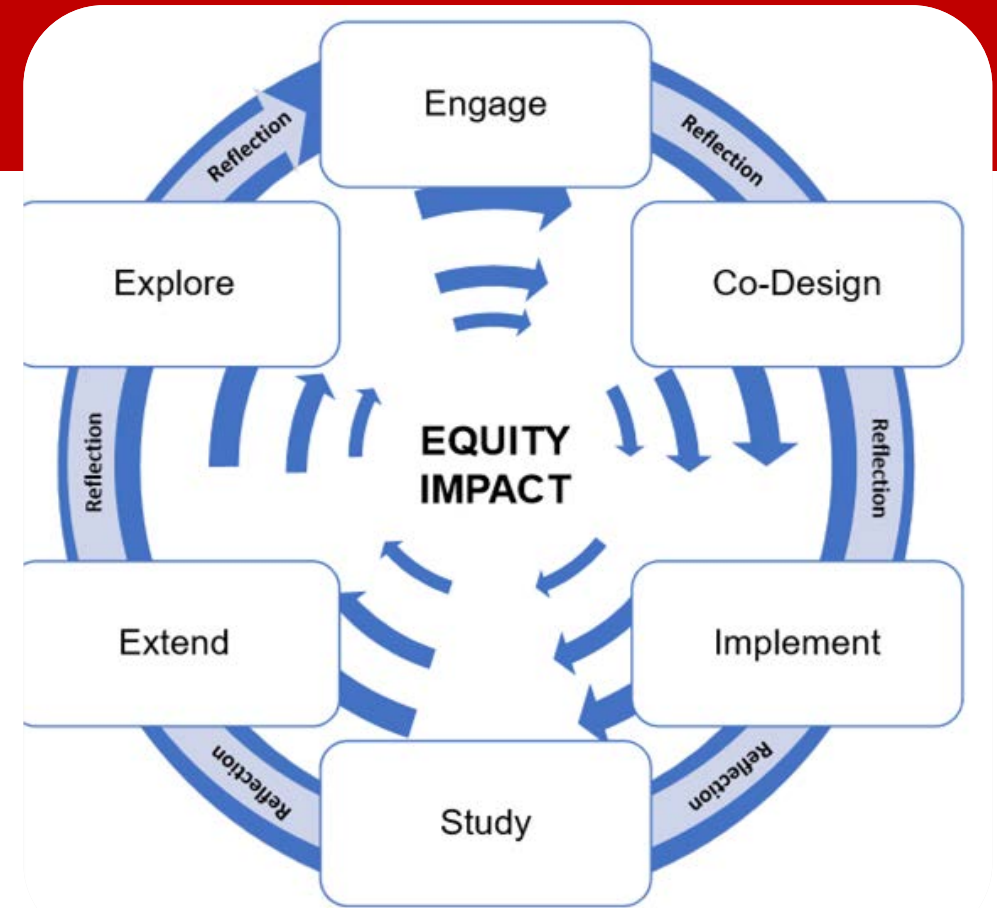


# Advocating for Equity: Improving Representation for Emergent Bilinguals

- (explore) As an educator and parent, the Texas policy that the Language Proficiency Assessment Committee can be comprised of a parent representative rather than a parent or guardian of the actual student is not comparative to other services offered in the school system. I wanted to advocate for a change in this policy.
- (engage) I sought a Board position, then was elected President for 21-22 of an affiliate, TexTESOL III, to advocate for this cause.
- (co-design) Collaboration began with TexTESOL and TESOL, a nonprofit international organization to garner support.
- (implement) Collectively, the TexTESOL affiliates drafted a position statement and began reaching out to other similar organizations, stakeholders, and policymakers.
- (study) We have currently connected with the Texas Education Agency to understand how other states address a similar policy and when that can be amended in our state plan.



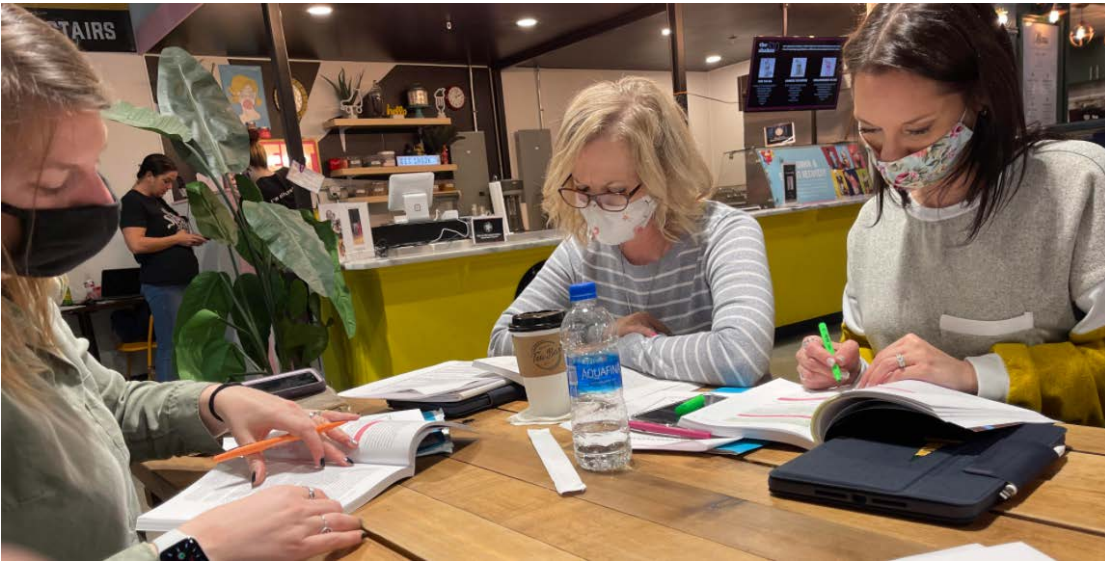
The IEL Equity Impact Framework

Amberly Walker, Texas EPFP 2020-2021 Fellow



# Advocating for Equity: Improving Representation for Emergent Bilinguals

## ■ Policy Work



- Next steps: Contact State Board of Education representatives to present in person our findings.

