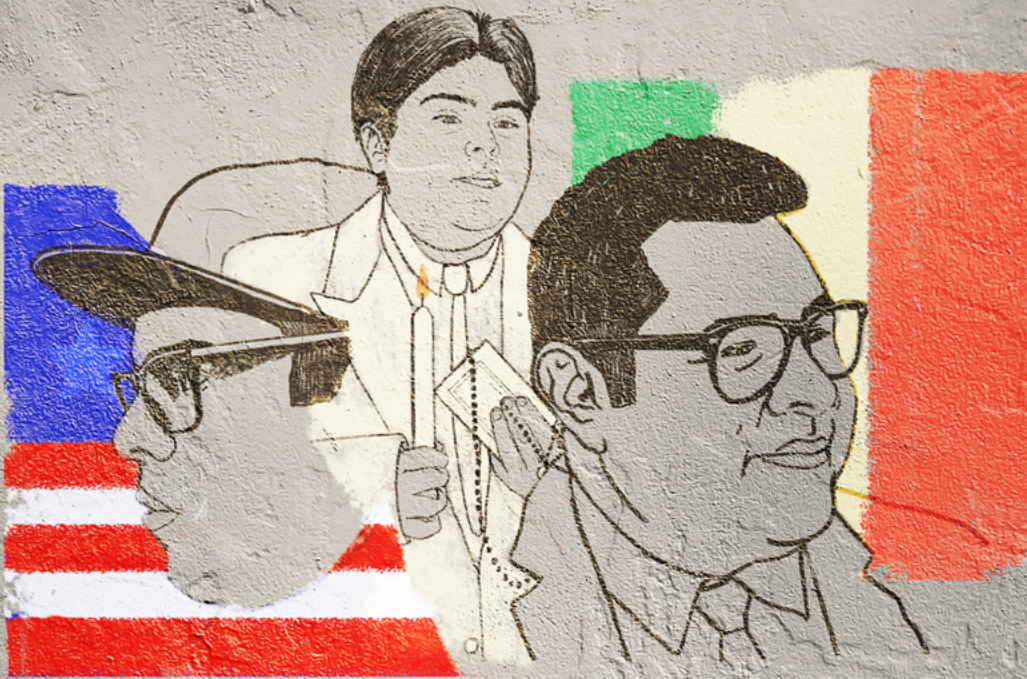


A DREAMER'S FIGHT FOR JUSTICE



FROM HERE / FROM THERE **DE AQUÍ DE ALLÁ**

A FILM BY MARLENE "MO" MORRIS

A Production of Galewind Films and Latino Public Broadcasting presented as part of the PBS VOCES series. With major funding provided by the Corporation for Public Broadcasting.



DISCUSSION GUIDE

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FROM HERE

FROM THERE

TABLE OF CONTENTS

A Note from the Filmmakers	<u>3</u>
Using this Guide	<u>4</u>
About the Film	<u>5</u>
Featured in the Film	<u>6</u>
Context for Documentary	<u>8</u>
Tips for Event Safety	<u>11</u>
Tips for Facilitation	<u>14</u>
Discussion Prompts	<u>17</u>
Take Action	<u>23</u>
Resources	<u>25</u>
Reference Information	<u>27</u>
End Notes	<u>33</u>

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President's Alliance on Higher Education and Immigration and Immigrants Rising



A NOTE FROM THE FILMMAKERS

Director & Producer, Marlene "Mo" Morris | Producer & Impact Producer, Nicole Solis-Sison | Producer, Jed Riffe

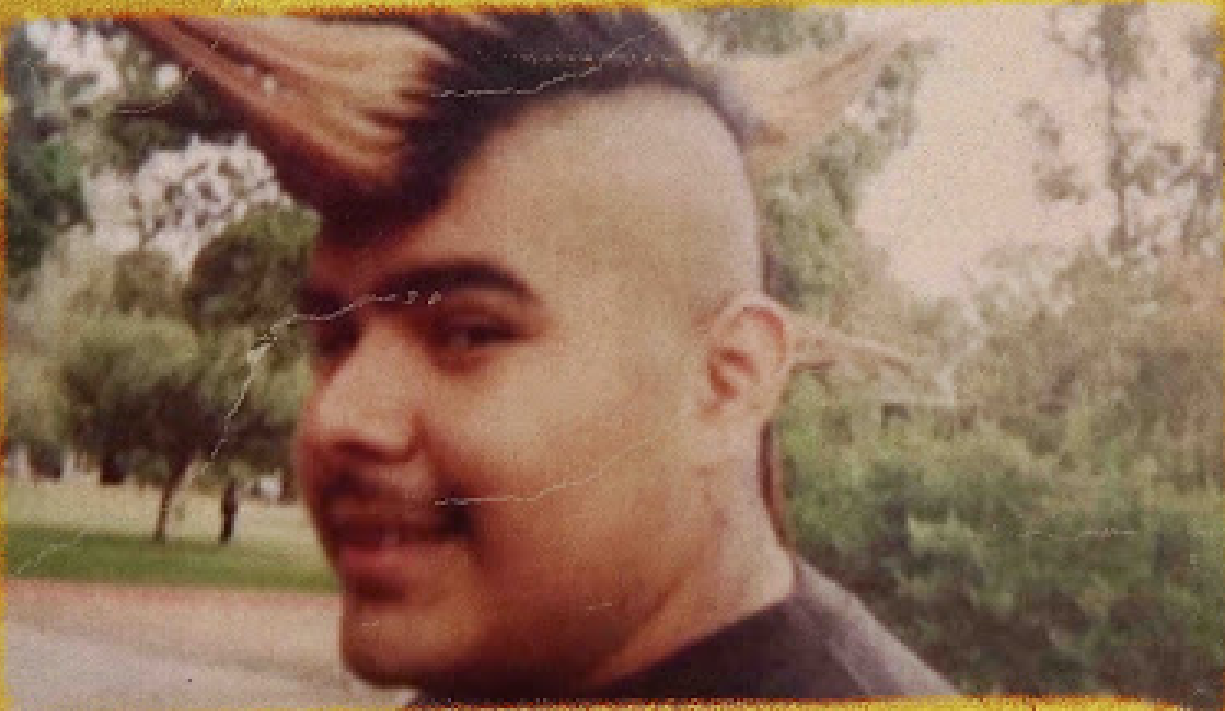
FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ) is more than a film—it's a call to recognize humanity, build solidarity, and push for justice.

Our creative team offers this tool, born of a potent combination of lived experiences in immigration, law, and social justice media-making. At a moment when the future of DACA (Deferred Action for Childhood Arrivals) remains uncertain, we hope the film serves as a catalyst for education, mobilization, and allyship. Lasting change for Dreamers isn't only about policy—it's about the lives, aspirations, and unwavering efforts of individuals fighting for their rightful place in the only country they've ever known as home.

Undocumented people are too often reduced to statistics or political talking points, erasing their humanity and contributions. This film challenges that narrative by centering the resilience, intelligence, and leadership within the undocumented community. Luis's story is one of determination and excellence—he embodies what it means to fight for justice, both in his personal life and on the forefront of the raging legal struggle for Dreamers and broader immigrant rights.

His journey underscores an important truth: undocumented individuals are not passive subjects of political and policy decisions, but powerful agents of change.

By sharing these stories in ***FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ)***, we aim to push back against dehumanizing rhetoric and reshape the conversation around immigration—together.



USING THIS GUIDE

This guide is an invitation to dialogue, designed for people who want to use ***FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ)*** to engage family, friends, classmates, students, colleagues and communities in support of undocumented young people.

Think of it as a buffet of resources to foster meaningful conversation, inspire action, and deepen understanding around the film's central themes. We encourage you to read through the full guide as you plan your event, and **to select 3-5 discussion prompts, resources and calls to action that align with your audience and goals.**

EXAMPLES

If you are hosting a screening and talkback with a group of students who are studying on a pre-law track, consider pulling prompts from the section "[Building Inclusive Legal Landscapes](#)"; If you know you are presenting the film in a community with a large population of undocumented students you may wish to share information about scholarships, specific career pathways, and knowing your rights. Depending on the structure of your event and how familiar the audience is with the topic, you may also wish to share some or all of the background information featured in the "[Context](#)" section of this guide. If you are new to hosting and/or facilitating an event, you may also find the "[Tips For Facilitation](#)" section to be particularly helpful.



ABOUT THE FILM

A LANDMARK SUPREME COURT CASE PUTS DACA—AND ONE UNDOCUMENTED LAWYER’S FIGHT FOR HIS COMMUNITY—AT THE CENTER OF HISTORY

When the Trump administration abruptly threatens to deport 700,000 fellow Dreamers, charismatic attorney and DACA recipient attorney Luis Cortes Romero fights back, co-piloting an A-Team of lawyers who takes their case all the way to the Supreme Court, making Luis the first undocumented immigrant to help argue a case before the nation’s highest court. Amidst the mass deportations and ongoing threats to the DACA program ***FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ)*** is a timely documentary that highlights the urgent need for compassionate immigration reform.

PLEASE NOTE

For educational purposes, we have created two versions of the film: a 54-minute version and a 63-minute version (referred to as “full length”). Both versions are available with English and Spanish subtitles. The longer version includes expanded content that highlights the services of an Undocumented Student Resource Center and footage with grassroots organizers. Any content highlighted in [light blue](#) refers to footage that will only be found in the 63-minute version of the film. However you use this guide, we hope you will find it an informative and inspiring resource!

OFFICIAL FILM WEBSITE: fromherefromthere.com

FEATURED IN THE FILM

In Order of Appearance



Luis Cortex Romero
Partner, Novo Legal Group



Evelia Vargas Magallan
Luis's Grandmother



Lourdes Romero
Luis's Mother



Jessica Cortes
Luis's Sister



Fatima Cortes
Luis's Sister



Mark Rosenbaum
Attorney, Public Counsel
Law Firm



Daniel Ramirez,
Luis's Client



Ethan Dettmer
Partner, Gibson, Dunn &
Crutcher, LLP



Ted Olson
Partner, Gibson, Dunn &
Crutcher LLP

Additional Participants

Featured in the full length version:



Paul Quiñonez

Organizer, Working Washington



Alejandra Pérez

Organizer, Washington Dream Coalition



Kamau Chege

Organizer, UndocuBlack Network



Bianca Barrios, Ph.D.

Psychologist, UC Berkeley
Dreamer Resource Center

“ACTIVISM LEADS AND THE LAW FOLLOWS.”

Luis Cortes Romero, DACA Recipient and Attorney

Additional Legal Team for Ramirez and DACA Cases

(Pictured but not interviewed)

Ted Boutsous

Gibson, Dunn & Crutcher LLP

Leah Litman

University of Michigan Law
School

Erwin Chemerinsky

Berkeley Law School

Laurence Tribe

Harvard Law School

Matt Adams

Northwest Immigration Rights
Project



CONTEXT FOR DOCUMENTARY

Brief History of DACA Program

In response to the failure of the DREAM Act to pass both houses of Congress, and under pressure from undocumented activists, President Obama introduced the Deferred Action for Childhood Arrivals (DACA) program through an executive order in 2012. DACA offered undocumented young people—often called “Dreamers”—a renewable two-year protection from deportation and access to a work permit, provided they met strict eligibility criteria.¹

Over the next several years, hundreds of thousands of young immigrants applied and were approved. But in 2017, the Trump administration announced its intent to end the program, suddenly making more than 700,000 DACA recipients deportable.²

States, universities, cities, unions, and individuals—including DACA recipients featured in ***From Here/From There (De Aquí/De Allá)***—challenged the rescission in court, with the film’s protagonist, Luis Cortes Romero, acting as co-counsel. The legal fight culminated in the 2020 Supreme Court ruling in *Department of Homeland Security v. Regents of the University of California*, which found the Trump administration’s attempt to end DACA “arbitrary and capricious.”³ The Court ordered the administration to resume processing both initial and renewal applications. However, the administration refused to process any new applications in defiance of the Court’s ruling.

In a separate legal challenge, Texas and several other states argued that DACA was illegal and imposed costs on their educational and healthcare systems. In January 2025, the Fifth Circuit Court of Appeals in *Texas v. United States* affirmed a lower court ruling that DACA is unlawful and that the program's work permits are invalid—though it limited the immediate impact mostly to Texas.⁴ Currently, DACA recipients in states other than Texas may continue to renew their status and newly eligible applicants may file for DACA benefits, but this temporary relief is subject to the Texas court's further review leaving the DACA program precarious nationwide.⁵

Impact of DACA Program's Potential Termination

The legal battle over DACA is far from over, and its uncertain future leaves millions of immigrants with deep social and economic roots in the United States at risk if the program is dismantled. While President Trump has at times expressed support for Dreamers, he has repeatedly reneged on his promises. His broader agenda has included calls to end birthright citizenship and to deport entire mixed-status families—threats that raise the stakes of DACA's uncertain future.⁶

Should DACA end, the consequences would ripple across education, employment, family life, and community cohesion. DACA recipients are integral members of our communities—students, workers, caregivers, professionals, and community leaders. Today, around 17 million people live in mixed-status households, with U.S. citizen family members, especially younger siblings or their own children.⁷ More than 1.3 million share a home with a DACA recipient, and roughly 300,000 U.S. citizen children have at least one parent who is a DACA recipient.⁸ Deportations could separate families, leading to emotional trauma, instability, and increased reliance on social services for those left behind.

DACA recipients were raised in the U.S., speak English fluently and are culturally American. Deporting them would be seen by many as rejecting people who embody American values despite lacking citizenship papers. They are deeply embedded in their communities and enrich the cultural fabric of their communities through their unique bicultural perspectives, language skills, and traditions. Their removal would diminish this cultural richness.

Many DACA recipients are college or graduate students. Deportation would interrupt or end educational pursuits, potentially wasting years of development and investment—both personal and institutional. Young undocumented students who view DACA recipients as role models might lose hope or motivation if they see that years of hard work still result in deportation. Each year, approximately 120,000 undocumented high school graduates would be ineligible for DACA protections and benefits.

Currently, 17 states in the U.S. have restrictive or prohibitive policies around in-state tuition and financial aid for undocumented students, including DACA recipients.⁹ Access to professional

licensure is similarly uneven: 17 states have no policies in place to allow licensure for undocumented individuals, and two states have active restrictions.^{[10](#)}

The loss of DACA would be especially devastating for the workforce. FWD.us outlines some of the potential impact of DACA ending on students and the workforce:^{[11](#)}

An estimated 36,000 jobs would be lost over a period of 2 years as DACA recipients would be forced from their jobs including the loss of approximately:

- 1,500 healthcare workers a month for 2 years
- 700 educators a month over 2 years
- 600 personal care workers a month over 2 years

The economic impact would be staggering—DACA recipients contribute across all sectors of our society, including as essential workers in the agricultural, hospitality and restaurant industries. Altogether, the costs of wasted investments, foregone economic contributions, and squandered potential total nearly one trillion dollars, including one million U.S. citizen family members impacted, more than \$150 billion in lost revenue for state and local governments, and hundreds of billions of dollars in lost economic contributions.^{[12](#)}

As the courts and policymakers determine the future of the program, it is critical that institutions, educators, and allies understand what's at stake. Sharing accurate information, offering support, and advocating for equitable access to education and opportunity are vital steps to ensure that undocumented young people and American communities can continue to thrive.





UNDOCUMENTED

TIPS FOR EVENT SAFETY

We recognize that the coming years will be an especially vulnerable time for undocumented people and all non-citizen immigrants. To help minimize potential harm and foster safe spaces at events that convene groups of undocumented individuals, we recommend implementing intentional protocols that prioritize the safety, privacy, and well-being of undocumented students. **Below are recommended practices for your consideration:**

Photo and Video Free Events

Ask attendees not to take photos, videos, or audio recordings. If photos and recordings are necessary or strongly desired, limit them to panelists or individuals who have explicitly consented and ensure that anyone who has not given explicit consent remains unrecognizable in any images in which they appear.

Social Media

Ask participants to refrain from sharing live details, videos or pictures of the event in their personal social media accounts until after the event is over.

Thoughtful Marketing Language

Consider framing your event as broadly serving immigrant, first generation and/or underserved populations, with clear attention to the accessibility needs and privacy

considerations of undocumented people. Avoid language that may intentionally expose or target your event or undocumented communities. Do not share the location of the event in your marketing materials; instead only share it with those who have registered.

Buddy System

Encourage undocumented students to attend events with one or more friends or allies who hold protected status (citizenship or lawful permanent residence), providing an added layer of support and safety.

Smaller, Closed Events

If your event is taking place in a state or setting where undocumented immigrants are particularly vulnerable, consider hosting smaller events that are closed to the public and promoted through trusted campus sources, allies, and established “whisper networks.”

Resource Sharing

Offer attendees materials like “Know Your Rights” information, [red cards](#), and community or mental health resources—either at the event or in advance (some are included in the [Resources](#) section of this guide).

Community Agreements

Begin events by establishing a collective understanding of safety, consent, and privacy protocols in place for the event along with any other necessary safety measures that set a tone of shared respect and recognition of the vulnerability of the space.

Sanctuary Protocols

Clearly define and communicate sanctuary protocols in your community in the event that ICE or police show up at your event. Train event organizers and staff on exactly what to do if ICE or police arrive. Share what these protocols are with participants before the event.

Check for Changing Policies

Be mindful of shifts in state and local policies that may pose a threat to immigrant communities. For example, in 2025, Idaho proposed House Bill 382 which would allow for the collection of immigration status of students in public schools.

Respect Privacy and Consent

Do not single out individuals to speak about their undocumented experience. Give people agency to share or not share their stories. Ask privately if they are comfortable sharing, and allow them the option to refrain from sharing personal experiences at any point.

Audience Feedback Questionnaires

Written questionnaires are sometimes used to gather feedback for evaluating and improving the effectiveness of the film's impact campaign. Reassure attendees that all feedback is ANONYMOUS and that responses will remain CONFIDENTIAL unless they choose to provide contact information or explicitly permit sharing of identifying details. Make it clear to participants that completing the survey is OPTIONAL and that they should answer only questions they feel comfortable answering. If anyone has questions or concerns about the film, please suggest that they contact the filmmakers via the film's website: fromherefromthere.com.





TIPS FOR FACILITATION

We recommend that participants view **FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ)** in advance. Please be mindful that the film's subject matter may be heavy or even triggering for some viewers. Be prepared to hold space for strong emotions and proceed with care. To deepen the conversation, you can also explore background materials on DACA and the experiences of undocumented young people, linked at the end of this guide and on the film website: fromherefromthere.com.

Before You Start the Film

Briefly welcome everyone, thank sponsors, introduce partners, and remind people to stay when the film ends for whatever you have planned (e.g., to join in the discussion, listen to speakers, participate in planning a follow-up event, sharing a meal, etc...).

Review Essential Logistics

We recommend reviewing some of the safety protocols you have put in place for your events (see above):

- Establish and reiterate community agreements
- Share community sanctuary protocols
- Briefly explain how you plan to conduct the conversation: For example, people will not be singled out to speak about their undocumented experience, people will never be compelled to share personal stories or information and may opt out of answering any questions.

Introduce the Film

Start with one or two sentences about why you organized the screening and what you hope to achieve. For example: *“We chose this film to create a safe, inclusive space to celebrate our stories and share resources about how undocumented students can pursue careers in law, like Luis.”*

Sharing your goals up front will help set the tone and guide the discussion that follows.

When the Film Ends

To keep momentum and prevent attendees from drifting away, be ready with a discussion prompt as soon as the lights come up. This guide includes a range of optional prompts—choose one or two that best align with your audience and event goals. These questions are simply tools to spark conversation.

To ease the transition from film to discussion or speakers, give attendees a moment to stretch or reflect before inviting responses—but avoid taking a full break. Consider handing out index cards at the start of the event for attendees to write questions, stories, or comments anonymously. Collect them at the end of the film to help get the conversation started.

If you’re gathering feedback, distribute printed questionnaires (see sample in the Resources section) or display a QR code linking to a digital survey. Let attendees know that completing the survey is **optional**, and that **all responses are anonymous unless explicit consent is given** (see Guidelines above).

During the Discussion

Structure the discussion in a way that allows everyone who wants to speak the chance to be heard. Let participants know how the conversation will be facilitated.

DISCUSSION MANAGEMENT STRATEGIES

- Using go-rounds, where each person takes a turn speaking
- Limiting opportunities for participants to speak for a second or third time until everyone has had a chance to contribute to the conversation
- Dividing the audience into small groups or pairs to encourage participation
- Using digital platform (such as mentimeter, slido, etc.) where participants can submit questions or comments for the speakers.

To keep your audience engaged, consider incorporating interactive elements. If your event is virtual, open a Zoom side room or group chat for informal conversation. You might also create a hashtag so participants can share reflections or resources on social media.

If your event has a specific goal—such as encouraging college administrators to adopt sanctuary status or consider measures to support undocumented students—make sure attendees are aware of that intention from the start. If so, consider how to dedicate time to that goal without limiting space for broader discussion.

Language matters. The words you use can help model an inclusive, respectful space. Encourage participants to speak from their own experiences and avoid making generalizations or assumptions about others. If someone shares a personal or vulnerable story, honor the courage it takes to do so—especially in public or unfamiliar settings.

Never pressure anyone to share personal information, especially regarding immigration status. In large or public events, it's best to advise participants not to disclose personal or family details. Instead, offer clear guidance about trusted local organizations or safe spaces where they can seek support privately.

Wrapping Up

Leave time at the end for reflection, questions, and next steps. If your event includes a call to action, let participants know how they can get involved. The Resources section includes examples you can adapt.

Be prepared to help people take the first step. Share information about local organizations and initiatives doing relevant work, and avoid duplicating or competing with existing efforts. If possible, connect with these groups in advance and offer ways attendees can partner or get involved.

Finally, don't forget to share any available mental health resources—on or off campus—to support those who may need it.



DISCUSSION PROMPTS

Immediately after the film, you may want to give people a few moments to reflect on what they have seen, or pose a general question and allow some time for them to jot down or think about their answers before opening the discussion.

SAMPLE OPENING QUESTIONS

1. In a word, how would you describe your reaction to the film?
2. What was one moment or idea that stood out to you?
3. If you could ask someone in the film a single question, who would it be—and what would you ask?
4. Was there anything in the film that surprised you? Did you learn something new about DACA, the immigrant rights movement, or others' lived experiences?
5. Describe a scene you found especially moving or challenging. What made it resonate with you?
6. What central issues does the documentary explore? Did it shift or deepen your understanding in any way?
7. Were you surprised by Luis's journey? How did it shape your perspective on your own role in supporting immigrant rights?

Below are some questions that reflect on different themes presented in the film:

THEME 1

General Questions About Immigration, Belonging, and DACA Status

1. What is the significance of the film's title, ***FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ)***? How does it connect to the film's themes and message?
2. The phrase "*ni de aquí ni de allá*" ("neither from here nor there") is often used in Spanish-speaking immigrant communities to express a sense of placelessness or being an outsider. How does the film's title relate to—or reclaim—this idea?
3. What cultural backgrounds or communities affected by DACA are not represented in the film? How might their inclusion have shaped the story or added to its impact?
4. What does it mean to be "American"—and who gets to decide?
5. The "American Dream" is often cited as a reason people immigrate to the U.S. What does that dream mean today, especially for Dreamers?
6. Beyond the fear of deportation, what are some of the other challenges that undocumented young people face due to their uncertain status?
7. What are the risks of labeling Dreamers as "good" immigrants, while implying others are "bad" or less deserving of protection?
8. What do you currently understand about the deportation process? What questions do you still have or want to explore?
9. How did the deportation of Luis's father affect him and his family? How can you empathize with someone at risk of deportation? What are some meaningful ways to support families who have experienced it?
10. Luis's family is considered a mixed-status family. What does that mean, and what unique challenges might mixed-status families face?
11. Do you believe there is a need for comprehensive immigration reform that is more inclusive and less exclusive? What might that look like in practice?
12. What role can you play in advancing immigration reform, especially for DACA recipients? How can you support immigrant communities in your area, particularly those living in heightened fear today?



THEME 2

Mentorship and Opportunities for Undocumented Students

1. Luis touches on some of the barriers undocumented young people face in pursuing higher education and white-collar careers—such as being ineligible for financial aid and lacking work authorization due to not having a Social Security number.
What other professional barriers might undocumented students face? How might mentorship have helped Luis overcome these obstacles?
2. In the film, Luis describes a turning point when he almost quit law school, believing there was no point in learning something he might never be allowed to practice. During a phone call, his mother encouraged him by saying, “Even if [you] don’t get to practice law later, whatever [you] learn in law school, they can’t unteach you—and we don’t get to these spaces often.”
How does support from family, friends, or community influence a person’s persistence and success? What other support systems can make a difference?
3. When Luis visits the Undocumented Student Program office at UC Berkeley, he reflects on how powerful it would have been to have access to such a space during his time in school.
How might the absence of such resources affect undocumented students? What types of services could schools and universities provide to support them? Why are these resources vital—not only for students, but for the institutions that host them? ([Use this question only if screening the full-length film.](#))
4. DACA protections allowed Luis to practice law.
Do you think he could have pursued a legal career without DACA? Why or why not?
What other professions might be inaccessible without work authorization? How can we advocate for inclusive professional and occupational licensure at the state level?
5. As a student or peer, how can you help create a supportive, equitable learning environment for undocumented classmates? What can you do to contribute to grassroots advocacy on their behalf? As a professional, what benefits might you gain by serving as a mentor to an undocumented student?
6. What personal qualities did Luis demonstrate throughout the film? Which challenges or circumstances was he able to control—and which were beyond his control?



Grassroots Immigrant Rights Movement for DACA

1. Luis says, “I’m reminded about what brought about some of the most serious changes in America... it’s the direct action by people, not Congress, but people.”
What are some historical examples of how people have taken action to support the human rights of undocumented immigrants? What are some meaningful ways people can take action today to support DACA recipients and undocumented communities?
2. On the topic of cross-coalition building, Kamau Chege, founder of UndocuBlack, explains, “We created UndocuBlack in response to how Latino-focused the narrative was. And now that network’s grown, but also you see Black immigrants in Congress, a lot of Asian immigrant leaders, and so the movement is so much bigger and more diverse. There’s gonna be a lot more accountability because there’s so much more power.”
Why do you think immigration narratives have often centered Latino/a/e communities? How can undocumented immigrants build solidarity and coalitions across racial, ethnic, and cultural lines? What obstacles might they face in doing so? [\(Use this question only if screening the full-length film.\)](#)
3. The undocumented youth movement that helped lead to DACA was marked by resilience, persistence, and courage. Even after repeated failures to pass the DREAM Act, undocumented student organizers continued pushing for reform.
What strategies or actions from the film stood out to you? Are there other historical examples of youth-led or immigrant-led organizing you’re familiar with? How might those lessons be applied in today’s political climate?
4. We often treat social issues—like immigration, racial justice, or LGBTQ+ rights—as separate, but in reality, they often intersect. Many people live at the crossroads of multiple forms of marginalization.
How can individuals and movements build alliances across issues while staying focused and effective in their advocacy? Are there examples—past or present—of successful intersectional coalition-building?



THEME 4

Building Inclusive Legal Landscapes

1. Prompt participants to review the DACA eligibility requirements listed in the resource section of this guide. How do these requirements create barriers or exclusions, and how might they shape how undocumented people are perceived by government institutions? If you could revise these requirements, what changes would you make—and why?
2. In the film, attorney Mark Rosenbaum says, “There’s a myth in this country that you only win in the Supreme Court based on brilliant Supreme Court advocacy by lawyers. That’s not true. The greatest civil rights victories were won, not by lawyers, but by the individuals whose stories those lawyers were privileged to tell.”

What do you think he means by this? Do you agree with his perspective?

3. Luis explains that the six plaintiffs in *Garcia v. Trump* included two teachers, a medical student, a law student, and an immigration lawyer.

Do you think these plaintiffs represent the broader experiences of most DACA recipients? Why or why not? How might lawyers shape public understanding of immigration by choosing certain clients to represent?

4. How important is it to build a legal field where lawyers deeply understand and connect to the cultures, communities, and stories of their clients? What steps could be taken to make that vision a reality?
5. What qualities make someone a good lawyer? What additional qualities or perspectives make someone a strong immigration lawyer?
6. In one of the film’s most moving moments, Luis reflects: “The times that I feel very much undocumented is not when we lose—it’s when we win. One of us is walking out with legal status, and it’s not the lawyer.”
How might that reality affect someone like Luis, who fights for the rights of others while still being vulnerable himself? How can law firms, law schools, and the broader legal system provide meaningful human support for undocumented practitioners? What kinds of mental health or wellness services might help ease the stress they face?

7. In 2023, the American Families United Act was introduced in Congress but never brought



to a vote. It aimed to prevent the separation of mixed-status families by allowing undocumented individuals in such families to gain legal status—such as through waivers that reduce the risk of extended separation for U.S. citizens who sponsor a spouse or child. What potential benefits could come from policies like this? How might it change the lives of mixed-status families?

8. The film also touches on the controversy surrounding Ted Olson’s role as part of the legal team, given his conservative background.
How do you think his involvement affected the case—positively or negatively? Do you see bipartisan allyship as helpful or harmful in this kind of legal work? Finally, what do you think it means for undocumented people to see someone like Luis—an undocumented lawyer—leading the fight on their behalf?

END OF YOUR DISCUSSION

To help participants process their experience and begin shifting from dialogue to action, consider ending your event with one or more of these reflection questions:

SAMPLE CLOSING QUESTIONS

1. What’s one thing you learned from this film that you wish everyone knew? How might things change if more people understood this?
2. If you could encourage one person or group to watch this film, who would it be—and what do you hope they would take away from it?
3. Complete this sentence: *I am inspired by this film (or discussion) to* _____.



TAKE ACTION

If you're moved by *From Here/From There (De Aquí/De Allá)* and want to make a difference, here are several ways to get involved:

Host Your Own Film Screening (fromherefromthere.com/host-a-screening)

Share the film with your community and follow it with a post-screening discussion or Q&A to explore themes that inspire action.

Advocate for Sanctuary Policies

Push local schools, universities, and communities to adopt policies that protect undocumented individuals. This can include organizing petitions, writing letters to decision-makers, and hosting events to raise awareness.

Be an Ally

Support undocumented individuals on your campus or in your community. Listen, uplift their voices, and speak out when needed.

Help Develop Resources for Undocumented Students

Work with others to create inclusive guides, connect students to services, or improve access to critical information and support.

Host or Participate in Workshops

Facilitate or join workshops focused on immigration issues, student support, or legal education—both on campus and in your broader community.

Get Involved in Mentorship

Join or create mentorship programs that support undocumented students in their academic or professional journeys.

Follow Immigrant Rights Organizations

Stay informed by following credible networks like UndocuProfessionals Network ([@undocuprofessionals](#) on Instagram).

Sign Up for Newsletters

Receive timely updates from national immigrant advocacy groups like [United We Dream](#).

Volunteer with and Support Local Organizations

Find ways to support advocacy efforts near you with your time and/or donations. Check out this list of [DACA/Dreamer-supporting organizations and local chapters](#).

Engage Civically

Attend town halls to learn how your local leaders are (or aren't) protecting immigrant rights
Call your representatives and make your voice heard—[5 Calls](#) can help you get started.



RESOURCES

Know Your Rights

- [Make the Road](#)
- [United We Dream](#)
- [Print a Red Card*](#)

Note: The ILRC's red cards give examples of how people can exercise these rights. However, they do not provide individualized legal advice.

- [Print a Know Your Rights Solidarity Sign](#)

Resources for Students & Educators

- [Understanding the Sanctuary School & Safe Zone Movement: A Quick Guide for Educators](#)
From Immigrants Rising
- Visit the [Immigrants Rising](#) website for a complete list of resources they have compiled in support of undocumented students
- [Information about Undocumented Student Resource Centers](#)
- [Professional and Occupational Licensure State Policies](#)
- [Rights & Protections Hub: Guidance for Institutions and Immigrant Students](#)
- [Undocumented Graduate & Professional Student Resource Hub](#)
- [Federal Policies: Undocumented Students with and without DACA](#)

- [What to Do if Immigration Comes to Your Workplace](#)
- [Largest Community for Undocumented Professionals](#)

Legal Resources

- Visit [Path2Papers website](#) for more information on pathways to citizenship for DACA recipients.
- [Online Detainee Locator System](#)
- [DACA Renewal Calculator](#)
- [Steps to Take if Your DACA Renewal is Delayed](#)

DACA FAQ

- [Get the Facts on the Dream Act](#)
- [Why DACA and Dreamers are Forever in a State of Limbo](#)
- [Frequently Asked Questions: Latest DACA Developments, from the National Immigration Law Center](#)

More About the Case

- Immigration Attorney at Center of Fight to Protect DACA Recipients
 - [Slate](#)
 - [Scripps News](#)
 - [PBS](#)
- [Democracy Now: Meet Dulce Garcia: DREAMer & Immigration Lawyer Who is Suing Trump for Ending DACA. Interview & Transcript](#)
- [Supreme Court Saved DACA: Paperwork Error by Trump Administration](#)



REFERENCE INFORMATION

A Timeline of DACA Organizing and Luis's Journey to the Supreme Court

- **2000:** Undocumented youth begin organizing to expand legal status and access to higher education.
- **2001:** The DREAM Act is introduced in the Senate for the first time by Senators Orrin Hatch and Dick Durbin.
- **2001:** Texas becomes the first state to offer in-state tuition to undocumented students through the Texas Dream Act.
- **Early 2000s:** Grassroots organizing by undocumented youth for the DREAM Act begins shortly after the bill's introduction in Congress.
- **2010:** A revised version of the DREAM Act passes the House of Representatives but fails to pass the Senate.
- **2010:** Undocumented youth organizers—often called “Dreamers”—mobilize through marches, sit-ins, hunger strikes, and other advocacy campaigns to push for the legislation.
- **2010:** Luis attends law school at the University of Idaho.
- **2012:** UC Berkeley establishes the first Undocumented Student Resource Center.
- **2012:** Activists pressure the Obama administration to adopt “deferred action” to stop the high rate of deportations.
- **2012:** President Obama signs the Deferred Action for Childhood Arrivals ([DACA](#)) executive order.

- **2014:** California becomes the first state to offer professional and occupational licenses to undocumented immigrants.
- **Feb. 2017:** ICE arrests DACA recipient Daniel Ramirez.
- **2017:** Luis is retained as an attorney for Daniel Ramirez.
- **2017:** Luis meets with Mark Rosenbaum, who connects him with the Gibson Dunn legal team, law professors, and advocates who later form Daniel's full legal team.
- **Sept. 2017:** Attorney General Jeff Sessions announces the Trump administration will rescind DACA.
- **2017:** Luis and the legal team seek undocumented plaintiffs for multiple cases against the U.S. government, including [*Dulce Garcia v. United States of America*](#); [*Donald J. Trump*](#).
- **2017:** A San Francisco judge consolidates the various cases into one: [*Department of Homeland Security v. Regents of the University of California*](#).
- **2017:** 143 corporations file an amicus brief supporting DACA and Dreamers, part of over 1,400 amicus briefs filed by institutions.
- **Jan 2018:** A San Francisco federal judge rules the Trump administration acted unlawfully in rescinding DACA.
- **May 2018:** The Trump administration appeals; the case goes to the 9th Circuit Court of Appeals.
- **Nov. 2018:** The 9th Circuit Court of Appeals upholds the ruling that rescinding DACA was unlawful.
- **2018:** The Trump administration bypasses normal legal channels to bring the case quickly to the Supreme Court.
- **Nov. 12, 2019:** Oral arguments in the Supreme Court case of *Department of Homeland Security v. Regents of the University of California*.
- **June 18, 2020:** The Supreme Court rules to uphold the federal court ruling that rescinding DACA was unlawful.
- **July 2020:** Despite the Supreme Court ruling, the Trump administration announces it will not accept new DACA applications.
- **Nov. 2020:** Ten states (TX, AL, AR, KS, LA, ME, MS, NE, SC, WV) sue, arguing DACA drains state educational and healthcare resources.
- **2023:** Texas federal court rules that DACA is unlawful in [*Texas v. United States*](#).
- **January 2025:** The 5th Circuit Court of Appeals in Louisiana affirms the Texas ruling that DACA is unlawful and invalidates recipients' work authorization, though limits the ruling's impact primarily to Texas. Existing DACA recipients outside Texas may renew status and eligible applicants may submit new DACA applications.

Eligibility Requirements for DACA Participation

- Under the age of 31 as of June 15, 2012;
- Entered the United States by the 16th birthday;
- Continuous residence in the United States since June 15, 2007;
- Physically present in the United States on June 15, 2012 and at the time of the request for consideration under DACA;
- Had no lawful status on June 15, 2012;
- Currently in school, graduated or obtained a certificate of completion from a high school, or have obtained a GED, or honorably discharged veteran of the Coast Guard or Armed Forces of the United States, and;
- Have not been convicted of a felony, significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety.

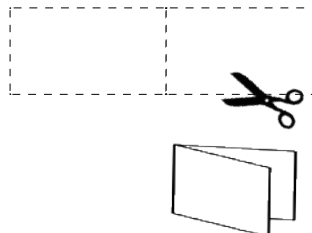
FROM HERE/FROM THERE (DE AQUÍ/DE ALLÁ) IS A TIMELY FILM THAT PROVIDES INSIGHT INTO THE LIVES OF UNDOCUMENTED INDIVIDUALS AND MIXED-STATUS FAMILIES. THE WAY LUIS' STORY IS TOLD, INCITES LAUGHTER, INSPIRATION, AND ACTION, NOT ONLY FOR THOSE WHO ARE DIRECTLY IMPACTED BUT ALSO FOR ALLIES IN LAW AND HIGHER EDUCATION. THIS IS A MUST-WATCH FILM THAT HELPS EDUCATE AND SPARK DISCUSSIONS FOR THOSE SEEKING TO UNDERSTAND THE COMPLEXITIES THAT UNDOCUMENTED STUDENTS FACE IN HIGHER EDUCATION AND IN THEIR CAREER TRAJECTORIES.

Luz Bertadillo, Director, Campus Engagement,
Presidents' Alliance on Higher Education and Immigration

PRINT YOUR OWN RED CARD

To print at home, use heavy weight paper, or card stock. Cut out the cards along the dotted lines. If you're unable to print on both sides, you can simply fold on the center line to make a 2-sided card.

If you use a professional printer, we suggest you print 2-sided cards with white text on red card stock with rounded corners.



Usted tiene derechos constitucionales:

- **NO ABRA LA PUERTA** si un agente de inmigración está tocando la puerta.
- **NO CONTESTE NINGUNA PREGUNTA** de un agente de inmigración si trata de hablar con usted. Usted tiene el derecho a guardar silencio.
- **NO FIRME NADA** sin antes hablar con un abogado. Usted tiene el derecho de hablar con un abogado.
- Si usted está fuera de su casa, pregúntele al agente si tiene la libertad de irse y si le dice que sí, váyase con tranquilidad.
- **ENTRÉGUELE ESTA TARJETA EL AGENTE.** Si usted está dentro de su casa, muestre la tarjeta por la ventana o pásela debajo de la puerta.

I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

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FROM HERE / FROM THERE DE AQUÍ DE ALLÁ

A FILM BY MARLENE "MO" MORRIS

AUDIENCE SURVEY

Thank you for completing this survey. Your feedback helps us evaluate and improve our efforts to reach communities through this campaign.

PLEASE NOTE: This survey is ANONYMOUS and your responses will remain CONFIDENTIAL unless you choose to provide your contact information or explicitly permit us to share identifying details. All survey questions are OPTIONAL, so please answer only questions you feel comfortable answering.

Are you (check all that apply):

- ☐ A student
- ☐ A legal professional or other service provider
- ☐ An educator or employee at an educational institution
- ☐ An organizer or immigration advocate
- ☐ None of the above, but interested in learning how to support undocumented students
- ☐ Other, please describe: _____

After watching **FROM HERE/FROM THERE**, to what extent have your views on DACA changed?

- ☐ Very much changed
- ☐ Somewhat changed
- ☐ Somewhat un-changed
- ☐ Not changed at all
- ☐ Please explain your answer: _____

After watching **FROM HERE/FROM THERE**, which of the following are you likely to do (select all that apply)?

- ☐ Discuss the issues with friends and/or family
- ☐ Organize a screening/discussion (please provide email)
- ☐ Get involved with an organization helping undocumented students
- ☐ Get involved with an organization helping mixed-status families
- ☐ Learn about laws/policies in your state impacting undocumented students/families/ communities
- ☐ Something else, please describe: _____

To what extent have your views about undocumented students' access to educational and career advancement changed after watching **FROM HERE/FROM THERE**?

- ☐ Very much changed
- ☐ Somewhat changed
- ☐ Somewhat un-changed
- ☐ Not changed at all
- ☐ Please explain your answer: _____

What would you tell someone who hasn't seen the film?

Anything else you would like to tell the hosts of this event or the filmmakers?

Can we share your comments in our campaign materials?

- ☐ Yes
- ☐ Yes, first name only
- ☐ No

Would you like to be added to our newsletter list to receive updates about **FROM HERE/FROM THERE** and the impact campaign? If so, please provide email below or sign up on the film website: <https://fromherefromthere.com>

Would you like to screen **FROM HERE/FROM THERE** with your organization or get involved with the impact campaign?
Add your full name and email below and a team member will reach out to you.

- ☐ Yes
- ☐ No

ADDITIONAL OPTIONAL QUESTIONS:*

***Note:** The following questions are intended ONLY to help us determine if we have been able to reach and provide support for communities affected by immigration policies. We will never use this information other than to assess the success of our impact campaign.

- Have you ever been affected by immigrant policies as someone who is currently or formerly undocumented?
 - ☐ Yes
 - ☐ No
- Are you a friend or family member to someone who is currently or formerly undocumented?
 - ☐ Yes
 - ☐ No

Age: _____ City/State: _____ Gender: _____

Race/Ethnicity: _____ **Email Address:** _____

END NOTES

¹ U.S. Department of Homeland Security. [*Secretary Napolitano Announces Deferred Action Process for Young People Who Are Low Enforcement Priorities*](#). June 15, 2012.

² CNN. [*Trump Ends DACA but Gives Congress Window to Save It*](#). September 5, 2017.

³ U.S. Supreme Court. [*Department of Homeland Security v. Regents of the University of California*](#), 591 U.S. (2020).

⁴ U.S. Court of Appeals for the Fifth Circuit. [*Texas v. United States*](#). January 2025.

⁵ National Immigration Law Center. [*Timeline: DACA in the Courts*](#). (2025)

⁶ NPR. [*Trump Wants to End Birthright Citizenship*](#). May 15, 2025.

⁷ American Immigration Council. [*U.S. Citizen Children Impacted by Immigration Enforcement*](#). 2021.

⁸ American Immigration Council. [*Deferred Action for Childhood Arrivals \(DACA\): An Overview*](#). 2024.

⁹ Presidents' Alliance on Higher Education and Immigration. [*In-State Tuition and Financial Aid Policies for Undocumented Students*](#).

¹⁰ Presidents' Alliance on Higher Education and Immigration. [*Professional and Occupational Licensure*](#).

¹¹ FWD.us. [*What Happens If DACA Ends*](#).

¹² FWD.us. [*DACA Court Case Updates: Summary of Litigation and Potential Supreme Court Case*](#). 2025.

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