



NABE Advocacy Toolkit:

Protect Title III Funding (FY26)

Sample Email to Congress

Subject: Protect FY26 Title III Funding for English Learners

Dear [Representative] [Last Name],

As your constituent from [City/State], I urge you to support the release and protection of Title III funding for FY26 under the Every Student Succeeds Act (ESSA).

Title III is essential to the success of more than 5.3 million English Learners nationwide. These funds provide students with access to English language instruction, educators with professional development, and schools with the resources needed to deliver equitable education.

Without timely and transparent allocations, districts risk staffing shortages, disrupted services, and lost opportunities for students who need support the most.

Please advocate for the release and full funding of Title III allocations in FY26 and FY27. Our English Learners cannot afford these cuts.

Sincerely,

[Your Full Name]

[Your Address or ZIP Code]

[Your School/Organization]

Phone Script

Hello, my name is [Name], and I'm calling from [Town/State], ZIP code [XXX]. I'm urging [Representative/Senator] [Last Name] to protect and release Title III funding for FY26 under the Every Student Succeeds Act.

These funds support more than 5.3 million English Learners nationwide. Without them, districts risk staffing shortages, lost services, and fewer resources for our most vulnerable students.

Please advocate for maintaining Title III funding in FY26. Our students need your support.

Thank you.

Social Media Posts (Customize with Your Story)

- 🚨 Title III funding for English Learners is on the chopping block for FY26. Over 5.3M ELs depend on these funds to succeed in school. Congress must protect Title III NOW. #ProtectTitleIII #ESSA
- I stand with @NABEorg to demand Congress protect Title III funding. Equity and opportunity for English Learners can't wait. 🙌📚 #ELLsMatter #ProtectTitleIII
- Cutting Title III is cutting futures. Congress: safeguard FY26 funding for the 5.3M English Learners nationwide who need it most. #FundTitleIII #ESSA


Next Steps for Members

- Share these scripts widely with your networks.
- Post on social media tagging your Members of Congress. (*see next page for list of contacts*)
- Register for NABE's webinar and encourage colleagues to attend.

How to Contact Members of Congress

- [Tom Cole Chairman Committee on Appropriations \(OK\)](#)
@TomColeOK04 HouseAppropsGOP
- [Mario Diaz-Balart, Vice Chair \(FL\)](#) @MarioDB
- [Rep. Joseph Morelle, Vice Ranking Member \(NY\)](#) @RepJoeMorelle
- [Ranking Member Rosa DeLauro \(CT\)](#) @rosadelauro
- [Subcommittee Chair Robert Aderholt \(AL\)](#) @Robert_Aderholt
- [Rep. Mike Simpson \(ID\)](#) @CongMikeSimpson
- [Rep. Andy Harris \(MD\)](#) @RepAndyHarrisMD
- [Rep. Chuck Fleischmann \(TN\)](#) @RepChuck
- [Rep. John Moolenaar \(TN\)](#) @RepMoolenaar
- [Rep. Julia Letlow \(LA\)](#) @RepJuliaLetlow
- [Rep. Andrew Clyde \(GA\)](#) @Rep_Clyde
- [Rep. Jake Ellzey \(TX\)](#) @RepEllzey
- [Rep. Stephanie Bice \(OK\)](#) @RepBice
- [Rep. Riley Moore \(WV\)](#) @RepRileyMoore
- [Rep. Steny Hoyer \(MD\)](#) @RepStenyHoyer
- [Rep. Mark Pocan \(WI\)](#) @RepMarkPocan
- [Rep. Lois Frankel \(FL\)](#) @RepLoisFrankel
- [Rep. Bonnie Watson Coleman \(NJ\)](#) @RepBonnie
- [Rep. Josh Harder \(CA\)](#) @RepJoshHarder
- [Rep. Madeleine Dean \(PA\)](#) @RepDean


National Association for Bilingual Education (NABE)


**BEYOND THE BUDGET: THE IMPACT OF TITLE III FUNDING ON EDUCATORS, ADMINISTRATORS, FAMILIES, AND STUDENTS**

“If Title III funds are not released for FY26, the impact on me personally as a high school EL (English Learner) teacher where 22.6% of students are English learners. I will miss out the opportunity of attending workshops or training sessions that can help me stay current on effective EL instructional methods.”

-Illinois, EL Teacher

Tell your members of Congress to take action now!
Scan the QR Code.



**BEYOND THE BUDGET: THE IMPACT OF TITLE III FUNDING ON EDUCATORS, ADMINISTRATORS, FAMILIES, AND STUDENTS**

“The 5,000+ emergent bilingual students we serve in California will lose direct services to small group differentiated instruction tailored to meet their needs as well as instruction from highly qualified regular classroom teachers who have received cutting edge professional development on culturally relevant, developmentally appropriate language acquisition pedagogy.”

-EL Coordinator, California

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