



**ImmSchools**

# Supporting Gifted and Talented Undocumented Students in K-12

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MasterMind Session

TAGT Gifted + Equity Conference

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@IMMSCHOOLS |



**THANK YOU**



# ABOUT THE FACILITATOR



**Viridiana Carrizales**  
**She/Her/Hers**  
**Co-Founder & CEO**  
**San Antonio, TX**





**REFLECT  
&  
WRITE**

**What questions do you have around supporting our immigrant and undocumented students who are in Gifted and Talented Programs?**

# **ESTABLISHING A COMMON UNDERSTANDING**



# GIFTED & TALENTED STUDENTS

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Most gifted and talented undocumented students:

- Have lived in the United States most of their lives
- Came to the U.S. at a young age
- Have learned English
- Have attended elementary, middle, and high school in the United States
- Currently lack a way to become legal residents or citizens in the United States



# UNDOCUMENTED STUDENTS IN OUR SCHOOLS

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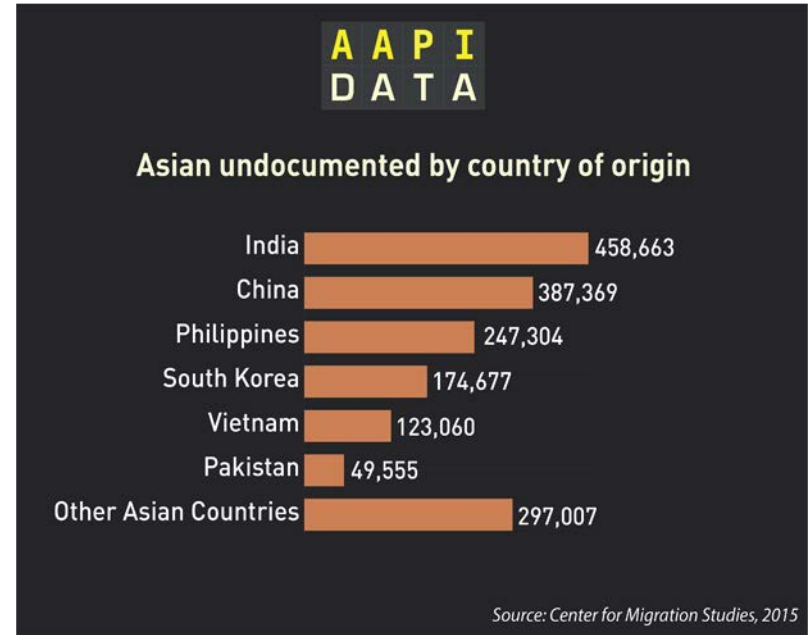
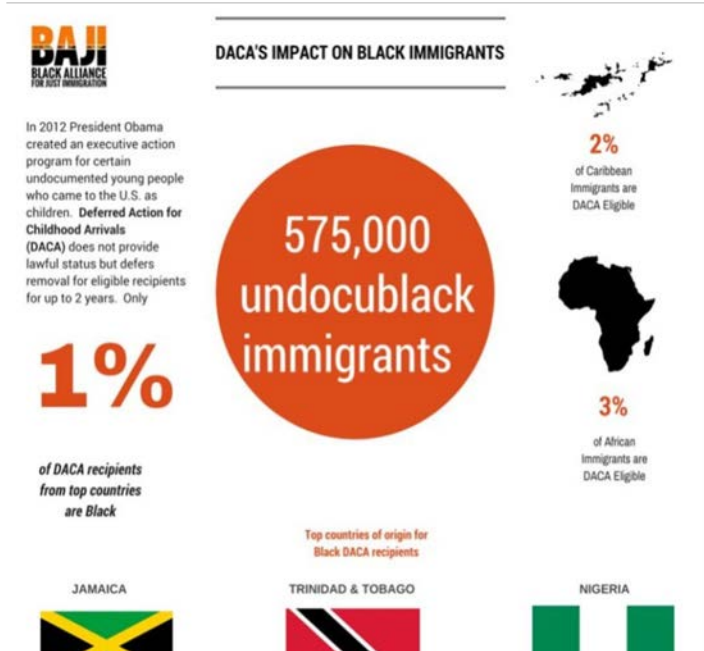
**3.9 million** students who are undocumented or have an undocumented family member in K-12 schools

**98,000** undocumented students who graduate from high school each year and only 13,000 enroll in higher education

**14,900** DACAmented teachers who work in K-12 schools impacting over 325,000 students each year



# KEY FACTS OF THE UNDOCUMENTED COMMUNITY





# LANGUAGE AS AN ASSET

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While nearly **1 in 10** U.S. students is learning English as a second language, they only make up about **3%** or 101,000 of the more than 3.4 million students in gifted programs across the nation.

Source: [The Education Week Research Center](#)



# KEY LEGISLATION & POLICIES

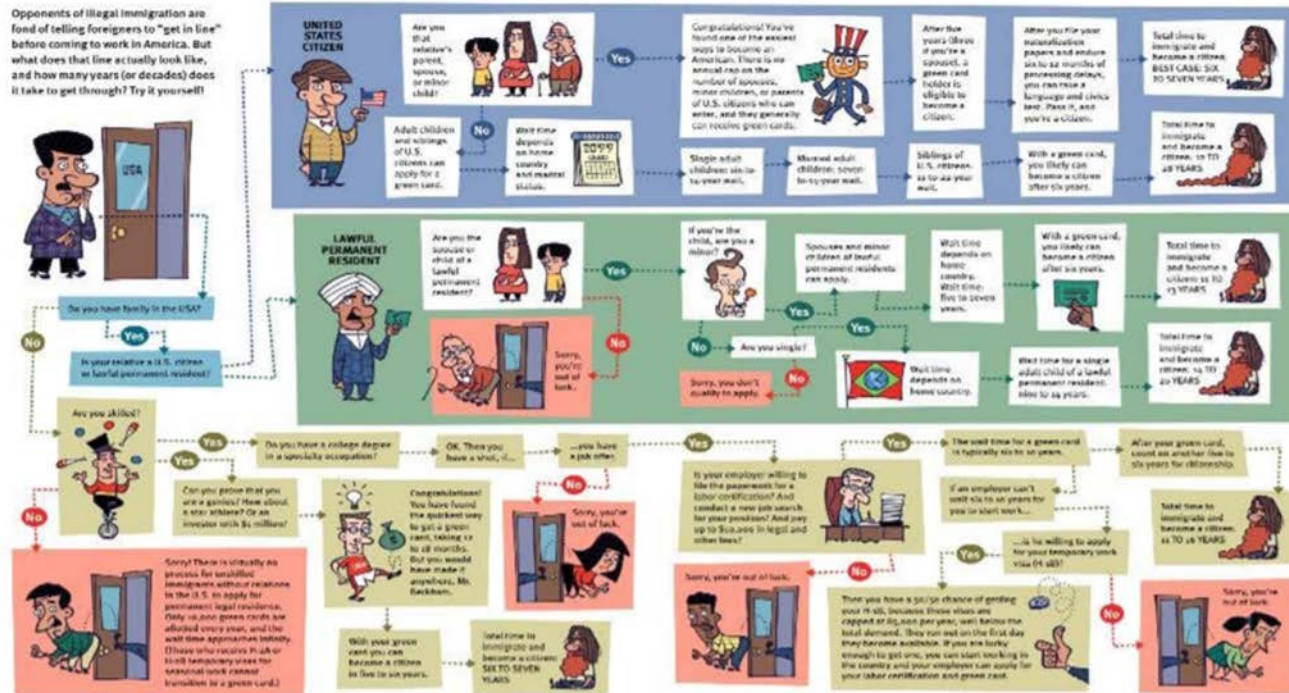


# COMPLEXITY OF IMMIGRATION LAWS

## What Part of Legal Immigration Don't You Understand? *Mike Flynn and Shikha Dalmia*

*Illustrated by Terry Colon*

Opponents of illegal immigration are fond of telling foreigners to "get in line" before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!



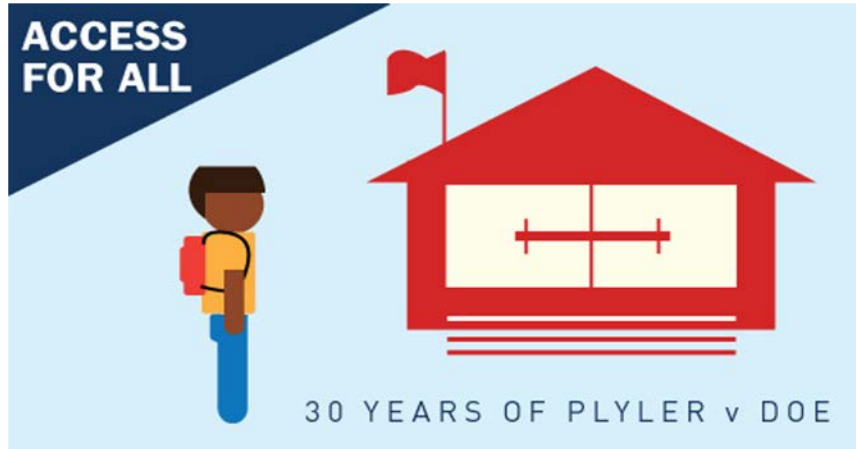
"Residency and Citizenship— Currently takes at least 10 to 25 years to qualify all dependents of personal case and current immigration political context."

Source: Reason Magazine



# PLYLER V DOE

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Supreme Court ruling of 1982 states that every child, regardless of immigration status, has a right to receive a K-12 education.

School districts cannot inquire about a student's immigration status or require proof of citizenship such as a Social Security Number or birth certificate



# UNDOCUMENTED STUDENTS IN HIGHER ED

**House Bill 1403/Senate Bill 1528** allows undocumented students to pay in-state tuition and receive state financial aid at public colleges and universities in Texas.

## Requirements:

- Graduated from high school or received a GED in Texas
- Resided in Texas for the three years leading to graduation
- Provided their institutions a signed affidavit indicating an intent to apply for permanent resident status as soon as able to do so





**REFLECT  
&  
WRITE**

**How might these policies impact your ability to holistically support undocumented students and their families that you serve?**

# CHALLENGES & OPPORTUNITIES



# IDENTIFYING THEIR STRENGTHS

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- Resilient
- Linguistically diverse
- Juggle multiple responsibilities
- High expectations of self and others
- Leaders in their community



# IDENTIFYING THE BARRIERS

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## **Systemic Barriers:**

- Uncertainty of immigration status
- No Social Security Number
- Not eligible for driver's license, employment, public benefits and federal financial aid

## **Student's Emotion and Psychological Impact:**

- Hiding their real self
- Hopelessness
- Limited Career Options

# **BEST PRACTICES FOR GIFTED & TALENTED EDUCATORS**

# Spotlight Resource: Educators Best Practices



**SUPPORTING UNDOCUMENTED STUDENTS & FAMILIES DURING THE COVID-19 PANDEMIC**  
EDUCATOR & SCHOOL GUIDE

## Adopt a Trauma-Informed Lens in Virtual Learning:

Our undocumented families are experiencing unique challenges during this time which may include being laid off from work to lack of access to benefits & fears of accessing health care. We must remain understanding and seek to understand their experiences in order to best support them.

[Teaching Tolerance compiled trauma-informed practices to adopt during COVID-19](#)

## Stay Informed:

It is critical that educators learn what services are available to families in their city and know if those services are open to all regardless of immigration status.

[Bookmark this comprehensive list of support for undocumented families](#)

## Share Resources with families in multiple languages:

The undocumented community in our schools are incredibly diverse. There are over 575,000 undocumented black immigrants and 525,000 undocumented immigrants from Asian descent. The resources educators provide must be in the various languages spoken in their school community.

[Informed Immigrant on support for immigrants impacted by coronavirus,](#)

[Talking Points](#) for translation support.

[Information on COVID-19 translated in multiple languages by Respond Crisis Translation.](#)

## Implement Immigrant Friendly Policies:

Educators must create systems to check-out resources such as food and technology that are inclusive to undocumented families who do not have certain IDs or documentation.

# 15 Tips for Identifying Gifted EL Students



from the National Center for Research on Gifted Education

## Adopt Universal Screening Procedures

1. Adopt a policy of universal screening of all students in one or more grade levels for the identification process.
2. Select assessment instruments that are culturally sensitive and account for language differences.
3. Assess the speed of English language acquisition and monitor the rate of mastering reading, writing, listening, and speaking skills in English.
4. Consider including reliable and valid nonverbal ability assessments as part of the overall identification process.
5. Use other identification tools to supplement results of universal screening.

## Create Alternative Pathways to Identification

6. Use native language ability and achievement assessments as indicators of potential giftedness, when available.
7. Maintain a list of multilingual school psychologists who are qualified to administer assessments in the student's native language.
8. Establish a preparation program prior to formal identification procedures that provides students with learning opportunities to enhance knowledge and academic skills necessary for a student to be recognized.
9. Create a talent pool list of students who exhibit high potential but are not yet enrolled in gifted and talented programs. Observations, daily interactions between teachers and students, informal assessments, and formal assessments provide multiple opportunities to gauge students' learning progress. Make identification of giftedness an ongoing process rather than a single event.

## Establish a Web of Communication

10. Establish an identification committee that includes representatives who have key responsibilities in various roles and departments.
11. Develop and implement intentional outreach to the school community, particularly parents/guardians/caretakers. This process should utilize multiple pathways in languages appropriate to the population.
12. Emphasize collaboration within and across specializations/departments (e.g., general education, English as a second language [ESL], special education, gifted education) so people view themselves as talent scouts.

## View Professional Development as a Lever for Change

13. Provide professional development opportunities for school personnel about effective policies and practices to support equitable representation of ELs in gifted and talented programs.
14. Develop a systematic approach to analyzing district and school demographics and the status of students identified/not identified for gifted and talented programs.
15. Promote efforts to diversify the teaching corps so that the adult community of a school reflects the student population.

Visit <http://ncrge.uconn.edu> for more information

This research was compiled by the National Center for Research on Gifted Education (NCRGE) at the University of Connecticut under a contract with the United States Department of Education, Office of English Language Acquisition (OELA). These recommendations are based on the NCRGE's research on the identification of gifted English learners (ELs) and the views expressed herein do not necessarily represent the positions or policies of the Department. No official endorsement by the Department of any identification procedures, practices, and instruments mentioned is intended or should be inferred. This research was funded by the Office of English Language Acquisition (OELA) through the Institute of Education Sciences (IES), U.S. Department of Education, PE#Award # R100CA0008. Visit the Resources section at <http://ncrge.uconn.edu> for the full research report from which these recommendations were made.



# BEST PRACTICES

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- 1 Recognize the Resilience & Power of Our Undocumented Students & Their Families
- 2 Cultivating a Sense of Belonging and Well-Being
- 3 Actively Informing ALL Students and Families of Resources and Opportunities



# SCENARIO

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A high school senior is looking forward to going to college and becoming independent. As a gifted and talented student, his grades and test scores qualify him for any school in the country. Just before school starts, you ask him if he has completed the FAFSA application and if he has selected which of the elite eastern campuses he wants to apply. The student has had their eye on various universities. When he gets home, he asks his parents to complete the FAFSA form and they look at him with sadness, as if they have dreaded this day. The student just sit there as they tell him that he is undocumented, have no social security number, and cannot complete the FAFSA. All this time the student thought he was born in Houston. His parents try to encourage him by telling him that he could still go to a community college near the house and that he could get a job helping his dad on an auto mechanic shops so he can afford the tuition. His parents urge him to meet with you.

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**BEST  
PRACTICE**

Recognize the Resilience & Power  
of Our Undocumented Students &  
Their Families



**BEST  
PRACTICE**

Cultivating a Sense of Belonging  
and Well-Being

3

**BEST  
PRACTICE**

Actively Informing ALL Students  
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# ACTIVELY INFORM ALL STUDENTS & FAMILIES

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## Find Local Legal Services & Partners

- Go to [immi.org](https://www.immi.org) click on “Getting Legal Help”
- Enter your zip code or address
- Review list of free and low-cost non-profit organizations

**PUTTING WHAT WE LEARNED INTO ACTION**



## SCENARIO

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**What type of support will you provide to this student based on the best practices?**

**What proactive actions will you take as a result of this?**

# COMMITMENTS



**TAKE  
ACTION**

**What is one best practice you  
will adopt as a result of this  
session?**



## Contact us!

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