

# Supporting Undocumented Students Training

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# Overview of Agenda



## *Part one: Knowledge & Awareness*

- General introduction
  - National
  - Washington State
- Overview of Landscape

## *Part two: Detention and Deportation Education Equity*

- What students are feeling
- Education Equity Laws
  - National
  - Washington State
- Enforcement and impact on students and families
  - Resources

## *Part three: Skills and Action*

- What it means to be an advocate
  - Intuitional knowledge and practices
- Tools and resources

# Community Agreements



**Speaking from  
experience: “I”  
statements**



**Active  
engagement: Mind,  
heart, and body**



**Support each  
other’s growth  
through the process**

# Human Bingo



1. Go around the room and find a person who knows one of the terms on the sheet.
2. Once you find that person ask them what the term means to them and how they learned about it.
3. Once your conversation is over have them initial the box that has the term that they explained.
4. Continue to go around the room and ask people for their understanding of the terms
5. **NOTE:** You are allowed to initial one box on your own sheet for a term that you know!

*The goal is to get a BINGO by finding a different person for each of the terms and fill in an **entire column or row.***

# Story of Self:

## Undocu Voices & Experiences

“To be undocumented is to have people making money out of our stories and speaking for us rather than creating space for us to speak on behalf of ourselves”  
-Catalina Velasquez

# General Overview:

## Undocumented Immigrants in the U.S. and Washington State

“To be undocumented in this country is to be one of 11.5 million, which exceeds the population of Hungary, Czech Republic, and Tunisia.”

-Catalina Velasquez

# Educators Journey



**Educators who have  
are or have been  
undocumented**

**Educators who have  
undocumented family  
members**

**Educators who are  
fairly new to hearing  
about undocumented  
issues**

**Educators who know  
undocumented  
people/students**

**Educators who have  
heard of  
undocumented  
students and people**

**Educators who do not  
know about  
undocumented  
students**

# Being Undocumented



What does it mean to be an undocumented person?

Undocumented people are ‘foreign’ nationals who came to the United States without legal documentation or overstayed their visas.

[Video: Undocumented & Awkward](#)

“Race or people is to be determined by the stock from

which aliens sprang”

-1914

Bergensfjord ship manifest

21 2

LIST OR MANIFEST OF ALIEN PASSENGERS FOR THE UNITED STATES

ALL ALIENS, in whatsoever class they travel, MUST be fully listed and the master or commanding officer of each vessel carrying such passengers.

s. s. Bergensfjord sailing from Bergen, May 9<sup>th</sup>, 1914.

No. on List.	HEAD TAX EXEMPTIONS.		HEAD TAX DEPOSITS.		NAME IN FULL.		Age.	Sex.	Married or Single.	Calling or Occupation.	Able to—		Nationality. (Country of which citizen or subject.)	Race or People.	* Last Permanent Residence.		The name and complete address of nearest relative or friend in country whence alien came.
	U.S. Citizen.	Exemption of	U.S. Citizen.	U.S. Citizen.	Family Name.	Given Name.					Read.	Write.			Country.	City or Town.	
1					Andersen	Ludvig	22	M	S	Farm laborer			Norway	Scand.	Norway	Stange	Father: Anders Emsbren, Stange, Ottestad
2					Andersen	Sinus A	19	M	S	Miner			Sweden	D2	Sweden	Nyland	Father: J. S. Andersson, Nyland, Sweden
3					Antonsen	Gusta	19	F	S	Domestic			Norway	D2	Norway	Froya	Father: Arthon Rasmussen, Rakhol, Froya
4					Aakervik	Einar	19	M	S	Seaman			D2	D2		Namsos	Father: Magnus Aakervik, Namsos
5					Aaker	Otelius	20	M	S	Fisherman			D2	D2		Helgeland	Father: Johan Olsen, Storseng, Helgeland
6	ADMITTED				Andersen	Alfred	16	M	S	Student			D2	D2		Nesna	Father: Erling Andersen, 5, Kongensgag.
7					Aastrand	Lisa	28	F	M	Housewife			D2	D2		Veø	Father: Erik Waag, Waagstrand, pr. Moide.
8					D2	Sylvia	3	F	S	Child			D2	D2		D2	Grandfather: D2
9					D2	Sonja	1 1/2	F	S	Child			D2	D2		D2	D2
10					Alsaker	Thomas	18	M	S	Painter			D2	D2		Kinsvik	Father: Thomas Alsaker, Kinsvik
11					Andersen	Judith	23	F	S	Domestic			D2	D2		Tromsø	Mother: Martha Andersen, Andenes
12					Alnsvik	Andreas	18	M	S	laborer			D2	D2		Alnsvik	Father: Aronnes Alnsvik, Alnsvik, Saulen
13					Brandt	Sigvald	28	M	S	Seaman			D2	D2		Bergen	Mother: Sina Brandt, Strömgaaten 29, Bergen
14					Bogen	Astrid	21	F	S	Domestic			D2	D2		Strigen	Father: Erik Andersen, Bogen, Strigen.
15					Bogen	Johan	27	M	S	Joiner			D2	D2		D2	D2
16					Bogen	Gustav	25	M	S	D2			D2	D2		D2	D2
17					Bogen	Heldis	19	F	S	Fisherman			D2	D2		D2	D2
18					Bogen	Olne	17	M	S	Seaman			D2	D2		D2	D2
19					Birkvaag	Joakim J. H. K. P.	23	M	S	Fisherman			D2	D2		Halsund	Sister: Karoline Eitland, Skjora, Aalsund.
20					Brekvik	Martin	26	M	S	D2			D2	D2		Ulfstovng	Father: Kustafos Brevik, Ulfstovng
21					Brekvik	Petter	19	M	S	D2			D2	D2		Kolshvid	Father: Anton Andreassen, Kolshvid.



# Language



## Identity and experience

- 1.5 Generation Immigrant
- **Undocumented**

## Terms tied to laws and programs

- DREAMer
- HB 1079
- DACAmended

## Negative and derogatory

- “Illegal” & “Alien”

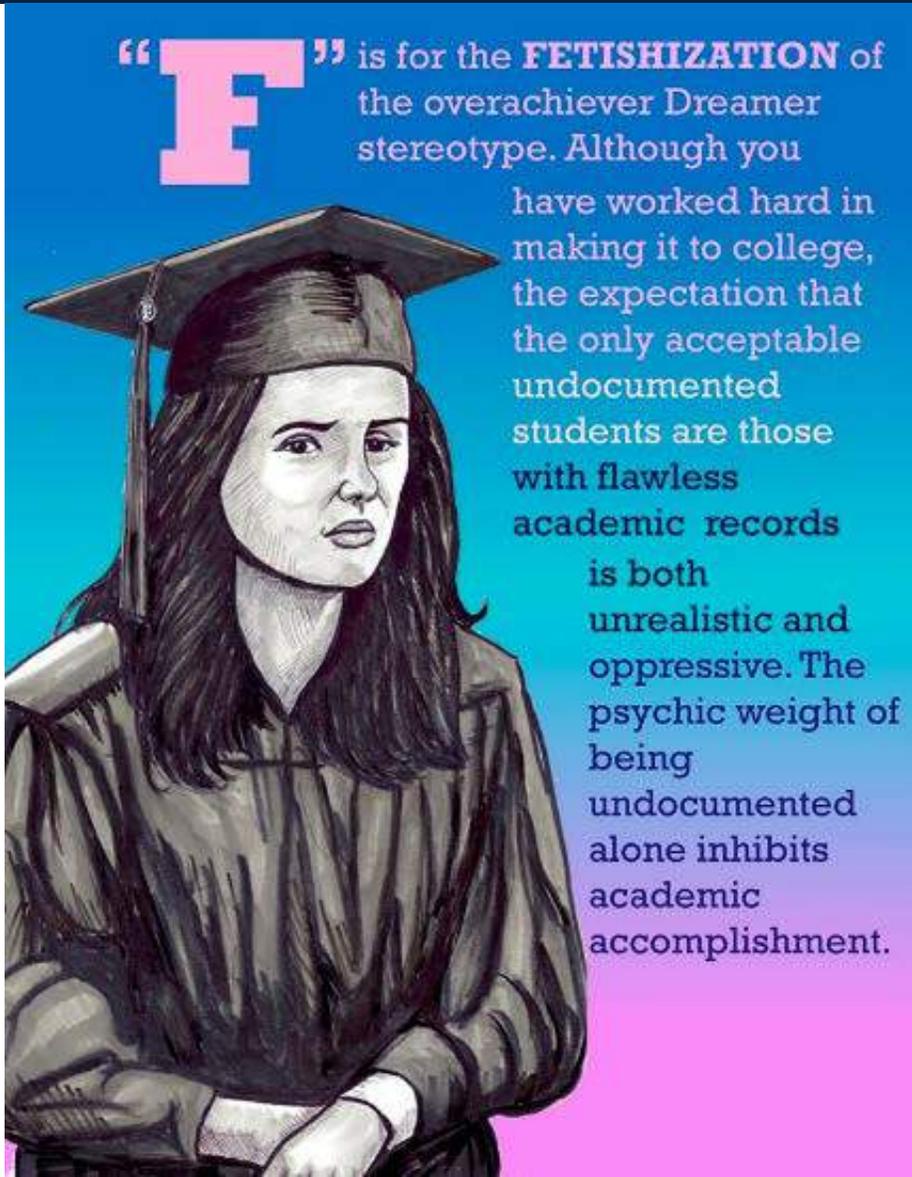
## Human Bingo



Words that will never be able to define the complexity and reality of being a human being and an immigrant

Undocumented	Unauthorized	Non-Citizen	F-Visa	Citizen	1.5 Generation
International Student	Over-stayed Visa	DREAMer	Mixed-status Family	DACA	Naturalization
DACAmended	UndocuQueer	Cultural Citizen	Senate Bill 6523 Real Hope Act/Washington Dream Act	Legal Permanent Resident	Dropping the “I” Word
House Bill 1079	Affidavit	DREAM Act	Immigrant	Temporary Protected Status (TPS)	Comprehensive Immigrant Reform (CIR)
U-Visa	T-Visa	Refugee	Asylum Seeker	ITIN (Individual Tax Identification Number)	Non-Immigrant Visa

# Dismantle the "DREAMer" Narrative



**"F"** is for the **FETISHIZATION** of the overachiever Dreamer stereotype. Although you

have worked hard in making it to college, the expectation that the only acceptable undocumented students are those with flawless academic records is both unrealistic and oppressive. The psychic weight of being undocumented alone inhibits academic accomplishment.

## DREAM-er

Everytime you use the word "DREAMer" - an "average" undocumented student, someone's mom, someone's dad, el tio, la abuelita, un "low-pro" is thrown under the bus and becomes that much more deportable.

**@undocumedia**



**Yosimar Reyes**

Yesterday at 11:28 PM · Los Angeles, CA ·

### Kill the Dreamer Narrative 2017

Roxay PG and 125 others

7 Comments 2 Shares

# Green Card Policies & Practices



## Employment Green Cards

- Primarily benefits high skilled professionals requiring high levels of education
- There is a 5,000 cap per year for “unskilled” or “low skilled” workers

## Diversity Visa

- 5,500 green cards available in a “lottery” to those from countries with low rates of immigration to the U.S.

## Family Immigration

- U.S. citizens can petition for spouses, parents, children and siblings

## Political Refugees

- Must prove a well-founded fear of persecution
- Not open to economic refugees

# Family Based: Green Card Eligibility



Some relatives of U.S. citizens, known as immediate relatives, do not have to wait for a visa to become available. There is no limit to the number of visas that can be utilized in this category in a particular year.

Immediate relatives include:

- Parents of a U.S. citizen
- Spouses of a U.S. citizen
- Unmarried children under the age of 21 of a U.S. citizen

# Residency and Citizenship Pathway



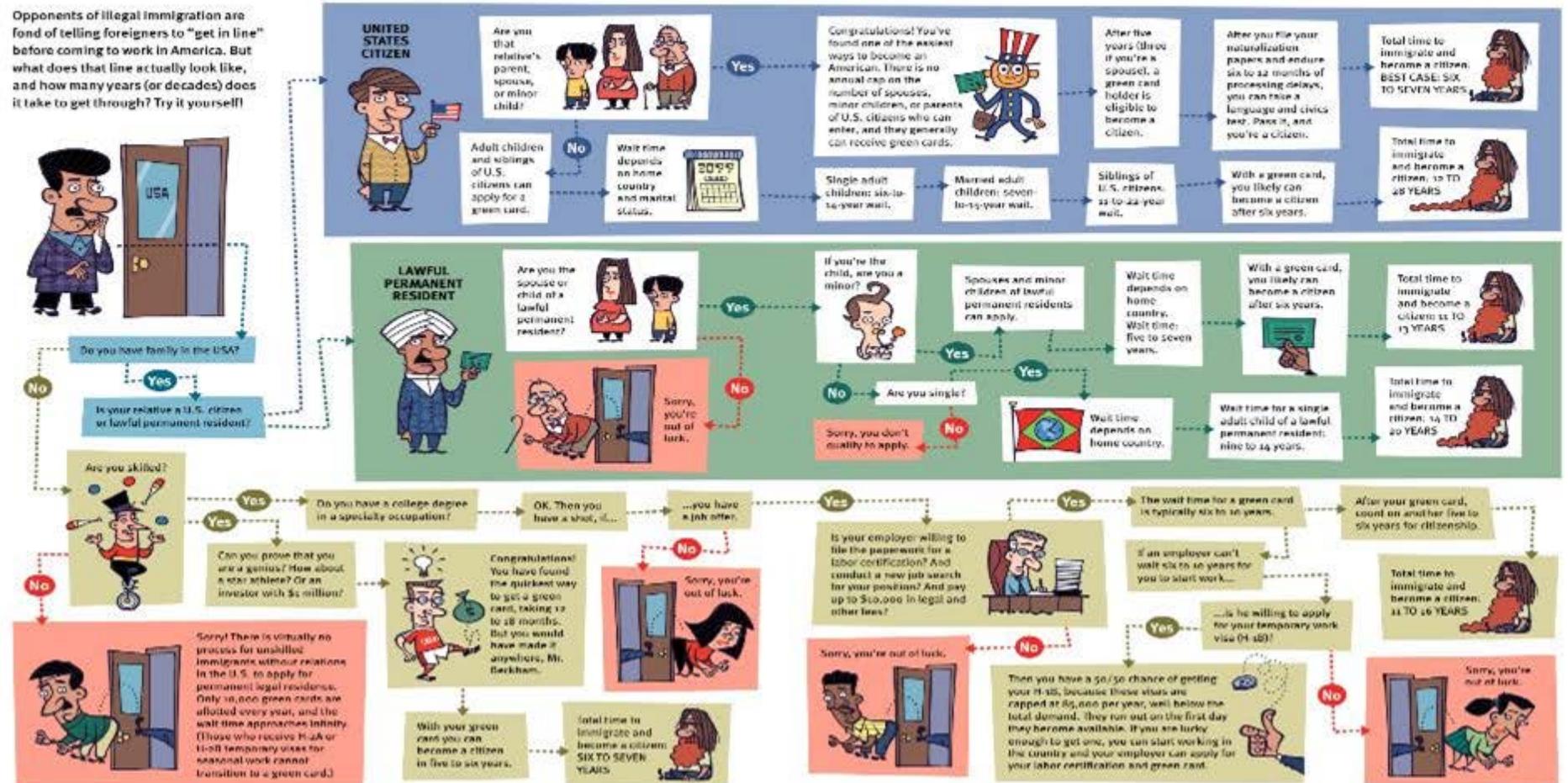
Reason Magazine, October 2008 Issue

## What Part of Legal Immigration Don't You Understand?

Mike Flynn and Sbibka Dalmia

Illustrated by Terry Colon

Opponents of illegal immigration are fond of telling foreigners to "get in line" before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!



Residency and Citizenship— Currently takes at least 10 to 25 years to qualify all dependents of personal case and current immigration political context

# Wait times for family visas



Unmarried children of US citizens:

Vietnam - 4 years | Philippines - 13 years

Unmarried children of legal permanent residents:

China- 8 years | Philippines - 27 years

Sibling of adult US Citizens:

India- 49 years | China - 37 years

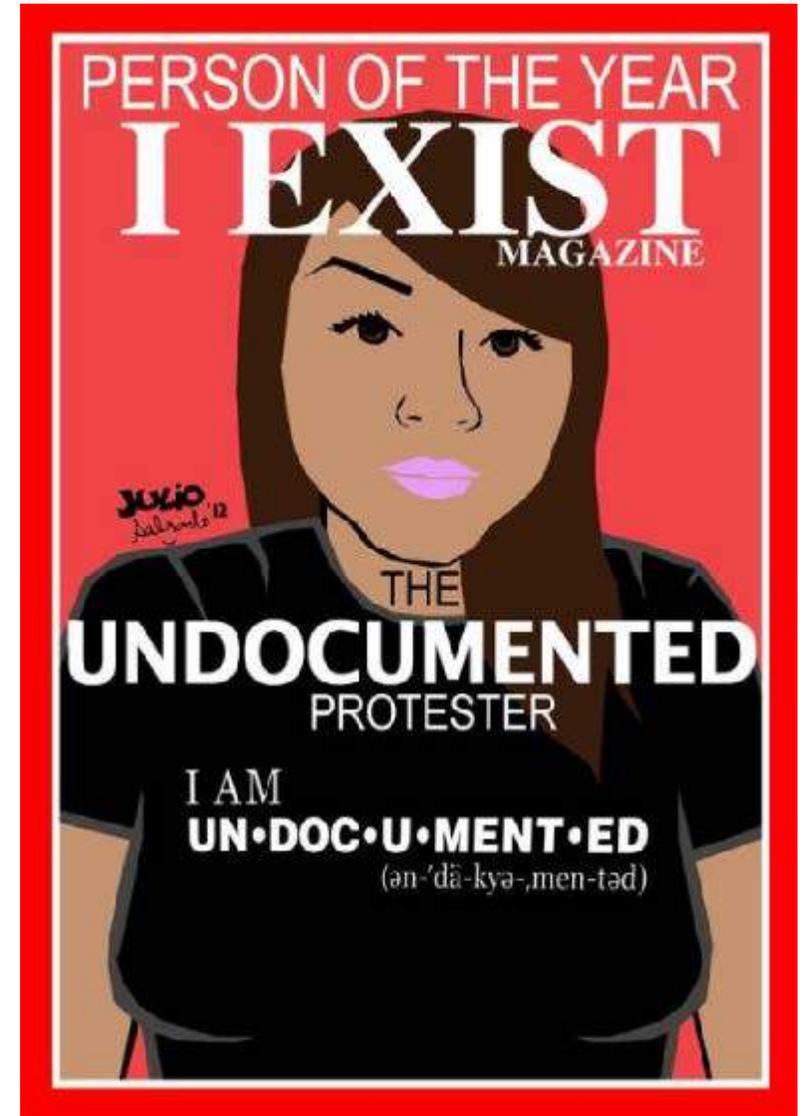
Married Children of US Citizens:

China - 37 years | Philippines - 92 years

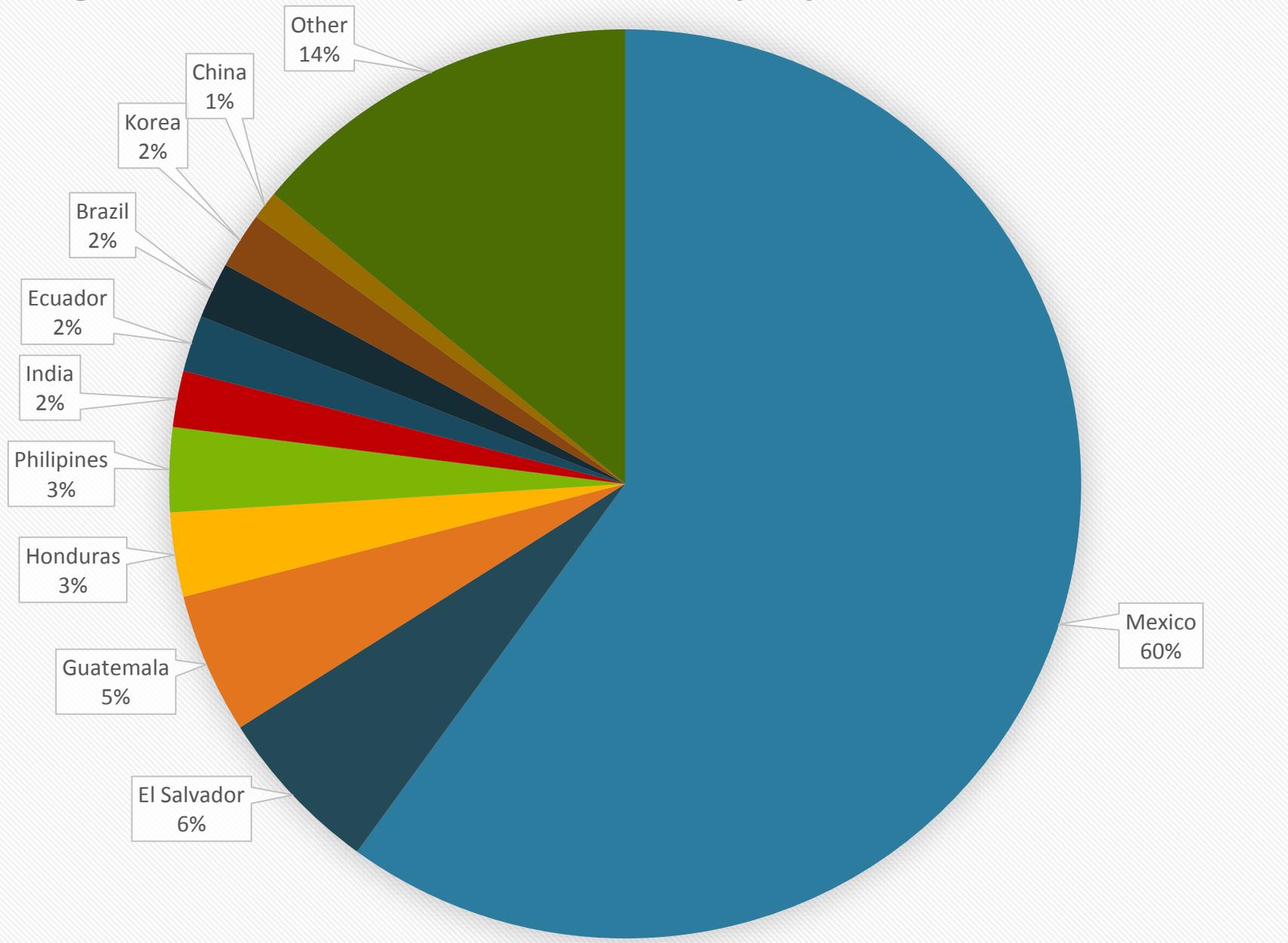
# National Demographics



- 11.5 million undocumented immigrants in the U.S
  - They account for roughly 1-in-20 workers
  - 2.5 million are youth (20%)
- 4.5 million native-born U.S. children have at least one undocumented parent
- Over 3.5 million people were deported from the United States during the Obama Administration



# National origin of the 11 million undocumented people who live in the United States



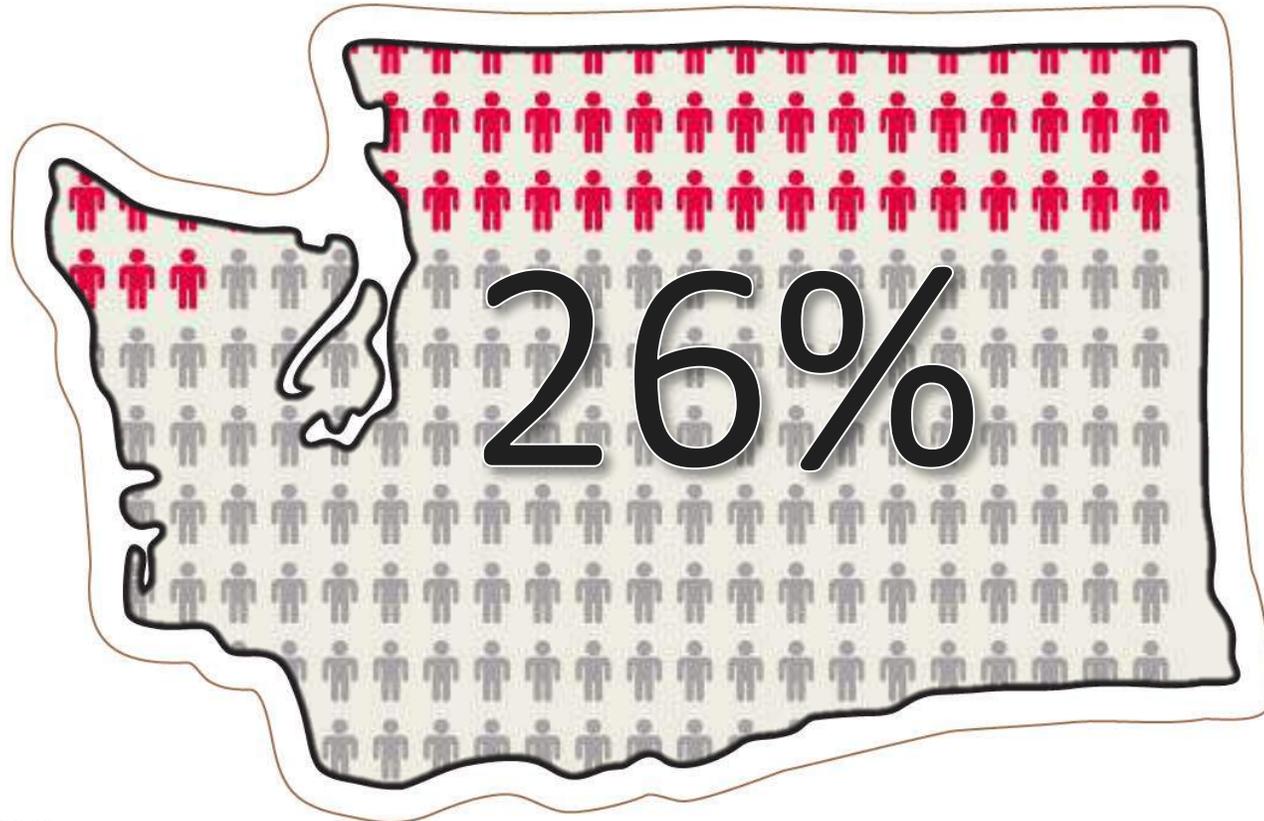
Source: Pew Hispanic Center and Department of Homeland Security

■ Mexico ■ El Salvador ■ Guatemala ■ Honduras ■ Philippines ■ India ■ Ecuador ■ Brazil ■ Korea ■ China ■ Other

# Asian and Pacific Islanders in WA State



APIs make up 26% of the undocumented population in Washington State



# Undocumented APIs in Washington State



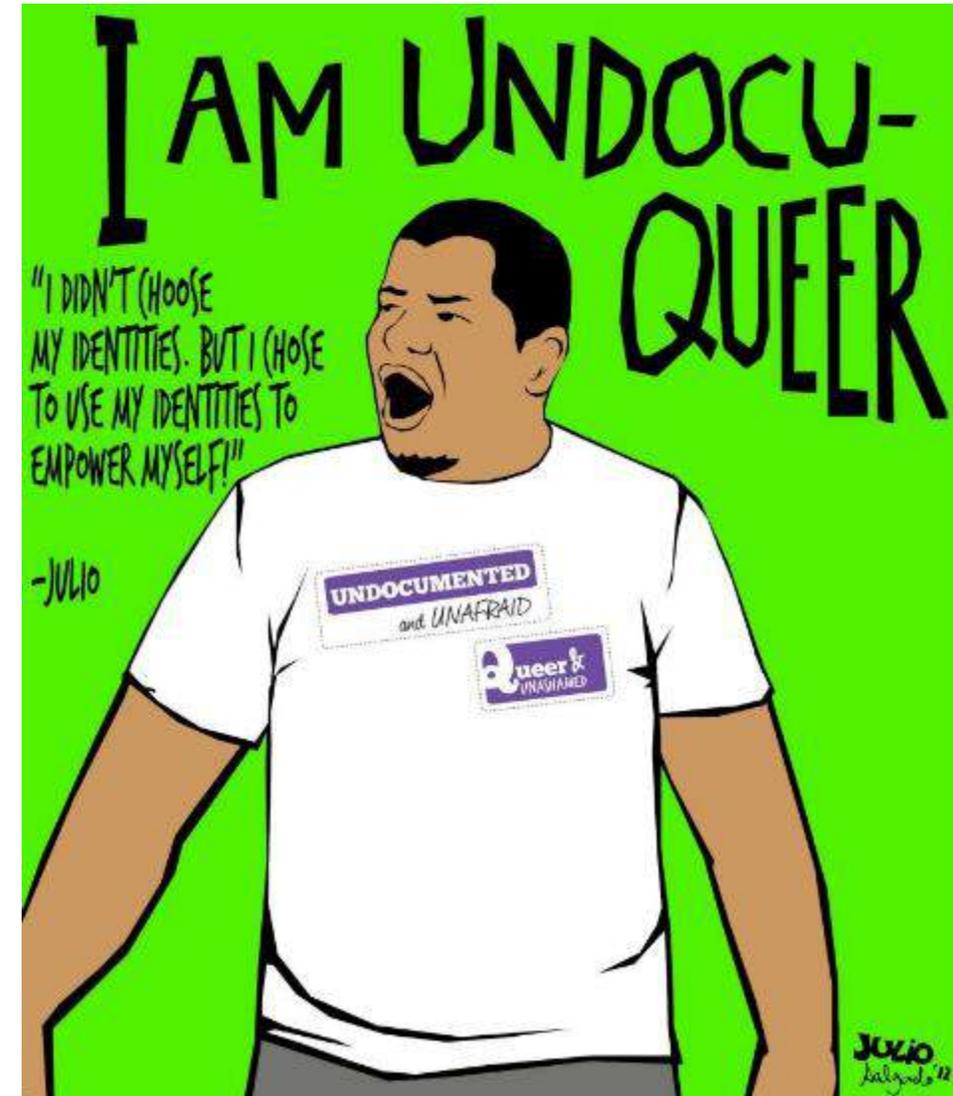
<b>25%</b>	INDIA
<b>22%</b>	KOREA
<b>18%</b>	CHINA
<b>13%</b>	PHILIPPINES
<b>9%</b>	VIETNAM
<b>13%</b>	OTHER

# UndocuQueer Demographics



- 267,000 undocumented LGBTQIA+ immigrants live in the United States
  - 15,000-50,000 are adult transgender undocumented immigrants
- *78 countries around the world are institutionally unsafe for LGBTQIA+ folks*
- 50% of LGBTQIA+ immigrants have felt discriminated against in school due to their gender and/or sexual orientation
- 37% of LGBTQIA+ immigrants have felt discriminated against in school due to their immigration status

Source: Pew Hispanic Center & Williams Institute

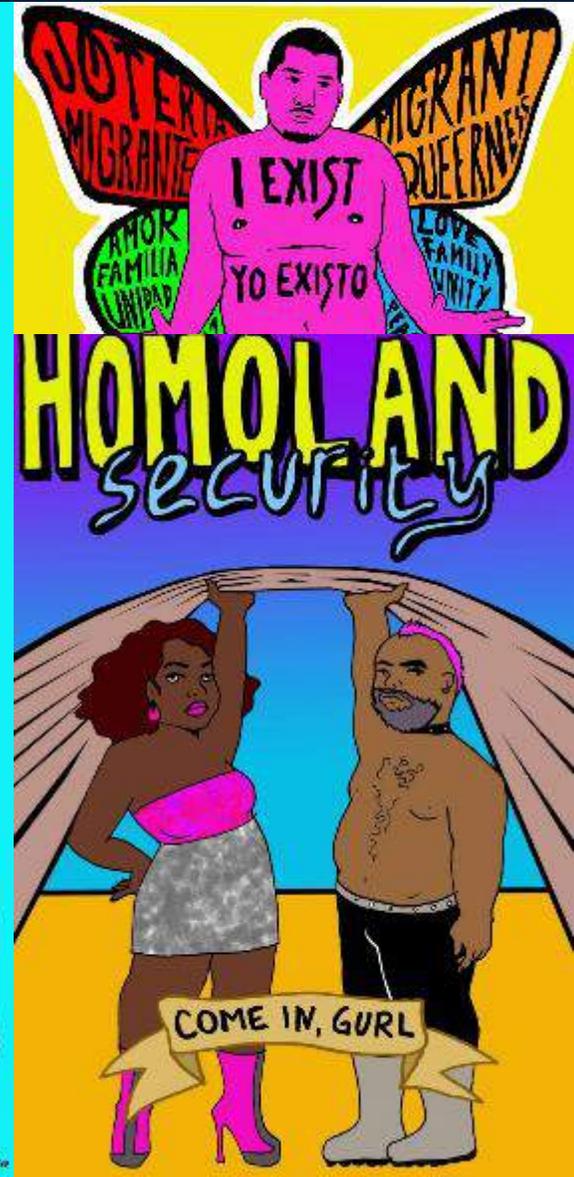


# Intersectionality

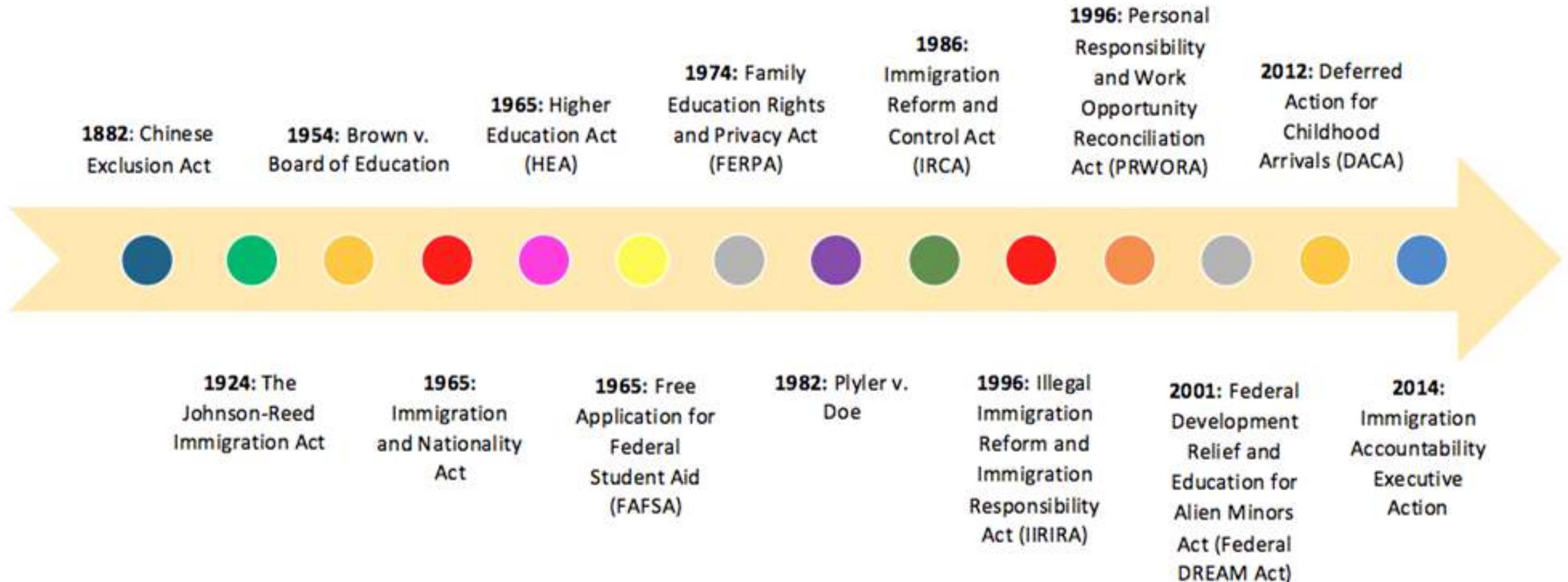


"Mr. President, you have the power to stop the deportations and the power to stop the suffering, fear, and intimidation facing millions of immigrants like my family."

"WHEN I WAS WALKING TO THE POLICE CAR, I FELT SO UNAFRAID AND HAPPY THAT I WAS ABLE TO STAND UP FOR MYSELF. JAIL WAS HORRIBLE. IT WAS SAD TO KNOW THAT A LOT OF PEOPLE HAVE BEEN THERE AND DIDN'T HAVE ANY OTHER CHOICE BUT TO SIGN THE PAPERS AND GET DEPORTED."  
-ALMA DE JESUS



# Education Equity: An Ongoing Civil Rights Issue



# Detention and Deportation:

## History and experience

“To be undocumented is to fear deportation that could lead to a death sentence.”

- Catalina Velasquez

# Enforcement



Immigration enforcement is how the government and its agencies deport immigrants (undocumented & even with green card holders)

***It's not new!***

**1984:** Gov. deported 20,000 per year

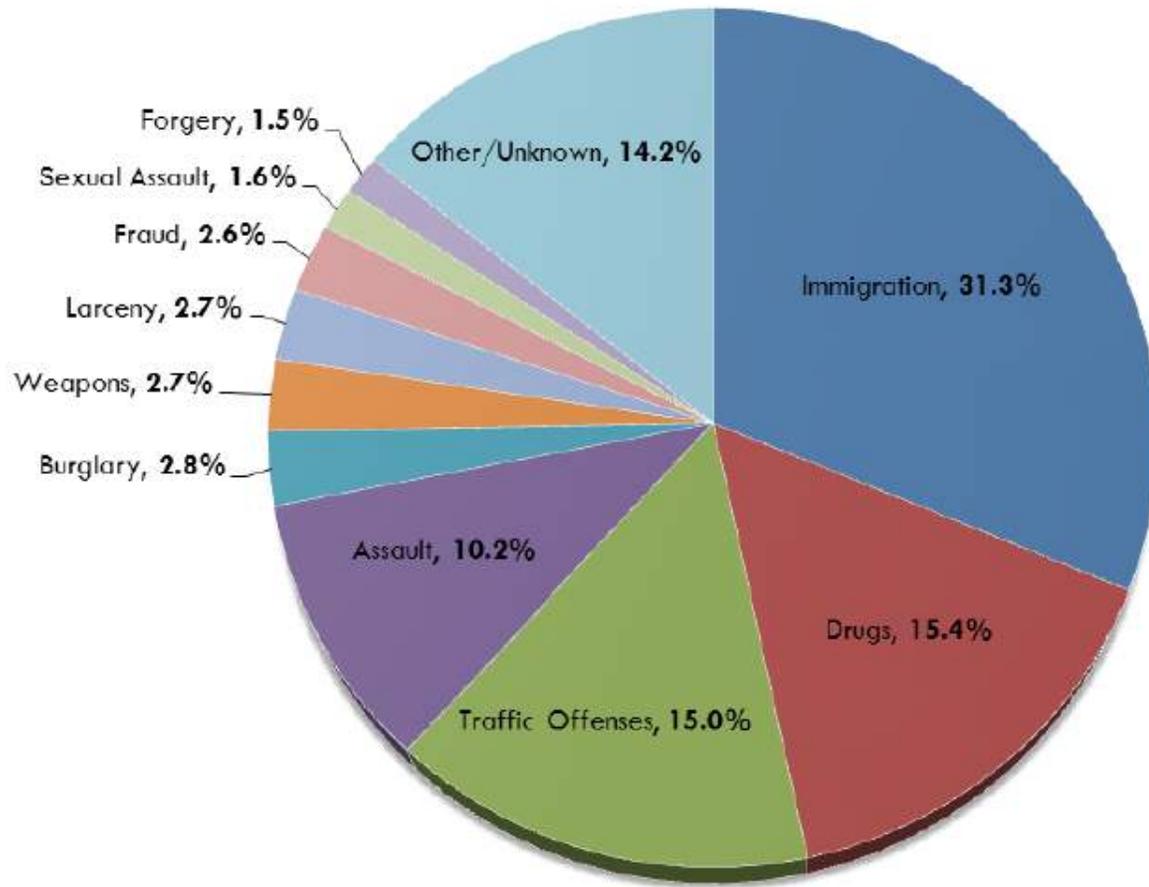
**2014:** Gov. deported 400,000 per year



# Criminalization



**Figure 7: Removals by Crime Category, FY 2013**



## Manipulation of Deportation Statistics:

- Serious crimes such as “assaults,” “traffic offenses,” “drugs,” make up one-third
- Nearly one-third of undocumented immigrants were removed for “immigration offenses” (entry without inspection)

Source: John F. Simanski, *Immigration Enforcement Actions: 2013* (Washington, DC: U.S. Department of Homeland Security, September 2014), p. 7.

# UndocuQueer Detention



- Up to 300 people are in solitary detention on any given day
- Sexual assault at a rate 15x higher than the average
- Denied hormone treatment & HIV care while in detention
- Income and financial instability resulting from lack of worker protections, discrimination, and harassment



# UndocuBlack Deportation



- Black immigrants make up 7% of the total immigrant population (3.4 million people)
- Black immigrants make up 10.6% of all immigrants in removal proceedings between 2003 and 2015
- In 2014, ICE deported 1,203 African immigrants
- Through policies like “Stop and Frisk” many Black migrants — like Black Americans — get arrested and end up with a contact with the criminal justice system at some point in their lives, many at a young age

“Black immigrants from Africa and the Caribbean, are largely ‘invisible-ized’ in the public’s consciousness”  
-Carl Lipscombe



# Who deports?



Deportation happens with the help of agencies like:

**Border  
Patrol**



**ICE**



**POLICE**



# Sanctuary City and Spaces



Doesn't allow local law enforcement agents to cooperate with federal immigration enforcement (ICE)

- Police officers can't ask about a person's immigration status
- Jails can't give immigration agents advance notice of an inmate's detention or release from jail

# Sensitive Locations



According to a policy memorandum released by the Immigration and Customs Enforcement agency in 2011, commonly referred to as the “sensitive locations memo,” ICE officers and agents are to refrain from enforcement actions at least at the following locations and events:

- Schools
- Hospitals
- Churches, synagogues, mosques and other institutions of worship
- During funerals, weddings and other public religious ceremonies
- During public demonstrations, such as a march, rally or parade.

# Unaccompanied Children



An unaccompanied child is a child who has no lawful immigration status in the United States; is under the age of 18; and has no parent or legal guardian in the United States, or has no parent or legal guardian in the United States available to provide care and physical custody.

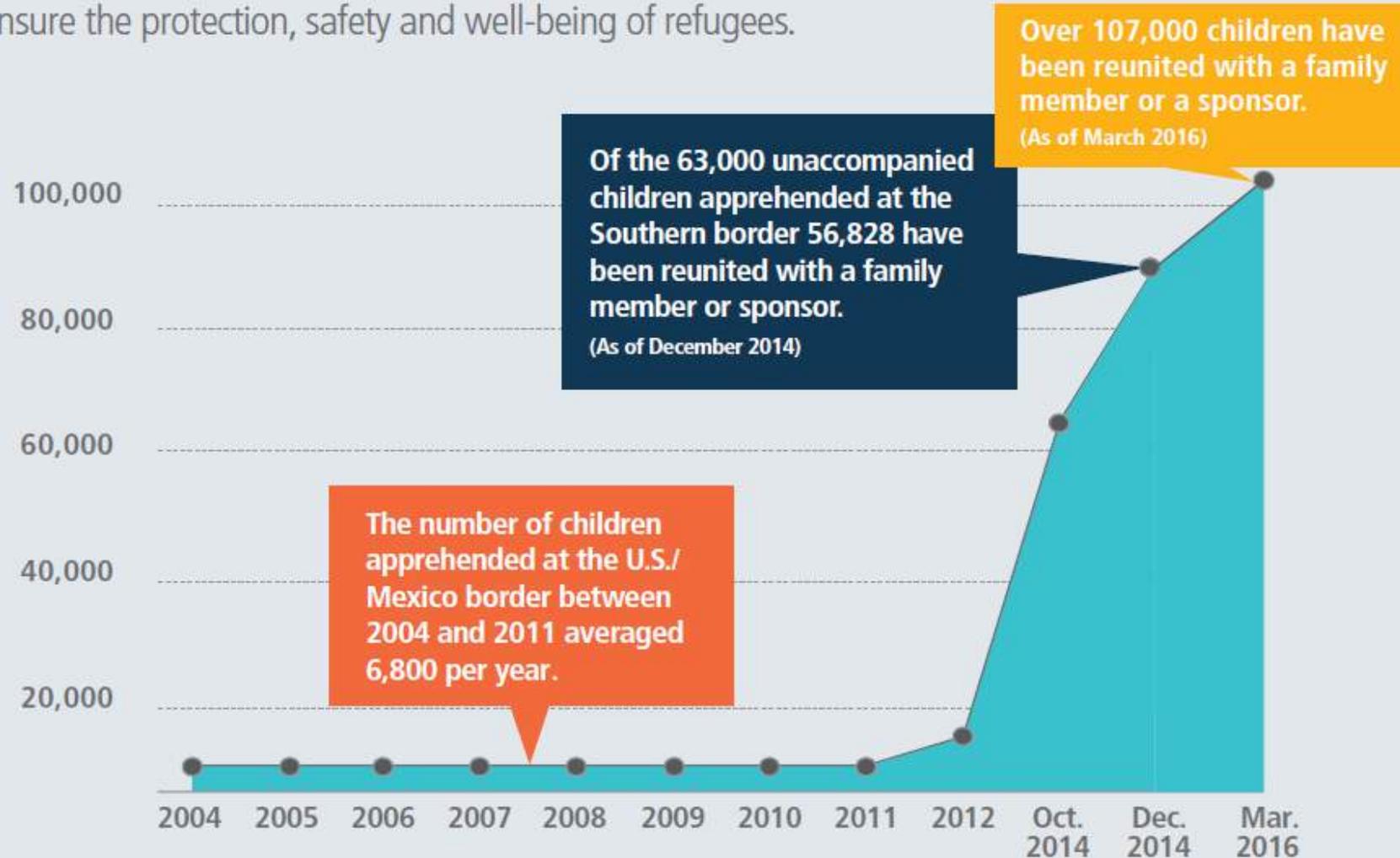
- Since 2014, more than 100,000 unaccompanied children have sought refuge in the United States, primarily from Central America's Northern Triangle—El Salvador, Guatemala, and Honduras.
- More than half of unaccompanied children do not have legal representation in immigration court and have to navigate the complex legal system entirely on their own.

# Children seeking refuge in the U.S.



## Unaccompanied children\* have been entering the United States for

**decades.** In fact, the United States has entered into numerous treaties with other countries to ensure the protection, safety and well-being of refugees.



# Unaccompanied Children



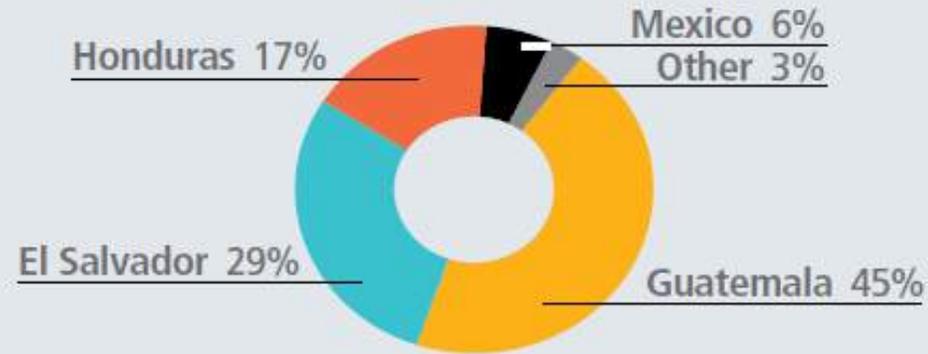
Children are migrating from the Northern Triangle and seeking refuge in the United States for reasons that include, but are not limited to, the following:

- To escape violence, abuse, persecution and communities overrun by crime, corruption, endemic poverty and human trafficking.
- To find family members already residing in the United States.
- To seek better educational or economic opportunities.
- Were brought to the United States by human smugglers

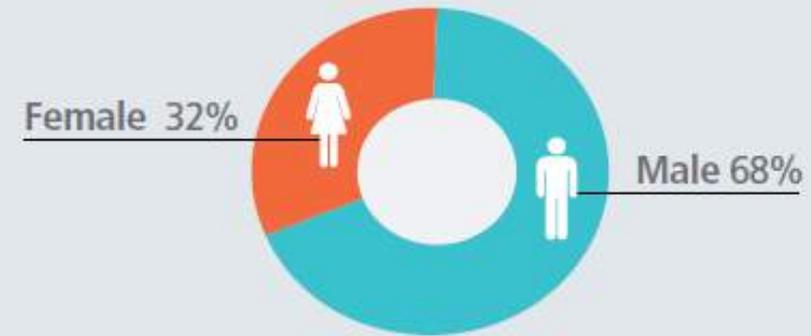
# Unaccompanied children entering the U.S



## NATIONALITY



## GENDER



## AGE



For more on addressing the needs of unaccompanied children, visit [www.aft.org/BorderCrisis](http://www.aft.org/BorderCrisis).

# Impact of Raids on Students



Research consistently shows that immigration enforcement actions have a harmful impact on the **health, safety, academic performance, and overall well-being of children**

- More likely to experience symptoms of post-traumatic stress disorder
- Changes in sleeping and eating patterns and much higher degrees of fear and anxiety
- Significant behavioral changes and increased absenteeism among students following a local community raid

“To be undocumented is to understand the misplaced resources from the federal government that focus on creating detention centers as supposed to community centers.”  
- Catalina Velasquez



# Guide on raids



[bit.ly/EducatorsRaidsGuide](https://bit.ly/EducatorsRaidsGuide)

**Immigrant and Refugee Children**  
A GUIDE FOR EDUCATORS AND SCHOOL SUPPORT STAFF

TOOLS AND RESOURCES TO HELP PROTECT AND PREPARE YOUTH AND FAMILIES IN CASE OF AN IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) RAID

United We Dream | NATIONAL IMMIGRANT LAW CENTER | FIRST FOCUS | aft

The cover of the guide features a close-up photograph of a young girl with dark hair and large, expressive eyes. She is looking directly at the camera with a neutral expression. She is holding a small, yellow toy camera in front of her. The background is a soft, out-of-focus reddish-brown color. The text is overlaid on the top and bottom of the image.

# Know your rights



[wearehere  
tostay.org](http://wearehere.tostay.org)

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

I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you slide a warrant under the door signed by a judge or magistrate with my name on it. I do not give you permission to search any of my belongings based on my 4th Amendment rights.

## WHAT TO DO IF ICE COMES TO YOUR DOOR



### DO NOT OPEN DOORS

ICE cannot come in without a signed warrant by a criminal court judge. They can only come in if you let them.



### REMAIN SILENT

ICE can use anything you say against you in your immigration case so claim your right to remain silent!

**"Say "I plead the fifth amendment and choose to remain silent".**



### DO NOT SIGN

Don't sign anything ICE gives you without talking to an attorney.



### REPORT & RECORD!

**Report immediately: UWD hotline 1-844-363-1423.**

Take pictures & video unless you're on federal government property.

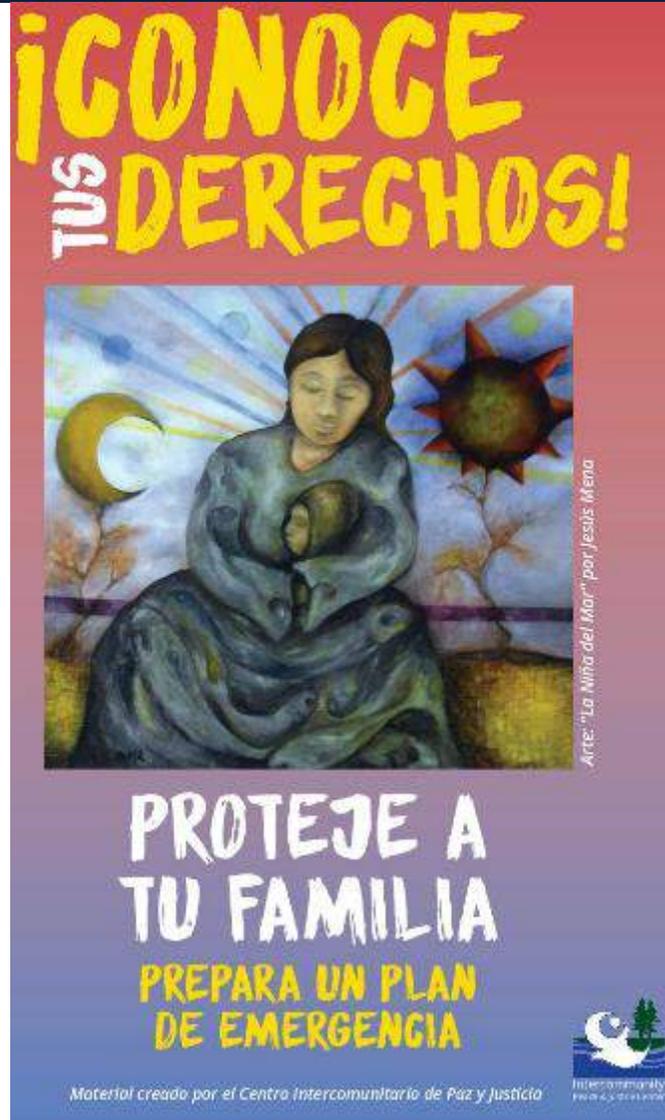
Take notes of badge numbers, number of agents, time, type of car and exactly what happened!



### FIGHT BACK!

Get a trustworthy attorney & explore all options to fight your case. If detained, you may be able to get bail - don't give up hope! Join your local team to defend yourself from enforcement!

# Safety Plans



Some parents at risk of deportation may be reluctant to develop an emergency plan or even talk to their children about the risk of separation. However, developing a plan can help ease anxiety of the unknown, increase the chances of families being able to stay together should separation occur, and prevent children from unnecessarily entering the child welfare system. Parents should create a plan and share as much of that plan as possible with their children. Don't wait—be proactive and plan ahead.

# Safety Plan Support



## RECUERDE:

- Prepare un plan para el cuidado de sus hijos** en caso de emergencia.
- Escoja cuidadosamente una persona responsable** que le pueda ayudar en caso de emergencia.
- Deje su voluntad por escrito** y hable con sus hijos sobre su plan. Si tiene una persona de confianza deje una **carta poder**.
- Entregue copias de la llave de su casa y automóvil** a una persona de confianza.
- Tenga sus documentos listos**, especialmente su pasaporte.
- Lleve contigo una **lista de los números de teléfono importantes**.
- Si lo detiene la policía o un agente de inmigración **usted tiene el derecho de mantenerse en silencio**.
- Pregunte si hay **una alternativa a la detención** para que usted pueda regresar a su familia mientras se resuelva su caso de inmigración y/o lo deporten.
- Proteja sus derechos como padre o madre, **mantenga contacto con sus hijos** y la persona que los está cuidando.

- El Centro de la Raza
- Casa Latina
- OneAmerica
- Colectiva Legal
- Northwest Immigrant Rights Project

¡JUNTAS PODEMOS HACER MÁS!



# Human Migration & Immigrant Justice



In pairs or triads:

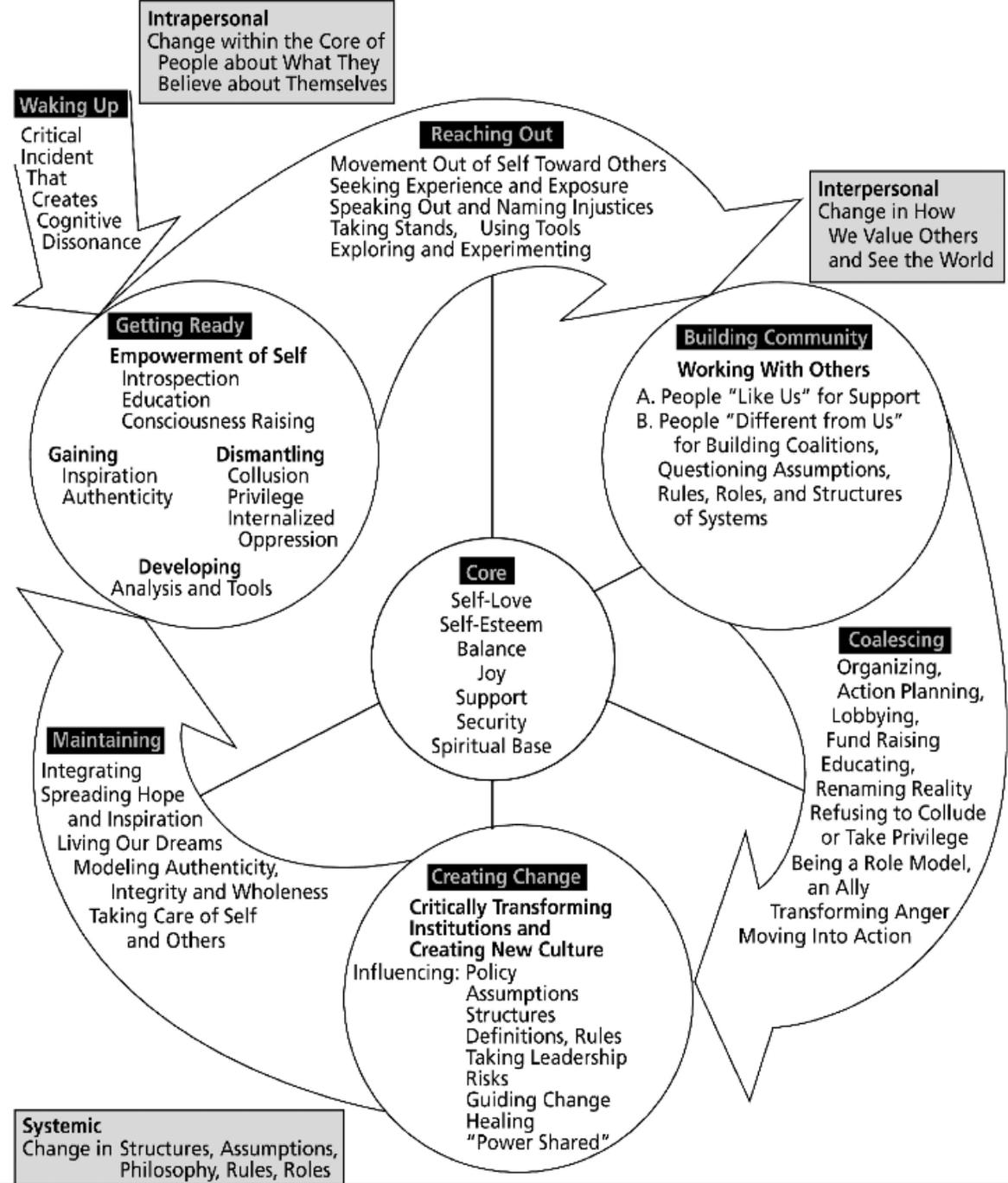
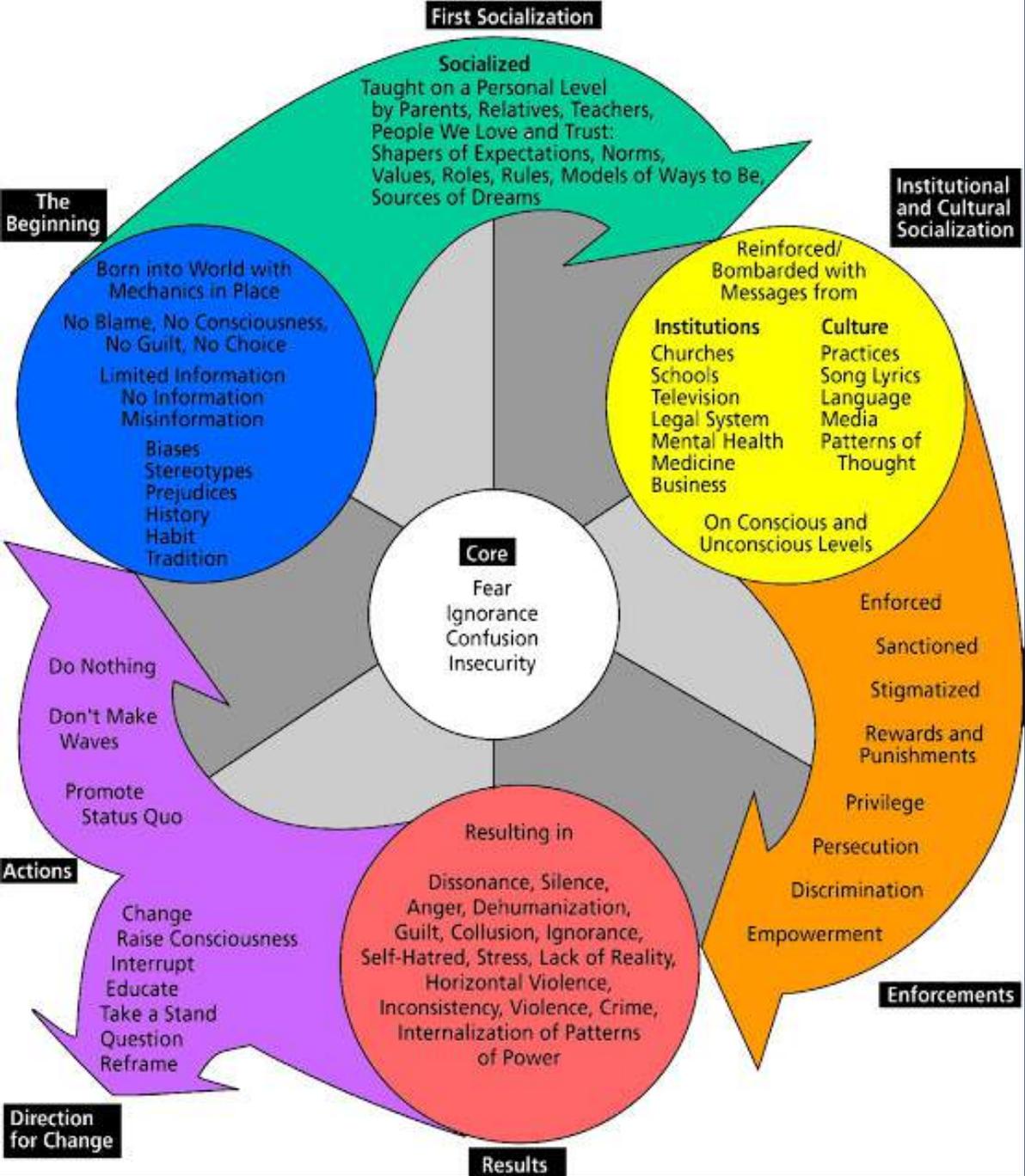
- Describe how your parents/family or the people who raised you influenced your beliefs about immigration. What messages did you receive?
- What stereotypes about immigrant people did you learn while you were growing up? Where did this information come from?
- Describe an early memory when you realized that immigrant people are stigmatized and discriminated against.

# Human Migration & Immigrant Justice



Debrief:

- What was it like to tell your stories?
- What did you learn about the way we have been socialized by reflecting on your own story or hearing others' stories?
- What were some commonalities and differences among the stories in your group?



Source: Harro, B. (2000.) The Cycle of Socialization. & Harro, B. (2008.) The Cycle of Liberation.

# Action Items for Educators



- Distribute “know your rights” materials to students and communities about what to do if a raid occurs or an individual is detained.
- Find out if there is a local immigration raid rapid response team. These teams usually consist of attorneys, media personnel and community leaders who may be able to provide support.
- Partner with a pro bono attorney, legal aid organization or immigrant rights organization to schedule a “know your rights” workshop on campus to inform students and families about their rights.
- Maintain a list of resources, such as the names of social workers, pro bono attorneys and local immigration advocates and organizations, that can be shared with your students and their families.

# Action Items for Educators



- Provide a safe place for students to wait if a parent or sibling has been detained.
- Provide counseling for students who have had a family member detained by ICE.
- Identify someone at your school who can serve as the immigration resource advocate in your building or on your campus.
- Work with your school board to pass a resolution affirming schools as welcoming places of learning for all students, distancing the schools from enforcement actions that separate families.
- Participate in National Educators Coming Out Day, held annually on Nov. 12, and “come out” in support of undocumented students ([www.unitedwedream.org/educatorsout](http://www.unitedwedream.org/educatorsout)).
- Participate in National Institutions Coming Out Day, held annually on April 7 ([www.unitedwedream.org/nicod](http://www.unitedwedream.org/nicod)).

# Education Equity:

## Undocumented students in Washington State

“To be undocumented is to drive to a school while terrified of being stopped, detained, and deported. To be undocumented is to believe your basic human rights (I.E. healthcare, employment, school, housing) are wrong and justify U.S. citizens labelling you as social parasites.”

- Catalina Velasquez

# What students are feeling



- Students are afraid
- Students need allies to unite and fight with them
- Students want allies to create safe spaces for them:
  - “A safe space does not have racism, misogyny, and people who have the privilege to not fearing the results of the election” –quote from a student
- Students want you to ask yourself: who are students going to reach out to if their families get detained or they go through deportations proceedings?
  - Compile lists of resources and people who support undocumented students and families
- Students want you to reach out to U.S. citizens, permanent resident students who have undocumented parents and family members

## Quote from an undocumented student



“What I want educators to understand is that this is a moment in which people of color have been affected tremendously. I don't feel safe walking to my classes. I can't concentrate in any of my classes. ***One thing that educators can do, is to gives us some time to regroup ourselves, because this shit has drain the life out of me.*** Also educators can send a letter stating their classrooms and our schools are a safe space for undocumented students, and be in solidarity with us.”

# Coming Out:

Lived experience of  
undocumented students

*"As undocumented students, we are expected to come out every time we need resources, because they haven't been made easily available for us to access."*

-undocumented student

# Why do students come out?



- They trust you, it's a necessity, or they're in absolute fear
- Often, undocumented students come out because they're in need of resources:
  - Share the tools and resources you have with them
  - If you are unsure or do not know what tools and resources you have for them, refer to your folder and contact a colleague who might know how to support. Make sure you tell students that you will do your best to find out the answer for them, and actually do it.
- It takes a lot of courage for an undocumented student to come out:
  - Hold space, listen, and believe them
  - Honor and privilege

# Deferred Action for Childhood Arrivals



- Executive action that was announced by the Obama Administration on June 15<sup>th</sup>, 2012
- Allows eligible undocumented people who came to the United States as youth to apply for temporary two-year deferred action and a renewable work permit



# DACA requirements



# DACA

*Renewing deferred action for childhood arrivals*

For more information: <http://www.ilgrp.com/renewing-daca>

## WHO? You might qualify for DACA if you:

Arrived in the US before age **16**

Born on or after **JUNE 15 1981**

Have lived in the US since **JUNE 15 2007**

Are currently in school  
**OR** have a high school diploma or GED  
**OR** served in the US Military

**STOP!** check with an attorney if you've:

- departed the US
- had juvenile problems
- had police or ICE contact
- had problems in school
- or are worried you might not be eligible

## HOW?

Apply at least **120 DAYS** before your DACA status expires. The expiration date is on the front of your work permit.

**A COMPLETE APPLICATION INCLUDES:**

*New!* Form I-821 D  
+  
Form I-765  
+  
I-765 worksheet

**Application fee** ~~\$485~~

File completed applications at **USCIS lockbox**  
Find the address online at: <http://www.uscis.gov/i-821d-addresses>

## Why?

**2 YEAR DEFERMENT PERIOD**

**WORK PERMIT**

**APPLY FOR STUDENT LOANS & DRIVER'S LICENSE**

**SOCIAL SECURITY NUMBER**



# What is and isn't DACA



**VS**



**Amnesty**

**Pathway to Citizenship**

**Legal Status**

**Law – not permanent**

**Renewable two years of  
deportation relief**

**Work authorization and  
social security number**

**Legal Presence**

**Executive Action**

# Undocu API DACA Stats



Country of Origin	Immediately Eligible (Ages 15-30)	Initial Applications Accepted (by March 31 <sup>st</sup> , 2015)	Application Rate (%)
South Korea	44,000	9,000	20%
Philippines	20,000	5,000	23%
India	17,000	3,000	20%
Pakistan	6,000	2,000	28%
<b>Asian subtotal</b>	<b>87,000</b>	<b>18,000</b>	<b>21%</b>

# Undocu Black DACA Stats



**1%**

*of DACA recipients  
from top countries  
are Black*

**575,000  
undocublack  
immigrants**

**11,474  
undocublack  
immigrants  
have DACA**



**2%**

*of Caribbean  
Immigrants are  
DACA Eligible*



**3%**

*of African  
Immigrants are  
DACA Eligible*

JAMAICA



5,302 DACA approvals

TRINIDAD & TOBAGO



4,077 DACA approvals

NIGERIA



2,095 DACA approvals

# Plyler vs. Doe (1982)



2.5 million undocumented youth in the United States

122,600 high school seniors are undocumented each year

65,000 graduate from high school year

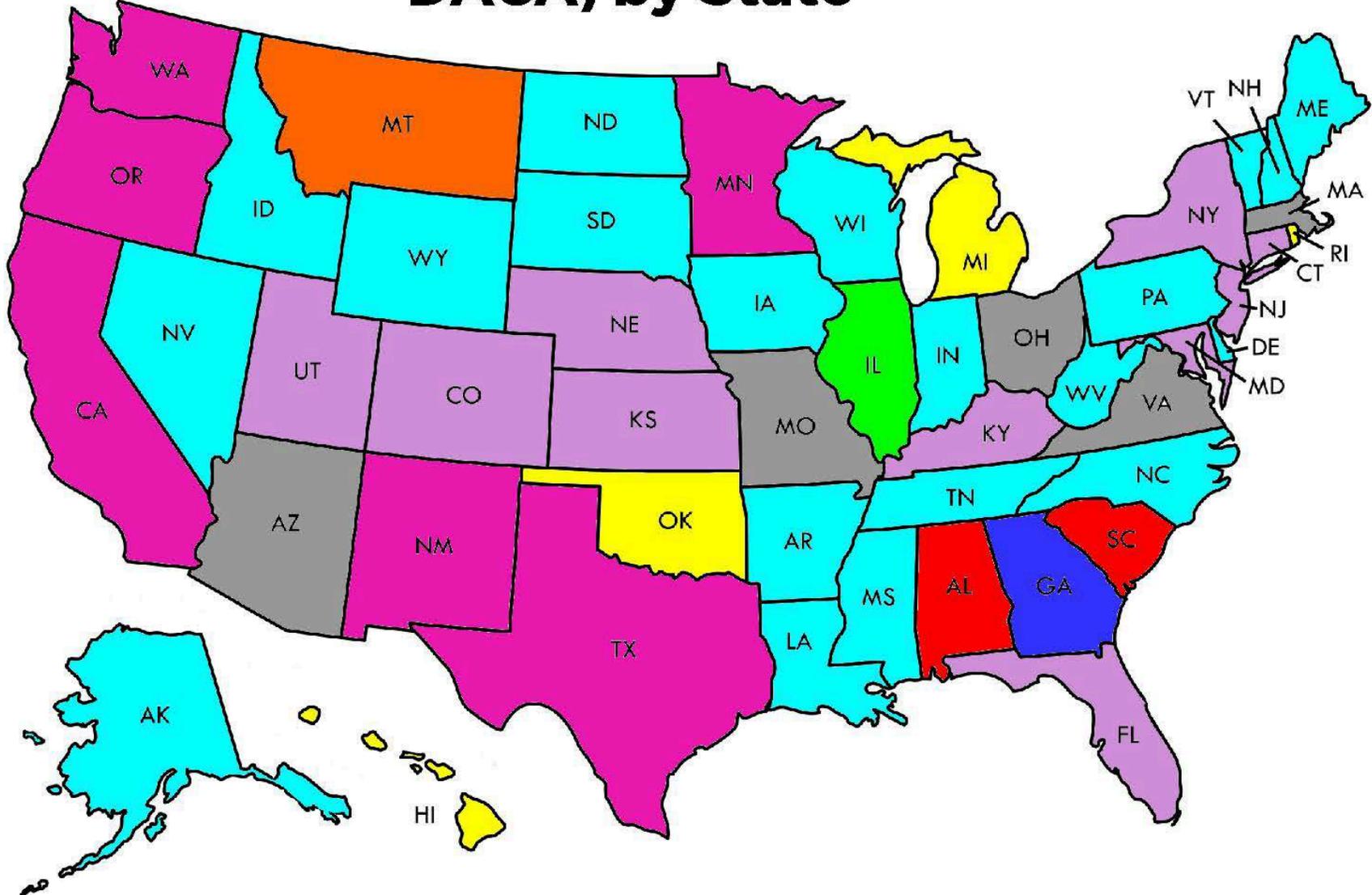
16,900 (26%) enroll in college each year

1,950 (1-3%) graduate from college each year

*K-12 public education is a constitutional right for everyone, regardless of immigration status*

Undocumented students constitute less than **one percent** of the two million undergraduates enrolled nationally.

# Education Equity Laws and Policies for Undocumented Students (with and without DACA) by State



# Washington State Demographics



**2.5 million** people are undocumented youth in the United States

**250,000**

Undocumented people in Washington State

**59,000**

undocumented people below the age of 24

**43,000**

undocumented people eligible for DACA in our state

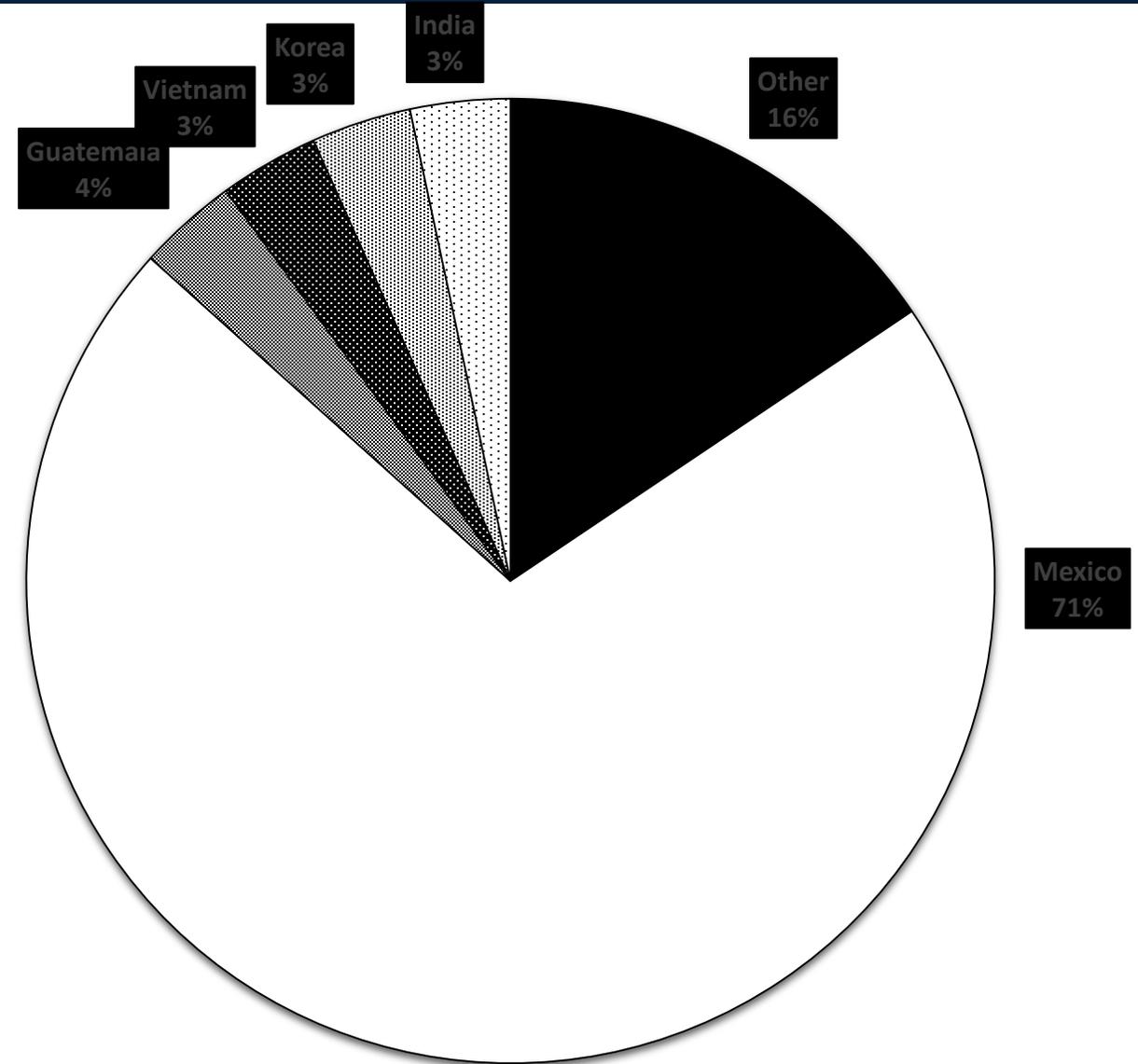
**2**

students in an elementary classroom has an undocumented parent

# Washington State Demographics



- 77,000 undocumented people live in King County
- 24,000 in Yakima County
- 22,000 in Snohomish County
- 16,000 in Pierce County



# FERPA



**Under the Family Educational Rights and Privacy Act (FERPA), schools are prohibited, without parental consent, from providing information from a student's file to federal immigration agents if the information would potentially expose a student's immigration status.**

*If ICE agents present a school with a removal warrant (deportation order), the school is still permitted to refrain from providing student information, as the warrant is administrative, not judicial.*

# FERPA



Student information and their family's is protected:

Both [FAFSA](#) and [WASFA](#), as well as college applications, require students and families to submit personal information which can cause concern for them. It is important to remember that any information supplied on your financial aid and college applications is covered under the Family Education Rights and Privacy Act (FERPA 1974), which prohibits schools from voluntarily providing any outside agency - including the Department of Homeland Security (DHS) or U.S. Citizenship and Immigration Services (USCIS) - with any information from a student's school file.

**In addition, educators cannot ask a student if they or their family is undocumented, that information is protected under FERPA.**

# House Bill 1079



Signed on March 7<sup>th</sup>, 2003, allows eligible undocumented students to pay in-state tuition at public higher education institutions

## Eligibility

- Graduate from a Washington State high school or have obtained a GED

**AND**

- Lived in Washington State for three years prior to, and continuously since receiving a high school diploma or GED



# HB 1079 Affidavit Process



## I am undocumented, how do I receive in-state tuition?

**1. Print and fill out**  
HB 1079 Affidavit



**2. Mail or drop-off** the HB 1079 Affidavit to Registrar's Office at the public college you're applying to



**3. Verify** with the college if you have been granted in-state tuition



# Senate Bill 6523



Signed on February 23<sup>rd</sup>, 2014, this law provides access to state financial aid for eligible undocumented students

Eligible **undocumented** students who meet individual program, income, or residency requirements for the

- [State Need Grant](#)
- [The College Bound Scholarship](#)
- [State Work Study](#)
- or [Passport Scholarship](#)

should complete the **free** Washington Application for State Financial Aid (WASFA)



# WASFA Eligibility



## HB 1079 Category

- Graduate from a Washington State high school or have obtained a GED

**AND**

- Lived in Washington State for three years prior to, and continuously since receiving a high school diploma or GED

**OR**

## DACA Category

- Have been granted Deferred Action for Childhood Arrivals (DACA)

**AND**

- Have established residency in Washington State for at least one year prior to attending a higher education institution in the state

# WASFA Filing Process



Start filing on **October 1<sup>st</sup>** of every year at:

**[www.readysetgrad.org/wasfa](http://www.readysetgrad.org/wasfa)**

<u>New User</u>	<u>Returning User</u>
<ul style="list-style-type: none"><li>• Complete a WASFA for the first time</li><li>• Eligibility questionnaire</li></ul>	<ul style="list-style-type: none"><li>• Make a correction/Add a school</li><li>• Submit an application for a new year</li></ul>
<a href="#">Start A New WASFA</a>	<a href="#">Returning User</a>

# WSAC Commitment



“WSAC shares application information with campuses listed by the student so those schools may determine eligibility for resident tuition and financial aid. **Campuses are not permitted to use the information for other purposes or share the data with other parties.**”

WSAC is committed to protecting the confidentiality of the information and privacy of students and families. Washington is a state committed to providing opportunities to students and protecting the rights of families.”

**Continue to encourage students to apply for WASFA!**

# Parent Information



“Parent” refers to a biological or adoptive parent.

- Grandparents, foster parents, legal guardians, siblings, and uncles or aunts are not considered parents unless they have legally adopted you.
- In case of divorce or separation, give information about the parent you lived with most in the last 12 months
- If you did not live with one parent more than the other, give information about the parent who provided you the most financial support during the last 12 months or during the most recent year you received support
- If your divorced or widowed parent has remarried, also provide information about your stepparent.

# Independent Students



- If you're in housing transition or homeless, you might qualify as an independent student
- If none of your biological or adoptive parents live in the United States, contact the Washington Achievement Council and your college for advice and assistance

**Independent students:** contact the Washington Student Achievement Council (WSAC) to [1-888-535-0747](tel:1-888-535-0747) or at [wasfa@wsac.wa.gov](mailto:wasfa@wsac.wa.gov) to get support filling out your WASFA application

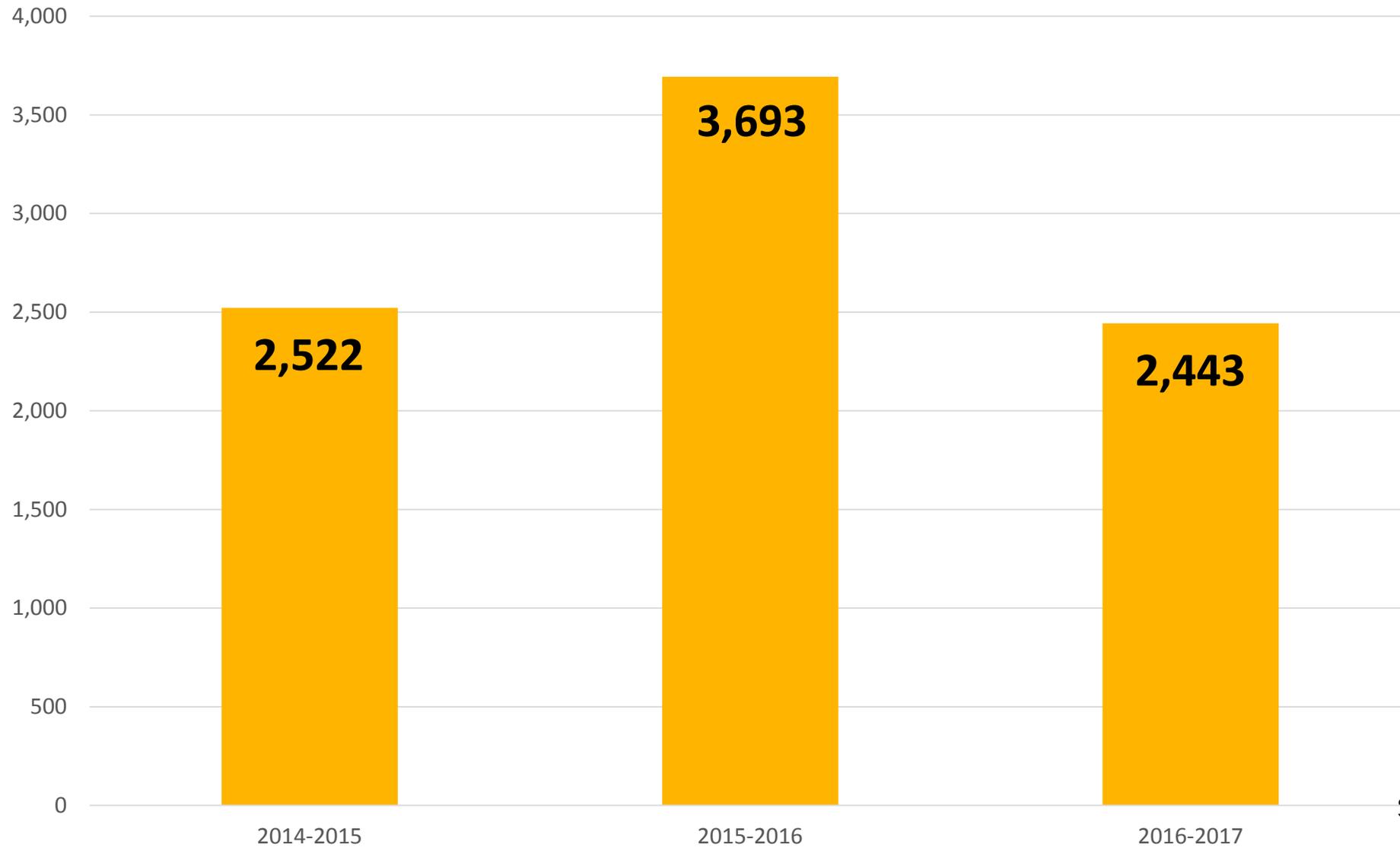
# Income information



- In the application, the income of the parent must be provided
- Parent and student will need to provide their income in the application, many base this off their taxes

***It is not required for the parent or student to file taxes  
in order for the student to qualify for state aid***

# WASFA Completion: Seniors & College Students



Source: Washington Student Achievement Council (WSAC)

# WASFA Completion in Road Map Region



12<sup>th</sup> grade WASFA applicants for 2016-2017 year (August 2016 Data)

- Seattle: 104
- Highline: 65
- Federal Way: 51
- Kent: 39
- Auburn: 33
- Renton: 33
- Tukwila: below 20

# Scholarship resources



# Giving accurate information



“Going to college is challenging, but it is possible. Thousands of undocumented students have attended and graduated from college I am committed to help you through this journey and finding the accurate resources for you to attend college.”

“Unfortunately, you are not eligible for federal financial aid. However, you might be eligible for in-state tuition, the Washington Application for State Financial Aid (WASFA), and private scholarships. We can work together to check your eligibility and explore further opportunities.”

# Giving accurate information



“In order to apply to college and WASFA, you’re going to have to disclose your immigration status. This may seem scary to you and your family. There is a federal law called the Family Education Rights and Privacy Act (FERPA) that protects student records and the Washington Student Achievement Council (WSAC) has prohibited colleges from releasing your WASFA information.”

“Getting a college degree isn’t going to change your immigration status, but it will open many opportunities for you. If you are eligible and approved for Deferred Action, you can work in the United States. If you’re not eligible, we can look at how you could get a business license and be self-employed.”

# Skills and Action:

How to advocate with and for  
undocumented students

"As an ally, I am not going to pretend to be a superhero. I am here to ask you how I can help."

- William C. Anderson

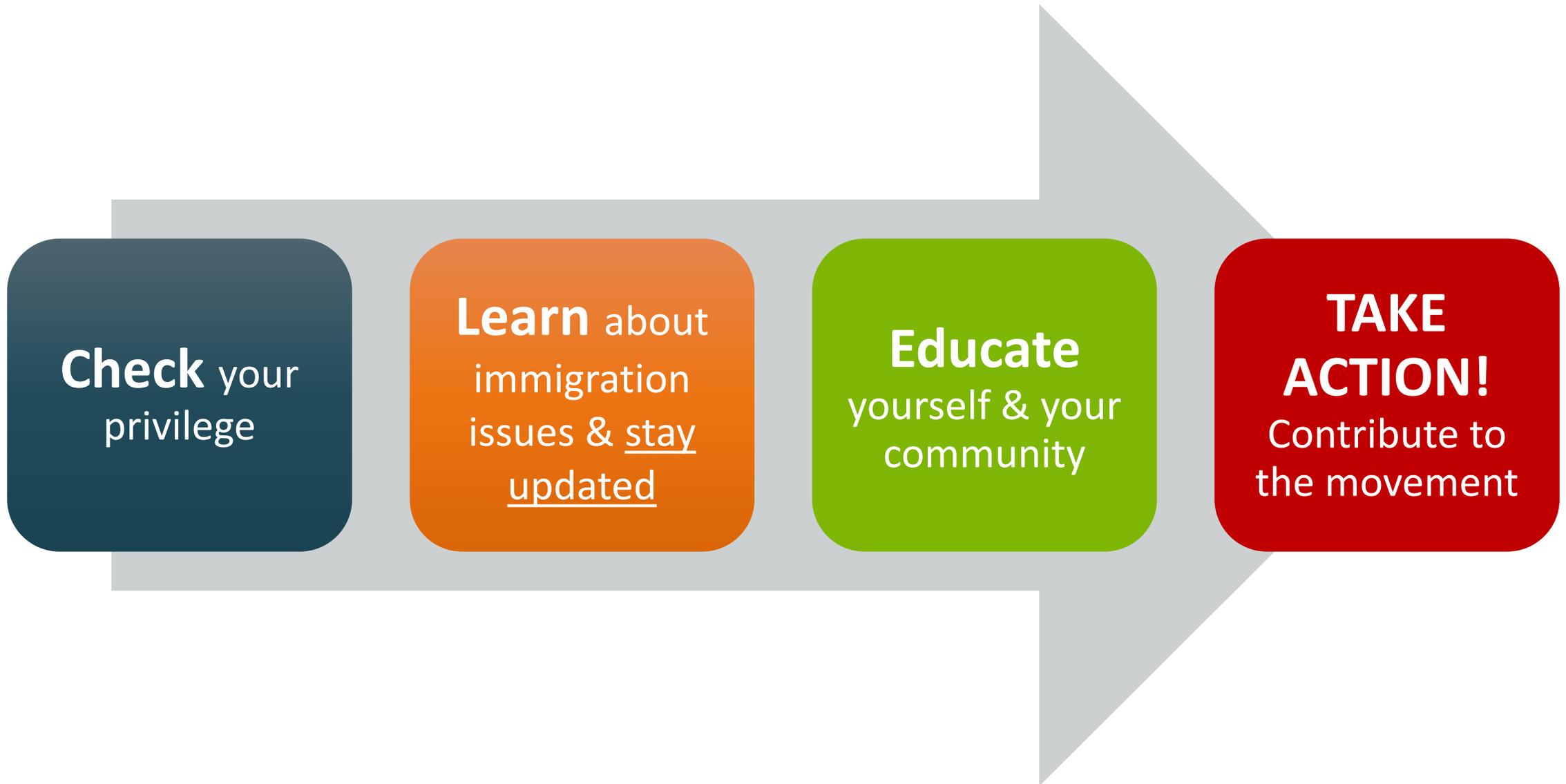
# Education is inherently political



“Simply speaking out is a political act. Forming a group of educators and collaborating to create a program or assert a demand is a political act. Activist professionalism then is exhibited in such assertions and actions as helping students and their families when the current programming is not enough or is misguided. It is educators “reclaiming moral and intellectual leadership over educational debates” (Sachs, 2000, p. 81).



# Undocu Ally Timeline of Engagement



**Check** your  
privilege

**Learn** about  
immigration  
issues & stay  
updated

**Educate**  
yourself & your  
community

**TAKE  
ACTION!**  
Contribute to  
the movement

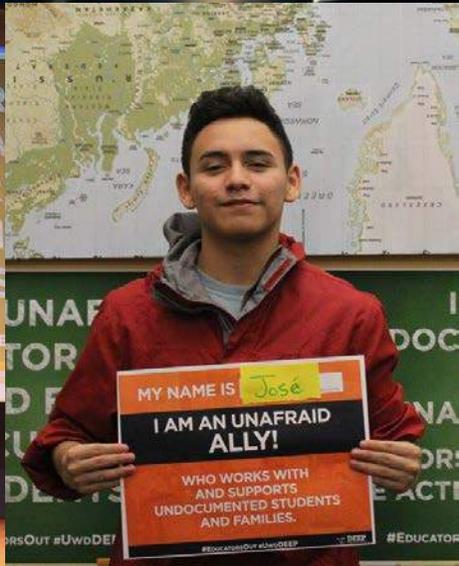
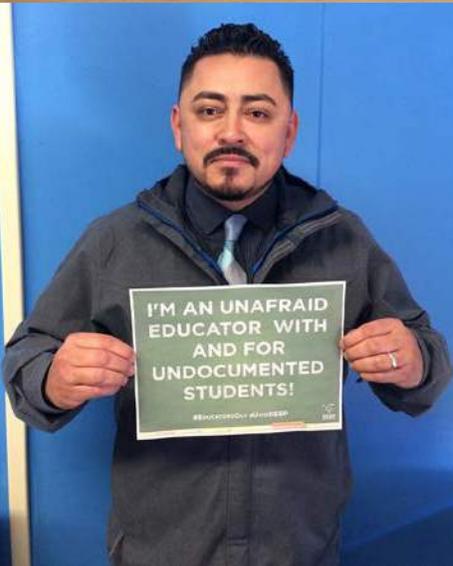
# Watch out!



- **Don't transfer your fear:** it is your responsibility to create a safe environment for your students, while giving them the freedom to choose how to handle their personal affairs. If one of your students chooses to come out as undocumented, don't tell them to stop talking about their status in public.
- **Stay aware of the challenges of adolescence:** Navigating adolescence is challenging for all children, but it's uniquely so for undocumented children, who may contend with stigma, exclusion, or self-seclusion or secrecy that families often feel compelled to impose.

13 Realities As An  
Undocumented  
Immigrant During the  
2016 Election

# Coming Out





**I SUPPORT & WORK WITH  
UNDOCUMENTED STUDENTS  
ASK ME HOW.**

**UNDOCUP EERS**  
LIBERATING CAMPUS CLIMATE

Learn More At: [www.UnitedWeDream.org/DEEP](http://www.UnitedWeDream.org/DEEP)



**MY NAME IS**

Your name

**I AM AN UNAFRAID  
EDUCATOR!**

**AS A**

Name of position

**I WORK WITH AND FOR UNDOCUMENTED  
STUDENTS & FAMILIES AT**

Name of institution

**#EDUCATORSOUT #UwdDEEP**



**I'M AN UNAFRAID  
EDUCATOR WITH  
AND FOR  
UNDOCUMENTED  
STUDENTS!**

**#EDUCATORSOUT #UwdDEEP**



# Next steps



## 1. **Release a Public Statement:**

- Vowing to create safe spaces for undocumented students and their families

## 2. **Reaffirm commitments to students' education and human rights:**

- Restriction of ICE agents' access to your schools and districts
- Protection of student information and their families under FERPA
- Transparency of hate crime and/or hate language reporting process and incidents

## 3. **Provide Resources and Trainings**

- Train teachers, staff, and administrators on supporting undocumented students and families
- Provide spaces where students and families can learn about their rights

# Roles as educators



## **Finding and sharing resources**

- Working through process of enrollment, scholarships, and applications and navigating different institutions and organizations

## **Creating a welcoming space by changing practices and language used on a daily basis**

- Challenging people, current policies, or practices that hinder undocumented students' success

## **Work with and for undocumented young people and students have led this fight for many years and need you to join them**

- Creating and increasing resources available to undocumented students, young people, and their families (and being public about it).

# Support undocumented folks



- Check and risk your privilege
- Self education: update yourself on relevant policies and legislation
- Remember that ally and advocate work is a process, not a fixed state or declaration
- Come out as an unafraid educator (community member) who is with and for undocumented students and their families
- Make information and resources accessible, such as easy to find and in multiple languages
- Create multiple safe spaces
- Do not tell undocumented people's their stories, without consent
- Do not take over, let undocumented folks lead the way— work WITH undocumented folks
- The best bet in holding space: listening and believing
- Know what to do when I mess up as a dominant group member.
- Challenge normative systems and practices.
- Recognize that this is foundational work, and building foundations is slow.

### Role of Practitioner Allies

- Leverage their social and professional roles to advocate educational and additional resources for undocumented students and their families
- Counsel/encourage goals

### Role of Community Partners

- Leverage community resources not under major institutional guidelines
- Provide direct services and advising



### Role of Undocumented folks

- Hold institutions accountable
- Counter narratives & representation
- Undocumented youth activism and organizing

# Undocumented Led Organizations



WASHINGTON  
**DREAM**  
COALITION



# Advocacy Organizations



# Immigrant Justice Groups



COLECTIVA

LEGAL DEL

PUEBLO



**BARRERA**  
LEGAL GROUP

Northwest  
**IMMIGRANT**  
**RIGHTS**  
Project

# Mental Health Organizations



**Puentes**

ADVOCACY • COUNSELING • EDUCATION

# Lawyers

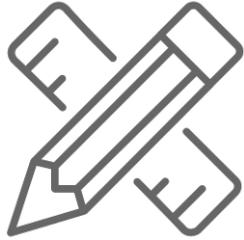


Sandy Restrepo, Colectiva Legal del Pueblo (Burien, WA)  
• **206-931-1514**; [www.colectivalegal.org](http://www.colectivalegal.org)

Luis Cortes, Barrera Legal (Kent, WA)  
• **253-872-4730**; [www.barreralegal.com](http://www.barreralegal.com)

Karol Brown Attorneys at Law, PLLC (Bellevue, WA)  
• **425-519-3617**; [www.blog.karolbrown.com](http://www.blog.karolbrown.com)

# Additional Community Resources



[www.undocustudentcoalitionwa.org](http://www.undocustudentcoalitionwa.org)



[www.wadreamcoalition.org](http://www.wadreamcoalition.org)



[www.beyondhb1079.org](http://www.beyondhb1079.org)



[www.unitedwedream.org](http://www.unitedwedream.org)

**THANK YOU**  
for participating!

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