

Purpose

Following the rescinding of Deferred Action for Childhood Arrivals (DACA) in September 2017, 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 on this vital issue. The DACAmented/Undocumented Collaborative serves to assist, advise and engage in dialogue concerning ODE's work with and for Oregon's undocumented students.

Who are Oregon's DACAmented/Undocumented students?

As much of the Collaborative's work centers on undocumented students, it is imperative that district and school personnel recognize the impact the rescinding of DACA and the overall misinformation about undocumented students has on both the affected student group and Oregon students as a whole. The immigrant community in Oregon is diverse, with approximately 10,000 students in Oregon being DACA recipients. These students' families are from several countries of origin from all regions of the world, including Latin America, Asia, Europe and Africa. School personnel serving all students should provide access to information and resources available that provide safety and opportunities for a healthy life, regardless of status. The infographic to the right provides the numbers on Oregon's immigrant population. More research is below.

- [American Immigration Council: Immigration in Oregon](#)
- [Profiles: Deferred Action for Childhood Arrivals Recipients](#)
- [Charting America's Dreamers](#)

Who and What is this Toolkit For?

The toolkit serves as a resource and support document for district and school personnel, and informs best and safe practices for students in Oregon. It serves as a proactive measure for district and school culture shift and a support concerning practices, resources, and factual information about and for Oregon's students.



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Why These Priorities?

ODE's DACAmented/ Undocumented Collaborative addresses concerns from Oregon's communities. These priorities are guidance for district and school personnel serving Oregon's students:

- Supporting Mixed-Status Families
- Civil Rights Protections
- Oregon's Sanctuary Law
- Access to Higher Education
- Deconstructing the Misunderstandings of Trauma
- Navigating Career Pathways

[What Immigration Means to Oregon Infographic](#)

Navigating Career Pathways

As education professionals, we are committed to ensuring access to and success in educational pathways for all students. Districts and schools provide students opportunities and engagement in career learning activities within and outside of the school to promote exposure and preparation into the workforce.

Considerations for Policy and Practices

- Who are the key partners and stakeholders representative of your student population?
 - How are the voices of students, administrators, teachers, school counselors, secondary and postsecondary partners, community organizations and business and industry included?
 - What sources of data, both qualitative and quantitative, is your district/school using to make informed decisions about student engagement and retention in work-based learning activities?
 - How do you evaluate student access and participation in career learning experiences offered in courses and school activities (i.e., job shadows, career and technical student organizations, school-based enterprise, work experiences (paid or unpaid) or internships)?
 - What evidence-based practices and strategies are used to address equitable access to career learning experiences?
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Best Practices to Address this Priority

- Establish trust and relationships with students and families so students feel comfortable asking questions and potentially disclosing their status.
- Partner with community organizations and businesses that have flexibility in hiring practices and can provide paid work-based learning experiences to immigrant students.
- Provide students with independent contracting/entrepreneurship/self-employment learning experiences to broaden options for those without documentation.
- Prepare students for a variety of career pathways, including opportunities outside the U.S., that promote their ability to leverage their bilingual assets (teaching English, working as an interpreter, working in tourism, etc.).
- Provide stipends to students who need to take unpaid job opportunities or job shadows because of their status.
- Educate students about the importance of paying taxes if they earn more than \$400 annually, even if they work for cash.
- Provide guidance to students on how and when to disclose their status to employers, and on the risk associated with providing false information.
- Provide career information to all students – without assuming which students have documentation challenges.
- Provide intentional dialogue with staff and stakeholders to address their beliefs about immigrant students and students without documentation and the impact this has on students accessing career learning opportunities.
 - Topics addressed may include those such as racial bias, discrimination, gender and racial stereotypes, dual language and knowledge and skill acquisition.
- Provide advising and promotional materials to students and families in their home language about career learning experiences and courses that detail required documentation and processes, including fingerprinting and background checks.

Resources Document Rationale