Instituto de los Mexicanos en el Exterior

#### Sábado, 2 de abril
- **11:50 am (12:50 CDMX)**
  **Cómo los padres pueden apoyar los programas de educación bilingüe**
  - **Cónsl Marí Fernanda Camara Pérez**
    Cónsl de Comunidades del Consulado de Fresno
ASIAN LANGUAGES ROUNDTABLE NETWORKING EVENT!

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

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

© 2021 Sandra Silberzweig
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 inox, 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/cabebebilingual
  - LinkedIn: https://www.linkedin.com/company/CaliforniaAssociationBilingualEducation

Use these hashtags:

- #CABE2022
- #CABE2022Conference
- #CABEConference
- #CABE #GoCabe
- #MultilingualCalifornia
- #MCAP
- #BilingualAndProud
- #CABEStrong
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

### SCHEDULE WEDNESDAY, MARCH 30, 2022
**HORARIO - MIERCOLES 30 DE MARZO DEL 2022**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>3:00 pm – 3:30 pm</td>
<td>Parent Welcome / Bienvenida para los padres</td>
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<tr>
<td>3:30 pm – 4:30 pm</td>
<td>General Session/Keynote Speaker/ Sesión general/orador principal</td>
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<tr>
<td>4:45 pm – 5:35 pm</td>
<td>Session 1 Parent Support / Centro de apoyo para los padres</td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Session 2 Programa de Padres Promotores de WUHSD: Un Programa Modelo Diseñado Por Padres Para Padres</td>
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<tr>
<td>6:55 pm – 7:30 pm</td>
<td>Closing Session / Sesión de clausura</td>
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<tr>
<td>4:30 pm – 7:00 pm</td>
<td>Parent support / Centro de apoyo para los padres</td>
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### SCHEDULE THURSDAY, MARCH 31, 2022
**HORARIO - JUEVES 31 DE MARZO DEL 2022**

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<td>Parent Welcome / Bienvenida para los padres</td>
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<td>General Session/Keynote Speaker/ Sesión general/orador principal</td>
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<td>4:45 pm – 5:35 pm</td>
<td>Session 1 Parent Support / Centro de apoyo para los padres</td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Session 2 Connecting with Families of ELs: Developing Strategies for Success / Sesión 2 en el centro para los padres</td>
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<td>6:55 pm – 7:30 pm</td>
<td>Closing Session / Sesión de clausura</td>
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<td>4:30 pm – 7:00 pm</td>
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### SCHEDULE FRIDAY, APRIL 01, 2022
**HORARIO - VIERNES 01 DE ABRIL DEL 2022**

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<td>General Session/Keynote Speaker/ Sesión general/orador principal</td>
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<td>4:45 pm – 5:35 pm</td>
<td>Session 1 Parent Support / Centro de apoyo para los padres</td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Session 2 Construyamos PAZ en una realidad diferente / Sesión 2 en el centro para los padres</td>
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<td>6:55 pm – 7:30 pm</td>
<td>Closing Session / Sesión de clausura</td>
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<td>4:30 pm – 7:00 pm</td>
<td>Parent support / Centro de apoyo para los padres</td>
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### SCHEDULE SATURDAY, APRIL 02, 2022
**HORARIO - VIERNES 02 DE ABRIL DEL 2022**

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<tr>
<td>8:00 am – 8:30 am</td>
<td>Parent Welcome</td>
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<td>8:30 am – 9:15 am</td>
<td>General Session / Sesión General</td>
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<td>9:30 am – 10:20 am</td>
<td>Session 1 Calling All Parents and Guardians! / Sesión 1 dentro del para los padres</td>
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<td>10:40 am – 11:30 am</td>
<td>Session 2 The Community Engagement Initiative (CEI) / Family Leaders Afecting Systemic Change / Sesión 2 dentro del centro para los padres</td>
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<td>11:50 am – 12:40 pm</td>
<td>Parent Center Closing / Clausura del Centro para los padres</td>
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<td>8:30 am – 1:00 pm</td>
<td>Parent support center / Centro de apoyo para los padres</td>
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CAE 2022 SPOTLIGHT: LITERACY/ BILITERACY FOR EMERGENT BILINGUAL AND ENGLISH LEARNER STUDENTS

During CAE 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, CAE 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 CAE 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, CAE President & Martha Hernández, Californians Together
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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Type</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td><strong>Wednesday, March 30, 2022</strong></td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Featured Speaker</td>
<td>Cultivating Oral Language and Literacy Talent in Students (COLLTS): Instructional Strategies for Dual Language Learners</td>
<td>Rebecca Bergey &amp; Patricia García-Arena American Institutes for Research</td>
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<td><strong>Thursday, March 31, 2022</strong></td>
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<tr>
<td>4:45 pm – 5:35 pm</td>
<td>Workshop</td>
<td>Mejorando la lectura: Strategies to Increase Spanish Reading Outcomes</td>
<td>Sam Aguirre WCEPS/WIDA Español</td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Workshop</td>
<td>Resources for Supporting Multilingual Learners in Preschool through 3rd Grade</td>
<td>Carolyne Crolotte Early Edge California</td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Workshop</td>
<td>Strengthening Early Literacy and Language for Multilingual and English Learners in Grades TK-2</td>
<td>Kathia Romo Ben Sadok WestEd</td>
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<tr>
<td><strong>Friday, April 1, 2022</strong></td>
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<tr>
<td>4:45 pm – 5:35 pm</td>
<td>Administrative Leadership Symposium</td>
<td>Research-Driven Policies and Practices for Biliteracy and Multilingual Learners: State and National Advocacy for Effective Literacy Development</td>
<td>Kathy Escamilla, Jody Slavick, Francisco Escobedo, and Frances Gipson CABE &amp; Partners</td>
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<tr>
<td>4:45 pm – 5:35 pm</td>
<td>Workshop</td>
<td>Designated and Integrated ELD: Using Language Functions as a Bridge</td>
<td>Jennifer Ancheta-García Sobrato Early Academic Language Model</td>
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<tr>
<td>5:55 pm – 6:45 pm</td>
<td>Workshop</td>
<td>Cómo fomentar la conciencia metalingüística en el aula bilingüe</td>
<td>Igone Arteagoitia Center for Applied Linguistics</td>
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<tr>
<td>4:45 pm – 5:35 pm</td>
<td>Featured Speaker</td>
<td>A SENTENCE, A PARAGRAPH, A PAGE: Becoming Authors to Stand for Our Rights</td>
<td>Alma Flor Ada, F. Isabel Campoy Transformative Education Institute</td>
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<tr>
<td>Time</td>
<td>Session Type</td>
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<tr>
<td>9:30 am – 11:30 am</td>
<td>Featured Institute</td>
<td>Teaching for Cross-Linguistic Transfer: Making the Spanish-English Connections</td>
<td>Silvia Dorta-Duque de Reyes, National Biliteracy Consultant, Author</td>
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</tr>
<tr>
<td>11:50 am – 12:40 pm</td>
<td>Workshop</td>
<td>A Transnational Study on Literacy Practices in English and Spanish</td>
<td>Nirmla Flores, University of Redlands</td>
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<tr>
<td>9:30 am – 10:20 am</td>
<td>Workshop</td>
<td>Cafecito con CABE: Let’s talk Dual Language</td>
<td>Rubí Flores, CABE</td>
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<tr>
<td>11:50 am – 12:40 pm</td>
<td>Featured Speaker</td>
<td>Translanguaging Biliteracies with Purpose, Process, and Outcome</td>
<td>Susana Ibarra Johnson, New Mexico State University</td>
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<tr>
<td>9:30 am – 10:20 am</td>
<td>Workshop</td>
<td>Trenzando la (bi)literacidad: The Content, Language and Literacy Integration Framework</td>
<td>Sandra Mercuri, Sandra Mercuri Educational Consultants</td>
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</tr>
</tbody>
</table>

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
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

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**WEDNESDAY, MARCH 30, 2022**

- **Cultivating Oral Language and Literacy Talent in Students (COLLTS): 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**
  - Carolyne 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 Sapien, 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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event Description</th>
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</thead>
</table>
| **Wednesday, March 30, 2022** |                 | **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. |
|                     | 3:00 pm – 3:30 pm |                                                                                               |
| **Thursday, March 31, 2022** |                 | **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 (MCAP) |
|                     | 4:45 pm – 5:35 pm |                                                                                               |
| **Friday, April 1, 2022**     |                 | **SFABE Meeting (San Francisco CABE Chapter Meeting)**  
All Bay Area Educators are invited. |
|                     | 2:00 pm – 3:00 pm |                                                                                               |
|                     | 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**     |                 | **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 |                                                                                               |
|                     | 10:40 am – 11:30 am | **(MCAP) IHE Convening**  
Multilingual California Project (MCAP) 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! |

**CABE 2022 • STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!**
LMU University Credit

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!

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

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.
CALLING ALL POETS and SPOKEN WORD ARTISTS!

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

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

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

Language and Literacy Solutions for Any DL Classroom

K-5 DL Spanish Literacy Solutions

K-5 ELL Programs

K-12 Newcomer and Beginner Programs

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

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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time (Pacific)</th>
<th>Institute</th>
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<tbody>
<tr>
<td>Wednesday, March 30, 2022</td>
<td>4:45 pm – 5:35 pm</td>
<td>Expanded Learning Programs: STEAM Hubs and English Learners</td>
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<td>5:55 pm – 6:45 pm</td>
<td>Supporting English Learners with the Tools for Teachers Website</td>
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<td>5:55 pm – 6:45 pm</td>
<td>Educating Dually Identified Students within California's System of Support</td>
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<tr>
<td>Thursday, March 31, 2022</td>
<td>4:45 pm – 6:45 pm</td>
<td>The State of Accountability for California’s English Learners during the COVID Crisis</td>
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<td>4:45 pm – 5:35 pm</td>
<td>Updates on the ELPAC and Exciting Developments for the California Spanish Assessment (CSA)</td>
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<td>4:45 pm – 5:35 pm</td>
<td>English Language Development Design and Implementation in Grades TK–6</td>
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<td>5:55 pm – 6:45 pm</td>
<td>The California High School Equivalency and High School Proficiency Tests for English Learners</td>
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<td>5:55 pm – 6:45 pm</td>
<td>Paving the Way to Multiliteracy with the Biliteracy Pathway Recognitions</td>
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<td>5:55 pm – 6:45 pm</td>
<td>English Language Development Design and Implementation in Grades 7–12</td>
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<tr>
<td></td>
<td>5:55 pm – 6:45 pm</td>
<td>Programs for English Learners: Key Components for Effective Design</td>
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<tr>
<td>Friday, April 1, 2022</td>
<td>4:45 pm – 5:35 pm</td>
<td>Accessibility Resources for All and the New Alternate ELPAC</td>
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<td>4:45 pm – 5:35 pm</td>
<td>How the California Department of Education’s New Social and Emotional Learning Resources Support Multilingual Students</td>
</tr>
<tr>
<td>Saturday, April 2, 2022</td>
<td>10:40 am – 11:30 am</td>
<td>California’s Comprehensive State Literacy Plan</td>
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CDE Presenters
Traci Albée, Chris Breazeale, Heather Calomese, Eve Fabiaschi, Elena Fajardo, Gustavo González, Alejandro Hernández, Jennifer Howerton, Jonathan Isler, Lorrie Kelling, Donald Killmer, Justin Lane, Alesha Moreno-Ramírez, Carla Nájera-Kunsemiller, Chad Portney, Tammy Saldana, 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 CABE Members.

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

Didn't get the link? Contact Evelyn Briseño at evelyn@gocabe.org
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/
CABE 2022 • STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

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


Questions? Contact info@gocabe.org
EXHIBIT HALL

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

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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!

Sign In to Enter Daily Drawings!

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/

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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 Assessent
940 Willamette Street, Suite 530
Eugene, OR, 97401
Roger Burt and Nick Gossett
roger.burt@avantassessment.com
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★ 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
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www.cta.org

Californians Together
525 E. 7th Street, Suite C203
Long Beach, CA 90813
www.californiastogther.org

Center for Applied Linguistics
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Washington, DC, 20016
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jgomez@cal.org
www.cal.org

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gabrielag@cis-inc.com

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

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700 Lomas Blvd. NE, Suite 204
Albuquerque, NM 87102
leslie@delnm.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@empoweringlatinofutures.org
https://empoweringlatinofutures.org/

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Englewood, CO, 80112
Katy Salach
katy.salach@estrellita.com
www.estrellita.com

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Chandra Roughton
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https://www.luminousmindsinc.com/
CABE 2022 Career Fair

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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

Salinas Union High School District
431 W. Alisal Street
Salinas, CA, 93901
Diana Tavares
mariag.sanchez@salinasuhsd.org
salinasuhsd.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
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Samples at Hein.Pub/SpanishStrategies
WEDNESDAY

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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

### 9:30 am – 3:00 pm

<table>
<thead>
<tr>
<th>2-Day Institute (pre-registration required)</th>
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<tbody>
<tr>
<td>Be GLAD® (Guided Language Acquisition Design) Two-Day Institute</td>
<td>Amina Khan, Melissa Brooks, Christine D’Aquanni, and Ingrid Fleury,</td>
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<td>Silvia Dorta-Duque de Reyes, Jorge Cuevas Antillón, y Izela Jacobo</td>
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<td>Nathalie Longree-Guevara</td>
</tr>
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</table>

### 4:45 pm – 6:45 pm

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

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

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

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
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 Keynote Speakers
Direct Link to Featured Speakers
### Workshops

**Wednesday, March 30, 2022**

#### 4:45 pm – 5:35 pm

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

**Wednesday, March 30, 2022**

5:55 pm – 6:45 pm

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

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Thursday at a Glance
March 31, 2022

9:30 am – 3:00 pm
2-Day Institutes (pre-registration required)

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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**

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<td>Strategies for Engaging, Empowering and Elevating Family Involvement at Your School</td>
<td>Jonathan Villafuerte</td>
</tr>
<tr>
<td>The State of Accountability for California's English Learners during the COVID Crisis</td>
<td>Jonathan Isler and Justin Lane</td>
</tr>
<tr>
<td>Transitioning and Sustaining a Secondary Dual Language Program</td>
<td>Amy Patnoe and Rubí Flores</td>
</tr>
<tr>
<td>Supporting Immigrant and Refugee Students: Resilience and Social-Emotional Learning</td>
<td>Ruth Barajas &amp; Diana Escalante</td>
</tr>
<tr>
<td>From Oracy to Academic Language: Promoting Love, Hope, and Biliteracy</td>
<td>Charlene Fried and José Pérez</td>
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Keynote Speaker | 3:30 pm – 4:30 pm

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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, Lugenburg, 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 Keynote Speakers
Direct Link to Featured Speakers
## THURSDAY WORKSHOPS

**Workshops**  
*Thursday, March 31, 2022*

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

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

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

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!
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.
THE CALIFORNIA TEACHERS ASSOCIATION is proud to support

The California Association for Bilingual Education

CTA/NEA represents more than 310,000 educators in California public schools, colleges and universities
STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!
FRIDAY HIGHLIGHTS

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
FRIDAY INSTITUTES

Institutes
Friday, April 1, 2022

4:45 pm – 6:45 pm

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

Join Margo Gottlieb!
Forcing 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
FRIDAY KEYNOTE AND FEATURED SPEAKERS

Keynote Speaker | 3:30 pm – 4:30 pm

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

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

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

4:45 pm - 5:35 pm
Cassandra Villa, Downey USD/Pepperdine University/Scholar System
¿Qué está pasando aquí? Pandemic Reflections in the Classroom

5:55 pm - 6:45 pm
Víctor Ríos, UC Santa Barbara
From Promise to Prosperity, Supporting the Lives of Multilingual Learners

5:55 pm - 6:45 pm
Roberto Vargas, New World Associates
YES Power and Family Leadership for Success and Well-Being

5:55 pm - 6:45 pm
Daniel Walker, BLU Educational Foundation
Somos uno/We Are One
## Workshops

**Friday, April 1, 2022**

### 4:45 pm – 5:35 pm

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

### Workshops

**Friday, April 1, 2022**

<table>
<thead>
<tr>
<th>5:55 pm – 6:45 pm</th>
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<tr>
<th>Workshop</th>
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<tbody>
<tr>
<td>Launching a Korean Dual Language Immersion Program: From Idea to Reality</td>
<td>Sandra Song and Seong Kim</td>
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<tr>
<td>Construyamos PAZ en una realidad diferente</td>
<td>Patricia Ramos-Méndez and Rita Méndez</td>
</tr>
<tr>
<td>Insanely Great FREE and Interactive SEL and STEM Resources</td>
<td>Barbara Nemko and Hall Davidson</td>
</tr>
<tr>
<td>Equity in Science Education for Racialized Learners</td>
<td>Melissa Navarro</td>
</tr>
<tr>
<td>Cultural Proficiency: A Reflective Case Study of a District-Wide Initiative</td>
<td>Reyna García Ramos, Christopher Arellano, and Cassandra Villa</td>
</tr>
<tr>
<td>Summative ELPAC for Secondary – The Checklist</td>
<td>Rosalba Schessler</td>
</tr>
<tr>
<td>Equity Partnerships: Engaging Families, Schools and Communities-A Culturally Proficient Approach</td>
<td>Reyes Quezada and Angela Louque</td>
</tr>
<tr>
<td>Key Strategies to Support Language Development during Science Learning</td>
<td>Sarah Capitelli and Laura Álvarez</td>
</tr>
<tr>
<td>Supporting Dual Language Learners in Preschool and Transitional Kindergarten</td>
<td>Corina Sapien and Ana Marisol Sánchez</td>
</tr>
<tr>
<td>Cómo fomentar la conciencia metalingüística en el aula bilingüe</td>
<td>Igone Arteagoitia</td>
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<tr>
<td>Enseñando en español: WIDA’s Marco ALE to Inform Spanish Language Arts Instruction</td>
<td>Sam Aguirre and Ana Machuca</td>
</tr>
<tr>
<td>Translating Vision into Action: The California English Learner Roadmap</td>
<td>Margarita González-Amador and Victoria Weiss</td>
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<tr>
<td>Dual Language Gifted Learners: Understanding Biliteracy and Giftedness</td>
<td>Cynthia Geary</td>
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<tr>
<td>Equity and Access: Legal Advocates Address Current Issues in Education</td>
<td>Mary Hernández, Deborah Escobedo, Cynthia Rice, and Katherine Riggs</td>
</tr>
<tr>
<td>Addressing English Language and Academic Needs through Engaging Inquiry Based Science</td>
<td>Viviana Alexandrowicz and Bobbi Hansen</td>
</tr>
<tr>
<td>Conoce las ventajas de convertirte en Plaza Comunitaria</td>
<td>María Fernanda Cámara Pérez y Luis Gutiérrez Reyes</td>
</tr>
<tr>
<td>The Strength of Authors in Schools and the Views They Bring</td>
<td>José Chávez, Roni Capin Rivera-Ashford, and Ramona Winner</td>
</tr>
</tbody>
</table>
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!

**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**

**SPEAKERS**

Dr. Kathy Escamilla
Dr. Judy Slavick
Rubi Flores

**SPECIAL GUESTS**

SPI Tony Thurmond (invited)
Dr. Francisco Escobedo
Dr. Frances Gipson

**FACILITATORS**

Dr. Barbara Flores
Martha Hernandez
Zandra Jo Galván

Jan Gustafson-Corea
Maria Villa-Márquez
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. Totaling 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.
CABE Friday Night Online Dance Party!

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

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.
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
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
## Institutes
Saturday, April 2, 2022

9:30 am – 11:30 am

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<tr>
<td>Be GLAD® PreK Guided Language Acquisition Design One-Day Institute</td>
<td>Melissa Brooks, Ingrid Fleury</td>
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<tr>
<td>Equity, Efficacy, and Evidence in Scaling Dual Language Bilingual Education</td>
<td>José Medina, Elena Izquierdo</td>
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<tr>
<td><strong>CANCELED:</strong> The Untold Story of Storytelling</td>
<td>Jill Geaney</td>
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**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
Keynote Speaker | 8:30 am – 9:15 am

Dr. José Medina
Dr. José Medina Educational Solutions

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
Sharroky Hollie, The Center for Culturally Responsive Teaching
Culturally Responsive Academic Literacy Workshop

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

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

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

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

Direct Link to Keynote Speakers
Direct Link to Featured Speakers
## Workshops
**Saturday, April 2, 2022**

**9:30 am – 10:20 am**

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<tr>
<td>Interactive Science Notebooks: Digitalizing Beyond the Pandemic</td>
<td>Melissa Navarro and Jennifer Yanga-Peña</td>
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<tr>
<td>Referral Processes for Emergent Multilingual Learners (EMLs) Who May Be Eligible for Special Education</td>
<td>Vanessa López, Deborah Montoya, and Lupita Olguín-Rubio</td>
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<tr>
<td>Restorative Practices and Literacy as a Platform for Developing Oracy</td>
<td>Altagracia Delgado and Lorin Furlow</td>
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<tr>
<td>Good Trouble: Steps to Action</td>
<td>María Campanario</td>
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<tr>
<td>Calling All Parents and Guardians!</td>
<td>Cory Wechsler and Jaylene Shelby</td>
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<tr>
<td>De la imagen a la palabra y de la palabra al texto: diferentes formas de comenzar conversaciones interesantes en español y plasmarlas en textos</td>
<td>Sonia Cabrerez Diago</td>
</tr>
<tr>
<td>Developing Biliteracy through Schoolwide Project Based Learning and Social Justice Circles</td>
<td>Sonal Patel, Doris Castillo, Elisa Álvarez, and Monica Manriquez</td>
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<tr>
<td>Cafecito con CABE: Let’s talk Dual Language</td>
<td>Rubí Flores, Anya Bobadilla, and Amy Patnoe</td>
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<tr>
<td>Undocumented Students Pursuing Health Programs</td>
<td>Yadira Ortiz, and Angeles Almaraz</td>
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<td>Growing Educational Leaders: The Transformative Power of Dual Language Education</td>
<td>Karina Chapa</td>
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<tr>
<td>From the Ground Up: Designing a Grassroots Ethnic Studies Policy</td>
<td>April Oquenda, Gabriel Chaparro, Maya Walker, and Corina Vasaure</td>
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<tr>
<td>Harlem Arts and Peru’s Boiling River: Free Bilingual STEMSS Lessons</td>
<td>Margarita Jiménez-Silva, Karen Guerrero, Caitlyn Ishtaq, and Dawn Lambson</td>
</tr>
<tr>
<td>Renewing Promise: Research and Recommendations to Support California's Long-Term ELs</td>
<td>Manuel Buenrostro and Julie Maxwell-Jolly</td>
</tr>
<tr>
<td>Trenzando la (bi)literacidad: The Content, Language and Literacy Integration Framework</td>
<td>Sandra Mercuri and Vivian Pratts</td>
</tr>
<tr>
<td>Empower Yourself, Inspire Your Child</td>
<td>Nicoline Ambe</td>
</tr>
<tr>
<td>Tools that Support Emergent Bilinguals: Equity in an MTSS Framework</td>
<td>Doris Chávez-Linville and Carol Johnson</td>
</tr>
<tr>
<td>Thinking Beyond the Surface: Contextualized Learning with CLAVES™</td>
<td>Evelyn Chávez</td>
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### Workshops
**Saturday, April 2, 2022**

10:40 am – 11:30 am

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<td>Going Global: Preparing All Students for Engagement in a Global Society</td>
<td>Jamie Lee</td>
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<td>California's Comprehensive State Literacy Plan</td>
<td>Jennifer Howerter and Erika St. Andre</td>
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<tr>
<td>Accelerating Language Growth for Emergent Bilinguals through In-Depth Vocabulary Analysis</td>
<td>Cynthia Peng</td>
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<tr>
<td>Creating District-Level Synergy to Ensure Equity for Multilingual Learners</td>
<td>Altagracia Delgado and Stephen Warford</td>
</tr>
<tr>
<td>Increase Engagement and Comprehensible Input with Be GLAD®</td>
<td>Amina Khan</td>
</tr>
<tr>
<td>Examining Beliefs and Knowledge to Improve Programming for Multilingual Students</td>
<td>Sarah Ansari</td>
</tr>
<tr>
<td>Apoyando la educación de nuestros estudiantes de regreso al salón</td>
<td>María Teresa Herrera</td>
</tr>
<tr>
<td>Ensuring Equity and Inclusion for Multilingual Learners through Responsive Career and College Programming in High School</td>
<td>Joanne Clark, Sonal Patel, Celine Liu, and Doris Castillo</td>
</tr>
<tr>
<td>Accelerating Learning and Access to Grade-Level Content for Multilingual Learners</td>
<td>Nathaly Batista-Morales, Amanda Clair, and Jennifer Rosas</td>
</tr>
<tr>
<td>Podcast Lessons Get Students Talking! SEL and Culturally Responsive Teaching</td>
<td>Tom Davis</td>
</tr>
<tr>
<td>Charter Schools, Charter Oversight, and Educational Equity and Opportunity</td>
<td>Tom Hutton, Guadalupe Solis, and David Patterson</td>
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<tr>
<td>Project-Based Learning in Literacy for Multilingual Learners</td>
<td>Lesley Morgan</td>
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<tr>
<td>Developing Reading Skills with Interactive Storytelling</td>
<td>Luis Pelayo Zepeda</td>
</tr>
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### Workshops

**Saturday, April 2, 2022**

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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.
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.

Directed by: Min Zhou, Steve Gilbert and Mike Bushell

This project made possible in part by a grant from the County of Santa Clara’s Historic Grant Program and the Chinese Historical and Cultural Project (CHCP) of San Jose.
STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

AWARDS

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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 (MCAP), 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.
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 (LTELs), 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.
Proponents 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.
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.
CABE 2022 • STAND UP! GET UP! FOR BILITERACY AND MULTILINGUAL RIGHTS!

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.
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.
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.*
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!
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. Griscelda 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!*
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.
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!
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

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!
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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!

When I grow up, I want to be a 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!
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.
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.
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.
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 hebrea 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 hablan 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. Creí 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, hablamos 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.
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

STUDENT ESSAY 9-12TH

I had always been perplexed:

I am Chinese or American? I was born in America, and later brought back to China. When I was young, I had a voice inside me that said I was American because my father told me so; my mother told me that I was Chinese. I looked at myself in the mirror and stared into my own eyes.

I remember the special experiences I had during my time in America. I remember the excitement of Halloween and the 'trick or treat' game; I remember my kindergarten friends; I remember celebrating my birthdays with joy and被满满的感动所包围. I remember环球影城, also remember the beautiful scenery of Hollywood. Those precious memories in America were like pearls treasured in my memory box.

But these beautiful memories fade away day after day. Why did they become a fear? Why was I afraid to tell my teacher my real identity? Why was I afraid to emphasize my nationality? Why was I afraid to talk about my choices between the two countries? Why was I afraid to talk about my experiences in America? Honestly, sometimes, I was tired of everything or the trait I valued being linked to my nationality, which seemed to be cheapened.

It was our school's 10th anniversary celebration. Dinner time, students were asked to have dinner, but the celebration was not over. My friends and I sat on the stage waiting for the school to proceed, and so did the other students around us. Then, an angry woman like a parent rushed to us, and started taking pictures. Due to her rude behavior, we were all confused and uncomfortable. One of my friends stood up and asked her to stop taking pictures. She didn’t tell us the reason or delete the pictures, instead, she asked our班主任 where he was. I turned to our班主任 and told him what happened. He apologized and explained that I had different concepts of what it means to be an American and/or a Chinese person.

This country thinks that Americans stress too much on their freedom and rights. Sometimes, without enough restrictions, too much freedom can lead to unpredictable results. But, the results of the argument are not related to nationality; instead, it is the result of lack of communication. This woman needed pictures to find out where the students who left litter on the stage were. This was her job. However, I saw a lot of prejudice against Americans—too much “freedom.”

This experience has made me reflect on some of the qualities of being an American, especially lack of discipline, which often left me in trouble. This gave me a strange feeling; I was not sure if I still take pride in my birth country, and I tried to position myself as a Chinese, which was often rejected. This is my conflict with my roots and nationality.

In the United States and other developed countries, they think that people have received too much pressure from society. The competition is too fierce, and social insurance and benefits are too bad. This is an American and Western prejudice against China. I have personally experienced this. Someone told me, “Chinese people like to make trouble and闹事.”

Those traits once made me feel awkward or uncomfortable, but as I grew and matured, I realized the value of being bilingual was not to choose to escape, but to face those bad traits, reflect on them in time, and combine the advantages of both.

Slowly, I began to understand the reasons behind these stereotypes. The combination of two cultures has shaped me. I don’t need to feel embarrassed or too self-conscious, I need to recognize both people’s options. I need to understand that the truth is, I am Chinese and I am American. I need to accept that my identity is a blend of both. If you ask me who I prefer, my father or mother, I would say both. Knowing both languages helps me learn to appreciate both parents, and the truth is knowing that.”

I learned another lesson is gratitude and appreciation. I would say I owe my bilingual abilities to my parents. I studied different aspects of language. I was learning to analyze each country’s strengths and weaknesses, and identify some fake news.

I learned to stop complaining, accept my identity, and make changes. I worked to help my friends accept themselves. Working together, we can unite the world and live in harmony and peace, without judging others. All of this stems from the power of my bilingual voice.
California Association for Bilingual Education

CERTIFICATE OF ATTENDANCE

Has attended
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Sand Up! Get A! For Biliteracy and Multilingual Rights!
March 29 - April 2, 2022
and has participated in 20 hours of Professional Development

Bárbara Flores, Ph.D.
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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.

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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.

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To begin your submission, go to: bit.ly/ME2023

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