THE RIGHT TO WORK
Understanding Immigrant Employment Rights
A Workbook for ESOL Classes

NYC COMMISSION ON HUMAN RIGHTS
MICHAEL R. BLOOMBERG, Mayor | PATRICIA L. GATLING, Commissioner / Chair
NEW YORK IMMIGRATION COALITION
THE CITY UNIVERSITY OF NEW YORK ADULT LITERACY / GED / ESL PROGRAM
Funding for this curriculum and workbook provided by US Office of Special Counsel for Immigration-Related Unfair Employment Practices, Civil Rights Division, US Department of Justice.
THE RIGHT TO WORK
Understanding Immigrant Employment Rights

A Workbook for ESOL Classes

NEW YORK CITY COMMISSION ON HUMAN RIGHTS
  Michael R. Bloomberg, Mayor
  Patricia L. Gatling, Commissioner/Chair

NEW YORK IMMIGRATION COALITION

THE CITY UNIVERSITY OF NEW YORK
  ADULT LITERACY/GED/ESL PROGRAM
The Right to Work
Understanding Immigrant Employment Rights
A Workbook for ESOL Classes | Beginner/Intermediate Level

Introduction
These lessons will educate immigrant workers about their protections against discrimination under the Immigration and Nationality Act (INA) and NYC Human Rights Law. It also provides resources to contact if discrimination occurs.

The Immigration and Nationality Act (INA) protects U.S. citizens and certain work-authorized individuals from employment discrimination based upon citizenship or immigration status. The INA protects all work-authorized individuals from national origin discrimination, unfair documentary practices relating to the employment eligibility verification process, and from retaliation.

Author
Hillary Gardner
ESOL Professional Development Coordinator,
CUNY Adult Literacy/GED/ESL Program

Editors
Lee Hudson, Ph.D.
Alex Korkhov, M.S.
Kathleen Bracken

Reviewer
Marilyn J. Rymniak
Director
Curriculum Development Services
Literacy Assistance Center

Contributors
Thomas J. Shea, Esq.
Marilyn J. Rymniak
Diana Lieu
Jennifer Sultan, Esq.
Audrey Wang

Designers
Rosa Lee
Tito Jimenez

Special thanks to:
Martie Flores, Chandana Mahadeswaraswamy, Paula Michelin, Lori Richards, the Center for Immigrant Education and Training, LaGuardia Community College and the Adult Learning Center of NYC College of Technology.

Acknowledgments
Office of Special Counsel for Immigration-Related Unfair Employment Practices (OSC), Civil Rights Division, U.S. Department of Justice is responsible for enforcing the anti-discrimination provisions of the Immigration and Nationality Act (INA), 8 U.S.C. § 1324b. OSC conducts an outreach and education program aimed at educating employers, potential victims of discrimination, and the general public about their rights and responsibilities under the INA’s anti-discrimination and employer sanctions provisions.

The City University of New York Adult Literacy/GED/ESL Program operates on 14 campuses of The City University of New York (CUNY) and has been in existence for over 30 years. With an average enrollment of 10,000 students a year, hundreds of thousands of New York City adults have learned to speak English, read and write and do math with greater facility, and prepare for high school credentialing through the GED Exam. Many students have also made strengthened transitions to college through the CUNY college transition programs. In addition to classes in reading/writing, math, ESOL and GED preparation, different CUNY campus programs offer instruction in a variety of special topics courses in such areas as health, family literacy, or work and college-going preparation.

www.cuny.edu

The Literacy Assistance Center has provided services for adult education programs since 1983. Its data management support, professional development programs, and technical assistance enable these programs to improve the quality of their instruction and the efficiency of their organization. The LAC also works with a wide range of other cultural, educational, financial, health, and legal agencies and institutions. It assists these groups in improving their communication skills so that their clients with limited literacy can seize opportunities available to them and become full participants in the broader community.

www.lacnyc.org

New York City Commission On Human Rights (CCHR) enforces the NYC Human Rights Law, one of the most comprehensive civil rights laws in the nation. The Law prohibits discrimination in employment, housing and public accommodations based on race, color, creed, age, national origin, alienage or citizenship status, gender (including gender identity and sexual harassment), sexual orientation, disability, marital status, or partnership status. In addition, the Law affords protection against discrimination in employment based on arrest or conviction record and status as victim of domestic violence, stalking or sex offenses. In housing, the Law affords additional protections based on lawful occupation, any lawful source of income, and family status. The City Human Rights Law also prohibits retaliation and bias-related harassment. The Commission also conducts extensive education about the law for the general public.

www.nyc.gov/cchr

New York Immigration Coalition is an umbrella policy organization for approximately 200 groups in New York State that work with “newcomers” to the US. The NYIC was founded in 1987 and has evolved into a powerful advocacy voice, analyzing the impact of immigration policy proposals, promoting and protecting the rights of immigrants and their family members, improving newcomers’ access to services, resolving problems with public agencies, and mobilizing member groups to respond to public issues and community needs.

www.thenyic.org
# Table of Contents

## Part I
**Working in the United States**

**LESSON PLAN** .................................................LP 1.1

**VIDEO 1: Tomás needs a job.** .............................1
  - Watch Video 1.
  - Talk about the Video.
  - What is the problem?

**I-9 FORM** ..........................................................3
  - Know the Law: Document Abuse
  - Reporting a Problem
  - New Word Practice

**VIDEO 2: A New Job** .........................................10
  - Watch Video 2.
  - Talk about the Video.
  - Listen and Practice
  - Complete the Sentences.

**VOCABULARY: Finding a Job** ...............................12
  - Dialogue: Job Interview
  - Write

## Part II
**Discrimination**

**LESSON PLAN** ..................................................LP 2.1

**VIDEO 3: A deli needs a dishwasher.** ..................14
  - Watch Video 3.
  - Talk about the Video.
  - What is the problem?

**KNOW THE LAW: National Origin Discrimination.** ..........................16
  - Vocabulary: Finding a Job
  - New Word Practice
  - Discrimination
  - Vocabulary: On the Job

**FOR MORE INFORMATION: National Origin Discrimination** .........................21
  - Discuss: Do you have experience with discrimination?
  - Dialogues

## Part III
**Problems and Solutions**

**WHO CAN HELP?** .............................................24

**REPORTING A PROBLEM** ..................................25
  - Listen and Practice.
  - Keep a Record.

**THE OFFICE OF SPECIAL COUNSEL (OSC)** .................................27

**WAGES** ..........................................................28

**E-VERIFY** ..........................................................29

**VIDEO 4: Maria’s employer uses E-Verify.** ..........30
  - Watch Video 4.
  - Talk about the Video.
  - Know the Law: Tentative Nonconfirmation (TNC)
  - E-Verify Questions
  - E-Verify Self Check

## Part IV
**Activities**

**KNOW YOUR ACRONYMS** ..................................34

**WHAT’S MY WEB ADDRESS?** .........................35

**WHAT’S YOUR JOB? Tell me about yourself.** .....................36

**WHAT’S YOUR JOB? Ask a classmate.** ..................37

**PRONUNCIATION PRACTICE** .............................38

## APPENDIX

**I-9 FORM** .......................................................40

**Documents** ...................................................44

**MATERIALS** ..................................................54
WORKING IN THE UNITED STATES
Immigrant Employment Rights Part I
Lesson Plan
Working in the United States
Immigrant Employment Rights Part I
LESSON PLAN

Duration
2-3 hours

Materials
• DVD player and The Right to Work DVD
• The Right to Work Beginner Student Edition Workbook
• Supplementary Materials
  ■ 8½ x 11” vocabulary flashcards (see appendix)
  ■ tape to hang flashcards on the board
  ■ Yes/No vocabulary word handout (1 per student)
  ■ 1 set of 8 target vocabulary word cards for every pair of students

Objectives
By the end of this session, students will be able to:
• Identify the I-9 form and its purpose
• Name at least two documents accepted when completing the I-9 form
• Name at least one place to call in case of document abuse
• Demonstrate their ability to address problems with document abuse in oral dialogues

Pre-Workshop Homework
To prepare students to introduce themselves in session 1, assign the writing activity on page 13 as homework.

Steps:
1. Introductions and Learning Goals (30 minutes)
2. Video 1 (30 minutes)
3. Understanding the I-9 Form and Document Abuse (30 minutes)
4. Follow-Up and Next Steps (30-60 minutes)

In-Class Activities
Step 1: Introductions and Learning Goals

A) Introduce yourself and where you are from.
Ask students to introduce themselves. You can write these sentence starters on the board:

- My name is…
- I am from…
- My family is from…

Make sure each student has the opportunity to speak.

B) Introduce the purpose of your visit.
Say, “I am here today to talk about national origin discrimination. National origin is where you are from.” You can write national origin=where you are from on the board.

Tell students that you are going to talk with them about discrimination. Say, “Discrimination is different and unfair treatment of people. Discrimination is illegal.” You can write illegal=against the law on the board.

To get a sense of students’ speaking ability, you can ask them at this point if anyone has experience with discrimination, or, continue to the next activity.

C) Introduce learning goals.
Say, “My job is to help you understand the law. Here are some words we are going to learn.” Make one vocabulary flashcard for each of the following words:

- discrimination
- I-9 form
- OSC
- interpreter
- documents
- wages
- 311
- E-Verify
Post the flashcards of the 8 new words on the board. Use tape to hang the words so you will be able to move the words later on in the lesson.

Ask students to decide whether they know these words or not. Distribute one Yes/No vocabulary word handout to each student. Say, “If you know this word, write it in the ‘yes’ column. If you don’t know the word, write it in the ‘no’ column.” Circulate and help students complete the task.

For low-level classes in which copying can be difficult, prepare one set of vocabulary words for every pair of students. Students can work with a partner to sort the words to the ‘yes’ or ‘no’ column. Use the chart in the appendix to tally their responses.

Note: This set of eight words includes a mix of familiar words to activate students’ background knowledge and challenging terms to inspire their curiosity for learning. Don’t worry about teaching the meaning words at this point in the lesson. If students ask, say only, “Today we are going to learn more about these words.”

Step 2: Watch Video 2

Say, “We are going to watch a video. But, there is no sound. After you watch, tell me who you see and what is the problem. Then we will watch the video again with sound.”

Play the video to the end without audio or subtitles. Ask students:

- Who do you see?
- Who is the boss?
- Who is the job applicant?
- What’s the problem?

At this point, do not indicate to students if their guesses are correct or incorrect but instead encourage their participation. Try to help them describe the two men. You can help them with new words they might need, such as ladder, bandana, hat, wallet, employer.

Say, “Let’s watch the video again and see if you were right.” Watch video with sound and subtitles. Review what students understood using the sound and subtitles. See if students can name the problem and who is right. Review these questions with them:

- Who do you see?
- Who is the boss?
- Who is the job applicant?
- What’s the problem?
- Who is right? The boss or the man who wants the job?

Say, “Let’s talk about who is right under the law.” Ask students to open their workbooks to page 1 and complete the Yes/No activity about the video with a partner. Students who work faster can continue to the exercises on page 2. If students have trouble completing the dialogue, repeat that section of the video.

Note: In some beginner classes, writing exercises will slow the pace of the lesson. Use this time to see how well the class completes the writing activities. If you see that the class struggles with writing, consider working just with the video for the rest of your visit and asking the teacher to help students with the writing exercises at a later point.

Step 3: Understanding the I-9 Form and Document Abuse

Ask students to look at the I-9 form on pages 4-5. Read them the information on page 3. Help them use the “Lists of Acceptable
Documents” on page 5 to answer the questions from page 3:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which documents does Tomás have?</td>
<td>B2 and C1</td>
</tr>
<tr>
<td>Which document proves his identity?</td>
<td>B2</td>
</tr>
<tr>
<td>Which document proves his work authorization?</td>
<td>C1</td>
</tr>
<tr>
<td>Does Tomás have the right documents?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Clarify the problem Tomás had when looking for a job. Ask students what Tomás can do to solve this problem. Without giving them the answer, have students read page 6 and try to complete page 7 with a partner. Students who finish quickly can continue with the exercises on pages 8-9.

**Note:** The exercises on page 9 are designed for literacy level students. If you find a student struggling with the other exercises, you may want to refer the student to this page to work on word recognition skills.

After students have worked on the exercises, ask a couple of partners to share their dialogues out loud. Point to the 8 vocabulary words you hung on the board at the start of the lesson. Review what students learned. For example, say, “We talked about documents.” Ask if anyone has questions. Move the card to the one side of the board. Repeat with I-9 form, OSC, 311, interpreter.

Point out the appendix of the book. Say, “If you want to learn more about the I-9 form and acceptable documents, you can see more examples here.”

**Step 4: Follow-Up and Next Steps**

Choose from the following activities based on time and interest.

Ask students if they want to watch another video. Time permitting, watch video 2. Repeat procedure above, trying to get students to talk about the people and the problem in the video. You can skip the written exercises and just discuss the video. Students can complete the exercises on pages 10-11 for homework.

Ask students to look at page 12. Help them think of dialogues they might have when looking for a job. If the class is low level, model a dialogue with the teacher. Consider modeling a “good” job interview and a “bad” job interview to see if students can identify when employers ask questions that are not in compliance with the law.

Ask students to talk about what they wrote on page 13. Model how to complete this exercise with these sentence starters:

- My name is…
- I am from…
- I live in…
- I work for…
- I am a…
- My dream job is to be a…

Complete these sentences with examples from your own life. Write the sentence starters on the board. Have students check their examples about themselves and share with a partner.

Collect examples of Yes/No vocabulary word handouts from students. Ask students to read page 20 and prepare the vocabulary for the next session.

**Teacher Resource:** [http://www.uscis.gov/I-9Central](http://www.uscis.gov/I-9Central)
VIDEO 1 | Tomás needs a job.

1. Watch Video 1.
   - Who do you see?
   - What documents do you see?
   - What is the problem?

2. Talk about the Video.
   Circle YES or NO.

A man needs a job.
The man goes to a deli.
The man talks to the boss.
The boss asks the man for his documents.
The man shows the boss his documents.
The man gets the job.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
3. **What is the problem?**

*Complete the dialogue.*

**Sr. Santos:**
Do you have your ________________________________ with you?

**Tomás:**
No, but I have my __________ state ID __________ and __________ Social Security Card __________.

**Sr. Santos:**
That’s good but I need to see your __________ green card __________.

*Complete the sentences.*

<table>
<thead>
<tr>
<th>Tomás is the _________________.</th>
<th>employer</th>
<th>job applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. Santos is the _________________.</td>
<td>employer</td>
<td>job applicant</td>
</tr>
<tr>
<td>Sr. Santos ___________ Tomás for his documents.</td>
<td>asks</td>
<td>shows</td>
</tr>
<tr>
<td>Tomás ___________ Sr. Santos his documents.</td>
<td>asks</td>
<td>shows</td>
</tr>
<tr>
<td>Sr. Santos ___________ Tomás’s documents.</td>
<td>accepts</td>
<td>refuses</td>
</tr>
<tr>
<td>Tomás ___________ the job.</td>
<td>gets</td>
<td>does not get</td>
</tr>
</tbody>
</table>
I-9 FORM

1. Look at an I-9 form.

2. The Immigration and Nationality Act (INA) says that employers must use the I-9 form.

3. Employers use the I-9 form to check every new employee’s identity and work authorization.

4. Employees must have the right documents.

5. You need one document that proves both identity and work authorization.

6. Or, you need one document that proves identity and one document that proves work authorization.

7. Look at the lists of acceptable documents.
   a. Which documents does Tomás have?
   b. Which document proves his identity?
   c. Which document proves his work authorization?
   d. Does Tomás have the right documents?
Read instructions carefully before completing this form. The instructions must be available during completion of this form.

ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against work-authorized individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents have a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification (To be completed and signed by employee at the time employment begins)

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Last</th>
<th>First</th>
<th>Middle Initial</th>
<th>Maiden Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address (Street Name and Number)</td>
<td>Apt. #</td>
<td>Date of Birth (Month/day/year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip Code</td>
<td>Social Security #</td>
<td></td>
</tr>
</tbody>
</table>

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):

- A citizen of the United States
- A noncitizen national of the United States (see instructions)
- A lawful permanent resident (Alien #)
- An alien authorized to work (Alien # or Admission #)

until (expiration date, if applicable - month/day/year)

Employee's Signature

Date (month/day/year)

Preparer and/or Translator Certification (To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Preparer's/Translator's Signature

Print Name

Address (Street Name and Number, City, State, Zip Code)

Date (month/day/year)

Section 2. Employer Review and Verification (To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number, and expiration date, if any, of the document(s).)

<table>
<thead>
<tr>
<th>List A</th>
<th>OR</th>
<th>List B</th>
<th>AND</th>
<th>List C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document title:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issuing authority:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document #:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expiration Date (if any):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document #:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expiration Date (if any):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CERTIFICATION: I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) and that to the best of my knowledge the employee is authorized to work in the United States. (State employment agencies may omit the date the employee began employment.)

Signature of Employer or Authorized Representative

Print Name

Title

Business or Organization Name and Address (Street Name and Number, City, State, Zip Code)

Date (month/day/year)

Section 3. Updating and Reverification (To be completed and signed by employer.)

A. New Name (if applicable) B. Date of Rehire (Month/day/year) (if applicable)

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment authorization.

<table>
<thead>
<tr>
<th>Document title:</th>
<th>Document #:</th>
<th>Expiration Date (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attest, under penalty of perjury, that to the best of my knowledge, this employee is authorized to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Employer or Authorized Representative

Date (month/day/year)
### LISTS OF ACCEPTABLE DOCUMENTS

**LIST A**
Documents that Establish Both Identity and Employment Authorization

| 1. | U.S. Passport or U.S. Passport Card |
| 2. | Permanent Resident Card or Alien Registration Receipt Card (Form I-551) |
| 3. | Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa |
| 4. | Employment Authorization Document that contains a photograph (Form I-766) |
| 5. | In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form |
| 6. | Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI |

**LIST B**
Documents that Establish Identity

| 1. | Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address |
| 2. | ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address |
| 3. | School ID card with a photograph |
| 4. | Voter's registration card |
| 5. | U.S. Military card or draft record |
| 6. | Military dependent's ID card |
| 7. | U.S. Coast Guard Merchant Mariner Card |
| 8. | Native American tribal document |
| 9. | Driver's license issued by a Canadian government authority |

**LIST C**
Documents that Establish Employment Authorization

| 1. | Social Security Account Number card other than one that specifies on the face that the issuance of the card does not authorize employment in the United States |
| 2. | Certification of Birth Abroad issued by the Department of State (Form FS-545) |
| 3. | Certification of Report of Birth issued by the Department of State (Form DS-1350) |
| 4. | Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal |
| 5. | Native American tribal document |
| 6. | U.S. Citizen ID Card (Form I-197) |
| 7. | Identification Card for Use of Resident Citizen in the United States (Form I-179) |
| 8. | Employment authorization document issued by the Department of Homeland Security |

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)
**KNOW THE LAW | Document Abuse**

Document abuse is against the law. The law says an employee can choose which documents to show an employer. The I-9 form says, “Employers cannot specify which document(s) they will accept from an employee.”

These are possible examples of *document abuse*.

- The employer asks for your documents *before* they offer you the job.
- The employer asks you for *different* documents.
- The employer asks you for *more* documents.
- The employer asks you for *specific* documents.

If you have questions about document abuse, you can contact:

**THE OFFICE OF SPECIAL COUNSEL FOR IMMIGRATION RELATED UNFAIR EMPLOYMENT PRACTICES (OSC)**

*The OSC is a part of the U.S. Department of Justice (DOJ).*

*Call 1-800-255-7688. The call is free.*

*TDD: 1-800-237-2515*

**THE NEW YORK CITY COMMISSION ON HUMAN RIGHTS (CCHR)**

*There is an office in every borough.*

*Call 311.*

*Or, call the Central Office at 1-212-306-7450.*

The New York City Commission on Human Rights helps residents of the five boroughs of New York City.

You can get help in your language from OSC and CCHR. If you need an interpreter, say:

“I need an interpreter. I speak ______________________________.”
REPORTING A PROBLEM

Complete the dialogue. Practice the dialogue with a partner.

Tomás:
I have a problem.

Friend:
What’s the matter?

Tomás:
I have two documents, but my boss only wants to see my green card.

Friend:
Call ___ the OSC/311 _______. They can help you, for free!

Tomás:
But my English is not very good.

Friend:
If you want to speak your language, you can ask for an ______ interpreter _________.

NEW WORD PRACTICE

What’s another word for…?

<table>
<thead>
<tr>
<th>against the law</th>
<th>illegal</th>
</tr>
</thead>
<tbody>
<tr>
<td>documents</td>
<td>papers, identification</td>
</tr>
<tr>
<td>employer</td>
<td>boss</td>
</tr>
<tr>
<td>employee</td>
<td>worker</td>
</tr>
<tr>
<td>green card</td>
<td>permanent residence card</td>
</tr>
<tr>
<td>refuse</td>
<td>reject</td>
</tr>
<tr>
<td>valid</td>
<td>OK, acceptable</td>
</tr>
</tbody>
</table>

Complete the sentences. Use the words in the box.

1. Tomás needs a __________________________.
2. Tomás has __________ valid __________ documents.
3. Sr. Santos refuses Tomás’s __________ documents __________.
4. Sr. Santos asks Tomás for his __________ green card __________.
5. Document abuse is against the __________ law __________.
6. An __________ employee __________ can choose which documents to show employers.
7. An __________ employer __________ cannot refuse valid documents.
## Circle the same word:

<table>
<thead>
<tr>
<th>job</th>
<th>jab</th>
<th>jib</th>
<th>job</th>
</tr>
</thead>
<tbody>
<tr>
<td>docs</td>
<td>doc</td>
<td>docs</td>
<td>doc</td>
</tr>
<tr>
<td>valid</td>
<td>valid</td>
<td>invalid</td>
<td>valued</td>
</tr>
<tr>
<td>employer</td>
<td>employ</td>
<td>employee</td>
<td>employed</td>
</tr>
<tr>
<td>employee</td>
<td>employ</td>
<td>employee</td>
<td>employed</td>
</tr>
<tr>
<td>law</td>
<td>lab</td>
<td>law</td>
<td>law</td>
</tr>
<tr>
<td>refuse</td>
<td>refuse</td>
<td>refuse</td>
<td>fuse</td>
</tr>
</tbody>
</table>

## Write the missing letter:

- JOB
- DOCUMENTS
- VALID
- EMPLOYER
- EMPLOYER
- LAW
- REFUSE
**VIDEO 2 | A new job.**

1. **Watch Video 2.**
   - Who do you see?
   - Do you see document abuse?

   ![Employee and Employer](image)

2. **Talk about the Video.**
   *Circle YES or NO.*

<table>
<thead>
<tr>
<th>A woman has a new job.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a temporary job.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Her employer asks for her documents.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Her documents are permanent.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Her employer asks for different documents.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>This is an example of document abuse.</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
3. **Listen and Practice**

_Employer:_
What’s this Temporary Proof of Permanent Residence?

_Employee:_
It’s all I have.

_Employer:_
But this is a permanent job, not temporary. I need something permanent.

_Employee:_
Well, I’m here permanently. It’s just the card that expires, like a driver’s license.

_Employer:_
I don’t know. I need your green card. Your Permanent Resident Card. Why don’t you reapply when you get your permanent card? Okay?

4. **Complete the sentences. Use the words in the box below.**

- **documents**
- **Office of Special Counsel (OSC)**
- **job**
- **Permanent Resident Card**
- **law**
- **Temporary Proof of Permanent Residence**
- **I-9 Form**

<table>
<thead>
<tr>
<th>Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Employee Image]</td>
</tr>
</tbody>
</table>

- **a.** This woman has a new ________________.
- **b.** Today, her employer is checking her ___________ I-9 Form _____________.
- **c.** At the interview, she shows the employer her ___________ Temporary Proof of Permanent Residence .
- **d.** The employer asks to see her ___________ Permanent Resident Card _____________.
- **e.** She can call the ___________ Office of Special Counsel (OSC) ____________ for help.
- **f.** Document abuse is against the ___________ law _____________.
- **g.** Her employer can call the OSC to ask about her ___________ documents _____________.

---

NYC COMMISSION ON HUMAN RIGHTS | NEW YORK IMMIGRATION COALITION
**VOCABULARY | Finding a Job**

| TO LOOK FOR A JOB: | • a job advertisement  
|                  | • classified ads  
|                  | • “help wanted” 

| TO APPLY FOR A JOB: | • a job application 

| TO INTERVIEW FOR A JOB: | • a job interview 

**DIALOGUE**

*Complete the dialogue. Practice the dialogue with a partner.*

**Applicant:** ______________________________________________________________________

**Interviewer:** ____________________________________________________________________

**Applicant:** ____________________________________________________________________

**Interviewer:** ____________________________________________________________________

**Applicant:** ____________________________________________________________________

**Interviewer:** ____________________________________________________________________

**Applicant:** ____________________________________________________________________

**Interviewer:** ____________________________________________________________________

Hello, I’m looking for a job.
Write

• What is your name?
• Where are you from?
• Where do you live?
• Do you work? Where do you work?
• What is your job?
• What is your dream job?
Duration
2-3 hours

Materials
- DVD player and The Right to Work DVD
- The Right to Work Beginner Student Edition Workbook
- Supplementary Materials
  - 8½ x 11” vocabulary flashcards (see appendix)
  - 8½ x 11” Yes/No flashcards (see appendix)
  - tape to hang flashcards on the board
  - Workshop evaluation (1 per student)

Objectives
By the end of this session, students will be able to:
- Identify examples of national origin discrimination on the job
- Name at least one place to call in case of national origin discrimination
- Demonstrate their ability to address problems with national origin discrimination in oral dialogues
- Talk about how they might solve problems on the job by using the resource information in Part III of their workbooks

Pre-Workshop Homework
- Completion of The Right to Work Immigrant Employment Rights Part I.
- Ask students to read and review the vocabulary on page 20 prior to this workshop.

Steps:
1. Introductions: Where do you work? (15 minutes)
2. Video 3 (30 minutes)
3. Understanding Examples of Discrimination (30 minutes)
4. Problems on the Job and Possible Solutions (30-60 minutes)
5. Follow-Up and Next Steps (15 minutes)

In-Class Activities

Step 1: Introductions
Ask if students remember your name and where you work. Ask a few students to talk about where they work. You can write these sentence starters on the board:
- I’m a…
- I work at…

See if a couple of students want to volunteer their answers to page 20 or if students have questions about the vocabulary on page 20.

Hang the 8 vocabulary word flashcards on the board. Say, “Last time we talked about these words. Who can tell me something about discrimination?” See if students can say that discrimination is different and unfair treatment of people.

Say, “Last session we talked about discrimination because of documents. Who remembers what documents we talked about?” See if students can provide definitions for I-9 form, OSC, 311, and interpreter. As you review these terms, move them to one side of the board.

Say, “Today we are going to talk about other kinds of discrimination and problems on the job, for example, problems with wages and E-Verify.” Point to the remaining two vocabulary cards.

Step 2: Watch Video 3
Say, “We are going to watch a video. Remember, there is no sound. After you watch, tell me who you see and what is the problem. Then we will watch the video again with sound.”

Play the video to the end without audio or subtitles. Ask students:
• Who do you see?
• Who is the boss?
• Who is the job applicant?
• What’s the problem?

At this point, do not indicate to students if their guesses are correct or incorrect but instead encourage their participation. Try to use the same language to discuss the video as you used in the first session.

Say, “Let’s watch the video again and see if you were right.” Watch video with sound and subtitles. Review what students understood using the sound and subtitles. See if students can name the problem and who is right. Review these questions with them:

• Who do you see?
• Who is the boss?
• Who is the job applicant?
• What’s the problem?
• Who is right? The boss or the man who wants the job?

Say, “Let’s talk about who is right under the law.” Ask students to open their workbooks to page 14 and complete the Yes/No activity about the video with a partner. Students who work faster can continue to the exercises on page 15.

Step 3: Understanding Examples of Discrimination

Review students’ answers on pages 14-15 and clarify the problem the job applicant had with the employer. Read page 16 to students and clarify the terms in sentence 9 with students. You can refer them to page 17 for definitions of these terms. For example, say, “Look at page 17. What is another way to say ‘place of birth’?” Elicit the definition on page 17: “where you were born.” Review the other terms with them in this way.

Say, “Some jobs are different. Let’s look at page 18 and 19 and talk more about the law.” Ask students to complete the exercises on pages 18-19 with a partner. Circulate to make sure they understand the instructions. Refer students to the vocabulary on page 20 if they have trouble with the sentences on page 19.

As students are completing page 19, hang the ‘Yes’ sign on one side of the room and the ‘No’ sign on the other side of the room. This will help students to play the “Barometer Game” using their answers on page 19. The “Barometer Game” is a kinesthetic activity in which students stand and move to the side of the room that reflects their answer (to the ‘Yes’ sign if they answered ‘Yes” and to the ‘No” sign if they answered ‘No’).

Ask students to stand and bring their workbooks with them. Explain that one side of the room is ‘Yes’ and the other side is ‘No.’ In the middle is ‘Not sure/I don’t know.’

Give students an example to make sure they understand how to participate in the activity. Say, for example, “I live in Queens.” Have students move to one side of the room, ‘Yes’ or ‘No.’ Clarify students’ answers; for example, ask a few to name where they live. Try a few other examples from students’ lives, such as: “I speak Spanish,” “I like New York City,” or “I work in New York City.”

Say, “Now we are going to review your answers on page 19.” Make sure students have their workbooks with them. Read the first sentence aloud to them. Have students move to the side of the room that represents their answer.

Note: It’s best if you don’t participate in this activity, otherwise students will follow you knowing that you have the right answer.
Clarify the best answer for students. Make sure that before you move on to the next sentence, all students have moved to the correct location.

Ask, “What can you do if you have a problem with discrimination?” Remind students what they learned about the OSC and the NYCCHR on page 21.

Ask students to work with a partner to complete a dialogue about discrimination (either page 22 or page 23). Page 22 is open-ended for students with more fluency. Page 23 are two sample dialogues for them to complete and then practice with a partner. Ask a couple of students to share their dialogues out loud.

**Step 4: Problems on the Job and Possible Solutions**

Ask student to look at the chart on page 24. Say, “Here is some information about other possible problems on the job.” Check with students to see if there are problems not on this list that they want help with and discuss their questions.

Remind students that there are federal, state, and local agencies that can help immigrants and employees. Time permitting, make a three-column chart on the board and complete it with students (see if they can add more examples at each level):

<table>
<thead>
<tr>
<th>Federal</th>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSC</td>
<td>NYS Dept of Labor</td>
<td>NYC Commission on Human Rights</td>
</tr>
<tr>
<td>OSHA</td>
<td>NY Immigration Coalition</td>
<td>CUNY Citizenship Now!</td>
</tr>
<tr>
<td></td>
<td>NY State Immigration Hotline</td>
<td></td>
</tr>
</tbody>
</table>

Say to students, “The rest of the pages of this book are resources for you to use in case you have problems with discrimination or want to talk more about discrimination with your teacher.” Choose from the activities based on time and interest.

**Refer to pages 25-27 for more information about reporting a problem to the OSC.**

Ask students to look at page 25. Model this conversation with the teacher. Ask the teacher to read the operator’s lines. Time permitting, have students write sample answers and practice the dialogue with a partner.

Ask students to look at page 26. Explain to students that this is the information they need if they have a problem on the job. Remind students that they can report a problem and this information in any language.

Ask students to look at page 27. Say, “This is some information about reporting a problem to the OSC. Here you can see an address where you can find information in different languages online. What languages?” Ask students to read this page at home.

**Refer to page 28 for more discussion about problems with wages.**

Ask students to read page 28 and define “wages.” Ask if they can explain understand “promised wages” and “unpaid wages.” Ask if they have any other questions about wages. Move the “wages” vocabulary card on the board to the group of words learned.

Time permitting, ask students to practice saying the phone numbers of the agencies that can help them. For example, ask, “What is the phone number for The New York State Department of Labor?”
Step 5: Watch Video 4

Ask, “Is anyone familiar with E-Verify?” Read page 29 with students. Explain that employees can have a problem with E-Verify if their personal information is not accurate. Watch Video 4 with students, first without sound. Play the video up to when María’s employer receives the TNC. Review what students understood. Watch the video again with sound. Have students answer the questions on p. 30. See if students can identify that one of María’s documents uses her maiden name. If needed, clarify the term “maiden name.”

Ask, “What do you think María will do? Who will María call?” Review p. 31 with students. Explain that tentative=temporary and nonconfirmation=not confirmed or not sure. Say, “Maria’s status is not confirmed for now, and she has some questions.” Review p. 32 with students. See if students can guess the correct answers then provide the answers to clarify the law. Watch the E-Verify video to the end when María talks about how she found the solution to her problem. Confirm that student understand who they can call if they have problem with “E-Verify.” Move the “E-Verify” vocabulary card on the board to the group of words learned.

Refer to pages 29-32 for more discussion about problems with E-Verify.

Refer to the Activities section on pages 33-37 if students want more practice with new words. This section is included in case the instructor wants to use these activities as follow-up to the video presentations.

Page 33 (Know Your Acronyms)

Read the instructions to students. Ask students to read the acronyms in the box for practice pronouncing letters of the alphabet. Have students find the answers with a partner and review their answers on the board.

Page 34 (What’s My Web Address?
Computer Lab)

Say, “You can use acronyms to find information on the computer. For example, notice the web address for DHS. What is DHS? What is the web address?” Review the remaining acronyms with students. Clarify with the teacher beforehand whether the class has access to computer lab. If so, say, “Next time you go to computer lab, see if you can find the web address for these agencies. See if you can find information in your language online.” If not, say, “If you have a computer at home, try this exercise at home.”

Page 35 (What’s Your Job?)

Students can use this optional graphic organizer to record information about their job.

Page 36 (What’s Your Job? Ask a classmate.)

Make sure all students know how to say and spell their job title. Students should stand and practice asking “What’s your job?” to their classmates until they have the names and job titles of seven classmates.

Page 37 (Pronunciation Practice)

Students can use this page to practice saying new words. They can listen and repeat after the teacher then practice with a partner. Bold indicates the stressed syllable.

Step 6: Follow-Up and Next Steps

Ask students to complete a workshop evaluation. Remind them to share what they learned with people in their communities.
Discrimination
Immigrant Employment Rights Part II

**VIDEO 3 | A deli needs a dishwasher.**

![Deli Boss](image1.png)  ![Applicant](image2.png)

1. **Watch Video 3.**
   - Who do you see?
   - What is the problem?

2. **Talk about the Video.**
   *Circle* **YES** **or** **NO**.

<table>
<thead>
<tr>
<th>Event</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man needs a job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The man goes to a deli.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>The man talks to the boss.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>The boss needs a painter.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>The boss asks the man for his documents.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>The man shows the boss his documents.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>The man gets the job.</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
3. **What is the problem?**

*Read the dialogue.*

*Deli Boss:*
Are you legal? Green card?

*Applicant:*
*Sí. Yes.*

*Deli Boss:*
Listen, I’m sorry. I just can’t hire you. You have to speak better English to work here.

**Complete the sentences.**

<table>
<thead>
<tr>
<th>A man wants a job as a _________________.</th>
<th>dishwasher</th>
<th>painter</th>
</tr>
</thead>
<tbody>
<tr>
<td>He _____________ experience as a dishwasher.</td>
<td>has</td>
<td>does not have</td>
</tr>
<tr>
<td>The man _______________ his green card.</td>
<td>has</td>
<td>does not have</td>
</tr>
<tr>
<td>The man _______________ a little English.</td>
<td>speaks</td>
<td>does not speak</td>
</tr>
<tr>
<td>The deli boss _____________ a little Spanish.</td>
<td>speaks</td>
<td>does not speak</td>
</tr>
<tr>
<td>English _____________ necessary to do the job.</td>
<td>is</td>
<td>is not</td>
</tr>
<tr>
<td>The man _______________ the job.</td>
<td>gets</td>
<td>does not get</td>
</tr>
</tbody>
</table>
**KNOW THE LAW | National Origin and Citizenship Status Discrimination**

1. A man wants a job as a dishwasher.
2. He has valid documents to work in the U.S.
3. The employer does not like his accent.
4. The employer says he needs better English.
5. English is not necessary to do the job.
6. But, the employer does not want to hire him.
7. This is an example of national origin discrimination.
8. Discrimination is different and unfair treatment of people.
9. An employer cannot treat you differently because of:
   a. your place of birth
   b. native language
   c. accent
   d. appearance
   e. citizenship status
## VOCABULARY | Finding a Job

<table>
<thead>
<tr>
<th>PLACE OF BIRTH</th>
<th>Native Language</th>
<th>Accent</th>
<th>Appearance</th>
<th>Citizenship Status</th>
</tr>
</thead>
</table>
| • where you were born | • your first language  
• the language of your home country | • how you speak | • how you dress  
• how you look | • if you are a citizen or not |
NEW WORD PRACTICE

Write the correct word under the picture. Use the words below.

<table>
<thead>
<tr>
<th>911 operator</th>
<th>air traffic controller</th>
<th>contract</th>
<th>nurse</th>
<th>waiter</th>
</tr>
</thead>
</table>

The laws says some jobs can require English. For example:

- *air traffic controller*
- *911 operator*

The laws says some jobs can require uniforms or dress codes. For example:

- *waiter*
- *nurse*

The laws says some jobs can require citizenship status. For example:

- *when required by government contract*
**DISCRIMINATION**

Can you find examples of discrimination? Read the sentences and choose **YES** or **NO**.

- **YES** = that’s OK
- **NO** = that’s against the law

<table>
<thead>
<tr>
<th>Sentence</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An employer can write a job advertisement that says, “Women only.”</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2. An employer can say, “We don’t interview people from your country.”</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. An employer can ask employees to wear a uniform.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>4. An employer can pay some employees more because they are not immigrants.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5. A manager at a department store can say, “Only citizens get promotions.”</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>6. An employer can ask employees to speak only English all the time at work.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7. An employer can fire employees who complain about discrimination.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>8. An employee can wear a turban or scarf at work for religious reasons.</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
## VOCABULARY | On the Job

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers hire employees.</td>
<td>Employees get hired.</td>
</tr>
<tr>
<td>Employers pay employees.</td>
<td>Employees get paid.</td>
</tr>
<tr>
<td>Employers train employees.</td>
<td>Employees get trained.</td>
</tr>
<tr>
<td>Employers promote employees.</td>
<td>Employees get promoted.</td>
</tr>
<tr>
<td>Employers fire employees.</td>
<td>Employees get fired.</td>
</tr>
</tbody>
</table>

### Talk with a partner:
- Do you work?
- When did you get hired?
- How do you get paid? Do you get paid in cash or by check?
- How often do you get paid?
FOR MORE INFORMATION | National Origin Discrimination

The Immigration and Nationality Act and the New York City Human Rights Law protect employees against discrimination based on national origin or citizenship status.

If you have questions about discrimination, you can contact:

THE OFFICE OF SPECIAL COUNSEL FOR IMMIGRATION RELATED UNFAIR EMPLOYMENT PRACTICES (OSC)

The OSC is a part of the U.S. Department of Justice (DOJ).
Call 1-800-255-7688. The call is free.
TDD: 1-800-237-2515

The Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC) helps employees and employers anywhere in the United States.

You can find information about discrimination online in these languages: Arabic, Cambodian, Chinese, Farsi, French, Haitian Creole, Hindi, Hmong, Korean, Laotian, Punjabi, Russian, Spanish, Tagalog, Urdu, and Vietnamese.


THE NEW YORK CITY COMMISSION ON HUMAN RIGHTS (CCHR)

There is an office in every borough.
Call 311.
Or, call the Central Office at 1-212-306-7450.

The New York City Commission on Human Rights helps residents of the five boroughs of New York City.

Visit: www.nyc.gov/cchr
**DISCUSS | Do you have experience with discrimination?**

The Office of Special Counsel (OSC) and The New York City Commission on Human Rights want to stop national origin discrimination. The Office of Special Counsel (OSC) and The New York City Commission on Human Rights teach employers and employees about how to stop discrimination.

- Do you have experience with discrimination?
- What happened?
- What did you do?

- Find a partner and create a dialogue about discrimination for the class.
- What is the problem?
- Who can help you?
**DIALOGUES**

Complete these dialogues. Find solutions to the problems. Practice the dialogues with a partner.

**Employee:** I have a problem.

**Friend:** What’s the matter?

**Employee:** My employer says I cannot speak Spanish at work. But I only speak Spanish during breaks.

**Friend:** Call **the OSC/311**. They can help you, for free!

**Employee:** But my English is not very good.

**Friend:** You can ask for an **interpreter**.

**Husband:** How was your day?

**Wife:** Not good. My manager says I can’t get a promotion because I wasn’t born in the U.S.

**Husband:** I don’t think that’s legal. Let’s call **the OSC/311**.

**Wife:** I don’t want any problems.

**Husband:** Don’t worry. The law protects you against **discrimination/retaliation**.
<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>WHO CAN HELP</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENEFITS</td>
<td><strong>New York State Department of Labor (DOL)</strong>&lt;br&gt;Call 1-800-447-3992.</td>
</tr>
<tr>
<td>BREAKS</td>
<td><strong>New York State Department of Labor (DOL)</strong>&lt;br&gt;Call 1-800-447-3992.</td>
</tr>
<tr>
<td>DISCRIMINATION</td>
<td><strong>Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC)</strong>&lt;br&gt;Call 1-800-255-7688. The call is free.&lt;br&gt;TDD: 1-800-237-2515. &lt;br&gt;<strong>NYC Commission on Human Rights (CCHR)</strong>&lt;br&gt;Call 1-212-306-7450.</td>
</tr>
<tr>
<td>DOCUMENT ABUSE</td>
<td><strong>Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC)</strong>&lt;br&gt;Call 1-800-255-7688. The call is free.&lt;br&gt;TDD: 1-800-237-2515.</td>
</tr>
<tr>
<td>E-VERIFY GENERAL QUESTIONS</td>
<td><strong>U.S. Citizenship and Immigration Services E-Verify Worker Hotline</strong>&lt;br&gt;Call 1-888-897-7781.</td>
</tr>
<tr>
<td>E-VERIFY DISCRIMINATION</td>
<td><strong>Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC)</strong>&lt;br&gt;Call 1-800-255-7688. The call is free.&lt;br&gt;TDD: 1-800-237-2515.</td>
</tr>
<tr>
<td>IMMIGRATION STATUS OR CITIZENSHIP QUESTIONS</td>
<td><strong>New York Immigration Coalition (NYIC)</strong>&lt;br&gt;Call 1-212-627-2227.</td>
</tr>
<tr>
<td></td>
<td><strong>New York State Immigration Hotline</strong>&lt;br&gt;Call 1-212-419-3737 or 1-800-566-7636.</td>
</tr>
<tr>
<td></td>
<td><strong>CUNY Citizenship Now! Immigration Centers</strong>&lt;br&gt;Call 1-646-344-7245.</td>
</tr>
<tr>
<td>MINIMUM WAGE</td>
<td><strong>New York State Department of Labor (DOL)</strong>&lt;br&gt;Call 1-800-447-3992.</td>
</tr>
<tr>
<td>OVERTIME</td>
<td><strong>New York State Department of Labor (DOL)</strong>&lt;br&gt;Call 1-800-447-3992.</td>
</tr>
<tr>
<td>SAFETY PROBLEMS ON THE JOB</td>
<td><strong>U.S. Office of Occupational Safety and Health Administration</strong>&lt;br&gt;Call 1-800-321-OSHA.</td>
</tr>
<tr>
<td>UNPAID WAGES</td>
<td><strong>New York State Department of Labor (DOL)</strong>&lt;br&gt;Call 1-800-447-3992.</td>
</tr>
</tbody>
</table>
**REPORTING A PROBLEM | Listen and Practice.**

Tomás calls the Office of Special Counsel for advice. Listen and practice.

| **Tomás:** | Hello. Is this the OSC? |
| **Operator:** | Yes. How can I help you? |
| **Tomás:** | I have a problem with an employer. |
| **Operator:** | What is your problem? |
| **Tomás:** | __________________________________________. |
| **Operator:** | Do you have the employer's name and address? |
| **Tomás:** | __________________________________________. |
| **Operator:** | When did this happen? |
| **Tomás:** | __________________________________________. |
| **Operator:** | Where did this happen? |
| **Tomás:** | __________________________________________. |
| **Operator:** | Do you want help in your language? |
| **Tomás:** | __________________________________________. |
| **Operator:** | What is your native language? |
| **Tomás:** | __________________________________________. |
| **Operator:** | One minute, please. |
**KEEP A RECORD**

If you have a problem on the job, you need to keep a record of the problem.

<table>
<thead>
<tr>
<th>Employee Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Contact Information</td>
<td></td>
</tr>
<tr>
<td>Employer Name and Names of People Involved</td>
<td></td>
</tr>
<tr>
<td>Employer Address or Location</td>
<td></td>
</tr>
<tr>
<td>Date of Problem</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
</tr>
</tbody>
</table>
THE OFFICE OF SPECIAL COUNSEL (OSC)

What happens if I report a problem to the OSC?

If there is a problem, the OSC will ask you to complete a charge form.

On the charge form you provide:

- your name, address, and telephone
- the name, address and telephone of the employer where you had the problem
- a description of what happened, when and where

You must make a complaint within 180 days.

Find a charge form online in English, Spanish, Chinese or Vietnamese at:


What happens next? Here are some possibilities:

- The OSC contacts the employer.
- The OSC informs the employer about the law.
- The employee gets the job or gets hired back.
- The employee gets back pay.
- The employer pays fines or damages.
- The employer attends training.

Investigations typically take no longer than 7 months.

Vocabulary

What is…?

| CHARGE FORM | the document you complete when you have a problem with discrimination and want to report it to the OSC |
| BACK PAY | money you were not paid when you worked |
| FINES OR DAMAGES | money an employer pays the government as a penalty |
WAGES

1. When you work, you must get paid.

2. Another word for the money you get paid is wages.

3. The law says all workers must get promised wages.

4. Undocumented workers must get promised wages.

5. If you work, an employer must pay you for your work.

6. If an employer doesn’t pay you after you have done the work, you can call the New York State Department of Labor at 1-800-447-3992.

7. The New York State Department of Labor can help workers who have problems with promised wages.

8. If you have questions about your immigration status, you can call:
   - The New York Immigration Coalition at 1-212-627-2227.
   - The New York Immigration Hotline at 1-212-419-3737 or 1-800-566-7636.
   - The City University of New York Citizenship Now! Immigration Centers at 1-646-344-7245.
E-VERIFY

1. Some employers use a computer system to check an employee’s information on the I-9 form.
2. This system is called E-Verify.
3. E-Verify checks an employee’s information on the I-9 form:
   • with the Social Security Administration
   • with the Department of Homeland Security (non-citizens)
4. You can have problems with E-Verify if there are changes in your personal information. For example:
   • your name changes because you get married or divorced
   • your citizenship status changes
5. Always report changes in your personal information to the Social Security Administration or the Department of Homeland Security.

| Social Security Administration | www.socialsecurity.gov  
                              | 1-800-772-1213 |
|--------------------------------|------------------------|
| Department of Homeland Security | www.dhs.gov/E-Verify   
                                    | 1-888-897-7781 |

The Right to Work: Understanding Immigrant Employment Rights
VIDEO 4 | María’s employer uses E-Verify.

   - Who do you see?
   - What **documents** do you see?

2. Talk about the Video.
   *Circle YES or NO.*

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does María have a new job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does her employer check her I-9 form?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Does María have the right documents?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Does María have a new name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does María have a problem when her employer uses E-Verify?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
KNOW THE LAW | Tentative Nonconfirmation (TNC)

1. Problems with E-Verify are called Tentative Nonconfirmation (TNC).

2. María’s employer receives a TNC from E-Verify.

3. What can María do?

4. María can *not contest the TNC* and lose her job.

5. Or, María can *contest the TNC* and try to fix the problem.

6. She has 8 or fewer work days to begin to fix the problem.*

*Note: The 8 days start from the moment the employer presses a “refer case” button, which triggers the time period. If the employer then tells the worker about the TNC 6 days later, the worker only has one or two days left. The date on the TNC notice is the critical date.*

If you have problems with E-Verify, you can contact:


- The Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC) at 1-800-225-7688 or [www.usdoj.gov/crt/osc](http://www.usdoj.gov/crt/osc) if your employer discriminates against you because of a problem with E-Verify.
**E-Verify Questions**

Maria receives a tentative nonconfirmation (TNC) from her employer. What can she do? Read Maria’s questions and choose **YES** or **NO**.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Will I get fired?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Will I get paid?</td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>3. Can I go to training?</td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>4. Will my schedule change?</td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>5. Will you tell my supervisor?</td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>6. Can I have time to fix the problem?</td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>7. Can you tell me what to do to fix the problem?</td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
</tbody>
</table>
**Know the Law | E-Verify Self Check**

1. If you want to review your personal information before a job interview, you can use E-Verify Self Check.

2. E-Verify Self Check is optional. No employer can require you to use E-Verify Self Check.

3. It is available in English and Spanish.

4. It is only online, not on paper.

5. It is free. There is no fee.

6. Personal information on E-Verify Self Check is confidential.

7. There are four steps to use E-Verify Self Check:

   ![E-Verify Self Check Steps](image)

   To learn more about E-Verify Self-Check, go to: [www.uscis.gov/EVerifySelfCheck](http://www.uscis.gov/EVerifySelfCheck).

If an employer requires you to use E-Verify Self Check, contact The Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC) at 1-800-225-7688 or [www.usdoj.gov/crt/osc](http://www.usdoj.gov/crt/osc). No one can require you to use E-Verify Self Check.
Activities
Immigrant Employment Rights Part IV

**KNOW YOUR ACRONYMS**

Acronyms are words made from the first letters in a name. Find the correct acronym for each name. Choose from the box below:

<table>
<thead>
<tr>
<th>DHS</th>
<th>DOJ</th>
<th>DOL</th>
<th>OSHA</th>
<th>ICE</th>
<th>INA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCHR</td>
<td>NYIC</td>
<td>OSC</td>
<td>SSN</td>
<td>USCIS</td>
<td>SSA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>ACRONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of Homeland Security</td>
<td>DHS</td>
</tr>
<tr>
<td>2. US Citizenship and Immigration Services</td>
<td>USCIS</td>
</tr>
<tr>
<td>3. Immigration and Customs Enforcement</td>
<td>ICE</td>
</tr>
<tr>
<td>4. Department of Justice</td>
<td>DOJ</td>
</tr>
<tr>
<td>5. Office of Special Counsel for Immigration-Related Unfair Employment Practices</td>
<td>OSC</td>
</tr>
<tr>
<td>6. Department of Labor</td>
<td>DOL</td>
</tr>
<tr>
<td>7. Social Security Administration</td>
<td>SSA</td>
</tr>
<tr>
<td>8. Social Security Number</td>
<td>SSN</td>
</tr>
<tr>
<td>9. Immigration and Nationality Act</td>
<td>INA</td>
</tr>
<tr>
<td>10. Occupational Safety and Health Administration</td>
<td>OSHA</td>
</tr>
<tr>
<td>11. New York City Commission on Human Rights</td>
<td>CCHR</td>
</tr>
<tr>
<td>12. New York Immigration Coalition</td>
<td>NYIC</td>
</tr>
</tbody>
</table>
WHAT’S MY WEB ADDRESS?

1. Go to www.google.com
2. Enter the acronym in the search box.
3. Write down the web address.
4. Check your answers with your teacher or a classmate.

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>WEB ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DHS</td>
<td><a href="http://www.dhs.gov">www.dhs.gov</a></td>
</tr>
<tr>
<td>2. USCIS</td>
<td><a href="http://www.uscis.gov">www.uscis.gov</a></td>
</tr>
<tr>
<td>3. DOJ</td>
<td><a href="http://www.justice.gov">www.justice.gov</a></td>
</tr>
<tr>
<td>4. DOL</td>
<td><a href="http://www.dol.gov">www.dol.gov</a></td>
</tr>
<tr>
<td>5. OSHA</td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
<tr>
<td>7. CCHR</td>
<td><a href="http://www.nyc.gov/cchr">www.nyc.gov/cchr</a></td>
</tr>
<tr>
<td>8. NYIC</td>
<td><a href="http://www.thenyic.org">www.thenyic.org</a></td>
</tr>
</tbody>
</table>
WHAT’S YOUR JOB? | Tell me about yourself.

WHERE I WORK

DAYS I WORK

MY JOB TITLE

HOURS I WORK

MY BOSS’S NAME
**WHAT’S YOUR JOB? | Ask a classmate.**

Here is a list of jobs in the workbook:

<table>
<thead>
<tr>
<th>painter</th>
<th>air traffic controller</th>
<th>nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>dishwasher</td>
<td>911 operator</td>
<td></td>
</tr>
<tr>
<td>deli owner</td>
<td>waiter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interpreter</td>
<td></td>
</tr>
</tbody>
</table>

What are the jobs in your class? Ask your classmates.

Write the names and jobs below:

<table>
<thead>
<tr>
<th>NAME</th>
<th>JOB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activities
Immigrant Employment Rights Part IV

PRONUNCIATION PRACTICE

Practice saying these new words. How many syllables? Where is the stress?

1. job
2. law
3. val id
4. ac cent
5. lan guage
6. pay check
7. doc u ment
8. im mi grant
9. ap pli cant
10. in ter view
11. cit i zen
12. em ploy er
13. em ploy ee
14. ap pear ance
15. cit i zen ship
16. ad ver tise ment
17. ap pli ca tion
18. dis crim i na tion
## Appendix

### I-9 Form

Department of Homeland Security  
U.S. Citizenship and Immigration Services  

OMB No. 1615-0047; Expires 08/31/12  
Form I-9, Employment Eligibility Verification  

---

**Read instructions carefully before completing this form. The instructions must be available during completion of this form.**

**ANTI-DISCRIMINATION NOTICE:** It is illegal to discriminate against work-authorized individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents have a future expiration date may also constitute illegal discrimination.

### Section 1. Employee Information and Verification

**To be completed and signed by employee at the time employment begins.**

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Last</th>
<th>First</th>
<th>Middle Initial</th>
<th>Maiden Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (Street Name and Number)</th>
<th>Apt. #</th>
<th>Date of Birth (month/day/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>Social Security #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form. I attest, under penalty of perjury, that I am (check one of the following):

- A citizen of the United States
- A noncitizen national of the United States (see instructions)
- A lawful permanent resident (Alien #)
- An alien authorized to work (Alien # or Admission #) until (expiration date, if applicable - month/day/year)

Employee's Signature:  

Preparer and/or Translator Certification

**To be completed and signed if Section 1 is prepared by a person other than the employee.** I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

<table>
<thead>
<tr>
<th>Preparer's/Translator's Signature</th>
<th>Date (month/day/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address (Street Name and Number, City, State, Zip Code):  

### Section 2. Employer Review and Verification

**To be completed and signed by employer.** Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number, and expiration date, if any, of the document(s).

<table>
<thead>
<tr>
<th>List A</th>
<th>OR</th>
<th>List B</th>
<th>AND</th>
<th>List C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Certification:** I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) and that to the best of my knowledge the employee is authorized to work in the United States. (State employment agencies may omit the date the employee began employment.)

**Signature of Employer or Authorized Representative:**  

**Business or Organization Name and Address (Street Name and Number, City, State, Zip Code):**  

**Date (month/day/year):**  

### Section 3. Updating and Reverification

**To be completed and signed by employer.**

<table>
<thead>
<tr>
<th>A. New Name (if applicable)</th>
<th>B. Date of Rehire (month/day/year) (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C.** If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment authorization.

<table>
<thead>
<tr>
<th>Document Title:</th>
<th>Document #:</th>
<th>Expiration Date (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I attest, under penalty of perjury, that to the best of my knowledge, this employee is authorized to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

**Signature of Employer or Authorized Representative:**  

**Date (month/day/year):**  

---

Form I-9 (Rev. 08/07/09) Y Page 4
**LISTS OF ACCEPTABLE DOCUMENTS**

*All documents must be unexpired*

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
<th>LIST C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents that Establish Both Identity and Employment Authorization</td>
<td>OR</td>
<td>Documents that Establish Identity</td>
</tr>
<tr>
<td>1. U.S. Passport or U.S. Passport Card</td>
<td>1. Driver's license or ID card issued by a State or outlying possession of the United States if it contains a photograph or information such as name, date of birth, gender, height, eye color, and address</td>
<td>1. Social Security Account Number card other than one that specifies on the face that the issuance of the card does not authorize employment in the United States</td>
</tr>
<tr>
<td>2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)</td>
<td>2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address</td>
<td>2. Certification of Birth Abroad issued by the Department of State (Form FS-545)</td>
</tr>
<tr>
<td>3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa</td>
<td>3. School ID card with a photograph</td>
<td>3. Certification of Report of Birth issued by the Department of State (Form DS-1350)</td>
</tr>
<tr>
<td>4. Employment Authorization Document that contains a photograph (Form I-766)</td>
<td>4. Voter's registration card</td>
<td>4. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal</td>
</tr>
<tr>
<td>5. In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form</td>
<td>5. U.S. Military card or draft record</td>
<td>5. Native American tribal document</td>
</tr>
<tr>
<td>6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI</td>
<td>6. Military dependent's ID card</td>
<td>6. U.S. Citizen ID Card (Form I-197)</td>
</tr>
<tr>
<td></td>
<td>7. U.S. Coast Guard Merchant Mariner Card</td>
<td>7. Identification Card for Use of Resident Citizen in the United States (Form I-179)</td>
</tr>
<tr>
<td></td>
<td>9. Driver's license issued by a Canadian government authority</td>
<td>9. For persons under age 18 who are unable to present a document listed above:</td>
</tr>
<tr>
<td></td>
<td>10. School record or report card</td>
<td>10. School record or report card</td>
</tr>
<tr>
<td></td>
<td>11. Clinic, doctor, or hospital record</td>
<td>11. Clinic, doctor, or hospital record</td>
</tr>
<tr>
<td></td>
<td>12. Day-care or nursery school record</td>
<td>12. Day-care or nursery school record</td>
</tr>
</tbody>
</table>

**Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)**
Form I-9
Employment Eligibility Verification

The anti-discrimination law is printed on the top of every I-9 form. It states that it is illegal for your employer to discriminate against you if you have work authorization. Your employer cannot tell you which documents to show them or ask you for more or different documents than the form requires.

In this section, you must fill out your information. You can ask someone to help you translate or complete this section.

1. Employee enters full name and maiden name, if applicable.
2. Employee enters current address and date of birth.
3. Employee enters his or her city, state, ZIP Code, and Social Security number. Entering the Social Security number is optional unless the employer verifies employment authorization through the USCIS E-Verify Program.
4. Employee reads warning and attests to his or her citizenship or immigration status.
5. Employee signs and dates the form.
6. If the employee uses a preparer or translator to fill out the form, that person must certify that he or she assisted the employee by completing this signature block.

The I-9 Form can look confusing, but it is actually very simple. These three sections are important to understand.
The I-9 Form can look confusing, but it is actually very simple. These three sections are important to understand.

**Section 2. Employer Review and Verification**

*To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number, and expiration date, if any, of the document(s).*

<table>
<thead>
<tr>
<th>Document title:</th>
<th>OR</th>
<th>List B</th>
<th>AND</th>
<th>List C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issuing authority:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document #:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expiration Date (if any):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document #:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expiration Date (if any):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CERTIFICATION:** I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) (2) and that to the best of my knowledge the employee is authorized to work in the United States. (State employment agencies may omit the date the employee began employment.)

<table>
<thead>
<tr>
<th>Signature of Employer or Authorized Representative</th>
<th>Print Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business or Organization Name and Address (Street Name and Number, City, State, Zip Code)</td>
<td>Date (month/day/year)</td>
<td></td>
</tr>
</tbody>
</table>
The U.S. Department of State issues the U.S. passport to U.S. citizens and noncitizen nationals. There are a small number of versions still in circulation that may differ from the main versions shown here.
US Passport Card

The U.S. Department of State began producing the passport card in July 2008. The passport card is a walletsize card that can only be used for land and sea travel between the United States and Canada, Mexico, the Caribbean, and Bermuda.

Permanent Resident Card (Form I-551)

On May 11, 2010, USCIS began issuing the newly redesigned Permanent Resident Card, also known as the Green Card, which is now green in keeping with its long-standing nickname. The card is personalized with the bearer’s photo, name, USCIS number, alien registration number, date of birth, and laser-engraved fingerprint, as well as the card expiration date.

Note that on the new card, shown below, the lawful permanent resident’s alien registration number, commonly known as the A number, is found under the USCIS # heading. The A number is also located on the back of the card.
USCIS uses either an I-551 stamp or a temporary I-551 printed notation on a machine-readable immigrant visa (MRIV) to denote temporary evidence of lawful permanent residence. Sometimes, if no foreign passport is available, USCIS will place the I-551 stamp on a Form I-94 and affix a photograph of the bearer to the form. This document is considered a receipt.

Reverify the employee in Section 3 of Form I-9 when the stamp in the passport expires, or one year after the issuance date if the stamp does not include an expiration date. For temporary I-551 receipts, at the end of the receipt validity period, the individual must present the Permanent Resident Card (Form I-551) for Section 2 of Form I-9.

The MRIV demonstrates permanent resident status for one year from the date of admission found in the foreign passport that contains the MRIV.
Employment Authorization Document (I-766)

USCIS issues the Employment Authorization Document to aliens granted temporary employment authorization in the United States. The card contains the bearer’s photograph, fingerprint, card number, Alien number, birth date, and signature, along with a holographic film and the DHS seal. The expiration date is located at the bottom of the card.
Form I-20 Accompanied by Form I-94 or Form I-94A

Form I-94 or Form I-94A for F-1 nonimmigrant students must be accompanied by a Form I-20, Certificate of Eligibility for Nonimmigrant Students, endorsed with employment authorization by the designated school official for off-campus employment or curricular practical training. USCIS will issue an Employment Authorization Document (Form I-766) to all students (F-1 and M-1) authorized for a post-completion OPT period.

Nonimmigrant exchange visitors (J-1) must have a Form I-94 or Form I-94A accompanied by an unexpired Form DS-2019, Certificate of Eligibility for Exchange Visitor (J-1) Status, issued by the U.S. Department of State, that specifies the sponsor. J-1 exchange visitors working outside the program indicated on the Form DS-2019 also need a letter from their responsible officer.
Form I-94 or Form I-94A Arrival/Departure Record

CBP and sometimes USCIS issue arrival-departure records to nonimmigrants. This document indicates the bearer’s immigration status, the date that the status was granted, and when the status expires. The immigration status notation within the stamp on the card varies according to the status granted, e.g., L-1, F-1, J-1. The Form I-94 has a handwritten date and status, and the Form I-94A has a computer-generated date and status. Both may be presented with documents that Form I-9 specifies are valid only when Form I-94 or Form I-94A also is presented, such as the foreign passport, Form DS-2019, or Form I-20.

Form I-9 provides space for you to record the document number and expiration date for both the passport and Form I-94 or Form I-94A.

Passports of the Federated States of Micronesia and the Republic of the Marshall Islands

In 2003, Compacts of Free Association (CFA) between the United States and the Federated States of Micronesia (FSM) and Republic of the Marshall Islands (RMI) were amended to allow citizens of these countries to work in the United States without obtaining an Employment Authorization Document (Form I-766).

For Form I-9 purposes, citizens of these countries may present FSM or RMI passports accompanied by a Form I-94 or Form I-94A indicating nonimmigrant admission under the CFA, which are acceptable documents under List A. The exact notation on Form I-94 or Form I-94A may vary and is subject to change. As of early 2009, the notation on Form I-94 or Form I-94A typically states “CFA/FSM” for an FSM citizen and “CFA/MIS” for an RMI citizen.
List B
Appendix

Documents that Establish Identity Only

*The following illustrations in this Handbook do not necessarily reflect the actual size of the documents.*

---

**State-issued Driver’s License**

A driver’s license can be issued by any state or territory of the United States (including the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands) or by a Canadian government authority, and is acceptable if it contains a photograph or other identifying information such as name, date of birth, gender, height, eye color, and address.

Some states may place notations on their drivers’ licenses that state the card does not confirm employment authorization. For Form I-9 purposes, these drivers’ licenses, along with every other state’s, establish the identity of an employee. When presenting any driver’s license, the employee must also present a List C document that establishes employment authorization.

---

**Sample State Identification Card**

An ID card can be issued by any state (including the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands) or by a local government, and is acceptable if it contains a photograph or other identifying information such as name, date of birth, gender, height, eye color, and address.

Some states may place notations on their ID cards that state the card does not confirm employment authorization. For Form I-9 purposes, these cards, along with every other state’s, establish the identity of an employee. When presenting any state-issued ID card, the employee must also present a List C document that establishes employment authorization.
Documents That Establish Employment Eligibility Only

The following illustrations in this Handbook do not necessarily reflect the actual size of the documents.

U.S. Social Security Account Number Card

The U.S. Social Security account number card is issued by the Social Security Administration (older versions were issued by the U.S. Department of Health and Human Services), and can be presented as a List C document unless the card specifies that it does not authorize employment in the United States. Metal or plastic reproductions are not acceptable.

Certifications of Birth Issued by the U.S. Department of State

These documents may vary in color and paper used. All will include a raised seal of the office that issued the document, and may contain a watermark and raised printing.
Birth Certificate

Only an original or certified copy of a birth certificate issued by a state, county, municipal authority, or outlying possession of the United States that bears an official seal is acceptable. Versions will vary by state and year of birth. Beginning October 31, 2010, only Puerto Rico birth certificates issued on or after July 1, 2010 are valid. Please check www.uscis.gov for guidance on the validity of Puerto Rico birth certificates for Form I-9 purposes.
U.S. Citizen Identification Card (Form I-197)

Form I-197 was issued by the former Immigration and Naturalization Service (INS) to naturalized U.S. citizens. Although this card is no longer issued, it is valid indefinitely.

Identification Card for Use of Resident Citizen in the United States (Form I-179)

Form I-179 was issued by INS to U.S. citizens who are residents of the United States. Although this card is no longer issued, it is valid indefinitely.
discrimination
documents
E-Verify
interpreter
wages
<table>
<thead>
<tr>
<th>YES</th>
<th>I know these words</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>I don’t know these words</td>
</tr>
</tbody>
</table>
## THE RIGHT TO WORK

Vocabulary Pre-Workshop Needs Assessment

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of students who know about it already</th>
<th>Number of students want to know more about it</th>
</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-verify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-9 form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpreter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
YES
## THE RIGHT TO WORK
UNDERSTANDING IMMIGRANT EMPLOYMENT RIGHTS

### Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discrimination is a problem in my community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Office of Special Counsel for Immigration-Related Unfair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Practices will help me with discrimination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The New York City Commission on Human Rights will help me with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discrimination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can get help in my native language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It is important to learn about laws against discrimination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I understand the I-9 form.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Three new words I learned are:

- [ ]
- [ ]
- [ ]

### Questions I have:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________