Supporting Undocumented Students Training

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# Overview of Agenda

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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.
“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
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

Source: Educators for Fair Consideration
“Race or people is to be determined by the stock from which aliens sprang”
-1914
Bergensfjord ship manifest
1914: “The race from which aliens sprang.”

2016-17: “I attest, under penalty of perjury, that I am an alien.”
Identity and experience
• 1.5 Generation Immigrant
• Undocumented

Terms tied to laws and programs
• DREAMer
• HB 1079
• DACAmented

Negative and derogatory
• “Illegal” & “Alien”
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

⏰⏰⏰ Roxy 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

Source: Penn for Immigrant Rights, Dream Activists PA, and Immigration Policy Center
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

Source: U.S. Citizenship and Immigration Services (USCIS)
Residency and Citizenship Pathway

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

Source: Reason Magazine
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

Source: Penn for Immigrant Rights, Dream Activists PA, and Immigration Policy Center
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

Source: Pew Hispanic Center
National origin of the 11 million undocumented people who live in the United States

- Mexico: 60%
- El Salvador: 6%
- Guatemala: 5%
- Honduras: 3%
- Philippines: 3%
- India: 2%
- Ecuador: 2%
- Brazil: 2%
- Korea: 2%
- China: 1%
- Other: 14%

Source: Pew Hispanic Center and Department of Homeland Security
Asian and Pacific Islanders in WA State

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

Source: FAIR! & 21 Progress
<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>India</td>
<td>25%</td>
</tr>
<tr>
<td>Korea</td>
<td>22%</td>
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<tr>
<td>China</td>
<td>18%</td>
</tr>
<tr>
<td>Philippines</td>
<td>13%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: FAIR! & 21 Progress
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
"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

"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."
Education Equity: An Ongoing Civil Rights Issue

Timeline Activity:

1882: Chinese Exclusion Act
1954: Brown v. Board of Education
1965: Higher Education Act (HEA)
1974: Family Education Rights and Privacy Act (FERPA)
1986: Immigration Reform and Control Act (IRCA)
1996: Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA)
2012: Deferred Action for Childhood Arrivals (DACA)
2014: Immigration Accountability Executive Action

1924: The Johnson-Reed Immigration Act
1965: Immigration and Nationality Act
1965: Free Application for Federal Student Aid (FAFSA)
1982: Plyler v. Doe
1996: Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA)
2001: Federal Development Relief and Education for Alien Minors Act (Federal DREAM Act)
Detention and Deportation: History and experience

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

Source: United We Dream
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)
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

Source: Pew Hispanic Center & Williams Institute
• 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-lized’ in the public’s consciousness”
-Carl Lipscombe

Source: Black Alliance for Just Immigration
Who deports?

Deportation happens with the help of agencies like:

- Border Patrol
- ICE
- POLICE

Source: United We Dream
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

Source: United We Dream
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.

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
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.

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
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.

Of the 63,000 unaccompanied children apprehended at the Southern border 56,828 have been reunited with a family member or sponsor. (As of December 2014)

Over 107,000 children have been reunited with a family member or a sponsor. (As of March 2016)

The number of children apprehended at the U.S./Mexico border between 2004 and 2011 averaged 6,800 per year.

The chart shows the increase in the number of children entering the United States from 2004 to 2016.
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.

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
Unaccompanied children entering the U.S.

NATIONALITY
- Honduras 17%
- El Salvador 29%
- Guatemala 45%
- Mexico 6%
- Other 3%

GENDER
- Female 32%
- Male 68%

AGE
- Over 14 years of age 68%
- Under 14 years of age 32%

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

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
Guide on raids

bit.ly/EducatorsRaidsGuide
Know your rights

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.
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, déjela 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.
- Lleva 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.

¡JUNTAS PODEMOS HACER MÁS!

- El Centro de la Raza
- Casa Latina
- OneAmerica
- Colectiva Legal
- Northwest Immigrant Rights Project
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.
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?
First Socialization

Socialized
Taught on a Personal Level by Parents, Relatives, Teachers, People We Love and Trust: Shapers of Expectations, Norms, Values, Roles, Rules, Models of Ways to Be, Sources of Dreams.

Institutional and Cultural Socialization

Reinforced/Bombarded with Messages from
Institutions
- Culture
- Practices
- Songs
- Lyrics
- Language
- Television
- Legal Systems
- Media
- Mental Health
- Patterns of Medicine
- Business

On Conscious and Unconscious Levels

Fear
- Ignorance
- Confusion
- Insecurity

Do Nothing
- Don't Make Waves
- Promote Status Quo

Actions

Resulting In

Enforcements
- Enforced
- Sanctioned
- Stigmatized
- Rewards and Punishments
- Privilege
- Persecution
- Discrimination
- Empowerment

Change
- Raise Consciousness
- Interrupt
- Educate
- Take a Stand
- Question
- Reframe

Results

Intrapersonal
Change within the Core of People about What They Believe about Themselves

Waking Up
Critical Incident That Creates Cognitive Dissonance

Reaching Out
Movement Out of Self Toward Others Seeking Experience and Exposure Speaking Out and Naming Injustices Taking Stands, Using Tools Exploring and Experimenting

Interpersonal
Change in How We Value Others and See the World

Getting Ready
Empowerment of Self
- Introspection
- Education
- Consciousness Raising

Gaining Inspiration
Authenticity

Dismantling
- Collusion
- Privilege
- Internalized Oppression

Developing
- Analysis and Tools

Building Community
Working With Others
A. People “Like Us” for Support B. People “Different from Us” for Building Coalitions, Questioning Assumptions, Rules, Roles, and Structures of Systems

Coalescing
Organizing, Action Planning, Lobbying, Fund Raising, Educating, Renaming Reality Refusing to Collude or Take Privilege Being a Role Model, an Ally Transforming Anger Moving Into Action

Core
Self-Love
- Self-Esteem
- Balance
- Joy
- Support
- Security
- Spiritual Base

Creating Change
Critically Transforming Institutions and Creating New Culture

Influencing: Policy
- Assumptions
- Structures
- Definitions, Rules
- Taking Leadership Risks
- Guiding Change
- Healing
- “Power Shared”

Systemic
Change in Structures, Assumptions, Philosophy, Rules, Roles

• 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.

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
• 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).
• Participate in National Institutions Coming Out Day, held annually on April 7 (www.unitedwedream.org/nicod).

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
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
“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.”
“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 15th, 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

Source: U.S. Citizenship and Immigration Services
DACA requirements

Source: Immigrant Law Group PC

Renewing deferred action for childhood arrivals

- 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

- 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:
  - Form I-821 D
  - Form I-765
  - I-765 worksheet
  - File completed applications at USCIS lockbox
  - Find the address online at: http://www.uscis.gov/i-821d-addresses

- Application fee: $495

- Why?
  - 2 Year Deferment Period
  - Work Permit
  - Apply for Student Loans & Driver's License
  - Social Security Number

Source: Immigrant Law Group PC
What is and isn’t DACA

**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

Source: United We Dream
<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Immediately Eligible (Ages 15-30)</th>
<th>Initial Applications Accepted (by March 31st, 2015)</th>
<th>Application Rate (%)</th>
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<tr>
<td>South Korea</td>
<td>44,000</td>
<td>9,000</td>
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<tr>
<td>Philippines</td>
<td>20,000</td>
<td>5,000</td>
<td>23%</td>
</tr>
<tr>
<td>India</td>
<td>17,000</td>
<td>3,000</td>
<td>20%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>6,000</td>
<td>2,000</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Asian subtotal</strong></td>
<td><strong>87,000</strong></td>
<td><strong>18,000</strong></td>
<td><strong>21%</strong></td>
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</table>

Source: Ju Hong
Undocu Black DACA Stats

1% of DACA recipients from top countries are Black.

575,000 undocublack immigrants

11,474 undocublack immigrants have DACA

JAMAICA: 5,302 DACA approvals
TRINIDAD & TOBAGO: 4,077 DACA approvals
NIGERIA: 2,095 DACA approvals

Source: Black Alliance for Just Immigration
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 each 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
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

Source: Migration Policy and KUOW
• 77,000 undocumented people live in King County
• 24,000 in Yakima County
• 22,000 in Snohomish County
• 16,000 in Pierce County

Source: Pew Research and Migrant Policy
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.*

Source: United We Dream’s Educational Empowerment Program, the National Immigration Law Center, First Focus, and the American Federation of Teachers
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.

Source: U.S. Department of Education, Educators for Fair Consideration, Washington Student Achievement Council, Highline Public Schools
Signed on March 7th, 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

Source: Washington Student Achievement Council (WSAC)
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

Source: University of Washington Bothell and Washington Student Achievement Council
Signed on February 23rd, 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)

Source: Washington Student Achievement Council (WSAC)
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

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

Source: Washington Student Achievement Council (WSAC)
Start filing on **October 1st** of every year at:

www.readysetgrad.org/wasfa

**WASFA Filing Process**

**New User**
- Complete a WASFA for the first time
- Eligibility questionnaire

**Returning User**
- Make a correction/Add a school
- Submit an application for a new year

Source: Washington Student Achievement Council (WSAC)
“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” 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.

Source: Washington Student Achievement Council (WSAC)
• 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** or at **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 of 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)
12th 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

Source: Washington Student Achievement Council (WSAC)
“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.”
“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
“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
• 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
I SUPPORT & WORK WITH UNDOCUMENTED STUDENTS ASK ME HOW.

I AM AN UNAFRAID EDUCATOR!

AS A

I WORK WITH AND FOR UNDOCUMENTED STUDENTS & FAMILIES AT

I’M AN UNAFRAID EDUCATOR WITH AND FOR UNDOCUMENTED STUDENTS!
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

Source: K-12 Undocu Protection Coalition
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).

Source: United We Dream’s Dream Educational Empowerment Program
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

Source: Dr. Angela Chuan-Ru Chen, UCLA Department of Education
Undocumented Led Organizations
Advocacy Organizations

21 PROGRESS
Building a 21st Century Movement For EQUITY & JUSTICE

ONEAMERICA
With Justice for All
Immigrant Justice Groups

COLECTIVA
LEGAL DEL
PUEBLO

BARRERA
LEGAL GROUP

Northwest IMMIGRANT RIGHTS Project
Mental Health Organizations

Puentes
ADVOCACY • COUNSELING • EDUCATION
Sandy Restrepo, Colectiva Legal del Pueblo (Burien, WA)
  • 206-931-1514; www.colectivalegal.org

Luis Cortes, Barrera Legal (Kent, WA)
  • 253-872-4730; www.barreralegal.com

Karol Brown Attorneys at Law, PLLC (Bellevue, WA)
  • 425-519-3617; www.blog.karolbrown.com
Additional Community Resources

www.undocustudentcoalitionwa.org

www.wadreamcoalition.org

www.beyondhb1079.org

www.unitedwedream.org
THANK YOU for participating!

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