



# IMMIGRATION AND EDUCATION CONFERENCE

Envisioning Schools, Communities and Policies of Acceptance



**SATURDAY, MARCH 19, 2011**

**8:30 A.M. TO 4:30 P.M.**

**SHEPARD HALL**

**THE CITY COLLEGE OF NEW YORK**

**160 CONVENT AVENUE**

**NEW YORK, NY 10031**

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**Co-sponsored by The Colin Powell Center for Policy Studies and  
The Office of English Language Learners, New York City Department of Education**



## Special Thanks

### Conference Organizing Committee:

Maria Castiglioni, CCNY School of Education  
Maura Christopher, Colin Powell Center  
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Heather Homonoff Woodley, CCNY School of Education and CUNY Graduate Center

### CCNY Student Committee:

Denae Bard  
Pedro Guzmán  
Ying Ou  
Katsumi Yuso Ruiz  
Héctor Uribe

### We would also like to thank the following individuals and offices for their support:

The Carnegie Corporation of New York  
Doris Cintrón, CCNY School of Education  
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The Office of Student Affairs, The City College of New York  
All the CCNY student and faculty volunteers





138<sup>th</sup> Street & Convent Avenue

New York, New York 10031

Dear Conference Attendees,

We would like to welcome you to the CCNY Immigration and Education Conference. We are pleased that so many of you from across the city, state and nation have taken the time to explore our theme of envisioning schools, communities and policies of acceptance. We hope you will take this opportunity to meet fellow attendees, including educators, students, artists, lawyers, immigrants, policy-makers, advocates and community members, for it is only when we all come together that true reform and acceptance can take place.

We have tried to ensure that the diverse interests of the attendees are represented in the broad offerings of the 30 workshops and panel breakout sessions. We have speakers who will look at immigration from the New York City perspective, as well as the national lens. The closing event, a poetry slam entitled "Voices of the Journey: A Spoken Word Celebration of Immigrant Experiences," will illuminate the diversity of our immigrants and will end the day with a focus on our successes, struggles and hopes.

Thank you for spending the day with us to address a timely topic that merits our attention. It is our hope that your experiences today will re-energize each of you to act on behalf of the immigrant students and families in our nation.

Sincerely,

Jesús Fraga  
Tatyana Kleyn  
Conference Co-Chairs



## Conference Overview

|                       |   |
|-----------------------|---|
| 8:30 a.m.-9:30 a.m.   | Registration and Breakfast (Shepard Hall entrance and Great Hall)   |
| 9:30 a.m.-10:45 a.m.  | Opening remarks and Keynote (Great Hall)<br><br>Welcome: Jesús Fraga and Tatyana Kleyn<br><br>Greeting from CCNY Provost Juan Carlos Mercado<br><br>Greetings from Angélica Infante, Office of English Language Learners, NYC Department of Education<br><br>Opening Remarks: Fatima Shama, NYC Commissioner of Immigrant Affairs<br><br>Keynote: Mr. John Quiñones, ABC News |
| 11:15 a.m.-12:40 p.m. | Breakout Session I (NAC Building)   |
| 12:45 p.m.-1:45 p.m.  | Lunch (NAC 3 <sup>rd</sup> floor Faculty Dining Room)<br><br>Additional seating will be available in the student dining room on the 2 <sup>nd</sup> floor of NAC and outside (weather permitting).  |
| 2:00 p.m.-3:25 p.m.   | Breakout Session II (NAC Building)  |
| 3:45 p.m.-4:20 p.m.   | Voices of the Journey: A Spoken Word Celebration of Immigrant Experiences (Great Hall)  |
| 4:20 p.m.             | Closing: Dean Doris Cintrón, CCNY School of Education   |

*The Starbucks in the rotunda of the 2<sup>nd</sup> floor of the NAC building will be open from 10:30 a.m. - 2:30 p.m.*

*The student cafeteria on the 2<sup>nd</sup> floor of the NAC building will be open until 2 p.m. for the purchase of food and beverages*



INVITED SPEAKER  
**Fatima Shama**



Fatima Shama was appointed by Mayor Bloomberg in 2009 as Commissioner of the Mayor's Office of Immigrant Affairs, and previously served as the Senior Education Policy Advisor in the Mayor's Office. Prior to joining the Mayor's Office, Fatima served as Executive Director of the Greater Brooklyn Health Coalition, managed the Urban Horizons program at the Women's Housing and Economic Development Corporation in the Bronx, and worked in the area of health and human rights. Fatima began her career at the Arab-American Family Support Center in Brooklyn.

Fatima holds a B.A. from Binghamton University, a Masters of Public Administration from Baruch College's School of Public Affairs Executive Program, and has completed a management program at the Institute for Not-for-Profit Management at Columbia University's Graduate School of Business.



## KEYNOTE SPEAKER

### John Quiñones



John Quiñones is the Emmy Award-winning co-anchor of ABC's *Primetime* and has been with the network for nearly 25 years. During his tenure he has reported extensively for ABC News, predominantly serving as a correspondent for *Primetime* and *20/20*.

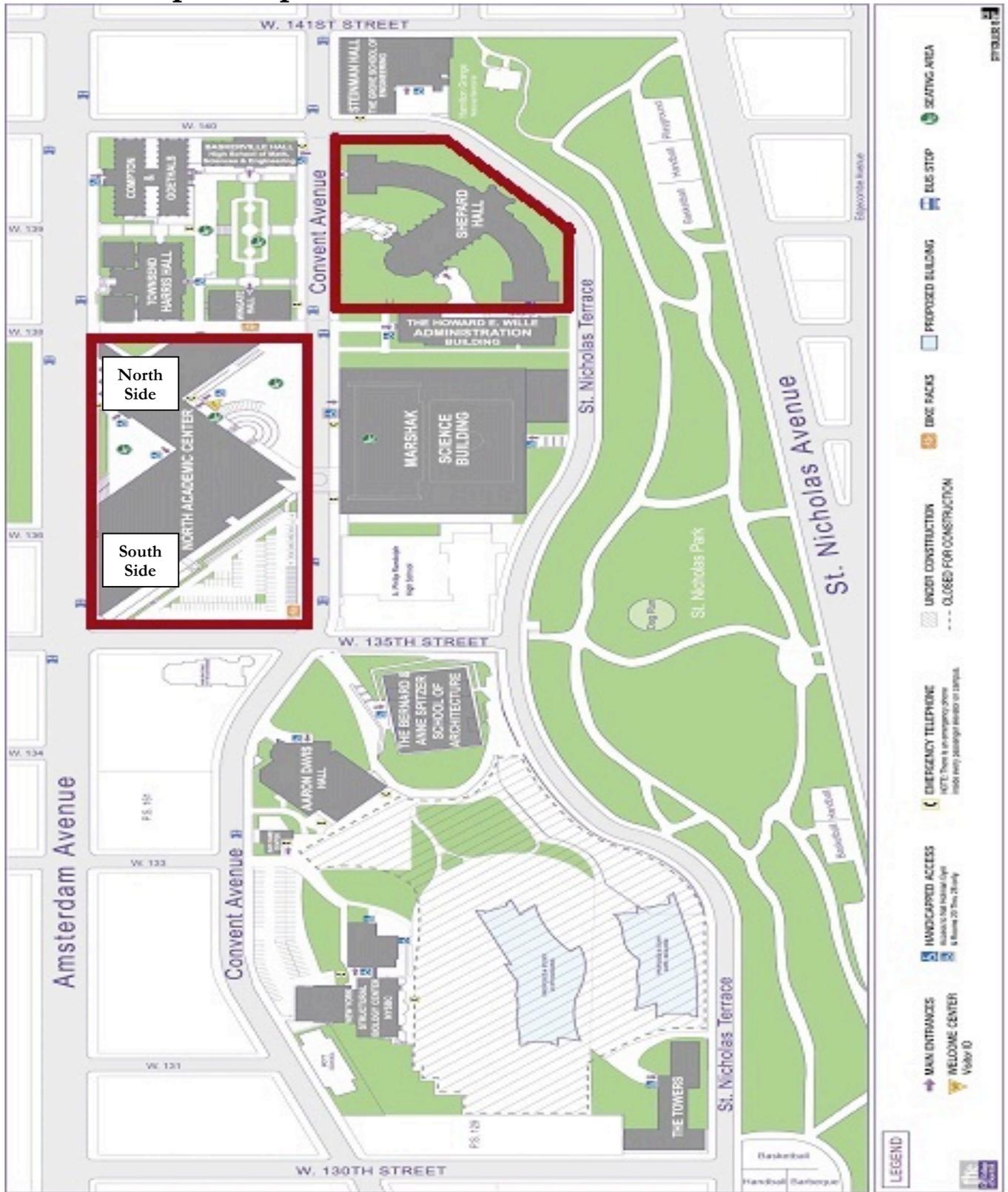
Quiñones' recent work includes a series of reports entitled *What Would You Do?* These reports test human nature through hidden camera scenarios. Other recent reports include going undercover with a hidden camera to reveal how clinics were performing unnecessary surgical procedures as part of a major nationwide insurance scam.

Quiñones has won many journalistic awards including an ALMA Award from the National Council of La Raza for his critically acclaimed ABC News special, *Latin Beat*; a Gabriel Award for his report following a young man to Colombia in his search for his birth mother; a National Emmy Award for his work on the ABC documentary *Burning Questions: The Poisoning of America*; a World Hunger Media Award and a Citation from the Robert F. Kennedy Journalism Awards for *To Save the Children*; and seven National Emmy Awards for his *Primetime Live*, *Burning Questions*, and *20/20* work. He also contributed reports to ABC News' unprecedented, 24-hour, live, global millennial broadcast, which won the George Foster Peabody Award. Among his other prestigious awards were the First Prize in International Reporting and the Robert F. Kennedy Prize for his piece on *Modern Slavery: Children Sugar Cane Cutters in the Dominican Republic*.

Quiñones is also author of the book *Heroes Among Us: Ordinary People, Extraordinary Choices*, chronicling the bravery of ordinary people who perform heroic acts of humanity. Quiñones received a Bachelor of Arts degree in speech communications from St. Mary's University, San Antonio, Texas. He received a Master's degree from the Columbia School of Journalism.



# CCNY Campus Map



## Breakout Sessions at a Glance

### Session One - 11:15 a.m. to 12:40 p.m.

| Panel/Workshop  | NAC Room*               |
|---|-------------------------|
| <b>A Focus on NYC Schools, Programs and Students</b><br>A. E. Schwartz, L. Stiefel & E. Debraggio, K. Menken & C. Solorza, V. Hunt and B. Otcu  | 0/201                   |
| <b>Art as Power</b><br>C. Johnson and C. Faltis   | 3/221                   |
| <b>Fostering Naturalization and Immigrant Employment</b><br>E. Millona & W. Egmont and K. Bracken & J. Fernandez  | 3/225                   |
| <b>Identity Explored</b><br>Y. Joseph, S. Cooper and S. Moon  | 3/217                   |
| <b>Immigrant Students: High School and College Programs and Perspectives</b><br>H. Woodley, H. Chu, & S. Dikker and M. Blumenreich, J. Gonzalez, I. Mota, E. Purisic & A. Cruz  | 1/203                   |
| <b>Immigrant Students in a Large Suburban High School: Students Speak</b><br>F. Wittenburg, S. Stern, D. Galindo, I. Hudson, D. Igunbor, H. Singh, K. Thaqi, H. Yasin, R. Jamal & B. Narampanawe  | 1/201                   |
| <b>Immigrant Youth: Family, Spirituality and Cultural Networks</b><br>S. Oh & H. Yoshikawa, M. Subramanian, B. Thelamour and S. Robles  | 4/222                   |
| <b>Immigration Advocacy</b><br>J. Cinto & M. Lopez and W. Lamour, K. Tan, F. Makloufi & C. Charlier   | 7/218***                |
| <b>Immigration Pedagogy and Equality</b><br>A. Melendrez and R. Alcalde   | 6/325                   |
| <b>Know your Rights: Legal and Guidance Counseling Approaches to Working with Immigrant Youth</b><br>A. Sabal and E. Soderini   | 5/101**                 |
| <b>Race and Schooling of Immigrant and Emergent Bilingual Youth: Experiences in the U.S. and Europe</b><br>E. Chutuape, R. Martinez, N. Chae & R. Jaffe-Walter  | 4/224                   |
| <b>Resettled Refugee Youth: Educational Needs and Barriers</b><br>H. Samuels & A. Gacusana  | 5/206                   |
| <b>The Other Side of Immigration</b><br>R. Germano  | Aronow Theatre<br>1/214 |
| <b>Transforming Trauma Into Art: Teaching Theatre, Writing, and Building Community with Recently Arrived Immigrant, Refugee and Displaced Youth</b><br>J. Sloan, L. Doggett, J. Bleier, R. Winn, D. Lhamo, D. Despradel, & A. D. Benjamin | 1/202                   |
| <b>Understanding the Immigrant Child's Inner World</b><br>E. Salario, M. R. Lotito & A. Gil   | 4/220B                  |

\*NAC Rooms have the first digit as the floor number - Ex. 3/203 = Floor/Room (3<sup>rd</sup> Floor, Room 203)

\*\* Any 100-level room will be on the north side of the NAC building. You must go to the 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup> or 6<sup>th</sup> floor to walk across from the south to the north side

\*\*\* Rooms on the 7<sup>th</sup> floor can be accessed via stairs or elevators (escalators only work through the 6<sup>th</sup> floor)



**Session Two - 2:00 p.m. to 3:25 p.m.**

| <b>Panel/Workshop</b>  | <b>*NAC Room</b>        |
|--|-------------------------|
| <b>Creating Community Collaborations: Reflections on the Possibilities and Challenges of Preparing Pre-Service Undergraduates to Work with Each Other, Schools, and Immigrant Youth</b><br>M. Hantzopoulos, K. Morales & M. Zapata | 1/202                   |
| <b>Educating Non citizen Students and the Rights of Non citizens: A Legal Education Perspective</b><br>J. Calvo, A. Newman & Y. Cherena  | 1/201                   |
| <b>From Africa to the US- Refugee Camps, Schools and Programs</b><br>M. Mendenhall, I. Harushimana and J. Capen, & A. B. Rodriguez   | 1/203                   |
| <b>Haitian Immigrant Student Challenges - Cause, Effect and Solutions</b><br>Y. Raymond, N. Rosefort, M. Pichard, E. Miksic, & J. Miksic   | 4/224                   |
| <b>Immigration Across Cultures, Countries and Generations</b><br>L. Patel, M. Exantus & D. Rodriguez, J. JungMin Lee and C. Paz  | 3/217                   |
| <b>Immigration Laws, Policies and Experiences</b><br>M. V. Pérez-Ríos, U. Levelt and E. Reyes-Chávez   | 6/325                   |
| <b>Immigrant Youth Action Group: A Pedagogy and Politics of Possibility</b><br>D. Walsh, A. Amadou, H. Ly, R. Morissett & Y. Ndiaye  | 7/218***                |
| <b>Indigenous Language Groups and Bilingual Education</b><br>L. M. Bishop & P. Kelley, J. Freeman & R. Madrigal and P. Velasco   | 4/220B                  |
| <b>Psychological Factors of Immigration</b><br>G. Milstein and D. Goldstein Silverman  | 4/222                   |
| <b>Social Studies in Elementary and Secondary Schools</b><br>D. Blanca Dabach, A. R. Marri & A. M. Taylor, and M. C. Ponciano  | 5/206                   |
| <b>Technology and Writing: Can You Hear Them?</b><br>A. Lurie and M. Ramirez   | 3/221                   |
| <b>The Flowers Behind The Mountain, Staged Reading of a New Play</b><br>B. Bennion, S. Swedeen. J.W. Cortes, L. Galli, C. Rodriguez, J. Velez & T. Yenque  | Aronow<br>Theatre 1/214 |
| <b>The Schooling of Secondary Immigrant Students: Two Models</b><br>M. Khristan, Mamoudou Ba, J. Villar, S. Batista & N. Soleyn  | 0/201                   |
| <b>We Are New York Community Leadership Project</b><br>M. Ickowicz   | 5/101**                 |

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**Session One Panels and Workshops**  
**11:15 a.m. - 12:40 p.m.**

**A FOCUS ON NYC SCHOOLS, PROGRAMS AND STUDENTS NAC 0/201**

**Title:**            **The Impact of Immigration on NYC Public Schools**

**Presenter(s):** Amy Ellen Schwartz, Leanna Stiefel, and Elizabeth Debraggio, Institute for Education and Social Policy, Wagner and Steinhardt Schools, NYU

**Abstract:**       Using a decade of detailed, longitudinal data, we provide a rich, descriptive analysis of NYC's 1<sup>st</sup> – 8<sup>th</sup> grade students, distinguishing between the *stock* and *flow* of the native- and foreign-born. We compare differences between important subgroups, highlight compositional changes, and examine implications for segregation, resources, and performance.

**Title:**            **Where have all the bilingual programs in New York City gone?! Perspectives of principals on the citywide loss of bilingual education programs**

**Presenter(s):** Kate Menken, Queens College & CUNY Graduate Center, Cristian Solorza, Bank Street College of Education & CUNY Graduate Center

**Abstract:**       Alarming, the number of bilingual education programs in New York City schools has dramatically decreased in recent years. This trend is examined through interviews with school administrators in city schools about their decisions to eliminate or significantly reduce their bilingual programs in favor of English as a Second Language programs.

**Title:**            **Akbar, Maricela, and Lay-Ming: The Diverse Needs of Recent Immigrant Children in NYC Elementary Schools**

**Presenter(s):** Victoria Hunt, PS 75, The Emily Dickinson School

**Abstract:**       Meet Akbar, Maricela, and Lay-Ming, three immigrant children. Coming to a new school system as an immigrant child involves negotiating a new educational system, culture, different expectations, and most likely a new language. This presentation will highlight obstacles these children must face to be successful in an NYC elementary school.

**Title:**            **“We go to school six days a week”: Education of immigrants’ children in community-based schools**

**Presenter(s):** Bahar Otcu, Mercy College

**Abstract:**       This study investigates the ethnolinguistic and cultural maintenance at an elementary-level Saturday school run by a highly bilingual immigrant community in NY. Through longitudinal ethnographic data and discourse analysis, it sheds light to the social and educational practices found in many similar ethnic mother-tongue schools throughout the country.



## ART AS POWER

*NAC 3/221*

**Title:** **Arts as a Lens on the World: Empowering Educators through Global Media and the Arts**

**Presenter(s):** Carissa Johnson, World Savvy

**Abstract:** Participants will explore a model for using art and media as a platform to address timely global issues that have significant local impact. Using World Savvy's Immigration & Identity curriculum as a guide, they will also create their own step-by-step process for tying global curriculum to their communities.

**Title:** **Juan Soldado and Justice for Mexican Immigrants in Arizona through Art**

**Presenter(s):** Christian Faltis, University of California, Davis AKA artist, Simón Candú

**Abstract:** I present a counter-narrative to the anti-immigrant script in Arizona using a series of my oil paintings to create an intertextual space to my intentions about (mis)treatment of Mexican immigrants and bilingual learners in school and society. I discuss Juan Soldado and his relevance for current racist practices in Arizona.

## FOSTERING NATURALIZATION AND IMMIGRANT EMPLOYMENT

*NAC 3/225*

**Title:** **Educating Newcomers to be Citizens**

**Presenter(s):** Eva Millona, Executive Director, Massachusetts Immigrant Advocacy Coalition (MIRA) Westy Egmont, Professor of Social Policy, Boston College, GSSW. Co-chairs of the 2010 National Immigrant Integration Conference

**Abstract:** With 37 million foreign-born living within the US, questions of national identity, affiliation and incorporation become more urgent. Millions of eligible residents have not naturalized. While the naturalization rate has increased, the role of the receiving community and ethnic organizations warrants examination in providing service, fostering the value of citizenship and addressing barriers.

**Title:** **The Right to Work: Understanding Immigrant Employment Rights**

**Presenter(s):** Katie Bracken and Juan Fernandez, NYC Commission on Human Rights, Queens and Staten Island Community Service Center

**Abstract:** This workshop will introduce an interactive workbook and practice activities that teach beginning/intermediate ESL and ESOL students important employment information (I-9 forms, interview questions, acceptable documents for work authorization and establishing identity) and addressing discrimination on the job (English-only policies, dress, accent).



## IDENTITY EXPLORED

*NAC 3/217*

**Title:** **The Development and Negotiation of Multiple and Hybrid Identities among U.S. Black Immigrants from Non-English Speaking Countries**

**Presenter(s):** Yvonne Joseph, Medgar Evers College and The Graduate Center, CUNY

**Abstract:** Within the United States, the population of immigrants of African descent continues to grow reflecting more diversity. Drawing on a narrative identity perspective, I explore how first generation Black immigrants from non-English speaking countries manage their various identities as they adjust to life in the United States in the age of globalization.

**Title:** **Learning Identity: Experiences of British West Indian Immigrant Students in Higher Education**

**Presenter(s):** Stacey J. Cooper, Doctoral Program in Developmental Psychology, CUNY Graduate Center

**Abstract:** As the population of British West Indian immigrant students in New York City and CUNY grows, it necessitates a better understanding of their unique learning experiences. Using a cultural-historical activity theory perspective, this presentation explores these students' cultural notions of self as related to their participation in higher learning activities.

**Title:** **English as a Frenemy: Frenemy: Subjectivity With/Out Ownership and Agency**

**Presenter(s):** Seungho Moon, City College of New York and Teachers College, Columbia University

**Abstract:** This presentation purports to examine the ways in which transnational subjectivities have been discursively and socially constituted through the use of ESL. The presenter explicates what problems socio-cultural theory of identity generates in the discourse of second language learners' identity and agency.

## IMMIGRANT STUDENTS: HIGH SCHOOL AND COLLEGE

**PROGRAMS AND PERSPECTIVES**

*NAC 1/203*

**Title:** **Secondary Schooling Approaches for Immigrants: What is Working: Latinos in New York City High Schools**

**Presenter(s):** Heather Homonoff Woodley, Haiwen Chu, and Suzanne Dikker (in collaboration with the CUNY Graduate Center, RISLUS, and the NYC Department of Education)

**Abstract:** This study focuses on NYC high schools with high concentrations of Latino students and emergent bilinguals that are graduating at rates above the city average. The findings include: (1) bilingualism in education (2) collaborative structures (3) dynamic assessments (4) culture of caring (5) supplementary services and (6) culturally relevant pedagogy.



**Title:** Using Oral History to Employ Immigrant Students' Funds of Knowledge in the Classroom

**Presenter(s):** Megan Blumenreich, Jessica Gonzalez, Irving Mota, Elvina Purisic and Ana Cruz, CCNY

**Abstract:** Oral history is a teaching method to draw on immigrant students' Funds of Knowledge in the classroom. Undergraduate students will present excerpts of their own oral history projects and the benefits of using oral history will be described. Participants will receive a reference list of materials about using oral histories as a learning tool in K-12 classrooms.

**IMMIGRANT STUDENTS IN A LARGE SUBURBAN HIGH SCHOOL:  
STUDENTS SPEAK** *NAC 1/201*

**Presenter(s):** Françoise Wittenburg, Arlington High School (AHS) Assistant Principal; Sarah Stern, AHS Social Studies Teacher; Damien Galindo, Isabela Hudson, Debbie Igunbor, Harmanjot Singh, Krist Thaqi and Hanifah Yasin, AHS Students; and Rhonda Jamal and Berlini Narampanawe, AHS Alumnae

**Abstract:** Students from Arlington High School, where immigrants are only five percent of the student population, will shed light on how they navigate the educational system to claim their space in a predominately white school and their role in educating their teachers and peers about their ethnic identity and cultural history.

**IMMIGRANT YOUTH: FAMILY, SPIRITUALITY AND CULTURAL NETWORKS**  
*NAC 4/222*

**Title:** Faith & Child Development: How Family Faith Traditions and Local Religious Communities Shape Developmental Outcomes for Children and Adolescents in Immigrant Families

**Presenter(s):** Soojin S. Oh and Hiro Yoshikawa, Harvard Graduate School of Education

**Abstract:** Using our conceptualization of spiritual capital as a theoretical framework, we apply ecological perspectives to examine the developmental significance of religious beliefs, behavior, and networks for children and adolescents in immigrant families. Our analysis illuminates how faith communities operate as critical developing contexts for socialization and ethnic identity development.

**Title:** The Aunty Effect: Gossip, Facebook, and the Politics of Authenticity in Diaspora

**Presenter(s):** Mathangi Subramanian, Independent Scholar

**Abstract:** Immigrant communities often use gossip as a vehicle for reinforcing gendered, oppressive norm, for "protecting" girls' modesty and, by extension, the community. This study discusses how girls use gossip to police each other, and to publicly navigate the politics of gender, ethnicity, and authenticity.



**Title:** Immigrant Parents' Narratives and Perceived Interest in Their Stories

**Presenter(s):** Barbara Thelamour, Educational Psychology, Michigan State University

**Abstract:** This study investigated the immigration narratives of four parents from Haiti, South Africa, Taiwan and Mexico, and their perceptions of their children's reactions to these narratives. I provide initial support for the role of immigration narratives in families and students' academic achievement.

**Title:** "Familismo": Benefit or Burden for Latino College Students?

**Presenter(s):** Sally Robles, Department of Psychology and Personal Counseling Program, Brooklyn College and Kate Williams, Clinical Psychology Doctoral Subprogram, CUNY Graduate Center

**Abstract:** "Familismo" - the deep sense of unity, loyalty, mutual obligation and attachment often characterizes Latino families as a potential burden or benefit. This presentation examines the experience of Latino college students as they try to balance their academic and career goals with their goal of adequately fulfilling their responsibilities as members of a family.

## IMMIGRATION ADVOCACY *NAC 7/218*

**Title:** Undocumented and Unafraid: Immigrant Youth Advocate for the DREAM Act

**Presenter(s):** Jaqueline Cinto and Martin Lopez, The New York State Youth Leadership Council (NYSYLC)

**Abstract:** The workshop will offer attendees a sense of the differences between an undocumented immigrant, a legal permanent resident and a US citizen. There will be an overview of the activism that members of the NYSYLC undertook during 2010 around the DREAM Act. Finally, ideas to support undocumented and unafraid youth will be provided.

**Title:** How Cultural Organizations and Educational Institutions Serve as Tools for Advocacy of Immigrant Populations

**Presenter(s):** Wynnne Lamour and Kimberly Tan, Community Members, Fatiha Makloufi, Director of CUNY Language Immersion Program (CLIP) at Hostos Community College and Cybil Charlier, Haiti Cultural Exchange

**Abstract:** This session will focus on how participants can become involved with immigrant communities and provide information on promoting advocacy through educational institutions and cultural organizations.



## IMMIGRATION PEDAGOGY AND EQUALITY

*NAC 6/325*

**Title:** Multi-Cultural approach to Teaching Immigration History through Primary Sources

**Presenter(s):** Alezandra Melendrez, P.S. 191 and recipient of Teaching American History Grant

**Abstract:** I will present a new perspective on teaching American immigration history that is more inclusive and is informed by a multicultural perspective. I will use primary documents to tell the story of the migrations of many different cultures. You will have new ideas for teaching immigration and resources and lesson ideas to take back to your classroom.

**Title:** Diverse or equal? The attention to diversity and educational equality of immigrant students in Spain: The Catalan case

**Presenter(s):** Rosalina Alcalde, Universidad Autónoma de Barcelona

**Abstract:** In this exposition I will present how Spanish and more specifically, Catalan primary schools, attend immigrant students in two dimensions of educational equality: access and curriculum. Videos will be shown to demonstrate the experiences of two schools.

## KNOW YOUR RIGHTS: LEGAL AND GUIDANCE COUNSELING APPROACHES TO WORKING WITH IMMIGRANT YOUTH

*NAC 5/101*

**Title:** Immigration Basics for High School Guidance Counselors

**Presenter(s):** Alan Sabal, CUNY Immigration and Naturalization project at City College, CCNY Office of Admissions, New York Association of International Educators

**Abstract:** This workshop is designed for high school personnel who advise students in the college admission process. Topics covered will include basic immigration principles, type of visas and availability of opportunities for undocumented students. This workshop has been presented to college advisors and guidance personnel in a range of settings.

**Title:** Immigration Issues Impacting Immigrant Youth

**Presenter(s):** Enzo Soderini, CUNY Citizenship Now! at CCNY

**Abstract:** The presentation will focus on issues and opportunities that impact immigrant youth, especially those for undocumented immigrants. There will be an update on the DREAM Act efforts and a discussion of the New York State in-state tuition rules, derivative citizenship, and the CUNY free citizenship and immigration law service program.



## **RACE AND SCHOOLING OF IMMIGRANT AND EMERGENT BILINGUAL YOUTH: EXPERIENCES IN THE U.S. AND EUROPE *NAC 4/224***

**Title:** **Confronting Identity: A Theoretical Analysis of Discourse, Identity, and Filipino American Youth**

**Presenter(s):** Erica Chutuape, CUNY Graduate Center

**Abstract:** This presentation discusses a theoretical framework with which to examine how young Filipino Americans negotiate identity discourses from which they are often excluded. It begins to challenge traditional notions of identity and culture and emphasize how individuals and institutions are implicated in the knowledge of young people.

**Title:** **Theorizing Race Understandings of Mexican Immigrants with African Americans in NYC**

**Presenter(s):** Roberto Martinez, CUNY Graduate Center

**Abstract:** This presentation will discuss a theoretical framework to discuss contemporary contexts for how Mexican immigrant high school students understand African-American and Black culture in the United States. Contexts of anti-immigrant violence in Port Richmond, Staten Island and Suffolk County, NY will also be discussed.

**Title:** **Biliteracy vs Subtractive Schooling: Experiences of Long-Term English Language Learners**

**Presenter(s):** Nabin Chae, CUNY Graduate Center

**Abstract:** This presentation explores the subtractive schooling practices that Emergent Biliterate students (also known as Long-Term English Language Learners) experience throughout their education. This study demonstrates how these practices lead students to internalize hierarchies of language that, in turn, undermine the academic capital that biliteracy offers.

**Title:** **“Who Would They Talk About If We Weren’t Here?”: Nationalist Discourses and the Racialization of Muslim Youth in a Danish Folkeskolen**

**Presenter(s):** Reva Jaffe-Walter, CUNY Graduate Center

**Abstract:** This presentation considers how Muslim immigrant youth negotiate processes of racialization and exclusion in a Danish High School. It explores youths’ strategies for dealing with everyday acts of discrimination including the creations of counter-narratives that challenge deficit discourses and that forward alternative definitions of citizenship.



## RESETTLED REFUGEE YOUTH: EDUCATIONAL NEEDS AND BARRIERS

*NAC 5/206*

**Presenter(s):** Helen Samuels, Brooklyn International High School, Abigail Gacusana, Program Coordinator, Women's Refugee Commission

**Abstract:** Refugee youth arrive in the US, all too often having endured devastating conflict, displacement and chronic disruption to their education. Helen Samuels, a refugee from Thailand, will be joined by Abigail Gacusana of the Women's Refugee Commission, to discuss the educational needs and challenges of resettled refugee youth in the US.

## THE OTHER SIDE OF IMMIGRATION, FILM (2010, 55 MIN.)

*NAC 1/214 (ARONOW THEATER)*

**Presenter(s):** Roy Germano, Director/Producer of The Other Side of Immigration, Visiting Assistant Professor of Politics, The New School

**Abstract:** This film explores why so many Mexicans leave home to work in the U.S. and what happens to the families and communities they leave behind. Through an approach that is both subtle and thought provoking, audiences are challenged to imagine more creative and effective solutions to our immigration problem. Screening followed by Q&A.

## TRANSFORMING TRAUMA INTO ART: TEACHING THEATRE, WRITING, AND BUILDING COMMUNITY WITH RECENTLY ARRIVED IMMIGRANT, REFUGEE AND DISPLACED YOUTH

*NAC 1/202*

**Presenter(s):** Judith Sloan, Executive Director and co-founder EarSay, Inc, Laura Doggett, teaching artist EarSay, Jen Bleier, theatre teaching artist EarSay, Robert Winn, Documentary Filmmaker, EarSay, Dolma Lhamo, student from Tibet, Dailyn Despradel teenager from Dominican Republic, Alcee Daika Benjamin, teenager from Haiti

**Abstract:** Panel with EarSay teaching artists in theatre, writing, film, radio along with immigrant youth who participate in a decade-long partnership with the International High School in Queens. Discussion includes the process and ethics in a program delving into stories of youth who've been traumatized by war, economic or natural disasters.



## UNDERSTANDING THE IMMIGRANT CHILD'S INNER WORLD

*NAC 4/220B*

**Presenter(s):** Esther Salorio, Principal, Mayra Ruiz Lotito, Assistant Principal, Adriana Gil, Parent Coordinator, P.S. 149Q

**Abstract:** Immigrant children have individual histories and inner struggles as they wrestle with the changes in their lives. At our Queens elementary school we value the importance of looking at each child individually. Within this session we will share our best practices and interventions that center on areas: cultural, academic and psychological.

### LUNCH

12:45 P.M. - 1:45 P.M.

FACULTY DINING ROOM – 3<sup>RD</sup> FLOOR OF NAC BUILDING  
(NORTH SIDE / 138<sup>TH</sup> ST.)



**Session Two Panels and Workshops**  
**2:00 p.m. - 3:25 p.m.**

**CREATING COMMUNITY COLLABORATIONS: REFLECTIONS ON THE  
POSSIBILITIES AND CHALLENGES OF PREPARING PRE-SERVICE  
UNDERGRADUATES TO WORK WITH EACH OTHER,  
SCHOOLS, AND IMMIGRANT YOUTH     *NAC 1/202***

**Presenter(s):** Maria Hantzopoulos, Kelsey Morales, and Maria Zapata, Vassar College

**Abstract:** This panel will present the collaborative work that Vassar students conduct in their education classes in working with local Poughkeepsie immigrant youth. We will first lay out the theoretical framework and then students will present the projects they created with these youth, highlighting the barriers and the spaces for collaboration and transformation.

**EDUCATING NON CITIZEN STUDENTS AND THE RIGHTS OF NON  
CITIZENS: A LEGAL EDUCATION PERSPECTIVE     *NAC 1/201***

**Presenter(s):** Janet Calvo, Alizabeth Newman, and Yvonne Cherena, CUNY School of Law

**Abstract:** The panel will cover the following topics: 1) The Import of Educating Non citizen Law Students and Law Students About the Rights of Non Citizens, 2) Duty to Non citizen Students: Developing a Culture of Support and Respect, and 3) Pathways to Educating Non citizens as Lawyers: Law School Admission, Programs and College Preparation.

**FROM AFRICA TO THE US- REFUGEE CAMPS,  
SCHOOLS AND PROGRAMS     *NAC 1/203***

**Title:** **Living through conflict and displacement: Understanding children's educational experiences prior to immigration**

**Presenter(s):** Mary Mendenhall, International Rescue Committee

**Abstract:** The opening to this session will provide an overview of the myriad challenges that children currently out of school in Sub-Saharan Africa face as a result of conflict and fragility, and the implications of these experiences on future educational access and achievement.

**Title:** **"Not Another Statistic": Downward Assimilation among African-born Youth in Bronx Schools**

**Presenter(s):** Immaculee Harushimana, Lehman College



**Abstract:** Drawing from two studies recently conducted on African-born youth in US schools, perceived patterns of downward assimilation are analyzed and interpreted, as a similar finding emerges from a 2008 study of African-born youth in Bronx schools. Reasons for this trend are explored, and intervention measures are proposed.

**Title:** **We Came to Maine: Special Education Services as Support or Segregation for the Immigrant Student**

**Presenter(s):** Jennifer Capen, Cultural Broker, Former Lewiston Maine ESL Educator and Andrea B. Rodriguez, DOE School Psychologist, Therapist/Consultant

**Abstract:** A Lewiston Maine cultural broker's vignettes from a Somali family's school experiences highlight difficulties obtaining appropriate educational services in a district unfamiliar with their geo-political, cultural and educational history.

### **HAITIAN IMMIGRANT STUDENT CHALLENGES: CAUSE, EFFECT AND SOLUTIONS**

*NAC 4/224*

**Presenter(s):** Yves Raymond, Program Specialist and Nicole Rosefort, Director, HABETAC; Mercedes Pichard, School District of Lee County, Florida; Emily Miksic, Research Education Analyst, RTI; and Joy Miksic, Director, Pwof Ansanm

**Abstract:** When Haitian students move to the US, the educational system represents a considerable challenge for the student and their family. This panel will present observations characterizing the educational experience in Haiti and the strategies needed for the students' successful transition to US schools.

### **IMMIGRATION ACROSS CULTURES, COUNTRIES AND GENERATIONS**

*NAC 3/217*

**Title:** **Can we succeed without getting assimilated? A participatory action research project into mainstream capital with recently arrived immigrant youth**

**Presenter(s):** Lisa Patel, Boston College, Mitsouka Exantus, Assumption College, and Dawilmer Rodriguez, Boston International High School

**Abstract:** Immigrant youth face cultural, social, economic, and ideological challenges to succeeding in a mainstream America that claims to be meritocratic and race-free. In this presentation, two recently immigrated youth and a university partner will discuss the benefits and challenges to critically supporting immigrant youth in professional internships. We will discuss the uses of critical race theory and ethnography as tools for succeeding without assimilating.



**Title:** Education of Immigrants in a non-US context: Alternative School Programs for North Korean Students in South Korea

**Presenter(s):** Jessica JungMin Lee, Graduate School of Education, University of Pennsylvania

**Abstract:** Based on the field research regarding North Korean “immigrant students” in South Korea, the researcher presents some “success stories.” Some cultural-, art-, and sports programs, along with tutoring/mentoring programs, seem to have positive impacts on these students in terms of understanding new cultures, building social skills, and developing academic performance.

**Title:** Reaching a compromise: How 1.5- and second-generation Filipina American college students deal with parental expectations

**Presenter(s):** Chiara Paz, University of California, Los Angeles

**Abstract:** This project examines Filipino daughters’ (*Pinays*) negotiation of their realities at home and in college. A *Peminist* framework was used in constructing the interview questions and analyzing the data. Twelve *Pinays* revealed two issues regarding their undergraduate careers: parents’ nonverbal expression of expectations, and children’s unconscious desire to compromise.

## IMMIGRATION LAWS, POLICIES AND EXPERIENCES *NAC 6/325*

**Title:** Immigration Reform and Human Rights: European and American Perspectives

**Presenter(s):** M. Victoria Pérez-Ríos, John Jay College of Criminal Justice

**Abstract:** After borders within the European Union (EU) vanished, illegal immigration became a significant problem. In 1999 the EU adopted the guidelines for a common immigration policy but Member States opted sometimes for contradictory policies, including amnesties and expulsions. I will assess these policies from a human rights perspective.

**Title:** The Right of Undocumented Children to a Public School Education

**Presenter(s):** Ursula Levelt, Center for Worker Education, City College of New York, CUNY

**Abstract:** In 1982, the Supreme Court found that Texas violated the 14th Amendment when it denied undocumented children the right to a free public education. Today this right is being called into question again, overtly in Arizona, but also covertly here in New York. Does the Constitution protect undocumented students?

**Title:** Immigration Federalism: The Case of Immigration Enforcement by Non-Federal Agencies

**Presenter(s):** Eduardo Reyes-Chávez, University of Utah



**Abstract:** This research analyses the constitutionality of immigration enforcement and who should be the main player behind it. By critically examining the U.S. Constitution and relevant Supreme Court cases, this research tries to define if the federal government has been granted the right to enforce immigration laws or if states/localities have that right.

## **IMMIGRANT YOUTH ACTION GROUP: A PEDAGOGY AND POLITICS OF POSSIBILITY** *NAC 7/218*

**Presenter(s):** Daniel Walsh, CUNY Graduate Center, Asmaou Amadou, Haby Ly, Rose Morissett, Yvonne Ndiaye, Brooklyn International High School

**Abstract:** A group of youth and adult researchers will discuss the results of a year-long study in which they investigated the concerns of immigrant adolescents living in a global city. Research topics include students' experiences, both documented and undocumented, in schools; immigrant girls and cultural negotiation; and racial conflict among immigrant groups.

## **INDIGENOUS LANGUAGE GROUPS AND BILINGUAL EDUCATION** *NAC 4/220B*

**Title:** **Indigenous Mexican Immigrants and the Politics of Language Shift**

**Presenter(s):** Laura Menchaca Bishop and Prema Kelley, Teachers College, Columbia University

**Abstract:** This study depicts the difficult linguistic decisions of Indigenous Mexican immigrant families in NYC. Utilizing the literature on language, power and identity, this ethnographic case study seeks to better understand the unofficial language policies that these communities implement and what motivates the decision to participate in generational language "shift."

**Title:** **The complexities of teaching within a dual language model of instruction**

**Presenter(s):** Josie Freeman, PS 244Q and CCNY, Rebeca Madrigal, PS 165M, Teachers College, Columbia University and CCNY

**Abstract:** This presentation will provide an overview of the implementation of a side-by-side dual language instructional model. We will address issues including non-standard dialects, targeting of specific academic, social, and language needs, availability of resources, and the servicing of English Language Learners within this team teaching model.

**Title:** **Indigenous students in NYC public schools: connecting the perspective and challenges from parents, teachers and students**

**Presenter(s):** Patricia Velasco, Queens College, CUNY



**Abstract:** This paper presents the perspectives from parents and teachers of Indigenous students in NYC. The trust in the school system is described from the parents' perspective; the curriculum, testing and language demands are described from the teachers' angle. In addition, in classroom observations between teachers and students deepen our understanding of teaching academic language.

## PSYCHOLOGICAL FACTORS OF IMMIGRATION *NAC 4/222*

**Title:** **Identity Formation across Cultural Frontiers: Educating Immigrants While We Educate Ourselves**

**Presenter(s):** Glen Milstein, CCNY

**Abstract:** Immigration is a developmental disruption. Immigrant families must decide how to balance home culture with expectations of the new society. Teachers will benefit if they distinguish rules and behaviors that represent core classroom values, from those which can be modified to increase the academic success of our newest immigrant citizens.

**Title:** **Stress and trauma in Russian-speaking and Spanish-speaking refugee/asylee and immigrant communities: Information from the Immigration Experiences Checklist (IES)**

**Presenter(s):** Dina Goldstein Silverman, Drexel University-Hahnemann Center City Campus

**Abstract:** The Immigration Experiences Scale (IES) is a measure designed to assess pre-, during and post-migration stress in refugees and immigrants. This presentation will address the validation data for the Spanish version of the IES and its implications for further psychological research and tailoring psychological treatment and program development.

## SOCIAL STUDIES IN ELEMENTARY AND SECONDARY SCHOOLS

*NAC 5/206*

**Title:** **“You can’t vote, right?”: Exploring tensions in an “English learner” immigrant-origin US government social studies class during the Obama campaign**

**Presenter(s):** Dafney Blanca Dabach, University of Washington

**Abstract:** Drawing on data from the Teacher Adaptation Study (TAS), this paper focuses on a teacher's struggle between her desire to register voters and her conceptions of ELL students as non-citizens. Rather than providing answers, this paper poses questions about the issue of teachers' treatment of voting within an immigrant-origin classroom.



**Title:** **Making sense of citizenship: Urban immigrant middle and high school students' experiences with and perspectives on citizenship, democracy, and civic education**

**Presenter(s):** Anand R. Marri and Ashley M. Taylor, Teachers College, Columbia University

**Abstract:** This paper documents urban middle and high school immigrant students' conceptions of citizenship, democracy, and civic engagement through the implementation of Classroom-based Multicultural Democratic Education (CMDE). This study potentially illuminates urban immigrant students' conceptions of civic education and how these perceptions affect their current and future civic engagement.

**Title:** **Beyond Basic Literacy: Building critical literacy in a bilingual education classroom**

**Presenter(s):** Maria del Carmen Ponciano, PS 64X, CCNY

**Abstract:** Paulo Freire states, "reading the world always precedes reading the word, and reading the word implies reading the world" (1987, p. 29). Consequently, meaning is derived from experience and the connection to text. This presentation will examine what critical literacy is, why it is important for immigrant students, and how to build it in a bilingual classroom.

## **TECHNOLOGY AND WRITING: CAN YOU HEAR THEM?**

*NAC 3/221*

**Title:** **Speak Up: Using Story Recording to Educate and Empower English Language Learners**

**Presenter(s):** Anna Lurie, Millennium Art Academy

**Abstract:** Explore how digital media and story recording can be used in the classroom to engage and educate English Language Learners. These techniques can be incorporated into any curriculum to help ELLs develop strong writing and communication skills, as well as giving them a voice to share their important stories.

**Title:** **A Voice in a New Land: The writing process for the Immigrant Student**

**Presenter(s):** Marilyn Ramirez, High School for Media and Communications

**Abstract:** This workshop is designed for middle and secondary school teachers. Participants will learn practical techniques to draw on immigrant students' prior knowledge and experiences to enhance their writing. Classroom discussions and journal writing creates a non-threatening environment that strengthen students' voices which in turn makes them more skilled writers.



**THE FLOWERS BEHIND THE MOUNTAIN,  
STAGED READING OF A NEW PLAY NAC 1/214 (ARONOW THEATER)**

**Presenter(s):** A staged reading of a new play by Barbara Bennion, Directed by Staci Swedeen. J.W. Cortes. Luis Galli, Cristina Rodriguez, Juan Velez, Teresa Yenque, actors

**Abstract:** Real stories of immigrants performed by an all Latino cast. As the characters journey to cross the border they encounter hardships never dreamed of. Still, they hope to find a better life in *El Norte*. Will they find it? What would you do in their place? Discussion follows.

**THE SCHOOLING OF SECONDARY IMMIGRANT STUDENTS: TWO MODELS  
NAC 0/201**

**Presenter(s):** Melodee Khristan and Mamoudou Ba, Liberty HS Academy for Newcomers, Juan Villar and Stefany Batista, Gregorio Luperón High School for Science and Mathematics, Norval Soleyn, CCNY College Now

**Abstract:** The presenters, representing Liberty High School Academy for Newcomers and Gregorio Luperon High School for Science and Mathematics, will discuss the challenges and rewards of schooling for immigrant students at two NYC public high schools that provide models for just such an experience.

**WE ARE NEW YORK COMMUNITY LEADERSHIP PROJECT NAC 5/101**

**Presenter(s):** Marlee Ickowicz, Mayor's Office of Adult Education

**Abstract:** We Are New York is an Emmy-award winning program created by the Mayor's Office and CUNY. It broadcasts the Mayor's message on immigration, education, and health care; supports and improves the work of ESOL teachers; and brings in new partners from outside the system to expand ESOL opportunities across NYC.

**Closing Event  
3:45 p.m. – 4:30 p.m.**

**Voices of the Journey: A Spoken Word Celebration of Immigrant Experiences**

**Shepard Hall, The Great Hall**

**Please join in celebrating poets of diverse ages, ethnicities, nations and languages, as they share their immigration journeys!**



## VOICES OF THE JOURNEY

The Voices:

|                                 |   |
|---------------------------------|---|
| <b>Welcome</b>                  | Heather Homonoff Woodley, CCNY & CUNY Graduate Center                                       |
| <b>Barrio Libre</b>             | Peace Poets   |
| <b>Unidentified Identity</b>    | Angy Rivera, John Jay College of Criminal Justice & New York State Youth Leadership Council |
| <b>Africa</b>                   | Massange Kamara, Bronx International High School  |
| <b>Nightmares From the Past</b> | Geancarlo Jordan, High School of World Cultures   |
| <b>65,000</b>                   | Sonia Guinansaca, New York State Youth Leadership Council                                   |
| <b>This is For My Motha'</b>    | Renee Floresca, CCNY  |
| <b>Internationally Known</b>    | Peace Poets   |
| <b>Mujer Latina</b>             | Lizette Rodriguez, CCNY   |
| <b>What's Your Status</b>       | Judith Sloan, EarSay Inc.   |
| <b>With Liberty and Justice</b> | Arline Herrera, CCNY  |



# “WITH LIBERTY AND JUSTICE”

BY  
ARLINE HERRERA  
CCNY STUDENT

“...one nation under God, indivisible with Liberty and Justice for all.” – Excerpt from the Pledge of Allegiance of the United States of America

On a day when the sky was blue,  
And the people were too,  
Two goddesses spoke  
Their feelings invoked

Lady Liberty watched over the land and sea.  
Her splendorous gown, brightly colored green  
Her shackles broken and her feet loose  
Though to go anywhere she refused

Lady Justice held her sword and scale  
She lacked color for she was highly pale  
Hindering her from seeing  
Was a blindfold upon the eyes of this being

As these two came together,  
To talk about life, politics and the weather  
They discussed the situation  
Regarding immigration

Lady Liberty spoke first  
Inside of her there was an aching thirst  
To defend those who come from every direction  
Seeking a more solid foundation

And she speaks...

So many have laid their eyes on me  
After days of crossing land and sea  
After days of dreaming, sweating, crying, swimming, running, leaping, leaving everything they once knew  
Not knowing that what is ahead is brand new  
Not knowing that what is ahead takes some getting use to  
They come here seeking better frontiers  
Eyes filled with tears  
As they said good-bye to those they hold dear  
Leaving behind their homes  
Letting go of those they love the most  
And when they finally arrive



They can't help but notice the stranger passing them by  
They too are noticed  
They don't look like your average tourist  
America is now no longer the land of a fairytale  
It is now the place where they shall prevail

Lady Justice gently smiles  
The following words she carefully compiles

And she speaks...

What you hold in your right hand, I enforce  
Regardless of race, language, gender, and so forth  
A blindfold like the one you see on me  
Is worn by us who have sight but refuse to see  
I cover by eyes by choice  
So once again I tell you, what you hold in your right hand, I enforce  
The foreigner has always found refuge here  
Seeking entrance from lands far and near  
Yet one thing is for sure  
Opportunity is what brings them here, nothing more  
Whether or not they are welcomed warmly  
That is not my job. I defend the law only  
A law abiding citizen is my friend  
But the immigrant however, is not just yet!

Lady Liberty Speaks again...

From that homesick feeling to optimistic smiles  
Small triumphs and the never ending trials  
There is nothing stronger than an immigrant's desire to persevere  
Their ambitions and persistence I find so severe  
Yet you have indeed failed them time and time again  
From discrimination, segregation, separation, deportation  
Racial profiling and rejected rights  
You have allowed it all  
You have failed to defend those from distant lands  
Who come here not by choice but by their needs' demands  
Or have you forgotten so quickly that this is not your home?  
That we are also foreigners from a place known as Rome.

