

Educator Impact Statements About the Importance of *Plyler v. Doe*

Submitted to the House Judiciary Subcommittee on the Constitution and Limited Government
Hearing: “Immigration Policy by Court Order: The Adverse Effects of *Plyler v. Doe*”
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*In your experience as an educator, what does *Plyler v. Doe* mean to your school community/communities?*

<p>Teacher, Arkansas</p>	<p>“As an educator bridging Special Education and English for Speakers of Other Languages (ESOL), I observe the tangible benefits of <i>Plyler v. Doe</i> within our district daily. The impact of <i>Plyler</i> closely parallels the core tenets of special education law: it guarantees that every child has equitable access to a free public education. In a district with a substantial ELL demographic, this legal precedent is vital. Supported by specialized training from the Arkansas ESOL Institute, our educators utilize rigorous scaffolding and differentiated instruction to support these students. Partnered with our dedicated ESOL Interventionists, we track measurable successes. Regardless of their time in the United States, our ELL students are demonstrating significant academic growth, retaining complex grade-level content, and achieving linguistic fluency. <i>Plyler v. Doe</i> empowers our schools to foster a secure, inclusive environment that promotes not only academic achievement but also vital civic and social integration.”</p>
<p>STEM Coordinator, California</p>	<p>“<i>Plyler</i> is not an abstraction in Oakland. It is the legal floor beneath the feet of thousands of children I serve.</p> <p>OUSD enrolls students from over 90 countries. A significant portion of those students are children of undocumented parents. <i>Plyler</i> is what keeps the schoolhouse door open for them. Without it, enrollment would become a gatekeeping mechanism rather than a gateway. The most direct benefit I see is access itself. When a family arrives in Oakland, often under enormous stress, <i>Plyler</i> removes one barrier immediately: schools cannot interrogate immigration status at the point of enrollment. That matters for trust. Families who do not fear the act of registering their children are more likely to engage, communicate with teachers, and seek support through MTSS structures. Fear closes those pathways. <i>Plyler</i> narrows the fear.</p> <p>The second benefit is instructional continuity. Children who are excluded from school early fall into academic gaps that compound over time. The Court’s majority warned that denying education to these children would risk creating a permanent underclass of people who are illiterate and unable to participate productively in civic or economic life. Wikipedia I see the inverse in my work: when students remain enrolled, receive strong Tier 1 instruction, and are supported by coaches and coordinators who understand their whole context, they demonstrate real academic growth. Their presence strengthens classroom discourse. Their linguistic assets lift the entire learning environment.</p> <p>The third benefit is systemic integrity. <i>Plyler</i> requires that districts treat all enrolled children with equal seriousness. That legal mandate aligns with our equity commitments in OUSD. It gives policy teeth to what we already believe: every child who walks through the school door deserves our full instructional investment.</p>

	<p>I am also the son of immigrants. My mother navigated this country without legal protection or institutional welcome. I know what it means for a child to show up somewhere and wonder whether they belong. Plyler answers that question before the school day begins. That answer makes everything else possible."</p>
<p>Superintendent, California</p>	<p>"In my experience, the individuals who benefit most from Plyler v. Doe are immigrant children who had no choice in leaving their homeland and coming to the United States. Throughout my career, I have worked in communities with large migrant farmworker populations, and I have seen firsthand how their children have benefited from the protections established by this decision.</p> <p>But the impact goes beyond those individual students. Our communities, our states, and our nation all benefit when we ensure that every child has access to an education. When children are educated, they gain the skills needed to contribute meaningfully to society, strengthen our workforce, and participate fully in civic life. Plyler v. Doe recognizes that investing in the education of all children ultimately benefits not only the students themselves, but the future of our entire country."</p>
<p>Teacher, Colorado</p>	<p>"For over 25 years I have been in education. In that time I have taught hundreds of students from diverse backgrounds. For my classroom, Plyler v. Doe is a foundational principle of citizenship, as it plants the seeds for civic understanding and acceptance. My students may not know the legal precedent, but they certainly know that whether they were born speaking English or are learning it as a new language, every child has the right to attend school. Through this ruling, children come to see that public education is not a privilege reserved for some, but a guarantee extended to all. Students of all backgrounds see school as a safe place, a solid meal, a center for family engagement and a place where information can be trusted. To alter this trust between school and child would be to diminish our community.</p> <p>Students from my rural town do not know their classmates' legal status, nor do I. Instead, students learn about the different cultural and linguistic backgrounds in their classroom — and those differences are a source of enrichment rather than division. Before my eyes, and with very little guidance, this appreciation of others evolves into democratic participation and discussion, with a growing acceptance of difference. Recently, a newcomer I'll call "Mateo" described his sister's Quinceañera. His classmates were enthralled by the description of fancy dresses and intricate dancing — he even gave us a demonstration. Mateo didn't arrive in kindergarten with this confidence to share. He was timid and spoke little English. As his language skills developed, so did his friendships. Later, Mateo listened with equal pride as a classmate shared his family's pioneer history in our area — their sacrifices and struggles woven into the story of our community. From the sharing of celebrations, food, and language, my students are learning from each other about opportunities and possibilities. These are the community's future voters, workers, and caregivers — and they already know and respect one another.</p> <p>The benefits of Plyler extend beyond the classroom. As former immigrants establish generational businesses and serve as vital workers in our orchards and farms, the community recognizes them as indispensable, garnering them immense respect. Entire extended families gather at every event to celebrate their children's successes. Parents and grandparents are proud of their offspring — second-generation citizens contributing to our community as responsible parents, fire department volunteers, school parent committee members, coaches for sports teams, and taxpaying workers. This is the promise of Plyler v. Doe: a diverse population creating whole and healthy communities."</p>

Teacher, Delaware	<p>“The Appoquinimink School District and community are enriched by its multiculturalism. Our student population represents over 100 countries and even more languages. This region has expanded, bringing with it a boom in businesses being established, a need for more schools to accommodate the growth, and even a shortage in the ever expanding housing market. Families flock here not just from within the United States but from other parts of the world as well. Allowing space for people to succeed in their quest of the American dream requires that education guarantees all children have the right to attend public school regardless of immigration status. This practice creates opportunities for advancement and access to higher education, all of which only benefit a community.”</p>
Teacher, Maryland	<p>“Though multilingual learners only make up about 15% of our student population, their presence is cherished in a number of ways. They offer great, diverse ideas in our classrooms. They broaden the perspectives of our students, staff, and climate team. They're in our school band, our green team, our National Honor Society, our Model UN team, our robotics clubs, and more. For the last 5 years, a multilingual learner has been our school's valedictorian. Many of these students are undocumented. Many of them have friends, family, and support systems that are undocumented. The most obvious benefit Plyler has on our school community is the unquestioning nature of acceptance. Everyone, no matter their background, no matter the language they speak at home, and no matter what a piece of paper says about them can stop them from getting the most out of their education.”</p>
Teacher, Michigan	<p>“Plyler gives our students the opportunity to learn and grow in a diverse community. Our students include those from Rwanda, The Democratic Republic of Congo, Burundi, Peru, The Dominican Republic, and Mexico among others. When students get to hear from their peers from such a variety of backgrounds and cultures, they grow into more empathetic, knowledgeable and open-minded people. For example, we have a teacher who grew up in Kenya and she organizes an event called Passport to Africa, which not only lets every student learn more about the variety of cultures of different African countries, but also lets our students who are from Africa see representations of their own culture.”</p>
Teacher, Nebraska	<p>“The Plyler vs Doe decision is the most important Supreme Court decision for those who are a part of marginalized communities. Without it, our students, families and communities would live in constant fear and it guarantees the right to a free public-school education for all children, regardless of immigration status. Again, this is a human right. Honestly, this has affected my school and community in a positive way because many of my students and their families did not understand that this legal decision was on their side. Thus, they are more willing to send their children to school because of this.”</p>
Teacher, New Mexico	<p>“New Mexico is the true melting pot of America. We have a rich heritage which is a generational mixture of Native Americans, Mexican, and conquistadors. New Mexico is frequently a forgotten state but we value all who make up our communities. We believe that everyone has a right to an education and their contributions to their local and national communities.”</p>
Teacher, New York	<p>“Educating all children benefits the community as a whole. Studies show that students who receive an education are more likely to contribute economically and support their communities in the future. I have seen this impact firsthand through former students. One former student graduated and now owns a lively pottery studio with over 130 active members. The studio offers classes for both children and adults to learn ceramics, and his goal is to “guide others to find their creative expression.” He created a safe space for people to express themselves and build connections. One member shared that she has been attending the</p>

	<p>studio for over 14 years. She first joined as a ten-year-old student, returned after college, and now teaches there. She describes the studio as a “home away from home” and credits it with shaping her not only as an artist, but also as a person.</p> <p>Other former students have also made meaningful contributions to their communities. One opened a successful Peruvian restaurant that hosts weekly events to bring people together. Another became a talented esthetician who volunteers her time speaking to students about career opportunities. These individuals contribute to the economic, cultural, and social life of their communities.”</p>
Teacher, Ohio	<p>“All children are guaranteed a right to education regardless of immigration status. Elementary students learn about diversity, acceptance, and respect when they have peers of many different backgrounds and from different countries. It creates economic and social benefits for our students’ families. Public school education helps integrate newcomers into American society, education, and values.”</p>
Teacher, Oklahoma	<p>“Plyler is freedom. Plyler is access. Plyler is an opportunity. Plyler is fundamental to our society and democracy. Access to public school is the reason I had the privilege of waking up to go to school as a student, and is now the reason I have the privilege of waking up to get to school as the teacher.”</p>
School social worker, Tennessee	<p>“The decision in Plyler v. Doe has had a profoundly positive impact on our school community. Ensuring that all children have access to a free public education helps create a diverse environment where creativity flourishes and students learn from one another. Our immigrant students gain opportunities to develop their English skills, while monolingual English-speaking students are exposed to new languages and cultures. This exposure often motivates them to learn additional languages so they can better communicate with and relate to their classmates—and, in the case of teachers, with their students as well.</p> <p>Parents of immigrant students also contribute meaningfully to our school community. Many help manage our school garden, where students work together to plant and care for the garden. Through this experience, many non-immigrant students become excited about growing their own food and learning where it comes from, while also building connections with families from different cultural backgrounds.</p> <p>For an economically disadvantaged school whose non-immigrant students have often not traveled outside their city, let alone their state or their country, our immigrant students bring the world and its cultures to us.”</p>
Teacher, Texas	<p>“The Plyler v. Doe case is significant for my school district, as many immigrants within the community depend on the district to provide their children with an education. About 30 to 40 percent of our students do not hold a legal status, and the Supreme Court case ensures that all children have the right to an education, which helps the school district encourage equality, increase student enrollment, and ensure the success of these students. The case helps the community as a whole, as it ensures that all students have an equal chance to learn and become productive members of society. Without it, a great amount of youth will be uneducated and unable to contribute fully to the workforce and to the development of the community. The Supreme Court plays a vital role in our community because it allows us to grow and contribute positively to society.”</p>
Teacher, Texas	<p>“When I think about what life might look like without this ruling in place, I think about my older sister. Abused by her teacher in Mexico, when provided the opportunity to finish high school</p>

	<p>in the United States, she graduated in the top ten of her class with a baby in her arms and without completely knowing the English language. She is now an elementary school teacher. Conversely, I think about one of my students who did not come back to school this year because her dad was deported. I received a single email detailing how grateful she was for the time she spent at our school. There are no schools nearby where she lives. She wanted to be an engineer.”</p>
<p>Teacher, Virginia</p>	<p>“Recently, three boys in my class from three countries whose cultures could not be more different were sitting together. English is the only common language between them. All three had tried out for the soccer team, but only one had made the roster. They talked about how they could meet after school to help one another get better so they could try out again next year. They were supportive of one another and wished for one another’s success. They were in community. I do not ask students their immigration status because it does not matter and quite frankly anyone residing in our community is by law mandated to be in school, regardless of status. The fact that everyone belongs in school builds our community and our commitment to making it better. All of our students participate in community action projects, making an effort to improve the school neighborhood. All of our students participate in sports, visual and performing arts programming, and lead school clubs. Everyone’s lived experience is valued and students’ worldview is broadened and even challenged as they meet people from different backgrounds, nationalities, and religions.”</p>
<p>Teacher, Virginia</p>	<p>“Many of our students are future constituents. The role of public school education in the US has served many purposes but throughout our country’s history societal powers and government have molded the education system to prepare the next generation to participate in the community and the economy for the benefit of the nation. Public school education is the key to the American dream. When my students arrive groggy-eyed in the morning because they worked an 8 or even 10-hour shift after school the day before, I remind them that what they learn in the classroom is something that can never be taken from them, that they are working two or three times as hard as some of their classmates to cross that graduation finish line, and that our country is lucky to have such resilient, full of grit young people in our communities.”</p>
<p>Teacher, Washington</p>	<p>“I have taught newcomer students for over 10 years, both in California and in Washington. My students have succeeded in ways which they and their families could not have imagined before engaging in the public education system. My students have gone on to a range of higher educational opportunities, from prestigious universities to trade schools, and have engaged in the work force in a wide variety of roles from service industry positions to the tech industry to creative arts. For most of my students, school is a safe place - a place where they can be themselves and have the space to learn, grow, and dream. They do not have this space outside of school: they often work multiple jobs to make ends meet for their families and shoulder a host of other adult responsibilities.</p> <p>Public school has enabled generations of my students to achieve dreams they had never before thought possible.”</p>
<p>Teacher, Washington</p>	<p>“The lived experiences of immigrant children, along with the hopes and dreams of their families, create incredibly rich educational opportunities not just for the children themselves but for the classrooms and communities they are a part of. When I taught Parable of a Sower to high school students, it was the anecdotes of our students from Afghanistan and Guatemala that really brought home the concept of dystopia as not something abstract, but something lived by many today. When I taught the Red Pencil to sixth graders, it was our student V’s</p>

	experiences in a Sudanese refugee camp that brought the story to life.”
Teacher, Washington	<p>“In over three decades of teaching, I have seen that the greatest benefit of Plyler is the compounding return on human potential. When we remove the barrier of immigration status, we allow "highly aspirational" students to transition from the margins to the center of our professional workforce.</p> <p>I recall a group of students—undocumented and determined—who didn't just attend school; they enriched it. They founded our school's Girls Who Code club, creating a pipeline for technical equity that outlasted their tenure. Because Plyler protected their right to that foundational K-12 experience, they were able to secure college scholarships and graduate as highly skilled professionals.</p> <p>Today, one of those former students is a Coordinator at a regional health organization. She spends her days navigating complex systems to help refugee families—families who are currently facing the same systemic struggles she once did.</p> <p>Without the legal shield of Plyler, this student would have been a "lost talent." Instead, she is a cornerstone of our community's healthcare infrastructure. This ruling ensures that the "gateway" of education remains open, allowing students to become the very leaders who eventually solve the systemic challenges of the next generation. It transforms a vulnerable child into a vital civic asset.”</p>

What would happen to your school/district/community if Plyler were to be overturned and children were denied access to public education based on their immigration status?

Teacher, Arkansas	<p>“It would be detrimental to our district and community. There is no specific data on how many of the almost 70% of the students have undocumented parents in our district, but even if it is 25%, that is still a loss in our student body. This would negatively affect the students which would negatively affect their families and in turn our whole community. We are a community that relies largely on immigrants to drive our economy. We are home to several of the countries' largest poultry processors. Our corridor of the state is also one of the fastest growing in the state and even country at one point. Therefore, we have an abundance of skilled labor that is done by immigrants. If Plyler was overturned, it could create a domino effect that would devastate districts, industry, and the economy in our corridor as a whole.”</p>
Teacher, Arkansas	<p>“<i>If Plyler v. Doe</i> were overturned, the fiscal and social ramifications would be profound. As an educator, I see daily how the public school system serves as the stabilizing force for our significant ELL population. By denying these children access to education, we are not merely excluding them from classrooms, we are effectively ensuring they remain outside the formal economy for a lifetime. The cost of educating a child now is a fraction of the long-term societal costs associated with a disenfranchised, uneducated population. Furthermore, our district prides itself on providing equitable access regardless of socioeconomic status or background. Removing this access would undermine the very mission of public education and jeopardize the safety and economic viability of the families who sustain our local industries.”</p>

<p>Teacher, California</p>	<p>“If Plyler v. Doe were overturned, our schools would lose quality teachers, beginning with me. As a student growing up in a rough neighborhood, such as South Central Los Angeles, my parents told me that my only job was to learn and achieve good grades; I did not have to worry about putting food on the table or worry about their undocumented status as they worked their way to US citizenship. This allowed me to focus on my books, my writing, and to think about what I wanted to be when I grew up. Today, I am proud to say that my eldest sisters and I each have Doctorates in Education from a prestigious university in Southern California. Overturning Plyler v. Doe would directly hinder families from achieving dreams such as that of my own family. Many of my own students come from families whose opportunities depend on access to public education. They, too, have parents who admonish them each morning to focus on their learning and try their best. If those students were denied schooling, our classrooms would lose talented learners, our community would lose future professionals, and schools like mine would become places that exclude rather than uplift. If that were to happen, I would leave the profession because I cannot, for the life of me, be directly responsible for the marginalization of students who simply want to learn their books, improve their language skills, and help their families move forward, socially and financially.”</p>
<p>Principal, California</p>	<p>“Many of these school aged children didn't have a choice to come to the US and they deserve an education wherever they land. This is so obviously better for our communities as well. We want citizens who are learning English, who are learning how to navigate the US, who have positive support and outlets so that they have options for their futures.</p> <p>I currently work with Teen moms and most of them are new immigrants. Many of them have been taken advantage of in myriad ways and now are navigating a new language, new culture and motherhood all alone. They are often in difficult relationship situations and do not know their rights here in the US. We are not only supporting these youth, but also supporting their babies--making sure they get their immunizations, making sure they are in high quality day care, making sure they are developing appropriately. These young moms work so hard to get their diploma and to support their children. It would be disastrous if they didn't have us to support them through earning their diplomas and their motherhood journey.”</p>
<p>Teacher, Colorado</p>	<p>“In January 2025, we were blessed to have an incredible, highly gifted young year old girl join us, a new arrival to the US from Venezuela. This girl, who we will call Lucia, is an exemplar in our school community. If Plyler was overturned, our school would lose an amazing role model, as Lucia is undocumented. Lucia brings light, joy, and an enthusiasm for learning that is unparalleled. Her classmates would be missing out on the opportunity to interact with someone with a cultural background very different from their own. They might not realize that highly gifted individuals exist beyond our boundaries.”</p>
<p>Teacher, Delaware</p>	<p>“Once students are denied an education based on immigration status, the cracks begin to form in what was once known as a "land of the free". Freedom and rights are reserved only to those wealthy enough to afford them. Students grow up unable to read, write or think critically. Literacy rates drop across a generation. History repeats itself. Poverty and economic decline begin to erode the fabric of a nation once built on the backs of immigrants. The future of humanity rests on the ability of those who come after us to build and progress beyond what we left behind. Overturning rights to education will cause social and economic damage for generations to come.”</p>
<p>Teacher, Maryland</p>	<p>“Plyler v. Doe is the reason I have a classroom full of eager, joyful students. Without it, I would not teach the bright, resilient students I do. My students would be forced to enter adulthood far sooner than any young person should. They would be isolated and cut off from many of</p>

	<p>the experiences that make life worth living. Our school community would lack a hopefulness and richness that comes with the motivated spirits of our undocumented students. Our district would likely consolidate schools and become more homogenous. Students born here in Baltimore will not be exposed to a reality that makes them better, more empathetic citizens. Our community would want (conscientiously or not) for citizens with high school degrees and a drive to work. We would be weaker. And if we, the citizens of Baltimore, Maryland, or the United States, stand by and allow for the denial of public education, we are showing the world that we are already weak.”</p>
Teacher, Michigan	<p>“We need to strengthen our public school system in order to have adults with fulfilled lives. We have to remember that we are all in this together, and when some of our children don't get the education they need, they won't have as many opportunities to lift all of us up. We need to put our resources where they can have the most impact, and I believe one of the most important people to invest in are our students.”</p>
Teacher, Nebraska	<p>“If Plyler vs Doe were overturned, it would be devastating to our school committees. If it were overturned, many would never return to school again and it would have an impact on all aspects of our school. It would make things substantially worse and this legal decision is literally the only legality that many of our immigrant, migrant, and refugee students and families are holding on to. Grades, attendance, graduation rates, test scores, and most importantly, human morality would all decline sharply.”</p>
Teacher, New Mexico	<p>“My school would go under completely. My school is populated exclusively with immigrants. My school environment feels magical in the fact that the immigrants are from all over the world and find commonality in the school work, in shared activity and proximity. The worldliness of our school is an immense strength and I believe should serve to model a humanitarian take toward education and has shown me the strength of the human spirit from all corners of the globe.”</p>
Teacher, New York	<p>“In classrooms serving newly arrived students, education is often the first place where young people begin to rebuild stability after difficult journeys. Many of my students are learning English while working jobs, supporting family members, and adapting to life in a new country. When a student from our school community was detained last year, classmates talked openly about the fear and sadness they felt, and it changed the atmosphere in our classrooms. Experiences like that show how important it is for schools to remain places where students feel safe showing up each day. Policies that guarantee access to education allow young people to focus on learning rather than worrying about whether they belong in school.”</p>
Teacher, New York	<p>“After working with our population for decades, what I've learned is that no one moves away from their community unless they absolutely feel that there is no other option for their families. It is often the more difficult choice. It creates extreme debt and oftentimes, there is great risk to children's safety to cross the border. No parent would do that unless they sought a better life for their children. The children who walk through our doors did not choose this life, but they do choose to be in our classrooms and learn to the best of their abilities.”</p>
Teacher, Ohio	<p>“I have a student who is from Afghanistan. Her family fled the Taliban regime. Being a young woman, her sixth grade year would be her last year of formal education, as schooling for girls beyond grade six is banned under the Taliban. She cannot read in her native language because her schooling has been so disrupted. She has worked so hard to learn to read in English, starting with the basics of phonological awareness and working upwards. In the six months of this school year she has gone from being unable to read at all to reading at a</p>

	<p>second grade level. That is huge growth that would not have been possible without the protection guaranteed to her as a refugee under Plyler v. Doe. Were she to return to Afghanistan now, she could not attend school. If Plyler v. Doe were overturned, she would have the very same future in America as she would have had in Taliban ruled Afghanistan. I ask you, in this land of opportunity, of American Dreams, if that is acceptable to you? This is the reality for the many children who would be affected if Plyler v. Doe, considered for decades to be the law of the land, was not honored. These children would not be allowed access to education, a fundamental human right. I ask you to consider your own children, the children you know, and all the children in this great nation, who are innocent in the face of these adult conversations, as you consider this issue. Thank you.”</p>
Teacher, Oklahoma	<p>“Overturning Plyler could look like reducing innovation, the quality of a future workforce, higher unemployment rates, and a higher reliance on public assistance. It can also look like creating disparities within households where one sibling can attend school and another might not. Teachers would count in those unemployment rates because less students equals less teachers; this is in addition to the cuts currently happening across the country during an already-existing teacher shortage.”</p>
Teacher, Pennsylvania	<p>“As a high-needs and marginalized group, ELs and their families often fear attending school, coming to in person school events (like conferences) or seek out support services necessary for success in school simply out of fear because of their immigration status. When students and their families no longer have this protection, then attendance, participation and advocacy increases. Students who regularly attend school and have families who are engaged in school activities and student needs are more likely to be successful in their school experience. Moreover, this is not just an issue related to immigration status. This is about ensuring we have an educated citizenry capable of problem solving and critical thinking to move our country forward.”</p>
School social worker, Tennessee	<p>“If Plyler vs Doe were to be overturned, the results for my school, and community at large, would be detrimental. Not only would we lose some of our best students, but many families may not stay, translating into lost diversity, talent, tax revenue and the loss of a critical element of our labor force. Many of our schools would probably close, which would lead to significant unemployment of U.S. citizens. In addition, as a country, our birth rate would drop and social security would collapse. And if immigrant families choose to stay, their children would lack education and supervision, limiting their potential to contribute to our country and to our economy.”</p>
Teacher, Texas	<p>“Allow me to be very clear: education is a fundamental right, and it should be provided to all solely based on principle and basic morality. America as we know it, originally founded by immigrants, was created with opportunity for all as one of its foundational premises. And while that should be reason enough, recent events have proven that, unfortunately, that is no longer the case. In the face of hateful rhetoric, it’s important to recognize that investing in undocumented kids reaps benefits for our communities in the long run. It is true that many of these children are brought here without citizenship by their parents, most often seeking asylum and survival. But while many wait for the legal process to play out, they go to school, and school is a place of growth and nourishment. Denying children access to it will not stop them from coming to this country, if that is the goal. What it will do is remove one of the few institutions proven to keep children connected to their communities and away from crime, drugs, and despair. A country founded on opportunity cannot begin deciding which children are worthy of it. And if the concerns about crime and drugs were ever truly about protecting communities, taking away the one place that provides children with safety, stability, and food</p>

	would be nonsensical.”
Teacher, Virginia	<p>“If Plyler v. Doe were overturned, the consequences for my school and district would be a wholesale dismantling of the educational ecosystem. Based on my experience as an educator and advocate, the loss would be felt in three profound ways:</p> <p>1. The Erasure of Student Voice and the "We Are America" Project The most immediate cultural loss would be the silencing of our students’ narratives. The "We Are America" book project—which provides a platform for student stories of identity and belonging—would be non-existent. Without the legal safety of Plyler, these students would be forced into the shadows, and their powerful stories of resilience would never be published or shared with the community. We would lose the very literature that helps our district understand the diverse lived experiences of our youth, effectively erasing their presence from our local history.</p> <p>2. The Disruption of the Professional Pipeline Our community thrives on the "full-circle" success of our graduates. We see this in students who were once highly aspirational leaders in our Girls Who Code club. Protected by Plyler, these students secured scholarships, graduated from college, and now serve as vital Coordinators at HealthPoint, helping current refugee families navigate the system. Overturning the ruling would sever this pipeline. We would trade future healthcare professionals and tech leaders for a "permanent subclass" of undereducated residents, intentionally handicapping our local economy and healthcare infrastructure.</p> <p>3. The Destruction of Institutional Trust As a National Board Certified Teacher and mentor, I know that learning requires a sanctuary of trust. If schools are forced to police immigration status, the mentor-student bond—the heart of the MLE (Multilingual Education) classroom—is destroyed. The chilling effect would extend beyond undocumented students to mixed-status families, leading to a mass withdrawal from public services, a decline in community health screenings, and an increase in social instability.</p> <p>To overturn Plyler is to choose exclusion over excellence. It would turn our schools from engines of equity and award-winning storytelling into instruments of state-sponsored marginalization. We would lose not only the students themselves but the very heart of our community's identity as a place where every child's potential is a shared investment.”</p>

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