"Stressed, Overworked, and Not Sure Whom to Trust: How Public School Educators are Navigating Recent Immigration Enforcement"

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Abstract

Stepped up immigration enforcement policy after Trump took office has had a negative impact on our public K-12 schools. Students from immigrant backgrounds as well as their non-immigrant peers have been affected by the increased threat and enforcement of detention and deportation. Missing from the discourse are the educators—the teachers, administrators, and staff—who work closely with these students. To date, there is scant research on how these harsh enforcement policies have affected educators' wellbeing and professional responsibilities as they work with immigrant students. In this study, we investigate the ways in which educators who work with immigrant students nationwide are affected by the recent intensification of immigration enforcement. We find that educators have been deeply impacted by the trauma experienced by their students and school communities. Educators who participated in this study report: (1) experiencing symptoms that are consistent with Secondary Traumatic Stress; (2) being overworked as they strive to assist their students who are being targeted by immigration officials, and (3) feeling a sense of deterioration in the trust amongst one another. Although most educators expressed a continued commitment to working with their students in the current sociopolitical climate, the experience of secondary trauma and being overworked puts them at risk for burnout. This investigation illuminates how ramped-up immigration enforcement is harming educators, and consequently, students and school communities across the country.

Introduction

This study investigates how public school educators are affected by the recent intensification of immigration enforcement, including the increase in detentions and deportations. Since Trump took office in January 2017, he has prioritized the removal and exclusion of immigrants—both documented and undocumented—by rescinding the Deferred Action for Childhood Arrivals program (DACA), repealing the Temporary Protected Status program for Salvadoran, Haitian, Nicaraguan, and Suandese immigrants, pushing for the construction of a wall on the U.S.-Mexico border, and implementing a travel ban for many Muslim-majority countries.

This study is an extension of a large national survey of educators, *U.S. Immigration Enforcement Policy and its Impact on Teaching and Learning in the Nation's Schools* conducted by the Civil Rights Project in the fall of 2017, which sought to understand the ways in which recent immigration policy shifts have shaped our public education. Of the more than 5,000 educators from

the larger study, 3500 ultimately completed the survey and 292 of those indicated that they wished to be further contacted for a follow-up interview regarding the impacts of recent immigration enforcement. This follow up is the basis for this study. Invitations for interviews were sent to a broad and representative sample of 159 educators based on their position and the region in which they worked. These educators were given the option of being interviewed over the phone or through an online questionnaire. Of the thirty-eight educators who elected to participate in this study, a majority chose to complete the questionnaire online (n=28) while the rest chose to be interviewed over the phone (n=10). Data from interviews and questionnaires were coded and analyzed by researchers with the Civil Rights Project.

The online questionnaire and phone interview asked the same 12 questions (see Appendix A), which focused on factors such as stress and anxiety levels, job satisfaction, working conditions, recruitment of new educators to the field, resource allocations, and recommendations for policymakers. The interview questions sought to better understand the extent to which educators are affected by immigration enforcement as well as gauge their thoughts and perceptions about what should be done to ameliorate these effects. Participants were asked to select a response on a four-point scale (with 1 equal to "No" and 4 denoting "Yes, a lot") that best described the degree to which they have been affected by the increased immigration enforcement and policy changes. They were then provided an opportunity to elaborate in an open ended textbox (questionnaire) or by further discussion of the topic (phone). Although respondents were asked the same questions, responses for the online questionnaire and interview protocol differed slightly. During the phone interview, researchers were able to follow up and clarify responses in a way that they were not able to do online, and participants were able to tell more anecdotes due to the conversational nature of the interview, although the online responses included many extended comments.

A majority of those educators that asked to be contacted for follow up to the initial survey reported that they chose to participate in an interview due to their proximity to the current circumstances of students affected by the new immigration policies and procedures. One teacher commented, *"Because I teach English as a second language, I work completely with immigrant students and I hear what they're thinking and saying and feeling and experiencing, so it was important to me to take part in this."* Many explained that their school served a large or increasing population of immigrant students and families, and therefore, this topic put them *"in the throes"* of this matter, as one teacher put it. With this in mind, we note that the participants in these interviews have a particularly important and unique grasp on how immigration enforcement is impacting immigrant youth and the school communities to which they belong.

Two thirds of the educators in our sample work in Title I schools, further adding to the challenges and stress of serving students from contexts of poverty and disadvantage. Some educators express having to worry about their students being vulnerable to immigration enforcement on top of them not having adequate resources and living in poverty. Diane, a high school teacher from Florida, notes the hardships that many of her students face regardless of their immigration status:

> *"Their [students] status as being legal or illegal doesn't have as much impact as the simple fact that it's a traumatic life change. Their parents may or may not have a job, they may not have money, maybe they were living in terrible conditions where they were, but a lot of them may be living in a house that's over-crowded here. They're just going through so much, their immigration status is only one little part of who they are."*

A preliminary analysis of the data shows that educators are impacted by immigration enforcement in the following ways: (1) an increase in their levels of stress and anxiety; (2) an increase in their workload and shift in their responsibilities; (3) a deterioration in the sense of trust and community in schools.

Educators are Anxious and Stressed

This section discusses findings regarding the effects of increased immigration enforcement on teacher trauma, with a particular focus on stress and anxiety. We define trauma as experiences related to distressing and upsetting situations, such as the sudden removal or disappearance of a student, first hand accounts by students of the trauma experienced in their families, the fear of immigration raids taking place in their community, and the worry that their students and students' parents will be detained by immigration officers. We use the word trauma in this context not to denote a clinical assessment, but rather to echo the ways in which *educators are describing* their students' experiences with heightened immigration enforcement. We observe effects on teacher well-being as consistent with the symptoms of secondary traumatic stress (STS), which is "the emotional duress that results when an individual hears about the firsthand trauma experiences of another."[1] Symptoms of STS include: "re-experiencing personal trauma, an increase in arousal and avoidance reactions related to the indirect trauma exposure; changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence."[2] We find that teachers are reporting symptoms consistent with STS, and examples include an increase in their levels of stress, anxiety, and worry due to the experiences of their students and students' families with immigration enforcement.

Although scholars have not thoroughly examined STS among educators, especially those who work with students experiencing traumatic events, there has been empirical work done on STS among social workers. However, even in the field of social work, the emotional and psychological risks associated with caring about and serving vulnerable populations may be "an underestimated occupational hazard for those providing social work services" (Pryce, Shakleford, & Pryce, 2007) (Newell & MacNeil, 2010, pg. 58). Interestingly, some educators who participated in this study expressed that they are taking on the roles of social workers in addition to their teacher duties, and

[1] http://www.nctsn.org/resources/topics/secondary-traumatic-stress
[2] http://www.nctsn.org/resources/topics/secondary-traumatic-stress

that their school needs to hire more social workers to meet the needs of students. Rebecca, a high school teacher from Tennessee commented, *"They're expecting so much now. We are social workers and teachers and parents—we do it all in the course of a 10-hour day."* Claudio, a high school psychologist from California expressed, *"I would like my district to consider hiring social workers or case managers to support students."* We find that most educators who participated in this study deeply empathize with their students, a factor that contributes to an increased risk of STS (Alisic, Bus, Dulack, Pennings, & Splinter, 2012; Boscarino, Figley, & Adams, 2004). To this end, we assert that some of the impacts to educator well-being and experiences with STS may be observed in the same way that previous research have observed with social workers.

Consistent with symptoms of STS, educators report feeling a sense of helplessness with regard to what they can do to care for and support their students from immigrant backgrounds. Julie, a Tennessee elementary school administrator says:

> *"This past year, my job has felt simultaneously more important and more pointless than it ever has before. Pointless because I feel helpless. I feel like math and science pale in comparison to safety, security, and family stability. But how do I affect that? How do I truly help my students? More important because I know that we are a safe place for our students and now, more than ever, that's what our children need."*

Educators also report an increase in student stress from the fear of their lack of safety in school, in their community, and at home. Oregon high school teacher, Katherine, sums up what other educators also observe about student stress, *"It's fear of something happening in general while they are at school and they come home and everything has changed. There's a lot of stress around this."*

There is a consistent pattern of educators expressing uncertainty regarding how best to help their students cope with the fear of going home and finding that a family member has been detained. One elementary teacher from Tennessee, Deborah, reports that she is affected by the recent changes in immigration enforcement because she is *"more attached"* to her Latino/a and ELL students, many of whom are immigrants. Speaking of her empathy with these students, she says:

> *"I know that they are going through a little bit more with immigration; they have to worry about coming home and having that fear of walking home and 'oh, is my mom going to be here?, is my dad going to be here? is my sister or my auntie going to be here?' along with all the other stresses of coming from a low-income area as well."*

A majority of the educators report a general sense of *"heightened stress,"* as one teacher put it, that affects their teaching. Rebecca, a teacher from Oregon, describes her stress and its impact on her work, she says:

> *"There's been a great deal of stress. Partly in just—how do I talk to my kids and what's going on and what do I say and not say and just as I hear things, it's like 'okay, how is it going to affect me in my work? What do I need to think about? What do I need to do?' I have noticed increased anxiety as new things [policies] are released and new things [rhetoric] are said and done."*

Additionally, educators describe how the increase in stress and anxiety has affected their own emotional and physical well-being. Julie, an administrator at an elementary school in Tennessee, reports losing sleep over worrying about how the school will take care of their students should a deportation take place, and considers the option of taking students into their personal care. She says:

> "*Working at a low-income, high-priority, high-risk school always comes with a certain amount of added stress. This past year, that anxiety and stress increased drastically. How do I tell a sobbing child that it's going to be okay, that their parents are waiting for them—safe and sound at home—when I know there's a strong possibility that's not true? I have found myself lying awake at night agonizing over whether I should offer to take temporary custody of a child or children in the event that their parents are deported unexpectedly, and that's emotionally exhausting in an entirely new way."*

Educators are Overworked

Along with an increase in anxiety and stress, we observe how immigration enforcement has impacted working conditions for teachers, administrators, and certified staff, including an increase in their workload and a shift in their priorities. We define working conditions as the context in which educators carry out their roles, including workload, time demands, and responsibilities. Many of the educators in our study are working in Title I schools that are under-resourced and have been grappling with multiple challenges prior to Trump coming into office. Deborah, the elementary

school teacher from Tennessee, explains the daily challenges she faces working in a school that serves large numbers of immigrants and other low income students:

> *"They [students] come to school without paper or pencils because their parents could barely afford food... I buy a lot of my own supplies and that is kind of the climate. It is expected that you are going to have to buy your own supplies...so we are trying to focus more on getting resources and materials for the students and so that is kind of our main focus right now."*

Compounding the challenges that have existed in under-resourced schools for decades, the increase in immigration enforcement in the past year has put further stress on educators' workload. For example, Julie, the school administrator in Tennessee, describes how recent immigration enforcement has substantially added to her workload:

> *"The increased policies around immigration enforcement have been an enormous barrier, which means that I have spent more weeks working 50-60 hours to assure that our community feels safe, to prevent increases in student absences, and to encourage student involvement in education opportunities than ever before."*

This illustrates a shift in educators' distribution of time as many report spending more time addressing the needs of students and families impacted by increased immigration enforcement policies, causing them to take time away from other instructional activities. Consistent with previous literature on teachers' instructional time use, many educators mention time constraints with teaching while learning to navigate the political terrain in their schools (Rogers & Mirra, 2014). Many educators report making a concerted effort to educate themselves about current immigration policies and legislation in order to provide accurate information to their students. This, too, takes additional time. Alex, a middle school teacher from Arizona, describes:

> *"And the other thing is trying to get information for myself as a teacher about how I can support students who are being negatively impacted by that [immigration enforcement]. The University… has some organizations within [that] are trying to disseminate that kind of information, so I'm just trying to be aware of what's going on myself, so that I can share that information with my students and their families."*

While many teachers strive to support and inform their students on immigration matters, they are concerend that it takes away from learning time. Katie, a high school teacher from Tennessee, describes this dilema:

> *"I have had to have conversations with my students about how important it is to follow the rules - driving the speed limit, wearing seat belts, not being rowdy in public because it might attract attention. I feel like this is beyond my responsibilities as a teacher, and the frequent need to discuss immigration policy detracts from actual education time."*

Yet, despite the new demands at work, educators seem committed to offering support to their students to alleviate some of the burden of having to look for immigration information and resources. In many cases, educators in our study feel that they are often the sole providers of such support to their students and families.

Research shows that the more time spent obtaining information about immigration enforcement policies and ways to better support their students, the less time educators devote to teaching, thus affecting teaching efficacy (Collinson & Cook, 2001). Other studies have shown that English learner students (a proxy for immigrant students) already receive less instructional time because of the ways that schools organize instruction for them (Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003). Teachers in this study feel that their new responsibilities call them to act as counselors, social workers, and advocates for their students, with obligations often extending beyond the classroom walls. They worry that this can come at the expense of the education that they are able to provide in the fixed time that they have for instruction. Alex, a teacher from Arizona, comments, *"I think that if the state… had more supports for students and their families, I could be more of a teacher, I guess more percentage of the time and less like a social worker or legal advocate and stuff like that."*

Educators also report having to focus more on student behavior and absenteeism. Rebecca, a high school teacher in Tennessee, explains:

> *"Instead of planning lessons and trying to figure out quality academics, I'm doing stuff like following up on kids... Because I'm spending more of my time dealing with behavioral issues than teaching. A lot of it comes down to the sense of hopelessness they're feeling right now. That even if they get through school like what does it matter cause no one wants them here?"*

Along the same vein, it is becoming increasingly difficult for educators to engage fearful immigrant students and teachers find themselves frequently comforting students. Tanya, an elementary school ESL teacher from Georgia, shares her experience of having to take on the role of a school counselor, stating, *"That has made my job hard because you never know when you've got to stop and be a counselor to a child and letting them know they are safe, they are secure."* Similarly, Linda, an elementary school teacher from Tennessee, mentions her efforts at maintaining a secure environment for her students as a shift in her teaching priorities*:*

> *"My main goal in thinking about classroom culture, routines, and procedures is to create and facilitate a SAFE environment. Every day I make it a goal to make at least my classroom safe... even if the hallways or school environment aren't safe, even if home isn't safe, even if our neighborhood isn't safe, then at least my classroom will be."*

Deteriorating Trust Across the School Community

As educators in this study report shifts in their workload, time distribution, and responsibilities, they also express mounting distrust within the school community. Trust across school communities is a critical factor in creating an environment where students, educators, parents, and school communities can thrive. It can be challenging to create a sense of trust in under-resourced schools because there is often high teacher turnover, disproportionate numbers of inexperienced teachers, and underrepresentation of teachers of color (Orfield & Lee, 2005; Bryk & Schneider, 2002; Valenzuela & Rubio, 1999.) Trust is especially important for students from immigrant backgrounds who may be hesitant to share personal information about their immigration status with their teachers (Huber & Malagon, 2006; Nienhusser, Vega, & Carquin, 2016.) Compounding the

challenges to build trust in schools that serve low-income students and students of color, the increased immigration enforcement has led to a deteriorating sense of trust among educators.

Some of the educators in our study express uncertainty over whom they can trust to care for their students. Brenda, a district administrator in Nebraska says, "*I do not always know who I can trust - just like our students and families.*" Similarly, Audrey, a high school teacher in California, shares that she operates with caution when speaking with her colleagues and students, saying, *"I am even more careful about what I say to students and what I say to other adults. I have lost trust in some of my colleagues and have a network of "trusted" colleagues that I go to with these issues."*

Some teachers are concerned that their colleagues might share private information about their students' and their students' families if ICE agents came to their school. Caroline, an elementary school teacher in Tennessee, is diligent about protecting her students' information, saying, *"I make sure now to keep my students' records more carefully locked up."* These concerns are shared by educators who work in districts that have officially declared noncooperation with ICE as well as districts that have not made official statements. We find that even when a school district has announced support for the immigrant students, educators still worry that their colleagues will not abide by the district's policies. Audrey, a high school teacher from Calfornia, says, "*Our district policy is protective; unfortunately, some staff disagree and I fear they may act to report students to ICE."* Elizabeth, a Spanish teacher who works for a school district in Tennessee that has not issued public statements opposing cooperation with ICE, fears that some school staff will release information to ICE because they have not received enough training about what to do when ICE comes to the school. She describes her concern about this type of situation:

> *I think that front office staff and front office volunteers, parent volunteers... all need to be retrained as far as access to student information because I think it would be really easy if someone walked up with a big shiny badge and acts very authoritatively for them to give out information that they're not supposed to because well it's the federal government, you know? It's ICE. So we need specific training that no – the privacy rules still apply.*

Along with a deterioration of trust among the educators themselves, educators also perceive that students' parents are concerned that the school will share information about their immigration status with ICE. While parent-teacher relationships are critically important to the academic success of students, research has shown that there is a lack of trust between parents and school personnel in many under-resourced schools that serve communities of color (Bryk & Schneider, 2002; El Nokali, Bachman, & Votruba-Drzal, 2010). Increased immigration enforcement in the past year has further impacted the challenges to build trust and a sense of community in schools. Principals and teachers report that parent volunteering has decreased and that parents have been hesitant to sign permission forms for their children to go on field trips. Many teachers express that they are concerned about the way parent involvement has diminished because it is critical to the quality of their students' education. Teachers say that the more parents are involved, the more engaged the students are at school. For example, Deborah, an elementary school teacher in Tennessee, says:

> *"Parents have fallen back a little bit trying to keep a low radar, a low profile. They don't want to be seen too many places driving around especially I have noticed. A lot of them will walk and won't drive… because they are so worried that something might happen. So that kind of takes away the joy because I know that if the parents aren't involved then the students slack off more and have more behavioral issues and so parent involvement is important… if they're worried about their parents they are not going to be worried about how to do division."*

Some educators mention spending more time reaching out to parents and families who have distanced themselves due to their lack of trust in government officials and their fear of immigration enforcement. Katherine, a high school teacher in Oregon, mentions what she attempts to relay to parents, *"There's no danger, I want your kids to have an education."* She explains, *"Because there's a lot of fear of basically coming out about your visa status or your legal status… they live in that fear. And so it's affected me a lot at work and just how I communicate with the families*." This deterioration of trust between colleagues at schools as well as between the school and parents has deeply impacted a sense of safety and well-being across school communities.

Educators are More Committed

One consistent theme in addition to our three major findings is the increased commitment that educators have for their students. In spite of the stress, added workload, and distrust that they are experiencing, educators we interviewed are continuing to do everything they can to protect and educate their immigrant students. Janet, a teacher from Tennessee, claims that the effects of recent immigration enforcement policies have made her more determined to keep teaching. She says, *"I've reached an age where I can consider retirement, but then it's like no, the kids need me. They need me. I am 59."* Some educators are even more convinced that they are in the right profession, one where they are able to affect positive change in the lives of their students. This belief adds to a greater sense of passion in and dedication to their roles as educators.

Educators' Policy Recommendations

When asked what they would say to policymakers, many educators respond by saying that the government should stop deporting immigrants and create a pathway to citizenship for undocumented immigrants. Many educators express that the intensification of immigration enforcement—the raids, detentions, and deportations—is cruel and unnecessary. Alejandra, a high school teacher in California says, *"The government needs to get out of the fear business. Coming to people's homes in the middle of the night, establishing checkpoints to pass through, and hassling all of us as we cross the border has not made our country safer, but it has made our country scarier."* Educators also express their disdain for the xenophobic underpinnings of these immigration enforcement policies that have severe implications for many families. Max, an elementary school teacher in California says, *"Stop splitting up families! Stop threatening groups of people based on religion and color of skin!"*

Additionally, educators feel that policymakers are often too far removed from the lived experiences of their students and harsh realities with which they are faced. They call on our country's

leaders to understand that random immigration enforcement raids not only create difficulties, but could also be fatal for many children. Elizabeth, a high school teacher in Tennessee said, *"The policies that are being put in place could result in my kids literally being sent back to their deaths. And I think policymakers need to look my kids in the face if they're going to make decisions like that."* All of the educators in this study express concern about their students' wellbeing and many call on policymakers to cease the threats of detention and deportation on immigrant families and communities.

Conclusion

Increased immigration enforcement in the past year has impacted educators and school communities across the country in three major ways. First, educators report symptoms that are consistent with Secondary Traumatic Stress, including increased anxiety and stress. Second, educators maintain that they have to work harder in order to assist their students who are impacted by immigration enforcement. Some teachers describe working over time each week to learn about the legal resources available to their students and families, while others mention taking time away from instruction to tend to the socio-emotional needs of students, thus placing greater burdens on teachers to meet instructional objectives. Third, educators feel uncertain over whom to trust, thus leading to a deteriorating sense of community in the schools. Educators are not sure which of their colleagues they can trust to act in the best interest of their students. They also perceive that parents have become increasingly concerned about whether schools are safe places for their children. Elizabeth's experiences as a high school Spanish teacher in Tennessee best captures our three findings about stress, working conditions, and deteriorating trust. She describes her experience after one of her students was detained by ICE:

> *"He spent 49 days in custody and then he was finally released because we were able to raise $8500… I was the one who got the 2 AM phone call from the jail because I made my kids memorize my cell phone number for emergencies… I was the only one who could communicate between him and his dad for their safety. And so spending 49*

> *days trying to pass messages back and forth, trying to negotiate the legal system, trying to you know, keep my kid calm, and then I had to tell my students at school, like we have an empty desk… I told them with permission from my student what happened and I broke down in front of them. And then I'm trying to hold them all together because I have an entire class of kids who know why their classmate isn't there and know it could happen to them, know it could happen to their families."*

Immigration enforcement policies disrupt the school ecology and impact the well-being of entire school communities—educators, students, and families alike. While many educators express an even deeper commitment to their students in the face of what they perceive to be cruel terrorization, the worry, stress, and anxiety that they experience puts them at risk for burnout [Kim, Youngs & Frank, 2017]. We question how much stress these educators can absorb before they, too, reach a breaking point. Our findings suggest that they may be on track to succumb to the stress and anxiety from immigration enforcement as we see how their health, overall well-being, and morale are being negatively impacted. No one wins when educators lose their capacity to effectively educate their students and current immigration enforcement is pushing our educators to their limits.

Appendix A
Interview Questions Protocol

What is your job title?

(Instructions)
We are especially interested in the way immigration enforcement policies may be affecting you as a (use job title from above).

I have a series of questions to ask you. For each one, I'll ask you to indicate the degree to which each question applies to you and I'll ask you to elaborate.

1. You indicated your interest in being interviewed when you took the survey online. Was there something in particular you wanted to share about the impact of immigration enforcement policy at your school?

Please explain (Type response below):

2. Have the reactions of some students to stepped-up immigration enforcement had any effect on **YOUR** level of stress, anxiety, or anything else you might be feeling?

How so? Can you elaborate (type in explanation below):

Please indicate one response from these choices that tells me the degree to which immigration enforcement has had any effect on YOUR stress, etc. (put xx marks next to the answer or other indication):

- ○ No (1)
- ○ Yes, a little (2)
- ○ Yes, a moderate amount (3)
- ○ Yes, a lot (4)

3. Has immigration enforcement had any effect on **how you DO your job?**

Please explain (Type response below):

Please indicate one:

- ○ No (1)
- ○ Yes, a little (2)
- ○ Yes, a moderate amount (3)
- ○ Yes, a lot (4)

4. Has immigration enforcement had any effect on **how you FEEL about your job?**

Please explain (Type response below):

Please indicate one:

- No (1)
- Yes, a little (2)
- Yes, a moderate amount (3)
- Yes, a lot (4)

5. Has immigration enforcement **made your job harder?**

Please explain (Type response below):

Please indicate one response:

- No (1)
- Yes, a little (2)
- Yes, a moderate amount (3)
- Yes, a lot (4)

6. Has your **job satisfaction** been affected by the climate around immigration enforcement? ("Sense of fulfillment from your job" can be substituted for "Job satisfaction" if additional prompt is needed.)

Please explain (type response below):

Please indicate one response:

- No (1)
- Yes, a little (2)
- Yes, a moderate amount (3)
- Yes, a lot (4)

7. Have your **working conditions** been impacted by the climate around immigration enforcement? (Working conditions include: workload, hours required, how much of your own resources are needed, relationships with colleagues, etc.)

Please explain (type response below):

Please indicate one response:

- No (1)

- Yes, a little (2)
- Yes, a moderate amount (3)
- Yes, a lot (4)

8. Has immigration enforcement policy affected **your desire to continue in your job?**

Please explain (type response below):

Please indicate one response:

- No (1)
- Yes, a little (2)
- Yes, a moderate amount (3)
- Yes, a lot (4)

9. Do you think the climate created by stepped-up immigration enforcement has had or will have an impact on people's desire to become a _____ (use staff title that pertains to this person)? (if prompt needed, explain that we are interested to know how immigration enforcement impacts the recruitment of _____(use staff title). Can you help us to understand better?)

Please explain (type response below):

Please indicate one response:

- No (1)
- Yes, a little (2)
- Yes, a moderate amount (3)
- Yes, a lot (4)

10. What kind of support from your school or your district would be helpful in meeting the needs of **your students** who may be affected by immigration enforcement?

Please explain (type response below):

11. What kind of support, if any, from your school or your district would be helpful to **support YOU** in meeting your own needs?

Please explain (type response below):

12. If you had the opportunity, what would you say to policymakers about the impact of immigration enforcement on teachers, classrooms, students, and schools? Is there something you would like to see done to reduce the impact on schools?

Please explain (type response below):

13. Is there anything else you would like to add that I have not asked you?

Please explain (type response below):

14. In which state do you work?

Write in answer:

15. At what grade(s) or school level do you work?

- Elementary (3)
- Middle or Junior High School (6-8 or 7-9) (4)
- High School (9-12 or 10-12) (5)
- Other (6) _____

Thank you very much for your time and insights.

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