



IMMIGRANT STUDENT SUCCESS: Strategies and Tools for K-12 and Adult Educators DAY TWO CHAT LOG

Denzil Mohammed Hello everyone! We're about to begin!!
Use the hashtag #ImmigrantStudentSuccess on Twitter!
www.immigrationresearch-info.org
www.iir.gmu.edu

Denzil Mohammed Sarang will take questions in a few minutes. Please type them in here!

Jody C. Are both misdemeanors and felonies included?

Michelle R. Going to a hearing for Haiti TPS tomorrow in Boston!

Michelle R. Anyone in the area who wants to support, it's at the federal courthouse at 2 pm!

Verne M. What does "protected" status mean?

Jody C. What happens if temporary status is terminated?

Adriana Zubieta We'll have a Q&A time with Sarang, please type your questions here!

Heide W. Temporary protected status=TPS for groups from Honduras, Guatemala; must be renewed every 18 months; this has changed for many groups though

Heide W. since the Trump admin's policy changes discussed now

Kelly B. Is there a difference between a refugee and an immigrant when talking about Somalia or Sudan?

Heide W. Sarang, what is the status of groups with TPS as of now? Thanks!

Kelly B. Is there a difference between a refugee and an immigrant when talking about Somalia or Sudan?

Michelle R. TPS- Temporary Protected Status has been granted to countries experiencing extreme violence, humanitarian crisis, natural disaster... Haiti was granted after the earthquake of 2010

Alexis H. What exactly is TVPRA, and why does an undocumented minor with this particular status seem to have a case that processes longer than others? Does it have to do more so with the category of the sponsor they're trying to find or does the TVPRA case process just take longer?

Michelle R. Sorry, what is USCIS?

Denzil Mohammed USCIS: US Citizenship and Immigration Services. Grants citizenship.

Michelle R. Thanks, Denzil!

Denzil Mohammed They changed their mission statement and deleted that the US is a "nation of immigrants"

Judith H. What about applying for them now?

Barbara H. WOW! We will really need to advocate during that "public comment" period. For Q&A, the people on benefits that would be affected are those with permanent residency?

Martha S. Can you post that Protecting Immigrant Families Campaign info?

Diana K. Can you give us a link to that national group to advocate for immigrants?

Sandra W. Can people try to get benefits now?

Darci C. Could you please repeat the name of the org for getting involved in joining comment period?

Michelle R. can you imagine living here since 1999 and then being sent back??

Anna K. D. Will public charge have any effect on individual receiving services through TVPRA?

Emily M. Do they hold native-born US citizens to the same standard of becoming a public charge?

Margalit T. Public charge would not affect those with green cards (LPRs) for citizenship determination. It would be for those seeking permanent residency (green cards) or adjusting their non-immigrant status to permanent residency

Barbara H. Ok - thank you for clarification!!

Michelle R. Can you explain the difference between a criminal offense and an act that constitutes a criminal offense?

Juan G. For those that have a deportation from more than 10 years but they don't have a criminal record, do they have options for adjusting their status?

Judith H. As far as SNAP goes, are you recommending that families apply for it now if they qualify for it?

Emily M. So if a refugee or asylee accepts TANF and then later wants to apply for permanent residency, it may affect their ability to gain that status?

Denzil Mohammed <http://www.ilctr.org/wp-content/uploads/2018/07/MIRA-2018-Public-Charge-Updates-4.5.18.pdf>

Barbara H. THANK YOU Sarang!!!

Emily M. Thanks!

Jennifer M. Yes, thank you!

Heide W. Here's an article on refugee numbers from march:
<https://www.usnews.com/news/data-mine/articles/2018-04-03/refugee-admissions-on-pace-to-be-slowest-in-decades>

Philip A. Are free adult education classes that are funded by the state or federal grants a public benefit that could be considered as a public charge?

Diana K. Can Sarang give us a link to the national advocacy group he made reference to?

Denzil Mohammed Protecting Immigrant Families campaign: <https://www.clasp.org/protecting-immigrant-families-campaign-resources>

Adriana Zubieta Please, share your comments and questions for David here.

Janice W. There should also be concerned as to why human beings must continue to flee their native country. All the blame cannot be put on the USA. What can be done to change government in these countries that oppress human beings. This forum cannot be one sided. Let's try to heal all sides.

Anita H. Thank you!

Denzil Mohammed Protecting Immigrant Families campaign: <https://www.clasp.org/protecting-immigrant-families-campaign-resources>

Diana K. Thank you, Denzil!

Janice W. All government in all oppressed countries need to be addressed... humans beings should have the pursuit of happiness no matter what country... Heal all sides of government.

Alicea W. Wow! Such powerful advice! Learn to Listen, with the intent to learn, no matter how uncomfortable it may be!

Heide W. Here are some of the most recent numbers. Check out ceiling and actual admissions to date in the Admissions Report for June 30, 2018:
<http://www.wrapsnet.org/admissions-and-arrivals/>

Liane S. I understand the courage it takes to leave a home behind. But -- what do you mean by (cou)rage? What is the intent -- I keep seeing "rage" stand out.

Janice W. This is what I'm referring to... why are these oppressed countries continued to exercise oppression toward human beings. Why is quality education not offered in these oppressed countries... why do government allowed to continue this hatred behavior... this forum need to address how long will families be oppressed and separated from homeland... rise up and address this serious issue as well... address all sides

Marjorie C. Maybe the feeling of not being like everyone else might bring on a bit of cou(rage), when you know you're the same?

Janice W. yes all human beings have the same basic needs

Margalit T. If your ELL instruction had been another model, like transitional bilingual education or immersion where you were allowed to learn in your language, do you think that would have helped with identity and how you felt as a student?

Heide W. David, how did ELL classes take away your identity?

Chandra L. Thank You for telling us your story; so many students don't feel as if they can. So THANK YOU, this helps me understand my students better. Thank You!
Chan. L.

Marjorie C. Wow, your parents are amazing!

jan H. GREAT parents!

Diana K. Unfortunately, ELL programs of that era were often a type of forced English immersion.

Janice W. The root cause needs to be addressed... we are a society that strips families by force... this has to change... paradigm shift and mindset

Janice W. The slave mentality is still alive and well... force, torture, strip of dignity.

Heide W. What is Summer Search? Seems like it helped quite a bit?

Ana G. Que suerte, David! Not every immigrant child has such support home

Marjorie C. www.summersearch.org

Janice W. praise the Lord you had and have a support structure

Laura E. Did your Latino peers receive similar encouragement? If not, why not?

Anita H. Great resource

Diana W. Were you required to earn money as well during high school?

Janice W. All sides of oppressed government needs to be addressed... human beings should not have to continue to flee their native countries!

Heide W. David's story reminds me of Victor Rios' story: <https://www.pbs.org/video/ted-talks-victor-rios-teacher-tapped-his-soul/>

Steve S. Can we read his thesis?

Janice W. All sides of government must be addressed... this is not just USA issue it's a worldwide issue. How long will this slave torture mentality exist.

Ann H. How do I move the chat to side of screen while still seeing presenter's screen - Ann

Diana K. Until WE change it!

Janice W. This forum cannot just be fixed on fixing what's broken with USA school system but fixing all broken systems...

Marjorie C. Clap, clap, clap!!!

Philip A. Janice: So true! It is easy to be focused so much on the needs of immigrants after they arrive in the US, and less on the policies and acts of the US government toward the countries that cause people to become poor and victims of violence.

Marjorie C. Thank you, David. Bless you for your courage!

Ana G. Gracias, David! All this questions you ask are so important to start thinking about basic things

July R. Powerful story! Thank you

Mary L. Thank you for sharing, David. Your words about listening and trusting are insightful.

Carolina P. Thank you David, your story creates understanding and trust!

Eduardo L. G. Thank you David.

Rosalia S. Bravo David! I can relate to your story. I came here when I was 15 years old, went through those ELL classes, and like you, i had the luck of having an amazing support system. Now I hope I can provide that for my students. Thank you for sharing your powerful story!

Janice W. Trust is just part... it's so sad when you cannot trust the government of your native land... these atrocities must end toward human being of all oppressed countries.

Juan G. Powerful testimony. that is the story of many people that we are working with every day

Laura E. Thank you Alaisa! I think you are addressing tokenizing. This risk always exists

Janice W. The only thing critically wrong with systems is the leave students out. Let's put the students back as the focus.

Courtnei T. Thank you for your story, David! It made me think of all my ELLs I had this year. And how we had to push them so far because the teachers they had before were willing to just let them ~coast.

Lisa Dorner Muchas gracias, David. This idea to LISTEN resonates with the work I've done with educators too, and something we discussed yesterday. I also love the idea to share and record TED Talks to help us realize there are SO many important stories, to which we should listen. Here's a terrific one:
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
which was just mentioned.

Marjorie C. I wonder if people who are in charge of those resources are able to use the

resources to support their need for power. I've seen it happen in Haiti once before.

Diana K. Yes, I agree with what David is saying about being siloed as educators and not being connected enough with other resources in the community.

Janice W. That's why we are at this point systems stay stagnant or become broken... the voice of the people must be heard... get their input and remove powers that are not for justice for all.

Margalit T. I relate to the resource richness not extending to more vulnerable populations. Here in Boston, we are filled to the brim with so much institutional knowledge and all we see is startlingly bad outcomes and dropout rates for ELLs. Resources are there but few are willing to connect the populations who need them to where they should go

Lisa Dorner Listening carefully to our young people is also CENTRAL. Thanks for pointing this out, Janice. My good friend has written a lot on this idea and the pedagogy of love. Check out her blog for ideas and inspiration:
<http://www.marjoriefaulstichorellana.com/>

Ana G. INVOLVEMENT, that is the word!

Janice W. A one sided system has been utilized too long... All people not just immigrants must be informed and part of the solution

Marjorie C. Intentionality in all aspects

Eduardo L. G. That's right Ana, :)

Jennifer M. Does that one person need to walk with you all the way to make a difference? I do see students' potential and try to encourage and coach them to reach higher, but with each new year / semester and new crop of students, I just don't have time to continue close relationships with my students that move on. Am I doing more damage if I give a lot in the time I'm with them, and then pull back the following year?

Barbara H. Yes - building bridges is essential- great advice Claire. THANK you for sharing your story David!

Alicea W. Thank you David!

Eduardo L. G. Thank you David.

Heide W. Gracias, David!

Lee R. A. Thank you for your update Sarang.

Travis H. Thank You

Eileen Kugler David - Do you find that others in academia are equally committed to personal

connections in the community?

JianFeng H. how to create the trust and communication bridge between teacher and students are always challenging

Heide W. What types of comments?

Alicea W. We are focusing on Implicit Bias in our district right now! I have so many connections to what you just said about what I hear from educators as well!

Janice W. First and foremost the term teacher is overused... educator is the correct term because an educator gives the learning power to the student a teacher limits learning and educator allows all learning.... treat us as educators and give educators respect and the voice to allow learning.

Adriana Zubieta Ok this is moving fast, please write your questions and comments here... I'll pass to the panelist

Courtnei T. Ah yes, those spoken microaggressions are the worst and truly insidious

Sandra W. Sandra Wilson truly enjoyed your presentation. Would love to show it to students, is that possible?

Janice W. Dynamic shift from teacher to educator.... teacher is overused and oppressed learning to all...Educator!

Heide W. What Alaisa saying is putting a concrete finger on what Federico said yesterday, that we must be aware and then confront our own prejudices.

Janice W. Thank you, educators!

Ana G. I agree, Heide!

Heide W. Thank you, Ana!

Adriana Zubieta Don't wait until the end, We'll have a question and answer session with Alaisa, type your questions here

Sayyid T. Some times some organizations who advertise for ESL teacher advt wanted " Native English teacher"

Denzil Mohammed Federico's PPT from yesterday : <http://www.ilctr.org/wp-content/uploads/2018/07/ILC-2018-Teacher-Immigrant-Allies.pdf>

Diana K. In our adult ed program, most of our students are confused by our U.S. construct of 'race' and do not know how to respond to that item on the intake form. I am totally frustrated with the incessant drive of the government to identify 'race!'

Ann H. I am missing the presenter's screen

Anita H. Yes, we do have a cultural mismatch in the classroom and teaching materials.

The labeling with race is so incorrect. We are all mixed

Sayyid T. can we have that resource book

Barbara H. LOVE that book!

Alicea W. Great resources!!!

Marjorie C. Very great question!!

Hannah M. YES!

Mary L. Wonderful book!

Terri V. I've always considered race and ethnicity as different things ex-white as race but Hispanic as culture. Am I mistaken?

Sayyid T. Are these books listed in the resources

Denzil Mohammed Terri asks: I've always considered race and ethnicity as different things ex-white as race but Hispanic as culture. Am I mistaken?

Janice W. It is unfair to expect 1 educator to address curriculum, testing, and behavioral issues with a 1 room classroom mentality. A paradigm shift must occur with a 2 educator presence in the classroom.

Michelle R. Do you have trouble getting teachers to take these trainings? Do the trainings help if they are required and people don't want to take them?

Michelle R. Do teachers seem responsive?

Lee R. A. Thank you David for sharing your story and your emphasis on trust, listening and involvement of many in integrating a student into the community. Your parents were forward thinking in looking to an organization (the Catholic Church) to help them settle and to encourage you, as well, to do activities outside of school. It was very useful to hear how many mentors you had as you progressed in your education and in expanding your identity beyond the ELL classroom. It saddened me to hear that your ELL class hurt your identity. We as teachers, facilitators, and mentors need to validate the identity of each student as precious, valuable, and contributing. From their own culture. I think if we continue to see the class as a cross cultural experience where each person can add the positive aspects of their culture as well as integrate into mainstream US which happens to be quite diverse. .

Alicea W. Yes! Knowing the history of a culture is so important!

Heide W. How can we confront our everyday implicit biases (we all have them internalized from the time we're children!)? What did Alaisa say to her colleagues?

Barbara H. For us advocates and culturally aware WHITE professionals, how are some

practical ways we can help shift a culture without threatening our jobs?

Marjorie C. Yes! I appreciate something that came out of Washington state where I moved from called the I-Best program, which stands for Integrated Basic Education and Skills Training model.

Marjorie C. Two teachers in the classroom: a content teacher and a support teacher.

Steve S. Perceptive and powerful in a refreshing way. Thank you!

Rosalia S. Great point! Where do we get all of our ideas from?

Janice W. See when we speak of system name calling surface that supersedes student focused needs... systems generate name calling oppressed mentality... the focus needs to focus on students

Maria Z. Muito obrigado!

Marjorie C. Thank you. Wonderful presentation! Clap, clap!!

Alaisa Grudzinski alaisarg@gmail.com

Anita H. Thank you.

Alicea W. THANK YOU!!

Kerry G. Thank you!

Rosalia S. Thank you Alaisa!

Patricia Z. T. Thank you!!

Mary L. Thank you Alaisa!

Lee R. A. How do teachers feel about delving into the stereotypes right in the classroom to address the stereotypes the students hold. In working with adults, I have found this to get at the core of the cultural stereotype and open laughter and reality.

Isabel S. Controlling how we learn history is a powerful tool that makes way for incendiary narratives and it's very useful if you want to create fear of immigrants or anyone we want to label as "other"

Jennifer M. Yes please, Alaisa! That was great! Thank you!

Terri V. The thing I see most often is the assumption that all Spanish speakers are Mexican

Eduardo L. G. Thank you Alaisa.

Ana G. Some of my 4-5 year old students come in their first year of school with biases from home! We have to work with families but how??

Adriana Zubieta Alaisa email: alaisarg@gmail.com

Heide W. What can be done to effectively discuss implicit biases in our communities? I'm thinking of not just in schools but also law enforcement?

Lee R. A. Thank you Alaisa. I think that you are right on.

Janice W. Student forum... ask student opinions..

Alaisa Grudzinski Thank you!

Carolina P. Thanks for lighting the path Alaisa!

Darci C. Alaisa- would you recommend confronting the tough questions on a one-on-one basis or in small groups with students?

Ana G. Great idea! Thank you, Janice

Eduardo L. G. Listen

Lauren S. YES

Eduardo L. G. Listen, key word.

Adriana Zubieta Federico's PPT from yesterday: <http://www.ilctr.org/wp-content/uploads/2018/07/ILC-2018-Teacher-Immigrant-Allies.pdf>

Heide W. Janice, I couldn't agree more! We need to listen to the kids, seriously!

Alicea W. Listen!!!

Barbara H. I am going to order that book - thank you!!!!

Ana G. I will listen more carefully!

Lee R. A. Absolutely! Thanks for your resources. We need to have these courageous conversations.

Marjorie C. I just sent you an email for a list of your book recommendations today.

Lee R. A. How many teachers are working with the local libraries who are offering conversation classes where the parents of students are asking these questions?

Marjorie C. We need to start having safe and open conversations around this.

Diana K. <https://implicit.harvard.edu/implicit/takeatest.html> This is a link to an implicit bias test you can take to help you identify areas of your own implicit bias.

Anita H. Can you give the names of the books again by Glenn Singleton and Ali Michael?

Marjorie C. Being in this webinar has taught me a lot about areas where I struggle.

Judith H. Another good book: For white folks who teach in the hood and the rest of y'all too by Emdin. Talks about cogen groups and teachers being facilitators in the classroom.

Claire Tesh claire@lmnoeducation.com

Janice W. This issue can be eradicated If we include student voice. We spend and waste a valuable amount of money and time on that which not broken... include students in this forum... they are very smart.

Marjorie C. That's funny!!

Adriana Zubieta Alaisa claire@lmnoeducation.com

Janice W. Student focused not system focused.

Adriana Zubieta Alaisa email: alaisarg@gmail.com and Claire: claire@lmnoeducation.com

Denzil's request to participants: Give your favorite tip or the one actionable item that teachers can do to change the conversation on immigration or with immigrant communities to make immigrants feel safer and more welcome.

Kathleen R. Parents are entrusting their children to us every day. Trust...

Vernonica G. Dr. Aguayo's story and the significance of narratives --and radical courage

Adriana C. Everyone has a unique story

Amanda M. implications of implicit bias

Travis H. Building Trust

Meghan Rosenberg Tapping into the courage and resilience immigrant students and families bring with them

Denzil Mohammed All that underpins our actions, responses, MO, etc. as educators.

Michelle K. What empathy really means. Learning to listen.

Liane S. Everyone has been new somewhere and I'm not looking for myself in you....remembering empathy

Ana G. I felt that sometimes I am arrogant thinking I know what the immigrant families need. I will listen more next school year!

Becca H. Reciprocating with compassionate, active listening and our own stories, not just sitting back and listening

Valeh A. Practice of Authenticity

Alicea W. seeing each child for who they are and who they aspire to be

Andrea K. be vulnerable

Wendy as a former art teacher, I LUV the artistic involvement for ideas and developing narratives

Candy W. learning to be open and leading from the heart

- Audrey J.** The data was eye opening for me.
- Meiosha F.** supporting not the students but develop trust with the family, as well
- Darci C.** From David: “what does it take to look at a student beyond their broken language?”
- Emily M.** Realizing that a lot of my identifying factors are advantages instead of targets and I have nothing to do with them
- Sandra W.** SW I am more than a teacher of the English language.
- Ann H.** being careful how I speak to my adult students in Citizenship class -- because I am a white person
- Margalit T.** Getting out of our comfort zones- even literally! Leave the school, show up to where communities are, show that you care to meet them where they are at
- Elizabeth C.** Be Humble and help others, place yourself in others shoes
- Liane S.** That was a brave statement about recognizing your own arrogance
- Carolina P.** Social engagement fully engages the brain!
- Verne M.** The situation is much more serious for immigrants than I realized...our government may penalize them for assistance given to their children.
- Clinton S.** Get the names and nicknames right!
- Victoria D.** There are a lot of systems in place that propel implicit biases
- Jeannie G.** Jeannie G.: tapping into courage. That word courageous is so important on both sides
- Denzil Mohammed** All my own biases and prejudices that I'm barely aware of!
- Liane S.** I need to think about my own arrogance, too.
- Kerry G.** It's time for change and action - the dialogue needs to continue but action speaks.
- Rosalia S.** The power of storytelling!
- Audrey J.** Putting together lessons that reflect the many different cultures.
- Alexis H.** The immigrant woman with the sign that showed up. Both Lisa and Claire yesterday, talking about art and in dual language. Both incredibly empowering.
- Amanda M.** data supports the need to support our students in a loving way
- Claire Tesh** Making connections with history
- Travis H.** Welcoming environment
- Ethel A.** I'm thinking about how many opportunities I provide for my students to tell

their story.

Emily M. The overall political environment for people who are not citizens

Jody C. understanding policies and how policies may change

Vernonica G. Interrogating our structures and creating change

Ann H. Broadened my use of Welcoming students

Amy L. just "being" is Hard and we need to "SEE" everyone for who they are

Philip A. The Identity Mosaic

Janice W. Amen to that... yes indeed... Ms. is a title not a name

Ana G. We need more time to reflect about ourselves and our practices

Ahuva H. standing up-speaking out

Sherry M. Learning how to be more involved in offering community resources

Zoraida R. We need to be better teachers.

Jeannie G. Yes, Change the factual narrative!

Amy L. Narrative 4

Victoria D. narrative exchange

Hannah M. I want to make a welcome book!

Amanda M. Narrative 4

Ana G. Listen

Alcira E. PD, connect with families

Mary L. The Welcome book

Adriana C. To listen

Kerry G. Change MY dialogue

Sandra W. Narrative 4

Candy W. reaching out

Patrice I'd like to implement the story exchange

William H. It is a very dangerous time for anyone who doesn't "look" like a European American.

Travis H. Where your name came from

Judith H. Young-Chan's Pyramid

- Allyson H.** Share welcoming book lesson plans with all teachers!
- Ahuva H.** making connections-finding allies
- Courtnei T.** I'm loving the welcome book and doing the story quilt
- Emily M.** Timelines that show the pattern of migration over history
- Liane S.** get more facts to share within whole school
- Alaisa Grudzinski** Claire's my name activity
- Angeliki (Angela) B.** It starts with the "Man in the Mirror". Humility is important.
- Carolina P.** relationship building
- Kathleen R.** Because I work with families of children with severe and profound disabilities I think I can take some of these ideas and use with families to navigate the medical community.
- Elena B.** E. B. Share stories
- Steve S.** Eliminate pity as part of my approach
- Vernonica G.** Professional development and community involvement
- Amanda M.** tell your story
- Diana K.** Yes, the Welcoming Book
- Allen W.** Where does your name come from activity
- Meghan Rosenberg** Questioning what assumptions I'm unconsciously projecting
- Darci C.** make individual connections
- Ann H.** Read Eileen's books & articles
- Michelle K.** Learning more about visual literacy.
- Rosalia S.** I'm going to create an after school program for parents and students! I want to use art to spoke about these issues in a way that allows all of us to heal
- Meiosha F.** How can I encourage my colleagues and students to be more culturally responsive?
- Kathleen R.** Welcome books are a great idea.
- Eduardo L. G.** Get to know each student's own story.
- Philip A.** Search in myself for hidden biases
- Clinton S.** I'm going to make a 3x5 card set with a card for each student—name pronunciation, nickname, country of origin, goals for life in the US, former job(s)

- Ethel A.** I want to incorporate story sharing.
- Ana Maria W.** Share all the knowledge with my work mates first.
- Judith H.** Reminding myself and families that we are resilient
- Audrey J.** Building more effective relationships, not with just the students but the entire family.
- Amanda M.** read and use some of the books that have been introduced for lesson activities
- Heide W.** Where does your name come from activity
- Diana K.** I want to try the story exchange in our adult classes.
- Janice W.** Welcome chat room for parents and teacher
- Rosalia S.** Parents as leaders!
- Janice W.** Show and Tell
- Terri V.** We talk in my French classes about the different francophone cultures. maybe I should start with theirs and use it as a comparison
- Kerry G.** You don't know what you don't know.
- Amy L.** Home visits from yesterday... If we can't meet for home visits do a zoom visit
- Liane S.** Oh yes -- there are so many different conventions on family last names
- Meiosha F.** Implement the resources that I have gather from the last two days into a professional development training
- Andrea K.** speak less and listen more
- Tina H.** parents and teachers
- Anita H.** You can use the 3x5 cards with the child's name and spread them on the table. Each teacher can choose a certain number of cards so that they can get to know the child. After a few weeks, the cards can be exchanged with other teachers to learn other students.
- Ann H.** Use maps of country of origin -- I already use the flags of their countries
- Elizabeth C.** Interact parents with the children in the classroom and different cultures
- Jeannie G.** Learning resources to offer to families. Sharing stories. Welcome Book, Your Name Origin, Getting Translators for New Comers so they can be heard, Seek out community Leaders
- Ana Maria W.** Thank you Eileen!
- Janice W.** Yes indeed guiding discussion... students take the lead... educators facilitate
- Rosalia S.** Eileen you are amazing <3

Kerry G. Very good information, Eileen. Thank you for your time!

Mary L. Thank you for sharing about the school dance and how chaperoning brought parents into the picture.

Emily M. What are good entry points for refugee families when language is a barrier and interpretation isn't available?

Judith H. What if we want to order a signed copy of your book? :-) Many many thank you for your words today.

Heide W. I think White middle class parents simply don't know how to be more inclusive.

Diana K. Can you suggest the best way to approach schools regarding the inclusion of immigrant parents in PTA?

Clinton S. I'm a male adult ESL teacher of female refugees who may have been traumatized by my males in armies, corrupt police, even marital partners. Any ideas?

Dawn E. Duncan All of you give me great hope and the energy to keep working and building relationships, doing what I can along with all of you!

Audrey J. Thank you.

Ahuva H. nagging families by funding adult literacy classes for parents

Rosalia S. Wow! It's not only about sending a flyer in two languages! Great point!

Janice W. Yes , I do not like putting one race against another... change is each one reach one

Janet I. Clinton - jennyhorsman.com and other trauma/learning resources

Angeliki (Angela) B. What was your hardest hurdle to overcome Eileen?

Allyson H. I just happened to be on Twitter on Monday and found out about this webinar on [#ellchat](#). What a wonderful webinar this has been! I cannot wait to share these resources with my teachers and team! Thank you to all the panelists and organizers!

Patricia Z. T. True!

Wendy Thanks to all the panelists for great contributions for us! :)

Janice W. Parents are willing when the environment is welcoming

Eileen Kugler My hardest hurdle: Recognizing my own inherent bias

Kerry G. Don't stop with one activity. Keep it moving throughout the year.

Janice W. Non-judgmental

Ana Maria W. I like the racial focus by Alaisa.

Adriana Zubieta Any other question? we are finishing

Eileen Kugler Please contact me for more resources - Love to hear your questions or comments EKugler@EmbraceDiverseSchools.com

Janice W. Educators and all constituents must truly respect and have all students' interest at hand.

Janet I. thanks to everyone

Janice W. thanks

Ana Maria W. I did not find material from Alaisa to download.

Denzil Mohammed Welcoming Schools toolkit:
https://www.welcomingamerica.org/sites/default/files/WelcomingRefugees_K12Toolkit.pdf

Audrey J. Excellent point Alaisa

Heide W. Yes, I agree with Alaisa! Self-reflection, seeing others as equals

Diana K. This is so fabulous. I am going to use, with everyone's permission (?) This whole training with my Adult EL Instruction staff!

Alcira E. sharing stories

Adriana Zubieta Remember all our resources are at <http://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-2/>

Tina H. That was a great example! I like the way that high school did their donation!

Jatinder K. Thank you so much everyone.

Ana Maria W. Thank all panelists, attendees, Denzil and Adriana!

Clinton S. Post flags of countries of origin on the walls

Liane S. inform yourself

Patricia Z. T. Thank you all!

Elizabeth C. Interact and be informed

Vernonica G. Share what you learned during this webinar

Heide W. Yes, get the admin involved and to understand

Anita H. How can parents can be leaders to change the policies in the schools.

Diana K. Create an 'elevator speech' of the right information about who immigrants are to incorporate into all internal and external trainings and partnerships.

Audrey J. Be informed, share and do.

Heide W. Parents need to demand more transparency from the school administration

Alexis H. Outstanding webinar, thank you!!

Jessica A. Thank you so much everyone for all of this wonderful information and ways to apply it immediately!! :) You all inspire me to keep pursuing immigrant student success!!

Adriana C. Thank you very much!

Diana K. Thank you ALL!!

Judith H. Millones de gracias!

Eduardo L. G. Eillen, great presentation.

Hannah M. Thank you So Much!

Audrey J. Great Webinar, thank you.

Mary L. Thank you to the presenters!

Eduardo L. G. Thank you to all panelists.

Kerry G. Thank you.

Ana G. I felt inspired as well, more empathetic! Muchas gracias

Ellie H. Thank you so much to all!

Amy L. Thanks so much!

Alcira E. Denzil, great job putting this together and moderating!

Alaisa Grudzinski This is a list of some of my favorite books! I would start with one of the first four books from the list below:

[Why Are All the Black Kids Sitting Together in the Cafeteria?](#) by Beverly Tatum

[Raising Race Questions](#) by Ali Michael

[For White Folks Who Teach in the Hood, and for the Rest of Y'all Too](#) by Christopher Emdin

[Courageous Conversations about Race](#) by Glen Singleton

[The Open Veins of Latin America](#) by Eduardo Galeano

[Reaching and Reaching Students in Poverty](#) by Paul Gorski

[Racism without Racists](#), by Eduardo Bonilla-Silva

[Everyday Bias](#) by Howard Ross

[Blindspot](#) by Banaji and Greenwald

[Other people's Children](#) by Lisa Delpit

[Teaching to Transgress](#) by bell hooks

Ethel A. Thanks!

Michelle K. Thank you.

- Flor F.** Thank you!
- Audrey M.** And thanks to organizers. this was incredible
- Alicea W.** Thank you so much! This has been wonderful!
- Travis H.** Thank You
- Rosalia S.** Thank you all so much!
- Ludmila C.** THANK YOU ALL!
- Zoraida R.** Muchas gracias por esa excelente informacion.
- Philip A.** Mesi anpil!
- Clinton S.** Yes, I APPRECIATE this prof. dev. Opportunity!
- Meiosha F.** Thanks for your resources and input.
- Darci C.** This was so fabulous, informative and elegantly done!
- Garang M.** thank you very
- Patrice** Thank you all - great presentations! Denzil, thank you for providing this free workshop.
- Kathleen R.** Thank you everybody. It's been very valuable to hear you all.
- Janice W.** Great webinar... let's mount up for a marvelous year
- Jennifer M.** Wow, this was fantastic. Thank you everyone!