






Learning, Acting, and Advocating at the Intersection of Immigration and Education

An Introduction to the CUNY - Initiative on Immigration and Education (CUNY-IIE)

Facilitated by Sunisa Nuonsy
CUNY-IIE Project Researcher
June 7, 2024
Eastern Suffolk BOCES



Today's Agenda

-  Welcome & Introductions
-  Grounding Principles
-  Project Overview & Presentation
-  Q & A
-  Evaluation

Introductions

- Please greet your neighbors **in any language**, then tell them:
 - Your name
 - Favorite warm-weather activity



Who am I?

Sunisa Nuonsy (Su-ni-sahh)
(she/her/eeh)

My family immigrated from Laos as refugees. I formerly taught high school ELA to immigrant-origin and multilingual learners for 10 years and am currently a full-time PhD student in Urban Education at CUNY Graduate Center. I work as a Project Researcher for CUNY-IIE.

My research interests are:

bilingual/multilingual education,
liberatory anti-racist pedagogy,
translanguaging, raciolinguistics, restorative justice,
immigration and education experiences of
Southeast Asian-American / Lao-American diasporas.



GROUNDING PRINCIPLES



CUNY-IIE GROUNDING PRINCIPLES

Black Immigrant Lives Matter

The immigration experience is complicated

No one is illegal on stolen land

Migration can be traumatic

WE ARE NOT ALL IMMIGRANTS

Xenophobia is SYSTEMIC

The Immigrant experience exists beyond the LATINX narrative

Teaching through translinguaging is central

**Immigrants and students labeled as
“English Language Learners” are not interchangeable**

SHIFTING FROM ALLY TO ACCOMPLICE



CUNY-IIE Condensed Principles

Black Immigrant Lives Matter: CUNY-IIE stands in solidarity with all those fighting for equality and justice in the Black Lives Matter movement and acknowledging the disproportionate violence on black immigrants and their livelihood.	No one is illegal on stolen land: We believe no person should be defined in terms of immigration status especially considering that New York resides on stolen native land.
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.	The immigrant experience exists beyond the Latinx narrative: 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: 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, mainstream rhetoric upholds the narrative that immigrants are happier to be in the US than in their home country. However, this is a much more complicated and nuanced experience.
Migration can be traumatic: 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.	Xenophobia is systemic: 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.	Shifting from ally to accomplice: 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.





At CUNY-IIE we work together to



Learn about current immigration issues

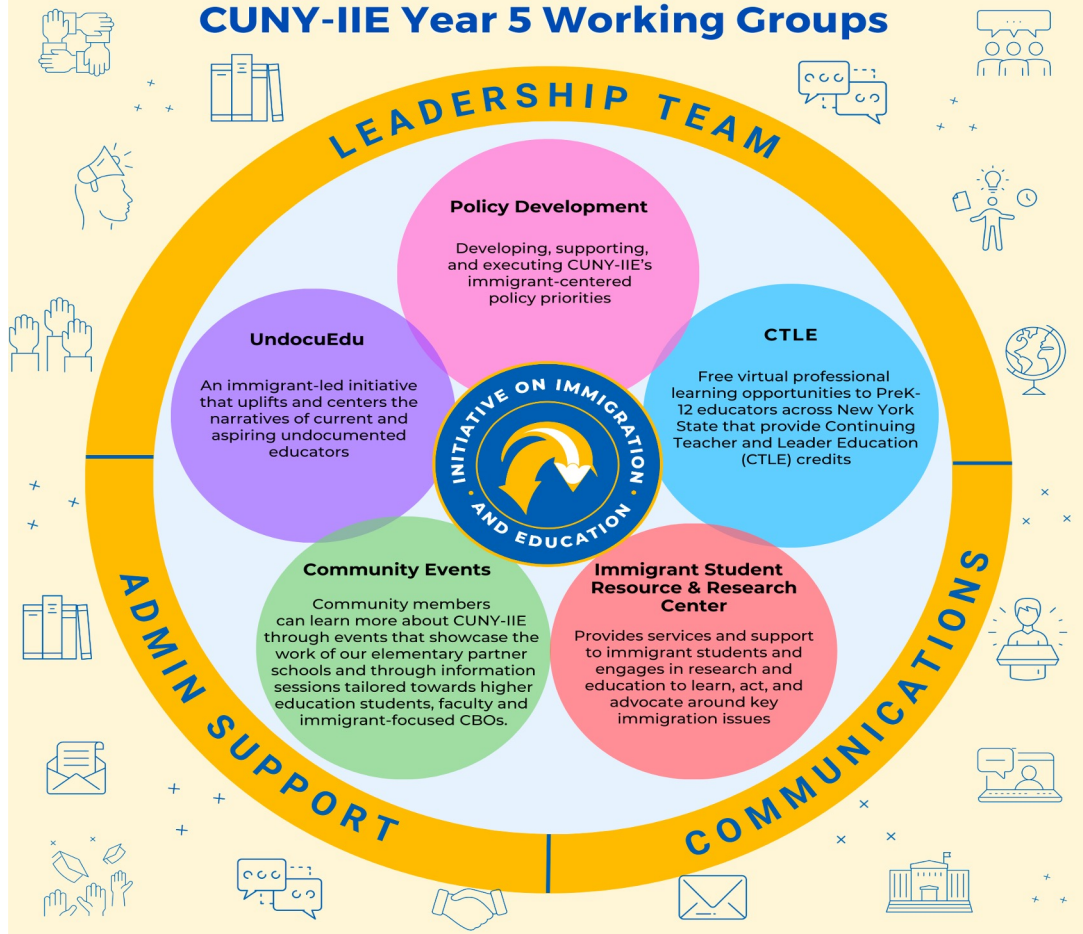


Act in ways that center our collective humanity



Advocate for equitable policies for all people regardless of immigration status

CUNY-IIE Year 5 Working Groups



SUPPORTING IMMIGRANTS IN SCHOOLS VIDEO SERIES

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



Refugees and Immigrants in Schools



This video shows how educators can address refugee issues, inside and outside the classroom. It also describes steps that school districts can take to ensure that immigrant families are included in their children's education, and highlights students' suggestions of ways that teachers can improve their schooling experiences.

www.cuny-iie.org/sis-videos



Key Terminology

- ASYLUM SEEKER/ASYLEE

- DISPLACED PERSON
 - IMMIGRANT
- INTERNALLY DISPLACED PERSON

- REFUGEE

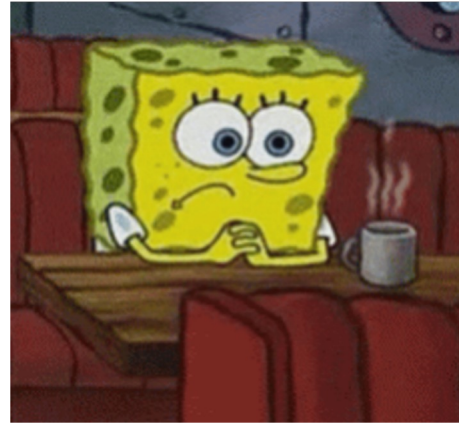
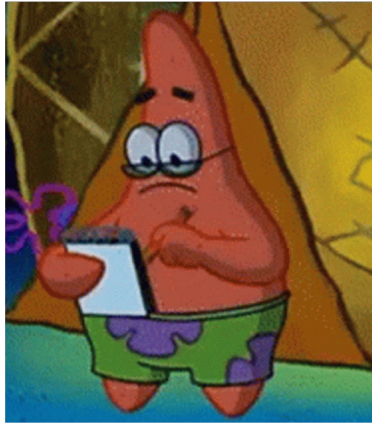
Before We Watch:

- Refugees are happier in the US.
- If we can't provide materials in all other languages it is best to use only English.
- Students who are refugees may have experienced trauma.
- All students who are refugees will have missed a great deal of school.
- Spanish speakers are not refugees or asylees.
- We are all immigrants/refugees.
- To make students feel good, reassure them that you will keep them safe.
- Post-traumatic stress may cause refugee students to act out in school.
- I should not send information home to parents as they may not understand it.
- Refugees are here because they want a better life.

Pick 2-3 statements as a group. Reflect whether you agree/disagree and explain why

During/After We Watch:

- Jot down evidence that supports or discredits your claims
- Revisit your responses
- Has your position or ideas about refugees changed?



COMPREHENSIVE EDUCATOR MODULES

<https://www.cuny-iie.org/comprehensive-educator-modules>



Comprehensive Educator Modules



Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Key Immigration Issues

Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza

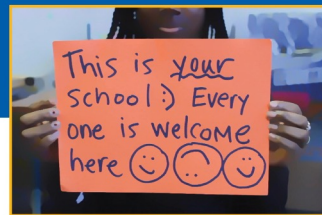


Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Immigration in Elementary Schools

Dina López, Ashley Busone Rodríguez, Jessica Velez Tello



Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Immigration in Secondary Schools

Dalcy Diaz-Granados, Angely Li Zheng, Chaewon Park, Jennifer (Jenna) Queenan, Karen Zaino



Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Refugees and Immigrants in Schools

Tamara O. Alsace, Adeyinka M. Akinsulure-Smith, Gliset Colón



NEW Comprehensive Educator Modules



CUNY



SUPPORTING IMMIGRANTS IN SCHOOLS

PROFESSIONAL DEVELOPMENT MODULE

Translanguaging for Multilingual Immigrant Students

Maite T. Sánchez



CUNY



SUPPORTING IMMIGRANTS IN SCHOOLS

PROFESSIONAL DEVELOPMENT MODULE

Trauma-Informed Practice

Ashley Busone-Rodríguez





Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Refugees and Immigrants in Schools

Tamara O. Alsace, Adeyinka M. Akinsulure-Smith, Gliset Colón



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Activity 1

Anticipation Guide for Refugees and Immigrants in Schools Video

 45–60 minutes  Introductory  Faculty

Overview

In order to understand the experience of refugee students and connect with them, it is helpful for educators to examine their own knowledge and biases about forced migrants. The **Anticipation Guide** will stimulate participants' interest in the topic and set a **purpose** for video watching. It can be used during and after watching to focus attention and promote reflection. In this activity, it helps set the stage for watching the video and reflecting on any preconceived notions and misconceptions about refugees.

Learning Goals

- ✓ Make **predictions** about the video, **anticipate** the content, and verify their predictions.
- ✓ Connect new information from the video to prior knowledge and build curiosity about the topic of educating refugees and immigrants.

Key Terminology

- **Asylum Seeker/Asylee:** An individual in the United States or at a port of entry who is afraid to return to their home country due to an actual or well founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group. Applications for asylum take place in the US and are granted infrequently. Asylees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the U.S.
- **Displaced Person:** An umbrella term that describes all people who have had to leave their homes as a result of a natural, technological, or deliberate event. This term includes refugees, asylees, and internally displaced persons.
- **Immigrant:** A person who leaves their country of origin to live in a new country.
- **Internally Displaced Person (IDP):** Someone forced to flee their home, but who has not crossed a national border to find safety. IDPs stay within their own country and remain

under the protection of their own government, even if that government is the reason for their displacement.

- **Refugee:** An individual who seeks to leave their country of origin and is unwilling or unable to return to it because of persecution or fear of persecution due to race, religion, membership in a particular social group, or political opinion. A person who requests refugee status is still overseas until the country of placement is determined. Refugees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the U.S.

Materials for Facilitator

- Statements on index cards (one per card)
- [Anticipation Guide](#)
- [Alternative Format - True/False Quiz](#) in appendix (alternative to index cards)
- [Sample Statements and Example Responses](#)
- Video—[Refugees and Immigrants in Schools](#)

Procedures

- **Before** watching the video, distribute the list of sample statements. (Alternatively, list the statements on chart paper or project them and assign randomly by choosing names, or use the "True/False" quiz found in the appendix.)



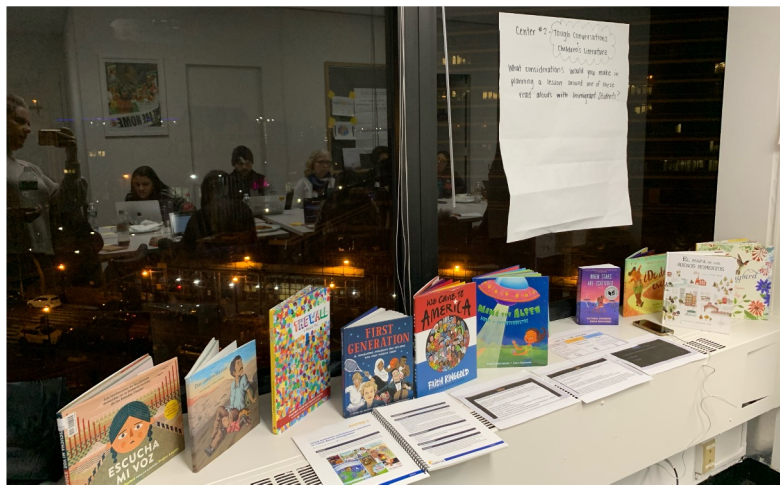
Tips for facilitators

Facilitators may come up with different statements depending on the group's composition (age/grade, prior experience working with refugees, etc.).

- Ask participants (in pairs or small groups) to choose one or more of the statements at random and think about, then discuss, whether or not they agree/disagree with the statement and why.
 - Example statement (taken from handout in appendix): Refugees are happier in the US. Example response: Families may have been forced to flee for reasons of safety, but still miss family, friends, and the life they left behind.
- Either individually or as a pair/group, ask them to complete the anticipation guide template (or jot down their thoughts in a notebook) and be prepared to share their responses and rationales.
- Facilitate a discussion of the statements, responses and rationales by asking pairs/groups to share their responses and encouraging others to ask questions to clarify or stretch their

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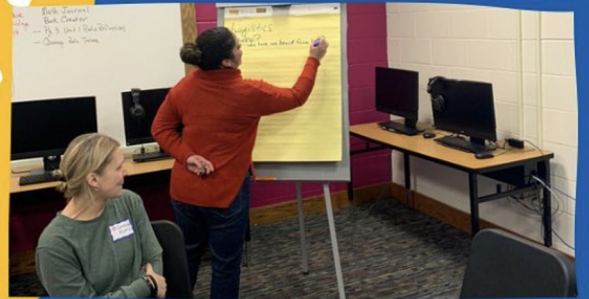
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free

classes

www.cuny-iie.org/professional-development

Partner School Work



Partner Schools' School Wide

QUEENS

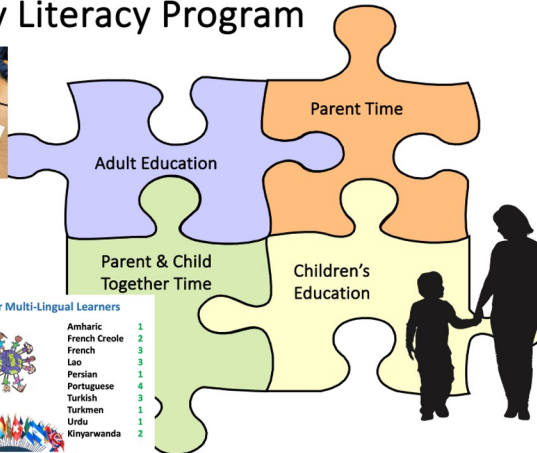


BRONX



ROCHESTER

Family Literacy Program

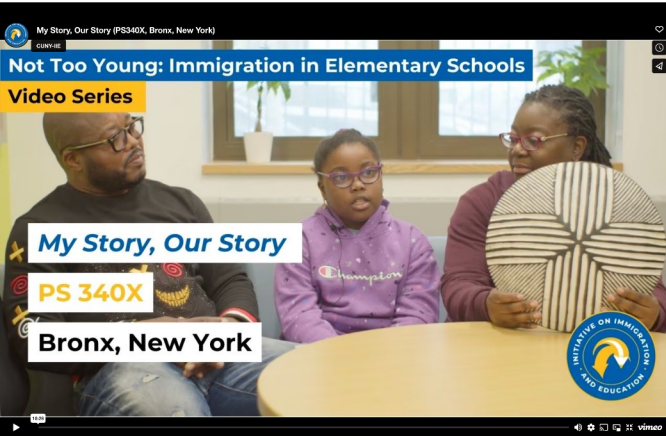


Top languages of our Multi-Lingual Learners

Nepali	13	Amharic	1
Arabic	27	French Creole	2
Somali	10	French	3
Spanish	21	Lao	3
Karen	11	Persian	1
Pashto/Dari/Farsi	18	Portuguese	4
Swahili	11	Turkish	3
Farsi	3	Turkmen	1
Urdu	3	Urdu	1
Burmese	2	Kinyarwanda	2
Ukrainian	3		



Not Too Young Video Series



How to Welcome a New Student: A Guide for Teachers, Created by Students

This guide was written and illustrated by the third-grade dual language bilingual students in class 3-312 in June 2023 in PS 212Q. It was supported by their teacher, Marina Velasquez, and Danielle Mahoney-Kertes, UFT Teacher Content Literacy Coach.

How To Welcome A New Student

A Guide for Teachers, Created by Students

*Inspired by the work of CUNY-IIE &
Where Butterflies Fill The Sky by Zahra Marwan*



Written and Illustrated by
The Third Grade Dual Language Students in Class 3-312

Mahoney-Velasquez Publishing
P.S. 212, Jackson Heights, New York
June 2023

Immigrant Liaison: Guide

A FRAMEWORK FOR IMMIGRANT LIAISONS

A Pilot Program by the
New York State Youth Leadership Council



Immigrant Liaison: Description and Context

What is an Immigrant Liaison?

An immigrant liaison is someone who works in a school in order to support immigrant and undocumented students and mixed-status families. While services provided to immigrant students often come in the form of language support (i.e., instructional supports for multilingual learners), the immigrant liaison position is unique because it is intended to specifically support students who are dealing with experiences of immigration, particularly undocumented students and mixed-status families, including undocumented students who may have lived in the U.S. since a young age and may no longer be classified as multilingual learners. At their school, an immigrant liaison engages in various activities to support immigrant youth and families, especially those who are undocumented. This position is intended to be a part-time position filled by someone already working within the school community in some capacity.



Immigrant Liaison:

How to Create an Immigrant Liaison Position at Your School



A Guide for School Educators



Includes:

What are the Duties and Responsibilities of an Immigrant Liaison?

Examples of Possible Duties from Our Immigrant Liaisons

- Opportunities for Student Leadership
- Trainings with Local Organizations for Families
- Trainings for School Staff
- Coordination with School Staff
- Share Information with School Community

Want to create an immigrant liaison position at your school?

What do Current Immigrant Liaisons Suggest for Those Just Getting Started?



UndocuEdu:

Redefining Teaching: Immigrant Community Educators



www.youtube.com/@cunyiie



UndocuEdu:

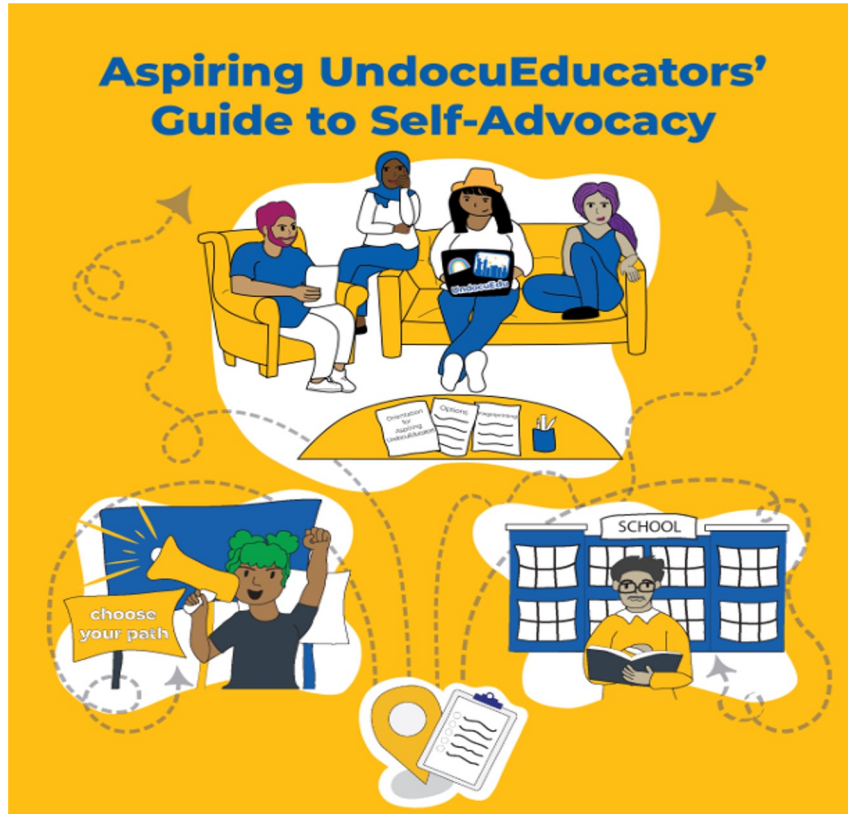
Community Educators in Action: Minkwon Center



www.youtube.com/@cunyiiie



UndocuEdu: Tools for Undocumented Educators



Rubric for Assessing Education Program Support for Undocumented Students

Criteria	★ Support for undocumented students is not present	★★★ Support for undocumented students is present, but uneven and/or generalized	★★★★★ Support for undocumented students with DACA only	★★★★★ Specialized support is designed for undocumented students (with and without DACA)
 Information about admission into the education program/ major	Information about admissions or transferring to the program/major for any student, is unavailable or hard-to-find.	There is general information both on website and in-person about admissions or transferring into the program/major but little mention of undocumented students.	There is specific information about admissions or transfer into the program/major but this information is only for DACA students.	Clear and explicit information about how all undocumented students can be admitted or transfer into a program/major is provided. Program/ major advising is available to help non-DACA students.
 Information about graduation & certification requirements once admitted	A general outline for completing all graduation and/or certification requirements is provided but there is no clear direction or next steps for any student.	General information about completing graduation and/or certification requirements once students are in the program/major is provided, but this information is not specifically relevant to undocumented students.	Information about completing graduation and/or certification requirements is readily available, but the resources are designed only for DACA students.	Clear, explicit & readily available information about completing graduation and/or certification requirements students with and without DACA. Program/major advising is tailored to help non-DACA students meet graduation requirements, at minimum.
 A transparent implementation of the NYSED Guidance on Fingerprinting & Clinical Placements for undocumented students*	Information on the fingerprinting guidance is not mentioned in any of the education program materials or there is not other specific information about steps for undocumented students.	Information on the fingerprinting guidance is mentioned in the education program materials but is unclear regarding the steps required for undocumented students.	Information on the fingerprinting guidance and related contacts is clearly mentioned in the education program materials and readily available during the admissions process. However, it is displayed only for DACA students.	Information on the fingerprinting policy and related contacts is clearly mentioned in the education program materials and readily available during the admissions process. There are also clear steps for students with and without DACA to follow.
 Variety of options for financial support	No financial support at all for any student.	Information about scholarships and special financial support for graduation requirements (e.g., covering fingerprinting fees to do clinical hours or exam fees) is provided to you but not inclusive of undocumented students.	Little information about scholarships and/or special financial support for undocumented students. If this does exist, information, scholarships, and other support are exclusively for DACA students.	A lot of information and a variety of options for financial support is provided. It is inclusive of students with and without DACA students.

*Fingerprinting guidance update: check section 3 "NYSED Guidance on Fingerprinting & Clinical Placements"

CUNY-IIE's FAQ

- ❑ A new resource for immigrant communities and educators
- ❑ FAQ lists commonly asked questions and answers that impact
 - ❑ Immigrant students and families in New York State
 - ❑ PK-12 and higher education educators and community members who support and serve students/families.

FAQ ON IMMIGRATION AND EDUCATION



Available in the following languages! ▼

- > Arabic
- > Chinese (Simplified)
- > English
- > Haitian Creole
- > Spanish
- > Urdu

The questions in this FAQ are organized in the following sections:

A. Undocumented Aspiring Teachers

B. Elementary Teachers

C. Secondary Teachers

D. High School Students

E. Immigrant Families

F. College Faculty & Staff



cuny-iie.org/faq



CUNY-IIE's FAQ - Why did we create it?



Scenarios

- ❑ Adapted from our CUNY-IIE Key Immigration Issues PD module
- ❑ Contains various “case-studies” that show the complexities of the immigration experience
- ❑ Our FAQ was developed partly from real-life immigration stories anecdotes that bring upon questions that are frequently asked but answers are scarcely available!

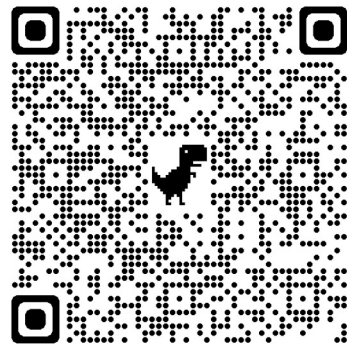


Supporting Immigrants in Schools Video Series

PROFESSIONAL DEVELOPMENT MODULE

Key Immigration Issues

Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza



Scenario #1 Mixed Status Household

- Young teen with Ecuadorian roots is a US Citizen, born in NY
- Parents left Ecuador in early 2000s to escape economic depression
- Now applying to college
 - Scared that he would be asked for “papers” for his parents in financial aid applications (FAFSA)
- “I want to go to college, but maybe I can’t due to parents lacking papers. I do not want to put them at risk after all they did for me.”





Scenario #2

School Inscription

- Young Boy and family forced out from Guatemala by gang members
- Arrived to the US with help of a “coyote”
- Attempted to enroll in school, but parents felt uneasy about providing information about their lack of immigration status and social security number

Scenario #3

Aspiring Educator

- Came from Middle East to US with tourist visa
- Did not meet DACA qualifications due to entry date
- Did not know visa expired until high school when applying to college
- Went to college to study to be an educator
- Was afraid that they could not pursue the teaching profession after the degree due to lack of Social Security Number



The FAQ is a ***LIVE*** document!

cuny-iie.org/faq

Do You Have Questions?

Please ask your question or request clarification or any other resources in the box to the right.



First Name (required)

Last Name

Email (required)

Question (required)

Please limit question to 50 words.

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