



# GEORGETOWN UNIVERSITY

## Center for Social Justice Research, Teaching & Service

**Title:** Immigrant Justice Initiatives ([DC Schools Project](#)) Justice Graduate Intern ([GAGE Union](#))

**Reports To:** Associate Director for Immigrant Justice Initiatives, Jessica Lee

**How to apply:** information and link to application at <https://csj.georgetown.edu/ce-graduate-assistants/>; Applications are accepted on a rolling basis with a priority deadline of Monday, May 5, 2025.

### **Position Description:**

The Center for Social Justice Research, Teaching, and Service collaborates with diverse campus and community partners in its mission to promote and integrate community-based research, teaching, and service into the co-curricular life of the University. CSJ acts as a hub through which students, faculty and staff engage in work on the social justice spectrum including activism, advocacy, community-based learning and research, community service, volunteerism and leadership. CSJ offers over 100 programs each year; nearly 300 students each semester use their Federal Work Study allocation towards a CSJ community engagement position while approximately 1,500 undergraduates have some interaction with CSJ each semester.

There are two roles:

### **DCSP-IJI advocacy JGI:**

DC Schools Project (DCSP) is an EngageDCorps program of CSJ and an English language tutoring, mentoring, and advocacy program that engages Georgetown students as volunteer and Federal Work Study-funded tutors to provide English language tutoring and support for youth and adults of immigrant backgrounds in Washington, DC. The program was established in 1984 in response to the quadrupling of the language minority population in the DC public schools and drastic increase in the immigrant population due to the civil war in El Salvador. The program seeks to improve the literacy skills and academic performance to ultimately increase the ability of the youth and adults to fully participate in the cultural, civic, educational, and economic life in US society. Approximately fourteen student coordinators lead DCSP through which historically over 130 Georgetown students a semester have weekly commitments to one of its seven sites.

Immigrant Justice Initiatives (IJI) holds both immigrant justice advocacy work and the DC Schools Project tutoring program. IJI advocacy work holds two primary goals: 1) organizing and political education on immigrant justice issues and 2) resource mobilization where circumstances and conditions are appropriate. The advocacy arm facilitates the advocacy aspect of the DC Schools Project, facilitating the work with DC Schools Project coordinators and tutors to contribute collaboratively in partnership with immigrant justice community based organizations towards shifting material conditions for migrant communities in DC.

Over the course of the 2023-2024 academic year, the Advocacy core team (comprised of the IJI Director, Advocacy Justice Graduate Intern (JGI), and the Undergraduate Advocacy Coordinator) has worked on developing a model to sustainably bolster DCSP's advocacy component to complement its programmatic component. This is done primarily through the "Advocacy Committee," which is composed of Justice Graduate Interns (JGI's), DCSP Coordinators, and DCSP tutors.

The JGI will primarily be responsible for leading and facilitating the advocacy committee, and getting involved in its direct service efforts where possible. This position requires use of a personal computer and will fulfill some hours off-site. Spanish proficiency preferred, French or Haitian Creole proficiency a plus.

#### **DCSP tutoring JGI:**

DC Schools Project (DCSP) is an EngageDCorps program of CSJ and an English language tutoring, mentoring, and advocacy program that engages Georgetown students as volunteer and Federal Work Study-funded tutors to provide English language tutoring and support for youth and adults of immigrant backgrounds in Washington, DC. The program was established in 1984 in response to the quadrupling of the language minority population in the DC public schools and drastic increase in the immigrant population due to the civil war in El Salvador. The program seeks to improve the literacy skills and academic performance to ultimately increase the ability of the youth and adults to fully participate in the cultural, civic, educational, and economic life in US society. Approximately fourteen student coordinators lead DCSP through which historically over 130 Georgetown students a semester have weekly commitments to one of its seven sites.

The Justice Graduate Intern (JGI) for the DC Schools Project is a position for a current Master's level graduate student with a strong interest in working with and supporting the immigrant community in the District of Columbia. This position works to support the Associate Director in developing curricula, systems, and structures that supports DCSP's programs and curriculum, including building the program's capacity to support undocumented people and migrants holistically, including academic support, developing social networks as newcomers, and trainings pertinent to students and participants around current immigration issues and rights.

This position is responsible for supporting the coordination between the 1-2-1 program, school based programs, adult programs, and supporting tutoring assessment, activities, and support for tutors. The JGI plays a key role in providing logistical support and mentorship to undergraduate coordinators and tutors. The DCSP tutoring JGI also supports the Tutor Committee by centering student leadership. In addition, the JGI is responsible for finding ways to better integrate and facilitate cohesion between the multiple sites as a whole, tracking participant progress, including tracking participants' outcomes in consultation with the CSJ Deputy Director and CSJ's research

and evaluation team, and identifying unmet needs through site visits and engaging with tutees. This position also works with the Associate Director to develop a secure database and tracking data, manage participant files, test scores, social service case management notes, and other pertinent documents for the program. The JGI also works with the Director and student site coordinators to develop a safety net/formal social support system for the program participants, particularly those who have experienced the trauma common within this population. Reporting to the Associate Director for Immigrant Justice Initiatives, this JGI is an integral member of the CSJ team.

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These Justice Graduate Interns are part of a cohort of ~14 Justice Graduate Interns at the Center for Social Justice. JGIs are invited to use the full resources of the Center, including the conference room, supply closet, Commons workspace, and kitchen. Each JGI is assigned a locker in the CSJ for their use.

These positions require use of a personal computer and will fulfill some hours off-site. This position coordinates registrations, referrals, and services for families across DC Schools Project's programs and service referrals to other providers in DC. This position provides further logistical and program support to the coordinating team.

**Expected Time Commitment:** no more than 15 hours/week, during the fall and spring semesters.

**Required Experience and Skills:**

- Very organized and able to demonstrate expert attention to detail
- Experience and familiarity with data entry, spreadsheets, and tracking systems
- Familiarity with how structural violence impacts individuals experiencing immigration/migration
- Interest and/or experience in English language learning, lesson planning, cultural competency trainings, social network/safety net development and training development, database/systems development, student development, higher education and immigration issues
- Demonstrating and expressing initiative in communicating ideas, observations, and analysis

**Strongly Desired Experience and Skills:**

- Comfortable working with Google Docs, Google Sheets, and cloud-based file management
- Excel and MS Office suite
- Experience in navigating complex issues, systems, and intersectionalities of social justice issues
- Experience conducting trainings, interest in program development and trends in working with recently arriving immigrant youth and families; experience working with immigrant communities and high school youth
- Familiarity with individuals who have experienced trauma; an understanding of social justice, immigration issues, and structural violence

- Excellent written and verbal communication skills, including intercultural communication; and a strong interest in learning about community-based organizations in Washington, DC.
- Spanish proficiency desired.

This position needs to balance rigorous attention to detail with a lot of flexibility and understanding.

#### **Possible Tasks:**

- Tutor/Mentor Trainings: Support the Assistant Director and/or DCSP Program Manager and work with the CSJ Student Leadership and Training JGI to provide the Protection of Vulnerable Populations training and develop a robust tutor training and accountability system.
- Support logistics and student advising for leadership development, monitoring student project deadlines, and assisting where necessary.
- Developing a curriculum for facilitating reflection and supporting tutors working with tutees with low level literacy and unaccompanied youth.
- Developing a curriculum for low level to non-literate newcomer youth across age groups
- Facilitate trainings around immigration issues and supporting undocumented individuals and families (Know your rights, the immigration system, safety planning)
- Data Management and Outreach: Create and track master spreadsheets for all program participants. Support training and curriculum development where needed.

**Compensation/Commitment:** no more than 15 hours/week. This position is at the GAGE-AFT Union rate of \$23.36/hour. (As a student and an employee, CSJ anticipates that you will need to adapt weekly hours worked in relationship to the demands of specific times of the school year and CSJ programming.) Opportunities for professional development and skills training. The position starts after August 18, 2025, flexible with the student's schedule. The last day of work is the last day of classes in May 2026.

#### **Contact:**

Questions about the position can be directed to CSJ Associate Director, Immigrant Justice Initiatives, Jessica Lee, at [jessica.lee@georgetown.edu](mailto:jessica.lee@georgetown.edu).

*“Georgetown University is an Equal Opportunity/Affirmative Action Employer fully dedicated to achieving a diverse team of employees. All qualified applicants are encouraged to apply and will receive consideration for employment without regard to race, color, religion, national origin, age, sex (including pregnancy, gender identity and expression, and sexual orientation), disability status, protected veteran status, or any other characteristic protected by law.”*