Advance CTE

Research Request

Undocumented Students (Prepared for Indianapolis)

# Request

### *Indianapolis Public Schools inquired about resources and ideas to support undocumented students in CTE programs. Specifically, the request tied to tracking of students into lower quality programming due to the inability of undocumented students to sit for credential exams in Indiana. The questions we have are:*

### *1.*     *Do states and/or local districts have curated resources on working with undocumented students in the context of CTE programming?*

### *2.*     *Do states and/or local districts have innovative programming that supports undocumented students through the completion of a CTE program?*

### **Barriers**

Undocumented students encounter discrimination and experience microaggressions based on their documentation status, language, and ethnicity. Undocumented students throughout their enrollment in education continue to encounter limited access and resources due to not having social security numbers. This disqualifies students from possible work-based learning experiences, attainment of credentials and financial assistance for postsecondary opportunities.  Experiences of discrimination, microaggressions, and structural limitations may have an impact on an undocumented student’s personal wellbeing, including increased stressors and anxiety due to having to manage their social status amongst educational personnel and peers alike. ([United We Dream](https://unitedwedream.org/tools/research/report-systemic-racism-in-education/))

[Education Trust](https://west.edtrust.org/wp-content/uploads/sites/3/2015/11/ETW_CA-Undocumented-Students-What-You-Need-to-Know-FINAL-April-2017.pdf)-West identifies several other challenges undocumented students face in their public education including:

* Less parental participation in school by caregivers fearful of revealing immigration status or confused about the education system
* Lack of family access to social services, such as food assistance or health care
* Fear of reporting crimes to law enforcement
* Needing to enter the workforce at a young age to support their families, which impacts their ability to focus on and stay in school and means they are relegated to “under the table” work without employment protections.

**Proposed strategies**

* Ensure that students are exposed to learning experiences that focus on developing college aspirations and preparing students for entry into higher education to help all students have access to higher education.
* Provide school personnel with information and training on the rights of students who are undocumented and other immigration-related issues and policies.
* Request and assist school administrators in providing professional development for teachers and other school personnel related to the cultures reflected in the student population.
* Create a welcoming climate for undocumented students in both the classroom and school building.
* Connect students to undocumented community leaders and role models. Utilize employer-based coalitions interested in diversifying their talent pipeline.

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## **Boston Public Schools, MA**

## Boston Public Schools (BPS) through their English Learners department have compiled a pamphlet of opportunities for undocumented students. In addition, BPS has collaborated with outside organizations to develop a “we dream together” website for undocumented, immigrant and newcomer students. The website covers educators’ resources, covid-19 remote learning resources, resources in different languages, pamphlets, etc.

Pamphlet for undocumented students:<https://drive.google.com/file/d/1rC48FAXrPh_rPu2Lx7gngM13bb1vbmez/view>

We Dream together website:<https://sites.google.com/bostonpublicschools.org/bpswedreamtogether/home>

## **Nebraska Department of Education**

## The Nebraska Department of Education developed a resource guide for addressing the equity gaps for special populations in CTE programming. The document broadly categorizes strategies for special populations and then narrows the focus by pulling out specific strategies for the nine special population groups.

<https://cdn.education.ne.gov/wp-content/uploads/2020/07/NE-Special-Populations-Brief-FINAL-WEB.pdf>

## **Illinois Center for Specialized Professional Support**

## The Illinois Center for Specialized Professional Support developed large scale strategies for local school districts to embed in their buildings for English language learners. The center has collaborated on several other documents for the other nine special population groups.

<https://icsps.illinoisstate.edu/images/pdfs/CTE/Special_Populations_Resources/Super_Strategies/English_Learners_2nd_Proof.pdf>

## **Pennsylvania Department of Education**

## The Pennsylvania Department of Education compiled a catalog of resources for schools working to support undocumented, immigrant and refugee students. The catalog includes sections on publications & reports, lesson plans & activities and federal resources.

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/Undoc-Immigrant.aspx>

## **Oregon Department of Education**

## The Oregon Department of Education (ODE) convened a group of community leaders, higher education advocates, state agency partners, school personnel and students to create a pathway of information. The information assists decision makers in maintaining an equitable, welcoming culture for their schools to support undocumented students and their families. The toolkit serves as a resource and support document for district and school personnel and informs best and safe practices for students in Oregon.

Navigating career pathways as an undocumented student:<https://www.oregon.gov/ode/students-and-family/equity/Documents/Navigating%20Career%20Pathways.pdf>

Undocumented student toolkit:<https://www.oregon.gov/ode/students-and-family/equity/Pages/DACAmentedUndocumented-Toolkit.aspx>

## **Evanston Township High School, IL**

## Evanston Township High School in Evanston, Illinois provides their students with a catalog of resources on college and career development. The first section for students focuses specifically on college enrollment and scholarships. The second section for educators’ catalogs resources around DACA students and educator toolkits for providing more welcoming spaces for their undocumented students.

<https://www.eths.k12.il.us/Page/1148>

## **Syracuse Public Schools, NY**

## Huffington post writes an article on the nationality positions introduced at Syracuse Public Schools. The addition of these positions has offered families an opportunity to engage more heavily in their student’s education through the support of translators.

<https://www.huffpost.com/entry/syracuse-schools-translator_n_5776b7cae4b04164640fe39b>

## **Harvard Graduate School of Education**

## The Harvard Graduate School of Education established an initiative called One and All to face the current challenges of education by sharing resources and welcoming ideas, experiences, and perspectives on race, ethnicity and gender. The resources look broadly at teaching race and ethnicity in the classroom and at the building level, but they have also created a page on supporting undocumented students.

Supporting undocumented students:<https://www.gse.harvard.edu/news/uk/17/02/supporting-undocumented-students>

One and all | Strategies to protect students, reject bullying and build communities where everyone thrives:<https://www.gse.harvard.edu/uk/one-and-all>

## **EdResearch for Recovery**

## EdResearch for Recovery writes a brief aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following COVID-19. The document looks specifically at the data and strategies that help support students from immigrant families.

Strategies for supporting students in immigrant families:<https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_9.pdf>

## **Education Trust-West**

## Education Trust-West compiled a catalog of resources for educators, administrators, and school board members to support undocumented students and their families. Education Trust-West is in California so many of the resources compiled focus on information for students from California.

<https://west.edtrust.org/undocumented-students-toolkit/>

## **Organisation for Economic Co-operation and Development**

## The international organisation for economic co-operation and development looks at immigrant families across the world and their performance in education. On pages 14 through 15 the document focuses on the harm in tracking immigrant students in their K-12 education.

<https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>