

2021 ANNUAL REPORT TO THE NABE MEMBERSHIP

50th Year Golden Anniversary Conference

Houston, TX – April 27-29, 2021

The NABE Executive Board and staff are very pleased to provide a summary update of the condition of NABE to our membership and affiliates. The full report is not meant to be inclusive of all the various accomplishments and initiatives that are in process or being planned, but as a general summary of our on-going efforts. The report will be posted on the NABE website after the conference for further review.

NABE Financial Condition:

1. Maintained fiscal solvency and accountability – Combined available funds on hand for the period ending on April 30, 2021 is \$944,413 – does not include pending outstanding expenses and revenues from the conference.
2. NABE is debt free and operates on a cash-basis– But like many education non-profit organizations, has qualified for an Economic Disaster Loan due to the COVID- 19 Pandemic and will likely be pursued as the funds are already approved by Congress and are available on a 30-yr loan basis at a very low interest rate and will likely be forgiven over time.
3. NABE values the health and safety of its members and is following all of the CDC guidelines and safety protocol and is one of the only National & international Conferences to offer a Hybrid Program Format (Virtual and In-person) for 2021 due to the COVID – 19 Pandemic.
4. The anticipated costs for this 50th year Anniversary Conference in a Hybrid format will be significantly above the average, due to the use of required differentiated virtual platforms and technical support from both local and international providers.
5. Expected attendance will include approximately 3,000 virtual presenters and participants and 600 in-person attendees at the Houston Convention Center-Hilton Hotel of the Americas.
6. NABE has applied for two NPD and NAM Grants with support from some of its affiliates and partners.
7. NABE has relocated its DC area office from Silver Springs to downtown DC at 1775 I Street NW, Ste. 1150, Washington, DC 20006.

NABE Virtual Program Initiatives: (on the nabe.org website)

1. NABE launched a new Virtual Learning Portal during 2020 of the Covid – 19 Pandemic year with Voices from the Field, Slow Institutes, and Authors Corner. NABE Digital Badges in Dual Language offering a variety of the latest trends in professional development experiences for Dual Language, Bilingual Education and ESOL.
2. NABE developed a robust social media presence and Marketing identity and has generated strong following on all of the social media platforms (Twitter, LinkedIn, Facebook, Instagram, Multibrief) with daily and weekly postings promoting Dual Language Learning Resources for Teachers, Parents and Students to share resources and ask questions regarding Covid -19 and distant learning.
3. Created a New Robust Website for consistency with current trends and relevancy.
4. Created a New Personalized Marketing and Branding Program.
5. Created Voices from the Field webinar series with over 1,200 viewers and participants via Zoom and Facebook live. The webinar was a free virtual event for attendees to listen to a panel of experts discuss topics regarding Access, Equity, Learning Opportunities, Technology, and Distance Learning including Bilingual Education Students Organization (BESO) for grow your own bilingual teachers, teachers' assistants, students, parents and administrators. Topics included The Science of Teaching Remotely, BESO: Future Bilingual Teachers as Advocates and Leaders, Future of Teachers: Blending ONLINE and ONSITE Instruction, Cinema Without Borders: Approaching Latin American and Latino Experiences through the Art of Film, Racism and the Fight for Equity in Education.
6. NABE Digital Badges in partnership with UFT and PTU of Rhode Island hosted Microcredential Virtual Learning, Learning Portal for Teachers.
7. NABE currently has 5 Digital Badges: 1) The Three Core Goals of Dual Language Programs; 2) Program Design: Ensuring Fidelity to the Program; 3) Instruction in a Two-Way Immersion Program.
4) The Goal of Biliteracy; 5) Working and Living in Anti-Biased, Anti-Racist Life.

NABE Ongoing Signature Initiatives:

1. NABE, in partnership with the Santa Clara County Office of Education, city, county, state and national policy makers, launched a robust Virtual Program to recognize April as the National Bilingual/Multicultural Month.
2. Celebrated and supported the My Name, My Identity Campaign to strengthen multilingualism, multiculturalism and heritage history and language.
3. Board updated and approved the revision of the NABE Bylaws – Membership will approve at the scheduled Affiliate meeting at the 50th Conference.
4. Board approved the name change, revision, and leadership of NABE Perspectives magazine to NABE Global Perspectives, focusing on transborder education and mobility with an online platform for scholarly submission being implemented for publication bi-annually.
5. Re-organized and expanded the leadership of NABE Bilingual Journal of Research and Practice to include 3 new lead Co-Editors (Josefina Villamil Tinajero, Virginia Vinuesa, Margarita Machado-Casas) and 2 Associated Editors (Maria Coady, Katherine Espinoza)
6. Continue implementation of the NABE 3-YEAR Strategic Plan “Rise Up” over time and to increase the International Affiliates by at least 3 new affiliates each year.
7. Continue to work with and to help strengthen both domestic and international affiliates and to explore a range of new Conference, Dual Language Institutes and Digital Badge offerings via involvement and support from/with affiliates.

Legislative and Advocacy Efforts: via Dr. Bill Rivers (Legislative and Education Policy Consultant for NABE)

1. NABE is continuing to engage and expand its collaboration, joint programming, presence and partnership with its principal sponsors and exhibitors, such as the American Federation of Teachers (AFT), California Association for Bilingual Education (CABE), Californians Together, Illinois Association for Bilingual Education (IABE), Texas Association for Bilingual Education (TABE), IB España, New York Association for Bilingual Education (NYSABE), Hispanic Education Coalition (HEC), the National English Learners Roundtable (NELRT), National Association of English Learner Program Administrators (NAELPA), Center for Applied Linguistics (CAL), Intercultural Development Research Association (IDRA), Lawyers for Good Government, National

Council of Asian Pacific Americans (NCAPA), Southeast Asia Resource Action Center (SEARAC), Unidos US, Joint National Council on Languages (JNCL-NCLIS), and others to develop a Policy, White Papers on Priorities and Recommendations for English Learners, that was also submitted to President Biden and Secretary of Education Miguel Cardona.

2. NABE participated with quarterly coalition partners meeting with the Hispanic Education Coalition (HEC) to formulate recommendations to the US Congress on Education Funding Priorities for Title I & III and support for Student Loan remedies, HACU and Historical Black College Funding.
3. Quarterly Meetings with the US Department of Education (OELA) with the National English Learners Round Table (NELRT)
4. Participated on National Education panels and Congressional hearings via Zoom.
5. Participated with staff of Members of Congress to discuss, support and advocate for several initiatives, including extending the US Census dates for accuracy and inclusion of disadvantaged communities. Support for DACA, Dreamers and (Urgent) Immigration Reform.
6. Supported and advocated for Elementary and Secondary Schools Emergency Relief Funds with specific recommendations to increase funding for Multilingual and Dual Language Learners, particularly in the areas of technology, school lunch programs, and parental support.

To date, a total of \$189.2b has been appropriated for Elementary and Secondary Schools Relief (ESSER). The National Association of English Learner Program Administrators (NAELPA), has developed a [reference guide](#) to this funding and how it is to be used to support English Learners. In short, \$13.5 billion is available until September 30, 2022; \$54.3b until September 30, 2023, and \$122.b until September 30, 2024. Funds are allocated based on the Title I funding formulae and are distributed by the Department of Education to the State Educational Agencies. SEAs then disburse the funding to the Local Educational Agencies in their respective states. The funding can be used for a wide variety of purposes, as they are not restricted to Title I purposes. English Learners are mentioned specifically in each of the three relief bills that established ESSER; however, SEAs and LEAs have tremendous latitude on how the relief funds can be spent. It is vital that district Title III directors work with their leadership to request funds. The NAELPA document has been shared with NABE.

The CARES Act (Coronavirus Aid, Relief, and Economic Security) was signed into law on March 27, 2020. It included \$13.5 billion for education in ESSER I funds (Elementary and Secondary School Emergency Relief). The period of availability of ESSER I funding extends until September 30, 2022. The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) was signed into law on December 27, 2020. It included \$54.3 billion for education in ESSER II. The period of availability of ESSER II funding extends until September 30, 2023. The American Rescue Plan (ARP) Act was signed into law on March 11, 2021. It included over \$122 billion for education in ESSER III funds. The period of availability of ESSER III funding extends until September 30, 2024.

7. The President's Budget Request

On April 9, 2021, President Biden released his [initial budget request](#) for FY2022. As is typical for the first request in a new administration, it is “skinny,” that is, it generally provides only top-line numbers for the discretionary spending accounts, along with key priorities in those accounts. With respect to education, the President's 2022 discretionary request includes \$102.8 billion for the Department of Education, a \$29.8b, 41% increase over the 2021 enacted level. Highlighted priorities include a requested increase to Title I of \$20b, from \$16.5b to \$36.5b; increased Civil Rights enforcement, and an additional \$3b for Pell Grants. However, no additional funding is requested for Title III of ESSA, and no mention is made of Title VI of ESSA (which provides funding for Native American, Alaska Native, and Hawai'iian K-12 education). An additional \$600m is requested for HBCUs, Tribal Colleges and Universities, and Minority Serving Institutions.

8. Testing Waivers

The US Department of Education has reiterated its unwillingness to grant blanket waivers for standardized testing, while allowing significant [flexibility](#). This guidance, from February 22, covers all standardized testing; more detailed guidance for English Proficiency testing can be found [here](#).

9. Legislation

The 117th Congress has seen two bills introduced to improve support for English Learners and teachers of English Learners:

The Teacher Diversity and Retention Act, [H.R. 1197](#), sponsored by Rep. Ruben Gallego (D-AZ-7). This bill would establish the “Honorable Augustus E. Hawkins Centers of Excellence,” a grant program to establish centers at Institutions of Higher Education to recruit, train, and retain a diverse teacher corps. It would also establish a grant program to improve the preparation of general education teacher candidates to teach individuals with disabilities.

The Biliteracy Education Seal and Teaching Act ([H.R. 1731](#), introduced by Rep. Julia Brownley, D-CA-26; and [S.680](#), introduced by Sen. Brian Schatz, D-HI), would create a grant program in the US Department of Education to support SEAs in developing, improving, and implementing the Seal of Biliteracy, to include support for testing for the Seal in high-need districts and for including English Learners and former English Learners in the Seal.

Several additional bills are expected in the 117th Congress, to support teacher education, family outreach to LEP parents, and Dual Language Immersion grants.

Respectfully Submitted

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