**Resources at The Evergreen State College**

**for Undocumented and DACA students:**

**The Evergreen State College Website Resources:**

Resources for undocumented students can be found on the following Evergreen website: <http://www.evergreen.edu/undocumented>. The website includes information on in-state tuition, which continues to be available to undocumented and DACA students, as well as available TESC scholarships.

**Staff and Faculty Support:**

While we seek full funding for our Underserved/Undocumented student Retention Program, we have staff and faculty across the college who can support students, connect them to resources, and help them navigate life at Evergreen. Some of the staff and faculty who have regularly worked with the USTF to support undocumented students include: Trina Griffis (*on leave fall)* (**Financial Aid),** Jean Eberhardt **(Academic Advising),** Ivana Trottman **(Career Advising),** Amira Caluya **(First Peoples Multicultural, Trans and Queer Support Services)**,Melissa Bennett (**Student Activities),** Ellen Shortt-Sánchez **(CCBLA),** Riva Villa **(Upward Bound)**,George Castro **(Admissions),** Grace Huerta, Maria Isabel Morales, Alice Nelson, Catalina Ocampo (*on leave fall-winter*), Tom Womeldorff (**Faculty**).

**Familia:**

Familia is a student group dedicated to creating community for and supporting undocumented students. Interested students should contact Melissa Bennett at Student Activities for further information*.*

**Undocumented/Underserved Student Task Force (USTF):**

The Task Force is a group of students, faculty, and staff working to increase support for undocumented students and other underserved student groups. Members of the Task Force can help connect students to the appropriate resources. For questions, undocumented/DACA students as well as their supporters and allies can contact the Task Force through Jean Eberhardt, [EberharJ@evergreen.edu](mailto:EberharJ@evergreen.edu).

**Writing:**

In the fall of 2018 The Writing Center launched a pilot program to support students with Spanish language capacities. The Writing Center now has at least two writing tutors every quarter with Spanish language capacities and cultural competencies who can support heritage speakers of Spanish (students who learned Spanish in their homes and communities) and students taking Spanish classes at the college. Tutors are there to provide culturally sensitive feedback on writing (though not to correct grammar). For more information, contact Sandra Yannone, [yannons@evergreen.edu](mailto:yannons@evergreen.edu).

**Scholarships and Financial aid:**

Students who qualify for WAFSA are eligible to be considered for the State Need Grant and also the Evergreen Need Grant. Students with DACA status may qualify for State or Evergreen Work Study and Evergreen work study. Trina Griffis in the Financial Aid office can answer questions about these and other financial aid programs. In addition, there are TESC scholarships available to undocumented students:

* **The DREAMERship scholarship ($5,400):** Offered to a new or currently enrolled student who is either an undocumented immigrant or a United States resident whose first language is not English. <http://www.evergreen.edu/scholarships/dreamership-scholarship>
* **The UFE Faculty Union Solidarity Scholarships ($1000 per student):** Offered to 10 currently enrolled students attending full time with junior or senior standing. Undocumented and/or DACA students are eligible. <http://www.evergreen.edu/scholarships/united-faculty-evergreen-solidarity-scholarship>
* ***There is at least one additional scholarship…please contact Financial Aid for assistance.***

**10 ways you can support undocumented students at TESC:**

1. Always assume that there is an undocumented student in your program or that you will be working with undocumented students in your role as a staff person.
   * Create alternative opportunities for students (i.e. for field trips, discussions of study abroad opportunities, or discussions of life after college) so they don’t have to reveal themselves as undocumented.
   * Have a secondary plan that accommodates the needs of those students.
2. Allow students full agency for if, when, and how to reveal their stories.
   * Don’t make assumptions about who is or is not an undocumented student.
3. Don’t answer questions about your own citizenship status and don’t answer questions about other students’ status: this creates a climate that asserts everyone’s right not to answer questions about citizenship status and protects non-citizens from being singled out.
   * And of course: don’t ask questions about citizenship or immigration status..
4. Make it safe for students to share that they are undocumented.
   * Make your support for undocumented students public (by, for example, passing out information relevant to undocumented students at the beginning of the quarter, or including language in your syllabus about supporting students, etc.).
   * Help other students in your program understand ways of being inclusive to undocumented students, including avoiding hurtful language (such as the term “illegal”).
5. Make resources available and visible, and make them available to all students so undocumented students don’t have to reveal their status in order to access resources.
6. Even if you don’t know how to help a student, it makes a difference when you show yourself as willing to help and figure out possible solutions..
   * Attend a training! If you are interested in scheduling or organizing a training, please contact the USTF through Jean Eberhardt, [EberharJ@evergreen.edu](mailto:EberharJ@evergreen.edu).
   * Reach out to other people to figure out answers – the list of staff and faculty support is a good first step.
7. Build relationships -- this will be different with each student.
8. When talking to students about life after college:
   * Frame conversations in terms of the options people have.
   * Recognize how much you know and how much you are willing to commit (do not promise what you cannot follow up on).
9. Support students’ multiple languages as a strength that they bring to the class, not a weakness.
   * Be aware of and direct students to tutors with Spanish-language skills at the Writing Center.
10. Support the work of the Undocumented Student Task Force and advocate to institutionalize the Retention Program.
    * If you are not familiar with the retention program, ask members of the USTF.
    * Ask about the future of the program in any conversation with the administration (President, Provost, VP for Equity and Inclusion, or VP for Student Affairs).