

NAME: \_\_\_\_\_

MAY 16, 2014

CONTACT: \_\_\_\_\_

■ The money question and know-how

Identify the *top three* issues and subset of issues (if any) that *your office* (not central district) faces/experiences pertaining to funding for ELLs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

■ Organizational politics around categorical dollars

Who, in your district, is in charge of the decision-making process when it comes to how much money and what funding streams are allocated to your office? In other words, who are the decision-makers for allocation/distribution of funds?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

■ Programmatic complexities

List the *top three* challenges that your district faces when it comes to ELL programs and supplemental services. After exploring/listing these challenges, identify *top three* programmatic approaches (i.e., promising practices) that have proven successful in your district.

Challenges:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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Promising practices:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

■ Making the case for ELLs: The advocacy factor – both **internal** (i.e., within the district) and **external** (e.g., parents, community, organizations, etc.)

Who advocates for ELL students in your district? After exploring the advocacy factor, list the *top three* (internal and external) constituency groups on whom you rely and/or who can “make it happen.”

1. *Internal constituency:* \_\_\_\_\_ *External constituency:* \_\_\_\_\_
2. *Internal constituency:* \_\_\_\_\_ *External constituency:* \_\_\_\_\_
3. *Internal constituency:* \_\_\_\_\_ *External constituency:* \_\_\_\_\_

**Follow-up:** Given these constituency groups, what are some of the most clear and understandable ways to relate information about budgets and budgeting issues for ELL programs as well as services to these constituencies?

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*How does each of the components outlined below look like in your district?*

