

Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Immigration in Secondary Schools

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City University of New York-Initiative on Immigration and Education (CUNY-IIE),
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Dear Educator,

Whatever your area of certification, grade level, or position, you have the power and opportunity to educate yourself, your colleagues, and your students about current immigration issues. These issues impact the freedoms, fears, hopes and futures of our students and families, and ultimately, of our nation. The City University of New York-Initiative on Immigration and Education (CUNY-IIE) aims to bring together educators, researchers, families and local leaders to **learn** about, from, and with immigrant communities, **act** in ways that center our shared humanity regardless of legal status, and **advocate** for equitable policies and opportunities. These professional development activities are one way we hope to achieve this vision.

The [Supporting Immigrants in Schools](#) video series was created in 2019, at the request of the New York State Education Department (NYSED), to show what some schools across the state are doing to respond to the current political context where immigrant communities are under attack. We hope you find these short videos insightful. But to truly effect change, the ideas the videos describe must become everyday actions in our classrooms, schools, and communities. For that reason, these four professional development modules to accompany each video have been created through the collaboration of K-12 teachers, school administrators, professors, and doctoral students.

These modules will be shared with schools and educators across New York. We are also making them available to educators nationally. The modules should not be viewed as a scripted series of professional development activities. Instead, we encourage schools to hold listening sessions with their local immigrant communities and/or to carve out spaces during class time, at family conferences and community events, to learn directly about the experiences, hopes, and fears of immigrant-origin students and families. Based on the information you collect in your own local context, the activities within the modules can be selected and modified.

We realize that time for professional development is scarce; therefore, you can take an 'à la carte' approach to the activities based on your needs and timeframe. While we have included tips for facilitation, we strongly recommend that facilitators and participants begin by reading the CUNY-IIE Guiding Principles document that follows this letter in order to ground the activities in a stance of immigrant justice.

If you use these modules, we at info@cuny-iae.org would love to hear about your actions, reactions, and your aha-moments. We thank you for taking the time to learn, listen, and educate yourself and your peers. Immigration is an issue for everyone, and we hope these professional development modules can support the learning process for schools in New York and beyond.



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Supporting Immigrants in Schools Video Series

Videos	Professional Development
Key Immigration Issues	Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza
Refugee and Immigrants in Schools	Tamara O. Alsace, Adeyinka M. Akinsulure-Smith, Gliset Colón
Immigration in Elementary Schools	Dina López, Ashley Busone Rodríguez, Jessica Velez Tello
Immigration in Secondary Schools	Daicy Diaz-Granados, Angely Li Zheng, Chaewon Park, Jennifer (Jenna) Queenan, Karen Zaino
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CUNY-IIE

Grounding Principles

Cynthia Nayeli Carvajal, Ph.D.

City University of New York-Initiative on Immigration and Education (CUNY-IIE)

The work of CUNY-IIE is firmly grounded in a set of principles, all of which reflect several overlapping themes that inform our thinking and our work. One of our primary goals is to **learn** about and understand the experience of migration, from the point of view of immigrants themselves. We seek also to be cognizant of the history of this country, which was founded with lofty ideals but in reality was built on the twin pillars of slavery and the dispossession of Native peoples. Confronting some of these ideas may feel uncomfortable at times, but we believe that discomfort is often a necessary part of learning for all of us. Lastly, as part of our goals to **act** and **advocate**, these principles address stances that educators can take as we all strive to center our shared humanity and build toward equitable policies and educational opportunities for all.

Black Immigrant Lives Matter. CUNY-IIE stands in solidarity with all those fighting for equality and justice in the Black Lives Matter movement. It is therefore important to approach this work with that sense of solidarity in mind. Although [black immigrants](#) make up the smallest percentage of immigrants in the United States, they are more likely to be targeted for deportation. By centering the lives and experiences of those who are most vulnerable, we can advocate for equality for everyone.

No one is illegal on stolen land. We believe that no person should be defined in terms of their immigration status, and we are opposed to the dehumanization of anyone through the use of the term 'illegal'. This notion is further complicated by the history of colonization in the United States. New York State resides on [lands stolen from Native people](#): Lenape, Haudenosaunee, Mohican, Abenaki, Erie, Canarsie, Rockaway, Algonquin, Merrick, Massepequas, Matinecock, Nissaquogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, and Mannansett.

We are not all immigrants. The fabric of the US includes not only immigrants, but also the Native Americans whose land was stolen in the creation of this country, as well as the descendants of enslaved people who were brought to this land against their will. We refrain from statements like "we are all immigrants" and "this nation was built by immigrants," because this further invisibilizes the Native people and lived realities of slavery and the Black experience in the United States.

The immigrant experience exists beyond the Latinx narrative. The rhetoric on immigrant rights in the United States often centers Latinx communities, and specifically the Mexican experience. In fact, the immigrant experience in the US encompasses many countries, races, and ethnicities. As we seek to advocate for equitable opportunities for all immigrants in the New York context, it is vitally important to recognize and make space for immigrants outside the Latinx diaspora.

Immigrants and students labeled as “English Language Learners” are not interchangeable. Approximately half of all multilingual learners in New York are US-born, many of whom grow up in multilingual homes and require additional support to learn English via bilingual education or English as a New Language (ENL) programs. In addition, many immigrants arrive from English-speaking countries and/or are already bilingual. Ideally, all students - and especially those who speak a home language other than English - will be given the opportunity to become bilingual and biliterate in school. It is important that we not conflate the two distinct (though overlapping) categories of students who are immigrant-origin with students who are categorized as English Language Learners.

The immigration experience is complicated. Reasons for migrating to the US vary among individuals and families, but leaving one’s home, family, language and culture is often traumatic. And even though some immigrants come to the US for economic opportunity, financial issues may continue to be a challenge for new immigrants. Nevertheless, mainstream rhetoric upholds the narrative that immigrants are happier to be in the US than in their home country. This perception is reinforced by messages extolling assimilation and patriotism. However, in addition to other challenges, immigrants are often treated like second-class citizens or denied citizenship altogether; immigrants also experience violent laws and policing practices that often make the US a hostile space for immigrants.

Migration can be traumatic. Our work recognizes that the experience of migration through militarized borders can be difficult and painful. While there is a vibrant Migration is Beautiful movement often symbolized with the imagery of a butterfly, we must recognize that students’ and community members’ experiences with migration may have been traumatic. We wish to understand and recognize these experiences by incorporating mental health resources and socioemotional support in our work.

Xenophobia is systemic. Anti-immigrant discourse has blamed immigrants for a broken economy, failing schools, and for overwhelmed medical resources. [Research](#) has [continually](#) shown that immigrants don’t have a negative impact on any of these services. In fact, immigrants often provide a positive impact, both socially and economically. Immigrants are vilified because

xenophobia, much like racism, is a systemic issue in the US as a result, immigrant students often have less [economic mobility](#), attend [under-resourced schools](#), and are provided with fewer social services.

Teaching through translanguaging is central. We believe the home language practices of immigrant-origin students, which include different languages and varieties, are a strength that must be a part of their education. Translanguaging pedagogy, which deliberately integrates flexible language practices into education, allows for students' voices and learning opportunities across programs, content areas and levels. All instruction should draw on students' many linguistic resources, regardless of whether they have been labeled as English Language Learners.

We aim to move beyond allyship to working as accomplices. Our work seeks to provide opportunities for educators to engage as allies, and to move from [ally work to accomplice work](#). An ally engages in activism by standing with an individual or group in a marginalized community; an accomplice focuses on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. As we continue to educate ourselves and others, our work seeks to develop allyship while also addressing and changing structures that impact immigrant students and communities.

Context Overview: Immigration in Secondary School

Schools and educators can play a pivotal role in the lives of immigrant-origin students through their support and advocacy of the immigrant community. In 2018, New York State was home to over 4 million foreign-born residents . Furthermore, 37% of school-age children have at least one foreign-born parent, and 5% of students are foreign-born themselves meaning they may be naturalized US citizens, lawful permanent immigrants and green-card holders, refugees, asylees and others including people on work, student or other temporary visas, as well as persons residing in the country without legal authorization (Migration Policy Institute, 2018).

Educators can and should explicitly communicate that they are committed to ensuring that immigrant-origin students receive the equitable education to which they are entitled. Professional development opportunities can address several goals: helping educators explore what advocacy can look like in our schools and classrooms; learning how to support immigrant-origin students with college and career access; and supporting immigrant-origin youth empowerment in and out of schools. The activities in this professional development module provide opportunities for educators not only to discuss key issues, but also to connect with community stakeholders in order to identify the concrete actions they can take to support immigrant-origin students and families.

High School

The high school years serve as a key transitional moment for all young people, and immigrant-origin students may face particular challenges during this time related to language learning and navigating new cultural norms. Many are also faced with contributing financially to their families. Some undocumented students discover their documentation status as they seek employment and apply to college, and must face complex emotions, as well as the need to navigate complicated bureaucratic systems. These processes can be even more challenging when students and/or their families speak, read, and write predominantly in languages other than English.

Teachers and school personnel can help students understand how their immigration status factors into employment opportunities, college admission, and financial aid. While young people

are eligible for in-state tuition rates at public colleges in New York State, the requirements for applications (especially financial aid applications) vary depending on immigration status. Undocumented students, for example, are ineligible for federal financial aid. However, all New York residents are eligible for the New York State Tuition Assistance Program (TAP), regardless of immigration status, on account of the passage of the New York State Dream Act in 2019.

Teachers can support undocumented students by guiding them toward resources and organizations that show the promises and possibilities of living undocumented. And although the pendulum continually swings in both directions as the Deferred Action for Childhood Arrivals (DACA) program is heard in courts across the nation, high school students age 16 and above may be able to apply for working papers and safety from deportation.” to “Such as the Deferred Action for Childhood Arrivals (DACA) program, which as of July 2020 has been reinstated and is now accepting new applications. While it was a series of legal battles and uncertainty, high school students age 16 and above may be eligible to apply for working papers, safety from deportation, and permission to travel outside of the United States.¹ The survival of DACA program through numerous legal challenges can be attributed to the tireless organizing of undocumented youth who fought to change the national discourse by continuing to challenge anti-immigrant narratives and advocating for their rights.

Listening to Youth and Youth Organizing

Being an advocate for immigrant-origin youth in secondary school often means listening to the youth themselves. Immigrant and undocumented youth have long been at the forefront of organizing for change in the United States. What follows is a brief (though not comprehensive) history of youth-organizing around immigration in the last 20 years.

In the early 2000s, immigrant and undocumented youth began organizing to pass the federal DREAM Act. This largely consisted of coming out publicly as undocumented and trying to demonstrate that undocumented youth are worthy of citizenship by sharing stories of academic successes. While the Dream Act did not pass, national attitudes did change. “By 2010 [when the Dream Act passed the House of Representatives, but narrowly failed to pass in the US Senate], a majority of Americans (54%) supported legal status for Dreamers, while half continued to favor decreasing the number of all immigrants in the country” (Nicholls & Fiorito, 2015). During this time, immigrant, youth-led national organizations like United We Dream were formed.

¹ As more information continues to be released about DACA, be sure to consult with a lawyer or community organization for updates and eligibility requirements.

After the failure of the federal Dream Act to become law, many youth turned to more local organizing. This led to the formation of the [New York State Youth Leadership Council](#), the first undocumented youth-led organization in the state of New York. The organizers began to move away from the Dreamer narrative that there were “good” immigrants and “bad” immigrants. Instead they took a firm stance that all undocumented immigrants are worthy of feeling safe and at home where they live. Many youth also began to reject the narrative that they were brought to the United States ‘through no fault of their own’, saying that this idea unfairly criminalized their parents and family members. Student advocacy clubs that focus on immigrant justice, called Dream Teams, were formed in colleges and later in high schools.

In 2012, immigrant and undocumented youth stepped up the pressure on President Obama to take concrete actions that would protect undocumented youth from deportation and grant a pathway to citizenship. This led to the creation of the Deferred Action for Childhood Arrivals program. More commonly known as DACA, the program provides temporary relief in two year periods, but does not lead to citizenship or long-term legal residency. DACA protections can be removed by a president via executive order. While DACA has been helpful to many, the program is insufficient as it’s merely a temporary solution for some and is not even available to many other youth, parents and family members.






As advocacy efforts continue to push the conversation towards more inclusive and intentional policies, efforts have also included dialogue on the impact of race, gender, and sexual orientation in the fight for immigrant justice. Queer and trans immigrant rights leaders have created platforms like [La Familia: Trans Queer Liberation Movement](#) and led civil disobedience actions to highlight intersectional oppression on queer and trans immigrant lives. [Black Alliance for Just Immigration](#) (BAJI) has advocated for racial justice within the immigrant rights movement and the [UndocuBlack](#) Network continues to highlight that #ImmigrationIsABlackIssue while creating space for black undocumented lives. Today, immigrant and undocumented youth continue to organize and demand a better future for themselves and their families.

References

- Migration Policy Institute (2018). State immigration data profiles: New York.
www.migrationpolicy.org/data/state-profiles/state/demographics/NY
- Nicholls W., & Fiorito, T. (January 2015). Dreamers unbound: Immigrant youth mobilizing.
New Labor Forum.
<https://newlaborforum.cuny.edu/2015/01/19/dreamers-unbound-immigrant-youth->



KEY

	Time Frame for Activity
	Background Knowledge Activity Requires Introductory Intermediate Advanced
	Focus of Impact Student Faculty Classroom Family School Community
	Tips for Facilitators: Suggestions for ways to prepare for and approach the professional development activities, as well as areas to be aware of while facilitating the module.
	Classroom Connections: Possible ideas to differentiate the activity or content for classroom instruction with K-12 students.

Module Orientation

This module is organized around three main areas of focus:

Focus A: Supporting Immigrants in Secondary Schools

Focus B: Beyond High School: College Access and Career Opportunities

Focus C: Spaces for Youth Empowerment

Each focus area includes scaffolded activities related to specific actions from the video. All groups should begin with the **Pre-Watching Activity 1: “Going Viral” - Advocating for Immigrant-Origin Students** and then, after watching the video, they should complete **Activity 2: Identifying a Focus for Professional Development**. These activities will prepare groups to select the Focus that is most useful and appropriate for the specific context of the school and community.

Overview Activity 1

“Going Viral” - Advocating for Immigrant-Origin Students

 90 minutes  Introductory  Faculty

Overview

This activity is intended as a pre-watching activity to be done before viewing *Immigration in Secondary Schools*, the fourth video in the CUNY-IIE Series, *Supporting Immigrants in Schools*.

Learning Goals

✓ **Discuss** key terms, issues and considerations around the rights of immigrant-origin students to identify ways in which they can embrace their roles as advocates for immigrant students.

Key Terminology

- **Undocumented:** A foreign-born person who does not have a legal right to be or remain in the United States. One can be undocumented either by entering the country without US government permission or by overstaying a visa that has expired.
- **Immigrant-origin:** An umbrella term for students who were born in another country and those who are US-born to immigrant parents.
- **Dream Team:** A student club, usually at high school or college level, that focuses on undocumented and immigrant justice. It is also a space created by students to discuss their immigrant experiences with like-minded individuals, share resources and advocate for themselves and their peers.
- **Advocate:** To provide active support to an individual or group so that they receive equal rights, treatment and/or support.
- **Immigrant Justice:** A broad series of movements across legal, medical, social, economic, and educational contexts that seek to transform structures that criminalize and dehumanize immigrants. Immigrant justice describes the equitable provision of rights and opportunities to immigrants and all people who are marginalized on the basis of race, disability, sexuality, gender, class, and religion.

Materials for Facilitator

- Markers
- Chart paper
- Post-it Note-Pads
- Access to online resources
- [Handout 1: Sample Social Media Accounts](#)
- [Supporting Immigrants in Schools Resource Guide](#)

Reference Materials

- [Migration Policy Institute](#)
- [Posters by United We Dream](#)
- [Supporting Undocumented Students and Mixed-Status Families](#)
- [Drop the I-Word](#)
- [Immigration in Secondary Schools video](#)



Tips for facilitators

A warm-up activity where the glossary terms are reviewed may be necessary. Depending on time constraints, as a full group, you can ask volunteers to identify these terms, and/or have a copy of the glossary available for participants as they work. You can set the groundwork by telling participants that there are a lot of technical terms and some everyday language relating to immigration so it is of maximum importance that we understand the terms and how to use inclusive language. Make sure that participants feel free to ask questions/seek clarification.

Procedures

- Divide participants into groups of 3-4 people—ideally the groupings will be heterogeneous with opportunities for participants to exchange ideas with colleagues they don't usually get a chance to engage with.
- As an icebreaker in their groups, participants can take turns describing which, if any, social media they use and what they like/dislike about social media.
- Use markers and chart paper to create artwork which represents a fictitious social media account intended to educate its “followers” about the rights of immigrants and immigrant-origin students in schools (can be Facebook, Twitter, Instagram or Pinterest account of

an organization or person focused on advocacy on behalf of immigrant and immigrant-origin students). Once a profile is completed, create several “posts” which incorporate and elaborate on as many of the glossary terms as possible.

- Facilitator will conduct a Gallery Experience with completed art displayed on walls; participants will respond to each other’s posts by leaving “comments” with post-it notes. Participants can leave actual comments or respond from a menu of emojis of their choice.
- Full group will debrief and the Facilitator will address any questions/concerns. Possible discussions may address some of these topics:
 - the scope and format of advocacy;
 - the role of educators as advocates/allies/accomplices/co-conspirators;
 - what stereotypes/points of view surface on social media/among the participants;
 - how immigrants are depicted and/or discussed on social media;
 - the power of social media (viral posts) and their limitations;
 - ways to identify/support/center/amplify the voices of immigrant-origin students themselves.



Tips for facilitators

Take this opportunity to raise awareness of inclusive language, and have participants commit to the use of multiple languages. For more on this refer to these resources: [Supporting Undocumented Students and Mixed-Status Families](#), [Drop the I-Word](#).

- At the end of this activity or prior to starting the next one view the [Immigration in Secondary Schools video](#). The video highlights a high school Dream Team, and shows how other schools can start their own club for immigrant justice. It also shows how a school counselor ensures that undocumented students have access to information about attending and funding college.

Overview Activity 2

Identifying a focus for Professional Development

 10–15 minutes  Introductory  Students, School Personnel

Overview

This activity allows participants to reflect on the video. Additionally, if professional development is offered as an event in which participants choose which areas of focus they'd like to learn more about, this is an opportunity for the facilitator to provide background and to help participants assess their readiness levels and interest.

Learning Goals

- ✓ **Reflect** on the content in the *Immigration in Secondary Schools* video.
- ✓ **Select** the Focus Group(s) to participate in based on school needs and readiness.

Reference Materials

- [Immigration in Secondary Schools video](#)
- Description of the three Focus areas in this module (projected or printed and distributed)

Procedures

- **Review** the educator actions and ideas from the video. Discuss and document responses to the following questions:
 - Which educator actions and advocacy resonated?
 - Which educator actions and advocacy were surprising? Confusing?
 - Which educator actions and advocacy would require additional research?
- **Facilitate** a conversation about the educator actions and advocacy using a Think-Pair-Share protocol. Begin with an individual reflection using a free-write for participants to note their thoughts about the following questions:
 - What sticks out to you about the educator actions and advocacy?

- What questions or concerns do you have about enacting some of these actions at your school?
 - What sounds particularly important to you?
 - Ask participants to share their reflections in pairs.
- **Share** out with the larger group, noting patterns and common themes.
- **Share** the three Focus options below and decide what Focus area will work best for you school/group:
- ★ **Focus A: Supporting Immigrants in Secondary Schools** includes resources for creating a school culture that supports immigrant-origin students. This session is best for those who might identify as “beginners” in this work and want to learn more about some steps they can take as a school to show that all students will be supported in the school environment, regardless of their documentation or citizenship status. The activities in this session do not require prior knowledge or the completion of any previous activities.
 - ★ **Focus B: Beyond High School: College Access and Career Opportunities** includes resources for supporting students in their college and career trajectories. Although background knowledge is not required, staff should be aware that this session includes an overview of how the college and career process can be impacted by immigration status and the resources available to help students. This information can be complicated and requires personal investment and commitment to understand clearly. The activities in this session are cumulative; each activity builds on its predecessor.
 - ★ **Focus C: Spaces for Youth Empowerment** includes resources for starting a Dream Team or facilitating other youth empowerment activities. This session is best for those interested in becoming more politically engaged in immigration advocacy at school. Ideally, educators who select this session will have a background in immigration-related advocacy, or express strong personal commitment to learning about this kind of work. The activities in this session are cumulative; each activity builds on its predecessor.



Tips for facilitators

If you are not from an immigrant background and/or haven't worked with immigrant youth/families before, starting a Dream Team is probably not the best next step for you at this time. We encourage you to learn from and build with immigrant communities first and become comfortable with conversations around immigration before starting a Dream Team at your school.

Activity 3

What Rights do our Immigrant Students Have?

 1 hour  Introductory  Faculty

Overview

Engaging in students' rights will allow for the creation of an Immigrant Students' Bill of Rights

Video Educator Actions

Showing Support [4:08]

- Inform yourself and the school faculty about immigration changes
- Make connections with outside organizations
- Share information with all students and families

Learning Goals

✓ **Identify the legal rights** of immigrant students and consider what these rights look like from the student's point of view as they reflect on ways in which the full rights of need to be upheld by all educators.

Key Terminology

- **Plyler v. Doe:** A 1982 Supreme Court ruling that established that all school-age K-12 students be afforded protections by the Equal Protection Clause of the Fourteenth Amendment, regardless of immigration status. Undocumented students cannot be denied enrollment in public schools. Schools cannot ask about immigration status or social security numbers of their students and families.
- **Immigration and Customs Enforcement (ICE):** A federal agency within the Department of Homeland Security that was created in 2003 as part of the government's reorganization after the Sept. 11, 2001 attacks. ICE arrest, detain and deport unauthorized immigrants inside the United States.
- **Family Educational Rights and Privacy Act (FERPA):** A federal law that protects the privacy of student education records. The law applies to all schools that receive funds

under an applicable program of the U.S. Department of Education. FERPA also protects undocumented students' information from being handed over to federal officials like ICE.

- **Dignity for All Students Act (DASA):** A New York State act signed into law in 2012 to provide all students, including immigrant-origin students, with a safe and supportive environment free from discrimination, harassment, and bullying (including cyberbullying).

Materials for Facilitator

- Markers, Chart Paper, Post-it Note-Pads, access to online resources
- NYSED Information Regarding Recent Immigration-related Actions:
 - [Information-regarding-recent-immigration-related-actions](#)
 - [Letter from Office of The Attorney General](#)
- [Handout 1: What Educators Need to Know about Key Legislation and Terms Related to Immigrants Reference Chart](#)
- [Handout 2: Questions/Considerations for drafting your “Immigrant Student’s Bill of Rights”](#)

Procedures

- Participants will be divided into groups of 3-4 people—ideally the groupings will be heterogeneous with opportunities for participants to exchange ideas with colleagues they don't usually get a chance to engage with.
- As a warm-up, participants should refer to the chart, *What Educators Need to Know about Key Legislation and Terms Related to Immigrants*, located in the Appendix, and discuss how this information impacts their roles as educators and advocates for immigrant students.
- Groups will summarize the information contained in the NYSED Policy (contained in the two online resources listed above) to create an Immigrant Student's Bill of Rights.
- As an interim step, participants can use the guiding questions in Handout 2 to locate salient facts in the online resources and identify the educational rights of immigrant students. Educators should consider what the “Immigrant Student's Bill of Rights” should look like from the student's perspective.
- Groups can either pair up or present their “Bill of Rights” to the whole group highlighting what they learned about the rights of immigrant students, what resonated with them, and any questions that their group discussed or grappled with.
- Encourage each participant to take 3-5 minutes to write a personal reflection and/or free write about what they learned doing the exercise and how it applies to their teaching. Facilitate a full group discussion to debrief the exercise.

- To extend the activity, the facilitator can ask participants (either in pairs or small groups) to evaluate their school environments in terms of whether they believe students are granted their full rights as identified in the Immigrant Student’s Bill of Rights generated by each group (or collectively). In debriefing this, on a piece of chart paper, the facilitator can list areas where there is room for improvement, and also remaining questions, as identified by the participants. Administrators can plan next steps for addressing areas for improvement as identified by the participants.



Classroom Connection: Creating Immigrant Rights Posters

Bring immigration laws into class discussions and visuals. Include Plyler v. Doe (1982), alongside Brown v. Board of Education (1954), when teaching about educational opportunities and civil rights. Teachers can have students create posters or bring in online social media posts such as the one shown below:

KNOW YOUR RIGHTS

The Constitution and the Supreme Court guarantee all children in the United States the right to attend school regardless of their immigration status. This means that states, districts, and **K12 public schools must**

- ▶ Allow an undocumented child or child of undocumented parents to enroll in and attend school
- ▶ Make a child and their parents feel welcome and safe, including acting to prevent bullying or harassment that would interfere with their right to an education
- ▶ NOT ask about a child’s or their parents’ immigration status (including requiring a social security number, birth certificate or parent’s driver’s license to enroll)
- ▶ NOT discourage a child from enrolling in or attending school because of their immigration status

These rights cannot be changed by the President of the United States, a governor, a state law, or a superintendent of schools. If schools violate a child’s constitutional rights in any of these ways, children and families can sue the school or the school district for violating the law.

SOURCE: TWITTER, NALEO EDUCATIONAL FUND, @ NALEO

Extension Activities for Activity 3

Extension Activity 3A: Policy Statement

Learning Goal

✓ Create and share a policy statement on legal and educational rights of immigrant students and families

The Task

Collaborate with immigrant students and families to create and broadly share a statement of policy which includes the values embraced by the school community and explicitly affirms the alignment of the school with the NYSED policy on the legal educational rights and rights to privacy of all immigrant students. This policy statement should be translated into the languages of the families and students.

Reference Materials

- NYSED Policy statements:
 - [Letter from Office of The Attorney General](#)
 - [Information-regarding-recent-immigration-related-actions](#)
- [Immigrant Student's Rights to Attend Public Schools](#)

Extension Activity 3B: Messages of Support

Learning Goal

✓ Disseminate information on the school's commitment to support immigrant students and their families

The Task

- Disseminate information on school's commitment to support immigrant students and families in the following spaces:
 - District/School Website
 - Social media
 - On school premises
 - Display pro-immigrant posters
 - Display photographs of administrators/educators/school community members holding signs of support

Extension Activity 3C: Creating a Resource Checklist

Learning Goal

✓ Create a checklist for identifying resources, disseminating information and serving our immigrant students

The Task

As a school community where the voices of immigrant students and families are integral and centered, create your own “checklist” of resources that you have/will identify, and things that you can/will do on an ongoing basis. The following are sample items for consideration:

- Ensuring full participation and centering the leadership and voices of immigrant students and families
- Follow reputable sources on social media
- School has a consistent plan share immigration information with everyone
- Increase sensitivity
 - Don't make assumptions about status
 - Use inclusive language
 - Understanding of different statuses and how they impacts possible supports
- Make connections with outside organizations
 - Invite people in
 - Legal organization
 - Mental health/socio-emotional support organizations
 - Immigration organizations
 - College Dream Teams
 - Online organizations
- Share information with all students and families:
 - Don't make assumptions in terms of who requires what types of information
 - Think about how you will communicate ideas, information, changes, etc.
 - Information can include legal resources, know your rights, what to do if, college, healthcare, your rights as an undocumented person, and more
 - Include information and welcoming messages in physical space, signage, welcoming area
 - Analyze the ecology of the school and classroom(s) to commit to increasing access by making information accessible in as many languages as possible.
 - Refer to *The Languages of New York State: A CUNY-NYSIEB Guide for Educators*, [NYS Language Profiles.pdf](#), for more information on the languages other than

English spoken by immigrant families to tap into the great value of language diversity in your community.



Tips for facilitators

For more information on the rights of immigrants in schools, participants should view Key Immigration Issue video in the CUNY-IIE Series, [Supporting Immigrants in Schools](#).

Activity 4

Familiar Faces Holding Up Signs of Support

 1½–2 hours  Introductory  Faculty, Students, Administration

Overview

Showing support to immigrants is critical when they are often under attack through anti-immigrant policies and anti-immigrant discourse in the media and society. This activity shows one way for schools to be explicit about their support for immigrant students is to show their support in public spaces throughout the building.

Video Educator Actions

Possible Dream Team Activities [5:20]

- Create signs of support

Learning Goals

- ✓ Understand the role of educators as advocates and the necessity of explicitly showing support for immigrant-origin students
- ✓ Design signs that use inclusive language and the multiple languages of their students and families in communicating support.

Key Terminology

- **Advocate:** To provide active support to an individual or group so that they receive equal rights, treatment and/or support.
- **Dream Team:** A student club, usually at high school or college level, that focuses on undocumented and immigrant justice. It is also a space created by students to discuss their immigrant experiences with like-minded individuals, share resources and advocate for themselves and their peers.
- **Gender and Sexuality Alliance (GSA):** A student club at the secondary level that centers the experiences of people with different sexual orientations and gender identities and advocates to end homophobia and transphobia.

- **Immigrant Justice:** A broad series of movements across legal, medical, social, economic, and educational contexts that seek to transform structures that criminalize and dehumanize immigrants. Immigrant justice describes the equitable provision of rights and opportunities to immigrants and all people who are marginalized on the basis of race, disability, sexuality, gender, class, and religion.

Materials for Facilitator

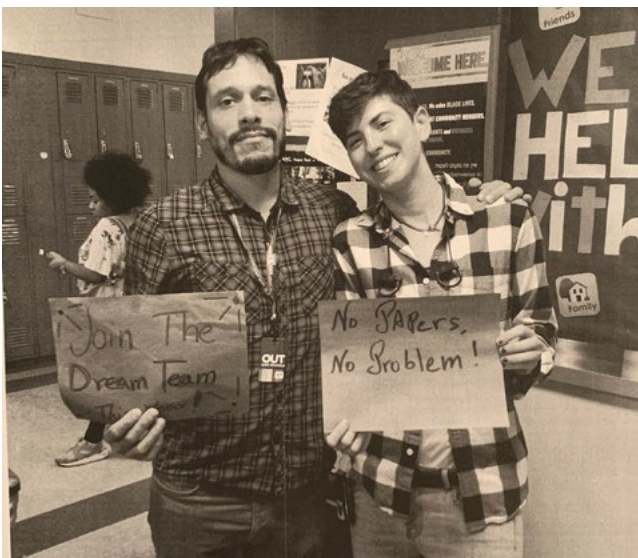
- Assorted art supplies for making signs: markers, chart paper, construction paper, glitter
- Cameras to take photos/access to print photos
- Access to online resources

Reference Materials

- [Supporting Immigrants in Schools Resource Guide](#)
- [For information on the New York State Dream Act](#)
- [United We Dream: Resources with sample posters](#)
- [Race Forward.org](#)
- [New York State Youth Leadership Council](#)
- [American Federation of Teachers](#)
- [Justseeds](#)

Procedures

- Participants will be divided into groups of 3-4 people—ideally the groupings will be heterogeneous with opportunities for participants to exchange ideas with colleagues they don't usually get a chance to engage with. Groups should refer to the [Immigration in](#)



[Secondary Schools video](#) around the 2:06 marker.

- In the video student members of the Dream Team and their advisors are discussing an activity where Dream Team members created signs of support for immigrant-origin students. The signs, written in multiple languages, said things like “Safe Space for Undocumented and Documented Students,” “This is Your School,” “Pa gen okenn papye, pa okenn pwoblem”, “Los derechos de los inmigrantes son derechos humanos,” and

“Everyone is Welcome Here”. The advisor of the Dream Team, Jae Berlin, explains that not only did the Dream Team make these signs, but that they walked around and had their peers and the staff hold those signs and take pictures and now plastered around the school are familiar faces holding up these signs of support!

- Groups should refer to the glossary of terms and the resources listed for this activity to make sure everyone is familiar with the terminology. Use this time to discuss what advocacy and allyship for immigrant students entail as well as differences between what it means to act as an ally or an accomplice.



Tips for facilitators

Take this opportunity to raise awareness of inclusive language and have participants commit to use of inclusive language and multiple languages for more on this refer to these resources: [Supporting Undocumented Students and Mixed-Status](#)

- **The task:** Each group will use art supplies to create signs that communicate support for immigrant-origin students.
 - Brainstorm on chart paper salient facts, considerations, themes and key terms around supporting immigrant-origin students in their schools.
 - Review all of the resource materials and discuss possible messages to include on signs which communicate support for immigrant-origin students at their school.
 - Refer to the prompts in the debriefing question 6 (below) before they begin so that they can be focused and intentional when creating their signs. Ensure that the language used in the signs is inclusive.
 - Consider any symbols or imagery that can reinforce the messages on the signs and use the art supplies to decorate the signs.
- Once the signs have been created, faculty can take pictures of themselves holding the signs. The participants should commit to printing and posting these pictures throughout the school building and on the school website.
- All of the signs of support should be posted in a central location or around the classrooms so that they are easily visible to all school community members.
- **Debrief:** Facilitator will guide participants to present their “Sign of Support” and share insights by responding to any of the following prompts:
 - What message(s) are they intending to communicate with their signs? To whom?
 - How do they think these “Signs of Support” will make students feel?

- How can educators learn about how immigrant-origin students and their families want to be supported?
- What did they learn about themselves, their colleagues, immigrant-origin students/ students from mixed status families?
- How can they incorporate any of this information into the classroom?
- How can they make their support for immigrant-origin students explicit?
- What are other ways that educators can show “signs of support” to their immigrant-origin students and their families?
- What questions came up in the activity? What do they want to know more about? What resonates with them as a result of this activity?
- How did this activity make them feel?



Classroom Connection: Student Made Signs of Support

Educators can use this activity in their classrooms by customizing the assignment according to the needs and interests of the students. This is also an opportunity to show that immigration is connected to race, ethnicity, sexuality, religion and so other areas where support can also be shown.



This activity presents an opportunity to foster an inclusive and supportive environment, to highlight key terms, issues, and considerations around immigrant justice and to model the use of inclusive language. Students can work in groups or individually to create original artwork or find samples of existing posters that communicate support for immigrant students. Educators can use terms in our glossary, appendix and the resources found in [Supporting Immigrants in Schools Resource Guide](#).

ARTIST: [KARLA ROSAS](#) INSTAGRAM: @KARLINCHE_

Activity 5

Making a Pledge

 1 hour  Introductory  Faculty, Students, Administration

Overview

Educators will have the opportunity to explicitly pledge support and identify concrete actions to solidify support for immigrant-origin students.

Video Educator Actions: Possible Dream Team Activities [5:02]

- Create signs of support
- Write letters to advocate for immigrants
- Connect with college Dream Teams

Learning Goals

- ✓ Make a pledge to solidify commitment to supporting immigrant-origin students

Key Terminology

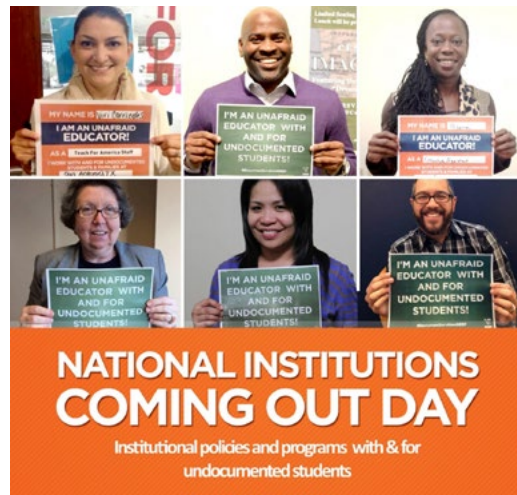
- **Ally:** Someone who is outside of a particular marginalized group, but works to support individuals from that group so they are treated in an equitable manner.
- **Advocate:** To provide active support to an individual or group so that they receive equal rights, treatment and/or support.
- **Immigration and Customs Enforcement (ICE):** A federal agency within the Department of Homeland Security that was created in 2003 as part of the government's reorganization after the September 11, 2001 attacks. ICE arrest, detain and deport unauthorized immigrants inside the United States.
- **Detention:** The practice of incarcerating immigrants while they await a determination of their immigration status or potential deportation.

Materials for Facilitator

- [Supporting Immigrants in Schools Resource Guide](#)
- Access to online resources, computers/devices for writing up pledge
- Markers, Construction paper

Resources/Sample Pledges

- **Sample Pledges 1:** United We Dream, [UWDN Institutional Tool Kit](#)



- Sample Pledge 2: [Stand Up For Our Immigrant Students And Communities](#)

STAND UP FOR OUR IMMIGRANT STUDENTS AND COMMUNITIES

Our nation is stronger for all of us, because of the hard work and unbridled dreams immigrants bring. Updating our immigration system is essential to making the process more fair and efficient. We must do this while also ensuring our students are free from harm.

Public schools form the foundation for opportunity in America, and educators are committed to ensuring all students feel safe and have the same chances for success.

“Every student should go to school to learn, to engage with their teachers and classmates, and know they will be safe. I support local efforts to protect the public education of all students regardless of their or their parent’s actual or perceived national origin, citizenship, or immigration status.”

Procedures

- Participants will be divided into groups of 3-4 people – ideally the groupings will be heterogeneous with opportunities for participants to exchange ideas with colleagues they don't usually get a chance to engage with. They should refer to sample pledges above to identify ideas of how they, as educators, can solidify their commitment to advocating for immigrant-origin students.
- Brainstorm on chart paper salient facts, considerations, themes, and key terms around creating an official pledge for advocating for immigrant origin students. Consider specific actions teachers and administrators can take related to this advocacy.
- Begin with a basic pledge written on chart paper/white board that says that participants are committed to providing equitable educational experiences to all students regardless of immigration status. The Facilitator will ask volunteers what else they believe should be included in a pledge of support. For each pledge, identify necessary actions that need to take place to ensure that support. Participants will affix post-it notes with comments on the chart paper to add to the pledge of support.
- Full group will review post-it notes and create a pledge of support to which they all agree. Participants will share their reflections on the activity and on the pledge, paying attention to how it reflects their beliefs/intentions, how much advocacy it encourages, how it may alter how they teach and/or work with students and families, etc.
- Facilitator will share with participants that while a pledge gets everyone on the same page, taking concrete steps towards a shared vision is essential. Participants will brainstorm how they can enact real demands. For example, in sample pledge 2 above, Teachers Against Child Detention pledge to use their roles as mandated reporters to demand the release of all immigration children in detention centers. Possible questions for discussion can include: How will we push our administrators/union leaders/district reps to further these pledges/agendas? Or how can we create one communal voice and enact real demands?

Activity 6

Introduction to College Access and Career Opportunities

 1 hour  Introductory  Student

Overview

This section introduces participants to the nuances of navigating college and career access for immigrant-origin students; provides case studies through which to practice problem-solving and troubleshooting with students; and closes with creating schools-wide short- and long-term goals for college and career access.

Learning Goals

- ✓ Establish a shared understanding of current college and career access efforts at their school.
- ✓ Distinguish between work done to help students access college and career and work done to help students be academically *prepared (ready)* for college and career.

Key Terminology

- **College and Career Readiness:** The set of skills, behaviors, and knowledge that students require in order to be successful in their chosen post-secondary environment.
- **College and Career Access:** The set of services and supports provided by institutions that remove barriers and structure opportunities for students to select, apply to, and ultimately participate in a post-secondary plan to study and/or work.

Materials for Facilitator

- Chart paper and post-it notes, markers/pens (if access to technology is limited)
- [Handout 1: College And Career Access In Your School](#)
- [Handout 2: College and Career Access Debrief](#)
- **Virtual alternative:** access to online platforms such as Google Forms or Poll Everywhere.



Tip for facilitators

Depending on school context, the term “college” or “college and/or career” can be utilized throughout this opening activity. Facilitators should aim to use the language that the school itself invokes during post-secondary planning.

Procedures

- Facilitator asks participants to talk to their seatmates about the following question: What might be the differences between college readiness and college access? Participants discuss for 2-3 minutes, then the facilitator asks for volunteers to share.
- Following this discussion regarding college access, participants will engage in a *think/pair/share* activity related to the questions in *Handout 1: College And Career Access In Your School*. First, they will think and write independently using the Handout, then they will *pair* up to *share* their responses.
- The facilitator will ask participants to pay particular attention to the different students they chose in question 7 and how these students might be differentially impacted throughout the college-going process.
- Next, groups share out, and responses can be collected in the following ways:
 - Post-it notes placed on chart paper posted around the room
 - Submit answers through a platform like [Google Forms](#), [Padlet](#) or [Poll Everywhere](#)
 - Designated note-takers to share later
- Following this share, participants engage in a 10-minute gallery experience or review answers digitally. Encourage participants to take notes on important ideas they see repeated.
- Facilitators will ask for a debrief (either written or orally, via volunteers). Use Handout 2: College and Career Access Debrief to notice themes, trends, or commonalities across the different responses.
 - How your school approaches college access?
 - Dreams and goals for students?
 - How are students differentially impacted depending on their identities?

- The facilitator and/or school leaders will take time to organize a document from the responses submitted by participants. The document should address the following questions:
 - WHO does college and career access work?
 - WHAT kind of college and career access work is happening?
 - HOW are students, families, and organizations involved in this work?
 - WHEN does this work happen?
 - WHERE does this work happen?
 - HOW does this happen?
 - WHAT ELSE needs to happen? What’s missing?
- Once completed, this document can serve as a schoolwide resource for understanding where to go with school-specific questions, etc. Participants will return to this document during Activity 9.



Classroom Connections: College and Career in the Classroom

Get to know your students’ college and career aspirations! Think about general and/or disciplinary-specific activities teachers can use in their classrooms to become familiar with students’ aspirations. For instance, design a school-wide survey; departments/disciplines might design activities such as: writing a college essay draft (English); research related careers (any discipline); and financial literacy activities (social studies, business). Introduce students to the concepts college access and college readiness and ask students what they have experienced and observed related to barriers to college access in their school and community. Students can brainstorm possible solutions to these problems.

Activity 7

Navigating College and Career Access

 1 hour  Introductory  Student, Families

Overview

This activity will guide participants into an exploration of the challenges and possibilities for immigrant-origin students as they navigate access, especially as it relates to student and family immigration statuses.

Video Educator Actions: Showing Support [4:08]

- Inform yourself and the school faculty about immigration changes
- Make connections with outside organizations
- Share information with all students and families

Learning Goals

- ✓ Understand key concepts related to college applications, financial aid, and employment
- ✓ Identify resources and organizations that can provide further information.

Key Terminology

- **Federal Financial Aid:** Student tuition aid provided by the United States federal government that includes grants, loans, and work-study programs.
- **Free Application for Federal Student Aid (FAFSA):** An on-line form to qualify for federal student aid, such as federal grants, work-study, and loans. Many states and colleges also use FAFSA information to determine eligibility for state and school aid, and some private financial aid providers may use FAFSA information to determine whether students qualify for their aid.
- **Individual taxpayer Identification Number (ITIN):** Issued to residents with foreign status or undocumented immigrants. An ITIN is often used to on tax forms as undocumented immigrants cannot be issued a social security number.
- **In-state Tuition:** The rate paid by students with a permanent residence in the state in which their university is located. In-state tuition is subsidized by state taxes and therefore lower than out-of-state tuition.

- **Out-of-State Tuition:** The increased rate that students coming from outside a state pay for tuition to attend a public college.
- **New York State DREAM Act (also known as The Senator José Peralta NYS DREAM Act):** Passed in 2019, the act provides undocumented and other immigrant students access to New York State-administered grants and scholarships to support their higher education cost. It was originally written in 2010 by the New York State Youth Leadership Council in response to the failure of the Federal DREAM Act.
- **Private College or University:** College funded primarily by their endowment and/or student tuition. Private institutions create their own policies regarding undocumented students.
- **Public College or University:** College funded primarily by the government, generally through state taxes. In New York these are the CUNY and SUNY systems. Public institutions must follow state policies regarding accepting undocumented students and the type of tuition they must pay.
- **State Financial Aid:** Student tuition aid for higher education provided by state governments; can include grants and loans.
- **Tuition Assistance Program (TAP):** A New York State financial aid program that provides undergraduate students tuition funding for colleges in the state that they do not need to pay back. In 2019 TAP became an option for undocumented students through the NYS Dream Act.
- **Work Permit:** In New York State minors between 14-17 years of age must apply for permission to work at their school or district office before beginning a new job. A social security number is required for a work permit, also referred to as working papers.

Materials for Facilitator

- [Handout 1: Frequently Asked Questions Answers and Resources](#)
- [Handout 2: Navigating College and Career Access Outline](#)
- [Immigration in Secondary Schools Video](#)
- Access to the Internet to review resources

Procedures

- First, participants will review the key part of the video from minute 5:27-6:44. This section reviews dealing with college and career access with immigrant and immigrant-origin students.
- Participants will review the presentation from *Handout 1: Frequently Asked Questions Answers and Resources*, which provides an overview of key concepts related to college applications, financial aid, and employment.

- Because this information is complicated, the facilitator will present information to participants and ask them to find evidence, rather than asking questions; this ensures clarity and limits possibilities for misinformation. Throughout the presentation, participants will use *Handout 2: Navigating College and Career Access Outline* to do a scavenger hunt activity to locate appropriate organizations and resources to find evidence for the information provided.



Tips for facilitators



Emphasize that the goal of this activity is not to become an expert in college and career access for immigrant-origin youth; rather, the purpose is to become familiar with resources that can be leveraged when students have specific questions and concerns. At the same time, facilitators who are unfamiliar with college access as it relates to immigrant-origin students may want to take time to review the resources included and the Powerpoint in advance, so that they are comfortable with pointing participants to appropriate resources as they work through this activity.

Overall reminder: When in doubt, “let’s figure this out!”

- **DO** contact these agencies and organizations that can help you and your students.
- **DO NOT** tell your students to provide information about their documentation status, or that of their parents, on college applications or financial aid forms, **unless and until you**, the student, and their family understand the implications of providing this information
- **DO NOT** tell your students they can or cannot do something (apply for a loan, get a job, etc.) if **you are not sure - be HONEST and say, “Let’s figure this out together”**
- **When in doubt, “let’s figure this out!”**

Activity 8

Case Studies

 1 hour  Intermediate  Students, Families

Overview

The case studies activity will serve as a concrete application of the overview provided in Activity 7: Navigating College and Career Access: Challenges and Possibilities for Immigrant Students.

Video Educator Actions: Possible Dream Team Activities [5:20]

- Create signs of support
- Write letters to advocate for immigrants
- Connect with college Dream Teams

Learning Goals

- ✓ Understand and practice a range of the questions they might pose and the strategies they might use as they assist students during the college access process.

Materials for Facilitator

- Copies of [Handout 1: Case Studies](#) and [Handout 2: Case Study Protocol](#)
- Access to Activity 2 materials and resources.

Procedures

- Facilitator will review *Handout 2: Case Study Protocol with the large group*.
- Teachers will work in small groups to go through the protocol for each student in the case study.
- Then, teachers will use a Jigsaw protocol to share out amongst small groups. Jigsaw directions (see www.jigsaw.org for more information on how to complete a jigsaw):
 - Provide each group member with a different case study and allow participants time to become familiar with their story.

- Form temporary “expert” groups by having participants from each group join other participants assigned the same story. Allow them time to discuss.
- Bring original groups back together and ask each participant to present back to the group.
- Each group will note similarities and differences across their advisement and will come up with the best possible version of a response to share with the whole group.
- Share out the experience, new learnings, and areas where additional professional development is needed with the whole group.

Activity 9

School-wide Needs Assessment and Next Steps

 30 minutes  Intermediate  School

Overview

Students' needs must be assessed before moving towards creating school-wide goals and solutions. This will allow participants to take stock in what their school already offers and create new supports that would benefit students.

Video Educator Actions: Showing Support [4:08]

- Inform yourself and the school faculty about immigration changes
- Make connections with outside organizations
- Share information with all students and families

Learning Goals

- ✓ **Synthesize** understanding of what students need during the college access process with their knowledge of what is currently done at the school to create possible school-wide goals.
- ✓ **Understand** school priorities and **develop** individual and collective next steps.

Materials for Facilitator

- Posters for gallery experience
- Markers or post-it notes
- [Handout 1: Working Groups Assessment](#)
- Document of school-based college and career resources created in Activity 6,
- [Handout 1: College And Career Access In Your School](#)
- Document of synthesized participant responses to protocol in Activity 8



Tips for Facilitators

This activity involves reviewing Activities 6-8 and then developing a list of issues/needs of immigrant-origin students as they navigate college and career access. Sample issues/needs may include: support for multilingual students and families; navigating financial aid and scholarships; career opportunities; etc. These issues/needs will be organized into participant working groups, i.e., Financial Aid Working Group; Multilingual Students and Families Working Group; etc. Groups will analyze what the school does; locate appropriate outside resources and organizations; and then create short and long-term goals to implement.

Depending on the context, facilitators might decide to create working groups in advance, perhaps with input from school administration. Additionally, facilitators can work with administration to decide to whom the working groups will submit their plans.

Procedures

- Reviewing what the school already does. The facilitator will provide (digital or hard) copies of the document created in Activity 6, which includes the following information and will be referred to as College And Career Access In Your School:
 - WHO does college and career access work?
 - WHAT kind of college and career access work is happening?
 - WHEN does this work happen?
 - WHERE does this work happen?
 - HOW does this happen?
 - WHAT ELSE needs to happen? What's missing?
- After a brief review of this document (either independently or collectively), the facilitator can ask volunteers to read portions out loud and/or summarize key points from this previous work. Participants will be asked to locate/review the appendices and resources used in Activities 7 and 8.
- Participants brainstorm a list:
 - What kinds of supports do immigrant-origin students need during their college or career process? Think both in general and in relation to your own school. (Use “Case Study Protocol” from Activity 8 as a starting point.)

- Each item on this list will become an individual topic (possible topics include financial aid and scholarships; TPS/asylum status; multilingual students; mixed-status families; etc). These topics will become PARTICIPANT WORKING GROUPS that will work for the remainder of this session and continue to work following this professional development.
- Participants will be grouped by topic to use *Handout 1: Working Groups Assessment* to respond to questions and develop action items for continued work.
- Final share out: Each group will select one member to provide a 30-second summary to the whole group about their plans.

Activity 10

Historical Context of Dream Teams

 75 - 90 minutes  Introductory  School Community

Overview

This activity will detail what a Dream Team is and the history of Dream Teams.

Video Educator Actions: Start a Dream Team at your school [8:30]

- Look for administration and faculty buy-in
- Identify student leaders
- Frame the club as being centered on immigrant justice

Learning Goals

- ✓ Create a common understanding amongst participants of what a Dream Team does and why schools might want to have a Dream Team.
- ✓ Learn about the history of immigrant youth organizing and Dream Teams in New York in order to better understand what Dream Teams can do.

Key Terminology

- **Dream Team:** A student club, usually at high school or college level, that focuses on undocumented and immigrant justice. It is also a space created by students to discuss their immigrant experiences with like-minded individuals, share resources and advocate for themselves and their peers.
- **Undocumented:** A foreign-born person who does not have a legal right to be or remain in the United States. One can be undocumented either by entering the country without US government permission or by overstaying a visa that has expired.
- **Papers:** An unofficial way of saying whether someone has legal status by way of referring to their immigration papers, or lack of them.
- **Status:** How the federal government defines the way in which a person is present in the United States. Everyone has a status such as: U.S. Citizen, Legal Permanent Resident, Asylee or Refugee, Non-Immigrant or Visa holder, Temporary Protection Status, and Undocumented.

- **Detention:** The practice of incarcerating immigrants while they await a determination of their immigration status or potential deportation.
- **GSA (Gender and Sexuality Alliance):** A student club at the secondary level that centers the experiences of people with different sexual orientations and gender identities and advocates to end homophobia and transphobia.
- **Immigrant justice:** A broad series of movements across legal, medical, social, economic, and educational contexts that seek to transform structures that criminalize and dehumanize immigrants. Immigrant justice describes the equitable provision of rights and opportunities to immigrants and all people who are marginalized on the basis of race, disability, sexuality, gender, class, and religion.

Materials for Facilitator

- [CUNY-IIE video](#)
- Paper/pens, Chart paper
- [Handout 1: Student Quotes](#), [Handout 2: Dreamers Unbound Article and Questions](#), [Handout 3: Dream Teams in New York](#)



Tips for facilitators

Take this opportunity to raise awareness of and have participants commit to use of inclusive language and the use of multiple languages - for more on this refer to these resources: [Supporting Undocumented Students and Mixed-Status Families](#), [Drop the I-Word](#)

Procedures

- **Group definitions:** Participants will work together in groups of 3-5 to create a group definition for Dream Team, based on student quotes from the CUNY-IIE Immigration in Secondary Education video.
 - Step 1: Give participants about 5 minutes to read through the student quotes in *Handout 1: Student Quotes* and create their own individual definition.
 - Step 2: Groups share their definitions, identifying commonalities in their individual definitions in order to develop a definition in small groups.
 - Step 3: Each group reads their definition. If there is time and it feels useful, the facilitator can work with participants to create a definition for the entire group and compare that definition to the one provided by CUNY-IIE.

- **History of Dream Teams in New York:** In this portion of the activity, participants will review information about how and why Dream Teams were created by undocumented youth as well as optional historical information about the movement that led up to Dream Teams.
 - **Step 1:** Historical context (optional, depending on time): Have participants read the article, "[Dreamers Unbound: Immigrant Youth Mobilizing](#)," and annotate it using *Handout 2: Dreamers Unbound Article and Questions*.



Tips for facilitators

The article is long and might require too much time during the professional development session. CUNY-IIE chose not to shorten the article because of the rich history it contains, but if you want to use it, we suggest reading it first and either shortening it for the participants or selecting sections to focus on (based on the prior knowledge of the participants). You could also print the handout with the article and give it to participants for further reading after the activity.

- **Step 2:** The history of Dream Teams in New York. Participants should read the timeline that outlines the development of Dream Teams in a local context in New York City and answer the questions below. See *Handout 3: Dream Teams in New York* for a copy of the timeline and space for participants to answer reflection questions.
 - **Step 3:** Have participants in the group share out their overall noticings and what they learned either as a whole group or in small groups who can report out after initial discussion time.
- As a group, have participants discuss opportunities that having a Dream Team presents for a school/staff/students. Facilitator should give participants time to reflect and then take notes during the share out. This can be done in small groups or as a larger group.



Tips for facilitators

If participants need further support in discussing the “why” behind developing a Dream Team, here are some scaffolded questions that can be asked:

- What is the current climate in our school related to issues of immigration? How could having a Dream Team improve this climate?
- What opportunities for student leadership and advocacy work does a Dream Team provide? How could our students benefit from these opportunities?
- How does our school currently support undocumented students socioemotionally, academically and legally (or in other ways)? How might a Dream Team provide additional support for these students? Think of specific activities that might benefit/empower undocumented students in the group and the school. (Note: some examples are included in the video)
- [Example, with voice of high school student included](#)

Note: If participants have questions or concerns about starting a Dream Team at school, the facilitator should acknowledge these concerns and create a parking lot with these concerns. The facilitator can let participants know that not every school is ready to have a Dream Team and that further activities will help participants think through whether or not a Dream Team is appropriate for their school. However, if a Dream Team isn't appropriate, that doesn't mean teachers can't engage their students in advocacy projects related to immigration.

Being an Ally/Accomplice to Undocumented Youth

 90+ minutes  Introductory  Faculty

Overview

This activity will allow participants to consider who they are as individuals, how who they are might impact conversations they have with immigrant/undocumented youth, and ways to be an ally/accomplice to undocumented youth. This activity can be divided into two parts to allow for sufficient discussion time.

Video Educator Actions: Start a Dream Team at your school [8:30]

- Look for administration and faculty buy-in
- Identify student leaders
- Frame the club as being centered on immigrant justice

Learning Goals

- ✓ **Consider** one's identity and positionality, as well as the ways this will impact their facilitation of a Dream Team and/or conversations about immigration and advocacy.
- ✓ **Identify** ways to be an ally/accomplice to undocumented youth.

Key Terminology

- **Undocumented/Unauthorized Immigrant:** A foreign-born person who does not have a legal right to be or remain in the United States. One can be undocumented either by entering the country without US government permission or by overstaying a visa that has expired.
- **Ally:** Someone who is outside of a particular marginalized group, but works to support individuals from that group so they are treated in an equitable manner.
- **Accomplice:** Someone who stands and works with marginalized groups, often to dismantle large scale institutional structures and systemic barriers that perpetuate oppression. Can also be referred to as a co-conspirator.

- **Directly Impacted:** A person who has experienced a specific situation or whose background gives them first-hand knowledge.

Materials for Facilitator

- Markers/paper for identity webs, Post-its
- [Handout 1: Materials for Gallery Experience](#) (printed for group)



Tips for facilitators

Teachers from similar backgrounds as students in Dream Team (DACAmented, formerly undocumented, documented but from immigrant backgrounds, from mixed status family) will likely have different considerations compared to teachers who come from different backgrounds (i.e. US-born).

Procedures

- Introduce identity activity web:
 - Participants will draw/map out the different identities and experiences they individually have that might come into play when having conversations about immigration with immigrant students (for example: race, ethnicity, nationality, gender, sexual orientation, career, immigration status/experiences, (dis)ability, likes/dislikes, religion/spirituality, political opinions including those related to immigration, socioeconomic status, etc.).
 - Encourage participants to reflect and freewrite a little bit about 1-3 key identity markers and how they are connected to who they are and how other people see them. Further explanation of identity chart and model from Facing History and Ourselves: [Identity charts](#)
 - Ask participants to discuss with a partner or in small groups how their identity markers may shape their relationships with immigrant students and their families. Which identities may offer opportunities/challenges for connection? Which identities may allow participants to access additional support, advocacy, and/or resources?
- Defining ally/accomplice or co-conspirator:
 - In small groups, read quotes (included below) from various articles and use them to develop group definitions of ally and accomplice or co-conspirator. Note: There are three levels of quote/article choices. The first includes articles that only discuss what

it means to be an ally. The second discusses the similarities and differences between being an ally and being an accomplice/co-conspirator. The third (which, if used, should be combined with some of the other articles for the 2nd level) includes an article that is critical of allyship and how it has been used, arguing that people really need to be accomplices/co-conspirators to create change.

- Brainstorm: what does it mean to be an ally to undocumented youth? What does it mean to be an accomplice or co-conspirator to undocumented youth? Note similarities and differences. What are example actions of each role?
- Individually review the identity maps and associated reflections from step a, parts b-c. Consider how the definitions and actions of allies and accomplices/co-conspirators connect to one's own identity markers. Reflect on previous experience within these roles as it pertains to other areas of one's identity. Discuss with a partner.
- Debrief with the larger group. Discuss the opportunities and challenges of being an ally and/or accomplice/co-conspirator in relation to different identity markers.
- Revisit the previous conversations and work from Activity 10: Historical Context of Dream Teams to discuss how the definitions of and actions of allies and accomplices can support Dream Teams. How might this play out in this school context?



Tips for facilitators

Some people struggle with the term “accomplice” because they feel that it denotes breaking the law. If this is the case, facilitators might consider the term co-conspirator in lieu of the term accomplice. An accomplice or co-conspirator is someone who stands and works with marginalized groups, often to dismantle institutional structures and systemic barriers that perpetuate oppression and marginalization. An accomplice/co-conspirator is similar to an ally, but differs in that they recognize the larger oppressive institutional barriers, including the fact that some laws are unjust, and works with marginalized groups to remove those barriers in society. Being an accomplice/co-conspirator does not necessarily mean breaking the law, but it might, as there is a strong history in social justice movements of breaking unjust laws as a form of protest. This is an opportunity to discuss this with the group.

As facilitator, you know your audience best, so we suggest you select the set of quotes/articles that you think are most appropriate for the people you will be working with in this workshop. You should write these quotes out on chart paper so all participants can easily see them. If you want, you can also share the article links with participants for extra reading, as there are multiple articles included.

Ally Only	Ally & Accomplice	Allies & Accomplices as Oppositional
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“Ally is Not a Noun”

“In social justice work the term Ally is often defined as a noun; a person who uses their privilege to advocate on behalf of someone else who doesn’t hold that same privilege. Allyship is one of the first action-oriented tools one learns in social justice and bias trainings. Awareness of injustices; racism, sexism, homophobia, classism, and ableism (to name a few) is of course, the first step toward advocacy, but awareness alone is not enough to dismantle systems of oppression. To be an Ally requires that a person not simply notice an injustice, but also take action by bringing attention to the injustice and requesting that it be corrected.”

“Ally or Accomplice? The Language of Activism”

“For social justice advocates who use the term accomplice, they often see the site of focus as the main difference between the work of an ally and that of an accomplice. An ally will mostly engage in activism by standing with an individual or group in a marginalized community. An accomplice will focus more on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. Simply, ally work focuses on individuals, and accomplice work focuses on the structures of decision-making agency.”

“Accomplices Not Allies: Abolishing the Ally Industrial Complex”

“Allies all too often carry romantic notions of oppressed folks they wish to “help.” These are the ally “saviors” who see victims and tokens instead of people.”

“Accomplices listen with respect for the range of cultural practices and dynamics that exists within various Indigenous communities.

Accomplices aren’t motivated by personal guilt or shame, they may have their own agenda but they are explicit.

Accomplices are realized through mutual consent and build trust. They don’t just have our backs, they are at our side, or in their own spaces confronting and unsettling colonialism.”

Ally Only	Ally & Accomplice	Allies & Accomplices as Oppositional
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[“How to Tell the Difference Between Real Solidarity and ‘Ally Theater’”](#)

“Listen. Solidarity is *action*. That’s it. What we DO in solidarity is all that counts. How people with privilege *listen* to what marginalized groups ask of them and *do* that is all *that* counts. Claiming “ally” as an *identity* and then using it to shield oneself from the criticism of those one says they’re an “ally” to is the opposite of solidarity.”

Additional Resources

- [How to be an Ally](#)
- [10 Things Allies Need to Know](#)

“Working on the individual level will push us toward the safety and dignity of marginalized populations in the present moment (ally), and working at the structural level will take a long view to destroy oppressive social structures and create a more equitable world (accomplice).”

Additional resources

- [Allyship Accomplices and Advocates](#)
 - [White Accomplices](#)
- Note: While this resource is made specifically for white allies/accomplices doing racial justice work, there is a helpful chart with definitions for ally and accomplice.

- Gallery Experience: Listening to immigrant students
 - Read/Share this before the gallery experience: “This workshop was designed based on the experiences of Teach Dream and the New York State Youth Leadership Council (NYSYLC). As a group of primarily allies to undocumented youth and the educator team at the NYSYLC, Teach Dream has had to do a lot of learning about how to show up and be a better ally/accomplice to undocumented youth and has been able to do this learning thanks to the labor and leadership of the NYSYLC. The primary learning of Teach Dream, as a group of educators, has been the importance of listening to

and following the leadership of directly impacted youth. This activity is designed to highlight that learning for participants.”

- Participants will review selected resources from Handout 1: Materials for Gallery Experience using a gallery experience model where various stations are set up around the space related to each resource. Consider including chart paper or another format for collective note-taking at each station.



Tips for facilitators

The materials are a mix of articles, article excerpts, and video clips. It is highly recommended that the facilitator look over the gallery experience materials before the workshop and possibly select some of the best materials given the audience. If the facilitator has quotes from undocumented youth in the school (which should be kept anonymous unless the youth give permission for their name to be included), these quotes can and should be used too!

- As participants move individually through the gallery experience, they should reflect on the following prompts (either taking notes or leaving post-its at different stations): What are immigrant/undocumented youth asking teachers to understand/do? What does this resource tell you about how you can be an ally/accomplice to undocumented and immigrant youth and their families (make an inference where necessary)?
- After reviewing the resources, participants freewrite to reflect on the following:
 - Think of one immigrant student they know who they have either already had conversations with about immigration/advocacy or who they might want to have conversations with (one student who has expressed interest in forming a group/meeting with others/joining organizations about immigrant advocacy). Draw or sketch this student and what you know about them and their feelings or thoughts about immigration.
 - ★ Option: They could also do two students: one with whom they think the conversation would come easily and one with whom they think they are nervous about the conversation. Ask participants to analyze why it might be easier with one student and not another. This might help the teachers identify some of their own biases.

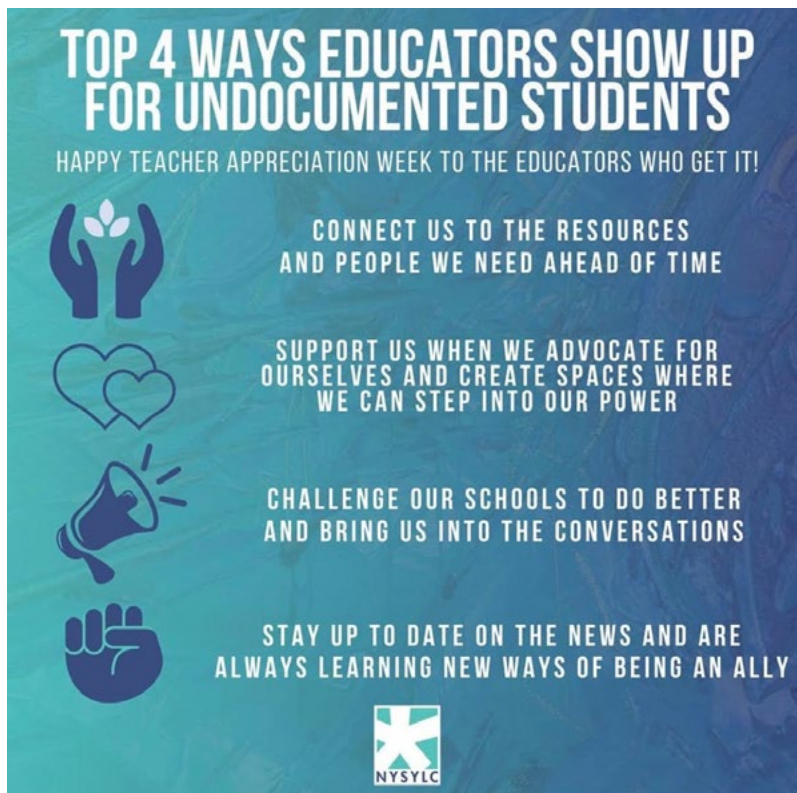


Tips for facilitators

Immigrant does not necessarily mean undocumented here, but participants should be pushed to center the experiences of students who are undocumented when possible and not tokenize or make assumptions about student. That is, only do activity with specific undocumented student in mind if participant personally knows student who has already disclosed their status to them (do not make an assumption a student is undocumented). Remember that the student may not have shared their status with other members of the school community, so honor their confidentiality.

The reason participants are asked to think of a specific student they already know is to ground the activity and reflection with a specific student in mind, rather than making generalizations/stereotypes about immigrant students, since there is a diversity of experiences. If participants cannot think of a student, they can use a student from the video.

— Participants return to and look over their identity web from step 1.



SOURCE: [NEW YORK STATE YOUTH LEADERSHIP COUNCIL](#)


— Consider ways in which the participant’s experiences may be similar to/different from that student and what they should be cognizant of in terms of their identities/experiences when facilitating group conversations about immigration issues (ex. when to take the lead in facilitating the conversation and when to let students take the lead): What are some of the potential opportunities/obstacles to talking about immigration and advocacy with your students?

To the left is an additional graphic that can be used as a prompt.

- Final takeaways: If you were to facilitate a Dream Team and/or conversations with students about immigration and advocacy (if you think you're not ready to start a Dream Team), what do you want to remember to be conscious of? What do you think it means or how does it look to be an ally/accomplice to undocumented and immigrant youth?
 - Create a small visual (that can be put next to your desk) that represents what you want to remember.
 - Share visuals with a partner or in a small group. If time permits, a debriefing discussion could be held.

Activity 12

How to Create a Dream Team and/or Engage Youth in Advocacy Projects

 45 minutes  Advanced  School Community

Overview

This activity will aid participants and the school on how to start a Dream Team, if appropriate.

Video Educator Actions: Start a Dream Team at your school (8:30)

- Look for administration and faculty buy-in
- Identify student leaders
- Frame the club as being centered on immigrant justice

Learning Goals

- ✓ Assess whether or not school is ready for a Dream Team and develop a personal plan (i.e. for their school) to gauge student/community interest in starting a Dream Team as well as a plan to start one if appropriate.
- ✓ Plan to engage youth in advocacy projects in their classrooms if starting a Dream Team is not appropriate.

Key Terminology

- **New York State Youth Leadership Council** (NYSYLC): The first undocumented, youth-led organization in the State of New York. For more information: www.nysylc.org
- **Advocate (advocacy)**: To provide active support to an individual or group so that they receive equal rights, treatment and/or support.

Materials for Facilitator

- [Handout 1: Assessing if Starting a Dream Team is Appropriate for Your School](#)
- [Handout 2: Work Plan for Starting a Dream Team](#)
- [Handout 3: Work Plan for Engaging Students in Immigration Advocacy](#)

- Computer/Device with internet (to visit resources linked in handouts)
- Post-its, Writing utensils

Procedures

- Participants should take an assessment to gauge whether or not school is ready for Dream Team using *Handout 1: Assessing if Starting a Dream Team is Appropriate for Your School*.
 - Part 1 should be filled out as a school team (by participants who are interested in starting a Dream Team)
 - Part 2 should be filled out individually to determine which faculty member is best suited to facilitate the Dream Team at the school.



Tips for facilitators

If participants are wondering why this is necessary, you can explain that facilitating a Dream Team requires experience working with immigrant youth and families and also a specific school climate. This is necessary because Dream Teams engage in advocacy to make the school a safer place for immigrant and specifically undocumented students. However, they are also intended to be a safe space for undocumented youth to feel supported and develop their leadership. In order for a Dream Team to be a safe and empowering space for undocumented youth, certain things need to be in place beforehand. This assessment will help determine whether or not your school is ready to start a Dream Team. If it is not, there are still plenty of things that can be done such as: learning from and with immigrant communities, working individually to learn more and advocate for immigrant youth (which can be done in the other activities in this module or the other modules developed by CUNY-IIE), and engaging in advocacy in other ways including with students in your classroom.

- **Review Handout 2:** *Work Plan for Starting a Dream Team* and complete a work plan for steps individuals will take to start a Dream Team in school. In particular, go to www.nysylc.org and view the guide on how to start a Dream Team.
 - If participants determined that the school is not ready for a Dream Team, then they can:
 - Develop an action plan for engaging students in advocacy in their classrooms using *Handout 3: Work Plan for Engaging Students in Immigration Advocacy OR*

- Look over activities in the “Supporting Immigrants in Secondary Schools” part of this module and discuss ways in which they can work on fostering a school climate that would be more conducive to having a Dream Team.
- Share out of work plans and discussion of next steps. Have participants commit to next steps and an accountability plan to move the discussion from this workshop into action.



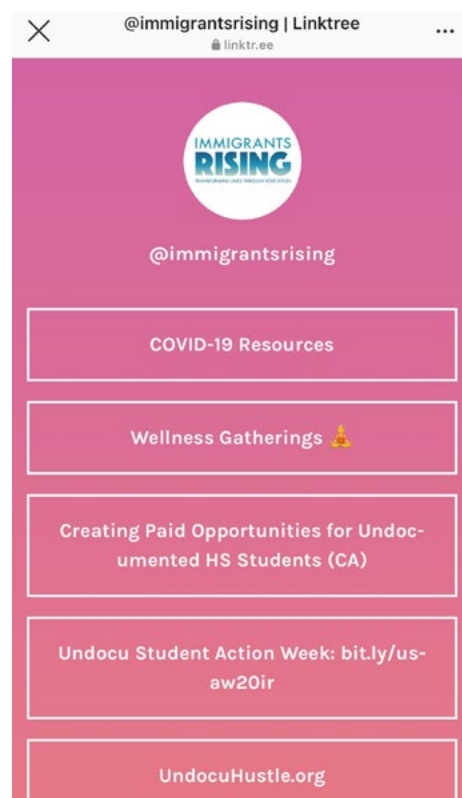
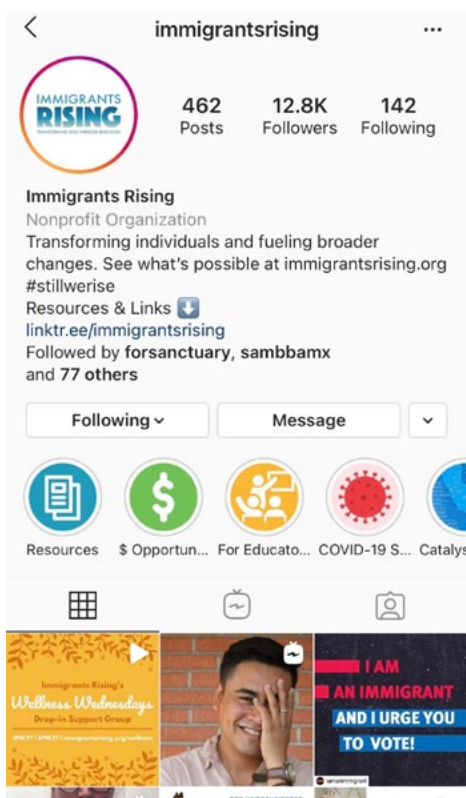
Tips for facilitators

If this is across schools, then it'll be useful for participants to simply hear plans that others have created. If this is a workshop done with folks in the same school, then they will likely complete the work plan as a group and can use closing time to discuss next steps and assign tasks.

Appendix

Activity 1: "Going Viral" - Advocating for Immigrant-Origin Students

Handout 1: Sample Social Media Accounts



Activity 3: What Rights do our Immigrant Students Have?

Handout 1: What Educators Need to Know about Key Legislation and Terms Related to Immigrants Reference Chart

Key Legislation and Terms Related to Immigrant Origin Students	What Educators Need to Know
<p>Immigration and Nationality Act of 1965: Abolished national-origins formulas, in place since the 1920s, which had ensured that immigration to the United States was primarily reserved for European immigrants</p> <p>Executive Order: Enhancing Public Safety in the Interior of the United States issued on January 25, 2017. Section 4 of the Executive Order calls for enforcement of the immigration laws in the Interior of the United States and directs agencies "to employ all lawful means to ensure the faithful execution of the immigration laws of the United States against all removable aliens".</p>	<p>The Immigration and Nationality Act of 1965 signaled a shift away from historical discriminatory immigration quotas to a more welcoming immigration policy geared towards attracting skilled labor, allowing for reuniting immigrant families and accepting refugees from violence or unrest. This shift has eroded over time with new legislation and policies which increasingly marginalize, target and/or vilify immigrants. This anti-immigrant fervor has caused irreparable harm which according to the American Civil Liberties Union (ACLU) includes:</p> <ul style="list-style-type: none">— Immigration and Customs Enforcement (ICE) has deported record numbers of immigrants in recent years— Hundreds of thousands of immigrants are unnecessarily detained every year facing brutal and inhumane conditions of confinement at massive costs to American taxpayers.— Detainees and officers have died after contracting Covid-19 and there are reports that people who are critically ill with Covid-19 symptoms have been denied testing and medical attention by detention officials.— ICE has failed to provide timely, complete, and accurate information to the public about its response to Covid-19

Key Legislation and Terms Related to Immigrant Origin Students	What Educators Need to Know
<p>Undocumented/Unauthorized Immigrant: A foreign-born person who does not have a legal right to be or remain in the United States. One can be undocumented either by entering the country without US government permission or by overstaying a visa that has expired</p> <p>Mixed Status Families: Families composed of members with varying legal statuses that may include both citizen and non-citizen parents and/or children; ex. a family where some (or all) of the children have birthright citizenship and at least one parent is a undocumented</p>	<p>Educators should consider the challenges faced by undocumented students, including fear of their own deportation or that of parents, or other close family members. Undocumented students also grapple with ineligibility for most jobs and ineligibility for federal financial aid. While many secondary school age students will be enjoying rites of passage such as getting a driver’s license, getting working papers and securing that first job, and applying to colleges, undocumented students will be marginalized and often rendered invisible.</p> <p>Educators should foster a supportive environment with the use of inclusive language; in particular describing or allowing undocumented immigrants to be described as “aliens” or “illegal” is never acceptable. When discussing college and career access, working papers or any topic, educators should keep an open mind not to exclude or marginalize undocumented or immigrant-origin students but rather open opportunities for inclusion.</p>
<p>Plyler v. Doe (1982): Supreme Court ruling that established that all school-age K-12 students are afforded protections by the Equal Protection Clause of the Fourteenth Amendment, regardless of immigration status.</p>	<p>Undocumented students cannot be denied enrollment in public schools in New York and all of the attendant rights and privileges. Students and/or their parents may not be asked to supply any information, such as a social security number, which may disclose their immigration status.</p> <p>Educators should be sensitive not to ask students to engage in any activities which may inadvertently require them to disclose their status. At the same time, educators should be ready to support students who freely choose to disclose their status.</p>

Key Legislation and Terms Related to Immigrant Origin Students	What Educators Need to Know
<p>Allyship/Ally: Someone who is outside of a particular marginalized group, but works to support individuals from that group so they are treated in an equitable manner</p> <p>Advocate and Advocacy: To provide active support to an individual or group so that they receive equal rights, treatment and/or support</p> <p>Accompliceship/Accomplice: Someone who stands and works with marginalized groups, often to dismantle large scale institutional structures and systemic barriers that perpetuate oppression</p>	<p>An accomplice is similar to an ally, but differs in that an accomplice recognizes the larger oppressive institutional barriers, including the fact that some laws are unjust, and works with marginalized groups to remove those barriers in society.</p>
<p>The Dream Act: The Development, Relief and Education for Alien Minors Act or the Dream Act (2001) was a federal bipartisan proposal which would have granted residency to qualifying undocumented immigrants who entered the US as minors and provided a path to citizenship for them.</p> <p>Dreamers: Since the Dream Act was introduced in 2001, young undocumented immigrants have been called “Dreamers”</p>	<p>Several iterations of this bill have been put forth historically, but they have failed to pass both houses.</p> <p>This use of the “Dreamer” appellation has fallen out of favor by some who point to the implication that it signals that only exceptional immigrants are worthy of citizenship.</p>

Key Legislation and Terms Related to Immigrant Origin Students	What Educators Need to Know
<p>Deferred Action for Childhood Arrivals (DACA): In 2012, the Department of Homeland Security provided temporary relief from deportation and work authorization to approximately 800,000 eligible young people allowing them to work lawfully and live their lives without the imminent risk of deportation. DACA does not provide permanent legal status and must be renewed every two years.</p> <p>DACA-mented: Individuals with DACA status</p>	<p>In 2017, the Trump administration attempted to end DACA, however a 2020 Supreme Court decision determined that the attempt to close the program was arbitrary and capricious under the Administrative Procedure Act. As of July 2020 the DACA program has been fully reinstated and is now accepting new applications.</p>
<p>New York State Dream Act: (also known as the Senator José Peralta NYS DREAM Act): Passed in 2019, the act provides undocumented and other immigrant students access to New York State-administered grants and scholarships to support their higher education cost. It was originally written in 2010 by the New York State Youth Leadership Council in response to the failure of the Federal DREAM Act.</p>	<p>The DREAM Act, a 2019 New York State law, provides access to the new Excelsior Scholarship, the Tuition Assistance Program, as well as other state-administered scholarships that were not previously available to undocumented students.</p> <p><u>Senator José Peralta New York State DREAM Act</u></p>

Handout 2: Questions/Considerations for drafting your “Immigrant Student’s Bill of Rights”

1. What rights did the 1982 Supreme Court ruling in *Plyler v. DOE* affirm for immigrant-origin students?
2. At the time of registration, can schools ask students questions related to immigration status that may reveal a child’s immigration status, such as requesting a Social Security number?
3. According to the New York State Education Department (NYSED), what should school staff do if US Immigration and Customs Enforcement (ICE) agents or other federal or local law enforcement officers request to meet or interview students?
4. According to the NYSED, should law enforcement officers be allowed to remove a student from school property or interrogate a student without the consent of the student’s parent or person in parental relation?
5. How can school districts negotiate their obligations with regards to student’s right to privacy established under the New York Family Court Act (NYFCA) and the federal Family Educational Rights and Privacy Act (FERPA) when dealing with inquiries and requests to obtain access to student records from representatives of ICE?
6. Does a request from ICE or other federal immigration officials to access a student’s personally identifiable information (PII) from education records satisfy any of the FERPA exceptions to the general rule that a parent or eligible student must consent to disclosures to third parties?
7. Which guidelines have the NYSED and the New York State Office of the Attorney General (OAG) established for implementing the Dignity for All Students Act (“DASA” or “the Dignity Act”) to prohibit and respond to incidences of harassment, bullying (including cyberbullying) and discrimination against students by other students or employees? Are these guidelines as implemented at your school clearly communicated and followed? Has your school discussed available guidance and resources to combat harassment, bullying and discrimination in schools in light of recent immigration-related actions?

Activity 6: Introduction to College Access and Career Opportunities

Handout 1: College And Career Access In Your School

Please take a few minutes to respond to the questions below in the space provided.

1. How does your school approach college access?
2. How are students and their families engaged in this process?
3. What do you personally do that you feel relates to college access, if anything?
4. How do you learn about your students post-secondary aspirations and plans?
5. What do your students do, and where do they go, after they graduate?
6. What else would you like to see happen at your school? Dream big! In your wildest dreams, what kinds of supports would be in place for students?
7. Imagine two students that you know fairly well. These can be students you currently teach, students from your past, or students you know through extracurricular involvements. How might their experiences with college access be shaped by their identities and positions within the school? How would they be impacted by your “ideal” scenario?

Handout 2: College and Career Access Debrief

After reviewing the responses from your colleagues, please consider the trends, themes, and commonalities you found across the following:

1. How does your school approach college access?
2. What are your school's dreams and goals for students?
3. How are students differentially impacted in the college/career process, depending on their identities?

Activity 7: Navigating College and Career Access

Handout 1: Frequently Asked Questions Answers and Resources

For this section, you will be provided with the answers to frequently asked questions, both as a list and in presentation form, as well as an outline to give out to participants. Please use the list of organizations and institutions at the bottom of this handout to locate two useful resources that contain information about this topic - if possible, include page numbers!

- [Presentation Outline](#) (participants will follow along and fill out the accompanying handout)

Q: Can I apply to college?

A: Students can apply to colleges and universities in New York regardless of immigration status. Students are not legally obligated to supply a social security number.

- ★ Use the [Resource List](#) at the end of this document to identify supporting evidence.

Q: How will I pay for college?

A: To answer this question, students need to understand their immigration status, as well as the various levels of aid: federal, state, and institutional aid.

- Am I eligible for **federal financial aid**?
 - If undocumented (with or without DACA), no.
 - If you are documented, then YES. (Even if parents are not documented, you can fill out "Parent SSN" as 000-0000-000).
- ★ Use the [Resource List](#) at the end of this document to identify supporting evidence.
- Should I **fill out FAFSA**?
 - Documented students can and should fill out FAFSA.
 - In general, undocumented students should not fill out FAFSA.
 - Undocumented DACA students CAN fill out FAFSA, but should only do so if it's need determine financial eligibility for other scholarships and grants
- ★ Use the [Resource List](#) at the end of this document to identify supporting evidence.
- Am I eligible for **in-state financial aid** in NYS?
 - YES - if you qualify for in-state tuition, you qualify your in-state aid.
- Should I apply for the New York Dream Act?
 - **YES!** Apply for **NY DREAM ACT** and do TAP that way, rather than through **FAFSA**.
- ★ Use the [Resource List](#) at the end of this document to identify supporting evidence. Specifically, focus on [NYSYLC](#) and Latino Leader resources.

- Am I eligible for **institutional aid** and scholarships?
 - Check with the institution. Some institutions require FAFSA; others do not.
- ★ Use [the Resource List](#) at the end of this document to identify supporting evidence.

Q: What if I don't want to go to college? Can I work?

A: Yes! There are ways to find work, fill out taxes, and open a bank account regardless of immigration status.

- ★ Use the [Resource List](#) at the end of this document to identify supporting evidence.

Resource List:

[SUNY](#)

[SUNY II](#)

[CUNY](#)

[CUNY Citizenship Now!](#)

[NYSYLC](#)

[CARA guide](#)

[NY DREAM act flowchart](#)

[Latino Leaders Dream Act Eligibility Information](#)

[NYS Dream Act Tutorial](#)

Handout 2: Navigating College and Career Access Outline

Q1: Can I apply to college?

A: Students can apply to colleges and universities in New York regardless of immigration status. Students are not legally obligated to supply a social security number.

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q2: How will I pay for college?

A: To answer this question, students need to understand their immigration status, as well as the various levels of aid: federal, state, and institutional aid.

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q3: Am I eligible for federal financial aid?

A: If undocumented (with or without DACA), no.

If you are documented, then YES. (Even if parents are not documented, you can fill out "Parent SSN" as 000-0000-000).

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q4: Should I fill out FAFSA?

A: Documented students can and should fill out FAFSA.

In general, undocumented students should not fill out FAFSA.

Undocumented DACA students CAN fill out FAFSA, but should only do so if they need it to determine financial eligibility for other scholarships and grants

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q5: Am I eligible for in-state financial aid in NYS?

A: YES - if you qualify for in-state tuition, you qualify your in-state aid.

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q6: Should I apply for the New York Dream Act?

A: YES! Apply for NY DREAM ACT and do TAP that way, rather than through FAFSA.

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q7: Am I eligible for institutional aid and scholarships?

A: Check with the institution.

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Q9: What if I don't want to go to college? Can I work?

A: Yes! There are ways to find work, fill out taxes, and open a bank account regardless of immigration status.

Using the resources provided, find evidence to support this.

Resource 1:

Resource 2:

Activity 8: Case Studies

Handout 1: Case Studies

Julio, a junior, came to the United States with his family two years ago. He approaches you to ask for a letter of recommendation for college. As you discuss his interests and goals, he tells you that he is interested in attending The College of St. Rose or Skidmore College and hopes to get a scholarship. You are unsure of his documentation status. How do you advise Julio?

Navigational Nuances: Talking to student when unsure of documentation status; recent arrivals in the United States; Private colleges

Seo-yeon is a senior in your class. Her draft for her college essay assignment includes references to her family's documentation status—her parents are undocumented, but she was born in the United States. Seo-yeon, who lives in New York City, hopes to attend Hunter College, City College, or Fordham University. How do you advise Seo-yeon?

Navigational Nuances: private vs. Public Colleges; parents undocumented, student documented; whether to disclose documentation status in essays, etc.

Anika, a junior, is the valedictorian of your school and wants to attend her dream school, Harvard University. She comes to you for advice on how to maximize her chances of getting in. She is also interested in her safety school, Georgetown University, but recognizes that their financial aid might not cover her expenses, so she is interested in private scholarships. Anika discloses to you during this conversation that she is undocumented. How do you advise Anika?

Navigational Nuances: Private, out-of-state colleges; undocumented; scholarship opportunities

Hasan, a senior, came to the United States about a year ago and, though fluent in Arabic, speaks very little English. Hasan recently came across the term “non-citizen entrepreneur” during a college and career fair he attended. He approaches you and expresses interest in learning more about this and the opportunities that might be available to him as a non-citizen. Hasan tells you he has a lot of experience working in his uncle's auto body shop, but he gets paid in cash. How do you advise Hasan?

Navigational Nuances: Non-citizen entrepreneur; multilingual students

Gabor is a junior and is actively involved in immigration advocacy. Gabor is interested in attending a school that will support his interest in activism. Gabor also wants to maximize his financial aid, as he knows his grades aren't strong enough to support a full merit scholarship. How do you advise Gabor?

Navigational Nuances: College environment for immigrant-origin students; financial aid

Fabiola, a senior, discloses that she and her family have been granted Temporary Protective Status (TPS) to live and work in the United States. She is interested in commuting to a nearby college to earn her degree but is unsure how her status will impact her ability to enroll. Fabiola's parents are unable to help her make sense of most college-related documents because they do not read or understand English. Fabiola is fluent in French and Haitian-Creole, and while she speaks English with ease, she struggles with reading and writing in English. How do you advise Fabiola?

Navigational Nuances: TPS; locating appropriate local schools; multilingual students

Handout 2: Case Study Protocol

Case Study Protocol

Student Name _____

1. Write down everything you know and don't know and this student and their situation.
2. Review your answer to (1), first noting any assumptions you might be making and the extent to which they are necessarily true, based on the information provided in the case study.
3. What are some first steps you would suggest for this student?
4. What are some resources you and this student might look into together? Consider online and school-specific resources. (review appendix items here)

5. What other organizations can you contact for support?
(See resources provided in Activity 7.)

6. What else can you personally do to advocate for this student or help them in their process?

Activity 9: School-wide Needs Assessment and Next Steps

Handout 1: Working Groups Assessment

1. What is your school **already doing** that is meeting or could be modified to meet this need?
(Use *Current School-Wide Resources*)

2. **What outside resources and organizations** exist that are important to serving students in their college journeys? How might your school leverage these resources or work with these organizations? (Use Activity 2 Appendices/Resources)

3. How can you **spread awareness** to staff, students, and families about this topic?

4. **What else** could your school do to support this particular need?

5. **Create** 1-2 priority action items that **this group** will work on (attainable, relatively quick implementation):

6. List **3-5 longer-term goals** to work on:

7. Questions? Concerns? Supports you need from the school community to continue this work?

Activity 10: Historical Context of Dream Teams

Handout 1: Student Quotes

Educator: “A student let us know that she never felt comfortable joining the Dream Team because just having to think about the fact that she was undocumented and all of the issues and challenges that was raising for her, but being able to be aware of the fact that we were there always made her feel supported in the school and when she was a senior she did join the group and she was ready to face thinking about her status more and thinking about how she was going to navigate the future beyond our high school.”



SOURCE: IMMIGRATION IN SECONDARY SCHOOLS VIDEO

Student 1: “The Dream Team is a club that we have in our school where we give everyone space to discuss about immigrant’s issues, to give them the same opportunity as everyone else.”

Student 2: “All students in our school are immigrants, so we all have a dream to go to college and have a good job and a better future.” (Note: this comment is specific to the demographics of this school and not true for all schools that have Dream Teams)

Student 3: “We raise money to make the immigrants that don’t have papers have a scholarship.”

Student 4: “We have lawyers come to our school to give us more information about what we can do if we don’t have no papers.”

Educator 2: “I was undocumented for many years growing up here... I would have loved to be in a high school like this. I always tell the kids and families from the beginning. I went through that. Okay high school is over, now what?”

Student 5: “Last year we made a project that was taking pictures and the people who took pictures, they were holding signs that had messages [of support for immigrants].”

Educator 1: “Last year our students worked on a campaign with us. We’ve been trying to ask for the Department of Education to add an immigrant liaison in every single school.”

Student 1: “In April, we wrote our letters to the chancellor and the mayor so my letter was about how every single school in the country should have a Dream Team because it would help people a lot.”

Educator: “... creating a club, just like many other affinity/identity clubs that exist, for example a gender and sexuality alliance, that is supportive of the social-emotional needs of the student”

Educator 1: “The last thing that is key [in starting a Dream Team] is making sure that it’s not like, this is a group for undocumented students, because then it might be very frightening for a student to walk through that door, but it’s for students who have concerns about this issue, students who might feel passionate about immigrant justice, because then you’re not coming out by walking into that group.”

Student 6: “This is a good opportunity, even if you’re not in that situation, so you can talk to other people, ask them questions. We’re not here to judge people. We’re here to support people, whatever situation you have, we’re here to support you no matter what you’re going through.”

Based on the student quotes, write your definition of a Dream Team:

Your group’s definition:

Handout 2: Dreamers Unbound Article and Questions

Dreamers Unbound: Immigrant Youth Mobilizing

Walter Nicholls and Tara Fiorito, January 2015

The screenshot shows the homepage of the 'newLabor Forum' website. The header is dark red with the CUNY School of Labor and Urban Studies logo and the text 'A JOURNAL OF IDEAS, ANALYSIS AND DEBATE'. The main navigation bar includes links for 'ABOUT US', 'CURRENT ISSUE', 'ARCHIVES', 'FEATURED', 'WORKING-CLASS VOICES', 'POETRY AND ARTS', 'EVENTS', and 'SUBSCRIBE'. A search bar is located in the top right corner. The featured article is 'Dreamers Unbound: Immigrant Youth Mobilizing' by Walter Nicholls and Tara Fiorito, dated January 2015. The article features a photograph of four young men in blue graduation caps and gowns. To the right of the article is a sidebar with a search bar and a section titled 'CUNY SLU Programs' featuring a cartoon illustration of a woman holding a sign that says 'NEW YORK UNION SEMESTER' and a man holding a sign that says 'EARN A CERTIFICATE'. Below the cartoon is the text 'Live in New York City. Defend workers' rights. Get paid and earn college credits.'

SOURCE: [NEW LABOR FORUM](http://newlaborforum.com)

Guiding Questions

1. How have youth organized for change?
2. Why, according to the article, have youth begun to identify with what the article calls, “the unbounded Dreamer”?
3. Note: Many undocumented youth have stopped using the term “Dreamer” because it connects with the earlier narrative mentioned in the article of undocumented youth being “deserving” because they are good students and did not chose to come to the United States. The term is no longer used as extensively. Now many undocumented youth chose to refer to themselves as undocumented (or as the New York State Youth Leadership Council’s t-shirt states: “undocumented, unapologetic, unafraid”).
4. What can you learn from this article about how you, as an educator, can support undocumented youth?

Sources/for further information: [Dissent Magazine](#), [American Bar](#)

Handout 3: Dream Teams in New York

Framing: Below you will find a brief history of the New York State Youth Leadership Council (NYSYLC), the first undocumented, youth-led organization in New York. The focus on the work they have done to create Dream Teams in New York and particularly New York City. This history is focused specifically on Dream Teams and therefore does not include all of the work done by NYSYLC. We are sharing this timeline because it is important to highlight the leadership of undocumented youth and emphasize that Dream Teams were create by and for undocumented youth.

Directions: As you read, take notes on the following questions:

What information is new to you?

What stands out to you?

Timeline

August 1, 2001: Federal DREAM (Development, Relief and Education for Alien Minors) Act first introduced in the Senate. It has been introduced in the Senate and House various times and would provide conditional permanent residency.

Fall 2001-Spring 2002: Undocumented students advocate with support of CUNY professors and win in-state tuition for undocumented students. They protested and even held a hunger strike.

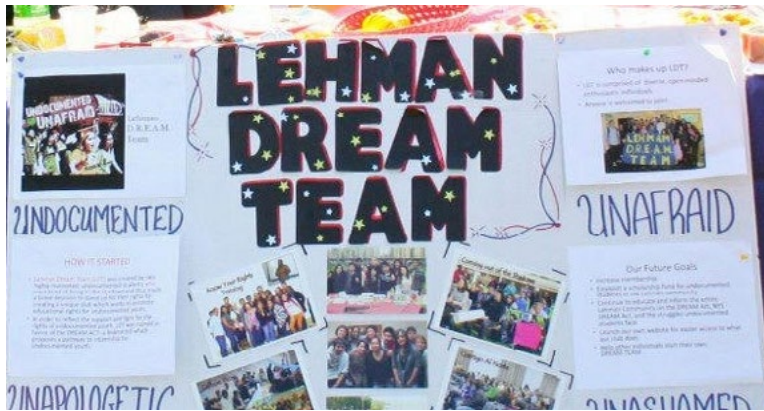
2007: The New York State Youth Leadership Council (NYSYLC) is formed and becomes the first undocumented **youth-led** organization in New York. NYSYLC ends up becoming a leading immigrant right's organization, along with groups like United We Dream.

December 2010: House of Representatives passes the DREAM Act. It failed to get necessary votes to overcome a filibuster in the US Senate. It lost by 5 votes.



2010-2011: The New York State Youth Leadership Council join the national campaign, **Education Not Deportation**, as a response to the failure of the federal Dream Act. The campaign includes the following demands:

1. The Department of Corrections and New York Police Department must end all collaboration with ICE.
2. New Yorkers should feel safe in going to any city agency without the threat of deportation.
3. New York City should use resources to strengthen New York families, not tear them apart.



2010: NYSYLC Dream Team Network starts in colleges in NYC. At Lehman College in the Bronx, Melissa and Chris (NYSYLC core members) created the first DREAM Team in New York. They used the trainings they received at NYSYLC and developed a great team. Melissa and Chris are now college graduates but still remain active.

March 2011: The NYS DREAM Act is drafted by undocumented youth from NYSYLC and is introduced in the NY State Assembly after the failure of the federal DREAM Act in the Senate.

July 2011: The NYSYLC held the first Youth Leading Change Training and were able to create more DREAM Teams in college campuses. The NYSYLC started building a network of Dream Teams across college campuses to help organize youth to pass the New York Dream Act.

December 2011: Erik interned at the NYSYLC when he was a Flushing International High School (FIHS) student. After the NYSYLC came to FIHS and tabled at the school, a NYSYLC member worked with Erik to help create a Dream Team at the school. After Erik put out the call to start a Dream Team, several other students responded and founded the first high school Dream Team in New York City. Erik has now graduated but continues to be active when he has time.


2011-2019: The NYSYLC helps draft and advocate for the New York Dream Act. The video linked below helps highlight some of the work they did. Many Dream Teams that were formed came together to fight for the rights of undocumented youth and help pass the New York Dream Act, which provides state financial aid to undocumented youth. The word “DREAM” comes from the federal bill that will provide a path for citizenship to undocumented youth, if passed. The New York Dream Act was passed January 2019. [NYDA Organizing Video](#)

2012: Undocumented Youth met with the Senior White House Advisor Valerie Jarrett several times. They released the letter asking for Administrative Relief which was given to the White House with a request for a response by June 12. On June 15, 2012 Obama announces Deferred Action for Childhood Arrivals (DACA). College Dream Teams in NYC supported the local implementation and obtainment of DACA with the members of their teams who were eligible.

October 2014: NYSYLC and Teach Dream, a group of educators dedicated to supporting non-citizen students, partner to host the first Youth Rise Up conference which brings together Dream Teams and high school youth from across New York City and the surrounding areas. The conference is hosted again in 2015 and 2016 before the decision is made to merge the

conference with the Immigrant Youth Empowerment Conference and create a high school track at that conference.

Fall 2018: The Immigrant Student Success Center opens at John Jay College as the result of advocacy and work done by the John Jay Dream Team and supporting educators. The Center was the first of its kind in the CUNY system. CUNY-IIE's Project Director, Cynthia Carvajal, served as the center's inaugural manager.



NYSYLC DREAM TEAM NETWORK

WHAT IS A DREAM TEAM?

A DREAM Team is a group of undocumented youth and supporters who fight for immigrant rights & create better schools for immigrant students.

WHAT YOU'LL RECEIVE

1. Biweekly Leadership Trainings
2. Paid opportunities regardless of immigration status
3. Priority access to conferences, scholarships, fellowships & internships
4. 1-1 support for your Dream Team
5. FREE trips and events
6. Most importantly, you will create friendships and a community that will last you a lifetime!

CONTACT US!

 @NYSYLC_DTN

 DREAMTEAMS@NYSYLC.ORG

The poster also features a photograph of a group of people at an event, with a sign that says 'EDUCATION NOT DEPORTATION' and another sign that says 'DREAM TEAM'.

2019: The NYSYLC now has a Dream Team network that includes high schools and colleges in NYS. This could only be possible with the support and time spent in schools building trust between undocumented youth and educators. The Dream Team network provides workshops and trainings, such as the Dream Team Network Ambassador Program to youth who are in Dream Teams or interested in starting a Dream Team at their school.

April 2020: Teach Dream officially joins the NYSYLC as the educator team. In 2013, the NYSYLC began collaborating with Teach Dream, a group of educators dedicated to supporting non-citizen students that was then a working group of the New York Collective of Radical Educators (NYCORE). Over the past 7 years, that collaboration has blossomed into a network of

educators working to support their immigrant students and families by centering the leadership of those in the directly-impacted community. Many educators in Teach Dream facilitate Dream Teams in their schools.

Note: There are many examples of work done by individual Dream Teams at colleges and high schools across New York that are not included on this timeline. Please reach out to those Dream Teams to hear more about their amazing advocacy!

Activity 11: Being an Ally/Accomplice to Undocumented Youth

Handout 1: Resources for Gallery Experience

[Undocumented students in New York City test boundaries of 'sanctuary schools'](#)

By Eliza Shapiro, March 28, 2017



Thousands of undocumented students in America's largest public school system are testing the boundaries of how much a fiercely liberal, "sanctuary city" can do to protect some of its most vulnerable. | AP Photo

Undocumented students in New York City test boundaries of 'sanctuary schools'

[Why Having Police in Schools May Be a Risk For Undocumented Students](#)

By Rachel Reichard, October 24, 2017



Politics

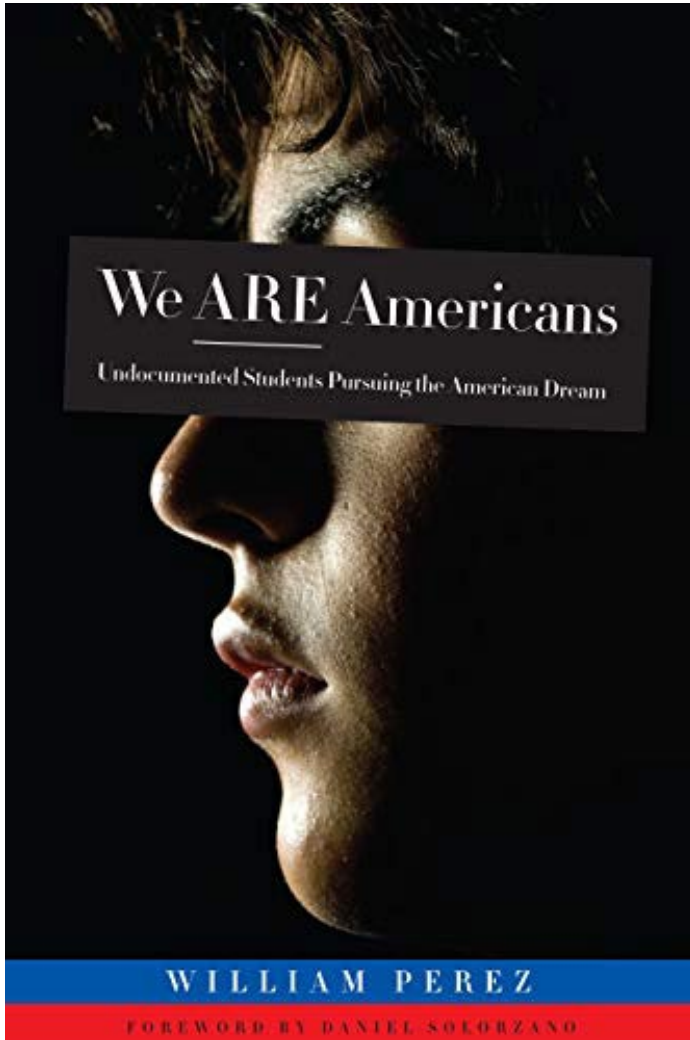
Why Having Police in Schools May Be a Risk For Undocumented Students

Have you heard of the school-to-deportation pipeline?

We ARE Americans: Undocumented Students Pursuing the American Dream

By William Perez

Quotes from *We ARE Americans*, which is a compilation of the stories of 16 undocumented students in high school and college.



Penelope: “As a student, I think you want to do all the things that your friends are doing, getting your driver’s license, for example. They have the advantage of being able to work. The only job we can get after we graduate is going to be a really bad job like at a factory or something, while they will get all the benefits, like working at a bank or working somewhere that is going to help them in their career.” As she now plans for college, and compares her options to those of her U.S. citizen friends, she describes applying for college as a very difficult process for her, “You don’t have a choice. It’s what you can afford, not what you want.” Penelope feels that her lack of legal status in this country takes away her freedom to choose her educational path. [Note: Undocumented students are not eligible for federal financial aid but they are eligible for state financial aid in New York due to the New York Dream Act.] ... Another source of

inspiration and drive for Penelope are other undocumented students who have gone to college. She personally knows a number of such students who were able to pay their way through college and get their degree, but are now unable to use their degree to get a job, “I do know some who have graduated from college. They already have their bachelor’s degree, but they can’t work because they don’t have their permits. But they have their education. I don’t think that’s fair.” These students’ not being able to use their college degrees in the workforce is sad, but she draws strength from the hope that her story will be different. Penelope has also learned from these students how to be resourceful in finding scholarships to assist with the cost of college

to remain hopeful: “They have been very helpful. They have given me some ideas on how to get money from private scholarships. They have given me advice on my career ... how I should always follow what I want to do. They have influenced me in the way that you can actually achieve your dreams. They have taught me to never give up” (Perez, 2009, p.7).

Jaime: Despite his challenges and need for help and support, Jaime prefers to keep his legal status a secret: “I choose not to tell people about my status because I don’t want them to know that I don’t have any papers or I’m not a citizen because it certainly feels like I am isolated, and that is what I don’t want.” Jaime made his decision after his father was arrested for being undocumented and was forced to sell his house: “My dad decided to sell the house because he was arrested for not having citizenship. BUt after they checked his tax records, they decided to let him go because he is an honest worker. But I felt afraid because now they know we are here and they might come and deport us” (Perez, 2009, p.16). [Note: Being undocumented is not a crime in the United States. Jaime likely means that his father was either stopped by ICE or that he was arrested for something like driving without a license. Also note that this book was published in 2009 and a lot has changed in terms of the political climate since then.]

Jeronimo: As American as Jeronimo considers himself, he is surprised he is so frequently made to feel on the margins of society as a result of his status. The negative sentiment most Americans feel toward immigrants due to media influences is a part of Jeronimo’s daily existence. Unknowingly, people around him voice their negative feelings toward undocumented immigrants without realizing he is one. This occurrence, which Jeronimo has experienced on numerous occasions, makes him feel rejected: “When they don’t know your status, and they feel free to talk about their beliefs, feel free to talk about what they think, they say things like, “Oh, what are they doing here? They should all go back to where they came from.” You know, you feel discriminated against. As someone who was raised American, how am I supposed to say anything to that? There’s not much you can say” (Perez, 2009, p.20).

Perez, W. (2009). *We are Americans: Undocumented students pursuing the American dream*. Stylus Publishing, LLC.

Video Links

- Recommended to use (facilitator should either select clips from the first episode):
 - [The Life of Ana: Senior Year](#) (facilitator should select clips)
 - [Immigrad](#)
 - [NYSYLC](#)
 - [PBS](#)

[Some Schools Help Undocumented Students Get Lawyers. Others Funnel Them To ICE:](#) Two students' divergent paths show the different ways schools are handling immigration issues.
By Rebecca Klein, August 27, 2018

POLITICS

Some Schools Help Undocumented Students Get Lawyers. Others Funnel Them To ICE.

Two students' divergent paths show the different ways schools are handling immigration issues.

By Rebecca Klein

08/23/2018 05:46 am ET | Updated Aug 27, 2018



SARON GALENAPFF/POST

Activity 12: How to Create a Dream Team and/or Engage Youth in Advocacy Projects

Handout 1: Assessing if Starting a Dream Team is Appropriate for Your School

Part I: School Assessment

Is your school ready?

- Are immigrant students a majority, minority, or not part of the student population in your school?
 - If there are no immigrant students in your school, then a Dream Team is not appropriate because it depends on the leadership of undocumented youth.
 - If there is a small percentage of immigrant students in your school: have there been any comments/actions that are anti-immigrant (from students, teachers, etc)? If so, has the school done anything about it? If there have been anti-immigrant actions and nothing has been done, then your school has some work to do and isn't ready to start a Dream Team. If there have not been anti-immigrant comments/actions at your school, then you might be ready to have a Dream Team but should look at some of the questions below. In particular, having an effective Dream Team depends on having undocumented youth leaders who want to participate.
 - If there is a large percentage of immigrant students in your school, then your school might be ready to have a Dream Team but it depends on the willingness and interest of students and answers to some of the other questions below. In particular, having an effective Dream Team depends on having undocumented youth leaders who want to participate.

STOP: If your answers helped you determine that a Dream Team is not appropriate at your school or that your school is not ready for a Dream Team, then you are finished with this assessment. Check out the activities in this module for Supporting Immigrants in Secondary Schools and/or the handout on engaging students in advocacy related to immigration (Activity 12, Handout 3).

CONTINUE: If your answers helped you determine that your school might be ready to have a Dream Team, then continue on to school level questions.

School level questions:

School climate: Think about specific things you've seen/heard from both the student body as well as staff in your school to answer these questions.

- **How friendly is your school to immigrant students? How do you know?**
 - If not friendly and there have been anti-immigrant actions and nothing has been done, then your school has some work to do and isn't ready to start a Dream Team.
 - If friendly, then you might be ready to start a Dream Team. If there have not been anti-immigrant comments/actions at your school, then you might be ready to have a Dream Team but you should consider the degree to which students will be comfortable coming to a Dream Team. Are there students who are interested and willing to challenge the school to do better? If you do start a Dream Team, it will be very important to emphasize that the Dream Team is a place not just for undocumented students but for allies as well (although, at the same time, you want to make sure that in the space of the Dream Team you are centering the voices and leadership of undocumented youth without asking undocumented students to reveal their status if they are not ready or it is not safe to do so).

- **Is your school a place where students can speak openly about being undocumented? How do you know?**
 - If students cannot speak openly about being undocumented, why do you think that's the case? If you think it's because the school is a hostile environment for immigrant and undocumented students, then your school has some work to do and isn't ready to start a Dream Team.
 - If students can speak openly about being undocumented, then starting a Dream Team might be appropriate because it will create another space where students can discuss their experiences being undocumented and advocate for change.

- **Is your school a place where student advocacy and voice is encouraged? How do you know?**
 - If your school IS NOT a place where student advocacy is encouraged, then starting a Dream Team might be appropriate. This would especially be the case if students participating in advocacy would be put in danger.
 - If your school IS a place where student advocacy is encouraged, then starting a Dream Team might be appropriate because it will ideally increase spaces for student advocacy in the school.

Teacher/administration knowledge and support:

- **Would your administration support the creation of a Dream Team?**
 - If not, to what degree do they not support the creation of a Dream Team. Are there ways that you can show your school's administration that having a Dream Team will be beneficial (by highlighting other Dream Teams, involving student voice in the ask, etc)? If you feel like your school's administration will be actively unsupportive and therefore create an unsafe space for the students in the Dream Team, then you probably want to do some extended work with other staff and students at your school before trying to start a Dream Team (Review the additional CUNY-IIE Professional Development Modules for activities).
 - If yes, then your school might be ready to start a Dream Team.
- **How comfortable are school staff and administration in talking about issues related to immigration?**
 - If school staff are uncomfortable, then it depends on the extent to which they are uncomfortable (also see below regarding individual questions). If staff is uncomfortable but generally supportive, then starting a Dream Team might be appropriate, especially if staff is open to listening to the leadership and suggestions of undocumented and immigrant youth. However, if the majority of staff at your school is openly hostile toward immigrant and undocumented youth, then you might want to engage staff in some of the other professional development workshops in the CUNY-IIE modules before starting a Dream Team.
 - If comfortable, then your school might be ready to start a Dream Team.

STOP: If after answering these questions you have determined that it is appropriate for your school to start a Dream Team, then proceed to Part II in order to determine which faculty member(s) might be best suited to facilitate the Dream Team at your school.

If after answering these questions, you determined that your school is not ready or it is not appropriate to start a Dream Team, then proceed to the next part of this activity on engaging students in advocacy related to immigration (Activity 12, Handout 3).

Part II: Facilitator Assessment

Note: if your school has a small percentage of immigrant students and/or no immigrant students, then some of these questions might be more challenging to answer. Remember, if your school does not have any immigrant or undocumented students, then starting a Dream Team does not make sense.

- **How comfortable are you in talking about issues related to immigration with students and families, on a scale from 1 to 10? (1 being not comfortable at all, most likely**

meaning you have never talked to students about immigration and 10 being completely comfortable, you already have conversations about immigration often with students)?

If you're comfortable that probably means

- You've let your students know that they can talk to you about immigration, their feelings, questions they have, etc. If you have had immigrant students in your classes and you let them know this, they probably have already spoken to you.
- You've done your research and know about resources and how to respond to common questions related to immigration and being undocumented.

Tip: When sharing resources related to immigration, particularly if those resources are for undocumented students, share those resources in a central location and advertise them for "anyone who is interested or might want them for themselves, a friend, family member, community member." That way a student does not have to come out as undocumented by taking the resource. Also advertise resources in a non-judgmental way. For example, if you're talking to students about internships, you could say: "This packet includes some internships/jobs that are available to students that do have social security numbers but there are also some options specifically for students who do not have social security numbers."

- Have students come out to you as undocumented before? If so, how comfortable were you in responding? If not, do you know how you would respond? Do you know the common things students say to signify to you that they are undocumented?

Tip: Sometimes students will voice that they are undocumented by saying things like: I don't have papers, I can't get a job, I can't go to/pay for college (**NOTE:** Undocumented students CAN go to college and qualify for state financial aid, but many students are misinformed as misconceptions remain rampant. Nevertheless, paying for college is often particularly challenging for undocumented students. See Activities 6-9 in this module for more information on supporting undocumented students in making postsecondary plans.

- If you think you fall between 1-5, that's okay but you probably have some learning and work to do and should not be the staff member facilitating a Dream Team at your school.

- If you think you fall between 6-10, then you might be the right staff member to facilitate the Dream Team at your school. Continue working through the questions below to see if you are the most qualified staff member at your school or if there is another staff member who might be better suited to facilitate a Dream Team. Or if the two of you might serve as co-facilitators.
- **Have you worked with youth before on advocacy projects?**
 - If not, why not? What would you be excited about working on with youth? While you do not need experience working on advocacy projects with youth to facilitate a Dream Team, you do need to be excited about empowering youth to advocate for change in their local communities (including the school building) related to immigration. You also need to be willing to take a backseat and let the youth decide what/how they want to accomplish a project. See the Being an Ally/Accomplice to Undocumented Youth (Activity 11) for more guidance on listening to the voices of undocumented youth.
 - If yes, what did you do? How much of the project was determined by the youth?
- **How much do you know about immigration?**
 - Not a lot. If this is the case, is there someone in your school who knows more than you who might be excited about facilitating a Dream Team? If so, could you co-facilitate or let them facilitate? If not, you might want to do some learning first so that you feel comfortable talking about immigration, answering questions and/or being familiar with resources/groups to go to with questions.
 - A lot OR I am still learning but I feel confident that I know where to go for information and resources regarding immigration policy and the experiences of the diversity of immigrant communities that exist. If this is the case, then you might be the right person to facilitate a Dream Team at your school.
- **Are you an immigrant? Have you had prior experiences working in/with immigrant communities?**
 - If not, but you feel confident in being an ally to immigrant and undocumented youth and in your knowledge of immigration you could still be the right person to facilitate a Dream Team. However, if you have never worked with immigrant communities before, you might not be the right person to facilitate a Dream Team. You should also ask yourself whether or not there are other staff members in your school who are better prepared to facilitate a Dream Team (and have the capacity to do so).
 - If yes, then you might be the right person to facilitate a Dream Team at your school (depending on your answers to previous questions).

Handout 2: Work Plan for Starting a Dream Team

Before starting a Dream Team, consider and develop a plan for:

- Research you need to do before starting a Dream Team. Consider:
 - Reaching out to organizations in the area that work with undocumented youth, if available. This can include reaching out to other Dream Teams to learn about their process. Resource: [NYSYLC Dream Team network](#) and [Teach Dream](#)
 - Doing more research on Dream Teams, youth advocacy related to immigration, etc.
- Concerns you might have and how you will address them
- Building support and interest amongst staff and students
- Student engagement/outreach (note: you should not start a Dream Team without having engaged student leaders, ideally who are immigrant/undocumented)

How to start a Dream Team:

- go to www.nysylc.org or reach out to dreamteams@nysylc.org for the guide created by their Dream Team network on how to start a Dream Team. As this guide was created primarily for students, additional considerations for teachers include:

Build support and interest:

- Have faculty sign a Pledge saying you are committed to providing equitable educational experiences to students regardless of status. Possible model (or pledge to sign): <https://unitedwedream.org/our-work/education-justice/national-immigrant-resilience-day-nird/>
 - Talk to students to collect student support/interest (NOTE: if students are not invested, it's probably not a great idea to start a Dream Team)

Outreach considerations/ideas:

- Generate a plan and allocate responsibilities, timetable, etc. with the student who are invested and will be participating
 - When are you meeting, how will you advertise, identify other stakeholders (beyond students leading the space)
 - Ideas to build student involvement include signs, movie night, button making during lunch, assistance from other teachers who personally know students who might be interested
- Special considerations when creating a dream team:
- Projects must be student-driven
 - Clarify that the club is not about disclosing status (i.e. the club is open to anyone who is interested in advocating for immigrant rights, not just undocumented youth).
 - If possible, have at least one of the faculty advisors be someone with an immigrant background. If not, try to bring in community members who are immigrant/undocumented (if you have authentic connections) who can speak with students and build community.

Student Status Disclosures

If students disclose their status as undocumented in club meetings, make sure that all students know that information is to be kept confidential and not shared outside of the club space. As a teacher, it is your job to keep students safe so you should also make sure that this information is not written down or shared beyond club meetings (unless the student wants to come out to others as undocumented, in which case there are many examples of youth who have done this that you can direct them to. Coming out as undocumented is the choice/right of the student and their family.



SOURCE: [IMMIGRATION IN SECONDARY SCHOOLS VIDEO](#)

Handout 3: Work Plan for Engaging Students in Immigration Advocacy

Before engaging students in advocacy projects, consider the following steps:

- Do some research: What are immigration issues that local organizations and groups are engaging in? What matters to your students and their families? **Note:** Think about organizations to connect to like the NYSYLC where you can get support from directly impacted folks who have experience and can direct students to their events so a true partnership can be formed between the school and local organizations. If youth-led immigrant rights groups do not exist in your area, look for state or national groups that you can follow on social media and show as models for high school students.
- Do some self-work/reflection. How much do you know about immigration? How comfortable are you in talking to students about immigration? (See Part 2 of Handout 1 - Assessing whether or not Dream Team is appropriate in your school - for more questions to consider).
- Speak to students in your classes/school: What do they care about? What types of advocacy might they be interested in? It's helpful to provide models, so the first step of research can be useful here.
- To develop an advocacy project with students consider:
 - Who you will engage (all students, voluntary)
 - When the project will be done (in class, lunch, after school)
 - How you will help students pick a topic and format for the project (and allow for student choice while also providing some guidance)

Learn about Youth-led Action Participatory Research (Y-PAR):

- [Social Justice Youth Advocacy and Activism](#)
- [What is YPAR](#)

Activities for Engaging Students in Advocacy:

- **Intro Level Activities:** Can be done with students regardless of whether or not school has a Dream Team, in a class or with a group of interested students:
 - **Learn:** Movie night/class with follow-up discussion. Possible movies: The Sun is also a Star, No le Digas a Nadie/Don't Tell Anyone, En El Séptimo Día, And Breathe Normally, Buen Dia Ramon. Other possible movies in [Supporting Immigrants in Schools Resource Guide](#).
 - **Act/Advocate:** Create signs of support for immigrants/undocumented students and put up in school
 - **Learn/Act/Advocate:** Create Know Your Rights posters (such as what to do if ICE arrives to a home) or other informational posters and put up around school

- **Advanced Level Activities:** Should be done with group of committed students in a school that supports this work:
 - **Act/Advocate:** Participate in a National immigrant support day
 - **Advocate:** Write letters to local, state or national government officials to advocate for immigrants
 - **Learn:** Connect with college Dream Teams
 - **Learn/Act:** Create movie about college access for undocumented youth or other relevant topic (can be shown at school assemblies, etc)
 - **Learn/Act/Sustain:** Create social media platforms with students that provide information and updates on current events related to immigration, know your rights information, etc. Examples: https://www.instagram.com/nysylc_dtn/, https://www.instagram.com/ihs_l_dreamteam/ <https://www.instagram.com/sphsdreamteam/>
 - **Act/Sustain:** Make (and sell as a fundraiser if permitted) bracelets or buttons with messages of affirmation (Immigration Justice Now, No Human Being is Illegal, etc). If possible, try to make the bracelets/buttons in multiple languages.
 - **Other possible fundraisers:** bake sale, school movie night, student talent show/event where you sell tickets and donate proceeds from ticket sales, raffle, snacks, etc.
 - **Ideas for where to donate:** local immigrant rights organizations, college fund for undocumented students at the school to pay for college tuition/fees

AUTHOR BIOS

Daicy Diaz-Granados is a doctoral student in Urban Education at the Graduate Center, CUNY. She has a Masters Degree in Bilingual Education from The City College of New York. She is co-founder of College Access for Non-Citizens (C.A.N.), a coalition of undocumented students and educators in Northern New Jersey working to provide resources and support for undocumented students for accessibility to higher education. She is a writer/curriculum and professional development content creator for the anthology, *Our Stories in Our Voices*, for use in ethnic studies programs to reframe American history by centering ethnic identity and the struggle for social justice. She is presently a teacher at Teaneck High School in Teaneck, New Jersey. Over her career, she has supervised and mentored teachers, taught graduate-level courses and developed curriculum and professional development opportunities.

Angely Li Zheng was born in Anzoategui, Venezuela and migrated to the United States in 2018. Angely is a DREAM Team network ambassador at the New York State Youth Leadership Council. She is a student at the Flushing International High School and during the past two years, has been an active DREAM team member advocating resources for undocumented and non-undocumented students. She has also been doing community organizing at her school. She is inspired to help people through her own experiences and motivated to learn something new every day, as she keeps growing to be a better person.

Chaewon Park is a sophomore at Columbia University. She has been participating in the New York State Youth Leadership Council through the Dream Team Network Ambassador Program and has learned about community organizing through the program. Jessica aspires to join the undocumented student alliance on campus and advocate for easily accessible resources for the immigrant body of students.

Jennifer (Jenna) Queenan is an educator, first and foremost. She began working at Sunset Park High School in Brooklyn as an ENL teacher in 2013, where she has co-taught in all subject areas. She is also the ENL Department Chair and spends time after school facilitating the school's Dream Team, a club for undocumented students and their allies. She also advocates for immigrant rights in NYC schools with the Teach Dream team at the New York State Youth Leadership Council, the first undocumented, youth led organization in New York. In the fall of 2020, she will begin the PhD program in Urban Education at the Graduate Center at CUNY. When she is not teaching or doing advocacy work, she enjoys reading, running (sometimes), and staying busy with friends in Brooklyn.

Karen Zaino is a doctoral student in Urban Education at the Graduate Center and a Teaching Fellow in the Queens College English Education Department. Prior to graduate study, she was a high school English teacher for 12 years. She has also worked for the CUNY-New York State Initiative on Emergent Bilinguals and the College Access: Research and Action Center. Fellow in the Queens College English Education Department. Prior to graduate study, she was a high school English teacher for 12 years. She has also worked for the CUNY-New York State Initiative on Emergent Bilinguals and the College Access: Research and Action Center.

SUPPORT PERSONNEL BIOS

Cynthia Nayeli Carvajal, Ph.D. is the Project Director for the CUNY Initiative on Immigration and Education. Originally from Guadalajara, Mexico, she immigrated to East Los Angeles, CA at the age of five. Her personal and professional goals are grounded in her experience as a formerly undocumented immigrant, student, and community member for twelve years of her life. Prior to this position Cynthia was the inaugural manager for the Immigrant Student Success Center at John Jay College, the first of its kind in New York State. Cynthia's academic and professional expertise centers the roles of educators in creating support systems for undocumented and immigrant students in their schools. Her field work spans across California, New York, and Arizona, providing a comparative understanding on the impact of policy and practice in politically varying states. She currently serves as a board member for the New York State Youth Leadership Council.

Marit Dewhurst, Ed.D. is the Director of Art Education and Associate Professor of Art and Museum Education at The City College of New York. She has worked as an arts educator and program coordinator in multiple arts contexts including community centers, museums, juvenile detention centers, and international development projects. Her research and teaching interests include social justice education, community-based art, youth empowerment, and the role of the arts in community development. In addition to multiple journal articles and chapters, her first book, *Social Justice Art: A framework for activist art pedagogy* highlights young activist artists. Her second book, *Teachers Bridging Difference: Exploring identity through art* describes how to use art as a tool to connect people across different sociocultural identities.

Tatyana Kleyn, Ed.D. is the Principal Investigator (PI) for the CUNY Initiative on Immigration and Education (CUNY-IIE) and Associate Professor and Director of the Bilingual Education and TESOL programs at The City College of New York. Her doctorate is in international educational development from Teachers College, Columbia University. She was a Fulbright Scholar in Oaxaca, Mexico studying return migration and Past President of the New York State Association for Bilingual Education. She served as acting co-PI and associate investigator for the CUNY New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) and is co-PI for the Multilingual Learner Project (MLP), a federal Title III grant program. Her research, films, and curricula address the intersection of immigration, education, and language. Tatyana's work in film as a producer and director includes the Living Undocumented Series, *Una Vida, Dos Países: Children and Youth (Back) in Mexico* and the Supporting Immigrants in Schools video series. Tatyana was an elementary school teacher in San Pedro Sula, Honduras and Atlanta, Georgia.

Resource Links

CUNY-IIE Supporting Immigrants in Schools Resource Guide.

Referenced on p. 3, Activity 1, 4 p. 17, 28, 30, 32, 96, 101

www.cuny-iie.org/s/SIS_ResourceGuide_Final.pdf

Emulsify Design.

Referenced on p. 5

www.emulsifydesign.com

The State of Black Immigrants.

Referenced on p. 8

<http://www.stateofblackimmigrants.com/assets/sobi-fullreport-jan22.pdf>

Native Land.

Referenced on p. 8

<https://native-land.ca/>

The Criminalization of Immigration in the United States.

Referenced on p. 9

<https://www.americanimmigrationcouncil.org/research/criminalization-immigration-united-states>

Building a More Dynamic Economy: The Benefits of Immigration.

Referenced on p. 9

<https://www.americanprogress.org/issues/immigration/reports/2019/06/26/471497/building-dynamic-economy-benefits-immigration/>

The Social Mobility of Immigrants and Their Children.

Referenced on p. 10

<https://www.migrationpolicy.org/research/social-mobility-immigrants-and-their-children>

The Education of Immigrant Children.

Referenced on p. 10

<https://www.gse.harvard.edu/news/uk/14/12/education-immigrant-children>

Opportunities for White People in the Fight for Racial Justice.

Referenced on p. 10

<https://www.whiteaccomplices.org/>

Research Publications.

Referenced on Activity 1, p. 17

<https://www.migrationpolicy.org/research/>

Posters for Progressives.

Referenced on Activity 1, p. 17

<http://www.postersforprogressives.com/author/United%20We%20Dream>

Supporting Undocumented Students and Mixed-Status Families.

Referenced on Activity 1, 4, 10 p. 17, 18, 46

<https://www.gse.harvard.edu/news/uk/18/05/supporting-undocumented-students-and-mixed-status-families>

Drop the I-Word.

Referenced on Activity 1, 4, 10 p.17, 18, 29, 46

<https://www.raceforward.org/practice/tools/drop-i-word>

Supporting Immigrants in Schools Video Series.

Referenced on Activity 1, 2, 4, 7, 10 p. 17, 18, 19, 26, 28, 38, 46

<https://www.cuny-iie.org/sis-videos>

Information Regarding Recent Immigration-related Actions.

Referenced on Activity 3, p. 22, 24

<http://www.nysed.gov/bilingual-ed/information-regarding-recent-immigration-related-actions>

Letter from Office of The Attorney General.

Referenced on Activity 3, p. 22, 24

<http://www.nysed.gov/common/nysed/files/oag-sed-letter-ice-2-27-17.pdf>

Immigrant Student's Rights to Attend Public Schools.

Referenced in Activity 3, p. 24

<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/immigrant-student%E2%80%99s-rights-attend-public-schools>

The Languages of New York State: A CUNY-NYSIEB Guide for Educators.

Referenced on Activity 3, p. 25

<https://www.cuny-nysieb.org/wp-content/uploads/2016/05/NYSLanguageProfiles.pdf>

Senator José Peralta New York State DREAM Act.

Referenced on Activity 4, p. 28, 64

<https://www.hesc.ny.gov/dream/>

Institutional Policies And Programs With & For Undocumented Students: Toolkit.

Referenced on Activity 4, 5 p. 28, 32

http://unitedwedream.org/wp-content/uploads/2015/01/UWDN_InstitutionalToolKit_final-1.pdf

New York State Youth Leadership Council.

Referenced on Activity 4, 11, 12 on p. 28, 55, 57, 58, 68, 94

<https://www.nysylc.org/>

Immigration.

Referenced on Activity 4, p. 28

<https://www.aft.org/our-community/immigration>

No Human Being is Illegal.

Referenced on Activity 4, p. 28

<https://justseeds.org/product/no-human-being-is-illegal/>

Maricosas.

Referenced on Activity 4, p. 30

<https://www.maricosas.com/free-art>

National Institutions Coming Out Day Toolkit.

Referenced on Activity 5, p. 30

http://unitedwedream.org/wp-content/uploads/2015/01/UWDN_InstitutionalToolKit_final-1.pdf

Stand Up for Our Immigrant Students and Communities.

Referenced on Activity 5, p. 31

<https://neaedjustice.org/stand-immigrant-students-communities/>

Google Forms.

Referenced on Activity 6, p. 35

https://docs.google.com/forms/u/0/?usp=direct_url

Padlet.

Referenced on Activity 6, p. 35

<https://padlet.com/dashboard>

Poll Everywhere.

Referenced on Activity 6, p. 35

<https://www.polleverywhere.com/>

The Jigsaw Classroom

Referenced on Activity 8, p. 40

<https://www.jigsaw.org/>

Dreamers Unbound: Immigrant Youth Mobilizing

Referenced on Activity 10, p. 47

<https://newlaborforum.cuny.edu/2015/01/19/dreamers-unbound-immigrant-youth-mobilizing/>

Creating Safe Spaces for New York's Undocumented Students

Referenced on Activity 10, p. 48

<https://www.villagevoice.com/2017/04/25/creating-safe-spaces-for-new-yorks-undocumented-students/>

Identity Charts

Referenced on Activity 11, p. 50

<https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Ally is Not a Noun

Referenced on Activity 11, p. 52

<https://info.umkc.edu/diversity/ally-is-not-a-noun/>

Ally or Accomplice? The Language of Activism

Referenced on Activity 11, p. 52

<https://www.tolerance.org/magazine/ally-or-accomplice-the-language-of-activism>

Accomplices Not Allies: Abolishing the Ally Industrial Complex

Referenced on Activity 11, p. 52

<https://www.indigenousaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/comment-page-1/>

How to Tell the Differences Between Real Solidarity and ‘Ally Theater’

Referenced on Activity 11, p. 52

<http://www.blackgirldangerous.com/2015/11/ally-theater/>

Allyship, Accomplices, and Advocates

Referenced on Activity 11, p. 53

<https://www.coursera.org/lecture/queeringtheschoolhouse/allyship-accomplices-and-advocates-xrjBs>

How to Be an Ally

Referenced on Activity 11, p. 53

<https://www.tolerance.org/magazine/spring-2018/how-to-be-an-ally>

Presentation Outline.

Referenced in Appendix p. 68, on Activity 7

<https://docs.google.com/presentation/d/1Ks0H9da6KRz6U8F99PFR3KAYvYtir31tO13ju4RtVps/edit?usp=sharing>

Dreamers Unbound: Immigrant Youth Mobilizing.

Referenced in Appendix p.80, on Activity 10

<https://newlaborforum.cuny.edu/2015/01/19/dreamers-unbound-immigrant-youth-mobilizing/>

The Dreamers’ Movement Comes of Age.

Referenced in Appendix p. 80, on Activity 10

https://www.dissentmagazine.org/online_articles/the-dreamers-movement-comes-of-age

Activism Leads, the Law Follows: DACA and its FATE at the Supreme Court.

Referenced in Appendix p. 80, on Activity 10

https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/immigration/activism-leads-the-law-follows/

NYDA Organizing.

Referenced in Appendix p. 83, on Activity 10

https://www.youtube.com/watch?v=tPOvOpokkrw&feature=emb_logo

Undocumented Students In New York City Test Boundaries Of 'Sanctuary Schools'.

Referenced on Appendix p. 85, on Activity 11

<https://www.politico.com/states/new-york/city-hall/story/2017/03/undocumented-students-in-new-york-city-test-boundaries-of-sanctuary-schools-110764>

The Life of Ana: Senior Year!

Referenced in Appendix p. 87, on Activity 11

www.youtube.com/watch?v=WYtakbOPCaU&list=PLFFXS7LCPIrYSV6Y7Z5ckRUm6jHYpRmiT

#Immigrad 2020 Virtual Commencement.

Referenced in Appendix p. 78, on Activity 11

<https://twitter.com/i/broadcasts/1mrxmQylyaqxy>

Top 4 Ways Educators Show up For Undocumented Students.

Referenced in Appendix p. 87, on Activity 11

https://www.instagram.com/p/B_zt1DRg8vE/?hl=en

Undocumented students face unique challenges.

Referenced in Appendix p. 87, on Activity 11

<https://www.pbs.org/newshour/extra/daily-videos/undocumented-students-face-unique-challenges/>

Some Schools Help Undocumented Students Get Lawyers. Others Funnel Them to ICE.

Referenced on Appendix p. 87, on Activity 11

https://www.huffpost.com/entry/undocumented-students-ice_n_5b7dc9c6e4b0348585fd137a

Take Action. Support NYSYLC!

Referenced in Appendix p. 94, on Activity 12

<https://www.nysylc.org/about-us>

Teach Dream Joins NYSYLC!

Referenced in Appendix p. 94, on Activity 12

<https://www.nysylc.org/announcements/teachdream>

National Immigrant Resilient Day (NIRD).

Referenced in Appendix p. 95, on Activity 12

<https://unitedwedream.org/our-work/education-justice/national-immigrant-resilience-day-nird/>

Social Justice youth advocacy and activism.

Referenced in Appendix p. 96, on Activity 12

<https://www.tolerance.org/learning-plan/social-justice-youth-advocacy-and-activism>

What is YPAR?

Referenced on Appendix p. 96, on Activity 12

<http://yparhub.berkeley.edu/>