

STILL LIVING UNDOCU- MENTED



FIVE YEARS LATER



The City College
of New York



TEACHING AND RESOURCE GUIDE

Acknowledgements:

First and foremost, we would like to thank Jacki, Irving and Jong-Min. We realize that it is not easy for you to share your lives with us, especially in front of cameras. But we know your stories will educate and impact many by making migration a human issue, rather than just a political one.

We are grateful to The City College of New York Dream Team for showing how such spaces can be both supportive and powerful in terms of organizing and bringing about change on university, state and national levels.

We are appreciative of the detailed work of Irving Mota and Kellie Griffith, who spent countless hours writing, revising and editing this learning segment and resource guide. It is especially challenging to write lessons around a topic that changes day to day, but they took on this task with grace and determination.

Finally, we would like to thank the U.S.-Mexico Foundation and Puffin Foundation for their generous funding of the film and accompanying materials.

Featured in Film:

Jacki
Jong-Min
Irving

Dream Team Members:

Farah
Guadalupe
Isabel
Saulo
Yatziri

Filmmaker: Ben Donnellon
Director & Producer: Tatyana Kleyn
Curriculum Authors: Irving Mota & Kellie Griffith
Artist: M

Film and Materials Available at:
www.livingundocumented.com

Dear Educator,

At this time in the US, immigrants of different religions, races and nationalities are under attack. And residents without permanent legal status or citizenship are particularly vulnerable. This has created significant obstacles for many students, some of whom undoubtedly sit in your classroom. We realize that talking and teaching about current immigration issues is not easy, but it is critically important.

We created the film *Still Living Undocumented: Five Years Later* to continue telling the story of undocumented youth (who are now adults) whose lives remain at the whims of politicians and court decisions. When the first film, *Living Undocumented: High School, College and Beyond*, was released in 2012, President Obama announced the Deferred Action for Childhood Arrivals (DACA) program. DACA changed the lives of many recipients, but was always a temporary measure. It also left the majority of undocumented people out of its reach. *Still Living Undocumented* contrasts the realities of those who were able to benefit from the program with those who remain in the same precarious position without any immigration relief.

We have created a three lesson learning segment for secondary teachers, to help students learn about the impact of laws and policies on people. The first lesson has students explore the discourse and perceptions around immigration prior to watching the film. In the second lesson, students analyze the impact of having and not having DACA, especially as it relates to the people featured in the film. The final lesson asks students to make an argument for an immigration policy that is either under consideration or one that they develop. The lessons are written in English, but the accompanying documents in the appendix are in Spanish and English. We encourage you to make materials available in the home languages of your students and to make modifications as needed.

Following the learning segment, you will find a variety of resources for undocumented students and their educators. They range from scholarship information to teaching resources to additional films on this topic and much more. We hope you identify the resources that serve the needs of your students, and that you will seek out other resources as well.

Thank you for opening your classrooms to delve deeper into the lived realities of undocumented immigrants in a way that goes beyond labels and sound bites. All students will benefit from learning more about themselves, their families, their friends, their neighbors and their fellow Americans.

Sincerely,



Tatyana Kleyn, Ed.D.

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Still Living Undocumented Learning Segment Scope

Lesson Titles	
<ol style="list-style-type: none"> 1. Introduction: Immigration Perceptions and Viewing <i>Still Living Undocumented</i> 2. Diving Deeper: Focusing on Personal, Academic & Professional Changes With or Without the Deferred Action for Childhood Arrivals (DACA) 3. Researching and Making a Case for an Immigration Policy 	
Timeframe	
<p>This lesson sequence will take 3-5 days. Lessons 1 and 2 will take a class period, lesson 3 will take two periods. An extra day may be included to provide students the opportunity to present their final projects.</p>	
Grade Level	Secondary
Subject	Social Studies/Language Arts (Humanities)
Essential Questions	
<ol style="list-style-type: none"> 1. How do federal- and state-level policies and programs affect undocumented immigrants? 2. How can we move forward as a nation to address immigration? 	
Enduring Understanding	
<p>Immigration policies and programs - or the absence of them - can have drastic positive or negative impacts on the lives of undocumented immigrants.</p>	
Evaluation	
<p>This learning segment will prepare students (individually or in groups) to reflect upon and research a current state or federal immigration policy or policy proposal. After researching their policy, students will create a project in which they modify and improve upon the policy they researched. Their presentations can be in the form of an art project, short video commercial, advertising poster. Encourage students to be creative and choose a medium that best helps them explore and explain thoroughly the following questions:</p> <ul style="list-style-type: none"> • What policy did you choose and why? • What are the positive parts of this policy? • What would you change about this policy? How can this policy improve? • What effects does this policy have on undocumented immigrants? <p>Students can present their projects. See rubric in Appendix F for more information on evaluation.</p>	

Lesson 1: Introduction: Immigration Perceptions and Viewing *Still Living Undocumented*

Timeframe: 1 Period: 45-60 minutes

Content Objectives:

1. Analyze the language used to discuss immigrants/immigration .
2. Compare the societal discourse around immigration to the realities and experiences of undocumented immigrant youth (as portrayed in *Still Living Undocumented*).

Language Objectives

- Language Function 1: Expressing Position
 - Language Structures:
 - I think .../I believe...
 - Based on my experience...
 - From my perspective...
- Language Function 2: Drawing Conclusions
 - Language Structures:
 - This leads to me think that....
 - It is clear that...
 - It can be understood that...

Key Vocabulary/Concepts:

- **Perception:** an understanding based on one's own schema/experiences
- **Executive Action:** a proposal made by the president without the consideration of or action by Congress. It can be undone by by the action of a president too.
- **Deferred Action for Childhood Arrivals (DACA):** An executive action announced on June 15, 2012 by President Obama. The program allowed undocumented people under age 30 who came to the U.S. as children and met several guidelines to apply for a social security number for working purposes and safety from deportation for two year periods. DACA did *not* allow people to be on a pathway towards citizenship.

Materials

- For Teacher:
 - *Still Living Undocumented* film (available at livingundocumented.com)
 - Technology for watching the film
 - Sticky notes (4-5 per student)
 - 1-2 large pieces of chart paper (to be displayed for the entire class)
- For Student:
 - Focal Person graphic organizer (see Appendix A)

Timing	Procedures
1. Motivation/ Connection (15 minutes)	Ask students; <i>What terms come to mind when you hear the word “immigration” or “immigrants”?</i> Ask students to jot down the words - in any language - that come to mind independently on sticky notes (students should write one word for each sticky note), then come together in a small group of 2-3. Have students share the terms they listed. (Refer to Language Function #1.) If there are terms in different languages, allow spaces to make connections through cognates and

	<p>explore nuances of terms.</p> <p>Vocabulary in Context: Come together as a whole group and present the word <i>perceptions</i> and ask students if they know the word, provide definition, and answer any clarifying questions.</p> <p>Have each group share their words and then sort through the terms together. Ask; <i>Which of these words have a positive connotation? Which of these words have a negative connotation?</i> Using the two large pieces of chart paper (or a T-Chart), sort the words into “positive” and “negative” categories. (If necessary, add a third piece of paper and sort words into a neutral category.) Have students come up and place sticky notes on paper/category they best see fit. (Refer to Language Function #2.)</p> <p>Ask the following debrief questions: <i>How many are positive? How many are negative? How many of these terms are neutral? What does this say about how we talk about immigration? Where do we get information about immigration? How does this impact the way we perceive immigration and immigrants?</i></p>
2. Vocabulary (3-5 minutes)	<p>Briefly introduce the vocabulary terms/concepts DACA and Executive Action. Ask students if they know the word, explain that the video will shed more light on the topic, provide students with the definition, and answer any clarifying questions.</p>
3. Focal Person Assignment (2 minutes)	<p>Split the class into three groups and assign each group a different focal person from the film: Irving, Jacki or Jong-Min . This group should take notes (using the graphic organizer provided in Appendix A), about the professional, academic and personal updates of their focal person individually.</p>
4. Watch the documentary (30 minutes)	<p>Show film from livingundocumented.com website. Remind students to take notes while watching the film. We suggest that the teacher review note taking tips prior to activity.</p>
5. Exit Activity (5 minutes)	<p>Ask students to take out one more sticky note and write down one final term that comes to mind about immigration after watching the film. Students should place their sticky note on the appropriate chart paper. Ask the following debrief questions: <i>What word came to your mind this time? How did the film impact your perceptions about immigrants/immigration? What can we say about the role of media, film and other areas in shaping perceptions (about immigration and in general)?</i></p>

Lesson 2: Diving Deeper: Focusing on Personal, Academic & Professional Changes With or Without DACA

Timeframe: 1 Period: 45-60 minutes

Content Objectives:

1. Compare the way the Deferred Action for Childhood Arrivals (DACA) program impacted some immigrants who qualified for the program as opposed to those who did not
2. Determine the positive and negative aspects of DACA program

Language Objectives:

1. Language Function 1: Compare and Contrast
 - a. Language structures:
 - i. One similarity/difference between [Person 1] and [Person 2] is
 - ii. [Person 1] and [Person 2] are similar because they both....
 - iii. [Person 1] and [Person 2] are differ because while

Key Vocabulary/Concepts:

- **Compare:** to tell how two or more things, events, or qualities are alike
- **Contrast:** to tell how two or more things, events or qualities are different
- **Cause:** the reason why something happened
- **Effect:** the result, what happened

Materials

- For Teacher:
 - Lesson 2 Appendix B- Life Events after 2012: Looking at Cause and Effect
 - Lesson 2 Appendix C- Compare and Contrast Venn Diagram
- For Student:
 - Lesson 2 Appendix B- Life Events after 2012: Looking at Cause and Effect
 - Lesson 2 Appendix C- Compare and Contrast Venn Diagram

Timing	Procedures
1. Motivation/ Connection (5 minutes)	Share with students that they will continue discussing the <i>Still Living Undocumented</i> (SLU) documentary they watched during the prior lesson. Have students quickly share something that stood out to them or surprised them about the film either in the whole group or in pairs.
2. Cause and Effect (10-15 minutes)	<p>Have students revisit <i>Appendix A-Student Graphic Organizer</i> from lesson 1 in small groups where they focus on the life events that have occurred in one individual's life as narrated in SLU film.</p> <p>Present the <i>Appendix B</i> matrix to the class. Explain to students that they will be looking at key events in each person's lives, with a focus on the Cause and Effect. Ask students to discuss the events that occurred in each individual's life as a class and note why they were significant. Direct students to discuss how one event leads to the other. Guide students toward discussing how these events were triggered by DACA or the absence of it.</p>

<p>3. Compare and Contrast (15-18 minutes)</p>	<p>Prior to lesson create pairs or triads to focus on different people to complete the Venn diagram on Appendix C. Note that students should compare Jong-Min to either Irving or Jacki. (Students will not be comparing Irving & Jacki to each other as their stories are too similar.)</p> <p>While in groups have students dialog about how each individual was impacted by DACA. (Refer to Language Function #1.)</p>
<p>4. Pros & Cons of DACA (15-20 minutes)</p>	<p>Return to whole group setting to outline the pros and cons of the DACA program based on how it impacted the people in SLU.</p> <p>Create a T-chart on the board or on chart paper, on one side labeled Pros the other Cons. Based on the experiences of the people in SLU, have students generalize about the overall benefits and drawbacks of DACA. Record students ideas and dialogue from there.</p> <p>Select from the questions below to guide class discussion:</p> <ul style="list-style-type: none">• What did you think about DACA program?• What are some positive things individuals were able to accomplish with DACA? What about those people who didn't qualify for it?• Did DACA limit any of these individuals in any way?• What are the consequences of the DACA program being cancelled? <p>Conclude by having each student write an exit ticket responding to the question: <i>What should be the next steps post-DACA?</i></p>

Lesson 3: Creating and Modifying Current Immigration Policies

Timeframe: Two Periods: 45-60 minutes each (one more optional period for presentations)

Content Objectives:

1. Research, collect, and organize information about a current or proposed immigration policy
2. Communicate research in a creative manner that suits the intended audience

Language Objectives:

- Language Function 1: Expressing Position
 - Language Structures:
 - I think .../I believe...
 - In my opinion...
 - From my perspective...
- Language Function 2: Deduction
 - Language Structures:
 - Putting everything together, the solution must be...
 - There is a pattern which suggests that...
 - Logic suggests that...

Key Vocabulary/Concepts:

- **Immigration Policy:** plan of action that includes laws and rules of a country, state or region that specify how to deal with the migration of people across and their rights in a new country
- **Research:** the study of a topic through factual sources or collection of information to gain in-depth understanding

Materials

- For Teacher:
 - *Still Living Undocumented* film (available at livingundocumented.com)
 - Technology for watching the film
 - Appendix D: News Headlines
 - Appendix E: Research Outline
 - Appendix F: Final Project Rubric
- For Student:
 - Equipment to go on the web, access to the internet,

Timing	Procedures
1. Motivation/ Connection (10 minutes)	Begin by distributing or displaying Appendix D, showing the news headlines that were published when the end of the DACA program was announced. Have students briefly review the headlines. As a class discuss their interpretation from the headlines. Ask students to share how those affected by the news may have internalized it. <u>Access additional DACA headlines here, or see Appendix D.</u>
2. Present Vocabulary (10 minutes)	Highlight the importance of immigration policy in the lives of immigrants, what it is and the impact it can have the lives of many, including U.S. citizens. Indicate to students that they will be conducting research on current or proposed immigration policies. Share with students that they will be




	researching their policy online.
3. Research (40 minutes)	<p>Review research tips with students as well as appropriate sources to cite and get information from, including sources such as news outlets and government websites. Note that information from social media or blogs may not be reliable, but can include first-hand information that may be left out of mainstream outlets.</p> <ul style="list-style-type: none"> ● Migration Policy Institute: www.migrationpolicy.org ● Pew Research Center: www.pewhispanic.org/topics/immigration/ ● American Immigration Council: www.americanimmigrationcouncil.org <p>Let students know that they must research one current or proposed immigration policy at the federal or state level. They should work in small groups of 2-3 people. Students are to use Appendix E to record information about their selected policy.</p> <p>After investigating an immigration policy of interest, students are to state how they would modify such policy to make it strong as well as their rationale for these changes. (Refer to Language Function #1.)</p>
4. Selecting Research Presentation (40 minutes)	<p>After completing their research, each group will select one medium through which present the immigration policy they selected to show how it was designed, how they modified it and why these modifications are important.</p> <p>Choices may include:</p> <ul style="list-style-type: none"> ● Newsletter ● Short video commercial ● Podcast ● Blog ● Poster Advertisement
5. Closing (optional)	<p>Students are to present selected/created immigration policy to the class. (Refer to Language Function #1 & 2.)</p>

Evaluation




- Final Policy Project: See Appendix F for criteria

Appendix

APPENDIX A: Student Graphic Organizer

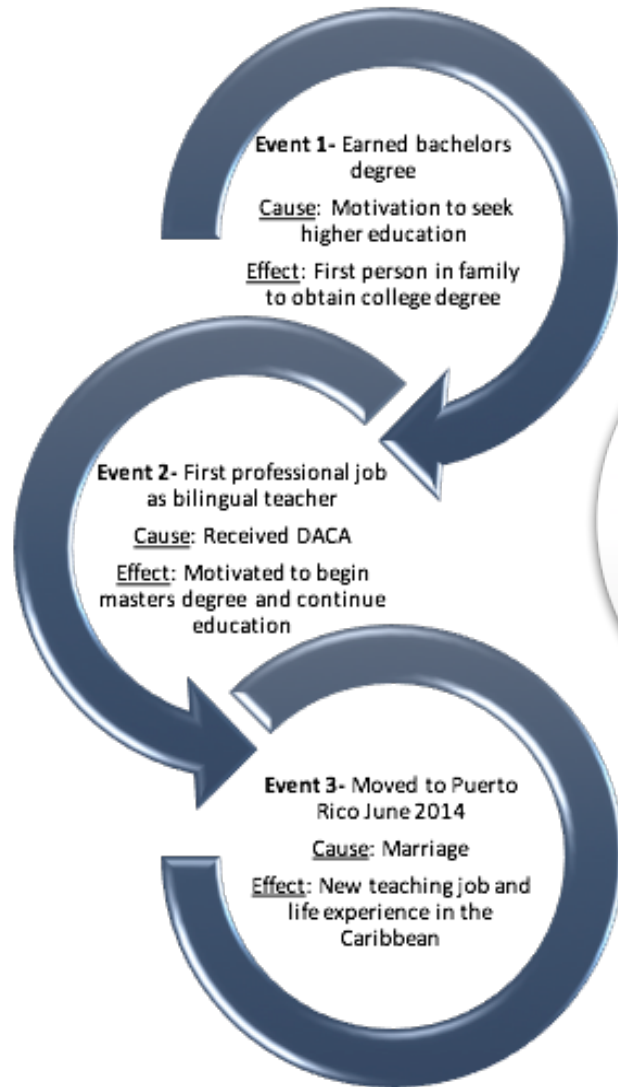
Name: _____		Date: _____	
Circle the person you will be focusing on:			
 <div style="background-color: #cccccc; padding: 2px 10px; margin-top: 5px;">Irving</div>	 <div style="background-color: #cccccc; padding: 2px 10px; margin-top: 5px;">Jong-Min</div>	 <div style="background-color: #cccccc; padding: 2px 10px; margin-top: 5px;">Jacki</div>	
Select one person to focus on and list their updates since 2012 and/or the start of the DACA.			
Professional Updates	Academic Updates	Personal Updates	
Other notes/questions/observations			

APÉNDICE A: Organizador gráfico

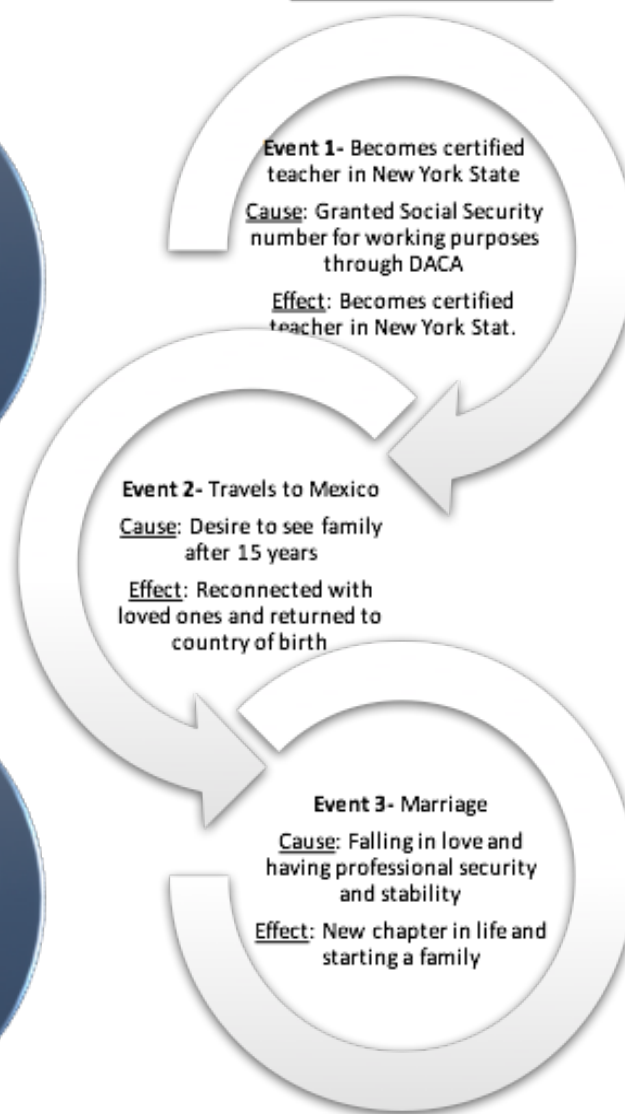
Nombre: _____		Fecha: _____
Selecciona y circula la persona en la cual te enfocarás.		
		
Irving	Jong-Min	Jacki
Escribe los acontecimientos de su vida desde el 2012 y/o la implementación de DACA.		
Acontecimientos Profesionales	Acontecimientos Académicos	Acontecimientos Personales
Notas/Preguntas/Observaciones		

APPENDIX B: Life Events after 2012: Looking at Cause and Effect

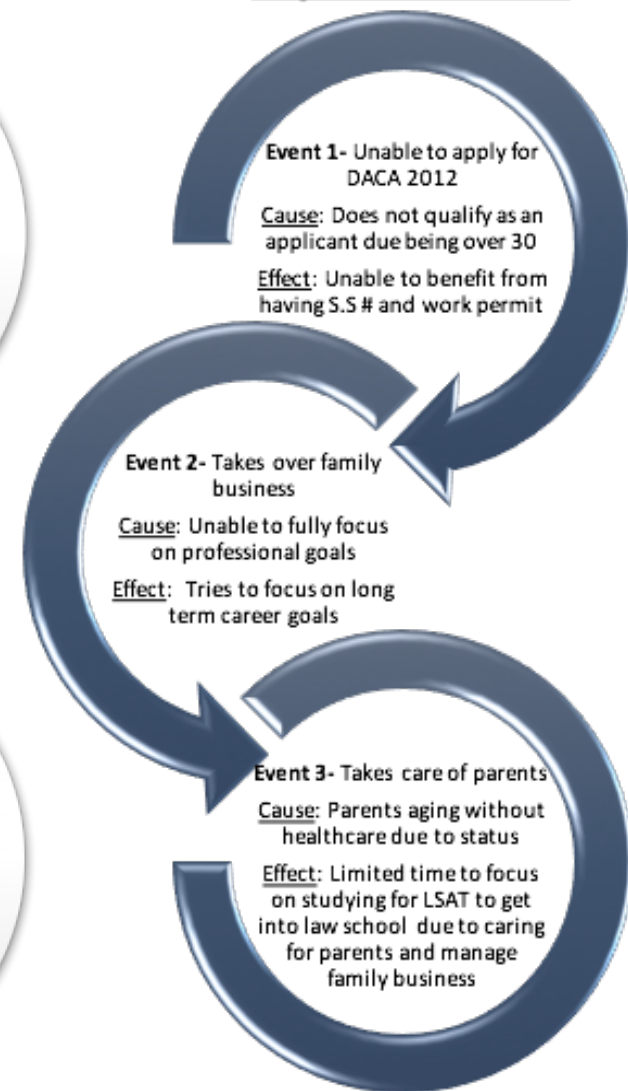
Irving's Life since 2012



Jacki's Life since 2012

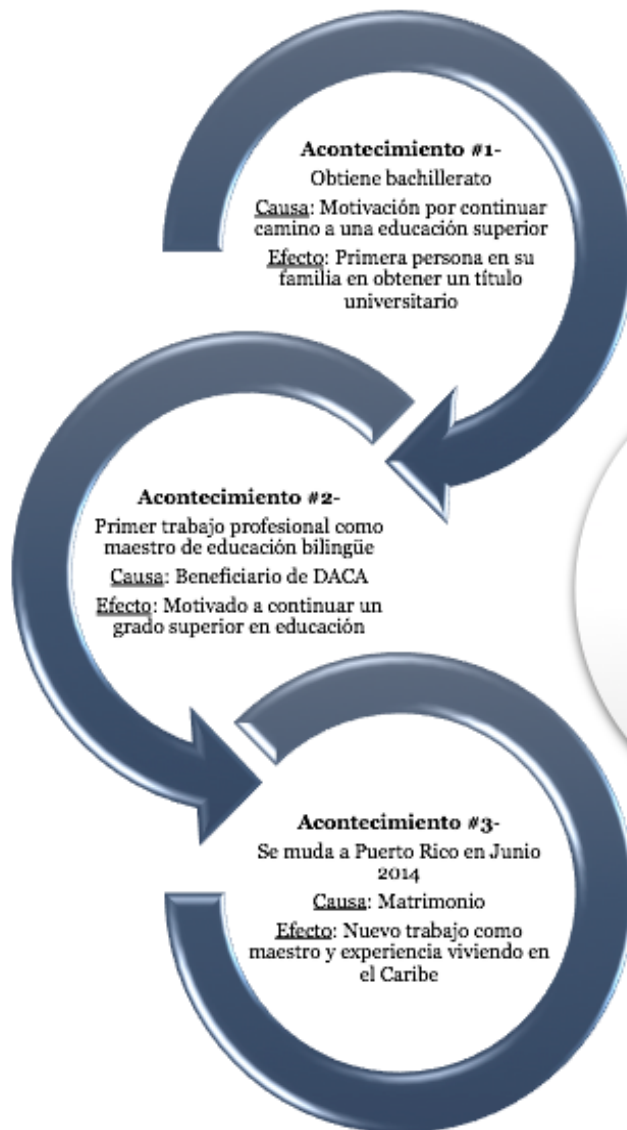


Jong-Min's Life since 2012

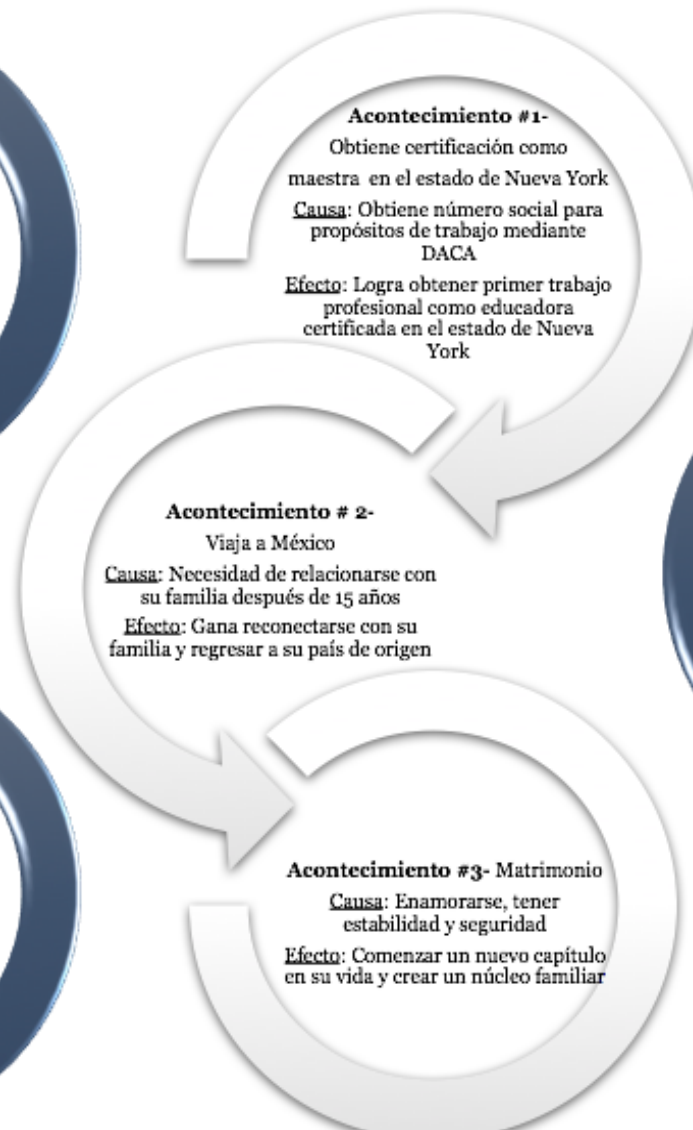


APÉNDICE B: Acontecimientos después del 2012; Observando causa y efecto

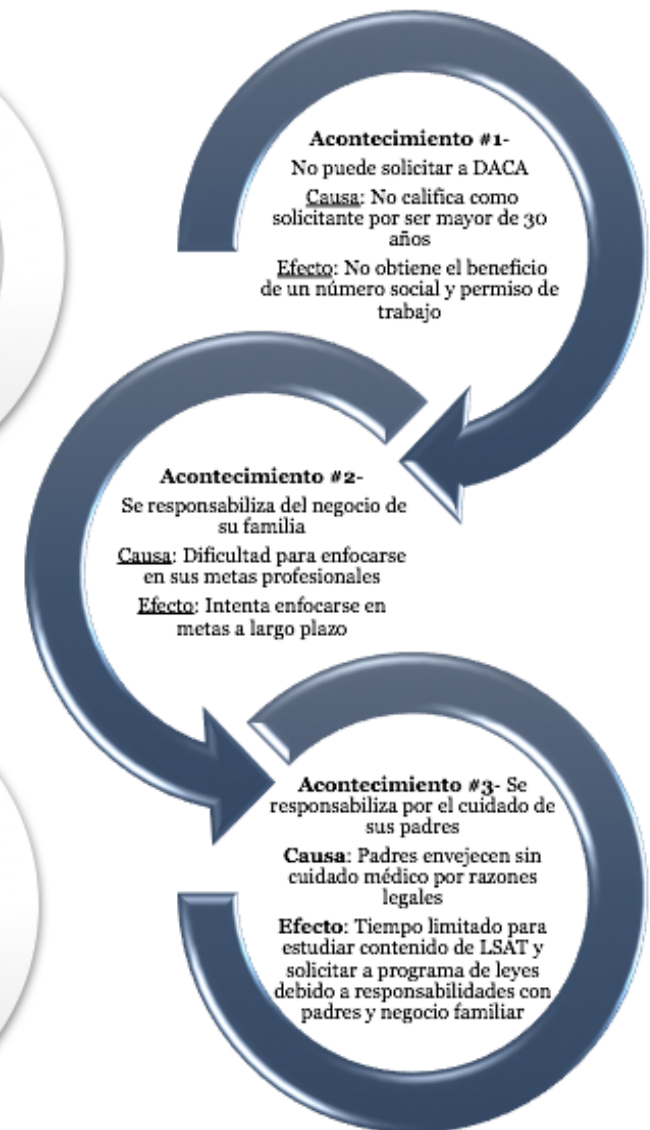
La Vida de Irving desde el 2012



La Vida de Jacki desde el 2012



La Vida de Jong-Min desde el 2012



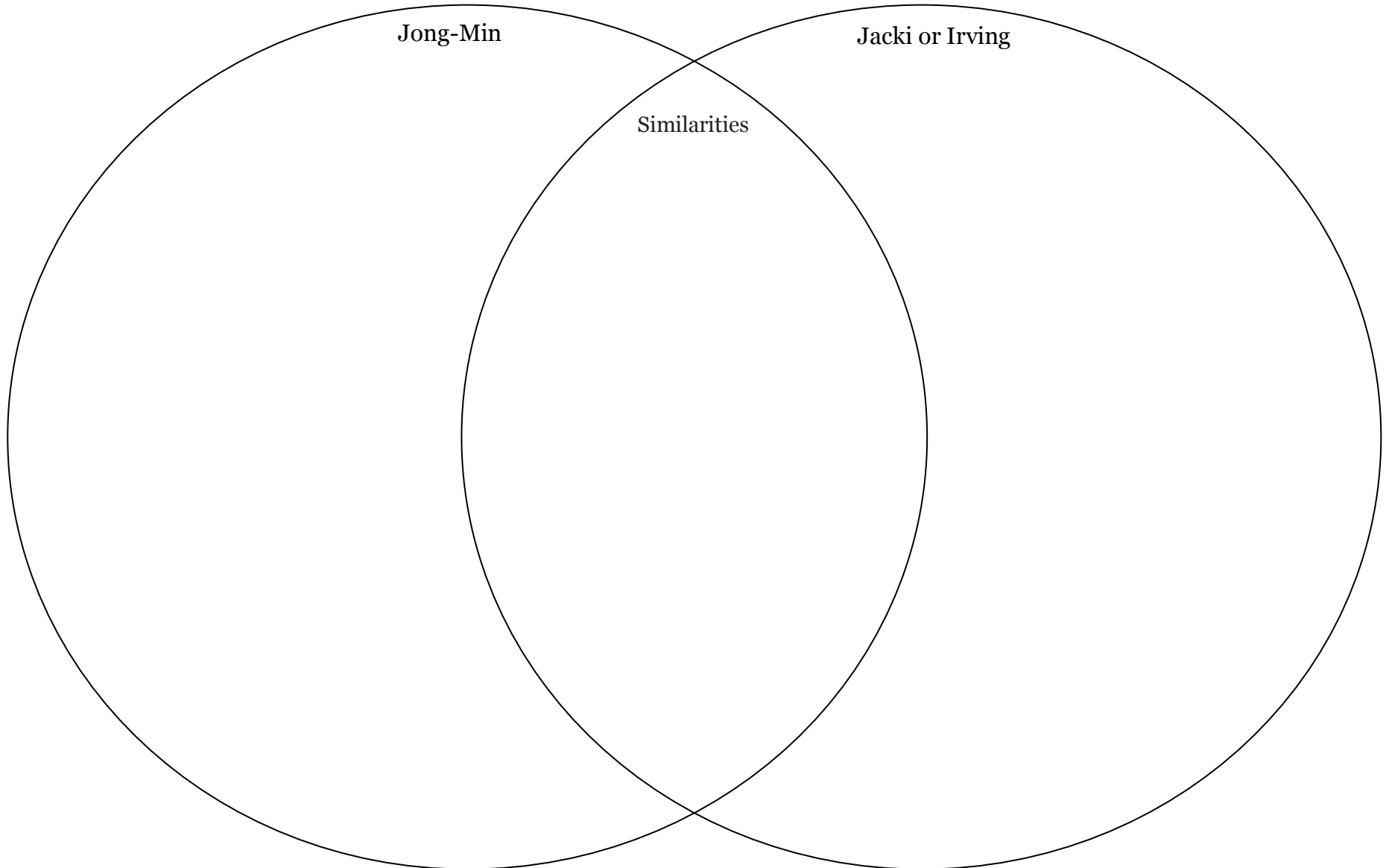
APPENDIX C: Venn Diagram & Graphic Organizer

Partner Names: _____

Date: _____

Compare & Contrast Venn Diagram

Write the similarities and differences between the two people you selected.



1. How did DACA impact either Jacki or Irving?

2. How was Jong-Min impacted by DACA?

3. What similarities and differences stood out most between the two people you compared?

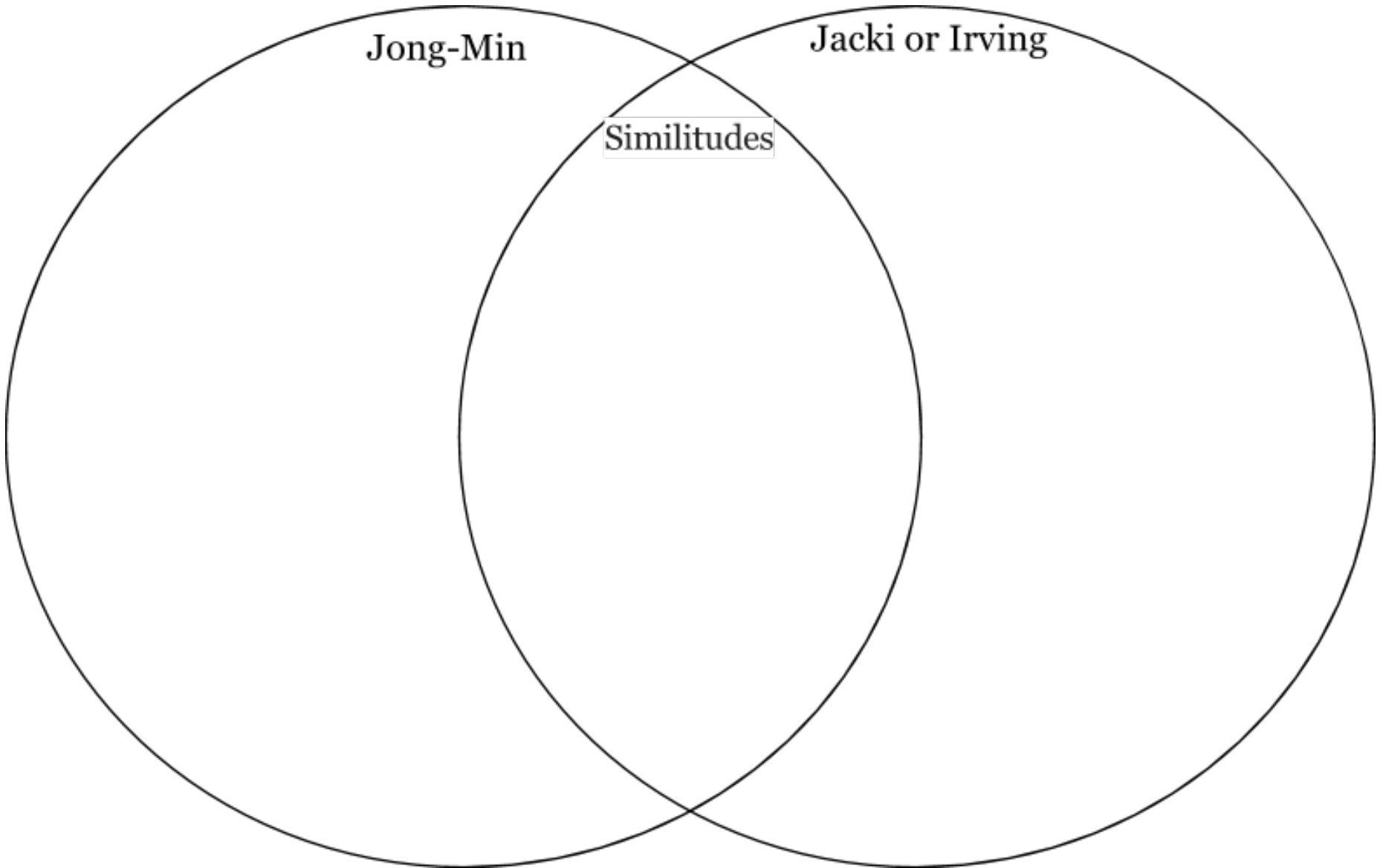
APÉNDICE C: Analice y compare organizador gráfico

Nombre: _____

Fecha: _____

Analice y compare el Diagrama Venn

Escribe las diferencias y similitudes de las dos personas que seleccionaste.



1. ¿Cuál fue el impacto de DACA en Jacki o Irving?

2. ¿Cómo afectó DACA a Jong-Min?

3. ¿Qué semejanzas y diferencias resaltaron entre las personas comparadas?

APPENDIX D: News Headlines/ APÉNDICE C: Titulares de Noticias

We Need to Fight for All Undocumented Migrants, Not Just Dreamers

Distinctions about who is more “deserving” or “patriotic” are invidious —all migrants are rights-bearing human beings.

By Sujatha Fernandes

SEPTEMBER 8, 2017

Dreamers fear for their future

As Trump begins to dismantle DACA, students are unsure of their options

Binqi Chen, Co-Editor in Chief

October 4, 2017 • 149 views

Filed under News, Story of the Day, Top Stories



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TRUMP'S DACA DECISION PUTS DREAMERS' FUTURE IN THE HANDS OF CONGRESS

By Jonathan Blitzer September 5, 2017

CNN Opinion » Political Op-Eds | Social Commentary | iReport Live TV U.S. Edition

The American nightmare Dreamers fear

By Elizabeth Aranda
Updated 5:01 PM ET, Thu August 31, 2017

Immigration Hardliners Praise Trump for Ending DACA

Advocates of reduced immigration welcomed news of the program ending Tuesday, but expressed concern over what comes next.

PRISCILLA ALVAREZ | SEP 5, 2017 | **POLITICS**

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Trump surrogates say ending DACA could be good for U.S. workers

Washington Examiner

Sunday, November 05, 2017

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OPINION

For Trump, ending DACA is a political win-win

by Gabriella Munoz | Sep 6, 2017, 5:01 PM

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Here's why Trump is right to end DACA

- Ending DACA will not lead to mass deportations. That is not what Trump wants.
- Winding down the Obama-era program is the perfect time for Congress to develop effective, compassionate policy on immigration – something most Americans strongly agree we need.

COMMENTARY

Hector Barreto, chairman of The Latino Coalition

Published 8:52 AM ET Wed, 6 Sept 2017 | Updated 2:50 PM ET Wed, 6 Sept 2017

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Inmigración

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Gobierno de Trump termina con DACA

El fiscal general Jeff Session justificó que el programa privó a jóvenes estadounidenses de obtener trabajos

UNIVISION NOTICIAS

OPINIÓN

Opinión

Janet Murguía

Seguir

Presidenta y CEO, Consejo Nacional de La Raza.

Seguir con DACA mantendría vivo el sueño americano

“El costo económico de eliminar DACA es enorme, y perderíamos también los beneficios de las inversiones que hemos hecho en desarrollar la futura fuerza laboral.”

POLITICS

Supreme Court Turns Down Trump's Appeal in 'Dreamers' Case

By ADAM LIPTAK and MICHAEL D. SHEAR FEB. 26, 2018

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Demonstrators supporting the Deferred Action for Childhood Arrivals program in Manhattan.

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The Supreme Court may have just kept DACA on life support for several more months

The Court refused to bend the rules for Trump by hearing a DACA case early.

By Dara Lind | [dara@vox.com](#) | Updated Feb 26, 2018, 12:19pm EST

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APPENDIX E: Research Outline

Name(s): _____	Date: _____
Research Outline	
What policy did you choose and why?	
Who proposed the policy and why?	
Where is the policy today?	
Who will it include/impact? What effects does this policy have on undocumented immigrants?	

Policy details/Characteristics:
Requisite/criteria to be a beneficiary of this policy:

What are the positive aspects of this policy?

What would you change about this policy?

How can this policy be improved?

APÉNDICE E: Bosquejo de investigación

Nombre(s): _____	Fecha: _____
Bosquejo de investigación	
¿Cuál propuesta migratoria seleccionaste y por qué?	
¿Quién creó esta propuesta y por qué?	
¿Cuál es el status de la propuesta y a quién incluye/afecta?	
¿Cómo impacta esta propuesta a inmigrantes indocumentados?	

Detalles/características de la propuesta:

Requisitos/criterios para ser beneficiario de esta propuesta:

¿Cuáles son los aspectos positivos de esta propuesta?

¿Cómo cambiarías/modificarías esta propuesta?

¿Cómo se puede mejorar esta propuesta?

APPENDIX F: Final Project Rubric

Project Type and Title: _____

Group Members: _____

	Organization	Research	Relevant Policy Modifications	Presentation¹
4- Exceeds Expectations	Student(s) completes the graphic organizer and presents their ideas in a clear manner, Student adds to graphic organizer ideas of their own and from different sources	Student(s) thoroughly researched current immigration policy and synthesized information from several different sources to support the information presented	Student(s) clearly presents their policy and any modifications/ improvements and makes a strong case for why then are needed	Student(s) presents their policy clearly, addresses each of the guiding questions, and explains their position well. Student added their own ideas and research-based ideas to answer the questions and present the information creatively
3- Meets Expectations	Student(s) completes the graphic organizer and presents their ideas in a clear manner	Student(s) researched current immigration policy and use different sources to support the information presented	Student(s) clearly presents their policy and modifications/ improvements they would make to it and gives some explanation of why they are needed.	Student(s) presents their policy clearly, addresses each of the guiding questions, and explains their position well
2- Approaches Expectations	Student(s) completes most of the graphic organizer and presents their ideas in a somewhat clear manner	Student(s) have done only minimal research on a current immigration policy and uses few sources to support the information presented	Student(s) presents their policy and any modifications/ improvements they would make to it, but may do not provide a clear reason for them.	Student(s) presents their policy, addresses some of the guiding questions, and explains well their position, but may lack clarity
1- Does Not Meet Expectations	Student(s) does not complete the graphic organizer and does not presents their ideas in a clear manner	Student(s) does not research current immigration policy	Student(s) does not present their policy and any changes they would make to it.	Student(s) does not present their policy, or address most of the guiding questions, and does not explain well their position

¹ Presentations are optional.

Apéndice F: Rúbrica del proyecto final

Tipo de proyecto y título: _____

Participantes: _____

	Organización	Investigación	Modificaciones relevantes a la propuesta	Presentación
4- Supera expectativas	Estudiantes completan el organizador gráfico y presentan sus ideas de manera clara. Agregan ideas propias y de diferentes fuentes al organizador gráfico.	Estudiantes investigan a fondo las políticas o propuestas de inmigración actuales y sintetizaron información de distintas fuentes para respaldar la información presentada.	Estudiantes presentan claramente su política / propuesta y cualquier modificación realizada, así como una defensa fundamentada en las razones por las que estas se necesitan.	Estudiantes presentan su política / propuesta con claridad, abordan cada una de las preguntas y explican su posición con claridad y detalle. Agregan ideas propias e ideas fundamentadas en la investigación realizada para responder preguntas y presentan la información de manera creativa.
3- Cumple con expectativas	Estudiantes completan el organizador gráfico y presentan sus ideas de forma clara.	Estudiantes investigan políticas / propuestas de inmigración actual utilizando diferentes fuentes para respaldar la información presentada.	Estudiantes presentan claramente su política / propuesta con cualquier modificación realizada y ofrecen una explicación de por qué se necesita la propuesta.	Estudiantes presentan su política / propuesta con claridad, abordan cada una de las preguntas guiadas y explican correctamente su posición al respecto.
2- Limitado cumplimiento de expectativas	Estudiantes completan la mayor parte del organizador gráfico y presentan sus ideas limitadamente.	Estudiantes realizan investigación parcial sobre una política / propuesta de inmigración actual y utilizan pocas fuentes para respaldar la información presentada.	Estudiantes presentan su política / propuesta y cualquier modificación realizada, pero no proporcionan una razón clara de los cambios realizados.	Estudiantes presentan su política / propuesta, abordan las preguntas guiadas y explican su posición de forma limitada.
1- No cumple con expectativas	Estudiantes no completan el organizador gráfico y no presentan sus ideas con claridad.	Estudiantes no investigan políticas / propuestas de inmigración actual	Estudiantes no presentan su política / propuesta de inmigración ni los cambios que realizaron.	Estudiantes no presentan su política/propuesta, no abordan la mayoría de las preguntas guiadas y no explican su posición al respecto.

-Las presentaciones son opcionales.-

Resource Guide

<p><u>National Immigration Organizations:</u> Resources about organization that lead nationwide movements to aid undocumented immigrants.</p>		
Title	Description	Link
Educators for Fair Consideration (E4FC)	E4FC is an alliance of educators that support undocumented students in their pursuit of college, career, and citizenship. They have comprehensive guides, a scholarship list, legal services, and events.	http://www.e4fc.org
My Undocumented Life	This blog is dedicated to providing up-to-date information for undocumented immigrants ranging from scholarship opportunities to strategies navigating the education system to extending to information on how to apply for DACA and much more.	https://mydocumentedlife.org/
National Immigration Law Center	National organization working to advocate and defend the rights of low-income immigrants across the nation.	https://www.nilc.org/
Undocublack Network (UBN)	The UNB is a multigenerational network of currently and formerly undocumented Black people that fosters community, facilitates access resources and contributes to transforming people's realities.	http://undocublack.org/
United We Dream	United We Dream is a national network of youth-led immigrant organizations. They aim to address the inequities and obstacles faced by immigrant youths and to develop a sustainable, grassroots movement, led by undocumented immigrant youth and their allies.	http://unitedwedream.org

New York Advocacy/ Support Organizations:

There are organizations throughout NYC that offer resources and support for undocumented youths as well as safe spaces to get involved in their community. Many organizations work to change the immigration system and to help pass policies that are favorable to the immigrant community. The organizations listed here also offer scholarship information and legal referrals for undocumented students.

Name	Description	Link
African Services Committee	Located in Harlem, NY, this organization works with newcomers from all over the world. They offer legal services, community outreach, food pantry information and more.	http://www.africanservices.org/?view=featured
DRUM- Desis Rising Up and Moving	DRUM - South Asian Organizing Center works with South Asian immigrants in NYC and offers legal and community services, programs for youth, and more.	http://www.drumnyc.org/
Make the Road New York	The Make the Road organization exists in different states. It's an organization that works with Latinx immigrants on a topics related to community organizing, housing, workplace justice, empowering youth and more.	http://www.maketheroad.org/
New York Civil Liberties Union	The NYCLU is one of the nation's foremost defenders of civil liberties and civil rights. They have an extensive library of "Know Your Rights" materials to help New Yorkers understand their rights. Fellowships, internships, and legal assistance are also available.	http://www.nyclu.org/knowyourrights

New York Immigration Coalition (NYIC)	NYIC represents the collective interests of New York's diverse immigrant communities, advocate for laws, policies and programs that lead to justice and opportunity for all immigrant groups and builds the power of immigrants and the organizations that serve them.	http://www.thenyic.org/
NYC Mayor's Office of Immigrant Affairs	The Mayor's Office of Immigrant Affairs provides resources and support to immigrant communities by offering know your rights materials, as well as civic and economic workshops.	http://www.nyc.gov/html/imm/html/rights/rights.shtml
Sauti Yetu Center for African Women and Families	Sauti Yetu, which started in NYC, mobilizes low income or "no income" African immigrant women to help them improve the quality of their lives, strengthen their families, and develop their communities in the U.S.	https://www.sautiyetu.us/about-our-mission
The New York State Youth Leadership Council (NYSYLC)	The NYSYLC is the first undocumented youth led, membership organization that empowers immigrant youths to improve the current immigration system through leadership development, grassroots organizing, and educational advancement. The organization also provides a safe space for self-expression.	http://www.nysylc.org/

<p><u>New York College Access:</u> In New York state, all students have access to a higher education regardless of immigration status.</p>		
Title	Description	Link
Affidavit of Intent to Legalize Immigration Status	This CUNY residency document include the form undocumented students must submit to colleges granting in state tuition.	http://www.law.cuny.edu/admissions/tuition/Summer-2016-Residency-Information-rev030216.pdf
College Board Advising Undocumented Students	This page offers information about tuition and financial aid for undocumented students.	https://professionals.collegeboard.org/guidance/financial-aid/undocumented-students
CUNY non-citizen eligibility for Financial Aid	Financial eligibility information for non-citizen students based on immigration status at CUNY. The website includes eligibility for Federal Pell and Direct Loans, TAP, Campus-based federal aid, and special program eligibility.	http://www.cuny.edu/admissions/financial-aid/student-eligibility/resident-temp.html
CUNY Residency Form Instructions	Step by step instructions regarding how to fill out the CUNY residency form	http://www.baruch.cuny.edu/undergrad/documents/InstructionsforResidencyFormMarch2011.pdf
FAQ about access to higher education for undocumented youth	Questions and answers regarding the college application process for undocumented youth, including who can apply where, financial aid eligibility, and in-state tuition information	https://www.nysylc.org/college-info/

National Conference of State Legislators	This website offers information on which states will offer in-state tuition and financial aid for undocumented students.	http://www.ncsl.org/research/immigration/tuition-benefits-for-immigrants.aspx
SUNY in-state tuition eligibility for undocumented students	Guide to SUNY's resident tuition policy and the eligibility for immigrant, non-immigrant, undocumented students, and other non- residents	https://www.suny.edu/student/paying_residence.cfm

College Scholarships:

Undocumented youths are not eligible for federal or state financial aid in most states, including NY. However, there are scholarships and programs that can help finance their college education.

Title	Description	Link
CUNY Accelerate Study in Associates Program (ASAP)	ASAP is designed to help motivated community college students earn their degrees as quickly as possible - includes financial incentives	http://www.cuny.edu/academics/programs/notable/asap/about.html
CUNY BECAS Scholarship Program	This scholarship program offers up to \$6,530 to those who either attend or will attend a CUNY school as an undergrad or graduate student. Students must show commitment to the Mexican and/or immigrant community.	http://www.lehman.cuny.edu/cuny-mexican-studies-institute/scholarships.php
CUNY Scholarships Search	List of CUNY student scholarships and internships	http://www.cuny.edu/admissions/financial-aid/scholarships.html
TheDream.US	TheDream.US offers four year scholarships for undocumented students in all states.	http://www.thedream.us/
MALDEF Scholarships List	MALDEF offers a resource guide that includes scholarships that do not inquire about immigration status. They also provide a law school scholarship program for Latino students.	http://www.maldef.org/leadership/scholarships/index.html
NYSYLC Scholarships List	Scholarships open to undocumented youth	https://www.nysylc.org/scholarship/
REMEZCLA	REMEZCLA has put a list of scholarships undocumented students are eligible for.	http://remezcla.com/lists/culture/college-scholarships-for-undocumented-students/?rfb

Legal Referrals:

Legal Aid at low or no cost is imperative for youths and their families in order to seek information regarding how to adjust their immigration status.

Name	Description	Link
CUNY Citizenship NOW!	CUNY Citizenship Now! provides free, high quality, and confidential immigration legal services to help individuals and families on their path to U.S. citizenship. They are located on select CUNY campuses.	http://www.cuny.edu/about/resources/citizenship.html
IMMI	An online interactive tool for immigrants to explore their free and quality legal options. IMMI also works with legal aid organizations across the country connecting immigrants to legal aid providers.	https://www.immi.org/
Immigration Advocate Network	This website connects users to free or low-cost immigration agencies that provide legal support. Users can search by location.	https://www.immigrationadvocates.org/nonprofit/legaldirectory/
Immigration Law Help	This website helps low-income immigrants find legal help based in their geographic location. The website runs on various languages making it accessible to many.	https://www.immigrationlawhelp.org/
National Immigration Law Center (NILC)	NILC's mission is to defend and advance the rights and opportunities of low-income immigrants and their families. Their website offers information and resources about health care and	http://www.nilc.org

	public benefits, immigration reform, immigration enforcement, workers rights, litigation, and education.	
New York Citizenship in Schools	NY Citizenship in Schools, an initiative of the Mayor's Office of Immigrant Affairs, provides free immigration information, assistance, and financing options to undocumented NYC public school students and their parents.	http://www.nyc.gov/html/imm/html/nycitizenship/nycitizenship.shtml
The Department of State	The Department of State offers information about deferred action, resources for legal practitioners, immigration fraud information, and a calendar of upcoming free or low cost legal clinics for undocumented youths who are seeking support with their application process.	http://www.dos.ny.gov/deferredact/

Professional Development Tools for Educators: A range of resources about undocumented students specifically designed for educators such as curricula, professional development trainings, magazines and websites.		
Name	Description	Link
Teach Dream	New York City educators and counselors who are part of the New York Collective of Radical Educators (NYCoRE) who collaborate to develop/share resources and advocate for undocumented students.	https://teachdreamnyc.com/
Teachers as Allies	This book offers teachers tools to help educated undocumented youth.	https://www.tcpress.com/teachers-as-allies-978080775886
Teaching Tolerance	Teaching Tolerance is a Southern Poverty Law Center project that provides extensive resources such as units, lesson plans, and classroom activities for educators looking to integrate social justice, gender equity, religion, and immigration into their everyday teaching practices.	http://www.tolerance.org/

