

Chapter 5

Why, How, and Where to Advocate for English Learners with Limited or Interrupted Formal Education



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Abstract This chapter addresses students with limited or interrupted formal education (SLIFE) as a global concern (Custodio B, O’Loughlin JB, Students with interrupted formal education: bridging where they are and what they need. Corwin, 2017; UNESCO, Global education monitoring report 2019: Migration, displacement and education—building bridges, not walls. UNESCO, 2018) resulting from national and international migration of children and families around the globe, whose limited access to education may be the result of war, religious beliefs, poverty, or other reasons. We explore the importance of advocacy for this population, the exact numbers of which are unknown. SLIFE have different, and greater, academic needs, tend to suffer from stress-related issues, and have a much greater risk of dropping out of school. Educators must take into account these and other needs and differences, including the potential for interconnecting concerns from special education, immigration status, and intergenerational trauma, to advocate effectively for SLIFE. In this chapter, we identify opportunities for and practices of advocacy to improve the education of SLIFE of all ages, in K-12 and adult learning contexts. We emphasize advocacy for equitable access to literacy instruction and mother tongue literacy in particular. We also provide resources and suggestions to improve school environments for SLIFE. We envision that this chapter will be essential to all stakeholders who wish to effectively advocate for and support the access, acquisition, and development of literacy for SLIFE in any learning environment.

Keywords Advocacy · SLIFE · EL · Migration · Social justice

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Why Advocacy for SLIFE?

Advocacy is an important part of what we do as teachers for many students; those who are marginalized for their race or ethnicity, those who have, or are perceived to have, lower socioeconomic status, and those who are culturally or linguistically different from the majority of students in their schools. In the case of students with limited or interrupted formal education (SLIFE), these multiple factors can converge, with the added burden of limited prior experience with education, making advocacy even more important for this group of students. Advocacy is often associated with action and change, although various definitions exist depending on the context and field where advocacy is applied (Daly, 2011). In the context of SLIFE education, advocacy is particularly important in order to prioritize organized efforts which are focused on meeting the urgent educational needs of these learners. In this chapter, we refer to advocacy as a series of actions intended to influence decision-making and gather support in favor of SLIFE. More specifically, advocacy for SLIFE focuses on combining the voices of key stakeholders concerned with the wellbeing and success of SLIFE to create different layers of organized actions leading to the social-educational inclusion, support, and eventual self-sufficiency of these learners (Thomas, 2016).

The plight of SLIFE is a global concern. Numerous children around the globe continue to have limited access to education because of poverty, conflict, religious beliefs, gender discrimination, geographic location, or global occurrences, such as the COVID-19 pandemic, just to name a few. Global migration can be both a result of and a reason, in some cases, for this lack of access to education. There are currently about 272 million migrants in the world (UN, 2019), of which 26 million are refugees (UNHCR, 2020). Migrants who end up in refugee camps or other temporary settlements for an extended period time and those who continue to live as nomads often may have limited or no schooling options, perpetuating SLIFE' concerns in a vicious cycle (Brock, 2011).

The United Nations' Millennium Development Goal #2 (UN, n.d.-a) focused on achieving full access to education for all primary school-aged children around the world. This goal was partially achieved as the percentage of children enrolled in primary schools increased from 83% in 2000 to 91% in 2015. Yet 64 million, or 9% of all children, continue to be out of school today (UNESCO, 2018). Sustainable Development Goal #4, quality education, continues to address this issue, focusing more on reaching literacy and numeracy for all children. Estimates are that 617 million children and adolescents worldwide lack minimum proficiency in reading and mathematics (UN, n.d.-b).

The international community and UNESCO continue to fight for full educational access for all children, noting that, "Migrants, refugees and internally displaced people are some of the most vulnerable people in the world...Yet they are often outright denied entry into the schools that provide them with a safe haven and the promise of a better future" (UNESCO, 2018, p. iii). In the United States, Plyler v. Doe (1982) ensures that all children have the right to an education, regardless of

their immigration status. However, not all children around the world have the same protection; requiring citizenship or legal residency for enrollment is the most common form of exclusion for migrant children (UNESCO, 2018). Even where all children have the right to education, the “provision of education in itself is not sufficient. The school environment needs to adapt to and support the specific needs of those on the move” (p. iii). It is at this point that we address this chapter on advocacy for SLIFE. Opening our schools for SLIFE is not enough; we need to actively advocate for full inclusion and high-quality education, including literacy, for these students.

Education is a human right (Article 26 of the Declaration of Human Rights, United Nations, 1948) and “has massive potential for good” (Brock, 2011, p. 1), yet it is a “global concern” (p. 18) when its quality, access, and goals are in doubt. Everyone needs an education to understand their world, and literacy, in the mother tongue and second language for migrants, is essential to that understanding. Interrupted schooling can disrupt lives. SLIFE tend to suffer from higher drop-out rates (Freeman et al., 2002; Potochnick, 2018), dealing with past trauma and current stress issues, or “critical social and emotional needs” (Custodio & O’Loughlin, 2017, p. 1), and the lack of academic and literacy skills, even in their first language (L1) (Custodio & O’Loughlin, 2017). Migrant children may have significant, specialized forms of literacy skills appropriate for non-traditional education contexts (i.e. religious institutions, communal spaces, etc.) which are not perceived as valid or useful in traditional formal education environments (García-Sánchez, 2019; Pacheco & Morales, 2019). As educators, we must advocate to ensure SLIFE have full access to education. This includes advocacy for programs that contribute to the strong development of literacy skills.

SLIFE and Advocacy for Literacy

In recent times, “theories of literacy have evolved from those focused solely on changes in individuals to more complex views encompassing the broader social contexts (the ‘literate environment’ and the ‘literate society’)” (UNESCO, 2005, p. 147). As such, literacy has now become associated with societal transformation (Freire, 1970), equitable accessibility and opportunity, and inclusion for all. This means that literacy is no longer considered an individual asset; it is now considered a social responsibility and a human right (Keefe & Copeland, 2011). The understanding of literacy as a societal phenomenon opens new doors for groups of peoples and communities who have been historically marginalized and oppressed, such as SLIFE. Societies are now tasked with equipping all of their citizens with the necessary abilities (reading, writing, numeracy, technology, etc.) they will need to effectively function in their communities and around the world. Furthermore, the increasing reality of globalization makes literacy an even more immediate world-wide issue.

Certainly, equitable literacy access for SLIFE in K-12 and adult learning environments is increasingly vital in highly-literate nations across the world. Nonetheless,

English-speaking nations welcoming immigrants with limited schooling, such as the United States, Canada, the UK, and Australia, continue to struggle with providing adequate assessments to evaluate SLIFE' literacy in their first language upon arrival. Similarly, nation-wide inaccuracies concerning the actual percentage of SLIFE makes it increasingly difficult to plan organized, well-prepared advocacy efforts. Remaining an invisible, misrepresented population in society and in educational settings places SLIFE at the margins of learning due to academic oppression and inaccessibility. As such, print literacy, English, and rigid educational systems become additional barriers for the academic, social, and economic advancement of SLIFE in their new society.

We, then, reach the question, *how do we advocate for SLIFE?* To answer this question, we must first agree to take action by creating spaces where transformative learning can occur; this means, focusing on advocating for SLIFE in our classrooms first. The concept of transformative learning, sometimes addressed as transformative literacy or transformative education, goes beyond traditional schooling methods of filling empty minds with preselected information—also known as the banking model of education (Freire, 1970). Transformative education involves a never-ending process of reflection that uses information to analyze reality, employs learning to stimulate curiosity and empower learners, emphasizes equality of all human beings, and recognizes the principles and values of diversity in all of its forms (Berhard, 2004). In theory, transformative learning translates into all educators approaching learners' realities with an asset, rather than a deficit, mindset. Educators must have a positive vision of what SLIFE and other struggling students can accomplish with adequate support instead of focusing on what they lack or how behind they are in comparison with their non-SLIFE peers. In practice, transformative learning begins when educators create spaces for SLIFE to explore how they learn best and use their abilities to shape meaningful learning; learning that applies to their immediate context and contributes to their academic, social, and linguistic growth.

In the K-12 and adult learning environments, transformational learning entails diversifying instruction, assessments, and participation. SLIFE tend to become frustrated in classrooms where print-driven learning is enforced and tests and activities are tailored for the non-SLIFE majority (DeCapua et al., 2020). In transformative learning environments, educators learn about their SLIFE and use the abilities they already bring as funds of knowledge (Moll et al., 1992) to acclimatize them into the classroom and ease them into the process of print literacy and English language learning. This means other forms of literacy, such as storytelling, arts, and the elaboration of crafts can be initially used to involve SLIFE and validate their knowledge. For adolescent and adult SLIFE, however, instruction should focus on supporting the skills they identify as more pressing or necessary to their realities (Custodio & O'Loughlin, 2017). For example, an adult father attending an evening English as a second language (ESL) program might be more interested in learning how to express certain messages or ideas in English for his work, than learning how to conjugate the verb *to be*. Our recommendation is to listen to your students and allow them to

share with you what information they need to learn first to function in their social circle (work, community, etc.).

How to Advocate for SLIFE

Keeping in mind the need to advocate for access to high-quality, literacy-focused education for SLIFE, in this section, we recommend a five-step advocacy process as proposed by Linville and Whiting (2020). This five-step framework for advocacy is described below.

Step 1—Noticing: The first step to advocacy is to become aware of a problem. In our experience, problems affecting SLIFE often surface through personable, sustained communication with students and parents/guardians.

- *Example:* You learn from a newcomer placed in an advanced level ESL class that they were not performing as expected with reading and writing and were unhappy with the grade they received. Through conversations with the student and their parents, you determine that the student is SLIFE and that their needs are not being met by the instructor of that class, who also happens to be the ESL department chair.

Step 2—Determining action: When an issue is identified, advocates must then decide on a course of action to solve the problem. To determine the course of action, advocates need to first evaluate the many factors involved in their current situation, such as institutional hierarchy, politics, stakeholders, and the advocate's own position in their organization. In addition, we need to take into account best teaching practices, student services available (such as mental and emotional health services), and other resources available.

- *Example:* Taking into account the fact that the student is enrolled in the department chair's class, you determine the best course of action is to advocate to have the student moved to two of your classes, the newcomer class and the literacy-focused class, where you can individualize instruction for this student.

Step 3—Building alliances: After evaluating all of the factors involved in the advocacy efforts, advocates must rally support. Effective advocates develop and maintain stable, strong collegial and professional relationships with community members, local organizations, and stakeholders inside and outside the school system. At this step, reach out to allies (co-advocates) and explore opportunities for support for your advocacy action.

- *Example:* You reach out to the paraprofessional and the school counselor, your co-advocates from previous situations, to garner support to change the student's schedule.

Step 4—Gathering information: After establishing strong alliances in favor of your advocacy efforts, advocates must then thoroughly assess potential risks associated with taking strategic actions. At this step, advocates must build their knowledge about the case at hand and collect as much evidence/materials as possible to strengthen their action plan. Importantly, during this step, advocates must remember to maintain a diplomatic and strategic mindset to avoid any potential friction within existing and hierarchical structures in their organization.

- *Example:* Knowing that you may be going against the wishes of the ESL department chair, you reach out to the parents with your proposed plan. You also review best practices for SLIFE students to support your case.

Step 5—Taking strategic action: Equipped with co-advocates, knowledge, and appropriate evidence/materials, the advocate is now ready to take strategic action for their students.

- *Example:* You call a meeting with the ESL department, including your co-advocates, and the parents of the SLIFE student, and propose your plan. You succeed and the student’s schedule is changed!

Advocacy in Action for SLIFE

In this section, we describe real-life advocacy actions taken for SLIFE in three cases. While we do not explicate all five steps of the advocacy process described above, the process will be apparent as each case is explored. We hope each case will be an inspiration for advocacy in your teaching context.

Case #1: Maria¹ (as Told by Luis)

Maria arrived in our classroom in the United States from Guatemala in the month of December 2016. She was very timid, always smiling, and determined to learn English. My first interaction with Maria was when I introduced myself and explained to her our classroom routines and asked her to first write down in her notebook three sentences in Spanish about her. As soon as I saw her handwriting, I suspected she had interrupted education. I further asked her about her experience attending school in Guatemala, to which she replied that she had only attended four years of formal schooling (to 4th grade). Now, as an 18-year-old student placed in 9th grade, Maria was considerably behind her peers. In addition to being SLIFE, Maria stated “*Maestro, yo soy especial*” (“Teacher, I am special”). I soon learned, through our classroom interactions, that Maria had a slight processing delay.

¹All student names used in this chapter are pseudonyms.

During her first year at our school, Maria was enrolled in sheltered classes specifically designed for newcomer English learners (ELs), but she was also assigned two mainstream classes: art and Spanish. After noticing and learning about Maria's interrupted education, I decided to take action by first gathering the support of all the teachers assigned to Maria for that academic year. With the vision of augmenting Maria's chances of success, all of her teachers came together to talk about her instructional needs and how we could each help her. I was particularly interested in collaborating with the art and Spanish teachers because both of their classes are mainstream, and thus more difficult for newcomer ELs. At the end of our meeting, we came to the understanding that Maria needed instruction that was tailored to her specific needs—differentiation for Maria was a non-negotiable.

Learning that Maria had a challenging time understanding texts, the art teacher proposed the idea of placing emphasis on visualizing textual print. In highly-literate societies and in traditional/formal learning spaces, print literacy holds a central role in education because it is central to the standardization of language and curricula (Collins, 1995). The hyper-emphasis on print literacy in our schools contributes to the (il)legitimate recognition of literacy as a monolithic tradition of only reading and writing (Collins & Blot, 2003). The art teacher and I understood that print literacy across the curriculum (see Custodio, 2011) was important for Maria's success in our school. At the same time, we acknowledged that as an adolescent in high school, Maria had limited time to catch up to her classmates. As such, our plan of action needed to explore Maria's strengths, skills, and interests in an effort to better involve and motivate her. Without a doubt, Maria's engagement was necessary for effective literacy learning (Irving et al., 2007).

As we (Maria's teachers) created a plan of action to systematically develop her literacy skills in all of our classes, we approach the topic of literacy from a standpoint that

there is no universality to literacy; there are many literacies. To describe only one set of uses and functions (those associated with school or essayist literacy) is to miss the myriad other uses and functions found among the literacies of communities around the world. (Collins & Blot, 2003, p. 44)

As such, we proposed the incorporation of less-validated forms of literacy that were of interest to Maria such as storytelling, arts, and the elaboration of crafts as important practices for her literacy development. In addition, we decided to place an emphasis on the use of personal writing and reflections instead of more formal forms of writing (i.e. argumentative, compare and contrast) because the use of personal storytelling is empowering literacy practices that validate ELs' previous experiences (Peregoy & Boyle, 2017).

The art teacher explained that, in her classes, students were expected to write papers about famous artists, but this was not realistic for Maria yet. Instead, she decided to introduce Maria to the same artworks as her classmates (paintings, drawing, etc.), but Maria had the primary task of writing one to two sentences about each artwork—connecting visual elements with written text. At the same time, the art teacher started to incorporate assignments where she would give students a sentence



Fig. 5.1 Maria's artistic creation

or two (in English) and ask them to create a visual art piece of their choice bringing to life their understanding of what they had read. In Fig. 5.1 we can see elements of nature (tree, sun, the soil), as well as Guatemala's flag in the middle, and Guatemala's national flower *La Monja Blanca*, or The White Nun, on top of the flag. In this picture we see Maria's artistic response to the sentences, "*My country is the most beautiful country in the world. I know who I am because I know where I come from.*"

Simultaneously, Maria's Spanish teacher and I engaged in a year-long collaborative advocacy and planning effort where Maria was learning in her Spanish class the same information we were learning in English. The Spanish teacher and I placed a primary focus on writing and reading skills, as these two skills had been neglected for some time during Maria's educational journey. Also, we modified our assignments to match Maria's academic reality. For example, it was not realistic to expect Maria to write a paragraph in English a month after her arrival. Instead, while Maria's peers were writing full paragraphs, I individualized instruction focusing on writing a strong thesis statement (sentence) and increasing the amount of writing expected as she felt comfortable. The Spanish teacher did the same in her class. By the end of the school year, Maria was able to write a full paragraph in English and Spanish. This might not seem like a lot, but for a student who could not properly spell her name upon arrival, and who had a difficult time writing and reading in Spanish, her first language, writing a full paragraph in both languages was certainly an accomplishment.

Case #2: Ana (as Told by Heather)

Ana was a Mexican immigrant who had lived in the U.S. for about six years when I first met her at Wolfe Street Academy, an elementary school in Baltimore, Maryland, in 2013. Ana had attended school for two or three years as a child in Mexico but then had to drop out for

economic reasons. Her daughter attended 1st grade at Wolfe Street Academy, and Ana was motivated to attend the free Spanish literacy class offered there for parents and other adults in the community because of her daughter. Ana wanted to learn how to read and write in Spanish, and also learn English, so she could help her daughter learn and be a role model for her. She spoke Spanish and Mixtec, an Indigenous Mexican language, and had a steady job at a local restaurant.

Advocacy for Ana, and other adult SLIFE like her in the community surrounding the Wolfe Street Academy, began long before I volunteered there teaching Spanish literacy skills. Wolfe Street Academy is one of the many community schools in Baltimore City. These schools, created by a partnership between Baltimore City Public Schools and the City of Baltimore, are a part of the Coalition for Community Schools (<http://www.communityschools.org/>), an initiative from the Institute for Educational Leadership (<http://iel.org/>). Such schools work with community partners to support children, families, and communities, supported by an on-site Community School Coordinator.

Connie Phelps, the Community School Coordinator at Wolfe Street Academy, first did a needs assessment to identify potential problems and issues to focus on in her work at the school. In her advocacy-focused position, Connie purposefully began noticing potential challenges through conversations with teachers, staff, and administrators in the school, and with community members.

Connie heard from staff and others that family members of children in the school had difficulty communicating in English with their children's teachers and the school staff. In response, Connie initially organized free ESL classes to be offered at the school. However, it soon became clear that there was another, greater need. At least half of those who attended the ESL class were adult SLIFE (sometimes referred to in the literature as literacy education and second language learning for adult [LESLLA] learners; Vinogradov, 2013), and they struggled to learn English because of their developing L1 print literacy. Connie came to understand the need to know how to read and write in their L1 as a bigger issue than not speaking English because it affected adults socially and economically as they lack access to full participation in society (Gunn, 2020). Having developing print literacy skills in Spanish, in a city where many services were offered in Spanish, meant relying upon other parents, the interpreter or translator, or Connie to help them understand or fill out any forms for the school, not being able to open a bank account on their own, not being able to use email or other text-based services to communicate with family members locally or back home, and feeling a great sense of personal shame. Not being able to read or write put these adults in a compromised, dependent position in their new, highly-literate society.

After noticing that Spanish-language literacy was a more immediate issue than learning English, Connie determined a new advocacy action was needed. She sought support from co-advocates in the school and community and started a Spanish literacy program, open to any adult who had a child in the school or who lived in the community. Connie was able to apply for and obtain a grant to fund a teacher for the literacy program. When the grant funding period ended and was not renewed, Connie sought another type of support; I came in as a volunteer teacher and taught in the program for over a year.

The adult Spanish literacy class was offered once per week, in the afternoons while the children were in the after-school program. There were about seven students who attended class regularly during my time, and we experienced success. Ana, for one, attended class regularly, helped other students while there, completed her homework, and gained enough literacy skills to make a difference in her day-to-day life. Through the class, she developed the ability to communicate via text message in Spanish, an essential literacy skill that allowed her to more easily communicate with her husband while she was working, to coordinate the day-to-day logistics of raising children and sharing a household.

While this Spanish literacy class was itself an act of advocacy for SLIFE adults in the school and community, its success did not mean the end of advocacy. As a volunteer teacher, I struggled with the typical issues of such literacy classes; the slow gaining of skills which can leave learners unmotivated, space issues and constantly having to be flexible with what and where I was teaching (including in Connie's office once or twice, and in the school cafeteria!), as well as attendance issues for working adults. Such adult literacy programs are also very vulnerable; funding can come and go (Sheppard, 2019), as can volunteers like myself who might move away, as I did, or leave for other reasons. In fact, Wolfe Street Academy's Spanish literacy program no longer exists due to changes in priorities with the new Community School Coordinator.

Connie also notes that a literacy or ESL class is not a magic bullet (C. Phelps, personal communication, June 8, 2020). There are other issues that stem from migration, poverty, and a lack of schooling for SLIFE, including shame and discrimination, both present at Wolfe Street Academy. The ESL teachers and paraprofessionals worked to celebrate Mixtec and trilingualism in order to combat some of the discrimination the non-Spanish-speaking Hispanics experienced in the community and school. Additionally, a parent was identified to translate and interpret Spanish-Mixtec when needed.

The community school model itself is also a way to advocate for SLIFE in schools and communities. Baltimore City went from 20 such schools at the time I was volunteering to over 120 now. Connie stresses the importance of the purposefulness of the city and school district in making the decision to create community schools. This decision made the difference for Wolfe Street Academy, and would in any school, by instilling the ideology of the school as a community resource (C. Phelps, personal communication, June 8, 2020). The community surrounding Wolfe Street Academy now provides space and resources for after school activities, programming which serves almost 90% of the school children. That commitment makes a difference for all.

Case #3: Celina (as Told by Luis)

When Celina, a 16-year old student originally from Guatemala, started her first day of school, a school paraprofessional informed me, her ESL teacher, that Celina is a little hard of hearing. During the first week of school, I notice that, in addition to being hard of hearing, Celina does not know how to read or write and cannot understand Spanish very well. When I called Celina's mother, I learned Celina speaks Mam, a Mayan language, as her L1 and she has limited conversational skills in Spanish. In addition, Celina's mother shares that Celina only attended two years of formal schooling in Guatemala because Celina lived with her grandparents in a rural area where the school could not support her special needs.

Sometimes, advocacy efforts conducted by teachers yield positive results in favor of students. Sometimes, however, advocacy efforts do not. In Celina's particular case, I advocated for her right to appropriate special needs and literacy accommodations. To accomplish this, I noticed her needs, determined a plan of action, and used my alliances (i.e. other teachers and school personnel) to support my advocacy efforts. Nonetheless, these efforts did not yield positive results and, before the end of the year, Celina was withdrawn from school without ever receiving appropriate differentiation for her special and literacy needs beyond those provided by her teachers. Inspired by this reality, we (Heather and Luis) would like to analyze this real-life case to propose an appropriate plan of action for advocates who may find themselves in a similar scenario.

Many K-12 institutions welcoming SLIFE rarely collect information about newcomers' L1 literacy (Custodio & O'Loughlin, 2017), first language, or special education needs. As a result, teachers have to learn about their newcomers' backgrounds in their classrooms. In this particular scenario, we notice three important areas of need for Celina are: (1) special education services, (2) interrupted education, and (3) limited L1 literacy. We suggest the best approach to advocate for Celina's access to equitable literacy instruction is to first advocate for adequate services. More specifically, the ESL teacher (Luis) and the school leadership need to first explore Celina's areas of need and identify collaborators who could help in this process.

To address the first area, providing adequate special education services, the ESL teacher should follow school procedures to recommend an evaluation for special education services. Something to keep in mind is that the under-identification of special needs services among the EL population is not uncommon in K-12 schools (Pentón Herrera, 2021; Zacarian, 2011). For this reason, the ESL teacher should involve the administration and the counseling team in the recommendation process and explain Celina's needs from his perspective. An important aspect of this evaluation process is that the school is required by law to conduct the special education evaluation in Celina's L1 (Mam), not in Spanish (see Appendix for a non-exhaustive list of laws protecting vulnerable students). In this case, the school county's central office might need to be involved to successfully recruit a special needs evaluator who can speak Mam or a Mam translator who can be present in the special needs evaluation.

After the evaluation has been successfully conducted and an individualized education plan (IEP) has been created for Celina, the ESL teacher should now set L1

(Mam), second language (L2) (Spanish), and English literacy goals and objectives for Celina. To do this, the first step should be meeting with Celina's parents/guardians, the ESL department chair, and the counseling team to create a multi-layered approach to support Celina. An adequate literacy support program should include, at least, a differentiated school schedule. In this schedule, Celina could potentially be enrolled in a daily literacy course in addition to her ESL course to reinforce reading, writing, and language learning. For L1 literacy support, the ESL (or literacy) teacher can find literacy programs for Mam speakers (see Pentón Herrera, 2019), as well as in the Guatemala Department of Education website: <https://www.mineduc.gob.gt/digebi/publicaciones.html>, and use these resources in their literacy classes. For L2 literacy, the ESL teacher can collaborate with the Spanish teacher if one is available in the school (see Pentón Herrera & Duany, 2016, as an example). Furthermore, the administration, the special education team, and the ESL teacher are encouraged to advocate for the incorporation of transformational learning opportunities in all Celina's classes.

Conclusion

In each of these cases, we see how advocacy was needed to support and gain access to literacy and education for SLIFE. In the case of Maria, Luis co-advocated with the Spanish and art teachers in order to create an educational experience that drew upon Maria's funds of knowledge to develop her literacy skills. Maria experienced success due to her teachers' asset-based approach and joint efforts. In Ana's case, like many adult SLIFE, she needed to develop her L1 (Spanish) literacy skills first before focusing on her English-language skills. A community school with caring individuals who listened to what their community members needed offered Ana the first step towards reaching her educational goals. Finally, while Celina's case is not a success story, it offers ideas and guidance for educators who are working with students who, like Celina, have many educational challenges. We hope Celina's story will be an inspiration for others to carry on this work.

As we have seen, advocacy for SLIFE is essential to ensure their full access to all the opportunities available in highly-literate societies. SLIFE are often overlooked in conversations about ELs and how to best meet their linguistic needs. Unlike ELs who arrive with adequate formal schooling (Freeman et al., 2002), SLIFE are tasked with learning English, while also facing additional academic barriers linked to the strong emphasis placed on print literacy in our schools today. Migrants tend to have lower rates of access to education around the globe, which in turn leads to greater difficulty in learning and developing vital literacy skills when access to education becomes available. Education is a human right and we must continue to advocate for SLIFE' access to education that is appropriate for their needs and goals.

Reflection Questions

1. In what ways might advocacy for any learner be the same as advocacy for SLIFE? In what ways might it be different?
2. Recall a situation you have been in that required advocacy for SLIFE. How did you follow the steps of advocacy suggested in this chapter? What other steps did you follow? What would you do differently if you were in that situation again?
3. The authors suggest that advocacy for literacy is most important for SLIFE in schools in high-literacy societies. Do you agree or disagree? Why?
4. What is the legislation relevant to SLIFIE in the country in which you work? In your response, you might like to consider educational policies in general, education policies directed at learners of English, other policies with implications for SLIFE (for example, standardized literacy testing), and policies on inclusive education. Furthermore, what are the policies and requirements of the schools or school systems in which you work?

Appendices

Appendix A: U. S. Student Rights (English Version)

Name	What does it mean for you?	Find out more!
Title VI of the Civil Rights Act of 1964	This law prohibits discrimination in schools (and other places) because of someone's race or where they are from. This means that you have the same right to education as any other person in the U.S.!	https://www.dol.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964
Equal Educational Opportunities Act of 1974 (EEOA)	This law extends the Civil Rights Act of 1964 and also prohibits states from discriminating against students based on gender or for not speaking English. This means that schools must help you fully participate in school no matter how much English you speak!	https://www.history.com/this-day-in-history/equal-educational-opportunities-act-1974-signed-into-law-nixon
Individuals with Disabilities Education Act (IDEA)	This law ensures that children with disabilities receive a free appropriate education, including special education and related services. This means that all children receive the education they need, regardless of ability!	https://sites.ed.gov/idea/

(continued)

Name	What does it mean for you?	Find out more!
Plyler v. Doe (1982)	The Supreme Court determined in <i>Plyler v. Doe</i> that states must give a free public education (K-12) to any student, regardless of their immigration status. This means that all students, including undocumented students, have the right to go to school, too!	https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students
Lau v. Nichols (1974)	In this case, the Supreme Court ruled unanimously that schools must work to overcome educational barriers faced by English learners. This means that an education in a language you do not understand is not enough!	https://en.wikipedia.org/wiki/Lau_v._Nichols
Every Student Succeeds Act (ESSA) (2015)	This law governs how public schools educate children in the U.S. This law means more flexibility in how English learners are tested, but higher standards in making sure English learners have a high-quality education!	https://www.ed.gov/essa?src=rn
Family Educational Rights and Privacy Act (FERPA)	This law protects the privacy of student educational records. This means that information about you as a student is not available to everyone!	https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
McKinney-Vento Homeless Assistance Act	This law ensures education for homeless children and youth. This means that you have a right to schooling, transportation from and to school, and academic support even if you are homeless!	https://nche.ed.gov/mckinney-vento/
Workforce Innovation and Opportunity Act (WIOA)	This law, especially Title II, guides education for adults for basic skills, completing high school, and transitioning to college. This law also ensures English language classes for adults!	https://www.dol.gov/agencies/eta/wioa/

Appendix B: Derechos de los estudiantes en los Estados Unidos (Versión en español)

Nombre	¿Qué significa para ti?	¡Aprende más!
Title VI of the Civil Rights Act of 1964 Título VI de la Ley de Derechos Civiles de 1964	Esta ley prohíbe la discriminación en las escuelas (y otros lugares) debido a la raza de alguien o al lugar de origen. ¡Esto significa que usted tiene el mismo derecho a la educación que cualquier otra persona en los Estados Unidos!	https://www.justice.gov/crt/sus-derechos-segun-el-titulo-vi-de-la-ley-de-derechos-civiles-de-1964-title-vi-civil-rights-act
Equal Educational Opportunities Act of 1974 (EEOA) Ley de Igualdad de Oportunidades Educativas de 1974, (EEOA, por sus siglas en inglés)	Esta ley extiende la Ley de Derechos Civiles de 1964 y también prohíbe a los estados discriminar a los estudiantes por motivos de género o por no hablar inglés. ¡Esto significa que las escuelas tienen la responsabilidad de ayudarlo a participar plenamente en la escuela sin importar cuánto inglés hable!	https://www.justice.gov/crt-espanol/eos/resumen
Individuals with Disabilities Education Act (IDEA) Ley de Educación para Individuos con Discapacidades, (IDEA por sus siglas en inglés)	Esta ley garantiza que los niños con discapacidades reciban una educación adecuada y gratuita, incluida la educación especial y servicios relacionados a la misma. Esto significa que todos los niños reciben la educación que necesitan, independientemente de su capacidad.	https://fndusa.org/wp-content/uploads/2017/11/IDEA2_SP-copy.pdf
Plyler v. Doe (1982) Plyler contra Doe (1982)	La Corte Suprema determinó en <i>Plyler contra Doe</i> que los estados tienen la responsabilidad de brindar educación gratuita (de preescolar a 12 grado, K-12) a cualquier estudiante, independientemente de su estatus migratorio. ¡Esto significa que todos los estudiantes, incluyendo los estudiantes indocumentados, también tienen derecho a ir a la escuela!	https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students
Lau v. Nichols (1974) Lau contra Nichols (1974)	En este caso, la Corte Suprema dictaminó unánimemente que las escuelas tienen la responsabilidad de superar las barreras educativas que enfrentan los estudiantes que están aprendiendo inglés. ¡Esto significa que recibir educación en un idioma que el estudiante no comprende, no es suficiente! Las escuelas tienen la responsabilidad de ofrecer apoyo académico en el primer idioma del estudiante.	https://en.wikipedia.org/wiki/Lau_v._Nichols

(continued)

Nombre	¿Qué significa para ti?	¡Aprende más!
<p>Every Student Succeeds Act (ESSA) (2015)</p> <p>Ley Cada Estudiante Triunfa (ESSA por sus siglas en inglés) (2015)</p>	<p>Esta ley rige cómo las escuelas públicas educan a los niños en los Estados Unidos. Esta ley significa que las escuelas tienen la responsabilidad de ser más flexibles en cómo evalúan a los estudiantes que están aprendiendo inglés. A su vez, las escuelas tienen también la responsabilidad de aplicar estándares más altos para garantizar que los estudiantes que están aprendiendo inglés tengan una educación de alta calidad.</p>	<p>https://www2.ed.gov/espanol/essa/index.html</p>
<p>Family Educational Rights and Privacy Act (FERPA)</p> <p>Ley de Privacidad y Derechos Educativos de la Familia (FERPA, por sus siglas en inglés)</p>	<p>Esta ley protege la privacidad de todos los archivos y documentos educativos de los estudiantes. ¡Esto significa que la información de todos los estudiantes no está disponible para todos!</p>	<p>https://www.fbi.gov/file-repository/ferpa_spanish1.pdf</p>
<p>McKinney-Vento Homeless Assistance Act</p> <p>Ley McKinney-Vento de asistencia a personas sin hogar</p>	<p>Esta ley garantiza la educación de los niños y jóvenes sin hogar. Esto significa que usted tiene derecho a la educación, al transporte desde y hacia la escuela, y recibir apoyo académico, todo gratis, incluso si no tiene hogar.</p>	<p>https://www.schools.nyc.gov/docs/default-source/default-document-library/mckinney-vento-homeless-assistance-act%2D%2Dspanish</p>
<p>Workforce Innovation and Opportunity Act (WIOA)</p> <p>Ley de Oportunidades y de Innovación de la Fuerza Laboral (WIOA, por sus siglas en inglés)</p>	<p>Esta ley, especialmente el Título II, orienta la educación para los adultos para que adquieran habilidades básicas, completen el doce grado (high school, en inglés) y puedan hacer la transición a la universidad. ¡Esta ley también garantiza clases de inglés para adultos!</p>	<p>https://edd.ca.gov/pdf/pub_ctr/de8714gs.pdf</p>

Appendix C: حقوق الطلاب في الولايات المتحدة الأمريكية (النسخة العربية)

الاسم	ماذا تعني بالنسبة لك؟	أكتشف المزيد
Title VI of the Civil Rights Act of 1964 الباب السادس من قانون الحقوق المدنية لعام ١٩٦٤	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://www.doi.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964
Equal Educational Opportunities Act of 1974 (EEOA) قانون تكافؤ الفرص التعليمية لعام ١٩٦٤	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://www.history.com/this-day-in-history/equal-educational-opportunities-act-1974-signed-into-law-nixon
Individuals with Disabilities Education Act (IDEA) قانون تعليم الأفراد ذوي الإحتياجات الخاصة	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://sites.ed.gov/idea/
Plyler v. Doe (1982) بلير ضد دو (١٩٨٢)	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students
Lau v. Nichols (1974) لاو ضد نيكولز (١٩٧٤)	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://en.wikipedia.org/wiki/Lau_v._Nichols
Every Student Succeeds Act (ESSA) (2015) قانون كل طالب ينجح (٢٠١٥)	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://www.ed.gov/essa?src=m
Family Educational Rights and Privacy Act (FERPA) قانون الخصوصية والحقوق التعليمية للأسرة	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
McKinney-Vento Homeless Assistance Act قانون ماكيني فينتو لمساعدة المشردين	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://nche.ed.gov/mckinney-vento/
Workforce Innovation and Opportunity Act (WIOA) قانون الابتكار و الفرص في القوى العاملة	عند هذا القانون قانون الحقوق المدنية لعام ١٩٦٤ يضمن هذا القانون للأشخاص ذوي الإحتياجات الخاصة أنهم سيحصلون على نفس التعليم مثل أي شخص آخر في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق الشخص أو التكن الذي ينتمي إليها. هنا يعني أن أديك نفس الحق في التعليم مثل في الولايات المتحدة الأمريكية يحظر هذا القانون التمييز في المدارس (وتجزأ من الأماكن) بسبب عرق	https://www.doi.gov/agencies/eta/wioa/

Appendix D: Quyền của học sinh Mỹ (Bản dịch Tiếng Việt)

Tên	Quyền này có ý nghĩa gì với bạn	Tìm hiểu thêm!!
Title VI of the Civil Rights Act of 1964 Dự luật IV của quyền công dân năm 1964	Đạo luật này cấm sự phân biệt ở trường học (và các nơi khác) không bất kể màu da hoặc bạn đến từ đâu. Điều này có nghĩa là bạn có quyền bình đẳng trong giáo dục như tất cả những người khác ở Mỹ!	https://www.dol.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964
Equal Educational Opportunities Act of 1974 (EEOA) Luật Giáo dục bình đẳng năm 1974 (EEOA)	Đạo luật này mở rộng ra quyền công dân năm 1964 và cấm tiêu bang phân biệt học sinh dựa trên giới tính hoặc không nói tiếng Anh. Điều này có nghĩa là trường học phải giúp đỡ bạn hoàn toàn trong việc tham gia học tập ở trường không kể là bạn biết ít hay nhiều tiếng Anh.	https://www.history.com/this-day-in-history/equal-educational-opportunities-act-1974-signed-into-law-nixon
Individuals with Disabilities Education Act (IDEA) Luật cho cá nhân bị khuyết tật trong giáo dục (IDEA)	Đạo luật này đảm bảo rằng những trẻ em bị khuyết tật nhận được giáo dục miễn phí, bao gồm giáo dục đặc biệt và những dịch vụ khác. Điều này có nghĩa là tất cả trẻ em nhận được giáo dục mà các em cần, không qua trọng là khả năng các em như thế nào.	https://sites.ed.gov/idea/
Plyler v. Doe (1982)	Tòa án tối cao quyết định trong trường hợp <i>Plyler v. Doe</i> rằng tiểu bang phải cho giáo dục miễn phí cho tất cả trẻ em (bao gồm từ mẫu giáo đến lớp 12), không phân biệt tình trạng di trú. Điều này có nghĩa là tất cả học sinh, bao gồm học sinh không có hồ sơ di trú, cũng có quyền đi học.	https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students
Lau v. Nichols (1974)	Trong trường hợp này, tòa án tối cao ra lệnh rằng trường học phải ra sức giúp học sinh học ngôn ngữ tiếng Anh vượt qua mọi khó khăn. Điều này có nghĩa là chỉ giáo dục học sinh trong ngôn ngữ mà các em không biết thì không bao giờ đủ.	https://en.wikipedia.org/wiki/Lau_v._Nichols
Every Student Succeeds Act (ESSA) (2015) Luật mỗi học sinh đều thành công (ESSA) năm 2015	Luật này quản lý trường công giáo dục học sinh ở Mỹ như thế nào. Luật này cho phép sự uyển chuyển trong việc người học ngôn ngữ tiếng Anh được kiểm tra như thế nào, nhưng những tiêu chuẩn đảm bảo người học ngôn ngữ sẽ nhận được giáo dục chất lượng cao!	https://www.ed.gov/essa?src=rn

(continued)

Tên	Quyền này có ý nghĩa gì với bạn	Tìm hiểu thêm!!
Family Educational Rights and Privacy Act (FERPA) Luật về quyền riêng tư và gia đình trong giáo dục (FERPA)	Luật này bảo vệ quyền riêng tư của học sinh về học bạ. Có nghĩa là thông tin về học sinh sẽ không được tiết lộ cho bất kì ai.	https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
McKinney-Vento Homeless Assistance Act Luật về hỗ trợ vô gia cư McKinney-Vento	Luật này đảm bảo giáo dục cho trẻ em cơ nhỡ và trẻ vị thành niên. Có nghĩa là các em có quyền đi học, quyền đến trường, và được hỗ trợ giáo dục ngay cả khi các em cơ nhỡ.	https://nche.ed.gov/mckinney-vento/
Workforce Innovation and Opportunity Act (WIOA) Luật cơ hội việc làm và công sở (WIOA)	Luật này, đặc biệt là Dự Luật II, hướng dẫn cho người lớn những kĩ năng cơ bản, hoàn tất cấp 3, và chuyển giao vào cao đẳng. Luật này cũng đảm bảo có những lớp học tiếng Anh dành cho người lớn.	https://www.dol.gov/agencies/eta/wioa/

Appendix E: 美国学生的权利 (中文版)

法律	这对你来说意味着什么?	了解更多!
Title VI of the Civil Rights Act of 1964 1964年民权法案第六章	该法律禁止校内和其他任何地方的一切基于种族和地域的歧视。意味着你可以在美国和其他人一样享有教育权	https://www.dol.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964
Equal Educational Opportunities Act of 1974 (EEOA) 1974年平等教育机会法	该法律是1964年民权法案的一个拓展版本。它阻止各州以性别和英语水平对学生进行任何形式上的歧视。该法案意味着不管你英语水平如何，学校必须帮助你融入学校。	https://www.history.com/this-day-in-history/equal-educational-opportunities-act-1974-signed-into-law-nixon
Individuals with Disabilities Education Act (IDEA) 残疾人教育法修正案	该法律确保每一个残疾学生都可以享有合适的免费教育，包括特殊教育和相对应的服务。该法案意味着每个学生，不论是否残疾，都可以享有其所需的教育。	https://sites.ed.gov/idea/
Plyler v. Doe (1982) 普莱勒诉杜伊案 (1982)	最高法院在该案Plyler v. Doe中，要求各州务必对公立学校K-12年级的学生给予免费教育，不管他们的移民身份状态如何。这意味着所有学生不管身份如何都有权去学校享有教育!	https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students

(continued)

法律	这对你来说意味着什么?	了解更多!
Lau v. Nichols (1974) Lau诉Nichols案 (1974)	在Lau v. Nichols案例下,最高法院一致裁定,学校必须努力克服英语学习者面临的教育障碍。这意味着仅仅为非母语学生提供英语授课是不够的,学校必须为学生提供相应母语的支持!	https://en.wikipedia.org/wiki/Lau_v._Nichols
Every Student Succeeds Act (ESSA) (2015) 每个学生成功法案 (ESSA) (2015)	该法律规定了美国公立学校该如何教育学生。该法律意味着在测试英语学习者方面具有更大的灵活性,但是在确保英语学习者获得高质量教育方面具有更高的标准!	https://www.ed.gov/essa?src=rn
Family Educational Rights and Privacy Act (FERPA) 家庭教育权利和隐私权法案	该法律保护学生教育记录的隐私。这意味着不是所有人都能获得你作为学生的任何信息!	https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
McKinney-Vento Homeless Assistance Act 麦金尼凡托无家可归者援助法	该法律确保对无家可归的儿童和青少年的教育。这意味着即使你无家可归,你也拥有上学的权利,使用往返学校交通工具的权利以及学术支持!	https://nche.ed.gov/mckinney-vento/
Workforce Innovation and Opportunity Act (WIOA) 劳动力创新与机会法案 (WIOA)	该法律,尤其是宪法第十二条修正案,指导成人接受基础技能教育,完成高中学业并过渡到大学。此法还确保对成人的英语课程!	https://www.dol.gov/agencies/eta/wioa/

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