



Every Campus A Refuge

The Official Guide to Making
Your Campus a Refuge For
Asylum Seekers

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Who is an Asylum Seeker?

An asylum seeker is a person who leaves their country of residence, enters another country, and makes a formal application for the right of asylum, as protected under Article 14 of the Universal Declaration of Human Rights. They are often fleeing persecution based on race, religion, nationality, political opinion, or membership in a particular social group. Unlike refugees, asylum seekers have not yet received legal recognition or protection through a formal resettlement program and must go through a legal process to determine their status.

For more information on asylum seekers, visit the U.S. Citizenship and Immigration Services (USCIS) page on asylum:

<https://www.uscis.gov/humanitarian/refugees-and-asylum/asylum>

To apply for asylum in the U.S., individuals typically go through the following:

- Filing an asylum application within one year of arrival
- Interviews with U.S. Citizenship and Immigration Services (USCIS) or proceedings in immigration court
- Submission of supporting documentation and evidence
- Background checks and biometric data collection

For more details on the asylum process, visit:

<https://www.uscis.gov/humanitarian/refugees-and-asylum/asylum/the-asylum-process>

Our Mission

Every Campus A Refuge (ECAR) began with a powerful call to action. Inspired by Pope Francis' appeal for every parish to host a displaced family and the Arabic word for campus (حرم), meaning "sanctuary," Dr. Diya Abdo—Lincoln Financial Professor of English at Guilford College in Greensboro, NC—founded ECAR as a movement to transform campuses into temporary refuges for people fleeing their homelands. Originally focused on hosting refugees, ECAR has since evolved to include the hosting of asylum seekers, responding to growing global displacement and gaps in national support systems.

ECAR calls on colleges and universities to host one refugee or asylum-seeking individual or family and provide them with housing and support during their resettlement or asylum process. Institutions of higher education—particularly private colleges—are uniquely

positioned to offer a safe, resource-rich environment that helps newcomers navigate legal systems, access essential services, and build stable lives.

To date, ECAR campuses across the U.S. have hosted hundreds of individuals. Many guests remain connected to the campus communities long after moving into permanent housing, and some return to support others through mentorship and interpretation services.

The University of San Francisco (USF) played a pivotal role in ECAR's expansion by [piloting the first ECAR-hosted program for asylum seekers](#). Since summer 2024, USF has welcomed individuals seeking asylum into campus housing, while providing holistic support through campus and community partnerships. This model has demonstrated the power and potential of ECAR's mission to adapt to evolving humanitarian needs.

Campuses participating in ECAR, working across departments and in collaboration with local communities, welcome not just families but the “real world” into their proverbial “bubble,” fostering mutual learning, engagement, and transformation.

During this time of deep Islamophobia, xenophobia, and racism, there is no better moment for campuses to intervene directly and materially in the discourse around refugees, asylum seekers, immigrants, and “others”—to transform the narrative from one of fear to fact, hatred to empathy, and ignorance to awareness.

Steps to Becoming an ECAR Campus

ECAR calls on campuses to host *one* displaced individual or family – refugee or asylum-seeking – as a starting point. Hosting even once makes a meaningful difference. While some campuses may choose to host multiple individuals or families over time, a one-time commitment lasting a few months is enough to join the ECAR network and embody the spirit of refuge.

To date, [several campuses across the US](#) hosted refugees. The University of San Francisco (USF) stands out as the first ECAR campus to pilot a model specifically designed to host asylum seekers, launching its program in Summer 2024. USF's experience provides valuable insight for other campuses interested in meeting the urgent needs of this growing population.

Campuses can adapt their ECAR model to reflect their own capacities, resources, and community partnerships. Whether hosting refugees or asylum seekers, ECAR emphasizes

flexibility, collaboration, and the importance of meeting people where they are – with dignity, care, and commitment.

1. Identify Whether ECAR Suits Your Campus

As you think about making your campus a place of refuge, consider the following questions:

Do you have support from your campus community?

It is important that your campus community is on board, both for the success of the program at your institution and the safety and wellbeing of any asylum seekers you may host.

What kind of network and resources can your community offer?

Whether the program is a good fit for your school also depends on what kind of support you can garner. Hosting requires a community support network. It is important to build that from the beginning. Holding a community event—such as a call to action, forum, or panel discussion—can help determine who is interested and where support can come from. At this point, you will also want to identify people, clubs, and organizations with various skills, passions, and resources that you can tap into when the time comes to host a family or individual.

Do you have the room and financial support for the program?

Another pivotal aspect needed to lay down the infrastructure for ECAR is identifying your institutional home or space. Most schools have a program or department that will support such an initiative financially, programmatically, and otherwise. These are typically programs that focus on service learning, engaged teaching, or community engagement. At the flagship ECAR chapter Guilford College, for example, the Center for Principled Problem Solving and Excellence in Teaching became ECAR's home while at the University of San Francisco, the hosted housing initiative for asylum-seeking families was led by graduate students in the Migration Studies (MIMS) program. In addition to an institutional “homebase,” other campus stakeholders—such as academic departments, student leadership groups, mission-driven offices, and faculty allies—can provide critical support. Identifying these various assets and building on past collaborations will help mobilize your campus and lay the groundwork for a more sustainable and well-integrated ECAR program.

2. Approaching Administration: Getting Approval

Gaining administrative approval and support is a critical step in launching an ECAR chapter on your campus. The approach will vary depending on your institution's size, structure, and culture—but successful efforts are always grounded in a strong alignment with institutional values.

At the University of San Francisco (USF), a Jesuit university with a mission rooted in social justice and community engagement, the proposal to host asylum seekers was framed as an extension of its commitment to serving marginalized populations. USF's students emphasized how the program aligned with USF's core values—particularly its dedication to *cura personalis* (care for the whole person), accompaniment, and justice for migrants.

Rather than going directly to the university president, the USF team first identified supportive allies within key offices—such as the Student Leadership and Engagement (SLE), SF Office of Civic Engagement & Immigrant Affairs, and Student Housing—who could champion the initiative and help build a coordinated case. Once a strong coalition was formed, they collectively presented the proposal to senior leadership with a clear plan, resource needs, and vision for impact.

There isn't a one-size-fits-all method for securing administrative buy-in. What matters most is understanding your institution's identity, priorities, and decision-making structure—then tailoring your approach accordingly. At faith-based or mission-driven institutions, grounding your proposal in shared values can be especially powerful.

USF's experience shows that cultivating internal partnerships and emphasizing alignment with the university's mission can open the door to transformative, campus-wide support.

It is also crucial to communicate that this initiative is not simply charity work—it is a globally minded, locally rooted community engagement and service-learning opportunity that allows students to actively learn about issues ranging from forced migration and asylum law to public health and local policy.

Approaching the institution's administration can happen through a student-led initiative, a formal petition, a campus organization, or a coalition of supporters that includes students, faculty, staff, alumni, and board members.

Administrative Perspective: A Student-Led Vision, Institutionally Realized

"I just thought, 'Why not my university?' especially because USF is a Jesuit university," said Alvarado. "We're right in the city, and it seemed like such a good opportunity to connect USF to the broader San Francisco community." – [USF Student Secures Campus Housing for Immigrants](#)

This question sparked the launch of USF’s asylum-seeker hosting program—the first of its kind in the Every Campus A Refuge (ECAR) network. Kemelyn Alvarado ’24, a Politics major and Leo T. McCarthy Fellow, was tasked with researching how USF could become a campus of refuge. Rather than stopping at a list of recommendations, she launched an initiative that brought 10 asylum-seeking individuals to campus for eight weeks in the summer of 2024.

With the support of the Office of Student Housing, the Leo T. McCarthy Center, and in close collaboration with the Interfaith Movement for Human Integrity (IM4HI), Alvarado modeled the program after Every Campus A Refuge (ECAR), demonstrating how a student-led vision could evolve into a sustainable, campus-wide initiative.

IM4HI—a Bay Area-based nonprofit rooted in faith-based and grassroots accompaniment—played a pivotal role in shaping the hosting model. The organization provided guidance on guest intake, trauma-informed support, legal referrals, and the ethics of solidarity. Their expertise helped USF navigate the complexities of asylum processes and ensured that the program was grounded in long-standing community practices of care and accompaniment.

“The example of USF extending hospitality and opening the doors and taking what people perceive as a risk serves to inspire others,” said the Rev. Deborah Lee, IM4HI’s Executive Director.

Administrators across departments helped translate the vision into practice, working through questions of liability, housing policies, and student engagement. Graduate interns in Migration Studies supported guests by connecting them to food banks, clinics, legal aid, and transportation. This collective approach turned what could have been a one-time project into a model for transformative campus-community collaboration.

Some helpful steps based on USF’s experience:

- Use the [ECAR Partnerships for Establishing Resettlement Campuses \(PERC\) Map Tool](#) to identify local organizations that support asylum seekers, as well as other ECAR chapters and potential partners.
- Identify a local organization like [IM4HI](#)—one with deep roots in immigrant advocacy and a history of working with asylum seekers. These may include legal aid nonprofits, sanctuary coalitions, or mutual aid groups.
- Reach out early to discuss your vision and ask how your campus can complement, not duplicate, existing work.
- Map out resources together, including housing, transportation, interpretation, and emotional or spiritual care.

- Explore curricular and [co-curricular programming](#) to integrate the initiative into student learning.

USF's partnership with IM4HI demonstrates that when campuses and community organizations work hand-in-hand, they can co-create programs that honor the dignity, agency, and resilience of asylum-seeking individuals and families.

Patience is essential when working through administrative processes—especially when involving legal counsel, housing departments, or risk management teams. At the University of San Francisco (USF), launching the first ECAR asylum-seeker hosting program required sustained engagement across multiple campus offices. While the initiative aligned strongly with USF's Jesuit mission, students and staff still had to navigate questions around liability, housing policies, and institutional readiness.

USF's team began by building support among mission-aligned departments, including the Leo T. McCarthy Center, Office of Student Housing, and Mission Integration. These internal allies helped shape a proposal that reflected the university's values and addressed practical concerns. Early collaboration with the Interfaith Movement for Human Integrity (IM4HI), a Bay Area nonprofit with expertise in immigrant accompaniment, was also critical in ensuring the program was ethically grounded and trauma-informed.

Even with strong support, concerns around legal risk, guest safety, and public perception were part of the process. These were addressed through transparency, careful planning, and consistent communication between students, administrators, and community partners.

While creating an ECAR chapter to host asylum seekers is a serious commitment—whether for one individual or a group—it is both achievable and transformative. At USF, the program embodied the university's values, offered students a hands-on education in community engagement, and created new forms of solidarity between campus and community.

3. Partner with a Local Organization Supporting Asylum Seekers

While traditional refugee resettlement agencies place tens of thousands of refugees across the U.S. each year, asylum seekers typically arrive in the country on their own and then begin the process of applying for protection. As such, they do not receive the same federally coordinated services and timelines as resettled refugees. Instead, they often rely on a patchwork of nonprofit organizations, legal aid groups, mutual aid networks, and faith-based coalitions for support.

Use our [ECAR Map Tool](#) or connect with local immigrant rights coalitions, sanctuary networks, or legal service providers to find a relevant organization near you that works with asylum seekers.

These community-based organizations may provide critical services such as:

- Legal support for asylum applications and court hearings
- Emergency and transitional housing
- Access to healthcare and mental health services
- English language classes and cultural orientation
- Employment and job readiness assistance

Because asylum seekers are not formally assigned to a resettlement agency, they often face longer and more uncertain waiting periods and may have more limited access to public benefits. Your ECAR chapter can play a crucial role in offering support in collaboration with these frontline organizations, while avoiding the creation of dependency on volunteers.

The current global climate – including increased forced migration, prolonged processing times, and heightened xenophobia – means that many local organizations serving asylum seekers are underfunded and overextended. Partnering with them should be done respectfully and with the understanding that your ECAR efforts are meant to supplement and uplift their work, not replace it.

Before beginning your collaboration, be sure to clearly discuss expectations, roles, and boundaries. While you may not be “co-sponsoring” in the formal refugee resettlement sense, you can still create a Memorandum of Understanding ([MOU](#)) or shared agreement with your partner organization to outline responsibilities and communication channels.

Your partner organization may still want to:

- Approve the housing arrangements or vet the hosting space
- Assign a case worker or point of contact to the asylum seeker(s) you are supporting
- Coordinate legal appointments, school enrollment, and public service access

Maintaining open and regular communication with your partner agency is key to a successful ECAR experience. You can find a [sample MOU template](#) in the appendix to help guide this process.

4. Foster Community Buy-In

Fostering community investment is pivotal to the work of ECAR, as the center of our mission is to connect asylum seekers to a resourced and welcoming community that supports them throughout their transition. There are numerous ways to mobilize your community at different stages of your ECAR implementation on campus.

Pre-Approval

Prior to receiving your administration's approval, it is essential to foster grassroots support. At this stage, your goal is to identify potential supporters and volunteers while raising awareness about asylum seeker issues, the ECAR initiative, and the opportunity to become a hosting campus.

Here are some suggested actions:

- Hold panels, informational talks, and film screenings focused on forced migration and asylum issues.
- Write op-eds in school newspapers or utilize campus media outlets (radio, TV, newsletters, social media),
- Meet with student body representatives, clubs, and organizations to build interest and support.

Creating a Network of Support

It's important to collect contact information and interest data from stakeholders across your campus and community. Volunteers and donors will be the backbone of your post-approval efforts – they help asylum seekers navigate key tasks such as transportation, translation, and appointment scheduling.

Multilingual volunteers are particularly valuable, as they often act as “cultural brokers” or mediators. All volunteers should be trained and – when working closely with asylum-seeking individuals – may be required to undergo background checks, especially if coordinated through a partnering organization. This helps ensure the safety, privacy, and dignity of your guests. (More on this in the Volunteer Section.)

Find Donors

Donors can support your efforts both financially and through in-kind contributions, helping reduce your program's expenses. Before accepting donations, contact your institution's Office for Advancement to ensure donations can be properly processed and designated.

The Office of Advancement can also help:

- Access alumni networks
- Coordinate donation campaigns via phone, email, or direct mail
- Provide tax documentation and donor receipts

Additional fundraising ideas:

- Host community events such as performances, dinners, or bake sales
- Request end-of-year contributions from student government or academic departments
- Reach out to student clubs and organizations for direct financial support

Make sure you are in compliance with your institution's fundraising policies. Set up a designated budget line and track all incoming donations for accountability. (Sample request letters are provided in the appendix.)

Material Donations & Tax Deductions

In-kind donations are another excellent way to support your ECAR guests. When specific items are donated directly, it reduces the need to dip into your financial resources.

Effective outreach methods include:

- Social media campaigns
- Local community boards (e.g. Nextdoor, Facebook Marketplace)
- Collaboration with local schools for supply drives

Be mindful that some items, such as towels, mattresses, and bedding, may need to be new for hygiene reasons. Work with your partner organization supporting asylum seekers to align donation types with actual needs.

All material donations may be tax-deductible. Check with your Office of Advancement about issuing tax receipts or acknowledgments for in-kind donations. It's also best practice to send personalized thank-you notes to donors.

If donations exceed your current needs, store excess supplies in an accessible space for future guests. If storage is not available, consider redistributing items to other asylum seekers in the community via your partner organization.

Tip: At USF, mobility was a key concern for guests navigating a new city. While bicycles, helmets, and locks provided flexible, accessible transportation, organizers also partnered with local agencies to expand options. Through a collaboration with the City of San

San Francisco's Office of Civic Engagement and Immigrant Affairs ([OCEIA](#)), asylum-seeking guests received three-month BART passes, allowing them to access public transportation across the Bay Area at no cost.

Organizers recommend reaching out to local bike coalitions, health departments, or city agencies that may offer support through refurbished bikes, safety gear, or transit subsidies.

Additionally, volunteers can host bicycle safety workshops or accompany guests on their first rides to increase confidence and comfort with local transit systems.

Community Partners

In addition to volunteers and donors, building strong community partnerships is essential to sustaining your ECAR chapter and supporting the asylum-seeking individuals or families you host. Collaborations with local congregations, food providers, legal aid organizations, and workforce development programs can make a lasting impact on guest well-being and program sustainability.

At the University of San Francisco (USF), two local churches played a critical role in ensuring consistent access to food and hospitality. [St. John's Presbyterian Church](#) partnered with graduate student interns and volunteers to coordinate weekly food distribution, helping asylum-seeking guests access groceries and essentials during their first weeks in San Francisco. Meanwhile, the [Presbyterian Church in Chinatown](#), connected through Interfaith Movement for Human Integrity (IM4HI), delivered hot meals every Saturday—providing not only nourishment but also a sense of warmth and welcome.

These faith-based partnerships were vital, particularly because asylum seekers are often not eligible for public benefits like food stamps (EBT) and may face long delays before receiving formal assistance.

When developing your ECAR chapter, consider reaching out to:

- Local congregations or mutual aid groups already engaged in immigrant support
- Food banks, grocery co-ops, or community gardens willing to offer regular donations
- Legal aid and immigration-focused nonprofits
- Local businesses or employment centers offering job training or opportunities

USF's collaborations show how community-rooted partnerships—especially with faith institutions—can offer material support, affirm dignity, and foster long-term accompaniment for asylum-seeking guests.

(See more in the Community Involvement and Resources section.)

5. Host a Family or Individual

You've received approval from your administration, identified a community organization that supports asylum seekers, and developed a solid network of volunteers and donors.

Housing

Now is the time to identify appropriate housing on or near campus.

There are several factors to consider when determining suitable housing for asylum seekers, including safety, accessibility, and cultural sensitivity. Make sure you are communicating with both your institution's housing team and your partner organization when evaluating your options.

The type of housing you provide may determine who you are able to host. For example:

- A dorm suite might be best suited for an individual or couple
- A faculty/staff house or off-campus rental might work better for a family

One of the key benefits of hosting on campus is that institutions may be willing to cover housing costs, significantly reducing expenses for your chapter. You only need to host once to make a meaningful impact – so explore whether a staff or faculty house that is temporarily vacant could be offered as transitional housing for an asylum-seeking family.

Framing this as stewardship of an existing but temporarily unused resource can help gain support from administrators.

Supplies for Case Needs

Your community partner organization may provide a list of essential household items and supplies that are typically needed. At the University of San Francisco, for example, the ECAR pilot collaborated with Interfaith Movement for Human Integrity to develop a starting list (see page 41) based on the needs of hosted asylum-seeking families. In practice, your chapter may find that additional items are necessary to make the space truly feel like home. You're encouraged to add to the list to ensure that each guest feels welcomed, comfortable, and respected.

While asylum seekers often arrive independently and not through government-assigned case management, your community partner may help provide basic demographic information, country of origin, and special needs that will allow you to prepare the space appropriately and respectfully.

In addition to furniture and bedding, you'll want to provide:

- A starter supply of food and culturally familiar grocery items
- Toiletries and cleaning supplies
- Baby-related items, if applicable (e.g. crib, diapers, stroller, car seat, baby food)

Since asylum seekers may not have access to immediate government assistance such as EBT cards, they may be reliant on ECAR chapters and volunteers for groceries for several weeks or more. In the following pages, you'll find a sample grocery list that reflects culturally appropriate food options for specific populations.

Once your guests are settled, it is important to help them transition toward self-reliance. Encouraging them to shop for and budget their own groceries is a vital early step toward greater independence. Pairing this with budgeting workshops or language support can be even more empowering.

Partner Organization Housing Review & Safety Preparation

While asylum seekers are not formally assigned to campuses by resettlement agencies, your partner organization (such as a legal aid nonprofit, community support network, or sanctuary group) may assist in reviewing and approving housing to ensure it meets safety and accessibility standards.

Prior to the arrival of your guest(s), a representative from your partner organization – or a designated point of contact with housing experience – should inspect the living space to verify that it is safe, clean, and furnished appropriately. Their feedback can ensure that your guests are welcomed into an environment that promotes well-being and dignity.

It is equally important to inform campus security and relevant administrative offices about the arrival, residence location, and housing period for your guests. In the following pages, you'll find sample documents to provide to campus safety offices, explaining the ECAR program and outlining basic details for coordination purposes.

Other Needs & Services Provided

At the University of San Francisco, hosted asylum-seeking families were provided with free campus housing and access to key resources and services. Volunteers from IM4HI

coordinated English language classes throughout the week, while another volunteer supported guests by helping draft their asylum declarations. Student interns from the Migration Studies program also played an essential role by accompanying guests to local food banks, helping them navigate public transportation, and creating a welcoming, shared environment.

This model highlights how campuses can go beyond material support to foster meaningful inclusion and solidarity. Think creatively and inclusively about how your school's facilities, programs, and people can contribute to the ECAR experience. Whether it's through coordinating ESL support, offering access to wellness and legal resources, or simply sharing everyday spaces with guests, these acts of hospitality can create a more holistic and humanizing environment.

Media & Storytelling: With Caution

If your university administration is interested in publicizing the ECAR program, it is critical that privacy and consent remain the top priority. Any media coverage should prioritize the dignity, safety, and autonomy of hosted asylum seekers.

For reference, here are examples of campus media stories that align with ECAR values:

- [USF Student Secures Campus Housing for Immigrants](#)

For additional examples, visit: <https://everycampusarefuge.org/press-features/>

Privacy and Community

While you may announce to your campus community that guests will be arriving, it is essential that personal information – such as names, country of origin, and housing location – remains strictly confidential and is only shared with trained and vetted volunteers.

During their stay on campus, hosted asylum seekers should never be asked or expected to “perform” in any way – this includes giving interviews, making public appearances, or sharing personal stories. Even well-meaning invitations can place pressure on individuals who may not feel empowered to decline while relying on your support.

At the University of San Francisco, we emphasized that asylum seekers deserve full autonomy, agency, and dignity. We do not post photos or personal information about hosted guests on social media, and we remind volunteers that the individuals we accompany are not a public relations opportunity. Respecting the privacy and humanity of each guest is central to the ethos of the program.

All volunteers sign [confidentiality agreements](#) and are explicitly instructed to treat any personal information shared by hosted guests as private and classified.

This respectful approach is central to ECAR's mission and ensures that all support is grounded in care, not spectacle.

Public Safety

To ensure a smooth transition for your guests onto campus, it is important to proactively communicate with your institution's public safety department. Provide them with the necessary basic information about the asylum-seeking individual or family you are hosting, including the dates of residence and relevant contact points.

At the University of San Francisco, a letter outlining the program and guest information was shared with the Department of Public Safety to ensure alignment and preparedness. You'll find a [sample version of that letter](#) in the appendix for guidance. Additionally, consider inviting Public Safety staff and other key campus personnel to attend ECAR- or community partner-led training sessions to build understanding, safety awareness, and campus-wide buy-in.

Rapid Response: Community Preparedness & Guest Protection

While ECAR chapters emphasize proactive accompaniment and privacy protections, it is essential to be prepared for potential immigration enforcement activity near or on campus. Rapid response planning should center guest safety, informed action, and trauma-informed care, not panic. The following vetted resources can help your chapter respond ethically and effectively in the event of immigration enforcement.

Immediate Resources

- 24/7 Immigration Raid Hotline (CHIRLA):
Call 1-888-624-4752 to report or verify immigration enforcement activity in California. Operated by the Coalition for Humane Immigrant Rights.
<https://www.chirla.org/>
- San Francisco Rapid Response Hotline:
Call 415-200-1548 to report ICE activity in San Francisco. Connects you to local legal observers and community support.
- California Trust Act Hotline:
Call 1-844-878-7801 to report ICE transfers from local jails or violations of the Trust Act.
- California Rapid Response Network Directory:
County-by-county listing of regional hotlines, legal observers, and trained

volunteers through the CA Immigrant Policy Center.

<https://www.ccijustice.org/carrn>

<https://caimmigrant.org/what-we-do/policy/fighting-mass-detention-deportation/resources-for-immigration-legal-protection/>

National Resources

- United We Dream National ICE Raid Hotline:
Call 1-844-363-1423 to report immigration enforcement activity anywhere in the U.S.
<https://unitedwedream.org>
- Freedom for Immigrants National Detention Hotline:
Call 9233# from within immigration detention (Mon–Fri, 8 a.m.–8 p.m. PT / 11 a.m.–11 p.m. ET) to report abuse or access support and legal resources.
<https://www.freedomforimmigrants.org>
- NAKASEC National Immigration Hotline:
Call 1-844-500-3222 for multilingual support and reporting ICE activity nationwide.
<https://nakasec.org>
- National Immigration Legal Services Directory
 - The National Immigration Legal Services Directory is a searchable tool that helps you find trusted immigration legal service providers by state, county, or detention facility.
 - <https://www.immigrationadvocates.org/nonprofit/legaldirectory/>

Legal Advocacy, Support & Bond Resources

- Resources on Detention & Legal Advocacy (California Collaborative for Immigrant Justice):
Guides and information on immigrant detention, legal accompaniment, and advocacy strategies.
<https://www.ccijustice.org>
- Detained Immigrant Bond Fund (CLUE Justice – Los Angeles):
Supports community members in securing release from ICE detention.
<https://www.cluejustice.org>

Know Your Rights (ACLU)

Multilingual resources explaining your rights during encounters with immigration or law enforcement officers.

<https://www.aclu.org/know-your-rights/immigrants-rights>

- You have the right to remain silent — You don't have to answer questions about your immigration status or where you were born.
- You have the right to refuse a search — You can say no if there's no warrant; do not consent to searches of your home, car, or belongings.
- You have the right to see a warrant — Don't open your door unless shown a warrant signed by a judge (not just an ICE form).
- You have the right to speak to a lawyer — Ask for legal counsel before answering questions or signing anything.
- You have the right to stay calm and not run — Stay calm and respectful — do not run or resist.

Grocery

Food requirements and dietary preferences can vary greatly by culture and region. While asylum seekers may arrive from diverse backgrounds, their comfort and dignity can be supported through intentional grocery planning.

Although World Relief originally developed grocery lists for refugees, many of these lists remain relevant and helpful for understanding cultural preferences based on the country of origin. You can find up to [14 grocery lists](#) customized by region on their website.

These lists are especially helpful to minimize food waste and ensure that you are purchasing items your guests are likely to use and enjoy.

Liability and Insurance

Your institution's general liability insurance will likely cover ECAR-related activities, but we strongly encourage checking with your college's insurance provider to confirm coverage specifics. Policies may vary by state and provider.

If volunteers are transporting asylum seekers in personal vehicles, you should clarify liability concerns with both your institution and your community partner organization. Some local nonprofits or legal aid groups may offer additional insurance coverage for volunteers.

Health insurance is a more complex topic for asylum seekers, as they do not receive automatic healthcare coverage like resettled refugees. However, many asylum seekers may qualify for state-level public health programs or emergency Medicaid, depending on their location, income, and legal status.

For example, they may be eligible for:

- Emergency Medi-Cal (in California)
- Local public health programs for low-income residents
- Federally Qualified Health Centers (FQHCs) that offer sliding scale care
- Women, Infant, and Children (WIC) nutrition program
- School-based health coverage for minors

Your community partner or [Department of Social Services](#) can guide you through healthcare eligibility for your guest(s) based on local and state-level resources.

Please note: Some programs may not be available to asylum seekers or recent arrivals. Your community partner can help determine what your guest(s) may qualify for.

For reference:

- [Refugee Services – California Department of Social Services](#)
 - Covers programs for refugees, asylees, and humanitarian entrants (cash, employment, health services).
 - [Refugee Medical & Entrant Medical Assistance \(RMA/EMA\)](#)
 - Healthcare coverage for newcomers not eligible for Medi-Cal.
 - [Cash Assistance Program for Immigrants \(CAPI\)](#)
 - Aid for older, blind, or disabled immigrants ineligible for SSI due to immigration status.
-

Welcoming Your Guests

Now that the residence is fully furnished and stocked with food and household items, it's time to welcome your guests with warmth and care. Many asylum seekers arrive in the U.S. without formal caseworkers or receiving committees and may be navigating uncertainty, trauma, and stress. Your welcome can serve as a meaningful moment of connection and dignity.

Arrival and Welcome

Even though they may be our partner agency's clients, at ECAR, we make it a priority to welcome our guests as neighbors. Many chapters coordinate a small welcome reception or community meal to help hosted individuals or families feel supported and celebrated as they arrive.

Trained volunteers may also accompany your partner organization or legal sponsor to assist with transportation from an arrival location (bus station, airport, etc.) to the housing site. Volunteers often bring welcome signs, balloons, and small gifts as a gesture of hospitality.

If children are present, be sure to provide age-appropriate and unexpired car seats for transportation in compliance with state and federal laws. This is also critical for future appointments and school transport.

Once your guests arrive at their new home, walk them through the space with a translator or bilingual volunteer, if available. This tour should include an explanation of appliances, keys, bathroom features, lighting, and heating/cooling systems. Keep in mind that, depending on their previous housing, some guests may be unfamiliar with certain amenities like indoor plumbing or laundry machines.

Taking the time to explain these features patiently – and with sensitivity – can help guests feel respected and more at ease in their new environment.

Lease & Legal Documents

Following the house tour, provide and review a [welcome letter](#) with your guests that explains the ECAR program, ideally translated into their primary language. It's also important to sign any lease or occupancy agreements required by your institution.

Even if your school does not mandate a lease, creating one is good practice – it establishes residency documentation that asylum seekers can use to enroll children in school, receive official mail, and show proof of address when applying for government services or future housing. The [lease](#) should specify the duration of stay, use of the space, and which items in the home are intended for the guests to keep.

Afterward, it's customary to share a culturally appropriate hot meal as a gesture of welcome. Once the meal is shared, provide guests with printed copies of important contact information (in their language, if possible), and allow them space to rest and settle in for the remainder of the day.

The First Few Weeks

The first few weeks after arrival are critical to the success of the hosting period. During this time, asylum seekers may need support navigating complex systems as they apply for legal protections and services.

Many of these tasks will be handled in partnership with a community-based organization or legal aid group supporting their asylum case. However, ECAR chapters and volunteers may be asked to assist with transportation, translation, and appointment support.

Key tasks during this period may include:

- Filing or following up on an asylum application
- Applying for a work permit ([Form I-765](#))
- Accessing healthcare through programs like Medicaid or local clinics
- Locating nearest food banks
- Registering children for school

Because eligibility for public benefits varies from state to state and depends on the stage of the asylum process, work closely with your partner organization to confirm which services your guest(s) qualify for and how best to assist them.

Volunteer and Resettlement Tasks for Refugees and Asylum Seekers

At the University of San Francisco, USF graduate students in the Migration Studies program carried out the daily and relational support roles that complemented legal and case management work coordinated by community partners.

Volunteers may be students, alumni, faculty, staff, local faith community members, or even former ECAR guests. Roles include:

- Preparing campus housing
- Collecting in-kind and financial donations
- Providing transportation and accompaniment to appointments
- Offering childcare during interviews or classes
- Helping with grocery shopping and interpretation
- Supporting resume building and job applications
- Guiding GED or driver's license prep
- Connecting guests to ESL classes and community resources

Each volunteer logs their support using case note forms, which are submitted to the ECAR coordinator and – if applicable – shared with your community partner organization. These notes help track support provided, identify gaps, and document the guest's progress.

Legal Help

For asylum seekers, access to legal support is essential for navigating the complex and time-sensitive U.S. immigration system. Filing an asylum application ([Form I-589](#)), applying for a work permit ([Form I-765](#)), and preparing for potential interviews or hearings all require accurate legal guidance.

Your ECAR chapter should work closely with trusted immigration legal service providers, such as:

- Nonprofit immigration law centers
- Accredited legal representatives through DOJ's Recognition & Accreditation program
- Pro bono attorney networks
- Local legal aid clinics or university law school programs

Volunteers may assist by:

- Scheduling legal consultations
- Providing transportation to immigration appointments or court hearings
- Helping guests organize supporting documents (evidence, ID, lease, medical records, etc.)
- Translating or interpreting (when qualified)
- Offering emotional and logistical support during legal processes

Important Note: Volunteers should never give legal advice unless they are licensed attorneys or accredited representatives. The role of ECAR is to ensure that guests are connected to qualified, ethical legal support as early as possible.

Having early access to legal help significantly increases the likelihood of a successful asylum claim and reduces unnecessary delays or denials due to errors in paperwork or missed deadlines.

Accessing Food: Food Banks and Community Resources

Because asylum seekers are generally not eligible for public benefits like Food Stamps (SNAP/EBT), it is important to connect them with local food banks, pantries, and mutual aid groups that offer free groceries or meals.

After arrival, volunteers can help guests:

- Locate nearby food banks or free meal programs

- Enroll in weekly or monthly food distributions
- Identify culturally appropriate grocery options through these services
- Arrange transportation or delivery if mobility is an issue

Many communities have faith-based organizations, nonprofits, or mutual aid networks that offer no-ID, no-income-verification food distributions, which are ideal for asylum seekers ineligible for public benefits.

To find local food banks:

- Visit <https://www.feedingamerica.org/find-your-local-foodbank>
- Contact your city or county's Department of Social Services or local nonprofits for listings
- Ask your ECAR chapter's community partners for a list of trusted local food distribution centers

Tip: Volunteers can create a custom food resource map or list for your guests, including open hours, eligibility rules, languages spoken, and cultural food availability.

School System (Children)

Children of asylum seekers must be enrolled in local public schools as soon as possible. In some communities, specialized "newcomer schools" may exist to support recently arrived students with language and academic transitions.

Your community partner organization can guide you to available options in your area.

Be sure to schedule:

- Immunizations
- Physicals (within 30 days of enrollment)

Some children may be unfamiliar with school transportation systems. Volunteers can accompany them to the bus stop the first few days until they feel confident navigating it independently.

Education (Adults)

Adults may access free or low-cost English as a Second Language (ESL) classes, cultural orientation sessions, or workforce readiness training. Unlike resettled refugees, asylum seekers may not have access to formal orientation programs, so ECAR chapters often fill

the gap by providing ESL support through campus resources and/or partnering with community ESL centers and nonprofits.

Many community colleges offer free or low-cost ESL courses, often with open enrollment for non-native speakers regardless of immigration status. These local institutions can be excellent partners, providing structured language instruction and additional adult education resources.

At USE, many of our volunteers were retired or current ESL teachers who generously hosted weekly classes, adapting to guests' work schedules to ensure consistent and flexible language learning. ECAR chapters also help connect guests to local ESL programs and adult education resources through trusted community partners.

Boundaries

The early days of the hosting period are also an important time to establish clear, respectful boundaries with hosted guests.

ECAR chapters are not expected to “solve” every challenge but rather to walk alongside guests in ways that affirm their autonomy and resilience. While ongoing support is essential, providing too much direct assistance or remaining constantly available can unintentionally blur roles and strain your volunteer network.

Work with guests to co-identify short-term goals such as applying for a work permit or obtaining a driver's license, and focus on supporting them in reaching these milestones during their time on campus.

Volunteer Boundaries and Support

As a coordinator, you'll often be the main point of contact for both guests and volunteers. It's important to establish healthy boundaries from the start. Encourage clear expectations around availability, especially if volunteers are also students, staff, or community members with other responsibilities. We strongly recommend coordinators set up a “business” WhatsApp number (or Google Voice account) for all ECAR-related communication. This helps protect personal boundaries, enables professional messaging, and allows you to manage group chats or away messages more effectively. Hosting asylum seekers can be emotionally rewarding but also demanding—building in space for rest, reflection, and mutual support is vital for sustainability.

Employment

Helping guests find meaningful employment is a key component of fostering long-term stability and independence. Your ECAR chapter can support this by:

- Assisting guests with resume building or revision
- Practicing interview skills
- Helping with job applications and online job searches
- Connecting with campus Career Services for workshops or one-on-one coaching
- Identifying local employers willing to hire asylum seekers
- Collaborating with your partner nonprofit or community organization, which may already have employment programs or job placement networks
- Encouraging volunteers or supporters with small businesses or job openings to consider hiring hosted guests when appropriate

Because asylum seekers often feel pressure to accept the first available job, regardless of fit, being hosted on campus offers a rare window of stability to explore opportunities that better align with their skills, values, and long-term goals.

During USF's hosted housing initiative, several guests had backgrounds as tradespeople, childcare providers, or service workers, while others had previously owned businesses or worked as computer engineers. Through attending worship services and community events with Interfaith Movement for Human Integrity, some guests were able to connect informally with church members and secure small jobs, such as fixing laptops or providing tech support. These opportunities allowed them to begin earning income while utilizing their existing skill sets.

Members of Interfaith also offered part-time work, such as yard maintenance, airport drop-offs, and light construction, which provided supplemental income and helped build confidence and community ties.

While it's important for guests to begin generating some form of income before transitioning off campus – both to support financial independence and demonstrate housing readiness – empowering them to pursue dignified, sustainable employment is one of the most lasting contributions your ECAR chapter can make.

Moving Off-Campus

Off-Campus Housing

As your guest(s) prepare to transition off campus, it's time to begin the search for long-term housing. Work with them to determine a realistic monthly rent budget, as well as their specific needs and preferences (e.g., location, proximity to public transit, schools, places of worship, etc.).

Many landlords or property managers require tenants to show proof of income that equals at least 3x the rent, along with supporting documents such as pay stubs, bank statements, or letters from employers. Helping asylum seekers gather and organize this documentation is a valuable step in the process, especially since they may not have access to traditional credit histories.

Unlike traditional refugee resettlement programs, where individuals are often placed in predetermined housing by agencies prior to arrival, guests hosted through ECAR, whether they are asylum seekers or refugees, have more agency in choosing their next home. It is important not to pressure or impose housing options. Instead, present up to three viable choices that align with their stated needs and empower them to decide.

At the University of San Francisco, many, if not all, of the hosted guests were able to secure housing through two key avenues:

- Pooling resources to rent together, often forming co-living arrangements with other newcomers they met through the program
- Accessing the extended community network of Interfaith Movement for Human Integrity, where community members helped connect guests to available rooms or apartments through personal referrals

This kind of network-based housing support proved especially helpful for guests who lacked formal rental history or legal documentation. It also underscored the importance of trusted relationships and community organizing in expanding housing opportunities for asylum seekers.

This is also an opportunity to teach guests how to search for housing in the U.S., including how to:

- Use apartment search websites (e.g., Zillow, Apartments.com, Craigslist)
- Read and compare rental listings
- Understand leases, fees, and tenant responsibilities

If possible, accompany them on apartment tours and walk them through the rental application process. If none of the presented options are suitable, that's okay. At this stage, your role shifts from provider to coach, encouraging your guests to continue their search using the tools and strategies you've shared.

When Housing Is Difficult to Secure

In some cases, finding housing may be challenging due to high costs, documentation requirements, discrimination, or limited availability. When this happens, consult with your resettlement agency, partner nonprofit, case manager, or immigrant support organization. These partners often have relationships with property managers, access to transitional housing, co-housing networks, or knowledge of local programs that support asylum seekers and other newcomers.

As you support guests in identifying options, take time to research potential landlords and housing providers. Ensuring safe, stable, and respectful living conditions is critical—placing a guest with an unsafe or exploitative landlord can cause long-term harm and undermine the goals of accompaniment.

Above all, maintaining the guest's autonomy and agency is essential. ECAR's role is to support, not decide for them. Guests should never feel pressured into accepting housing that makes them uncomfortable or unsafe. Providing clear, respectful guidance – ideally with 2–3 viable options – can help guests make informed choices that reflect their needs and preferences.

Securing and Setting Up Housing

Once the guest is approved for an apartment, help them with:

- Setting up utilities (electricity, gas, water, internet)
- If possible, paying initial fees (application, deposit, and first month's rent)

Some ECAR chapters have successfully partnered with community organizations, such as faith-based groups, to cover move-in costs through grassroots fundraising efforts. For example, one chapter collaborated with a local interfaith organization that mobilized its congregations to donate directly, helping guests access housing more quickly and with fewer financial barriers.

Chapters are increasingly working to expand fundraising efforts by engaging the school community, through departmental support, student groups, and individual contributions.

Your chapter may consider developing a hybrid model that combines campus-based giving with support from local partners.

Volunteers can also assist guests by helping set up online utility accounts, making in-person payments when needed, and reviewing lease terms to ensure clarity and confidence throughout the transition.

Note: If your guests are placed on a housing/apartment waitlist, request written confirmation of approval from the housing provider so you can plan accordingly.

Helpful Housing Resources

Many of the following tools and trainings, while originally created for resettled refugees, can be useful for asylum seekers as well:

E-learning Courses:

- [Introduction to HUD Affordable Housing for Newcomers – Switchboard](#)
- [Accessing HUD Affordable Housing for Newcomers – Switchboard](#)
- [Community-Based Housing Supports for Newcomers – Switchboard](#)

Landlord Guides & Resources:

- [Landlord Toolkit – Refugee Housing Solutions](#)
- [Newcomer Housing Tips: Four Steps for Outreach to Landlords – Refugee Housing Solutions](#)
- [Five Principles Landlords Can Follow to Prevent Evictions](#)
- [Recruit, Retain, and Engage Housing Providers Toolkit – Refugee Welcome Collective](#)

Tenant Guides & Tools:

- [Sample Housing Walkthrough Checklist – Refugee Housing Solutions](#)
- [Tenant Toolkit – Refugee Housing Solutions](#)
- [Monthly Budget Tool – Refugee Welcome Collective](#)
- [Navigating Housing Screening Criteria – Switchboard](#)
- [Ending a Lease: Special Considerations for Newcomers – Refugee Welcome Collective](#)

Moving Day & Beyond

On moving day, conduct a final walkthrough of the apartment with the guest – and, if possible, the landlord or leasing agent. Ensure:

- All appliances work
- Smoke detectors and fire extinguishers are present
- Windows and doors lock properly
- Trash and recycling systems are understood

Show your guest how to contact their landlord, submit maintenance requests, and pay rent (whether by check, cashier's check, money order, or online portal).

In the days and weeks after the move, maintain contact. ECAR is built on relationships, not transactions. Continue checking in, offering encouragement, and assisting with longer-term goals such as:

- Acquiring a driver's license
- Completing GED programs
- Accessing continued ESL classes or employment support

The end of campus residency is just the beginning of the next chapter in their journey – and your chapter's ongoing connection can continue to make a lasting impact.

Submitting an Asylum Case

For asylum seekers, one of the most urgent and critical steps is to submit their asylum application ([Form I-589](#)) within one year of arrival in the United States, unless they qualify for an exception. This application establishes their formal request for protection and begins the legal process toward possible long-term residency.

Submitting an asylum case involves:

- Completing Form I-589, Application for Asylum and for Withholding of Removal
- Providing documentation that supports their claim (evidence of persecution, country conditions, affidavits, etc.)
- Attending a biometrics appointment and eventually an interview or court hearing

It is highly recommended that guests work with a qualified immigration attorney or accredited legal representative to avoid errors or delays that can impact their case.

More information and the form itself can be found at:

<https://www.uscis.gov/i-589>

Your ECAR chapter can support this process by:

- Connecting guests with free or low-cost immigration legal aid
- Helping them prepare for appointments and gather documents

- Offering interpretation, transportation, or emotional support (but not legal advice unless properly trained)

Filing an asylum application is a major milestone for your guest(s) and can open pathways to work authorization and, later on, permanent residency. Timely support and legal guidance can make a life-changing difference.

Program Coordinator

As your ECAR chapter grows – or if you plan to continue hosting asylum-seeking individuals or families – your campus should consider designating a Program Coordinator.

This role serves as a vital bridge between:

- Hosted guests
- Volunteers
- Campus stakeholders
- Community partners and legal support organizations

At the University of San Francisco, the coordination role was shared by three graduate students in the Migration Studies program, who served as case managers. They led volunteer coordination across students, staff, and members of the Interfaith Movement for Human Integrity. In addition to onboarding volunteers and organizing transportation and appointments, the case managers worked directly with guests to register them at local food banks, assist with obtaining San Francisco IDs, prepare for driver's license exams, and navigate Medi-Cal enrollment.

They also attended events hosted by Interfaith Movement for Human Integrity and served as liaisons between the newcomers and local congregations that expressed interest in building relationships, such as hosting shared meals, inviting guests to community events, or providing emotional and spiritual support.

This hands-on, relationship-centered approach helped build a strong sense of belonging while connecting guests to practical resources and a broader care network. The distributed leadership model allowed for team-based support and cultivated long-term sustainability for the program.

The Program Coordinator role is key to maintaining continuity, especially as students graduate or leadership transitions occur. Coordinators may be graduate students, staff, alumni, or volunteers, and some campuses fund the position through donations, grants, or service fellowships.

Before asking someone to commit to this role, be sure to clarify how the position will be supported financially and logistically.

Volunteers

Requirements to Be a Volunteer

All ECAR volunteers must receive appropriate training to work with asylum-seeking guests. This may include:

- Cultural sensitivity training
- Confidentiality agreements
- Interpreter guidance
- Training from local nonprofit or legal aid partners

At the University of San Francisco, training for student, staff, and community volunteers was led collaboratively by Interfaith Movement for Human Integrity, whose team brought deep experience in working with asylum-seeking populations. Graduate student case managers supported coordination and communication throughout the process, ensuring that volunteers were well-prepared to provide trauma-informed, community-based support centered on privacy, accompaniment, and dignity.

Many community volunteers came from Interfaith's extended congregational network. This joint training approach fostered shared values, consistent communication, and a welcoming environment for guests.

Volunteers who offered English language support included retired or current ESL teachers who led weekly classes tailored to the guests' work schedules. Informal coordination helped ensure these sessions were accessible, respectful, and aligned with guests' immediate goals.

While USF did not use formal task-tracking forms like case notes, coordination and support were maintained through regular team check-ins and communication between case managers, volunteers, and Interfaith staff. A shared Google Sheet was used to log

volunteer hours and activities, providing an informal but effective way to monitor engagement and identify where additional support was needed.

Depending on your campus structure, you may choose to implement a more formal Volunteer Task Form to help track support and ensure continuity. A sample form from Guilford is available in the Appendix.

Opportunities for Volunteers

There are many ways volunteers can contribute to ECAR's mission of supporting asylum seekers. Examples include:

- Tutoring children and teens with homework
- Practicing English with guests
- Helping fill out forms (e.g. for medical visits, utilities, mail, school enrollment)
- Collecting, sorting, and delivering donations
- Tabling on campus to raise awareness about the ECAR program
- Accompanying guests to community events, campus activities, or local stores
- Providing transportation to appointments and interviews
- Calling offices to set up appointments, inquire about housing, or gather information
- Assisting with move-in/out logistics and apartment setup
- Helping guests access food banks and community meals
- Greeting guests on arrival (airport, bus station, etc.)
- Offering public transit orientation (getting bus IDs, route planning)

Event & Community Engagement Ideas

- Host an art show featuring guest or student artwork
- Organize a benefit concert or cultural night
- Participate in or co-host events like World Refugee Day or the Love Over Fear Festival
- Co-host a Free Market (clothing and supply swap)
- Partner with local sports teams for sponsored events (e.g., roller derby night)
- Fundraise through community dinners, donation drives, or online campaigns

Fundraising

Another key responsibility of the Program Coordinator is fundraising. Fundraising provides both emergency support and coverage for early arrival and day-to-day expenses for asylum-seeking guests. These costs can include larger items like first month's rent, security deposits, or transportation, as well as smaller but essential needs such as groceries, hygiene items, and household supplies.

At the University of San Francisco, the ECAR initiative partnered with Interfaith Movement for Human Integrity to raise funds for guest support. With leadership from the director of the Master in Migration Studies (MIMS) program and a student intern, the team successfully applied for and received a Jesuit Foundation Grant. This internal campus grant helped cover program costs alongside generous in-kind and financial donations received from Interfaith's community network.

ECAR chapters may also respond to urgent needs by launching peer-to-peer fundraisers, such as GoFundMe campaigns tailored to the specific circumstances of asylum-seeking families or individuals.

To develop sustainable fundraising strategies, work closely with your institution:

- Can you access alumni or donor lists for outreach?
- Are there internal grants or campus innovation funds you can apply for?
- Is your institution willing to match funds or offer emergency discretionary funds?
- Can your chapter plug into existing campus or community fundraisers?

Donor Engagement Tip:

Acknowledge and thank your supporters regularly. Consider sending monthly thank-you letters to new donors and annual letters to recurring donors. Keeping your donors informed about how their contributions directly support asylum-seeking individuals builds long-term engagement and trust.

Community Involvement & Resources

Think creatively and boldly about what resources exist in your community – and don't be afraid to ask. People are often willing to help when given a clear opportunity to make a difference.

At the University of San Francisco, for example, our hosted housing initiative collaborated closely with Interfaith Movement for Human Integrity and student case managers to identify community-based resources for asylum-seeking guests.

We partnered with local food banks and pantries and were able to use lease agreements to enroll guests in food distribution programs.

We also supported guests in applying for San Francisco IDs – an essential step for accessing public services – by providing lease documentation as proof of residency.

Community partners provided donated hygiene items, transit cards, and bicycle safety gear, including lights and reflective vests.

Volunteers from Interfaith’s congregational network offered English classes, art sessions, and accompaniment to appointments.

This experience showed how important it is to activate your local networks and be specific about the support you need. Even limited partnerships can have a big impact when coordinated thoughtfully.

Potential Community-Based Resources:

- [US Hello’s “Find Hello”](https://www.findhello.org) tool offers localized support directories for immigrants and asylum seekers (Note: not comprehensive in every region).
<https://www.findhello.org>
- Employment connections: Reach out to local hiring agencies, workforce development boards, or small business owners who may be open to hiring asylum seekers.
- Childcare support: Ask preschools or daycare centers about tuition-free or sliding-scale spots. Guilford’s ECAR chapter, for example, secured two free preschool spots through a partnership with a local Presbyterian church.
 - *While the USF Hosted Housing initiative did not serve guests with children during the summer programs, it's still important to explore this option in advance in case future guests arrive with young dependents. Building relationships with local early childhood education providers ahead of time can make it easier to respond quickly and compassionately when the need arises.*
- Food support: *Coordinate with local food banks and pantries to ensure guests have access to groceries during the transition period. At USF, we used lease agreements to successfully enroll guests in food distribution programs in San Francisco. Establishing early contact with food banks and confirming required documentation (such as proof of address) can help streamline this process for guests. In Greensboro, our Program*

Coordinator created a map of community food resources, which can be a helpful model for your chapter: [Greensboro Resource Map Example](#)

- Health & Safety Support: Health departments may have lists of community resources, including free meal programs, baby supplies, or safety gear. *At USF, guests received donated bicycle safety gear such as reflective vests and front lights to support safer commutes. We coordinated with local partners and volunteers to identify and fulfill these needs.*
- Think outside the box: Could your guest benefit from access to an art studio, gym, library, or community center? What about job training programs or public computer labs? Build connections with partners who can offer space and support.
- Consider creating a "Newcomer Resource Folder" that includes:
 - DMV forms
 - Language guides or phrasebooks
 - Cultural orientation materials
 - Local school information
 - Contact numbers for community partners

Note on Education Access for Ages 18+

If your guest is a teenager aged 18 or older who wants to attend high school, check your state's age eligibility for public school access – it typically ranges from 19 to 21.

Some schools or community colleges may encourage 18+ students to enroll in adult education or college, but if high school is still an option and preferred by the guest, that should be prioritized. Your local school district or Board of Education can provide guidance on enrollment for asylum seekers.

Social Media

A strong and thoughtful social media presence can play a major role in building awareness and support for your ECAR chapter. Platforms like Instagram, Facebook, and X (formerly Twitter) are useful for:

- Sharing material and financial needs
- Updating supporters on program activities
- Promoting fundraisers and events
- Highlighting volunteer stories and community impact

We recommend using design tools like [Canva](#) to create clean, engaging posts that catch attention and reflect the heart of the work.

Privacy Reminder:

Always maintain the privacy and safety of asylum-seeking guests and refugees. Do not share names, identifying details, or photos without explicit and informed consent. *You can find our full privacy policy in the appendix.*

Volunteer Recognition:

Use social media to celebrate the contributions of your volunteers. Many are students balancing classes, jobs, and other responsibilities – and public recognition helps foster appreciation and retention.

The Curricular and Co-Curricular Component

One effective way to sustain your ECAR chapter and support its long-term success is by connecting it to student learning through curricular and co-curricular pathways. These opportunities deepen student engagement, formalize campus involvement, and align ECAR with broader educational goals.

Guilford College established the Every Campus a Refuge (ECAR) minor through its Principled Problem Solving Experience (PPSE) program and later introduced a second minor, [Forced Migration and Resettlement Studies](#). These programs formalize the educational dimensions of ECAR by engaging students in disciplinary and interdisciplinary learning rooted in real-world application. Students critically examine forced displacement, center the agency and experiences of displaced individuals, and participate in community-based support efforts while building skills in advocacy and civic engagement.

At the University of San Francisco, ECAR principles were embedded into graduate-level coursework and fieldwork within the Migration Studies program. Students supported hosted guests as case managers while enrolled in courses such as Critical Refugee Studies and Migration Policy and Law. The academic component emphasized systemic analysis, ethical accompaniment, and racial and global justice. Through a partnership with Interfaith Movement for Human Integrity, students applied trauma-informed practices and community-based strategies to support asylum-seeking guests.

These models show how both formal academic programs and experiential learning opportunities can reinforce ECAR's mission. Whether through an undergraduate minor or graduate practicum, integrating ECAR into the curriculum gives students the chance to apply theory to practice, learn from impacted communities, and develop skills in housing coordination, resource navigation, and advocacy.

Educational Goals and Structure

Curricular and co-curricular integration is a powerful way to sustain your ECAR chapter and deepen student engagement. Whether through formal minors or embedded graduate-level experiences, the academic component of ECAR helps students connect theory with practice through community-based learning.

Consider the following goals and structures for creating meaningful educational pathways through ECAR:

- Build foundational knowledge of forced displacement, asylum seeking, and global migration through interdisciplinary coursework and guest lectures. Relevant topics may include Critical Refugee Studies, Migration Policy and Law, Borders and Mobility, and Decolonial Methods.
- Center lived experience and narrative-based learning by highlighting the voices, agency, and perspectives of asylum seekers and displaced individuals—both in course materials and through direct involvement with hosted guests.
- Explore and apply community-based responses to displacement by examining advocacy, organizing, and systems-level problem-solving, then putting those lessons into action through roles such as case management, volunteer coordination, and resource navigation.
- Develop practical skills in intercultural communication, trauma-informed support, and ethical accompaniment through hands-on involvement in ECAR's initiatives—such as hosted housing, advocacy campaigns, and partnerships with organizations like Interfaith Movement for Human Integrity.

This integrated model equips students to understand structural inequities while contributing meaningfully to justice-oriented work with displaced communities.

Sample Curriculum Structure for ECAR-Integrated Minors

Academic programs aligned with Every Campus A Refuge principles, such as minors in Refuge, Displacement, or Forced Migration Studies, typically require a minimum of 12-16 credit hours and combine academic coursework with applied, community-based learning. While the exact titles and offerings may vary by institution, a representative curriculum includes:

Core Course Requirements

1. **Introductory ECAR Course (Required):**
Foundational course that introduces students to core concepts in forced displacement, ethical engagement, and the ECAR model.
2. **Advanced ECAR Course (Required):**
A project-based course focused on applied learning and interdisciplinary collaboration related to migration, advocacy, or resettlement.
3. **Course on Root Causes of Displacement:**
Explores the systemic, political, environmental, or historical drivers of (im)migration and forced displacement globally and locally. You can generally find courses like this offered in majors or minors such as History, Political Science, International Studies, etc.
4. **Course Centering Migrant and Refugee Perspectives:**
Prioritizes the lived experiences, narratives, and agency of displaced individuals through storytelling, oral histories, and cultural production. You can generally find courses like this offered in majors or minors such as History, Political Science, International Studies, English, African American Studies etc.
5. **Course on Advocacy, Organizing, or Community Building:**
Focuses on social justice, mutual aid, or civic engagement practices that support immigrant and refugee communities. You can generally find courses like this offered in majors or minors such as Community Justice, Education, etc.

Course Descriptions for Required Courses

Introductory ECAR Course: Foundations of Refuge and Community Support

Students in this course engage with foundational themes and practices that prepare them to ethically and effectively support displaced individuals. Core elements include:

- **Partner-Based Training:** Students receive orientation or training from local or national organizations working with refugees and migrants, deepening their understanding of displacement and resettlement contexts.
- **Conversational Engagement:** Participation in approximately 10–15 hours of structured dialogue with individuals who have experienced displacement, facilitated through conversation partnerships, language exchange programs, or local mentorship initiatives.
- **Multimodal Learning Methods:** Topics such as asylum systems, global migration policies, and community-based support models are explored through:
 - Assigned readings and reflective writing
 - Guest lectures from practitioners or individuals with lived experience
 - Site visits to relevant service organizations
 - Documentary and film screenings

- Facilitated classroom discussions

Advanced ECAR Course: Applied Project in Displacement and Advocacy

This upper-level course emphasizes hands-on, collaborative work and deeper engagement with the themes introduced in the foundational course. Components often include:

- Student-Designed Projects: Students conceptualize and implement interdisciplinary engagement, education, or advocacy projects connected to refugee and migrant justice. Projects may culminate in public presentations, digital products, or campus/community events.
- Sustained Volunteer Commitment: Students complete approximately 40 hours of service during the semester, supporting displaced individuals through direct accompaniment or indirect service. Possible roles include:
 - Assisting with housing, transportation, or translation
 - Supporting access to education, job readiness programs, or health services
 - Facilitating community connections and resource navigation
- Ongoing Critical Reflection and Thematic Learning: Coursework continues to engage students in deeper critical thinking around displacement, migration policy, and models of community care through readings, media, guest speakers, and discussions.

You can find a folder of sample syllabi for these and other courses here: [[Google Drive Folder](#)]

Past ECAR Curricular and Co-Curricular Projects

In addition to a minor, certificate, or course, there are many ways in which students can engage in curricular and co-curricular activities with ECAR on your campus through independent study projects and/or internships.

Here are examples of some projects students completed during their curricular and co-curricular engagement with ECAR. These examples offer possibilities and inspiration for your own curricular and co-curricular design based on student interest and community-driven needs:

- Booklet with information for pregnant people & mothers in multiple languages and including pictures.
- ECAR Camp: A week-long summer program on campus for children who have been hosted through ECAR.
- Narratives – stories told about the history & practices of each chapter
- Fundraisers (including silent auction)
- Documentaries

- ESL Toolkit
- Movie night for children
- Know-Your-Rights Campaign

In addition to independent study or internship projects, here are some examples of what ECAR campuses have offered to engage a wide range of students:

- Book Club: “American Refugee” by Dr. Diya Abdo
- ESOL Team: Create ESOL tutor kits, assist with “I Belong” book development, tutor current guests, etc.
- Outreach Team: Recruit new volunteers/spread awareness through tabling, events, etc., donation drives, collections and sorting donations, social media management, newsletters, volunteer engagement activities, and fundraising events/activities.
- Intercultural experiences for students, guests, and community members such as the Intercultural Cafe at Russell Sage.

Impact on Students and Tracking Student Experiences

Students who participate in ECAR experience a world of benefits. See [here](#) for a published study on how participating in ECAR impacted Guilford College students.

In order to track your students’ experiences and learning, feel free to use (and adapt if needed) these [pre and post surveys](#).

Outside Resources & Links

We recognize that no single program can provide every answer or resource needed to fully support asylum seekers and refugees. Below is a curated list of external tools and platforms that may be useful as you build or expand your ECAR chapter.

- Switchboard TA – A learning and resource platform managed by the International Rescue Committee and its partners. It offers frequent updates on webinars, practical tools, research, and best practices for serving displaced populations.

- <https://www.switchboardta.org>
- US Hello’s “Find Hello” Tool – Designed to help locate services for immigrants and asylum seekers across the U.S., including healthcare, legal aid, education, food access, and more.
 - <https://www.findhello.org>
- Asylum Advocacy Resource Platform – Created by the Asylum Seeker Advocacy Project (ASAP), this site offers multilingual guides and updates on the asylum process, interview prep, court support, and recent policy changes.
 - <https://help.asylumadvocacy.org/recent-posts>

If you have recommendations to add, please contact us at:
everycampusarefuge@gmail.com

General Resources

- USAHello <https://www.usahello.org>
 - Offers free online classes, citizenship preparation, legal information, and practical guides for immigrants, refugees, and asylum seekers.
- FindHello (by USAHello) <https://find.usahello.org/#/list>
 - A website and app to help users find nearby services such as legal aid, ESL classes, food pantries, health clinics, shelters, and more—mapped by location.
- Switchboard TA <https://www.switchboardta.org>
 - A learning platform with resources for providers, but many guides and tools are helpful for community members and asylum seekers.

Language Access

- [Tarjimly](#) – Free live interpretation app for refugees and asylum seekers
 - A free interpretation app connecting asylum seekers to bilingual volunteers in real time – useful for healthcare, legal, and social service communication
- [Mobile App Translation & Interpretation Guide](#) – Switchboard
 - Helps users and organizations identify reliable translation and interpretation apps.
- [Cultural Validation & Translation Toolkit](#) – International Rescue Committee (IRC)
 - Guides organizations in creating culturally appropriate and linguistically accessible materials.

Legal Rights & Immigration Procedures

- ASAP – Asylum Seeker Advocacy Project
<https://help.asylumadvocacy.org>

A membership-based organization for asylum seekers. Provides multilingual legal resources, interview prep tools, community updates, and an online member forum.

- UNHCR (United Nations High Commissioner for Refugees – U.S. Information)
<https://help.unhcr.org/usa>
 Explains asylum procedures in the U.S., your rights as an asylum seeker, and how to find legal and humanitarian support services.
- USCIS – Asylum Information Page
<https://www.uscis.gov/humanitarian/refugees-and-asylum/asylum>
 Official government site for asylum policy, filing guidelines, application forms, and updates on interviews or hearings.
- Immigration Advocates Network Legal Directory
<https://www.immigrationadvocates.org/nonprofit/legaldirectory/>
 Searchable directory of free and low-cost legal immigration services by ZIP code.
- CLINIC Legal Services Directory
<https://cliniclegal.org/find-legal-help>
 Catholic Legal Immigration Network directory for nonprofits offering immigration legal aid.

Volunteer Engagement

- Community-Based Volunteering Models – Refugee Welcome Collective
 - Videos giving context and information were shared during the volunteer training
 - [SFIC video](#)
 - This link shares powerful success stories from the Nueva Esperanza Accompaniment Team (NEAT) program, highlighting how volunteers and faith communities have supported asylum seekers like Rodnoel from Venezuela and a Ukrainian couple, Kate and Alex, as they rebuild their lives in the U.S. It shows how accompaniment efforts – like offering housing, language practice, emotional support, and community – make a life-changing difference. The page also includes a video and resources for congregations interested in supporting newly arrived asylum seekers through the NEAT program.
 - [“From Root Causes to Sanctuary”](#)
 - Interfaith Movement for Human Integrity upholds the value of every person as sacred across bars and borders, and part of our work is highlighting the complexities of immigration. This story explores the root causes of why people migrate to the US

from Honduras, and the ways congregations are able to welcome and support families.

- [NEAT Stories](#)
 - This link shares powerful stories from the NEAT program, showing how faith communities supported asylum seekers like Rodnoel from Venezuela and Kate and Alex from Ukraine through housing, language practice, and community, with resources and a video for congregations to get involved.

Housing

- [Housing Selection 101 – Switchboard](#)
- Housing Collaborative (formerly SocialServe) – <https://housingcollaborative.org>
- Landlord Outreach Toolkits – Refugee Housing Solutions
- Affordable Housing 101 Webinars – Switchboard
- Sample Housing Walkthrough Checklists – Refugee Housing Solutions
- [Renting 101 – USAHello](#) – A free online guide that explains the rental process in the U.S. in plain language, tailored for newcomers including asylum seekers.

Cultural Orientation

- [Welcome Guide – Cultural Orientation Resource Exchange \(CORE\)](#)
- [Support Posters – CORE \(translated visuals for community spaces\)](#)

Healthcare

- [Society of Refugee Healthcare Providers – Provider Directory](#)
- [Preventing Lead Poisoning – Switchboard](#)
- [Connecting Asylum Seekers to Free or Sliding-Scale Clinics](#)
- FindHello – [Health Clinics Locator](#)
- NAFC – [Free & Charitable Clinic Finder](#)
- ASAP – [Health Care for Asylum Seekers](#)

Mental Health

- [Reducing Burnout & Vicarious Trauma Among Service Providers – Switchboard](#)
- [Mental Health First Aid – Training resources and support services](#)
- [Mental Health Toolkit for Asylum Seekers and Claimants](#) –
 - [Mental Health Resources for Undocumented People – Immigrants Rising](#)
- Self-Care in the Settlement Sector – Resources for volunteers and staff
- Immigrants Rising – [Mental Health](#)

Career Discernment & Planning

- Credential Evaluation & Degree Recognition
 - [National Association of Credential Evaluation Services \(NACES\)](#)
 - [WES Gateway Program \(for displaced individuals\)](#)
- English Proficiency Tests
 - [Duolingo English Test](#)
 - [TOEFL \(Test of English as a Foreign Language\)](#)
- Career Pathways & Workforce Entry Tools
 - [WES Career Pathways Tools](#)
 - [Public Workforce Systems](#)
 - [Upwardly Global – Job Search Support for Immigrants & Refugees](#)
 - Note: This guide primarily applies to individuals with approved asylum, refugee status, or other eligible immigration designations. Asylum seekers may not be eligible until receiving a work permit—check with a local workforce board or community partner for specific access options.

Entrepreneurship & Self-Employment Pathways

- Immigrants Rising – [Entrepreneurship Resources](#)
 - <https://immigrantbizhub.org/getting-started/>

Financial Planning

- [Supporting Access to Financial Empowerment – International Rescue Committee](#)
- [Personal Finance for Newcomers – Switchboard & Consumer Financial Protection Bureau](#)
- Three Ways to Support Newcomers' Financial Health – [Switchboard](#)
- CORE - [Money Management Lesson Plan](#)
- International Rescue Committee - [Financial Empowerment Workshops](#)

Local & Government-Supported Programs

- [HUD-Approved Housing Counseling Agencies](#)

Media Coverage

Media coverage can be a powerful tool to amplify your chapter's work, build campus and community support, and inspire replication at other institutions. Highlighting how ECAR has been represented in local and national outlets can help you frame your own media outreach and storytelling efforts. [Here](#) are some examples of media coverage about ECAR:

- [USF Summer Newcomer Housing Program](#)
- [University of San Francisco-Jul. 24, 2024](#)
- [Quad Cities, NPR](#)
- [Boston Globe](#)
- [Immigrant Conversations](#)
- [James Madison University](#)
- [The Collegian](#)
- [Scalarini International Migration Institute](#)
- [Higher Ed Immigration Portal](#)
- [WSU Foundation](#)

Note: These platforms have highlighted the growing role of U.S. universities in supporting forcibly displaced populations, including asylum seekers and refugees, through initiatives like ECAR. Media coverage reflects ECAR's expanding efforts to humanize migration, revise campus spaces into sites of welcome, and advocate for the inclusion of asylum seekers alongside refugees.

ECAR Chapters

View the [full list](#) of participating campuses and explore how each ECAR chapter supports asylum seekers and refugees.

Videos

The following videos can be used for volunteer training, campus presentations, or outreach efforts to help others understand the vision and impact of ECAR. They offer compelling storytelling and key insights into how higher education institutions can support displaced populations through campus-based resettlement and accompaniment.

- [ECAR at the United Nations](#) — highlighting campus-based resettlement and asylum accompaniment.
 - [General ECAR Information Video](#) — introducing the model, including support for both refugee and asylum-seeking populations.
 - [Diya Abdo's TED Talk: "Revisioning the University Campus"](#) — reimagining higher education spaces as sites of sanctuary for forcibly displaced individuals, including those seeking asylum.
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Appendix

Quick Links to Document Resources

- Program Coordinator Sample Documents – [[Google Drive Folder](#)]
Includes:
 - [Sample Public Safety Information Document](#)
 - [Sample Welcome Letter for Asylum Seeker Guests](#)
 - [Sample Donation Request Letter](#)
 - [Sample Lease \(Basic\)](#)
 - [Sample Volunteer Application](#)
 - [Google Form Volunteer Application](#)
 - [Sample Current Volunteer Opportunities Document](#)
 - [Sample Home Orientation Document](#)
 - [Sample Student Surveys](#)
- [Syllabi for ECAR Courses](#) – [[Google Drive Folder](#)]
- [Co-Curricular Activities for ECAR: Supporting Asylum Seekers on Campus](#)
- [ECAR Partnerships for Establishing Resettlement Campuses Map](#)
- [The AHLAN Manual](#) – Guidance for host campuses supporting asylum seekers and other displaced individuals
- [Tip Sheet for Campuses](#): Sourced from oral history interviews conducted with refugees hosted by ECAR chapters as part of ECAR’s oral history project [Sawt](#).

Sample In-Kind Donation Form

1. [Sample Instructions for Accepting In-Kind Donations](#)

- Complete a form for any item or service donated to the program, including physical goods (clothing, food, hygiene supplies), digital donations (e.g., gift cards, software), or services (e.g., translation, tutoring).
 - One form can be used for a group of items donated at the same time by the same donor.

2. *Ensure Accurate Descriptions*

Record the following:

- Item name and quantity
- Estimated value (provided by the donor)
- Condition (new or gently used)
- If digital, note “digital” or “service” under description and attach any documentation (e.g., emailed confirmation, gift card code, license info)

3. Collect Donor and Contact Information

Make sure the donor completes their:

- Name and contact info (email or phone)
- Organization (if applicable)
- Signature and date

If a donor prefers to remain anonymous, staff may fill out the form and write “Anonymous Donor” in the name field.

4. Complete Receiving Section

The ECAR staff or volunteer receiving the donation should:

- Fill in the donation date
- Note the drop-off or pick-up location
- Sign the form to confirm receipt

5. Store and Submit the Form

- Scan or photograph the completed form and send it to the ECAR coordinator or designated admin staff
- Keep a physical copy in a secure file or digital folder
- If working with a nonprofit fiscal sponsor, submit the form as required for tracking and reporting purposes

6. Say Thank You!

Always thank donors warmly, either verbally or with a quick follow-up email. Consider using a short thank-you template for consistency.

Sample Donation Request Letter

The world is currently witnessing one of the largest forced displacement crises since WWII. Millions of individuals and families are fleeing conflict, violence, and persecution — seeking asylum and safety in countries around the globe. These asylum seekers urgently need our support and solidarity. Will you answer their call for safety and welcome?

Join Every Campus A Refuge (everycampusarefuge.org), a volunteer-powered initiative based at Guilford College, in supporting families seeking asylum and refuge. Help us welcome them into the U.S. and show them that they are seen, valued, and cared for.

Your support can take many forms:

- Volunteering your time
- Donating gently used household items
- Making a financial contribution

Every single dollar makes a difference in helping meet the immediate needs of asylum-seeking families:

Amount	What It Can Provide
\$5	Simple ingredients, like cassava flour for bread
\$10	Fresh items, like chicken or fish for a family meal
\$25	A box of diapers for a baby or toddler
\$50	Groceries for a family for several days

\$100	One month's utility bill
\$500	Security deposit for a safe rental
\$1000	A month's rent, utilities, and groceries

Your generosity sends a powerful message to families seeking protection: You are not alone. This community stands with you in compassion, care, and love.

Guilford College students and clubs can also support by donating shelf-stable foods and culturally relevant ingredients such as:

- Cassava flour
- Beans
- Canned tomatoes
- Peanuts
- Rice

On behalf of the asylum-seeking families we accompany: thank you for your compassion. Thank you for helping transform our campuses into communities of refuge. Your actions create real impact.

Learn more or donate online at: everycampusarefuge.org
Email: everycampusarefuge@guilford.edu

Sample Information Sheet for Public Safety

CONFIDENTIALITY

All information regarding the history, identity, and location of ECAR guests must remain strictly confidential. Do not share their presence on campus with individuals outside of the approved support team. This policy protects the privacy, dignity, and safety of guests—many of whom may be navigating legal proceedings or recovering from trauma.

GUEST INFORMATION

We are hosting an asylum-seeking individual/family from Latin America. Household

composition and language proficiency may vary. If interpretation support is needed, please contact the ECAR program coordinator or designated language volunteer.

If you need interpretation support, please contact:

- [Name, Role] – [Phone Number]
- [Name, Role] – [Phone Number]

GUEST LOCATION

Guests will reside in campus housing at [Building Name or Area] beginning [Start Date] through the end of the semester (with a potential extension). ECAR staff will assist in transitioning guests to longer-term housing after their stay.

FOR NON-LIFE-THREATENING EMERGENCIES

Asylum-seeking guests have been informed to contact Public Safety for urgent but non-emergency issues (e.g., safety concerns or after-hours maintenance needs). Please respond with sensitivity and discretion.

Cross-Cultural Awareness: Venezuelan Cultural Norms

GREETINGS

- *Men to Men:* Handshakes are common in formal settings; among friends and family, a hug and a pat on the back are typical.
- *Women to Women:* A cheek kiss (on one cheek) is a common greeting among both friends and acquaintances.
- *Men to Women:* A cheek kiss is also common, but in more formal or new interactions, a handshake may be used instead.

GENDER NORMS

Venezuelan culture tends to value family relationships and social warmth. Gender roles can be traditional in some households—with women often managing domestic responsibilities—but many Venezuelan women also work, study, and lead in professional and public life. Expect variation based on personal, regional, and generational factors.

We may not know this family's background, beliefs, or values in detail. As always, we encourage volunteers and staff to approach each interaction with respect, cultural humility, and a willingness to learn.

For more information on working respectfully with individuals from different cultural backgrounds, visit: www.culturalorientation.net

Sample Volunteer Form

Please complete this form after each independent volunteer activity you do for ECAR (i.e., when neither Diya nor the Program Coordinator is present). This helps us track visits, appointments, mileage reimbursements, and overall engagement with families seeking asylum.

Email Address *

Your Name *

Date Task Performed *

of Hours Volunteered *

Task Type (check all that apply) *

- ☐ Tutoring
- ☐ Medical/Doctor's Appointment
- ☐ Translation/Interpretation
- ☐ Moving or Household Set-Up
- ☐ Donation Pick-Up
- ☐ Department of Social Services Visit
- ☐ Department of Human Services Visit
- ☐ Other: _____

Asylum-Seeking Family You Volunteered With (*drop-down menu*)

Description of Task (include location, purpose, details) *

Notes from Appointment (if applicable)

Follow-Up Needed? (please describe)

Do you need a reimbursement? *

- ☐ Yes – gas (no receipt needed)
- ☐ Yes – other (please upload a receipt below)
- ☐ No – no reimbursement needed

of Miles Driven (even if not requesting reimbursement) *

Upload Receipt (for non-gas reimbursement)

[Upload button]

Sample Welcome Letter (Updated for Asylum-Seeking Guests)

Translated into the primary language of the guest family.

Welcome to [name of your campus].

We are truly honored to welcome you as our guests.

My name is [name of coordinator]. I am [role or position on campus. E.g. student, professor, staff member etc.]. You may contact me during these times [specify times] by phone: 999-999-9999.

Please find attached your lease agreement for this residence. [Name of your campus] will cover the cost of rent and utilities. The lease outlines your responsibilities as tenants (non-monetary). If everything looks good, I will accompany you to the campus office in a few days to finalize and sign the lease.

This is your home — please make yourself comfortable.

For life-threatening emergencies, dial 911.

For non-life-threatening emergencies, call 999-999-9999 (Public Safety).

For maintenance issues between 9 a.m. and 5 p.m., call our Facilities Office: 999-999-9999.

For urgent issues outside business hours or on weekends, call Public Safety.

We're here for you — you are welcome here.

Warmly,

[Name of Coordinator]

Sample Home Supply List

The following items are recommended to prepare a safe, welcoming, and comfortable temporary home for individuals and families seeking asylum. Many of these items support basic daily living and reflect the values of dignity, care, and cultural respect that guide Every Campus A Refuge (ECAR) and its host campuses.

Sleeping & Bedroom Essentials

- Bed frame (1 per bed)
- Mattress and box spring (1 per bed)
- Bed sheets (1 set per bed)
- Blanket (1 per person)
- Pillow and pillowcase (1 per person)
- Dresser or shelves (per room)
- Alarm clock (1 per bedroom)
- Lamp or light source (1 per room)
- Paper and pen (1 per person)

Dining & Living Room Items

- Kitchen table
- Kitchen chairs (1 per person)
- Couch
- Coffee table or end table

Kitchen Essentials

- Saucepan
- Frying pan
- Baking dish
- Mixing/serving bowls
- Spatula

- Wooden spoon
- Large cutting knife
- Serving utensils
- Can opener
- Plate (1 per person)
- Bowl (1 per person)
- Cup (1 per person)
- Spoon (1 per person)
- Fork (1 per person)
- Knife (1 per person)

Cleaning Supplies

- Dish soap
- Bathroom cleanser
- Kitchen cleanser
- Sponges
- Paper towels
- Laundry detergent
- Waste baskets
- Mop, broom, and dustpan
- Box of trash bags
- Toilet paper

Personal Hygiene Supplies

- Shampoo
- Soap
- Toothbrush (1 per person)
- Toothpaste
- Bath towel (1 per person)
- Razor
- Deodorant
- Feminine hygiene products
- ts (pads)
- Shaving foam

Note: When possible, please ensure that donated items are new or gently used and culturally appropriate. Items like bedding, hygiene products, and cookware are essential to helping our asylum-seeking guests feel at ease and at home.

Memorandum of Understanding

Between

Every Campus A Refuge at [Your Institution]

And

[Your Immigrant/Asylum Support Organization]

This Memorandum of Understanding (MOU) establishes a collaborative partnership between *Every Campus A Refuge (ECAR) at [Your Institution]* and *[Immigrant/Asylum Support Organization]*. Together, these partners commit to promoting an effective and compassionate collaboration in support of newly arrived asylum seekers and forcibly displaced individuals temporarily hosted on [Your Institution]'s campus.

The organizations agree to the following responsibilities under this MOU:

[Your Institution] will:

- Provide appropriate, safe, and fully furnished housing on campus for asylum-seeking guests.
- Ensure continued maintenance of the residence and access to utilities/amenities for the duration of the guests' stay.
- Prepare the residence according to [Agency]'s home supply list.
- Provide a culturally appropriate hot meal upon arrival.
- Cover utilities, including electricity, water, and Wi-Fi (on campus or in ECAR campus-designated housing).
- Inform guests of available campus resources and provide access as requested (e.g., dining hall, library, gym, student organizations, etc.).
- Conduct background checks and provide orientation/training for all volunteers.
- Document and submit case notes for volunteer and coordinator tasks.
- Assist in locating off-campus housing options (a minimum of three options that reflect guest preferences).
- Support the moving process to permanent housing.
- Maintain strict confidentiality regarding the guests' identities and locations—shared only on a need-to-know basis.
- Decline any direct funding (e.g., R&P funds) from [Agency] for the fulfillment of these responsibilities.
- Provide [Agency] with proper in-kind contribution documentation (e.g., rent, utilities, volunteer time).

[Immigrant/Asylum Support Organization] will:

- Orient the ECAR campus partner to the scope and expectations of the partnership.
- Provide advance notice prior to the arrival of asylum-seeking or displaced guests.
- Assign and introduce point persons (case managers and/or other staff) to liaise with ECAR [at your institution] representatives during the campus stay.
- Share key case information to support preparedness (family size, composition, country of origin, language, estimated arrival time, etc.).
- Provide car seats, phones, mattresses, box springs, and bed frames as needed.
- Conduct a home safety evaluation and confirm completion of the home supply checklist before guests' arrival.
- Maintain ongoing communication with the ECAR [at your institution] Program Coordinator to coordinate services, monitor guest well-being, and share updates (e.g., appointments, employment leads, schedules, etc.).
- Distribute available resettlement or emergency funds directly to the guests or on their behalf.
- Invite ECAR [at your institution] to contribute to individualized service planning when appropriate.

Both ECAR at [Your Institution] and [Immigrant/Asylum Support Organization] agree to:

- Greet guests upon arrival and coordinate transportation to campus.
- Provide an orientation to the home, including safety instructions and house rules.
- Collaborate with guests to identify goals for their time on campus.
- Maintain regular contact with guests to monitor well-being and support needs.
- Coordinate closely with one another before responding to requests or concerns, ensuring a united and consistent approach in supporting guests.

Duration & Review

This MOU will remain in effect for five (5) years from the effective date below, and may be extended upon mutual written agreement. It will be reviewed annually to evaluate its effectiveness and allow for revisions based on evolving needs, capacities, and best practices. Amendments may be made at any time by written agreement between both parties.

Every Campus A Refuge at [Your Institution]:

Representative Name

Title

Date

[Immigrant/Asylum Support Organization]:

Representative Name

Title

Date

Note: While ECAR's model often includes collaboration with refugee resettlement agencies, this MOU reflects the expanded scope of campus hospitality to also include asylum seekers and other forcibly displaced individuals. Language in this document may be further customized to reflect legal distinctions and agency capacities as needed.