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

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

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## Today's Agenda

- Welcome & Introductions
- 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 ? 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 translanguaging 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.	
<b>Migration can be traumatic:</b> 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.	<b>Xenophobia is systemic:</b> 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.	
<b>Teaching through translanguaging is central:</b> 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







**Act** in ways that center our collective humanity



**Advocate** for equitable policies for all people regardless of immigration status

#### **CUNY-INITIATIVE ON IMMIGRATION AND EDUCATION**

#### 基本原则

纽约市立大学-移民与教育倡议(CUNY-IIE)的工作是以一系列的原则为基础。所有这些原则都反映了几个重叠的主题。这些主 题为我们的思考和工作提供指导。我们的主要目标之一是从移民本身的角度去学习和理解移民的亲身经历。我们也寻求认识这个 国家的历史,这个国家的建立基于崇高的理想,但实际上是建立在奴隶制和对原住民的剥夺的双重支柱之上。对抗其中的一些 想法可能会令我们感到不安,但是我们坚信,这些不安是我们所有人学习的必要部分。最后,作为我们去行动和倡导目标的一部 分,这些原则表明了教育工作者的立场,让我们都努力去以人道主义为中心,并为所有人建立公平政策和教育机会。

#### 非裔移民的命也是命。

CUNY-IIE 声援所有在"非裔的命也是命"运动中为平等和正义而战 的人。因此,在处理这项工作的时候,有团结一致的观念是很重要 的。尽管非裔移民在美国移民比例中占了最少数,但是他们更可能 成为驱逐出境的目标。通过把最弱势群体的生活和经历作为核心, 我们可以提倡人人平等。

#### 在被抢夺的土地上,没有人是非法移民。

我们相信,不应该根据移民的身份来给任何人下定义,并且我们反 对任何人使用非人性化的措辞"非法移民"一词。美国的殖民历史 使得这一概念更加复杂。纽约州是驻在从原著人民那里抢夺来的 十维: Lenane Haudenosaunee Mohican Abenaki Frie Canarsie Rockaway Algonquin Merrick Massaneguas Matinecock Nissaguogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, and Mannansett.

美国的结构不仅包括路民、还包括在创建这个国家时被拾夺十地的 美洲原住民,以及那些被强制带到这片土地的被奴役的移民后裔。 我们不去用"我们都是移民"和"这个国家是由移民建立的"之类 的陈述,因为这进一步掩盖了在美国大地上的原住民和真实发生过 的奴隶制以及黑人的经历。

#### 移民经历的存在远不止拉丁叙事。

美国的移民权利叙事经常以拉丁裔社区为中心、尤其集中于墨西哥 人的经历。事实上,美国的移民经历包含许多国家、种族与民族。 当我们在纽约的背景下为所有移民争取平等机会时,承认并给拉丁 裔侨民以外的移民以空间至关重要。

#### 移民与被贴上"英语学习者"标签的学生不可通用。

在纽约,大约一半的多语言学习者是美国出生的,他们中的许多人 至多语种家庭中长大,他们学英语需要来自于双语教育或用英语为 新语言学习课程(ENL)的额外支持。而且许多移民来自说英语的国 家并且/或者已经会说双语。理想情况下,所有学生——尤其是那 些母语不是英语的学生——都将有机会在学校成为双语和双语读写 8。重要的是,我们不要将两个不同(尽管重叠)的来源于移民出 身的学生与英语学习者归类为一组

#### 移民经历很复杂。

移民到美国的原因因个人和家庭而异,但离开自己的家、家庭、语 言和文化往往会带来创伤。即使一些移民来到美国寻求经济机会 财务问题可能仍然是新移民要面临的困难。然而,主流言论支持这 样一种说法,移民们在美国比在他们的祖国更快乐。这种说法被须 扬同化和爱国主义的信息强化。然而,除了其他排战之外,移民往 往被视为二等公民或完全被否认公民身份;移民还会经历暴力的法 律和执法实践,这些往往使美国成为一个对移民充满敌意的地方。

#### 移民可能是创伤性的。

我们的工作认识到,经过军事化边界的移民经历可能是困难和痛苦 的。虽然有一个充满活力的"移民是美丽的"运动通常以蝴蝶的形 象为象征,但我们必须认识到,学生和社区成员的移民经历可能是 我们希望。通过在我们的工作中纳入心理健康资源和社 会情感支持,去了解和认可这些经历。

#### 排外主义是系统性的。

反移民言论将经济崩溃, 学校生败和医疗资源不堪重负归咎干路 民。研究不断表明,移民不会对这些服务产生负面影响。事实上, 移民通常会在社会和经济方面产生好的影响。移民受到诽谤,因为 排外主义就像种族主义一样,在美国是一个系统性问题。因此,移 民学生往往经济流动性较低,就读资源不足的学校,获得的社会服

#### 跨语言教学是核心。

我们相信家庭语言的使用,包含不同的语言和种类,是出身于移民 的学生的一个优势,必须成为他们教育的一部分。跨语言教学法能 刻意将灵活的语言使用整合到教育中,为学生提供跨课程、内容 领域和程度的发声和学习机会。所有教学都应利用学生的多语言资 道, 无论他们是否被归类为英语学习者。

#### 我们的目标是超越盟友关系,成为共同筹划者。

我们的工作旨在为教育工作者提供作为同盟的机会,并从盟友转变 级则的3.1作自位为项目上作自使共作为问题的项点,并外温及转线为 为其同筹划着专注于拆除压迫该个人或群体的结构,而此类 工作将由边缘化群体中的利益相关者指导进行。随着我们持续不耐 地教育自己和他人,我们的工作旨在发展盟友关系,同时解决和改

#### CUNY-INITIATIVE ON IMMIGRATION AND EDUCATION

#### PRENSIP FONDALNATAL

Travay CUNY-IIE chita fèm sou yon seri prensip, ki reflete yon pakèt sijè ki makonnen ansanm nan jan nou panse ak travay nou fè. Youn na objektif primè nou se aprann ak konprann eksperyans migrasyon, selon pwendvi imigran yo yo menm. Nou chèche konsyan sou istwa pe sa a. ki te fonde ayèk yon pakèt ideyal ambisye men ki anfèt te bati sou de pilye marasa ki se esklayai ak yòlè tè pèp otokton yo. Fè fas i lide sa yo gendwa fè moun pa santi yo alèz detanzantan, men nou kwè deraniman sa a souvan se yon pati pwosesis aprann pou nou to Finalman, kòm pati objektif nou pou aji epi defann, prensip sa vo konsène pozisyon ansevan ka pran pandan nou tout ap chèche mete aksa sou imanite nou pataje epi kreye politik ak opòtinite edikatif ki ekitab pou tout moun.

#### Lavi Imigran Nwa Yo Konte.

CUNY-IIF nôte solidarite avêk tout moun k ap lite pou egalite ak iistis nan mouvman Black Lives Matter [Lavi Nwa Yo Konte]. Kidonk li enpòtan pou nou abòde travay sa a avèk lide solidarite sa a nan tèt nou. Menmsi imigran nwa vo se pi piti pousantaj imigran Ozetazini, se vo v ap plis sible pou depòtasvon Lè nou mete lavi ak eskperyans moun ki pi vilnerab yo an priyorite, nou kapab defann egalite tout moun.

#### Pa gen moun ki ilegal sou tè vòlè.

Nou kwè yo pa ta dwe defini pèsòn moun selon estati imigrasyon li, epi nou kanpe anfas pawòl "ilegal" la ki fè moun konprann gen moun ki pa fin moun Koze sa a fin pi konplike ankò avèk istwa kolonizasyon peyi Etazini a. Leta Nouvòk chita sou tè vo vòlè nan men pèp otokton: Lenape. Haudenosaunee. Mohican Abenaki Frie Canarsie Rockaway Algonquin Merrick Massapeguas. Matinecock, Nissaquogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, ak Mannansett.

#### Nou tout pa imigran.

Estrikti peyi Etazini pa genyen imigran ladann sèlman men li genyen otokton tou, sila yo te vòlè tè yo lè yo t ap kreye peyi sa ansanm ak sila ki se pitit pitit moun yo te mete nan esklavaj, sa yo te mennen nan peyi a san konsantmar yo. Nou pa renmen estil pawòl ki di "nou tout se imigran" ak "nasyon sila a se imigran ki bati I." paske sa mete plis fènwa sou endiièn vo epi sou revalite vo te viv nan pervòd esklavai la ansanm ak ekspervans nwa vo Ozetazini.

#### Eskperyans imigran yo ale pi lwen istwa Latino yo.

Retorik sou dwa imigran vo nan Etazini souvan chita sou kominote latino ameriken vo. espesyalman sou eksperyans meksiken vo. Anfèt, eksperyans imigran vo nan Etazini gen ladan li plizvè ras ak gwoup etnik. Kòm n an chèche defann pou tout imigran nan Nouyòk jwenn opòtinite egal ego, se yon enpòtans total kapital pou rekonèt epi fè espas pou imigran ki pa nan kategori dyaspora

#### Imigran ak etidyan ki pote non "Moun k ap aprann lang anglè" pa menm bagay. Yo pa dwe pran youn pou lòt.

Anviwon mwatye nan tout moun k ap aprann pale plizyè lang nan Nouyòk fèt nan peyi Etazini, yon pakèt ladan yo te grandi nan kay kote moun yo pale plizyè lang epi te bezwen sipò siplemantè pou aprann anglè atravè edikasyon ki fêt nan de lang oswa pwogram anglè kòm yon nouvo lang (English as a New Language oswa FNL an anglè). Applis de sa nifò nan imigran vo sòti. nan pevi ki pale anglè epi/oswa vo gentan pale de lang. Depreferans, tout elèv epi espesyalman sila ki gen lòt lang manman ki pa anglè ap iwenn opòtinite pou vin bileng oswa gen kapasite pou aprann ak ekri nan de lang nan lekòl. Li enpôtan pou nou pa melanje de (menmsi yo gen pwen ki sanble) kategori elèv sa yo ki se imigran ak sa yo mete nan kategori moun k ap aprann lang anglè.

#### Eksperyans imigrasyon an konplike.

Rezon nou migre antre nan nevi Etazini yarve selon moun nan ak fanmi a men kite lakay ou, fanmi w, lang manman w ak kilti w se yon bagay ki souvi angwasan. Epi menmsi kèk imigran vin Etazini pou opòtinite ekonom pwoblèm lajan an kapab toujou yon defi pou nouvo imigran vo. Pouta retorik konvansyonèl yo soutni diskou ki di imigran yo pi kontan lè yo Etaz pase lè yo nan peyi yo fèt la. Pèsepsyon sa jwenn fòs nan mesaj ki chi sou entegrasyon sosyal ak patriyotis. Sepandan, anplis de tout defi sa y yo souvan trete imigran yo tankou sitwayen dezyèm klas oswa yo refize sitwayènte tou, epitou, imigran vo viv lalwa oswa pratik siyeyans ki fè Etazi se von nevi ki ravisab ak imigran.

#### Migrasyon kapab twomatizan.

Travay nou rekonèt ke eksperyans migrasyon an kapab difisil epi di annil politik ak mantalite fê fwontvê a sanble von zôn konba. Menm lê gen von b kanpay Migrasyon Bèl vo senbolize souvan ak imaj yon papiyon, nou dy rekonèt ke ekspervans migrasyon an kapab twomatizan pou etidvan ansan avèk manm kominote a. Nou vie konprann ak rekonèt eksperyans sa yo, : pou sa nou enkli resous pou sante mantal ak sipò sosyal ak emosyonèl r

#### Zenofobi se yon bagay sistemik.

Dvalòg anti-imigran an blame imigran pou pwoblèm ekonomik pevi a, lek ki pa mache byen, epi resous medikal ki pa kont pou tout moun. Rechèc kontinye montre ke imigran pa gen yon enpak negatif sou youn nan sèvis. vo Okontrè imigran gen von ennak pozitif sou plan sosval ak ekonomik meprize imigran poutêt zenofobi, menm jan ak rasis, se yon pwoblèm sistem nan peyi Etazini. Poutèt sa, etidyan ki imigran pi souvan gen mwens mwayi ekonomik, vo ale nan lekòl ki pa gen bon resous, epi vo ba vo mwens sèr

#### Kite elèv aprann nan lang yo pi alèz la se yon bagay

Nou kwè ke lang elèv imigran yo pale lakay yo, ki gen ladan yo plizyè lar ak varyete, se yon fòs ki dwe fè pati edikasyon yo. Pedagoji sa a ki itilize a valorize tout lang you elèv miltileng pale, vin entegre you fleksibilte nan ja edikasyon vo fèt, sa ki vin ba vo von vwa epi kreve opòtinite pou vo aprar nan tout pwogram, siiè ak tout nivo. Tout enstriksvon dwe baze sou resou lengwistik etidyan yo, menm si yo pa idantifye kòm Moun ki ap Aprann pa

#### Nou vie ale pi lwen ke travay tankou alye pou nou kapab travay tankou konplis.

Travay nou vle fè a se bay anseyan yo opòtinite pou yo angaje yo tankou aly epi pou vo soti nan travay alve pou vo travay tankou konplis. Yon alve po kole nan aktivis lè li kanpe ak yon moun oswa yon gwoup nan yon komino moun vo mete sou kote: von konplis konsantre li sou kraze estrikti ki opre: moun sa a oswa gwoup sa a-e travay sa a se moun ki an chèf nan kominc vo mete sou kote a ki ap di li kijan pou li fè l. Pandan n ap kontinve edike t nou ak lôt moun, travay nou se pou nou kreye alye pandan nou rekonèt e chanje strikti ki gen von enpak sou etidvan ak kominote imigran vo.

#### **CUNY-INITIATIVE ON IMMIGRATION AND EDUCATION**

### مبادئ التأسيس

يرتكز عمل CUNY-IIE بقوة على مجموعة من المبادئ، وكلها تعكس العديد من الموضوعات المتداخلة التي ترشد تفكيرنا وعملنا. يتمثل أحد أهدافنا الرئيسية في الت**عرف** على تجربة الهجرة وفهمها، من وجهة نظر المهاجرين أنفسهم. كما نسعى أيضًا إلى أن نكون مدركين لتاريخ هذا البلد، الذي تأسس استناًدًا على مثل عليا، ولكنه في الواقع يستند إلى دعامتي العبوديّة، وتجريد الشعوب الأصلية من ممتلكاتها. قد تشعر بعدم الإرتياح عنّد مواجهة بعض هذه الأفكار أحيانًا، لكننا تعتقد أن عدم الارتياح غالبًا ما يكون جزءًا ضروريًا من التعلم لدينًا جميعًا. وأخيرًا، وكجزء من أهداقنا للعمل والتأبيد، تتناول هذه المبادئ المواقف التي يمكن للمعلمين اتخاذها بينما نسعى جميعًا إلى تركيز إنسانيتنا المشتركة والبناء من أجل تحقيق سياسات منصفة وفرص تعليمية للجميع.

#### تجربة الهجرة معقدة.

تقف مؤسسة CUNY-IIE متضامنة مع جميع أولئك الذين يناضلون من أجا المساواة والعدالة في حركة «حياة السود مهمة». ولذلك، فمن المهم أداء هذا العمل انفساوة والعدائة عي خرده "حدود السود هيه». وتدتب غير الطهر ادده عدد انقطا هم آخذها الشعود بالتضام في الاعتبار، على الرغم من أن الههاجرين السود يشكلون أقل نسبة من المهاجرين في الولايات الشحدة، إلا أنهم أكثر عرضة للاستهداف بالترحيل من خلال التركيز على حياة وتجارب الأشخاص الأكثر ضعفا، يمكننا تأييد مينا تحقيق المساواة الجميع.

#### لا أحد غير شرعي على أرض مسروقة.

حياة المهاجرين ذوى البشرة السوداء مهمة.

نحن نعتقد أنه لا ينبغى تعريف أي شخص من حيث وضعه كمهاجر، ونحن نعارض تجريد أي شخص من أنسانيته من خلال استخدام مصطلح «غَير شرعي»، وتزداد هذه الفكرة تعقيدا بسب تاريخ الاستعمار في الولايات المتحدة. تقع ولاية نيويورك على أراض مسروقة من السكان الأصليين، لينابي وهاودينوساوني وموهيكان وأبيناكي واري وكنارسي وروكواي والطيونكي وميريك وماسابيكواس وماتينكوك ونيساكوج وسيتاوكيتس وكورشوغ وسيكاتوغ واونكيشانج وشينكوك ومونتوكيت

#### ليس كلنا من المهاجرين.

لل بشمل السيح الولايات المتحدة الفاجرين فحسب بل يشمل أيضًا الأمريكيين لا تصليبن النين سرقت أراضهم في إنشاء هذا الليد وكانك أحداد الاشتماص المستعين الليزين أم إحدادهم إلى هذه الأرض ضد الرائم، نحن نسبت عبرات مثل حكاتاً هابدوري، وقام بناه هذا الأمن في المرافق المنافق المنافقة الأمرية من المنافقة التمونية وتجربة الدود في باريد من هيش السكان الأصليين والحقائق المعيشية تفهودية وتجربة السود في

#### تجربة المهاجرين موجودة خارج روايات اللاتينيين.

غالبًا ما يركز الخطاب حول حقوق المهاجرين في الولايات المتحدة على المجتمعات اللاتينية، وتحديدًا التجربة المكسيكية. وفي الواقع، تشمل تجربة المهاجرين في الولايات المتحدة العديد من البلدان والأعراق والأصول الإثنية. وبينما نسعى إلى الدعوة إلى توفير فرص متكافئة لجميع المهاجرين في إطار ولاية نيويورك، من الأهمية بمكان الاعتراف بالمهاجرين خارج المهاجرين اللاتينيين وإفساح المجال

#### المهاجرون والطلاب الذين يطلق عليهم اسم «متعلمي اللغة الإنجليزية»

ما يقرب من نصف جميع المتعلمين متعددي اللغات في نيويورك هم من مواليد الولايات المتحدة، وكثير منهم يقضّون حياتهم في منازَل مُتعددة اللغات " ويحتاجون إلى دعم إضافي لتعلم اللغة الإنجليزية من خلال التعليم ثناني اللغة أو برامج اللغة الإنجليزية كلغة جديدة (ENL)، بالإضافة إلى ذلك، يصل العديد من راهج اللغة البيادان الناطقة باللغة الإنجليزية و/أو هم بالفعل ثنائيو اللغة. من الناحية المثالية، سيتم منح جميع الطلاب - وخاصة أولئك الذين يتحدثون لغة منزلية أخرى غير الإنجليزية - القرصة ليصبحوا ثنائيي اللغة ويعرفون القراءة والكتابة باللغتين في المدرسة, من المهم ألا نخلط بين الفنتين المختلفتين (على الرغم من تداخلهما) للطلاب المولودين لمهاجرين والطلاب الذين يتم تصنيفهم على

#### تختلف أسباب الهجرة إلى الولايات المتحدة بين الأفراد والعائلات، ولكن مغادرة

المرء لمنزله وعائلته ولغته وتقافته غالبًا ما يكون صادمًا. وعلى الرغم من أن بعض المهاجرين يأتون إلى الولايات المتحدة للحصول على فرصّة اقتصادية، إلا أن القضايا المالية قد تظل تشكل تحديًا للمهاجرين الجدد.

#### ومع ذلك، يدعم الخطاب السائد الرواية القائلة بأن المهاجرين أكثر سعادة لوجودهم في الولايات المتحدة من وجودهم في بلدهم الأم.

وبعزز هذا التصور رسائل تمجد الإدماج والوطنية. ومع ذلك، وبالإضافة إلى التحديات الأخرى، شائيًا ما يُعامل المهاجرون كمواطنين من الدرجة التائية أو يحرمون من الجنسية لقامةًا؛ يعاني المهاجرون أيضًا من قوانين وممارسات شرطة عنيفة ما يجعل الولايات الحدة ثالثًا معاديًا للمهاجرين

#### يمكن أن تكون الهجرة صادمة.

يسلُّم عملنا بأن تجربة الهجرة عبر الحدود العسكرية يمكن أن تكون صعبة ومؤلمة. وفي حين أن هناك حركة هجرة جميلة نابضة بالحياة وغالبًا ما يُرمز إليها بصورة الفراشة، يجب أن ندرك أن تجارب الطلاب وأفراد المجتمع مع الهجرة قد تكون صادمة. نود أن نفهم هذه التجارب ونعترف بها من خلال دمج موارد الصحة العقلية والدعم الأجتماعي العاطفي في عملنا.

#### كراهية الأجانب هي عملية ممنهجة.

ألقى الخطاب المعادي للمهاجرين باللوم على المهاجرين في انهبار الاقتصاد، وتعتر المدارس، والموارد الطبية المهترنة. وقد أظهرت الأبحاث باستمرار أن المهاجرين يسيد بين ويوادرس ويوادر استفرادن المهاجرين ليس لديهم تأثير سلبي على أي من هذه الخدمات وفي الواقع، طألها ما يوفر المهاجرون تأثيرًا إلىجائيا، اجتماعيًا واقتصاديًا، يتم تشويه سمعة المهاجرين لأن كراهية الأجانب، مثل القصودية إلى حد كبرير مع معلية ممنهية في الولايات المتحدة، وتنجية لذلك، غالبًا ما يكون لدى الطلاب المهاجرين حراك أقتصادي أقل ويلتحقون بمدارس تعاني من نقصّ الموارد، ويتم تزويدهم بخدمات اجتماعية أقل

#### نحن نهدف إلى تجاوز العمل كمساندين إلى العمل كشركاء.

يسعى عملنا إلى توفير الفرص للمعلمين للمشاركة كمساندين، والانتقال من العمل كَمساندين إلى العمّل كَشركاء. ينخرط المساند في النشاط من خلال الوقوف إلى جانب فَرد أو مجموعة في مجتمع مهمش؛ يركز ٱلشريك على تفكيك الهياكل التي باب عرد او مجموعة على مجمع مهسى، يردو السريف على معني المجادر تضطهد هذا الفرد أو المجموعة - وسيتم توجيه هذا العمل من قبل أصحاب المصلحة في المجموعة المهمشة, وبينما نواصل تتقيف أنفسنا والآخرين, يسعى عملنا إلى تطوير المساندة مع معالجة وتغيير الهباكل التي تؤثر على طلاب

## The Grounding Principles: Multilingually Available: <a href="https://www.cuny-iie.org/grounding-principles">www.cuny-iie.org/grounding-principles</a>







## 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.



## **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.

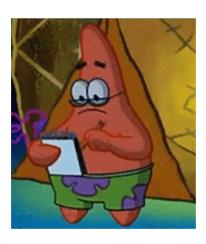
Pick 2-3 statements as a group. Reflect whether you agree/disagree and explain why

### **During/After We Watch:**

 Jot down evidence that supports or discredits your claims



 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

**Key Immigration Issues** 

Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza





Supporting Immigrants in Schools Video Series

DEVELOPMENT MODULE

**Immigration in Elementary Schools** 

Dina López, Ashlev Busone Rodríguez, Jessica Velez Tello





Supporting Immigrants in Schools Video Series

**Immigration in Secondary Schools** 

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











**Refugees and Immigrants in Schools** 

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









### \*NEW\* Comprehensive Educator Modules



SUPPORTING IMMIGRANTS IN SCHOOLS

## PROFESSIONAL DEVELOPMENT MODULE

Translanguaging for Multilingual Immigrant Students

Maite T. Sánchez





SUPPORTING IMMIGRANTS IN SCHOOLS

PROFESSIONAL DEVELOPMENT MODULE

**Trauma-Informed Practice** 

Ashley Busone-Rodríguez





## 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**

#### 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 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

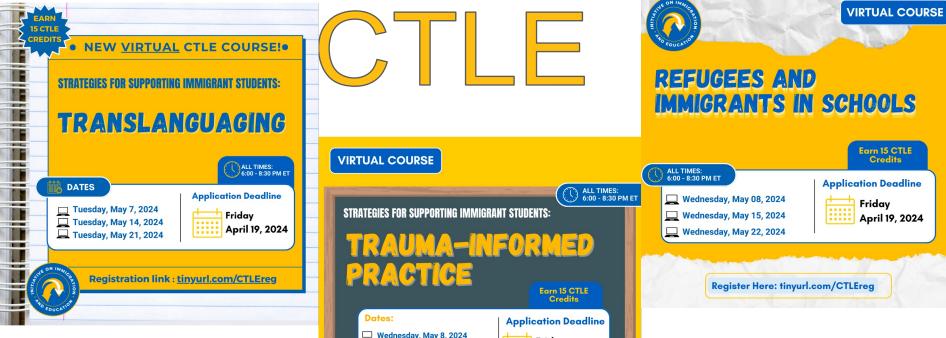
## CTLE classes will be offered for free of NYS Educators: www.cuny-iie.org/professional-development



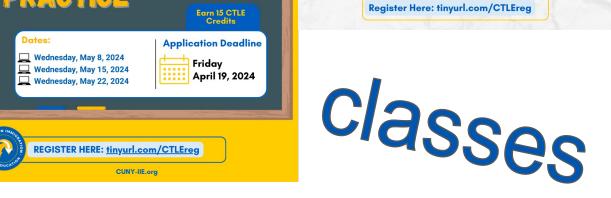








free



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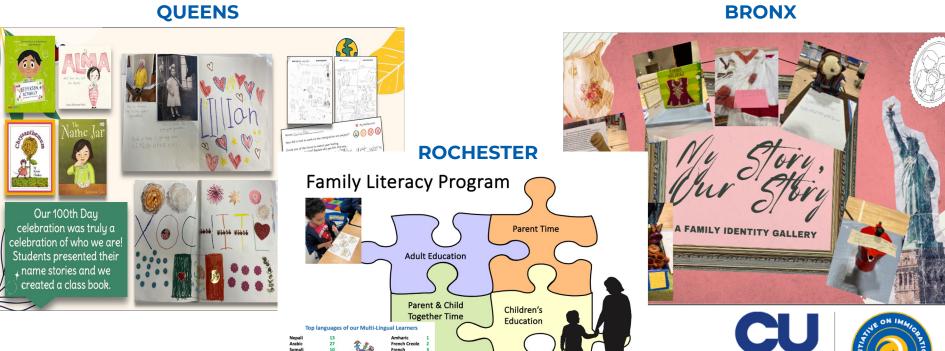
### **Partner School Work**





### Partner Schools' School Wide

**QUEENS BRONX** 







### **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

https://www.cuny-iie.org/nty-series

### **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**





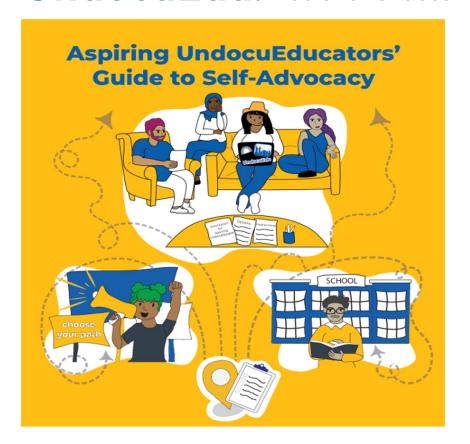
## **UndocuEdu:**Community Educators in Action: MinKwon Center





www.youtube.com/@cunyiie

### 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/	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.



### **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**





> Arabic

> Chinese (Simplified)

- > English
- > Haitian Creole
- > Spanish
- > Urdu



**A. Undocumented Aspiring Teachers** 

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

- **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."



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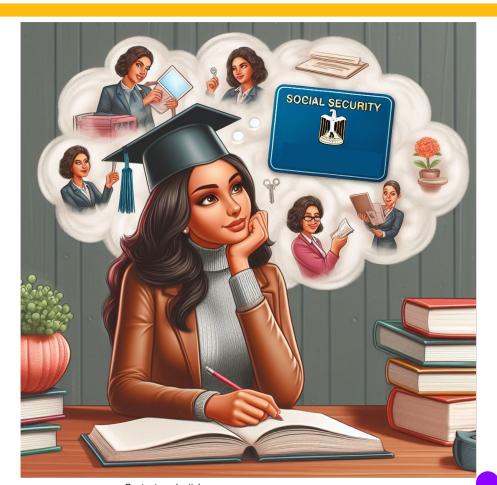


### Scenario #2 School Inscription

- 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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