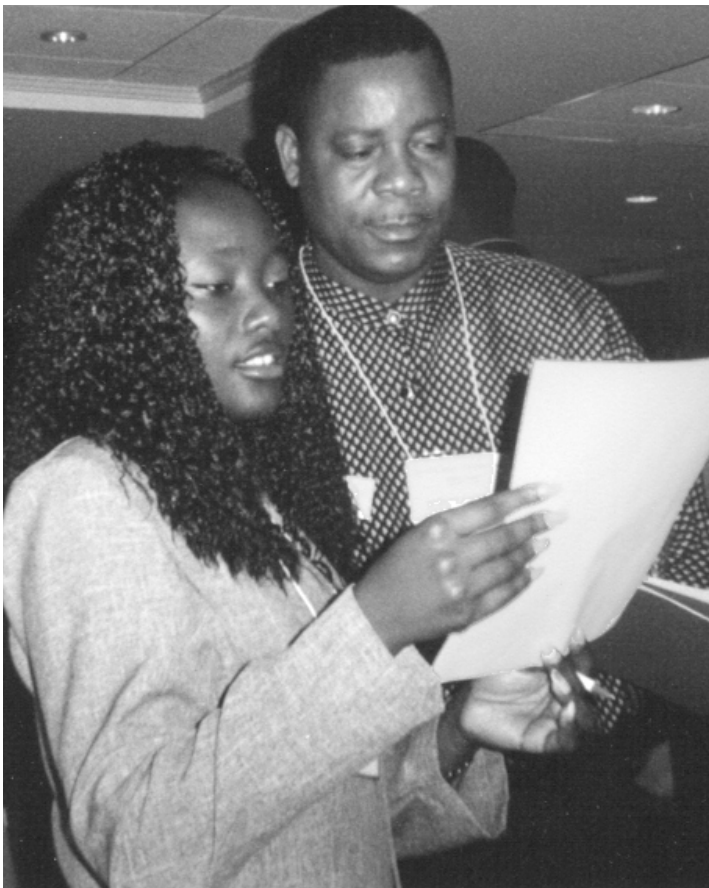


# Inspiring Leadership in Immigrant Communities



*A Publication of*  
Lutheran Immigration  
and Refugee Service  
*and the*  
Immigrant Legal  
Resource Center



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## **Chapter 1**

### **Introduction to the Inspiring Leadership Initiative: Leadership Development in Immigrant Communities**

#### **§ 1.1 What is the LIRS Inspiring Leadership Initiative?**

The leadership development model explored in this initiative has at its core the relationship between community-based organizations that provide services to immigrants and the immigrant communities they serve. We believe this is an effective collaboration because the uniting of established, experienced organizations with the energy, ideas, skills and concerns of immigrants and refugees can strengthen both. It is only one of several immigrant-oriented leadership development models. Other initiatives include those that focus more prominently on the relationship between faith-based institutions and the immigrant community, or on community members building their own organizations to mobilize around supporting particular policies or political movements.

Lutheran Immigration and Refugee Service (LIRS) initiated the “Inspiring Leadership Initiative” in 2000. This initiative began to effect social change by engaging three key sectors of the LIRS community—immigrant communities, local service providers, and the LIRS Ambassadors Circle, a national network of volunteer advocates—in projects of service and advocacy. The training and support that LIRS and the Immigrant Legal Resource Center (ILRC) have been providing to immigrant communities is designed to help the immigrant communities speak on their own behalf and navigate U.S. institutions such as local governments, law enforcement, schools, social service systems, the media and employers. Two factors have been vital to the success of this training and support phase of the initiative. First, the inclusion of community leaders in planning and implementing program design ensured community buy-in and involvement. Second, assisting immigrants to acquire the skills necessary to join the native-born as full partners has created a new, interactive model of local and national partnerships.

The importance of developing leadership skills among immigrant and refugee communities is more important now than ever. Since the attacks of September 11, 2001, there has been a widely reported increase in the hostilities, violence and discrimination against immigrant and refugee communities. Community leaders, with the proper skills and tools, can help the community understand its rights, develop strategies for educating the public about who immigrants and refugees are and the benefits they bring to our society, and work to ensure that any new immigration legislation includes adequate provision of services.

The Inspiring Leadership Initiative worked with five sites—Denver; Omaha; Austin, Texas; Trenton, N.J.; and Phoenix—and was highly successful. Highlights include:

- Over 65 leaders were recruited from the five sites, far surpassing the goal of 25.
- Each of the three sites that were not already offering immigration legal services to the community developed such plans, invested in training and hiring staff to deliver services, and entered into the time-consuming process of receiving accreditation from



- the Board of Immigration Appeals (BIA).
- Service providers enhanced and improved their community outreach, reallocating and reconfiguring staff time to increase the emphasis on community relationships.
- All sites successfully reached out to new ethnic populations and developed new services.
- Immigrant communities, led by the participants in the Inspiring Leadership Initiative, eagerly engaged in the project, implementing new community-based programs, forging coalitions and, in one instance, creating a mutual aid association.
- The LIRS ambassadors embraced their mentoring role, using their new connections with the community to learn new perspectives and to move into new and exciting areas of advocacy.
- Seventeen leaders asked to become LIRS ambassadors, formally representing LIRS in the broader U.S. society.

The goals of the Inspiring Leadership Initiative were met by these means:

- Building links among LIRS ambassadors, immigrants and service providers.
- Developing a new ambassador role as mentor and key team member at each pilot site.
- Engaging ambassadors to serve as mentors to community leaders and developing peer partnerships between community leaders and ambassadors working together on behalf of LIRS and their communities.
- Training community leaders to become ambassadors and facilitating access to the application process.
- Building skills through national and local training through a national conference and on-site visits.
- Ongoing coaching and mentoring through teleconferences, site visits, one-on-one telephone consultations, a listserv and a newsletter.
- Linking immigrant communities with traditional U.S. power structures and institutions and with other immigrant communities

The success of the Inspiring Leadership Initiative is what prompted LIRS and ILRC to write this manual. LIRS and ILRC wanted to share with others what we learned during the training part of the Inspiring Leadership Initiative. For more information on LIRS's Inspiring Leadership Initiative, please see Chapter 2 of this manual.

## **§ 1.2 Who are Immigrant and Refugee Leaders?**

Immigrant and refugee leaders can come from any walk of life. They can be politicians, professionals, union activists, clergy members, business owners, school teachers, neighbors, apartment dwellers, elderly, youth, restaurant workers, farm workers, people working in the trades and so on. For the purpose of this manual and this initiative, when we refer to leaders we are generally referring to grassroots leaders, not politicians, professionals and successful business owners who are already established in their fields.

### **§ 1.3 What Is Immigrant and Refugee Leadership?**

Leadership can mean many things, from serving as a role model to one's children, to advocating for more parent to teacher communication in one's school, to serving in public office. Some experts on leadership define a leader as someone who motivates a group to work toward a common goal, whether the individual has a natural talent for leadership, has developed leadership skills through experience, or has been formally or informally trained.

Leaders live and work in a given community—in this instance, in the immigrant community—and help others with legal and civic issues. Some not only work with people in their own community but also serve as representatives of the immigrant community to the larger society. They can advocate for individuals or on behalf of the community with school boards, governmental agencies and politicians. They share skills and knowledge with others in the community, volunteer at community agencies that help immigrants, and encourage community members to learn about and act on issues that are important to them. The idea behind helping more people become better leaders is that more residents in a given community will become more self-sufficient and knowledgeable about their rights and can better make their ideas and concerns understood and addressed.

Leaders can organize the local immigrant community to lobby for governmental services and bilingual education; combat anti-immigrant rhetoric and legislation; protest abusive police or Immigration and Naturalization Service (INS) practices; and protect against restrictive governmental welfare, education, immigration and health policies. Leaders may be individuals or may be associated with an organization such as a church or immigrants' rights group. In the immigrant community leaders are often fellow immigrants who have learned skills, sometimes from their own experiences, that others in their community have not yet developed—skills such as adjusting to the United States, seeking assistance with immigration concerns, navigating the school system or negotiating with landlords.

Leaders can help a community respond to anti-immigrant rhetoric and myths, obtain the required services from an educational institution and petition a governmental agency or health department that are required to provide certain services but have not yet implemented them. As members of the community, leaders can encourage and model how rights should be exercised with the INS. They can point out how active participation in the political process may provide protection for the community. A good leader not only helps others solve the problem at hand, but helps others understand and develop their problem-solving skills. Many times the leader, by modeling and encouraging, will be able to help other immigrants develop confidence in their own problem solving abilities.

One of the many important activities a leader can engage in to serve and organize the community is to work as a paid or unpaid lay advocate in an immigration legal services office. While leaders without formal training in relevant laws and procedures cannot provide expert advice or argue a case in court, they may be more effective than other legal workers at many things. Leaders are often very effective as legal workers because they have a good understanding of a client's immigration or community situation. They are very accessible to clients because they live in the

community. The client community often trusts them more than staff of a legal services agency. Leaders can do many things a service agency might not otherwise do, such as providing community outreach and education, helping community members complete forms and organize documents, explaining immigrants' legal rights, and providing information on how an immigrant can more successfully negotiate life in the United States. Development of leaders as legal workers allows more immigrants to obtain services because there are more people trained to provide services within a community.

#### **§ 1.4 The Need For Immigrant and Refugee Leadership Initiatives and Trainings**

Immigrant leadership training and initiatives that provide the forum and support structure for leaders to develop in a community can significantly increase the capacity of that community to fight its own battles. Leaders can provide their communities with a voice that helps educate people from other backgrounds and those in power throughout the United States.

Although there are many immigrant leaders in every immigrant community, there is still a need to help others develop. Many politicians and others in positions of power continue to ignore immigrants' voices and concerns. As more immigrants become leaders, it will be harder for the established powers to ignore them. Additionally, as more immigrants are trained to volunteer with community-based organizations (CBOs), the CBOs will be able to provide more services and better assistance to the immigrant communities they serve. Lastly, as more immigrants develop their leadership skills they will be able to collaborate with leaders from other immigrant communities and non-immigrant communities on issues that face minorities and communities of color in the United States.

Although some people are "born leaders," leadership combines capacity and skills, and most skills need to be learned and refined. This may be particularly true in immigrant communities, where those with a gift for public speaking in their home country may need to adapt those skills to audiences in the United States. Leadership training is designed to take advantage of skills that potential leaders already have acquired through life activities such as involvement in schools, churches, workplaces, support groups and their children's schools. Those skills include completing forms for schools and doctors; speaking to co-workers and neighbors about common interests; and negotiating with co-workers, family members, service providers and neighbors to find acceptable, effective ways to get things done. We have found that if leaders are enthusiastic about helping others, have the time and the resources to do so, and have been provided with adequate training, they will develop skills that enable them to effectively help others in dealing with the INS and mainstream society. In turn, as many people gain leadership skills, they also increase their natural leadership capacity.

Because the development of community-based leaders can contribute so significantly to immigrant communities, LIRS and ILRC developed a leadership training program that will help maximize the effectiveness of immigrant leaders. The further development of immigrant leaders will both empower the community and assist the CBOs that work in immigrant communities.

Many organizations realize that the future of immigrant power lies in immigrant leadership

training and immigrant civic participation. Although there are some organizations that provide leadership training, generally the training is focused on middle class or professional immigrants, and often on native-born activists. There is not much training for other immigrants. The logical organizations to provide such training are the same organizations that helped the immigrants obtain their green cards and citizenship status. The immigrants know and trust these organizations and are more willing to work with these organizations instead of other institutions. Yet the problem is that few of these immigration organizations work on leadership training or civic participation issues because they lack the expertise, the resources or the interest. Thus these immigration organizations are missing a wonderful opportunity to help immigrants make change and become lay advocates. ILRC could provide these organizations with the expertise and the drive to get into this new field.

### **§ 1.5 Anticipated Outcomes of an Immigrant Leadership Program**

The anticipated outcomes of an immigrant leadership program could vary depending on what type of program you are developing, but they should include at least some, if not all, of the following:

- A network of immigrants and refugees will have the skills to be effective advocates, civic participants and community builders at every level of engagement—local, regional and national.
- The network of immigrants and refugees will become active participants in U.S. civic society.
- Immigration and other services that are available for immigrants and refugees will be better tailored to meet their needs.
- Advocacy by and on behalf of immigrants and refugees will be strengthened, with local immigrant and refugee networks working independently and with national and other local partners and networks to effect change.

### **§ 1.6 Philosophy of the Training Curriculum**

The curriculum in this manual employs interactive teaching techniques with the goal of helping a group of dedicated community leaders develop and refine their leadership and advocacy skills and use such skills in their communities to work on civic issues and work with CBOs.

The teaching techniques used throughout this curriculum are highly interactive. The idea behind this is that “experience is the best teacher.” Thus, the curriculum is designed so that leaders have an opportunity to practice the skills they are learning. This way leaders will be more likely to be able to overcome any reluctance to use the newly developed skills, will gain confidence in using them and will get immediate feedback on what they have done well and where they can still improve. The curriculum is designed to focus on learning and developing helpful skills. Many leaders may already have these skills, but may need to refine them or learn to use them in different contexts. Some of the teaching methodologies used in this training include small group

practice, group discussion, individual and group presentations, teamwork, role playing, demonstrations, brainstorming, group evaluations and lectures.

You will notice that the training contains some non-traditional features. It does not resemble the usual lecture format. This different format grows out of our experience that the most effective way to teach both content and skills is through a variety of educational approaches.

### **Experiential Training**

“Experience is the best teacher.” This concept is ignored in many training designs. Yet when we reflect on the best learning experiences that we have had—whether learning to ride a bicycle or learning to be a good advocate for our clients or fellow community members—we recognize that the more experiential and participatory the teaching, the more we learned.

Experiential training calls for *every leader to practice the skills in the training* through small group practice sessions that provide an immediate evaluation. In order for the small groups to work effectively and efficiently, each group typically should include four to eight leaders and one trainer. This design requires more trainers than would be needed for larger groups, but it insures that all leaders will have ample opportunity to practice.

Each leader must participate in the exercises. Facilitators must draw out the more reticent leaders for they are often the ones who benefit the most from the practice.

### **Skills Over Substance**

The substance of the training topic—many of the areas of immigration law, housing law, politics or whatever the centerpiece of the training is—is bound to change. However, the skills developed in the training provide the base on which the advocates will continue to serve their communities even as circumstances and community concerns change. The training teaches and gets leaders to practice public speaking, outreach to the community, leading small group discussion and developing presentations. These skills are transferable to other situations and do not change.

## **§ 1.7 Using This Manual**

This training curriculum is complete and ready to be used. You will find here almost all the materials that you will need for the entire training. This manual includes a combination of actual training units and other text designed to help the trainer succeed in promoting immigrant leadership training and civic participation initiatives. Additionally, it will be extremely useful to make copies of parts of the manual for the leaders you are training to read.

Although we suggest that you use the entire manual in your leadership training, the manual is designed so you can pick and choose the chapters that would be most helpful and appropriate for your training and the community with which are working. The trainer does not have to follow these chapters word for word. In fact we encourage trainers to adapt the curriculum to their own situations. The primary goal of this manual is to assist agencies to develop a network of trained

and skilled immigrant leaders. Consequently, there is room for flexibility. The local situation will determine the changes that are appropriate. Some trainers might find it useful to use half of the curriculum or even just one or two of the chapters. Trainers should feel free to adapt the curriculum to what ever is best for their agencies, their communities and the leaders who are going through the training.

Chapter 2 provides an explanation of the LIRS Inspiring Leadership Initiative. This chapter will help trainers understand the purpose of the Initiative and should provide good ideas and examples for programs that want to run a leadership training project. Chapter 3 discusses some suggestions of how to set up a leadership training program. Chapters 4-7 include actual training units on leadership skill development such as public speaking, conducting outreach, working with media and negotiation. Chapter 8 discusses how to organize a civic participation campaign with the immigrants you are working with. Chapter 9 gives several examples of how immigrant community members and organizations worked on important leadership and civic engagement projects. Chapter 10 provides some input to trainers and advocates about how to follow-up with leaders after a leadership training so they stay involved. Chapter 11 provides tips on how to set up a volunteer program at your community-based organization. Chapter 12 contains an outline of the three-day leadership training that LIRS and ILRC held in December of 2002. Finally, Chapter 13 contains a resource guide for trainers, advocates and leaders to help you find more information about leadership training, civic participation campaigns, and other agencies engaging in similar work.

Chapters 4-7 are actual training units. Depending on the particular training unit, the units take up to three and a half hours, assuming there is a group of approximately 12 leaders and the required number of co-trainers are present for the more interactive parts of the training. Each chapter notes the approximate amount of time needed for the unit. It is important to note, though, that the time noted never includes time for breaks for evaluations at the end of each day of training, which is necessary to complete the trainings. We recommend that you add at least 10 minutes for an evaluation and 15 minutes for a break—more if the training day is more than four hours and less if it's two hours or shorter—to your training schedule.

In each of the training units (Chapters 4-7) there are detailed instructions for the presentation of the items listed in the agenda for the units. These instructions include an outline of all presentations and specific directions for the group exercises. At the end of some units are homework assignments for the leaders to do prior to the next training day. The types of homework assignments include reading, preparing practice speeches and planning mock community meetings. Since many of the units count on the leaders having completed their homework prior to coming to class, it is very important that leaders are assigned the appropriate homework and do indeed do it. The training will not be anywhere near as successful if they do not complete the assignments.

If some direction or outline does not make sense, please feel free to check with Eric Cohen at ILRC. Your suggestions for improvement will help us update and improve this manual.

## **§ 1.8 Training Techniques: Tips to Help Make Trainings Successful**

### **Small Group Facilitation Techniques**

- Much of the curriculum requires work in small groups. The ability to facilitate discussion in small groups is crucial. Many times the leaders work in small groups without the participation of a trainer, so good modeling initially will help the leaders learn the skill of being both a good facilitator and participator in small groups.
- Set the tone right away. Model the behavior of how you would like the leaders to treat one another. Make the leaders feel comfortable, but let them know that you take the training seriously and expect them to do so also.
- Allow the leaders in the group to run the group themselves. The more the leaders participate the better. The leaders should be allowed to run their own groups so that they develop this skill as leaders.
- Strictly enforce time limits. The entire workshop will not flow smoothly unless each group strictly follows the time limits prescribed.

### **Techniques for Facilitating a Good Evaluation**

- After each opportunity to practice one of the skills taught in this training, each leader will evaluate his or her own practice. The other leaders and the group trainer will also have a facilitated discussion to evaluate each leader's practice.
- Evaluations help the leaders improve their performance. This motive should always be kept in mind when facilitating an evaluation. Concentrate on those techniques that will encourage the leaders to improve. Each evaluation should take about five minutes per person. Before the first evaluation, the trainer should explain how an evaluation should be done. It is also a good idea for two co-trainers to model a presentation, a self-evaluation and a group evaluation. It is important to stress that the skills training is cooperative, not competitive. The better each leader is, the greater the benefit to the immigrant community.
- Begin by allowing each person to evaluate his or her own performance. People are often very insightful about their own performances. Many times we are harder on ourselves than others will be. Letting people evaluate themselves will often foster a candid environment in which others can make helpful suggestions and identify the positive skills the person already has. They will also will feel less defensive about other leaders' comments.
- Instruct the leaders to follow the following rules.
  - Start with what was good about a performance.
  - Discuss negative aspects in terms of what may be improved or what might someone do differently instead of what was wrong or bad. This is called constructive criticism.
  - Don't let the evaluation become a personal attack.
  - Constructive suggestions should always be specific.
- Focus the evaluation on a few suggestions for improvement—highlight the most important if there are more than a few.

- Summarize the major points—both praise and constructive suggestions—at the end of the evaluation.

## **Techniques for Group Work**

Many of the units in this manual utilize the leaders' reflections concerning their own experiences and their community's experience. These reflections are then incorporated into the theme or content presented. This process affirms the importance of the knowledge the leaders bring to the training and models the process of learning from one another. Leaders' reflections should therefore be recorded on the board, on butcher paper or on an easel pad. When doing this work, try to concentrate on the following:

- Frame the questions clearly and carefully.
- When breaking into smaller groups, arrange for each group to report its results. This also allows leaders to practice presenting to a larger group. Try to make sure the smaller groups rotate the reporter responsibility.
- Affirm all answers; there are no right or wrong answers.
- Be willing to be surprised. Acknowledge that the leaders will present new perspectives.
- Consider typing up the results and giving them to the leaders at the next session.

## **Icebreakers**

When strangers are thrown together in a group, as they probably will be in these trainings, there is a natural tendency to “clam up” until bonds are built between the leaders. It is important to use an icebreaker and several of the role-plays and group activities as a way to build bonds of trust. Trainers are encouraged to model the trust required. To use the initial icebreaker and the initial exercises most effectively, the trainer should randomly assign persons to groups, ensuring that leaders get to know each other by working with people they did not already know. For an example of an icebreaker exercise see Appendix 2-A.

## **Brainstorming**

Brainstorming is a technique used at numerous times in this training. It is a device to encourage the leaders to get out their ideas in a non-threatening environment. If used properly, it can also be an efficient shortcut around what would otherwise be extensive discussions on certain topics.

In brainstorming, the trainer directs the group to a certain topic or question and then has them give the trainer every thought, without censoring them, on that topic or question. All thoughts are written on the board, butcher paper or an easel pad. The responses should be displayed in the room. Later, the process may require that the responses be categorized, prioritized, or discussed. However, it is important that the initial flow of responses be free-flowing so that each leader is encouraged to present suggestions.

A good brainstorming session is fast-paced, with the trainer doing the following:



Record the ideas without censoring. No idea should be said to be wrong or off-topic. Instead, just record them and have the group deal with it after the brainstorming is over. You can help maximize the session's effectiveness by doing the following:

- Keep the group moving along and on-topic. This should not be very intrusive. If the group runs out of ideas or responses, the trainer should encourage them by asking a question or moving them along to the next step in the process.
- Define the suggestions from the group. If someone says something that is too vague, ask a defining question about what is meant.
- Summarize any long-winded statements. The trainer should either ask the leader to summarize in a few words or try to fairly translate any "speeches" into summarizing phrases.

### **Energizers**

These training sessions can last a number of hours. Make sure to take breaks. If the group's energy drops, the trainer should utilize an energizer exercise. Have all the leaders stand up for a couple of minutes and just turn to one another and discuss what they have learned in the past two or three minutes. Often the activity and discussion will give the leaders a new wave of energy.

### **Evaluation of Each Training Session**

Evaluations are a necessary and easy way of receiving immediate feedback that points to corrections and improvements one can make during the training. For the trainers to model the reflective process, they should incorporate the suggestions into subsequent lessons, and acknowledge that the changes are based on the evaluations. At least ten minutes at the conclusion of each training day should be dedicated to the evaluation process. During the evaluation, the trainer should merely ask and record what went well and what could be improved during the day's training.

## **§ 1.9 Preparing to Present the Training**

Preparation for these trainings is a different type of effort than preparing for most lecture-type trainings. Some aspects of preparation require less effort than if you were doing a training from scratch because a lot of the work of putting together materials and exercises has been completed in this manual. The training, however, does require advance preparation of a different type.

Trainers need to review this manual carefully before attempting to present a particular unit. Trainers need to become familiar with the entire curriculum to see how the different parts and the different skills build upon each other and are otherwise interrelated. Trainers must become familiar with, and practice, the introductions, instructions and substance of all the presentations before presenting them. If the trainer has not done the exercises before, it is helpful to do the exercises with co-trainers to prepare for any questions and last minute problems.

Detailed outlines of the presentations are included. We do understand that most trainers will adapt these outlines to their own presentation style. However, trainers should include the major issues raised in the outline.

### **The First Step**

- Review the curriculum early. Look over the curriculum several weeks before presenting it, because there may be requirements that take some lead time.
- Decide how much time is available for the training and choose which parts of the training you plan to use if you don't plan on doing all of them. When planning, please make sure to include 10-15 minutes of evaluation time at the end of each day! Additionally, please plan on allowing at least 15 minutes of break time for each half day of training.
- Make a schedule so you can plan when each unit in the training will be presented. Make sure to take into consideration which units build upon other units.
- Check to make certain that you have enough co-trainers for each training unit. The size of the group of leaders will determine how many co-trainers are needed. These units may be done with fewer than the suggested number of co-trainers, but if each leader is to practice, the training will take longer, or fewer people will be able to practice the various skills covered. Some units will require fewer co-trainers.

### **The Second Step**

- Meet with the co-trainers to plan what parts each trainer will do.
- Carefully practice all presentations.
- Practice the group exercises, preferably with other trainers.

### **The Final Step**

- Some time before the training, check to be sure that you have all the materials that are listed as necessary in the trainer's notes for the training unit. Every unit requires butcher paper or easel pad. Make sure that you have copies of materials that leaders may need, any props needed for role-plays and any other equipment required.
- Arrive early for the training to make sure the room is set up appropriately for your training day.
- Make sure you know the homework assignment that was assigned during the last session and the one you have to assign at the end of each session.

## **§ 1.10 Important Reminders to the Leaders**

### **Leaders Are Not Lawyers**

If the training that your organization chooses includes substantive legal knowledge, then it is very important that trainers remind the leaders that they will not become experts in the law, but rather will gain a general knowledge of some areas of law and other issues important to the

immigrant community. If applicants approach the INS or other governmental agency based on misinformation received from a leader, there could be dramatic consequences, even leading to someone's deportation or denial of benefits that the person is seeking. Consequently, the leaders must be trained and reminded to say, "I don't know," or, "That's a good question," and be ready to refer immigrants to the agency for expert assistance. It should be a general tone of all the training that to say "I'm not sure" or "I don't know" is appropriate. Consequently the training stresses the ability to know *when* the leader must say, "I don't know," and direct people to contact an expert or an agency which may know the answer to the question. Trainers should effectively model this by acknowledging when they lack knowledge and indicating when they need to check something out before giving an answer. Referring people to the agency also fosters an ongoing relationship between the trained leaders and the agency wherein regular updating of the advocates will be required.

For example, in a successful leadership training initiative in East Palo Alto, Calif., an organization called Centro Bilingue worked with ILRC on leadership skill-building in the context of naturalization and helping others become citizens of the United States. At various times during the 30-hour training, the trainers reminded the leaders that the immigration law knowledge they were acquiring was not comprehensive. The trainers told the leaders to resist giving out legal advice because of the potential adverse consequences that incomplete advice could cause, such as denial of naturalization and deportation to their home countries.

### **Leaders Are Community Resources**

Additionally, it is important to continually place the training sessions in the larger context of what the agency is trying to accomplish—the development of skilled members of the immigrant community who can act as resources and leaders in their own local communities. Trainers should offer suggestions regularly as to how the leaders can use their skills. Trainers should encourage the leaders to call upon one another, the trainers, other legal workers, and organizations to assist them. This will help develop the network of relationships among the immigrant community and hopefully further develop the power in the immigrant community.

## **Chapter 2**

### **The LIRS Inspiring Leadership Initiative**

#### **§ 2.1 Introduction to the Inspiring Leadership Initiative**

The Inspiring Leadership Initiative was launched in 2000 to develop strong and effective leadership within migrant communities, and to link that leadership with LIRS at the local and national levels. LIRS served as a catalyst to bring together three of its key constituencies: 1) local service providers such as social ministry organizations and other nonprofit organizations working with LIRS to provide social and legal services to refugees, asylum seekers and other migrants; 2) migrants and their communities; and 3) the LIRS Ambassadors Circle, a national network of volunteer advocates.

In the Inspiring Leadership Initiative, these three constituencies—immigrant leaders, local service providers and LIRS ambassadors—together developed local strategies to strengthen migrant communities and found ways to work together in service and advocacy. LIRS, its ambassadors, and the local service provider work with leaders in migrant communities to provide the skills, resources and access necessary for newcomers to successfully integrate into U.S. society. The goals of the initiative included enhancing the service providers' outreach efforts and the communities' utilization of services; informing the development of new legal and social services to ensure they met the needs of the community; and building and training a strong network of immigrant advocates to work with LIRS and its partners, both locally and nationally. Using principles of building community from the inside out, the model engaged immigrants as equal partners in all aspects of community and program development. Immigrants become genuine partners in advocacy as they learn new skills in navigating American systems and gain access to power structures. Immigrants came to the table as equals and served as team leaders. Service providers learned new ways to engage with immigrant constituencies in collegial rather than paternalistic ways. The LIRS Ambassadors Circle was expanded with the addition of even more ambassadors drawn from migrant communities.

The Inspiring Leadership Initiative builds on LIRS's long and proud history of "welcoming the stranger, bringing new hope and new life through ministries of service and justice." LIRS first began welcoming newcomers in 1939, when it reached out to Lutherans fleeing Nazi Germany. Since then, LIRS has helped countless migrants and refugees find new hope and new life in the United States, and has become a full-service agency with service and advocacy programs that work on behalf of refugees, asylum seekers, the undocumented, those being detained by the INS and unaccompanied children seeking refuge in the United States.

LIRS is the recognized Lutheran expression of service to newcomers in the United States, and is a cooperative agency of the Evangelical Lutheran Church in America, the Lutheran Church—Missouri Synod, and the Latvian Evangelical Lutheran Church in America. The Lutheran church is an immigrant church in an immigrant nation, and LIRS strives to keep the "golden door" open to opportunity for those who will help build our communities and enrich our culture.

LIRS resettles refugees through a national network of affiliated social ministry organizations. This entails, among other activities, locating donations of clothing and food and arranging housing for new refugee arrivals, offering legal services to assist refugees with their ongoing immigration needs; assisting refugees and asylees as they seek to reunify with family members left behind in war-torn countries or in refugee camps; and providing employment training and placement services so that refugees can become proud, productive members of society. LIRS also works with local Lutheran congregations to develop immigrant-focused social ministries to reach out to newcomers with projects designed to teach English, tutor children, create women's groups, support community centers, and "welcome the stranger" in many ways.

During the 1990s immigration law changed in ways that dramatically and negatively affected the lives of noncitizens. LIRS responded with new service and advocacy efforts including working with local affiliates to increase legal assistance for those seeking to apply for citizenship; helping create of the Detention Watch Network to monitor the INS's use of detention; working with local partners to develop an efficient model of providing legal advice to those in INS detention; and supporting a network of organizations that provided life-saving legal services to the most vulnerable migrant populations. In 2000, with funding from the Open Society Institute's Emma Lazarus Fund, LIRS launched the Inspiring Leadership Initiative to help affected communities develop a strong and effective voice and to link with local service providers to ensure that appropriate legal and social services were available to the community.

Developing ways to strengthen the voice of migrant communities, to enhance mutual understanding between the native- and foreign-born, and to build personal and institutional bridges among migrant communities and various sectors of U.S. civil society is even more important as we continue to feel the aftershocks of the attacks of September 11, 2001. This manual is designed to be a guide for others who would like to draw on the lessons learned during the two-year duration of the pilot project to develop initiatives to inspire leadership their own communities. It describes the key design components of the initiative, the successes and the lessons learned.

## **§ 2.2 The Successes of the Inspiring Leadership Initiative**

The Inspiring Leadership Initiative worked with five sites—Denver; Omaha; Austin, Texas; Trenton, N.J.; and Phoenix—and was highly successful. Highlights include the following:

- Over 65 leaders were recruited from the five sites, far surpassing the goal of 25.
- Each of the three sites that were not already offering immigration legal services to the community developed such plans, invested in training and hiring staff to deliver services, and entered into the time-consuming process of receiving accreditation from the Board of Immigration Appeals (BIA).
- Service providers enhanced and improved their community outreach, reallocating and reconfiguring staff time to increase the emphasis on community relationships.
- All sites successfully reached out to new ethnic populations and developed new services.

- Immigrant communities, led by the participants in the Inspiring Leadership Initiative, eagerly engaged in the project, implementing new community-based programs, forging coalitions, and, in one instance, creating a mutual aid association.
- The LIRS ambassadors embraced their mentoring role, using their new connections with the community to learn new perspectives and to move into new and exciting areas of advocacy.
- Seventeen leaders asked to become ambassadors, formally representing LIRS in the broader U.S. society.

The project helped LIRS to identify the critical components of success:

- Relationships matter! The project benefited from a strong emphasis on building and fostering relationships, and using relationship-building as a key approach to bridge-building.
- Learn by doing. Experiential, hands-on learning methods worked particularly well; a community learns more by holding a press conference than studying how to do one.
- Coach and mentor to success. Ongoing mentoring and coaching was provided to both the immigrant leaders and service provider staff. Both local ambassadors and LIRS national staff provided support through one-on-one consultations, site visits, meetings and conferences.
- Networks are stronger than individuals. LIRS facilitated the building of networks and fostered the feeling of being part of a larger group by holding monthly teleconferences, utilizing an email listserv, providing opportunities for action and advocacy.
- You can't be too flexible. Each site identified different communities, identified different needs and took different approaches to working together. From hosting cooking classes so that immigrants could learn the art of the American-style birthday cake to reaching out to local police to develop greater mutual understanding, each community designed a unique approach to empowering the community.

The service providers that participated in the initiative all exhibited certain characteristics that led to the success of the initiative: an organizational culture of flexibility and openness; awareness and recognition of the changing needs in the community; support at high management levels, with an acknowledgement that the organization's mission was carried out through community development; experienced staff; and a value on appropriate risk-taking, resourcefulness and creativity.

Some of the lessons LIRS learned during the two-year pilot phase included the need for strong cultural competencies in all participants. Every person comes from or has a culture—a *surface culture* comprising folkways and customs such as food, dress and music, and a *deep culture*, including attitudes toward time, modesty, respect, family and community. Both native- and foreign-born participants needed to look beyond the surface culture markers and learn to delve deeper into understandings of the deep cultural differences.

The Inspiring Leadership Initiative worked closely with the Immigration Legal Resource Center (ILRC) to develop curriculum and training methodology and materials. Founded in 1979, ILRC

is a San Francisco-based national resource center whose mission is to work with immigrants and citizens to make critical legal assistance and social services accessible to all, regardless of income, and to build a society that values diversity and respects the dignity and rights of all people. ILRC specializes in providing training, technical assistance and publications to nonprofits who work with immigrants. ILRC's work centers on issues concerning immigration and citizenship law, policy and advocacy work, community organizing, leadership training, and immigrants' rights.

The goals of the Inspiring Leadership Initiative were met by the following means:

- Building links among LIRS ambassadors, immigrants and service providers.
- Developing a new ambassador role as mentor and key team member at each pilot site.
- Engaging ambassadors to serve as mentors to community leaders and developing peer partnerships between community leaders and ambassadors working together on behalf of LIRS and their communities.
- Training community leaders to become ambassadors and facilitating access to the application process.
- Building skills through national and local training through our conference and on-site visits. On going coaching and mentoring through teleconferences, site visits, one-on-one telephone consultations, listserv and newsletter.
- Linking immigrant communities with traditional U.S. power structures and institutions and with other immigrant communities.

### **§ 2.3 The LIRS Inspiring Leadership Initiative Training**

As part of the Inspiring Leadership Project, LIRS and ILRC held a three-day leadership training in December 2000 in Baltimore. This training helped provide much of the material for this manual. The event involved approximately 35 people from five different CBOs: Lutheran Family Services of Nebraska, Lutheran Refugee Services of Colorado, Political Asylum Project of Austin, Lutheran Social Ministry of the Southwest and Lutheran Social Ministries of New Jersey. Each CBO sent one to three staff members, one LIRS ambassador and two to eight community leaders who had immigrated to the United States from Africa, Latin America, Asia and Europe.

The purposes of the training were as follows:

- Introducing the participants to skill building exercises.
- Encouraging participants to start thinking about how to initiate leadership training and development in the communities that they serve.
- Training volunteers to help CBOs provide better services.
- Stimulating civic engagement activities.

The first day of the training was designed for staff members of the participating CBOs and the ambassadors who volunteer with them. Approximately 15 people were present. The second and

third days of the training were designed for staff, ambassadors and immigrant leaders. Approximately 35 people participated. For a complete copy of the agenda for the training please see Chapter 12.

### **Day One of the Training**

The goal of the first day was to train the staff members and ambassadors to learn some of the training techniques that we would employ during the next two days of the training so they could help as co-trainers. Day one therefore included a presentation on how to negotiate with a government agency and a mock INS-community negotiation session, and a discussion of the negotiation strategies everyone had learned during the mock session.

Following the negotiation session we talked about how to conduct a successful brainstorming exercise. Then we modeled a brainstorming session on what makes learning experiences good or bad. The group came up with a list of suggestions for making a leadership training as effective as possible.

After the brainstorm session, we discussed how to give proper feedback to leaders participating in the training. We talked about this because all trainings must include time for feedback so the participants can learn from what they did well and what they could improve upon. We talked about the fact that there are important rules for engaging in a constructive evaluation and feedback session. Then a trainer modeled a feedback session of the brainstorming session we had conducted.

Next we did a presentation on the different training techniques that are explained in Chapter 1. After the presentation on training techniques we held a panel discussion on choosing and working with leaders. At the end of the day we discussed the importance of doing evaluations and how to do evaluations. Then the whole group did an evaluation of the day's activities.

### **Day Two of the Training**

The second day of the training included all the participants from the first day plus all the immigrant and refugee leaders. The purposes of the second day of the training included building trust among the participants, discussing the differences between North American cultural values and those of immigrant groups, and developing leadership skills.

In the morning we let everyone introduce himself or herself, and spent some time introducing the scope of the training and the agenda. Then everyone participated in an icebreaker exercise called cultural bingo, a copy of which is located in Appendix 2-A. Following the icebreaker exercise everyone participated in a role-play and small group discussions about how immigrants with various cultural values cope in the United States. The underlying premise of this training session is that if recent immigrants are to survive and thrive in North American society, it is essential that they have a rudimentary understanding of basic U.S. dominant social values. The intent of the session, however, is neither to venerate North American values nor to denigrate or demean the values the leaders bring to the training, but rather to promote mutual respect and greater



understanding. An underlying goal of the session is to promote mutual respect and greater understanding among racial, ethnic, religious and gender groups in North American society. It should also affirm the fact that understanding and integrating into North American society is indeed a challenge and a skill itself. For example, a parent trying to understand what is happening in her child's school must not only translate between English and her native language, she must also translate between cultures to accommodate the differences between education as she experienced it in her home country and education in the United States.

During the afternoon of the second day we focused on skill building. The afternoon activities included the following:

- A presentation on how immigrants can be involved in helping to make legislative change on issues that affect them.
- A group discussion, presentation and model of how to give a good speech.
- A discussion on how to negotiate with governmental agencies, followed by an actual mock negotiation exercise with the INS. The negotiation was similar to the one the CBO staff and ambassadors participated in during the first day. Thus the CBO staff and ambassadors were able to be co-trainers during this exercise.
- A discussion on how to prepare for and conduct a press conference followed by a mock press conference that some of the participants held.

During the evening of the second day all the participants were divided into six subgroups according to the cities where they live and work. There were five cities represented, but one group was large enough to split. The groups were challenged to develop a civic participation event and prepare a presentation for others during the third day of training. The event could be almost anything in which people in their community would be interested. The idea was that the groups would be able to start thinking about and practicing events for the immigrant leaders to do when they left this training and returned home. Examples of some of the mock events the groups prepared for and practiced for presentations the next day included these:

- A press conference announcing and describing a comprehensive after-school youth program for immigrants from a variety of countries.
- A press conference aimed at convincing people in the community to oppose the construction of a new INS detention facility nearby.
- A legislative visit with members of Congress to discuss a piece of legislation affecting certain groups of immigrants.
- A community meeting on some of the cultural differences between people from the Sudan and the dominant cultural values of those living in the United States.
- A negotiation with the INS on INS policies in the community.

### **Day Three of the Training**

The morning of the third day of the training was devoted to letting the six groups present the community events they had prepared and practiced the night before. Each group was paired with another group and given 40 minutes to give its presentation. Two trainers were also included in the audience. A feedback session followed each presentation.

This activity provided experience and practice. The feedback sessions and the opportunity to see another group do its presentation were beneficial as well. Participants have reported using what they learned during these presentations to help their post-training work.

During the afternoon of the third day of the training, the leaders made presentations and we conducted a group discussion on outreach. The outreach presentations and discussion focused on the following themes:

- Why we need to do outreach in the community.
- Where we need to do the outreach.
- How to do outreach in multi-ethnic communities.
- How to get input from the community regarding what issues should be the basis for civic engagement activities.
- How to set up a meeting in an immigrant community about a topic of importance.



## **Chapter 3**

### **Setting Up a Leadership or Civic Participation Training Project at Your Organization**

#### **§ 3.1 Introduction**

There are many considerations that go into setting up a leadership or civic participation training program at your organization. Before embarking on such a large project, one must be certain that one's organization is supportive of the work. Additionally, the immigrant community must be willing to participate. Obtaining a sufficient amount of funding is always an issue as well. It is important to carefully pick who will be trainers in the project as well as which immigrant leaders will participate. Logistics, such as where and when the training will be, are vital to ensuring a successful project. The project must have reasonable and achievable goals and outcomes. This chapter will explain how to set up a leadership or civic participation training that your organization can sponsor.

#### **§ 3.2 Convincing Others of the Need for Such Work**

Those of us who work with immigrants and refugees want to see them succeed in the United States. For years immigrants and refugees have been the scapegoats of politicians in the United States. Many Americans have incorrectly blamed hard working, tax paying immigrants and refugees for some of the woes of our society. People who work with and care about immigrants and refugees realize that such blame is mistaken. Immigrants and refugees also realize that such blame is mistaken. Others in the society use this blame as a way to deny the success of immigrants and refugees and make it more difficult for immigrants and refugees to succeed. Thus, immigrants, refugees and advocates realize that for immigrants and refugees to overcome these obstacles they need to gain power and voice—a term used in this curriculum to mean making the ideas and concerns of individuals and their communities heard and respected by Americans in general, and decision-makers in particular.

The future of immigrant and refugee power and voice lies in immigrant and refugee leadership and civic participation campaigns. Although some organizations provide leadership training, generally the training is focused on middle class or professional native-born activists with immigrant roots. There is not as much leadership training available for other immigrants and refugees. The logical organizations to provide such training are the same organizations that helped the immigrants and refugees settle in the United States, obtain their green cards and citizenship status, and reunite their families. Immigrants and refugees trust these organizations more than other institutions. Yet few of these organizations work on leadership or civic engagement issues because they lack the expertise, resources and even sometimes the inclination or recognition of the need for such trainings. The result has been that organizations that have devoted so much of their energy and resources to improving the status and welfare of immigrants and refugees are missing an exciting and powerful opportunity to help immigrants and refugees gain the skills they need to make their voices heard and increase their power in American

society. This training curriculum can provide the service and advocacy organizations with the knowledge they need to implement a leadership and civic participation program that could change forever the immigrants and refugees with whom they work.

Although it does take time and money to successfully carry out a quality leadership program, the rewards are always worth it. Such programs also can provide a solid avenue that many organizations have not yet tapped to raise money for projects.

### **§ 3.3 Where to Obtain Funding for a Leadership and Civic Participation Program**

Leadership training and civic participation programs are becoming increasingly popular within the world of foundation philanthropy. More and more program officers at foundations are beginning to realize that immigrants and refugees are part of our society, mixing with, influencing and being influenced by other cultures in the United States. Funders are coming to recognize the massive disparity in income, education, power and voice between native-born and immigrants and refugees. Thus many funders are providing more money than they have in the past to projects that encourage immigrant and refugee civic engagement and leadership training. Organizations that are seeking funding for leadership and civic participation activities should approach all sorts of foundations. There are many good directories to research foundations. The Foundation Center, with branches in Atlanta, Cleveland, New York, San Francisco, and Washington, D.C., houses a vast array of information on foundations. Besides the main branches, there are many cooperating collections throughout the country—funding information centers in libraries, community foundations and other nonprofit resource centers that provide a [core collection](#) of Foundation Center publications and a variety of supplementary materials and services. Visit [fdncenter.org](http://fdncenter.org) to find a location near you or to access many online materials and links to numerous foundation websites.

While many national, local and community foundations are presently interested in leadership and civic participation activities, it is also important to be creative and flexible. Look for ways to make your work interesting to a funder that does not sponsor “immigrant civic participation,” *per se*. For example, if your project will ultimately strengthen public schools or increase employability of participants, then talk about building immigrant leadership as a means to those goals. It will open up many new doorways to potential funding partners.

Additionally, large corporations or local businesses that employ immigrants or refugees can be good sources of support. Remember that these contributors are motivated by “enlightened self-interest,” so you will want to show them how your work benefits them. How will your work increase the pool of qualified employees for local business or the purchasing power of customers or some other community outcome of concern to the business sector? How will your project create a good public image for business funding partners? Consider inviting members of the business community or other special guests to observe your project in action. Getting people to see your work first hand, and getting them excited by it, are the first steps toward gaining their support.

Even private individual donors can be moved to make donations for special projects such as leadership and civic participation work, especially responding to heightened xenophobia in the

United States. Immigrants and refugees themselves are a good source of donations for this kind of work because the work affects all immigrants and refugees living in the United States, regardless of class, income, race or nationality.

### **§ 3.4 Setting Goals, Objectives and Outcomes for the Leadership Project**

It is important to think through your goals, objectives, and outcomes before any training gets underway. Doing so will help you design the training for maximum effectiveness and to evaluate the training when it is over. Your goals, objectives, and outcomes will also serve as a work plan that keeps you on track. If activities start to go astray of the plans you had, you may fix your strategies mid-course or redirect them when needed.

You will find that having these elements of your project fully planned will assist you in fund raising because you will be able to explain your project clearly and concretely. Indeed, many foundations will require this kind of planning in order to consider a proposal for a grant.

There is some variation in the way any person, foundation or community group defines these terms, but the following definitions will help you get started:

- **Goal—The broad statement of purpose of your training project.** This is the general and maybe even long-term impact you hope to achieve. Usually there are only one or two goals for a training project.

*A sample goal for a leadership training project:* To help the immigrant community in [city or region] speak on its own behalf regarding community concerns and begin to navigate U.S. institutions such as local governments, law enforcement, schools, social service systems and employers.

*A broader, but more vague, sample goal:* To increase immigrant voice and civic participation.

- **Objectives—The concrete results you will pursue in order to achieve your goal.** Good objectives are stated as outcomes and can be measured by whether or not they were achieved within a certain time frame. Often there are several objectives for a project.

*Sample objectives:* Within one year 12 immigrant community leaders will become more effective in conducting education and outreach events and participating in civic affairs in their communities.

Within six months, five community leaders will be involved in planning and implementing the program design of the project to ensure community buy-in and involvement.

- **Activities—The actual events that will help you accomplish each one of your objectives.** There can be several activities for one objective.

*Sample activities:* Conduct a three-day leadership training for 12 immigrants.

Assist 12 immigrants in conducting six civic participation events in their community after the training.

Many people confuse activities with objectives. Just remember that an activity is a *strategy* to achieve something else. Conducting three days of leadership training is not an objective. It is the strategy for imparting skills and knowledge that will achieve your objective.

- **Outcomes—Outcomes are directly linked to your objectives. They are the demonstrable changes that will occur because of the activities you have undertaken and the objectives you are pursuing.** There can be several outcomes for one objective.

*Sample outcomes:* Twelve immigrants learned public speaking skills, how to run a meeting and how to conduct a press conference.

Fifty immigrants attended an outreach and education event conducted by one of the newly trained immigrant leaders.

### **§ 3.5 Picking a Topic or Topics of Focus for Your Training**

All leadership training projects should have one or more topics upon which to center the training. If your project does not have a training topic or topics, it will be much harder to help the leaders develop skills such as public speaking and outreach because they will be practicing in a vacuum. There are an unlimited number of topics to choose from, but it is best to choose topics that are of interest to the leaders participating and of importance to the immigrant community your office is serving.

*Sample topics:*

- Naturalization
- Improving immigration laws
- Teaching mainstream North Americans to appreciate and understand immigrant cultures
- Promoting legislative changes regarding immigrant access to drivers' licenses or in-state college and university tuition
- Teaching immigrants more about how succeed in mainstream North American culture without losing their own cultural values
- Improving services for immigrant youth in the community
- Improving local government services to immigrant communities

- Becoming prepared for INS raids and detention
- Helping immigrant parents become more active in their children's schools
- Helping immigrant parents make their children's schools more responsive to their ideas and concerns
- Improving housing for low-income immigrants
- Improving public safety in immigrant communities

*Example:* When the ILRC partnered with grassroots immigrant organization Centro Bilingue to conduct leadership training from 1994 to '97, they centered the training on naturalization. During the mid-1990s there was a big push in the immigrant community to naturalize as many people as possible, so the timing was perfect to focus on naturalization. All the leadership skill building involved in the training focused on naturalization. Thus, the outreach skill development exercises allowed the participants to practice doing outreach about the importance of naturalizing. The public speaking skill development exercises focused on speaking about the general naturalization requirements. The media exercise was a practice press conference that served to kick off a naturalization program that the leaders were doing.

Who should decide the topic or topics of focus? Although agency staff should ultimately be responsible for making sure a worthwhile and reasonable decision is made, the immigrants living in the community that is being served through this program must be the actively involves in the decision-making process. If the immigrant community does not have sufficient input, it will be harder to recruit participants to become leaders, more difficult for the newly trained leaders to garner the community support necessary to make a difference, and it will be less likely that the work the project does is important in the community. Additionally, without allowing the immigrant community to give sufficient input, the idea of helping to raise the immigrant voice will be lost.

There are several ways for the host agency to involve the immigrant community in the decision-making process. Hopefully, each agency already has a system to involve the community it serves in the decision-making processes for the programs it already has in place. Some of these systems include...

- developing an advisory board that has the power and knowledge of the community needed to make decisions;
- conducting phone, in-person or focus group surveys of the needs of the community;
- asking participating leaders choose the issues; and
- setting up community forums in which you ask community members their views.

### **§ 3.6 Choosing the Leaders for a Leadership Training**

A key element for a successful training project is the selection of the participants for these trainings. Generally, participants should be people whom the community considers to be leaders or potential leaders. To find them, the agency must identify groups in which immigrants participate, such as churches, solidarity groups and parent-teacher associations. Agencies also



should look at former clients and volunteers as potential participants. Additionally, agencies can ask other organizations in the community to recommend clients and volunteers. Perhaps the best way to find leaders and potential leaders for this program is to ask immigrants in the community for recommendations.

In approaching potential participants, the sponsoring agency should explain what the program would entail. The agency should tell the participants about the necessary commitments the participant must make and the huge benefits the agency, the community, and the leader will reap from the leadership program. Make sure that each potential leader recognizes that it would be an honor to be chosen to participate in the project. Specifically, some of the benefits of the program will include:

- Enhancing the participants' knowledge of immigration law and immigrant rights so that they will be better equipped to serve their own community.
- Refining the participants' skills in group leadership, outreach, public speaking, and work with the media so that their communities will be more effective at communicating their ideas and concerns.
- Developing a network with leaders of other groups involved in the immigrant community so they can act as resources to each other.
- Developing skills to assist agencies in providing services that benefit the immigrant community.
- Developing working relationships with immigrant service organizations.

When choosing a group of leaders to participate in the program it is vital to try and make sure the group has a mixture of people of different ages and a roughly similar number of men and women, where possible. Another issue to consider is whether to make the training ethnically diverse or comprised of one ethnic group. Such choices can be easy in communities where there is only one ethnic group of immigrants, but would obviously be more challenging for agencies that serve several different immigrant groups.

If the agency chooses to mix people of different ethnic groups in one training, then it is even more important to make sure the individuals involved get along and they do not harbor any ill feelings due to racial or ethnic conflicts in their home countries or in the United States that would interfere with their abilities to work together on this project.

After selecting a group of potential participants, the sponsoring agency should conduct an extensive interview with each potential participant and ask for references who can talk with the agency about how the person might fit or not fit into the program. When conducting the interviews, it is important that the leaders you are interviewing are committed, willing to work hard, and able to spend a significant amount of time participating in the training and the work that the leaders will do after the training. Thus, you should be cautious about choosing leaders who are over committed because of work, family, or other leadership type responsibilities. On the other hand, you also should be cautious before choosing people who have no leadership background or commitments because it might indicate the person does not the inclination or basic skills needed.

We suggest that each participant sign an agreement about mutual expectations before participating in the training program. This way everyone will know the expectations of everyone else. The agreement may indicate that the trainers will need to come prepared for each day of training, arrive on time, and perform their tasks in a professional and competent manner. The agreement may indicate that the participants will need to attend every training (they should not miss more than one or else it could hurt the group dynamics and the overall success of the training), arrive on time, not leave early, participate in the training exercises and small group sessions, and do all their homework. For a sample contract and a cover letter to the leaders explaining the program, please see Appendix 3-A.

### **§ 3.7 Picking Staff and Others to Help Conduct the Training**

As with all projects, it is important to pick the right staff members to help conduct the training. You want staff that is both committed to immigrants and to helping immigrants develop their leadership skills and increasing their civic engagement activities. You want to pick staff that will work hard to help make the program a success and will take training responsibilities seriously. All staff must prepare meticulously for training assignments. If you have trainers who refuse to follow the curriculum you are using for the training and/or refuse to put in the necessary time to make it a success, the training program will not be as successful as it should be. Additionally, training staff should be knowledgeable about civic participation and leadership. Finally, training staff should be culturally sensitive to people from many different backgrounds. It would be ideal if you had trainers that could speak the language of the participants and, if possible, trainers that are from the same country and/or ethnic background as some of the participants.

At various times throughout the training you may need to invite guest speakers to serve as trainers or to share their experiences about a selected topic or about being a leader in the community. Guest speakers could include city government officials, other immigrant leaders, staff from community-based organizations, and members of the media. Similar to choosing staff members, who participate in the training, you must choose these guests carefully. You must consider people who will provide information and experiences that the other selected trainers cannot provide. You must select only guests who will be prepared to contribute and who will be able to work with and appreciate the backgrounds of the participants you have chosen and the goals of your program.

### **§ 3.8 Training Logistics**

To make sure the training is a success it is important to have someone in charge of taking care of all the training logistics. We suggest doing the following:

- Pick a location in the community where the leaders live. The location should be safe and clean and have sufficient room for all the participants. The site must have tables or desks so the participants can write during the training, as well as chalkboards or flip charts big enough for the whole group to view. There should be sufficient room to break into smaller working groups during the training.

- Provide free day care for the participants' children to ensure attendance on all days of the training.
- Pay a stipend to the participants for attending the training. They are working and should be treated accordingly.
- Provide culturally appropriate meals and snacks.
- Plan potlucks and other social events to encourage participants to get to know each other and develop better working relationships.
- Clarify for the participants their responsibilities with regard to the program and give them at least a 24-hour advance reminder to attend each training day.
- Hold a graduation ceremony and celebration at the end of the program. The ceremony should include food, certificates of completion, a guest speaker and sufficient motivation for the participants to continue with this work.

## **Chapter 4**

### **Training Unit—Public Speaking**

#### **§ 4.1 Introduction**

This session is designed to help the leaders improve their public speaking skills. Although the leaders will be practicing their public speaking on specific issues, the goal of this session is to help them improve their public speaking ability no matter the issue on which they speak. For purposes of this training session, speaking to groups of people as well as to individuals will be considered public speaking.

After leaders complete this training session, they will be given as a homework assignment the responsibility of preparing a –10- to 15-minute speech to present during a subsequent training session.

This session will last approximately two hours and 10 minutes, and includes a discussion, a lecture, a model speech by the trainer and practice exercise in small groups allowing each advocate to practice giving *only* the introduction to a short speech. Since 45 minutes of the agenda will be done in small groups, it is advisable to have one co-trainer for every four or fewer leaders. If each trainer is assigned more leaders, it will take much longer to get through the agenda.

#### **§ 4.2 Agenda for the Training**

Introduction and Overview of Agenda (5 minutes)  
Group Discussion About Speeches and Presentations (10 minutes)  
Lecture on Preparing and Presenting a Speech (30 minutes)  
Model Speech (20 minutes)  
Practice Exercises on Speech Introductions (45 minutes)  
Homework Assignment (10 minutes)

#### **§ 4.3 Introduction and Overview of Agenda**

Quickly review the agenda for today's training session and the purpose of the session. (5 minutes)

#### **§ 4.4 Group Discussion About Speeches and Presentations**

(10 minutes—about 5 minutes on each question)

1. What are some good topics for speeches for this group?

Some possible answers:

- the importance of naturalization
- the positive aspects of immigration
- what immigrants bring to society
- why immigrant bashing is wrong
- why more immigrants should get involved in improving conditions for immigrant populations
- the rights and responsibilities of immigrants

2. What are some important aspects of a good speech?

Some possible answers:

- interesting
- informative and accurate information
- easy to understand
- funny
- important to the audience, touches its heart
- well prepared
- acknowledges and includes the audience in some way
- suggests action on an issue
- motivates action on an issue

### **§ 4.5 Presentation on Preparing and Presenting a Speech**

The trainer should take this opportunity to give the leaders as much information as possible on how to prepare and present a speech. Be sure to model a good presentation when giving this lecture: do not forget to include an agenda, an introduction and a conclusion to the lecture, and use the chalkboard or butcher paper, if appropriate. Refer the leaders to Appendix 4-A for an outline of this information. (30 minutes—logistics for 10 minutes and writing and preparing the speech for 20 minutes)

#### **Introduction to the Presentation**

Tell the leaders you will discuss the following points:

1. Logistics involved in finding a location for a speech, advertising the speech, and bringing materials for the speech.
2. Writing and preparing the speech.
3. How to give the speech.

#### **Logistics**

A. Choose a location for the speech

- Pick a location that lots of people are familiar with, such as a church, community center, school or library.
- There are two possible settings for a speech: A speaker may organize the presentation himself or herself, in a workplace or apartment building, for instance. Or the speech may take place in the context of an organization such as a congregation or support group. In that type of setting, the speaker may be asked to give a presentation, or may take the initiative and ask for permission to address the group.

B. Advertise the speech

- Make a flyer announcing the speech and highlighting the major points.
- Distribute the flyer to places where immigrants are, such as churches, apartment buildings, laundromats, stores, community centers, libraries and schools.
- Try to get the speech announced on the radio as a public service announcement, which many radio stations do for free.

C. Make handouts on key points to distribute at the speech, as discussed during the naturalization and outreach sessions earlier in this training.

D. Bring butcher paper, flip chart, video equipment, the handouts described above and anything else you'll need to use during the speech. Often people understand what the speaker's points are if they can be reinforced by a video or written on butcher paper or a flip chart so everyone can see the points as well as hear them.

## **Writing and Preparing the Speech**

Tell the leaders the following:

A. Introduction

All of us have given speeches before. Some of us have given speeches to groups of people in formal settings and all of us have given speeches in informal settings. We may not even consider many of the speeches we give to really be speeches, but they are. When we talk to children about doing their homework, we are giving a speech. When we return clothes that are too big or have a defect, we are giving a speech to the store manager or whomever else we are trying to convince. Although today we will focus on giving formal speeches to people, part of the process is somewhat similar to what all of you already know and do.

B. Picking a topic

You should choose a topic that you feel comfortable speaking about and that people would be interested in hearing about. Some possible topics are naturalization, combating anti-immigrant myths and immigrant rights.

C. Researching the topic

If the speech, or even just a part of it, is on a topic that you do not know well, you will need to do some research. Often the best way to research is to ask around and see if anyone you know has some information about the topic, or has done a presentation on it in the past.

Sharing this type of information is an important and efficient way to prepare for a presentation. Try to build a network of people with information on immigration issues so you can continue to share information. Use other sources of information, including the websites of agencies such as LIRS, ILRC, the National Immigration Forum and the National Immigration Law Center. You can access the Internet at your local library.

D. Researching the audience

Always know about your audience. Are they parents, teenagers or senior citizens? Are they Chinese, Chicano or Czech? Are they former refugees, naturalization-eligible immigrants or economic migrants? How many will be present? What sorts of questions will they have?

What do they expect from the presentation? What do they expect from you as the speaker? If someone else is organizing the event, that person should be able to provide this information to you. If you are organizing the event, the nature of the outreach should help you know your audience.

E. Writing the speech

Some people like to write the entire speech word for word. Others prefer just to write notes for it. There is no correct way; do what's best for you. Your speech should have three main parts in the following outline:

1. Introduction

- Introduce yourself, welcome the audience, and thank the audience for coming and for inviting you to speak
- Introduce your topic and why you think it's important. Give them a very brief, one-minute outline of the basic issues you'll be addressing. Summarize in one or two sentences what your speech is about. For instance, "Today I will first talk about the major legal requirements for naturalization, and then discuss the application process and the advantages and disadvantages of applying, and finally recommend where you can get assistance if you want to apply. I'll also talk about why it's so important to apply for naturalization right now."
- State the purpose, reason or thesis of the speech.
- Give an example or story about the topic.
- State whether or not you will take questions during the speech or at the end.

2. Body

- This is the meat of your speech. It is the longest part of the speech and your opportunity to make all the points you need to make.
- Feel free to show a video as part of the body, or write your major points on butcher paper so everyone can read them. These tools will reinforce the points you are making in the speech.
- If appropriate, try to get the audience to participate in the presentation in some way. It is often effective to ask questions. For example, *How many of you have*

*heard all the myths about what immigrants are doing to the economy in California?* or *What do you think about these ideas?* Other ways to include the audience is by asking people talk about their personal experiences with the topic and encouraging them to give their comments and input about the issues.

3. Conclusion

- Summarize the major points you made during the speech and review them on butcher paper if you have written them down for the audience to see.
- Talk about any next steps—what you want your audience to do after your speech, such as sign a petition, join an organization, apply for something or make some type of presentation to the school board.
- Let audience members ask questions if you have enough time to and you feel comfortable answering them. Otherwise you can give them a phone number to call for further information.
- Thank the people in the audience for their patience and their comments and questions.

F. Rehearsing the speech

Practice the speech until you feel comfortable giving it. Although your family might think you are crazy, practice giving the speech out loud. It usually helps to practice in front of a mirror or with friends and family. Practicing will not only help you deliver the speech more fluidly, it should also ease your nerves.

## Giving the Speech

A. The first thing to do during a speech is to walk up to the front, pause for a couple seconds, smile and then start.

B. While giving the speech, try not to read it unless you really have to. You don't have to memorize it either, but if you are really familiar with the speech and have practiced it a sufficiently, you should be able look at the audience for a considerable part of the speech. **Eye contact with members of the audience** helps to keep them interested.

C. Try to have the most important points spelled out on butcher paper or handouts for the audience to look at and follow.

D. Use **personal experiences** in the speech. Talk about why this topic is important to you and to the audience. Use examples such as *Naturalization is important because it helped my neighbor immigrate her ill father to the United States quicker and now she can take care of him.*

E. **Speak loudly and clearly!** Pretend you are trying to talk to the wall that is the farthest away, on the other side of the room. Use a microphone if you think it's necessary.

F. Make the speech as **simple and short** as possible. Always work on cutting the length down. A short speech will keep the audience interested. You can always save time at the end for questions if you want.



**G. Always be on time.** Do not speak over your allotted time. Be prepared to start on time and be prepared to decide how long you will be willing to wait to start if the audience is late.

**H. Involve the audience** as much as you can. Ask the audience questions such as these:

- *Can you hear me alright in the back?*
- *How many of you have heard the immigrant bashing which politicians and some others have been promoting? What do you think about it? What do you think we can do about it?"*
- *How many of you have ever helped anyone apply for naturalization?*
- *Who has ever been interviewed by a newspaper, TV or radio? What was the interview about? How did it go?*

**I. Be funny and interesting if you can.** Sometimes it is hard to be funny, but it isn't hard to be interesting. Think of things that would have a special interest to the audience. If your audience is a group of parents of school children, talk about things relating to the schools.

**J. Try to motivate audience members to do something.** If you are talking about the wave of anti-immigrant hysteria, be emotional in explaining why the hysteria is wrong and your audience can do about it. Encourage them to take action on the issue you are discussing, whether it be signing a petition, joining an organization or whatever else might be useful.

#### **§ 4.6 The Trainer's Model Speech**

Give a model speech of approximately 10 minutes. Make sure to make it a decent example. If you want to, give an example of a bad speech, too, that is, a poorly prepared or organized or boring speech so the leaders can compare the two. The speech should cover one of the topics already discussed during the training. (20 minutes)

A. Lead a group discussion critiquing your speech or speeches. What did you do well? What could be improved? Try to lead the discussion toward some of the important aspects of a good speech, which they will already have learned during this training session. Also welcome new input. **Emphasize what you did during your *introduction*, because the advocates will do speech introductions during this training unit.**

B. Explain how the speech was organized and how you prepared it, if these points were not already addressed during the group discussion.

#### **§ 4.7 Practice Exercises on Speech Introductions**

During this section of the training the leaders will practice giving an introduction to a speech and then the group will critique the introduction. This should be done in small groups of no more than four leaders and one trainer per group. (45 minutes—If there are more than four leaders to a group, the exercise will take considerably longer.)

A. In the large group, the trainer explains to the leaders that they will be doing a practice exercise on presenting the introduction to a speech. The leaders can pick any topic they want, and will have 10 minutes to prepare a two-minute introduction to a speech. Remind them of the important parts of an introduction, which you should already have written on butcher paper or the chalkboard:

- Welcome the audience.
- Thank the audience for coming and for inviting the you
- Introduce yourself the organization you represent
- Review the agenda
- Request that the audience ask questions during the speech *or* that they hold questions until after the speech
- State the main point, reason or thesis of the speech

B. Give the leaders 10 minutes to prepare their introductions on any topic they choose.

C. Have leaders practice their introductions in the small groups.

D. Have the trainers lead group critiques, paying attention to the group critique rules described in Chapter 1.. Each introduction should be about two minutes, and each critique session about five minutes, for a total of about seven minutes per group member.

### **§ 4.8 Homework Assignment**

For homework the leaders should write, prepare and practice a five- to 15-minute speech on a topic of their choice. Possible topics include:

- Customs you value.
- Ways in which life in the United States is different than in your home country.
- How the local schools can be improved to better meet the needs of immigrant populations.
- How immigrants can get involved in civic affairs.
- Why the community should not allow the INS to build a detention facility in the area.
- Why someone should or should not become a U.S. citizen.
- How immigrants benefit the United States.

### **§ 4.9 Giving the Speech During the Training**

After the leaders have had a few days to prepare and practice, their speeches will be ready to present to the class. Depending on the number of leaders in the training, and the number of co-trainers available, divide the leaders into small groups of four to six people. Let each leader give a five- to 15-minute speech. After each speech a trainer should lead a 10-minute group feedback session. See Chapter 1 for more information on evaluation or critique sessions. The trainer or another leader should take notes from the feedback session to give to the speaker for future

reference. As with a critique, these notes should emphasize the positive aspects of the speech, then the aspects that could be improved. This session should take about two hours for every small group of four to six leaders.

## **Chapter 5**

### **Training Unit—Conducting Outreach and Running Meetings**

#### **§ 5.1 Introduction**

This chapter is designed to teach the leaders how to do outreach and how to lead a meeting on a topic. While the topic used in this chapter is naturalization, the steps taught in this session are transferable to doing outreach and leading a meeting on almost any topic.

This session should last approximately three and a half hours, including a 15 minute break, if there are six leaders or fewer per trainer. If there are more leaders per trainer, then this session will take considerably longer.

#### **§ 5.2 Agenda**

Review the following agenda with the leaders before beginning the session:

- Introduction and Overview of Agenda (5 minutes)
- Individual Work on Worksheets (10 minutes)
- Group Discussion on the Worksheets (25 minutes)
- Role-Playing Exercise A (35 minutes)
- Role-Playing Exercise B (35 minutes)
- Role-Playing Exercise C (85 minutes)

#### **§ 5.3 Outreach Worksheet Review**

Trainers should give every leader a copy of the worksheet found in Appendix 5-A. Trainers need to translate the worksheet to the native language of the leaders participating in the training. The leaders should spend 10 minutes answering as many of the questions on the worksheets as possible. It is important to tell the leaders to do the best they can, and they do not need to answer all the questions if they do not have enough time.

After giving the leaders 10 minutes to complete the worksheets, lead a 25-minute group discussion on the three questions from the worksheet. Write the answers the leaders come up with on butcher paper or a chalkboard so everyone can see them. After the day's training, type up notes and distribute them to the leaders at the next training session. Following are some possible answers you may receive to the three questions:

##### **Question 1**

Why do we need to do outreach to the community about applying for U.S. citizenship through naturalization? (Trainers may replace this with another relevant question.) (5 minutes)

Some Possible Answers Include:

- To explain to people that they are eligible and have the right to apply
- To tell people they can get inexpensive help to apply
- To help people apply
- To explain to people why it is important to apply
- So that more people will be able to vote, which means more power for immigrant communities

## **Question 2**

Where and how would we do this outreach? (10 minutes)

Some Possible Answers Include:

- Make presentations or distribute flyers at meetings at churches, workplaces, apartment buildings, homes, community centers, libraries, parks, etc. (Discuss why some locations are better than others.)
- At an established group
- Radio, TV and newspapers
- Flyers distributed in neighborhood

## **Question 3**

If we wanted to hold an informational meeting, how would we set it up? What would we do first? What steps should we take? (10 minutes)

Some Possible Answers Include:

- Determine a location and topic.
- Confirm a meeting place and any co-sponsors.
- Choose a date.
- Get a commitment from some people to come to the meeting and ask them to invite others to come.
- Follow up on those people who committed to come by sending a reminder or calling to remind them to come.
- Create a flyer announcing the meeting.
- Distribute the flyer, knock on doors and make announcements.
- Get speakers, write an agenda, and practice the presentation.
- Confirm with speakers by mail or by phone before the presentation.

## **§ 5.4 Role-Playing Exercise A: How to Convince Someone to Host a Meeting**

This is the first of three role-playing exercises on outreach. This role-play is designed to model how to convince somebody to host a meeting on a topic such as the importance of applying for U.S. citizenship through naturalization. After a model role-play, which the trainers perform for

the leaders, the leaders take turns role-playing the same scene. This exercise should take about 35 minutes or longer, depending on how many leaders and trainers are participating.

It is important to note that although the role-playing exercises in this chapter are about applying for U.S. citizenship through naturalization, trainers should create their role-playing exercises on whatever topic is most appropriate for their leaders. The skills will be applicable to any topic.

A. The trainer first models the role-playing and then explains what he or she was doing during the role-playing.

B. Role-play scenario: The trainer plays the role of a leader trying to convince someone to host a community meeting. The trainer should choose a leader who can play the role of a minister or priest, or an administrator of a school, community center, library, park or other venue. The trainer should explain the roles to the leaders. The trainer should do the following during the role-play:

- Start the role-playing by introducing yourself to the minister (or whatever the role is which the other person is playing) either over the phone or in person.
- Tell what group you are from.
- Explain what the group is about and describe the positive things the group does.
- Explain the purpose of the meeting, how the meeting is important to the community, and what participants would get from attending the meeting.
- Try to get a commitment regarding what day and time would be good to have the meeting.

C. The trainer explains what he or she did during the role-play:

- You introduced yourself.
- You told what group you are from.
- You explained what the group is about.
- You described the positive things the group does.
- You introduced the purpose of the meeting.
- You explained how the meeting is important to the community and what the participants would get from the meeting.
- You asked for a firm commitment to host a meeting.

D. The trainer asks the leaders why it is important to practice a scenario such as this before actually doing it. Possible answers include the following:

- You will remember everything you want to say.
- You will sound more professional and confident.
- You can imagine what problems the person might raise and be ready with ideas to overcome those problems.
- It's always a good idea to practice things before you do them so you'll do them better.

1.

E. The group discusses other ways to convince somebody to host a meeting.

F. The leaders participate in the role-playing exercise. The leaders pair off. One person in each pair plays the role of a leader trying to convince someone to host the meeting. The other person plays a potential meeting host—a minister, priest, nun, employer, teacher, etc.) who needs to be convinced to host a meeting.

G. Trainers and leaders critique each other on what worked well during their practices and what could be improved.

Before doing a group critique, please review the following rules on critiquing fellow leaders so the critiques are helpful and serve as an aid to improvement. The trainers should be instrumental in making sure these rules are strictly followed. The rules on critiquing others are:

- First, give the leader who made the presentation a chance to critique himself or herself.
- Always start with the positive—What was good about the role-playing? As many good things about the performance as possible should be discussed.
- Then talk about what could be improved. Avoid using the word *bad*. Only two or three improvements should be mentioned so the person is not overwhelmed and can work on improving his or her performance.
- All input must be specific rather than general so the leader can learn from it.
- No personal attacks are permitted.

Please note: Since time is limited, half the leaders should practice doing role-play A and the other half role-play B (see below). After role-play A is complete, the trainers can switch groups if they want so they can be with a different group during role-play B. That will allow participants to receive input from a couple different trainers. The trainer can do a similar switch before role-play C, as well.

### **§ 5.5 Role-Playing Exercise B: How to Convince Community Members to Come to a Meeting**

This is the second of three role-playing exercises on outreach. This role-play is designed to model how to convince community members to attend a meeting or presentation on a topic such as the importance of applying for U.S. citizenship through naturalization. After a model role-play, which the trainers perform for the leaders, the leaders take turns role-playing the same scene. This exercise should take about 35 minutes or longer, depending on how many leaders and trainers are participating.

It is important to note that although the role-playing exercises in this chapter are about applying for U.S. citizenship through naturalization, trainers should create their role-playing exercises on whatever topic is most appropriate for their leaders. The skills will be applicable to any topic.

A. The trainer first models the role-playing and then leads a discussion before the participants do their own practice sessions.

B. Role-play scenario: The trainer plays the role of a leader trying to convince other community members to come to a meeting on naturalization. The trainer should choose one of the leaders to play the role of a community member who may or may not have an interest in coming to the meeting. The community member will play the role of a member of a church or some other organization that is hosting the meeting next week. The trainer will try to convince the community member of the importance of the meeting. The trainer should do the following during the role-play:

- Start the role-playing by introducing yourself.
- Tell what group you are from;
- Explain what the group is about, and describe the positive things the group does;
- Share the purpose of the meeting and the time and date of the meeting.
- Explain why the meeting is important to the community, and what the community member and his or her family and friends would get from the meeting.
- Give the community member a copy of a flyer announcing the meeting, and try and get a commitment to attend.

C. The trainer explains what he or she did during the role-play:

- You introduced yourself.
- You told what group you are from.
- You explained what the group is about.
- You described the positive things the group does.
- You introduced the purpose of the meeting.
- You explained how the meeting is important to the community and what the participants would get from the meeting.
- You gave the person a flyer and asked for a commitment from to attend the meeting.

D. The trainer talks about why it is important to practice a scenario such as this before actually doing it. If there has already been a group discussion during the first role-playing exercise, only a brief review is needed here.

E. The group discusses other possible ways to convince somebody to come to a meeting.

F. Leaders pair off and role-play the same scene.

G. Trainers and leaders critique each other on what worked well during their role plays and what could be improved (see the suggested method of conducting a critique discussed in § 5.4).



### **§ 5.6 Role-Playing Exercise C: Making a Presentation to a Group**

This is the third of three role-playing exercises on outreach. This role-play is designed to model how to make a presentation to a group of community members on a topic of importance. This exercise introduces some of the elements of a good presentation and lets leaders start planning and practicing one. Chapter 4 contains an outline for a complete training on public speaking. After a model role-play, which the trainers perform for the leaders, the leaders take turns role-playing the same scene. This role-play and exercise should take about 85 minutes or longer, depending on how many leaders and trainers are participating.

It is important to note that although the role-playing exercises in this chapter are about applying for U.S. citizenship through naturalization, trainers should create their role-playing exercises on whatever topic is most appropriate for their leaders. The skills will be applicable to any topic.

A. The trainer first models the role-playing and then leads a discussion before the participants so their own practice sessions. The trainer will model only the part of the meeting, which consists of a quick, five-minute review of basic legal requirements for applying for U.S. citizenship through naturalization. All the leaders play community members at a meeting in a church or school room.

B. Role-play scenario: The trainer spends a few minutes explaining how she would prepare for such a meeting:

- developing an agenda
- outlining a speech
- practicing the speech in front of others or a mirror
- bringing materials such as butcher paper, tape and informational handouts to the meeting
- writing the agenda and talking points on butcher paper prior to the meeting so everyone can see it

C. The trainer models the presentation, including writing the agenda and writing other key talking points on butcher paper so the audience can see it. It is usually best to write the agenda and the key talking points on butcher paper or a chalkboard before the meeting starts, so the meeting flows better.

D. The trainer explains what he or she did during the role-playing, and why it is important to practice such a presentation before doing it in real life.

E. The leaders practice giving a brief five- to 10-minute presentation on a topic that they should have prepared as homework before coming to the training (see Chapter 4). The presentation can be on any topic of importance to the leader and his or her community. Topics might include the importance of applying for naturalization, the requirements for naturalization, how to help your child succeed in school, how to be a good parent in the United States, how to prepare for a job interview, the differences between the leader's cultural values and those of other immigrant groups or of the dominant U.S. culture.

F. The leaders split into smaller groups with three to six leaders assigned to each trainer. Each leader should have approximately five to 10 minutes to make a presentation to the group.

G. Trainers and leaders give input to each other on what worked well during their practices and what could be improved. (See section 5.4 for the suggested method of conducting a critique.)

### **§ 5.7 Homework Assignment**

Ask the leaders to create a flyer announcing an outreach event that they will be holding on naturalization. The flyer must state a location, time and date for the event as well as the topic of the event. It may contain compelling words or graphics that will capture the attention of people it is addressed to. The information on the flyer will not reflect a real event—the advocates can make up the information up for now. Please give the advocates a sample of such a flyer. (See Appendix 5-B for examples.)

## **Appendix 5-A**

### **Worksheet on Outreach and Meetings**

#### *English Version*

*Instructions:* Please take 10 minutes to come up with as many answers to the following questions as you can. Because you only have 10 minutes to answer all the questions, you may write one or two answers to each question and then come back and fill in more answers. Please write your answers on this worksheet so we can discuss them in the large group afterwards. Thank you.

1. Why do we need to do outreach to the community about applying for U.S. citizenship through naturalization?

2. Where and how would we do this outreach?

3. If we wanted to hold an informational meeting, how would we set it up? What would we do first? What would be steps should we take?

## **Chapter 6**

### **Training Unit—Media Work and Setting Up a Press Conference**

#### **§ 6.1 Introduction**

This session is designed to teach the leaders the importance of media work and how to set up and conduct a press conference. The session takes approximately three hours. The teaching methods include lecture, group discussion, brainstorming and role-playing. Since this session includes role-playing practice sessions, it is advisable to have as many co-trainers as possible so the larger group can be broken down into more manageable groups and the training can be completed in a reasonable amount of time. Usually it is advised that one trainer work with four leaders in the small group practice session.

Note: This training session is designed around a press conference on naturalization, including a sample press release. Naturalization is a good topic for teaching about media work because the content is fairly basic, a model is provided in these materials, and naturalization benefits the leaders' community and can help build organizational capacity. However, the trainer should feel free to substitute a different topic that may be more appropriate for the training, especially if there is the possibility of the participants taking part in a real press conference.

#### **§ 6.2 Agenda**

Review the following agenda with the leaders before beginning the session:

Introduction and Overview of Agenda (5 minutes)

Lecture/Discussion On What Media Work is and How it Can Be Used (One hour and 5 minutes)

Model or Actual Press Conference (1 hour and 55 minutes)

- Lecture on Preparing for and Presenting Press Conference (15 minutes)
- Press Conference—Actual or Modeled by Trainers and Critique (40 minutes)
- Role-Playing by Leaders and Critique (60 minutes)

Conclusion (5 minutes)

#### **§ 6.3 Lecture and Discussion About Media Work**

**Discussion: Ask the leaders why it is helpful to do media work about immigration issues. (10 minutes)**

Some possible answers:

- It is an effective way to convey information to the immigrant community about their rights.

- A large percentage of immigrants watch and listen to news on foreign language and English television.
- It is an effective way to convey to the immigrant community the importance of organizing to fight for the rights of immigrants as well as others.
- It is an effective way to convey accurate information to the general public about the role of immigrants in our society and counter the inaccurate and distorted information about immigrants put forward by politicians and others.
- It is an effective way to encourage people to take advantage of programs such as naturalization that will benefit their families as well as the immigrant community as a whole.
- It can complement community outreach through meetings and fliers.

**Discussion: Ask the leaders what is meant by *media* or *press*. (5 minutes)**

Points to be elicited:

- print media (newspapers, magazines)—large, urban dailies (give local examples); smaller local papers (give local examples)
- non-print media—local television and radio stations (give examples); national networks (give examples, especially CNN and PBS)
- foreign-language media (Spanish TV, radio and newspapers)—local stations (give examples); networks (give examples)
- centralized news sources (Bay City News, Associated Press)

**Lecture: What is a press conference? (5 minutes)**

A press conference is an event you hold for reporters in order to give them important information that you hope they will publish or broadcast. . Although this kind of event is generally called a press conference, it includes all types of media.

A press conference is held to publicize an important case or issue that you think the public should know about. Often the goal is to encourage institutions to change the way they are treating our clients or other community members. Hopefully, once the public and the press know about the issue, pressure can be placed upon the targeted institutions to help change the situation.

You, and not the reporters, are in charge of the press conference. You decide when to start, what information to give and in what form to give it. Don't let them take over.

A press conference is very different from an interview with median individual reporter. In the case of an interview, the reporter usually contacts you because you have access to information about a special issue of interest to him or her. When an interview is arranged, you and one member of the press are usually the only ones present. Your role in an interview is to answer the questions asked by the reporter. Your role in a press conference is to determine the time, place, issues and even individual questions that will be covered.

**Lecture/Discussion: Deciding whether and how media work will be helpful for your issue (15 minutes)**

Will media work be helpful? To whom? Why? Whom will it affect? Could it potentially damage our allies or us? Who should ultimately decide?

**Example 1**

An undocumented woman is seriously exploited in her job. Her employer makes her work twenty hours a day cleaning the house and taking care of the employer's elderly father. The employer pays her only \$50.00 a day plus room and board. The employer has threatened to call the INS if the woman complains about her job situation. An agency trying to help her has to decide whether doing a press conference will be helpful, or whether it might risk bringing her to the attention of the INS. The person or people who would either benefit or suffer the most should ultimately decide whether to do media work around the issue.

**Example 2**

Immigrant service groups in San Francisco had two goals—promoting naturalization and criticizing the INS for processing naturalization applications too slowly. Some decided that the media would be more interested in a story criticizing the government. Others, however, warned that stories in the media about delays in naturalization would discourage people from applying, which would defeat their other important goal.

Decide exactly what aspect of the issue to feature, and pick an appropriate and sympathetic example to use to illustrate it to the media.

**Example**

A 4-year-old may be a more appealing and sympathetic news subject than an adult who has a history of criminal problems. Often you want something or someone sympathetic.

Will the media be interested in the issue? One way to find out is by calling someone from the media and asking. This is especially true if you have already established a contact within the media.

Will publicizing the issue offend someone who could actually help you get what you want?

**Example**

An agency decides to do a press conference criticizing the principal of a school for expelling the child of a leader. However, the agency was not aware that the PTA had taken on the leader's cause and that the PTA felt that the principal was about to change her mind regarding the leader. After the negative publicity, the principal decided to stand her ground on expelling the leader's child. It is best to investigate the issues, the people concerned, and what else is being done before going ahead with the conference.

Decide whether you have the resources to do the press conferences. For example, is there a person directly impacted by the issue who would be willing to participate in the conference? Do

you have sufficient space to hold it? Do you have the personnel resources to write a press release, distribute it, call press contacts and do any necessary follow-up work?

**Important note:** *It is almost always more effective if someone from the community who is directly impacted by the issue speaks at the press conference rather than a service provider or someone not directly affected by the issue.*

### **Example**

An agency is going to conduct a press conference protesting new regulations the INS is going to implement. The new regulations would make it harder for low-income farm workers to immigrate their children and spouses because the sponsor has to prove an income level higher than any farm worker actually makes. In such a press conference it would be crucial to allow farm workers to tell their stories.

Decide whether the press conference should include representatives from media that speak languages besides English. If so, you need to decide whether to do the press conference in English and the other language, whether to have separate conferences, and who will translate if the person is scheduled to speak does not speak English.

## **Lecture: Putting on A press conference**

### **A. Deciding the timing and location of the press conference (5 minutes)**

Timing: It is useful to hold the press conference at a time when something significant is happening related to your issue—it's called a "hook" because you can catch a reporter's attention with it.

Lead a brief discussion about what the leaders think makes a good hook generally, and what might be a good hook for the issue they are working on now. The following naturalization-related examples contain some useful considerations:

- local angle
- noteworthy date
- related issues in the news
- large numbers of people affected
- strong human interest
- controversial issue
- government publicizing related program

### **Example 1**

During 1994-97 hundreds of thousands of people became eligible for naturalization because it had been five years since they became lawful permanent residents (LPRs) through amnesty; many people wanted to naturalize so they could vote to counter the anti-immigrant sentiment of that time; the INS's Green Card Replacement Program required hundreds of thousands of LPRs to apply for

replacement green cards or naturalization; the INS announced it would promote citizenship. Any of these would be a good hook for a press conference.

### **Example 2**

A network of citizenship service providers held a citizenship day event on the anniversary of the U.S. Constitution, September 17, primarily to attract media attention to the importance of naturalization and availability of their services. They arranged for a member of their local Congresswoman's staff to present Congressional Certificates to participants at the event who had already become U.S. citizens, and they got their local City Council to declare September 17 Citizenship Day.

### **Example 3**

Legislation passed in the aftermath of the September 11, 2001 attacks required that all airport security screeners be U.S. citizens. A large number of security screeners at the San Francisco airport are lawful permanent residents, and were at risk of losing their jobs unless they naturalized.

**Time of Day:** If possible, schedule your press conference before 11 a.m. so reporters have time to write up the story before their deadlines.

**Location:** Pick a site that will help the press understand the story and make the issue vivid to them, especially if you want them to take pictures or film the story. For example, a press conference about dilapidated housing might be better held in the housing itself, rather than an agency office. You also want to choose a location that is accessible to the people affected by the issue to speak at the event.

## **B. Preparing for the press conference**

### **Developing a press release (5 minutes)**

- A press release informs the media that it will be taking place. The press release can be as short as a single page. (See Appendix 6-A.)
- The heading and first paragraph should state the subject of the press conference and should contain the "hook."
- The second paragraph can go into more details, and should include a brief quote from someone from the community.
- List contact names and phone numbers at the end of the release.
- After writing the press release, send out copies to the press by fax or mail.

### **Contacting the Press (5 minutes)**

- Follow up the press release with phone calls.
- If you know of a particular reporter who you think might be especially interested in your story, contact him or her before contacting the rest of the media. Offer him or



her earlier access to your story in exchange for an agreement to write a more in-depth story.

- Call members of the media the morning of the press conference to remind them that it will be taking place.

#### Inviting speakers and other affected people (5 minutes)

- Make sure people who are affected by the issue can attend. They are the stars of the show.
- Tell all affected people the main points to be covered in the press conference.
- If there are people who disagree with the points you will be making, be sure to address their concerns, so that they will not undermine those points during the press conference.

#### Prepare Speakers (5 minutes)

- Help speakers write and practice their comments. Make sure they know to focus on the key point you want addressed about the issue, and to keep repeating it as often as possible. For example, one could say, “Now is the time to become a U.S. citizen because so many people are eligible to apply and because it is an important way to combat the rise of anti-immigrant activity.”
- Help speakers prepare answers to questions you anticipate from the media, and allow enough time in their presentations for questions.
- Prepare to introduce each speaker at the press conference. Write a two-sentence introduction for each speaker including their names, how they are involved in the issue and what they will talk about.

#### Prepare media packets (5 minutes)

- Make packets for each reporter, including background material on the story and articles from other sources relating to the story. The packet can be from three to ten pages.
- Arrange for someone to be in charge of handing them out at the press conference.

### **§ 6.4 Press Conference and Critique (1 hour and 45 minutes)**

This section describes the presentation of the press conference itself. It may be presented before, and in connection with, a real press conference or a simulated one in the training session. The format of this session varies depending on which you choose. Before beginning the press conference, the trainer should make the first seven points listed below. Then follow Option 1 if you are doing a real press conference or Option 2 if you are doing a simulated conference.

1. The press conference should start on time.

2. Speakers will make brief presentations. The press can ask questions. You should leave lots of time for questions.
3. All speakers should stay focused on the key point you want to raise concerning the issue and keep repeating it as often as possible.
4. A leader should compile a list of the reporters attending or collect their business cards so they can be contacted for follow-up.
5. If more than one person will be speaking at your press conference, you must make sure to introduce each one, making transitions easier for both the speaker and the audience.
6. Review the four points listed in section 6.3 under "What is a press conference?"
7. Review the agenda of the press conference:
  - Preparation Time (20 Minutes)
  - Master of Ceremonies (3 Minutes)
  - Considerations (5 Minutes)
  - Basic Legal Requirements (10 Minutes)
  - Announcement of Naturalization Kick-Off (2 Minutes)
  - Questions by the Press (10 Minutes)
  - Critique (10 Minutes)
8. Option 1: Preparation for and presentation of a real press conference. In preparing for a real press conference, the trainer will model the presentation and then the leaders who will be making the presentation will practice in front of the group. The leaders will then make the actual presentation at the press conference. Other leaders will be assigned other roles such as making phone calls to the press, making and distributing press packet, and getting a list or cards of the reporters who attend.
9. Option 2: Preparation for and presentation of a simulated press conference.
  - a. The participants divide into groups of four. Each group will participate in a different simulated press conference, and each group should have a co-trainer assigned to it. The trainer will act as the reporter.
  - b. The trainer hands out the press conference issue to each group. (See Appendix 6-B, also reproduced below, for a sample. You can, of course hold the conference on any issue you deem important. The groups have 20 minutes to assign roles and prepare for a press conference on the following issue:

Centro Bilingue, a small nonprofit grassroots immigrant rights organization in East Palo Alto, Calif., is about to kick off its big naturalization campaign. The first informational presentation on naturalization is coming up on Saturday, May 7, at 10 a.m. at Centro Bilingue's office at 151 Ralmar Avenue. After that, there will be a presentation on naturalization on the first Saturday of every month at 10 a.m. For

more information, people can call 555-5555. In the weeks following that presentation, Centro Bilingue will begin hosting workshops to help people prepare their application packets for naturalization at a low cost. You are doing an excellent job volunteering with Centro Bilingue to help do outreach and workshops on naturalization. You want to tell people how they can naturalize and why it is important, and you want to let them know about the meeting so that they can get started on the process. You decide to hold a press conference as one way of getting your message out to the public.

- c. Before the groups begin to prepare, the trainer should take five minutes to go over with the whole group the following general information:

The point of the press conference is to inform the media about four topics:

- What naturalization is
- The basic issues an immigrant should consider before naturalizing
- The basic legal requirements for naturalization
- Centro Bilingue's upcoming naturalization workshop series.

There are four leaders on each team. Assign one of the following four press conference roles to each leader:

- **The Master of Ceremonies.** Introduce the hosting organization, explain the reason for the press conference and review the agenda. For instance, "We're from Centro Bilingue in East Palo Alto. We're here today to talk about naturalization, which is the way immigrants become U.S. citizens. We'll discuss the importance of naturalization, the basic legal requirements for naturalization and the considerations one takes into account before deciding to naturalize. We're also going to announce special workshops hosted by Centro Bilingue to help people prepare their application packets for naturalization at a low cost." Finally, introduce the first speaker. (3 minutes)
- **The First Speaker.** Review why naturalization is important and the issues to consider when deciding whether to apply for naturalization. Be sure to state the most important considerations one makes when deciding whether or not to become a citizen. This should include both positive and negative considerations. Positive considerations include the right to vote, freedom from deportation and the opportunity to travel on a U.S. passport. Finally, introduce the second speaker. (5 minutes)
- **The Second Speaker.** Review the naturalization requirements. Briefly cover the most basic requirements for becoming a citizen and distribute the naturalization requirements sheet (see Appendix 6-C). The items starred on the sheet are those that apply to most people, so be sure to highlight those in your comments, but discuss them quickly and without any detail. Finally, introduce the announcer. (10 minutes)

- **The Announcer.** Announce Centro Bilingue's upcoming naturalization workshops. Be sure to include the dates, times, location and contact information. Finally, open the floor to questions from the press. (2 minutes)

d. The trainer and a co-trainer should spend 20 minutes modeling the simulated press conference

e. Each group should do their press conference role-plays for approximately 20 minutes, and then the co-trainer assigned to each specific group should spend 10 minutes in the role of the reporter asking questions.

f. The co-trainers should lead a 10-minute critique of the press conference. Please see the introduction to this manual for a summary of how to do a critique.

### **§ 6.5 Conclusion (5 minutes)**

The trainer should refer leaders to a number of local organizations that have useful information regarding media work.



## **Chapter 7**

### **Training Unit—Negotiation Skill Building**

#### **§ 7.1 Introduction to Negotiations**

This session is designed to teach some of the skills involved in negotiating. The teaching methods include group discussion, lecture, and a series of group exercises that involve practice negotiation sessions. It is advisable to have enough co-trainers available so that one co-trainer can facilitate each group of 10 participants. (2 hours, 15 minutes)

The premise behind this session is that negotiating is a skill that everyone has and uses on a daily basis in a variety of settings. Usually immigrants, refugees and others do their negotiating in the family, work or consumer settings. Although they might not think of what they do in persuading their children to go to bed at a reasonable hour as negotiating, it involves many of the same skills and thought processes as negotiating with one's landlord or the principal at a child's school.

#### **§ 7.2 Agenda**

Review the following agenda with the participants before beginning the session:

- Introduction and Overview of the Agenda (5 minutes)
- Group Discussion on Negotiation (20 Minutes)
- Presentation on Negotiation Strategies (20 Minutes)
- Group Exercises (70 minutes)
- Debrief the Group Exercises (20 minutes)

#### **§ 7.3 Group Discussion on Negotiations**

Facilitate a discussion on negotiations following the outline below. Comments in *italic type* are notes to you, the trainer. Questions in CAPITAL LETTERS are for you to ask of the participants. All other text is for you to tell the participants.

##### **1. What is negotiation?**

*Ask leaders questions to elicit basic information about their past experiences with negotiation. Sample questions follow:*

HAVE ANY OF YOU EVER NEGOTIATED WITH YOUR CHILD'S SCHOOL, A STORE CLERK, A NEIGHBOR, A LANDLORD, THE INS OR ANY OTHER INSTITUTION ABOUT ANYTHING?

*Allow them to give short examples. If they don't think they have any to contribute, then suggest some such as:*

Every time we ask someone to do something, we're negotiating. Everyone (leaders, trainers, community members) has experience negotiating somewhere in his or her life, whether it is trying to get child to clean up room, or trying to convince the boss to give you a day off, or returning a sweater received as a gift.

**a. Formal vs. informal negotiation**

Introduce this topic by saying, "Many of our experiences in negotiation are informal (with family, friends, etc.). Although negotiation with INS and other institutions is different, they require many of the same skills of persuasion.

*Discuss some of the differences. You may also ask the participants the following questions to elicit this information:*

WHAT ARE SOME OF THE DIFFERENCES BETWEEN INFORMAL AND FORMAL NEGOTIATIONS? FOR INSTANCE, HOW IS NEGOTIATION WITH A GOVERNMENTAL INSTITUTION LIKE YOUR CHILD'S SCHOOL OR THE INS DIFFERENT FROM NEGOTIATING WITH YOUR FAMILY?

*Some possible answers: INS and your child's school are more formal and have more power, INS is "meaner," may need to make legal arguments to them sometimes.*

**b. Negotiation vs. legal argumentation**

Introduce this section by saying, "Sometimes, not always, using 'legal authority' can be an important tool in negotiating with governmental agencies such as the INS. It is good to use the facts or the story of what happened and, when necessary for you to get an advantage, it may be useful to find out what the law says and use what the law says too. Sometimes you must be prepared with legal arguments or bring a lawyer who is prepared with legal arguments as to why your position is the right one."

**2. Types of power that clients and organizations might have**

*Lead a very quick brainstorm on tactics of persuading an institution to agree with your position. Trainer should write ideas on board. Sample questions follow:*

WHAT TYPES OF POWER DO YOU AS LEADERS HAVE?

WHAT TYPES OF POWER DOES YOUR COMMUNITY HAVE?

WHAT TYPES OF POWER DO COMMUNITY-BASED ORGANIZATIONS HAVE?

HOW DO YOU PERSUADE THE INS, A SCHOOL OR ANY OTHER INSTITUTION TO DO WHAT YOU WANT?

WHAT ARE SOME OF THE KINDS OF ARGUMENTS YOU MIGHT HAVE ON YOUR SIDE?

*Some possible answers: Morally right, sympathetic position or client, fear of publicity, the media attention, numbers of people, media, community support, powerful politicians or other community leaders, the law on your side.*

### **3. When to Use the Power**

*Use questions such as those listed below to elicit information about how and when to use the types of power discussed above.*

IF YOU HAD SOME OF THE KINDS OF POWER WE JUST DISCUSSED, WHEN WOULD YOU USE THEM?

WOULD YOU USE THEM IN EVERY INSTANCE? IF NOT, HOW WOULD YOU DECIDE WHEN TO USE DIFFERENT THE KINDS OF POWER?

*Some possible answers: Whenever you have very sympathetic circumstances; cases; maybe when you need a complete change in the policies of an institution you would use some tactics, and when you just need a change affecting one individual from the community you would use others; when the law is on your side you might want to use some tactics, and when it isn't on your side use other tactics. Give examples where appropriate and needed.)*

### **4. Who can be a negotiator?**

WHO MIGHT NEED TO DO THE NEGOTIATING?

*Some possible answers: legal advocates (paralegals, accredited representatives, lawyers and other legal workers), community leaders, bosses, friends, neighbors, other powerful people like politicians.*

### **5. Preparation for Negotiation**

*Ask questions to elicit responses about how to prepare for a negotiation session both as an advocate and as someone negotiating on his or her own behalf.*

IF YOU, AS AN ADVOCATE, WERE GOING TO NEGOTIATE AN ISSUE FOR SOMEONE ELSE OR FOR A GROUP OF PEOPLE, WHAT WOULD YOU DO TO PREPARE FOR THE NEGOTIATION?

*Some possible answers: meet with affected groups of people from community to discuss options, find out about the decision-maker with whom you need to negotiate, check to see if the law is on*



*your side, analyze what the other side's position will be, write notes about the argument you will make and practice making the argument, practice in front of others*

## **6. Tips for Good Negotiations**

*Do a quick brainstorm on other tips for successful negotiations. By brainstorm, we mean an unedited discussion that allows people to suggest answers and someone writes them down for all to view.*

WHAT TIPS COULD YOU GIVE TO SOMEONE ABOUT NEGOTIATING?

WHAT ATTITUDE SHOULD THEY GO IN WITH?

WHAT STYLE OF COMMUNICATION DO YOU THINK IS MOST EFFECTIVE WHEN NEGOTIATING? FOR EXAMPLE, IS IT BEST TO BE FORMAL OR INFORMAL, PLEASANT OR GRUFF, FIRM OR EASY?

DO YOU THINK YOUR STYLE OF COMMUNICATION SHOULD CHANGE DEPENDING ON THE TOPIC AND PEOPLE WITH WHOM YOU ARE NEGOTIATING? IF SO, HOW SHOULD YOU STYLE CHANGE?

ARE THERE ANY THINGS THAT NEGOTIATORS SHOULD REMEMBER TO DO DURING THE NEGOTIATION SESSION?

*Some possible answers: take notes, note the name of the person with whom you are negotiating*

IF THE PERSON SAYS NO, WHAT DO YOU DO?

*Some possible answers: see if he or she really means "No," refuse to accept "No" as an answer in your mind, ask to speak to a supervisor, continue negotiating with people higher up the chain of command, write a letter about what happened to other powerful people, conduct a media event to educate the community about the issue*

## **§ 7.4 Negotiation Presentation**

The trainer should give the participants as much information as possible about negotiating. Tell the participants that you will now be discussing "Tips for a successful negotiation and negotiation strategies."

### **Tips for a Successful Negotiation**

#### **1. Target the right person**

When dealing with bureaucracies, you can save a lot of time if you first find out exactly who has the power to make the decision that you want. You can waste weeks trying to get through to one

person, only to find out that a person or even a different branch of the agency really has the decision-making authority.

## **2. If necessary, ask to speak with a supervisor.**

**Example:** Marta went to her son's school to discuss why the school suspended her son for fighting, but the other child involved in the fight was not suspended. The vice principal says that he did the right thing because it was Marta's son who started the fight. Marta knows that this is wrong because a teacher told her that the other child started the fight. Marta tells the vice principal this, but the vice principal refuses to change his mind. Marta demands to see the vice principal's supervisor, the principal of the school. Marta convinces the principal to interview the teacher who witnessed the fight and reconsider the decision.

**Example:** The INS is detaining asylum applicants from the People's Republic of China without bail until removal proceedings take place. A community group supporting the applicants arranges a meeting with the district director of the INS to ask him to release the applicants. Before the meeting, the local member of Congress contacts the INS to voice her disapproval of its detention policy.

## **3. Leave a paper trail!**

It is critical to make a record of everything that happens before, during and after a negotiation session. All negotiators should keep careful notes in a file of everything that happens during the negotiations. This means you must summarize all phone calls and meetings in writing and keep copies of all written correspondence—including e-mail—in a file. If you reach an agreement with the other side, send them a letter thanking them for coming to an agreement and stating the agreement so they know that you are keeping a record.

When you write letters, refer specifically to each of the previous times you have tried to resolve the problem. This is much more impressive than saying, "I tried to call several times." If many people are having the same problem, collect declarations from them and consider sending a group letter or arranging a meeting with the agency with whom you are trying to negotiate to try to resolve the problem.

## **4. Always take the name of the person with whom you speak.**

It is very likely that you'll need this in later negotiations.

## **5. Be well prepared for meetings.**

Be prepared to prove your whole case from the beginning. Bring the following to any meeting:

- an organized file with copies of all documents related to the issue
- notes on the history of the issue, including the dates of important actions
- notes on what you want to say during the negotiation
- a notepad to take notes during the negotiation

If the client is doing the negotiating, he or she may bring a friend to translate or provide moral support. The friend might not be allowed to participate in the actual meeting, but might be allowed to attend.

If possible, talk to others about the people with whom you are going to negotiate. Find out who responds to sympathetic stories and who responds to threats. Share stories of what works with different people with whom you might negotiate.

## **6. Know what you or the person you are assisting wants. Be prepared to compromise.**

Figure out what you or the person you are assisting wants from the negotiation. Make sure you know all your options. Explore any other alternatives that might fulfill what you or the people you are helping want. Understand what compromises your side might agree to and what compromises the other side might agree to.

## **7. Organize with others.**

Governmental agencies, landlords, schools and others often pay more attention to a group than an individual. Coalitions of agencies or of agencies and attorneys can get more benefits for the community member than they can work alone. They can speak with one voice to the other side as well as to the media, local government and congressional representatives. They can request official meetings, where they can try to solve problems on a policy level instead of just individual cases. You may form a coalition to deal with just one problem—such as abuses in INS raids—or to deal with problems on an ongoing basis. Many existing coalitions or other groups are willing to advise people who are forming a group.

## **Negotiation Strategies**

### **1. Be prepared to make a legal argument in case you have to. Bring legal authority and supporting documents.**

Negotiating can include making a legal argument to the other side. You may need to bring a lawyer or paralegal with you to the negotiation, or you may need a lawyer to explain the legal angle or even write a letter for you to present at the negotiation.

### **2. Attack the problem, not the person on the other side. If necessary, accept a reasonable compromise.**

Whenever possible, separate the problem you and your client are working on from the person with whom you are negotiating. Some problems are not the individual worker's fault. Moreover, you may need to negotiate with the same person another time. It is important to maintain as good a relationship as possible. Be open to looking at the problem from the worker's viewpoint and making a reasonable compromise.

**Example:** Lin, a community leader, is helping Victor approach the manager of his apartment building about a leaky ceiling in Victor's apartment. They first went to the manager about the leak two months ago. Everyone knows that the manager is overwhelmed with work because he doesn't have any assistants and the building is old and falling apart. At the meeting, Lin and Victor acknowledge that the manager faces a huge task and that the manager has been courteous to them, but they stress that after waiting for two months, Victor needs the leak fixed now. They show copies of the letters they have written to both the manager and the landlord. They finally make a deal: if the manager has not fixed the problem in three days, Victor can fix it himself and subtract the cost from the next month's rent.

After the meeting Lin and Victor write a letter to the manager thanking him for the meeting and stating the terms of their agreement.

**3. If someone on the other side is behaving wrongly, tell him so. If necessary, ask to speak with a supervisor.**

In some cases the governmental workers might clearly be breaking the rules. If possible, be strong but calm and polite. Don't get personal. A good tactic is to talk about the law, that is, what the worker is supposed to do, and ask for a justification of his or her behavior in legal terms. If necessary, ask to speak with a supervisor.

**Example:** Mohammed is trying to schedule a meeting to talk about youth services for refugees at the city's community center. Mohammed knows the community center is available to use for free on Tuesday evenings at 6 p.m. Yet when he approaches the city's community center administrator to reserve the room, the administrator first says Mohammed cannot use it. Then after Mohammed shows him that the community center's brochure says community members can reserve the room, the city worker tells Mohammed that he will have to pay \$125 to use it. Although Mohammed would like to say, "Listen you idiot! Don't you even know the your own city's requirements for using the meeting room?" he instead remains calm. He tells the worker, "I have the right to use this room for free. Show me where in writing it says I have to pay \$125. If you don't want to let me use it for free, I'd like to speak with your supervisor." The worker finally decides to let Mohammed use the room for free.

**4. Look for creative solutions. Consider the other side's point of view and their interest in efficiency.**

Sometimes the other side will reach a compromise if you can convince them that what you are asking makes sense for them.

**Example:** During the immigration amnesty program of the 1980s, community groups in San Francisco wanted to set up a table and have an advocate help people who came to the legalization office at INS. They formed a coalition and met with the head of the legalization department. They pointed out that the legalization office was crowded with clients who had a lot of questions and problems. INS did not have enough personnel to

help all the people. There was a crowd control problem in the office, and some people who were eligible were not applying, which was not good for INS statistics. The office agreed to provide space for a full-time community advocate who could counsel the public and distribute educational materials. The advocate worked there for three years.

**Example:** INS had a procedure requiring people to speak with three different branches to get certain papers. This might take several hours. At a liaison meeting with INS, advocates stated that this not only wasted their clients' time, it was very inefficient for INS to tie up three officers. INS decided to change the practice.

Sometimes the other side will reach a compromise if you make it too embarrassing or costly not to reach an agreement. These efforts can be linked to community organizing.

**Example:** The INS had been conducting raids on several street corners in San Jose, Calif. Several of the raids had taken place near schools and churches. Frightened parents kept their children out of school because they did not want the INS to pick them or their children up on their way to school.

Community members, school and church officials were outraged because school attendance had decreased. They joined together and started a group called "Committee for the Rights of Immigrants". The group held community forums and several press conferences.

The group was able to schedule a meeting with the Border Patrol. People in the group stated that conducting raids near schools, or even *in* schools, was not a good way to carry out the Border Patrol's legitimate functions. Because of bad publicity and community pressure, the Border Patrol made a formal agreement that it would no longer visit any school in the county.

## **5. Practice negotiating before you negotiate with the other side.**

Practice with other community members, neighbors and co-workers by doing role-plays and demonstrations. This is especially useful for people who are just beginning to conduct formal negotiations. If several people plan to speak for your group, you must determine who is going to speak in what order and on which topic and what each person is going to say. All this preparation must be done in advance. We will practice a negotiation soon.

## **6. Keep aware of your other options: community intervention, presswork and working with members of Congress.**

Media work was covered in Chapter 6. When considering these other options, be sure to know what you want. In particular, be aware that involving the press can help only in certain cases. In other cases, using the press could backfire and cause harm to your case or to the community. Even if press coverage would be helpful, some people do not feel comfortable going public. Their wishes, of course, must be respected.

## **7. Use the negotiating style that suits your personality.**

Some people find it works best to be distant and formal when negotiating. Others like to be more friendly and casual. Some people naturally use reason and others tend to be more threatening. With practice you will find what is most comfortable for you. The important things to remember are not to let the other side intimidate you, not to make the fight personal, bear in mind what is right and, whenever you can, rely on what is right and the law.

### **§ 7.5 Small Group Negotiation Exercise (70 minutes)**

#### **1. Introduction to Exercise (10 minutes)**

Start by telling the participants that during the next hour they will be practicing negotiations with each other. Then give them this brief introduction to the exercise:

- a. There are many possible ways families, community members, neighbors, tenants, clients and others can be negotiators. Some of the things we do to negotiate are writing letters, making phone calls, meeting with the an institution or person face-to-face and going to community meetings to build community support to negotiate.
- b. This exercise will allow all of you to practice at a negotiation by having a mock community meeting with the INS Border Patrol. The meeting is really a group negotiation around an abuse of the rights of people. The Border Patrol has been stopping and questioning people on street corners near schools in San Jose, Calif., for the last four weeks. Community members have complained that several undocumented children were picked up by the Border Patrol on the way home from school. The Border Patrol does not have a history of conducting enforcement actions near schools and this makes these events in San Jose even more outrageous in the eyes of the community. The Border Patrol is concerned about getting a lot of negative publicity around this issue, especially because it has affected children and schools.
- c. Each of you will be assigned a role in the role-play. You'll have about 20 minutes to prepare for a negotiation. We will split into small groups of about seven people for each group. Two-three people in each group will play INS Border Patrol officials, and the others will play community members outraged at the Border Patrol's recent action.

Everyone must make a presentation of at least two minutes during the negotiation exercise. The team of "community members" must determine the order and focus of each person's presentation.

**Please Note:** Tell the participants that even though the Border Patrol activity happened over 500 miles from the border, it is based on a real Border Patrol action and the Border Patrol has offices throughout many parts of the interior of the United States, including near San Jose, California.

*It also is important to emphasize that everyone in the United States, even people who cross the border illegally, have rights in the United States. The U.S. Constitution protects these rights. Some participants in this negotiation might get stuck on thinking that because some of the people affected by the Border Patrol's actions are in the United States illegally, they have no rights and therefore there is not much to negotiate. On the contrary, everyone in the United States has some constitutional rights and the real issue in this negotiation is about how people should be treated.*

d. Of course this is not a real negotiation. If it were more realistic we would allow for many hours of preparation and more time for the actual negotiation. But try to make the negotiation reasonably true to life.

e. Please prepare as in teams, but those playing INS officials should not prepare with those playing community members.

## **2. The Exercise (1 hour)**

Tell the participants the following:

- You will break into two groups. —One group will role-play INS Border Patrol officials and the other group will role-play community members. I will give you each an information sheet that provides the background for the negotiation and specifies the role you will play.
- You will have 30 minutes to prepare for the negotiation and then 30 minutes to role-play the actual negotiation.
- Remember the tips discussed earlier—try to persuade the group with whom you are negotiating to do what you want them to do.
- Watch the clock because we might have to cut people off if the exercise is running over the time limit. I will give a hand signal when the time is almost up.
- While other participants are presenting, those watching should take notes on things they think worked well and things that could be improved. We will discuss the negotiation exercise afterwards.
- During performances, everyone must stay in role. For example, those playing community members must act like advocates who know the importance of possibly having to return and negotiate with the same INS official for someone else another day.

### **§ 7.6 Debriefing of the Negotiation Exercise (20 minutes)**

The trainer will facilitate a discussion of the negotiation exercise.

1. Ask the participants the following:

- What did you see that you liked? What techniques or strategies worked? Why did they work?

- Did you see any techniques or strategies that could have been done in some other way? What might be the advantages and disadvantages of each approach?
- What are you going to try the next time you need to negotiate something?
- What do you think of this as a training exercise for learning about and practicing negotiation techniques? What changes would you suggest?





## **Chapter 8**

### **Building an Immigrant-Led Civic Participation Campaign**

#### **§ 8.1 Introduction**

This chapter provides suggestions, ideas and examples to help establish, organize and execute an immigrant-led civic participation campaign that focuses on issues affecting immigrants. The AB 540 campaign, a student-led initiative to distribute information regarding and organize around AB 540, a California law that grants in-state tuition to undocumented students, is used to illustrate the principles behind planning a campaign. Please note that throughout the chapter the words advocate and organizer are interchanged, as are organizing and advocacy.

All campaigns consist of a group of people working together around a specific issue. A campaign is a tool to raise awareness about or to advocate for or against an issue. A campaign may be planned by an organization or a community group and may focus on educating or influencing the community itself, decision-makers or policymakers. Campaign activities might include holding community forums, gathering signatures for a petition, writing letters to local or national policymakers, visiting legislative offices, or holding press conferences.

#### **§ 8.2 Why a Campaign?**

There are many reasons to carry out a campaign. First, advocacy conducted by a group of people has a greater chance of success than advocacy carried out by an individual working alone. Second, campaigns can be an effective way to quickly educate a community about an issue that affects them. For instance, if there is a short window of opportunity to register for temporary protected status, a campaign would be one way to alert the community of the opportunity and to educate them about the process involved. Third, campaigns empower communities to act on their own behalf. Once members of a community realize the power of their collective talents and voices, they are more likely to become involved in other issues. Fourth, individuals and communities that participate in campaigns develop a hands-on understanding of the value and power of civic participation. Finally, campaigns allow participants to develop useful skills that allow them to effectively deal with issues affecting the community.

The following list shows some of the benefits that accrue from a campaign:

- Encourages civic participation
- Instills the merits of civic participation
- Disseminates information
- Empowers the participants
- Strengthens relationships with other members of the community
- Increases community awareness
- Establishes support networks
- Addresses issues affecting the community

### **§ 8.3 An Example: The AB540 Campaign**

The AB540 campaign had two goals: 1) to inform the community—undocumented immigrant students, their families and their allies—about the benefits of a specific law, and 2) to encourage students to develop leadership skills by participating in a campaign. When the campaign began, AB540, a California law that waives the out-of-state tuition requirement for qualifying undocumented immigrant students enrolled in public universities, had just been enacted. The key players of the campaign were the students who would execute it, and an advocate who would train the students how to carry out the campaign.

In the AB540 campaign the advocate participated as an advisor and the students were given the independence to carry out the campaign by themselves. This model allowed the students to develop leadership skills and implement their own ideas. Furthermore, it encouraged the students to have ownership of the campaign. This model can be used successfully in campaigns where one of the goals is to empower and develop leadership skills within a community.

### **§ 8.4 Identifying an Issue**

The initial—and possibly most important—step in any campaign is to identify the issue. The issue must have a direct impact on the community the organizer hopes to work with and be compelling enough so that the community will donate its time and energy. In the AB540 campaign, the issue of access to higher education for undocumented immigrant students met both these criteria.

There are different ways to identify an issue. Advocates might hold a community meeting to hear about local issues, engage in individual conversations with community members, or talk with community-based service providers or organizers who have worked with the community in the past. Alternatively, the community itself could initiate the campaign, identifying the issue and approaching an advocate for help.

When an organizer initiates a campaign, he or she determines the issue and then presents it to a group of potential participants, explaining its importance and seeking the community's involvement. When a campaign is client-initiated, the participants identify an issue and approach an organizer for assistance in planning and implementing the campaign. However it is initiated, the community members make the critical decisions—whether, how and when to move forward.

The issues addressed in the AB540 campaign were important and provided the incentive for students to participate. Students understood that it was in their self-interest to participate because they would learn how to take advantage of the benefits offered by the law as well as receive information on other things, such as how to access financial aid. Even those who would not directly benefit from the law identified with those who did stand to benefit, and realized that there was more power in standing together in a campaign. As a result of the students' active participation and ownership of the AB540 campaign, it has grown to include other issues, such

as student adjustment proposals aimed to legalize the immigration status of undocumented students based on certain residency and education requirements.

When exploring possible issues, keep in mind that the purpose of a campaign goes beyond addressing an issue—it includes developing leadership skills and fostering civic participation among the community participants. Speaking about these other benefits to the community might help to increase the community's interest and willingness to actively participate in the efforts. Engaging the community as much as possible in the early stages can lead to excitement, commitment and ownership of the campaign.

Existing community-based organizations (CBOs) are a good resource for learning about the issues in a community and exploring ways to reach a particular group of individuals. It is helpful to locate CBOs that work with the constituencies you hope to reach or are engaged in issues similar to the ones around which you plan to organize. In the context of planning an immigrant-led campaign, a CBO that provides services to the immigrant community would be a great place to find out which issues are most affecting the community and to seek advice about how to reach out to the individuals in the community and engage them in a campaign.

Issues with broad impact are usually good choices for a campaign. For instance, the AB540 campaign has proven to be attractive because the majority of participants directly benefited from the law. Once immigrant students understood that they would have to pay much higher tuition rates without the law, they were eager both to find out how they could access the lower tuition rates and to inform other students about the benefits offered by the law.

Once a campaign is underway it is easy to identify and address other issues that impact the community, and the organizer has better access to those who would want to participate in a new or expanded campaign.

### **§ 8.5 Identifying Additional Participants**

If an advocate has established a relationship with a CBO in the process of identifying an issue, he or she should explore whether that organization might be a link to the community for the purposes of identifying campaign participants. In the student campaign, for example, the advocate and the community were linked to student groups and teachers by the CBO. In situations where a CBO is not involved in identifying the issue, the advocate might approach an organization specifically to help identify participants. Again, a CBO that provides immigration services might be an excellent bridge to the immigrant community. Schools and churches are other potential partners and links to the community.

Relationships with key individuals from the immigrant community can be important as the advocate takes the initial steps of developing outreach strategies and planning community meetings. These individuals can provide the organizer with information about the concerns of the community, types of outreach most likely to reach the target populations and important links into existing community structures.

The initial meetings with community members should be brainstorming sessions. Brainstorming sessions can help identify or clarify the issues to be addressed and explore alternate methods to address the issues. In addition, brainstorming sessions can help the participants understand the importance of the campaign, how the campaign will affect them and their communities and the critical nature of the role the participants play. These types of sessions encourage the participants to develop true ownership of the campaign.

Some participants may be more hesitant about participating in the campaign than others. These more reluctant individuals might be paired with others who show more eagerness to participate. Assigning pairs or groups to practice a presentation or complete a specific task—such as developing an informational flyer or press release—is one way to make sure that the hesitant participants have contact with the more enthusiastic members.

Once the organizer has identified the core group of participants and has held initial brainstorming sessions and meetings to plan the scope and structure of the campaign, the next step is to gather support from other groups that may help with the campaign.

### **§ 8.6 Identifying Allies**

The success of a campaign is affected by the amount of support it gets from others. It is important to identify potential allies and establish relationships with them early on in the campaign. The CBOs and others who helped identify issues and link the organizer with participants in the community might also become allies in the campaign itself. They also may be able to refer the campaign to other natural allies.

There are a number of ways to identify the people or organizations that could contribute to the campaign as it progresses. During the initial community meetings, one of the brainstorming sessions could focus on identifying potential allies. The organizer or key participants could work to establish relationships with individuals or organizations that work on issues related to the campaign issue. The cooperation of these other groups and individuals could be instrumental for the campaign. Allies in the AB540 campaign included teachers, school administrators, advisors, parents and parent-based organizations, community organizations, student organizations, political representatives and their staffs, and the media. Some types of allies, such as student groups, parent groups and teachers, may be difficult to approach without an existing relationship. A way to reach out to these types of allies is to first approach community organizations that have established relationships with them or who work on similar—in this case, education-related—issues.

Once potential allies have been identified, it would be a good idea to have the campaign participants—the immigrants themselves—initiate and facilitate a gathering of potential allies. Planning for the meeting would include securing meeting space in a location easy for the community to access, such as a school, church or community organization; preparing a flyer to invite potential allies; and developing an agenda. The participants should practice running a meeting and learn how to keep a meeting focused and under control. See Chapter 5 for tips on preparing and running a meeting.

Allies can be a source of information about organizing in a particular community. For example, El Komite de Padres Unidos, an immigrant-based group in San Francisco, works closely with the Immigrant Legal Resource Center (ILRC). Padres Unidos is engaged in various campaigns, such as “the justice for families campaign,” aimed to change immigration laws and prevent the separation of families. The members of Padres Unidos know the consequences of current immigration laws because they experience these laws in their daily lives. However, in order to build an effective campaign to generate changes to the immigration laws that affect them, they rely on the expertise of the ILRC for guidance and advice for the structuring of their campaigns.

Bilingual and migrant education programs have played an essential role in support of the organizing efforts around California’s AB540. These programs support and address the needs of migrant students, and the teachers and advisors that participate in the programs are great allies. Because of their existing involvement with students, the teachers and advisors are very willing to support the AB540 campaign. Special migrant education programs such as leadership academies focus on developing particular traits among students. A group of students who belonged to a leadership academy adopted the AB540 campaign as a semester project. The leadership academy served as a home base from which to launch the campaign, and was a tremendous asset.

The AB540 campaign began by first reaching out to members and advisors of student groups, but the initial introductions were made by community organizations that were working with these constituencies on other issues. Once the initial contacts were made and a couple of individual meetings about the campaign had been held, a general planning meeting was called. The planning meeting was attended by the various student groups and community organizations, including the ones that had made the initial introductions. During the meeting, the students took the limelight and asked the community organizations for their support in carrying out the campaign. The students prepared ahead of time in order to effectively present their ideas and their vision of the shape and purpose of the campaign.

### **§ 8.7 Developing Campaign Participants’ Skills**

Getting a campaign off the ground requires a series of initial meetings with the participants to prepare them to take the lead of the campaign. After all, the goals go beyond merely addressing an issue to engaging the community in civic participation and fostering the development of leadership skills.

Taking an active role in developing and implementing a campaign can be intimidating. In the AB540 example the students needed to believe that they would have an impact and that they would be prepared to take on the tasks a campaign demand. Meetings can provide the forum to learn the many skills and tools described elsewhere in this manual. These meetings, where the organizer conducts skills training, can help participants develop the self-confidence necessary to take on the tasks required for the campaign to be a success. Some of these skills include

- How to run a meeting
- How to do outreach

- How to speak in public
- How to write a petition
- How to hold a press conference

### **§ 8.8 Carrying Out the Campaign**

The execution and development of the campaign depends on the participants themselves. The participants need to develop a sense of ownership in the campaign and to adopt the motto “If it is going to be, it is up to me.” If the campaign is truly to be led by immigrants, then the immigrants should have the liberty, with input and direction from the advocate, to decide the shape and progress of the campaign. From time to time, the participants may need a little push and some motivation; the organizer needs to be able to distinguish these situations from those where the participants need space to run the campaign on their own.

The activities undertaken in the campaign will be shaped by whether the campaign is focused on information or advocacy. In turn, the type and number of participants who will be needed for particular events will be shaped by the activities. Activities might include all or some of the following:

- Community meetings
- Press conferences
- Letter writing campaigns
- Signature gathering for a petition
- Legislative visits
- Leaflet distribution

The AB540 campaign was primarily an information campaign, and involved a significant number of community meetings that were used to inform the community about the benefits offered by AB540. Each meeting required just a few participants to give the presentation. The students decided to take turns delivering the presentation, which were given at different sites, such as schools and immigrant community organizations.

On the other hand, an advocacy campaign might require a large number of participants to be involved in any one activity. For example, Padres Unidos and other groups advocating for the issuance of drivers’ licenses to undocumented immigrants attempt to gather as many signatures as possible in support of a petition. In this case the greater the number of participants, the greater the number of signatures that can be gathered and submitted.

Ultimately, the number of participants is less important than how prepared and motivated they are to carry out the campaign. The advocate’s role is to both equip the participants with the necessary skills and to ensure that they understand how vital they are to the success of the campaign. Essentially, the advocate will help facilitate the work of the community members while the community members actually carry out the campaign.

### **§ 8.9 Conclusion**

The success of the campaign depends on both the participating community members and the advocate. The participants need to have a certain amount of freedom and a real sense of ownership of the campaign, but this must be balanced against the expertise that the advocate provides. Participants must be able to rely on the advocate for advice and support when necessary. At the same time, the advocate must be careful not to take over the campaign and dictate how things should be carried out. The organizer must help the participants develop a sense of ownership and must reinforce that the campaign's success depends on the active engagement of the participants, while still facilitating and guiding the process.





## **Chapter 9**

### **Examples of Immigrant Community Leadership, Civic Participation and Volunteer Programs**

#### **§ 9.1 Introduction**

Over the past few years many community-based organizations throughout the country have been actively working with immigrant communities to help the immigrants develop their leadership skills and become more active civic participants. The programs have developed in various ways, with varying degrees of success. In this chapter we discuss several of these programs. Each project focused on a different theme and many of them defined leadership differently. Each project was unique in every aspect except that they all tried to involve immigrants in serious ways in civic affairs and help them develop their leadership skills.

It is wonderful that many community-based organizations that have traditionally worked on immigrants' rights issues or provided immigration law services are now developing leadership training and civic participation projects. This chapter highlights two of the most successful and earliest grassroots immigrant rights programs to offer opportunities for immigrants to develop leadership skills and become active in civic participation. The chapter also features programs that started conducting leadership and civic participation projects more recently, but with great success. We think readers from across the country can learn from the case examples described in this chapter.

#### **§ 9.2 Case Example One: Centro Bilingue**

From 1994-97 Immigrant Legal Resource Center (ILRC) and Centro Bilingue, a grassroots immigrant led advice and referral agency in the small community of East Palo Alto, Calif., successfully trained three groups of dedicated volunteers from the Redwood City and East Palo Alto communities in a variety of leadership skills. The volunteers received training on a variety of skills including the following:

- helping people apply for naturalization
- public speaking, holding press conferences
- conducting outreach
- running meetings
- combating anti-immigrant myths
- teaching people about their civic rights and responsibilities
- educating their communities about the importance of learning English and the availability of English as a second language classes
- understanding and interacting with city councils, commissions, school boards and other institutions
- The leaders attended some council and commission meetings and worked specifically on the issue of increasing the accessibility of youth services in East Palo Alto.

After participating in the training, the leaders were extremely enthusiastic about continuing their activities. They each developed a plan on how they would continue to be leaders in their communities, be involved in outreach, and volunteer for important activities such as Redwood City 2000, a planning committee formed to help influence the future of the city.

After completing the trainings, the leaders had more confidence and felt much more comfortable conducting community presentations, and their natural leadership skills emerged. The leaders then went into the community and practiced their new skills by leading or participating in over 170 community events, reaching nearly 2,700 people.

In addition to conducting workshops, the leaders became recognized in their communities as troubleshooters on various issues that affect immigrants in East Palo Alto and surrounding communities. Their skills improved so much that many have even become experts in naturalization and in helping others with civic responsibilities. One leader taught English as a second language, another helped organize classes to teach people literacy skills, another taught catechism classes at her church and another became a resource for the Site Council at a local high school regarding issues affecting Latinos. A couple of the leaders went on to be board members of Centro Bilingue (Centro) and nearly all the leaders contributed significantly to Centro's activities as volunteers by helping with citizenship drives and completing green card applications. A couple of the women who were among those trained opened up a small business that provided party goods and services to the residents of East Palo Alto and eastern Menlo Park, two cities with limited services and businesses in the city limits. A group of leaders met with East Palo Alto City employees about issues involving safety and youth. Leaders met with politicians such as their Congressional Representative on issues important to the local immigrant community.

The pedagogy of all the trainings in this project was student-centered and very interactive. It was an experiential training that included training techniques such as the following:

- Exercises in which the participants practiced public speaking, running meetings, writing responses to editorials, advocating on behalf of their communities, holding press conferences and generally working with the media. Not only did trainers lecture on these topics, but also each student practiced mock events.
- Group discussions on various issues including the importance of naturalization, civic participation and combating anti-immigrant myths, which allowed participants to share ideas and practice leading discussions.
- Role-plays and demonstrations that gave participants the opportunity to see good and bad examples of leadership.
- Critiques and evaluations by all participants of each other's performances to enhance learning and improvement by all.

The trainings were conducted in a manner that modeled the use of participatory learning techniques when conducting civic engagement activities. The idea of training communities to be self-sufficient was stressed throughout the trainings. Thus, when the leaders conducted their own outreach activities, they did more than provide important information. They also demonstrated to their communities that community members can have both the capacity and skills to educate one another about issues, plan and lead meetings, and make public presentations.

The first two trainings were for people who had not previously received leadership training. The third training was an advanced program designed so the project could continue working with the leaders who were trained during the first two years of the project. Advanced topics covered in the third training included civic participation, naturalization, public speaking, combating anti-immigrant myths and teaching leadership skills to others in the community.

A major focus of the advanced training was to provide significant training on civic participation. The training concentrated on making presentations to local city councils and boards around issues affecting immigrants as well as learning how to channel issues to the appropriate city and county government committees and follow the current and appropriate local government procedures. The leaders went to city council, committee and board meetings to observe, analyze and develop strategies for approaching these institutions.

A second focus of the advanced training project was the development of civic action projects (CAPs) on various issues that the leaders identified as being important to their community. CAPs entail small group advocacy work on issues of particular significance to local immigrant communities. The leaders chose to work on particular projects, developing strategies, formulating plans of action and implement those plans together with the other members of their small groups. Because the advanced leaders had already received some training on some of these subjects, this program was even more detailed and more practice-oriented than earlier trainings. The CAPs allowed the advanced leaders more opportunity to gain confidence in their skills and become more successful leaders.

A third focus of the advanced training was to train the leaders to teach leadership skills in their communities. The advanced leaders attended a training on how to train others. Then they participated as co-trainers in the training of new leaders. This design not only allowed the advanced leaders the opportunity to teach the skills they learned, and thus expand their influence, it also provided the opportunity for them to serve as wonderful role models for the new group of leaders, further developing their skills, confidence and commitment.

As part of the leadership training program, the newly trained leaders and the advanced leaders designed plans to educate their communities on the issues covered in the trainings. Each leader was responsible for organizing and leading several outreach meetings once the initial series of trainings was complete. Usually a pair of leaders led each of these outreach events and a staff person helped with some of the organization details and often attended the event. These events took place in a variety of places including churches, jobsites, homes, community centers, schools and parks. The events ranged from meetings with immigrant parents about a school issue and a subsequent presentation at the school board, to meetings with a church group about the benefits of naturalization and organizing a naturalization workshop for those interested in becoming citizens. As part of the outreach program, many of the leaders were involved with various CAPs including Redwood City 2000, community policing and safety issues, youth issues and school issues. The leaders planned or participated in over 170 community events, reaching nearly 2,700 people.

### **§ 9.3 Case Example Two: El Comité De Padres Unidos**

El Comité de Padres Unidos<sup>1</sup> (Padres) is a mutual assistance organization that focuses on immigration policies. The organization was formed in 1988 largely through the leadership of an ILRC attorney, who sought to help immigrants organize grassroots attention on federal immigration policies, and who continues to work with the group. Padres provides information on public policies to the larger Latino immigrant community and coordinates its activities with other immigrant rights groups in an effort to influence public policies. These activities include meetings with elected representatives, press conferences, informational meetings for the larger immigrant community and the formation of coalitions with other immigrant rights' groups.

The ILRC attorney provides formal and informal training to the core membership of Padres. Most of the training has centered on how to conduct media work, outreach to other immigrants about issues important to their communities, public speaking skills and advocacy work with decision-makers such as members of Congress. Although there has been some formal training, much of the training has occurred during the monthly meetings.

Padres core membership ranges from 20-40 individuals. During 2000 nine individuals emerged as leaders. Up to 80 individuals may attend informational meetings, depending on the issue under discussion. The membership is drawn primarily from the San Francisco Latino community, but individuals from other cities throughout the Bay Area are often in attendance. While the Latino community in San Francisco is roughly divided between Mexicans and Central Americans, most of the core members and leaders are Mexican.

Padres' members differ in nationality, education and class. However, these differences are muted or leveled in the United States because as immigrants most Padres members start at the bottom of the economic ladder and share working class status as a common denominator. Consequently, cross-class social relations that might have been more difficult in their countries of origin form more easily in the United States.

Padres leadership can be divided into three areas over its 13-year history:

- a group of women who are no longer active in Padres but are known as founders and continue to attend holiday gatherings with the group
- an individual who led the group for a number of years
- the current group composed of some of the longer-term middle-age women leaders as well as a newer group of young educated women and men from Mexico.

The current leadership group, by virtue of being educated and bilingual, promises Padres significant potential in its development as an organization. A recent example is a religious service memorializing the victims of September 11 that was spearheaded by Padres and involved other immigrant rights group. This action signaled Padres' solidarity with the broader mainstream community and its desire to receive wider recognition in the community's civic affairs.

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<sup>1</sup> This section is based on a summary of Padres Unidos authored by Elise and Walther Haas Foundation program officer Herb Castillo based on an interview with ILRC attorney Mark Silverman.

Leadership skill development in Padres has been a function of individual initiative and involvement in the organization's activities. However, greater mastery of grassroots politics and actions has evolved over the years. Working relationships with other immigrant groups have been established, resulting in joint planning of press conferences, the circulation and collection of petitions, and meetings with public policy-makers. Linkages to local Spanish-speaking media have been formed, although ability to leverage English-speaking media remains limited.

Involvement in Padres gives its more active members the benefit of individual skill development in communications, leadership, confidence and personal growth. Some Padres members use these skills to establish an active role in their children's schools. Those who are eligible become citizens and tend to vote more frequently than the native-born. Volunteers are recruited and assigned responsibility for certain tasks involved in the planning and conduct of community actions. The ILRC has initiated plans for a trainer with the Chicago-based Industrial Areas Foundation to formalize leadership training. This could prove to be a decisive point in the evolution of Padres.

Despite its relatively small membership, the organization has become known for its ability to galvanize attention and involvement among newcomers in regard to public policy issues. While the organization was inspired by the need for information among immigrant groups, a growing number of individuals are drawn to Padres by the membership's community initiatives and growing role within the Bay Area immigrant rights community. For immigrants who frequently lack an institutional vehicle to act on issues important to them, Padres Unidos is a strategic entry point for newcomers wishing to become involved in civic affairs.

Some of the ways that Padres has been successful in leadership training and civic engagement projects include the following:

- During the late 1980s and early 1990s Padres organized immigrant educational campaigns targeted at politicians. They used press and letter-writing and petition campaigns in the immigrant community to address problems related to the legalization program of 1986. That program had created an unfair situation for immigrants by granting legal status only to certain family members and not others, resulting in the separation of families. As a result of these efforts and the work of others throughout the nation, the INS promulgated a family fairness regulation allowing certain individuals who did not qualify for legalization to remain with their family members who did qualify. A few years after this regulation, Congress passed the family unity law that expanded and codified the family fairness regulation.
- During the mid-1990s Padres received training on the importance of naturalizing and how to help others go through the naturalization process. Padres' volunteers helped many people become naturalized U.S. citizens.
- From 1997 through 2001 Padres volunteers were instrumental in the campaign to reduce the separation of families by extending section 245(i) of the immigration law. Section 245(i) permits persons to complete the process of obtaining permanent residence in the United States instead of having to return to their country of origin for an appointment with the U.S. consulate there. This is very important because otherwise they would be subject to penalties of having to stay out of the United States for up to 10 years. Padres

was instrumental in the successful efforts to extend the deadline for 245(i) from September 1997 to January 1998, avoiding the separation of tens of thousands of families. Specifically, Padres helped draft petitions for people to sign endorsing the extension of the 245(i) program, collected signatures for the petitions, and collected the petitions that other grassroots organizations throughout California gathered. Padres sent the petitions, which had over 35,000 signatures, to key congressional representatives. A delegation of farm workers from Visalia in California's San Joaquin Valley took the petitions to Washington, D.C. Even during 2001, while the debate to further extend the 245(i) program continued, Padres volunteers were still active civic participants in the debate.

- Throughout the 1990s and during 2000 and 2001, Padres volunteers and its one part-time staff person continued to conduct media work and outreach to the immigrant community about various issues of interest to the immigrant community.

### **§ 9.4 Case Example Three: The LIRS Ambassador Program**

The Lutheran Immigrant and Refugee Service (LIRS) Ambassador Circle is a national volunteer program that benefits both the agency and the individual volunteers. LIRS calls on ambassadors to formally represent the agency by setting up exhibits at events such as conferences organized by national church bodies. LIRS also asks ambassadors to incorporate LIRS message points into speeches they make to church and community groups, and mobilizes them to write op-ed articles regarding key issues identified by the national office. All these are examples of top-down management of volunteers. At the same time, however, LIRS encourages Ambassadors to be innovative in identifying and responding to local issues, using LIRS information and resources to strengthen their voices. Examples of this type of bottom-up action include ambassadors who have entered local policy debates about welcoming immigrants and helping to draft denominational resolutions on immigration.

The LIRS Ambassadors Circle was born out of need. When Congress passed draconian changes to immigration law without a public outcry in 1996, LIRS realized that it needed more direct contact with grassroots people in the United States. LIRS believed that if people knew what was happening in Congress, they would work to confront the proposed law changes.

LIRS gave a mandate to the fledgling LIRS Ambassadors Circle to do the following:

- Put a human face on immigration stories.
- Keep telling the stories so people hear why refugees and immigrants come to the United States and how this country benefits from newcomers.
- Let people know about the good work LIRS is doing to welcome the stranger through ministries of service and justice.
- Facilitate the raising of voices of LIRS's former clients by engaging them as speakers in their communities.
- Impact national policy-makers through fast action local advocacy groups.
- Focus on key congressional states where there is a strong LIRS affiliated service provider.

- Seek and share resources for local and national agency work.

“Speak up in season, and out of season” and “Do what you can, and don’t worry about the rest,” are two mottos often heard from ambassadors. Ambassadors are given the general directive to speak up for immigrants and refugees wherever they find the need. Such an attitude opens the ambassadors to spreading the word at prayer meetings, community-wide multicultural festivals, music festivals, college classrooms, service clubs, restaurant coffee meetings and so on.

### **Who Are Typical LIRS Ambassadors and How Do You Recruit Them?**

Finding and enlisting the right people to be LIRS ambassadors is an ongoing process of general and targeted recruitment. There is no prime source of ambassadors. They come through word of mouth, are nominated by local refugee resettlement affiliates or church leaders, read about the program on the LIRS website or in LIRS or Lutheran publications, or are drawn in by an LIRS exhibit at a conference or convention.

A typical ambassador generally has the following characteristics:

- self-starter
- independent, though willing to work with others when needed
- bold and courageous
- justice-oriented
- may be a former refugee or immigrant
- can articulate a viewpoint
- good at networking and building bridges among communities

### **Becoming an Ambassador**

To become an LIRS ambassador, the candidate must complete an application. LIRS staff checks at least two references and schedules a half-hour telephone interview, using standard questions. If everything checks out, the person is accepted and welcomed into the Ambassadors Circle. A manual is sent to the new ambassador and a telephone orientation is scheduled.

### **Ongoing Training and Education for the Ambassador**

Any city that has a group of three-five ambassadors is encouraged to have an on-site training with a seasoned ambassador. Topics covered include the following:

- What it means to be an LIRS ambassador
- What to communicate using LIRS messages and other immigration messages
- How to do an exhibit
- Elements of an effective presentation
- Mobilizing advocacy communications
- Strategizing as a local team and planning for the next goals and meeting.



## **What Is Expected from an Ambassador?**

Ambassadors are expected to volunteer three hours each month. A variety of volunteer options are provided:

- Speak once per quarter, formally or informally.
- Write to legislators and get others to do so.
- Do an occasional exhibit.
- Connect with other immigrant rights groups.
- Continue to learn using available materials.
- Support the ministry by asking for resources and being a donor.
- Maintain a relationship with a local LIRS partner.

Ambassadors are expected to stay in contact with LIRS staff to express needs, share successes and discuss what type of support would be beneficial. Ambassadors are also expected to complete reporting requirements.

## **LIRS Ambassadors As Inspiring Leadership Initiative Mentors**

The Inspiring Leadership Initiative (see Chapter 2 for more information) enlisted current and new LIRS ambassadors to go one step further in their commitment to engaging many voices in the immigration debate. Candidates were nominated by local service provider partners to act as mentors to emerging local immigrant leadership teams. LIRS then interviewed, screened and oriented the nominees and, if appropriate, invited them to become ambassadors and mentors.

An ambassador mentor has a very specific role within the Inspiring Leadership Initiative. He or she relates to the local service provider and helps that organization and the immigrant leaders design the right efforts to further the goals of the immigrant communities. The mentor meets regularly with the local agency and the leaders, assists in planning and setting goals, guides the leaders to develop strategies to meet the goals, and serves as advisor and bridge-builder between the leaders and other community resources. The ambassador mentor acts as a trusted cultural interpreter when needed.

## **Evaluation**

The success of the ambassadors program is evaluated in several ways. Retention is a key evaluation tool. Other tools include tracking advocacy contacts made, presentations given, attendance at presentations, op-ed articles published, names gathered at exhibits, advocacy letters generated and resources developed.

## **Outcomes**

Some of the ambassador mentors for the Inspiring Leadership Initiative did not fit the usual Ambassador profile, but did meet the needs of the leadership program. Some mentors retained a stronger loyalty to the local program and continue to focus primarily on local issues and

advocacy. Several others moved into a traditional ambassador role, becoming more involved in national advocacy.

Ambassadors as mentors bring a unique national-local perspective to their bridge-building and relationship-building efforts. They are willing to invest time in coaching newcomers to use their natural skills as leaders in a new setting called the United States.

#### **§ 9.5 Case Example Four: Voluntarios de la Comunidad (Volunteers of the Community)**

Voluntarios de la Comunidad is an organization composed of volunteers from San Jose, Calif. The group began organizing rallies, marches and petition campaigns in the early 1990s as a way to contribute and support the Justice for Janitors Campaign. Its participation in the campaign led the leaders of the group to realize the tremendous potential the immigrant community has when it comes together and organizes around an issue. To be more effective, Voluntarios de la Comunidad has established relationships with local media that are used by the group to inform the community and invite community members to become active in the group.

The group's success is due to the dedication of its volunteers. Voluntarios de la Comunidad does not receive funding from any source except the contributions of the volunteer participants. Significantly, the group's success and presence in the community is growing to a point that to continue its work it needs to change its structure to a more formal organization to be able to solicit funding from foundations or other sources. To accomplish this, the group has approached organizations such as ILRC for guidance on how to take the next steps towards building a solid and formal organization.

The track record Voluntarios de la Comunidad has developed over the last years as an effective vehicle for the immigrant community to express its voice, allowed the organization to be one of the main Northern California advocates for the issuance of drivers' licenses for undocumented immigrants in the state. Solely relying on volunteers, the group became known in representing the interests of the immigrant community in the San Francisco Bay Area. The media experience developed over the years by the leaders of Voluntarios de la Comunidad allowed them to effectively use the media to carry their message to the community: *Licencias para todos/Licenses for all*.

Although the governor of California vetoed legislation that would provide drivers' licenses to immigrants who were in the process of legalizing their immigration status, Voluntarios de la Comunidad continues its work on this issue. They plan to use the vast network they have developed to launch a state wide postcard petition campaign inspired by the One Million Voices campaign, which seeks to legalize the immigration status of hundreds of thousands of immigrant workers.

## **§ 9.6 Case Example Five: The Campaign for Immigrant Students to Attend College**

In the fall of 2001 ILRC began working with high school student groups in the San Francisco Bay Area and Sonoma County to carry out a campaign on issues associated with the implementation of a recently enacted California law, AB 540.

The purpose of working with student groups was twofold. First, the campaign aimed to develop leadership skills among immigrant students by educating them about how a recently enacted state law affected immigrant students in California. Second, it would afford student participants the opportunity to inform fellow students about the benefits offered by AB540, and to address issues and concerns associated with the implementation of the law.

Due to changes in federal immigration law in 1996, and prior to the enactment of AB540, California law required undocumented students residing in California who enrolled in public colleges and universities to pay out-of-state tuition fees. Under this policy, undocumented immigrant students could not be considered residents for in-state tuition purposes. On the other hand, U.S. citizens and lawful permanent residents could satisfy requirements for establishing state residence and thus qualify for the less expensive in-state tuition rate. This requirement made access to higher education for a majority of undocumented immigrant students prohibitively expensive. Even students with excellent academic records could not afford to attend a public college or university in the state. The enactment of AB540 removed some of the financial barriers for undocumented students to continue their education after high school graduation.

In October 2001 the governor of California signed AB540 into law. The law went in to effect on January 1, 2002. AB540 allows for a waiver of the non-resident tuition requirement at California public colleges and universities for students who have studied at a California high school for at least three years, are high school graduates and, if they are undocumented, sign an affidavit with the university or college where they intend to register attesting that they will file to legalize their immigration status as soon as they are eligible. As the law was signed in 2001, its application was mandatory in the California State University and California Community College systems as soon as it went into effect in 2002. However, application of the law to the University of California (UC) was contingent on adoption of the law to the UC system by the university's governing board of regents.

ILRC, through the relationships it had established over the years with community-based organizations, was able to identify groups of students from the San Francisco Bay Area and Sonoma County who were interested in forming an advocacy and informational campaign on AB540. To accomplish this, the students had to first be informed about the provisions of the law, its application and its limitations. They also had to be trained on how to carry out a campaign. This was accomplished through a series of trainings at their schools through migrant education programs or at community organizations that were already working with the students on other issues. Once the students were informed and trained, they were ready to execute an informational and advocacy campaign.

The informational campaign consists of the students informing their peers, teachers, school administrators and community about the benefits offered by AB540 to undocumented immigrant students. In order to carry out the campaign effectively the students needed to be trained and educated about the differences between state and federal law and on exercising restraint when asked questions to which they do not know an answer and to refer those questions to appropriate organizations. ILRC, in collaboration with other non-profit organizations and community organizations, has worked closely with the students to provide them with the necessary training and resources for the execution of the campaign.

To carry out the information campaign the student groups have engaged in a variety of activities. For example, while students in the city of San Francisco have preferred to give presentations at community meetings, students in Sonoma County have chosen to give presentations in their classrooms and during school assemblies. But when given the opportunity, student groups have not shied away from using the media as a tool to do outreach. The use of the media has ranged from holding press conferences to conducting individual interviews and appearances on television and radio programs.

While the students were first concerned about informing their peers regarding the benefits offered by AB540, they also began an advocacy campaign to encourage the UC Regents to make AB540 applicable to the UC system. To accomplish this, they wrote testimonials about their lives in California as undocumented immigrant students and submitted them to the UC Regents. In their testimonials, the students highlighted their academic achievements and how an opportunity to receive a UC education would positively affect their lives and ability to contribute to society. Some students, in addition to submitting written testimonials, were able to offer oral testimonies during a regents meeting in which AB540 was discussed. The regents decided to adopt the application of AB540 to the UC system, thanks in part to the advocacy campaign of the students.

The advocacy campaign went on to address additional issues and has established links with statewide and national efforts addressing similar issues. For example, although AB540 facilitates access to higher education, it does not provide for undocumented immigrant student eligibility for public financial aid. In light of this, students in collaboration with educational organizations have explored alternative sources of financial aid such as private scholarships. The students thus work with organizations to try to increase the number of private scholarships to which undocumented students may apply and also inform others about the existence of the scholarships.

Considering that AB540 is a state law, and a state cannot provide for ways for immigrants to legalize their immigration status, students working on the AB540 information campaign have joined a nationwide movement in support of the legalization of undocumented immigrant students. The students have chosen to support a Senate bill, the Development, Relief and Education for Alien Minors Act, or DREAM Act, which proposes to legalize the immigration status of students who meet its requirements once it is passed. In the House of Representatives there is a similar proposal called the Student Adjustment Act.

The adoption of student legalization as an issue by student groups working on AB540 has allowed the groups to grow in membership, as well as gather more support. Currently students

are beginning legislative advocacy campaigns aimed to help the DREAM Act become law. To accomplish this students are sending signed petitions to elected representatives in support of student legalization. In addition, student groups are working at the local level with city councils and boards of supervisors to encourage them to adopt resolutions in support of the DREAM Act and the Student Adjustment Act.

## **Chapter 10**

### **Following Up With the Leaders and Memorializing the Project**

#### **§ 10.1 Introduction**

Even when a leadership training or civic engagement project is complete, the work of helping immigrants increase their power and voice will continue. After having trained a group of immigrant and refugee leaders to become active in their communities, it is vital to find ways to keep them involved. It would be a shame to lose them and fail to help the community to take advantage of these activists.

To help keep trained leaders and civic participants actively involved, we suggest that organizations use several different tactics. Not all will work in every community or even with every leader. Organizations might have to try different combinations of the strategies listed below, or even some we have not yet thought of, to keep as many leaders involved as possible. Even if you use all the tactics you can think of to keep the leaders involved, it is unrealistic to think that you will be successful at encouraging all those newly trained leaders to remain actively involved in community engagement projects. The goal, however, is to try to keep as many as possible involved in as active a way as possible.

Here are some suggestions for achieving that goal:

- Dedicate someone from your organization to be the permanent liaison between your organization and the leaders.
- Start a new leadership project and enlist the leaders to help as trainers during the new project.
- Start another type of leadership project in which the leaders can participate.
- Help find volunteer opportunities for the leaders in your organization and other like-minded organizations, particularly on projects that benefit from their skills and knowledge.
- Continue to encourage and help the leaders put on events in the community and participate in civic projects in the community.
- Help the leaders start a support group or organization for others interested in being leaders and civic participants.
- Hire one or more of the leaders to work with your organization on leadership and civic participation issues.
- Rely on some of the leaders for advice about the community you are serving and how your organization can work in the community better.
- Recruit one or more of the leaders to become members of your organization's board of directors and train these new board members how to effectively serve in that capacity.
- Recruit one or more of the leaders to make presentations about issues of importance to the community.

- Recruit one or more of the leaders to be on a leadership and civic participation advisory board for your organization.
- Conduct regular meetings—monthly or quarterly—among the leaders to plan activities, socialize, receive updates, strategize and network.
- Dedicate your organization to making leadership training and civic participation projects as well as the follow up work to be part of your organization's mission, long-term strategy and fundraising plan.

### **§ 10.2 Example: Centro Bilingue**

Centro Bilingue, a grassroots, immigrant-led group in East Palo Alto, Calif., conducted a multi-year community immigrant leadership training project. Centro proposed the following plan to keep its leaders and volunteers involved in doing community work:

To ensure the long-term existence of the leadership project, the leaders need to become integrated into the inner workings and decision-making of Centro Bilingue. By becoming an integral part of the structure of Centro they will gain a stake in the organization's future success and viability. Presently the leaders are doing community work for Centro. However, they need to be able to call Centro their own so that the organization can spread out the responsibility for staffing and running the organization.

To integrate the leaders into Centro, the board, staff, volunteers, leaders and an outside consultant will devise a strategic plan for Centro. The plan will do at least the following:

- Re-examine and reaffirm the mission of Centro.
- Create goals to carry out the mission.
- Create SMART (specific, measurable, achievable, realistic, time-bound) objectives to meet the goals.
- Create projects to meet the objectives.
- Decide when, how and by whom the projects will be accomplished.

The strategic planning meetings will be attended by the board, leaders, staff and other active volunteers. Additionally, these same people will organize either monthly or bi-monthly meetings during the next year and during subsequent years to discuss Centro's work, development issues and strategic plan progress, including the best ways to continue incorporating leaders and volunteers.

With the help of some of the leaders and volunteers, Centro will raise funds to continue leadership training and civic participation training. The benefits of the first two years of the leadership project will be greatly enhanced if a third year is funded because all the skills learned and practiced during the first two years will be refined and used within the community to a far greater extent, especially because the leaders will use these skills to help Centro's long-term success. Also since the leaders who went through the trainings during the first two years of the project will help out as co-trainers for the new training, everyone will learn and benefit from what the project has already accomplished. By training the original group of leaders how to teach leadership skills to others, the

project's impact within the community will increase exponentially. By the end of the third year the leaders will be ready to become even more involved in local issues, commissions and committees.

Centro's community immigrant leadership training project is expected to have long-lasting and positive impact: new leadership in several communities; an increased number of naturalized citizens who are cognizant of their rights and responsibilities as U.S. citizens and their impact on local elections and governmental bodies; increased political influence on local, state and possibly national issues; and a long-lasting, stable community-based organization serving the civic needs of immigrants.

### **§ 10.3 Memorializing the Leadership Project**

There are many important reasons to keep records of any leadership and civic participation projects your agency conducts:

- It is easier to evaluate the success of the project if you have a record of how you conducted it. You are better able to see what areas went well and in what ways the project could be improved.
- It will be easier to develop reports about the project for anyone else, such as a funding source, if you can refer back to records of the project.
- It will be easier to repeat and improve on the project later if you can refer back to a good record.
- The leaders themselves and others in the community may want to remember what they did, how they did it and the success they had.
- Reports, newspaper articles and videos of the project can serve as outstanding marketing tools to encourage others in the community to work on similar projects.
- You should try to share what you did and learned with people in other communities and other areas throughout the United States so more immigrants and refugees learn the best ways to be active leaders building more power among immigrants.

There are many ways to memorialize a leadership project. We suggest you use a combination of methods tailored to your organization's needs, resources and abilities. Following are some ways other organizations have memorialized their projects:

- Keeping a journal of the entire training and any community activities that the leaders did as part of the training
- Writing a curriculum for the training and making notes about how the actual training differed from the planned curriculum
- Making a video of the training and some of the community events the leaders did as a result
- Inviting a reporter from a local newspaper to do a story or series of stories on the project
- Inviting a reporter from the local TV or radio station to cover the training or a community event from the training



- Have the leaders tell their stories from the project on videotape, on audiotape or in writing.
- Videotape the leaders talking about their participation with others from the community who have been invited to listen, learn, teach and discuss.

Be sure to choose a record-keeping method that allows you to share, remember and teach the rich information you've discovered and the rich experiences you have had.

## **Chapter 11**

### **Setting Up a Volunteer Program at Your Organization**

#### **§ 11.1 Introduction**

Volunteers can bring a wealth of energy and talents to a nonprofit organization. Volunteer programs increase available human resources while keeping costs low and flexibility high. Using volunteers can benefit the organization in many other ways as well. Volunteers see first-hand how the organization's mission makes a difference to real people, and will communicate this to their networks of friends, family and colleagues. These networks may in time come to donate their own time, finances, or other resources to the agency.

Volunteer programs can involve anything from seeking community help with mailings to harnessing the talents of physicians for staffing monthly health clinics. They can be as small as one or two volunteers or can utilize the talents of hundreds of individuals. Programs can use volunteers twice a year or can integrate their service into the everyday operations of the agency.

No matter which of the wide range of forms a volunteer program takes, there are certain components that will make its success more likely. These components include planning, recruiting, interviewing and screening, orientation, training, recognition, and evaluation.

#### **§ 11.2 Planning Your Volunteer Program**

Successful volunteer programs have a plan in place before they have volunteers. The plan should lay out all parts of the volunteer program, including its structure, management, costs and sustainability, and should take into consideration that the volunteers must benefit as much as the organization. Planning is worth the time it takes because it provides the foundation on which to build a thriving volunteer program.

Without proper planning, a volunteer program may quickly encounter a number of problems:

- The purpose of the program may be unclear to the organization or to the volunteer.
- Both the volunteer and the staff may be frustrated if neither knows exactly what the volunteer is supposed to do.
- The organization may be caught off guard by the costs of a volunteer program, perhaps even causing it to shut down within a short period of time.

In short, a program launched without sufficient planning may be a waste of everyone's time.

The planning process should include identifying the organization's goals and objectives, assessing how volunteers can help attain the goals and objectives, and thinking through the financial and human resources necessary to establish and manage a volunteer program.

The agency must consider why it is exploring working with volunteers. A variety of factors—internal and external, opportunities and challenges—can lead to the desire for volunteers. Possibilities might include a new source of funding that requires a demonstration of community buy-in, a desire to mobilize grassroots action that is beyond the capacity of existing staff or the realization that greater efficiency can be gained by recruiting a volunteer skilled at database management. The purpose of a volunteer program will shape its size and structure.

Volunteer programs must be someone's responsibility—ownership is critical to success. The level of management and oversight required will depend on the complexity and size of the program, and can range from an hour or two a week to a fully staffed volunteer office. Whatever the level of oversight needed, the organization should establish clear expectations of the person who will be responsible for the program. A written job description is very helpful to ensure shared expectations.

The planning process should identify the costs of the program and sources of funding to sustain it. Costs include personnel for management and oversight and perhaps stipends, supplies, mileage reimbursement, written materials such as manuals or brochures, and telephone expense. If outside resources will be necessary, the agency should consider who is responsible for raising funds and reporting to donors, and make sure that staff has the time to take on these tasks.

A volunteer program can include various types of volunteers, offering an array of opportunities that require different time commitments, skills and supervision. Volunteers lead busy lives and may appreciate opportunities that involve limited time commitments, specific tasks and flexible hours.

The idea of a volunteer program should be shared with all levels of staff within the organization. It is a good idea to identify the key people—inside and outside the organization—who need to buy into the program for it to be successful. Make sure that those individuals are enthusiastic and supportive of the program. It is just as important to think through how the program will benefit the volunteers, whether through formal recognition or through the social change that will result from their work.

Finally, forms and other materials that will allow for proper management of the program should be developed. Examples of written materials include the following:

- Application form
- Interview forms for agency personnel records
- Confidentiality forms
- Release forms, e.g., for using volunteers' pictures in publications or for protecting against liability when volunteers travel on behalf of the organization.
- Volunteer-agency contracts or agreements
- Volunteer manual
- Volunteer and agency bills of rights
- Internal volunteer request forms
- Computer tracking set-up
- Reporting forms for accountability

- Agency policies that pertain to volunteers
- Nametags and business cards for the volunteers

### **§ 11.3 Recruiting Volunteers**

Recruiting means finding the right person for the right job at the right time. There is no right place to look for volunteers—it depends on the job for which a volunteer is needed.

Recruiting should start with a written volunteer job description that identifies the skills and knowledge needed to fill the position. The organization should then think creatively about where someone with the appropriate skills might be found. For example, if a volunteer carpenter is needed for helping to rehab houses, the organization might look for a volunteer through a carpenters union, a men's group in a local church or a lumberyard that might donate its employees' time.

There are limitless methods to recruit volunteers, including asking current staff or volunteers to ask their friends. There are organizations that help locate and place volunteers, such as AARP, United Way, university volunteer bureaus, and Vista. Local university or school programs, such as ROTC, sororities and fraternities, and service-learning groups, might be interested in community service opportunities. There may be low- or no-cost media advertising available through news releases, cable TV spots, free "Can You Help" columns in the newspaper, or even journalism students who need to write articles for school papers.

### **§ 11.4 Interviewing and Screening Volunteers**

Once a pool of volunteer applicants has been recruited, it is time to identify the right person for the volunteer slot. This step involves interviewing, checking references and possibly conducting criminal background checks. The interviewing step also allows the volunteer to determine whether the opportunity is a good fit.

As with hiring paid staff, there should be consistency in interviewing for volunteer staff. The same person or team of people should interview each applicant and a list of questions that will help ascertain a candidate's capabilities, interests, commitment, time availability, and general attitude or approach to life should be developed and used for each applicant. The interview and screening process should eliminate the bad apples and protect the agency from liability. If the job requires working one-on-one with children, for example, a criminal background check should be conducted and past references checked. Notes from the interview and from the reference checks should be kept on file.

The interview process should foster a true discussion so that the volunteer and the agency can both make a decision about whether this is the right opportunity for the volunteer. It is much better to determine during the interview process that the job is not a good fit for the potential volunteer rather than embark on a partnership that is likely to fail.

### **§ 11.5 Orientation of Volunteers**

Once a person has been selected to fill a volunteer position, he or she should receive a general orientation to the program and to the organization. The orientation helps sets the stage for a good working relationship and welcomes the volunteer into the organization.

An orientation might include explaining the physical layout of the organization, introducing the volunteer to staff, explaining how to process an expense reimbursement, and reviewing policies and procedures. Understanding the policies and procedures that pertain to volunteer staff—everything from how to arrange for a planned absence to making sure the organization's harassment policies are understood to how to handle conflict with a client or staff—are just as important for volunteers as for paid staff.

### **§ 11.6 Training of Volunteers**

Training should be tailored according to the volunteer job description, and can be done by the immediate supervisor, other staff or a fellow volunteer. Training should be designed to make sure that the volunteer knows what to do and how to do it. Depending on the job, this may be very general, such as how to use the fax machine; task-specific, such as how to process credit card contributions during a phone-a-thon; or highly involved and complex, such as how to conduct a legal intake.

### **§ 11.7 Conducive Work Environment**

To ensure a productive relationship with a volunteer, the organization should anticipate and make available any special tools that would help the volunteer succeed. Examples include plastic bags for yard work, proper documents and directions for taking a client to a doctor's appointment, or comfortable chairs when stuffing envelopes. If the position requires special space, paper products, vehicles, books, clothing, conflict resolution skills or language skills, the organization should attempt to provide these to the volunteers.

### **§ 11.8 Recognition of Volunteers**

Every volunteer deserves to be supervised, encouraged, heard and corrected with kindness and compassion. Recognition should be provided often and in a variety of ways. Volunteers need to know they are appreciated and that their work makes a difference.

There are many ways to formally and informally recognize volunteers. Thank you notes, annual thank-you potlucks, mention in a newsletter, and personal letters from the executive director or a board member are all low-cost ways to show appreciation. Providing some kind of compensation may also be an option if resources are available. Examples include free lunches, reimbursable mileage, on-site childcare or stipends.

### **§ 11.9 Evaluation of the Volunteer Program**

Evaluation is one of the most important components of a volunteer program, but is often the most neglected. The organization should continually ask itself what works well, where the challenges are, and whether the volunteer program is meeting its goals and objectives. Continuing evaluation ensures that the program grows in a direction that benefits the organization while providing enriching experiences for volunteers.

Potential evaluation tools include collecting and reviewing statistics; conducting regular performance evaluations; allowing volunteers to evaluate the program; and conducting surveys of clients, staff, and volunteers. Outcomes should be measured against objectives and the program should be altered accordingly. The evaluation stage can assess such things as retention, whether the current number of volunteers is optimal and whether more or less oversight is required.

Evaluation leads to further planning, and volunteers can play an important role in the ongoing planning process.



## **Chapter 12**

### **Outline of the Three-Day Inspiring Leadership Project Training**

As part of the Inspiring Leadership Training, LIRS and ILRC held a three-day leadership training in December 2000 in Baltimore Maryland. This training helped provide much of the material for this manual. The three-day training involved over 35 people from five different CBOs (Lutheran Family Services of Nebraska, Lutheran Refugee Services of Colorado, Political Asylum Project of Austin, Lutheran Social Ministry of the Southwest, and Lutheran Social Ministries of New Jersey). Each CBO sent between one and three staff members, one “Ambassador” (a network of national volunteers, who in this project, serve as mentors and coaches to the immigrant leaders) and two to eight immigrant or refugee community leaders who immigrated to the United States from Africa, Latin America, Asia, and Europe (for a total of 35 people).

The purposes of the training were as follows:

- to introduce the participants to some skill building exercises;
- to encourage participants to start thinking about how to initiate leadership training and development in the communities that they serve;
- to train volunteers to help CBOs provide better services; and
- to stimulate civic engagement activities.

The training took place in Baltimore in December 2000. The first day of the training was designed for staff members of the participating CBOs and the LIRS ambassadors who volunteer with them. There were approximately 15 people present for the first day of the training. The second and third days of the training were designed for staff, ambassadors and immigrant leaders. Approximately 35 people participated in the second and third days of the training.

#### **Day 1: Representative Partner Organization Staff and Ambassadors Present**

**8:00-8:30      Continental Breakfast and Coffee**

**8:30-8:45      Welcome and Introductions**

**8:45-9:15      Icebreaker Exercise**

- A. The trainer explains the exercise and why it is important. He or she explains that they will be working together for several days. It is important that everyone get to know a little bit about one another so that everyone gain confidence in one another and work better together.
- B. The trainer invites each person to pair with a person that he or she does not know. The trainer asks the pairs to start with one of the persons questioning and listening as the other talks about family, interests, job, reasons for participating in the training,



- goals for the training and any other topics the trainer might suggest. The trainer will distribute a sheet with these questions so the participants can complete the sheet during the interview. After the first five minutes the lead trainer asks them to reverse roles. The trainers should pair off with other trainers or participants as well.
- C. Presentation to the larger group: A trainer who was paired off with either another trainer or a participant should be the first to introduce his or her partner to the large group. The trainer will act as a model for the participants. Then each participant can introduce to the group the person he or she interviewed. These introductions should be limited to 90 seconds.
- D. As the introductions are made, one trainer should write the names of all the participants on a piece of butcher paper.

### **9:15-9:45      Review of Today's Agenda, What this Program Is all About, and LIRS's Expectations of Your Role During This Training and Project**

It is important in this section to explain that there is more than one purpose for this training. Today's training is designed for two major focuses:

- Work together to improve some skills that will help us with our civic engagement, leadership training and outreach
- Help you all train others in civic engagement, leadership development issues and outreach.

All three days of this training are going to be very participatory in nature. This is not a time for you to kick back and let the trainers talk at you. You are going to work hand in hand with us to make this a successful training. This training is very intense. There will be a lot of homework and every day is extremely busy. Sometimes we may not even get to everything on the agenda. But we will work on a lot of skill building, role-playing, brainstorming and public speaking during these next three days.

You will use some of what you already know and some of what you learn today by helping us with the training tomorrow and Saturday.

Although we will lead much of the training, we expect to learn a lot, too. We expect you all and the folks attending tomorrow to teach us a lot about your communities, how you learn, and how you do things. You already know a lot and we expect you to contribute your knowledge to all of us. We strongly feel that these three days are a collaborative effort among several trainers and dozens of you all. Ten or 12 brains always function better than one.

People who have participated in training like this have really enjoyed themselves during it and learned a lot.

### **9:45-10:00      Break**

## **10:00-11:40 INS Raids Advocacy Exercise**

### **A. Group Discussion on Negotiations– (20 minutes)**

Facilitate a discussion on negotiations following the outline below. Comments in *italic type* are notes to you, the trainer. Questions in CAPITAL LETTERS are for you to ask of the participants. All other text is for you to tell the participants.

#### **1. What is negotiation?**

*Ask leaders questions to elicit basic information about their past experiences with negotiation. Sample questions follow:*

**HAVE ANY OF YOU EVER NEGOTIATED WITH YOUR CHILD’S SCHOOL, A STORE CLERK, A NEIGHBOR, A LANDLORD, THE INS OR ANY OTHER INSTITUTION ABOUT ANYTHING?**

*Allow them to give short examples. If they don’t think they have any to contribute, then suggest some such as:*

Every time we ask someone to do something, we’re negotiating. Everyone (leaders, trainers, community members) has experience negotiating somewhere in his or her life, whether it is trying to get child to clean up room, or trying to convince the boss to give you a day off, or returning a sweater received as a gift.

#### **a. Formal vs. informal negotiation**

*Introduce this topic by saying, “Many of our experiences in negotiation are informal (with family, friends, etc.). Although negotiation with INS and other institutions is different, they require many of the same skills of persuasion.*

*Discuss some of the differences. You may also ask the participants the following questions to elicit this information:*

**WHAT ARE SOME OF THE DIFFERENCES BETWEEN INFORMAL AND FORMAL NEGOTIATIONS? FOR INSTANCE, HOW IS NEGOTIATION WITH A GOVERNMENTAL INSTITUTION LIKE YOUR CHILD’S SCHOOL OR THE INS DIFFERENT FROM NEGOTIATING WITH YOUR FAMILY?**

*Some possible answers:* INS and your child’s school are more formal and have more power, INS is “meaner,” may need to make legal arguments to them sometimes.

b. Negotiation vs. legal argumentation

Introduce this section by saying, “Sometimes, not always, using ‘legal authority’ can be an important tool in negotiating with governmental agencies such as the INS. It is good to use the facts or the story of what happened and, when necessary for you to get an advantage, it may be useful to find out what the law says and use what the law says too. Sometimes you must be prepared with legal arguments or bring a lawyer who is prepared with legal arguments as to why your position is the right one.”

2. Types of power that clients and organizations might have

*Lead a very quick brainstorm on tactics of persuading an institution to agree with your position. Trainer should write ideas on board. Sample questions follow:*

WHAT TYPES OF POWER DO YOU AS LEADERS HAVE?

WHAT TYPES OF POWER DOES YOUR COMMUNITY HAVE?

WHAT TYPES OF POWER DO COMMUNITY-BASED ORGANIZATIONS HAVE?

HOW DO YOU PERSUADE THE INS, A SCHOOL OR ANY OTHER INSTITUTION TO DO WHAT YOU WANT?

WHAT ARE SOME OF THE KINDS OF ARGUMENTS YOU MIGHT HAVE ON YOUR SIDE?

*Some possible answers: Morally right, sympathetic position or client, fear of publicity, the media attention, numbers of people, media, community support, powerful politicians or other community leaders, the law on your side.*

3. When to Use the Power

*Use questions such as those listed below to elicit information about how and when to use the types of power discussed above.*

IF YOU HAD SOME OF THE KINDS OF POWER WE JUST DISCUSSED, WHEN WOULD YOU USE THEM?

WOULD YOU USE THEM IN EVERY INSTANCE? IF NOT, HOW WOULD YOU DECIDE WHEN TO USE DIFFERENT THE KINDS OF POWER?

*Some possible answers: Whenever you have very sympathetic circumstances; cases; maybe when you need a complete change in the policies of an institution you would use some tactics, and when you just need a change affecting one individual from the*

*community you would use others; when the law is on your side you might want to use some tactics, and when it isn't on your side use other tactics. Give examples where appropriate and needed.)*

4. Who can be a negotiator?

WHO MIGHT NEED TO DO THE NEGOTIATING?

*Some possible answers: legal advocates (paralegals, accredited representatives, lawyers and other legal workers), community leaders, bosses, friends, neighbors, other powerful people like politicians.*

5. Preparation for Negotiation

*Ask questions to elicit responses about how to prepare for a negotiation session both as an advocate and as someone negotiating on his or her own behalf.*

IF YOU, AS AN ADVOCATE, WERE GOING TO NEGOTIATE AN ISSUE FOR SOMEONE ELSE OR FOR A GROUP OF PEOPLE, WHAT WOULD YOU DO TO PREPARE FOR THE NEGOTIATION?

*Some possible answers: meet with affected groups of people from community to discuss options, find out about the decision-maker with whom you need to negotiate, check to see if the law is on your side, analyze what the other side's position will be, write notes about the argument you will make and practice making the argument, practice in front of others*

6. Tips for Good Negotiations

*Do a quick brainstorm on other tips for successful negotiations. By brainstorm, we mean an unedited discussion that allows people to suggest answers and someone writes them down for all to view.*

WHAT TIPS COULD YOU GIVE TO SOMEONE ABOUT NEGOTIATING?

WHAT ATTITUDE SHOULD THEY GO IN WITH?

WHAT STYLE OF COMMUNICATION DO YOU THINK IS MOST EFFECTIVE WHEN NEGOTIATING? FOR EXAMPLE, IS IT BEST TO BE FORMAL OR INFORMAL, PLEASANT OR GRUFF, FIRM OR EASY?

DO YOU THINK YOUR STYLE OF COMMUNICATION SHOULD CHANGE DEPENDING ON THE TOPIC AND PEOPLE WITH WHOM YOU ARE NEGOTIATING? IF SO, HOW SHOULD YOU STYLE CHANGE?

ARE THERE ANY THINGS THAT NEGOTIATORS SHOULD REMEMBER TO DO DURING THE NEGOTIATION SESSION?

*Some possible answers: take notes, note the name of the person with whom you are negotiating*

IF THE PERSON SAYS NO, WHAT DO YOU DO?

*Some possible answers: see if he or she really means "No," refuse to accept "No" as an answer in your mind, ask to speak to a supervisor, continue negotiating with people higher up the chain of command, write a letter about what happened to other powerful people, conduct a media event to educate the community about the issue*

B. Introduction to the Negotiation Exercise (10 minutes)

Start by telling the participants that during the next hour they will be practicing negotiations with each other. Then give them this brief introduction to the exercise:

- a. There are many possible ways families, community members, neighbors, tenants, clients and others can be negotiators. Some of the things we do to negotiate are writing letters, making phone calls, meeting with the an institution or person face-to-face and going to community meetings to build community support to negotiate.
- b. This exercise will allow all of you to practice at a negotiation by having a mock community meeting with the INS Border Patrol. The meeting is really a group negotiation around an abuse of the rights of people. The Border Patrol has been stopping and questioning people on street corners near schools in San Jose, Calif., for the last four weeks. Community members have complained that several undocumented children were picked up by the Border Patrol on the way home from school. The Border Patrol does not have a history of conducting enforcement actions near schools and this makes these events in San Jose even more outrageous in the eyes of the community. The Border Patrol is concerned about getting a lot of negative publicity around this issue, especially because it has affected children and schools.
- c. Each of you will be assigned a role in the role-play. You'll have about 20 minutes to prepare for a negotiation. We will split into small groups of about seven people for each group. Two-three people in each group will play INS Border Patrol officials, and the others will play community members outraged at the Border Patrol's recent action.

Everyone must make a presentation of at least two minutes during the negotiation exercise. The team of "community members" must determine the order and focus of each person's presentation.

***Please Note:*** Tell the participants that even though the Border Patrol activity happened over 500 miles from the border, it is based on a real Border Patrol action

*and the Border Patrol has offices throughout many parts of the interior of the United States, including near San Jose, California.*

*It also is important to emphasize that everyone in the United States, even people who cross the border illegally, have rights in the United States. The U.S. Constitution protects these rights.* Some participants in this negotiation might get stuck on thinking that because some of the people affected by the Border Patrol's actions are in the United States illegally, they have no rights and therefore there is not much to negotiate. On the contrary, everyone in the United States has some constitutional rights and the real issue in this negotiation is about how people should be treated.

d. Of course this is not a real negotiation. If it were more realistic we would allow for many hours of preparation and more time for the actual negotiation. But try to make the negotiation reasonably true to life.

e. Please prepare as in teams, but those playing INS officials should not prepare with those playing community members.

### C. Negotiation Exercise (60 minutes)

Tell the participants the following:

- You will break into two groups. —One group will role-play INS Border Patrol officials and the other group will role-play community members. I will give you each an information sheet that provides the background for the negotiation and specifies the role you will play.
- You will have 30 minutes to prepare for the negotiation and then 30 minutes to role-play the actual negotiation.
- Remember the tips discussed earlier—try to persuade the group with whom you are negotiating to do what you want them to do.
- Watch the clock because we might have to cut people off if the exercise is running over the time limit. I will give a hand signal when the time is almost up.
- While other participants are presenting, those watching should take notes on things they think worked well and things that could be improved. We will discuss the negotiation exercise afterwards.
- During performances, everyone must stay in role. For example, those playing community members must act like advocates who know the importance of possibly having to return and negotiate with the same INS official for someone else another day.

### **11:40-12:00 Debriefing of the Negotiation Exercise**

The trainer will facilitate a discussion of the negotiation exercise.

Ask the participants the following:

- What did you see that you liked? What techniques or strategies worked? Why did they work?
- Did you see any techniques or strategies that could have been done in some other way? What might be the advantages and disadvantages of each approach?
- What are you going to try the next time you need to negotiate something?
- What do you think of this as a training exercise for learning about and practicing negotiation techniques? What changes would you suggest?

**12:00-1:00     Lunch, Announcements, and Socializing**

**1:00-1:45     Introduction to Brainstorming as a Training Technique & Brainstorm Session: What Makes a Learning Experience Good and What Makes One Bad**

A. Review for the participants how to conduct an effective brainstorming session

You will all be doing brainstorm sessions during this training and other trainings that you lead. We want to review a few aspects of what makes an effective brainstorm session because they can be very useful as a training technique.

2. Ask the Participants: “What is a brainstorm session?”

3. Review the following with the participants:

Brainstorming is a technique used at numerous times in this training. It is a device to encourage the leaders to get out their ideas in a non-threatening environment. If used properly, it can also be an efficient shortcut around what would otherwise be extensive discussions on certain topics.

In brainstorming, the trainer directs the group to a certain topic or question and then has them give the trainer every thought, without censoring them, on that topic or question. All thoughts are written on the board, butcher paper or an easel pad. The responses should be displayed in the room. Later, the process may require that the responses be categorized, prioritized, or discussed. However, it is important that the initial flow of responses be free-flowing so that each leader is encouraged to present suggestions.

*Note to the Trainer: A good brainstorming session is fast-paced, with the trainer doing the following:*

Record the ideas without censoring. No idea should be said to be wrong or off-topic. Instead, just record them and have the group deal with it after the brainstorming is over. You can help maximize the session’s effectiveness by doing the following:

- Keep the group moving along and on-topic. This should not be very intrusive. If the group runs out of ideas or responses, the trainer should encourage them by asking a question or moving them along to the next step in the process.
- Define the suggestions from the group. If someone says something that is too vague, ask a defining question about what is meant.
- Summarize any long-winded statements. The trainer should either ask the leader to summarize in a few words or try to fairly translate any "speeches" into summarizing phrases.

B. Brainstorming session about things that make for a good or a bad learning experience—(13 minutes)

1. In this part the trainer has the participants brainstorm on things that make a learning experience good or bad.
2. First ask the group to think about what makes a learning experience good. Ask them to think about the last good training they attended. What things made it a good training? What about other learning experiences such as learning how to play a sport, speak a new language, ride a bike or play a musical instrument? What helped them learn these things? What was good about the negotiation exercise in which they just participated?

Write the answers on the board.

Some possible answers: Use of visual aids, new ideas, good materials, serious yet funny, interesting, experiential, encouraging to the students to let them participate and practice ideas, let students practice, start on time, good food, practical, and positive attitude towards students.

3. Ask the group to think about what makes a learning experience bad. Ask them to think about the last bad training they attended. What things made it a bad training? What about other learning experiences such as learning how to play a sport, speak a new language, ride a bike or play a musical instrument? What detracted from those learning experiences?

Write the answers on the board.

Possible answers include: Unprepared trainers, bad materials, tangential information, negative criticism to students, boring, no ways for students to try things in the training and experience what is being taught, no time for students to participate and practice, and starting or ending late.

4. Quickly summarize the ideas that the group suggested.



## **1:45-2:10 Critique the Trainer's Brainstorm Session**

A. Review for the group the necessary techniques for a good evaluation or critique— (10 minutes)

1. We are teaching you these techniques because you will be leading and participating in critiques of each other's work throughout the training and later on when you conduct your own trainings.
2. Critiques help the student improve his or her performance. This motive should always be kept in mind when facilitating a critique. We concentrate on those techniques that support the student's efforts, but still give constructive suggestions for improvement
3. Critiques are best done in groups where trust has already been established between the participants. By using "peer critiques," the group develops its own self-interest in doing fair critiques. Before doing any critiques, you should establish the rules for fair critiques with the group.
4. Suggested Rules for a Constructive Critique
  - Begin by allowing each person to evaluate his or her own performance. People are often very insightful about their own performances. Many times we are harder on ourselves than others will be. Letting people evaluate themselves will often foster a candid environment in which others can make helpful suggestions and identify the positive skills the person already has. They will also feel less defensive about other leaders' comments.
  - Instruct the leaders to observe the following rules:
    - Start with what was good about a performance.
    - Discuss negative aspects in terms of what may be improved or what might someone do differently instead of what was wrong or bad. This is called constructive criticism.
    - Don't let the evaluation become a personal attack.
    - Constructive suggestions should always be specific.
  - Focus the evaluation on a few suggestions for improvement—highlight the most important if there are more than a few.
  - Summarize the major points—both praise and constructive suggestions—at the end of the evaluation.

B. Critique of the brainstorm session– (10 minutes)

**2:10-2:40 Discussion on Training Techniques: Ice Breakers, Brainstorm Sessions, Discussions, Role-plays, Exercises, Critiques and Presentations**

A. Student-centered approach to training

Some things in our curriculum will be familiar to you, but the emphasis and the manner of presentation may be new to you. Please keep an open mind.

For instance, you may be unfamiliar with student-centered training that emphasizes skill development and experiential learning instead of just lecturing and listening. The training is skill-based because advocates and leaders will end up working on many different issues in their communities and we could not possibly teach on all the possible issues. Yet, the skills that the leaders and advocates end up using will be similar for whatever issue the leaders choose to work on after the training.

There are many different training techniques employed in this training. You will be using many of these over the next couple of days and when you conduct your own trainings next later on. Please review the following training techniques with the group:

- Experiencing vs. lecture—Doing is a better way to learn than just listening. There are many exercises throughout the course. Ask the group what they thought of having a short talk on negotiation and then actually doing a negotiation instead of merely having a lecture on how to negotiate.
- Advantages of small group work—Small groups are used often in the curriculum, even though they require more trainers. We think it's worth it whenever possible.
- Presentations and lectures —Why not do more lectures with more substance? Because issues may change—labor issues, housing issues, immigration issues—but the skills required to successfully address those issues don't change.
- Icebreakers—Why start today's training with an icebreaker exercise? Discuss the usefulness of icebreakers generally and especially in regard to how they help build trust. Ask the participants what they thought about today's icebreaker exercise.
- Role-playing—Role-plays give the participants examples of good and bad ways to do certain things and help spur discussion on important topics.
- Hypothetical examples—Use hypothetical issues, problems and solutions for teaching.
- Discussion questions—These get more participants involved in thinking about the topic. After all, ten brains giving input is always better than just one.

The various training techniques are incorporated in the following system:

- First, talk about the topic (like the presentation on negotiations).
- Second, model how to do something (like the critique).
- Third, have the participants do it (like the negotiation exercise).
- Fourth, have everyone reflect on and discuss how to improve (often done during the critique section).

**2:40-3:00      Break**

**3:00-5:00      Brainstorm Session or Panel Discussion**

Spend 30 minutes on each of the following topics:

- How to choose leaders for this project: Lessons learned from what we have already done
- How to choose LIRS ambassadors and other volunteers
- How to work effectively with ambassadors and other volunteers
- How ambassadors can serve as mentors

Briefly review what makes a good brainstorming session:

Record the ideas without censoring. No idea should be said to be wrong or off-topic. Instead, just record them and have the group deal with it after the brainstorming is over. You can help maximize the session's effectiveness by doing the following:

- Keep the group moving along and on-topic. This should not be very intrusive. If the group runs out of ideas or responses, the trainer should encourage them by asking a question or moving them along to the next step in the process.
- Define the suggestions from the group. If someone says something that is too vague, ask a defining question about what is meant.
- Summarize any long-winded statements. The trainer should either ask the leader to summarize in a few words or try to fairly translate any "speeches" into summarizing phrases.

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**5:00 - 5:30      Training Evaluation and Discussion of How to Conduct a Training Evaluation**

**A. Evaluation**

1. Explain to the participants that we will be doing an evaluation during each day of this training and strongly encourage them to always conduct evaluations during their civic participation and leadership trainings.
2. Brainstorm: Why evaluate the training session? (5 minutes)

Some possible answers:

- It is a simple way to receive immediate feedback and allow for corrections and improvements to a training or meeting.
- It allows the trainers to model the reflective process. Trainers must incorporate the suggestions into subsequent lessons and acknowledge the changes based on the evaluation received.
- It is a way to understand the value of the training. Because we are so busy doing the training and will be so busy putting to use what we learned during the training, an evaluation allows for a systematic exploration what the training is, its strengths, and the ways it can be improved.

3. Presentation: How to conduct an evaluation (5 minutes)

There are lots of evaluation methods, some longer and more thorough than others. We suggest conducting a short evaluation at the end of each day of training and then perhaps a more extensive one at the end of entire project. We suggest the following method for the daily evaluations:

- a. Set aside 10-15 minutes at the conclusion of each day
- b. During the evaluation the trainer should ask and record participants' comments on what went well and what could be improved during the day's training. There must be some reflection on what can be improved and how to improve it.
- c. An evaluation should go as follows:
  - What went well today?
  - What did you like about today?
  - What did not go well today?
  - What would you change and how would you change it?

4. Today's evaluation– (10 minutes)

- a. Ask the following questions as a brainstorm session and record them:
  - What went well today?
  - What did you like about today?
  - What did not go well today?
  - What would you change and how would you change it?
- b. Record the information on butcher paper and think about how to integrate the suggestions into the rest of the three-day training and other trainings.

5. Give social activity and homework assignments (10 minutes)

**Day 2: Representative Partner Organization Staff, LIRS Ambassadors and Immigrant Leaders Present**

**8:00-8:30 Continental Breakfast and Coffee**

**8:30-8:45 Welcome**

**8:45-9:45 Orientation and Overview**

**A. The Project**

1. It is important in this section to make sure to explain that there is more than one purpose for this training. Today's training is designed to work together to improve some skills that will help us with our civic engagement, leadership training and outreach.
2. Both days of this training are going to be very participatory in nature. This is not a time for you to kick back and let the trainers talk at you. You are going to work hand in hand with us to make this a successful training. This training is very intense. There will be a lot of homework tonight and every day is extremely busy. Sometimes we may not even get to everything on the agenda. But we will work on a lot of skill building, role-playing, brainstorming and public speaking during these next two days.
3. Although we will lead much of the training, we expect to learn a lot too. We expect you all to teach us a lot about your communities, how you learn and how you do things. You already know a lot and we expect you to contribute your knowledge to all of us. We strongly feel that two days are a collaborative effort among several trainers and dozens of you all. Twenty or 30 brains always function better than one.
4. People who have participated in training like this have really enjoyed themselves during it and learned a lot.

**B. LIRS**

**9:45-10:00 Quick Review of Agenda**

**10:00-10:45 Ice Breaker - Cultural Bingo**

**10:45-11:00 Break**

**11:00-12:30 Importance of Understanding North American Cultural Values and Survival Skills**

- A. This session is designed to discuss the importance of understanding North American culture, customs and values in order to help recent immigrants become more accustomed to dealing with U.S. institutions, organizations and groups. An underlying premise of this training session is that if recent immigrants are to survive and thrive within North American society, it is essential that they have a rudimentary understanding of basic U.S. dominant social values.

The intent of this section, however, is neither to venerate North American values nor to denigrate or demean the values that students bring to the class. An underlying goal of the class is to promote mutual respect and greater understanding among racial, ethnic, religious or gender groups in North American society.

B. Agenda

Role-play (20 minutes)

Discussion of role-play (20 minutes)

Culture and values of the United States

- Small Group Discussion (25 minutes)
- Large Group Discussion (25 minutes)

C. Role-play and discussion: (40 minutes)

1. The trainer should explain that for the next hour and a half we will be examining the importance of understanding U.S. cultural values and customs. We will be doing this so that as leaders we will be able to work with immigrants to better understand how to cope and succeed in the United States. We are going to begin with a role-play that will depict the importance of understanding U.S. cultural values and customs as well as suggest some of those values and customs.
2. The role-play has two roles. A consumer who is a recent immigrant is having problems with a local furniture store, Alegre Home Rentals, which has recently repossessed various items of furniture and stereo equipment, and an attorney. The consumer, Maria or Mario Ochoa, has gone to an attorney connected with an agency to seek help with the problem.
3. The trainer explains all the factual information contained in the directions to the actors and asks the participants to focus on what the Ochoas could do better to protect themselves in the future and what the attorney's actions and questions indicate about U.S. customs and values.
4. Role-play information for the actors

Between 1994 and 1999 Mario and Maria Ochoa bought a number of household items from Alegre. In January 1994, they bought a bedroom set valued at \$950; in March 1994, a sofa for \$500; in December 1997, a dining

room table and chairs for \$750; and in December 1999 a television/stereo component for \$600.

The items were bought in installments. The terms of each purchase were written in English in a contract stating the value of the purchased item and leasing the item to the purchaser for a monthly rent payment. The contract said that when the total of all the monthly payments equaled the stated value of the items, then the purchaser became the owner of the items. The contract also essentially said that it would keep a balance due on all items, whenever purchased, until the Ochoas paid off all the outstanding total debt.

The trainer should explain that a lease-to-buy contract means that the Ochoas are only leasing the item until all the payments are made and at that point the Ochoas become the owners. This means that if the Ochoas miss one payment, the item may be repossessed by the store and the Ochoas are entitled to nothing. In the Ochoas' case, this contract is particularly difficult because as the Ochoas' lease additional items the payments are prorated against the total amount owed and the Ochoas' do not own any of the items until they have paid the entire amount on all the items. For example, if the Ochoas bought a chair for \$200 and then six months later bought a stereo for \$600 and paid monthly \$20.00 regularly for a year they would not have obtained ownership of the chair. So if they missed one payment, even though they had paid over \$240.00, the furniture company could repossess both the chair and the stereo.

This is an example of an unreasonable and unconscionable contract. With a lawyer, one could dispute it. It is far better to protect oneself through knowledge of U.S. business practices and customs than to rely on a remedy such as getting a lawyer to help sue the company after the damage has been done.

The purchaser, Maria or Mario Ochoa, could not read English. However, Alegre Company had a bilingual staff. One salesman, Honest Sancho Sanchez (Honesto Sanchez) befriended the Ochoas and assured them that the company would take good care of them. Like the Ochoas, Honesto's family is from Uruapan, Michoacan, Mexico. However, Honesto failed to inform the Ochoas of the special provisions in the contract. Several neighbors had purchased items at the store, and a cousin of the Ochoas worked at the store as a night janitor.

The Ochoas made their monthly payments of \$25.00. They thought that they were the owners of the items since they had the bedroom set and the sofa for several years. Each month they took cash to the store and gave it to Honesto. They would mark the payment in their notebook at home, but never received a receipt. Honesto assured them that the company would take care of them. In April and May 1999 the Ochoas missed two payments because Mario hurt his back and was temporarily unable to work. The company repossessed all the

items. The Ochoas went to the store to complain, but Honesto was no longer employed by the store. The store manager was not concerned about what Honesto had said or the injury that Mario had sustained.

During the role-play the following points are important: the Ochoas did not understand the contract and had relied on Honesto's verbal promise that all was okay. The Ochoas did not get a receipt for their payments, trusting Honesto who was from their home state in Mexico. The Ochoas did keep a record at home of what they had paid.

5. Discussion: The trainer should ask what the Ochoas could have done that might have helped them recover their furniture or protect themselves. Make sure to write the ideas on butcher paper or a chalkboard so everyone can see.

Some possible answers:

- Read and know what you are signing. If it is in English, get someone to translate it for you. Even better, take someone with you who understands English.
- Do not trust spoken agreements. It is what you sign that is important.
- Whenever you pay, get a receipt.
- Whenever you talk to someone, write down the name of the person and what you discussed. Do not hesitate to ask people their names.
- When something happens, go get some help. Investigate the crooks.

Note: If the participants don't offer all of the above, contribute the remaining ideas.

#### D. U.S. Culture and Values (50 minutes)

1. Divide the participants into four or five groups. Ask them to brainstorm and respond to the following questions, which the trainer should write on a chalkboard or on butcher paper:

- What kinds of behavior do North Americans value?
- What social customs or institutions do North Americans value?
- What are the differences between the United States and your country of origin?
- What are the U.S. customs you would tell a recent immigrant to be aware of?

The trainer should introduce the questions by stressing that we are doing this not to indicate that any one way of doing things or being is better than another, but rather to prepare ourselves to advocate for immigrants and to help recent immigrants better survive and succeed in what may be a strange environment. Leaders should understand the values of the dominant group in



North American society in order to know what the recent immigrant is up against and consequently successfully prepare recent immigrants for living in the North American culture.

Each group has 20 minutes to prepare its list.

2. Reconvene the small groups into one large group and invite each to present a report of their work to the large group. One of the trainers should write down the information on butcher paper and hang it for all to see.

The lead trainer asks for comments and discussion, encouraging the group to identify common elements in the reports.

Some possible answers:

- Learning English is important
- Women may find some advantages in the United States that they did not experience in their home countries
- Discrimination exists alongside the possibility of being materially successful
- Everything in the United States is approached in a businesslike manner, including marriage and work
- North Americans are very paper oriented
- Children are permitted to do what they want
- There is no respect for elders
- North Americans are very time conscious.

The discussion will probably be very animated. The group may also wish to contrast the values of their home with those of the United States—family importance and heart vs. business. It is important to let the discussion go. People do not need to agree. Stress that there are no right or wrong answers. Everyone's point of view is important.

The trainer may wish to point out that anytime we list values or traits, we tend to stereotype. It is important to know what the traits may be, so that we can adapt and use them to our advantage as leaders promoting change with the immigrant community. The trainer may wish to stress that everyone is different and these are really generalizations.

3. If there is sufficient time, the trainer should conclude by working with the group to develop a list of things they would want to tell someone just arriving in the United States—the basic survival rules. The trainer should stress that one reason for doing this is that some of them will be leading groups on this topic.

Some possible answers:

- Prepare yourself.
- Know the customs mentioned earlier, especially about getting things in writing and understanding them.
- Get a library card—you can find a lot of helpful materials in languages other than English.
- Know where you can get legal help.
- Know the rules that you have to follow.
- Give yourself time to gradually get oriented to life here in the United States.
- Always keep your papers—rent receipts, utility bills, etc.—you never know when they will be helpful.

If all of the above responses are not elicited, add them at the end of the discussion.

In the closure to this part, it is important to indicate that we did this because they are leaders. An effective leader is able to share information about the society in which he or she lives. This allows people to adapt or cope with cultural differences and expectations more easily and prevents them from making mistakes. This activity also provides the leaders with a model for explaining these differences to new immigrants. The purpose of this exercise is not to encourage immigrants to assimilate or indicate which customs are better or best, but to learn from and use these customs to their advantage as leaders.

**12:30-2:00     Lunch and socializing at a spot away from the hotel meeting rooms**

**2:00-2:45     Public speaking presentation and model**

A. Agenda

Group Discussion on Speeches and Presentations (10 Minutes)

Lecture on Preparing and Presenting a Speech (25 Minutes)

The Trainer's Model Speech (10 Minutes)

B. Discussion (10 minutes)

1. What are some good topics for speeches for this group?

Some possible answers:

- the importance of naturalization
- the positive aspects of immigration
- what immigrants bring to society
- why immigrant bashing is wrong

- why more immigrants should get involved in improving conditions for the immigrant populations
- the rights and responsibilities of immigrants

2. What are some important aspects of a good speech?

Some possible answers:

- interesting;
- informative and accurate information;
- easy to understand;
- funny;
- important to the audience, touches its heart;
- well-prepared; and
- acknowledges and includes the audience in some way.

C. Lecture on Preparing and Presenting a Speech

The trainer should take this opportunity to give the leaders as much information as possible on how to prepare and present a speech. Be sure to model a good lecture when giving this lecture: do not forget to include an agenda, an introduction and a conclusion to the lecture, and use the chalkboard or butcher paper, if appropriate. Refer the leaders to Appendix 4-A for an outline of this information. (30 minutes—logistics for 10 minutes and writing and preparing the speech for 20 minutes)

1. Introduction to the Presentation

Tell the leaders you will discuss the following points:

- a. Logistics involved in finding a location for a speech, advertising the speech, and bringing materials for the speech.
- b. Writing and preparing the speech.
- c. How to give the speech.

2. Logistics

- a. Choose a venue for the speech
  - Pick a location that lots of people are familiar with, such as a church, community center, school or library.
  - There are two possible settings for a speech: A speaker may organize the presentation himself or herself, in a workplace or apartment building, for instance. Or the speech may take place in the context of an organization such as a congregation or support group. In that type of setting, the

speaker may be asked to give a presentation, or may take the initiative and ask for permission to address the group.

b. Advertise the speech

- Make a flyer announcing the speech and highlighting the major points.
- Distribute the flyer to places where immigrants are, such as churches, apartment buildings, laundromats, stores, community centers, libraries and schools.
- Try to get the speech announced on the radio as a public service announcement, which many radio stations do for free.

c. Make handouts on key points to distribute at the speech, as discussed during the naturalization and outreach sessions earlier in this training.

d. Bring butcher paper, flip chart, video equipment, the handouts described above and anything else you'll need to use during the speech. Often people understand what the speaker's points are if they can be reinforced by a video or written on butcher paper or a flip chart so everyone can see the points as well as hear them.

3. Writing and Preparing the Speech

Tell the leaders the following:

a. Introduction

All of us have given speeches before. Some of us have given speeches to groups of people in formal settings and all of us have given speeches in informal settings. We may not even consider many of the speeches we give to really be speeches, but they are. When we talk to children about doing their homework, we are giving a speech. When we return clothes that are too big or have a defect, we are giving a speech to the store manager or whomever else we are trying to convince. Although today we will focus on giving formal speeches to people, part of the process is somewhat similar to what all of you already know and do.

b. Picking a topic

You should choose a topic that you feel comfortable speaking about and that people would be interested in hearing about. Some possible topics are naturalization, combating anti-immigrant myths and immigrant rights.

c. Researching the topic

If the speech, or even just a part of it, is on a topic that you do not know well, you will need to do some research. Often the best way to research is to ask around and see if anyone you know has some information about the topic, or has done a presentation on it in the past. Sharing this type of information is an

important and efficient way to prepare for a presentation. Try to build a network of people with information on immigration issues so you can continue to share information. Use other sources of information, including the websites of agencies such as LIRS, ILRC, the National Immigration Forum and the National Immigration Law Center. You can access the Internet at your local library.

d. Researching the audience

Always know about your audience. Are they parents, teenagers or senior citizens? Are they Chinese, Latino, or Sudanese? Are they former refugees, naturalization-eligible immigrants or economic migrants? How many will be present? What sorts of questions will they have? What do they expect from the presentation? What do they expect from you as the speaker? If someone else is organizing the event, that person should be able to provide this information to you. If you are organizing the event, the nature of the outreach should help you know your audience.

e. Writing the speech

Some people like to write the entire speech word for word. Others prefer just to write notes for it. There is no correct way; do what's best for you. Your speech should have three main parts in the following outline:

i. Introduction

- Introduce yourself, welcome the audience, and thank the audience for coming and for inviting you to speak
- Introduce your topic and why you think it's important. Give them a very brief, one-minute outline of the basic issues you'll be addressing. Summarize in one or two sentences what your speech is about. For instance, "Today I will first talk about the major legal requirements for naturalization, and then discuss the application process and the advantages and disadvantages of applying, and finally recommend where you can get assistance if you want to apply. I'll also talk about why it's so important to apply for naturalization right now."
- State the purpose, reason or thesis of the speech.
- Give an example or story about the topic.
- State whether or not you will take questions during the speech or at the end.

ii. Body

- This is the meat of your speech. It is the longest part of the speech and your opportunity to make all the points you need to make.
- Feel free to show a video as part of the body, or write your major points on butcher paper so everyone can read them. These tools will reinforce the points you are making in the speech.

- If appropriate, try to get the audience to participate in the presentation in some way. It is often effective to ask questions. For example, *How many of you have heard all the myths about what immigrants are doing to the economy in California?* or *What do you think about these ideas?* Other ways to include the audience is by asking people talk about their personal experiences with the topic and encouraging them to give their comments and input about the issues.

iii. Conclusion

- Summarize the major points you made during the speech and review them on butcher paper if you have written them down for the audience to see.
- Talk about any next steps—what you want your audience to do after your speech, such as sign a petition, join an organization, apply for something or make some type of presentation to the school board.
- Let audience members ask questions if you have enough time to and you feel comfortable answering them. Otherwise you can give them a phone number to call for further information.
- Thank the people in the audience for their patience and their comments and questions.

f. Rehearsing the speech

Practice the speech until you feel comfortable giving it. Although your family might think you are crazy, practice giving the speech out loud. It usually helps to practice in front of a mirror or with friends and family. Practicing will not only help you deliver the speech more fluidly, it should also ease your nerves.

4. Giving the Speech

- a. The first thing to do during a speech is to walk up to the front, pause for a couple seconds, smile and then start.
- b. While giving the speech, try not to read it unless you really have to. You don't have to memorize it either, but if you are really familiar with the speech and have practiced it a sufficiently, you should be able look at the audience for a considerable part of the speech. **Eye contact with members of the audience** helps to keep them interested.
- c. Try to have the most important points spelled out on butcher paper or handouts for the audience to look at and follow.
- d. Use **personal experiences** in the speech. Talk about why this topic is important to you and to the audience. Use examples such as *Naturalization is*

*important because it helped my neighbor immigrate her ill father to the United States quicker and now she can take care of him.*

- e. **Speak loudly and clearly!** Pretend you are trying to talk to the wall that is the farthest away, on the other side of the room. Use a microphone if you think it's necessary.
- f. Make the speech as **simple and short** as possible. Always work on cutting the length down. A short speech will keep the audience interested. You can always save time at the end for questions if you want.
- g. **Always be on time.** Do not speak over your allotted time. Be prepared to start on time and be prepared to decide how long you will be willing to wait to start if the audience is late.
- h. **Involve the audience** as much as you can. Ask the audience questions such as these:
  - *Can you hear me alright in the back?*
  - *How many of you have heard the immigrant bashing which politicians and some others have been promoting? What do you think about it? What do you think we can do about it?"*
  - *How many of you have ever helped anyone apply for naturalization?*
  - *Who has ever been interviewed by a newspaper, TV or radio? What was the interview about? How did it go?*
- i. **Be funny and interesting if you can.** Sometimes it is hard to be funny, but it isn't hard to be interesting. Think of things that would have a special interest to the audience. If your audience is a group of parents of school children, talk about things relating to the schools.
- j. Try to **motivate audience members to do something.** If you are talking about the wave of anti-immigrant hysteria, be emotional in explaining why the hysteria is wrong and your audience can do about it. Encourage them to take action on the issue you are discussing, whether it be signing a petition, joining an organization or whatever else might be useful.

### C. The Trainer's Model Speech

Give a model speech of approximately 10 minutes. Make sure to make it a decent example. If you want to, give an example of a bad speech, too, that is, a poorly prepared or organized or boring speech so the leaders can compare the two. The speech should cover one of the topics already discussed during the training. (20 minutes)

1. Lead a group discussion critiquing your speech or speeches. What did you do well? What could be improved? Try to lead the discussion toward some of the

important aspects of a good speech, which they will already have learned during this training session. Also welcome new input. **Emphasize what you did during your *introduction*, because the advocates will do speech introductions during this training unit.**

2. Explain how the speech was organized and how you prepared it, if these points were not already addressed during the group discussion.

#### **2:45-4:25      INS Raids Advocacy Exercise**

##### Agenda

Negotiation Presentation (15 minutes)  
Set-Up– (5 minutes)  
Preparation– (30 minutes)  
Negotiation with the INS– (30 minutes) Group Discussion– (20 minutes)

See the outline of the exercise from Day 1 of the training.

#### **4:25-4:40      Break**

#### **4:40-5:20      Press Work**

We will recruit one or two LIRS partners or ambassadors to help, and the rest of the participants will play the role of reporters asking questions. –(15 minutes of presentation, then 25 minutes of a mock press conference)

##### Agenda

Lecture and Discussion on Press Conferences (20 minutes)  
Mock Press Conference (20 minutes)

- A. Discussion: Ask the leaders why it is helpful to do media work about immigration issues. (10 minutes)

Some possible answers:

- It is an effective way to convey information to the immigrant community about their rights.
- A large percentage of immigrants watch and listen to news on foreign language and English television.
- It is an effective way to convey to the immigrant community the importance of organizing to fight for the rights of immigrants as well as others.
- It is an effective way to convey accurate information to the general public about the role of immigrants in our society and counter the inaccurate and distorted information about immigrants put forward by politicians and others.



- It is an effective way to encourage people to take advantage of programs such as naturalization that will benefit their families as well as the immigrant community as a whole.
- It can complement community outreach through meetings and fliers.

B. Discussion: Ask the leaders what is meant by *media* or *press*. (5 minutes)

Points to be elicited:

- print media (newspapers, magazines)—large, urban dailies (give local examples); smaller local papers (give local examples)
- television and radio—non-print media)— - local stations (give examples); networks (give examples, especially CNN and PBS)
- foreign-language media (Spanish TV, radio and newspapers)—local stations (give examples); networks (give examples)
- centralized news sources (Bay City News, Associated Press)

C. Lecture: What is a press conference? (5 minutes)

A press conference is an event you hold for reporters in order to give them important information that you hope they will publish or broadcast. Although this kind of event is generally called a press conference, it includes all types of media.

A press conference is held to publicize an important case or issue that you think the public should know about. Often the goal is to encourage institutions to change the way they are treating our clients or other community members. Hopefully, once the public and the press know about the issue, pressure can be placed upon the targeted institutions to help change the situation.

You, and not the reporters, are in charge of the press conference. You decide when to start, what information to give and in what form to give it. Don't let them take over.

A press conference is very different from an interview with an interview with an individual reporter. In the case of an interview, the reporter usually contacts you because you have access to information about a special issue of interest to him or her. When an interview is arranged, you and one member of the press are usually the only ones present. Your role in an interview is to answer the questions asked by the reporter. Your role in a press conference is to determine the time, place, issues and even individual questions that will be covered.

D. Mock Press Conference

1. Before beginning the role-play, the trainer should make the following points:
  - a. On the morning of the conference, one would ordinarily make some more calls to press contacts.

- b. Ordinarily one would have prepared a press packet for reporters prior to the press conference, including background material on the story and articles relating to the story from other media sources.
  - c. The press conference should start on time.
  - d. Remember that ordinarily one would have any person or family affected by the problem or issue attend the conference. They are the stars of the show.
  - e. Speakers will make brief presentations. The press can ask questions. You should leave lots of time for questions.
  - f. Stay focused on the key point you want to raise concerning the issue and keep repeating it as often as possible. (i.e. Now is the time to naturalize because of the vast numbers of people who are eligible and because it's an important way to combat the rise in anti-immigrant activity.)
  - g. One would normally get a list of the reporters attending or collect their business cards so they can be contacted for follow-up.
  - h. If more than one person will be speaking at your press conference, you must make sure to introduce each one, making transitions easier for both the speaker and the audience.
2. Preparing for the Mock Press Conference:
- a. The previous evening, ambassadors and partner staff should have volunteered to participate in the mock press conference. One trainer will work with the group in the evening between Days 1 and 2 to make the press conference a success. Each volunteer will take one of the roles listed in the appendix.
  - b. The group will have 10 minutes to make their presentations, and then the press corps, being played by the others at the training, will have 5-10 minutes to ask questions. The volunteers must distribute the press release found in the appendix to each person in attendance. The issue for the press conference is the following:

*Centro Bilingue, a small nonprofit grassroots immigrant rights organization in East Palo Alto, Calif., is about to kick off its big naturalization campaign. The first informational presentation on naturalization is coming up on Saturday, May 7, at 10 a.m. at Centro Bilingue's office at 151 Ralmar Avenue. After that, there will be a presentation on naturalization on the first Saturday of every month at 10 a.m. For more information, people can call 555-5555. In the weeks following that presentation, Centro Bilingue will begin hosting workshops to help people prepare their application packets for naturalization*

*at a low cost. You are doing an excellent job volunteering with Centro Bilingue to help do outreach and workshops on naturalization. You want to tell people how they can naturalize and why it is important, and you want to let them know about the meeting so that they can get started on the process. You decide to hold a press conference as one way of getting your message out to the public.*

c. The agenda for the mock press conference is as follows:

- Agency presentations (10 minutes)
- Questions from the press (12-15 minutes)
- Critiques(10 minutes, time permitting)

D. Conducting the mock press conference

1. Four people will participate in the press conference, each taking one of the following roles:

a. One person will explain why he or she naturalized and why others may want to do the same. The following reasons may be mentioned:

- realize the dream of becoming a U.S. citizen
- be able to vote and make your voice heard to combat the negative immigrant rhetoric
- be entitled to more public benefits in many cases
- help your relatives immigrate to the United States more quickly
- travel on a U.S. passport

(3 minutes)

b. One person will explain the basic legal requirements for naturalization, including the following:

- must have lived in the United States as a permanent resident for five years continuously *or*, if married to a citizen, must have been a permanent resident for three years
- must be at least 18 years old
- must have good moral character
- must be able to speak, read and write basic English
- must have be able to pass a test on U.S. government and history
- must take an oath of allegiance to the United States

(5 minutes)

- c. One person will make an announcement about Centro Bilingue's upcoming naturalization campaign, including the dates, times, location and contact information. (2 Minutes)
- d. One person will act as master of ceremonies, introducing the agency that is hosting the press conference, the reason for the press conference and the agenda of the press conference, and the next speaker.

Sample introduction:

*"We're from Centro Bilingue in East Palo Alto. We're here today to talk about naturalization, which is the way immigrants become U.S. citizens. We'll discuss the importance of naturalization, the basic legal requirements for naturalization and the considerations one takes into account before deciding to naturalize. We're also going to announce special workshops hosted by Centro Bilingue to help people prepare their application packets for naturalization at a low cost."*

(2 Minutes)

#### **5:20-5:50      Building Community Support in a Negotiation:**

Conduct a discussion in the context of a follow-up to the exercise on INS raids completed earlier in the day

##### **A. Introduction– (5 minutes)**

- 1. To be good negotiators you often need to build community support for an issue.
- 2. There are many ways to build community support.
- 3. Before deciding if you want or need community support, you must analyze whether or not it could help the cause. In some cases, it might not help, and might even hurt. Sometimes approaching an institution or a person in a position of power with the entire community behind you can cause the institution or individual to become nervous, angry or upset. Such a situation could backfire on you and produce less favorable results in your negotiation strategy.
- 4. Of course before determining what issues to work on, you must evaluate the needs of the community in which you are working. To do this, you must spend a considerable amount of time and energy to discern the community's most important issues and needs. After all, it is the community that must decide what it needs and must provide much of the work to meet those needs.

B. Example: 245(i)– (5 minutes)

1. Introduction

- a. Some of you may be familiar with a campaign to extend something called 245(i), a section of the U.S. immigration law that allows people to have their green card interview here in United States rather than having to go back to their home countries. It was very important because it meant many more people would have success in becoming green card holders than before.
- b. The law was set to expire in 1997. It would be bad news if it did expire. There was lots of advocacy around the issue by policy experts and attorneys to get it continued, but no input from immigrants themselves.
- c. ILRC held community meetings in rural California to tell immigrants about this law and other immigration issues. The immigrants expressed concern and wanted to do something about it.

2. A grassroots immigrant campaign started, complementing the work of the policy experts and the attorneys and accomplishing the following:

- a. Sent 35,000 petitions to congressional representatives in Washington, D.C.
- b. Conducted a community education campaign using meetings and media to publicize the issue and have immigrants themselves explain the hardships, such as family separation, that the lack of an extension would cause.
- c. Held meetings between immigrants and congressional representatives.
- d. Set up grassroots immigrant organizations and networked with immigrant organizations and other organizations to address the topic.

C. Example of community support in response to a van accident where the community rallied together to raise money for the funeral expenses for several Mexican farm workers who died in a van accident on their way to work in the fields. These efforts not only raised money but also brought attention to the public safety issue of farm labor contractors placing farm workers in unsafe situations.

D. Discussion: In the example of the INS raid in San Jose, how would you build community support? –(10 minutes)

1. Could community support be helpful? Why? Why not?

Possible answers include:

- Maybe better to go to congressional representative's office and avoid embarrassment for the INS
- Maybe need to embarrass INS

2. What means would you use to build community support?

Possible answers include:

- Media
- Local leaders—politicians, school officials, business leaders, union leaders, religious leaders, etc.
- Community organizing
- Push for public hearings and meetings—an example was the exercise we did earlier
- Demonstrations and protests
- Petition drives
- House meetings

E. Has anyone else worked on a negotiation? What strategies did you employ with local immigrants?

**5:50 - 6:10 Evaluation, Homework Assignment and Closing Remarks**

A. Today's Evaluation

1. Ask the following questions in a brainstorming session:

- What went well today?
- What did you like about today?
- What did not go well today?
- What would you change and how would you change it?

2. Record the responses on butcher paper and think about how to integrate the suggestions into the rest of the three-day training and other trainings.

B. Homework

The homework is to prepare for the advocacy presentations for tomorrow morning.

The participants affiliated with each partner organization will constitute a group. Each group will choose a topic of concern in its community and an event to practice and role-play during the morning session tomorrow. Although the groups may choose any topic they wish, they should base their choice on known community needs. When they return home to conduct events in their communities, they can survey the actual

needs and desires of the immigrant and refugee communities with whom they are working.

### 1. Choosing a Topic

For the purposes of today's preparation, and when they are working with the leaders who end up taking their leadership training workshops at each site, we suggest using the following exercise to pick a topic of concern on which to focus their work:

- Evaluate the needs of the community in which you are working. To do this, you must spend a considerable amount of time and energy surveying and discussing the community's most important needs and issues. After all, it is the community that must decide what it needs and must provide much of the work to meet those needs. For this mock event, you will of course not be able to conduct extensive surveying, but do try to choose a topic that will be relevant to your community.
- Conduct a brainstorming session on possible issues of concern to the community and interest to the partner to participate in (10 minutes)
- Discuss each topic in detail, focusing on the value of the project to the community, the feasibility of working on the project and getting others in the community to work on it, and the possibility of the project being a success. Success may mean winning the issue but may also include merely moving the community to action.
- Choose a topic.

Possible topics include:

- Trying to keep the INS from building a detention center in the community
- Garnering community support around the Latino Immigrant Fairness Act (LIFA)
- Supporting bilingual education
- Increasing minimum wage and working towards having a living wage standard in the community
- Unaccompanied immigrant minor issues
- School issues
- Community safety issues
- Community housing issues
- Workplace health and safety issues
- Encouraging people to apply for naturalization
- Encouraging people to vote

## 2. Planning a Role-Play

After picking a topic, each group must determine how it wants to role-play the topic; that is, how does the group want to demonstrate the topic to the others in this training.

Some possibilities:

- Have a press conference—write a press release and host a mock press conference with the audience as the press.
- Develop an organizing campaign—create a blueprint for such a campaign, explain the campaign and demonstrate short talks to groups such as churches, asking for signatures on a petition or some other form of support for the campaign.
- Conduct mock congressional meetings to convince members of Congress to support the issues.
- Conduct public hearings on some important issue.

## 3. Logistics of the presentations for tomorrow

- The five groups will combine two form three larger groups—two groups with two partner organizations and the last group with just one.
- Each group member must speak for 5-6 minutes followed by a 5 minute critique for each person and a 10 minute group critique (90 minutes per group—40 for speakers, 50 for critique.)

**6:10 Social activity optional**

## **Day 3: Representative Partner Organization Staff, Ambassadors and Immigrant Leaders Present**

**8:00-8:30 Continental Breakfast**

**8:30-8:45 Review of the Day and Announcements**

**8:45-12:00 Advocacy Presentations (Including a Break)**

- There will be five groups of approximately seven people each.
- Each group member must speak for 5-6 minutes followed by a 5 minute critique for each person and a 10 minute group critique (90 minutes per group—40 for speakers, 50 for critique.)
- A partner will lead the group critique.
- Each group must pick a substantive topic. Possible topics include:



- Trying to keep the INS from building a detention center in the community
  - Garnering community support around the Latino Immigrant Fairness Act (LIFA)
  - Supporting bilingual education
  - Increasing minimum wage and working towards having a living wage standard in the community
  - Unaccompanied immigrant minor issues
  - School issues
  - Community safety issues
  - Community housing issues
  - Workplace health and safety issues
  - Encouraging people to apply for naturalization
  - Encouraging people to vote
- Each group must present it's chosen topic via some form of role-playing:
    - Have a press conference—write a press release and host a mock press conference with the audience as the press.
    - Develop an organizing campaign—create a blueprint for such a campaign, explain the campaign and demonstrate short talks to groups such as churches, asking for signatures on a petition or some other form of support for the campaign.
    - Conduct mock congressional meetings to convince members of Congress to support the issues.
    - Conduct public hearings on some important issue.

**12:00-1:00     Lunch**

**1:00-2:30     Outreach Exercises in Small Groups**

Each small group should have at least one trainer.

**A. Agenda**

Complete Individual Work on Worksheets Found in the appendix. (10 Minutes)  
Group Discussion on the Worksheets (40 Minutes)  
Example Role-Plays “A” and “B” and Exercises (40 Minutes)

- B. Group Discussion:** The trainer should lead a group discussion on each of the four topics listed on the worksheet. (40 minutes) Write the answers the leaders come up with on butcher paper or a chalkboard so everyone can see them. After the day's training, type up notes and distribute them to the leaders at the next training session. Following each question are some possible answers you may receive:

1. Why do we need to do outreach to the community? (5 minutes)

*Some possible answers to share with the group include:*

- To get the message out to the community
- To build a relationship with the community
- To learn from and about the community
- Of course before determining what issues to work on, you must evaluate the needs of the community in which you are working. To do this, you must spend a considerable amount of time and energy surveying and discussing what the needs of the community are and what the most important issues of the community are. After all, it is the community that must decide on what it needs and must provide much of the work to meet those needs.

2. Where and how would we do this outreach? (5 minutes)

*Some possible answers to share with the group include:*

- Make presentations or distribute flyers at meetings at churches, workplaces, apartment buildings, homes, community centers, libraries, parks, etc. (Discuss why some locations are better than others.)
- At an established group
- Radio, TV and newspapers
- Flyers distributed in neighborhood

3. Many organizations are conducting outreach in very ethnically diverse communities. What is the best way for an organization to conduct outreach in and work with multi-ethnic communities?

*Some possible answers to share with the group include:*

- Get to know the community before working in it (read about it, ask about it, spend time in the community)
- Get people from the community to help work with the community
- Try and gain people's trust
- Be respectful of the community's culture and values
- Ask for people's input and learn from it
- Go slowly, don't rush things

4. If we wanted to find out what would be the most important issues to work on in our community, how would we discover them? (5 minutes)

5. If we wanted to hold an informational meeting, how would we set it up? What would we do first? What steps should we take? (5 minutes)

*Some possible answers to share with the group include:*

- Determine a location and topic.

- Confirm a meeting place and any co-sponsors.
- Choose a date.
- Get a commitment from some people to come to the meeting and ask them to invite others to come.
- Follow up on those people who committed to come by sending a reminder or calling to remind them to come.
- Create a flyer announcing the meeting.
- Distribute the flyer, knock on doors and make announcements.
- Get speakers, write an agenda, and practice the presentation.
- Confirm with speakers by mail or by phone before the presentation.

C. Example Role-Plays A and B and Exercises (40 minutes)

1. Role-Play A: How to convince a minister at a Lutheran Church to get involved with the partner organization's civic participation campaign.

An ambassador from the community will spend five minutes modeling this role-play.

The trainer will first model the role-play and then explain what he or she was doing during the role-play.

Summary: The trainer doing the role-play should choose a student who can play the role of a minister at a Lutheran Church. The trainer should explain the roles to the participants what role the other person in the role-play is playing. The trainer should do the following during the role-play:

- Start the role-playing by introducing yourself to the minister (or whatever the role is which the other person is playing) either over the phone or in person.
- Tell what group you are from.
- Explain what the group is about and describe the positive things the group does.
- Explain the purpose of the meeting, how the meeting is important to the community, and what participants would get from attending the meeting.
- Try to get a commitment regarding what day and time would be good to have the meeting.

The trainer explains what he or she did during the role-play:

- You introduced yourself.
- You told what group you are from.
- You explained what the group is about.
- You described the positive things the group does.
- You introduced the purpose of the meeting.

- You explained how the meeting is important to the community and what the participants would get from the meeting.
  - You asked for a firm commitment to host a meeting.
2. Role Play B and Exercise: How to convince a community member to come to a meeting.

The trainer will first model the role-play and then will lead a discussion of the role-play before the participants do their own practice sessions.

The trainer plays the role of a leader trying to convince other community members to come to a meeting on naturalization. The trainer should choose one of the leaders to play the role of a community member who may or may not have an interest in coming to the meeting. The community member will play the role of a member of a church or some other organization that is hosting the meeting next week. The trainer will try to convince the community member of the importance of the meeting. The trainer should do the following during the role-play:

- Start the role-playing by introducing yourself.
  - Tell what group you are from;
  - Explain what the group is about, and describe the positive things the group does;
  - Share the purpose of the meeting and the time and date of the meeting.
  - Explain why the meeting is important to the community, and what the community member and his or her family and friends would get from the meeting.
  - Give the community member a copy of a flyer announcing the meeting, and try and get a commitment to attend.
3. Student Practice
- The students should break into 7-8 small groups with a trainer assigned to each group. As time permits, half the students will practice convincing a minister to host a meeting while the other half plays the ministers who need to be convinced to host a session. Then they can switch roles.
4. Critique
- If time permits, trainers and students critique each other on what they did well during their practices and what could be improved. If there is not enough time, the trainers should say a couple of things about each role-play that went well and one or two things that could be improved for next time. If there is enough time to do a full group critique, before doing a group critique, please review the following rules on critiquing fellow students so the critiques are helpful and serve as an aid to improve. The trainers should be instrumental in making sure these rules are strictly followed. The rules on critiquing others are:

- First, give the leader a chance to critique himself or herself.

- Always start with the positive—What was good about the role-playing? As many good things about the performance as possible should be discussed.
- Then talk about what could be improved. Avoid using the word bad. Only two or three improvements should be mentioned so the person is not overwhelmed and can work on improving his or her performance.
- All input must be specific rather than general so the leader can learn from it.
- No personal attacks are permitted.

## **2:30-3:30      Evaluation, Closure and Celebration**

### **A. Today's Evaluation**

Ask the following questions as a brainstorm session and record the responses:

- What went well today?
- What did you like about today?
- What did not go well today?
- What would you change and how would you change it?

Record the information on butcher paper and think about how to integrate the suggestions into the other trainings.

### **B. Social Activity**

Plan a social activity to bring closure to the training and celebrate the accomplishments of the participants.

## **Appendix 1**

### **Exercise: Community Meeting**

#### **Facts For Persons Role-Playing the INS Border Patrol Negotiators**

##### **Instructions**

Read these facts. Each participant will be assigned a role in this exercise. You will be given 30 minutes to prepare for a meeting with community members who are upset about some enforcement activity around an elementary school. Number of participants for Border Patrol: 1-3

1. Come up with an overall strategy of what you want out of this meeting. What is your bottom line? Will you offer anything to the community? Are you going to believe their side of the story? If so, will you admit it or try to minimize it?
2. Make a plan for who will cover which issues in the meeting.
3. Each of you needs to plan a 2- to 3-minute statement for the meeting.

##### **Background**

The Border Patrol has been stopping and questioning people on street corners near schools in San Jose, Calif., for the last four weeks. You know that community members have complained that the Border Patrol picked up several undocumented children on their way home from school. You know that both parents and school administrators are upset and will be at the meeting. You also know that undocumented people have constitutional rights, but they are here illegally and can be placed in deportation proceedings. You realize that stopping children on their way to school could present some public relations problems for the INS and you do not want the press involved in this because it could present an embarrassing situation to your office.

##### **Main Role**

- John (or Jane) Beasley, head of the Border Patrol. You want to try to take the position that the questioning was “legal” and “by the book,” but you don’t really know much law on it or care a lot about the law. You are actually concerned about the image of the Border Patrol, although you try to hide it at first. You like for people to “like” you. You really think you are doing your job by detaining children without legal status, but figure as a practical matter, it may not be worth a big controversy. You won’t promise never to stop children, but you might consider staying away from the few blocks around schools if the community members directly ask for a policy concession.

##### **Optional Roles (only if you need more roles)**

- Miranda White, General Counsel (attorney) for the Border Patrol. You are the legal person. You believe that these stops of children were “legal.” You personally don’t like the idea of stopping these detentions, since you believe they are legal. Since Mr. or Ms. Beasley is your boss, you will go along with his positions in the end. Also, you can

support giving concessions if it avoids the possibility of a messy lawsuit over this since it would be your job to work on some of it.

- Joe Smith, Border Patrol Agent who was involved in some of the activity near the schools. You are a nice enough guy but you did not do anything wrong in your eyes. You were just doing your job and even offered some of the kids some gum when you picked them up. Whenever you arrested someone you did it by the book. You were always polite and nice when you arrested people. No one ever complained to you during the raids about the fact that you were doing your job so close to the school. You thought it was a perfect place to conduct your work because so many undocumented women and children were walking by you and the other border patrol agents.

## **Exercise: Community Meeting Facts for Community Members' Roles**

### **Instructions**

Read these facts. Each participant will be assigned a role in this exercise. You will be given 30 minutes to prepare for a meeting with the director of the Border Patrol in your sector. Number of student participants: There is a maximum of seven roles but you do not need to use them all if you do not have enough student participants.

1. Come up with an overall strategy of what you want out of this meeting.
2. Make a plan for who will cover which issues in the meeting.
3. Each of you will be permitted to make a two-minute (very short) statement at the meeting, so think about what you want to say.

### **Background**

The INS has been stopping and questioning children on street corners near schools in San Jose, Calif., for the last four weeks. Several undocumented children have been arrested in this way on the way home from school. The Border Patrol asked some children to take them home with them, which they did. Frightened parents have kept their children out of school because they do not want the INS to pick them or their children up on their way to or from school.

School officials are outraged because attendance has decreased. Tomorrow evening at 5 p.m. a group of you will be meeting with the head of the Border Patrol, John Beastley, to talk to him about it. You need to plan for the meeting. Each of you needs to speak for at least two minutes during the meeting. Your group must decide what order each member will speak and what each will emphasize during the meeting.

### **Roles**

(NOTE TO TRAINERS: Cut out these role descriptions and give one to each participant. Do not let the students see each other's roles. If the ethnic make-up of your participants is different from the names given below, feel free to change the names to fit the reality of the names of the group of leaders with whom you are working.)

- Perry Legal, a paralegal with San Jose Legal Aid. You have spoken with many of the members of the immigrant community who are upset about this.
- L. Gonzalez, a community advocate who works with a group called Raza Unida. Your group has told you that they feel like someone should go to the press about this problem.
- M. Delacour, principal of the Rose Hills Elementary School, the school closest to the point where children were being questioned. You are very protective of the rights of your children not to have to fear deportation when going to school. You are also concerned because the low attendance means less state support money to your school.



- C. Leyva, a parent of a child, 8-year-old Carmen, who goes to Rose Hills Elementary. Your child is a U.S. citizen and you are a permanent resident. The Border Patrol asked your daughter if she had papers and she said no. They asked her to take them home and you were home when the Border Patrol arrived. You are furious at this intrusion.
- P. Benavides, president of the PTA and a U.S. citizen. The child of your next-door neighbor was put in deportation proceedings. You want to speak for your neighbors because they are undocumented and afraid to speak.
- L. Smith, owner of a small store one block from the school. You have seen the Border Patrol's abuses and are outraged by them. Many of your most valued customers have been questioned by the Border Patrol while taking their children to school.
- D. Nguyen, a community leader. You saw the Border Patrol's actions, and many people have come to you complaining about what the border patrol has done. You have friends who send their children to Rose Hills Elementary School and you think the activities that the border patrol have been doing in the community are outrageous. You are a refugee from Vietnam.

*Note: The entire negotiation with the Border Patrol will be limited to 30 minutes!*

## **Appendix 2**

### **Worksheet on Outreach and Meetings** **English Version**

#### **Instructions**

Please take 10 minutes to come up with as many answers to the following questions as you can. Please write your answers on this worksheet so we can discuss them in the large group afterwards. Thank you.

1. Why do we need to do outreach to the community?
  
  
  
  
  
  
  
  
  
  
2. Where and how would we do this outreach?
  
  
  
  
  
  
  
  
  
  
3. Many organizations are conducting outreach in very ethnically diverse communities. What is the best way for an organization to conduct outreach in and work with multi-ethnic communities?
  
  
  
  
  
  
  
  
  
  
4. If we wanted to find out what would be the most important issues to work on in our community, how would we discover them?
  
  
  
  
  
  
  
  
  
  
5. If we wanted to hold an informational meeting, how would we set it up? What would we do first? What steps should we take?

## **Appendix 3**

### **Day 2 Homework Assignment (2-4 hours)**

The homework is to prepare for the advocacy presentations for tomorrow morning.

The participants affiliated with each partner organization will constitute a group.

1. Each group will choose a topic of concern in its community and an event to practice and role-play during the morning session tomorrow. Although the groups may choose any topic they wish, they should base their choices on known community needs. When they return home to conduct events in their communities, they can survey the actual needs and desires of the immigrant and refugee communities with whom they are working.

For the purposes of today's preparation, and when you work with the people who attend the leadership training workshops you will conduct at your site, we suggest using the following exercise to pick a topic of concern on which to focus your work:

- Evaluate the needs of the community in which you are working. To do this, you must spend a considerable amount of time and energy surveying and discussing the community's most important needs and issues. After all, it is the community that must decide what it needs and must provide much of the work to meet those needs. For this mock event, you will of course not be able to conduct extensive surveying, but do try to choose a topic that will be relevant to your community.
- Conduct a brainstorming session on possible issues of concern to the community and interest to the partner to participate in (10 minutes)
- Discuss each topic in detail, focusing on the value of the project to the community, the feasibility of working on the project and getting others in the community to work on it, and the possibility of the project being a success. Success may mean winning the issue but may also include merely moving the community to action
- Choose a topic.

Possible topics include:

- Trying to keep the INS from building a detention center in the community
- Garnering community support around the Latino Immigrant Fairness Act (LIFA)
- Supporting bilingual education
- Increasing minimum wage and working towards having a living wage standard in the community
- Unaccompanied immigrant minor issues
- School issues
- Community safety issues
- Community housing issues
- Workplace health and safety issues
- Encouraging people to apply for naturalization

- Encouraging people to vote

## 2. Planning a Role-Play

After picking a topic, each group must determine how it wants to role-play the topic; that is, how does to demonstrate the topic to the others in this training.

Some possibilities:

- Have a press conference—write a press release and host a mock press conference with the audience as the press.
- Develop an organizing campaign—create a blueprint for such a campaign, explain the campaign and demonstrate short talks to groups such as churches, asking for signatures on a petition or some other form of support for the campaign.
- Conduct mock congressional meetings to convince members of Congress to support the issues.
- Conduct public hearings on some important issue.

## 3. Logistics of the presentations for tomorrow

- The five groups will combine two form three larger groups—two groups with two partner organizations and the last group with just one.
- Each group member must speak for 5-6 minutes followed by a 5 minute critique for each person and a 10 minute group critique (90 minutes per group—40 for speakers, 50 for critique.)

## **Appendix 4**

### **Exercise: Thinking About a Topic**

For homework on Day 2, the representatives from each partner organization will prepare an event on a particular topic to demonstrate in front of the rest of the participants. Please spend some time *before coming to the training* thinking of a topic that you would like your group to focus on for its demonstration. The topic should be something of importance to the community that you are serving. If you were really planning an event in the community you would spend a considerable amount of time discovering what issues are of the most importance to the community in which you are working. After all, it is the community that must decide what it needs and must provide much of the work to meet those needs. But for the purposes of this exercise, we will let you pick a topic.

In selecting a topic, think about the feasibility of working on the project and getting others in the community to work on it, and the possibility of the project being a success. Success may mean winning the issue but may also include merely moving the community to action.

Everyone at the training who represents your organization will discuss suggested topics and together choose one to work on for this training. Your office will not have to do any work on the topic you choose except for the purposes of an exercise on Day 3.

Possible topics include:

- Trying to keep the INS from building a detention center in the community
- Garnering community support around the Latino Immigrant Fairness Act (LIFA)
- Supporting bilingual education
- Increasing minimum wage and working towards having a living wage standard in the community
- Unaccompanied immigrant minor issues
- School issues
- Community safety issues
- Community housing issues
- Workplace health and safety issues
- Encouraging people to apply for naturalization
- Encouraging people to vote

On the evening of Day 2, training participants from your organization will choose a topic. On Day 3, as a group, you will make a presentation on that topic. Each group must also determine the format of its presentation.

Some possibilities:

- Have a press conference—write a press release and host a mock press conference with the audience as the press.

- Develop an organizing campaign—create a blueprint for such a campaign, explain the campaign and demonstrate short talks to groups such as churches, asking for signatures on a petition or some other form of support for the campaign.
- Conduct mock congressional meetings to convince members of Congress to support the issues.
- Conduct public hearings on some important issue.

## **Appendix 5**

### **Lecture on Preparing and Writing a Speech**

#### **Introduction to the Lecture–**

Tell the audience you'll discuss the following points:

- Logistics involved in finding a location for a speech, advertising the speech and bringing materials for the speech.
- Writing and preparing the speech.
- How to give the speech.

#### **Logistics**

##### **A. Choose a venue for the speech**

- Pick a location that lots of people are familiar with, such as a church, community center, school or library.
- There are two possible settings for a speech: A speaker may organize the presentation himself or herself, in a workplace or apartment building, for instance. Or the speech may take place in the context of an organization such as a congregation or support group. In that type of setting, the speaker may be asked to give a presentation, or may take the initiative and ask for permission to address the group.

##### **B. Advertise the speech**

- Make a flyer announcing the speech and highlighting the major points.
- Distribute the flyer to places where immigrants are, such as churches, apartment buildings, laundromats, stores, community centers, libraries and schools.
- Try to get the speech announced on the radio as a public service announcement, which many radio stations do for free.

##### **C. Make handouts on key points to distribute at the speech, as discussed during the naturalization and outreach sessions earlier in this training.**

##### **D. Bring butcher paper, flip chart, video equipment, the handouts described above and anything else you'll need to use during the speech. Often people understand what the speaker's points are if they can be reinforced by a video or written on butcher paper or a flip chart so everyone can see the points as well as hear them.**

### **B. Writing and Preparing the Speech**

Tell the leaders the following:

#### **a. Introduction**

All of us have given speeches before. Some of us have given speeches to groups of people in formal settings and all of us have given speeches in informal settings. We may not even consider many of the speeches we give to really be speeches, but they are. When we talk to children about doing their homework, we are giving a speech. When we return clothes that are too big or have a defect, we are giving a speech to the store manager or whomever else we are trying to convince. Although today we will focus on giving formal speeches to people, part of the process is somewhat similar to what all of you already know and do.

b. Picking a topic

You should choose a topic that you feel comfortable speaking about and that people would be interested in hearing about. Some possible topics are naturalization, combating anti-immigrant myths and immigrant rights.

c. Researching the topic

If the speech, or even just a part of it, is on a topic that you do not know well, you will need to do some research. Often the best way to research is to ask around and see if anyone you know has some information about the topic, or has done a presentation on it in the past. Sharing this type of information is an important and efficient way to prepare for a presentation. Try to build a network of people with information on immigration issues so you can continue to share information. Use other sources of information, including the websites of agencies such as LIRS, ILRC, the National Immigration Forum and the National Immigration Law Center. You can access the Internet at your local library.

d. Researching the audience

Always know about your audience. Are they parents, teenagers or senior citizens? Are they Chinese, Latino or Sudanese? Are they former refugees, naturalization-eligible immigrants or economic migrants? How many will be present? What sorts of questions will they have? What do they expect from the presentation? What do they expect from you as the speaker? If someone else is organizing the event, that person should be able to provide this information to you. If you are organizing the event, the nature of the outreach should help you know your audience.

e. Writing the speech

Some people like to write the entire speech word for word. Others prefer just to write notes for it. There is no correct way; do what's best for you. Your speech should have three main parts in the following outline:

i. Introduction

- Introduce yourself, welcome the audience, and thank the audience for coming and for inviting you to speak
- Introduce your topic and why you think it's important. Give them a very brief, one-minute outline of the basic issues you'll be addressing. Summarize in one or two sentences what your speech is about. For instance, "Today I will first talk about the major legal requirements for naturalization, and then discuss the



application process and the advantages and disadvantages of applying, and finally recommend where you can get assistance if you want to apply. I'll also talk about why it's so important to apply for naturalization right now."

- State the purpose, reason or thesis of the speech.
- Give an example or story about the topic.
- State whether or not you will take questions during the speech or at the end.

ii. Body

- This is the meat of your speech. It is the longest part of the speech and your opportunity to make all the points you need to make.
- Feel free to show a video as part of the body, or write your major points on butcher paper so everyone can read them. These tools will reinforce the points you are making in the speech.
- If appropriate, try to get the audience to participate in the presentation in some way. It is often effective to ask questions. For example, *How many of you have heard all the myths about what immigrants are doing to the economy in California?* or *What do you think about these ideas?* Other ways to include the audience is by asking people talk about their personal experiences with the topic and encouraging them to give their comments and input about the issues.

iii. Conclusion

- Summarize the major points you made during the speech and review them on butcher paper if you have written them down for the audience to see.
- Talk about any next steps—what you want your audience to do after your speech, such as sign a petition, join an organization, apply for something or make some type of presentation to the school board.
- Let audience members ask questions if you have enough time to and you feel comfortable answering them. Otherwise you can give them a phone number to call for further information.
- Thank the people in the audience for their patience and their comments and questions.

f. Rehearsing the speech

Practice the speech until you feel comfortable giving it. Although your family might think you are crazy, practice giving the speech out loud. It usually helps to practice in front of a mirror or with friends and family. Practicing will not only help you deliver the speech more fluidly, it should also ease your nerves.

## **Giving the Speech**

- A. The first thing to do during a speech is to walk up to the front, pause for a couple seconds, smile and then start.
- B. While giving the speech, try not to read it unless you really have to. You don't have to memorize it either, but if you are really familiar with the speech and have practiced it a

sufficiently, you should be able look at the audience for a considerable part of the speech. **Eye contact with members of the audience** helps to keep them interested.

- C. Try to have the most important points spelled out on butcher paper or handouts for the audience to look at and follow.
- D. Use **personal experiences** in the speech. Talk about why this topic is important to you and to the audience. Use examples such as *Naturalization is important because it helped my neighbor immigrate her ill father to the United States quicker and now she can take care of him.*
- E. **Speak loudly and clearly!** Pretend you are trying to talk to the wall that is the farthest away, on the other side of the room. Use a microphone if you think it's necessary.
- F. Make the speech as **simple and short** as possible. Always work on cutting the length down. A short speech will keep the audience interested. You can always save time at the end for questions if you want.
- G. **Always be on time.** Do not speak over your allotted time. Be prepared to start on time and be prepared to decide how long you will be willing to wait to start if the audience is late.
- H. **Involve the audience** as much as you can. Ask the audience questions such as these:
  - *Can you hear me alright in the back?*
  - *How many of you have heard the immigrant bashing which politicians and some others have been promoting? What do you think about it? What do you think we can do about it?"*
  - *How many of you have ever helped anyone apply for naturalization?*
  - *Who has ever been interviewed by a newspaper, TV or radio? What was the interview about? How did it go?*
- I. **Be funny and interesting if you can.** Sometimes it is hard to be funny, but it isn't hard to be interesting. Think of things that would have a special interest to the audience. If your audience is a group of parents of school children, talk about things relating to the schools.
- J. Try to **motivate audience members to do something.** If you are talking about the wave of anti-immigrant hysteria, be emotional in explaining why the hysteria is wrong and your audience can do about it. Encourage them to take action on the issue you are discussing, whether it be signing a petition, joining an organization or whatever else might be useful.



## **Resource Directory**

This manual provides advice on leadership development, civic participation, and volunteer programs, with a focus on those that involve immigrants and refugees. Each of these areas constitutes a broad field, and there are many resources available – many more than can be listed here. We encourage those interested in developing a leadership program, planning an immigrant-led campaign, or starting a volunteer program to take the time to conduct on-line searches. We have listed below a few basic resources – many contain links to other web resources – that should get you started in your web-based research.

### **Immigrant Legal Resource Center**

1663 Mission Street, Suite 602  
San Francisco, CA 94103  
415-255-9599  
[www.ilrc.org](http://www.ilrc.org)

### **Lutheran Immigration and Refugee Service**

700 Light Street  
Baltimore, MD 21230  
[www.lirs.org](http://www.lirs.org)

### **Evangelical Lutheran Church in America (ELCA)**

This website includes ELCA statements on immigrants, social justice, and related topics. A message on immigration from the Church Council of the Evangelical Lutheran Church in America can be downloaded.  
[www.ELCA.org](http://www.ELCA.org)

### **Lutheran Church—Missouri Synod (LCMS)**

Check web site for doctrinal statements, program support, and resources to carry out a ministry.  
[www.lcms.org](http://www.lcms.org)

## **Leadership Development and Community Organizing**

### **Advocacy Institute**

[www.advocacy.org](http://www.advocacy.org)

### **The Association of Community Organizations for Reform Now (ACORN)**

[www.acorn.org](http://www.acorn.org)

### **The Civic Practices Networks**

[www.cpn.org](http://www.cpn.org)

### **Grass-Roots.org**

[www.grass-roots.org](http://www.grass-roots.org)

**Immigrant Legal Resource Center**  
[www.ilrc.org](http://www.ilrc.org)

**International Leadership Institute**  
[www.ili-online.org](http://www.ili-online.org)

**National Community for Latino Leadership**  
[www.latinoleadership.org](http://www.latinoleadership.org)

**Northern California Citizenship Project**  
[www.immigrantvoice.org](http://www.immigrantvoice.org)

**University of Maryland**  
James MacGregor Burns Academy of Leadership  
[www.academy.umd.edu](http://www.academy.umd.edu)

### **Immigrants, Immigration Policy and Legal Services**

**ACLU**  
Immigrants Rights Project  
[www.aclu.org](http://www.aclu.org)

**Carnegie Endowment for International Peace**  
[www.ceip.org](http://www.ceip.org)

**Mexican-American Legal and Education Defense Fund (MALDEF)**  
[www.maldef.org](http://www.maldef.org)

**National Association of Social Workers**  
[www.naswdc.org](http://www.naswdc.org)

**National Council of La Raza**  
[www.nclr.org](http://www.nclr.org)

**National Immigration Forum**  
Publishes informative fact sheets suitable for use in educating media, congregations, general public and staff on U.S. immigration history and policies since inception. Also publish action alerts to apprise advocates of changes in immigration law.  
[www.immigrationforum.org](http://www.immigrationforum.org)

**National Immigration Law Center**

Especially helpful for public benefits eligibility.

[www.nilc.org](http://www.nilc.org)

**National Network for Immigrant and Refugee Rights**

Issues publications such as *From the Borderline to the Colorline: A Report on Anti-Immigrant Racism in the United States*; *Portrait of Injustice*, Network News (newsletter)  
[nnirr@nnirr.org](mailto:nnirr@nnirr.org).

**Telephone Interpretation Services**

We recommend using telephone interpretation services as a last resort, because of their relatively high cost and because relationships are built more easily by using multi-lingual staff and volunteers. However, in emergencies and when there are no available local resources, these programs may be of help.

**The Bridging the Gap Project, Inc. - Translation Service Division,**

[btgtranslation@hotmail.com](mailto:btgtranslation@hotmail.com)

**Language Line Services (ATT)**

Offers over-the-phone interpretation from English into 148 languages; available 24 hours a day, 7 days a week. For more information, call 800-752-0093, extension 127.

**Language Learning Enterprises**

[www.lle-inc.com](http://www.lle-inc.com)

**Certified Language International**

Translation services, interpreting services, and language instruction services in over 143 languages.

[www.clilang.com](http://www.clilang.com)

**Language and Cross-cultural Training for Health and Human Services:**

**Cross Cultural Health Care Program**

[www.xculture.org](http://www.xculture.org)

**Diversity Rx**

[www.diversityrx.org](http://www.diversityrx.org)

**Modern Language Association**

Office of Foreign Language Programs

The brochure “Why Learn Another Language?” can be downloaded from the web.

[www.mla.org](http://www.mla.org)

**Nonprofit Management, Philanthropy and Volunteerism**

**The Chronicle of Philanthropy**

[www.philanthropy.com](http://www.philanthropy.com)

**Foundation Center**

[www.fdncenter.org](http://www.fdncenter.org)

**Idealist**

[www.idealist.org](http://www.idealist.org)

**INSPIRING LEADERSHIP IN IMMIGRANT COMMUNITIES**  
**2003 Edition**

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Appendix 2-A

# Leadership Development in Immigrant Communities

## NATIONAL CONFERENCE

ICE BREAKER EXERCISE • DECEMBER 8  
• CULTURAL BINGO •

FIND  
SOMEBODY  
WHO:

FIND  
SOMEBODY  
WHO:

1. Know what the capitol of Sudan is:	2. Has had his or her name mispronounced:	3. Knows what city is know as the "Windy City":	4. Is a first generation American:
5. Knows the name of the most famous Columbian writer:	6. Can speak more than two languages:	7. Knows who Betty Friedan is:	8. Has experienced being stereotyped:
9. Knows what "mensch" means:	10. Is from a mixed heritage background:	11. Knows what Muslim holiday is after Ramadan:	12. Has had to overcome physical barriers in their life:
13. Knows what "lefse" is:	14. Has been misunderstood by a person from a different culture:	15. Knows from whose name the capital of Liberia is derived:	16. Knows who Stephen Biko is:
17. Knows what nation is called the Grain Coast:	18. Knows what an upside down pink triangle means:	19. Knows why the Irish immigrated to the US in the 1800's:	20. Knows what the "Mc" in McDonald's means:

## CULTURAL BINGO answer sheet:

1. Khartoum
2. N/A
3. Chicago, IL
4. N/A
5. Gabriel Garcia Tapvez
6. N/A
7. A feminist from the 50s/60s who brought issues of gender to mainstream attention. Important women of feminist movement.
8. N/A
9. Means "real person;" a true human being
10. N/A
11. Eid - EL - FIDRI
12. N/A
13. A potato/flour pancake w/ butter and sugar. Scandinavian.
14. N/A
15. American President, James Monroe
16. A South African Civil Rights Leader who died in 1977. He led the Black Consciousness Movement in South Africa and died in prison. He has become a symbol for the struggle against apartheid.
17. Liberia
18. Presently symbolizes gay & lesbian pride. During World War II, this symbol was used by the Nazis to label gay and lesbian prisoners in concentration camps for torture and extermination.
19. The potato blight ~~from~~ fungus destroyed the potato crop, the food staple in Ireland. Faced with starvation, many Irish migrated to the U.S.
20. "Mc" means "son of"

## Inspiring Leadership Initiative Leadership Development in Immigrant Communities

### Ice Breaker Exercise – Leadership Cultural Bingo

**Find Somebody Who:**

1. Knows who was the President of Mexico in 1994.	1. Knows who was Pope during Vatican II.	1. Knows who was President of the United States when the slaves were freed.
2. Knows who is the leader of the indigenous people in Chiapas, Mexico.	2. Knows who was the beloved religious leader who was killed in Central America while saying Mass.	2. Knows who was a candidate for office in Nicaragua and is also a musician and actor.
3. Knows who was the socialist president killed after the election, then replaced by a person now facing charges for human rights violations.	3. Knows who was President of a Latin American country and who is also a published author.	3. Knows who was awarded a Nobel Peace Prize for working for Peace in Guatemala.
4. Knows the name a man who lead his people out of bondage in the desert.	4. Knows which Canadian Prime Minister said "living next to the United States is like sleeping next to an elephant" and who recently died.	4. Knows the name of a civil rights leader in the United States who "had a dream."
		BONUS Question: Who inspired Martin Luther King to preach nonviolence?

### Leadership Cultural Bingo – Answer Sheet

<p>1. Knows who was the President of Mexico in 1994.</p> <p><b>Salinas Gotari</b></p>	<p>1. Knows who was Pope during Vatican II.</p> <p><b>Pope John XXIII</b></p>	<p>1. Knows who was President of the United States when the slaves were freed.</p> <p><b>Abraham Lincoln</b></p>
<p>2. Knows who is the leader of the indigeneous people in Chiapas, Mexico.</p> <p><b>Subcommandante Marcos</b></p>	<p>2. Knows who was the beloved religious leader who was killed in Central America while saying Mass.</p> <p><b>Archbishop Oscar Romero</b></p>	<p>2. Knows who was a candidate for office in Nicaragua and is also a musician and actor.</p> <p><b>Ruben Blades</b></p>
<p>3. Knows who was the Chilean President killed after the election, then replaced by a person now facing charges for human rights violations.</p> <p><b>Salvador Allende by Augustin Pinochet</b></p>	<p>3. Knows who was President of a Latin American country and who is also a published author.</p> <p>Llorsa</p>	<p>3. Knows who was awarded a Nobel Peace Prize for working for Peace in Guatemala.</p> <p>Rogelia</p>
<p>4. Knows the name a man who lead his people out of bondage in the desert.</p> <p><b>Moses</b></p>	<p>4. Knows which Canadian Prime Minister said "living next to the United States is like sleeping next to an elephant" and who recently died.</p> <p><b>Pierre Trudeau</b></p>	<p>4. Knows the name of a civil rights leader in the United States who "had a dream."</p> <p><b>Martin Luther King Jr.</b></p>
		<p>Bonus Question: Who inspired Martin Luther King to preach nonviolence?</p> <p><b>Mahatma Ghandi</b></p>

## **BINGO**

You will have five minutes, or until the first person successfully completes this game, to find the name of a person who fits the following categories:

When you think you have successfully completed the game, call “BINGO!”

Whoever finishes first, or has the highest number of completed answers at the end of 5 minutes  
**WINS A FABULOUS PRIZE!**

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Find a person whom:           Has immigrated to the United States within the last 10yrs.

Name: \_\_\_\_\_

Find a person whom:           Has volunteered in his/her child’s school.

Name: \_\_\_\_\_

Find a person whom:           Has voted in each of the last 4 presidential elections.

Name: \_\_\_\_\_

Find a person whom:           Speaks more than 2 languages.

Name: \_\_\_\_\_

Find a person whom:           Has spoken or testified at a meeting with public officials,  
(City Council, State Senate, Board of Supervisors, etc.)

Name: \_\_\_\_\_

Find a person whom:           Was born in the same month as you.

Name: \_\_\_\_\_

## ICE-BREAKER EXERCISE FOR TRAINERS

The trainer will give you **10 minutes, or until the first person successfully completes this game**, in which you should find the name of another trainer who fits the following categories:

(No extra points for getting duplicates to answers.)

**When you think you have successfully completed the game, call “Bingo.”**

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Find a person whom:                      Has been in immigration law longer than 10 years.

Name: \_\_\_\_\_

Find a person whom:                      Has been his/her present job less than a year.

Name: \_\_\_\_\_

Find a person whom:                      Commutes less than a mile from home to work.

Name: \_\_\_\_\_

Find a person whom:                      Has immigrated to this country him/herself.

Name: \_\_\_\_\_

Find a person whom:                      Has parents who immigrated to this country

Name: \_\_\_\_\_

Find a person whom:                      Has not seen the film El Norte.

Name: \_\_\_\_\_

Find a person whom:                      Has represented a client in a deportation hearing in the last two weeks.

Name: \_\_\_\_\_

Find a person whom:                      Was born in the same month as you.

Name: \_\_\_\_\_

### **Appendix 3-A**

### **CONTRACT**

This is a contract between the Participant, \_\_\_\_\_, Centro Bilingue and the Immigrant Legal Resource Center. The Participant, Centro Bilingue, and the Immigrant Legal Resource Center agree to the following

The Participant, on his/her part, agrees to:

1. Attend the entire training, without absences nor arriving late, for seven Saturdays.
2. To come to each session prepared and to participate in all aspects of the training.
3. To organize 1-2 events each month, from April (when training is over) to October, using the information that has been learned during the training. Centro Bilingue must be informed prior to organizing any event.

The events can be held in places such as: buildings, workplaces, homes or apartments, religious groups, groups of friends or acquaintances, parents meetings, schools, clinics, hospitals, libraries, laundromats.

Centro Bilingue and the Immigrant Legal Resource Center, on their part, agree to:

1. Offer the course free of charge.
2. Provide support to the volunteers as they organize their outreach events to help inform the community about the knowledge they have acquired through the training.
3. Notify volunteers, at least a week in advance, of any special meeting that may be necessary.
4. Give each participant \$60.00 at the end of the training (if there have been no absences), and an additional \$60.00 when the outreach events are completed.

Participant: \_\_\_\_\_  
(Name, signature and date)

For Centro Bilingue: \_\_\_\_\_  
(Name, signature and date)

For ILRC \_\_\_\_\_  
(Name, signature and date)



## CONTRATO

Este contrato es un entendimiento entre el participante \_\_\_\_\_, Centro Bilingüe, y el Centro de Recursos Legales para los Inmigrantes (“ILRC”). Al firmarlo, quiere decir que todos los firmadores están de acuerdo con los siguientes asuntos:

El participante, por su parte, se compromete a:

1. Asistir al entrenamiento completo, sin ausencias ni llegadas tardes, durante los siete sábados.
2. Llegar a cada sesión preparado y participar en todas partes del entrenamiento.
3. Organizar 1-2 eventos por mes, entre abril (cuando se acabe el entrenamiento) y octubre usando la información que ha aprendido durante el entrenamiento. Informara al Centro Bilingüe antes de organizar los eventos.

Los lugares donde se realizaran los eventos pueden incluir: edificios, sitios de trabajo, casas a apartamentos, grupos religiosos, grupos de amigos o conocidos, reuniones de padres de familia, escuelas, clínicas, hospitales, bibliotecas, lavanderías.

El Centro Bilingüe y el Centro de Recursos Legales para Inmigrantes, por su parte, se compromete a:

1. Impartir el curso gratis.
2. Proveer apoyo a los voluntarios al organizar los eventos después del entrenamiento, para informarle a la comunidad sobre la información que han aprendido durante el entrenamiento.
3. Notificar a los voluntarios una semana antes de cualquier reunión especial que sea necesaria.
4. Entregar a cada participante \$60 al finalizar el curso (si este no falta a ninguna sesión), y otro \$60 al finalizar los eventos.

Participante: \_\_\_\_\_  
(Nombre, firma, y fecha)

Por Centre Bilingüe: \_\_\_\_\_  
(Nombre, firma, y fecha)

Por ILRC: \_\_\_\_\_  
(Nombre, firma, y fecha)

## **Appendix 4-A**

### **Lecture on Preparing and Writing a Speech**

#### **Introduction to the Lecture–**

Tell the audience you'll discuss the following points:

- Logistics involved in finding a location for a speech, advertising the speech and bringing materials for the speech.
- Writing and preparing the speech.
- How to give the speech.

#### **Logistics**

##### **A. Choose a venue for the speech**

- Pick a location that lots of people are familiar with, such as a church, community center, school or library.
- There are two possible settings for a speech: A speaker may organize the presentation himself or herself, in a workplace or apartment building, for instance. Or the speech may take place in the context of an organization such as a congregation or support group. In that type of setting, the speaker may be asked to give a presentation, or may take the initiative and ask for permission to address the group.

##### **B. Advertise the speech**

- Make a flyer announcing the speech and highlighting the major points.
- Distribute the flyer to places where immigrants are, such as churches, apartment buildings, laundromats, stores, community centers, libraries and schools.
- Try to get the speech announced on the radio as a public service announcement, which many radio stations do for free.

##### **C. Make handouts on key points to distribute at the speech, as discussed during the naturalization and outreach sessions earlier in this training.**

##### **D. Bring butcher paper, flip chart, video equipment, the handouts described above and anything else you'll need to use during the speech. Often people understand what the speaker's points are if they can be reinforced by a video or written on butcher paper or a flip chart so everyone can see the points as well as hear them.**

B. Writing and Preparing the Speech

Tell the leaders the following:

a. Introduction

All of us have given speeches before. Some of us have given speeches to groups of people in formal settings and all of us have given speeches in informal settings. We may not even consider many of the speeches we give to really be speeches, but they are. When we talk to children about doing their homework, we are giving a speech. When we return clothes that are too big or have a defect, we are giving a speech to the store manager or whomever else we are trying to convince. Although today we will focus on giving formal speeches to people, part of the process is somewhat similar to what all of you already know and do.

b. Picking a topic

You should choose a topic that you feel comfortable speaking about and that people would be interested in hearing about. Some possible topics are naturalization, combating anti-immigrant myths and immigrant rights.

c. Researching the topic

If the speech, or even just a part of it, is on a topic that you do not know well, you will need to do some research. Often the best way to research is to ask around and see if anyone you know has some information about the topic, or has done a presentation on it in the past. Sharing this type of information is an important and efficient way to prepare for a presentation. Try to build a network of people with information on immigration issues so you can continue to share information. Use other sources of information, including the websites of agencies such as LIRS, ILRC, the National Immigration Forum and the National Immigration Law Center. You can access the Internet at your local library.

d. Researching the audience

Always know about your audience. Are they parents, teenagers or senior citizens? Are they Chinese, Latino or Sudanese? Are they former refugees, naturalization-eligible immigrants or economic migrants? How many will be present? What sorts of questions will they have? What do they expect from the presentation? What do they expect from you as the speaker? If someone else is organizing the event, that person should be able to provide this information to you. If you are organizing the event, the nature of the outreach should help you know your audience.

e. Writing the speech

Some people like to write the entire speech word for word. Others prefer just to write notes for it. There is no correct way; do what's best for you. Your speech should have three main parts in the following outline:

i. Introduction

- Introduce yourself, welcome the audience, and thank the audience for coming and for inviting you to speak
- Introduce your topic and why you think it's important. Give them a very brief, one-minute outline of the basic issues you'll be addressing. Summarize in one or two sentences what your speech is about. For instance, "Today I will first talk about the major legal requirements for naturalization, and then discuss the application process and the advantages and disadvantages of applying, and finally recommend where you can get assistance if you want to apply. I'll also talk about why it's so important to apply for naturalization right now."
- State the purpose, reason or thesis of the speech.
- Give an example or story about the topic.
- State whether or not you will take questions during the speech or at the end.

ii. Body

- This is the meat of your speech. It is the longest part of the speech and your opportunity to make all the points you need to make.
- Feel free to show a video as part of the body, or write your major points on butcher paper so everyone can read them. These tools will reinforce the points you are making in the speech.
- If appropriate, try to get the audience to participate in the presentation in some way. It is often effective to ask questions. For example, *How many of you have heard all the myths about what immigrants are doing to the economy in California?* or *What do you think about these ideas?* Other ways to include the audience is by asking people talk about their personal experiences with the topic and encouraging them to give their comments and input about the issues.

iii. Conclusion

- Summarize the major points you made during the speech and review them on butcher paper if you have written them down for the audience to see.
- Talk about any next steps—what you want your audience to do after your speech, such as sign a petition, join an organization, apply for something or make some type of presentation to the school board.
- Let audience members ask questions if you have enough time to and you feel comfortable answering them. Otherwise you can give them a phone number to call for further information.
- Thank the people in the audience for their patience and their comments and questions.

f. Rehearsing the speech

Practice the speech until you feel comfortable giving it. Although your family might think you are crazy, practice giving the speech out loud. It usually helps to practice in front of a mirror or with friends and family. Practicing will not only help you deliver the speech more fluidly, it should also ease your nerves.

## **Giving the Speech**

- A. The first thing to do during a speech is to walk up to the front, pause for a couple seconds, smile and then start.
- B. While giving the speech, try not to read it unless you really have to. You don't have to memorize it either, but if you are really familiar with the speech and have practiced it a sufficiently, you should be able look at the audience for a considerable part of the speech. **Eye contact with members of the audience** helps to keep them interested.
- C. Try to have the most important points spelled out on butcher paper or handouts for the audience to look at and follow.
- D. Use **personal experiences** in the speech. Talk about why this topic is important to you and to the audience. Use examples such as *Naturalization is important because it helped my neighbor immigrate her ill father to the United States quicker and now she can take care of him.*
- E. **Speak loudly and clearly!** Pretend you are trying to talk to the wall that is the farthest away, on the other side of the room. Use a microphone if you think it's necessary.
- F. Make the speech as **simple and short** as possible. Always work on cutting the length down. A short speech will keep the audience interested. You can always save time at the end for questions if you want.
- G. **Always be on time.** Do not speak over your allotted time. Be prepared to start on time and be prepared to decide how long you will be willing to wait to start if the audience is late.
- H. **Involve the audience** as much as you can. Ask the audience questions such as these:
  - *Can you hear me alright in the back?*
  - *How many of you have heard the immigrant bashing which politicians and some others have been promoting? What do you think about it? What do you think we can do about it?"*
  - *How many of you have ever helped anyone apply for naturalization?*
  - *Who has ever been interviewed by a newspaper, TV or radio? What was the interview about? How did it go?*
- I. **Be funny and interesting if you can.** Sometimes it is hard to be funny, but it isn't hard to be interesting. Think of things that would have a special interest to the audience. If your audience is a group of parents of school children, talk about things relating to the schools.
- J. Try to **motivate audience members to do something.** If you are talking about the wave of anti-immigrant hysteria, be emotional in explaining why the hysteria is wrong and your audience can do about it. Encourage them to take action on the issue you are discussing, whether it be signing a petition, joining an organization or whatever else might be useful.

## **STEPS FOR PREPARING A PRESENTATION**

### **A. General Preparation**

1. Choose a place.
2. Distribute information about the meeting.
3. Prepare materials
  - a. Information
  - b. Paper and pens
4. Find out who will be coming so you know your audience.
5. Research and write your presentation.
6. Practice with:
  - a. Family
  - b. Friends
  - c. A mirror
7. Make sure you know how long the presentation will take.

### **B. The Presentation**

1. Introduction
  - a. Welcome
  - b. Introduce yourself and your organization.
  - c. Summarize the parts of your presentation.
  - d. State the reason for the presentation (why the topic is important and why we are gathered to talk about it).
  - e. Questions -- when you will permit them.
2. Body (The Meat of the Presentation)
  - a. The Meat
  - b. The most important information, such as, the requirements for naturalization, your rights during an encounter with the INS, or myths about immigrants.
  - c. Video, skit, or other ways of presenting the information.
3. Conclusion
  - a. Summarize the information.
  - b. Go over next steps, such as giving the audience a phone number for more information, passing a list for people to sign in, explaining how they can get more information, announcing a next meeting.
  - c. Answer questions from the audience.
  - d. Thank the audience.

### **Points to Remember while Giving a Presentation**

1. Pause and smile.
2. Always try to maintain eye contact
3. Speak in a loud voice.
4. Use personal experiences.
5. Your speech should be short, simple, and interesting.
6. Arrive and start on time.
7. Involve the audience.
8. Motivate the people attending your presentation.

## **Appendix 5-A**

### **Worksheet on Outreach and Meetings** **English Version**

#### **Instructions**

Please take 10 minutes to come up with as many answers to the following questions as you can. Please write your answers on this worksheet so we can discuss them in the large group afterwards. Thank you.

1. Why do we need to do outreach to the community?
  
  
  
  
  
  
  
  
  
  
2. Where and how would we do this outreach?
  
  
  
  
  
  
  
  
  
  
3. Many organizations are conducting outreach in very ethnically diverse communities. What is the best way for an organization to conduct outreach in and work with multi-ethnic communities?
  
  
  
  
  
  
  
  
  
  
4. If we wanted to find out what would be the most important issues to work on in our community, how would we discover them?
  
  
  
  
  
  
  
  
  
  
5. If we wanted to hold an informational meeting, how would we set it up? What would we do first? What steps should we take?





Appendix 5-B

**Are you interested in becoming a U.S. Citizen?**

**Would you like more information about the  
requirements and the process for naturalization?**

Please come to an  
**Information Meeting on Becoming a  
U.S. Citizen**

**When:**

**Thursday, August 25  
Thursday, September 25  
6:00 p.m. sharp**

**Where: Centro Bilingüe  
2450 Ralmar Avenue, Room 40, East Palo Alto  
(Behind César Chavez Academy)**

**Come and get informed about this very important issue for you,  
your family, and your community.  
There will be lawyers who will address your questions.**

*Sponsored by Centro Bilingüe:  
(650) 325-3161*

**¿Tiene Ud. interés en hacerse ciudadano?**

**¿Quiere más información sobre los requisitos y el proceso  
para la ciudadanía?**

**Venga a una**

## **Plática sobre la Ciudadanía**

**Cuando:**

**Jueves, 25 de Agosto  
Jueves, 22 de Septiembre  
a las 6:00 en punto**

**Donde: Centro Bilingüe  
2450 Ralmar Avenue, Salon 40, East Palo Alto  
(Atrás del César Chávez Academy)**

**Venga y infórmese sobre este asunto muy  
importante para Ud., su familia, y su comunidad.  
Habrá abogados para contestar sus preguntas.**

*Patrocinado por el Centro Bilingüe:  
(650) 325-3161*

**Appendix 6-A**

**FOR IMMEDIATE RELEASE**

**PRESS CONFERENCE**

**DATE: THURSDAY, MAY 5, 1997      TIME: 12 NOON**

**PLACE: Centro Bilingue**  
**123 Main Street, Suite 602 (6<sup>th</sup> Floor)**  
**East Palo Alto, CA**

**For more information contact:**

**Jose Mirande at 555-5555**

**LOCAL GRASSROOTS IMMIGRANT GROUPS KICKS OFF  
NATURALIZATION CAMPAIGN**

Because of the political climate, anti-immigrant sentiment among a vocal few, and the INS' green card replacement program, immigrants are more interested in becoming United States citizens than ever before. Thus, Centro Bilingue, a small non-profit grassroots immigrants rights organization in East Palo Alto, California, is about to kick off its big naturalization campaign. The first informational presentation about naturalization is coming up on Saturday, May 7, at 10:00 a.m. at Centro Bilingue (123 Main Avenue in East Palo Alto). After that, there will be a presentation on naturalization on the first Saturday of every month at 10:00 a.m. For more information, people can call 555-5555. In the weeks following that presentation, workshops will begin where people can prepare their application packets for naturalization at a low cost.



## **Appendix 6-B**

Centro Bilingue, a small non-profit grassroots immigrants rights organization in East Palo Alto, California, is about to kick off its big naturalization campaign. The first informational presentation about naturalization is coming up on Saturday, May 7, at 10:00 a.m. at Centro Bilingue (123 Main Avenue in East Palo Alto). After that, there will be a presentation on naturalization on the first Saturday of every month at 10:00 a.m. For more information, people can call 555-5555. In the weeks following that presentation, workshops will begin where people can prepare their application packets for naturalization at a low cost. You are doing excellent jobs volunteering with Centro Bilingue to help do outreach and workshops on naturalization. You want to tell people how they can naturalize, why it is important, and let them know about the meeting so that they can get started on the process. You decide to hold a press conference as one way of getting your message out to the public.



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## REQUIREMENTS FOR BECOMING A U.S. CITIZEN THROUGH "NATURALIZATION"

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To qualify for naturalization, you must:

1. Be at least 18 years old.
2. Be a lawful permanent resident (have a "green card") for five years.
  - *If you are married to a U.S. citizen, you may need to be a lawful permanent resident for only three years.*
  - *If you had refugee or asylee status, you do not need the full 5 years of being a permanent resident. See a naturalization expert.*
3. Have good moral character.
  - *This means not having certain problems with the police or other authorities. Look at the "Red Flag Problem Situations" information on the back of this flyer.*
4. Be able to speak, read and write English at a basic level.
  - *There are exceptions for older people. You do not have to know English if when you apply for naturalization:*
    - 1) *You are 55 years or older and have had a green card for 15 years, or*
    - 2) *You are 50 years or older and have had a green card for 20 years.*
5. Be able to pass a test on U.S. history and government.
6. Not have left the U.S. for long periods of time in the last five years.
  - Look at the "Red Flags Problem Situations" information on the back of this flyer.*
7. Swear that you are loyal to the United States.
8. If you have a mental or physical disability that can make you unable to learn English or pass the U.S. history and civics exam, you can apply for a waiver. *Get help from an expert on naturalization.*

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**\*\*\* WARNING -- Applying for Naturalization Might Hurt You!! \*\*\***

*If you apply for naturalization and you have certain problems, you could be denied. You could even lose your green card and be deported! Carefully read the back of this flyer. If you checked one of the boxes, see a naturalization expert before you apply.*

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## REQUISITOS PARA HACERSE CIUDADANO DE LOS ESTADOS UNIDOS POR EL PROCESO DE NATURALIZACION

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Para calificar para la naturalizacion, hay que cumplir con los siguientes requisitos:

1. Tener por lo menos 18 años de edad.
2. Ser residente permanente (tener una "mica") por un minimo de 5 años.  
-- *El requisito es de solo 3 años para las personas que llevan 3 años casados con ciudadano o ciudadana. Consulte con un experto sobre este punto.*  
  
-- *Si usted arreglo su residencia como refugiado o bajo asilo politico, no tiene que cumplir con el requisito de 5 años completos. Consulte con un experto sobre este punto.*
3. Ser de buen caracter moral.  
-- *Esto significar no haber tenido problemas particulares con la policia y otras autoridades. Consulte la informacion que se encuentra al reverso de este volante.*
4. Demostrar habilidad de hablar, leer y escribir el ingles a un nivel basico.  
-- *Se les exenta el requisito de ingles a las personas que al momento de entregar la solicitud:*
  - 3) *ya tienen 55 años de edad y un minimo de 15 años de residencia permanente,*
  - 4) *ya tienen 50 años de edad y un minimo de 20 años de residencia permanente.*
5. Pasar un examen de historia y civica de los Estados Unidos.
6. No haberse ausentado de los E. U. por largo plazo desde que arreglo su residencia permanente. Consulte la informacion al otro lado de este volante.
9. Jurar lealdad a los Estados Unidos.
10. Si usted sufre alguna incapacidad mental o fisica la cual le impide aprender el ingles or pasar el examen de historia y civica, puede solicitar que le dispensen de los requisitos de ingles, historia y civica.

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\*\*\* ¡ALERTA! \*\*\*

*En algunos casos, se corre gran riesgo al presentar la solicitud de naturalizacion. Si usted ha tenido problemas con la ley, impuestos, matrimonio, deportacion o contradicciones de informacion, su solicitud puede ser rechazada. Ademias, puede poner en peligro su mica, y hasta podria ser deportado. Lea cuidadosamente la informacion al reverso de este volante.*

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## **Appendix 6-D**

### **Tips for Writing Advocacy Letters**

- Make your letter personal; petitions and mass-produced postcards receive little attention, but a hand-written or typed personal letter bears **much** weight.
- Be specific - one concern per letter; be concise (one page maximum) and precise; cite a specific piece of legislation if already introduced in House or Senate, such as --HR 235” or SB 100”.
- Find out what committees your Representative or Senator is on. Address them on pertinent issues early on in the legislative process.
- Be courteous and acknowledge achievements with gratitude. Be positive, avoid criticism.
- Phone calls to the *Washington* office of the *Senator or Representative* are important when votes are imminent: state your name, city/town, your request for the legislator to vote a particular way on a bill, Ask to speak to the particular legislative assistant for that issue; again, make your case concisely. How will this bill impact your congressperson’s district/state or you as a constituent?
- *Write* to *your* district offices of your senators and representatives. Your *letter* may get more notice at the district office.
- Write back to the Congressperson if his or her answer was vague, or you want to address the specific staff member who works on your issue, or you want to THANK HIM OR HER.
- Use electronic mail as you can, though your Congressperson is usually not able to write a personal reply over e-mail.
- You may contact any member of Congress, not just your own.
- You may also contact Congress even if you are not an American citizen. The Constitution requires Congresspersons to represent everyone living in their constituency, not just citizens.

REMEMBER: Your voice is heard and it counts! Your pleas and stories can change attitudes and votes--as well as support and reinforce. Staff workers in Congress often say that one personal letter represents 5.000 constituents!

## **Tips on Making Effective Personal Visits With your Senators and Representatives**

***A personal visit with your U.S. Senators and Representatives at their offices can be exciting and rewarding. It can also cause anxiety if you have not done your homework. A group visit has advantages, especially if you represent a broad base of people or an organization. The tips on effectiveness are the same. Good luck!***

### **Before the visit:**

- *Make an appointment.* The U.S. Capitol switchboard is 202-224-3121. Confirm the date later. If the legislator is not available, meet with the appropriate aide. It can be a very useful visit.
- *Brief yourself about your legislator.* Find out about his or her committee assignments, number of terms served, professional background, publicly stated views, and voting record on issues of interest to you.
- *Define the objectives of your visit:* is it to get acquainted or discuss something specific?
  - Limit the number of issues to be discussed
  - Know your facts and the issues surrounding them
  - Outline your views and comments in a written summary, which you can leave with your Congressperson,
- *Things may change!*
  - The legislator may not be there or have a schedule change. You can wait, reschedule or meet with an aide.
  - The length of the visit may be 5 minutes or an hour!
  - For groups visit, decide beforehand who will be your spokesperson, introduce the group, guide the conversation, and summarize the issue of concern.

### **During the visit:**

- *Set the climate* by being on time, positive and friendly, and acknowledge areas of agreement and appreciation.
- *Talk briefly about yourself:* where you live and how long you've been there, church membership, your volunteer service or education/occupation, your political involvement's, the group you represent, and experience or expertise relevant to your discussion.
- *State the reasons for your visit:*
  - Identify your position on the issues and make recommendations.
  - Be concise and specific.
  - Leave a written summary of your position along with a calling card and reference material.
  - Ask for related legislative materials such as copies and analyses of bills.
- *Be alert to other matters:*
  - Get the names of staff persons assigned to your topic.

- Do not let questions or comments derail your purpose.
- Acknowledge when you need more information, and then send it to them.
- Ask specific questions and request specific responses.
- May you attend committee meetings, hearings or visiting galleries?

**After the visit:**

- *Hold a debriefing:* Talk together with your group or someone else about the visit. Determine next possible steps. Inform others on what was learned.
- *Send a follow-up letter:*
  - Express thanks for the meeting.
  - Summarize what was said by all panics present.
  - Reiterate the issues, positions and recommendations
  - Identify follow-up commitments made by you and the legislator
  - Express the intention to continue the dialogue
  - List the names, addresses and phone numbers of all participants in the visit.

***“Speak up for people who cannot speak for themselves.  
Protect the rights of all who are helpless” (Proverbs 31:8).***

***“God calls us to act justly, to love tenderly, to walk humbly with our God” (Micah 6:8)-  
-and with all of God’s children!***



## **Appendix 7-A**

### *Reading materials for participants on negotiation strategies*

#### **§ 7A.1 Introduction to Negotiation**

Negotiation is communicating back-and-forth with someone to try to reach an agreement on something. In some cases it means reaching a compromise, in which both sides give in a little.

We, as well as our clients, negotiate every day. Families negotiate about what to eat for dinner, when children must be home, and how much money to spend. People who work together negotiate about who has to do what task. People negotiate with their landlord about fixing the toilet and with a boss about taking time off from work. Most people, whether they know it or not, have a lot of negotiating experience.

When working with large institutions such as the INS or Department of Social Services, negotiation is an important way for community members and leaders can resolve problems with the institution. Paralegals, lawyers, clients and community groups negotiate with INS, the Border Patrol, and other agencies. Negotiations also occur in schools, housing complexes, social services agencies, and with many other institutions.

Depending on the circumstances, there are many different people involved in negotiations. Often, someone has an advocate negotiate on his/her behalf. That advocate might be a lawyer, caseworker, or other professional staff member of a LIRS affiliate or another CBO. People also get family, friends, neighbors, or others to help them work out a problem through negotiation. People who volunteer at organizations such as the Parent-Teachers Association (PTA) assist with negotiation. Also, entire community groups led by organizers and community members can negotiate on behalf of others in the community. Finally, the most common negotiator is you; that is, people negotiate for themselves more often than they get others to negotiate on their behalf.

It is important to note that in addition to the help that professionals provide, community members have important resources of their own: their own life experience and problem-solving skills, and the help of friends and community. Friends, relatives, and community activists can help others in the community negotiate. They can provide moral support, help clients practice negotiating, and accompany the affected community member to the negotiation. Others in the community may be more assertive and have stronger English skills than the affected community member -- or even have experience in dealing with the governmental agency or group with whom the negotiation is intended.

## **§ 7A.2 Negotiating: Practical Tips**

Here are some suggestions to keep in mind when negotiating.

### Tips for a Successful Negotiation

#### **1. Target the right person**

When dealing with bureaucracies, you can save a lot of time if you first find out exactly who has the power to make the decision that you want. You can waste weeks trying to get through to one person, only to find out that a person or even a different branch of the agency really has the decision-making authority.

#### **2. If necessary, ask to speak with a supervisor.**

**Example:** Marta went to her son's school to discuss why the school suspended her son for fighting, but not the other child involved in the fight. The vice principal officer says that he did the right thing because it was Marta's son who started the fight. Marta knows that this is wrong because a teacher told her that the other child started the fight. Marta tells the vice-principal this, and the vice principal refuses to change his mind. Marta demands to see the vice principal's supervisor, the principal of the school. Marta convinces the principal to interview the teacher who witnessed the fight and reconsider the decision.

**Example:** INS is detaining asylum applicants from the People's Republic of China without bail for removal proceedings. A community group supporting the applicants arranges a meeting with the District Director of the INS to ask him to release the applicants. Before the meeting, the local member of Congress contacts INS to voice her disapproval of its detention policy.

#### **3. Leave a paper trail!**

It is critical to make a record of everything that happens before, during, and after a negotiation session. All negotiators must keep careful notes in a file of everything that happens during the negotiations. Thus, you must summarize all phone calls and meetings and keep a copy of all written correspondences in a file. If you reach an agreement with the other side, send them a letter thanking them for coming to an agreement and stating the agreement so they know that you are keeping a record.

Generally when you write letters, refer specifically to each of the previous times you have tried to resolve the problem. This is much more impressive than saying, "I tried to call several times." If many people are having the same problem, collect declarations from them and consider sending a group letter or arranging a meeting with the agency with whom you are trying to negotiate to try to resolve the problem.

**4. Always take the name of the person with whom you speak.** It is very likely that you'll need this in later negotiations.

**5. Be well prepared for meetings.**

Be prepared to prove your whole case from the beginning. Bring:

- an organized file with copies of all documents related to the issue;
- notes on the history of the issue, including the dates of important actions;
- notes on what you want to say during the negotiation;
- a notepad to take notes during the negotiation;
- if the client is a negotiator, she may bring a friend to translate or provide moral support. The friend might not be allowed in to the actual meeting, but she might be allowed to attend.

If possible, talk to other people about the people with whom you are going to negotiate. Find out who responds to sympathetic stories and who responds to threats. Share stories of what works with different people with whom you might negotiate.

**6. Know what you or the person you are assisting wants. Be prepared to compromise.**

Figure out what you (or the person you are assisting) want from the negotiation. Make sure you know all your options. Explore any other alternatives that might fulfill what you or the people you are helping want. Understand what compromises your side might agree to and what compromises the other side might agree to.

**7. Organize with others.**

Governmental agencies, landlords, schools, and others, often pay more attention to a group than an individual. Coalitions of agencies (or agencies and attorneys) can get more benefits for the community member than they can work alone. They can "speak with one voice" to the other side, as well as to the media, local government, and Congressional representatives. They can request official meetings, where they can try to solve problems on a policy level instead of just individual cases. You may form a coalition to deal with just one problem -- such as abuses in INS raids -- or to deal with problems on an ongoing basis. Many existing coalitions or other groups are willing to advise people who are forming a group.

### Negotiation Strategies

**1. Be prepared to make a legal argument in case you have to. Bring legal authority and supporting documents.**

Part of negotiating can include making a legal argument to the other side. You may need to bring a lawyer or paralegal with you to the negotiation, or you may need to



meet with a lawyer before the negotiation to fill you in on the legal angle and even write a letter for you to present at the negotiation.

**2. Attack the problem, not the person on the other side. If necessary, accept a reasonable compromise.**

Whenever possible, separate the problem you and your client are working on from the person with whom you are negotiating. Some problems are not the individual worker's fault. Moreover, you may need to negotiate with the same person another time. It is important to maintain as good a relationship as possible. Be open to looking at the problem from the worker's viewpoint and making a reasonable compromise.

**Example:** Lin, a community leader, is helping Victor approach the manager of his apartment building about a leaky ceiling in Victor's apartment. They first went to the manager about the leak two months ago. Everyone knows that the manager is overwhelmed with work because he doesn't have any assistants and the building is old and falling apart. At the meeting, Lin and Victor acknowledge that the manager faces a huge task and that the manager has been courteous to them, but they stress that after waiting for two months, Victor needs the leak fixed now. They show copies of the letters they have written to both the manager and the landlord. They finally make a deal: if the manager has not fixed the problem in three days, Victor can fix it himself and subtract the cost from the next month's rent.

After the meeting Lin and Victor write a letter to the manager thanking him for the meeting and stating the terms of their agreement.

**3. If someone on the other side is behaving wrongly, tell him so. If necessary, ask to speak with a supervisor.**

In some cases the governmental workers might clearly be breaking the rules. If possible, be strong but calm and polite. Don't get personal. A good tactic is to talk about the law (that is, what he is supposed to do) and ask the worker to justify his behavior in legal terms. If necessary, ask for a supervisor.

**Example:** Mohammed is trying to schedule a meeting to talk about youth services for refugees at the city's community center. Mohammed knows the community center is available to use for free on Tuesday evenings at 6:00 P.M. Yet, when he approaches the city's community center administrator to reserve the room, the administrator first says Mohammed cannot use it. Then, after Mohammed shows him that the community center's brochure says community members can reserve the room, the city worker tells Mohammed that he will have to pay \$125 to use it. Although Mohammed would like to say, "Listen you idiot! Don't you even know the your own city's requirements for using the meeting room,"

Mohammed, instead remains calm. He tells the worker, "I have the right to use this room for free. Show me where in writing it says I have to pay \$125. If you don't want to let me use it for free, I'd like to speak with your supervisor." The worker finally decides to let Mohammed use the room for free.

**4. Look for creative solutions. Consider the other side's point of view and their interest in efficiency.**

Sometimes the other side will reach a compromise if you can convince them that what you are asking makes sense -- for them.

**Example:** During the immigration amnesty program of the 1980s, community groups in San Francisco wanted to set up a table and have an advocate help people who came to the Legalization Office at INS. They formed a coalition and met with the head of Legalization Department. They pointed out that the Legalization Office was crowded with clients who had a lot of questions and problems. INS did not have enough personnel to help all the people. There was a crowd control problem in the office, and some people who were eligible were not applying, which was not good for INS statistics. The Legalization Office agreed to provide space for a full-time community advocate who could counsel the public and distribute educational materials. The advocate worked there for three years.

**Example:** INS had a procedure where a person had to speak with three different branches to get certain papers. This might take a person several hours. At a liaison meeting with INS, advocates stated that this not only wasted their clients' time, it was very inefficient for INS to tie up three officers. INS decided to change the practice.

Sometimes the other side will reach a compromise if you make it too embarrassing or costly not to reach an agreement. These efforts can be linked to community organizing.

**Example:** The INS had been conducting raids on several street corners in San Jose, California. Several of the raids have taken place near schools and churches. Frightened parents kept their children out of school because they do not want the INS to pick them or their children up on their way to school.

Community members, school and church officials were outraged because school attendance has decreased. They joined together and started a group called "Committee for the Rights of Immigrants". The group held community forums and several press conferences.

The group was able to schedule a meeting with the Border Patrol. People in the group stated that conducting raids near schools, or even visiting schools, was not a good way to carry out the Border Patrol's "legitimate" functions. Because of bad publicity and community pressure, the Border Patrol made a formal agreement that it would no longer visit any school in the county.

**5. Practice negotiating before you negotiate with the other side.**

Practice with other community members, neighbors, and co-workers by doing role-plays and demonstrations. This is especially useful for people who are just beginning to conduct formal negotiations. If several people plan to speak for your group, you must determine who is going to speak in what order and on which topic and what each person is going to say. All this preparation must be done in advance. We will practice a negotiation soon.

**6. Keep aware of your other options: community intervention, presswork, and working with members of Congress.**

Media work is discussed more in Chapter xx of this manual. When considering these other options, be sure to know what you want. In particular, only certain cases can be helped by the press. In some cases, using the press could backfire and cause harm to your case or to the community. Even if press coverage would be helpful, some people do not feel comfortable "going public." Their wishes, of course, must be respected.

**7. Use the negotiating style that suits your personality.**

Some people find it works best to be distant and formal when negotiating. Others like to be more friendly and casual. Some people naturally use reason and others tend to be more threatening. With practice you will find what is most comfortable for you. The important things to remember are: don't let the other side intimidate you; don't make the fight personal; bear in mind what is right; and, whenever you can, rely on what is right and the law.

## **Appendix 7-B**

### **Exercise: Community Meeting**

#### **Facts For Persons Role-Playing the INS Border Patrol Negotiators**

##### **Instructions**

Read these facts. Each participant will be assigned a role in this exercise. You will be given 30 minutes to prepare for a meeting with community members who are upset about some enforcement activity around an elementary school. Number of participants for Border Patrol: 1-3

1. Come up with an overall strategy of what you want out of this meeting. What is your bottom line? Will you offer anything to the community? Are you going to believe their side of the story? If so, will you admit it or try to minimize it?
2. Make a plan for who will cover which issues in the meeting.
3. Each of you needs to plan a 2- to 3-minute statement for the meeting.

##### **Background**

The Border Patrol has been stopping and questioning people on street corners near schools in San Jose, Calif., for the last four weeks. You know that community members have complained that the Border Patrol picked up several undocumented children on their way home from school. You know that both parents and school administrators are upset and will be at the meeting. You also know that undocumented people have constitutional rights, but they are here illegally and can be placed in deportation proceedings. You realize that stopping children on their way to school could present some public relations problems for the INS and you do not want the press involved in this because it could present an embarrassing situation to your office.

##### **Main Role**

- John (or Jane) Beasley, head of the Border Patrol. You want to try to take the position that the questioning was “legal” and “by the book,” but you don’t really know much law on it or care a lot about the law. You are actually concerned about the image of the Border Patrol, although you try to hide it at first. You like for people to “like” you. You really think you are doing your job by detaining children without legal status, but figure as a practical matter, it may not be worth a big controversy. You won’t promise never to stop children, but you might consider staying away from the few blocks around schools if the community members directly ask for a policy concession.

##### **Optional Roles (only if you need more roles)**

- Miranda White, General Counsel (attorney) for the Border Patrol. You are the legal person. You believe that these stops of children were “legal.” You personally don’t like the idea of stopping these detentions, since you believe they are legal. Since Mr. or Ms. Beasley is your boss, you will go along with his positions in the end. Also, you can

support giving concessions if it avoids the possibility of a messy lawsuit over this since it would be your job to work on some of it.

- Joe Smith, Border Patrol Agent who was involved in some of the activity near the schools. You are a nice enough guy but you did not do anything wrong in your eyes. You were just doing your job and even offered some of the kids some gum when you picked them up. Whenever you arrested someone you did it by the book. You were always polite and nice when you arrested people. No one ever complained to you during the raids about the fact that you were doing your job so close to the school. You thought it was a perfect place to conduct your work because so many undocumented women and children were walking by you and the other border patrol agents.

## **Exercise: Community Meeting Facts for Community Members' Roles**

### **Instructions**

Read these facts. Each participant will be assigned a role in this exercise. You will be given 30 minutes to prepare for a meeting with the director of the Border Patrol in your sector. Number of student participants: There is a maximum of seven roles but you do not need to use them all if you do not have enough student participants.

1. Come up with an overall strategy of what you want out of this meeting.
2. Make a plan for who will cover which issues in the meeting.
3. Each of you will be permitted to make a two-minute (very short) statement at the meeting, so think about what you want to say.

### **Background**

The INS has been stopping and questioning children on street corners near schools in San Jose, Calif., for the last four weeks. Several undocumented children have been arrested in this way on the way home from school. The Border Patrol asked some children to take them home with them, which they did. Frightened parents have kept their children out of school because they do not want the INS to pick them or their children up on their way to or from school.

School officials are outraged because attendance has decreased. Tomorrow evening at 5 p.m. a group of you will be meeting with the head of the Border Patrol, John Beastley, to talk to him about it. You need to plan for the meeting. Each of you needs to speak for at least two minutes during the meeting. Your group must decide what order each member will speak and what each will emphasize during the meeting.

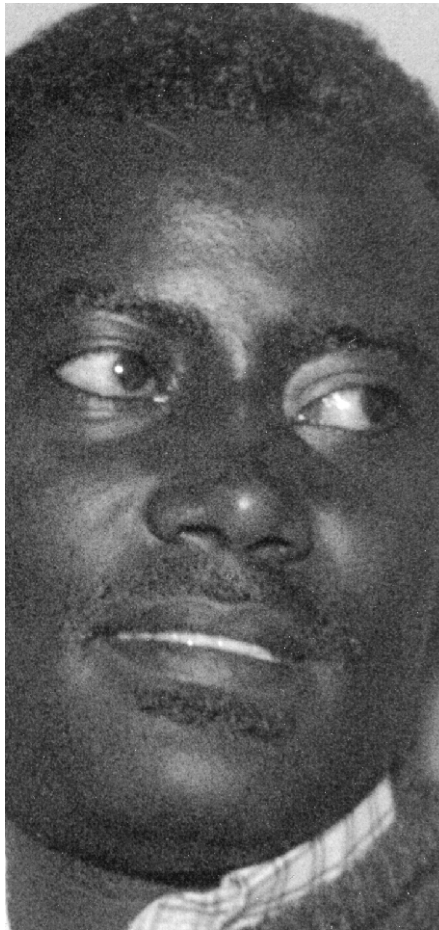
### **Roles**

(NOTE TO TRAINERS: Cut out these role descriptions and give one to each participant. Do not let the students see each other's roles. If the ethnic make-up of your participants is different from the names given below, feel free to change the names to fit the reality of the names of the group of leaders with whom you are working.)

- Perry Legal, a paralegal with San Jose Legal Aid. You have spoken with many of the members of the immigrant community who are upset about this.
- L. Gonzalez, a community advocate who works with a group called Raza Unida. Your group has told you that they feel like someone should go to the press about this problem.
- M. Delacour, principal of the Rose Hills Elementary School, the school closest to the point where children were being questioned. You are very protective of the rights of your children not to have to fear deportation when going to school. You are also concerned because the low attendance means less state support money to your school.

- C. Leyva, a parent of a child, 8-year-old Carmen, who goes to Rose Hills Elementary. Your child is a U.S. citizen and you are a permanent resident. The Border Patrol asked your daughter if she had papers and she said no. They asked her to take them home and you were home when the Border Patrol arrived. You are furious at this intrusion.
- P. Benavides, president of the PTA and a U.S. citizen. The child of your next-door neighbor was put in deportation proceedings. You want to speak for your neighbors because they are undocumented and afraid to speak.
- L. Smith, owner of a small store one block from the school. You have seen the Border Patrol's abuses and are outraged by them. Many of your most valued customers have been questioned by the Border Patrol while taking their children to school.
- D. Nguyen, a community leader. You saw the Border Patrol's actions, and many people have come to you complaining about what the border patrol has done. You have friends who send their children to Rose Hills Elementary School and you think the activities that the border patrol have been doing in the community are outrageous. You are a refugee from Vietnam.

*Note: The entire negotiation with the Border Patrol will be limited to 30 minutes!*



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