"Stressed, Overworked, and Not Sure Whom to Trust: The Impacts of Recent Immigration Enforcement on our Public School Educators"

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Increased Stress and Anxiety

“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.”

(Elementary Administrator)
Educators are Overworked

“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.”

(Community School Coordinator)
Deteriorating Sense of Trust in School Communities

“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.”

(High School Teacher)

“Our district policy is protective; unfortunately, some staff disagree and I fear they may act to report students to ICE.”

(High School Teacher)
Message to Policymakers

“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.”

(Teacher)