

Educators Toolkit to Work with & for Undocumented Students in Arizona

Introduction:

Welcome to the first version of our *Educators Toolkit to Working with & for Undocumented Students in Arizona*. The purpose of this guide is to connect you with the resources you need to better work with students that are undocumented, students that are DACA recipients, and their families in K-12 schools, colleges and universities, and community organizations. The content of the guide is a compilation of resources gathered from the “UndocuCollege Guide & Equity Tool,” United We Dream National Institutions Coming Out Day resources, ScholarshipsA-Z team trainings and resources, and University of Arizona Immigrant Student Resource Center resources. (*Note: This toolkit continues to be updated. For the most updated materials and links throughout this toolkit, visit the electronic version online at scholarshipsaz.org.*)

Toolkit Components:

The toolkit is divided into three sections: K-12 Schools, Colleges & Universities, and Community Organizations. There are three subsections under each section: *Foundations*, *Emerging*, and *Comprehensive*. This concept is based on the work within the “UndocuCollege Guide & Equity Tool” by Immigrants Rising. Information in the *Foundations* subsection represents practices that one person can start/complete relatively quickly and that serve as initial steps to helping undocumented students understand their opportunities and barriers. The *Emerging* subsection highlights practices that require a team of educators and that increase the potential success of undocumented students within your institution or program. Within the *Comprehensive* subsection you will find practices that create sustainable change by impacting the institutional structure and culture of your school or your organization.

Authors:

Mira Patel, College Navigator, University of Arizona Immigrant Student Resource Center

Zobella Vinik, Educators Committee Coordinator, ScholarshipsA-Z

Ana Hernández-Zamudio, College Navigator, University of Arizona Immigrant Student Resource Center

Matt Matera, Coordinator, University of Arizona Immigrant Student Resource Center

Perla Rojas, College Navigator, University of Arizona Immigrant Student Resource Center

Last Edited:

August 2018



References:

Jodaitis, N., Arreola, J. I., Canedo, R. E., & Southern, K. (2016). UndocuCollege guide & equity tool California 2016: Working toward educational equity & inclusion of undocumented students at institutions of higher education in California. Immigrants Rising.

Richards, J. & Bohorquez, L.M. (2016). National Institutions Coming Out Day (NICOD) 2016: Institutional policies and programs with and for undocumented students. United We Dream.

Recommended questions to consider when using this guide, per United We Dream’s Educational Equity team:

1. Who would I need to reach out to begin this conversation?
 - a. If you have existing relationships with undocumented students: are you listening to--and honoring--their needs, challenges, successes, and ideas?
2. Who would need to be involved to lead this effort (administrators, offices, student groups, etc.)?
3. What steps would I need to take to implement this?
4. How long could this initiative take to plan and implement?
5. What kind of resources would I need to make this successful (financial, departmental, etc.)?

Table of Contents:

1. K-12 Education
 - a. Foundations
 - b. Emerging
 - c. Comprehensive
2. Higher Education: Colleges & Universities
 - a. Foundations
 - b. Emerging
 - c. Comprehensive
3. Community Organizations
 - a. Foundations
 - b. Emerging
 - c. Comprehensive

For questions or to provide feedback about this guide, please contact Zabella Vinik at zabella@scholarshipsaz.org.

K-12 Education

Foundations

Topic	Action Steps and Examples
<p>Supportive faculty and staff “Supportive educators seek to provide emotional support by practicing active listening, coordinating a student club, building safe zones and providing workshops for students to process the struggles they are facing. They [uplift] student voices and [provide] the spaces for student-led, or community-led, events.” <i>(E4FC)</i></p>	<ul style="list-style-type: none"> ● Familiarize yourself with relevant, important, and current terminology. Reference the ScholarshipsA-Z Terminology worksheet. ● Recommit to Plyler v. Doe -- in 1982 the US Supreme Court ruled that all students were entitled to free and public k-12 education, regardless of immigration status. <ul style="list-style-type: none"> ○ Draft a district-wide resolution that recommits to Plyler v. Doe to re-emphasize that all immigrant students have a right to a “free and public k-12 education.” As part of the resolution, the district can commit to increasing the support and resources necessary for k-12 undocumented youth to graduate high school and to increase staff awareness on how to support access to higher education for undocumented students. <i>(UWD)</i> ● Commit to staying up-to-date with relevant local, state, and federal policies that impact education opportunities for immigrant students. Follow ScholarshipsA-Z, Aliento, and United We Dream on Facebook for updated and accurate news. Encourage your students and their families to do the same. ● When working with students always remember to: <ul style="list-style-type: none"> ○ Practice active listening. ○ If you are unsure of how to answer a question-- be honest. You can say, “I actually don’t know the answer to that, but let’s look it up together” or “I will find out and get back to you by the end of the week.” Don’t be hesitant to research. We are not expected to be experts, but we can commit to helping our students get answers. ○ Report back to students with honesty and care. Sometimes the information you find is difficult to convey to students. You may learn that programs you have referred students to for years are inaccessible to undocumented students. Be unafraid to share accurate information with your students, while also holding space for them to process frustration and injustice. ○ Challenge existing barriers. When you learn that a program is inaccessible to undocumented students get in contact with the program coordinators and ask

	<p>questions. Understand what the true parameters of the program are, and if a requirement for US citizenship or SSNs is just a formality. Contact ScholarshipsA-Z for guidance on expanding these conversations.</p> <ul style="list-style-type: none"> ○ Create alternative pathways. As educators we must push forward and identify other ways that immigrant students can access opportunities equal to their peers. ○ Connect students with local community groups. Reference “Community Organizations” found on the Rapid Response Tucson website. ● Be aware of ways that a student may share their status with you: <ul style="list-style-type: none"> ○ Does the student: <ul style="list-style-type: none"> ■ Refuse to participate in programs that you think they qualify for ■ Not qualify for any state or federal financial aid ■ Have low motivation to perform well in school and plan for college or a career ■ Seem hesitant or scared to travel for school trips ■ Use a passport or school card as their main form of identification ○ Keep in Mind: <ul style="list-style-type: none"> ■ FERPA protects students from their personal information being shared ■ School staff <i>cannot</i> ask students about their immigration status because status is irrelevant to any student’s entitlement to a free and public k-12 education (Plyler v. Doe) ■ As of November 2017-- School Resource Officers (SROs) in Tucson, AZ <i>cannot</i> ask students about their immigration status. See “Tucson Police Department General Order: 2337” for reference.
<p>Know key terminology to create a safer, welcoming environment for students and families</p>	<ul style="list-style-type: none"> ● Understand the difference between the terms “Dreamer,” “DACA recipient,” “Undocumented,” and “Mixed-Status Family.” Language matters; using words intentionally will help create safer environments for students and their families. Drop the i-word (illegal); which is dehumanizing, racially charged, and legally inaccurate. See the ScholarshipsA-Z Terminology worksheet. ● Acknowledge that the term “Dreamer” connotes a certain narrative of a high-achieving, non-criminalized student that can be harmful to the rest of the undocumented community and not all undocumented youth identify with the term. ● Learn why many undocumented students do not qualify for DACA.

	<ul style="list-style-type: none"> ● Know that DACA and the Dream Act are two different pieces of legislation. There is currently no Dream Act. ● Understand that folks with different immigration statuses experience unique barriers on the path to higher education. ● Recognize that many students come from mixed-status families. <ul style="list-style-type: none"> ○ A student’s parents or family members may or may not have the same immigration status as them. ○ In 2014, 12.2% of k-12 students in Arizona had at least one parent who was undocumented. (<i>Pew Research Center: Children of unauthorized immigrants represent rising share of k-12 students</i>)
<p>Recognition of non-Latino communities</p>	<ul style="list-style-type: none"> ● Recognize that of the 11.5 million undocumented community, 40% are of non-Latino background (<i>Pew Research Center, 2017</i>) <ul style="list-style-type: none"> ○ 1.3 million identify as Asian-Pacific Islander (<i>Kieu, 2013</i>) ● Combat the stereotype that being undocumented is a “Latino only” issue <ul style="list-style-type: none"> ○ In any discussions about undocumented students all educators, peers, and community partners are responsible to correct this myth ● Learn about organizations that represent other undocumented groups, such as UndocuBlack, ASPIRE, Mariposas Sin Fronteras, TransQueerPueblo
<p>Informational materials and visual images “Having informational materials and visual images available on campus is one of the first steps staff or faculty can take to help undocumented students get answers to pressing questions. Providing students with the ability to obtain information and positive messaging without having to self-disclose their status, allows them to increase their knowledge and build trust.” (<i>Immigrants Rising</i>)</p>	<ul style="list-style-type: none"> ● Display the ScholarshipsA-Z informational flyer (English / Spanish) in counseling offices and classrooms. Make and hang your own flyer that shows you support undocumented students and their families. ● Have a consistent location where you keep up-to-date policy information impacting immigrant students and their families (i.e. fliers about legal clinics and support spaces, handouts about policy updates, scholarship opportunities). ● Designate your office or center as an information center and a sanctuary. See “Understanding the Sanctuary School and Safe Zone Movement” for reference.

<p>Website “Getting information for undocumented students onto the school’s website has been key as the majority of students check online to see if they are eligible for programs. While this information does not replace one-on-one interactions with a staff person, it is instrumental in magnifying the scope of work an individual can do. Inclusion of this information usually begins on the school’s admissions or financial aid webpage with links to helpful websites, downloadable flyers or FAQs.” (E4FC)</p>	<ul style="list-style-type: none"> ● Be unafraid to post easy-to-find information that helps students understand their options and barriers ● Share links to resourceful websites including: <ul style="list-style-type: none"> ○ ScholarshipsA-Z ○ University of Arizona: Immigrant Student Resource Center ○ Educators for Fair Consideration ○ MyUndocumentedLife ○ The Dream.US ● Consider these examples: <ul style="list-style-type: none"> ○ University of Arizona ○ Pima Community College ○ Arizona State University ○ University of California: Undocumented Student Resources ○ Pomona: Undocumented and DACAmented Student Resources ○ Tufts University ○ Prescott College
<p>Undocumented student clubs “Some undocumented students are supported through or involved in school clubs and organizations that focus outreach to first-generation students or a particular ethnic student group. However, there are very few spaces where undocumented students have the opportunity to talk and advocate on behalf of their identity as undocumented immigrants. By helping start an undocumented student support group/club at your school that will create: 1) a space for undocumented students to talk about current issues, 2) a space to connect, and 3) a space to plan, create and lead change,</p>	<ul style="list-style-type: none"> ● Student clubs are predominantly initiated in one of two ways: <ul style="list-style-type: none"> ○ By a staff or faculty member who was already working independently with a number of undocumented students ○ By students themselves who sought collective support and institutional change ● When speaking with administrators to set-up this club consider: <ul style="list-style-type: none"> ○ Students thrive in spaces where they can find support and relate to one another ○ Ask the students involved <i>what</i> they would like the club to be called and <i>how</i> they would like to advertise it. Do not let a fear of something new, or different, overshadow how the students envision that space. Uplift student voices when talking with supervisors about the creation of this space. ● An undocumented student support group or club should: <ul style="list-style-type: none"> ○ Have immigration as its priority in terms of advocacy and outreach efforts ○ Be led by immigrant youth, both documented and undocumented ○ Be supported by a teacher, counselor, or advisor ○ Have a formal proposal that states its affiliation with the school

<p>you will help create a space that will not only be a catalyst for the students, but will also encourage leadership development and networking.” (UWD)</p>	<ul style="list-style-type: none"> ○ Have a core team of five students who create a mission statement, a purpose, a constitution with leadership roles, club activities and procedures for fundraising and amending their constitution ○ Have weekly meetings or gatherings ○ Host one event (minimum) open to the community that educates on the issues faced by immigrants and empowers people to advocate alongside immigrants (UWD)
<p>Expand the conversation on FAFSA, Arizona state financial aid, in-state tuition, and merit-based scholarships for Arizona residents Undocumented students are not eligible for federal financial aid. Students that are recipients of DACA can fill out the FAFSA application to get their Student Aid Report, but they are still not eligible for receiving federal financial aid as a result. For full details on how DACA recipients and students with undocumented parents can fill out FAFSA, please reference our information on FAFSA & Undocumented/DACA Students. Tuition rates for undocumented students vary by state and institution.</p>	<ul style="list-style-type: none"> ● Change the language regarding FAFSA requirements in your district, and at your school <ul style="list-style-type: none"> ○ Harmful practices for students who do not qualify for FAFSA include: <ul style="list-style-type: none"> ■ Telling students, verbally and through signage, that completion of FAFSA is a “graduation requirement,” “a qualification to walk at graduation,” or “mandatory for all seniors” ■ Requiring students to attend a FAFSA workshop <i>without</i> offering alternative options for students who don’t qualify for FAFSA to work on (i.e. scholarships; college applications; homework) ■ Asking a student to explain why they cannot fill out FAFSA ○ Best practices regarding FAFSA include: <ul style="list-style-type: none"> ■ Having the “FAFSA & Undocumented/DACA Students” information in your FAFSA presentation for students and parents that clearly states the guidelines on how a student can apply for FAFSA based on their, or their parent/guardian’s, immigration status ■ Checking in with students about their ability to apply for FAFSA. Explain the information that is needed to apply and receive federal money from FAFSA (i.e. social security number) AND explain that other scholarships are available that don’t require FAFSA completion or a SSN. This can be announced during presentations to groups or in one-on-one meetings. ● Undocumented students have been paying non-resident tuition in Arizona schools since 2006 with the passage of Proposition 300. Prop. 300 made proof of Arizona residency a requirement to receive in-state tuition rates at AZ public colleges and universities. This is a huge barrier for many of our graduated, and graduating, high school students. <ul style="list-style-type: none"> ○ Understand Proposition 300 and other policies impacting a students’ right to an education. Visit our SA-Z FAQ page.

	<ul style="list-style-type: none"> ● As of April 9, 2018, the AZ Supreme Court ruled that DACA students are not eligible to receive in-state tuition at AZ public colleges & universities. In April 2018 ABOR created a 150% tuition rate for “Non-Resident Students with an Arizona high school degree.” <ul style="list-style-type: none"> ○ Understand the application process for recipients of DACA applying for this tuition rate at UA, ASU, and NAU. Currently this new tuition rate is not an option for undocumented students, who still must pay out of state tuition. ○ Stay up-to-date on the current court cases in AZ regarding in-state tuition by following ScholarshipsA-Z on social media. ● Undocumented and DACA students are not eligible to receive scholarships and financial aid that is funded by the state of Arizona. This includes the NAU Lumberjack Scholarship, the UA Wildcat Excellence scholarship, and the Arizona Assurance Program. <ul style="list-style-type: none"> ○ Be transparent about this information when talking with students about scholarships and access to Arizona state universities. Share with students that “students without SSNs must pay non-resident tuition and are ineligible to receive Arizona state funded scholarships and financial aid.” Encourage students who may be in this position to reach out to you and learn about other scholarship options. ● Hold space for students to be frustrated-- students and their families may have been under the impression that they could get significant help with paying tuition in our state schools. Students may have worked hard to maintain GPAs to ensure their eligibility for such scholarships, only to find that in reality this tuition assistance is inaccessible for them.
<p>Deportation Defense: Border Patrol and ICE on and off campus The risk of deportation is real and detrimental to undocumented people’s well-being, mental health, and physical safety.</p>	<ul style="list-style-type: none"> ● Designate a school staff person who will be contacted in the case of a student, or family member, being arrested or detained. Update all school staff (including counselors, teachers, and administrators) on who the point-person is and how to contact them. ● In the case of Border Patrol or ICE presence on campus, or in the situation that a student reports to a school staff that a family member has been detained, the designated school staff member will get in immediate contact with ScholarshipsA-Z. Contact Zabella Vinik and our Deportation Defense team at (520) 369-2994 or our general number at (520) 305-9342. ● Have information about Tucson Community Rapid Response (RapidResponseTucson.com) readily available for students and families. ● Learn about, and create, sanctuary school and safe zone documents that protect undocumented students, families, teachers, and staff.

	<ul style="list-style-type: none"> ○ Immigrants Rising provides a helpful guide for educators, “Understanding the Sanctuary School and Safe Zone Movement” (see for reference) with sample resolutions, resources, and steps.
<p>Provide free legal counseling to undocumented students and their families</p> <p>As students grow trust with school staff and feel more safe on campus, they and their families may ask school staff to connect them to legal resources. Schools are very important spaces to help families find trustworthy legal options.</p>	<ul style="list-style-type: none"> ● Refer families to local legal clinics, which can be found on RapidResponseTucson.com ● Share a list of trusted lawyers in the Tucson area. Reference the “ScholarshipsA-Z Trusted Attorneys” list. ● Host a free legal clinic at your school several times a semester. Reach out to community groups or local law schools to see if they would be interested in partnering. Contact ScholarshipsA-Z for support. ● By having an understanding of the local legal resources available we can help families stay protected from losing money on scams and being taken advantage of in fraudulent legal processes.
K-12 Education	
Emerging	
Topic	Action Steps and Examples
<p>Join the ScholarshipsA-Z Educators Committee</p> <p>A group of educators and members of community organizations supporting education equity in Tucson meet regularly to connect with each other; learn about current local and national policies impacting our students and their families; share knowledge; collaborate on new systems; and rethink the ways we are supporting immigrant students in our schools, districts, and educational programs.</p>	<ul style="list-style-type: none"> ● Commit to attending a monthly ScholarshipsA-Z Educators Committee meeting. Contact Zabella Vinik, Educators Committee Coordinator, for more details at Zabella@ScholarshipsAZ.org ● “Institutional leaders have consistently reported great benefits from sharing best practices and problem solving collectively amongst others working on the same issues [in different spaces]. These conversations and subsequent meetings were usually initiated through a system affiliation, proximity in geography, shared student populations, and/or in reaction to a hostile political climate.” (<i>Immigrants Rising</i>)

<p>Staff-wide training</p> <p>Knowledge on how to support and provide equitable opportunities for undocumented youth must go beyond 1 or 2 staff members. Student leaders have expressed that basic staff knowledge on <i>how to support</i> undocumented students or <i>who on campus</i> to refer them to must go beyond college counselors to teachers, coaches, principals, discipline coordinators, etc.</p>	<ul style="list-style-type: none"> ● Commit to sending school staff to ScholarshipsA-Z’s Annual Educators Conference ● Host a district-wide training, centering youth voices, led by the University of Arizona Immigrant Student Resource Center or ScholarshipsA-Z. <ul style="list-style-type: none"> ○ To host a ScholarshipsA-Z training at your institution: http://www.scholarshipsaz.org/resources/programs/ ○ University of Arizona Immigrant Student Resource Center trainings sessions: http://eao.arizona.edu/isrc/isrc-training ● Additional Resources: <ul style="list-style-type: none"> ○ US Department of Education: Resources for Immigrants, Refugees, Asylees, and other New Americans ○ Center for American Progress: Removing Barriers to Higher Education for Undocumented Students ○ Immigrants Rising: Top 10 Ways to Support Undocumented Students
<p>Connect to existing scholarships that are open to undocumented and DACA students; Challenge scholarships that deny access to undocumented and DACA students</p> <p>Because federal financial aid and AZ state financial aid is inaccessible to undocumented students, scholarships are fundamental to creating access to higher education. Private scholarships are the best option for students paying non-resident tuition.</p>	<ul style="list-style-type: none"> ● Connect students to the ScholarshipsA-Z scholarship list found at www.scholarshipsaz.org/scholarships. Post our scholarship flyer in your office; reference “ScholarshipsA-Z scholarships flyer.” <ul style="list-style-type: none"> ○ Familiarize yourself with scholarships at the UA, ASU, and Pima that are for non-resident students. See our SA-Z FAQ page for more details. ● Does your school have a local scholarship for graduating students? Is that scholarship open to students without SSNs? What do you have to do to change the eligibility requirements? ● If there are scholarships within your institution that ask for SSN, FAFSA information or US citizenship ask: <ul style="list-style-type: none"> ○ Is there an alternative way to track a students’ profile information (e.g. school ID number; birthdate)? ○ Can we request personal financial information in an alternative way (e.g. CSS profile)? ○ Does the scholarship application ask for US citizenship as a formality? Is it actually necessary for the funds available? ● When supporting students through applying for scholarships if you come across applications that don’t allow undocumented students to apply, reach out to the scholarship organization and ask them the above questions. ● “If your institution already awards scholarships to undocumented students, but does not

	<p>want to publicly state it, make a clear plan on how you will let undocumented students know that they can apply.” (UWD)</p>
<p>Student privacy and FERPA</p>	<ul style="list-style-type: none"> ● It is illegal to ask for, or keep record of, any student’s immigration status. Immigration status is irrelevant to a student’s ability to participate in free and public K-12 education (<i>Plyler v. Doe, 1982</i>). <ul style="list-style-type: none"> ○ Since all students, regardless of immigration status, cannot be denied access to attend free public K-12 schools, their parents/guardians should <i>not</i> be asked about their immigration status either. ● The Family Educational Rights and Privacy Act of 1974 (FERPA) generally prohibits school districts that receive federal funds from the Department of Education from disclosing student information that alone, or in combination with other information, can identify that student, without the prior written consent of a parent or the student (if that student is 18 years of age or older, or attends a postsecondary institution). (<i>See 20 U.S.C. §1232g</i>) <ul style="list-style-type: none"> ○ “There are circumstances when a school district may disclose information from a student’s education records, but these are limited and unlikely to be applicable in the majority of situations school districts confront. ○ There are some limited exceptions to FERPA, see 34 C.F.R. §99.31, as well as narrow, enumerated circumstances under which federal immigration laws require or permit a school district to provide specific information about a student to another federal, state, or local government entity. One such circumstance is where the issuance of a non-immigrant visa to a student—and the maintenance of that student’s non-immigrant status—is conditioned on the student’s attendance at a specific school. Note that in that case, a school district would have pre-existing information about the student that he or she would have presented to the school in order to obtain the underlying visa, and so the school would not have any reason to initiate a request for information about immigration status.” Learn more from this U.S. Dept of Education document: “Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents”.
<p>College readiness and internship opportunities</p>	<ul style="list-style-type: none"> ● Be a voice during college and internship presentations-- ask about access for undocumented students. Request that organizations you work with include that information in future presentations.

	<ul style="list-style-type: none"> ● Have a list of internships & fellowship opportunities that are opened to undocumented students (e.g. Cornell University: Resources for Undocumented Students) ● Create opportunities at your respective institutions to contract with undocumented students for the work that they do. Examples are: <ul style="list-style-type: none"> ○ Independent contracting information at immigrantsrising.org ○ See “Payments to Individuals That Do Not Require I-9s OR 1099s”
<p>Mental and emotional support for Undocumented students “Once trust and mutual respect are established, institutional advocates are often exposed to the real emotional, psychological, and mental challenges that many undocumented young people face.” <i>(Immigrants Rising)</i></p>	<ul style="list-style-type: none"> ● “Student challenges include: negotiating the complexity of their personal identity with their immigration status, having to leave their country of origin, being forced to assimilate to a new culture, confronting the realities of poverty, being the first in their families to enter higher education in the United States, and the fear around deportations/separations of family members and other loved ones. Institutional advocates recognize the ongoing need to address these issues, but only a small number of institutions have responded accordingly. Providing mental/emotional support for undocumented students has taken many forms.” <i>(Immigrants Rising)</i> ● Train counselors in your school on how to be culturally competent ● Be ready to refer your students to mental health community resources accessible to immigrant families, listed in the “Tucson Resource Guide for Immigrant Families” (English, Español) and on the Rapid Response Tucson website. ● Build support groups (see Foundations: Undocumented Students Club) and connect with existing support spaces in the community <ul style="list-style-type: none"> ○ Learn about ScholarshipsA-Z’s Immigrant Youth Gathering & Girasol Project, a support space for young adults, who are directly impacted by the deportation and detention system, to share their undocumented experiences through conversation and art. Email girasol@scholarshipsaz.org for details and future meetups. ● Open peer-to-peer support & advising sessions
<p>Collaborate with supportive community organizations</p>	<ul style="list-style-type: none"> ● Have copies of the “Tucson Resource Guide for Immigrant Families” (English, Español) available in your office to connect students and families with helpful local resources. ● Stay up-to-date on events hosted by ScholarshipsA-Z and the University of Arizona Immigrant Student Resource Center. ● Show up for your students and their families at community gatherings in support of education equity.

K-12 Education

Comprehensive

Topic	Action Steps and Examples
<p>Undocumented student task force “To constantly encounter staff who do not know how to work with the complexities of being undocumented, as well as repeatedly explaining what it means to be undocumented, can be frustrating and disempowering for a student. By convening a team of frontline staff in the school’s main offices (i.e. admissions, counseling, financial aid, and student life), who work together at your institution to support undocumented students, students would be better able to navigate the school.” (UWD)</p>	<ul style="list-style-type: none"> ● Gather a group of staff members, faculty, administrators, and undocumented students within your school district <ul style="list-style-type: none"> ○ This is a way to connect individuals who have institutional knowledge about access to resources with people whose lived experiences and needs would help lead and address undocumented student issues at your institution (UWD) ● Assess the climate of your institution (Reference the SA-Z Self-Assessment Audit Tool) <ul style="list-style-type: none"> ○ What resources does your institution already offer to undocumented students? ○ What do undocumented students and their families identify as needs at your institution? ● Create a united voice to work with students to address their needs by building collective solutions to create effective systemic change. (<i>Immigrants Rising</i>) ● This streamline system will also help undocumented students feel comfortable knowing that they are meeting with someone who respects, understands, and is empathetic to their immigration status. Ultimately, the team of staff would act as the key group knowledgeable on the issues faced by undocumented students. These people would all be connected and would help connect students with the other offices on campus.” (UWD)
<p>Build your own scholarship open to and/or dedicated to DACA and Undocumented students</p>	<ul style="list-style-type: none"> ● Establish a private fund at your institution’s foundation that is accessible to DACA and undocumented students. <ul style="list-style-type: none"> ○ One example is the annual ScholarshipsA-Z scholarship granted through the Sunnyside Unified School District’s Dollars for Scholars program. ● Partner with community organizations to fund basic needs or emergency needs of undocumented and DACA students at your school. ● Identify individuals who can make large financial contributions specifically to support DACA and undocumented students. ● Support 501(c)(3) non-profit organizations that are committed to awareness raising and fundraising on behalf of undocumented and DACA students at your school.

Deportation Defense: Rapid Response Systems

The risk of deportation is real and detrimental to undocumented people's well-being, mental health, and physical safety. Creating rapid response systems within your school can help to keep your students and their families safe, and to make sure their rights' are being respected by law enforcement.

- Create a clear district-wide policy, as well as site-specific, that outlines a rapid response system in the case of Border Patrol or ICE on campus.
 - Make a clear procedure easily available for front desk managers and administrators
 - Communicate your policy to students and parents
- For example, if you see ICE or Border Patrol on your campus:
 - Find out why they are there. Contact your school's point-person immediately (Reference k-12 Foundations: Deportation Defense)
 - Ask for a warrant signed by a judge. If they do not have one, ask them to leave.
 - Close campus to immigration authorities (who don't present a *judicial warrant*)
 - Designate a safe space for students that want it.
 - Have your point-person contact ScholarshipsA-Z Deportation Defense team (520-369-2994) or Tucson Community Rapid Response (520-221-4077)
 - Help students find alternative transportation home so parents are not asked to come into a potentially dangerous situation
- When having these conversations with supervisors these examples may be helpful.
 - Why we need protocol: [2013 ACLU of Arizona Letter to Sunnyside School District](#)
 - Existing school districts that have created rapid response plans and closed their campuses to immigration authorities:
 - [UCLA Community School Proposed Sanctuary Protocol](#)
 - [PBS Newshour: What can schools do to protect undocumented students, and other FAQs](#)

Higher Education: Colleges & Universities

Foundations

Topic	Action Steps and Examples
<p>Supportive faculty and staff “Supportive educators seek to provide emotional support by practicing active listening, coordinating a student club, building safe zones and providing workshops for students to process the struggles they are facing. They [uplift] student voices and [provide] the spaces for student-led, or community-led, events.” <i>(E4FC)</i></p>	<ul style="list-style-type: none"> ● Familiarize yourself with relevant, important, and current terminology. Reference the Terminology worksheet. ● Recommit to Plyler v. Doe -- in 1982 the US Supreme Court ruled that all students were entitled to free and public k-12 education, regardless of immigration status. <ul style="list-style-type: none"> ○ Draft a district-wide resolution that recommits to Plyler v. Doe to re-emphasize that all immigrant students have a right to a “free and public k-12 education.” As part of the resolution, the district can commit to increasing the support and resources necessary for k-12 undocumented youth to graduate high school and to increase staff awareness on how to support access to higher education for undocumented students. <i>(UWD)</i> ● Commit to staying up-to-date with relevant local, state, and federal policies that impact education opportunities for immigrant students. Follow ScholarshipsA-Z, Aliento, and United We Dream on Facebook for updated and accurate news. Encourage your students and their families to do the same. ● When working with students always remember to: <ul style="list-style-type: none"> ○ Practice active listening. ○ If you are unsure of how to answer a question-- be honest. You can say, “I actually don’t know the answer to that, but let’s look it up together” or “I will find out and get back to you by the end of the week.” Don’t be hesitant to research. We are not expected to be experts, but we can commit to helping our students get answers. ○ Report back to students with honesty and care. Sometimes the information you find is difficult to convey to students. You may learn that programs you have referred students to for years are inaccessible to undocumented students. Be unafraid to share accurate information with your students, while also holding space for them to process frustration and injustice.

	<ul style="list-style-type: none"> ○ Challenge existing barriers. When you learn that a program is inaccessible to undocumented students get in contact with the program coordinators and ask questions. Understand what the true parameters of the program are, and if a requirement for US citizenship or SSNs is just a formality. Contact ScholarshipsA-Z for guidance on expanding these conversations. ○ Create alternative pathways. As educators we must push forward and identify other ways that immigrant students can access opportunities equal to their peers. ○ Connect students with local community groups. Reference “Community Organizations” found on the Rapid Response Tucson website. ● Be aware of ways that a student may share their status with you: <ul style="list-style-type: none"> ○ Does the student: <ul style="list-style-type: none"> ■ Refuse to participate in programs that you think they qualify for ■ Not qualify for any state or federal financial aid ■ Have low motivation to perform well in school and plan for college or a career ■ Seem hesitant or scared to travel for school trips ■ Use a passport or school card as their main form of identification ○ Keep in Mind: <ul style="list-style-type: none"> ■ FERPA protects students from their personal information being shared ■ School staff <i>cannot</i> ask students about their immigration status because status is irrelevant to any student’s entitlement to a free and public k-12 education (Plyler v. Doe) ■ As of November 2017-- School Resource Officers (SROs) in Tucson, AZ <i>cannot</i> ask students about their immigration status. See “Tucson Police Department General Order: 2337” for reference.
<p>Know key terminology to create a safer, welcoming environment for students and families</p>	<ul style="list-style-type: none"> ● Understand the difference between the terms “Dreamer,” “DACA recipient,” “Undocumented,” and “Mixed-Status Family.” Language matters; using words intentionally will help create safer environments for students and their families. Drop the i-word (illegal); which is dehumanizing, racially charged, and legally inaccurate. See the Terminology worksheet.

	<ul style="list-style-type: none"> ● Acknowledge that the term “Dreamer” connotes a certain narrative of a high-achieving, non-criminalized student that can be harmful to the rest of the undocumented community and not all undocumented youth identify with the term. ● Learn why many undocumented students do not qualify for DACA. ● Know that DACA and the Dream Act are two different pieces of legislation. There is currently no Dream Act. ● Understand that folks with different immigration statuses experience unique barriers on the path to higher education. ● Recognize that many students come from mixed-status families. <ul style="list-style-type: none"> ○ A student’s parents or family members may or may not have the same immigration status as them. ○ In 2014, 12.2% of k-12 students in Arizona had at least one parent who was undocumented. (<i>Pew Research Center: Children of unauthorized immigrants represent rising share of k-12 students</i>)
<p>Informational materials and visual images “Having informational materials and visual images available on campus is one of the first steps staff or faculty can take to help undocumented students get answers to pressing questions. Providing students with the ability to obtain information and positive messaging without having to self-disclose their status, allows them to increase their knowledge and build trust.” <i>(Immigrants Rising)</i></p>	<ul style="list-style-type: none"> ● Display the ScholarshipsA-Z informational flyer (English / Spanish) in counseling offices and classrooms. Make and hang your own flyer that shows you support undocumented students and their families. ● Have a consistent location where you keep up-to-date policy information impacting immigrant students and their families (i.e. fliers about legal clinics and support spaces, handouts about policy updates, scholarship opportunities). ● Designate your office or center as an information center and a sanctuary. See “Understanding the Sanctuary School and Safe Zone Movement” for reference.
<p>Website “Getting information for undocumented students onto the school’s website has been key as the majority of students check online to see if they are eligible for programs. While this information does not replace</p>	<ul style="list-style-type: none"> ● Be unafraid to post easy-to-find information that helps students learn their options ● Share links to these websites on your department and student affairs websites: <ul style="list-style-type: none"> ○ ScholarshipsA-Z ○ University of Arizona: Immigrant Student Resource Center ○ Educators for Fair Consideration ○ MyUndocumentedLife

<p>one-on-one interactions with a staff person, it is instrumental in magnifying the scope of work an individual can do. Inclusion of this information usually begins on the school's admissions or financial aid webpage with links to helpful websites, downloadable flyers or FAQs.”</p>	<ul style="list-style-type: none"> ○ Dream.US ● Consider these examples: <ul style="list-style-type: none"> ○ University of Arizona ○ Pima Community College ○ Arizona State University ○ Prescott College ○ Tufts University ○ University of Texas at Austin ○ University of Illinois ○ Normandale Community College
<p>Undocumented student clubs “Some undocumented students are supported through or involved in school clubs and organizations that focus outreach to first-generation students or a particular ethnic student group. However, there are very few spaces where undocumented students have the opportunity to talk and advocate on behalf of their identity as undocumented immigrants. By helping start an undocumented student support group/club at your school that will create: 1) a space for undocumented students to talk about current issues, 2) a space to connect, and 3) a space to plan, create and lead change, you will help create a space that will not only be a catalyst for the students, but will also encourage leadership development and networking.” (UWD)</p>	<ul style="list-style-type: none"> ● Predominantly initiated in one of two ways: <ul style="list-style-type: none"> ○ By a staff or faculty member who was already working independently with a number of undocumented students ○ By students themselves who sought collective support and institutional change ● When speaking with administrators to set-up this club consider: <ul style="list-style-type: none"> ○ Students thrive in spaces where they can find support and relate to one another ○ Ask the students involved <i>what</i> they would like the club to be called and <i>how</i> they would like to advertise it. Do not let a fear of something new, or different, overshadow how the students envision that space. Uplift student voices when talking with supervisors about the creation of the space. ○ Ask the students how they envision that space and what services they need. ○ Consider collaborating with other centers and offices to provide additional resources; <ul style="list-style-type: none"> ■ E.g. Ask the Law School, to provide free legal consultations for students and families or the Health Center, to provide health and mental health services ● An undocumented student support group or club should: <ul style="list-style-type: none"> ○ Have immigration as its priority in terms of advocacy and outreach efforts ○ Be led by immigrant youth both documented and undocumented ○ Be supported by a teacher, counselor, or advisor ○ Have a formal proposal that states its affiliation with the school

	<ul style="list-style-type: none"> ○ Have a core team of five students who create a mission statement, a purpose, a constitution with leadership roles, club activities and procedures for fundraising and amending their constitution ○ Have weekly meetings or gatherings ○ Host one event (minimum) open to the community that educates on the issues faced by immigrants and empowers people to advocate alongside immigrants (<i>UWD</i>)
<p>Recognition of non-Latino communities</p>	<ul style="list-style-type: none"> ● Recognize that of the 11.5 million undocumented community, 40% are of non-Latino background (<i>Pew Research Center, 2017</i>) <ul style="list-style-type: none"> ○ 1.3 million identify as Asian-Pacific Islander (<i>Kieu, 2013</i>) ● Combat the stereotype that being undocumented is a “Latino only” issue <ul style="list-style-type: none"> ○ In any discussions about undocumented students all educators, peers, and community partners are responsible to correct this myth ● Learn about organizations that represent other undocumented groups, such as UndocuBlack, ASPIRE, Mariposas Sin Fronteras, TransQueerPueblo
<p>Deportation Defense: Border Patrol and ICE on and off campus The risk of deportation is real and detrimental to undocumented people’s well-being, mental health, and physical safety.</p>	<ul style="list-style-type: none"> ● Designate a school staff person who will be contacted in the case of a student, or family member, being arrested or detained. Update all school staff (including counselors, teachers, and administrators) on who the point-person is and how to contact them. ● In the case of Border Patrol or ICE presence on campus, or in the situation that a student reports to a school staff that a family member has been detained, the designated school staff member will get in immediate contact with ScholarshipsA-Z. Contact Zabella Vinik and our Deportation Defense team at (520) 369-2994 or our general number at (520) 305-9342. ● Have information about Tucson Community Rapid Response (RapidResponseTucson.com) readily available for students and families. ● Learn about, and create, sanctuary school and safe zone documents that protect undocumented students, families, teachers, and staff. <ul style="list-style-type: none"> ○ Immigrants Rising provides a helpful guide for educators, “Understanding the Sanctuary School and Safe Zone Movement” (see for reference) with sample resolutions, resources, and steps.

	<ul style="list-style-type: none"> • Understand how, why, and when campus police collaborate with immigration enforcement. Ask ScholarshipsA-Z for support having these conversations. Be proactive <i>before</i> crisis happens.
<p>Provide free legal counseling to undocumented students and their families:</p> <p>As students grow trust with school staff and feel more safe in spaces, they and their families may ask school staff to connect them to legal resources. Schools are very important spaces to help families find trustworthy legal options. By having an understanding of the local legal resources we can help families stay protected from losing money on scams and fraudulent legal processes.</p>	<ul style="list-style-type: none"> • Refer families to local legal clinics which can be found on RapidResponseTucson.com • Share a list of trusted lawyers in the Tucson area. Reference the “ScholarshipsA-Z Trusted Attorneys” list. • Host a free legal clinic at your school several times a semester. “A majority of undocumented students are from low income families, hence they cannot afford to seek legal counselling. Collaborating with your university’s law school or a local law clinic to provide free legal counseling to undocumented students on your campus would allow them to apply for legal options and consequently they may receive a work permit and be eligible to study abroad. Additionally, supporting immigrant rights groups would also allow law students to gain litigation experience and advocate for state legislative changes. <ul style="list-style-type: none"> ◦ Reach out to your law school or clinic and get an idea of the amount of pro-bono cases or hours they are allowed to take during the school year. Ask the professors and students if they would be committed to set aside “office hours” or work blocks twice a week, where students can visit the law school library or a professor's classroom so that they can get help filling out legal applications and/or ask legal questions.” (UWD)
<h2>Higher Education: Colleges & Universities</h2>	
<h3>Emerging</h3>	
Topic	Action Steps and Examples
<p>Undocumented student task force “Many times educators feel like they are working in silos when it comes to working alongside and supporting undocumented students. Some educators might feel like the institution does not support their work</p>	<ul style="list-style-type: none"> • Gather a group of staff members, faculty, administrators, and undocumented students within your school district <ul style="list-style-type: none"> ◦ This is a way to connect individuals who have institutional knowledge about access to resources with people whose lived experiences and needs would help lead and address undocumented student issues at your institution (UWD) • Create a united voice to work with students to address their needs by building collective

<p>and others might feel like they are the only ones supporting undocumented students and may get discouraged. Being an ally is hard and continuous work thus it is important for educators and students to know where the support exists on campus. By forming a committee or task force that is inclusive of educators and immigrant students, you are connecting a group of people who have institutional understanding and access to resources with people whose lived experiences and needs would help lead and address undocumented student issues at your institution. It would also allow student leaders from various clubs, focal issues and cultures to collaborate with undocumented students to increase the resources and support available for undocumented students.” (UWD)</p>	<p>solutions to create effective systemic change.</p> <ul style="list-style-type: none"> ● Build momentum by finding campus staff and students that represent a cross-section of departments, clubs, and spaces within your school. ● Assess the climate of your institution (Reference the SA-Z Self-Assessment Audit Tool) <ul style="list-style-type: none"> ○ What resources does your institution already offer to undocumented students? ○ What do undocumented students identify as needs at your institution? <p>Resources:</p> <ul style="list-style-type: none"> ● NASPA Student Affairs Administrators in Higher Education: Providing Educational Equity for Undocumented Students ● Community College Consortium of Immigrant Education: What Community Colleges Can Do to Help Immigrant Youth Achieve Their Potential <p>Examples:</p> <ul style="list-style-type: none"> ● Northern Illinois University: Presidential Task Force for the Support of Undocumented Students
<p>Join the ScholarshipsA-Z Educators Committee A group of educators and members of community organizations supporting education equity in Tucson meet regularly to connect with each other; learn about current local and national policies impacting our students and their families; share knowledge; collaborate on new systems; and rethink the ways we are supporting immigrant students in our schools, districts, and educational programs.</p>	<ul style="list-style-type: none"> ● Commit to attending a monthly ScholarshipsA-Z Educators Committee meeting. Contact Zobella Vinik, Educators Committee Coordinator, for more details at Zobella@ScholarshipsAZ.org ● “Institutional leaders have consistently reported great benefits from sharing best practices and problem solving collectively amongst others working on the same issues [in different spaces]. These conversations and subsequent meetings were usually initiated through a system affiliation, proximity in geography, shared student populations, and/or in reaction to a hostile political climate.” (<i>Immigrants Rising</i>)

<p>Staff-wide training</p> <p>Knowledge on how to support and provide equitable opportunities for undocumented youth must go beyond 1 or 2 staff members. Student leaders have expressed that basic staff knowledge on <i>how to support</i> undocumented students or <i>who on campus</i> to refer them to must go beyond college counselors to teachers, coaches, principals, discipline coordinators, etc.</p>	<ul style="list-style-type: none"> ● Commit to sending school staff to ScholarshipsA-Z’s Annual Educators Conference ● Host a district-wide training, centering youth voices, led by the University of Arizona Immigrant Student Resource Center or ScholarshipsA-Z. <ul style="list-style-type: none"> ○ To host a ScholarshipsA-Z training at your institution: http://www.scholarshipsaz.org/resources/programs/ ○ University of Arizona Immigrant Student Resource Center trainings sessions: http://eao.arizona.edu/isrc/isrc-training ● Additional Resources: <ul style="list-style-type: none"> ○ US Department of Education: Resources for Immigrants, Refugees, Asylees, and other New Americans ○ Center for American Progress: Removing Barriers to Higher Education for Undocumented Students ○ Immigrants Rising: Top 10 Ways to Support Undocumented Students
<p>Student privacy and FERPA</p>	<ul style="list-style-type: none"> ● It is illegal to ask for, or keep record of, any student’s immigration status. Immigration status is irrelevant to a student’s ability to participate in free and public K-12 education (<i>Plyler v. Doe, 1982</i>). <ul style="list-style-type: none"> ○ Since all students, regardless of immigration status, cannot be denied access to attend free public K-12 schools, their parents/guardians should <i>not</i> be asked about their immigration status either. ● The Family Educational Rights and Privacy Act of 1974 (FERPA) generally prohibits school districts that receive federal funds from the Department of Education from disclosing student information that alone, or in combination with other information, can identify that student, without the prior written consent of a parent or the student (if that student is 18 years of age or older, or attends a postsecondary institution). (<i>See 20 U.S.C. §1232g</i>) <ul style="list-style-type: none"> ○ “There are circumstances when a school district may disclose information from a student’s education records, but these are limited and unlikely to be applicable in the majority of situations school districts confront. ○ There are some limited exceptions to FERPA, see 34 C.F.R. §99.31, as well as narrow, enumerated circumstances under which federal immigration laws require or permit a school district to provide specific information about a student to another federal, state, or local government entity. One such circumstance is where

	<p>the issuance of a non-immigrant visa to a student—and the maintenance of that student's non-immigrant status—is conditioned on the student's attendance at a specific school. Note that in that case, a school district would have pre-existing information about the student that he or she would have presented to the school in order to obtain the underlying visa, and so the school would not have any reason to initiate a request for information about immigration status.” Learn more from this U.S. Dept of Education document: “Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents”.</p> <ul style="list-style-type: none"> • “Some public AZ colleges and universities identify and code DACA students in their institution’s computer system for residency and tuition purposes. “ (<i>Immigrants Rising</i>)
<p>College Readiness & Retention</p>	<ul style="list-style-type: none"> • Be a voice during college and internship presentations-- ask about access for undocumented students. Request that organizations you work with include that information in future presentations. • Check out our transfer guide for undocumented students, found at scholarshipsaz.org/students • Stay updated with ScholarshipsA-Z’s “List of UndocuFriendly Schools in the Southwest”
<p>Dedicated scholarships to Undocumented students Because federal financial aid, federal loans, and AZ state financial aid is inaccessible to undocumented students, scholarships are fundamental to creating access to higher education for undocumented students. “For these reasons, challenging your institutional scholarships to not require a SSN, U.S. citizenship, legal permanent residency and not to ask for FAFSA to be eligible for scholarships and institutional aid is critical in making higher education accessible to undocumented students.” (<i>UWD</i>)</p>	<ul style="list-style-type: none"> • Connect students to the ScholarshipsA-Z scholarship list found at www.scholarshipsaz.org/scholarships. Post our scholarship flier in your office, reference ScholarshipsA-Z informational flyer (English / Spanish) • Keep in mind that due to restrictions of Prop 300, DACA and undocumented students qualify for little to no financial aid. • Does your organization have a local scholarship for graduating students? Is that scholarship open to students without SSNs? What do you have to do to change the eligibility requirements? • If there are scholarships within your institution that ask for SSN, FAFSA information or US citizenship ask: <ul style="list-style-type: none"> ○ Is there an alternative way to track a students’ profile information (e.g. school ID number; birthdate)? ○ Can we request personal financial information in an alternative way (e.g. CSS profile)?

	<ul style="list-style-type: none"> ○ Does the scholarship application ask for US citizenship as a formality? Is it actually necessary for the funds available? ● Remember that in public institutions, foundation money is private <ul style="list-style-type: none"> ■ Reach out to private donors to sponsor scholarships ● When supporting students through applying for scholarships, if you come across applications that don't allow undocumented students to apply, reach out to the scholarship organization and ask them the above questions. ● “If your institution already awards scholarships to undocumented students, but does not want to publicly state it, make a clear plan on how you will let undocumented students know that they can apply.” (UWD)
<p>Internship Opportunities</p>	<ul style="list-style-type: none"> ● Have a readily-available list of internships and fellowship opportunities for undocumented students. ● Create opportunities at your respective institution to pay undocumented students for the work that they do. Look into creating different ways in which your institution, or department, can pay undocumented students. Examples are: <ul style="list-style-type: none"> ○ Independent contracting information at immigrantsrising.org ○ See “Payments to Individuals That Do Not Require I-9s OR 1099s” ● Undocumented people cannot legally work without work authorization. Most colleges provide fellowship/scholarship opportunities instead, rather than the independent contractor (IC) model because it allows for more flexibility in the type of tasks. IC work has to follow the IRS Common Law Rules, which determine whether a worker should be classified as an IC or employee. There are also other ways to transfer payment to individuals (without work authorization), which is generally easier to do at colleges. Reference “Payments to Individuals That Do Not Require I-9s OR 1099s” for a great document that provides an overview of options that exist to provide payment to individuals without the I-9. ● One of the best options is the creation of an LLC, in which individuals become owners and can provide a variety of services under the name of the LLC, instead of using their own personal information. Check out Democracy at Work Institute (DWI) for more information about LLCs.
<p>Graduate/ Professional Programs</p>	<ul style="list-style-type: none"> ● Check out the “Life After College Guide” by Immigrants Rising for details about graduate school options and support for undocumented students.

<p>Mental and emotional support for Undocumented students</p> <p>“Once trust and mutual respect are established, institutional advocates are often exposed to the real emotional, psychological, and mental challenges that many undocumented young people face.” <i>(Immigrants Rising)</i></p>	<ul style="list-style-type: none"> ● “Student challenges include: negotiating the complexity of their personal identity with their immigration status, having to leave their country of origin, being forced to assimilate to a new culture, confronting the realities of poverty, being the first in their families to enter higher education in the United States, and the fear around deportations/separations of family members and other loved ones. Institutional advocates recognize the ongoing need to address these issues, but only a small number of institutions have responded accordingly. Providing mental/emotional support for undocumented students has taken many forms.” <i>(Immigrants Rising)</i> ● Higher full-time dedicated licensed counselor(s) to support undocumented students ● Open a center where undocumented students can go to and receive emotional and educational support ● Open a fund to help undocumented students pay for mental health services in your institution ● Train counselors in your school on how to be culturally competent (e.g. know key terminology) ● Be ready to refer your students to mental health community resources listed in the “Tucson Resource Guide for Immigrant Families” (English, Espanol) ● Build support groups (see Foundations: Undocumented Students Club) and connect with existing support spaces <ul style="list-style-type: none"> ○ Learn about ScholarshipsA-Z’s Immigrant Youth Gathering & Girasol Project, a support space for young adults who are directly impacted by the deportation and detention system to share their undocumented experiences through conversation and art. Email girasol@scholarshipsaz.org for details and future meetups. ● Open peer-to-peer support & advising sessions
<p>Collaborate with supportive community organizations</p>	<ul style="list-style-type: none"> ● Have copies of the “Tucson Resource Guide for Immigrant Families” (English, Español) available in your office to connect students and families with helpful local resources. ● Stay up-to-date on events hosted by ScholarshipsA-Z and the University of Arizona Immigrant Student Resource Center. ● Show up for your students and their families at community gatherings in support of education equity.
<p>Higher Education: Colleges & Universities</p>	

Comprehensive	
Topic	Action Steps and Examples
<p>Undocumented student orientation</p> <p>“These events facilitate a smoother entry into college life and promote academic success by deconstructing potential enrollment roadblocks, building community among students, and connecting them with faculty and staff allies on campus.” <i>(Immigrants Rising)</i></p>	<ul style="list-style-type: none"> ● If your college or university offers campus tours, provide language and training to student ambassadors and tour guides so they can accurately speak about the campus resources available to undocumented and DACA students. ● Connect with all immigrant-led groups on campus and ask what resources they would want to provide and/or what type of resources they deem necessary to have at the new student orientation <ul style="list-style-type: none"> ○ e.g. Financial aid services, clubs and orgs, legal services, off-campus housing, etc. ● Contact admissions or new student orientation offices to organize a stand-alone new student orientation or add to a larger, existing new student orientation. Ensure the orientation is accessible in terms of cost, time and location.
<p>Undocumented student program</p>	<ul style="list-style-type: none"> ● “Having an undocumented student program centralizes support services for current and prospective students where they can get invaluable information to address their needs in accessing, paying for, and succeeding at their college or university. The creation of these programs is always the culmination of a great deal of advocacy and hard work. At the colleges who have a program, the primary function is to support undocumented students through staffing, resources, academic advising, career counseling, a central hub for organizing, peer counseling, and training for faculty and staff.” <i>(Immigrants Rising)</i>
<p>Resource center</p> <p>“All students need a physical space where they feel welcomed and supported by key staff. Undocumented students particularly need a space where they do not fear judgment based on their immigration status and more importantly where they have a space to be themselves without always having to be reminded of or having to explain their immigration status.</p>	<ul style="list-style-type: none"> ● Have a dedicated space with full-time staff that serves undocumented, DACA, mixed-status and refugee students ● Have staff that is well versed in immigration policies and know how to provide resources to students ● In the interim of creating this space, what are existing spaces on your campus where you can ensure students will receive support and information? ● For example, see: <ul style="list-style-type: none"> ○ University of Arizona: Immigrant Student Resource Center ○ Berkeley: Haas Dreamer’s Resource Center

<p>Furthermore, it is important to provide a space where they can gather with other students to advocate for resources and discuss community issues, as well as meet with students and counselors to find support.” (UWD)</p>	
<p>Student employment on campus</p>	<ul style="list-style-type: none"> ● “DACA has opened the doors for many students who were previously ineligible for work, yet there are still countless undocumented students who do not qualify. It is essential that you work with campus partners and your institution to find employment opportunities for undocumented students who do not qualify for or have received DACA.” (UWD) ● “Finding opportunities for students to do research, work as a resident advisor, tutor, a campus tour guide or within the dining halls are ways that the institution can support undocumented students. Because these positions are paid, you can set up a system where instead of being paid for being a resident advisor, they can get subsidized or free on-campus housing, a meal plan or a scholarship(s) for books. Additionally, instead of getting a stipend for research, they can get partial tuition fees waived, transportation passes, or student health fees waived. This would also be beneficial to the institution, as the money would essentially be recycled within the university itself. Because all university systems are set up differently, it is up to you to look into possible avenues for student employment.” (UWD)
<p>Build your own scholarship open to and/or dedicated to DACA and Undocumented students</p>	<ul style="list-style-type: none"> ● Establish a private fund at your institution’s foundation that is accessible to DACA and undocumented students <ul style="list-style-type: none"> ○ E.g. University of Arizona’s foundation’s scholarship available to DACA students attending the UA ○ E.g. The Dreamers and Beyond Scholarship at Pima Community College for PCC students who have DACA or are undocumented ● Partner with community organizations to fund basic needs or emergency needs of undocumented and DACA students at your school. ● Identify individuals who can make large financial contributions specifically to support DACA and undocumented students. ● Create 501(c)(3) non-profit organizations that are committed to awareness raising and fundraising on behalf of undocumented and DACA students at your school.

Deportation Defense: Rapid Response Systems and Immigration Authorities on and off Campus

The risk of deportation is real and detrimental to undocumented people's well-being, mental health, and physical safety. Creating rapid response systems within your school can help to keep your students and their families safe, and to make sure their rights' are being respected by law enforcement.

- Create a clear policy that outlines a rapid response system in the case of Border Patrol or ICE on campus. While the University of Arizona and Pima Community College are creating plans, checkout [“Understanding the Sanctuary School and Safe Zone Movement”](#) for reference.
 - Communicate your policy to students and parents
- For example, if you see ICE or Border Patrol on your campus:
 - Find out why they are there. Contact your school's point-person immediately (Reference k-12 Foundations: Deportation Defense)
 - Ask for a warrant signed by a judge. If they do not have one, ask them to leave.
 - Close campus to immigration authorities (who don't present a *judicial warrant*)
 - Designate a safe space for students that want it.
 - Have your point-person contact ScholarshipsA-Z Deportation Defense team (520-369-2994) or Tucson Community Rapid Response (520-221-4077)
 - Help students find alternative transportation home so parents are not asked to come into a potentially dangerous situation
- When having these conversations with supervisors these examples may be helpful.
 - Why we need protocol: [2013 ACLU of Arizona Letter to Sunnyside School District](#)
 - Existing school districts that have created rapid response plans and closed their campuses to immigration authorities:
 - [UCLA Community School Proposed Sanctuary Protocol](#)
 - [PBS Newshour: What can schools do to protect undocumented students, and other FAQs](#)

Community Organizations

Foundations

Topic	Action Steps and Examples
<p>Supportive staff “Seek to provide emotional support by practicing active listening, building safe zones and providing workshops for students to process the struggles they are facing. They uplift student voices and provide the spaces for student-led, or community-led, events, both hosted by your community organization or within the schools that you work in.” <i>(Immigrants Rising)</i></p>	<ul style="list-style-type: none"> ● Write clear and easy-to-find policies regarding the eligibility of undocumented students within your programs <ul style="list-style-type: none"> ○ Include this process in your staff training so that all staff share mutual knowledge of how to support undocumented students within your spaces ● If your program works with school liaisons-- include information regarding the support of undocumented students in your training materials to ensure that school staff liaisons are aware of eligibility requirements for all students; designate a point-person for liaisons to contact for further support working with immigrant families ● Familiarize yourself with relevant, important, and current terminology. Reference the ScholarshipsA-Z Terminology worksheet. ● Commit to staying up-to-date with relevant local, state, and federal policies that impact education opportunities for immigrant students. Follow ScholarshipsA-Z, Aliento, and United We Dream on Facebook for updated and accurate news. Encourage your students and their families to do the same. ● When working with students always remember to: <ul style="list-style-type: none"> ○ Practice active listening. ○ If you are unsure of how to answer a question-- be honest. You can say, “I actually don’t know the answer to that, but let’s look it up together” or “I will find out and get back to you by the end of the week.” Don’t be hesitant to research. We are not expected to be experts, but we can commit to helping our students get answers. ○ Report back to students with honesty and care. Sometimes the information you find is difficult to convey to students. You may learn that programs you have referred students to for years are inaccessible to undocumented students. Be unafraid to share accurate information with your students, while also holding space for them to process frustration.

	<ul style="list-style-type: none"> ○ Challenge existing barriers. When you learn that a program is inaccessible to undocumented students get in contact with the program coordinators and ask questions. This may mean rethinking the accessibility of your own community organization or program. Understand what the true parameters of the program are, and if a requirement for US citizenship or SSNs is just a formality. Contact ScholarshipsA-Z for guidance on expanding conversations. ○ Create alternative pathways. As educators we must push forward and identify other ways that our immigrant students can have access to equal opportunities to their peers. ○ Connect students with other local community groups. Reference the “Tucson Resource Guide for Immigrant Families” (English, Español). ● Be aware of ways that a student may share their status with you: <ul style="list-style-type: none"> ○ Does the student: <ul style="list-style-type: none"> ■ Refuse to participate in programs that you think they qualify. (e.g. A student may not be able to study abroad, even with DACA) ■ Not qualify for any state or federal financial aid ■ Have low motivation to perform well in school and plan for college or a career ■ Seem hesitant or scared to travel for school, or extracurricular, trips ■ Use a passport or school card as their main form of ID
<p>Know key terminology to create a safer, welcoming environment for students and families</p>	<ul style="list-style-type: none"> ● Understand the difference between the terms “Dreamer,” “DACA recipient,” “Undocumented,” and “Mixed-Status Family.” Language matters; using words intentionally will help create safer environments for students and their families. Drop the i-word (illegal); which is dehumanizing, racially charged, and legally inaccurate. See the Terminology worksheet. ● Acknowledge that the term “Dreamer” connotes a certain narrative of a high-achieving, non-criminalized student that can be harmful to the rest of the undocumented community and not all undocumented youth identify with the term. ● Learn why many undocumented students do not qualify for DACA. ● Know that DACA and the Dream Act are two different pieces of legislation. There is currently no Dream Act.

	<ul style="list-style-type: none"> ● Understand that folks with different immigration statuses experience unique barriers on the path to higher education. ● Recognize that many students come from mixed-status families. <ul style="list-style-type: none"> ○ A student’s parents or family members may or may not have the same immigration status as them. ○ In 2014, 12.2% of k-12 students in Arizona had at least one parent who was undocumented. (<i>Pew Research Center: Children of unauthorized immigrants represent rising share of k-12 students</i>)
<p>Informational materials and visual images “Having informational materials and visual images available [at your office] is one of the first steps staff can take to help undocumented students get answers to pressing questions. Providing students with the ability to obtain information and positive messaging without having to self-disclose their status, allows them to increase their knowledge and build trust.” (<i>Immigrants Rising</i>)</p>	<ul style="list-style-type: none"> ● Display the ScholarshipsA-Z informational flyer (English / Spanish) in your office and community spaces. Make and hang your own flyer that shows you support undocumented students and their families. ● Have a consistent location where you keep up-to-date policy information impacting immigrant students and their families (i.e. fliers about legal clinics and support spaces, handouts about policy updates, scholarship opportunities). ● Designate your office or center as an information center and a sanctuary. See “Understanding the Sanctuary School and Safe Zone Movement” for reference.
<p>Website “Getting information for undocumented students onto [your organizations’] website has been key as the majority of students check online to see if they are eligible for programs. While this information does not replace one-on-one interactions with a staff person, it is instrumental in magnifying the scope of work an individual can do. Inclusion of this information usually begins on the [organizations’/programs eligibility requirements] or financial aid webpage with</p>	<ul style="list-style-type: none"> ● Be unafraid to post easy-to-find information that helps students learn their options <ul style="list-style-type: none"> ○ Does your website and promotional materials clearly state whether or not undocumented students can participate? <p>Some examples may include:</p> <ul style="list-style-type: none"> ● “All high school students in Tucson are eligible to apply.” ● “All students encouraged to participate.” ● “A SSN is needed to apply. For other opportunities, regardless of immigration status, please visit: ScholarshipsAZ.org” <ul style="list-style-type: none"> ○ PepsiCo Cesar Chavez Latino Scholarships Fund: “The Fund will provide \$300,000 in scholarships awards to qualified Latino students in Arizona and California regardless of national origin or immigration status in an effort to promote their academic success.”

links to helpful websites, downloadable flyers or FAQs.” (<i>Immigrants Rising</i>)	<ul style="list-style-type: none"> ○ Metropolitan Education Commission: Links to both ScholarshipsA-Z and TheDream.US websites under their quick links section.
Recognition of non-Latino communities	<ul style="list-style-type: none"> ● Recognize that of the 11.5 million undocumented community, 40% are of non-Latino background (<i>Pew Research Center, 2017</i>) <ul style="list-style-type: none"> ○ 1.3 million identify as Asian-Pacific Islander (<i>Kieu, 2013</i>) ● Combat the stereotype that being undocumented is a “Latino only” issue <ul style="list-style-type: none"> ○ In any discussions about undocumented students all educators, peers, and community partners are responsible to correct this myth ● Learn about organizations that represent other undocumented groups, such as UndocuBlack, ASPIRE, Mariposas Sin Fronteras, TransQueerPueblo
<p>Deportation Defense The risk of deportation is real and detrimental to undocumented people’s well-being, mental health, and physical safety.</p>	<ul style="list-style-type: none"> ● Designate a staff person who will be contacted in the case of a student, or family member, being arrested or detained. Update all staff on who the point-person is and how to contact them. ● In the case of Border Patrol or ICE presence at, or near, your office--or in the situation that a student reports to a staff member that a family member has been detained--the designated staff member will get in immediate contact with ScholarshipsA-Z. Contact Zobella Vinik and our Deportation Defense team at (520) 369-2994 or our general number at (520) 305-9342. ● Have information about Tucson Community Rapid Response (RapidResponseTucson.com) readily available for students and families. ● Learn about, and create, sanctuary spaces and safe zone documents that protect undocumented students, families, educators, and staff <ul style="list-style-type: none"> ○ Immigrants Rising provides this helpful guide for educators with sample resolutions, resources, and steps (See “Understanding the Sanctuary School and Safe Zone Movement” for reference)
Community Organizations	
Emerging	
Topic	Action Steps and Examples

<p>Join the ScholarshipsA-Z Educators Committee A group of educators and members of community organizations supporting education equity in Tucson meet regularly to connect with each other; learn about current local and national policies impacting our students and their families; share knowledge; collaborate on new systems; and rethink the ways we are supporting immigrant students in our schools, districts, and educational programs.</p>	<ul style="list-style-type: none"> ● Commit to attending a monthly ScholarshipsA-Z Educators Committee meeting. Contact Zobella Vinik, Educators Committee Coordinator, for more details at Zobella@ScholarshipsAZ.org ● “Institutional leaders have consistently reported great benefits from sharing best practices and problem solving collectively amongst others working on the same issues [in different spaces]. These conversations and subsequent meetings were usually initiated through a system affiliation, proximity in geography, shared student populations, and/or in reaction to a hostile political climate.” (<i>Immigrants Rising</i>)
<p>Staff-wide training Knowledge on how to support and provide equitable opportunities for undocumented youth must go beyond 1 or 2 staff members. Student leaders have expressed that basic staff knowledge on <i>how to support</i> undocumented students or <i>who on campus</i> to refer them to must go beyond college counselors to community partners, teachers, coaches, principals, discipline coordinators, etc.</p>	<ul style="list-style-type: none"> ● Commit to sending staff to ScholarshipsA-Z’s Annual Educators Conference ● Host an organization-wide training, centering youth voices, led by the University of Arizona Immigrant Student Resource Center or ScholarshipsA-Z. <ul style="list-style-type: none"> ○ To host a ScholarshipsA-Z training at your institution: http://www.scholarshipsaz.org/resources/programs/ ○ University of Arizona Immigrant Student Resource Center trainings sessions: http://eao.arizona.edu/isrc/isrc-training ● Additional Resources: <ul style="list-style-type: none"> ○ US Department of Education: Resources for Immigrants, Refugees, Asylees, and other New Americans ○ Center for American Progress: Removing Barriers to Higher Education for Undocumented Students ○ Immigrants Rising: Top 10 Ways to Support Undocumented Students (See for reference)
<p>Connect to existing scholarships that are open to undocumented and DACA students; Challenge scholarships that deny access to undocumented and DACA students</p>	<ul style="list-style-type: none"> ● Connect students to the ScholarshipsA-Z scholarship list found at www.scholarshipsaz.org/scholarships. Post our scholarship flyer in your office; reference “ScholarshipsA-Z scholarships flyer.” ● Does your organization have a local scholarship for graduating students? Is that scholarship open to students without SSNs? What do you have to do to change the eligibility requirements?

<p>Because federal financial aid, federal loans, and AZ state financial aid is inaccessible to undocumented students, scholarships are fundamental to creating access to higher education for undocumented students.</p>	<ul style="list-style-type: none"> ● If there are scholarships within your organization that ask for SSN, FAFSA information or US citizenship ask: <ul style="list-style-type: none"> ○ Is there an alternative way to track a students' profile information (e.g. school ID number; birthdate)? ○ Can we request personal financial information in an alternative way (i.e. CSS profile)? ○ Does the scholarship application ask for US citizenship as a formality? Is it actually necessary for the funds available? ● When supporting students through applying for scholarships, if you come across applications that don't allow undocumented students to apply, reach out to the scholarship organization and ask them the above questions. ● "If your institution already awards scholarships to undocumented students, but does not want to publicly state it, make a clear plan on how you will let undocumented students know that they can apply." (UWD) ● "Challenging your institutional scholarships to not require a SSN, U.S. citizenship, legal permanent residency and not to ask for FAFSA to be eligible for scholarships and institutional aid is critical in making higher education [and community programming] accessible to undocumented students." (UWD)
<p>Student privacy and FERPA</p>	<ul style="list-style-type: none"> ● In public schools it is illegal to ask for, or keep record of, any student's immigration status. Immigration status is irrelevant to a student's ability to participate in free and public K-12 education (<i>Plyler v. Doe, 1982</i>). <ul style="list-style-type: none"> ○ Since all students, regardless of immigration status, cannot be denied access to attend free public K-12 schools, their parents/guardians should <i>not</i> be asked about their immigration status either. ● The Family Educational Rights and Privacy Act of 1974 (FERPA) generally prohibits school districts that receive federal funds from the Department of Education from disclosing student information that alone, or in combination with other information, can identify that student, without the prior written consent of a parent or the student (if that student is 18 years of age or older, or attends a postsecondary institution). (<i>See 20 U.S.C. §1232g</i>)

	<ul style="list-style-type: none"> ○ “There are circumstances when a school district may disclose information from a student's education records, but these are limited and unlikely to be applicable in the majority of situations school districts confront. ○ There are some limited exceptions to FERPA, see 34 C.F.R. §99.31, as well as narrow, enumerated circumstances under which federal immigration laws require or permit a school district to provide specific information about a student to another federal, state, or local government entity. One such circumstance is where the issuance of a non-immigrant visa to a student—and the maintenance of that student's non-immigrant status—is conditioned on the student's attendance at a specific school. Note that in that case, a school district would have pre-existing information about the student that he or she would have presented to the school in order to obtain the underlying visa, and so the school would not have any reason to initiate a request for information about immigration status.” Learn more from this U.S. Dept of Education document: “Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents”.
<p>Internship Opportunities</p>	<ul style="list-style-type: none"> ● Have a readily-available list of internships and fellowship opportunities for undocumented students. ● Create opportunities at your respective institution to pay undocumented students for the work that they do. Look into creating different ways in which your institution, or department, can pay undocumented students. Examples are: <ul style="list-style-type: none"> ○ Independent contracting information at immigrantsrising.org ○ See “Payments to Individuals That Do Not Require I-9s OR 1099s” ● Undocumented people cannot legally work without work authorization. Most colleges provide fellowship/scholarship opportunities instead, rather than the independent contractor (IC) model because it allows for more flexibility in the type of tasks. IC work has to follow the IRS Common Law Rules, which determine whether a worker should be classified as an IC or employee. There are also other ways to transfer payment to individuals (without work authorization), which is generally easier to do at colleges. Reference “Payments to Individuals That Do Not Require I-9s OR 1099s” for a great document that provides an overview of options that exist to provide payment to individuals without the I-9.

	<ul style="list-style-type: none"> ● One of the best options is the creation of an LLC, in which individuals become owners and can provide a variety of services under the name of the LLC, instead of using their own personal information. Check out Democracy at Work Institute (DWI) for more information about LLCs.
<p>Collaborate with supportive community organizations</p>	<ul style="list-style-type: none"> ● Have copies of the “Tucson Resource Guide for Immigrant Families” (English, Espanol) available in your office to connect students and families with helpful local resources. ● Stay up-to-date on events hosted by ScholarshipsA-Z and the University of Arizona Immigrant Student Resource Center. ● Show up for your students and their families at community gatherings in support of education equity.
<p>Mental and emotional support for undocumented students within your programming “Once trust and mutual respect are established, institutional advocates are often exposed to the real emotional, psychological, and mental challenges that many undocumented young people face.” <i>(E4FC)</i></p>	<ul style="list-style-type: none"> ● “Student challenges include: negotiating the complexity of their personal identity with their immigration status, having to leave their country of origin, being forced to assimilate to a new culture, confronting the realities of poverty, being the first in their families to enter higher education in the United States, and the fear around deportations/separations of family members and other loved ones. Institutional advocates recognize the ongoing need to address these issues, but only a small number of institutions have responded accordingly. Providing mental/emotional support for undocumented students has taken many forms.” <i>(Immigrants Rising)</i> ● Be ready to refer your students to mental health community resources listed in the “Tucson Resource Guide for Immigrant Families” (English, Espanol) ● Build support groups (see Foundations: Undocumented Students Club) and connect with existing support spaces <ul style="list-style-type: none"> ○ Learn about ScholarshipsA-Z’s Immigrant Youth Gathering & Girasol Project, a support space for young adults who are directly impacted by the deportation and detention system to share their undocumented experiences through conversation and art. Email girasol@scholarshipsaz.org for details and future meetups. ● Open peer-to-peer support & advising sessions ● Open a fund to help undocumented students pay for mental health services in your organization ● Train staff that work directly with students on how to be culturally competent

Community Organizations

Comprehensive

Topic	Action Steps and Examples
Build your own scholarship open to and/or dedicated to DACA and Undocumented students	<ul style="list-style-type: none">● Establish a private fund at your organization’s foundation that is accessible to DACA and undocumented students<ul style="list-style-type: none">○ One example is the annual ScholarshipsA-Z scholarship granted through the Sunnyside Unified School District’s Dollars for Scholars program● Partner with other community organizations to fund basic needs or emergency needs of undocumented and DACA students in your program● Identify individuals who can make large financial contributions specifically to support DACA and undocumented students● If you are a 501(c)(3) non-profit organization commit to awareness raising and fundraising on behalf of undocumented and DACA students in the Tucson community