

**Graduation  
Equity  
Webinar  
Series**

**Empowering Students  
& Families with  
Varying Immigration  
Statuses**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

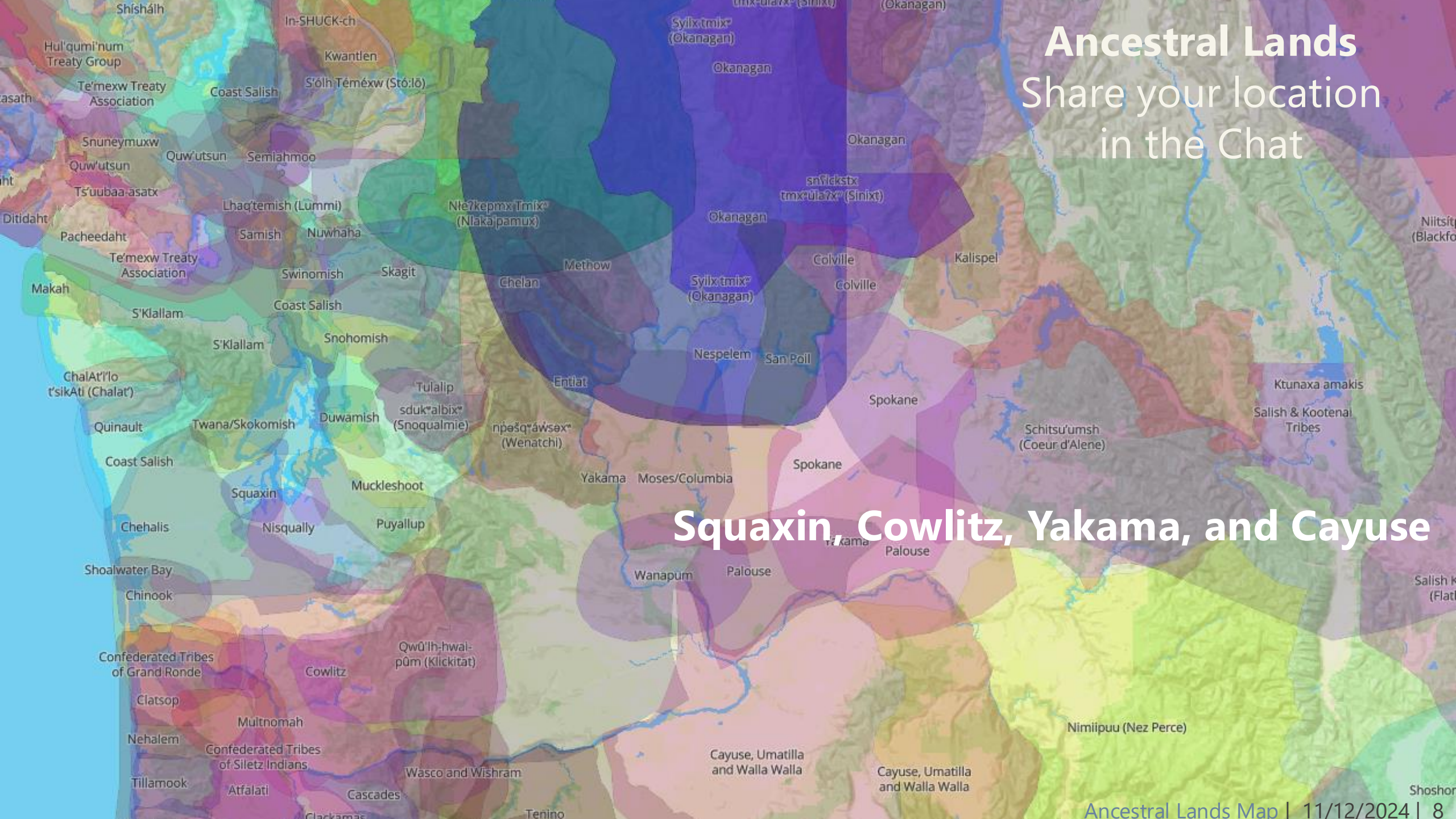
- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

## Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.



Washington Office of Superintendent of  
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**Ancestral Lands**  
Share your location  
in the Chat

**Squaxin, Cowlitz, Yakama, and Cayuse**

# Equity Pause – Why Are We Doing This?



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



# Objectives

- Gain insights into essential supports that effectively empower multilingual and newcomer students and their families.
- Explore the nuanced intersectionality experienced by multilingual and newcomer students, particularly in relation to how some students' immigration status can show up and influence post-secondary plans.
- Foster a commitment to intersectionality in supporting undocumented youth and mixed-status families, equipping participants with practical tools and resources for their post-secondary journey.
- Navigate the landscape of financial aid and community resources available to support undocumented youth and mixed-status families in pursuing their educational goals.



# Presenters



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**Vanessa Delgado**

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Washington State University

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# We want to know about you!



Who's here?



What grade band do you work with the most?



How familiar are you with our topic?



# OSPI Supports

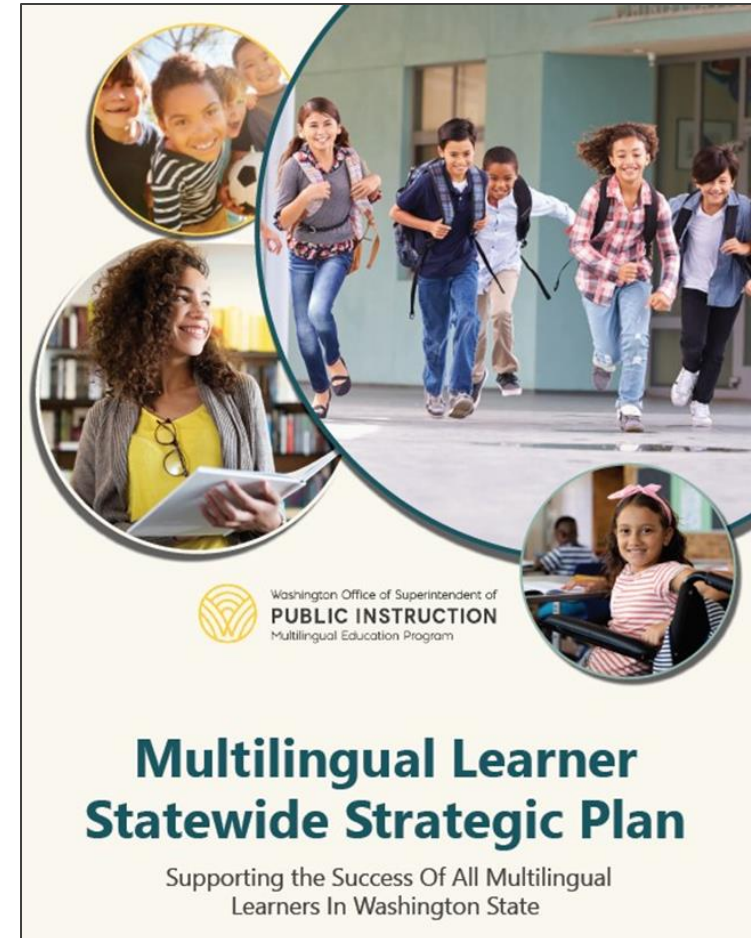




# Multilingual Education Program

Oversee and guide districts serving multilingual learners with implementation of Transitional Bilingual Instruction Programs (TBIP) and Title III Services.

Guidance for districts: [Washington State Multilingual Learners: Policies and Practices Guide](#)



# Student Population Growth in Washington

School Year	2020-21	2021-22	2022-23	2023-24	Growth Over Time
Multilingual Students	132,833	136,505	146,258	156,910	24,077
Total Students	1,093,331	1,091,343	1,096,695	1,100,059	6,728

# Multilingual Learner Graduation Data

68.4%

Graduated in 4 years  
Class of 2020

69.8%

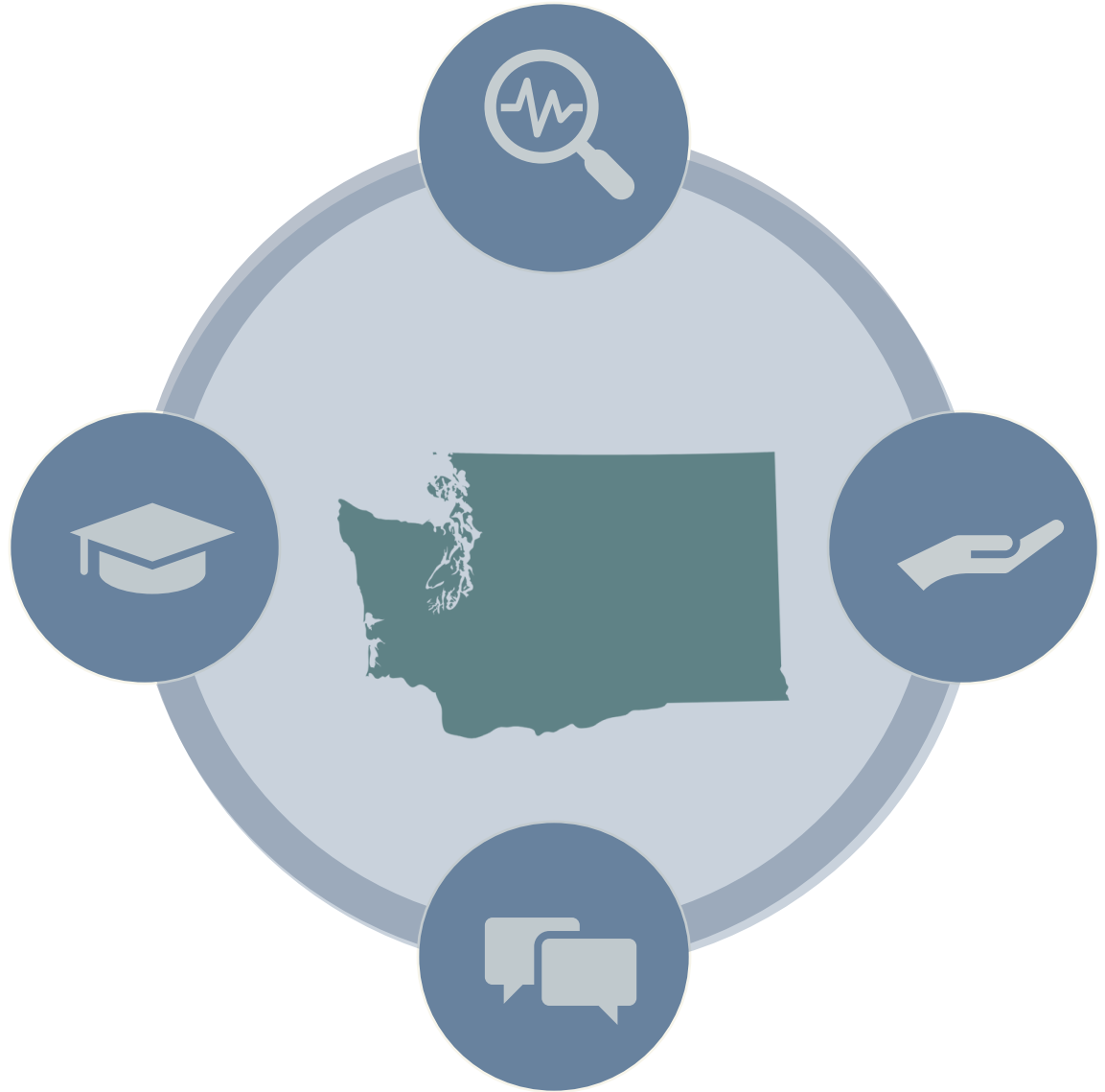
Graduated in 4 years  
Class of 2022

68.9%

Graduated in 4 years  
Class of 2021

70.7%

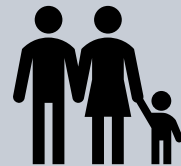
Graduated in 4 years  
Class of 2023



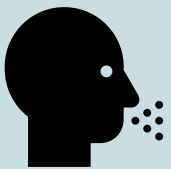
# Building Relationships and Trust with Students and Families



Intake  
Interviews



Community  
Involvement



Language  
Access



Family  
Engagement





# What You Need to Know About Supporting Students & Their Families



# Vanessa Delgado

Assistant Professor of Sociology

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# Why are we doing this?



# A note on terminology

"Undocumented immigrant" refers to a person who does not have a proper legal presence in the U.S.

- Cannot vote, access federal and most state social services, be formally employed, and are subject to deportation
- Transition into "illegality" in high school

"Mixed status families" refers to family units wherein at least one member of the family is undocumented

"Immigrant" refers to someone who is foreign-born, and does not mean they are automatically undocumented

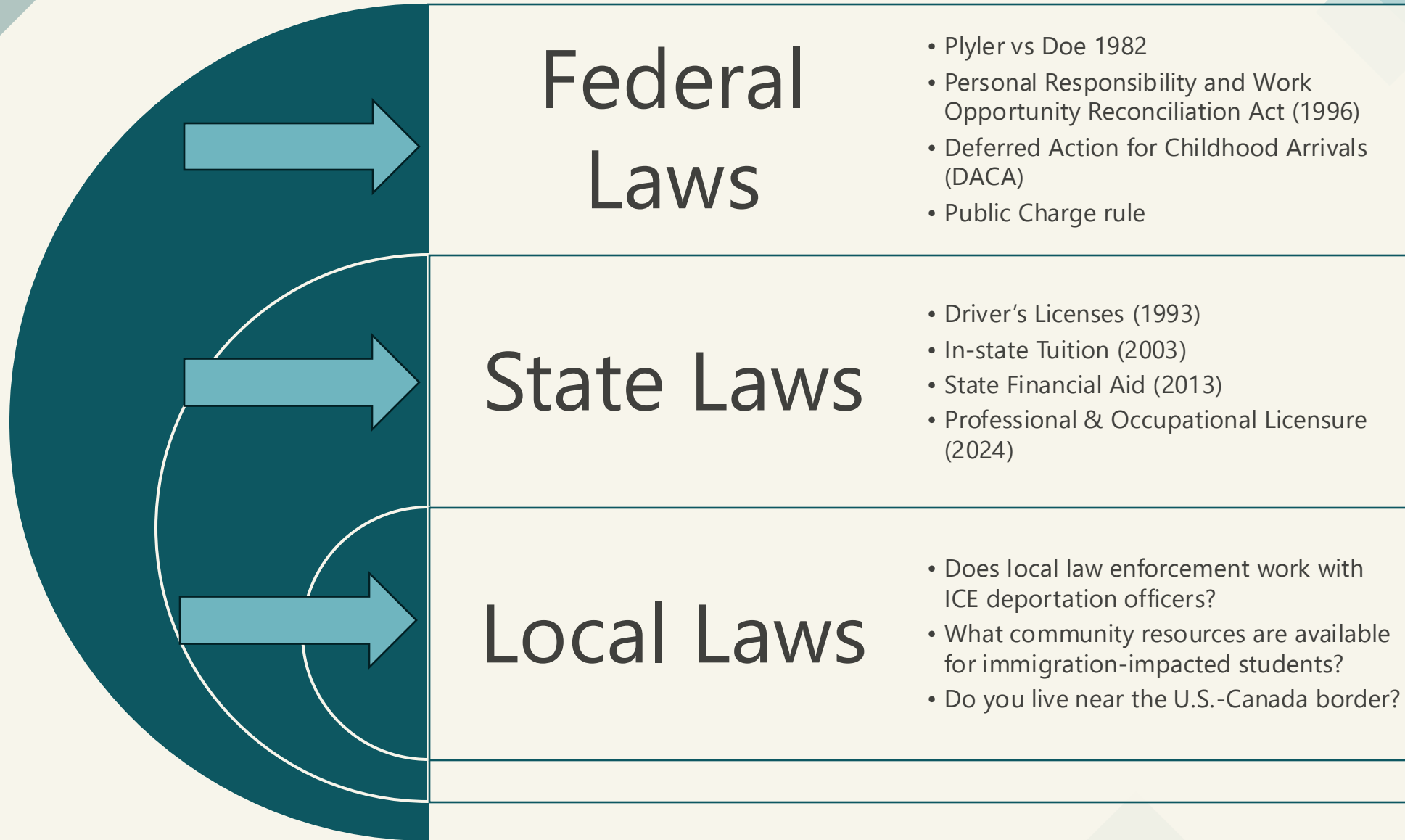
- Refugee, Temporary Protected Status (TPS), Lawful Permanent Resident (LPR)







The lives of undocumented students are shaped by immigration laws.



# Undocumented and mixed-status families in Washington

There are over 1 million immigrants in Washington

- One in every four immigrants is an undocumented immigrant

2,000 undocumented students graduate high school each year

- Most are not eligible for DACA (i.e., work permits)

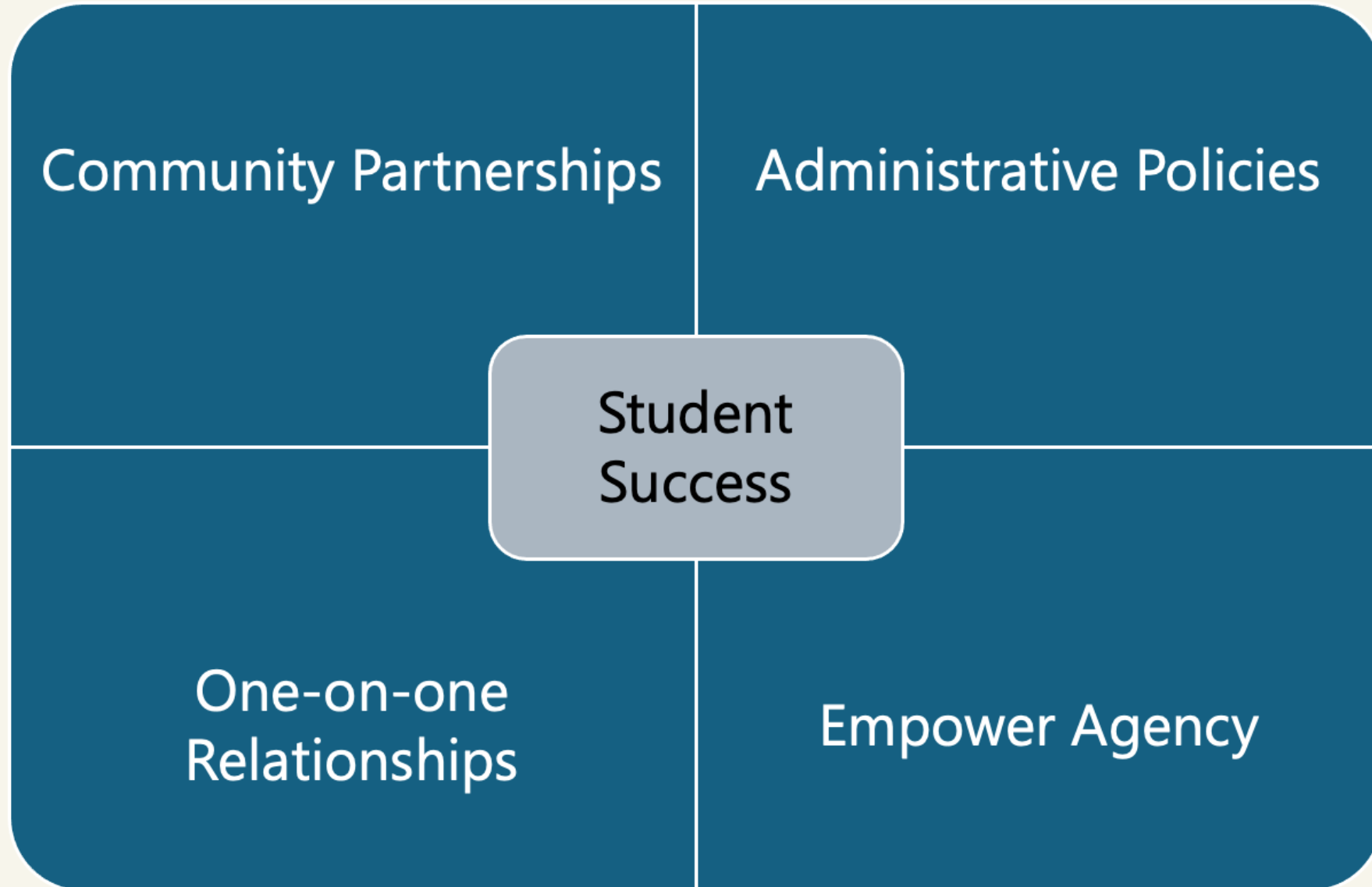
Most are from Latin American countries (65%), but there is a growing undocumented Asian student population (22%)





What can we do to support our students?

# Student Success Strategies



# #1: Community Partnerships

- Developing close relationships with local organizations
  - Hosting or collaborating with "Know Your Rights" workshops
- Building partnerships with local colleges and universities
  - WSU Undocumented Student Center
  - CASHE Conference
  - Zoom options to meet current students and academic advisors



## #2: Administrative Policies

- What policies are implemented at your school for undocumented immigrants?
  - What are the procedures are in place for intake?
- Create an undocumented student task force to support intake, conduct ally trainings, programming for undocumented students, and workshops for undocumented parents
- Create strategies to work with students who experience an immigration-related emergency



# #3: One-on-one Relationships

Research shows that undocumented students choose to **hide** their legal status out of fear, uncertainty, and shame

Foster an inclusive environment in your classroom, identify yourself as an ally to the undocumented community

Advocate for an undocumented student task force, and leverage those resources to support your students

It is okay to not know all the answers – and it is best to be honest about it!





# #4: Empower Agency

Center undocumented students in the implementation of resources – they know best about their needs

Encourage undocumented students to create formal or informal student groups to build community and share resources

Create a formal or informal mentorship program wherein older undocumented students can mentor younger undocumented students

# Wrap-up

Understanding and keeping up with our complicated legal landscape is difficult – so be kind to yourself!

Reflect on what your school does to support undocumented students and how to bolster those resources

- This may shift as our legal landscape changes

Immigrant families experience many barriers in the U.S., and we can use our power as educators to ease that transition



Thank you!



Do you have  
any questions?

Add them to the [Q&A](#)





What Does it Look  
Like to Do This Work?

# Panelists

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most



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# Share What You Learned



- Discuss your ideas with leadership



- Share ideas with your Professional Learning Community



- Lead a discussion with students



# Resources



# Resources

## Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

## Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter
- [Care Package](#)

## Websites

- [Migrant & Multilingual Education](#)
- [Dr. Vanessa Delgado](#)
- [WSAC](#)

## People

- [Connect with OSPI staff](#)



# Next Month

**December 11**

10:00 a.m. – 11:30 a.m.


**Substance Use  
Prevention &  
Intervention Best  
Practices**



# Evaluation

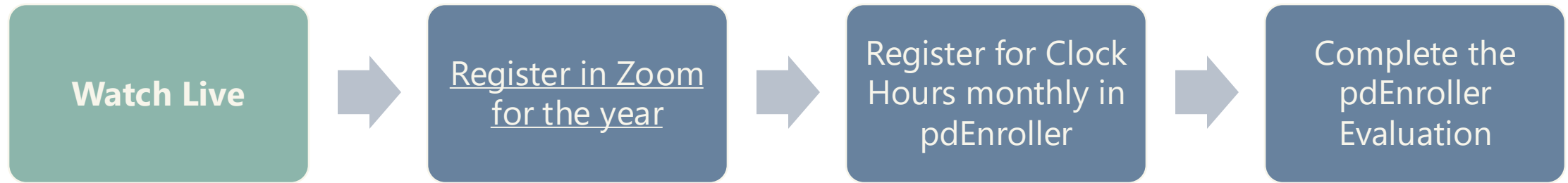


What  
worked?



What could  
we adjust?

# Do You Need Free Equity Clock Hours?



Email [Ronnie.Larson@k12.wa.us](mailto:Ronnie.Larson@k12.wa.us)



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