• NEA Strategic Goal
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Institutional Racism/Racial Justice in Education
  – Student Program
  – Early Career Educators
COMPETENCY: ADVOCACY

• NEA Leadership Competency progression level(s).
  – Level 1: Foundational

• NEA Leadership Competency themes
  – Leverages advocacy practice
  – Engages community around issues supporting student learning
  – Interprets and acts on social justice initiatives
  – Leads public education policy reform
COMPETENCY: ORGANIZING

• NEA Leadership Competency progression level(s).
  – Level 1: Foundational

• NEA Leadership Competency themes
  – Builds meaningful community partnerships
  – Engages in collective action to identify and address pivotal issues
  – Fosters development of leaders at all levels of the organization
NEA Working Definition – Institutional Racism

- Institutional Racism - the norms, policies and practices that are structured into political, societal and economic institutions that have the net effect of imposing oppressive conditions and denying rights, opportunity, and equality to identifiable groups based upon race or ethnicity.
Safe zone rules
The Privilege of an Ally

Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.
Racial Equity Tools Glossary

- Bigotry
- Collusion
- Colonialism
- Critical Race Theory
- Cultural Appropriation
- Diversity
- Individual Racism
- Racial Equity
- Racial Healing
- Racial Identity Development Theory
- Diaspora
- Inclusion
- Indigeneity
- White Privilege
- Ethnicity
- Implicit Bias
- Prejudice
- Privilege Race
- White Supremacy
- Oppression
- Power
- Prejudice
- Structural Racism
- Intersectionality
- Racial Equity
- Racial Healing
- Racial Identity
- Structural Racism
- Internalized Racism
- Multicultural Competency
- Racism
- Power
- Prejudice
- Indigeneity
- Multicultural Competency
- Privilege Race
- Racial Healing
- Internalized Racism
- Multicultural Competency
Strategies for Racial Justice

Issues
Addressing Hate
Criminal Justice System
Quality Education and Health Care
Economic Development
Environmental Justice
Food Deserts
Housing
Voting
Immigrations and Refugee Rights

Change Process
Leadership Development
Organizational Change Process
Community Change Process
Accountability
Movement Building
Labels, Stereotypes, and Stigmas
Improve Student Well-Being

How students are impacted in both positive and negative ways, leading them to seek allies in their communities

Educational Pressures
- Invisible
- Misunderstood
- Misinformation
- Ambiguous policies
- Hostile reactions
- “Cold shoulder”
- Finances
- Tracked out

External Motivation
- Helpful policies
- Financial scholarships
- Community activism
- Campus attitude/climate

Home Motivation
- Realize full potential
- Finances
- Siblings
- Support Family
- Parental Sacrifices

Allies
- Educate
- Include
- Connect
- Give hope
- Advocate

Student

2017 NEA National Leadership Summit | February 24-26, 2017
Guadalupe Garcia – Phoenix, Arizona
What is an UndocuAlly?

• As an UndocuAlly, you have identified yourself to be committed to actively learning about yourself, others and the experiences and challenges that undocumented students face both locally and nationally. We, as an Ally community focus on creating and keeping and communication at the center of our relationships with each other in the campus community.
We aspire to...

- Engage with an open mind
- Empathize and listen
- Learn about relevant institutional policies and legislation
- Identify and advocate for scholarships and financial support
- Build our own educator networks
- Connect students to undocumented community leaders and role models
- Access reputable legal information and assistance
- Create spaces for storytelling
How do we do this?

- Educate
- Include
- Connect
- Give Hope
- Advocate
- Organize
1) Educate – Yourself!

– Stay informed! Ask questions!
– Policy versus opinion: Let our colleagues know that as an institution we accept Dreamers. As educators we are responsible for supporting all of our students and our institution’s mission to support access and retention.
2) Include

- Create a culture of care and inclusion in your conversations.
- Could your current policies and practices better include and support Dreamers?
3) Connect

• Connect with struggling students and connect them with support networks and resources.

• Promptly respond or refer to Dreamers questions, keep your promises.
4) Give Hope and Strategies

• Believe in your students! Many Dreamers have graduated from high school, colleges and universities across the country, from graduate school, Medical School, Law School, and many more will continue succeeding.

• Realize the impact of your silence.
5) Advocate

• Speak up! Use the power of your position to influence and advocate for Dreamers at lunch, in office decisions, meetings, committees.
Why YOU?

• You are an educator in an educational and/or higher learning institution.

• You want to be ahead of the wave.

• You may be the first point of contact.

• Your impact matters.
Reported experience of being treated unfairly or negatively due to legal status.

– Professors: 32.1%
– Counselors: 34.0%
– Other students: 55.6%
– Financial aid officials: 47.9%
– Campus administrations: 36.5%
– Security guards/campus police: 30.6%
Key Terms
Undocumented

• Describes individuals who are in the US with no legal status. They either entered the US without a visa or legal documentation or they violated the terms of his or her status and remained in the US without authorization.
Illegal

• Term commonly used by media to describe immigrants without legal status. The immigrant community greatly disapproves the use of this term, arguing that actions are “illegal” not individuals themselves. This term further perpetuates stereotypes of immigrants as law breakers, foreigners, and a burden on society. It undermines the complex experience of undocumented immigrants.
Federal DREAM Act

• The DREAM Act (Development, Relief, and Education for Alien Minors) is federal legislation first introduced in the Senate in 2001. This legislation would provide a path to legalization for eligible undocumented youth across the nation. In 2010, the DREAM Act failed to pass by just a few votes in the Senate.
Comprehensive Immigration Reform

- The Border Security, Economic Opportunity, and Immigration Modernization Act of 2013 was introduced in the Senate on April 17, 2014. This bill would provide a path to citizenship for an estimated 11 million undocumented individuals including DREAM Act eligible youth, if passed.
DACA: Deferred Action for Childhood Arrivals

- A federal program for certain eligible undocumented youth. If approved recipients are temporarily protected from being deported from the country. The program also gives recipients work authorization and ability to apply for a social security number. The program does not grant recipients legal status or provide a pathway to obtain legal status; recipients remain undocumented. It is a temporary program that can discontinue at any moment. Requirements include being under the age of 31 as of June 15, 2012. Applications must have come to the United States since before their 16th birthday and been in the United States since June 15th, 2007. Applicants apply when they turn 15. There is an education requirement for DACA. There is a fee applied ($465), which would not include additional lawyer fees.
DACA Expansion (DACA+)

• Includes similar requirements as the original DACA except it expands the population eligible for the Deferred Action for Childhood Arrivals program to people of any current age who entered the United States before the age of 16 and lived in the United States continuously since January 1, 2010, and extends the period of DACA and work authorization from two years to three years.
DAPA: Deferred Action for Parental Accountability

- Similar to the DACA program, DAPA would have provided protection and work authorization to parents of citizens or lawful permanent residents (green card holders). Requirements include having a child that is a United States Citizen or Legal Permanent Resident who was born before November 2014. Must have been in the United States before January 1st, 2010 and be present during the announcement on November 20, 2014. There is a fee to apply which would not include additional lawyer fees.
Status of DACA+ and DAPA

• Recently the Supreme Court of the United States ruled a non-decision on the legality of the actions and referred to the 5th Circuit Court’s decision which puts these two programs on a temporary block from implementation. These programs could potentially be brought back to the Court once a 9th judge is confirmed at a later time.
Plyer vs. Doe

• Supreme Court case that ruled all students, regardless of immigrant status, can have access to K-12 schooling. This ruling does not extend to colleges and universities, where some states have been able to argue for denying undocumented students’ access to in-state tuition.
Supreme Court Ruling (June 23, 2016)

• Four-four tie for the United States vs. Texas Supreme Court Case led to a national injunction held by Court of Appeals of the Fifth District Court of Texas. Programs such as DACA and DAPA are temporarily blocked for undocumented individuals that would have been eligible for DACA or DAPA. Note: individuals currently on DACA are able to continue to renew their status as long as status remains valid.
Nonimmigrant dependent visa status (minors)

• Refers to a nonimmigrant visa statuses which allow children (unmarried, under 21 years old) of a primary visa holder to enter the United States. These individuals have a legal presence in the United States and may travel in and out of the United States or remain in the United States continuously as long as they maintain their status and the primary visa holder’s status is still valid.
College Affordability for Dreamers

– DACA recipients **cannot** receive federal financial aid!
– If they seek **scholarships**, they must be open to non-citizens or permanent residents.
– But they can receive:
  – Private/institutional aid
  – Private loans
  – Merit based scholarships
  – High school scholarships
  – Non-profit organizations
  – Private group or sponsor
Scholarships

– If undocumented students seek scholarships, they must be open to non-citizens or permanent residents.

– More scholarships do not require citizenship permanent residency in order to attain scholarships – more are showing up specifically for DACA and undocumented Dreamers

– Some scholarships are vague and not explicitly for Dreamers due to stigma and current political climate, so make phone calls on behalf of students to find out. Remember confidentiality!
Advise for College Applications

• Don’t lie about citizenship.
• Do not worry about revealing your immigration status when filling out admissions applications. The Federal Education and Privacy Act protects the privacy of student records at all educational institutions (public and private).
Should students complete FAFSA?

– Undocumented students cannot legally receive federal student aid through FAFSA, but may fill out FAFSA or an Alternative to FAFSA to show their estimated family contribution (EFC) score. This helps for scholarships and need based awards.
What can you tell students who don’t have DACA?

– Many undocumented students have graduated in four years paying out of state tuition. They can also take part time classes.

– Community college is an option and then transferring to another institution – still have to pay out of state.

– Look for small private colleges that may be able to fund your education.

– It is possible! There are resources in place to support you!
An Immigrant’s **RIGHTS** during an ICE raid:

- **To NOT open the door.** ICE cannot come in without a signed warrant. Ask the agents to pass the warrant under the door before you open.

- **To remain silent.** Anything you say can be used against you in your immigrant case, so opt to just say: “I plead the fifth amendment and choose to remain silent.”

- **To NOT sign.** Refrain from signing anything ICE gives you without talking to an attorney.

- **To REPORT the raid.** Take pictures, videos, notes of badge numbers, number of agents, and accounts of what is happening. Report immediately to the UWD hotline 1-844-363-1423.

- **To an attorney.** Request to see an attorney to explore all options for your case. If detained, your case may qualify for bail.

*Guidelines from United We Dream. For more information visit: www.unitedwedream.org*
Thuy is a bright student, president of the Student Government Association, and her biggest dream is to be the first in her family to graduate from college. She has expressed previously that you are her favorite class of the day.

She comes to you afterschool wanting to speak with you urgently and appears in distress. She asks to speak with you in private. Thuy reports to you that she wanted to apply to a few colleges and has been having difficulty with her guidance counselor. She describes that her guidance counselor has repeatedly told her that she did not have any knowledge of the protocol for a student in her situation and that regarding her candidacy for college acceptance “it is most likely not going to happen.”

Her guidance counselor then told Thuy that she also had her explain again her situation but this time through email. She shares that the meeting with her counselor ended because she had a lot of other work to do.
CASE STUDY 2: Navid

You wanted to support your school’s football team and the game just ended. You see a student pacing quickly towards you in the parking lot as you head to your car. The student is Navid, a freshman; you have met with him once before in the library. As the student approaches you, you see that he looks frightened with sweat running down his forehead.

When he is standing in front of you, he declares, “I’ve been assaulted walking down the street, the guy stole my wallet and my backpack, and I have no idea what to do.” You ask him if he was physically injured and he shakes his head. Your first instinct is to call the police to report the incident. You take out your phone and begin dialing but the student tells you to stop. “Please don’t call the police,” he implores. You look at him with confusion. “I don’t have legal status, I’m undocumented,” he continues, “If you call the police, immigration might get involved. I had a friend who’s car was stolen and when he reported it to the police, immigration detained him.” You hang up the phone.
CASE STUDY 3: Lily

Mr. Solórzano is about to introduce his students to a brief history of laws that have impacted various groups’ ability to access higher education. As the room fills up, he notices Lily sitting in the front row; she is in 12th grade and has taken a class with Mr. Solórzano before.

The class settles down and Mr. Solorzano then begins the lecture. He first discusses various laws that for many years have kept minority groups in a position of subordination. After 30 minutes, he discusses current policies and legislation in education and mentions the case Plyler v. Doe, telling students “this US Supreme Court case currently allows undocumented children to have access to a K-12 education.”

A student in the back interrupts, “Don’t you mean illegal children?” He pauses and thinks what to respond for a moment. “Why do you call them undocumented? They are illegal, aren’t they?” the student continues. As the student is speaking, he notices Lily get visibly upset. She sits uncomfortably in her chair with her face becoming increasingly red.
Institutional Racism Listening Tour

• Actions:
  – To recruit more students of color to be developed into leaders for local, state, and national engagement.
  – To host panel discussions that can increase the awareness around Institutional Racism.
  – To develop a coalition of campus base organizations who will work to enhance awareness around Institutional Racism.
How To Host a Panel Discussion

• A) Develop a coalition of student organizations, community organizations, and target involvement of LEA or SEA.
  – NAACP
  – LULAC, MECHA
  – Greek Organizations: Panhellenic Council, Multicultural Greek Councils
  – Urban League
  – Campus Cultural Awareness Office
• B) Identify family involvement/support
  – Local SNEA chapter advisor
  – Dean of various departments i.e. Education, History, Social Sciences; Dean of Student Services, African America Studies, Latin American Studies
• C) Understand Support of the LEA
  – Invite ECE members to support the program of guest panelist/moderate
  – Invite LEA leadership to be guest panelist
• D) Once the various entities are identified this committee can develop specifics for an event i.e. time, date, format, topics for discussion.
Work to Increase Awareness with Other Campus Organizations

- Some campuses may be more compatible than others discussing this issue and moving the conversation forward is progress. The local student chapter can focus on holding regular meetings with other campus leaders to create a better space of confidence and comfort.
Membership Drives Targeting Students of Color

• Develop targeted campaigns to increase the membership of minority students on campus.
• Target back to school drives
• New student organizations
• Develop collaborative plans with Black Student Union
• Develop collaborative plans with Latino Student Union
Next Steps

Center for Social Justice is continuing to develop modules to use centered on Institutional Racism
Resources
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

- Articulate experiences and challenges of undocumented students
- Familiarity with legislation that affects undocumented students
- Identify and make a commitment to use immigrant sensitive language
QUESTIONS?

Tania Valencia - tvalencia@nea.org
Christ Settle – csettle@nea.org
• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment