DREAMZone Ally Training
Resource Guide

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Terms
&
Definitions
**Ally:** An individual who supports undocumented students by creating a supportive and welcoming environment

**CBP:** The United States Customs and Border Protection (CBP) – federal agency tasked with enforcement of federal immigration law and policy

Advanced Parole:

**DACA:** “DACA” is the acronym for **Deferred Action for Childhood Arrivals.** Beginning in June 2012, President Barak Obama announced that through executive order, the U.S. Department of Homeland Security would refrain from departing undocumented youth who came to the United States as children. These individuals, through the U.S. Citizenship and Immigration Services (USCIS), may apply for a temporary permission to stay in the United States. If the permission is granted, undocumented youth can apply for a social security card and work authorization. Depending on individual’s state regulations, undocumented youth may be able to obtain a driver’s license and be granted in-state to state colleges and universities.

**DAPA:** “DAPA” is the acronym for **Deferred Action for Parents of Americans and lawful permanent residents.** Like DACA, this presidential order was issues to provide relief from deportation, but specifically to the undocumented parents of U.S. citizens and lawful permanent residents.

**DHS:** Department of Homeland Security – a cabinet department of the United States federal government.

**DREAM Act:** The DREAM Act (Development, Relief and Education for Alien Minors) was first introduced in the Senate in 2001 and has been reintroduced several times but has failed to pass. The DREAM Act would have provided undocumented students a path to permanent residency in the United States.

**DREAMer:** This term general refers to undocumented youth who have lived in the United States from a very young age. The term “Dreamers” is derived from the legislation introduced in Congress known as the “DREAM Act.”

**ICE:** Immigration and Customs Enforcement-federal agency tasked with enforcement of federal immigration law and policy.

**Undocumented:** An undocumented student is a foreign national who: (1) entered the United States without inspection or with fraudulent documents; or (2) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization (as defined by the National Immigration Law Center).

**USCIS:** United States Citizenship and Immigration Service-federal agency tasked with serving constituents with their immigrations needs.
Background Information: Demographics, Challenges and Characteristics of Undocumented Students
Background

Undocumented students represent one of the most vulnerable groups served by U.S. schools. Estimates indicate that 80,000 undocumented youth turn 18 and approximately 65,000 graduate from high school every year. Just 54 percent of undocumented youth have at least a high school diploma, compared to 82 percent of their U.S.-born peers. Further, only 5 to 10 percent of undocumented high school graduates continue their education and enroll in an institution of higher education, and far fewer successfully graduate with a degree.

Despite these significant challenges, many undocumented youth have achieved academic success — graduating from two- and four-year higher education institutions and empowering other undocumented youth through mentorship and volunteering. Case studies and testimonials from undocumented youth suggest that one crucial factor in their academic success has been support from family, educators, and other caring adults in their lives. And research has shown that certain environmental factors — such as access to extracurricular activities, advanced coursework, and engaged parents — can boost resiliency among undocumented youth, and are correlated with greater educational attainment. These findings show that caring adults can make an impact — that educators, counselors, principals, and specialized instructional support personnel can be the linchpin of success for undocumented students. Studies and surveys of undocumented students have shown that they demonstrate high levels of resilience, leadership, and civic engagement. These positive factors can be further bolstered and nurtured when supportive adults, including educators, are present to help undocumented youth navigate the barriers they face.

Federal civil rights laws and Supreme Court precedent require States to provide equal access to public education to all children — including those who are undocumented. And, to ensure that undocumented youth receive an equitable education that prepares them for college and career, it is imperative that educators and other personnel understand the unique needs of these students and receive high-quality training and support on how to best serve them.

Undocumented youth, in particular, can experience high levels of acculturative stress from immigration-related issues such as separation from family and academic difficulties. The psychological costs of family separation, associated with the migration process and with U.S. immigration procedures such as detention and deportation, are well documented and, among children, may include symptoms of depression and anxiety. According to one study, the most significant stressor for undocumented immigrants by far was the fear of deportation, which impacted immigrants’ daily lives and was, for some, a constant concern. Besides the challenges related to immigration status, many undocumented youth are from low-income families and lack access to critical social services. Additionally, anecdotal evidence suggests that many undocumented youth do not learn of their immigration status until high school, and this initial realization often prompts feelings of betrayal and worry. Such stress may be exacerbated when, throughout critical moments of adolescent development, barriers prevent undocumented youth from sharing core experiences with their documented peers, such as driving and starting their first job.

One particularly difficult hurdle faced by undocumented youth is access to higher education. Undocumented youth are ineligible for Title IV Federal financial aid, including student loans, work-study, and grants and, though a number of States have taken steps to enact tuition equity policies (see pages 27–33), the issue of college affordability has kept many from pursuing and completing postsecondary education. The resources and tips in this Guide, which were compiled based on a review of research and recommendations from stakeholders, may help educators, counselors, and others support student academic and social success, and to work collaboratively with youth and their families to find creative ways to finance college costs.
FACT SHEET
AN OVERVIEW OF COLLEGE-BOUND UNDOCUMENTED STUDENTS

The Definition of an Undocumented Student

An undocumented student is a foreign national who: (1) entered the United States without inspection or with fraudulent documents; or (2) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization (as defined by the National Immigration Law Center).

Most college-bound undocumented students:
- have lived in the United States most of their lives
- have been brought to the United States by their parents at a young age
- have learned English
- have attended elementary, middle, and high school in the United States
- have excelled academically in high school and want to pursue a college education
- currently lack a way to become legal residents or citizens in the United States

The Undocumented Population*

11.2 million  Undocumented immigrants of all ages living in the United States
2.1 million  Undocumented students in the United States potentially eligible for most recently proposed federal DREAM Act (S. 729 in the 111th Congress)
1.1 million  Undocumented children under the age of 18 living in the United States
65,000  Undocumented students who have lived in the United States for five or more years graduating from high school each year
7,000 – 13,000  Undocumented students enrolled in college throughout the United States

California is the state with the largest number of undocumented immigrants (2.6 MM). They represent 25% of all undocumented immigrants nationwide and 6.8% of the total CA population. About 553,000 undocumented students would be eligible for the most recently proposed DREAM Act in CA.

*Sources for these statistics include the Migration Policy Institute, the Pew Hispanic Center, the Public Policy Institute of California, and the Urban Institute.

Challenges that Undocumented Students Face in Pursuing a College Education

Financial Obstacles
The primary obstacle for a college-bound undocumented student is financial. Based on current government policies, undocumented students cannot qualify for federal and most state-based financial aid, including grants, work study jobs, or loan programs. The cost of full-time enrollment as a college student ranges from $15,000 - $40,000 per year. Without financial aid, the costs of attending a college can often be prohibitive for undocumented students and their families.
Study finds undocumented college students face unique challenges
Submitted by Kaitlin Mulhere on January 26, 2015 - 3:00am

Undocumented college students have a much higher level of anxiety than the population at large, likely caused by a unique set of challenges they face as a result of their legal status.

Concerns related to finances, fear of deportation and a sense of isolation weigh heavily on undocumented students, according to a study released today from the Institute for Immigration, Globalization and Education at the University of California at Los Angeles.

In the survey of undocumented undergraduates, 28.5 percent of male and 36.7 percent of female participants reported a level of anxiety that was above the clinical cut-off for generalized anxiety disorder, which means a moderate or severe level of anxiety. That’s compared to 4 percent and 9 percent from a sample of the general population.

Undocumented students have been marginalized and neglected and their potential is under-realized, the study's authors write.

“There’s a very real chance that administrators in question have no idea what (undocumented students) go through,” one survey respondent said. “None at all.”

Study Participants at a Glance

- 88% arrived in the U.S. at age 12 or younger
- 87% have at least one undocumented parent
- 76% worry about being deported or detained
- 61% had annual household income below $30,000
- 48% attended four-year public college
- 86% of those students had a GPA over 3.0
- 42% attended two-year colleges
- 79% of those students had a GPA over 3.0

The Pew Research Center estimates that there are between 200,000 and 225,000 undocumented immigrants enrolled in college. But research on the population is limited largely to students at selective four-year colleges or within specific states, according to the study. Undocumented students, for obvious legal reasons, also are a difficult population to reach.

This study consisted of a largely anonymous survey of 909 participants from 34 states. They represented 55 different countries of birth, though the majority of respondents (657) were from Mexico. They attended mainly 4-year public colleges or 2-year colleges.

The geographic and institutional variety shows that colleges can’t assume they don’t have undocumented students, said Robert Teranishi, an education professor at UCLA’s Graduate School of Education and Information. Teranishi and his two co-directors of the immigration institute were the principal authors of the study. The other two authors were Carola Suárez-Orozco, an education professor, and Marcelo Suárez-Orozco, dean of the graduate education school.
The study focuses on the effects of Deferred Action for Childhood Arrivals (DACA), which was started by President Obama in 2012 to temporarily protect qualified youth from deportation. About 66 percent of the participants applied for and received deferred action. Of those, more than 85 percent said it had a positive effect on their studies.

Because they had legal reprieve, students who had attained DACA status found it easier to find quality housing, get internships relevant to their field of study, and in some states, get driver licenses that reduced their commute to campus.

About 72 percent of DACA recipients were able to find paid work experience to help pay for college, compared to 28 percent of students without DACA. Nearly 77 percent of all survey participants reported moderate to extreme concerns about financing their education.

Regardless of their DACA status, undocumented students don’t qualify for federal grants and loans, and state- and institution-level policies are a confusing hodgepodge.

“Students have to ask a lot of questions,” Teranishi said. “They have to figure out who they can trust. They’re getting conflicting information from administrators on campus, who also don’t know what the policies are.” Nineteen states explicitly grant in-state tuition or grant aid eligibility to undocumented immigrants, while nine states have policies that restrict access to enrollment or in-state tuition. The remaining 22 don’t have such laws in place.

But that’s only a limited explanation, as individual institutions also have their own policies. In Arizona, for example, three community college districts explicitly provide in-state tuition for students with DACA status, even though the state prohibits it.

Teranishi also points out that some of the states that don’t explicitly grant in-state tuition to undocumented immigrants have good neighbor policies where residents of other states, and even Canadian and Mexican citizens, can qualify for in-state tuition.

Many students with DACA reported a reduction in feelings of shame, since they could be open about their status. At the same time, though, DACA recipients reported feelings of guilt and had higher levels of anxiety than those without the deferred action status.

While concerns about their own deportation were lower, 90 percent of DACA recipients worried about the deportation or detention of friends and family, compared to about 70 percent of non-DACA recipients.
Uncertainty also served as a distraction and stressor, since even those with a temporary status don’t know what will happen when DACA ends.

“It is not just stressful but also depressing for any human not being able or motivated to think, dream and plan a future,” said one survey respondent, a female student from a four-year public college in New York.

The study recommends that states offer equitable tuition polices and that the federal government reexamine financial aid guidelines. Colleges should review policies around issues such as financial aid, admissions and internships, and offer training for faculty and staff. Colleges could also create support groups or centers specifically for undocumented students, so they have a place to go to share concerns and seek resources.

Teranishi hopes those in higher education can look at this information not as part of a politicized debate about immigration, but as information to help serve students. These students are being admitted, he said, so colleges should make it a priority to help them succeed.

“These are really talented students,” he said. “They’re highly resilient. They’re working hard and succeeding despite the odds.”

Diversity [3]
Students [4]

Source URL: https://www.insidehighered.com/news/2015/01/26/study-finds-undocumented-colleges-students-face-unique-challenges?width=775&height=500&iframe=true

Links:
In the Shadows of the Ivory Tower: Undocumented Undergraduates and the Liminal State of Immigration Reform

The UndocuScholars Project
The Institute for Immigration, Globalization, & Education
University of California, Los Angeles
EXECUTIVE SUMMARY

Amidst the turbulent crosscurrents of immigration reform, nearly a quarter of a million undocumented undergraduates are struggling to find their way in higher education. Their liminal state calls for research to inform the unique needs and challenges of this growing student population. In this report, we shed light on the range and complexities of undocumented undergraduates experiences based on a sample of 909 participants across 34 states originating in 55 countries. The participants attended an array of postsecondary institutions including two-year and four-year public and private colleges that range in selectivity. In this report, we describe their demographic characteristics, experiences in college, as well as their aspirations and anxieties. Further, we make specific recommendations for what colleges should consider to better serve this population. Lastly, in light of executive actions in 2012 and 2014, this data can be used to extrapolate some of the issues that are likely to define this newly protected immigrant population moving forward.

Characteristics of Undocumented Undergraduates

Undocumented students are diverse in terms of countries of origin, languages spoken at home, and religion. They encompass a range of immigration histories and vary along the spectrum of socioeconomic status.

- Participants emigrated from 55 different countries of origin
- On average, participants had resided 14.8 years in the U.S.; in most cases, the majority of their lives have been spent in the U.S.
- Participants reported 33 different primary languages spoken at home
- 61.3% had an annual household income below $30,000, 29.0% had an annual household income of $30,000 to $50,000, and 9.7% had an annual household income above $50,000
- 72.4% were working while attending college
- 64.1% reported having at least one member of their household who was citizen or lawful resident
- Deportation is a constant concern. Over ¾ of participants reported worries about being detained or deported. 55.9% reported personally knowing someone who had been deported including a parent (5.7%) or a sibling (3.2%)
- Undocumented undergraduates reported significantly elevated levels of anxiety. 28.5% of male and 36.7% of female participants’ anxiety scores were above a clinical cut off level (in contrast to 4% and 9% of a norm population
- Undocumented college students reported strong longings to belong in American society. A vast majority (90.4%) said they would become citizens if they could

Undocumented students also attend a wide range of post-secondary institutions – ranging in type, selectivity, and size – and represented a range of different academic majors.

- 28.3% were majoring in STEM, making these the most popular majors.
- 48.2% attended four-year public colleges or universities, 42.4% reported attending two-year public colleges, and 9.4% attended private colleges
- 67.6% were first-generation college students (neither parent had attended college)

The Policy Context for the Undocumented College Student Experience

We identified specific ways Deferred Action for Childhood Arrivals (DACA) was beneficial to some undocumented students relative to their financial stability and well-being, access to resources and opportunities, and participating more fully in college and society.

- 65.9% applied for and received DACA; DACA recipients were most likely to be female and attending four-year public and private colleges or universities
• 85.5% of students with DACA reported it had a positive impact on their education
• DACA recipients reported higher rates of working, receiving grants and scholarships, and participating in internships than students without DACA
• DACA recipients reported better access to transportation, more stable housing conditions, and a greater desire to become U.S. citizens if given the opportunity than students without DACA

However, there are also notable limitations to DACA that continue to impede access and success in higher education for undocumented students.

• Policies that determine whether or not undocumented students will pay in-state or out-of-state tuition, if they can gain access to certain forms of financial aid, and in some cases if they can enroll in institutions in certain states that are governed at the state, higher education system, and institution levels
• While DACA has been an important first step toward greater security, the provisional nature had many students asking, “What will happen when DACA ends?”
• A higher proportion of DACA recipients (89.6%) than DACA non-recipients (70.8%) reported ongoing worries about the detentions of friends and family, which are correlated with higher levels of anxiety among DACA recipients

• Among respondents who reported stopping-out, 75.9% indicated that it was due to financial difficulties

Undocumented students reported challenges within their campus communities and discussed a desire for safe spaces.

• Respondents spoke of their sense of isolation on campus as they felt uncertain about who they could trust
• Students reported high levels of being treated unfairly or negatively due to their legal status by faculty, counselors, other students, financial aid officers, campus administrators, and security guards/campus police
• Of the respondents with access to organizations, centers, or safe spaces where undocumented students can gather to share experiences, 73.1% reported making use of them; this highlights the importance of these spaces

Lessons Learned and Looking Ahead

Implications for Policymakers

• Considering that recent executive action will create employment authorization for more than 3.9 million tax-paying undocumented residents who will generate an estimated $4 billion in new tax revenue, states should offer equitable tuition policies for undocumented students. The review of these policies is especially important for the states with unstipulated tuition policies and the nine states with restrictive tuition policies.
• The federal government should provide clear guidelines for ways the higher education community could better serve DACA students regarding work authorization, internships, and access to scholarships.
• There is a need for closer examination of the guidelines for federal and state financial aid for both, undocumented students and citizen and lawful permanent resident children of undocumented parents. For the latter group, procedures need to reflect changes to work

The Campus Experience

Undocumented students face a number of unique barriers that impact their ability to attend and succeed in college, which have implications for the work of higher education practitioners.

• 56.7% reported being extremely concerned about financing their college education
• 75.6% of respondents attending two-year colleges and 69.4% of respondents attending four-year colleges worked while attending college, which inhibited their ability to succeed academically
authorization for undocumented adults with citizen and lawful permanent resident children.

**Implications for Colleges and Universities**

- Higher education institutions should proclaim their commitment to and support for undocumented students as members of their campus communities. This endorsement should reflect their commitment to welcome, embrace, recognize, acknowledge, and provide a safe space for these students.
- There is a need within the higher education community for an on-going dialogue to inform admissions and outreach, financial aid, transition programs, student support services, retention programs, and efforts to assist students with pursuing graduate school or careers.
- It is particularly important for higher education institutions and systems to review and, if necessary, revise procedures related to DACA, including employment, internships, and study abroad.
- Faculty should anticipate having undocumented students in their academic programs, in their classrooms, and as advisees, be aware of their unique barriers and challenges, and be knowledgeable about resources on campus that can respond to their needs.
- Colleges and universities should be sites for legal clinics and other consultation services for undocumented residents in their local communities regarding DACA and other immigration matters. This affords current and aspiring law students with valuable, first-hand experience, and the opportunity to serve their local communities.
- Colleges and universities should provide counseling support and mental health services on campus provided by culturally responsive service providers.

**Implications for Higher Education Associations, Scholarship Providers, Foundations, and Corporations**

- Higher education associations and community advocacy groups should be the front-line providers for their constituents about how to navigate the process of gaining access to and succeeding in college.
- There is a need for philanthropy to engage with scholarship providers and the higher education community to develop funding opportunities for undocumented students at the undergraduate and graduate levels.
- Foundations should support research that can generate information about innovative and effective programs and practices.
- Corporations should review their recruitment and hiring practices to afford undocumented students with access to internships and other career opportunities.
NEW AMERICANS IN OHIO

COMMUNITY MEMBERS
Ohio is home to 477,337 immigrants.
4.1% of Ohioans are foreign-born.
5.1% of Ohioans are Latino or Asian.

ENTREPRENEURS
6.7% of all business owners in Ohio are foreign-born.
$1.3 BILLION in total net business income is generated by immigrant businesses in Ohio.

VOTERS
49.7% of immigrants in Ohio are naturalized U.S. Citizens and are potential voters.

PARENTS
85.3% of children with immigrant parents in Ohio are U.S. Citizens.
87.1% of children with immigrant parents in Ohio are considered English proficient.

ECONOMIC CONTRIBUTORS
Latinos and Asians in Ohio have purchasing power of $19.6 BILLION.
Undocumented immigrants pay $72.8 MILLION in Ohio state and local taxes.
Ohio would lose $4 BILLION in economic activity, $1.8 BILLION in gross state product, and approximately 25,019 JOBS if all undocumented immigrants were removed.

www.AmericanImmigrationCouncil.org
The LGBT undocumented
By the numbers

Of the 11 million undocumented immigrants in the United States today, hundreds of thousands identify as lesbian, gay, bisexual, and transgender, or LGBT. In a first-of-its-kind analysis, a report by the Williams Institute at UCLA estimates the number of LGBT-identified undocumented adults living in the United States today.

There are at least 267,000 LGBT adult undocumented immigrants living in the United States today.

For them, a path to citizenship would mean:
- Progress in bringing family separations to an end
- More job security
- Greater access to social services
- Higher wages

LGBT adult undocumented immigrants are more likely to be male, younger, less likely to be Hispanic, and more likely to be Asian.

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<th>Male</th>
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<td>LGBT undoc.</td>
<td>67%</td>
<td>57%</td>
<td>71%</td>
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<td>All undoc.</td>
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There are an estimated 904,000 LGBT adult immigrants in the United States today, 30 percent of whom are undocumented.

70 percent are documented

This roughly matches the breakdown of the entire foreign-born population.

28 percent are undocumented

40.4M total foreign-born population

72 percent are documented

There are an estimated 32,300 binational same-sex couples (one native-born U.S. citizen and one noncitizen) in the United States today.

Because of the Defense of Marriage Act, U.S. citizens and residents cannot sponsor a same-sex partner for family-based immigration, unlike their heterosexual counterparts. Including the provisions of the Uniting American Families Act in immigration reform would end discrimination against binational same-sex couples.

The LGBT-identified undocumented immigrant community

Like all undocumented immigrants, LGBT undocumented immigrants are all too often torn from their families by a broken and outdated immigration system that is harmful to our society, our economy, and our values. In this section we examine the demographic characteristics of this population, outline the particular vulnerabilities that LGBT undocumented immigrants face, and argue that providing a road map to earned citizenship is a critical component of advancing the economic and physical well-being of LGBT people in the United States.

Number of LGBT-identified undocumented individuals

According to research from the Williams Institute at UCLA, there are at least 267,000 LGBT undocumented adult immigrants in the United States today. An additional 637,000 LGBT adult immigrants have legal status. In other words, of the approximately 904,000 LGBT immigrants living in the United States today, 70 percent have legal status and 30 percent are undocumented. This roughly matches the breakdown of the entire foreign-born population, of which 72 percent are documented and 28 percent are undocumented.

Two notes of caution: These calculations are inherently conservative and take into account under-reporting by self-identified LGBT undocumented individuals, particularly among people who are, as the Williams Institute points out, reluctant to identify as such. Thus, these total figures represent the lower-bound estimates of the true LGBT undocumented population in this country. Furthermore, the 267,000 immigrants figure includes only adult immigrants; it does not account for the undocumented immigrants under the age of 18 who identify as LGBT. Given these factors, it is likely that the number of undocumented immigrants who identify as LGBT is significantly higher than estimated.
Demographic characteristics

The Williams Institute found that 67 percent of LGBT-identified immigrants who are undocumented are men, and 33 percent are women. This figure represents a significant difference from the total undocumented population, which is 57 percent male and only 43 percent female, indicating that the LGBT-identified undocumented cohort is more likely to be male than the average undocumented immigrant.\[11\]

The LGBT undocumented population is also younger than the general undocumented population. A full 49 percent of those who identify as LGBT and are undocumented are adults under the age of 30. That is well above the 30 percent of the total undocumented population that falls in this same age range. In fact, according to the Williams Institute, undocumented adult immigrant under age 30 are twice as likely as the broader undocumented immigrant population to identify as LGBT.\[12\]

Asian immigrants who identify as LGBT are the most likely to also identify as LGBT, with 3.6 percent of Asian undocumented immigrants reporting that they are also LGBT. Hispanic undocumented immigrants are next, with 2.5 percent identifying as LGBT. In terms of sheer population size, approximately 189,000 LGBT-identified adult immigrants are Hispanic—71 percent of all LGBT-identified undocumented adults—40,000, or 15 percent, are Asian or Pacific Islander, 22,600, or 8.5 percent, are white, and 15,400, or 5.8 percent, are black.\[13\]
Tips for Supporting Undocumented Students from the U.S. Department of Education
Tips for Institutions of Higher Education (IHEs)

The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in this Guide. This Guide contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information, informed by research and gathered in part from practitioners, is provided for the reader’s convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links were verified on October 19, 2015. The list of resources may be updated and revised in the future.

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(1) Create Open and Welcoming Environments

Build a supportive and welcoming institutional environment for undocumented students. Many undocumented youth are first-generation college students. Research has shown that, for these students, positive climates and culturally competent faculty may be important in facilitating persistence and college completion.25 26 Education personnel and IHEs should consider ways that they can make their support of undocumented students clear and help alleviate fears about students’ status.

- Host an undocumented immigrant awareness day and consider partnering with community and stakeholder groups to amplify the event.
- Publicly demonstrate support for undocumented students.
- Educate all students about the challenges and strengths of undocumented students, such as by hosting an Undocumented Week. Each day, highlight an issue faced by undocumented students or celebrate an accomplishment of the undocumented immigrant community.
- Ensure that youth are engaged and provided with a leading role in planning and executing any awareness events.

Sources for these Tips and Other Resources:


(2) Provide Services and Resources to Help Guide Undocumented
Develop services and resources that specifically support undocumented students. Case studies of undocumented youth in higher education have highlighted lingering feelings of stigma and fear related to their status, as well as instances of discrimination on campuses. Creating safe spaces that clearly affirm and support undocumented students can help youth feel welcomed into the institutional community and connect them to resources that will meet additional needs, such as legal services and healthcare.

Examples:
- Create a safe place for undocumented students to connect and receive staff and peer support, as well as key information.
- Train all staff on the unique needs of undocumented students to help them provide additional supports and show sensitivity to youths' concerns.

Share information about DACA with students, families, and the community. It may be particularly helpful for undocumented youth both at institutions of higher education and in the broader community to receive information about the DACA policy. As reputable institutions, colleges and universities can serve as important conduits of information on DACA.

Examples:
- Create a specific webpage on the institution's Web site that contains updates on the DACA policy and other relevant policies and resources.
- Convene community taskforces or meetings with community-based organizations, LEAs, schools, and other stakeholders to create a cohesive plan for sharing and dissemination information about DACA.

Be transparent by openly and proactively advertising the ways in which your institution supports undocumented students. Undocumented youth and their families may be new to the U.S. higher education system, so it is important to make institutional policies and resources clear and ensure that this information is available in accessible formats.

Examples:
- Post resources for undocumented students clearly and prominently on the main campus or institutional Web site.
- Develop an undocumented student resource guide or brochure to help these students navigate the new institution and feel welcomed.
- Post FAQs and links to federal, State, and community resources on the institutional Web site and highlight on the institution’s social media outlets.
- Include information on adult education or high school equivalency programs in your community.
- Develop relationships or transfer agreements with secondary schools or colleges that serve large number of undocumented students.
- Offer accurate and unbiased information about the campus community for undocumented students to dispel myths and build support.

(3) Communicate and Demonstrate Support for Undocumented Youth

Message publicly that your institution supports undocumented students and their rights to a high-quality education. By taking a public stand, IHEs can help to inspire more undocumented youth to pursue postsecondary education and to promote positive change that will increase college access for these youth.

Examples:

- Issue an institutional statement that clearly articulates its support of undocumented students.
- Include undocumented students in public forums. Encourage youth to releases.
- Explore ways that an institution or university system can play an active role in expanding access for undocumented students, especially in States with exclusionary or less inclusive policies.

Sources for these Tips and Other Resources:

Create opportunities for undocumented youth empowerment through peer groups and other tools. Many undocumented youth, having overcome significant challenges to continue their studies, have great potential for leadership and activism, as demonstrated by the number of youth-led stakeholder groups and organizing and advocacy campaigns across campuses and cities. Create an environment that provides undocumented youth with the opportunity to organize and lead their peers at an institution or in the community.

- Instill agency in youth by creating a safe community where undocumented students can speak openly.
- Start an undocumented student support group or club.
- Offer connections between student clubs and local stakeholder groups and community-based organizations to create additional support and more opportunities for youth to engage.

Sources for these Tips and Other Resources:


(5) Build Staff Capacity and Knowledge of Relevant Issues

Provide high-quality training for all staff who engage directly with students so they are equipped to support undocumented youth. With ever-changing State, local, and institutional policies, undocumented students often need help accessing clear and accurate information related to college access and institutional supports. As in secondary schools, educators and other personnel often do not receive specific training on how to support undocumented students. Institutions should invest in growing their staff capacity by developing increased knowledge of the needs of undocumented students, financial aid policies, and the DACA policy, among other topics.

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Examples:
- Train all key front-line staff offices (e.g., admissions, registrar, financial aid, and counseling) to build understanding about the DACA policy so that they know how to respond to student requests for transcripts and other documentation.
- Raise the awareness of advisors and other personnel of the unique needs of undocumented students and how to best serve them.
- Designate key staff as DACA “specialists” so that eligible undocumented students.
- Train financial aid counselors so they are able to discuss issues that undocumented students encounter and create specific Web sites or webpages on financial aid for undocumented students.
- Partner with community-based organizations and youth groups to hold annual trainings for all personnel about relevant State and local policies.
- Partner with secondary schools to ensure counselors and educators have access to relevant information for undocumented students.

Sources for these Tips and Other Resources:
Models from the Field

The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in this Guide. This Guide contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader’s convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links were verified on October 19, 2015. The list of resources may be updated and revised in the future.

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Build Capacity & Knowledge ~ Chicago, Illinois

- The Mayor’s Office of New Americans and Chicago Public Schools launched the Illinois Dream Act Counselor Training in summer 2013. Developed collaboratively with stakeholders, the training and curriculum that was developed provided an opportunity for school counselors to learn about the DACA policy, the Illinois tuition equity law, college savings program, scholarships, and strategies and tools to help undocumented youth and families navigate their higher education options.

Share Information & Resources ~ New York City, New York

- The New York Immigration Coalition (NYIC) collaborated with the Internationals Network for Public Schools to produce a guide on the U.S. higher education system, including college costs and scholarship opportunities, which was released in 6 languages and included case studies of undocumented families. NYIC has since partnered with the New York City Department of Education to instructionalize the guide and expand its focus to educators as well as parents and families.

Provide Supports to Families ~ Omaha, Nebraska

- As part of the Omaha Public Schools, the Yates Community Center provides opportunities for parents who are immigrants or refugees to learn valuable language and career skills. The Community Center welcomes parents and community members to take part in ESL classes, sewing classes, and a sewing lab, a computer lab, and provides access to an early childhood center.

Provide Services & Resources ~ Overland Park, KS

- At Johnson County Community College, the International and Immigrant Student Services Department incorporates staff from other offices into its workshops to ensure that the needs of immigrant students are met. The Department also collaborates with community organizations, student clubs, and employers to fundraise and assist undocumented students in identifying scholarship opportunities.

Create Open, Welcoming Environments ~ Los Angeles, CA

- Alongside other campuses in the University of California system, the University of California, Los Angeles (UCLA) created a campus resource center specifically to provide supports like mentoring, financial aid guidance, and a sense of belonging for undocumented students. Since 2011, the UCLA Labor Center has hosted Dream Summer – the first national internship program primarily for undocumented youth. Every year, dozens of undocumented youth from across the country are selected as interns and placed into social justice and labor organizations, where they can grow and flourish as leaders.
Some of the Web addresses in this publication are for sites created and maintained by organizations other than the U.S. Department of Education (ED). They are provided for the reader’s convenience. ED does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of particular Web addresses is not intended to reflect their importance, nor is it intended to endorse any views, expressed or products or services offered on these outside sites, or the organizations sponsoring the sites. All links were verified on October 19, 2015.

**Resources**

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide for Teachers Helping Dreamers</td>
<td><a href="http://unitedwedream.org/wp-content/uploads/2013/03/guide4teachers_daca">http://unitedwedream.org/wp-content/uploads/2013/03/guide4teachers_daca</a>. pdf</td>
<td>This guide was created for teachers and service providers who teach, mentor, and help undocumented youth. Intended to be a brief, easy-to-read guide on how to help undocumented youth and where they can get support.</td>
</tr>
<tr>
<td>The Case for Undocumented Students in Higher Education</td>
<td><a href="http://www.e4fc.org/images/E4FC_TheCase.pdf">http://www.e4fc.org/images/E4FC_TheCase.pdf</a></td>
<td>This report encourages scholarship providers and other funders to consider the merits of hardworking, high-achieving undocumented students and increase financial support to enable them to more fully contribute to U.S. society.</td>
</tr>
<tr>
<td>Supporting Undocumented Youth through Community Engagement</td>
<td><a href="http://www.idra.org/IDRA_Newsletter/June_July_2015_Accountability_and_Civic_Engagement/Supporting_Undocumented_Youth_through_Community_Engagement/">http://www.idra.org/IDRA_Newsletter/June_July_2015_Accountability_and_Civic_Engagement/Supporting_Undocumented_Youth_through_Community_Engagement/</a></td>
<td>A synthesis of relevant research and a list of recommendations for how schools can support undocumented youth.</td>
</tr>
<tr>
<td><strong>Removing Barriers to Higher Education for Undocumented Students</strong></td>
<td><strong><a href="https://cdn.americanprogress.org/wp-content/uploads/2014/12/UndocHigherEd-report2.pdf">https://cdn.americanprogress.org/wp-content/uploads/2014/12/UndocHigherEd-report2.pdf</a></strong></td>
<td>This report provides an overview of the labyrinth of policies from federal, State, and postsecondary institutions that undocumented students must navigate to earn a degree. Lists recommendations for policymakers to help ensure that undocumented young people and the economy prosper by removing these barriers.</td>
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<tr>
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</tr>
<tr>
<td><strong>Social Justice Collaboration in Schools: A Model for Working with Undocumented Latino Students</strong></td>
<td><strong><a href="http://www.psysr.org/jsacp/Storlie-v4n2-12_99-116.pdf">http://www.psysr.org/jsacp/Storlie-v4n2-12_99-116.pdf</a></strong></td>
<td>This article describes the challenges encountered by undocumented Latino students and introduces a model that promotes social action within a K-16 system. Implementation may generate insights into how to educate professionals on realistic and empowering methods to give opportunities for undocumented Latino students.</td>
</tr>
<tr>
<td><strong>The DREAM Educational Empowerment Program Web site</strong></td>
<td><strong><a href="http://unitedwedream.org/about/projects/education-deep/">http://unitedwedream.org/about/projects/education-deep/</a></strong></td>
<td>The DREAM Educational Empowerment Program (DEEP) is a catalyst for educational justice and empowerment for immigrant students. DEEP educates, connects, and empowers immigrant students, parents and educators to close the opportunity gap and engage in local efforts to improve educational equity.</td>
</tr>
<tr>
<td><strong>TheDream.US Resource Page</strong></td>
<td><strong><a href="http://www.thedream.us/resources/">http://www.thedream.us/resources/</a></strong></td>
<td>A list of links, toolkits, guides, and other information to help undocumented youth successfully complete a college education.</td>
</tr>
<tr>
<td><strong>Toolkit on Access to Postsecondary Education</strong></td>
<td><strong><a href="https://www.nilc.org/eduaccessToolkit.html">https://www.nilc.org/eduaccessToolkit.html</a></strong></td>
<td>This toolkit provides resources on State campaigns for tuition equity and a listing of scholarships and financial aid.</td>
</tr>
<tr>
<td><strong>Information on DACA</strong></td>
<td><strong><a href="https://www.nilc.org/dreamdeferred.html">https://www.nilc.org/dreamdeferred.html</a></strong></td>
<td>This document provides information on applying for or renewing DACA. It also provides information for DACA recipients on how to get a driver’s license, access to health care, how to file taxes with a Social Security number, and information on workplace rights issues.</td>
</tr>
<tr>
<td>Name</td>
<td>URL</td>
<td>Description</td>
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<td>------------------------------------------------</td>
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<tr>
<td>UndocuPeers: Liberating Campus Climate Curriculum</td>
<td><a href="http://unitedwedream.org/learn-can-use-undocupeers-liberating-campus-climate-curriculum-school/">http://unitedwedream.org/learn-can-use-undocupeers-liberating-campus-climate-curriculum-school/</a></td>
<td>This toolkit is made by and for undocumented students to engage educators on how to create a more inclusive school environment.</td>
</tr>
<tr>
<td>National Educators Coming Out Day</td>
<td><a href="http://unitedwedream.org/educatorsout">http://unitedwedream.org/educatorsout</a></td>
<td>Toolkit and pledge for educators on how to better support undocumented students.</td>
</tr>
<tr>
<td>National Institutions Coming Out Day</td>
<td><a href="http://unitedwedream.org/learn-schools-can-better-work-undocumented-students-joining-us-national-institutions-coming-day/">http://unitedwedream.org/learn-schools-can-better-work-undocumented-students-joining-us-national-institutions-coming-day/</a></td>
<td>Toolkit for high schools, colleges, and universities that provides concrete steps to create a welcoming environment for all students regardless of immigration status.</td>
</tr>
</tbody>
</table>
Webinar: [https://www.youtube.com/watch?v=pHfOu_I9fWw](https://www.youtube.com/watch?v=pHfOu_I9fWw) | A guide for how DACA recipients can use FAFSA and recommendations on what they should and should not do. A webinar is included for further reference.                                                                                                           |
| Educators’ Back to School Toolkit               | [https://cliniclegal.org/educators-back-school-toolkit](https://cliniclegal.org/educators-back-school-toolkit) | CLINIC’s resources for educators provide an overview of DACA and DAPA, including their benefits and risks, and information about the application process and about seeking qualified legal assistance.                                                                 |
Powerpoint: [https://cliniclegal.org/sites/default/files/daca_dapa_for_educators_webinar_slides_5_5_15.pdf](https://cliniclegal.org/sites/default/files/daca_dapa_for_educators_webinar_slides_5_5_15.pdf) | CLINIC’s webinar for educators, counselors, and others working in schools and adult education programs who want to learn more about immigration relief for undocumented students and their families. |
<table>
<thead>
<tr>
<th>Advisory for DACA Renewal and Advance Parole</th>
<th><a href="http://www.ilrc.org/resources/daca-renewal-and-advance-parole-practice-advisory-english-spanish">http://www.ilrc.org/resources/daca-renewal-and-advance-parole-practice-advisory-english-spanish</a></th>
<th>This document describes what steps a DACA recipient who travels on advance parole must take to ensure that they can successfully renew DACA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps to Take if Your DACA Renewal is Delayed</td>
<td><a href="http://www.ilrc.org/resources/steps-to-take-if-your-daca-renewal-is-delayed">http://www.ilrc.org/resources/steps-to-take-if-your-daca-renewal-is-delayed</a></td>
<td>This guide outlines steps DACA renewal applicants can take if their renewal is delayed.</td>
</tr>
<tr>
<td>Travel for DACA Applicants (Advance Parole)</td>
<td><a href="http://www.ilrc.org/resources/travel-for-daca-applicants-advance-parole">http://www.ilrc.org/resources/travel-for-daca-applicants-advance-parole</a></td>
<td>This guide explains when DACA recipients may be eligible to apply to travel outside the United States, what risks are involved, and how to prepare.</td>
</tr>
<tr>
<td>Living the American DREAM: Profiles of DACA Recipients</td>
<td><a href="http://issuu.com/nclr/docs/livingtheamericandream_61515?e=1871004/13532716">http://issuu.com/nclr/docs/livingtheamericandream_61515?e=1871004/13532716</a></td>
<td>Stories of DACA recipients compiled by NCLR. It may help educators and others learn about the impact of DACA and may be shared with students to encourage them to learn more.</td>
</tr>
</tbody>
</table>
| Immigo 2.0 Mobile App | For Information: http://live.nclr.org/issues/immigration/immigrant-integration/  
For Download: https://itunes.apple.com/us/app/immigo/id891595380?mt=8  
https://play.google.com/store/apps/details?id=com.probononet.immigo&hl=en | A free mobile app developed by NCLR and the Immigration Advocates Network that puts basic information about immigration at the fingertips of service providers. It includes basic information on DACA and a legal service directory for nonprofit legal service providers. |
State Aid Policies
The U.S. Department of Education does not mandate or prescribe policies, practices, models, or other activities in this Guide. This Guide contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links verified on October 19, 2015. The list of resources may be updated and revised in the future.

Studies cite college costs as a fundamental barrier confronted by undocumented youth seeking to pursue postsecondary education.29 Undocumented youth are ineligible for Title IV Federal financial aid; the fact sheet and chart on pages 34-37 highlight the categories of noncitizens which may be eligible for Federal financial aid. However, it is important to note that Federal law generally does not prohibit the admission of undocumented students — including DACA recipients — to postsecondary educational institutions. Federal law also generally does not require institutions to determine or request any student's citizenship or immigration status prior to enrollment, except under limited circumstances, commonly pertaining to the Student and Exchange Visitor Program.

In recent years, many States have adopted policies that expand undocumented students’ access to higher education by tackling the issue of college affordability—widely referred to as “tuition equity policies.” Though the policies vary by State (and, in some cases, by institution), research has shown that since enactment, they have significantly increased the college enrollment of undocumented students in these States.30 According to the Institute for Higher Education Law and Governance at the University of Houston Law Center, 19 States allow undocumented immigrant students to pay in-state tuition rates, as of May 2015.31 These States are shown in dark blue, brown, and yellow on the map on page 28. The remaining, uncolored States have no known tuition equity policies.

Five States, which are profiled in this document and are shown in brown on the map, have gone further by allowing undocumented students to receive State financial aid. A handful of States have established policies barring undocumented students from enrollment in public institutions of higher education, also shown on the map in green.32 Careful review of State laws and policies may be warranted.

The Department encourages undocumented students to check with their high school counselor or financial aid office to see whether completing the Free Application for Federal

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Student Aid (FAFSA) is the best way to apply for State and college student aid. Completing the FAFSA allows students to demonstrate their financial need, which may help provide access to private or institutional scholarships that take need into account. Please see the Department's fact sheet on financial aid and undocumented students for more information. Because of the dynamic nature of these policy decisions, be aware that this information may become out-of-date and that direct contact with a State or institutional representative will yield the most accurate information. Links for more information are below.

Many non-U.S. citizens qualify for Federal student aid.

Don’t assume you can’t get aid just because you’re not a citizen.

**I am a non U.S. citizens. Can I get Federal student aid?**

Check with your college or career school financial aid office for more information. You are considered an “eligible noncitizen” if you fall into certain categories, such as the ones listed below:

1. You are a:
   1. U.S. national (includes natives of American Samoa or Swains Island) or
   2. U.S. lawful permanent resident with a Form I-551, I-151, or I-551C (Permanent Resident Card, Resident Alien Card, or Alien Registration Receipt Card), also known as a “green card”.

2. You have an Arrival-Departure Record (Form I-94) from the Department of Homeland Security (DHS) showing:
   1. “Refugee,”
   2. “Asylum Granted,”
   3. “Cuban-Haitian Entrant (Status Pending),”
   4. “Conditional Entrant” (valid only if issued before April 1, 1980), or
   5. “Parolee” (you must be paroled for at least one year, and you must be able to provide evidence from the USCIS that you are in the United States for other than a temporary purpose with the intention of becoming a U.S. citizen or lawful permanent resident).

3. You hold a T nonimmigrant status (“T-visa”) (for victims of human trafficking) or your parent holds a T-1 nonimmigrant status. Your college or career school’s financial aid office will ask to see your visa and/or certification letter from the U.S. Department of Health and Human Services.

4. You are recognized as a “battered immigrant-qualified alien” who is a victim of abuse by your citizen or lawful permanent resident spouse, or you are the child of a person designated as such under the Violence Against Women Act (VAWA).

5. You are a citizen of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau. If this is the case, you may be eligible for only certain types of Federal student aid.


   - Citizens of the Federated States of Micronesia and the Republic of the Marshall Islands are eligible for Federal Pell Grants only.

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1 Certain Native American students born in Canada with a status under the Jay Treaty of 1789 may also be eligible for Federal student aid.

2 To qualify for Federal student aid, certain eligible noncitizens must be able to provide evidence from the USCIS that they are in the United States for other than a temporary purpose with the intention of becoming a U.S. citizen or lawful permanent resident.
Undocumented students, including DACA recipients, are not eligible for Federal student aid, but you may still be eligible for State or college aid, in addition to private scholarships.

You should check with your high school counselor or financial aid office to see whether completing the FAFSA is the way to apply for State and college student aid. To begin your FAFSA, you must enter your Social Security number. While completing the FAFSA, you must answer the “Are you a U.S. citizen?” question as “No, I am not a citizen or eligible noncitizen.” After submitting your FAFSA, you should check with your school’s financial aid office to see what types of financial aid you may be eligible to receive.

Read our fact sheet about undocumented students and financial aid.

No, your parents’ citizenship or immigration status does not affect your eligibility for Federal student aid. In fact, the Free Application for Federal Student Aid (FAFSA®) doesn’t even ask about your parents’ status. Learn about filling out the FAFSA.

You are NOT an eligible noncitizen and cannot receive Federal student aid if
- You have only a “Notice of Approval to Apply for Permanent Residence” (I-171 or I- 464),
- You are in the U.S. in F-1 or F-2 nonimmigrant student status, or in J-1 or J-2 nonimmigrant exchange visitor status, or
- You hold a G series visa (pertaining to international organizations).

Yes, there may be some scholarships and other aid you can get.
- Check with your country’s embassy or a consulate here in the U.S. or with the appropriate government office back in your country to see what they offer.
- Review the scholarships list on pages 38–43.
- Try the U.S. Department of Labor’s free online scholarship search.
- Ask the college or career school you plan to attend whether they offer any aid for students like you.
- Check out the Education USA Web site.
<table>
<thead>
<tr>
<th>Types of Financial Assistance</th>
<th>U.S. Citizen or U.S. National</th>
<th>Lawful Permanent Resident</th>
<th>Other Noncitizens (Check with your college or career school financial aid office for more information)</th>
<th>DACA recipient (granted by USCIS)</th>
<th>Undocumented (has no documentation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV, Federal Student Aid</td>
<td>Grants</td>
<td>Yes</td>
<td>Yes, ii)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Loans</td>
<td>Yes</td>
<td>• You are in T nonimmigrant status (&quot;T visa&quot;) or your parent is in T-1 nonimmigrant status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>Yes</td>
<td>• You are recognized as a &quot;battered immigrant-qualified alien&quot; who is a victim of abuse by your citizen or lawful permanent resident spouse, or your parent is designated as such.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Your Arrival-Departure Record (Form I-94) from DHS shows &quot;Refugee,&quot; &quot;Asylum Granted,&quot; &quot;Cuban-Haitian Entrant (Status Pending),&quot; &quot;Conditional Entrant,&quot; or &quot;Parolee.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Aid (grants/loans)</td>
<td>Varies by State</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Institutional Aid</td>
<td>Varies by institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Scholarships</td>
<td>Varies, depending on eligibility requirements</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Private Loans</td>
<td>Yes</td>
<td>Varies; A U.S. citizen or lawful permanent resident may be needed as a cosigner.</td>
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</tr>
</tbody>
</table>


2 Note: This includes programs authorized under Title IV of the Higher Education Act (HEA), such as the Federal TRIO programs.

3 To qualify for Federal student aid, other eligible noncitizens must be able to provide evidence from the USCIS that they are in the United States for other than a temporary purpose with the intention of becoming a U.S. citizen or lawful permanent resident.

4 Valid only if issued before April 1, 1980.

5 You must be paroled for at least one year, and you must be able to provide evidence from the USCIS that you are in the United States for other than a temporary purpose with the intention of becoming a U.S. citizen or permanent resident.
Introduction and summary

What happens to children when their parents are deported? How do these deportations, now more numerous than ever, affect families and the communities in which they live? This report looks at how immigration enforcement shapes family life in the United States, both among immigrant and mixed-status families, and in their wider communities.

Even as the United States has failed to pass comprehensive immigration reform in the past decade, it has increasingly taken a hardline stance on immigration enforcement, particularly in targeting unauthorized immigrants living in the country.\(^1\)

The number of immigrants removed has steadily risen, from close to 190,000 deportations in 2001 to close to 400,000 per year in the past four years.\(^3\) Even more troubling, in the first six months of 2011 alone, more than 46,000 parents of U.S. citizen children were deported.\(^4\)

With more than 11 million unauthorized immigrants living in the country, these deportations affect a wide swath of the population,\(^5\) including the undocumented and the citizen alike. Undocumented immigrants do not live separate and walled-off lives from the documented, but instead live side by side in the same communities and in the same families. A total of 16.6 million people currently live in mixed-status families—with at least one unauthorized immigrant—and a third of U.S. citizen children of immigrants live in mixed-status families.\(^6\)

Additionally, having citizen children or even being the primary provider for U.S. citizen children is little help in removal proceedings: A recent report by the NYU School of Law’s Immigrant Rights Clinic found that between 2005 and 2010, 87 percent of processed cases in New York City of individuals with citizen children resulted in deportation.\(^7\)

As individuals face the threat of deportation,\(^8\) ripple effects split families and entire communities apart.

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1 Center for American Progress | How Today’s Immigration Enforcement Policies Impact Children, Families, and Communities
We argue in this report that deportations break families up and have a wider effect on the community as a whole—not just the individual and the family involved.

Deportations rip apart families

Deportations have a large effect on families, forcing children into foster care as their parents are shipped out of the country and leaving single mothers struggling to make ends meet.

• **They leave children in foster care.** As the Applied Research Council has found, many U.S. citizen children of undocumented deportees may end up in the foster care system, often for no other reason than the undocumented status of a parent. Legal status complicates reunifications, placing the burden for the care of these children on state and federal governments. The total costs to foster each child (between administrative and maintenance costs) are significant—close to $26,000 per year.9

• **They create a large number of single mothers struggling to make ends meet.** While many single parents in the United States face similar circumstances, in this case it is the government’s own policies that create the conditions for single parenthood. In addition, the tenuous legal status of many parents left behind adds a double burden on these families to provide for their families while also raising their children.

Deportations affect communities, as well as families

Deportations’ consequences ripple out from those individuals with a family member that has been deported, affecting the larger community as well. This research finds that the knowledge alone that deportations are occurring in one’s community puts children and families—and thus entire communities—on edge and heightens fears about family separation.

• **Children and their parents live in constant fear of separation.** Often children who do not know anyone deported still fear for their own families based on the knowledge that they could be separated at a moment’s notice.
• Because of fears of deportation, children routinely conflate the police with immigration officials. This is true even in areas where local law enforcement have no official agreements to work with the Department of Homeland Security. These children—who are U.S. citizens—grow up afraid of the police.

• Children begin to associate all immigrants with illegal status, regardless of their own identity or legal status. As a result, children are dissociating themselves with their immigrant heritage.

To better support children and families, we make the following policy recommendations:

• Enact a commonsense and comprehensive policy change. In the long term only comprehensive immigration reform with a pathway to earned legalization for unauthorized immigrants can grant security to parents and children in mixed-status families. Children need not be afraid that their family will be broken up due to irregular statuses. They must not learn to be ashamed of their immigrant heritage.

• Modest legislative fixes can help as well. On July 16, 2012, Rep. Lucille Roybal-Allard (D-CA) introduced the Help Separated Families Act, H.R. 6128, to ensure that children are not taken away from their relatives simply because of their parents’ immigration status. In July 2011 Sen. Al Franken (D-MN) and Rep. Lynn Woolsey (D-CA) introduced the Humane Enforcement and Legal Protections for Separated Children Act, which would mandate standards for immigration enforcement when children are involved. The bill would ensure that parents are kept informed of and are able to continue to make decisions about the care of their children, and that the interests of the children are taken into account in detention, release, or transfers. Passing these bills would go a long way toward preventing children from ending up in foster care while their family members are detained or deported.10

• Expand executive action. In the short term administrative action can greatly alleviate threats to immigrant families. President Barack Obama can and should allow parents, especially those supporting U.S. citizen children, to stay in the country if they have committed no crimes and are only guilty of the civil offense of being in the country without status.11

In this report we focus specifically on children in Mexican immigrant households, as enforcement policies disproportionately affect them. Mexicans are approxi-
mately 30 percent of the foreign-born population and 58 percent of the unauthorized population in the United States. In 2010, however, Mexicans comprised 83 percent of the detained, 73 percent of those forcibly removed, and 77 percent of voluntary departures. More than 7 million children in the United States live with parents from Mexico, and half of these children are estimated to be U.S. citizens living with noncitizen parents.

This report draws on findings from the author’s ethnographic study with Mexican immigrant families in two sites—one in central New Jersey and the other in northeast Ohio. The data include in-depth interviews with 110 children and 91 parents, and home and school visits with 12 families. Similarities in family members’ experiences, even across two vastly different local contexts, illustrates that the results reported here are likely true for children living in other settings around the country.

Certainly the deportation of people who have committed certain serious crimes and are threats to our national security will inevitably break up families. But there are ways to recognize the importance of family unification and to mitigate the devastating effects of deportation—especially for those who have committed no crimes, save for the civil penalty of being in the country without status.

The Center for American Progress is a nonpartisan research and educational institute dedicated to promoting a strong, just, and free America that ensures opportunity for all. We believe that Americans are bound together by a common commitment to these values and we aspire to ensure that our national policies reflect these values. We work to find progressive and pragmatic solutions to significant domestic and international problems and develop policy proposals that foster a government that is “of the people, by the people, and for the people.”
Tips for Supporting Undocumented Students from Educators for Fair Consideration for American Progress
TOP 10 WAYS TO SUPPORT UNDOCUMENTED STUDENTS
Top 10 Ways to support Undocumented Students

1. Engage with an Open Mind
   - When supporting undocumented students, it’s important to know that there won’t be a single answer or path for all students. Support requires ongoing investigation and collaboration with other service providers and community leaders. When you don’t know something, work WITH students to find out answers so that you can share them with other students and colleagues.

2. Create a Safe Space
   - Don’t ask undocumented students to self-identify
   - Make resources easily available for all students
   - Understand that trust takes time
   - Be mindful of your language; say “undocumented” rather than “illegal” and avoid terms like “alien” or “legal immigration”
   - Do all you can to identify YOURSELF as an ally/supporter; use posters, bookmarks, and stickers to make your support visible: www.e4fc.org/onlinestore.html
   - Get trained by a trusted community organization. In Northern California, you can request an outreach presentation from E4FC: www.e4fc.org/outreachprograms/requestapresentation.html

3. Learn about Relevant Institutional Policies & Legislation
   - Understand admissions and enrollment policies for undocumented students
   - Understand in-state tuition and state-based aid requirements for undocumented students (if applicable)
   - Understand Deferred Action for Childhood Arrivals (DACA), DACA+ and DAPA eligibility requirements and application procedures: www.e4fc.org/resources/deferredaction.html
   - Research local and statewide immigration-related policies that affect your students and their families
   - Keep informed about proposed legislation related to immigration policies

4. Find & Advocate for Scholarships and Financial Support
   - Keep track of scholarships that don’t require citizenship or residency. Help students apply to as many available scholarships as possible.
   - Advocate for scholarship providers to consider and support undocumented students
   - Share E4FC’s “List of Scholarships that Don’t Require Social Security Numbers”: www.e4fc.org/resources/scholarshiplists.html

5. Build Your Own Educator Network
   - Build relationships and collaborate with other educators at your school or district
   - Reach out to educators at local colleges who are supportive of undocumented students
   - Check out E4FC’s Educator Conference page to find resources and connections: www.e4fc.org/events/2014educatorconference.html
   - Connect to DEEP’s National Educator Network and Campaigns: www.unitedwedream.org/about/projects/education-deep/

6. Connect Students to Undocumented Community Leaders and Role Models
   - Find and connect students to local, state or national undocumented youth advocacy organizations
   - Identify older undocumented students who can serve as role models
   - Invite E4FC’s Outreach Ambassadors to do a workshop or presentation for students at your school: www.e4fc.org/outreachprograms/requestapresentation.html
7. **Involve Parents**
   - Educate parents about why undocumented students should pursue college
   - Encourage and support good communication between students and parents
   - Invite parents into the college application and enrollment process
   - Share E4FC’s Guide for Parents of Undocumented Students (in English and Spanish): www.e4fc.org/resources/parentguides.html

8. **Access Reputable Legal Information & Assistance**
   - Identify reputable, affordable legal service providers in your area. Visit www.e4fc.org/resources/gettinglegalhelp.org
   - Encourage students to use E4FC’s free, anonymous, and online DREAMer Intake Service to get information about their eligibility for Deferred Action for Childhood Arrivals (DACA) and other long-term immigration remedies. Visit www.e4fc.org/legalservices.html
   - Refer students to E4FC’s “Beyond Deferred Action: Long-Term Immigration Remedies DREAMers Should Know About” guide: www.e4fc.org/resources/legalremedies.html.
   - Encourage students to pursue potential immigration remedies (if available to them)

9. **Build Agency and Power**
   - Help students start a group/club to raise awareness about immigration issues
   - Inform students about their rights: www.ilrc.org/for-immigrants-para-inmigrantes
   - Connect students to culturally competent and responsive mental/emotional health services
   - Educate students about how other marginalized groups have organized against their marginalization
   - Build faith — a sense of agency and a belief that things will change for the better

10. **Create Spaces for Storytelling and Creative Expression**
    - Encourage students to share their stories (when safe)
    - Share E4FC’s creative work website: www.thingsillneversay.org
    - Support undocumented artists: www.tiny.cc/buzzfeedundocuart
    - Encourage students to build their own meaning and identity that is different from the negative stigma and stereotypes about undocumented immigrants

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**About Educators for Fair Consideration (E4FC)**

Founded in 2006, Educators for Fair Consideration (E4FC) empowers undocumented young people to pursue their dreams of college, career, and citizenship in the United States. We address the holistic needs of undocumented young people through direct support, leadership and career development, community outreach and education, creative expression, and advocacy. Our programming is designed by and for undocumented young people with support from committed allies.

For more information, visit www.e4fc.org
Resources and Information Regarding Post Election and other Best Practices
DACA: CURRENT STATUS AND OPTIONS
March 1, 2017

The Deferred Action for Childhood Arrivals (DACA) program is still available and the government is still accepting and approving DACA initial and renewal applications. However, the program could be terminated at any time. As a result, the information in this document could change so always stay up to date.

Current DACA Recipients – Stay Calm and Stay Out of Trouble

DACA should continue to provide you the same benefits—protection from deportation, work authorization and more. However, even if you have DACA, immigration authorities may detain you and terminate your DACA if you, after receiving a DACA grant:

- are **arrested or convicted** for any criminal offense,
- **admit to any criminal offense,**
- are determined to pose a **threat** to public safety or national security,
- **admit to fraud** in connection with a government agency (such as use of a false social security number), or
- **admit to gang affiliation.**

According to DHS, if you disclosed the above information in previous DACA applications and your case was approved, you will continue to hold DACA. If you failed to disclose any criminal history in your application or experience new criminal issues after receiving DACA, you should speak to an attorney as you may be at risk.

Initial DACA Applications – Recommended Only With Attorney Representation

Applying for DACA for the first time presents both benefits and risks. You should only apply after consulting with an attorney and considering the risks and benefits of your case. Be sure to have an attorney help you prepare your application.

Prior criminal, immigration, fraud or gang issues could be particularly risky. Be sure to consult an expert before applying if you have:

- previous **criminal arrests** or **charges** (even without a conviction);
- **any type of criminal conviction** (including either misdemeanors or felonies);
• any history of **fraud related to a government agency** (such as use of a false social security number); or
• been **deported** or been ordered deported from the United States before.

Initial applications may take anywhere from a few weeks to several months to be processed. If a new application is not approved before the DACA program is changed or terminated, you may lose your application $495 fee. Furthermore, you risk exposure to immigration authorities by sending them your personal data. If pending federal legislation (the BRIDGE Act) passes to replace DACA, you may be eligible for another, less risky opportunity to be protected from deportation and receive a work permit.

**DACA Renewals – Recommended for Certain Applicants**

*If you currently have DACA and want to renew it, you should renew immediately after consulting with an experienced immigration attorney or accredited representative.*

DACA renewal applications are still being accepted and approved which means you may receive a new work permit valid for another two years. The main risk is that the DACA program could be changed or terminated suddenly. If your renewal application is not approved before the program is terminated, you may lose the $495 application fee.

If you have **any prior or new immigration or criminal issues**, do not apply to renew your DACA until you **first consult with a trusted legal service provider** to assess your case. Some past criminal or immigration issues could impact your renewal application now even if you were approved for DACA in the past.

You may qualify for a loan or other help with the application costs. Check out Mission Asset Fund if you’re in the Bay Area (http://missionassetfund.org/lending-circles-for-dreamers/), Self-Help Federal Credit Union (http://www.self-helpfcu.org/personal/loans/immigration-loans), your nearest Mexican Consulates, or local DACA service providers for information.

**Advance Parole – Not Recommended**

*Do not apply for or travel under advance parole through DACA at this time.*

If you have already been approved for travel outside the United States with advance parole or you need to request emergency advance parole (in person at a USCIS office), do so only after consultation with an experienced immigration attorney or accredited representative.

You **should not travel with parole of any type** if you have:

• previous **criminal arrests** or **charges** (even without a conviction);
• **any type of criminal conviction** (including either misdemeanors or felonies);
- any history of **fraud related to a government agency** (such as use of a false social security number); or
- been **deported** or been ordered deported from the United States before.

**WARNING:** Individuals with citizenship or travel documents from the following countries should not, under any circumstances, travel on advance parole because you may not be let back into the country in accordance with President Trump’s ongoing executive actions barring individuals from these countries: **Iraq, Iran, Syria, Yemen, Sudan, Libya and Somalia.**

**STEPS TO FOLLOW**

Consult with an experienced immigration attorney or accredited representative to understand your legal options and if you might be eligible for a safer, more permanent immigration benefit.

- Find low-cost immigration legal services: [https://www.immigrationlawhelp.org](https://www.immigrationlawhelp.org).

Avoid fraudulent service providers: confirm their credentials, ask for a written contract and a receipt for any payments, and if you have doubts, get a second opinion.

- For more information, go to: [https://www.ilrc.org/anti-fraud-flyers](https://www.ilrc.org/anti-fraud-flyers).

**Avoid negative contact with law enforcement.** Any arrest, charge, or conviction, especially related to gangs, drugs or a DUI can be really bad for your immigration situation.

**If you have a criminal record, consult an expert.** Certain convictions can be changed to lessen the impact on a future immigration case you may have.

**KNOW YOUR RIGHTS**

Everyone, regardless of their status, has constitutional rights before the immigration authorities.

**Remain Silent**

- Don’t respond to the questions of an immigration agent or provide any personal information. They may continue to ask you in a forceful, harassing or intimidating manner. You still have the right to remain silent.

**Do Not Open Your Door**

- If agents come to your home, ask that a search warrant be passed under your door or shown through a window. Do not open the door for them if they cannot show you a warrant **signed by a judge**. You lose certain rights by allowing agents in to your home.

**Do Not Sign Anything**

- Do not sign any document. Ask to speak with an attorney and for a hearing in immigration court before signing away any of your rights.
Help for Immigrant Families Post-Election
Guidance for Schools

Since the election of Donald Trump, service providers and community-based organizations report that immigrant communities are in a panic. President-elect Trump’s anti-immigrant rhetoric throughout the campaign has immigrant families worrying that they could be targeted, detained, deported. As a trusted institution in immigrant families’ lives, schools can play a critical role in ensuring immigrant families have access to important information and resources.

What Can Schools Do to Help?

盗窃 students and families

All children in the United States have a right to a free public education regardless of their race, ethnic background, religion, or sex, or whether they can speak English or are rich or poor, citizen or non-citizen. All children, including undocumented immigrants have the right to go to public school.

盗窃 Encourage families to find out about their rights and options

Many immigrant families are “mixed status” meaning there may be U.S. citizens, lawful permanent residents (green card holders) and undocumented family members all in the same family. The protections available and options to obtain immigration status will vary among families and among family members. EVERY undocumented immigrant should get an immigration “checkup” at this point to find out what protections and options they may benefit from.

• Families can find immigration legal help on the Immigration Advocates Network’s national directory of more than 950 free or low-cost nonprofit immigration legal services providers in all 50 states. The searchable directory can be found online at https://www.immigrationlawhelp.org.

• In California, families can also look for a community education event or legal services workshop through Ready California, a statewide collaborative of service providers. The website is http://ready-california.org.

• Families should be educated about how to seek competent immigration help and warned of fraudulent service providers who will take advantage of immigrant families. The ILRC has created community education flyers about this available in English and Spanish available online at https://www.ilrc.org/anti-fraud-flyers.
Immigrant families may not know that everyone in the United States has rights even if they have no immigration status. They have the right to refuse to speak with an immigration official until they have a chance to speak with an attorney. They have the right to refuse to open their door for an immigration official unless the official has a warrant from a judge. Go to https://www.nilc.org/issues/immigration-enforcement/everyone-has-certain-basic-rights/ for more information.

Immigrant families should also know that they have the right to call the police, fire department and other responders for an emergency. Immigrants who are victims of crime should not fear calling the police for help because they lack immigration status. In fact, there is a special immigration visa available to survivors of crimes who help with a criminal investigation.

👋 Encourage families to prepare

Encourage families to follow the news. The proposed immigration policies have been just talk at this point. It’s impossible to predict which ones will become a reality and when. Therefore, families need to follow the news to see what develops and to assess which may most affect them.

Without creating panic, it is important that immigrant families prepare for the potentially harsh new immigration policies. Mixed status families, in particular, are vulnerable to being separated if family members are undocumented. Parents should know that if they have not been deported before, they have a right to hearing before a judge. They cannot be deported without a hearing. Nonetheless, they should have child care and an emergency plan in place if the parents are taken into immigration custody.

💡 Host community events at schools

Ready California is a collaborative of nonprofit community education, outreach and legal services partners throughout the state. Partner with them and others such as California Department of Social Services (CDSS) Immigration Branch nonprofit contractors to provide community education, outreach and legal services at schools. Ready California partners can be found at www.ready-california.org and CDSS contractors can be found at http://tinyurl.com/CDSSimmigration.

Undocumented immigrants may be hesitant or fearful to come to a public event intended only for immigrants without legal status. Therefore, make sure the event is welcoming to all families who are interested in immigration updates. U.S. citizen families may attend to educate themselves and pass on information to their immigrant friends and neighbors.

Case Study: Services in LA Schools

In Los Angeles, nonprofits provided basic information on immigration benefits which youth-immigration ambassadors could share in classrooms, with parents, and in other school settings. They also collaborated with a school district board member to provide application assistance and information sessions at school sites in the district. The board member and his staff were able to provide the logistical support needed to conduct effective events, so that the nonprofit could focus on providing legal services. Having access to these trusted spaces allowed for effective free legal services for families.
Make resources and information available

Check back with Ready California and its partners about materials you can share with immigrant families including:

- Know Your Rights flyers & red cards
- Legal services referral sheets
- Anti-fraud brochures
- Family protection toolkits
- Immigration options flyers

Make schools safe spaces from immigration enforcement

**Case Study: SFUSD’s Policy Restricting ICE Access**

San Francisco Unified School District (SFUSD) instituted a policy to restrict ICE access to SFUSD schools and to require a thorough review process for any ICE access request. The school district’s general policy is to not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. The School Board found that the presence of ICE was likely to lead to a disruption. Therefore, any request by ICE to visit a school site should be forwarded to the Superintendent’s Office for review before a decision is made to allow access to the site. Similarly, all requests for documents by ICE should be forwarded to the Legal Office which in consultation with the Superintendent shall determine if the documents can be released to ICE. [http://www.sfusd.edu/en/news/current-news/2016-news-archive/01/4751.html](http://www.sfusd.edu/en/news/current-news/2016-news-archive/01/4751.html)

Immigrant families will keep their children home from school if they fear an immigration raid or other enforcement activity could take place there. Reassure parents that the school has policies in place to protect children and families.

According to the Department of Homeland Security’s longstanding policy, enforcement actions by immigration officials such as ICE or border patrol to apprehend, arrest, interview, or search an individual, or to surveil an individual for enforcement purposes should not take place at sensitive locations such as schools. This includes licensed daycares, pre-schools and other early learning programs; primary schools; secondary schools; post-secondary schools up to and including colleges and universities; as well as scholastic or education-related activities or events, and school bus stops that are marked and/or known to the officer, during periods when school children are present at the stop.

Immigration enforcement actions may only take place at a school when (a) prior approval is obtained from an appropriate supervisory official, or (b) there are exigent circumstances necessitating immediate action without supervisor approval. Therefore, absent highly unusual circumstances, under current policy immigrant families should not fear encountering immigration officials engaging in raids at schools.

For more information see: [https://www.ice.gov/ero/enforcement/sensitive-loc](https://www.ice.gov/ero/enforcement/sensitive-loc)
**Top 10 Ways You Can Help Undocumented Youth**

1. Tell undocumented students that they can go to college, but some options and services will not be available to them.
2. Make information and resources available to all students.
3. Be open-minded. Don’t make assumptions about which students are undocumented; they aren’t all Latino, Spanish-speaking or enrolled in ESL classes.
4. Identify scholarships that don’t require citizenship or permanent residency. Encourage other scholarships to change their policies.
5. Identify sponsors who can support undocumented students.
6. Help students get ongoing mentoring and advice, even after the college admissions process.
7. Be knowledgeable about specific policies that affect undocumented students.
8. Support the federal DREAM Act and respective state legislation to support undocumented students.
9. Identify older students to serve as role models.
10. Refer students to qualified legal counsel to investigate possible immigration remedies. This can be a lengthy process, and not all students will have immediate remedies or a remedy.

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**What Undocumented Students Must Know**

- You are not alone. Thousands of undocumented students have gone to college in the US and graduated. This won’t be easy, but you can do it.
- Get comfortable asking for help. Find people you can trust to help you navigate the college process.
- Not all college options and services will be available to you, but many are. Be creative. Be entrepreneurial.
- You are not eligible for federal financial aid, but there is no limit to the number of private scholarships that you can apply for.
- Community service and internships greatly increase your chance of winning scholarships.
- Currently, only 15 states offer in-state tuition for undocumented students. Each with respective requirements of years of residence, high school graduation in their state & signing of an affidavit. Visit [http://www.nilc.org/basic-facts-instate.html](http://www.nilc.org/basic-facts-instate.html) for more information.
- If you have significant unmet financial need, you should consider going to a community college first and then transferring to a four-year to save money. Many bright, talented, and ambitious students choose this economical option!
- With DACA, the eligible youth will be able to practice their professions through their work permit.

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Financial Aid and Undocumented Students
(Federal Student Aid)
The questions and answers that follow provide information about student financial aid for undocumented students (sometimes referred to as "Dreamers") as well as guidance for a specific subgroup of undocumented students who have received Deferred Action for Childhood Arrivals (DACA). We have grouped the questions and answers into three categories: General Information, Eligibility for Financial Aid, and Completing the FAFSA.

A. General Information

1. Who are undocumented students?

Undocumented students are students who are not U.S. citizens, U.S. nationals, or “eligible noncitizens.”

Undocumented students are sometimes referred to as "Dreamers." This term generally refers to undocumented youths who have lived in the United States from a very young age. The term “Dreamers” is derived from the legislation introduced in Congress and known as the “DREAM Act.” You can read more about the proposed “DREAM Act” at [www.ed.gov/news/speeches/dream-act-testimony](http://www.ed.gov/news/speeches/dream-act-testimony).

Within the larger group of undocumented students, there is a subgroup of students who have received Deferred Action for Childhood Arrivals.

2. What is Deferred Action for Childhood Arrivals (DACA)?

DACA is the name used of a process announced by the Secretary of Homeland Security on June 15, 2012. Under this process, if you came to the United States as a child and meet several key guidelines, you may contact U.S. Citizenship and Immigration Services (USCIS), a component of the Department of Homeland Security, to request consideration of deferred action. “Deferred action” refers to a decision to defer (delay or put off) removal action of an individual. DACA may be granted by USCIS for a period of two years and may be renewed under certain circumstances. Deferred action does not provide an individual with lawful status; however, recipients of deferred action may obtain work authorization.

General information about DACA: [www.uscis.gov/childhoodarrivals](http://www.uscis.gov/childhoodarrivals)


3. Who is a DACA student?

A DACA student has received deferred action under the Deferred Action for Childhood Arrivals process. Most DACA students are also granted work authorization; and if a student has work authorization, the student may be eligible to obtain a Social Security number. (More information about obtaining a Social Security number is in Question C.1.)

Thus, if a DACA student is granted deferred action and employment authorization, the student may be eligible for a Social Security number. For more information about obtaining a Social Security number, visit [www.socialsecurity.gov/pubs/deferred_action.pdf](http://www.socialsecurity.gov/pubs/deferred_action.pdf).

B. Eligibility for Financial Aid

1. As an undocumented student or DACA student, am I eligible for federal student aid?

No. Undocumented students, including DACA students and Dreamers, are not eligible for federal student aid. However, you may be eligible for state or college financial aid. Most states and colleges use information collected on the Free Application for Federal Student Aid (FAFSA) to determine whether you are eligible for aid. If you have a Social Security number, you may complete the FAFSA, and we encourage you to do so at [fafsa.gov](http://fafsa.gov). However, we first recommend that you check with your high school counselor or your college or career school financial aid office to see what types of financial aid you may be eligible to receive and whether completing the FAFSA is the way to apply for that aid.
2. As an undocumented student or DACA student, am I eligible for in-state tuition?

It depends. In some states, undocumented students, or specifically DACA students, are eligible to receive in-state tuition. Please check with your high school or your college or career school financial aid office.

C. Completing the FAFSA®

1. To complete the FAFSA, do I need a Social Security number?

Yes. A Social Security number is necessary to complete the FAFSA. If you are completing a FAFSA online at fafsa.gov, a Social Security number is also required to apply for a username and password called the FSA ID, which can be used to electronically sign the FAFSA.

Most undocumented students are not eligible for a Social Security number; thus, they cannot complete the FAFSA. However, DACA students with Social Security numbers can complete the FAFSA. Still, even if you have a Social Security number, you should check with your high school counselor or your college or career school financial aid office to see whether completing the FAFSA is the way to apply for state and college aid.

2. Does my parents’ citizenship status affect my eligibility for federal student aid?

No. Your parents’ citizenship status does not affect your eligibility for federal student aid. In fact, the FAFSA doesn’t even ask about your parents’ status.

3. In order for me to complete the FAFSA, do my parents need Social Security numbers?

No; since your parents’ citizenship does not affect your ability to complete the FAFSA, they do not need Social Security numbers. If your parents do not have Social Security numbers, you must enter 000-00-0000 when the FAFSA asks for parents’ Social Security numbers.

If your parents do not have Social Security numbers, you must print out the signature page from the online FAFSA so that your parents can sign it and send it in.

4. On the FAFSA, how do I answer the question that reads, “Are you a U.S. citizen?”

DACA students must answer that question by selecting the option “No, I am not a citizen or eligible noncitizen.”

5. On the FAFSA, how do I answer the question that reads, “What is your state of legal residence?”

The state of legal residence is your true, fixed, and permanent home. The fact that you are a DACA student does not affect how you should answer this question for purposes of completing the FAFSA. Note that each state determines legal residency differently. You should contact your high school counselor or college or career school financial aid office for assistance with state of legal residence qualifications.

6. On the FAFSA, how do I answer the question that reads, “What is your parents’ state of legal residence?”

Your parents’ answer should reflect their true, fixed, and permanent home. Your parents’ legal immigration status does not affect how you should answer this question for purposes of completing the FAFSA. Again, each state determines legal residency differently, and you should contact your high school counselor or college or career school financial aid office for more assistance.

7. On the FAFSA, how do I submit my tax information?

If you are completing the FAFSA online at fafsa.gov and you filed your income tax return with the Internal Revenue Service (IRS), you may be able to access the information through the IRS Data Retrieval Tool. If you did not file an income tax return with the IRS, enter the requested financial information manually on the FAFSA website. If completing the paper FAFSA, follow the instructions that detail how to answer the financial information questions.

Note: The remainder of the questions and answers in this document focus on completing the FAFSA, so the guidance applies only to DACA students with Social Security numbers—not to all undocumented students.
8. On the FAFSA, how do my parents submit their tax information?
If you are completing the FAFSA online at [fafsa.gov](http://fafsa.gov) and your parents filed their income tax returns with the IRS and they meet certain requirements such as having Social Security numbers, they may be able to access their tax information through the IRS Data Retrieval Tool. If your parents did not file their income tax returns with the IRS, you can enter the requested information manually on the FAFSA website. If completing the paper FAFSA, follow the instructions that detail how to answer the parental financial information questions.
Local Resources and Services

Catholic Charities Southwestern Ohio – Su Casa: Hispanic Center of Cincinnati: https://ccswoh.org/services/sucasa/

Hispanic Chamber Cincinnati: http://www.hispanicchambercincinnati.com/

Intercommunity Justice and Peace Center (IJPC): http://ijpccincinnati.org/

IJPC- Youth Empowering Students (YES): http://ijpccincinnati.org/programs/immigration/yes-program/

League of United Latin American Citizens (LULAC) – Cincinnati Chapter: http://my.lulac.org/group/584

Ohio Commission for Hispanic/Latino Affairs - Ohio Latino Scholarship Network: http://ochla.ohio.gov/AboutUs/OfficeofLatinoAffairs/LatinoCommunityNetwork/OhioLatinoScholarshipNetwork.aspx

Santa Maria Community Services: https://www.santamaria-cincy.org/

The Healing Center: https://www.healingcentercincinnati.org/

Local Scholarships:

Hispanic Chamber Cincinnati Scholarship Award: http://www.hispanicchambercincinnati.com/hispanic-scholarships

Hispanic Scholarship Fund: https://www.hsf.net/

League of United Latin American Citizens (LULAC) – Scholarships: http://lulac.org/programs/education/scholarships/
- LULAC Cincinnati Chapter Scholarship

The Greater Cincinnati HSF Scholarship: https://cincinnatischolarship.hsfts.net/

University of Cincinnati – Rafael Rennella Scholarship: https://orgsync.com/133648/files/1169618/show

Other Scholarships:

Ford Foundation Fellowship Programs: http://sites.nationalacademies.org/PGA/FordFellowships/index.htm

Mexican American Legal Defense and Educational Fund (MALDEF): http://www.maldef.org/leadership/scholarships/

My (Un)Documented Life - Scholarships: https://mydocumentedlife.org/2016/09/12/scholarships-open-to-undocumented-students/

Regional College Access Center – Scholarships for Undocumented or non-citizens students:
http://www.metedu.org/rcac/scholarships_noncitizen.php

Scholarships A-Z: https://docs.google.com/spreadsheets/d/1PLNd7scFywrbeI0i-w_jphSltwXv1hhHLzoed_ULA/edit#gid=4


The Dream U.S. – Scholarships: http://www.thedream.us/scholarships/
Additional Resources:

College Board: For Undocumented Students: https://bigfuture.collegeboard.org/get-started/for-undocumented-students


Harvard Graduate School of Education - Reaching Immigrant Students and Educators (R.I.S.E): A Competency Development Curriculum Toolkit: https://drive.google.com/file/d/0B8yXm7ZgDbT0cW05S190djBrWTg/view

My (Un)Documented Life: https://mydocumentedlife.org/

National Immigrant Youth Alliance: http://theniya.org

National Immigration Law Center: www.nilc.org


United We Dream – Dream Education Empowerment Program (DEEP): https://unitedwedream.org/about/projects/education-deep/

United We Dream DEEP Resources: https://docs.google.com/document/d/1Js5HTqDnD5GefNgPpogY47osSp5_fpPhNSNMbyYTn9c/edit


United We Dream: https://unitedwedream.org/