

Office of Bilingual Education and World Languages

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April 2022 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

Our cultural institutions host collections of work that allow us to view our world through the lens of others. Art histories give us an opportunity to understand the past; paintings or photographs allow us to create our own stories, and poetry communicates to the world feelings and thoughts that we otherwise would have been unable to speak. Art in every form can bring about beauty in the eyes of each individual beholder. The month of April is recognized as National Poetry Month. Poetry has the ability to let us know that life is a process. Regardless of our backgrounds, race, color, and beliefs, poetry allows for discovery and celebrates creativity.

The children we serve are a beautiful reminder that everyone has a story of their own journey, and when encouraged to tap into our creativity we become a richer society as we try to connect, understand, and respect our differences. Ghanaian writer Ama Ata Aidoo, Dominican poet Salome Urena, and Puerto Rican poet Miguel Algarin are a few writers who have captured and influenced our world through their artistic and poetic gifts.

As educators and advocates for children, the need to support culturally and linguistically diverse learning opportunities continues to be of great value. We must ensure that our children can see themselves in the works they study; we must validate their understanding and help them deal with the complexities of the world; and we must help them to find what is good and possible in their future. The richness of culturally and linguistically diverse learning gives us a vehicle to reimagine education by encouraging student to hold open

discussions among peers, to analyze the perspectives of others, and to seek solutions to issues that affect their current reality. These powerful engaging and relevant opportunities are enhanced by art and poetry. We celebrate our community for their bravery in following their hearts and the fearless educators who become part of each story.

I leave you with an excerpt of “I, Too, Sing America” by Julia Alvarez”:

*Ya llegó el momento,
our moment
under the sun —
ese sol that shines
on everyone.*

*So, hit it maestro!
give us that Latin beat,
¡Uno-dos-tres!
One-two-three!*

*Ay sí,
(y bilingually):
Yo también soy América
I, too, am America.*

In unity,

Elisa Alvarez

New Paltz Scholar Earns the New York State Seal of Biliteracy in Three Languages

Hello! *Hola! Hallå!* These are greetings you might hear from soon-to-be graduate of New Paltz high school, Elise Gingold. This 17 year-old senior is completing the New York State Seal of Biliteracy (NYSSB) in English, Spanish, and Swedish. The NYSSB is an award given to high school seniors who can demonstrate a high level of proficiency in English and one or more other world languages. Last year, 5,492 students earned this distinction in English and one other world language, but less than 200 students statewide have earned the NYSSB in English and two other world languages since the program was first offered in New York in 2015-16. In addition, Elise is the first student ever in our state to have earned the NYSSB in Swedish! *Grattis!*

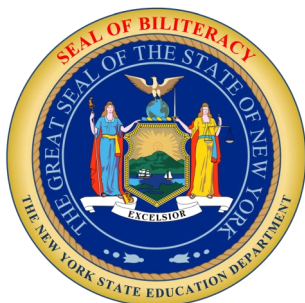
Elise grew up speaking both English and Swedish, thanks to her mom, an immigrant from Sweden, who insisted that her daughter learn both the language and culture of her heritage. "Growing up and attending school in the United States, I did not speak much Swedish with my mom, but she has always and continues to speak Swedish to me, so I always think it's funny when she speaks English to me", says Elise. She went on to explain the importance that knowledge of multiple language has for her, providing young people with a global perspective, which is so critical in today's world. Elise hopes to continue improving her communication skills in both Spanish and Swedish, as well as to learn more languages in the future. While still undecided as to her future career aspirations, she anticipates majoring in anthropology and minoring in political science at college. Elise is off to a great start and we wish her much success and happiness as she continues her educational journey! Her Spanish teacher, Rod Castro, adds "Elise represents a New Paltz community hungry for learning not only to make herself a better citizen, but to also help those around her. Our school district has, for many years, supported and valued learning other languages. We continue to work in developing better relationships with the rest of the world by learning each other's cultures."



*Elise Gingold, Class of 2022 NYSSB
Candidate from New Paltz High School*

New Paltz High School has offered the NYSSB for six consecutive years (since the very first year the NYSSB was available to all NYS public schools in 2016-17). Only 49 other schools (out of more than 1,300) can say the same! Alexandra McKinnon, recent Coordinator of Student Support Services at New Paltz high school and now Supervisor of Strategic Partnerships at Ulster BOCES, shared that "the Seal of Biliteracy is a valuable tool that motivates students to see a world of possibility beyond high school. Elise has demonstrated extraordinary skills here and we are so proud of her efforts! We know Elise will be successful in any field she continues with post high school."

For more information on how to start a New York State Seal of Biliteracy program at your school, please visit our [website](#) or contact us at nyssb@nysed.gov.



World Language Teachers—Design Your Summer Professional Learning Plan!

Did you know that the Office of Bilingual Education and World Languages (OBEWL) has 17 recorded webinars ready for world language teachers to access on our website whenever it is convenient for them? The webinars are generally one hour in length and are all designed to help educators transition to the revised NYS Learning Standards for World Languages, which were adopted by the NYS Board of Regents in March of 2021. Educators can earn CTLE credit by watching a webinar and taking a multiple-choice online post assessment and earning a score of at least 7 out of 10. There are even multiple versions of these post assessments if additional attempts are needed.

OBEWL encourages teachers and administrators overseeing world language departments to consider reviewing the various workshops available and putting together a professional learning plan for the summer.

2022 Professional Learning Series

- [Curating Authentic Resources for the World Language Classroom](#) by Leslie Grahn
- [Embedding Authentic Resources into Lesson Plans](#) by Leslie Grahn
- [From Skills to Modes - Standard 1: Interpretive Communication](#) by Dr. Joanne O'Toole
- [From Skills to Modes - Standard 2: Interpersonal Communication](#) by Bill Heller
- [From Skills to Modes - Standard 3: Presentational Communication](#) by Dr. Lori Langer de Ramirez
- [From Skills to Modes - Part 4 - Planning for Learning: Integrating the Modes of Communication](#) by Laura Terrill
- [From Facts to Functions - The Cultures Standards](#) by Dr. Lori Langer de Ramirez and Dr. Joanne O'Toole
- [Understanding Checkpoint Proficiency Targets](#) by Bill Heller & Dr. Joanne O'Toole
- [Understanding Performance Indicators & Can-Do Statements](#) by Bill Heller & Dr. Joanne O'Toole
- [Understanding NYS World Language Themes & Topics](#) by Bill Heller, Dr. Lori Langer de Ramirez, and Dr. Joanne O'Toole
- [Understanding Unit Planning with the Revised NYS World Language Standards - Part 1](#) by Bill Heller, Dr. Lori Langer de Ramirez, and Dr. Joanne O'Toole
- [Understanding Unit Planning with the Revised NYS World Language Standards Part 2 - Checkpoint A](#) by Rebecca Blouwolff
- [Understanding Unit Planning with the Revised NYS World Language Standards Part 3 - Checkpoint B](#) by Lisa Shepard (November 30, 2021) - (Post assessments for this workshop are pending.)
- [Understanding Unit Planning with the Revised NYS World Language Standards Part 4 - Checkpoint C](#) by Regina O'Neal
- [Understanding Vocabulary Development in Standards-Based Teaching](#) by Dr. Joanne O'Toole, Dr. Lori Langer de Ramirez, and Bill Heller
- [Understanding the Role of Grammar in Proficiency Development Parts 1 and 2](#), by Dr. Joanne O'Toole, Dr. Lori Langer de Ramirez, and Bill Heller
- [Understanding Standards-Based Lesson Planning](#), by Dr. Joanne O'Toole, Bill Heller, and Dr. Lori Langer de Ramirez

Live Webinar: [Preparing for Standards-Based Curriculum Planning \(May 19, 2022\)](#)

Workshop description: Vertical and horizontal curriculum alignment is critical to helping learners make continuous growth in proficiency. Intentional sequencing of rich thematic units creates learning experiences that are relevant to learners' interests and appropriate to checkpoint proficiency targets. Vertical articulation spirals proficiency development and recycles and reinforces high-frequency vocabulary and grammatical structures. In this session, participants will examine templates to help analyze and sequence thematic units across the checkpoints. Presenters will also demonstrate tools that can be used to assess how well the curriculum addresses the revised NYS Learning Standards for World Languages, their embedded language functions, and NYS World Language themes and topics. Register [here!](#)



Summer 2022 Collaborative Unit Design Workshops for Checkpoint A

In an effort to assure that as many educators as possible are prepared to revise their Checkpoint A curricula prior to implementation of the revised NYS Learning Standards for World Languages in September of 2023, OBEWL will host collaborative unit design workshops in the summer of 2022 in eight regions of New York (Capital District, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Southern Tier, and Western regions). Teachers can attend one or both days to work collaboratively with others who teach the same language to develop sample Checkpoint A unit plans aligned to the revised standards. The events will run from 9:00 a.m. to 2:00 p.m. on each day with a one-hour break for lunch (not provided). A total of four (4) hours of CTLE credit will be awarded for each day attended. To participate, educators must register in advance using the following [online form](#). Registrations will be accepted on a first-come, first-served basis until the venue capacity has been reached.

Region	Dates	Location
Capital District	Wednesday, June 29th Thursday, July 28th	Questar III BOCES 10 Empire State Blvd., Castleton-On-Hudson, NY 12033
Hudson Valley	Thursday, June 30th Wednesday, July 27th	SUNY New Paltz 1 Hawk Dr., New Paltz, NY 12561
Mid-State	Monday, June 27th Tuesday, July 12th	OCM BOCES 110 Elwood Davis Rd., Liverpool, NY 13088
Mid-West	Monday, July 11th Tuesday, July 19th	Monroe 2-Orleans BOCES 3599 Big Ridge Rd., Spencerport, NY 14559
Long Island	Thursday, July 14th Thursday, July 21st	Western Suffolk BOCES 31 Lee Avenue, Wheatley Heights, NY 11798
New York City	Friday, July 1st Wednesday, July 20th	Long Island City HS, 14-30 Broadway, Queens, NY 11106 Brooklyn Technical HS, 29 Fort Greene Place, Brook- lyn, NY 11217
Southern Tier	Wednesday, July 13th Monday, July 25th	BT BOCES, Johnson City Learning Center 500 Main St, Johnson City, NY 13790
West	Monday, July 18th Tuesday, July 26th	Erie 1 BOCES 355 Harlem Rd., West Seneca, NY 14224

Family Engagement in the Hudson Valley

This is the fourth in a series of articles about family engagement activities being conducted throughout New York State by our Regional Bilingual Education Resource Networks (RBERNs). Please check back again next month for more.

The Success of Our Students

On January 27, 2022 the Hudson Valley RBERN facilitated a workshop in Spanish for the families of Nanuet Union Free School District. The workshop was entitled “El Éxito de Nuestros Estudiantes/The Success of Our Students.” The objective of the workshop was to provide and support Spanish speaking families with technological resources and strategies that they can use at home to support their students academically.

During the workshop, we highlighted developing a strong collaboration with their child's teachers, supporting their child's academic efforts, getting involved in their child's school activities, staying informed and supporting their child, and encouraging their child's learning at home. Participants included thirty one parents with children in multiple grades, eight staff members (including two social workers), and two administrators. A [link to the presentation](#) is provided here.

Manhattanville’s Changing Suburbs Institute (CSI) - “Forward Together: Continuing Our Progress”

For over five years, the Hudson Valley RBERN has collaborated with Manhattanville College’s Changing Suburbs Institutes (CSI) to help families of culturally and linguistically diverse students become more involved in their children’s academic career by providing Spanish-speaking families with resources to better understand the U.S. educational system.

Through partnerships with seventeen schools in eight local school districts, Manhattanville’s Changing Suburbs Institute is preparing teacher candidates, providing faculty development, and giving students the best chance to succeed by helping their parents to become better advocates for their children’s education.

Every year the Hudson Valley RBERN collaborates and supports the Manhattanville CSI’s Hispanic Parent Leadership Institute. This event is a biannual parent conferences for Spanish-speaking families, focused on providing families with knowledge and resources to better support their students.

On April 5th 2022, the Hudson Valley RBERN supported the Manhattanville College, Changing Suburbs Institute’s Virtual Parent Conference, “Forward Together: Continuing our Progress with a focus on Special Education.” The conference focused on the special education process and terms, working with parents to change the perception of being classified and supporting their child through the journey.





Training for Home Language Screening for Incoming SIFE Students

We have exciting changes coming to the MLS!

We will host **two virtual MLS training sessions**. These training sessions are for new users and current users who want to learn about our May 2022 updates.

When?

May 23 from 2:30-4:00 PM

&

June 9 from 10:00-11:30 AM

Join Us!

Please fill out the Google Form below to register. Registration is required to receive the Zoom link.

<https://forms.gle/sW1WGEVAH5MvNv8w8>

What is the MLS?

The MLS is a home language assessment tool for SIFE identification. It is a computerized semi-adaptive test available in 16 languages. The students hear audio instructions in their home language then answer multiple choice questions. All of the written materials and content are in the home language. Access the MLS at mls.slalab.org.

What are the May 2022 Changes?

NEW

Scheduled to go live on May 16, 2022, we have updated our Reading Comprehension test in Spanish and our Math tests in 5 languages.

These updates will increase the range of possible grade placements (to K-9 for reading comprehension and 1-9 for math), provide more specific information about student performance as measured by NGLS standard in the PDF reports, and shorten average testing time.

Contact us at mls.email.server@gmail.com with any questions about the training or the Multilingual Literacy SIFE Screener (MLS).

Count Me In!

By: Connie Mejia, Principal PS/IS 18

I've been around for a while. I sit quietly, legs crossed, braids tight
but the colors are racing through my mind.

My colors are LOUD! PROUD!

The blinding red, white and green say MEXICO!

My neighbor's Blue, Red and White may scream QUISQUEYA! BORIQUA OR CUBANA
but all beautiful just the same.

I open the book. Black and white but don't see my colors!

Faces smile at me as I turn the pages

but don't see braids, bounce, curls, amber cheeks or cinnamon hands.

Count me in !

I'm here!

Don't put aside Plena, Bomba, Merengue, Cumbia, Salsa, Kalamatianos, Ardah and Kabuki...

Those are the heartbeats of my friends.

I need books with the colored bounded spine...

I am not an after thought! Should never be!

Shiny crayons, shiny desks without camouflaged scrapes, scratches and cracks
and the shiny violins...

Count me in!

So give me Sharon Flake, Jennifer De Leon and Alma Flor Ada to start.

My colors matter.

I've been around for a while!

I sit quietly with my legs crossed.

Braids tight

Colors racing through my head

My Colors ...

Make them count!



Clinically Rich-Intensive Teacher Institutes

OBEWL sponsors 16 Clinically Rich-Intensive Teacher Institutes (CR-ITIs) at colleges and universities throughout New York State. Each CR-ITI program enrolls up to 20 students per year. Participants in the CR-ITI programs receive subsidized tuition for the 2-year programs that provide the instruction necessary for English to Speakers of Other Languages (ESOL) certification and/or Bilingual Education (BE) extension. The CR-ITI program's main initiative is to provide English Language Learners and Multilingual Learners with highly qualified and certified teachers.

Below is information about the online CR-ITI program that is provided through Lehman College. As this is an online program, it is available to all NYS public school teachers, regardless of district. Interested candidates are encouraged to contact the program directly at the information provided.



LEHMAN
COLLEGE



Looking for financial support for a Bilingual Extension?

We invite you to:

Clinically Rich Bilingual Extension Certificate Grant Program

Deadline: May 15

- 11 Months (July 2022-May 2023)
- All-Online (no class on campus)
- Grant Funded (substantially reduced tuition)
- Open to certified teachers B-12 (except ESOL /WL)

CONTACT US TODAY! Sign up for more information
here: <https://forms.gle/kWNUTcEaTh5ezCZf8>



New Resources from Our Partners

The Office of Bilingual Education and World Languages (OBEWL) engages some of the nation’s top scholars in multilingual education to provide resources that support New York State’s educators in delivery of English Language Learner (ELL) services. Following are updates on some of this OBEWL-sponsored work.

Initiative for Multilingualism in Early Childhood (IMEC)

The Lehman College Initiative for Multilingualism in Early Childhood (IMEC) focuses on issues relating to the early care, education, and programming for bilingual/multilingual children before Kindergarten. Led by principal investigator Zoila Morrell, Ph.D., IMEC identifies four targeted practices to inform instruction and programming for bilingual/multilingual children:

1. **Frame children’s bilingualism as positive and desirable.** Early childhood professionals protect the cognitive advantages and other benefits associated with bilingualism/multilingualism when they support the development of children’s home languages along with English.
2. **Integrate the home language in instruction and programming.** IMEC supports early childhood professionals in designing and implementing strategies to integrate children’s home languages in the everyday activities of instruction and programming in the early childhood setting.
3. **Implement “language-rich, experience driven, play-based” instruction.** Promoting English proficiency can consume the instructional goals and activities offered to young bilingual/multilingual students in ways that can limit their experiences with multimodal learning. Instruction informed by knowledge of how young bilingual/multilingual students learn and its relationship to language development protects age-appropriate approaches geared for the child learning English in the early childhood setting.
4. **Re-imagine family involvement.** Early Childhood care and education has always emphasized the importance of strong connections with families. In order to integrate children’s home languages in instruction and programming, Early Childhood professionals must partner with families in ways that engage family members as language experts on behalf of their children.



IMEC has recently launched two new resources. The first four episodes of the [Bilingual Beginnings Podcast](#) for early childhood professionals supporting emergent multilingual learners are now available. Additionally IMEC has released a set of [Topic Briefs](#) supporting the targeted practices listed above.

Co-Teaching in Integrated English as a New Language (ENL)

As shared earlier, OBEWL and the New York State Language RBERN have engaged Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D. of the Molloy College School of Education and Human Services to develop a series of topic briefs to support the implementation of the Integrated ENL component of Commissioner’s Regulations Part 154. These topic briefs identify the basis for the practice of co-teaching for the ELL population as well as the specifics for implementation of the program. School and district administrators, coaches, teacher leaders, and all teachers working with ELLs will benefit from the recommendations outlined in these documents.

The first four topic briefs are now available on the [OBEWL website](#). The focus of these documents is:

- The Blueprint for English Language Learner/Multilingual Learner Success and Integrated English as a New Language (ENL)
- Co-Teaching in an Integrated English as a New Language (ENL) Class
- The Collaborative Instructional Cycle
- Seven Models of Co-Teaching

New briefs are being developed to address topics to further support school administrators and both content area and ENL teachers as they engage in this instructional practice.

News from Other NYSED Offices

In new draft regulations, the New York State Education Department proposed multiple pathways for nonpublic schools to demonstrate the substantial equivalency of instruction for students to ensure that nonpublic school students receive the education to which they are entitled under the law, Commissioner Betty A. Rosa announced. The [proposed regulations](#) were presented to the Board of Regents at its March meeting.

The application to offer the Seal of Civic Readiness +1 Civics Pathway is now available for all districts and schools in the “SED Monitoring and Vendor Performance System” located within the [Application Business Portal](#). Schools that wish to offer this pathway for the 2022-2023 school year must complete this initial application by August 1, 2022. Schools will be notified of their status on a rolling basis. For more information on the Seal of Civic Readiness +1 Civics Pathway, please visit the [Office of Curriculum and Instruction’s Civic Readiness Initiative webpage](#). *Please contact the Office of Curriculum and Instruction at 518-474-5922 or via email at emscurric@nysed.gov if you have any questions.*

Governor Hochul recently announced the expansion of the [SUNY Microcredential Program](#) to provide more educational opportunities for adult learners and to help close the skills gap. Microcredentials are short, focused credentials designed to provide in-demand skills, know-how, and experience. Stackable microcredentials can also provide a pathway to a certificate or to an initial or advanced degree. A microcredential can add value to a college application, resume, or online profile when applying to a college program, looking for a job, or pursuing a promotion. [Here’s how to make the most of microcredentials](#).

The New York State Department of Health, in partnership with the Governor and NYSED, released [updated school mask guidance](#) and [an FAQ document](#), which are also available on the following web pages: [NYS DOH Schools & Youth](#); and [NYS DOH Isolation and Quarantine](#).

[NYSED Resources for Social Emotional Learning \(SEL\) and Dealing with Trauma](#)

[New York State Social Emotional Learning Benchmarks](#) for voluntary implementation - August 20, 2018

[Social Emotional Learning: Essential for Learning, Essential for Life](#) a framework explaining SEL concepts, and the need for and benefit of SEL in NY - August 20, 2018

[Social Emotional Learning: A Guide to Systemic Whole School Implementation](#) providing strategies and resources for districts and schools - March 18, 2019

[Introducing New Guidance and Resources for Social Emotional Learning](#) - March 18, 2019

[Introducing New Guidance and Resources for Social Emotional Learning](#) - May 2, 2018 Board of Regents Item

[Companion webpage for additional social emotional well-being resources](#) to support **[Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools: Reopening Guidance](#)**

[SEL Resources for COVID-19](#)

[Social Emotional Learning Activities and Teaching Practices](#) - district-developed crosswalks aligning social emotional learning core competencies, subject area standards, sample social emotional learning (SEL) activities, and general teaching practices. - March 18, 2019

[SEL Poster Campaign at NYSED - Raising Adult Awareness](#)

[Social Emotional Learning for New York - At a Glance](#)

[June and August 2022 Regents Examinations Will Be Administered](#)

NYSED's Office of Curriculum and Instruction shared the following announcement on March 21, 2022: We have a shared commitment to putting the health and safety of students and teachers first. Based on the data currently available to the Department, we believe that Regents Examinations can be administered safely and equitably across the State in June and August 2022.

The Regents Examinations will be administered in accordance with the posted [examination schedules](#).

Assessing students at the state-level provides a valuable opportunity to determine the extent to which individual students are achieving the NYS learning standards and informs steps the Department can take to foster equity to improve the educational opportunities for every student in New York. *Any questions about the administration of the Regents Examinations should be directed to the Office of State Assessment (OSA) at emscassessinfo@nysed.gov. All guidance related to the Regents Exams will be available on [OSA's website](#).*

*NABE 2023 Research Institute
at the 52nd NABE Annual Conference
February, 22-25
Portland, OR*

Bilingual Education as Social Justice: Research, Advocacy, and Action

Call for Papers

We are accepting proposals for short papers to be presented at the NABE 2023 Research Institute, co-sponsored by the Research & Evaluation Special Interest Group at the annual NABE Conference.

We encourage submission of research-oriented papers that focus on our theme of “Bilingual Education as Social Justice: Research, Advocacy, and Action.” Among the topics we welcome are those that consider the multilingual learner with an emphasis on research in bilingual education as it pertains to social justice, advocacy, and action. We are particularly interested in work that connects research and practice, making research accessible to administrators, policymakers, and parents. We encourage the submission of proposals that focus on collaborative research conducted by teachers and researchers.

Papers focusing on community-centered initiatives for greater linguistic inclusion are also encouraged, as are a variety of languages, especially those that are underrepresented currently in bilingual education. Our goal is to include and celebrate all communities, languages, and language varieties!

While we would especially appreciate research related to our theme, all submissions of data-based, theoretical, and/or pedagogically focused papers on bilingualism, second/foreign language acquisition, intercultural communication, language and technology, or language assessment are invited.

Please send by email attachment an abstract of 150-250 words, a proposal title, authors and affiliation, and a short summary of 50 words (in MS Word) of your proposal to:

<NABEResearchSIG@gmail.com>

*Be sure to mention the language(s) involved in your study or discussion. Presentations should be made in English to maximize audience comprehension. Presenters are welcome to include other languages but should make their meaning accessible to the audience.

Proposal submission to the Research and Evaluation SIG opens April 1st 2022 and closes on July 1st, 2022.

(The 2023 Research Institute is currently planned to take place in person.)

A notice of acceptance status will be sent in August 2022.

Sandra Musanti, SIG Chair

Fernando Naiditch, SIG Co-chair

Jacqueline Romano & Ryan Pontier, Advisory Board Chairs.

Sonna Opstad, Advisory Board Mentor

Miriam Eisenstein Ebsworth, Research Institute Co-Chair and NABE Executive Board Member

