

TABLE 8.1 Regarding English language learners, with whom do we advocate and about what?

<i>What Level?</i>	<i>Who?</i>	<i>What Would Be Useful to Find Out?</i>	<i>What Do We Advocate About?</i>
State elected officials	Governor	Who are gubernatorial staff members that help shape state education policy and budgets?	<ul style="list-style-type: none"> • Adequate funding for ELL/bilingual education. • Lobby in favor of/against specific legislative and budgetary proposals that affect ELLs. This would also include possible anti-immigrant legislation that has been approved in some states.
	State representatives and state senators	<p>Who are the key leaders at the House and Senate level knowledgeable about education?</p> <p>Who are educators and parents who reside in the districts of these officials who can speak/serve as advocate for ELL/bilingual education?</p> <p>Do these elected officials have constituency-based education committees that help shape local educational policy?</p> <p>Who are elected officials who are well-meaning but have little knowledge/information about ELLs?</p>	<ul style="list-style-type: none"> • Have elected officials sponsor specific legislation that would be favorable for ELLs; e.g., if there is no provision in state law for ELL/bilingual education, find an elected official willing to sponsor such legislation. • Lobby in favor of/against specific legislative and budgetary proposals that affect ELLs. This could also include possible anti-immigrant legislation that has been approved in some states, such SB1070 in Arizona. • Consider volunteering for (or even forming) such committees to assist with the formulation of possible ELL/bilingual education legislation.
Federal elected officials	U.S. Senators and U.S. Representatives	Make the distinction as to whether a policy is a Federal or state mandate; e.g., Title III monies are Federal monies that support ELLs, yet at the same time the majority of funds that support ELL education come from state/local monies.	<ul style="list-style-type: none"> • Keep Federal officials apprised of how the state is supporting the needs of ELLs. • Lobby in favor of/against specific Federal budgetary proposals that affect ELLs.
State Board of Education or State Department of Education		<ul style="list-style-type: none"> • Is the state superintendent an elected position? An appointed position? • Is there a designated individual/department at the state level that supports ELL education? 	<ul style="list-style-type: none"> • Statewide policy decisions related to ELLs, particularly critical within the context of NCLB and its high-stakes accountability and assessments expected for ELLs. • Supplemental funding for ELL education. • Expansion of bilingual/ESL services to specific populations such as pre-school students'
Local school board		How many members understand and/or are supportive of ELL policies?	<ul style="list-style-type: none"> • Encourage parents knowledgeable in ELL programs to get elected to the school board.

Parent groups and parents	PTAs, school-based committees with parent members (e.g., NCLB and/or bilingual parental advisory committees, local school councils), other formal or informal parent groups at a school.	How many parents/parent leaders in these various committees understand and/or are supportive of ELL policies? How many parents/parent leaders articulate some opinion (favorable or unfavorable) regarding instructional programs for ELLs at the local school level?	<ul style="list-style-type: none"> • Encourage parents to participate in some kind of formal/informal group at school that will help parents better understand (and ultimately advocate for) ELL. • Encourage parents knowledgeable about ELL programs to testify at school board meetings for any new policy initiatives for ELL students.
Media	Print, TV, social media	Are there local community newspapers, cable stations, bloggers who have articulated either a favorable or unfavorable report regarding ELLs?	<ul style="list-style-type: none"> • Invite the media, especially local community newspaper or cable stations, to visit the school, and send reports to different media sources that highlight ELL students and their accomplishments.
Local community/business groups/local chambers of commerce/community-based organizations	Some community or business groups may have significant ties to local schools, such as helping to coordinate after school programs or community schools initiatives. They may also be affiliated with the creation of a local charter school.	Has the local community or business group articulated some position (favorable or unfavorable) regarding ELLs? If such groups are closely tied to concrete activities at schools, are such initiatives favorable or unfavorable for ELLs (e.g., equitable access to activities; language(s) used).	<ul style="list-style-type: none"> • Could be a source of income to help support small projects related to ELLs. • Can talk and testify to other stakeholders (such as school board members and elected officials) on behalf of ELL students and any possible program needs.
Education associations and national advocacy groups	Some examples include MALDEF, Aspira, NABE, TESOL, NAEYC, and state associations of these national groups.	What are the position papers, if any, written by such groups that articulate a specific stance toward ELLs?	<ul style="list-style-type: none"> • Can advocate for different ELL/bilingual education policies through position papers, member newsletters and events. • Can talk and testify to other stakeholders (such as school board members and elected officials) on behalf of ELL students and any possible program needs.
School district level	District superintendent and other central office administrators, teacher unions, teacher leaders within a school, departmental chairs, teacher assistants, other school support staff.	How many school-level administrators, teachers and other education personnel understand and/or are supportive of ELL policies? How many school-level administrators, teachers, and other education personnel articulate some opinion (favorable or unfavorable) regarding instructional programs for ELLs at the local school level?	<ul style="list-style-type: none"> • Can advocate for different ELL/bilingual education policies through membership newsletters and events. • Can talk and testify to other stakeholders (such as school board members and elected officials) on behalf of ELL students and any possible program needs.

¹For example, the Illinois legislature in 2009 clarified the definition of ELLs to include pre-school students, beginning at age 3, who are served by pre-K programs, thus making this student population eligible for bilingual/ESL services.