Conference Proceedings of the

Celebration of the 30th Anniversary of the landmark Decision Lau v. Nichols

Presented at the Twelfth Annual Statewide Roundtable For Educators of Asian LEP/ELLs

8:30 AM – 3:30 PM
Friday, December 3, 2004
St. John’s University, Manhattan Campus

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*Inside front cover Collage by Pornpiwan Pengsangthong, staff, ALBETAC*

*Inside back cover Poster by Ana Soto, Artist*
A Thumbnail of Lau v. Nichols

414 US 563, 1974

Thirty or more years ago non-English Chinese speaking students in San Francisco, like most other non-English speaking children across the nation arriving in school with little or no English-speaking ability received "sink or swim" instruction. In 1972, a class action suit was brought by non-English-speaking Chinese students against officials responsible for the operation of the San Francisco Unified School District seeking relief against the unequal educational opportunities which are alleged to violate their Fourteenth Amendment rights to equal protection.

At issue was whether school administrators may meet their obligation to provide equal educational opportunities merely by treating all students the same, or whether they must offer special help for students unable to understand English. Lower federal courts had absolved the San Francisco school district of any responsibility for minority children's "language deficiency." But, on January 21, 1974, a unanimous Supreme Court disagreed. Its ruling opened a new era in federal civil rights enforcement under the so-called "Lau Remedies."

The Supreme Court did not breach the Equal Protection Clause argument but relied solely on § 601 of the Civil Rights Act of 1964 to reverse the Court of Appeals. That section bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance." The San Francisco school district received large amounts of federal financial assistance. The Department of Health, Education, and Welfare (H.E.W.), which has authority to promulgate regulations prohibiting discrimination in federally assisted school systems, in 1968 issued one guideline that "school systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system." In 1970 H.E.W. made the guidelines more specific, requiring school districts that were federally funded "to rectify the language deficiency in order to open" the instruction to students who had "linguistic deficiencies."

While the Supreme Court did not offer a specific remedy, it did note that "Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others." The Lau Remedies and its progeny requires public school systems that receive federal financial assistance to affirmatively take action in ensuring that non-English speaking students are provided with appropriate services.

In New York City, Lau v. Nichols precipitated and served as the impetus for the Consent Decree of August 29, 1974 between Board of Education of the City of New York and ASPIRA et al. of New York. The Lau decision remains the major precedent regarding the educational rights of all language minorities throughout the nation, although it is grounded in statute (Title VI of the Civil Rights Act of 1964), rather than in the U.S. Constitution.

Asian Languages Bilingual Education Technical Assistance Center (ALBETAC)

ALBETAC is a New York State Education Department funded project since 1992. It is one of thirteen BETACs serving English language learners in various regions in New York State (NYS). ALBETAC, along with two other BETACs (Haitian and Spanish) are language specific BETACs whose sole responsibility is to serve specific language groups. ALBETAC serves Bengali, Chinese, Korean, Pakistani and other Asian English language learners throughout NYS public schools.

ALBETAC’s mission is to assist NYS Public schools in providing quality educational services equitably to all Asian students of limited English proficiency/English language learners (LEP/ELLS) in alignment with the New York State Commissioner’s Regulations Part 154 and New York City (NYC) Academic Standards as per the Chancellor’s recommendations.

ALBETAC serves as a clearinghouse/repository of materials in Asian languages that represent the majority of Asian students in the regions being served as well as bilingual/ESL materials for use by educators, parents, and other community members. Since its inception in 1992, ALBETAC has been involved in providing professional development; resource materials, glossaries, and teaching handbooks development; parental involvement activities; technical assistance services to assist schools in implementing the NYSED and NYC-DOE regulations, managing and scoring of citywide/statewide test for LEP/ELLS, and in quality review of services for LEP/ELLS; and in collaboration with community-based organizations, institutions of higher education, professional and parents organizations, and state/central board/regional offices and schools coordinate citywide/statewide conferences for educators and parents.

The staff members are: Dr. Florence Pu-Folkes, Director; Dr. Hyunjoo Kwon, Spencer Wan, and Shikha Dalal, Resource Specialists; Pornpiwan Pengsangthong, Community Associate, and Dang Khuu, Principle Administrative Associate.
A Message from the Director

Dear Colleagues:

We, at the Asian Languages Bilingual Education Technical Assistance Center (ALBETAC), are extremely excited to share with you the Conference Proceedings of the Celebration of the 30th Anniversary of the Landmark Decision -- Lau v. Nichols, presented at the Twelfth Annual Statewide Roundtable for Educators of Asian LEP/ELLs on December 3, 2004, from 8:30AM to 4:00 PM. We collaborated with numerous professional associations, schools, and community based organizations to celebrate the 30th anniversary of this legal case that has had major implications for the education of English language learners (ELLs) throughout the nation. This conference, spearheaded by ALBETAC, took place at the Manhattan campus of St. John’s University and was attended by one hundred and fifty participants.

An assessment and cross examination of the evaluation reports submitted by the attendees of the Lau conference revealed that the participants gained much from having heard from the speakers and panelists, and suggestions were made to the planning committee of the Roundtable to sponsor the production of a textual summary of this historic event, as well as an educational DVD. These comments inspired the ALBETAC staff and colleagues to prepare this report and an educational audiovisual software to serve as a permanent record of historical aspects of the Landmark Lau Decision, and to demonstrate the continuing challenges of bilingual education. We feel that this document will benefit students, educators, parents, administrators, public libraries, as well as clearinghouses on bilingual/ESL education throughout the United States. Therefore, it is with great pleasure that ALBETAC is disseminating this document and the accompanying DVD.

It is our honor to have had Dr. Wang as our keynote speaker, coming all the way from California to us in New York City, and to have shared with us his personal accounts of the Lau case. His leadership to spearhead this case, his stamina to see it through until the battle was won, his input in designing the Lau Remedies that served as a model for other similar cases, his tireless dedication to the Chinese parents and students for educational equity and excellence, his strong stand on maintenance bilingual education, and his key role in building a bridge of understanding among all groups, were amazing gains not only for San Francisco, but for all individuals in the entire United States, who dedicate their lives to educational excellence for all English language learners. We are deeply grateful to his leadership and for his having been a part of our 30th Anniversary of Lau.

We extend a heartfelt thank you to all those who assisted us in the development and printing of the conference proceedings: Iwan Notowidigdo, Shikha Dalal, Marie Lily Cerat, Karl Folkes, John Acompore, Ron Woo, Dr. Maria V. Diaz, Dang Khuu and Pornpiwan Pengsangthong; Carmen Perez Hogan, Coordinator, Office of Bilingual Education, New York State Education Department, and Maria Santos, Senior Instructional Manager, Division of English Language Learners, New York City Department Of Education, for their supervision and support; Ana Soto, Artist, for the Lau Poster; Dr. John Spiridakis, Professor, St. John’s University for his support and co-sponsorship of the Lau event; and Ken Browne of Ken Browne Productions for his technical assistance and production of the DVD.

We hope that you find the document and the DVD informative. We welcome any comments you may have on these educational products by writing to ALBETAC in care of Pawn Pengsangthong at the Metropolitan Center, New York University, 726 Broadway, 5th Floor, New York, NY 10003 or to the Office of Bilingual Education, New York State Education Department in Albany, New York.

Florence Pu-Folkes
June 30, 2006
Executive Summary

The commemoration of the 30th anniversary of the Lau v. Nichols decision was held at the Manhattan Campus of St John’s University at 101 Murray Street, New York City, on Tuesday, December 3, 2004. Participants included teachers; principals; districts, regional, and central-based administrators; education professors; parents; and advocates. Greetings were given by the host, Dr. Jerrold Ross, Dean of the School of Education, St. John’s University; Ms. Maria Santos, Senior Instructional Manager, Division of English Language Learners (DELL), New York City Department of Education (NYCDOE); and City Councilman John C. Liu. Dr. Florence Pu-Folkes, Director of the Asian Languages Bilingual Education Technical Assistance Center, the major sponsor of the Conference, addressed the participants and invited them to (1) reflect; (2) recognize; (3) rededicate; (4) reenergize; and (5) revitalize their work for the good of English Language Learners communities in New York.

The presentations of the day were organized in two segments: the morning segment included welcome and greetings, first panel presentation, keynote address, a brief recess followed by a special presentation on the research findings on Chinese-American students from different socio-economic backgrounds. There was a New York City Council Proclamation Award given to the Division of English Language Learners’ Senior Instructional Manager for her leadership in the education of English language learners in New York.

The first panel, moderated by Ron Woo, Team Leader, DELL, considered the impact of Lau in New York. Dr. Andres Rodriguez, Director of the Spanish Bilingual Education Technical Assistance Center at Long Island University, represented Ms. Carmen A. Perez Hogan, Director of the Office of Bilingual Education for the New York State Education Department (NYSED). He spoke of the cooperation of NYSED with the BETACs in celebrating and upgrading the achievements of the Lau Remedies. Dr. Angelo Gimondo, former Superintendent of Community School District 30, gave his perspective of the effect of Lau and subsequent policies on ELLs for his ethnically diverse school district in Queens, New York. Ms. Katherine Sid, former Assistant Principal of Seward Park High School, discussed the significance of Lau Decision for Chinese immigrant students attending her large urban high school. Dr. John Spiridakis, Professor of Education, St. John’s University, provided a context for the Lau Decision as an impetus for progress from his standpoint as an educator and an advocate. Mr. Jean Previllon, a former Program Specialist at the Office of Bilingual Education (NYCDOE) and an advocate, focused on the progress that has been made in the implementation of bilingual/ESL programs, and observed that much progress still remained to be accomplished. After the first panel presentation, Dr. L. Ling-Chi Wang, former Chancellor, California State University, and a leading force and an expert witness at the historical Lau v. Nichols case in San Francisco, provided a critical overview of the events that led to the landmark decision. Following Dr. Wang’s keynote, Dr. Vivian Louie, Author/Assistant Professor, Graduate School of Education, Harvard, presented her research findings stated in her book: Compelled to Excel: Immigration, Education, and Opportunity Among Chinese-Americans.

At the Afternoon luncheon, Community Based Organization representatives spoke about their organizations and the services they provide. During that time, the New York City Mayor’s Proclamation was awarded to the Asian American Federation of New York for its outstanding service to the Asian immigrants in New York City.
The afternoon segment began with the second panel presentation on Bilingual/ESL Programs and Initiatives in New York City featuring the following classroom-based practitioners, who shared their insights into the needs of the various ethnic student populations with whom they worked: Abul K. Azad, Bengali Bilingual Teacher; Hesun Kim, Korean Bilingual Teacher; Karina Maceczek, Russian Bilingual Teacher; and Nayera Zihni, Arabic Bilingual and ESL Teacher. This panel was moderated by John Acompore, former Deputy Director, Office of Bilingual Education, New York City Department of Education (NYCDOE).

Dr. David Ramirez, Scholar in Residence at the Metropolitan Technical Center of New York University, and discussant for the conference, gave his reflections on critical issues raised during the conference. Dr. Luis O. Reyes, Visiting Fellow at Lehman College, gave concluding remarks, offering recommendations and coalition strategies among language groups to strengthen services for ELLs in New York City.

The entire conference was introduced by the presentation of a cultural video montage, “Dances Around the World.” As a dramatic backdrop and prelude to the conference activities, the video montage featured dances from nations that represented the vast panorama of English language learners and immigrant students throughout New York State. Ms. Marie Lily Cerat of the Haitian Bilingual Education Technical Assistance Center was the organizer of this delightful cultural prelude. Dr. Maria V. Diaz, retired Deputy Director of the Office of English Language Learners, served as overall conference moderator.

A copy of the event’s program has been provided at the end of this report. Presentations and remarks by conference participants were transcribed from the notes and video recording of the event. Where necessary, speeches were summarized rather than reported verbatim, with a few exceptions, including the keynote address by Dr. Wang. Parenthetical remarks have been included in speeches to represent explanatory commentary where deemed necessary. Remarks in square brackets have also been included to facilitate the flow of a presenter’s remarks; or to clarify certain technical points that were made in a presentation. For auditory amplification with more details and colorful visual images, it is highly recommended that the accompanying DVD be used as a reference. The DVD was edited to present readers with key messages from speakers, panelists, and greeters within a two-hour span. All extraneous comments, applauds, and questions/answers segments were deleted.

Dances Around the World
Welcome and Greetings from Conference Conveners and Special Guests

Dr. Maria Diaz, Conference Moderator
Consultant to the Office of English Language Learners of the New York City Department of Education

I’m retired [as deputy director of the Office of English Language Learners], but my love for ELLs remains. As I was watching the video of beautiful Korean dance, [it occurred to me that] we need a choreographer to give us a victory dance to celebrate Lau and 30 years of support for ELLs [English Language Learners]. All of this legislation came about through the efforts of parents. Without the thrust of the parents and the communities we wouldn’t be here to celebrate our success. We accepted this responsibility, and it is truly a collaborative effort.

The Asian Languages Bilingual Education Technical Assistance Center (ALBETAC) has been around for a very long time. Yesterday, the City Council had a ceremony to honor immigrants. Dr. Florence Pu-Folkes, Director of the Asian Languages BETAC, was one of the recipients who received a wonderful citation, which she received on behalf of all educators of English Language Learners in recognition of this auspicious occasion.

Dr. Florence Pu-Folkes, Director
Asian Languages Bilingual Education Technical Assistance Center (ALBETAC)

It gives me great pleasure to welcome you to this historic and memorable event. As we celebrate the 30th anniversary of the Lau v. Nichols decision, I invite you to use this event as an opportunity to reflect on the following: What is history without the people who make it happen? You make such triumphs as the Lau decision alive and meaningful as you further the cause of equity for English Language Learners. It is my honor to have all of you as collaborators, and to work actively with you to keep making the dream of high expectations and high accomplishments for English Language Learners a reality. I wish to express my gratitude, thanks, and acknowledgement to the various speakers, ALBETAC staff, recorders, BETAC [Bilingual Education Technical Assistance Center] network for making this day of recognition possible.

This day is to celebrate our work for English Language Learners (ELLs), which is as varied as it is extensive. We must give acknowledgement of those who have worked in the system for over 30 years, 20-30, 10-20, 10 years and below. To those of us in the audience who are new to the education profession, either as bilingual or English as a Second Language (ESL) teachers, we welcome you to help move the agenda for equity and excellence for ELLs forward.
Consider the following goals for today:

- **Reflect.** Think about what has been done in the past. Dr. Wang [who was one of the key witnesses in providing testimony that led to the Lau decision] will give us his personal account of his experience with Lai issues in California.
- **Recognize** your work and our work to continue the fight for strong programs for English Language Learners and to ensure that no one be allowed to fall through the cracks and remain unserved.
- **Re-dedicate, Re-energize and Revitalize** our work. We must have a commitment to academic rigor and excellence for immigrant students, and we must have the wherewithal to connect with students, parents, and the community to make our work successful. Our work is for civil rights, human rights, and language rights of our students [which we accomplish in part] by joining and working together with different language groups and our professional organizations.

(Several heads representing professional associations were acknowledged. Ms. Ana Soto, New York City Department of Education Artist-in-Residence, was recognized as the designer of the poster commemorating the roundtable conference).

**Dr. Jerrold Ross, Dean**  
*St. John's University, School of Education*

I would like to welcome you to our New York City campus, located in Lower Manhattan. It is a historic site as well as one that we enjoy. In the six months after the tragic events of 9-11, this building was turned into a respite center for rescue workers.

The School of Education offers career change programs here. People have come to work with children, earn degrees in secondary education, and become teachers. We will be opening a program for those wanting to become directors of education at cultural institutions. I hope that many Asian institutions will be included in these plans. It's really very important that the bilingual community continues to honor the Lau decision. It was a unanimous decision by the Supreme Court. One wonders if it would be today. This requires continued vigilance that services continue to be provided to English Language Learners and that services increase. Chancellor Klein asked that institutions of higher education join with him to help him shape his agenda. He was complementary about collaborative programs. We agree that children need a lot more services. The decision by lawyers (Justice Degrasse, a graduate of St. Johns Law School) to give New York City schools $5 billion is one we are very hopeful for. Of the four campuses, there is not one educator in the schools (in our teacher education program) that denies that English Language Learners are a top priority in their respective classrooms.

As part of my remarks, I would like to bring to your attention an issue that has reached critical proportions. There is a crisis in arts education. We are witnessing a disappearance of art teachers. We worry that childhood is disappearing and culture is disappearing. These teachers work to extend the knowledge of the Asian communities and their contribution. We need to work to restore arts education to the schools and arts experiences to the lives of children.

I welcome you to St. John's University's Manhattan campus and thank you very much for your participation in today's conference.
It is my honor to join you today in this celebration of Lau. The work that we are doing together to make a difference is incredible. We have ratcheted up the activity to strengthen work for ELLs, aligning it with what works for children. I am happy to assure you that Children First is a means to support ELLs through numerous communities and educators coming together to carry out significant work. As we proceed forward we will ensure effectiveness for all kids. We have built into the seven recommendations (of the Chancellor to improve education for ELLs) an infrastructure to build capacity, and ensured that the community embraces the recommendations for them to be carried out. I'm excited about the progress of the Campaign for Fiscal Equity work and decision. And that this will result in strengthening programs for ELLs and ultimately in quality education for ELLs. It has been 30 plus years in this nation, and it is through our collaboration as a community, as educators, CBOs, and parents that together we make a difference, and we will continue to make a difference for all of our kids. When I hear about the national statistics for immigrants, we continue to see rising numbers of immigrants. Educating immigrants and touching the lives of ELLs will be the responsibility for all educators. It is also important that as we look at the future we look at bilingualism for all kids. It is important to look at bilingualism as an advantage; that ELLs continue their native language and monolingual English speakers learn a second language. That’s why New York City is expanding its dual language programs so that more of our students can become bilingual. We are talking about a world in which borders are getting closer. It is in the best interest in our children and our nation that everyone get a better understanding of other cultures. In this state we must embrace bilingualism. I welcome the opportunity to serve in New York City for the children and the community and we will continue to grow and build opportunities. I look forward to the reflections that come out of today's meeting and working with you to make stronger programs a reality.

The Honorable John C. Liu, Council Member,
New York City

As a proud product of the best school system in the world, I am a believer in quality education and the potential it has for providing opportunities for all our children. I attended New York City public schools from Kindergarten to 12th Grade, and now, my little boy has started in the public schools, in the pre-K. Our City is a destination for people from all over the world. We are the capital of the world and we embrace everyone who comes to our shores. It is our mission here today to see what we can do to improve things even further. A great deal of progress has been made and a lot has been accomplished. However, we have students who need additional support, and that’s why I’m looking forward to continuing to work with our City's Department of Education to make sure that no one falls through the cracks.

(Mr. John C. Liu was introduced by Ron Woo, Team Manager New York City Department of Education, who made the following brief remarks:

I’m very pleased and honored to introduce John C. Liu. He is [a] true believer in quality education, quality people and quality citizenry. He helped set up the first Asian Dual Language High School in New York City a year ago-the first of its kind in the nation. He has also helped to develop a Korean dual language program-another first in the region.)
The celebration we are having today should be a part of everyday life. It should be a given in everything we do. I am continually amazed at the excellence for ELLs in our schools.

There are certain things in the city that I think are very important. The celebration we are having today should be a part of everyday life. It should be a given in everything we do. I am continually amazed at the excellence for ELLs in our schools. The Academy for New Americans is an example of an initiative that serves immigrants new to the United States. We have several schools where Chinese is being taught in the United States. There are people on your program that deserve thanks for what they are doing for our city: Maria Santos...thank you very much. Dr. David Ramirez...his work in particular is outstanding...and he is very passionate about it. Also, I want to thank Ron Woo who does a lot of unsung hero type work with the Department of Education.

It gives me great pleasure to be here today at the celebration of the 30th Anniversary of the Lau decision in the heart of New York City. As I look around this room I recognize a number of colleagues with whom I worked many years ago when I served the Department of Education and its Office of Bilingual Education. The rich memories of educational advocacy for English language learners and for all students have remained with me and have contributed to my years of public office and my current work at the Mayor’s Office.

I am therefore pleased to read and formally submit this proclamation from the Mayor’s Office, to Cao K. O, Executive Director, Asian American Federation of New York, that duly honors Mr. Cao and the agency that serves Asian-Americans in New York City and its five boroughs. This proclamation also proudly endorses the celebration of the 30th Anniversary of the Lau decision, and the supporting agencies of ALBETAC, the New York State Education Department, and the Office of English Language Learners of the New York City Department of Education, for their role in enriching the lives of all public school students and all English language learners.
Cao K. O, Executive Director of Asian American Federation of New York, was nominated by ALBETAC to receive the **New York City Mayor’s Proclamation** for the organization’s outstanding service to Asian Americans in New York City. Mr. O graciously thanked ALBETAC, and accepted the Proclamation awarded by Commissioner Guillermo Linares, Mayor’s Office for Immigrant Affairs. He briefly spoke of his organization’s services, one of which is the publication of the directory of Asian organizations in New York City, and the various challenges his organization has faced.

Maria Santos, Senior Instructional Manager, Office of English Language Learners, NYC DOE, was nominated by ALBETAC to receive the **New York City Council Proclamation** for outstanding service to English language learners in New York City public schools. The Honorable John Liu presented the award to Ms. Santos and congratulated her for her leadership in the education of ELLs.
After a brief recess, the keynote address was given by Dr. L. Ling-Chi Wang, a leading force and an expert witness in the Lau v. Nichols landmark case. He provided an inspiring personal account of this historical case.

**Keynote Address**

**Lau v. Nichols: History and Implications**

Dr. L. Ling-Chi Wang  
*Former Chancellor, California State University and expert witness in LAU vs. Nichols*

I am delighted to participate in this conference. I think it brings back a lot of memories, and I feel very much at home after listening to this distinguished panel here; very much at home because I can recall the fights that we had when we were trying to organize the parents to get the kinds of program that we think is necessary for their children, and in having a hostile school administration against the very notion of bilingualism...so, I’m very, very happy to be among friends. This, of course, is a very important year coming to an end, the end of celebrating the 50th anniversary of Brown vs. Board of Education, (a landmark case) that basically outlawed the segregated school system, and the 30th anniversary of Lau v. Nichols, (another landmark case) handed down by the US Supreme Court on January 21, 1974. If you have not read it [The Lau Decision], I encourage you to read it. It is a beautiful piece of work. It is hard to imagine how nine old men, sitting in the United States Supreme Court imagining themselves to be in Commodore Stockton Elementary School and Jean Parker Elementary School in San Francisco Chinatown… and trying to fathom how in the world can the children possibly understand what’s going on in the classroom; and they delivered a very, very humane, very compassionate supreme court decision.

I was asked by Florence (Pu-Folkes) to try and recapture what happened back then as a way of introducing the Lau case to you. So, I’m going to try and do a little bit of that...

Let me begin by saying that on March 25, 1970, Kenney Kinmon Lau and 12 non-English speaking Chinese-American students, over half of them American born, filed a lawsuit in the federal district court in San Francisco against Mr. Alan Nichols, who happened to be the President of the San Francisco Board of Education on behalf of nearly 3000 Chinese speaking students. Their class action suit alleged that the Chinese-speaking students were not receiving the kind of education to which they were entitled because they needed much help in English. Simple common sense! The denial of such education, according to the parents, doomed them to becoming dropouts and joining the rows of the unemployed.

The plaintiffs asked the federal district court to order the San Francisco Board of Education provide special English classes with bilingual teachers. By serving the laws enacted by both the United States Congress and the California State Legislature (these government bodies) demonstrated the need for bilingual teachers. Without bilingual teachers, the plaintiffs contended that even special instruction in English would be a fruitless gesture. Students would merely parrot teachers, rather than learn English. The suit, of course, was not developed in a vacuum. It was actually the last resort after all known channels and avenues for seeking equal educational opportunities had been exhausted. For a number of years, I
myself, participated in that…. Chinese-American communities had tried many, many meetings both in the community and with the school board. Heated negotiations, documented studies, and God knows how many studies we went through; and also, we had peaceful, and at times not so quiet demonstrations; and even concrete proposals to rectify the educational deprivations suffered by non-English speaking Chinese-American students. While the number of new immigrants entering the school system continued to escalate each year by leaps and bounds since 1962, the good faith efforts of the Chinese-American community resulted invariably in token gestures. For example, no formal special education programs existed in the elementary and secondary schools before 1966 for non-English speaking children. In that year, the first pilot program for teaching English as a second language (ESL) was finally established. The program provided 40 minutes of ESL class each day for some of the limited English speaking Chinese students. For the remainder of the day they were required to attend regular classes taught in English and compete helplessly and hopelessly with the English speaking peers in all subject areas. In San Francisco, ESL pullout, (was provided) one hour a day…. it’s like getting one-a-day vitamin….to cure all problems. In the following year, the school system identified 2,456 limited English speaking Chinese students, and appropriated a grand total of $86,000 to establish, hastily, a Chinese ESL program, but, purposely called it a Chinese bilingual education program, staffed mostly by non-bilingual/ESL teachers. Again, many Chinese speaking students did not even get the minimal benefit of one of the ESL classes a day.

In 1988-9, the budget for the ESL program was increased from $88,000 to $280,469, but ongoing ESL program was found to be, according the school district’s own report, “woefully inadequate.” And, this was a report done in February, 1969… this report, entitled The Education Equality and Quality Report, indicated that the program lacked ESL teachers and inadequate in-service teacher training program, and let me quote “a language specialist on the administrative level to design an effective program that can be implemented in an orderly manner throughout all grade levels;”-- in other words, there was no leadership at all! The report also noted that ESL materials were, let me quote, “virtually non existent beyond the beginning level and that there was no personnel assigned to develop materials and curriculum.” In spite of such mild, self indictment, the report dealt exclusively with ESL classes. It made no reference to using Chinese language as a medium of instruction, and the need for Chinese speaking students, at all grade levels, to learn and progress academically in other subject areas in the language that they understood while they were in the process of trying to acquire the English language. The ESL program always seemed as an “added on” program to the existing one, regular school curriculum… (It is) considered an added program as stated earlier (by one of the panelists). ESL/bilingual programs are always considered an add-on, an added burden, so therefore, an added cost…therefore, an excuse for not doing anything. (What) the Lau decision (did) for San Francisco, was, it made the hiring of bilingual and ESL teachers to be on hard money, permanent tax dollar you (a panel member) talked about [basic tax levy money]. That was one thing the Lau decision did for the San Francisco Unified Schools.

The other thing that really happened was, we made bilingual/bicultural education a maintenance type to be the only appropriate remedy to meet the Lau decision. That was what the San Francisco schools achieved after some considerable struggles. So, the laws got filed, but eventually we lost in the federal district court, and then we appealed the decision. When we got to the appellate Court, there, we also lost again. Of course, during the appeal process, we were doing a lot… a lot of organizing, political type of work, both at the state and federal levels. While we were getting defeated, we were growing up. We were, nevertheless, gaining grounds, and paving the way eventually for the United States Supreme Court decision to come.
down. And, I want to summarize very quickly, on January 21, 1974, the Supreme Court of the United States decided that the San Francisco Unified School District illegally discriminated against Chinese-speaking children for failing to provide special assistance to these Chinese speaking children who do not speak English and therefore denied them, let me quote, “a meaningful opportunity to participate in the public educational program, and thus, violate the Title VI, of the Civil Rights Act of 1964.” Recognizing the special educational needs and rights of the limited English students for the first time in the history of the United States, the Supreme Court held that, let me quote, “there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”

This was a direct refutation of the Lower Court. In fact, the Lower Court found that the Chinese speaking children were not discriminated by the school district because they were getting the same facilities, the same text books, the same curriculum, and therefore, no discrimination was found.

Now, you expect the limited English speaking student to know English before they can effectively participate in the educational program. The court declared it to make a mockery of public education. (With regards to) the plight confronting the non English speaking students, the Supreme Court Justice -- this is a unanimous decision written by Justice Douglass-- concluded that, I’m quoting again, “we know that those who don’t understand English are certain to find their classroom experience wholly incomprehensible and in no way meaningful.” Now, you can just imagine these nine (9) old men putting themselves in the classroom, and when you read these lines, you can picture very clearly what they’re trying to do.

The Supreme Court sent the case back to the San Francisco Federal District Court who ordered that appropriate relief or remedy be fashioned by the school district, and that, it be subject to the approval of Federal District Court of San Francisco. Now, the interesting thing is, the keyword, here is “appropriate relief” and this became a focus of more than one year of contention and struggle between the community groups and school district. We maintained that the only appropriate remedy, based on the language of the Supreme Court, is bilingual/bicultural education. The school district said that since the court was silent on the issue, they did not feel they were obligated to provide bilingual education, and that one hour a day of ESL is just more than adequate. Of course, you know that the Supreme Court also, in another case that I mentioned, 1954 Brown vs. Board of Education, also came down with an order in two words….Integration with “deliberate speed.” And, of course, we found out what happened after the decision, there was a lot of deliberation, but no speed whatsoever. We saw the same thing happened here, after the Lau case; and I could also tell you that the time that the Lau decision came down, there was not one single vote for bilingual education in the seven (7) members of the Board of Education in San Francisco. So, the problem therefore, then, is how do we fashion an appropriate remedy for Lau in a setting where the school board is totally lined up against bilingual education. And so, what we decided that we would do is, with the help of the Justice Department and the Office for Civil Rights, we mobilized the entire San Francisco community, including Whites: Whites, Blacks, Latinos, Asians -- for a series of-- a year long participation in school board meetings and public (meetings). Initially, it was required to ask the school board to actually assign the responsibility of devising remedy to the community task force made up of all racial groups represented in San Francisco. That was a struggle, but eventually we actually got that because we figured that if we can get that power of fashioning the remedy from the Board of Education, from a very hostile superintendent, we could then use that document and then present it to the school board directly; and then use political pressure on the school board to
allow us to get what we wanted. To make a long story short, after more than a year, actually in April, 1975, we finally did get the Master Plan for bilingual/bicultural education to be passed by the school board. In your package (folder), I’m so glad to see that you have the Consent Decree Aspira Case (information). It was like a shot in the arm for all of us because, immediately after the Lau decision, Congress called a hearing on how to enforce the Lau decision and I was the first witness at that hearing in the House of Education Committee; and with me was (Stanley Pottinger), who at that time was the head of the Office for Civil Rights. I think, we probably disagreed on the appropriate remedy for Lau. I pushed for bilingual education, and he, of course, pushed for the minimum because he said that’s what legally we could push for. Nevertheless, we were able to, for instance, with the help of Senator Kennedy and Senator Alan Cranston from California, we have set aside further hearings that actually eventually expanded Title VII support. In the meantime, we also went through the state legislature. After two (2) years of very intense fighting in California legislature, we were able to get the California legislature to adopt the Bilingual/Bicultural Education Law of 1976, which actually mandated bilingual/bicultural education across the whole state of California. (The Lau decision brought about) a snowballing effect, (where in New York), suddenly the Aspira’s decision came down in August of the same year, mandating bilingual/bicultural education. Serna v. Portales, also in New Mexico federal district court also mandated bilingual/bicultural education. It went even beyond that, bilingual education requirement requiring that the contents of the curriculum be also bicultural, meaning that they should reflect the Mexican-American experience in the State of Mexico. (This was) quite an amazing decision. Likewise, over in Denver, Colorado, Keyes v. Denver was also pending at that time. Their District Court came down with the same order, based on Lau, requiring bilingual education be the only remedy that is appropriate.

A big political battle actually took place at the Department of Health, Education, and Welfare (HEW) within the Office for Civil Rights of Education. At that time, under political pressure, OCR convened a task force to design what constituted the appropriate Lau remedy. I was one of the three people from outside (who was) asked to help write the Lau Remedy which we came up with some struggle, but finally managed to persuade HEW to make bilingual/bicultural education minimally transitional; but we preferred maintenance (model) to be the only appropriate remedy to meet the Lau mandate. That was adopted by (HEW). That created a tremendous uproar across the country. All the superintendents across the country lined up to oppose that. And, so, as a result, the Republican Administration never really had it published, but then never really implemented it. Only until President Carter came in then, they eventually published it and then tried to water it down.

Well, it only means that we have to go back to the drawing board, basically. The good thing that came out of it is that Lau provided a tool for all the parents, a tool that could help them fight for their children’s rights.

I want to conclude by saying that there were a lot of struggles both before and after the Lau decision. For those who would like to know more about Lau, who would like to see graphically the struggles we went through, you may read Tom Wolfe’s article. For some reason, Tom was with us, attending all the meetings with the superintendents, demonstrations, amidst egg throwing, fire crackers explosions, shouts and jeers, and pouring rain.

The noted American author, Tom Wolfe, published an article titled "The New Yellow Peril" to portray the anger of the Chinese community. It gives you some idea of the frustration of parents and the community of the time. I had written some articles (on the subject).

Educational rights are not given to us. You have to fight for it and win it. It will not be given to you on a silver platter. That’s first.
Second is, people in my age group have a sense of hopelessness and pessimism. There is much cynicism that schools cannot be saved. Because America is a democratic country…parents can fight for their right. Democracy works for people who participate. It is a key factor for parents to realize that they have the right to participate in the decision making process. There are very few things that you can fight for. They should know that even if they don’t speak English, their participation can make a difference. At every parent meeting we had our schools packed with over 400-500 people. When we had to vote on the master plan, it was 7 to 0 to go with the plan.

[The] Lau decision has been instrumental in inspiring many people. This country is in a huge backlash. Though in the 80s, the English only proposition was passed overwhelmingly by 80%, no one really pays attention to that. It is meaningless when it comes to conducting business. Despite Proposition 227, bilingual education still thrives in Oakland. [Ironically] it is in the interest of the English only movement that their children have access to bilingual education. For America to succeed, for it to be competitive, we should all go for bilingual education from K-12 (kindergarten to grade 12).

The 30th Anniversary Celebration of Lau v. Nichols as reported in the World Journal

Front left to right:
Ron Woo, Dr. Maria Diaz, Dr. L. Ling-Chi Wang, Maria Santos, Katherine Sid, Dr. Florence Pu-Folkes, Shikha Dalal

Back left to right:
Spencer Wan, Dr. John Spiridakis, Dr. Angelo Gimondo, Jean Previllon, Dr. Hyunjoo Kwon
Author Dr. Vivian Louie discussed her book, *Compelled to Excel*, highlighting the research findings on the educational experiences of Asian students from diverse socioeconomic backgrounds.

**Special Presentation**

*Compelled to Excel: Immigration, Education, and Opportunity Among Chinese-Americans*

Dr. Vivian Louie, Assistant Professor of Education  
Harvard University

Many thanks to Ron Woo for inviting me to speak at this wonderful gathering of educators. There are so many people I look forward to seeing and learning from, among them Prof. Ling-Chi Wang, today’s keynote speaker.

Today, I plan on speaking for 20 minutes on some of the main findings from my book, *Compelled to Excel*, a look at immigration, education, and opportunity among Chinese Americans, and then answer any questions you might have.

To provide the context for the book, we need first to highlight two key events that have shaped the educational experiences of not only Chinese immigrants, Asian immigrants, but immigrants, generally speaking. And they are: the Immigration Act of 1965, which opened large-scale immigration to the United States after several decades of a de-facto closed door policy. The Immigration Act of 1965 shapes who is coming to the United States. The other key event is the Civil Rights Act of 1964, which starts to open up the opportunity structure in the United States, putting the weight of the state in favor of equality of opportunity. The gains of the Civil Rights movement shape what immigrants find when they arrive in the United States.

Against this backdrop, the story of Asian Americans and education has gained popular currency. And the media version of this story, the everyday understanding, is very simple: Asian Americans do very well in school, we do not just go on to college, but we go to elite four year colleges, we have high GPAs, and high test scores. This is thought to be a middle-and working-class phenomenon, and the key is supposedly the immigrant family – so this is an immigrant phenomenon more than anything else. The popular story of Asian Americans and education also tells us that race and class do not matter in today’s post-Civil Rights America. The message is clear: look at the Asian Americans – they are doing well, and that is proof that hard work and a value for education is all that counts.

Researchers have tried to complicate this popular story of Asian Americans and education, by asking: well, how does the immigrant family matter? The dominant scholarly approach highlights ethnic culture, the values and beliefs, Asian immigrants bring with them from Asia, and adapt to the United States. In short, Asian immigrant parents have the right stuff – they encourage their children to value school, and make it happen. The structural approach highlights how much education immigrants have, their class status in the homeland,
and how they are incorporated into the United States – where they live, what jobs they get, how they are treated, etc.

To unpack some of this, I look at lived experience, namely, how the children of Chinese immigrants make sense of their own paths to college. And I sampled at two very different four-year colleges – Columbia, an elite university, and Hunter, a public, commuter college that is part of the City University of New York. I did this because we know from survey data that not all Asian Americans, broadly speaking, and not all Chinese Americans, specifically speaking, are at elite universities, public or private. And yet, we never hear from them. So I conducted surveys and interviews with 68 students and some of their parents and siblings about their experiences with schooling, and how they got to college. The students were all the children of immigrants, and were themselves either American-born or had arrived in the United States by the age of 12.

Diana’s reflections here highlight the differences in lived experience. Diana, this is a pseudonym, was a Columbia student, who grew up in an upscale Boston suburb. Diana, the daughter of an accountant and attorney, attended one of the best public schools in the state, and overall, she had a terrific K-12 experience.

Paul, who grew up in New York City’s Chinatown, not far from here actually, had a very different experience. His father does contracting work, and his mother is a garment worker. And Paul, a Hunter student, did not have positive memories of his K-12 schooling, particularly high school.

Diana and Paul come from two very different worlds of Chinese immigrant America today – the mainstream world of predominately white, upscale suburbs, and the ethnic, largely working-class world of enclaves, like Chinatown, Flushing in Queens, and Sunset Park, Brooklyn. On what dimensions do the experiences of students like Diana and Paul meet, and on what dimensions do they diverge?

A key area of common ground for my students was their parents’ educational expectations for them: at least, a bachelor’s degree, which is seen as the key to getting ahead in today’s America. Or as one young woman said of her parents’ message to her: “College, college, college.” Why did immigrant Chinese parents share this goal, despite coming from such different backgrounds? The key is the post-Civil Rights context I started off talking about today, the accessibility of quality education, both public K-12, and higher education, as compared to their homelands. And the compelling payoff to the BA in the labor market.

But the story is not about immigrant optimism alone. There is immigrant pessimism too: and the source of this pessimism is the perception of racial discrimination in the U.S. Parents stressed education to their children as a way to offset potential discrimination.

So Frances, the daughter of a hospital administrator and physicist, who grew up in a mostly white suburban community outside of New York City, remembered:

The way my father felt was that you need to be smart because you’ll never be accepted or given the chance because you’re Chinese. That’s how my father felt. Being Chinese will never be a plus, it will always be something against you... My father wanted us to be smarter, you have to be smarter than other people.

Similarly, Winston Woo, the son of an electrical technician, who grew up in an immigrant neighborhood in Queens, remembered:

My dad would say, “There’s not a lot of opportunities for Chinese, or “You’re not going to get this job because you’re Chinese.” “You’re going to be limited from this and that.” “You can’t do this because you’re Chinese.” You have to work harder
because there is a lot of expectations about Chinese people, and they’re going to look down on you.” Yeah. Like you have to be much better than whites.

Where my students diverged was in how their immigrant parents engaged and invested in their schooling, especially the crucial K-12 years that lead to college. As one would expect, children from the middle-class suburbs enjoyed the advantages that come with them: good schools, knowledge about good enrichment programs outside of school, the financial resources to enroll children in those programs, and high levels of involvement in the college application and selection process.

Children growing up in the Chinese enclaves of New York City had a very different experience. The dominant memory was of their parents working long hours and labor-intensive jobs in the restaurant and garment industries. Some parents tapped into networks of friends and family, who had been in the United States longer, perhaps were faring better – for example, Ron is part of my family’s extended family and friends network – to find out which public schools were high-performing.

Some parents also worked higher status jobs in the enclave – so the father managed a noodle shop rather than waited tables, the parents owned a garment factory – and had the financial resources to send their children to Chinese-run cram schools to improve their test scores, for example. Other parents did not have those economic resources, and nearly all the parents were limited in their ability to help their children in school. They worked labor-intensive jobs, did not have much formal schooling themselves, were not fluent in English. So the working-class kids felt on their own in school, and in the college application process.

What does this mean for the children? I do not have time to touch upon all these topics here, but I do want to say that there were complex emotional negotiations among the children – obligation to parents, whom they felt sacrificed so much of their lives to them, and a fear of not meeting those obligations.

Just to sum up the main points, Chinese immigrant parents have similar aspirations for children’s education, but use different strategies and provide different routes to a four-year college. And their children respond in context of parental socio-economic trajectories and adaptation to the U.S.

Other main topics addressed in the book include the role of gender, career aspirations, and language and identity formation. And I certainly would be happy to answer any questions you might have about these or any topics you wish to address.

Thank you very much. I hope you enjoy the book and the rest of today’s conference.
Panel Presentation I was convened with distinguished guests who spoke about the LAU remedies from their experiences and backgrounds. They gave their remarks from the perspective of their different roles in education, and what they saw as future directions for Bilingual/ESL instructional programs for LEP/ELLs.

Panel Presentation I
Impact of LAU Remedies in New York

Panelists: Dr. Angelo Gimondo, Katherine Sid, Dr. John Spiridakis, Dr. Andres Rodriguez, Jr., and Jean Previllon.

Moderator: Ron Woo, Team Manager

Dr. Andres Rodriguez, Jr., Director
Spanish Language Bilingual Education Technical Assistance Center at Long Island University

[Dr. Rodriguez, Jr. spoke in place of Carmen A. Perez Hogan, the coordinator of the Office of Bilingual Education, New York State Education Department.]

It is not only a time to reflect but also to celebrate people who have made everything work these past decades. I am pleased to represent Carmen Perez Hogan and give you her good wishes and commitment that the New York State Education Department work cooperatively to continue the achievements that were first sparked by the LAU versus Nichols decision some 30 years ago.

Dr. Angelo Gimondo
former Superintendent, Community School District 30

[Dr. Gimondo provides views from a former superintendent’s perspective].

How did I get involved in bilingual education? Back in the 60s, I was appointed as foreign language chair at a high school in Brooklyn. Lots of Puerto Rican students were placed in the worst classes at the school. I had known about ESL [English as a Second Language], but just heard of bilingual education. I programmed my Spanish foreign language teachers to teach these students in Spanish and the students moved into the higher classes.

I joined [the] Office of Bilingual Education (OBE) at the New York City Board of Education as it was just being formed with Hernan LaFontaine and Marco Hernandez.
In terms of the Lau decision it had an immediate impact because then ASPIRA [A private nonprofit organization, representing the interests of Hispanic Americans] went to court. I was the head of the Program Planning and Implementation unit. This unit was responsible for implementing what [New York City School] Chancellor [Irving] Anker, through Chancellor’s [Special] Circular 9, saw as meeting the demands of the Lau decision. It was not received well by the community at large; many districts refused to implement the consent decree [the 1974 court decision of ASPIRA et al. vs. the New York City Board of Education, requiring a program of bilingual education for English language learners of Hispanic descent]. [Community School] District 30 was a major district against the consent decree. We did not have the resources and the time at OBE to deal with language groups other than Spanish. We were responsible to the court to implement this decision. Michael Vega [former Operations Manager of the ASPIRA Decision at the New York City Office of Bilingual Education] dealt with the complexities of the decree and how New York City was working to meet the requirements. One summer, we received a call from the Office [for] Civil Rights, asking what was being done for other language groups. At the time I said that we only concentrated on Spanish. We developed the Lau program for other language groups. We made sure that the other languages were covered. We had program specialists in Chinese, Greek, Italian, French, French [Haitian] Creole. [Special] Circular 11 was for the consent decree and in 1976 [Special] Circular 69 was for the other groups. Now all groups were being addressed. Lau [the 1974 court decision involving the San Francisco unified school district] had a specific impact on Spanish, by prompting the lawsuit by ASPIRA; and on other language groups by prompting Lau programs for other groups.

Ms. Katherine Sid
Formerly Assistant Principal of Seward Park High School, and Director of Title VII Bilingual Programs

Following the 1968 Title VII Elementary and Secondary Education Act (ESEA), the 1974 Lau v. Nichols decision and the 1974 ASPIRA Consent Decree of New York, Seward Park High School was awarded a Title VII Bilingual Project by the U. S. Department of Education/Office of Bilingual Education and Minority Affairs. In 1975, Seward Park High School was the first high school in New York State to receive a Title VII Grant to serve 400 Chinese-speaking new immigrant students. In the past, it was taken for granted that all Asian students would do well in any mainstream classes. They did not need any extra services or extra help. However, the truth is many new immigrant students, especially those who are older and must attend high school because of their age, came to this country with very limited educational background. They were faced with the language barrier, as well as the difficulties in their content area subjects. Many of these students were forced to drop out and were unable to finish their high school education. The Title VII funding enabled Seward Park High School to set up bilingual classes in the content areas and to provide support services for the 400 students. Unfortunately, there were no Chinese bilingual materials that paralleled the mainstream curriculum. Seward Park High School’s bilingual teachers and staff started to develop and translate the mainstream curriculum into Chinese. We developed Chinese instructional materials for science, mathematics and social studies, as well as informational materials for our students and their parents.

In the 90’s, we applied for the Academic Excellence Program from the U. S. Department of Education and was awarded a grant to provide services and disseminate Chinese bilingual instructional materials to other schools that have Chinese-speaking immigrant students nationwide. The impact of Lau v. Nichols had generated a great deal of
Title VII funding that provided services for Chinese and Asian speaking new immigrant students. Seward Park High School also received Title VII funding for a Family Literacy Program in the 90’s. We were then able to set up after-school, evening and Saturday classes for parents and adult relatives of our students. In addition, we published parent handbooks in Chinese, Spanish and Bengali, and bilingual student handbooks. At the same time, teacher handbooks were also published.

Thirty years later, the need for Chinese and Asian instructional materials still exist. Our ELLs (English Language Learners) and their parents still need the extra service to assist them.

[Ron Woo adds that the Department of Education is initiating the development of classroom libraries in Asian languages.]

Dr. John Spiridakis, Professor
St. John’s University, School of Education

At this occasion, we bring together a Lau family. Title VII in 1968 preceded LAU. My family arrived in 1925 in Astoria and I found myself in 1st grade not speaking much English and receiving no recognition of my language or culture. I had no idea that there were hundreds of thousands of children facing the same issues. My mother became a curriculum specialist in Greek American bilingual education. In 1968, I became interested in second languages. In high school, there was nothing multicultural in the curriculum. I became acquainted with a bilingual approach through Greek parochial afternoon school. I became an advocate in the 70s. In addition to working on a Ph.D., I went to law school. The decade of the 1970s and the 1980s was an exciting time. People in the Office [for] Civil Rights really filled the void that the Lau decision created. I began to transform schools by running for the school board. [I] participated in state and local commissions on bilingual education to keep changes going in a positive way. As a school board member, I helped place a multilingual principal with the first dual language programs in P.S. 11 in Woodside Queens.

At St John’s University, I became director of TESOL and professor of education. I was fortunate to work with many colleagues that enabled me to accomplish what was needed to sustain bilingual programs at St. John’s. Higher education is a crucible to assimilate the best research and prepare teachers and administrators to use their expertise to develop biliteracy in any educational situation. It’s important that policymakers implement the right approaches as well. I saw institutions of higher education as farm teams to prepare educators of ELLs for schools.

Mr. Jean Previllon
Former Resource Specialist at the New York City Department of Education Office of English Language Learners, Haitian Community Advocate

Ladies and Gentlemen:

I am very grateful to ALBETAC, Dr. Florence Pu-Folkes, my Mme. Prez., for inviting me to present along with such illustrious pioneers in bilingual education, to give me the opportunity to share my humble observations within this admirable multicultural family reunion.

Let it be known that we are here neither as Superman nor as Superwoman nor as ‘Superperson.’ We are here, however, to proclaim “truth, justice, and the American way.”
Throughout American History we have learned that it is in fact un-American to tolerate misrepresentation, prejudice, discrimination, abuse. By experience, we also know that the degree of intolerance depends on how far one is involved in the infraction. After all, there may be some research data to prove, to rationalize, and to appear very impartial in any issue whether popular or unpopular.

Suffice it to say that the Haitian community, throughout the 30 years plus of entitled bilingual services, has met much resistance in its struggle to gain and retain benefits. As a former Monitor in the Educational system, I can recall with disgust how many cases of misrepresentation, prejudice, discrimination, and abuses I have heard of or witnessed where violators of established laws and regulations go their merry way with impunity. If one were to challenge and pursue the case ‘til the end, perpetrators would most of the time, find a faulty logical explanation or even a loophole in the regulations or policies to escape accountability.

An example of a faulty logical explanation is the use of legally “sufficient numbers” to form a bilingual class. As logical as it may sound, it does not explain what the school does to identify the entitled students or to decrease the threshold number of students. From then on, here goes a number of entitled students who must, according to the minimal offer, receive ESL instruction. Without following through to see the quality of this designated assignment, one could easily see how so many entitled students lose their chances to be placed in a bilingual class. Should one expect these students to be in a bilingual class next year? No. “Research,” as reported and faithfully implemented by the Chancellor, has suggested to “End the practice of alternating between programs from year to year.”

Verbal anecdotes coupled with written reports of violations of established City/State mandates multiplied in the 1990’s. In December 1996, in an attempt to redress and cease these violations, three Haitian CBO’s (Community Based Organization) ANMWE, HAUP, HCC, and a group of Haitian parents decided to take their grievances to the Federal District Court in Brooklyn. Among the most blatant charges, are the following violations:

- Parents not being properly informed
- Bilingual classes not being formed
- Lack of appropriate materials
- Bilingual/ESL teachers not appropriately trained
- Inadequate monitoring of programs

Well, in this instance, it shows the effort of the Haitian community pleading with the Court to intervene in order to improve the implementation of already established mandates. However, given the reverberation of negative attitudes against any non-English empowerment from the powers that be, one could easily find other language group speakers experiencing the same, if not worse, predicament.

Today, thanks to the initiative of ALBETAC, we find ourselves among the best of professional educators. Whether from Consent Decree or Lau Remedies program, we all share the same call from Mother Nature, the same vision to empower parents, the same dedication to help all children reach their potentials – we and so many others are singularly unique in sharing the same dream: bilingualism/multiculturalism/a peaceful world.

Lately, all over New York City, and may be in other places, one can easily notice different decals placed on vehicles to honor, support our troops who have been involved voluntarily or otherwise, in the current Asian conflict. Of particular interest, is the decal that reads: “Freedom is not free.” Ladies and gentlemen, isn’t this a gentle reminder to anyone who may take our present entitlements for granted? It is indeed a statement affirming that in
America: there is no gain without struggle. Thus, let’s honor the legacy of so many pioneers most of whom are right here with us today, whether in body or in spirit.

So, let’s go the American way. Let’s stand up and be counted. Let’s coalesce and cooperate with one another. We, bilinguals associated with non-English language groups, should amass our total intellectual capital and our many years of experience in bilingual education, to merge into a powerful advocacy group. Keeping in mind that the words coalition and cooperation do not mean subordination and blind obedience, one can imaging and see a rainbow of hope beaming over the horizon.

Yes, there is hope. We can look forward to seeing one of us sound the trumpet rallying us into a most needed league of professionals, parents, grandparents, interested citizen voters. An empowered and respected league which would have the noble goal and mission to meet regularly with the powers that be in order to share research knowledge, debate critical issues, and generate win-win and excellent results for all students, specifically non-English speaking students.

Thank you.

Presentation of Lau Posters

From left to right: Maria Santos, Ron Woo, Dr. Maria Diaz, Dr. L. Ling-Chi Wang, Dr. Vivian Louie, Ana Soto, Dr. Florence Pu-Folkes
After a brief intermission and networking by conference participants, Panel Presentation II was convened in the afternoon. Panelists discussed their personal experiences as staff in the NYC public schools, the language groups they work with and their aspirations and recommendations for bilingual educational services for ELLs.

Panel Presentation II

Bilingual and English as a Second Language Programs and Initiatives in NYC (under LAU regulations)

Panelists from left to right: Nayera Zihn, Karina Maceczek, Hesun Kim, Abul Azad

Moderator: John Acompore
Former Deputy Director, NYCBOE, Office of Bilingual Education

It is an honor to be moderating this panel, "Bilingual and ESL Programs and Initiatives." This panel includes practitioners that represent language groups from around the city. Urdu, Bengali, Punjabi and Albanian have replaced those within the 140 languages, and Spanish has declined from 74% to 60%. Russian speakers have encroached, much to the fear and amazement of administrators and teachers, as one of the top three languages of ELLs in New York City. Russian is now the group with greatest growth rate. Calls for "help, what do we do?" and "Where do we find materials and teachers?" have not changed, but the language groups have. Here we have celebration of Lau Remedies and increase in diversity over the years.

[Each panelist was asked to share experiences with the NYC public schools and aspirations for services with ELLs.]

Abul Azad, Bengali Bilingual Teacher
Long Island City High School

Bilingual services are necessary in helping students grow as human beings. Students are handicapped because of language difficulties. There is no shortage of excuses from [the] administration. Once admitted, students are often misplaced; students are placed in with [the]
wrong language group, often with no accountability. It is important for students to learn [their] own language and culture, important for exit requirements and regents. Many schools have done many things. Students are being denied their rights and content areas - science, mathematics, technologies, etc. Guidance counselors do not make adjustments for their country of origin. Immigrant students are being deprived of legitimate and appropriate credits - when transcripts are being evaluated. Students are often being misplaced and credits denied. [The] Chancellor has installed parent coordinators, but with good intentions parents do NOT have immediate access to [a] parent coordinator - it is as if they are hiding.

I urge the following steps to be taken:

- NLA classes should take place.
- [The] Parent coordinator should be accessible.
- Security guards should be friendly and not intimidating --they should not prevent parents from entering buildings.
- Create classes [for the] lesser spoken languages.
- Some university has to take the lead - it is a matter of discrimination. The state guidelines are that 65% is a passing score [in] any given subject, but the State university system requires 85%. Why is that difference?

Hesun Kim, Korean Bilingual Teacher
Retired Teacher

Korean bilingual Education in New York was born at Newtown High School in 1979. As its first teacher, I was in the position of a pioneer thrown into the wilderness alone without any tools. Finding teaching materials, for example, was hard and time-consuming. I also had to prepare seven different lessons each night for five classes, because some classes combined different levels. Besides teaching obligations, I had school duties such as translating documents and interpreting for Korean students and parents. All of this proceeded by trial and error, with learning coming from repeated mistakes. Yet at the end of every school year, I was certain to receive a formal letter from the school administrator saying that my present position was not guaranteed for the coming year! I soon grew immune to it, though at long last, a test for bilingual teachers was given in 1986, which led to my per-diem status being removed.

The students, who numbered about 100 until the 1990s, discovered many benefits in the bilingual program, including emotional and psychological comforts. They tended to feel more at home in Korean classes, since these classes helped to ease culture shock and enabled them to adjust better to their new environment. Of course, intellectually, bilingual education proved to be a boon as well. Continuing to develop writing skills in their native language helped Korean English language learners acquire the necessary skills in their adopted language. Much learning also took place outside the classroom in more “natural” ways. For example, the students created a Korean literary club that put out a magazine biannually. The club also introduced Korean culture and traditions at seasonal school events. They even established Teacher’s Day, which was celebrated annually on May 15th. Through such activities, the students learned to cherish their heritage while adopting a new culture. They were also being educated in how to live harmoniously among people of diverse cultures.

The program at Newtown High School was not, however, the only one of its kind. Nonetheless, the individual teachers did feel isolated, so they formed the Korean-American Teachers’ Association of New York (KTA) in 1991. I believe KTA has performed a great
service to the cause of education, not only in building trust and cooperation within the Korean community, but in advancing the uniquely American mission of finding harmony within diversity. Today, more than ever, the world needs to learn to live harmoniously. The ability to appreciate diversity in language and culture will remain a significant factor in whether we succeed or not.

**Karina Maceczek, Russian Bilingual Teacher**
*Benson Elementary School*

Russian is the 3rd largest language group (after Chinese). They are so thankful for the opportunities we are giving to them. They have the unique opportunities to educate their children in New York City Public Schools. Often their drive is to have their children assimilate and get rid of Russian in [the] shortest possible time (this was especially true in the Soviet era). But we all mature, and realize the importance of maintenance. Russian children, in my program had unique opportunities to study both languages from the beginning. District 24, Region 7. GLOBE (Gifted Learners of Bilingual Education). The idea was to expose children to different cultures and be multicultural, pluralistic, multidimensional. The needs of Russian students are - maintenance, biliteracy, parental involvement, but parents need to be convinced of the importance of cultural and linguistic maintenance.

**Nayera Zihni, Arabic Bilingual and ESL Teacher**
*PS 62Q*

Arabic ranks about [the] 8th largest language spoken by ELLs in New York City. Arabic as a foreign language should be offered. *(Ms. Zihni explains the linguistic differences between Arabic and English. She explains the needs for Arabic speaking students to be able to have access to counselors who, if not being able to speak their languages or not having firsthand familiarity with their countries, would at least have sensitivity and understanding of the critical issues Arabic speaking students face. Ms. Zihni continued).*

There should be more teachers here. They would learn more. Translation services are needed to help overcoming language barriers in high schools. Considering the approaches discussed regarding the parent coordinators-how can someone be hired who does not speak that languages of the majority population? It should be public knowledge what languages the Regents exam available in. The school starts at the door; should you see a badge at the door? The Parent Coordinator should be at the door. There are false images of different groups. We have to let the kids know that we are [on] their side.
The community-based organization representatives described the support services for English language learners provided by their respective organization.

Luncheon Presentation

Support Services for Ells
(Under Lau Regulations)

Panelists from left to right: Wida Mir, Ruddel Deceus, Agnelo Dias, Cao K. O

South Asian Youth Action, Inc.
Wida Mir, Program Manager

South Asian Youth Action (SAYA!) serves South Asian youth, ages 1 to 19 by providing them with safe places to learn, grow, play, and contribute to their communities and to each other. SAYA! helps South Asian youths living in New York City develop their skills, talent, and leadership potential through academic and career preparation activities, recreational and career opportunities, individual and group counseling, and through organized activities. She elaborated further the importance of her organization in the lives of adolescent South Asian Youths, in particular, and in general, the community as a whole. Wida spoke for Ms. Annetta Seecharran, SAYA!, Executive Director, who could not be at the event.

Queens Child Guidance Center—Asian Outreach Program
Dr. Angelo Dias, Clinic Administrator

The Asian Outreach Program of the Queens Child Guidance Center serves children and adults of Asian origin, in particular Chinese, South Asians, Koreans, and Filipinos. The Queens Child Guidance Center is a licensed mental health and substance abuse service provider for the borough of Queens. Dr. Dias informed the attendees that he was once a member of ALBETAC Advisory Committee, however, due to the workload at the Clinic, he could not continue to serve as an advisory member.

“18 MAI” COMMITTEE, INC.
Mr. Ruddel F. Deceus, President

“18 Mai” Committee Inc. is based at Medgar Evers College in Brooklyn, N.Y. and is at the forefront of a grassroots movement to keep Haitian culture, history, traditions alive and to develop cultural sensitivity for Haitian and other immigrant communities. Mr. Deceus stated that “18 Mai” Committee strives to build on the success of May 18, 1803, the birth of Haiti’s National Flag and the prelude to the first Black Republic in 1804. “18 Mai” Committee creates programs to incorporate Haitian immigrant history, culture and tradition into mainstream America.
At the conclusion the Panel II presentation in the afternoon, Dr. David Ramirez, Dean of Education, and Discussant of the Conference Day, summarized the day’s activities, and highlighted the major observations made by both panel presentations. He underscored two prominent goals that emerged, concerning equity instructional programs for Ells; and he made note of the educational challenges that continue to exist for all stakeholders. Dr. Ramirez also offered recommendations for improving the delivery of ELL services.

SUMMARY OF THE DAY’S EVENT

Dr. David Ramirez, Dean of Education
New York University
Discussant of the Conference Day

Those of us at the university like to write and re-write. I want to think of some overall encapsulating and summarizing statements that…to put Lau into perspective. Having talked about the immense challenges that our leadership faces in serving the needs of ELLs in United States, Ms. Maria Santos [in her talk] provided some interesting proactive statements for a New York City vision that should drive major efforts to address the needs of ELLs. [I recommend that] efforts must be driven by understanding that all students must be provided with access to a rigorous core curriculum and that this curriculum must be aligned at all levels both horizontally and vertically. To be effective, we must address the need to build infrastructure to ensure that, in addition to the intellectual backbone in terms of a well conceived and designed instructional plan to make equity and excellence a reality, it is equally important that both the physical structure and the human capital resources are worthy of the task.

Finally, [my recommendation is that] it is essential in this day and age that collaboration—especially among community based organizations and universities working in the public schools—is put into effect to create a coordinated effort to serve ELLs.

[In terms of today’s conference] there are two prominent goals that surfaced when we consider how to bring about equitable outcomes for our English language learners: (1) we must improve the availability and quality of professional development for teachers of ELLs, and (2) there must be an improvement in L1 (primary language) and L2 (secondary language) multilingualism and multiculturalism for all students.

There used to be little or no concern about providing services for all; nor was there an articulated design to providing instructional services to meet everybody's needs. At the same time, there was a lack of ways of monitoring to identify and address the diverse students' needs were identified and addressed. Parents finally rose up out of sheer frustration. They cried out that “we heard about Lau” and [the] Puerto Rican community knew the strides that had been made with ASPIRA and said, “enough is enough we have got to do something!”

The significance of Lau was demonstrated as a well-articulated passionate commitment to: ‘equal treatment does NOT mean meaningful equal access to education!’

It means content areas and English in all areas for which we are being held accountable.

As we move forward, we find that to have remedies and challenges at sites and communities. What we keep hearing is the resistance from administrators, school boards, community, fear of [the] browning of America, [of] certain ‘sectors’ of our population who play into this ‘fear mongering’ that say to people “these people’ are coming and ‘you are going to be displaced”. I remember when I started school, as a primary language Spanish speaker, with the advantage that I already knew how to
write, and they showed us these videos about how not to be a ‘pushy pig.’ We might want to replay those for some sectors of the population.

What kinds of systems do we have in place to ensure that they are getting the services that are constitutional guarantees for them?

How many faculty do we have that actually understand that? I admire Dr. Farina because she is waiting for the day that we do not have to celebrate Lau!

The biggest challenges that we have is related to what Ms. Maria Santos said, is who is responsible for the learning of ELLs - 90% of the learning of ELLs are teachers with no background in language acquisition, regular mainstream teachers!

My strong recommendation - at a policy and practical level – [is concerned with] what are the minimal requirements for all teachers - a strong requirement [must consider] ELD (English language development), L1 and L2 development - we will never have enough ESL teachers nor bilingual teachers. [At the same time] there will always be enough positions [that are justifiably required] for those teachers. [The current reality is that] most of our kids will be trained by mainstream teachers. We will never make an impact until we realize that.

Our CBO (community based organizations) colleagues made me realize that it is a comprehensive service delivery model - collaboratively - intervention services delivery - we will not be successful with immigrant children, unless we address the needs of them and their families within and outside of the school - comprehensive services means just that. Kids can be doing stellar work at school, and all of a sudden [are] falling apart because their families [are] falling apart.

Concerning the final panel [the following issues and observations arose]:

- Identification process is still a challenge.
- Program placement - do we have in place an articulated ELD program?
- Do we have English language standards (ESL and NLA standards) along the same line of rigor as content standards? That is a long term kind of an effort.
- Now we know that native language content standards now is in a long process of being developed.
- We must consider the relationship between sheltered content and math.
- Primary language teachers and resource libraries.
- Access multiple resources.
- Helping administrators design programs-design schedules.
- Developing a true accountability system for ELLs from identification through delivery.
- We have come a long way we have designs, tools for identification, but lots of need areas.
- We have to look at how to reach out to parents as parents.

Finally, we are brought to the conclusion that we still have a long way to go yet.
Towards the end of the day, Dr. Luis O. Reyes, Visiting Fellow, Lehman College, offered an overview of events regarding the education of ELLs in NYC and discussed coalition strategies among languages to strengthen services.

Coalition for Educational Excellence for ELLs

Dr. Luis O. Reyes

[New York City’s] Mayor Giuliani, in two state of the city addresses, stated the need to sunset the Consent Decree, which in effect sunsets the Lau plan and all the restraints and all the legal protections. At the time, it was a busy time when Ron Unz, having scored a victory with Proposition 227, declared that his goal was to end bilingual education by the year 2000. The mayor [of New York City] put together a task force; Mayor Bloomberg, taking over after Giuliani left [office], talked about an agenda—announcing it on Martin Luther King’s birthday—wasn’t talking about reforming bilingual education, but was talking about taking the issue back to court. He described it as a “legal labyrinth.” He was talking about the [ASPIRA et al. vs. New York City Board of Education] Consent Decree and the federal Lau plan; and he was supporting conversion [to intensive English] despite the millions of dollars he spent on Spanish language media to win his bid for the mayoral position. In truth, earlier in the Summer, a New York State Regent prepared a draft calling for all entering ELL (English language learners) children to be given one year [English] immersion, instead of following the Consent Decree/Lau plan. What we have is a history of attack, not just concerns.

Early on in 1982, Diana Caballero and I organized groups that were vocal at the Board of Education to mobilize action in favor of bilingual education; we need to be not only in the corporate suites (in the Board of Education), but also we needed to be in the streets demonstrating.

In 1985, PRLDEF (Puerto Rican Legal Defense Education Fund) intervened and the report by EPP (Educational Priorities Panel) led to $25 million in programs and improvements for the schools.

In 1988, the first African-American Schools Chancellor (Richard Green) had a commitment to multicultural education, but not real experience with bilingual education; but we gave him an agenda to move towards quality.

So this is not a 2004 agenda; bilingual educators are seen as only defending bilingual education, but we have been asking since 1989-1992, for the 40th percentile as the new cutoff [to determine eligibility for ELL services]. In 1992, the new Latino Commission for Reform called for more dual language programs, seeing dual language programs as a version of maintenance for the native language.

During the Giuliani period (1994 – 2002), a bilingual/ESL coalition was formed to overcome a divide-and-conquer approach used by opponents of bilingual education. This strategy was formulated with the [underlying] premise that Puerto Ricans wanted one kind of program and Dominicans wanted another kind of program. One group wants ESL and another community wants bilingual, but English immersion seemed to be the common denominator. So we wanted to be clear that bilingual education is the common denominator.

The more recent Coalition for Educational Excellence for English Language Learners has established good working relationships with the [New York City] Department of Education. Especially around the issue of the language allocation policy, it is clear that there are requirements for ESL and bilingual education that reference[s] the Consent Decree and the Supreme Court decision. There is still a bottom line.
I suggest three levels: Where do we go from here? We are in the 21\textsuperscript{st} century. We need a coalition to work beyond one interest; one instructional approach; one ethnic group. We are united by a common belief that multiculturalism is a desirable social goal.

We’ve heard from many of the [New York City and State] teachers today about the importance of the content and the importance of cultural identity in the content. Let me talk about a multicultural and multilingual vision. We can help revive the discussion for multiculturalism; there should be rigorous standards for English language arts and English language development—native language development and high academic development in the subject areas. When you go back to the Consent Decree, in New York City, for our Lau Plan, English Language Arts, Native Language Arts, and content areas are embedded in the plan. It’s not just about English language acquisition. The goals of the system communicated to the public—to the parents—should be that students become English proficient, native language proficient, and academically achieving. We’re not just talking about reading scores and math scores. We understand that core subjects include science and social studies. About culture, in social studies and English as well as other subjects, it’s very important to consider where that cultural content is included. [We need a] language policy that is based on development that leads to it being important to the system, not based on how quickly do you get kids out of the program, but how do kids do in terms of college preparation and high school completion.

An additive versus subtractive understanding of language: This is a struggle that we’ve had since the very beginning. The wording of the Lau decision talks about language deficiency. The Consent Decree talks about limited English proficiency. So in getting a legal protection for the educational needs of our children, we often must ‘problemicize’ their reality; and we get a response that is predicated on the deficit or compensatory model. Things that we have to do as a coalition [should require us to] figure out how to overcome a deficit ideology while protecting legal rights.

Understanding that Native American, Latino, and other cultures come with a heritage and have a right to that heritage. In 1990, the UN declaration on the rights of children declared the rights to native language instruction.

If we have a vision, it must result in a statement that drives us to do something—these lead to a set of principles. Equal educational opportunity is a tenet of both the Lau decision and the Consent Decree, which is not only based on the Civil Right[s] Act of 1964, but human rights provisions beyond the United States. Equal access to a range of instructional services—we’re celebrating the anniversary of Brown versus Board of Education and the issue not just of integration, but also quality education. Today, there is the issue of access for ELLs to small themed schools, to charter schools, to gifted and talented programs. Equal access to the resources that the Campaign for Fiscal Equity (CFE) promises. Today, we need to see that Lau and Aspira are joined by CFE as a framework that needs to be supported.

Finally, we cannot continue to depend on individuals doing this on their free time on their own out of their NABE (National Association for Bilingual Education), SABE (New York State Association for Bilingual Education), or TESOL (Teaches of English to Speakers of Other Languages) knapsack. If we’re going to advocate together, we need to do it without being tied down in any way that compromises our integrity. We can’t be threatened by the loss of dollars from government funding when we advocate. An independent source must arise that is not ad hoc; that is not just reactive; that is not reactive as just being a Puerto Rican agenda, a Haitian agenda, a Chinese agenda or [that of] any other particular ethnic group, but [which] joins us together. We have other ways and other mechanisms that show us that when we work together we are successful. We must commit ourselves to each other and our resources to it. If we are going to celebrate this anniversary and not repeat some the problems of the past 30 years—and move on some of the successes of the past 30 years—[then we must] seek to fund our own institute or federation to provide research, community outreach, parent material, and, when necessary, [that will] allow us to lobby and testify for bilingual education.
The commemoration of the 30th anniversary of the Lau versus Nichols decision, and the subsequent Lau Remedies, provided an important opportunity for all participants to reflect on the accomplishments of instructional remedies for English language learners and to consider the continued need for improvement in several areas, as outlined and summarized in Dr. Ramirez’ report. Collectively, these observations point to the urgent need for the conference planners and their associates to engage in a systems analysis of the delivery of services to ELLs in general and, in particular, to those services to English language learners who directly fall under the provisions of the Lau Remedies in New York State and throughout the entire United States.

Analysis of the Conference Proceedings has brought attention to the need for educators at all levels of the school system, including institutions of higher education, and community based organizations as well, to collaborate in their efforts to identify and implement an effective coordination of services in relation to pupil identification and assessment, program placement, materials development, in-service training and professional development, program design and accountability; and parental engagement and development. These are critical issues that cannot be ignored; and require the collective effort and participation of a number of professional organizations, legal offices, and business agencies, including the private sector. This recommendation is particularly fortified by the contextualization of bilingual/bicultural education as a Civil Rights issue by the keynote speaker, Dr. Wang, by author/researcher, Dr. Louie. and by other speakers at the conference. It is suggested, therefore, that the strategies to improve bilingual/ESL services call for a systematic, rather than piecemeal approach, in which all of the targeted areas of need would be tackled efficiently in some order of priority.

In response to the federal initiative of No Child Left Behind (NCLB) to optimize instruction for all stakeholders, the commemoration of the 30th anniversary of Lau and the Lau Remedies must be considered an initial engagement in the process of needed action research of programs serving English language learners.
Program

Celebration of the 30th Anniversary of the Landmark Decision
Lau v. Nichols

SPONSORED BY

The Asian Languages Bilingual Education Technical Assistance Center
(ALBETAC) at its
Twelfth Annual Statewide Roundtable
for Educators of Asian LEP/ELLs

Date:     Friday, December 3, 2004
Time:     8:30 A.M. – 3:30 P.M.
Site:     St. John’s University, Manhattan Campus

101 Murray Street – New York, NY 10007

CO-SPONSORED BY:

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BETAC Network-NYC: HABETAC, NYCBETAC, Spanish BETACs at LIU and Lehman College
New York State Education Department, Office of Bilingual Education
New York City Department of Education, Division of English Language Learners

Thirty or more years ago non-English Chinese speaking students in San Francisco, like most other non-English speaking children across the nation arriving in school with little or no English-speaking ability received "sink or swim" instruction. In 1972, a class action suit was brought by non-English-speaking Chinese students against officials responsible for the operation of the San Francisco Unified School District seeking relief against the unequal educational opportunities which are alleged to violate their Fourteenth Amendment rights to equal protection.

At issue was whether school administrators may meet their obligation to provide equal educational opportunities merely by treating all students the same, or whether they must offer special help for students unable to understand English. Lower federal courts had absolved the San Francisco school district of any responsibility for minority children's "language deficiency." But, on January 21, 1974, a unanimous Supreme Court disagreed. Its ruling opened a new era in federal civil rights enforcement under the so-called "Lau Remedies."

The Supreme Court did not reach the Equal Protection Clause argument but relied solely on § 601 of the Civil Rights Act of 1964 to reverse the Court of Appeals. That section bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance." The San Francisco school district received large amounts of federal financial assistance. The Department of Health, Education, and Welfare (H.E.W.), which has authority to promulgate regulations prohibiting discrimination in federally assisted school systems, in 1968 issued one guideline that "school systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system." In 1970 H.E.W. made the guidelines more specific, requiring school districts that were federally funded "to rectify the language deficiency in order to open" the instruction to students who had "linguistic deficiencies."

While the Supreme Court did not offer a specific remedy, it did note that “Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others.” The Lau Remedies and its progeny requires public school systems that receive federal financial assistance to affirmatively take action in ensuring that non-English speaking students are provided with appropriate services.

In New York City, Lau v. Nichols precipitated and served as the impetus for the Consent Decree of August 29, 1974 between Board of Education of the City of New York and ASPIRA et al. of New York.

The Lau decision remains the major precedent regarding the educational rights of all language minorities throughout the nation, although it is grounded in statute (Title VI of the Civil Rights Act of 1964), rather than in the U.S. Constitution.

ALBETAC and the LAU Planning Committee Congratulate

The Recipient of the New York City Council Proclamation for Outstanding Service to the English Language Learners in the New York City Public Schools:

Maria Santos, Senior Instructional Manager, for the Division of English Language Learners &

The Recipient of the New York City Mayoral Proclamation for Outstanding Service to the Asian Pacific Americans in New York City:

Cao K. O, Executive Director, for the Asian American Federation of New York
8:30- 9:00 AM  REGISTRATION & NETWORKING
“Dances Around the World” Video Presentation

9:00 – 12:15 AM  MORNING SESSION
Moderator:
Dr. Maria V. Diaz
Educational Consultant
Division of English Language Learners

WELCOME
Dr. Florence Pu-Folkes
Director, ALBETAC
Division of English Language Learners

REMARKS

GREETINGS &
CITY COUNCIL PROCLAMATION

RECIPIENT OF PROCLAMATION

9:30-10:00 AM  KEYNOTE ADDRESS
“Lau vs. Nichols: History and Implications”
The speaker will provide a personal account of
the landmark case.

10:00-10:15 AM  B  R  E  A  K

10:15- 11:45 AM  PANEL I:
“Impact of Lau Remedies in New York”
Panelists will discuss the impact of Lau decision
on bilingual/English as a second language education
programs in New York (statewide & citywide); the
initiatives on bilingual/ESL teacher education and
professional development; implications for
collaboration among New York State Education
Department, New York City Department of
Education, Institutions of Higher Education, and
Community Based Organizations; and
recommendations on strategies/new initiatives to
enhance bilingual/ESL services for ELLs.

Moderator:
Ron Woo, Esq.
Team Leader, NYCDOE-DELL

PANELISTS
Carmen Perez-Hogan
Coordinator
New York State Education Department
Office of Bilingual Department

Katherine Sid
Former Assistant Principal
Seward Park HS

Dr. Angelo Gimondo
Former Superintendent
CSD 30

Jean Previllon
Educational Consultant
Haitian BETAC (HABETAC)

Dr. John Spiridakis
Professor and Coordinator
Graduate Programs in TESOL
and Bilingual Education,
St. John’s University

F O Y E R
Marie Lily Cérat, Resource Specialist, HABETAC

S A V A L  A U D I T O R I U M
Recorder:
Iwan Notowidigdo
Resource Specialist
NYC BETAC at Hunter College

Dr. Jerrold Ross
Dean, School of Education
St. John’s University

Maria Santos
Senior Instructional Manager
New York City Department of Education
Division of English Language Learners

Hon. John Liu
Council Member, New York City
Maria Santos for DELL

Dr. L. Ling-Chi Wang
Coordinator and Associate Professor
Asian American Studies
Department of Ethnic Studies
University of California, Berkeley
11:45-12:15 PM  *Compelled to Excel: Immigration, Education, and Opportunity Among Chinese-Americans*

The author will discuss her research findings on the book

**Dr. Vivian Louie**  
Author/Assistant Professor  
Graduate School of Education  
Harvard University

12:15-1:15 PM  **LUNCH**

**GREETINGS**

**Carmen Farina**  
Deputy Chancellor  
Division of Teaching and Learning  
NYCDOE

**Hon. Guillermo Linares**  
Commissioner  
Mayor’s Office of Immigrant Affairs

**Cao K. O**  
Executive Director for  
Asian American Federation of New York

**Dr. Agnelo Dias**  
Clinic Administrator  
Queens Child Guidance Center

**Annetta Seecharan**  
Executive Director  
South Asian Youth Action!

**Ruddel F. Deceus**  
President  
“18 Mai” Committee, Inc.

1:15-3:30 PM  **AFTERNOON SESSION**

**Moderator:**  
**John Acompore**  
Educational Consultant  
Spanish BETAC at Long Island University

**Recorder:**  
**Marguerite Lukes**  
Assistant Director/Resource Specialist  
Spanish BETAC at LIU

1:15-2:45 PM  **PANEL II:**  
“Bilingual/ESL Programs and Initiatives in New York City”

Panelists will discuss their personal experiences as staff in the NYC public schools; the language groups they work with; and their aspirations/recommendations for bilingual educational services for ELLs.

**Abdul K. Azad**  
Bengali Bilingual Teacher  
Long Island City HS, Region 4

**Nasreen Farooqui**  
Urdu Bilingual/Math Coach  
IS 62, Region 7

**Hesun Kim**  
Advisor  
Korean Teachers Association of NY

**Karina Maceczek**  
Russian Bilingual Teacher  
PS 200, Region 7

**Nayera Zihni**  
ESL Teacher  
PS 62, Region 5

**Dr. David Ramirez**  
Dean, School of Education  
Brooklyn Campus  
Long Island University

2:45-3:15 PM  **REFLECTIONS AND RECOMMENDATIONS**

The presenter will provide an analytical commentary on the day’s event

**Dr. Luis O. Reyes**  
Visiting Fellow, Lehman College

3:15-3:30 PM  **COALITION FOR EDUCATIONAL EXCELLENCE FOR ELLS**
PANELISTS’ BIOGRAPHY

JOHN ACOMPORE is an Education Consultant at the Spanish BETAC at Long Island University. After 34 years of service with the NYC Department of Education, John retired in 2001 with the expressed purpose of continuing to work, except a lot less as an education consultant.

John began his career as a junior high school foreign language teacher before becoming an administrator and then Director of Bilingual Programs for Auxiliary Services for High Schools. This eventually led him to the then central Office of Bilingual Education where he served for twenty years in various positions including Deputy Director. Among his responsibilities were supervising the monitoring of compliance, serving as the liaison in the areas of regulations, funding, data systems and evaluation, as well as assisting in office management.

As a result of his experiences, knowledge, and expertise, John was often referred to as the “answer man” when it came to just about anything related to implementing bilingual and ESL programs in the city’s public schools. But, John prefers to be remembered first and foremost for the assistance and support he provided to all districts particularly as a mentor for bilingual/ESL program staff in fulfilling their roles and responsibilities. He now continues to share his abilities as an education consultant currently with the Division of Human Resources, Instructional Region 2 and the Spanish BETAC at Long Island University among other “work gigs.” John’s continued involvement in the field of bilingual/ESL education allows his institutional memory to survive, and even in his retirement, to benefit educators of English Language Learners.

Md. ABUL KALAM AZAD has taught English, ESL, Bengali, Social Studies and bilingual Social Studies. He started teaching in 1970 in Bangladesh and Libya. Currently, he teaches ESL and Bengali in Long Island City High School. He has been a pioneer for teaching Bengali in the USA. He has been an advocate for the immigrant students and their parents. He organized Bangladeshi American Parents’ Association. He organized and is the founding president of The Bangladeshi American Teachers’ Association. Under Mr. Azad’s guidance, the students of Long Island City High School have produced two periodicals – “The Shondhanee” and “The Pulse”.

MARIA V. DIAZ is a former Director of the Program Review Unit in the Division of English Language Learners (ELL) and currently consults for the Division. An educator since 1974, Dr. Diaz holds a BS degree from Baruch College, a master’s in Bilingual Education from Hunter College, a Professional Diploma in Administration and Supervision from Fordham University and an Ed.D. from Nova Southeastern University. As an educator, Dr. Diaz has taught business subjects at the high school and junior high school levels. She has held several administrative/supervisory positions within the New York City school system, including guidance counselor, staff developer, bilingual coordinator, assistant principal, elementary school principal, middle school principal, Director of Funded Programs and Deputy Superintendent. Dr. Diaz is an Adjunct Professor at Long Island University, Westchester Campus, and worked as an Adjunct Professor for the College of New Rochelle. A proud product of New York City schools, Dr. Diaz believes that a strong bridge between the home and the school is one of the primary elements for student success.

NASREEN FAROOQUI is the Urdu Bilingual/Math coach, at IS 62. She worked as a Bilingual/ESL teacher for 12 years at Ditmas (IS 62.) Mrs. Farooqui also worked as a coordinator for Title VII, after school STAR program for bilingual and ELL students. She is fluent in the following languages: English, Urdu and Punjabi. She graduated with a Post Graduate Degree for Supervision and Administration Education from University of Staten Island, New York. She also has a MS in Communication and Design from Pratt Institute, New York. She also received a MS in Communication from Punjab University, Lahore in Pakistan.

ANGELO GIMONDO received his elementary and secondary education in Italy. At the age of 16, he immigrated to the United States where he completed his undergraduate and graduate studies at Brooklyn College, the City University Graduate Center and Walden University.

Dr. Gimondo began his career in education as a foreign language teacher at Marine Park Junior High School in Brooklyn and after a short appointment at Madison High School, he was appointed to Mark Twain Junior High School in Brooklyn as Assistant Principal – Supervisor Foreign Languages. In the field of foreign language education, he served in various capacities including Foreign Language Department Chairman, district Supervisor, Citywide Coordinator for the Summer Junior High School, and Regional director for the Italian-American Committee on Education (I.A.C.E.) Italian language programs in the tri-state area.

In 1974, Dr. Gimondo was appointed as Principal Assigned to the Division of Educational Planning and Support in the capacity of Director of Program Planning and Implementation in the Office of Bilingual Education where he later was promoted to Deputy Director of the office. In 1982, Dr. Gimondo was selected to serve as Deputy Superintendent, Community School District 30 and, in 1987, he was appointed as the Community superintendent.
Under his leadership, a number of innovative initiatives and programs were instituted which have enabled students to reach new heights in academic excellence. As a result, District 30 has been one of the top performing districts in the New York City Public School System.

One of Dr. Gimondo’s major achievements as Community Superintendent was the manner in which he so effectively addressed the enormous overcrowding problem of the district. Thanks to his creative and dynamic actions, he succeeded in building eight new schools and nine additions, as well as in leasing three annexes generating over 10,000 seats, more than any other district in the City of New York.

In January, 2003, Chancellor Klein offered Dr. Gimondo the position of Senior Instructional Manager for the Arts and Special Projects. He accepted it and from February to June 2003, he fulfilled his new responsibility while at the same time managing Community School District 30, one of the largest districts in the city.

HESUN KIM was born in North Korea, but attended elementary school in China and high school in Japan. After receiving a B.A. in Korean Literature in Korea, she began working as a reporter for a Korean daily in 1948. She turned to teaching and taught Language Arts in high school for nine years. Between 1962 and 1963, she worked as a teaching and research assistant at the Department of Far Eastern Cultures and Languages at the University of London. Thereafter, she served as Press Secretary to the Prime Minister of Korea from 1964 to 1969.

In 1969, Hesun Kim came to the United States as a student in Richmond, Virginia, where she earned her master’s degree in Christian Education. She moved to New York in 1971, and after earning her certification as a public school teacher, began her teaching career in America, settling at Newtown High School in Queens. At Newtown, she taught Korean Language Arts and Bilingual Social Studies for over two decades. She happened to be the first Korean bilingual teacher in New York and retired in 1999.

In addition to teaching, she has also written a number of essays that were published in Korean-language newspapers and magazines. Hesun Kim recently received an Outstanding Leadership Award from Women’s Development Institute International, and the Governor’s Award for Excellence from New York State in 2000.

Her two sons and their spouses are all teachers. She has three grandsons.

JOHN LIU, Council Member is the Chairperson of the Council's Transportation Committee. Mr. Liu also serves on the committees on Education, Consumer Affairs, Contracts, Oversight & Investigations and Lower Manhattan Redevelopment.

As Chairperson of the Council's Committee on Transportation, Mr. Liu focuses public policy on the critical role transportation options play in economic development and access to jobs. He demands, and has secured, more accountability from the Metropolitan Transportation Authority, a behemoth agency infamous for its lack of responsiveness to the general public. He has enacted legislation improving safety for pedestrians and has initiated public works projects to improve vehicular traffic flow and ease congestion. He has also developed programs bringing yellow taxicabs to areas outside Manhattan. He also vigorously conducts legislative oversight over the Department of Transportation and the Taxi and Limousine Commission.

Mr. Liu strongly believes that quality education is key to the future of each of our school kids as well as key to the future of our city as whole. As a member of the Council's Committee on Education, he insists on raising standards in our public schools, increasing reliance and trust in teachers to teach our kids and investing city resources in our future generations. He has also provided millions of dollars to fund high-tech upgrades to local schools.

Mr. Liu is the first and currently the only Asian Pacific American to be elected in New York City. Though he wishes Asian Pacific Americans had been elected long ago, he is honored to be the first. As the first, he embraces opportunities to broaden representation and access to government for APAs and for all groups who have lacked a strong voice in government.

Mr. Liu attended local public schools and then went on to graduate from the Bronx High School of Science and Binghamton University, where he earned a degree in Mathematical Physics. Prior to serving in the City Council, he worked as a manager at the global consulting firm of Price Waterhouse Coopers. Mr. Liu draws upon his real world fiscal expertise to root out waste and mismanagement in municipal government.

VIVIAN SHUH MING LOUIE a sociologist by training, studies immigration and education with a particular focus on second-generation immigrants (e.g., the American-born children of immigrants) and the role of the family and social contexts in their paths to higher education and identity formation. Her book, Compelled to Excel: Immigration, Education and Opportunity among Chinese Americans, examines the role of the immigrant family in the educational experiences of second-generation Chinese Americans and their incorporation into American life. Her present research extends the line of inquiry to explore the Dominican and Colombian cases, which will allow for between-group comparisons with the Chinese and intragroup comparisons among Latinos. She is particularly interested in how immigrant parents form aspirations for and invest in their children's education and careers; how children make sense of the parental influence and experience schooling; and how children develop their identities, with a focus on the effects of social class background, neighborhood, race, ethnicity, gender, transnationalism and immigration on such processes. Previously, she worked as a newspaper journalist and a lecturer in sociology at Harvard.
MARGUERITE LUKES is the Assistant Director/Bilingual Resource Specialist at the Spanish Bilingual/ESL Technical Assistance Center in the School of Education at Long Island University. With a Master's degree in Language, Literacy and Learning, Ms. Lukes has done research on second language acquisition and partnerships between schools and language minority communities. She has taught English as a Second Language, adult basic education, and Spanish literacy. In addition, she designed and ran programs for youth and adults with a focus on multicultural education. As a professional development specialist at the Center for Language Minority Education and Research, she designed, implemented, evaluated and administered programs to prepare teachers and administrators to meet the need for skilled teachers of English Language Learners. This included preparing teachers to meet the state certification and recertification requirements and training minority paraprofessionals to move up a career ladder of professional development. At the university level, she has taught graduate and undergraduate courses in language and literacy, multicultural education, and instructional technology. Ms. Lukes is on the editorial board of the Literacy Assistance Center's Literacy Harvest, and is an advisor to Proliteracy International's "Verizon Literacy University," "PBS's CivicsLink". She is a member of New York State TESOL, NYS Association of Bilingual Education and the National Association of Bilingual Education.

GUILLERMO LINARES was named Commissioner of the Mayor’s Office of Immigrant Affairs for New York City in July 2004. In 1991, Mr. Linares became the first Dominican-American to hold public office in the United States when he was elected to the New York City Council. He was re-elected to his first full term in November 1993 and to a second term in November 1997. In November of 1998, the Black and Hispanic Caucus of the New York City Council elected Mr. Linares as its Co-President. From 1993 to 1999, Mr. Linares served as a member of the Board of Directors of the National Council of La Raza (NCLR).

In 1999, Mr. Linares was appointed Chair of the White House Initiative for Educational Excellence for Hispanic American. He has also been noted for playing an instrumental role in helping establish the Dominican Studies Institute at City College of the City University of New York (1993), the Audubon Partnership for Economic Development (1995), and the Center for Latin American and Latino Studies at the Graduate Center of the City University of New York (2000). He is also a founding member of the Community Association of Progressive Dominicans, Inc. Mr. Linares has also worked as an Adjunct Professor in the School of Education at City College of the City University of New York and most recently, he served as Deputy Public Advocate for New York City and Co-convenor of Encuentro 2000 and Beyond, a national Latino leadership group. Mr. Linares received a BA and MA from City College of the City University of New York and a Professional Diploma from Hunter College.

KARINA MACECZEK received her B.A. in Russian Language and Literature from Novosibirsk Pedagogical University in Russia and received her Master’s degree in education and a Professional Educational Diploma from Long Island University.

She has been working at PS 200 in the field of bilingual education since her immigration in 1990. Presently she teaches 5th grade self-contained Russian gifted bilingual class of GLOBE program (Gifted Learners of Bilingual Education) which was piloted in 1996. She was the first teacher and curriculum developer of the program. As a mentor to the new bilingual teachers in her school, she has continuously been working on Curriculum Development where Native Arts component holistically integrates with other curriculum disciplines. Currently, P.S 200 has five self-contained Russian gifted classes, and one Russian ELL Kindergarten class. “Globe” program is designed to meet the intellectual, social, emotional, and cultural needs of Russian bilingual students. The program has great administrative and community support, and an active parental involvement which is crucial to the success of the program. The program has been presented at the annual Globe Nights, Bilingual Share Fairs, D&D Action Research conducted by Brown University, and in NBC News. As a bilingual educator she strongly relies on ongoing two-way communication with the various cultural institutions in NYC.

She is dedicated to creating a successful learning environment where bilingual students are able to achieve outstanding academic level; are provided with extensive exposure both English and Native Language; are given opportunities to preserve and enrich their cultural heritage, develop interactive social skills, enhance self-esteem and become humane members of our pluralistic society.

IWAN NOTOWIDIGO is currently a Program Development Specialist for the NYSED-OBE funded New York City Bilingual Education Technical Assistance Center. He was founding director of the BETAC at Hunter College in 2000, and he continues to uphold Hunter College's 32-years tradition of supporting excellence in bilingual education in the New York City region and beyond. He had served in similar roles in federal technical assistance centers: the New York Multifunctional Resource Center (1986-1995) and the subcontract for the New York Technical Assistance Center (regional comprehensive center--1995-2000).

CAO K. O has served as Executive Director of the Asian American Federation of New York since it launched operations in 1990. Under his guidance, the Federation has grown in size, reach and influence, gaining local and national recognition for its dynamic and cohesive leadership on behalf of the entire Asian American community.

Prior to heading the Federation, Mr. O held key positions in the private and public sectors in New York City and New York State. From 1988 to 1990, as a consultant to United Way of New York City, he managed a grant program and was chief
adviser on the Asian American Initiative, which led to formation of the Asian American Federation. From 1986 to 1988, Mr. O developed programs for the New York State Office of Mental Health to improve care for refugees. Earlier, he served as development director of Hamilton-Madison House, a multi-service settlement house on the Lower East Side; worked for the New York City Department for the Aging; and was a case manager for the Vietnamese American Cultural Organization.

Active in several nonprofit organizations, Mr. O is vice chair of the 9/11 United Services Group, past chair of the Coalition for New Philanthropy, and a board member of Hamilton-Madison House, the Museum of Chinese in the Americas, the Nonprofit Coordinating Committee of New York, and the Human Services Council of New York City. Appointed by the mayor to the Advisory Council of the New York City Department for the Aging in 2004, Mr. O also has served on task forces named by the city comptroller and schools chancellor, as well as on advisory committees for United Way of New York City, the American Museum of Natural History, and New York University’s Robert Wagner Graduate School of Public Affairs. On a national level, he has been a board member of Leadership Education for Asian Pacifics (LEAP) and United Neighborhood Centers of America.

Mr. O has received awards from numerous organizations, including the Coalition for Asian American Children and Families and the Shuang Wen Academy. In addition, he has been honored by the New York City comptroller and the City Council president. Mr. O also is a member of the Hall of Fame of the Alumni Association of Hunter College.

Born and raised in Vietnam, Mr. O arrived in the United States as a refugee in 1975 with only rudimentary knowledge of English. He earned a bachelor’s degree in sociology from Cornell University within five years, later received a master's degree from the Hunter College School of Social Work, and has since pursued doctoral studies at the Columbia University School of Social Work.

CARMEN A. PEREZ-HOGAN completed her education in New York City, where she started as a LEP student. She taught various grades and levels in New York City, developed and coordinated bilingual and ESL programs in Brooklyn. Ms. Perez-Hogan also developed and managed a bilingual teacher-training program at SUNYat Albany. She has served as president of a number of professional organizations. Carmen, as she likes to be called, has been with the New York State Education Department since 1978, where she is the Coordinator of the Office of Bilingual Education. Over the years as the coordinator, Carmen has greatly impacted on the education of LEP students throughout New York State. She has also been responsible for major policy changes on LEP issues as well as the development of innovative educational programs such as the BETAC projects, BESAR, BETLA, ITI-BE/ESL/Special Education, NYSESLAT, and ESL & NLA Standards among others. For her dedication, energy, and vision, Carmen is affectionately identified by her Asian colleagues as the "WOMAN WARRIOR."

JEAN PREVILLON, presently retired, enjoys working as an Educational Consultant via HABETAC (Haitian Bilingual/ESL Technical Assistance Center at Brooklyn College). As a French bilingual teacher, Mr. Previllon spent one year teaching common branches subjects to kindergartners and first graders at Public School 9 and five years teaching Haitian Culture, Social Studies, and ESL to 7th, 8th, and 9th graders in Junior High 118, both schools located in District 3, Manhattan. Most of Mr. Previllon's career in education was spent at Central Headquarters of the Board of Education, recently renamed New York City Department of Education. Throughout his twenty-three year journey there, he held many positions. As a teacher assigned, he has been a Resource Specialist in a native language reading program; a Program Specialist in enforcing the implementation of regulations and legal mandates; a Technical Assistance Specialist in developing bilingual programs in districts and schools; and finally, a Staff Developer and a Title VII Project Director in meeting a Dual Language proposal's objectives and in encouraging and supporting "What Works" in the classroom. Mr. Previllon remains a staunch advocate for bilingualism through equity, accountability, and excellence in education for all language groups.

FLORENCE PU-FOLKES is currently the Director of Asian Languages Bilingual Education Technical Assistance Center (ALBETAC), which provides support services to Asian immigrant students and their families throughout New York State. Florence Pu, the name literally means "petite blossom", hails from the Southeast Asian country of Myanmar (formerly Burma), a country celebrated as the land of golden pagodas bordering on China, India, Bangladesh, Laos, and Thailand. An accomplished musician and vocalist in Myanmar, Dr. Pu-Folkes was the recipient of a Fulbright scholarship to study music in the United States. Having earned an Associate Degree in Business Administration from Rangoon University in Myanmar, she extended her academic preparation with a B.A. from Brooklyn College, CUNY, an M.S. in TESOL from Brooklyn College, an M.S. in School Administration and Supervision from Baruch College, CUNY, and a Ph.D. in International Education from New York University.

Her professional career is equally extensive and impressive. Florence Pu-Folkes has been an early childhood teacher in Day-Care Centers and has served the New York City Public Schools as high school teacher of English as a second language, and as citywide coordinator of several state and federally-funded programs, including the originally designed high school program of Music Language Arts (MLA) in the 1970s. As an educator and community activist, Florence Pu-Folkes has served on several task forces, organizations, institutions and community boards. She has served as New York City Comptroller Alan Hevesi's Task Force Member on Teenage Pregnancy, as a member of the Board of Directors of the Coalition for Asian American Children and Families, as Vice-President of the Greater New York Association for Asian and Pacific American Education, as President of Burmese Women of New York, Inc., and as President of NYSABE (2000-2001), the New York State Association for Bilingual Education. Her active community work has earned her numerous awards, which include the
J. DAVID RAMIREZ, Dean, School of Education, Long Island University, Brooklyn Campus, is a former teacher, counselor, and school psychologist. He received his Ph.D. in child development from Stanford University in 1982, with a specialty in program evaluation. His program, evaluation, and research experience has consistently focused on issues of educational equity for linguistically, racially, and culturally diverse populations in several areas, including: child development/state preschool programs, desegregation, migrant education, immigrant education, bilingual education, home/school/community collaboration, special education, educational technology, alcohol and other drug use prevention, community college, adult literacy, school-to-work, juvenile justice systems, seasonal agricultural workers, and U.S. foreign aid technical training programs. He works with student, parent, and community groups as well as staff from local, county, state, and federal education and non-education agencies within the United States, Mexico, Central and South America, China, Korea, and Africa. He is a specialist in the design and evaluation of education programs for language-minority students.

LUIS O. REYES is a Visiting Fellow during the 2003-2004 academic year at the Bronx Institute, Lehman College of the City University of New York. As a Visiting Fellow, Dr. Reyes's duties include doing research writing and publishing on policy issues related to bilingual education and English Language Learners. He continues to foster collaborations and linkages with other academic institutions, community-based organizations, and educational advocacy groups in support of quality bilingual education for ELL students in his capacity as Coordinator of the Coalition for Educational Excellence for English language learners (CEEEELL).

Previously he held appointments as Assistant Professor in the School of Education at Hunter College, Brooklyn College and Baruch College, CUNY, and at Long Island University, Brooklyn Campus. He has a Ph.D. in Education from Stanford University in California, and an M.A. in Spanish Literature from Middlebury College in Vermont.

Between 1990 and 1998, Dr. Reyes served as a Member of the New York City Board of Education. He chaired the Board's Latino Commission on Educational Reform. He was Deputy Director for Research and Advocacy at ASPIRA of New York, a youth leadership organization serving Puerto Rican and Latino youth between 1982 and 1990.

Dr. Reyes has gained a reputation as an articulate and outspoken expert and advocate for educational reform, especially in the areas of bilingual and multicultural education. His recent publications include peer-reviewed articles in the Bilingual Research Journal (2002) and the Journal of Latinos and Education (2003).

JERROLD ROSS is the Dean of the School of Education at St. John's University. Among Deans of Education in New York State, Dr. Ross is the senior person. For the past five years he has been a member of the New York State Commissioner of Education's advisory group on teacher education (Chair, from 2001-2003), helping to shape the new policies governing education standards and reform. He has been the recipient of grants from the Rockefeller, Mellon, and other foundations to improve the quality of education in our elementary and secondary schools as well as in colleges and universities. From 1987-1992 he was the Director of the nation's first research center for the arts in education funded by the National Endowment for the Arts and the U.S. Department of Education. Dean Ross is the only head of a School of Education to have come from an educational background in the arts.

In 1965, at the age of 30, Dr. Ross became the youngest college president in the nation (New York College of Music). Since that time he has also held various administrative positions at New York University including Chair of the Division of Music Education about which a senior New York Times critic printed, it was one of two schools in the nation "I'd have liked to attend." He was also Director of New York's Town Hall. In that role the New York Times described him as a "Man Full of Ideas." The New York Daily News said he was a "dynamic music educator who revived this venerable cultural institution."

Dr. Ross holds a Ph.D. in Music Education from New York University and an Honorary Doctorate of Humane Letters from Emerson College, Boston. He served as President of the New York College of Music as well as director of the renowned Town Hall in New York City. He began his career as a teacher of Music in the public schools of Syosset and Great Neck, New York, later teaching music education at New York University where he became Chairman of the Department of Music and Music Education and head of the Division of Arts and Arts Education before becoming Associate Dean of the School of Education. Dr. Ross is a Board Member of the Teacher Education Accreditation Council, a national accrediting group for higher education. In the community Dr. Ross is Board President of the USDAN Center for the Creative and Performing Arts, on Long Island, the nation's largest summer day camp for the arts on Long Island.

MARIA SANTOS is the Senior Instructional Manager for the New York City Department of Education’s Division of English Language Learners. She leads the Division by ensuring that Children First reforms are raising the academic rigor of ELLs through quality teaching and learning citywide. Her past experience includes twenty years in the San Francisco Unified School District (SFUSD) as a teacher, middle school principal, supervisor, and assistant superintendent. As Associate Superintendent, she supervised the development of major instructional improvement initiatives, which helped to increase the academic performance of all student populations for six consecutive years and gained SFUSD the recognition of Exemplary Site by the U.S. Department of Education’s National Award Program for Professional Development.
KATHERINE SID, Assistant Principal, Administration for Security and Bilingual/ESL Services, has dedicated herself to the education of English Language Learners (ELLs) and other students at Seward Park High School for 28 years. She has had extensive experience in the implementation and supervision of ESL/Bilingual programs, having served as Project Director for several Title VII grants such as Project CHOICE, Project PRISM, Project ACCESS and Project MAC. She also directed Project EXCELL, an Academic Excellence Program, one of the only two Academic Excellence programs awarded to New York State, and the Family Literacy Program, also the first high school recipient in New York State. In addition, she is Director of the Seward Park 21st Century Community Learning Center, an extended school day program. Seward Park was also awarded the New York State Bilingual School Building Excel grants for the past several years. Under her leadership, Seward Park High School has received federal and state grants totaling over 7 million dollars for the past fifteen years.

Katherine holds both School District Administrator and School Administrator/Supervisor Certificates from New York State. She also holds an AP Administrator and Principal Day High School license from New York City Department of Education. She served as President for the Greater New York Association for Asian and Pacific American Education, a local chapter for the National Association for Asian and Pacific American Education. She was also active in the following organizations: NYSABE, NABE, and TESOL. She has also been actively involved in community activities such as Citywide Chinese Parent Conferences, and with several Community-Based Organizations (CBOs) such as the Chinese-American Planning Council, Floating Hospital, Charles B. Wang Community Health Center, Henry Street Settlement, and others.

JOHN SPIRIDAKIS is a Professor and Coordinator of Graduate Programs in Teaching English to Speakers of Other Languages and in Bilingual/Multicultural Education at Saint John’s University. Since 1978, he has directed numerous international, federal, state and city research and teacher preparation projects related to ESL and Heritage Language Education. His research and teaching examines exemplary teaching practices for English language learners and the linguistic and cognitive effects of schooling in two languages. His research has appeared in numerous publications and has been disseminated at national and international conferences. Most recently, he directed both an international and a federal project to improve the education of second language learners and contributed a chapter to the book, The Multilingual Apple – Languages in New York City edited by Drs. Ofelia Garcia and Joshua Fishman.

L. LING-CHI WANG is currently the Associate Professor and Director of Asian American Studies at University of California, Berkeley. Born in Xiamen, Fujian, China, Dr. Wang completed his secondary education in Hong Kong; received B.A. in Music from Hope College; B.D. (Old Testament Studies) from Princeton Seminary; and the Doctoral Degree in Semitic Studies specializing in Old Babylonian and Phoenician languages and literature from UC Berkeley.

As an avid community activist, Dr. Wang founded and served as the chair of the board of directors of Chinese for Affirmative Action, a civil rights organization based in San Francisco. His advocacy for bilingual and bicultural education includes a key role in initiating litigation, Lau v. Nichols and in the formulation of the Lau remedies for the US Office of Civil Rights; legislation at local (SFUSD Master Plan for Bilingual Education), State (Bilingual Education Act of 1976), and national levels (ESEA Title VII expansion in 1974). He also initiated the Chinese Immersion Program at West Portal Elementary School and Herbert Hoover Middle School, first public school programs in SF Unified School District.

Dedicated to the equity and advancement in higher education for the APAs, Dr. Wang organized and chaired the Asian American Task Force on University Admissions, a community organization founded to monitor and fight against discriminatory admission policies at prestigious universities across the U.S. He also chaired Asian Languages Task Force, Office of the President, University of California. This committee has been instrumental in persuading the College Board to develop achievement tests in Asian languages.

Dr. Wang, a prolific writer, authored as well as co-authored many important documents. He has contributed a number of articles on issues related to the Asian Pacific Americans to newspapers and journals such as International Daily News, Asian American Times, The Urban Review, Amerasia Journal, and Asian-American Policy Review.


Some of the publications forthcoming in the New Year include “Chinese Diaspora in Latin America and the Caribbean,” “50 Years of Denial: Japan and Its Wartime Responsibilities;” and “Race, Class, Citizenship, and Extraterritoriality: Asian Americans and the 1996 Campaign Finance Scandal.”

RON D. WOO is currently a Team Leader at the Division of English Language Learners, New York City Department of Education. Immediately prior to this position during the transition from the Board of Education to the New York City Department of Education, he served as Special Assistant to the Deputy Chancellor for Teaching and Learning, working on a number of initiatives including the development of the nation's first Asian Studies and Dual Language high school. For the ten
years before that Mr. Woo was Superintendent for the Office or Monitoring and School Improvement. His appointment as superintendent made him the first Asian American to hold such a senior executive level position in the New York City public school system.

Ron's career in the New York City School system spans more than thirty years. Since his start as a paraprofessional and teacher in the Greater Chinatown Community, he has held many leadership positions including: special associate to the Deputy Chancellor, executive director or special education, deputy executive director of human resources, and assistant director of equal opportunity. In addition, Ron also teaches Education Law at a number of institutions of higher education in the New York City metropolitan area, including Baruch College and Touro College.

Over the years, Ron has dedicated himself personally and professionally to the issues related to the civil rights and services for minority, limited English proficient, and immigrant students. This is clearly demonstrated by his participation and service in numerous activities, Ron has held a number of leadership positions in community and professional organizations. Among the community organizations are: the Coalition for Asian-American Children and ramifies, Asian Professional Extension (apex), and the Organization or Chinese Americans (OCA). Ron's participation on national, state and local professional organizations include: the Institute of Educational Leadership's National Minority Development Advisory Committee (Washington, DC), chairperson or the State Advisory Council on Equity and Excellence in Education (New York State), the New York State Education Department's National Panel or Experts in Bilingual Special Education, and the Greater New York Association for Asian and Racine American Education.

Ron has been the recipient or numerous local, state, national and international professional and civic awards. Among them are: the Overseas Chinese or the Year Award from the Republic or China, the Educational Leadership Achievement Award from Phi Delta Kappa, and the Public School Educator Award from the Asian American Higher Education Council.

Ron is a native New Yorker and a product of the New York City public school system. He holds a Bachelor or Arts in Education from Brooklyn College, a Master of Arts in TESOL/Applied Linguistics from New York University, and a Juris Doctorate from Brooklyn Law School.

Ron is extremely proud of his wife, Lily Din Woo, Principal of a public elementary school in Manhattan, and their two children - Kimberly and Joseph.

NAYERA ZIHNI was born and raised in Cairo, Egypt. From a young age, Mrs. Zihni was exposed to several languages. By the time she arrived in America in 1972, she had her BA and was familiar with English, German, French and Arabic. In order to improve her English proficiency, Mrs. Zihni began taking college courses in a variety of areas from computers to accounting. After exploring her options, Mrs. Zihni settled into the fields of Education and Linguistics. She began her career with the Board of Education as a substitute teacher and quickly realized that she enjoyed working with students, especially in the area of ESL. She related to them because of her own experience in adapting to a new language and learning system. She earned her Masters in TESOL and has been teaching ESL at P.S. 62 in Richmond Hill, Queens, for almost ten years. Mrs. Zihni has conducted ESL teacher and parent workshops and training sessions. She has also worked extensively as a translator for the Department of Education and as a Content Advisory Committee member for the New York State Teacher Certification examinations.
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