It is the fall of 2006 and I’m sitting with Mr. Dominguez, the vice principal of Franklin High School, a school that serves a majority of recently-arrived immigrant youth in the city of Boston. Mr. Dominguez explains an incident that alerted personnel at the school of the gravity of the rising number of deportations in the city after September 11, 2001:

… there was a series of [immigration] sweeps that were done… that sent panic through our school and with our parents, we literally had parents calling us and saying to us ‘I am not sending my child because I cannot risk he or she being picked up at the bus stop or going to the train station and not knowing what happened, she will stay here’. That to me was a very interesting phenomena, that we kind of were really taken blind-sided in terms of how do we address this, what can we do?

The incident refers to the high number of immigration sweeps that took place in some neighborhoods in the city of Boston, when immigration officers targeted public transportation stations in the neighborhoods with a high concentration of Central and South American populations. Many of the students’ families, undocumented or not, did not allow their children out of the house for fear they would be apprehended, detained and deported. Consequently, a third of the student population did not attend school for more than a week. As the administrator reveals, this situation brought to light a new kind of problem that the school had to tackle in their goal to serve recently-arrived immigrant youth: how fear of deportations affect the daily lives of undocumented youth and what administrators and teachers can do to effectively serve this population. We are facing a similar situation in Orange County, where a UC Irvine study revealed that “Orange County has the highest number of deportations for young people in the state of California” (OC Register, 2014). As literacy educators we need to be aware of the educational rights of undocumented youth.

Undocumented students are young immigrants who were born outside the United States, who came here with their parents or alone and who reside here without legal permission from the federal government. In Plyler v. Doe in 1982, the Supreme Court ruled that these youth have legal access to a public education from kindergarten to high school and withholding funds from schools that served this population would violate the Equal Protection Clause of the Fourteenth Amendment. The aftermath of this ruling, thirty years later, lags far behind the intended role of incorporating these young migrants into society. Drop out rates and access to college numbers show that educational inequity, decades after Plyler v Doe, is still the norm: of the 1.8 million undocumented young people in the United States, 40% of 18 to 24 year olds have not completed high school. This is a much higher percentage than their counterparts who are authorized migrants (15%) or U.S.-born residents (8%) (Passell and Cohn, 2009). In terms of access to college, only 49% of undocumented youth who have graduated college are attending or have attended college, compared to 71% of U.S. born residents. This kind of inequity begs for a closer look at how immigration status affects the educational experiences of undocumented youth, their teachers and administrators.

As a participant observer in a high school serving recently arrived immigrant youth in Boston, I saw how the school tried to deal with this highly delicate issue: how students hesitated to tell administrators and teachers about their status; how teachers
Reading the Worlds of Undocumented Students

who did not know about the issue affected their students’ educational aspirations and how parents reproduced misinformation on the subject.

Teacher knowledge of undocumented status

As a participant observer, I was able to record some instances where migration status played a role in the daily routine of the school. My findings pointed to the fact that misinformation about the immigration status of students worked to silence these students, reproduce misinformation about legal status with other students, and had devastating effects on the educational aspirations of undocumented youth. The following classroom dialog illustrates these points.

In a 9th grade class social studies class, the teacher led a discussion on the role of the United Nations: she asked Miguel, an undocumented student from Guatemala, a question in order for the class to think about the role of this entity after the Second World War:

Teacher: …if you… Miguel, what would you… if you were living in France after the war, why would you want
the United Nations to be created?
Student #1: …Miguel is from France? (smiling)
Miguel: the people want to…
Student #2: …y vino de mojado (laughing) /and he came as a wetback
(A few students in the class chuckle, then the class is silent. Miguel does not speak)

Student #2, from the Dominican Republic, refers to Miguel as ‘mojado’ (wetback), an insulting name given to someone who is undocumented and has crossed the border on foot. This is acknowledged by some of the students in the class, who chuckled at the joke. Later that day, Miguel acknowledges that it happens quite often in the school: “Si algunos estudiantes me dicen eso/Yes some students call me that”, but he does not want to talk about it when I ask him further questions. The teacher, who was not knowledgeable of the term and the connotation, could not grasp how the Guatemalan student was insulted and silenced even though she had an intermediate level of Spanish. The inability of the teacher to address the issue, clarify terms and ultimately maintain an atmosphere of respect in the class reproduces class-wide ignorance about the subject and legitimizes an offensive joke directed at another student.

This instance represents an example of symbolic violence, describing students’ notions of what it means to be undocumented and what is ‘the law’. In Bourdieu’s (1998) conceptualization, symbolic violence refers to the imposition of categories of thought on dominated social groups who accept these categories and come to think of them as normal, helping perpetuate inequality. For Miguel being undocumented is a source of shame and instead of questioning students’ perceptions of him as inferior and act to change them, he resorts to silence. The rhetoric against ‘illegal’ immigrants in an atmosphere of deportation is so overwhelming that he does not find space to question this “natural order of things” (Kleinman, 2000). His reluctance to dwell on the topic disregards the legitimated power of immigration laws and incorrectly identifies himself as the one responsible for his situation. The other students in the class have internalized the inferiority that being undocumented represents and find it a source of humor. The teacher, most importantly, is unable to understand the complex dynamics of oppression in her class and her inaction works to reproduce ignorance and misinformation about the legitimacy of immigration laws, ‘naturalizing’ the oppression of these youth and influencing the kind of belonging they sense in educational institutions and society. This situation, too, contributes to the silencing of the subject of migration, as undocumented students sense that teachers either do not know the connotations of such terms or do not want to address such a complicated issue, and so do not feel comfortable raising the issue.

Implications for Schools: Awareness of DACA, AB540 and the California Dream Act

When taking a look at the role of schools that service undocumented youth, one of the first implications has to do with the raising of awareness about issues of migration status. The topic of migration status is riddled with myths, stereotypes, fear and erroneous interpretations of immigration law that paralyze school personnel as they attempt to serve undocumented youth. There is an immediate and urgent need for information and clarify misconceptions for all institutions serving these populations. For the administration and teachers of schools, it is extremely important to notice how many undocumented students are within their walls, in order to have a concrete plan of specialized counseling and mentoring that will help the students and family to navigate their education.
Furthermore, school personnel must know that the state of California allows undocumented youth who have graduated from state-schools to access in-state tuition and state financial aid in the public university system. The AB540 measure, passed in 2001, requires students to fill out an affidavit (http://ab540.com/) to present to Community Colleges, CSU’s or UC’s in order to qualify for in-state tuition. Recently, these students may also qualify for state financial aid, since the California Dream Act (https://dream.csac.ca.gov/) passed in 2013. These two bills help students stay motivated in high school and continue on to college. Therefore, teachers, counselors and administrators should be informed about them and should share this information with their students.

Most importantly, the Obama administration announced its Deferred Action for Childhood Arrivals (DACA) (http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process) motion in June 2012, which would give undocumented youth from ages 5 to 30 a reprieve from deportation and a temporary work permit on a temporary basis, provided they attend or have graduated from high school or college. This presents an excellent opportunity for schools to acknowledge the educational rights of their students and implement school wide policies to identify and properly serve this population in the open. The DACA motion presents the opportunity to bring migration status out in the open in K-12 schooling and a starting point to break the Circle of Silence surrounding migration status and its implications for educational achievement. Administrators and teachers need to understand how migratory status delimits students’ sense of participation in school and integrate this knowledge not only in their counseling and advising, but also in their curriculum, extra curricular activities and mentoring for higher education.

In conclusion, it is my hope that a better understanding of these issues and students will help facilitate an improved education experience for all.

Full references available by request.
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Dr. Julian Jefferies is an Assistant Professor of Reading at CSU Fullerton. His teaching experience includes teaching English and social studies at a unique high school for immigrant students in Boston Public Schools, teaching undergraduate courses for first-generation college students and graduates on the social context of education to pre-service teachers.

CONGRATULATIONS!
ELECTED REG OFFICERS FOR 2014-2016

Linda Vander Wende
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Teri Fitz-Maurice
Hospitality Coordinator

Tina Costantino-Lane
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Kimberly Mundala
Technology Coordinator
Alumni showcase

Courtney Hinshaw (2012)
Fifth Grade Instructional Aide
College Park Elementary
Irvine Unified School District

Reading alumna, Courtney Hinshaw loves children’s literature. In fact, she is the proud owner of over 1,400 children’s books. In November of 2013, Courtney decided she wanted to share her love of children’s literature to the teachers and parents in the education community. She started a blog titled Ramona Recommends. Every Tuesday, Courtney writes a blog post recommending different children’s literature to use in the classroom. Sometimes, she even shares her favorite teacher tricks or products. She creates activities to sell in her Teachers Pay Teachers store to go along with some of the books she recommends. You can find her blog at ramonarecommends.com. Ramona Recommends has started its first eBook club, where teachers discuss a Ramona Recommends’ pick. They also share engaging tools or ideas to use with the selected text. If you are on Instagram, come find her at ramonarecommends. She will be delighted you stopped by and, “Open the Magic”.

For more information on recommended children’s literature or ideas for selected text, you may contact Courtney at ramonarecommends@gmail.com.

JoAnne Greenbaum Named 2014 Outstanding Alumna

JoAnne Greenbaum (’94) is this year’s recipient of the Outstanding Alumna Award. After beginning her career as an elementary teacher JoAnne changed her focus during her master’s program to working in post-secondary education. She has taught at Cypress College, Long Beach City College and Cal State Fullerton. As a Critical Reading and Thinking instructor at CSUF, JoAnne has one of the most popular and effective classes on campus. She is so loved by her students that she received a special award from the student athletes – Faculty of the Year – in 2006. She also received the Faculty on the Bench award, twice, from the Men’s Basketball team, and an award for her work with Future Teachers in CSUF Freshman Programs. She has not only shared her expertise with her students, she has made many presentations at College Reading and Learning Association and other conferences at the national level sharing her expertise with colleagues across the country.

JoAnne has taken on multiple leadership roles during her career. She has served as web coordinator and Reading SIG leader for state and national professional organizations. She coordinates the Post-Secondary Reading and Learning (PRL) Certificate program at CSUF. And she has served in a variety of leadership roles for REG, including President.

Her work as a web page coordinator led to her developing a first generation online course in teaching reading for primary teachers through Teacher Created Materials. Next, she developed an online version of our READ 507 course for the PRL program. Then JoAnne was one of the first CSUF instructors to offer an undergraduate course in a fully online format, Critical Reading as Critical Thinking. Her expertise has only grown from there. If it seems challenging to create an engaged community of learners in a required undergraduate General Education class, imagine doing it asynchronously and online! But yet she does.

Her work in this regard has become a model for others at CSUF and throughout the entire CSU system. Her online critical thinking class has been recognized as one of the best online classes in the entire CSU system and is now offered through CSU Online.

JoAnne Greenbaum is an exemplary alumna. Her expertise, leadership, and willingness to give of her time and talents to students and others have clearly set her apart as a model instructor and colleague.
Lori Morgan - A Memorial

What a shock for Lori’s friends to learn of her illness and death! Lori accomplished so much over her 50 years as an educator and reading specialist. Lori was a classroom teacher in San Diego and Orange counties. She transitioned to district Resource Teacher, Curriculum Consultant and adjunct professor at San Diego State University. She compassionately lead teachers as Orange USD’s K-12 Reading Coordinator and then later as principal at Lampson and Taft Elementary Schools.

Lori was very active professional organizations. She served as president of Orange County Reading Association (OCRA), the California Reading Association (CRA) and later as the International Reading Association (IRA) State Coordinator for California. As a retiree Lori continued her efforts to improve education as a consultant, administrator, and editor of both the OCRA and the Retired Teachers of Orange newsletters.

It is not surprising that Lori’s outstanding service to education was recognized with many local, state and national awards. It is fitting that these included the California Reading Association’s most prestigious service awards (the John Martin Distinguished Service Award and the Margaret Lynch Exemplary Service Award).

Lori’s achievements were not limited to her professional activities. When I contacted five people who knew her well and asked them to sum up Lori in three words, they almost always describe--not what she did--but her character, her nature, who she was deep down inside. Several characteristics emerged from their responses. Lori was sensitive to the needs of others. Those who worked with Lori commented about how compassionate and thoughtful she was. She took time to listen and then help others, not only professionally but in her neighborhood as well. Lori was passionate about learning. As one colleague put it, Lori had a maternal passion about helping children learn and helping teachers and reading specialists get kids on the road to reading. Lori loved problem solving. She worked at any problem systematically, in a careful, logical manner until she found a solution. This made her a great help to her friends and colleagues. And, finally, Lori was thirsty for knowledge and adventure. She and her husband Chip traveled extensively, worldwide, and relished every adventure.

We might sum her up, as Wilbur the Pig summed up Charlotte in the landmark children’s book Charlotte’s Web, “She was brilliant, beautiful and loyal to the end. I shall always treasure her memory.” And so we shall.

By Deborah Osen Hancock, Ph.D
Past President OCRA and CRA
OPPORTUNITY DRAWING SUPPORTS THE HAZEL MILLER CROY READING CENTER

For the past few years REG has sponsored an opportunity drawing at the breakfast to raise funds for the Hazel Miller Croy Reading Center. The drawing at our March meeting raised several hundred dollars to support the activities in the Center. Examples of this use of funds include the purchase of iPod Nanos for use in the Pocket Tutor Project and Center scholarships for struggling readers. REG would like to acknowledge the following for their generous donations:

Kathi Bartle Angus - Reading teacher’s bag of goodies
Lesley Zorola - Book basket with wine and other goodies
Linda Cardwell - Table Decorations
Matt Harris and Carlen Le-Hessinger - Mary Poppins gift set
Gena Lovett - Favorite children’s books
Dave Reid - Barnes Noble Gift cards
Jan Bagwell - Tote bag and stationery
READ Department - 2 iPod Shuffles, mugs and flash drives, Tuffy Titan screen cleaners

If you would like to make a donation to the Hazel Miller Croy Endowment, you can do so on the web:
https://giving.fullerton.edu/default.aspx

SAVE THE DATE
September 13, 2014
Concert Under the Stars

Join REG Board and Reading Faculty in celebrating this all university event, which will also kick off the 10th anniversary of College of Education. More information to come in the next newsletter.

Hancock Fund Donors!

The following individuals made donations to the Hancock Fund this year. Their generosity helps fund our scholarships for current graduate students and Reading Center students.

Ana Lesley Zorola
Dixie Shaw
Raquel Flores-Olson
Margaret Hirsen
Janet Bagwell
Rebecca Moulthrop
Jordan Irwin Fabish
Dr. Kathleen Naylor
Leslee Milch
Maureen Provenzano
Deborah Lombardi
Andrea Sward
Ana Ngo
READING EDUCATORS GUILD MEMBERSHIP

Membership benefits include:
• three newsletters each year filled with alumni, department, and literacy news
• information about REG events (sponsored speakers, social, networking)
• directory of current members
• opportunity to apply for annual professional materials grant
• opportunity to be included on Reading Department Tutor List
In addition your dues support:
• scholarships for Reading Center children
• scholarships for current graduate students
• Hazel Miller Croy Reading Center activities

Has your contact information and address changed? Please take a moment to update your information, if necessary. The REG membership dues enable REG to make significant contributions to Reading Department students and the community through the Reading Center. For more information about joining, renewing, or donating, please contact Matt Harris, Vice-President of Membership, at matt80s@yahoo.com.

ATTENTION READING DEPARTMENT
2013-2014 GRADUATES

You and your family are invited to a reception to celebrate your graduation from the Reading Department. Please join us on the second floor patio (south side) of the EC building at the conclusion of graduation on Sunday, May 18th.

Alumni who are interested in assisting with the reception should contact Linda Vander Wende at beasleyljj@aol.com

Follow the Reading Department & The Reading Educators Guild on...

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YouTube: http://www.youtube.com/watch?v=rxrLwsFnuT0&feature=youtu.be

Check out REG website: ed.fullerton.edu/reg
REG Spring Breakfast 2014

More photos are available on our Facebook page.