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Letter from Founders

Dear Friends and Partners,

Alice Walker writes,

“Ours is an amazing, a spectacular, journey in the Americas. It is so remarkable one can only be thankful for it, bizarre as that may sound. Perhaps our planet is for learning to appreciate the extraordinary wonder of life that surrounds even our suffering, and to say Yes, if through the thickest of tears.”

As we write this letter to you, on the cusp of the fall of 2022, we are holding this quote dear in our hearts. We hold it as our communities weep in the overturning of Roe v. Wade which we know will harm undocumented and immigrant communities to a disparate extent. We hold it as we listen to the words of Texas Governor Abbot when he gleefully proclaimed his wish for Plyler v. Doe, the Supreme Court case upholding the rights of immigrant children to attend public school, to be similarly repealed. And yet, as Ms. Walker writes, we are, bizarrely, full of gratitude, hope, and wonder. For how can we not be filled with such light when our communities, despite it all, are so bursting-full of that same hope and love and joy? Every time an undocumented parent enrolls her child in a school she crossed borders to attend, that is an act of wonder. Every instance where a teacher makes his classroom more welcoming to Multilingual Learners is a moment of hope. And every time a child brings another student to a support group, receives a scholarship to college, or simply opens up for the first time in class, that is an act of gratitude for all we are given, despite all they are trying to take away.

Our communities are resilient, but they should not have to be. Our communities are thriving and breathing and bravely staking their claim, and their right, to exist beyond the confines of arbitrary borders and unjust laws. We, together, envision a new world and within that visioning we are grateful for existing in a time when it is possible to dream, to come together to fight, and, despite what it may seem, often, we win.

Last year we unveiled our three-year strategic plan, a bold roadmap to how 2021–2024 will lead ImmSchools into the country's leading organization in ensuring that all schools are safe and welcoming for each and every child in these United States. We are thrilled to now present to you the results of year one of our efforts. In the following pages you will see numbers and data, graphs and charts, outlining the specific ways in which we are working within schools to ensure a better future for all children, no matter their immigration status. Of course, our impact is only made possible because of the organizing efforts of leaders who came before us and due to the incredible power of the of students, families and educators with whom we work.

Our team and community lean into unwavering courage, joy and a deep belief that yes, a better future for all of us is possible. Each movement of the collective effort is informed by these individuals, these dreams, these hopes, and this unwavering belief. This, as Ms. Walker says, is our YES.

Because you are reading this report, because you too believe in the power of immigrant voices, immigrant stories, and immigrant organizing to change lives, you too are a part of the reason why we are succeeding and why we will continue to succeed. Your donations, partnership and support ensures not only that our work continues, but is able to grow and one day ensure every school in this country is safe and inclusive for undocumented and mixed-status students and families. Because you are in our corner we know that no matter who is against us we will continue to believe, to organize, and to win.

Viridiana Carrizales
Co-Founder
& Chief Executive Officer

Vanessa Luna
Co-Founder
& Chief Program Officer

Lorena Tule-Romain
Co-Founder
& Chief Operations Officer





Our why

ImmSchools partners with educators and community leaders to ensure safe and inclusive schools for undocumented and mixed-status students and their families.

Founded by three formerly undocumented educators in 2018, our programs are trauma-informed, community-led, and backed by decades of research on building environments that enable all youth to thrive. It is our belief that every child, regardless of her or her family's immigration status, has the right to feel seen as a whole human, to be encouraged to thrive in line with their own personal development, and to feel like they belong as a part of a greater community of support.

Today, while there are over 600,000 undocumented children in our K-12 education system and over five million children with one or more undocumented parents, less than 1% of school districts in the United States have concrete policies and practices in place to support undocumented mixed-status families. ImmSchools exists to close the gap between America's promise of equality and her hard truth of xenophobia, harnessing the power of community leaders to build better schools for us all.

1% less than 1% of school districts ready to support undocumented & mixed-status students

Schools are special. When done right, schools serve as resource centers for mental health, for nutritious meals, for workforce development, and also for life-saving services. It is our theory that by uplifting the inherent power of undocumented students and families, strengthening the leadership capacity of educators, and dismantling the oppressive systems in our schools, we will transform schools into safe and inclusive places that enable students to reach their academic potential and thrive.

ImmSchools currently offers programming in 21 schools and districts across three states, working with more than 3,500 educators and reaching a total 172,709 students.

To become an ImmSchools partner, schools and districts must show they are actively supporting the undocumented community through resources and/or programs, as well as demonstrate their willingness to further increase their capacity through budgetary, policy, and/or staff allocations in support of undocumented and mixed-status families.

Schools and districts that we partner for the 2021-2022 school year serve:

91%+ BIPOC student
33%+ Multilingual learners (MLL)
68%+ low-income students



"I feel I can achieve anything regardless of my immigration status."

– Student

What Do We Mean By Mixed Status?

Rachelle is a nine-year-old fourth-grade student living in Dallas, Texas with her little brother (Ricardo), older half-sister (Nedgine), her mom (Cathy) and her dad (Emmanuel). Rachelle's father first traveled to the U.S. with a tourist visa in 2007 with Nedgine who was 14 years old at the time and the two of them overstayed their visa to continue building a life in the U.S. Five years later Emmanuel met Cathy, a resident of Dallas who was born in Atlanta and the two fell in love, got married, and later had two children, Rachelle and Ricardo.

Cathy, Rachelle, and Ricardo are all U.S. citizens by birth but due to unjust immigration laws and despite common myths surrounding marriage to a U.S. citizen, there is currently no pathway for Rachelle's father or older half-sister to receive permanent immigration status leaving her father undocumented for the foreseeable future. Nedgine now has Deferred Action for Childhood Arrivals (DACA), but still lays in immigration limbo at the whims of politicians while waiting for immigration reform to occur.

While Rachelle's concerns should be about her math tests and science projects, she instead worries about whether her father will be caught by ICE or her sister will be deported to a country she barely remembers. Rachelle is one of the estimated six million U.S. citizen children who live in mixed-status families, where members of the family hold different forms of immigration status and whose togetherness is threatened by unjust immigration laws. Research shows that, because of worries like Rachelle's, children whose families are mixed-status may be subject to heightened anxiety, worsening physical health, and a decline in school performance. With over seven percent of all children in the U.S. living within a mixed-status household, addressing their needs is a key component of any educational institution that aims to be a supportive environment for its students. Guiding schools to do this is why ImmSchools exist.



Our strategic plan

In 2021, building upon our successes and pushing ourselves towards continued growth, ImmSchools unveiled a bold new strategic plan to help us achieve our goal of becoming the United States' leading catalyst for safe and welcoming schools for undocumented and mixed-status students and their families. Our roadmap toward this vision included three priority areas, outlined on the following pages, with an overall goal of scaling our capacity scaling our capacity to deepen our impact with undocumented and mixed-status students and families.

We are excited to share that in the first year of implementing our strategic plan, we are on track to meet our goals.

1st priority Deepen programming

We will deepen our reach by partnering with 100 schools, allowing us to directly serve 14,000 educators, students, families and indirectly impact 300,000 students in K-12 schools.

•300,000 students

•100 schools and districts

2nd priority Increasing advocacy

We will continue increasing our advocacy activities to support local, state and national developments in education and immigration.

•Local

•State

•National

3rd priority Advancing inclusion

We will build our capacity to engage multiracial, multilingual undocumented & mixed-status students and families in the regions we serve.

•Multiracial

•Multilingual

•Multicultural



National Programming Highlights

98%

Of educators feel better prepared to begin implementing at least one best practice in the next three months to create a safe and welcoming classrooms

172,709

Students supported by our Educators

96%

Of students and families understand their power through the rights and resources immigrants have inside and outside of their school communities

6,457

total attendees to our programming

94%

Of educators cultivated a sense of belonging and well being through visuals, curriculum and practices centered on uplifting immigrant students and families

99%

Of students and families feel more comfortable and safe in accessing resources or supports in their school regardless of their immigration status

Programming attendees by role

Educators

3,573

Families

1,595

Students

1,289

**1st priority**

Deepen programming

Since our founding, we have received over 80 requests from educators, school leaders, and academic professionals requesting to bring ImmSchools services to their regions. ImmSchools bring our services to their regions. Requests came from over a dozen states with the majority sounding like Ms. Curry who shared “We are working hard to be proactive for our families and could use your support as we have had several families dealing with deportation this school year. Our administration and teachers are unsure on how to support students and families impacted by their immigration status.”

We knew that while we couldn’t meet the immediate needs of an entire country right away, we could be strategic in our growth and begin building out deeper programming in the states within which we had established a presence while exploring new regions for growth in the future. Thus, our first goal to meet our priority in scaling programming was in growing our staff to meet our existing demand.

Finally, ImmSchools has partnered with Dr. German Cadenas from Lehigh University to develop a community-based action research project that will be of use to immigrant students, their families, and their educators. This partnership includes engaging in a multi-year investigation of the efficacy of ImmSchools programs on our current school partners with an emphasis on its impact on immigrant students, family members and educators. The research is designed to be community-based research that will inform educational practice and policy at the institutional, district, state, and federal levels. This one of a kind research will take place in the school year 2022-2023 with a release of a publication in 2024, and subsequent advocacy efforts aiming to transform schools into more welcoming institutions for undocumented students.

Building upon our strong foundation in 2022 we will deepen our impact to better serve our four regions:

New York City

Launched in 2018
1.38m immigrant and mixed-status students in New York

Camden

Launched in 2020
769k immigrant and mixed status students in New Jersey

Dallas

Launched in 2019
2.42m immigrant and mixed-status students in Texas

San Antonio

Launched in 2018
2.42m immigrant and mixed-status students in Texas

In the next year, we will deepen our programming in order to reach:

40

school & district partners

4,000+

students, families & educators directly served

60,000+

students are supported by educators in our programs




“Through ImmSchools’ team personal stories, our students and families are seeing their own strengths, power and creating a sense of community.”

Educator

Spotlight on Camden, NJ

After two years of planning, ImmSchools began offering services in our third state and fourth city when we partnered with six school systems located in Camden, New Jersey in May 2020. We chose Camden as it is home to 475,000 undocumented individuals and over 232,000 students who are enrolled in school and are part of mixed-status families. In less than one year since our partnership began, ImmSchools has impacted close to 600 educators and staff and close to 200 students and families through workshops, training, and our Dream Summit. Before we began this work, 60% of educators had reported on pre-surveys that they had knowledge of the assets, rights, and experiences of undocumented students and families. By the end of the year, over 96% of the educators stated they felt confident in their ability to immediately implement best practices for immigrant students and a full 100% of our school and district partners in New Jersey reported feeling more prepared to support the needs of immigrant and mixed-status families in their district. As one educator wrote, “All students are learners, regardless of status. It is important to consider how immigration status impacts students at home in their families and the effects this may have on their education and engagement in school.”



“I am creating a whole school culture that honors the experiences of our multilingual, immigrant and undocumented students.”

– Educator

Spotlight on NYC

The racial, cultural, and linguistic diversity of undocumented and mixed-status families spans across man-made borders into every corner of the world. In New York City, 1 in 4 New Yorkers lives with an immigrant family member and over 25% of students enrolled in public schools in The Bronx, Brooklyn and Queens are multilingual learners. Immigrants in New York come from over 150 countries from China to Cambodia to the Caribbean. New York also ranks fifth in the nation in terms of linguistic diversity with over 150 languages other than English spoken within students’ homes. This school year, through our partnership with the Division of Multilingual Learners at the NYC Department of Education, we partnered with 25 schools who engaged in our Dream Squad programs. During this year long engagement, ImmSchools partnered with educator school teams across the 5 boroughs to implement practices that center the unique needs of undocumented, multilingual and immigrant students. This school based approach allowed us to center the language and cultural diversity of our immigrant students and families in their respective schools. One of our partner schools, It Takes a Village located in Brooklyn which served a predominately Black immigrant community launched a Multicultural Club with elected student leaders which coordinated Student Workshops to teach students about their college options regardless of immigration status and family meetings on immigration rights, college access, anti-bullying & mental health supports across multiple languages further promoting student leadership and family engagement.

2nd priority

Increasing advocacy

Changing the hearts and minds of individuals is important but without clear and consistent policies that advance immigrant rights, little can be achieved in terms of wider system change. The importance of taking a strong stand on advocacy was highlighted just months ago when Texas Governor Abbott stated his plan to roll back Plyler v. Doe in the hands of a more conservative court. After four years of direct-service work within schools, we realized it was time for ImmSchools to take a more strategic approach to changing policies themselves. Thus, our 2021-2024 strategic plan includes a stark increase in our advocacy activities to support local, state, and national developments at the intersection of education and immigration. In this way, ImmSchools can not only be the leading provider for schools wanting to do better on behalf of immigrant families but can also become a vehicle for larger policy change.

The first step to achieving our advocacy goals lies within assessing our internal capacity to support this new initiative and identifying areas where we can make the greatest impact. In May of 2022 ImmSchools secured the services of Astou Thiane, a formerly undocumented and DACAmented school district principal currently working on The Hill. Astou’s work, which we aim to complete in September 2022, will help ImmSchools determine the methodology and trajectory of our policy and advocacy efforts, whether on the local, state, and federal level. It will also build the foundation for us to bring a full-time, permanent Director of Policy and Advocacy to our team by December 2022.

Of course, nothing at ImmSchools is done without explicit grounding within the specific needs, dreams, and desires of the families with whom we work. In the past 18 months, we have also partnered with Next100, a policy think tank at The Century Foundation, to conduct comprehensive focus groups with immigrant students as well as students living in mixed-status families in order to better address the needs of undocumented and mixed-status immigrant families through state policy recommendations.

The 2022-2023 year will not only see a nationwide search to find and onboard our Director of Policy, but will develop policy priorities that will guide ImmSchools work in the next two years.

In order to increase our advocacy work, in 2022 we will:

Expand our team with a
Director of Policy

Develop local, state & national
Policy Priorities

**3rd priority**

Advancing Inclusion

The immigrant community in the United States is as diverse as the makeup of the world itself with over 150 countries represented in New York City's school district alone. While founded by three women with our own immigrant stories, now that we are growing it is necessary for ImmSchools staff to reflect on the populations we serve, and, while it is clear we have done a tremendous job including Latinx families into our work, we recognize our ability to grow in serving non-Spanish speaking immigrant families. Thus we aim to build our capacity to engage multi-racial and multilingual undocumented and mixed-status students and families in the regions we serve.

Step one of meeting these priority goals involved securing a research partner to track and analyze the racial and linguistic diversity of the regions within where we work, ensuring our programs are responsive to the specific needs of each school district, and bringing in an external consultant to bolster ImmSchools DEI efforts internally, and begin to offer our materials in a wider array of languages.

In the fall of 2020 ImmSchools enlisted the support of Masharika Maddison, former Executive Director of Parents for Public Schools of San Francisco and Presidential Management Fellow working alongside Secretary Condoleezza Rice in the U.S. State Department, to work with our leadership team. Masharika's work with ImmSchools this past year has involved conducting empathy interviews with staff, launching sessions on the multifaceted meanings of identity and the immigrant experience with our team, and helping ImmSchools codify a multiracial and multilingual approach to not only the services we offer but the systems we are building within our own institution.

At the same time, we have partnered with Respond Crisis Translation to provide translation, interpretation, and resources in a multitude of languages where we do not yet have internal capacity. We are proud to now state that all of ImmSchools surveys are offered in seven languages.

In order to advance inclusion, in 2022 we will:

Develop
**Anti-racist
initiatives**

**that creates a sense of equity
and belonging for our staff**

Recruit a
**Multiracial
team**

**representing our undocumented
community**



School District Story

ImmSchools partnership with the San Antonio Independent School District highlights the importance of our work within schools. Despite the fact that over twenty percent of schoolchildren in San Antonio have one or more undocumented parent, before ImmSchools intervention there were no initiatives or services offered to these families or students. ImmSchools partnered with the district to provide counsel and recommendations, informed by the needs of the community, and, in 2019, the district allocated funding to create the SAISD International Welcome Center. Today the International Welcome Center serves as a physical space for families new to the U.S. or to the district, boasts a fully bilingual staff, and provides resources and shared materials online for families and educators alike to better support full integration into the school community.



In 2022 be on the lookout for Our progress

Jun
2022

Hire a policy consultant to conduct an organizational assessment of ImmSchools' current and potential capacity for advocacy and policy engagement and impact

Jun
2022

Develop and Launch antiracist training for all full-time & part-time staff grounded in Diversity, Equity, Inclusion and Belonging

Jul
2022

Update Theory of Change and align all programmatic and operational priorities

Sep
2022

Launch 3-year partnership with Lehigh University to assess the effectiveness of our programming on educators, students, and families through a Participatory Action Research project.

Jan
2023

Increase team's capacity by hiring 2 internal roles to expand central office operations and fundraising efforts

In 2023 we aim to reach Our Goals

May
2023

Develop internal org-wide initiatives to become an anti-racist organization. In a year-end survey, 100% of staff agree or strongly agree with the following statement: "Our organization has a culture, identity and values, where I feel safe, welcomed and a sense of belonging" with no disparities in the results by race and gender.

Secure 100% of FY2023 budget and raise 80% of 3-year strategic funding goal

70% of partner schools see an increase in the ImmSchools School Culture Rubric in one focus area

Involve 40 family members and students across 4 regions to inform ImmSchools 3-year policy and advocacy priorities

Deepen our impact with students, families and educators by securing one-year partnership with 40 schools across four regions



Financial Highlights

As part of our strategic plan, we set a goal of raising five million dollars over the next three years. In our first year, we raised more than \$2.3 million dollars through a combination of philanthropy, earned revenue and individual donations.

Three-year budget

Income projected & actuals

- Projected
- Actual

21'–22'

\$1,060,000

\$2,395,203

22'–23'

\$2,024,450

23'–24'

\$2,500,000

2021–2022 Actuals

Income projected & actuals

- Income
- Expenses

Income

\$2,395,203

Expenses

\$1,060,000

Income total

\$2,395,203

Philanthropy

\$1,878,937

Individuals

\$257,355

Direct services

\$258,910

Expenses total

\$1,060,031

Salaries & Benefits

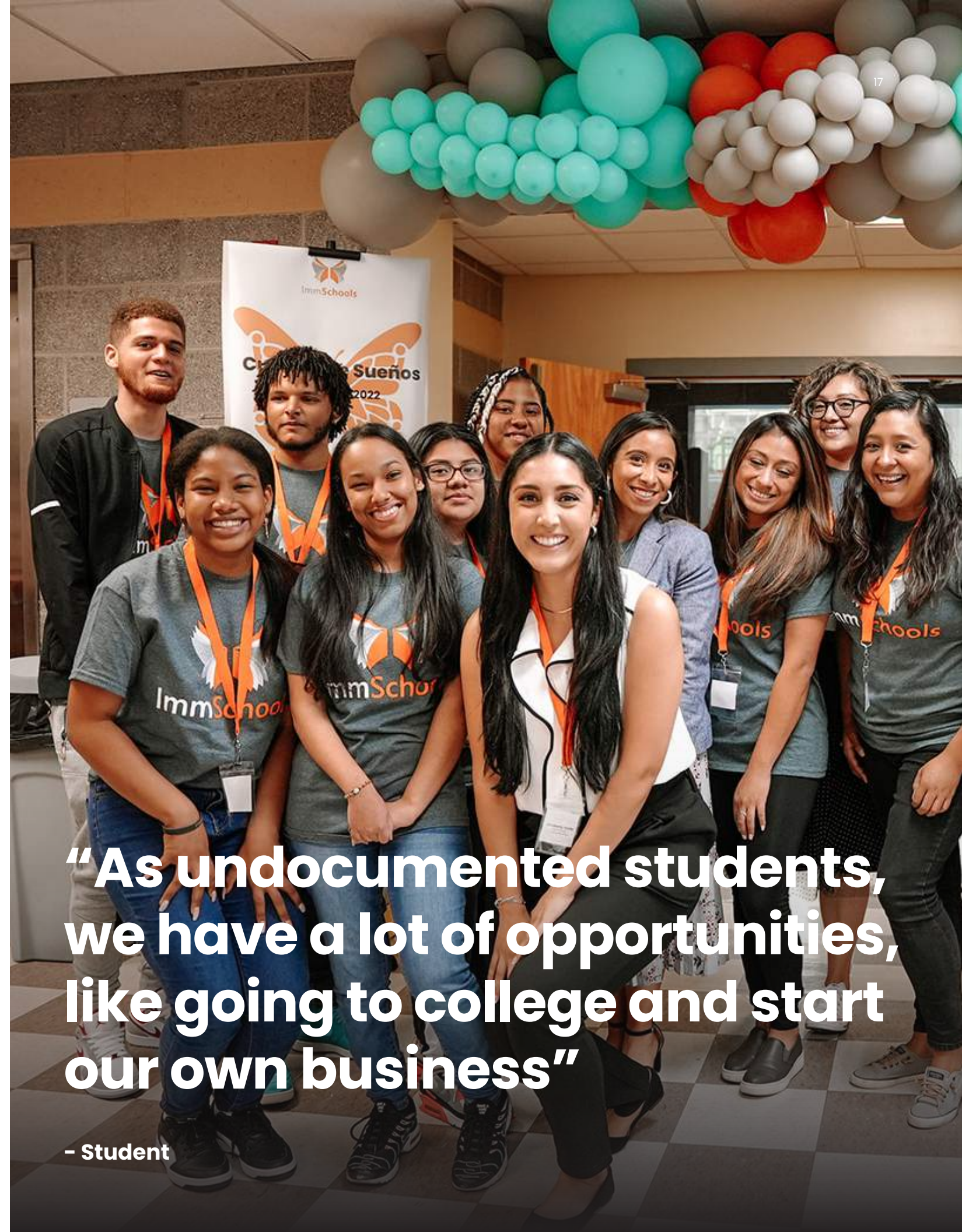
\$688,980

Program

\$131,113

Operations

\$239,939



“As undocumented students, we have a lot of opportunities, like going to college and start our own business”

– Student



Our team



Ivy Teng Lei
Board President



Dr. Nancy Adossi
Board Member



Yilka Seseri
Board Secretary



Greisa Martinez Rosas
Board Member



Viridiana Carrizales
Co-founder,
Chief Executive Officer



Vanessa Luna
Co-founder,
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Lorena Tule-Romain
Co-founder,
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Astou Thaine
Advisor



Phillip Nguyen
Advisor



Dr. Germán Cadenas
Advisor



Kareli Lizzaraga
Advisor



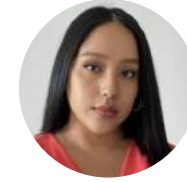
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Program Manager



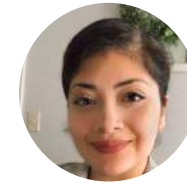
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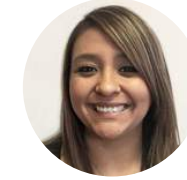
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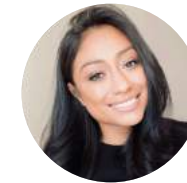
Jorge Muñoz-Reyes
New York City
Program Facilitator



Faith Ansah
Intern



Evelyn Chen
Intern



Gabily Gonzales
Intern



Thank you

We want to thank everyone for their support and generosity. Everything we do is made possible by your support together with the efforts of our team and our partners.

Alejandra Vazquez

Amairani Gomez

American Gateways

Ana Vaca

Andrea Orteiz

Arbor Rising

Astou Thiane

Brooklyn Community Foundation

Brenda Gonzalez

Cadena Collective

Camden City School District

Camden Education Fund

Camden's Promise Charter School

Camelback Ventures

Catherin Gallegos

Christina da Silva

City of Dallas - Welcoming Communities and Immigrant Affairs Division

City Year New York

City Year San Antonio

Cityscape Schools

Claneil Foundation

Communities in Schools

Dallas Foundation

Dallas Independent School District

Diego Mancha Dominguez

Education Leaders of Color

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Fort Worth Independent School District

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German Cadenas Ph.D.

Greisa Martinez Rosas

Hope Community Charter School

Irving Independent School District

Ivy Teng Lei

J.M. Kaplan Fund

Jackie Zapata

Jaime Ballesteros

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Jubilee Academies

Justin Goldback

Kareli Lizarraga

Karen Cruz

Karina Alvarez

Kimberly Valle

KIPP: New Jersey Public Schools

KIPP: NYC Public Schools

La Cima Charter School

Leadership for Educational Equity

LEAP Academy Charter School

Maria Rocha

Margulf Foundation

MadeBos

Masharika Prejean Maddison

Mixteca

Mobile Pathways

Nancy Adossi Ph.D.

NewSchools Venture Fund

New York City Department of Education

New York Community Trust

New York Immigration Coalition

Phillip Nguyen

Richardson Independent School District

Rockefeller Philanthropies

Roddenberry Foundation

San Antonio Area Foundation

San Antonio College

San Antonio Independent School District

Schusterman Family Philanthropies

Sthefany Garcia

Teach For America

TNTP

Texas Women's Foundation

The Collaborative for Special Education

The Concilio

VELA Education Fund

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Yilka Seseri

Impact Report

Covering FY 21-22

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