



Ohio Association of Adult & Continuing Education

Dear Colleagues,

If you have been watching the news you have probably seen an increase in activity from ICE. You may wonder what your rights and responsibilities are as teachers and administrators, and what rights our students have as well. The Ohio Association of Adult and Continuing Education (OAAACE) is providing this resource to educate our colleagues in the field and to provide resources to help educate our learners. This information is provided as a resource. Please check with your administrators and fiscal agents for program-specific guidance.

While there once was a federal guideline that protected so-named “sensitive locations”, including schools, houses of worship, and hospitals, the current administration will no longer consider these sensitive locations off-limits to agents who are looking to identify and arrest migrants who do not have legal status. As a result, we anticipate that students may fear being on site, particularly at programs that provide ESOL classes, and we expect to see that reflected in our class attendance. ICE agents are still required to provide a judicial warrant for entry into any facility.

We encourage all teachers and administrators to work proactively to make sure students are taking advantage of the distance education opportunities that the State Office has provided all of our learners. Most of these tools and resources are accessible by cell phone, tablet, or computer; our distance education policy DOES NOT prohibit students from participating by cell phone.

Two things every adult educator should remember is that, in Ohio’s AEFLA-funded programming, we do not collect information on students’ immigration status, and due to FERPA we are not allowed to disclose information about our students unless it is for a valid educational purpose.

Please review and become familiar with the resources below. We have provided descriptions of each resource, what teachers should know, and resources for educators. We have also described what our students should know, and resources for them. Please be sure to share the resources with your part-time instructors as well. We want to draw your attention to the resource addressing immigration scams that have surfaced to take advantage of people who fear detention and deportation.

We will continue to post policy and updates on the OAAACE website oaaace.org

Resources

Ready to Stay

<https://readytostay.org/immigrants>

Resources for Teachers: This is a resource for students.

What Teachers Should Know: The "Ready to Stay" initiative provides teachers with tools to support immigrant students and offers educational resources to navigate the U.S. immigration system. It emphasizes partnerships, advocacy, and guidance to empower communities.

What Students Should Know: All individuals in the United States have rights, regardless of immigration status. The following information can help you protect yourself and your family, and defend your rights.

Resources for Students: The ["Ready to Stay" Immigrants page](#) provides tools and resources to help immigrants secure legal status and understand their rights. It connects users with free or low-cost legal assistance, guides for completing documents, and community support networks. The page emphasizes empowerment and collaboration for those navigating immigration processes.

Partnership for New Americans

<https://partnershipfornewamericans.org/>

What Teachers Should Know: The Partnership for New Americans is a national coalition focused on empowering immigrants and refugees to integrate into U.S. communities. Through advocacy, programs, and resources, it works to promote equity, inclusion, and opportunities, fostering civic engagement and building partnerships that strengthen newcomer communities.

Resources for Teachers: Use as Civics learning in your ESOL classes.

The [Partnership for New Americans](#) offers programs and trainings focused on immigrant integration, civic engagement, and workforce development. These initiatives aim to empower newcomers with skills, resources, and opportunities to thrive in their communities.

The ["Campaigns" page](#) of the Partnership for New Americans outlines its efforts to advocate for policies and initiatives that support immigrants and refugees. These campaigns focus on advancing equity, increasing civic engagement, and creating inclusive opportunities for newcomers.

The [NPNA Community Navigator Inclusion Institute](#) provides training and resources to support community-based organizations and leaders in helping immigrants and refugees access critical services and integrate into their communities. The institute emphasizes collaboration, equity, and the empowerment of newcomers through practical tools and best practices.

What Students Should Know: This is a resource for teachers.

Resources for Students: This is a resource for teachers.

National Immigration Law Center

<https://www.nilc.org/resources/>

What Teachers Should Know: This site is good for teachers and students. Not every document is available in all languages. It is a national resource but does not provide local connections. Users can filter by work type (healthcare, education, etc.) and guide (FAQ, factsheet, etc.). The page includes ways to donate and advocate.

Resources for Teachers: Updated with any current legislation and issues. "Know your rights: What to do if you are arrested or detained by immigration" would be a great document to work with in class.

What Students Should Know: Languages found on the site: Spanish, Arabic, Chinese (simplified), Haitian Creole, Tagalog, Vietnamese.

Resources for Students: Work areas include Border & Asylum, DACA, driver's licenses, economic justice, education, enforcement, healthcare, racial justice, and workers' rights.

National Immigration Justice Center

<https://immigrantjustice.org/know-your-rights/ice-encounter>

What Teachers Should Know: All individuals in the United States have rights, regardless of immigration status. The following information can help immigrants protect themselves and their families and defend their rights.

Resources for Teachers: This is a resource for students, but teachers and administrators should also be familiar with it. These are educational tools that we can print out and provide to our learners.

What Students Should Know: All individuals in the United States have rights, regardless of immigration status. The following information can help you protect yourself and your family, and defend your rights.

Resources for Students: The NIJC provides a two-page resource that is available in English and Spanish that students can download that guides them through creating a safety plan. The safety plan encourages people to memorize the numbers of their emergency contacts, provide schools and daycares with emergency contacts who are able to pick up a child, provide authorization for emergency contacts to make medical and legal decisions for children, and to know what to do and who to contact to locate them if they are detained by ICE. It helps them learn how to defend their rights during a traffic stop if someone approaches their door or if they're outdoors and they see immigration officers nearby

US Citizenship and Immigration Services

<https://www.uscis.gov/scams-fraud-and-misconduct/avoid-scams/avoid-scams-resource-center>

What Teachers Should Know: The USCIS has provided this resource to educate people within our communities on how to avoid immigration scams. They provide a brochure with information on how to avoid, identify, and respond to scams. The resource is currently available in 19 different languages.

Resources for Teachers: There is a widget on the page that you can post on your website that will lead visitors to helpful information on avoiding scams. There are posters and print public service announcements (PSAs) that are available in 14 different languages, web videos, and other resources.

What Students Should Know: Scams are fraudulent schemes that target immigrants and their families. Scammers use fake websites, emails or phone calls to trick people into paying for services that they never provide. They may offer asylum, pose as lawyers, or spoof students to make it appear that they are calling from a USCIS office or the department of homeland security. These scammers charge a fee to secure employment, but don't provide green cards or other immigration sponsorships, they provide false information and make false claims of helping immigrants in return for money. They have lured people to websites by making them believe that they hold a visa. They contact people by phone and through social media accounts. Students should be wary of anyone who asks them to wire money, check that any communication from USCIS comes from an official.gov address, be cautious of anyone who claims to be a lawyer but doesn't have a license to practice law in at least one state, and not pay or file any forms until USCIS has updated official information online.

Resources for Students: The brochure is the only resource on this page that is really designed for students.

Ohio TESOL Policy Statement

https://ohiotesol.org/web/advocacy/#policy_statements

TESOL has models for crafting policy statements on their website though much is related to K-12. It makes connections to International TESOL. There is not a statement about the current ICE activity, but we provide this as a resources for program administrators to craft program policy statements. Resources are also dated as politicians may have changed.