DACA at Hinkley High School
Empowering Teachers to Advocate for Undocumented Students

Ken Evans, Anita Welsh, Velia Muñoz
Name of Presentation
COMPETENCY: ORGANIZING

• Indicate all of the competency progression level(s).
  – Level 1: Foundational and Level
  – Level 2: Mobilizing & Power Building
  – Level 3: Agenda Driving

• Please indicate all of the themes within the competency that your presentation is designed to address.
  – Utilizes organizing best practices
  – Build meaningful community partnership
  – Engage in collective action to identify and address pivotal issues
  – Creates conditions for continuous association growth and strength
  – Fosters development of leaders at all levels of the organization
Learning Objectives

Learn the **organizational process** to create systems that serve undocumented students and their families.

Learn how to create and develop effective networks with non-profits and other community organizations.

Learn advocacy skills for undocumented students and families.
Cadre for Ethnic Empowerment (CEE)

- Ken Evans, Civics Teacher
- Anita Welsh, ELD Teacher Leader
- Velia Muñoz, Spanish Teacher
- Sybil Owens, English Teacher
- Tamra Tesreau, English Teacher
- Tanya Ilela, 10th grade counselor
- Andrew Springsteen, 11th grade counselor
Hinkley High School

• Location: Aurora, Colorado
• Demographics:
• Graduation Rates:
• ACT Scores:
Listening to the Aurora community in order to learn what our families are experiencing and we learn how to collaborate.

LEARNING CONVERSATIONS
DISCOVER ISSUES
BUILDING RELATIONSHIPS

Continue to learn
1-1 Connection Campaign
Identify priority
Research and analysis
Take action
Evaluation and celebration
Deferred Action for Childhood Arrivals

On June 15, 2012, DHS announced an executive action that certain people who came to the U.S. as children may request consideration of deferred action for childhood arrivals (DACA).
Why did we do this?
What did we do?

Initial organization, relationship building
Research & plan
Together Colorado
One example of organizing at Hinkley:

- Identify need
- Who is out the community?
- Brainstorming
- Find a team!
- Group meetings: focus on resources and planning
- Administration support
How did we do it?
Initial Presentations

- Right for All People
Met with Community Partners

Asset mapping: what resources already exist in our community?

Brought different organizations to the table
Changing our focus

Teachers can help students themselves
Resources from school (evidence)
Gathering volunteers
Collecting resources
Training
Workshops & Clinics

- Planning process
- Execution
Evaluation & Celebration

• How to improve the process
• Lawyers (Pacheco & Wake)
• Grants
• Creation of CEE
• Continuation of relationship building (Dreamers United)
Our Journey: Leveraging Advocacy & Engaging the Community

• Consulted with AEA to create an organization that would allow us to retain autonomy and grow
• Formed Cadre for Ethnic Empowerment (CEE)
  – Created charter and by-laws
  – Created a calendar of meetings and events
• Applied for grants to fund programming and growth
• Met with school leadership to introduce CEE and our revised vision/mission
Session Outcomes (final slide)

- The content from this session can be used in the following ways in your current position/role:
  - Become an advocate for students and their families
  - Provide a social justice alternative in your community
  - Engage and network with the community to empower (increase and support) students and families
Please complete the evaluation for this breakout session!