2016-2017

HANDBOOK FOR

SPECIAL INTEREST GROUPS (SIGS)
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THE MISSION OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION (NABE)

NABE’s Mission is to advocate for educational equity and excellence for bilingual/multilingual students in a global society.

NABE is a tax-exempt 501 (c) (3) of the Internal Revenue Code non-profit national organization founded in 1972 to advocate for bilingual education and the education of students in grades EC-12 whose dominant language is other than English also called English learners (ELs).

PURPOSES OF NABE

NABE’s educational purposes relate primarily to bilingual education and include:

1) Recognize, promote and publicize language and academic programs of excellence;

2) Promote efforts to assure equal educational opportunity;

3) Promote the provision of linguistically and culturally appropriate education services to children, youth, and adults;

4) Promote public understanding and appreciation of the linguistic and cultural needs of language-minority children, youth, and adults;

5) Promote the development of standards of professional excellence;

6) Conduct educational workshops and conferences;

7) Encourage research and publications;

8) Promote the inclusion of language-minority students in culturally and linguistically relevant assessment systems which, to the extent practicable, assess students in a language and form most likely to yield accurate and reliable information; and

9) Serve as an advocate for language-minority children and families.

The purposes are carried out through professional development, sharing best practices and materials, sharing cutting edge research, developing and recommending policy, advocating legislatively at the national level, supporting the affiliates and special interest groups, and collaborating with other organizations to support the education of students whose dominant language is other than English (ELs). All these activities ensure equitable and equal educational opportunities for these children and youth.
As a tireless advocacy organization since 1976, NABE has worked very hard over the years to influence and create policies, programs, research, pedagogy and professional development to improve the education of ELs. NABE has relied on its affiliates, membership, and board members to provide a vision for the country in regards to the education of ELs. Primarily, NABE has been promoting the use of the native language, most commonly Spanish and English, for classroom instruction and in everyday life. However, ELs represent over 100 languages and although less common, bilingual programs are also available in German/English, French/English, Chinese/English, Vietnamese/English, Navaho/English, Apache/English, etc. across the U.S. Internationally the languages are usually indigenous and the majority language such as: Quechua/Spanish, Garifuna/Spanish, Nahuatl/Spanish, etc. NABE has helped develop intercultural understanding and it has demonstrated that educators can learn to effectively cross cultural and linguistic borders.

**SOME OF NABE’S ACCOMPLISHMENTS THROUGHOUT THE YEARS**

**1994 – 2002 Title VII Bilingual Education Act**
NABE was instrumental in encouraging the passing by the U.S. Congress of the Title VII Bilingual Education Act. It was reauthorized every four years as an amendment to the Improving America’s School Act of the Elementary and Secondary Education Act (ESEA). Funding was available to school districts and universities in the form of competitive grants to develop exemplary bilingual and foreign language programs and to prepare teachers.

**2003-2011 – No Child Left Behind Act of the ESEA**
The NCLB Act passed but the Title VII Bilingual Education Act was replaced with the Title III English Language Acquisition Act. Most of the funding became formula grants to states based on the number of students whose dominant language is other than English. NABE worked hard to make sure that states could still use the funding for bilingual programs but English programs became for predominant. NABE continued to advocate for bilingual education through announcements, press releases, its website, its national conferences, meetings, coalitions, support to states, technical assistance, etc. in spite of an environment of anti-bilingual education.

**2012-2015 – Advocacy with HEC and NHL Organizations – HR 5 All Students Success Act of the ESEA**
NABE has been an active member of the Hispanic Education Council (HEC) which unites 14 organizations dedicated to improving educational opportunities and outcomes for the more than 54 million Latinos living in the United States and Puerto Rico. Also, it has been an active member of the National Hispanic Leadership (NHL) which is a coalition of 39 national Latino nonpartisan civil rights and advocacy organizations. NABE and both coalitions worked tirelessly to make sure that emerging bilinguals were well represented in the newly passed congressional bill H.R. 5, the All Students Success Act.

**2012 to 2015 – The Seal of Biliteracy**
This initiative was conceptualized by Californian Together and it was launched in California in 2012. The initiative consists of an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students in the form of a seal. Dr. Yee Wan quickly promoted the initiative at the 2012 NABE conference in Dallas. Since then New York, Texas,
Illinois, New Mexico and altogether nine states have the Seal of Biliteracy. In 2015, The American Council on the Teaching of Foreign Languages, the National Association for Bilingual Education, the National Council of State Supervisors for Languages, and TESOL International Association, drafted recommendations for its implementation. By 2016 there were 29 states that had passed legislation to implement the Seal of Biliteracy.

2013 NABE’s Repository at the University of Texas at San Antonio (UTSA)
This year NABE’s historical records were mailed to UTSA to be organized, digitalized, and made available to the general public as part of their special collections. The records are available at: http://www.lib.utexas.edu/taro/utsa/00329/utsa-00329.html. Specific information can be requested and copies will be emailed to inquirers.

2015 – NABE’s Office Move and Dual Language Symposium
a. NABE moved its offices to Ana G. Méndez University, a bilingual university located in Wheaton, MD. This is a strong collaboration between both entities.

b. In July, the first Dual Language Symposium was offered to 40 participants from across the U.S. in San Juan, Puerto Rico at the facilities of Ana G. Mendez University.

2016 – Major Activities
My Name, My Identity Campaign
a. In partnership with the Santa Clara County Office of Education, NABE initiated a national platform for the My Name, My Identity Campaign, and encouraged all its affiliates to join in this compelling effort. The My Name, My Identity Campaign is an opportunity to build a respectful culture in our schools and communities that values diversity and promotes global awareness. It encourages individuals to make pledges to pronounce students’ names correctly and to learn the stories behind their names. Pronouncing students’ names correctly helps foster students’ self-confidence and their own sense of identity. This historic initiative received strong support from McGraw-Hill Education. The Coca-Cola Company issued a confirmed sponsorship for the 2017 NABE Global Ambassador Scholarship in Dallas, Texas. This initiative received commendations from California Assembly Member Kansen Chu, California Senators Jim Beall and Ricardo Lara, and Congressman Mike Honda.

b. NABE Trailblazers and Past Presidents
NABE implemented its 45th annual conference in Chicago where many of the past presidents and trailblazers were recognized during the Awards Luncheon on March 3rd. Trailblazers Maria Medina Seidner and Macario Saldate were in attendance. President Yee Wan invited them to help form the Past presidents’ Advisory Council. This group met on March 5th to plan support for NABE.
c. **International NABE Affiliates**

For the first time in the history of NABE and thanks to the efforts of President Yee Wan, the Country of China became the first international affiliate of NABE in the spring 2016. On September of this same year, Spain was approved by the board as its second international affiliate in September 2016.

d. **Every Student Can Succeed Act**

NABE was very involved in the process of the passing of the Elementary and Secondary Education law (ESEA) Every Student Can Succeed Act. It worked closely with the Hispanic Education Coalition to send joint letters for or against parts of the bill. In general, Title III funding for English language learner education was preserved. However, some drastic accountability measures that will impact our students were passed.

e. **Congressional Resolution**

Thanks to the great work of President Yee Wan, on April 18, 2016 California Congressman Michael Honda passed House Resolution 690 recognizing and celebrating April as the “National Bilingual/Multilingual Learner Advocacy Month.” This legacy is for many years to come so that our students can be recognized and acknowledged every year in all schools.
The few examples above exemplify the efforts that NABE has carried out for the past 45 years. Credit is given to many constituents, board members, and to the executive directors from those years: Jim Lyons, Delia Pompa, James Crawford, and Santiago Wood.
NABE’s SPECIAL INTEREST GROUPS (SIGs)

What are SIGs?
SIGs are Special Interest Groups within NABE that inform the NABE Executive Board through the Vice-President (VP) about current policies, practice, and research related to their special interest. This may include trends, advances, challenges, and gaps.

How are new SIGs established?
In order to establish a new SIG, the following must be met by the interested persons:

1. Send a letter to the NABE Executive Board via the VP explaining the rationale for establishing the SIG, its proposed goals, how it is different and non-duplicative from other SIGs, and its expected impact in the professional field. It is in the interest of the NABE board to have strong SIGs and attention will be given to non-duplicated SIGs.
2. The letter must be signed by at least 15 current members of NABE.
3. The NABE Executive Board will take action on the request to establish the new SIG at the first duly called Executive Board meeting.
4. Once the SIG is approved it can plan an institute or seminar, and a business meeting at the next NABE annual conference.

How are SIGs governed?
Each SIG has a chair and one or two co-chairs. These persons are elected by plurality of votes preferably at the SIG business meetings during NABE’s annual conferences. It is strongly recommended that the leadership changes at least every three years to bring new leadership and create a legacy. Priority can be given to recruiting emerging leaders in the SIG’s interest area. The names, addresses, emails, and telephone numbers of the chairs and co-chairs must be submitted to the NABE Vice-President within fifteen days after the conference using the SIG’s Annual Filing Form. The NABE VP is the person assigned to work closely with the SIGs and to share information about the SIGs with the rest of the Board.

What are NABE’s Responsibilities toward the SIGs?
1. Provide a room at the annual conference for the SIGs business meetings, institutes, seminars, and/or presentations.
2. Include the SIGs schedule of activities in the annual conference program.
3. Organize a SIGs’ meeting at the annual conferences to report activities to the NABE board via the NABE VP.
4. Publish the SIGs contact information in the NABE website.
5. Publish SIGs announcements or any other information of interest to the membership in NABEs’ Perspectives Magazine.
6. Assist SIGs with the advertisement of their activities via NABE’s Weekly E-News.
7. When possible assist SIGs financially to pay for presenter fees.

What are the SIGs Responsibilities toward NABE?
The chairs and co-chairs are expected to attend the SIG meeting at the annual conferences to provide a verbal report about their SIG Institute and any other activities.

1. Make sure that the chairs and co-chairs are active members of NABE.
2. Organize an institute, seminar or academic presentations to be implemented at the NABE conference.
3. Submit an agenda with presentation titles and descriptions for the annual conference agenda.
4. Hold a SIG Business Meeting during the annual conference to elect leaders and/or to establish yearly goals and activities.
5. As much as possible, secure sponsors to pay for speaker fees and meals if applicable.
6. Inform the Executive Board via the VP about current trends in policy, practice, and research of their special interest area during the SIG meeting at the annual conference.
7. Submit announcements and information as needed for publication in the NABE’s Perspectives magazine.
8. Submit to the VP the updated chair and co-chairs’ contact information.
9. Promote the NABE annual conferences.

When does a SIG become inactive?
NABE considers a SIG inactive when it has not submitted to the NABE office the New and Existing SIGs’ Annual Filing Form after the annual conference or if it has not organized an institute or a professional development event at the NABE conference for two years in a row. In this case the NABE board will appoint new leadership to reactivate the SIG or the SIG will be automatically dissolved.

Which are the Current Special Interest Groups?
Asian/Pacific Islanders
Bilingual Education Student Organization
Critical Pedagogy
Dual Language Immersion
Dual Language in Higher Education
Early Childhood Education
Elementary Education
ELL Secondary Education
EL Newcomers/Refugee
ESL and Bilingual Education
Gifted and Talented Bilingual Education
Indigenous Bilingual Education
Instructional Technology
Parent and Community Engagement
Policy Makers
Research and Evaluation
Seal of Biliteracy
Special Education
STEM+ Dual Language Learners
World Languages and Cultures
NEW AND EXISTING SIGs’ ANNUAL FILING FORM
(Due 15 days after NABE’s Annual Conference)

YEAR: 20_____ TO 20_____

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<th>Special Interest Group: ________________________________</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Chair</td>
</tr>
<tr>
<td>Co-chair 1</td>
</tr>
<tr>
<td>Co-chair 2</td>
</tr>
<tr>
<td>Con-chair 3 (If applicable)</td>
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Please send this completed form to the NABE Office

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