

Refugee and Immigration Issues Track

IMPACT Conference | March 31 - April 3, 2011 | Stetson University, DeLand, FL

INTRODUCTION

This track is designed for students, administrators, or partners who have an interest or experience in working with refugee or immigrant groups. Typically, students engage with these populations through their service in schools, refugee/immigrant support agencies, English as a Second Language (ESL) programs, or health clinics. Not only does this topic cross over a wide range of social services, but it has reached national news this past year through debates over the DREAM Act and related policy, making refugee and immigrant rights one of the foremost political discussions around contemporary civil rights in the United States. This track will enable participants to share their experiences, discuss the issues, and learn about opportunities for advocacy and social action.

In this track summary, you'll find

- Workshop Guidelines,
- Participant Handouts, and
- A Track Evaluation.

For more information on the track, please contact Kelly Behrend, Program Associate at the Bonner Foundation (kelly@bonner.org).

WORKSHOP ABSTRACTS

1. Personal Experiences, Public Issues: Refugees, Immigrants, and You

Have you ever wanted to learn more about the refugee and immigrant populations that you live, work and serve with? This session kicks off a specialized track devoted to refugee and immigrant issues! In this session, participants will connect personal experiences in service with relevant public and political issues, learning about some of the major themes that will be addressed in the track. Group discussion will also identify the problems and challenges for the affected populations, the volunteers who serve with them, and the sites and agencies who support them.

2. Uncovering [Im]migrant Voices: Exploring the Narratives of the Uprooted

In this workshop, participants will learn about the distinctions of various migrant groups and the structures and institutions that determine their status and rights. Then, participants will have the chance to get creative — analyzing the photography, poetry, and prose of various refugees and immigrants from around the world and creating skits to highlight some of the shared experiences of exile as observed in the artwork. This session is a great way to get to know the dynamics of the refugee and immigrant condition from the [im]migrants themselves.

3. "To Legalize or Not to Legalize?": Refugee and Immigrant Political Debates

This workshop will introduce the various political debates within the refugee and immigration issues in our country, tracing their political history, and seeking out the policy options we have today. Track facilitators will be joined by representatives from policy organizations at the federal, statewide, and local level to discuss the policies and the possibilities for refugee and immigrant populations across the country. Join in

on an analysis of policy timelines and discussion around the influences that have shaped the debates over time and the impact it has had on refugees and immigrants.

4. Your Service Toolkit: A Roundtable Discussion on the Essential Skills for Working with Refugees and Immigrants

Like any service sector, there are specific skills that can enhance your impact. This session will cover some of the most prominent skills needed to be an effective service provider for refugees and immigrants. This roundtable discussion will feature tips, tools, and resources on ESL Training, Cross-Cultural Competency, and Providing Access to Social Services. In addition, participants will gain insight on other skills such as psychosocial counseling, working with youth, and reversing stigmas and stereotypes. This is the chance for track participants to come together and share ideas and program models to enhance impact and build capacity.

5. La Plaza Comunitaria: A Model for Empowering Migrant Workers

For many years Stetson has been working with the Pierson community located 11 miles from Stetson's Campus. Pierson is known as "The Fern Capital of the World", where the majority of the population is Mexican-migrant farm workers. Stetson University has partnered with La Plaza Comunitaria, in Pierson, offering different services, including English classes, computer literacy classes, and an after school program for youth in the Pierson community. In this workshop you'll learn about Stetson's partnership with La Plaza Comunitaria and hear from a panel of farm workers who have been exposed to harsh working conditions. They will share their battle for their rights as farm workers.

6. "What Now?" Panel: Making an IMPACT for Refugees and Immigrants

Join the partner organizations of the refugee and immigrant issues track in a final session that covers the career, advocacy, and networking opportunities for making an impact for refugees and immigrants in our country. You'll hear from a diverse panel of professionals who will share how to translate your service experience into a career and the various ways to make a lasting impact.

PARTNER ORGANIZATIONS

A special thank you to the partner organizations who assisted in the development of this track:

- Lutheran Immigrant and Refugee Service
- La Plaza Comunitaria
- Refugee and Immigration Services of Commonwealth Catholic Charities
- Citizenship Now! CUNY

FOR MORE INFORMATION

This track was designed, coordinated, and facilitated by:

- Kelly Behrend, Program Associate, Bonner Foundation
- Giuseppe Céspedes, Bonner Leader Program Coordinator, Rutgers University
- Cynthia Douglas, Campaign Coordinator, NJ Learning to End Hunger Program

For more information, please contact Kelly Behrend at kelly@bonner.org.

Personal Experiences, Public Issues: Refugees, Immigrants, and You

Workshop I - Friday, April 1, 9:00am-10:30am

Objective

In this workshop, participants will engage with the film “Echando Raices = Taking Root: Immigrant and Refugee communities in California, Texas and Iowa”, a documentary produced by the American Friends Service Committee (clips available on [AFSC's YouTube Channel](#), look for the Echando Raices playlist). The film features a range of refugee and immigrant narratives and addresses a variety of social problems, personal challenges, and political realities that the communities face. After the film, participants will engage in a discussion with the facilitators discussing the challenges and opportunities of the undocumented population presented by the film and as experienced in service.

This workshop will enable participants to:

1. connect personal experiences with relevant public and political issues;
2. identify challenges and opportunities for immigrants, volunteers, and support agencies; and
3. create a knowledge base to support our service, advocacy, and impact.

Materials

- [Refugee/Immigrant Issues Powerpoint on Slideshare.com](#) (slides 1-6)
- Computer with Internet access
- Projector
- Flip Chart/Markers or Whiteboard
- Echando Raices documentary (which you can take out from your campus library, [purchase online](#), or view about 30 minutes of clips on [YouTube](#))

Handouts

(see participant packet for these worksheets)

- Challenges & Opportunities Sheet

Brief Outline

This workshop will include the following sections:

1. Introductions | 10 minutes

2. Film: Echando Raices | 60 minutes

3. Discussion | 20 minutes

Facilitator Guidelines

1. Introductions | 10 minutes

In this section, the goal is to briefly introduce each other and engage participants by asking them to share their own service experiences and policy/advocacy interests as they relate to refugees and immigrants.

Begin by introducing yourself and the primary goal of the track (official track summary):

This track is designed for students, administrators, or partners who have an interest or experience in working with refugee or immigrant groups. Typically, students engage with these populations through their service in schools, refugee/immigrant support agencies, English as a Second Language (ESL) programs, or health clinics. Not only does this topic cross over a wide range of social services, but it has reached national news this past year through debates over the DREAM Act and related policy, making refugee and immigrant rights one of the foremost political discussions around contemporary civil rights in the United States. This track will enable participants to share their experiences, discuss the issues, and learn about opportunities for advocacy and social action.

Then, introduce the goal of this particular session (listed above in the “objectives” section), also listed on [Slide 2](#).

Using [Slide 3](#) as a guide, ask participants to introduce themselves, including:

- Name
- School/Organization
- Personal Experience (i.e. service work)
- Public Issue (i.e. what policy/advocacy work they’re most engaged in)

2. Film: Echando Raices | 60 minutes

Introduce the people and places that are featured in the film, using [Slide 4](#):

- Central Valley, California: indigenous latino groups fleeing persecution, economic and political disenfranchisement for agricultural work
- Houston, Texas: urban [im]migrant groups confront each other in an unfamiliar place
- Central Iowa: latino groups work in the meat packing industry, strong cultural clashes with the white population

Encourage students to consider the “voices” heard throughout the film and the various structures, systems, policies, and problems that they refer to throughout their stories (such as labor rights, environmental welfare, health, etc.).

Ask participants to think about these issues in terms of “challenges” and “opportunities”. What are the struggles facing these communities? What opportunities exist to improve them?

Then, watch the video. If you do not have access to the full video (60 minutes), then arrange the [YouTube playlist clips](#) for about 30 minutes of video. In that case, you can extend the discussion to 50 minutes, including more audience participation.

As you watch the video, take notes on some important quotes or observations. You can draw on these later during the discussion if participation is lacking.

3. Discussion | 20 minutes

After watching the video, ask participants to share some initial reactions. Use some of your notes to add to their responses or illicit further feedback.

Then, using [Slide 5](#) as a guide, create a chart on the whiteboard like the one below. Start with the challenges for each group, and then move on to opportunities. The chart below has been filled out with some ideas that you can use in case participation is lacking.

Encourage students to record responses on their Challenges and Opportunities handout:

	Challenges	Opportunities
Refugees & Immigrants	<ul style="list-style-type: none"> • naturalization process • language/cultural barriers & assimilation • [mis]representation • access to social services (healthcare, education, driving license, transportation, etc.) • access to basic human needs (housing, food, clothing, etc.) • labor force (job security, exploitation, job skills) • psychosocial effects & intervention (trauma, migration, separation) • diaspora communities (economic and personal connections to home country) 	<ul style="list-style-type: none"> • economic impact (low-skill job, paying taxes) • social capital (empowerment, social mobility) • intellectual capital (access to higher education) • cultural enrichment • raising minimum wage
Volunteers	<ul style="list-style-type: none"> • lack of training/resources (providing services, overcoming cultural/linguistic barriers) • lack of issue/policy knowledge • lack of access to relevant organizations 	<ul style="list-style-type: none"> • issue expertise • professional preparation • academic resources
Support Agencies	<ul style="list-style-type: none"> • underfunded • low capacity (staff, resources, programs, updated research) 	<ul style="list-style-type: none"> • federal funding, grants • community support • buy-in from key stakeholders • knowledge of relevant policy

Once completed, explain that this framework can serve as a model for how we think about the remainder of the track. Ask students to reflect on their own challenges and opportunities and

think about what knowledge or skills they may need to develop in order to a) better support immigrants and refugees and b) build capacity for support agencies.

Time permitting, use Slide 6 as a guide to wrap up the discussion and lead into the rest of the track:

Thinking about these challenges and opportunities...

- What is our role in supporting immigrants and refugees?
- How can we support each other? Our sites and agencies?
- What skills, tools, or knowledge do you need in order to enhance your impact?

Participants' answers to the last question may offer you some insight on what areas you should focus on throughout the track. Feel free to modify future discussions or approaches based on the needs that participants have expressed.

Uncovering [Im]migrant Voices: Exploring the Narratives of the Uprooted

Workshop 2 - Friday, April 1, 1:00pm-2:30pm

Objective

In this workshop, participants will learn about the distinctions of various [im]migrant groups and the structures and institutions that determine their status and rights. Rather than approaching the history of migrant movements across time and space in a lecture format, students will “uncover” a series of various migrant movements and their affects on migrants themselves. Participants will analyze the photography, poetry, and prose of various refugees and immigrants from around the world. They will then create skits to highlight some of the shared experiences of exile as observed in the artwork. The session will conclude with an analysis of these shared (and distinct) experiences, extending the discussion to a critical assessment of how service providers, policymakers, and advocates can better approach the issues.

This workshop will enable participants to:

1. discuss the various types of [im]migrant populations;
2. analyze the experiences and narratives of immigrants and refugees; and
3. share their ideas for the inclusion of the [im]migrant voice in service, policy, and advocacy.

Materials

- [Refugee/Immigrant Issues Powerpoint on Slideshare.com](#) (slides 7-17)
- Computer with Internet access
- Projector
- Space for skits

Handouts

(see participant packet for these worksheets)

- [Im]migrant Distinctions
- “Journey of a Refugee”
- Art Samples

Brief Outline

This workshop will include the following sections:

1. [Im]migrant Distinctions | 10 minutes
2. Art Analysis | 40 minutes
3. Skit Presentation | 20 minutes
4. Discussion | 20 minutes

Facilitator Guidelines

1. [Im]migrant Distinctions | 10 minutes

In this section, your goal is to get participants informed about the topic of [im]migration at a basic, but important level: the types of migrant groups. The idea is to prepare them with the knowledge needed in order to visualize or interpret the [im]migrant experience later on in this workshop.

See [Slides 9-15](#) for the prompts to describe the following types of [im]migrants:

- immigrant
- refugee (and refugee journey example)
- exile
- asylee
- internally displaced person

2. Art Analysis | 40 minutes

In this section, the participants will work in seven small groups (one for each of the art sample handouts). Each group will receive an art compilation. Have group review artwork together, analyze the elements of the work, and identify some of the themes at play. The prompts on [Slide 16](#) will be useful in guiding participants through this activity. Encourage students to consider:

- the experience of the artist's intentions and your interpretations,
- the events, beliefs, or people that may have been affected by or are related to the work,
- the artistic choices used and why, and
- the historical, political, social, cultural, or spiritual contexts of the work.

Once groups have analyzed the artwork for about 20 minutes, they will need to start brainstorming and planning their skit. The skit is meant to be creative and captures an aspect of the experience of migration in the artwork — what is the shared or unique experience of migration as depicted in the artwork?

Groups will have to put together a skit around the artwork they have been given. Give groups enough time and space to work in groups to develop 2 – 3 minute skits. Try to give participants a 10-minute and 5-minute countdown so you can stay within time limits.

3. Skit Presentation | 20 minutes

In this section, students will perform their skit and then share what characteristic or social issue within the refugee and immigrant experience they were trying to exhibit. They also may want to share what cultural or historical influences may have been at work in their presentation.

4. Discussion | 20 minutes

In this section, you will engage the participants in a brief discussion about the refugee and immigrant experience:

- How did your depictions of the characters in your skits compare with the history and experiences of refugees and immigrants?
- Which characteristics of the art influenced your skit most strongly?
- What are some of the misconceptions of the [im]migrant community that could be challenged with what you learned today?
- What role does art play in movements for refugee or immigrant rights?

“To Legalize or Not to Legalize?": Tracing the Political History of Refugee and Immigrant Issues

Workshop 3 - Friday, April 1, 4:00pm-5:30pm

Objective

This workshop will introduce the various political debates within the refugee and immigration issues in our country, tracing their political history, and seeking out the policy options we have today. Participants will engage in a discussion of “myths and facts” that inform the modern immigrant and refugee debate, brainstorming ways in which they can reverse some of those misrepresentations. Participants will create an “activist 1-liner” card to combat some of the most common misconceptions about immigrants and refugees. Finally, participants will work in small groups to assess a particular time period of migration policy in America. Groups will present their “findings” (any prominent policies, influences, or trends in that era) and the session will conclude with a group discussion of policy patterns and possibilities.

This workshop will enable participants to:

1. discuss the personal and public perceptions of refugees and immigrants;
2. analyze the history of relevant refugee and immigrant policy in the US; and
3. identify the opportunities for policy engagement as service providers.

Materials

- [Refugee/Immigrant Issues Powerpoint on Slideshare.com](#) (slides 18-24)
- Computer with Internet access
- Projector
- Moveable chairs/adequate space for small group interaction

Handouts

(see participant packet for these worksheets)

- Large index cards for each participant
- Myths and Facts Sheet
- [Im]migration Timeline

Brief Outline

This workshop will include the following sections:

1. Perceptions & Possibilities | 20 minutes
 2. Myths and Facts | 20 minutes
 3. Timeline Analysis | 30 minutes
 4. Discussion | 20 minutes
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Facilitator Guidelines

1. Perceptions & Possibilities | 20 minutes

Start off with a discussion of the way refugee and immigrant communities are talked about in the news, in homes, and with others such as friends, family, and coworkers.

To help guide the conversation, ask the following questions (found on [Slide 20](#)), encouraging participants to talk about their own opinions and the opinions they may have heard of others:

- Should immigrants/refugees be allowed to come to this country? Under what conditions?
- Should the number of immigrants/refugees entering the country be limited? By what measures?
- Should Americans have concerns about new immigrants/refugees coming to America? What might those be?

Challenge participants to think about opportunities to advocate for refugees and immigrants — especially in terms of reversing some of these negative perceptions and misconceptions.

2. Myths and Facts | 20 minutes

In this section, divide participants into nine groups and pass out the Myths v. Facts Sheet, assigning each group with a “myth”.

Then, instruct each group should read their “myths” and create “i-liners” to counteract the myth, drawn up from the facts included on their paper. In other words, the groups will write down the “bottom line” for each fact that they are assigned, presenting it to the group.

As they work on this, pass out one large index card to each participant.

Then, have each group briefly report back. As groups present their “bottom line”, encourage participants to record their takeaways on the card — thinking of the card as “i-liners for advocacy”.

Then, review some key points using the [Slides 21 and 22](#).

3. Timeline Analysis | 30 minutes

You may want to start this section off by mentioning the relationship between perceptions and policies. Although just perceptions, they can affect and direct reality. It is important to recognize this while analyzing policy — not merely looking at dates and facts, but also considering the climate in which these decisions were made. Studying the influences and impact of policy over time can inform our advocacy work in the present. Discuss this dynamic with participants as you prepare to analyze policy history and consider how it has shaped the debate today.

Divide the group into small groups and (depending on size) assign them certain time periods (i.e. a decade, or 25 years).

Have participants analyze these time period, thinking about the directives on Slide 23:

- The key policies established in that timeframe
- What the policies were addressing and why
- What other international or national influences (events, belief systems) that could have affected the creation of that policy
- The actual or likely impact of that policy on immigrant or refugee groups

Then, have participants present their findings (briefly) in chronological order, noting any trends or patterns along the way.

4. Discussion | 20 minutes

Now that participants have presented the history of immigration and refugee policy, discuss the following questions:

- Which policies stood out to you and why?
- How does policy affect [im]migrant communities?
- Which policies are you most passionate about?
- What are the policy opportunities today?

Your Service Toolkit: A Roundtable Discussion on the Essential Skills for Working with Refugees and Immigrants

Workshop 4 - Saturday, April 2, 9:00am-10:30am

Objective

By this time, participants have shared their own experiences (workshop 1), learned about the experiences of refugees and immigrants (workshop 2), and related those experiences with policy (workshop 3). With these understandings of themselves, of the affected population, and of the structures that guide their status, participants may begin to think more critically about how they can improve their knowledge and skills to enhance their service in a more strategic way. This workshop is designed to be more informal and less structured than previous workshops, enabling students to think through what they're learning and share ideas and program models.

Participants will begin by analyzing the organizational chart of a typical refugee and immigrant support agency, identifying the array of social services provided and how their service work may build such capacities and programs. Then, participants will engage in a roundtable discussion, sharing resources, program models, and ideas for how to do so in each area of social services (i.e. education, citizenship, labor, psychosocial support, etc.).

This workshop will enable participants to:

1. learn about the organizational structure of a typical refugee and immigrant support agency;
2. discuss the skill sets necessary to build organizational capacity and enhance community impact; and
3. share experiences, best practices, program models, and other ideas for building individual and collective capacity.

Materials

- [Refugee/Immigrant Issues Powerpoint on Slideshare.com](#) (slides 25-29)
- Computer with Internet access
- Projector
- Roundtable format (either at large table, in semi-circle, or triangle)

Handouts

(see participant packet for these worksheets)

- Organizational Chart for Refugee/Immigrant Support Center

Brief Outline

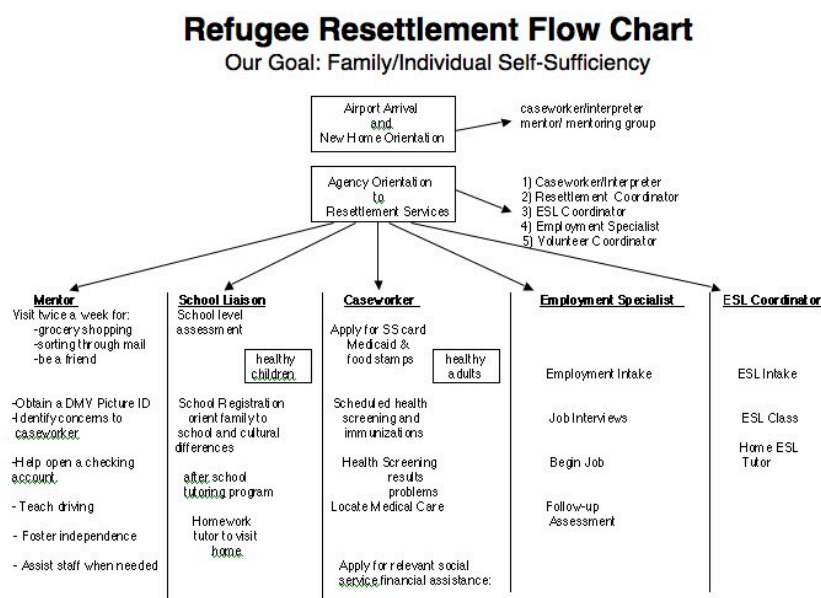
This workshop will include the following sections:

1. Organizational Structure for Refugee/Immigrant Support Agency | 30 minutes
2. Small Group Feedback | 15 minutes
3. Roundtable Discussion | 45 minutes

Facilitator Guidelines

1. Organizational Structure for Refugee/Immigrant Support Agency | 30 minutes

Start by asking participants about the nature of their service sites. Many may work with single-service providers such as health clinics, education centers, or churches. Some may work with multi-dimensional support agencies directly targeted at refugees and immigrants. In an effort to cover the scope of services provided to refugees and immigrants, the organizational flow chart of a typical refugee/immigrant support center will be used to guide this activity (shown below):



Pass out the Organizational Chart worksheet to participants, dividing the room into five subgroups for each “service sector” within the support center.

Before getting into the activity, spend some time discussing the nature of “capacity building” and how they define it. How have they built capacity in the organizations or communities they’ve served? Highlight the notion that volunteers can be strategic in their service, intentionally gaining the appropriate knowledge and skills to build capacity within their organization.

Instruct participants to talk about the nature of this kind of work and how it may look in their communities. Then, have participants brainstorm what knowledge areas and skill sets they need to develop in order to build capacity for such an organization and its programs.

2. Small Group Feedback | 15 minutes

Have small groups report back on which knowledge areas and skill sets they think they would need to develop in order to enhance their service effectiveness and build capacity. Record these notes on the board or on a flip-chart paper for the group to see.

As groups report back, group together particular skills or knowledge areas as you see fit. These will shape the topics of the roundtable discussion.

3. Roundtable Discussion | 45 minutes

Depending on the amount of topics created in section 2, share with participants that they will engage in a rapid roundtable discussion, where one topic will be “on the table” for a certain amount of time (again, depending on the amount of topics within the 45-minute period). Participants are encouraged to share best practices, program models, resources, and/or ideas for how to develop that knowledge area or skill set.

Facilitators and community partners that are present may have to play a stronger role in getting the conversation going and being prepared with resources and ideas. Here are a few to get you started (drawn up from the IMPACT Refugee and Immigrant Issues Coalition):

Program Models | *initiatives you can start on campus and in your community*

- Run a Citizenship Drive (model: Citizenship Now!)
- Develop a Refugee/Immigrant Youth Leadership Group (model: Heartland Youth Leadership Network of Chicago, IL)
- Advocate for Improved Parent/Child Relationships & Educational Support (model: School Liaison Program)
- Discuss an Immigrant Mapping Project with Professors on Campus (model: Rutgers Immigrant Infrastructure Map)
- Connect International Students on Campus with Local International Community (model: International Student Support Program)
- Investigate Campus Labor Rights for Immigrants and Refugees (model: Campus-Based Labor Rights Organizing)
- Create a Campus-Community Issues Coalition (model: Refugee and Immigrant Issues Coalition (RIICO) of Richmond, VA)

Policy Points | *get informed about “hot button” topics and investigate how they play out in your community*

- DREAM Act: What Now? (State-level revisions)
- Alternatives to Detention (how can we improve the detainee system for asylum seekers and unaccompanied immigrant minors?)
- Resettlement Stipends for Refugees (what to they cover? are they enough?)
- Permanent Legal Residents' Rights (do they know them?)

La Plaza Comunitaria: A Model for Empowering Migrant Workers

Workshop 5 - Saturday, April 2, 4:00pm-5:30pm

Objective

This workshop is designed to enable students to interact directly with local migrant workers. If this track were to be replicated, this workshop could be facilitated by a community partner in the area, ideally including refugees or immigrants in some way. The panel format seemed to work best for this organization, but might look different for another organization.

For many years Stetson has been working with the Pierson community located 11 miles from Stetson's Campus. Pierson is known as "The Fern Capital of the World", where the majority of the population is Mexican-migrant farm workers. Stetson University has partnered with La Plaza Comunitaria, in Pierson, offering different services, including English classes, computer literacy classes, and an after school program for youth in the Pierson community. In this workshop you'll learn about Stetson's partnership with La Plaza Comunitaria and hear from a panel of farm workers who have been exposed to harsh working conditions. They will share their battle for their rights as farm workers.

This workshop will enable participants to:

1. learn about La Plaza Comunitaria;
2. interact directly with local migrant workers; and
3. ask questions of the migrant workers, the agency staff, and the student volunteers.

Materials

- Computer with Internet access
- Projector
- Panel format set-up

Handouts

- Plaza Comunitaria Brochure/Flier

Brief Outline

This workshop will include the following sections:

1. Introduction to La Plaza Comunitaria | 15 minutes
2. Panel Presentation | 45 minutes

3. Q&A Session | 30 minutes

Facilitator Guidelines

1. Introduction to La Plaza Comunitaria | 15 minutes

Students serving La Plaza Comunitaria share the organization's mission, goals, and programs.

2. Panel Presentation | 45 minutes

Panelists share their stories as facilitator asks questions about how they arrived, what social issues they may be facing, and how La Plaza Comunitaria was or was not helping them achieve their goals.

3. Q&A Session | 30 minutes

Participants have the chance to ask questions in a standard panel Q&A format.

“What Now?” Panel: Making an IMPACT for Refugees and Immigrants

Workshop 6 - Sunday, April 3, 9:00am-10:30am

Objective

In this panel discussion, participants will have the chance to engage with representatives from the partner organizations of the refugee and immigrant issues track. Presenters will build on the track's content by presenting on the career, advocacy, and networking opportunities for making an impact for refugees and immigrants in our country. Participants will get a chance to ask questions of the diverse group of professionals, who will also share how to translate service experience into a career and the various ways to make a lasting impact.

Materials

- Computer with Internet access
- Projector
- Panel format/set-up

Handouts

- Partners may have their own resources to hand out
- Track Evaluation

Brief Outline

This workshop will include the following sections:

1. Panel Introductions | 5 minutes
2. Panel Presentation | 45 minutes
3. Q&A Session | 30 minutes
4. Track Evaluation | 10 minutes

Facilitator Guidelines

1. Panel Introductions | 15 minutes

Begin the session by introducing panelists. It may be useful to gather their biographies ahead of time. Panelists should represent a diverse array of sectors (nonprofit, private, and public) and careers (community organizer, agency staff, policymaker, professor, student activist, etc.).

2. Panel Presentation | 45 minutes

The facilitator can use the questions below (or add to them), inviting presenters to answer as it applies to them:

1. What path (professionally or personally) brought you to this type of work?
2. What role are students able to take on at their service sites to help build capacity? What knowledge or skills do they need?
3. Explain the relationship between the private sector and the nonprofit sector as it affects your work. Between the government and the nonprofit sector? How do these relationships affect your organization and its impact?
4. Who has the power to make the structural change needed to impact the lives of immigrant and refugee populations in the US? Abroad?
5. What service models have helped shaped your organization's mission, approach, and programs?
6. How does your organization involve itself in advocacy? What gains has your organization made in affecting policy change? What more needs to be done?
7. What events, policies, or trends have affected your organization's service to immigrant and refugee populations?
8. What words of advice would you offer our students about pursuing a career in this field? What opportunities exist?
9. What insight would you have for those entering into the nonprofit or service sectors (in general)?

3. Q&A Session | 30 minutes

Invite participants to ask questions. It may be useful to reflect back on the "Challenges and Opportunities" chart that participants created in the first session, asking if they have been able to fill some of the gaps throughout the track — and what opportunities they'd like to pursue going forward.

4. Track Evaluation | 10 minutes

At the end of this session, be sure to have participants complete the track evaluation.

Participant Handouts

Here, you'll find the handouts used in each of the presentations:

WORKSHOP HANDOUTS

1. Personal Experiences, Public Issues: Refugees, Immigrants, and You
 - Challenges & Opportunities Chart
2. Uncovering [Im]migrant Voices: Exploring the Narratives of the Uprooted
 - [Im]migrant Distinctions
 - Journey of a Refugee
 - Art Samples (separate PDF file, we encourage facilitators to find their own art to use)
3. "To Legalize or Not to Legalize?": Refugee and Immigrant Political Debates
 - Myths and Facts Sheet
 - [Im]migration Timeline
4. Your Service Toolkit: A Roundtable Discussion on the Essential Skills for Working with Refugees and Immigrants
 - Organizational Flow Chart
5. La Plaza Comunitaria: A Model for Empowering Migrant Workers
 - (Organization's materials not included)
6. "What Now?" Panel: Making an IMPACT for Refugees and Immigrants
 - N/A

Challenges & Opportunities Chart

To frame our goals throughout the track, let's think about the challenges and opportunities for each of these groups. We'll come back to this chart throughout the track.

WORKSHOP I

	CHALLENGES	OPPORTUNITIES
<i>Refugees & Immigrants</i>		
<i>Volunteers</i>		
<i>Support Agencies</i>		

[Im]migrant Distinctions

Before entering into deeper discussions of the issues, let's get informed about the terms.

WORKSHOP 2

Immigrant

a person who comes to a country to permanently settle from another country.

Refugee

a person outside of the United States who seeks protection on the grounds that he or she fears persecution in his or her homeland. To attain refugee status, the person must prove that he or she has a "well-founded fear of persecution" on the basis of at least one of five internationally-recognized grounds: race, religion, membership in a social group, political opinion, or national origin.

Exile

a person who is voluntarily absent from their home country, or a person who has been expelled from their home country.

Asylum Seeker

a person in the United States or at a port of entry who seeks protection on the grounds of persecution or a "well-founded fear of persecution."

Internally Displaced Person (IDP)

a person who has been forced to flee his/her home because of war or fear of persecution, but remains in their home country.

Myths v. Facts

This resource is produced by the Immigrant Rights' Project and counteracts some of the common misconceptions about refugee and immigrant groups. To view the full resource and its citations, go to: http://www.aclu.org/files/pdfs/immigrants/myths_facts_jan2008.pdf#page=1.

WORKSHOP 3

MYTH: Immigrants are a drain on our social services.

FACT: By paying taxes and Social Security, immigrants contribute far more to government coffers than they use in social services.

In its landmark report published in 1997—arguably the most thorough national study to date of immigration's fiscal impacts—the National Research Council (NRC) of the National Academy of Sciences concluded that on average, immigrants generate public revenue that exceeds their public costs over time—approximately \$80,000 more in taxes than they receive in state, federal and local benefits over their life times.¹ This same conclusion was reached in 2007 by the Council of Economic Advisers in their report to the Executive Office of the President where they state that “the long-run impact of immigration on public budgets is likely to be positive,” and agree with the NRC report's view that “only a forward-looking projection of taxes and government spending can offer an accurate picture of the long-run fiscal consequences of admitting new immigrants.”²

Indeed, most non-citizens are not even eligible for the majority of welfare programs unless they are legal permanent residents and have resided in the United States legally for at least five years. This includes benefits such as Temporary Assistance for Needy Families (TANF), SSI, Medicaid, and the State Children's Health Insurance Program (SCHIP).

Moreover, according to government reports, noncitizens are much less likely than citizens to use the benefits for which they are eligible. For example, immigrants, especially the undocumented, tend to use medical services much less than the average American.³ In fact, the average immigrant uses less than half the dollar amount of health care services as the average native-born citizen.⁴ Moreover, the claim that immigrants account for high rates of emergency room (ER) visits is refuted by research; in fact, communities with high rates of ER usage tend to have relatively small percentages of immigrant residents.

Likewise, according to Department of Agriculture reports, noncitizens who are eligible for food stamps are significantly less likely to use them than are all other individuals who are eligible for the program. For example, about 45 percent of eligible noncitizens received food stamps in 2002, compared to almost 60 percent of eligible individuals overall.⁵

Most of the fiscal impact from immigration is felt at the state and local levels. The Council of Economic Advisors points out in its report to the Executive Office of the President that “the positive fiscal impact tends to accrue at the federal level, but the net costs tend to be concentrated at the state and local level,” which bear primary responsibility for providing not only health care but education.⁶

Still, according to recent studies from a number of cities and states—including the states of Arizona, Texas, Minnesota, California, New York, North Carolina and Arkansas, and cities or counties of Chicago and Santa Clara—while the cost of educating the children of immigrants may be high, the overall economic benefits of immigrants to the states remain positive.⁷ A University of Illinois study found that undocumented immigrants in the Chicago metropolitan area alone spent \$2.89 billion in 2001, stimulating an additional \$5.45 billion in total local spending and sustaining 31,908 jobs in the local economy.⁸

The Udall Center at the University of Arizona found that the fiscal costs of immigrants, starting with education, totaled \$1.41 billion in 2004, which, balanced against \$1.64 billion in state tax revenue attributable to immigrants as workers, resulted in a fiscal gain of \$222.6 million.⁹ Similarly, in its Special Report about undocumented immigrants in Texas, the Comptroller of

Public Accounts found that in 2005, even counting the costs associated with education, “the state revenues collected from undocumented immigrants exceed what the state spent on services, with the difference being \$424.7 million.”¹⁰

MYTH: Immigrants have a negative impact on the economy and the wages of citizens and take jobs away from citizens.

FACT: Immigration has a positive effect on the American economy as a whole and on the income of native-born workers.

In June 2007, the President’s Council of Economic Advisers (CEA) issued a report on “Immigration’s Economic Impact.” Based on a thorough review of the literature, the Council concluded that “immigrants not only help fuel the Nation’s economic growth, but also have an overall positive effect on the American economy as a whole and on the income of native-born American workers.”¹¹ Among the report’s key findings were that, on average, U.S. natives benefit from immigration in that immigrants tend to complement natives, not substitute for them. Immigrants have different skills, which allow higher-skilled native workers to increase productivity and thus increase their incomes. Also, as the native-born U.S. population becomes older and better educated, young immigrant workers fill gaps in the low-skilled labor markets.¹²

With respect to wages, in a 1997 study, the National Research Council estimated the annual wage gain due to immigration for U.S. workers to be \$10 billion each year.¹³ In 2007 CEA estimated the gain at over \$30 billion per year.¹⁴ The CEA acknowledges that an increase in immigrant workers is likely to have some negative impact on the wages of low-skilled native workers, but they found this impact to be relatively small and went on to conclude that reducing immigration “would be a poorly-targeted and inefficient way to assist low-wage Americans.”¹⁵

In addition to having an overall positive effect on the average wages of American workers, an increase in immigrant workers also tends to increase employment rates among the native-born. According to a Pew Hispanic Center study, between 2000 and 2004 “there was a positive correlation between the increase in the foreign-born population and the employment of native-born workers in 27 states and the District of Columbia.” These states included all the major destination states for immigrants and together they accounted for 67% of all native-born workers.¹⁶ California, for example, saw an increase in wages of natives by about four percent from 1990 to 2004—a period of large influx of immigrants to the state—due to the complementary skills of immigrant workers and an increase in the demand for tasks performed by native workers.¹⁷

MYTH: Immigrants—particularly Latino immigrants—don’t want to learn English.

FACT: Immigrants, including Latino immigrants, believe they need to learn English in order to succeed in the United States, and the majority uses at least some English at work.

Throughout our country’s history, critics of immigration have accused new immigrants of refusing to learn English and to otherwise assimilate. These charges are no truer today than they were then. As with prior waves of immigrants, there is a marked increase in English-language skills from one immigrant generation to the next.¹⁸ In the first ever major longitudinal study of the children of immigrants, in 1992 Rambaut and Portes found that “the pattern of linguistic assimilation prevails across nationalities.” The authors go on to report that “the linguistic outcomes for the third generation—the grandchildren of the present wave of immigrants—will be little different than what has been the age-old pattern in American immigration history.”¹⁹

While many first-generation Latino immigrants are unable to speak English, 88 percent of their U.S.-born adult children report that they speak English very well. ²⁰ And studies show that the number rises dramatically for each subsequent generation. Furthermore, similar to other immigrants, Latinos believe that they need to learn English in order to succeed in the United States, and believe they will be discriminated against if they don’t.²¹ Most Latino immigrants (67%) report that they use at least some English at work.²²

California's second-generation immigrants experience a large drop in "low levels of English proficiency" compared to first generation immigrants, from 27% to 6%, and the proportion of immigrants with high levels of English proficiency rises from 49% in the first generation to 79% in the second generation. The proportion of both Asian and Latino immigrants, who speak English exclusively rises from 10% in the first generation to 29% in the second and 94% in the third.²³

Notwithstanding the current levels of English language acquisition for the newest wave of immigrants, there is a demand for English language classes that far exceeds the supply and which, if met, would greatly advance immigrants' integration into American social and cultural life.

MYTH: Immigrants don't want to become citizens.

FACT: Many immigrants to the United States seek citizenship, even in the face of difficult requirements and huge backlogs that can delay the process for years.

Most immigrants are ineligible to apply for citizenship until they have resided in the U.S. with lawful permanent resident status for five years, have passed background checks, have shown that they have paid their taxes, are of "good moral character, demonstrate knowledge of U.S. history and civics, and have the ability to understand, speak and write English." In addition, people applying for naturalization have to pay a fee, which increased by 69% in 2007 from \$400 to \$675, making it much harder for low-income immigrants to reach their dream of becoming Americans.²⁴

Despite these barriers, The Pew Hispanic Center's report on U.S. Census data shows that the proportion of eligible immigrants who have acquired citizenship rose to 52% in 2005, "the highest level in a quarter of a century."¹⁵ In the 2007 fiscal year, DHS received 1.4 million citizenship applications—nearly double from last fiscal year²⁶—and between June and July of 2007, naturalization applications increased 350% compared to last year.²⁷ In his testimony to Congress, US Citizenship and Immigration Services (USCIS) Director, Emilio Gonzalez, referred to this increase as "unprecedented in the history of immigration services in our nation."²⁸

Yet, despite the promise by USCIS that backlogs would be eliminated, applications for naturalization can take a year and half to adjudicate and of the 1.4 applications it received in 2007, less than 660,000 have been decided.²⁹

MYTH: Immigrants don't pay taxes.

FACT: Almost all immigrants pay income taxes even though they can't benefit from most federal and state local assistance programs and all immigrants pay sales and property taxes.

According to the 2005 Economic Report of the President, "more than half of all undocumented immigrants are believed to be working 'on the books'...[and]... contribute to the tax rolls but are ineligible for almost all Federal public assistance programs and most major Federal-state programs." According to the report, undocumented immigrants also "contribute money to public coffers by paying sales and property taxes (the latter are implicit in apartment rentals)."³⁰

All immigrants (legal and undocumented) pay the same real estate taxes and the same sales and other consumption taxes as everyone else. The University of Illinois at Chicago found in 2002 that undocumented immigrants in the Chicago metro area spent \$2.89 billion annually from their earnings and these expenditures generated \$2.56 billion additional spending for the local economy.³¹

Legal immigrants pay income taxes and indeed many undocumented immigrants also pay income taxes or have taxes automatically withheld from their paychecks—even though they are unable to claim a tax refund, Social Security benefits or other welfare benefits that these taxes support. In the Chicago metro area for example, approximately seventy percent of undocumented workers paid payroll taxes, according to the University of Illinois study from 2002.³² In the Washington Metro Region, immigrants paid the same share of the region's overall taxes (18 percent)

as the rest of the population (17.4 percent), according to a 2006 Urban Institute study.³³ This study also points to the fact that immigrants' tax payments support both local and state services in addition to the federal government.

The Social Security Administration (SSA) holds that undocumented immigrants "account for a major portion" of the billions of dollars paid into the Social Security system—an estimated \$520 billion as of October 2005.³⁴ The SSA keeps a file called the "earnings suspense file" on all earnings with incorrect or fictitious Social Security numbers and the SSA's chief actuary stated in 2005 that "three quarters of other-than-legal immigrants pay payroll taxes."³⁵ Their figures show that the suspense file is growing by more than \$50 billion a year, generating \$6 to 7 billion in Social Security tax revenue and about \$1.5 billion in Medicare taxes.

MYTH: Immigrants send all their money back to their home countries instead of spending money here.

FACT: Immigrants do send money to family members, making it possible for more people to stay in their home countries rather than migrating to the United States. Importantly, sending remittances home does not keep immigrants from spending money in the United States.

It's true that remittances are the biggest sources of foreign currency for most Latin American countries and surpass any amount of foreign aid sent by the U.S. The money sent by immigrants to their family members allows many people to stay in their home countries who might otherwise feel compelled to migrate to the U.S.

And while 51 percent of Latino immigrants send remittances home,³⁶ they are spending their money in the United States as well. In fact, a 1998 study found that immigrants become net economic contributors after 10 to 15 years in the U.S.³⁷

In addition to paying taxes and Social Security, immigrants spend money on goods and services in the United States. A study of Latino immigrants in California found significant gains in home ownership between those who had been in this country for ten years (16.4 percent are homeowners) and those who had been here for over thirty years (64.6 percent).³⁸ Furthermore, a 2002 Harvard University study of U.S. Census data found that there were more than 5.7 million foreign-born homeowners in the United States.³⁹ The study found that foreign-born new homeowners are buying their homes by saving more than native-born homebuyers and stretching their incomes more.

While homeownership nationally was approximately 69% in 2006, it was 60% for Asians and 50% for Latinos—each group with large immigrant populations and therefore greater impediments to obtaining bank loans.⁴⁰ Although homeownership is largely correlated with legal status in the U.S., undocumented immigrants are also buying into the "American Dream" of homeownership in some of the most expensive housing markets in the country.⁴¹

MYTH: Immigrants bring crime to our cities and towns.

FACT: Immigrants are actually far less likely to commit crimes than their native-born counterparts. Even as the undocumented population has increased in the United States, crime rates have decreased significantly.

According to a 2000 report prepared for the U.S. Department of Justice, immigrants maintain low crime rates even when faced with adverse social conditions such as low income and low levels of education.⁴²

Although incarceration rates are highest among young low-income men and many immigrants arriving in the U.S. are young men with low levels of education, incarceration rates among young men are invariably lower for immigrants than for their native-born counterparts. This is true across every ethnic group but the differences are especially noticeable among Mexicans, Salvadorans and Guatemalans, who constitute the majority of undocumented immigrants in the United States. Even in cities with the largest immigrant populations, such as New York, Los Angeles, Chicago and Miami, violent and non-violent crime rates have continued to decline.⁴³

Even after taking into account higher deportation rates since the mid 1990's, and reviewing the 1980 and 1990 censuses, the National Bureau of Economic Research (NBER) ascertained that, "18-40 year-old male immigrants have lower institutionalization rates than the native born each year...and by 2000, immigrants have institutionalization rates that are one-fifth those of the native born."⁴⁴ In fact, according to the NBER study, the newly arrived immigrants are particularly unlikely to be involved in crime.

Cities like Hazleton, Pennsylvania have tried to blame a new wave of immigrants for a supposed rise in crime. Yet, Hazleton's own crime statistics taken from the Pennsylvania State Police show that overall crime in the city has decreased and is now less than half of the national average.⁴⁵

MYTH: Most immigrants are undocumented and have crossed the border illegally.

FACT: Two thirds of immigrants are here lawfully—either as naturalized citizens or in some other lawful status. Moreover, almost half of all undocumented immigrants entered the United States legally.

According to the Pew Hispanic Center, one third of all immigrants are undocumented, one third have some form of legal status and one third are naturalized citizens. This applies to immigrants from Latin America as well as others.⁴⁶

Almost half of all undocumented immigrants entered the United States on visas that allowed them to reside here temporarily—either as tourists, students, or temporary workers. This means they were subject to inspection by immigration officials before entering the country,⁴⁷ and became undocumented only when their visas expired and they didn't leave the country.

MYTH: Weak border enforcement has led to high rates of undocumented immigration. We should increase enforcement and build a wall around our border.

FACT: Increased border security and the construction of border fences have done little to curb the flow of immigrants across the United States border. Instead, these policies have only succeeded in pushing border crossers into dangerous and less-patrolled regions, and increased the undocumented population by creating an incentive for immigrants not to leave.

Building a wall along the entire 2000-mile southern U.S. border would be prohibitively expensive. According to a study by the Cato Institute, rather than acting as a deterrent to those attempting to cross the border, increased enforcement has only succeeded in pushing immigration flows into more remote, less patrolled regions, resulting in a tripling of the death rate at the border and decreased apprehensions, and creating a dramatic increase in taxpayer money spent on making arrests along the border (from \$300 per arrest in 1992 to \$1,200 per arrest in 2002).⁴⁸

Furthermore, increased border enforcement has actually increased the number of undocumented immigrants in the U.S. at any one time. The increased risk and cost to immigrants of crossing the border has resulted in fewer undocumented immigrants returning to their home countries for periods of time as part of the decades-long circular migration patterns that characterize undocumented immigration from Mexico up until the 1990s. Instead, immigrants stay in the United States for longer periods of time, often choosing to immigrate their families to avoid longer periods of separation.⁴⁹

The Secure Fence Act of 2006 directed the Department of Homeland Security to construct 850 miles of additional border fencing. According to a report by Congressional Research Services, the San Diego fence, combined with increased border patrol agents in the area, succeeded in decreasing border crossing in that region, but at the same time there is considerable evidence that the flow of illegal immigration has shifted to the more remote areas of the Arizona desert, decreasing the number of apprehensions and increasing the cost.⁵⁰

[Im]migration Timeline

Gathered below is a timeline of the major migration policies enacted in the US since 1790.

WORKSHOP 3

1790 - Congress adopts uniform rules so that any free white person could apply for citizenship after two years of residency.

1798 - Alien and Sedition Acts required 14 years of residency before citizenship and provided for the deportation of "dangerous" aliens. Changed to five-year residency in 1800.

1819 - First significant federal legislation on immigration. Includes reporting of immigration and rules for passengers from US ports bound for Europe

1846 - Irish of all classes emigrate to the United States as a result of the potato famine.

1857 - Dred Scott decision declared free Africans non-citizens.

1864 - Contract Labor Law allowed recruiting of foreign labor.

1868 - African Americans gained citizenship with 13th Amendment.

1875 - Henderson v. Mayor of New York decision declared all state laws governing immigration unconstitutional; Congress must regulate "foreign commerce." Charity workers, burdened with helping immigrants, petition Congress to exercise authority and regulate immigration. Congress prohibits convicts and prostitutes from entering the country.

1880 - The U.S. population is 50,155,783. More than 5.2 million immigrants enter the country between 1880 and 1890.

1882 - Chinese Exclusion Act. First federal immigration law suspended Chinese immigration for 10 years and barred Chinese in U.S. from citizenship. Also barred convicts, lunatics, and others unable to care for themselves from entering. Head tax placed on immigrants.

1885 - Contract Labor Law. Unlawful to import unskilled aliens from overseas as laborers. Regulations did not pertain to those crossing land borders.

1888 - For the first time since 1798, provisions are adopted for expulsion of aliens.

1889 - Jane Addams founds Hull-House on Chicago's Near West Side.

1890 - Foreign-born in US were 15% of population (14% in Vermont); more arriving from southern and eastern Europe ("new immigrants") than northern and western ("old immigrants"). Jacob Riis publishes "How the Other Half Lives."

1891 - Bureau of Immigration established under the Treasury Department. More classes of aliens restricted including those who were monetarily assisted by others for their passage. Steamship companies were ordered to return ineligible immigrants to countries of origin.

1892 - Ellis Island opened to screen immigrants entering on east coast. (Angel Island screened those on west coast.) Ellis Island officials reported that women traveling alone must be met by a man, or they were immediately deported.

1902 - Chinese Exclusion Act renewed indefinitely.

1903 - Anarchists, epileptics, polygamists, and beggars ruled inadmissible.

1905 - Construction of Angel Island Immigration Station began in the area known as China Cove. Surrounded by public controversy from its inception, the station was finally put into operation in 1910. Although it was billed as the "Ellis Island of the West", within the Immigration Service it was known as "The Guardian of the Western Gate" and was designed control the flow of Chinese into the country, who were officially not welcome with the passage of the Chinese Exclusion Act of 1882.

1906 - Procedural safeguards enacted for naturalization. Knowledge of English becomes a basic requirement.

1907 - Head tax is raised. People with physical or mental defects, tuberculosis, and children unaccompanied by a parent are added to the exclusion list. Japan agreed to limit emigrants to US in return for elimination of segregating Japanese students in San Francisco schools.

1910 - Dillingham Report from Congress assumed inferiority of "new immigrants" from southern and eastern Europe and suggested a literacy test to restrict their entry. (William P. Dillingham was a Senator from Vermont.)

1917 - Immigration Act provided for literacy tests for those over 16 and established an "Asiatic Barred Zone," which barred all immigrants from Asia.

1921 - Quota Act of 1921 limited immigrants to 3% of each nationality present in the US in 1910. This cut southern and eastern European immigrants to less than 1/4 of those in US before WW I. Asians still barred; no limits on western hemisphere. Non-quota category established: wives, children of citizens, learned professionals, and domestic servants not counted in quotas.

1922 - Japanese made ineligible for citizenship.

1924 - Quotas changed to 2% of each nationality based on numbers in US in 1890. Based on surnames (many anglicized at Ellis Island) and not the census figures, 82% of all immigrants allowed in the country came from western and northern Europe, 16% from southern and eastern Europe, 2% from the rest of the world. As no distinctions were made between refugees and immigrants, this limited Jewish emigres during 1930s and 40s. Despite protests from many native people, Native Americans made citizens of the United States. Border Patrol established.

1929 - The annual quotas of the 1924 Act are made permanent.

1940 - Provided for finger printing and registering of all aliens.

1943 - In the name of unity among the Allies, the Chinese Exclusion Laws were repealed, and China's quota was set at a token 105 immigrants annually. Basis of the Bracero Program established with importation of agricultural workers from North, South, and Central America.

1946 - Procedures adopted to facilitate immigration of foreign-born wives, fiancé(e)s, husbands, and children of US armed forces personnel.

1948 - Displaced Persons Act allowed 205,000 refugees over two years; gave priority to Baltic States refugees; admitted as quota immigrants. Technical provisions discriminated against Catholics and Jews; those were dropped in 1953, and 205,000 refugees were accepted as non-quota immigrants.

1950 - The grounds for exclusion and deportation are expanded. All aliens required to report their addresses annually.

1952 - Immigration and Nationality Act eliminated race as a bar to immigration or citizenship. Japan's quota was set at 185 annually. China's stayed at 105; other Asian countries were given 100 a piece. Northern and western Europe's quota was placed at 85% of all immigrants. Tighter restrictions were placed on immigrants coming from British colonies in order to stem the tide of black West Indians entering under Britain's generous quota. Non-quota class enlarged to include husbands of American women.

1953 - The 1948 refugee law expanded to admit 200,000 above the existing limit

1965 - Hart-Celler Act abolished national origins quotas, establishing separate ceilings for the eastern (170,000) and western (120,000) hemispheres (combined in 1978). Categories of preference based on family ties, critical skills, artistic excellence, and refugee status.

1978 - Separate ceilings for Western and Eastern hemispheric immigration combined into a worldwide limit of 290,000.

1980 - The Refugee Act removes refugees as a preference category; reduces worldwide ceiling for immigration to 270,000.

1986 - Immigration Reform and Control Act provided for amnesty for many illegal aliens and sanctions for employers hiring illegals.

1989 - A bill gives permanent status to non-immigrant registered nurses who have lived in US for at least three years and met established certification standards.

1990 - Immigration Act of 1990 limited unskilled workers to 10,000/year; skilled labor requirements and immediate family reunification major goals. Continued to promote nuclear family model. Foreign-born in US was 7%.

1996 - Immigration Act. In an effort to curb illegal immigration, Congress votes to double the U.S. Border Patrol to 10,000 agents over five years and mandates the construction of fences at the most heavily trafficked areas of the U.S.- Mexico border. Congress also approves a pilot program to check the immigration status of job applicants.

2001 - USA Patriot Act amended the Immigration and Nationality Act to broaden the scope of aliens ineligible for admission or deportable due to terrorist activities to include an alien who: (1) is a representative of a political, social, or similar group whose political endorsement of terrorist acts undermines U.S. antiterrorist efforts; (2) has used a position of prominence to endorse terrorist activity, or to persuade others to support such activity in a way that undermines U.S. antiterrorist efforts (or the child or spouse of such an alien under specified circumstances); or (3) has been associated with a terrorist organization and intends to engage in threatening activities while in the United States. The act is currently set to expire May 29, 2011 (after a 90 day extension from February 28, 2011 from Congress).

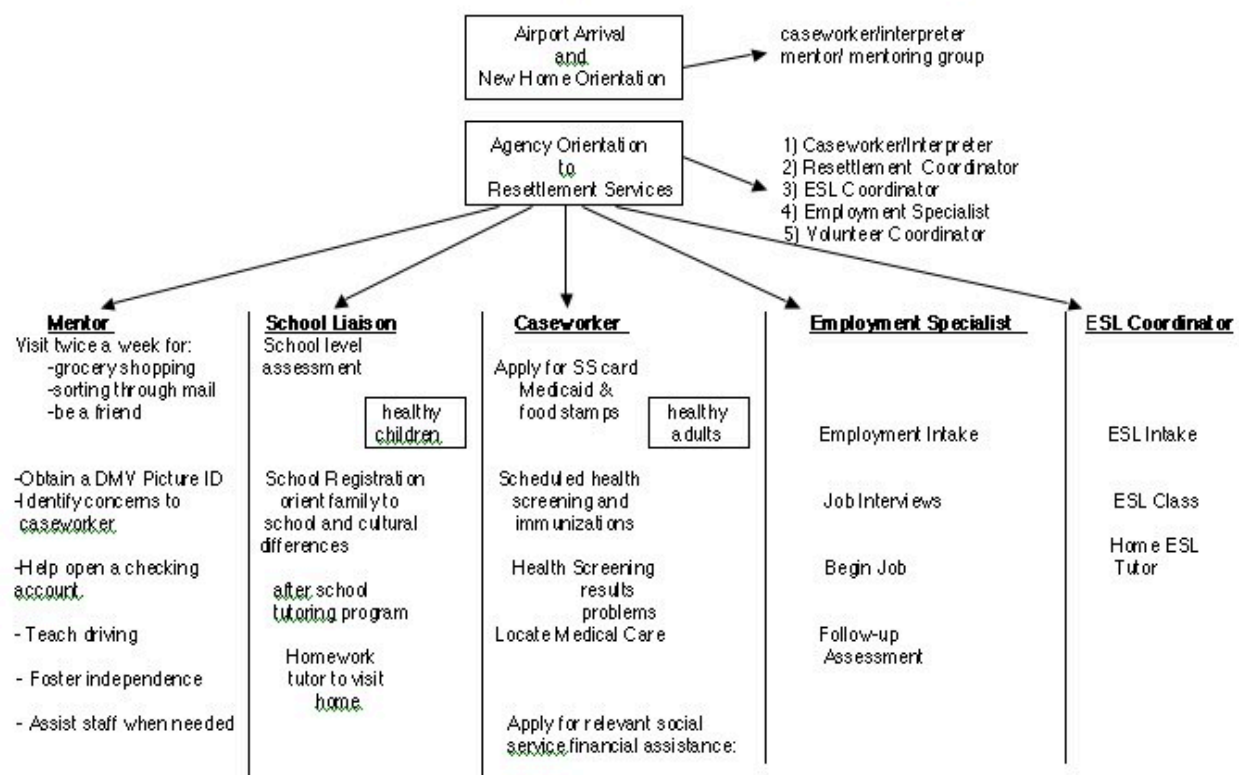
Organizational Chart

Below you'll find an organizational flow chart for a typical multidimensional refugee/immigrant support agency.

WORKSHOP 4

Refugee Resettlement Flow Chart

Our Goal: Family/Individual Self-Sufficiency



Track Evaluation

Thank you for participating in the Refugee and Immigration Issues track. We would like your feedback; please complete this form to the best of your ability.

Rate the following on a scale of 1-5 (5 being the best):

Track Content: _____

Presentation Format: _____

Presenters: _____

Which was your favorite session?

- ☐ Personal Experiences, Public Issues: Refugees, Immigrants, and You
- ☐ Uncovering [Im]migrant Voices: Exploring the Narratives of the Uprooted
- ☐ "To Legalize or Not to Legalize?": Refugee and Immigrant Political Debates
- ☐ Your Service Toolkit: A Roundtable Discussion on the Essential Skills for Working with Refugees and Immigrants
- ☐ La Plaza Comunitaria: A Model for Empowering Migrant Workers
- ☐ "What Now?" Panel: Making an IMPACT for Refugees and Immigrants

Why?

What was something new that you learned?

Share something that inspired you during this track.

What would you add or change to the track?



Tibetan Flags

“We always hope for freedom”
Khamsum, Tibetan exile in India

Where should I begin?
because everything said & to be said tomorrow
is not ended by an embrace
nor by a handshake.
It does not repatriate the exile.
It does not bring the rain.
It does not fledge the wind of a lost bird, a fallen bird.
Where should I begin?

Mahmoud Darwish
“Letter from Home”
Leaves of the Olive Tree, 1964

“Exile is predicated on the existence of, love for,
and a real bond with one’s native place; the
universal truth of exile is not that one has lost that
love or home, but that inherent in each is an
unexpected, unwelcome loss.”

Edward Said, *No Reconciliation Allowed*

Oh life,
once you burned me with fire
and I forgave you
for misunderstanding me
judging me unfairly.
The second time,
you banged a drum,
proclaiming with bagpipes:
“Listen to me, oh forgetful one,
happiness is not for you.”
You came to hurt me again:
why choose me from the crowd?
Oh life!
you are so bold
you scream in my face:
“happiness will never be yours.”

Mogib Hassan
“Oh life”
immigrant from Yemen

“...the spectrum of **choice is gravely narrowed**; the alternatives may be no more subtle than death, imprisonment, or a one-way ticket to oblivion.”

Bharati Mukherjee, *Imagining Homelands*

“An exile reads change the way he reads time, memory, self, love, fear, beauty: in the key of **loss**.”

Andre Aciman, *Shadow Cities*

“Exile, and the pain of radical change, do not necessarily lead to a more radical personality structure or greater openness to the world. On the contrary, upheaval and dislocation can sometimes produce some rather more conservative impulses of **self-defense and self-preservation**.”

Eva Hoffman, *The New Nomads*



Worthless Possession

Sama Alshaibi

This photo “refers to the keys to the homes of Palestine held by the refugees fleeing the incoming Zionist forces in 1948 and the locked doors they left behind. My grandmother points out the irony that she has the key, but the Israelis have her house”.



Headdress of the Disinherited

Sama Alshaibi

“The dowry money headdress is now an artifact lost to our culture. Fashioned after my mother’s faint memory of her grandmother’s, our collaborative effort constructs a memorial to our family’s continual migrations.”

What is a man worth
if he has no homeland,
if he has no flag
& no address?
What good is a man?

Mahmoud Darwish
“Letter from Home”
Leaves of the Olive Tree, 1964

“Immigration, exile, being uprooted and made a pariah may be the most effective way yet devised to impress on an individual the arbitrary nature of his or her own existence...**we ended up being a puzzle even to ourselves.**”

Charles Simic, *Refugees*

Our journey took 24 hours
When we arrived
We had left behind
Our childhood and a wonderland

Hurie Gunes
“Arrival”
Contributor, refugeeweek.org.uk

Where should I release all the fire of my passion?
Who might I take with me in ecstasy?
Whom should I bestow my innocence?
Open heart, wild dreams...
where should I lean my head?
Which embrace should give me consolation?
For who should I glow like a star in the sky?
Who should I kiss with my last breath?

Valbona Voca Bashota
“Passion”
Albanian refugee

I pack two suitcases,
one for myself,
and one for my shadow,
my faithful companion.
Often it's the two of us -
it's better that way.
But when I sleep my shadow
completely disappears.
It's a troubled time.
I just hope the moon is looking out for me.

Moniza Alvi
“Two Suitcases”
Pakistani refugee

“So many people have been displaced in the
century, their numbers so large, **their collective
and individual destinies so varied...**”

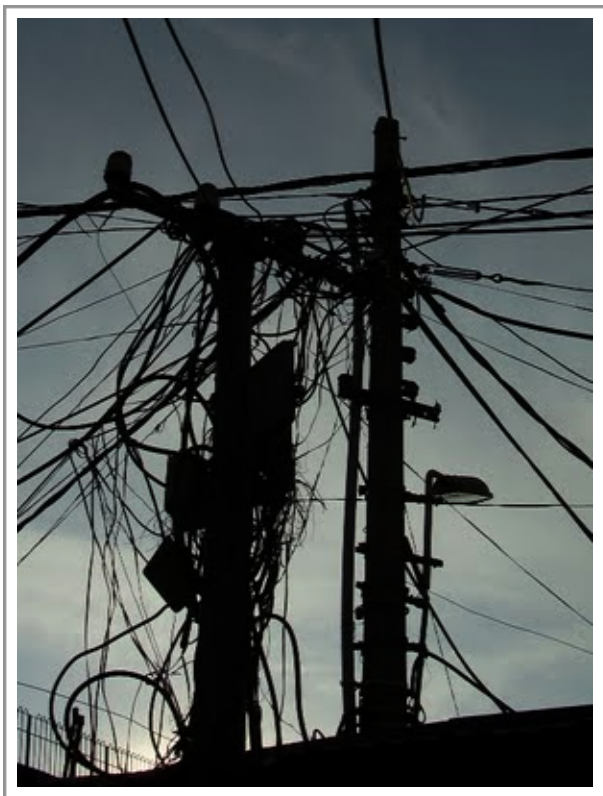
Charles Simic, *Refugees*



Childhood

Yongdon, Tibetan Exile

“I took this photograph because it reminds me of my childhood.
Where I grew up the mountains were covered in beautiful flowers.
We never put them in pots because they grew everywhere naturally.
I love these flowers because they help me remember home. “



Danger in India
Sopa, Tibetan Exile

“Life in India can sometimes be dangerous. This light post is piled high with all kinds of electrical wires. Many monkeys have been electrocuted on these wires. When the monsoons come they are even more dangerous. Last year three houses caught fire because of them. **Since we are refugees there is little we can say or do about it.**”

“I had a small nonspeaking part in a bloody epic. I was one of the bombed and fleeing humanity.”

Charles Simic, *Cameo Appearance*

Oh foolish judge
don't bang with your crude hammer
your slimy impurity
will decide my death.

Wafaa Abed al Razzaq
“The Judge”
Iraqi refugee



My Country's Embrace

Sama Alshaibi

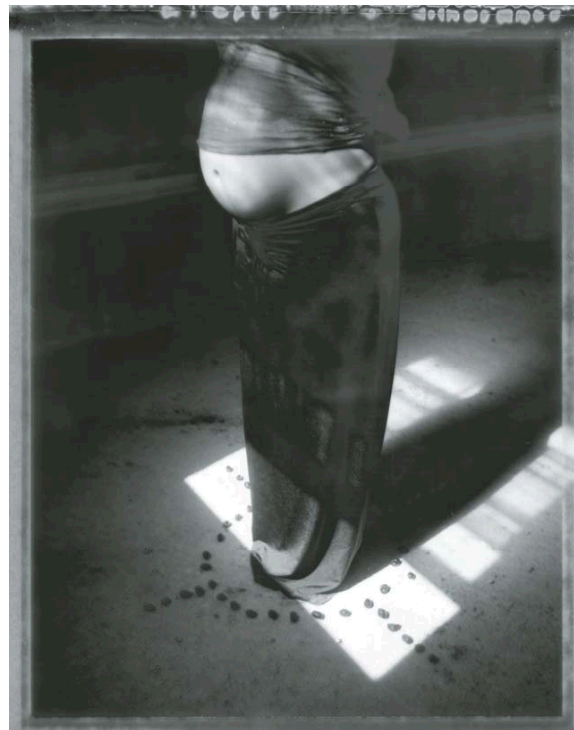
“The writing on the surface of my skin connects me to the surfaces of our land...graffiti (as art) and vandalism (as a criminal act)...embodies the complexity in defining the perception of resistance.”

All I have in my exile are
a bit of dry bread, & longing
& a notebook sharing something of what I contain.
I spat onto its pages
the hatred I couldn't conceal.

Mahmoud Darwish

“Letter from Home”

Leaves of the Olive Tree, 1964



Target Practice

Sama Alshaibi

“By being both the victim and the victimizer, I am able to cross, once again, the delicate line of perspective. Whose story is it?”



Flying Monk

Woser, Tibetan Exile

My slumber has made way for insomnia,
yours is returned to you beautifully,
My spirit is swaying, deprived,
Only God night watches...
My heart is as if troubled by fear
My thoughts are always traveling but never return...
...my life is a big detour...

Jean-Louis N'Tadi
"Insomnia"

Refugee from the Democratic Republic of the Congo

"Regard experiences then as if they were about to disappear: what is it about them that anchors or roots them in reality? What would you save of them, what would you give up, what would you recover?"

Edward Said, *No Reconciliation Allowed*

Where to?

Where is the next destination?

Where is the final destination?

When will this never-ending path end?

When will this non-stop train stop?

Soheila Ghodstinat
an excerpt from "Silent Friend"
