



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

Denzil Mohammed We will begin shortly! Ensure your chat box comments go to "All Panelists and Attendees"

Federico Salas-Isnardi Good to see many people from Dallas! I am one of those Houstonians who likes Dallas...

Adriana Zubieta Hi! Everyone. This is Adriana for the ILC. All the resources and recording will be available after the webinar: <http://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-2/>

Emily F. Are we using a specific hashtag to tweet information?!?

Denzil Mohammed [@ILCTR](#)

Denzil Mohammed No hashtag :(

Denzil Mohammed Nice to see you again Emily!

Emily F. Of course! Thanks for such great webinars! Very helpful!

Denzil Mohammed That's our Twitter handle

Sarah A. Can we make a hashtag?

Denzil Mohammed Sure! But what?

Denzil Mohammed Emily, help!

Emily F. #SupportingImmigrants

Evelyn K. #Supportingimmigrantstudents

Janet I. Federico - how/do educators and learners determine the varying ways that identities shift and are advantaged or not? we need to be mindful of balancing prevailing thoughts/sentiments with not imposing a set of beliefs

Claire Tesh Hi Alexis thanks for your amazing dedication- I will be giving some of these resources today.

Denzil Mohammed Here it is: <http://www.ilctr.org/wp-content/uploads/2018/07/Ally-Appendix-6GHI-Immigrant-Narrative.pdf>

Alicea W. I love the idea of the Identity Mosaic. Are there any similar activities for modifications of it for early elementary students (k-4)?

Emily F. Great presentation Mr. Salas-Isnardi

Emily F. Yay! Guatemala!!!

Rosalia S. What an incredible activity Mr. Salas!

Deborah B. Regarding copyright . . . Are we able to duplicate and use materials that have been shared when we work with or provide PD for other teachers?

Janet I. In considering violence experienced by refugees and immigrants, we also need to be mindful of communities in the US who are also under assault because of racism and violence directed against those communities of color.

Courtnei T. Oh, great question Deborah! I would love to know that as well

Maria Z. Thank you, Mr. Salas-Isnardi. You have expressed why the work we do is so urgent and important.

Denzil Mohammed You can't share that download from Federico, unfortunately.

Christine R. Boston-area folks - Check out globalboston.bc.edu for a plethora of resources that help you integrate the terms and knowledge that Claire is talking about into your curriculum

Adriana Zubieta You cannot share the one from Federico, but remember that all the resources will be uploaded here after the webinar: <http://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-2/>

Christine R. Lesson plans and units using the info on the website are in creation and will be uploaded by the end of the month

Emily F. *My Shoes and I* is a great book to read

Emily F. *My Name is Jorge* is great too!

Denzil Mohammed Keep those book titles coming!

Christine R. *The Name Jar* is a great great story too. For all ages

Emily F. *Refugee!*

Lisa Dorner <https://www.bustle.com/p/5-ya-novels-about-immigration-that-every-teen-adult-should-read-9434310>

Lisa Dorner <https://www.amazon.com/Undocumented-Workers-Fight-Duncan-Tonatiuh/dp/1419728547>

Anita H. *The Boy in the Striped Pajamas* is a good movie.

Kerry G. *Esperanza Rising*

Lisa Dorner Yes, great point Claire. One way to support our immigrant/refugee students is to make sure our non-immigrant students are empathizing and learn about their peers.

Emily F. Teacher's own story! Here's mine: bit.ly/EmilyF.

Federico Salas-Isnardi If you work with younger kids, you can adapt the identity mosaic and limit the number of components of their identity. Look at for example being boy/girl; white/brown; able/disabled and then ask questions about what is good or not so good from their perspective. Don't focus on advantage and targeted but rather on what they like of being their gender; their color, etc.

Emily F. That's why plenty of platforms are important for students to be able to tell their story!

Angeliki (Angela) B. What is the best way Claire to be welcoming to immigrant students without putting them on the spot of their experience?

Alexis H. We just watched read and watched the Boy in the Striped Pajamas! **Seedfolks** is great, also. Songs like "**Immigrants (We Get The Job Done)**" from the Hamilton Mixtape is a fun one to "rewrite".

Mark D. Good question

Charity E. My dissertation is about the use of Filipino American text for Filipino American high school students to unpack any challenges in their identity, and I am using narrative inquiry. Federico was right - books are a great way for students to see themselves in the narratives they read. The [Cooperative Children's Book has Center](#) has data that shows list of children's books written by immigrants in the US

Monica H. Leadership supporting teachers that are supporting immigrants is important as well.

Patricia Z. T. using books is a great way for kids to identify and re-shape identity as Federico is saying

Janet I. amplifying Charity's statement - a book (or film, or song) enables us to hear/read/learn of someone's experience and then decide how much we want to/can share of our own connected experience/life

Anita H. This is a great get to know your students lesson. Every month my team wrote student's names on a sheet of paper. Each teacher chose 10-15 students to get to know in a specific amount to time. After the teacher learned their students, the teachers exchanged the names to learn other students. Teachers can choose the amount of students each teacher is to learn and the time frame.

Charity E. But our K12 classrooms are so focused on high stakes testing it leaves little time for teachers to explore multicultural books

Patricia Z. T. resilience

Alexis H. The poetry foundation has some beautiful poems on immigration as well. <https://www.poetryfoundation.org/poetrymagazine/poems/58060/a-remix->

for-remembrance

Trisha P. Some other books: *A Long Walk to Water, Every Day* by Jonathan Levithan isn't an immigration story specifically, but it explores identity in a very interesting way. Main character wakes up every day in the body of a different person. Immigrants are among the identities explored.

Andrea D. Thank you Federico!

Ana G. Gracias, Federico!

Federico Salas-Isnardi I am glad to have "opened your mind/s" in new ways. That's why I do what I do.

Martha S. Please provide research to support what you are stating

Denzil Mohammed Here's the video: <https://www.youtube.com/watch?v=dTJpGM5xDI8>

Alexis H. Planning on watching with my students at 3:10 pm today!

Denzil Mohammed Excellent, Alexis!

Alexis H. (We've done quite a bit on the holocaust, now-- they'll be starting *Maus*, soon!)

Kerry G. Very poignant story as I was just at Dachau.

Eduardo M. S. Big trauma!

Claire's question to participants: After watching the interview and learning about Esther Krinitz, imagine if you were the first teacher she had after her harrowing journey of survival. What strategies would you use to make 17-year-old Esther feel safe and welcomed in your classroom?

Hannah M. Journaling

Anita H. Writing a personal narratives

Anita H. Keeping journals

Amy L. Find her passion and tap into that.

Amy L. Use her art

Summer D. I like the idea of journaling!! Dialogue journals between teacher and student... a private way to share

Emily B. Incorporate drawing into her work

Maria A. V. art journal

Sarah O. Address her trauma as valid

Jessica A. Letting her draw to express feelings

Patricia Z. T. co-operative learning

- Kerry G.** Connect with Art Teacher
- Monica H.** Modify assignments to involve creating artworks...
- Mary L.** I would make sure there was a structured routine to promote a sense of calm
- Courtnei T.** art reflections
- Joanne S.** drawing
- Patricia Z. T.** visuals
- Margalit T.** Yes, thank you. Very similar to my grandfather's story to leave his family in Vienna during the war and knowing they wouldn't be seen again
- Charity E.** Use her artwork to tell her story
- Steve S.** Ask her what would make her comfortable.
- Hannah M.** find similar narratives to share
- Patricia Z. T.** art
- Danielle D.** A drawing journal about what makes her feel safe and happy
- Patricia Z. T.** using art
- Sherry M.** find a partner of some sort for her
- Victoria D.** Charades
- Courtney S.** directly acknowledgement of strength, resilience
- Amy L.** visuals will be the best way depending on language acquisitions
- Jessica A.** Let her join the class at her own pace
- Ethel A.** I would allow her to express her thoughts using visuals.
- Leilani M.** Assigning a younger student for her to help & share with
- Travis H.** Tell her everyone has a voice in the classroom but give her opportunity to use art work or journals.
- Eduardo L. G.** If possible you can pair her with someone with a similar story.
- Anita H.** Having share time with the class where everyone could share their stories
- Patricia Z. T.** music
- Audrey M.** Space for the emotions that will come up for her; compassion and support when those emotions interrupt her learning
- Charity E.** get prior knowledge from class about what they know about her home country

Patricia Z. T. songs

Therese M. Make a warm friendly environment for her. Getting the other students to know her. One to one time with her

Courtnei T. be a shoulder to cry on, if needed

Marisol C. I would ask her to draw her family and homeland. Bring pictures and favorite things from home too.

Andrea D. Listen to her-- let her decide how she wants to tell her story

Pamela B. We do tallies of experiences so students know they are not alone.

Elizabeth C. Interact her with drawings and visuals, share different stories with class mates

Elena B. Remember her name. Journals Since she is artistic projects with art. laughter

Diana K. Begin with a personal story of your own, or another student's expressed in pictures or video

Eduardo M. S. Having a welcoming atmosphere in your classroom

William H. Get her to tell her story, maybe in a journal. Can any "safe" person do an adequate translation? Ask permission to share all or part of her story

Liane S. Also provide a physical space in the classroom where she go if needed if she needs time out/away from the whole group

Federico Salas-Isnardi Being a shoulder to cry on is important. They need to learn that you will listen. You cannot be their ally if they perceive that you don't listen to them

Denzil Mohammed FYI We will have a record of the chat with all these great suggestions available along with the recordings!

Alexis H. Maybe show her some other artists as well, provide her with people she could look up to.

Anita H. She could create a board in the classroom for all to see. This could be used weekly/month for all students to share their own stories.

Vanessa E. I like that- tallies of experiences

Alicea W. I plan on having dedicated time for my students each day to share their stories either through, journaling, art, music, etc. I think with that battle of mental health in schools this would be a great way to allow all students to share their voice.

Ana G. Inviting some other people who would like to explain about their life during war time

Therese M. Many students don't want to share their stories - it's too raw for them. They don't want anyone to focus on them.

JianFeng H. encourage them to use other ways to express themselves instead of just use the language they have difficulty with

Anita H. As a teacher, you could begin the lesson by telling your story as well.

Andrea D. Good point, Therese.

Liane S. I also think it's important to not turn students into "classroom mascots". In some settings there will be students who have the same shared experiences, but in other settings she may be the only student who has experienced trauma.

Martha S. These are interesting ideas but there how do we know these work in comparison to other strategies?

Pamela B. My class creates a "Survivor museum" where our students tell their story through 1) poem 1) 3 -d art piece, 3) songs and dance

Terese C. Depending on the age of the student, they may have been told by parents not to talk about their experience

Vanessa E. something as leaving one's country to go to another can be traumatic

Alicea W. Great point Therese and Liane, maybe make it a personal journey and only those who want to share can.

Andrea D. Sharing stories implies there is trust... trust has to be built over time. And the student can decide how much or if they want to share.

Patrice The Atlantic has "[photos of the week](#)" which are great for generating discussion and building visual literacy.

Federico Salas-Isnardi A really beautiful art resource on bullying for students who speak little or no English is the [Bully Dance Video](#) where a story of bullying and students taking a stand against it is told completely with dance without any words.

Federico Salas-Isnardi It was put together by students at USF

Terese C. A good reminder that all students need our classrooms to be a safe place

JianFeng H. one of the problems with my teaching in ESL classroom is always about how to explain the English grammar

Vanessa E. yes @terese

Denzil Mohammed Agreed Terese!

Sarah O. Oh wow, powerful <3

Vanessa E. my point exactly

Emily F. Where can we find these lessons?!?

Federico Salas-Isnardi Yes, Janice W. The problem is that there are too many targeted communities. Not just immigrants. Not just race. Not just gender

Emily F. Thank you!!

Adriana Zubieta Hi!! All the presentations will be uploaded here after the webinar:
<http://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-2/>

Pamela B. Will we be able to rewatch this presentation?

Angeliki (Angela) B. Would like to share successes of my immigrant students in my community but much disclosure paperwork to publish image or work publicly does not get returned. Help?

Meghan Rosenberg Hi all, here is the link to the Padlet where you can add your thoughts and comments! <https://padlet.com/writedenzil/5minuteforum>

Federico Salas-Isnardi You will see that at the end of my PPT presentation there is a quote from Wiesel's Night. One I always use

Janet I. not sure where this fits - but when watching the Esther interview, thought about Hmong Pand'au and other forms of visual expression

Kerry G. The Wall

Eduardo M. S. Mexico in general and in particular the border with US

Adriana Zubieta Please share in to the next link in Padlet where you can add your thoughts and comments! <https://padlet.com/writedenzil/5minuteforum>

Elena B. E B. parental abuse

Diana K. poverty and lack of jobs; drug trafficking and related gang violence

Ana Maria W. People in diasporas

Martha S. Why do you believe these strategies work? Nice ideas but we need to see that these are impactful. Have you tested these? How are you defining "impactful?" What is the intended outcome?

Federico Salas-Isnardi Look at the **Paper Clips** Movie about a school's project to teach the magnitude of the Holocaust

Lisa Dorner Here's a great resource that probably includes some research on how/why art works in education: <https://eric.ed.gov/?id=ED568850>

Ethel A. You can have students create a classroom quilt using bio-poems.

Lisa Dorner We could also look up key works like narrative inquiry and therapy, testimonies and education on scholar.google.com for more research on related topics.

Eileen Kugler Great project for parents/families as well.

Mary Joan R. [The Whispering Cloth](#)--a refugee's storybook

Andrea D. I really like the idea of using art in the classroom. It can open us up in different ways. Encourages creativity which helps build problem-solving skills.

Pamela B. Martha, are you asking the presenter or those of us who suggested ideas?

Federico Salas-Isnardi To find my great 'maybe.' I love it!

Jatinder K. My students created big posters about their lives and shared with their classmates.

Eduardo L. G. Great idea Jatinder

Janet I. Martha - believe there is some substantial literature and research around arts, healing, learning. maybe we can - after the webinar - post some of those resources when we have more tie collectively to look and also for webinar facilitators to share what they've read

Anita H. I had my students to research their last names and make a family crest with 4-6 segments of the crest telling facts about themselves/family.

Jatinder K. Including - which countries they came and how & why did they come

Eduardo L. G. That is a good idea Anita!

Andrea D. My concern.... when stories of trauma are shared... is it possible that the trauma is re-experienced, flashbacks, PTS, this is all part of a longer process- need support for students who may need it. Trauma-informed, immigrant focused counseling support.

Jatinder K. Wow! That's great Anita

Emily B. What age are your students, Anita?

Anita H. Middle School

Janet I. See also Jenny Horsman's work on trauma - [But I'm not a Therapist. jennyhorsman.com](http://jennyhorsman.com)

Emily B. Thanks!

Anita H. No problem!

Courtnei T. I love the graphic novel idea! It's one of my favorite ways to teach kids and have them showcase what they learned

Denzil Mohammed Any questions for Claire? Post them here now!

Ana Maria W. Dramatization...

Monica H. Also training for teachers on how to react to trauma in the classroom, a safe place to discuss and convey emotions.

Federico Salas-Isnardi You can also have students illustrate their stories of migration. Create posters. For example, students from Cambodia who left during the dictatorship, discovered commonality with some Mexican immigrants because both communities had rivers to cross. This became apparent when they drew their stories.

Denzil Mohammed Any questions for Claire? Post them now!

Janet I. http://www.cal.org/caela/esl_resources/digests/trauma2.html

Angeliki (Angela) B. Would like to share successes of my immigrant students in my community but much disclosure paperwork to publish image or work publically does not get returned. Help?

Eduardo L. G. Ms. Claire, What happens when you have 2 or 3 immigrant students but not the whole classroom. Do you do this kind of activities?

Federico Salas-Isnardi An outcome of these projects is to help students build community by finding common themes in their stories

Anita H. Claire has shared some really good ideas that can be incorporated into any subject area. If there are only a few immigrants in the classroom this can be shared with the entire classroom because everyone has a story to tell.

Lisa Dorner What about art work regarding weather in different places — imagine the conversations you could then have from students from areas closer to the equator versus the US.... Just a thought!

Lisa Dorner That was for the “science” question. :)

Amy L. how you grow the food in different parts of the world

Angeliki (Angela) B. Reposting question. Not sure being seen: Would like to share successes of my immigrant students in my community but much disclosure paperwork to publish image or work publically does not get returned. Help?

Tammy S. Great suggestion Lisa! So much can be done with that

Diana K. Not only for healing and validation of student sharing, but also for educating other students and larger community toward greater empathy for all.

Amy L. I would leave those students out Angeliki OR put in the paperwork if not returned will be posted

Eduardo L. G. Maybe weather could also be used in science.

Ana Maria W. Is your organization opened to partnerships? Do you design also financial possibilities for that?

Angeliki (Angela) B. Most students do not return paperwork

Anita H. Famous scientists from their countries and what they contributed to the

science world.

Lisa Dorner Try to get permissions during parent-teacher conferences.

Federico Salas-Isnardi Angeliki, telling stories through art, drawing, etc. can accomplish the objective of sharing the successes without using their names and photos

Angeliki (Angela) B. Thank you!

Charity E. I had to get approval from Texas Tech Institutional Review Board before I could share the stories of high school immigrants, since they are minors

Jatinder K. Thanks a lot Claire.

Alexis H. Claire, this was wonderful, thank you so very much!

Barbara H. Thanks very much Claire!

Eduardo L. G. Thank you Ms. Claire, we look forward to see you tomorrow.

Pamela B. Many students' parents check, do not public photos and work on the form at the beginning of the year. They are stressed, unsure of what the form means, and are scared of the implications. But when we do projects, I pass out the media realize form again and ask, "Can I publish this?" and I have never had someone refuse to sign in when they see the exact project.

Eduardo L. G. Hello Pamela, you are right. Some of them don't want to share info.

Eduardo L. G. Pamela, Thank you for your feedback. I appreciate it.

Rosalia S. I love that they have added "biliteracy" to the dual education goals.

Margalit T. Who here is from a state that has implemented a Seal of Biliteracy award for graduates? Any experiences?

Christine R. Check out [Rethinking Bilingual Education](#) for a series of inspiring and awesome stories of schools addressing these challenges and transforming bilingual education

Maria Z. Connecticut will begin implementing it this coming school year

Amy L. Florida is trying to implement it

Ahuva H. Freire is out of style here in NYC! People snicker when you mention this method in adult literacy ...

Christine R. That's really terrible and makes me sad to hear

David Aguayo "Out of style" How so? Inequality is not?

David Aguayo I meant to write, Inequality is not.

Janet I. Out of style? How is that so? What does that mean?

Christine R. Whoever is snickering at Freire I think maybe is someone whose ideological basis for just education you have to question

Ahuva H. Interrogate power!!!

Meghan Rosenberg Hi all, we'll be using different columns in one Padlet to discuss four questions from Lisa. Just keep it open and share your thoughts on each one! Here is the link: <https://padlet.com/writedenzil/criticalconsciousness>

Emily B. I believe NC has a seal of biliteracy, but I've just moved to PA and things are pretty different here :)

Danielle D. I work in a migrant education program that gives migrant students support outside of school, working with students on graduation plans and career goals right in their homes. If the students are native Spanish speakers but are learning English, is it better to communicate academically in Spanish or English?

Federico Salas-Isnardi Hey Janet. Long time no see! Good to see you there.

Christine R. @Danielle - there are many resources for how bilingual and coordinated bi-literacy academic teaching helps students develop literacy

Maria A. V. PA, The School District of Philadelphia, carried out Seal of Biliteracy testing, awards, and ceremony for the first time this year

Adriana Zubieta Please go to padlet....we'll be using different columns in one Padlet to discuss four questions from Lisa. Just keep it open and share your thoughts on each one! Here is the link: <https://padlet.com/writedenzil/criticalconsciousness>

Christine R. @Danielle Biliteracy from the Start is a good book that helps teachers create biliterate units and lessons

Adriana Zubieta If anyone has questions for Lisa, please share here now!

Ahuva H. The Thanksgiving myth... Columbus Day...

Anita H. Indigenous People

Christine R. @Danielle Language acquisition research and linguists generally agree now that languages are not learned in isolated contexts - People draw on their primary language and constantly make connections as they are learning a second language.

Adriana Zubieta If someone has questions for Lisa, share now please!

Ana G. Gracias a ti, Lisa!

Barbara H. Great info LISA!! Thank you!

Emily B. @Maria Alessandra, that's great! I'm in Pittsburgh, hopefully we'll follow suit one of these days!

Federico Salas-Isnardi Fantastic Lisa!

Eyerusalem T. Thank you Lisa!

Maria Z. Muito Obrigado!

David Aguayo Lisa, loved your four recommendations! Great way to apply an awareness of power!

Danielle D. Thank you for such concise, helpful information and education on different comparative methods of bilingual education, Lisa!

Vernonica P. awesome, this will be helpful for our Family lit program that we do with ESOL students

Mark D. <http://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-2/>

Adriana Zubieta Just a reminder, all the presentations, recourses are in the link that Mark is posting

Denzil Mohammed We will have a Q&A with Lisa and Laura in 15 minutes. Post your questions here!

Maria Z. The challenge my district has had is getting parents to participate in our programs. How can we get more involvement?

Pamela B. Positive experiences during registration!

Karen M. Less expulsions and suspensions

Currin W. more effective ESL instruction

JianFeng H. Positive experiences during registration

Christine R. @Maria have you thought about language access, how you are doing your outreach for these events, providing childcare/food, and the timing of your programs?

Alexis H. Other: emotional support and assurance that they're going to school-- a community-based accountability to ensure they're going.

Margalit T. Opportunities for parent activities, understanding that parents are welcome in schools and it's not just a place for their children

Currin W. miscommunication or communication to parents about disciplinary actions

Alexis H. Yes, Margalit!!!

Ahuva H. Basic Ed & ESL daytime classes in local schools with childcare on site for infants & toddlers...

Emily F. Wow! Love it!!

David Aguayo Wow! Cool

Currin W. denied enrollment or "pushing out" immigrants 16 years old and older from the public school system

Alexis H. This is beautiful.

David Aguayo We need to do this in Missouri Columbia

David Aguayo Question: how do you help immigrant parents get the courage to engage in advocacy?

Maria A. V. Very few

Laura's question to participants: In your community, do immigrant parents speak and/or testify at school board meetings or participate in other decision-making bodies? If not, please comment on some of the reasons why they do not (or you believe they do not).

Rosalia S. Language barrier

Marjorie C. Fear

Andrea K. Fear of being found by the policy near the school

Emily B. Parents in my community are afraid to appear in public

Emily F. Fear that their voice is not accepted

Ana G. They do not know the language

Lourdes M. They do not know that they have the right to do so

Eduardo L. G. Fear

Julie H. They don't feel welcome

Jessica A. Language barrier or belief that their voice is not important

Barbara H. Don't feel comfortable

Ahuva H. Lack of English. Fear of public speaking.

Eduardo L. G. Fear

Margalit T. They are more inclined if they are members of a larger community advocacy organization- but first they have to find those groups

Judith H. potential retribution against their child

Victoria D. I do not work in the school system but rather with adult education. A lot of my students are new to the USA and are just building their language skills

Rosalia S. Parents do not feel like their opinions are taken into account

Pamela B. Not provided w/ translation and do not feel they will be listened to

Clare M. Many of my students have moved around a lot for various reasons, and so

parents may not feel any ownership over one school board or district

Ana G. they lack of involvement: school is a parking lot for their children during work time

Kathleen B. Nope. Many don't feel comfortable because of the language barrier. Also, some don't feel comfortable if they have had interrupted education.

Terese C. not often, process for speaking at school board meetings challenging

Kerry G. They think they'll get deported.

Rosalia S. Parents not feeling welcomed

JianFeng H. they did their best to anticipate even with the language barrier

Currin W. limited time (most parents work multiple or late jobs) , fear of law enforcement, no knowledge of how to participate

Danielle D. A certain amount of families worry about interacting with politics because of immigration status

Maria A. V. Our district (Philadelphia) has bilingual counseling assistants on call during scheduled school board meetings ,but I have yet to see immigrant parents attend

Rosalia S. Great point Kerry

Allyson H. Fear of status becoming known, embarrassment about language proficiency, lack of translation, lack of knowing vehicle for making opinion know (that there is a board meeting, etc.)

Rosalia S. Legal status

Ethel A. They need a support system to motivate them to speak up. Fear of the unknown.

Michelle K. Our school board does not value opinions of any parents, so immigrants are not encouraged to speak out.

Angeliki (Angela) B. Fortunate to have immigrant parent on the school board!

Christine R. Yes! Outreach!

Ahuva H. Who paid for the leadership academy?

Tania M. G. MALDEF Parent School Partnership Program is a great model for this.

Adriana Zubieta This is Adriana from ILC, We will have in a few minutes a Q&A with Lisa and Laura. Post your questions here!

Alexis H. Extremely few of my students' parents live in the US. I work with guardians and sponsors. I'd love to see more support by sponsors of my kiddos. Do

many of you have experience with sponsors?

Judith H. Laura, would you be able to share what questions or intake you added to the application?

Anita H. Can the PTA incorporate the immigrant/leadership classes into their meetings?

Eduardo L. G. Anita, That is a good idea!

Maria Z. @Christine R We tried early afternoon and evening events; we provided food and one evening program was a whole family event; we have Spanish, Portuguese and Chinese speaking staff members. We also provided food. We were very disappointed that more families

Nelida M. Marisol can we incorporate this into our PTA meeting in DISD?

Eduardo L. G. Great question Nelida!

Eduardo L. G. I sure would like to do it.

Jatinder K. Thanks a lot

Mark D. Interested in experiencing cultural immersion in my own community. What steps could I take to do that?

Federico Salas-Isnardi Thank you everyone. I have to leave (my other job is calling.) I really enjoyed everything I learned. This is great, as always.

Alexis H. Thank you for answering this!!!

Ahuva H. No support from the local schools. They will only deal with grant-funded organizations. Local politicians do not respond unless they see dollar signs...

Pamela B. Our issue is our families don't have time. They are working several jobs, have small children and possibilities to go to classes or training. I teach new arrivals. I think it is a little more practical with those who have been here a little longer.

Mark D. Same issue

Anita H. Parents usually show up for parent/teacher conferences. This information can also be shared with them at this time.

Alexis H. Does anyone have any outreach agencies or resources in Queens? I work with immigration proceedings, so they do go directly to sponsors. I'd like to provide my kids with an option for sponsors.

Jessica A. Agreed about going into the community! We have had a lot more success engaging refugee families in the pockets where they live vs. always making them come to us.

Nelida M. Thank you so much, very helpful. Awesome job! Great knowledgeable

panelists.

Janet I. Some communities have developed advocacy entities; some reach out to adult ed and other learning programs, but again and especially at this moment in history, it's difficult to encourage anyone to risk their own bodies and security in public meetings/rallies, etc.

Pamela B. To get families to come, I always have the children perform. Parents want to see their kids shine that builds trust.

Ahuva H. Family workers fulfill this function.

Alexis H. Hahaha, I'll take your course!

David Aguayo I want to take that course!!!

Courtnei T. This is so helpful, because my school is looking to expand how we do family outreach this year!

Angeliki (Angela) B. Great point! Trust is important. Seek the connectors that already exist in various cultural communities. Our district has benefited from hiring Social Worker specifically to meet immigrant family needs.

Judith H. I'm having issues with my network. Can someone provide the link to her website?

Laura Gardner www.immigrantsrefugeesandschools.org

Eduardo L. G. I am in the same channel Courtnei, this info is great for me in order to implement community engagement.

David Aguayo Thanks!

Judith H. Thank you!

Maria Z. Very helpful information. Thanks for the resources!

Sumaiya Z. Your [local CAIR chapter](#) can be helpful if they have a youth empowerment department!

Sumaiya Z. Or any civil rights organization that works with immigrant communities and/or communities of color

Elena B. Great idea to get children to perform to lure parents to meetings

Kerry G. I don't think the advocacy groups with pertinent help for families trickles into the schools.

Therese M. Thank you for making connections!

Danielle D. How would you suggest utilizing students in order to promote parental engagement?

Lisa Dorner Yes, way up in the chat, I see the idea of home visits. A terrific idea if you think it could work in your context! Check with those cultural brokers.

Pamela B. I think they mean to incorporate training on the PTA night.

Eileen Kugler It's helpful to also do training for the current PTA board — helping them understand what “welcoming” and “inclusive” really means.

Lisa Dorner Yes, students are a terrific liaison. We find that parents WILL come to school when kids are in charge of inviting them and when kids are the ones presenting their learning. We're all supportive and proud of our little people!

Rosalia S. What are some strategies for educators to support parents to become school leaders, if we do not have access to leadership academies?

Ahuva H. Parks and libraries are perfect bridging spaces

Marjorie C. Meet-ups are great!

Eduardo L. G. Great question Rosalia, I hope we can get an answer.

Ahuva H. Community gardens

Pamela B. Take a course from someone from another culture (Arabic, Chinese...etc., go to religious events (churches, mosque, temple), cultural events

Kerry G. Absolutely!

Angeliki (Angela) B. The best response we have received to engage immigrant families was to welcome entire families to an international night to see their children perform either through martial arts, dance, song, cuisine, etc. Nice to see faculty, administrators and city leadership attend. A very fun event!

Barbara H. Wow - that's awesome Laura - can you share info about that 5 week pd?

Barbara H. OHH - will check it out online - fantastic!!

Barbara H. GREAT info everyone - THANKS ALL!

Marjorie C. Yes! I love the idea of international events for communities.

Alicea W. I would love to see that info about the 5 week PD! I look forward to checking out your website!

Pamela B. Yes, how can we get info on the 5 week course?

Ahuva H. Field trips

Ahuva H. Citizenship classes

Eileen Kugler Provide opportunities for immigrant parents to have a voice - personal contact with them that are NOT just designed to tell them something, but hear their ideas.

- Ana G.** We have some kind of this model at my school, Lisa!
- Eileen Kugler** YES - home visits!!
- Jatinder K.** Thank you all. Very informative. See you tomorrow.
- Kerry G.** Home visits, yes!
- Ana Maria W.** Thank you Laura and Lisa!
- Lucinda M. L.** Yes! Home visits can be transformative for relationships and teacher understanding.
- Rosalia S.** Thank you for the responses!
- Victoria D.** Thank you, all!
- Alicea W.** This was amazing! Thank you so much for all of your time and wisdom!
- Philip A.** Great Webinar by all presenters. Thank You!
- David Aguayo** Thanks y'all!
- Amy L.** #changingthenarrative
- Anna K. D.** #supportingimmigrants
- Patrice** Thank you, panelists!!
- Jessica A.** #immigrantstudentsuccess
- Marjorie C.** Thank you, Denzil!
- Marjorie C.** You do great work!!
- Alexis H.** Proud to be a part of this community, thank you all!
- Lisa Dorner** We didn't get a chance to discuss this point: Our issue is our families don't have time. They are working several jobs, have small children and possibilities to go to classes or training... Always something to consider. Important to talk to families and see what/when can work for them. Sometimes after religious services on whatever day they have them can work....?
- Adriana Zubieta** You can see homework, tomorrow's agenda, resources, chat log, and presentations at: <http://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-2/>
- Maria Z.** All the modules are valuable!
- Lisa Dorner** My website is www.lisamdorner.com
- Lisa Dorner** Feel free to tweet me [@lisamdorner](https://twitter.com/lisamdorner)
- Lisa Dorner** Muchas gracias a todos!