



Planning Checklist for Urging Congress to Pass the Haiti Emergency Relief Act

About this Document:

Here is a series of questions from [TESOL International](#) that guides their decision-making about advocacy actions, for reference. Additional info [is here](#). Here is their [decision-making flowchart](#).

[TESOL Community and Colleague Resources](#) & [Advocacy Resources](#)

Topic/Issue Describe the issue (if a policy or piece of legislation, please provide specifics on jurisdiction, sponsors, and numbers).	From https://www.ohioishome.org/columbus-spotlight : USE YOUR VOICE: Call Senators <u>Husted</u> and <u>Moreno</u> , and tell them to pass the <u>Haiti Emergency Relief Act</u> , which already cleared the U.S. House on a bipartisan basis. This bill would extend TPS through the end of the Trump administration. You can reach their DC offices by calling the Capitol Switchboard at (202) 224-3121 and asking to be transferred to their offices. After making your phone calls, email them here .
Audience - who will hear or receive this information?	Our elected officials in Congress Other people who care about what's happening in our country
Whom does the issue impact?	Haitian-Americans living in the US with former TPS status All of their employers, too
Who would benefit from the requested action and how would they benefit?	
Purpose	
Format	

Source/Origin																																		
What is the state of Ohio saying <u>about this topic in published materials</u> (or other?)	DeWine has lots of comments that are pro-Haitians																																	
Connection to Ohio TESOL's Core Values / Mission / Vision Statement / Rationale	According to ODEW, we have about 3,000 students whose native language is Creole/French AND are considered English Learners. We know there could be more whose language is mis-identified, or who have exited, or who are outside the age 3-21 range and aren't included in this data. <u>MOST COMMON STUDENT NATIVE LANGUAGES, ALL STUDENTS, K-12, 2024-2025 (FTE)</u> <table><thead><tr><th>Native Language</th><th># of Students</th><th>% of All Students</th></tr></thead><tbody><tr><td>1. English</td><td>1,470,640</td><td>91.8%</td></tr><tr><td>2. Spanish</td><td>58,345</td><td>3.6%</td></tr><tr><td>3. Other</td><td>41,181</td><td>2.6%</td></tr><tr><td>4. Arabic</td><td>7,925</td><td>0.5%</td></tr><tr><td>5. Somali</td><td>6,212</td><td>0.4%</td></tr><tr><td>6. Creole (French)</td><td>3,350</td><td>0.2%</td></tr><tr><td>7. Ukrainian</td><td>2,095</td><td>0.1%</td></tr><tr><td>8. Russian</td><td>1,794</td><td>0.1%</td></tr><tr><td>9. German</td><td>1,353</td><td>0.1%</td></tr><tr><td>10. Vietnamese</td><td>1,336</td><td>0.1%</td></tr></tbody></table>  http://reports.education.ohio.gov ✓ All students, not just ELs ✓ 1,601,469 total students ✓ 23 possible languages and “Other” in EMIS ✓ Full-time equivalency (FTE)enrollment	Native Language	# of Students	% of All Students	1. English	1,470,640	91.8%	2. Spanish	58,345	3.6%	3. Other	41,181	2.6%	4. Arabic	7,925	0.5%	5. Somali	6,212	0.4%	6. Creole (French)	3,350	0.2%	7. Ukrainian	2,095	0.1%	8. Russian	1,794	0.1%	9. German	1,353	0.1%	10. Vietnamese	1,336	0.1%
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Summary of the Proposed Action (written in sentence format)																																		
Timeline																																		

Substance/Content of the proposed action: **OhioTESOL** should release a statement urging Congress (Senate) to pass the Haiti Emergency Relief Act. We should add a new topic to our advocacy action center that prompts our members to email their legislators about this topic.

Comments/Feedback from Ohio TESOL Board:

(please add your comment, along with your names and the date; and/or use the comments feature)

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Voting/Outcome:

Please indicate whether you agree to the proposed action, disagree, or propose another action:

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