

# 2021 Spring Institute Advocacy Session



Session Leaders:

Sarah Coffey, MA TESOL  
Advocacy SIG Chair

Beth Ronk, MEd  
Immigrant & Refugee Concerns SIG Chair

# Introductions

- What is the ORTESOL Advocacy Team?
- What is the connection between education and immigration policy?
- How has the Advocacy Team been active in the past year during COVID-19?

# Current Issues for ESOL Instructors

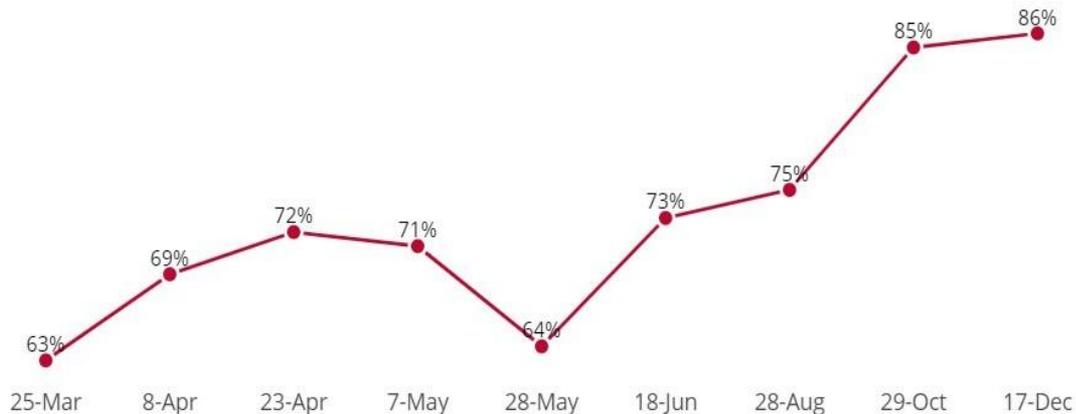
- Governor recommends healthcare for part-time faculty  
<http://www.aauporegon.org/governor-recommends-budget-with-funding-for-part-time-faculty-health-care/>
- Low institutional enrollment
- Changes in assignment rights for PT faculty
- Getting a handle on reopening, when and what it might look like
- Stipends and support for faculty money spent on internet and technology

Source: Union member/faculty at local community college and former ORTESOL board member

# Teacher Morale

Teacher report since the pandemic: they've had to work more hours and have had more trouble connecting with and engaging students.

**Percent of teachers who say teacher morale is lower now than before the pandemic, March-December 2020**

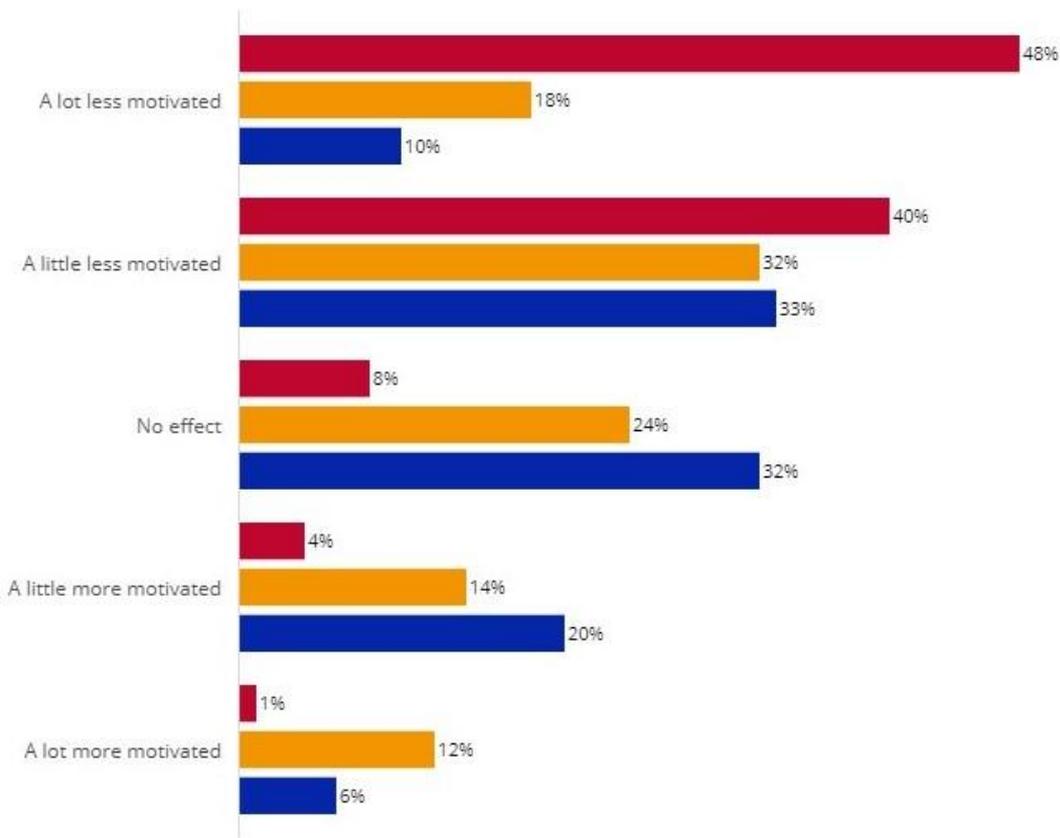


SOURCE: EdWeek Research Center, 2020

Source: "The Teaching Profession in 2020 (in Charts)." Education Week.  
<https://www.edweek.org/teaching-learning/the-teaching-profession-in-2020-in-charts/2020/12>

# Student Motivation

29% of students who say they are absent more often cite the reason as school being more boring than it was before the pandemic, and 31% say it's because they have more trouble understanding what they're learning.



● Teachers' views of the pandemic's impact on their students' motivation to do their best at school

● Students' views of the pandemic's impact on their own motivation to do their best at school

● Teachers' views of the pandemic's impact on their motivation at work

# Pros for students and teachers in online learning

- BIPOC students express relief from a white-dominated in-person school system that has historically made them feel unsupported or unfairly targeted
- Flexibility in time and space of learning and teaching
- Reduces costs in real estate, transportation, meals, etc. that are involved in on-ground education

Sources: "Advantages and Disadvantages of Online Learning." eLearning Industry.

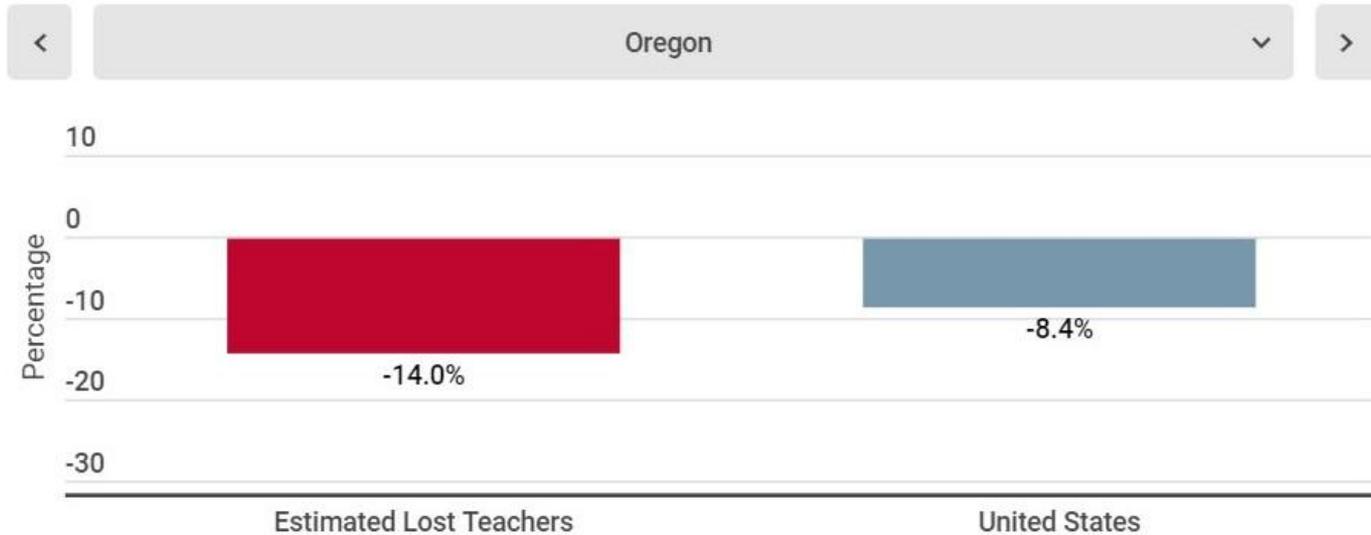
<https://elearningindustry.com/advantages-and-disadvantages-online-learning>;

"For some Black Students, remote learning has offered a chance to thrive." NPR.

<https://www.npr.org/2021/03/01/963282430/for-some-black-students-remote-learning-has-offered-a-chance-to-thrive>

# How the pandemic has impacted ELT job attrition

“Numbers refer to lost jobs, not people losing their jobs”



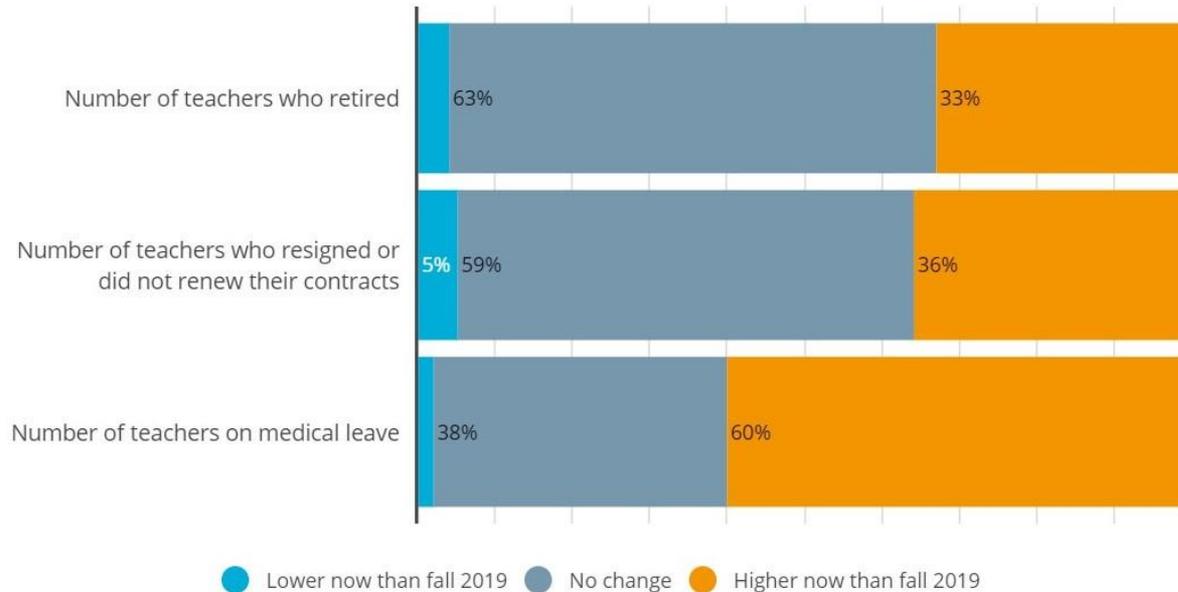
**SOURCES:** Michael Griffith, National Education Association, Bureau of Labor Statistics

Source: “During the pandemic, ‘lost’ education jobs aren’t exactly what they seem.” Brookings. <https://www.brookings.edu/blog/brown-center-chalkboard/2021/03/02/during-the-pandemic-lost-education-jobs-arent-what-they-seem/>

Chart: “The Teaching Profession in 2020 (in Charts).” Education Week. <https://www.edweek.org/teaching-learning/the-teaching-profession-in-2020-in-charts/2020/12>

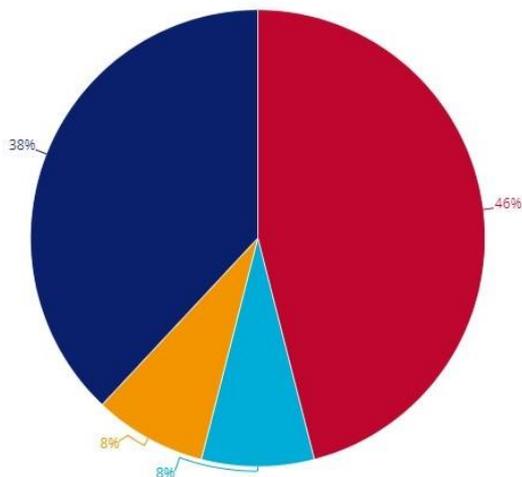
# Teacher leaves, job attrition

How do the number of teacher retirements, resignations, and medical leaves your district or school has experienced in 2020 compare to the number of teacher retirements, resignations, and medical leaves in 2019?



# Professional development & anti-racist curriculum

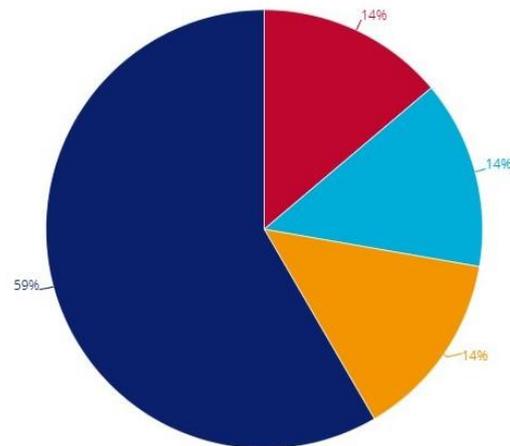
Most educators (**84%**) are at least somewhat willing to teach or support the implementation of anti-racist curriculum.



● Very willing ● Very unwilling ● Somewhat unwilling ● Somewhat willing

But only **14%** say they have both the professional development and resources they need to do so.

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● I have the training I need, but not the resources  
● I have the resources I need, but not the training ● I have both the training and resources I need  
● I have neither the training nor the resources I need

\*Results show responses from teachers, principals, and district leaders.

# Priorities for post-pandemic teaching

- Emergency preparedness
- Reduce learning gaps
- Addressing students' social-emotional health (whole-student teaching)
- Professional development for teachers using technology, especially those with EL students
- Policymakers and funders need to increase internet and technology access, especially for EL families
- Resources and strategies for increasing motivation and engagement for online learning, as well as hands-on learning
- Increase and sustain meaningful contact between schools and students/families

# TESOL Advocacy & Policy Summit

- 3-day virtual summit
- Learned from policy experts about legislation affecting our profession and students
- Discussed effective advocacy techniques and strategies
- Scheduled meetings with our Oregon Members of Congress



# What we advocated for in 2020

## Education & Immigration Bills

- Reaching English Learners Act
- SYLLABLE & SPELL Acts
- Full funding for Titles II & III of the Every Student Succeeds Act (ESSA)
- Increased funding for Title II of the Workforce Innovation and Opportunity Act
- GRACE Act & Refugee Protection Act of 2019
- American Dream and Promise Act of 2019**



# What we're working toward in 2021

## Refugee advocacy

- Promised to increase to 62,500 for FY2021 & 125,000 for FY2022  
→ Biden has yet to sign

## Oregon legislation

- HB3265: Sanctuary Promise Act
- SB718: Welcoming Refugees Bill & SB778: Establishment of an Office of Immigrant and Refugee Advancement

## Federal legislation

- **American Dream and Promise Act of 2021**
- **Farm Workforce Modernization Act of 2021**

# Updates from your Immigrant & Refugee Concerns SIG Chair



- Serve as a Liaison with the ORTESOL Immigrant Advocacy Workgroup (IAW)
  - ORTESOL's first official "workgroup!"
- Serve on Social Services Team for the Oregon Ready Raid Response Network
- Volunteer with IMIrj and American Friends Service Committee to connect with our immigrant communities and build relationships between organizations



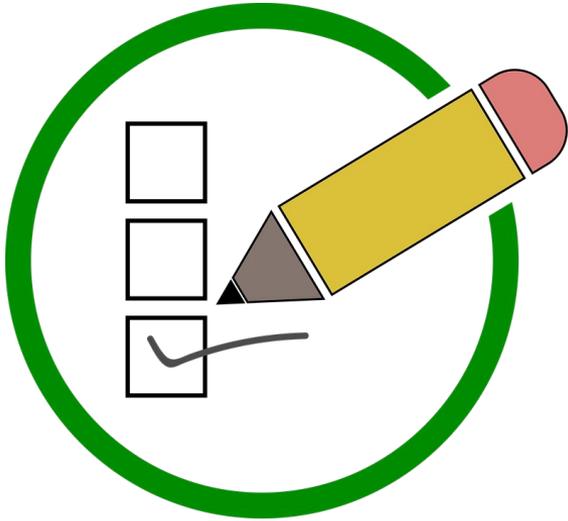
# Updates from your Immigrant & Refugee Concerns SIG Chair

## Immigrant Mutual Aid Coalition (IMAC)

- Founded in response to the wildfires in September
- Continue to connect with the Latinx community in Clackamas & Marion County
  - Provide food, hygiene/PPE, and baby needs every 2-3 weeks to ~350 families
  - Provide relevant community resources on housing, COVID-19, health care, English classes, OWRF, events, etc.
- **Website: [www.imacpdx.org](http://www.imacpdx.org)**



# Attendee Poll



1. What context are you teaching in now?
  2. Please take a moment to compare your professional situation now and your professional situation one year ago. How would you describe your professional situation now?
  3. Now compare your students' situation now compared to a year ago. How would you describe their situation?
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# Guided Discussion

# What have you discovered about teaching online?

- How did your responsibilities or working hours change?
- How do we keep the resilience we've gained in transitioning from in-person to online on very short notice?

# Wrap Up

- Final thoughts
- Action steps

# Education policy themes emerging from the pandemic

- “Maintenance-of-equity” requirement to the use of federal funds; ensures cuts do not disproportionately affect ELs or highest-need schools
- Prioritize parent engagement and partnerships between schools and CBOs
- Issues with how ELP data is collected and used
- Prioritize ELs for in-person learning
- Increase digital access, privacy, and literacy for ELs
- Increase learning time, most beneficial for ELs
- Fully fund needed resources to curb learning loss among ELs

# Resources for further reading

- [TESOL Advocacy Center](#)
- [A Guide to President Biden's Executive Orders, Proclamations, & Agency Announcements on Immigration published by NNIIR](#)
- [Higher Ed Immigration Portal](#)
- [Latin America Working Group Weekly News Brief](#)
- [ESSA Fact Sheets \(NASSP\)](#)
- [The Teaching Profession in 2020 \(in Charts\)](#)
- [For Some Black Students, Remote Learning Has Offered A Chance To Thrive](#)
- [Educating English Learners during the COVID-19 Pandemic: Policy Ideas for States and School Districts](#)
- [Teaching and Leading Through a Pandemic: Key Findings from the American Educator Panel's Spring 2020 COVID-19 Surveys](#)

**Questions? Keep in  
touch!**

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