

NATIONAL INSTITUTIONS COMING OUT DAY

Institutional policies and programs with & for
undocumented students

TOOLKIT





National Institutions Coming Out Day Toolkit

Institutional policies and programs with & for undocumented students

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Credits & Acknowledgements

Authors:

Jamie Richards Bsc.

Data and Development Manager, Connecticut Students for a DREAM

Laura M. Bohorquez M.Ed.

Dream Educational Empowerment Program Coordinator, United We Dream Network

Editors:

Angela Chuan-Ru Chen Ph.D.

Director, UCLA Undocumented Student Program

Erin Howard M.A.

Latino Outreach and Student Services Director, Kentucky Latino Educational Alliance Project
Director, Bluegrass Community and Technical College

Matthew T. Matera M.A.

Executive Director, ScholarshipsA-Z

Design:

Jassiel Perez

Branding & Online Creativity Specialist, United We Dream Network

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About the Organization

United We Dream Network (UWDN) is the largest immigrant youth-led organization in the nation, a powerful non-partisan network made up of 55 affiliate organizations in 26 states. We organize and advocate for the dignity and fair treatment of immigrant youth and families, regardless of immigration status. UWDN's current priorities are to stop deportations and advocate for policy changes that would provide full equality for the immigrant community in the U.S. In 2012, UWDN initiated the Dream Educational Empowerment Program (DEEP), which focuses on laying the groundwork that advances the educational justice movement in the U.S.



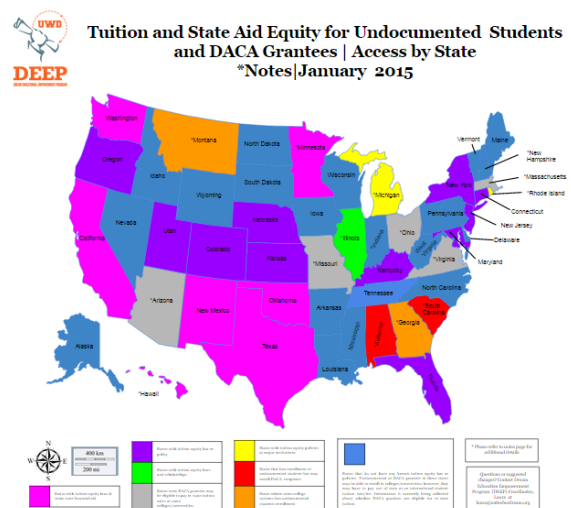
Introduction

National Educational Context for Undocumented Students

In 1982 the Supreme Court ruled in the [Plyler v Doe](#) decision that all students have a right to a free public K-12 education, regardless of their immigration status. Thirty-three years after that ruling, undocumented students and families continue to face educational injustice across the nation. Undocumented youth are being misinformed and [told that they cannot access higher education](#) once they graduate high school; in other instances U.S. permanent residents or citizen children with undocumented parents are [denied their right to a free public K-12 education](#) because of their parents' immigration status. That said, our nation is still a long way from ensuring that all students regardless of immigration status have access to K-12 education, as well as tuition and financial equity. Due to the educational inequity faced by undocumented students, this 2014-2015 school year United We Dream Network's [Dream Education Empowerment Program \(DEEP\)](#) will launch the first [National Institutions Coming Out Day \(NICOD\)](#) on April 7, 2015! The purpose of this campaign is to unite undocumented students, educator allies, and institutions to join DEEP in working to increase the resources available to undocumented students, including advocating for policies that better support these students' at all educational institutions.

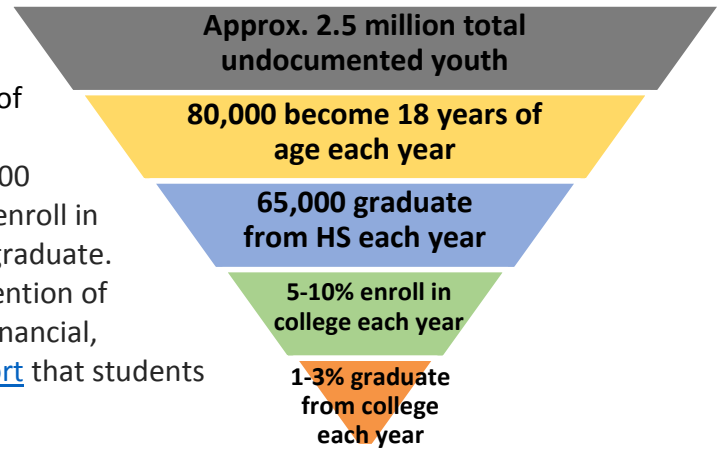
NICOD is designed to encourage and support institutions and undocumented youth who have lead efforts to improve access to education for undocumented students within the education equity and immigration movement. As educator allies and undocumented students, we understand that each institution has a crucial role in ensuring that all students have the best educational experience during and after enrolling in school. For this reason, DEEP has created a day to celebrate the institutions who have been part of the education equity movement with and for undocumented students. Several institutions and states across the nation have already taken action because they understand that change and justice must happen within each community and school, as well as at the state and federal level.

Currently [undocumented students are able to pay in-state tuition in 19 states including](#): CA, WA, NM, TX, OR, UT, CO, NE, KS, KY, NY, FL, CT, MD, NJ, DE, IL, OK and MN. Out of those 19 states, only CA, WA, NM, MN, OK, and TX are leading the charge by providing in-state tuition and some form of state financial aid to undocumented students. In addition to the 18 states allowing undocumented students to pay in-state tuition rates, Deferred Action for Childhood Arrivals ([DACA](#)) students are able to pay in-state tuition in VA and MA. Furthermore, MI, RI, HI, AZ, MO, OH allow undocumented students to pay in-state tuition at only specific institutions or college



systems, while states like Georgia ban undocumented students at their top five public universities.

Although advances in federal programs and policy changes at the state levels have changed the plight of undocumented students, research suggests that currently only 5-10% out of the approximately 65,000 students who graduate from high school each year enroll in higher education and only 1% of those who enroll, graduate. Moreover, [research](#) shows that the success and retention of undocumented students is also dependent on the financial, [emotional](#), institutional, as well as [communal support](#) that students have while pursuing their education.¹



Due to the educational inequity faced by students and the lack of access to resources and support staff, DEEP invites you as an institution to commit to increasing the support and resources available to undocumented students at your school by committing to the National Institutions Coming Out Day today!

¹ Immigrant Student National Position Paper, authored by Fairfield University, Loyola University Chicago, Santa Clara University, Legal and Social Research Teams, January 2013

Terminology

Deferred Action for Childhood Arrivals (DACA) - DACA is a program, announced on June 12, 2012 by President Barack Obama that protects successful applicants from deportation and gives them work authorization for a renewal period of 3 years. It is important to note that DACA provides lawful presence but it does not provide lawful status.

DACA-mented - This term is used by undocumented individuals who have been granted Deferred Action for Childhood Arrivals (DACA). DACA-mented (similar to Dreamer) is sometimes used as a way to navigate away from the negative connotations given to terms such as undocumented immigrant, non-U.S. citizen and so forth.

Educators - This term is used to refer to counselors, administrators, staff, faculty, and teachers within the K-12 and institutions of higher education.

Free Application for Federal Student Aid (FAFSA) - The FAFSA form was created under Title IV of the Higher Education Act of 1965 to help manage student financial assistance programs. The programs provide grants, loans, and work-study funds to citizens, residents, or eligible students with visas attending college or career schools.² Undocumented immigrant students are not eligible for federal student aid; however, if the student has been granted DACA they can fill out the FAFSA application to get their Student Aid Report (SAR). The SAR is sometimes used by community/private scholarships or institutions to grant financial aid that is not connected to federal or state funding to undocumented students.

Immigration Accountability Executive Action³ - After two years of organizing by the undocumented immigrant community, on November 20, 2014, President Barack Obama announced a series of executive actions on immigration⁴ that prioritize the deportations of immigrants with criminal records, and allows certain undocumented immigrants to temporarily stay in the U.S. without fear of deportation after successfully passing a criminal background check and paying taxes. The initiatives include expanding the population eligible for DACA, allowing parents of U.S. citizens and lawful permanent residents who have been present in the country since January 1, 2010 to apply for protection from deportation and employment authorization for three years. Additionally, it expands the provisional waivers of unlawful presence to include the spouses and sons and daughters of lawful permanent residents and sons and daughters of U.S. citizens.

² Federal Student Aid: An office of the U.S. Department of Education: Who we are- <https://studentaid.ed.gov/about>

³ The White House Office of the Press Secretary- <http://www.whitehouse.gov/the-press-office/2014/11/20/fact-sheet-immigration-accountability-executive-action>

⁴Department of Homeland Security: U.S. Citizenship and Immigration Services- Executive Actions on Immigration- <http://www.uscis.gov/immigrationaction>

Individual Tax Identification Number (ITIN) - A U.S. tax processing number, issued by the Internal Revenue Service (IRS) to individuals who file taxes but do not have, and are not eligible to obtain, a social security number.

In-state tuition - Refers to in-state tuition rates for students at public colleges and universities. In-state tuition when referring to undocumented students means that they are being charged resident tuition rates rather than out-of-state or international student tuition rates, higher education then becomes more affordable and thus more accessible.

Institutions- This term is used to describe the classrooms, dining halls, school hallways and spaces in which formal education takes place.

State Aid - Refers to state financial aid that is available to undocumented students within that particular state at public colleges and universities. When undocumented students are allowed to compete for state financial aid it becomes easier for undocumented students to be able to pay for the high cost of higher education.

Social Security Number (SSN) - A nine digit number issued to U.S. citizens, permanent residents, and temporary working residents. The number is issued to an individual by the social security administration, an independent agency of the United States. The SSN is used to work and as a way to track a person's social security benefits and taxes.

Undocumented - Refers to people who are not U.S. citizens or Permanent Residents of the United States, who do not hold a current visa to reside in the U.S. and who have not been approved for legal residency in the U.S.

Undocu-friendly - This term is used to refer to schools that have systems and practices in place that work with and for undocumented students. For example, a school that is inviting and public about their support for undocumented students and invests resources in their students by providing scholarships and programs is an undocu-friendly school.

About this toolkit

This toolkit was designed to help undocumented students and educator allies work with their institutions to increase the resources and support systems available to undocumented students at their school. Particularly, this toolkit was created to provide the examples needed for institutions to join DEEP on NICOD taking place on April, 7, 2015.

This toolkit was designed with the understanding that each institution has a different capacity and awareness. We acknowledge that funding and questions regarding campus wide support for the implementation and accountability of some of the initiatives are crucial to this process. With skepticism comes the possibility of the lack of funding and/or support, however, this possible reality should not stop us or sway us from moving forward. There have been many initiatives that have begun with little to no funding and/or support but are currently established as some of the most sought out and [successful events available to the entire campus community](#).

Anticipating aforementioned questions and varied institutional capacity and awareness, we have broken down this toolkit into three different categories (see below). Although these are different categories, they are not mutually exclusive. Some institutions may be working in all categories concurrently because they may have to work on policy change before providing services and programming. Our goal with this toolkit and NICOD is to help educator allies and undocumented students identify their top priority for this academic school year according to the particular needs or issues on their campus.

The categories are as follows:

1. **Emerging Allies - Raising Awareness:** Institutions can provide an action plan of its commitment to raise awareness of undocumented students' experiences and discuss the steps needed to disseminate information and resources available to undocumented students with the larger campus community.
2. **Campus Support Services - Building Commitment:** Institutions can increase support for undocumented students by implementing or improving programs and support services to better meet the needs of undocumented students.
3. **Institutional Champion - Systemic Policy Change:** Institutions can embed support for undocumented students through organizational structures, policy changes, and new institutional or system wide initiatives that include scholarship funds, financial aid programs, or broader campaigns aimed at increasing undocumented students' access and retention.

How to use the toolkit

This toolkit has been designed to provide guiding information to either begin or help continue the conversations on how to build institutional support with and for undocumented students. Please begin by reading each category and the existing examples provided from across the nation. After reading each category, take note on how your institution can replicate or modify the ones that seem relevant to the current needs of the undocumented students on your campus and your institution's goals.

Ask yourself the following guiding questions:

1. Who would I need to reach out to begin this conversation?
2. Who would need to be involved to lead this effort (administrators, offices, student groups, etc.)?
3. What steps would I need to take to implement this?
4. How long could this initiative take to plan and implement?
5. What kind of resources would I need to make this successful (financial, departmental, etc.)?

NOTE: Find three guiding worksheets starting on pg.56

When you finish reading the toolkit you will have a clearer idea of where your institution currently stands in terms of providing support and resources for undocumented students. Moreover, you should have a better understanding of what areas your institution can focus on depending on the needs of undocumented students in your community, institutional capacity, types of support, and institutional goals.

How to make a commitment to NICOD

1. View the toolkit in its entirety and jot down notes on how you can adapt the examples provided to begin or increase the support of undocumented students at your institution.
2. Once you have read the toolkit, fill out this [pledge](#) which you will also find in the email you received with this toolkit. The questions asked in pledge are also included in the appendix starting on pg. 62.
3. By filling out the pledge, UWDN DEEP will be able to follow up with you and support you, your administration, departments, and larger institution on how to increase the support and or resources at your school for undocumented students. UWDN will also be able to strategize a communications plan to highlight your commitment on April 7, 2015 for NICOD.
4. After reviewing the toolkit and the pledge, if you have any questions, please contact DEEP coordinator Laura Bohorquez at- laura@unitedwedream.org

Disclaimer

This toolkit is designed to provide introductory information on how to support and work alongside undocumented immigrant students and their families. It is not intended to provide legal advice.

Emerging Allies: Raising Awareness

Institutions can provide an action plan of its commitment to raise awareness of undocumented students' experiences and discuss the steps needed to disseminate information and resources available to undocumented students with the larger campus community.



Commitment #1: National educators coming out day

Why?

Participate in DEEP’s annual National Educators Coming Out Day on every November 12th! By publically showing your support for undocumented students, you let the campus community know—including those who may be afraid to reveal their immigration status-- that you are willing to provide a support system for undocumented students. You also show that as educators you advocate for all of your students and believe in their right to obtain an education, regardless of their immigration status.

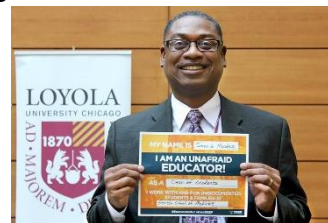
What does it look like?

1. Create and advertise a space where educators can take pictures with the following sign “I am an unafraid educator with and for undocumented students.”
 - a. ([sign provided by UWDN DEEP on educators coming out day landing page](#))
2. Provide an institutional statement stating support for undocumented students (examples below).
3. On November 12 participate in a social media campaign using Facebook, Twitter, Instagram and sharing your pictures and institutional statement by using the hashtags #DEEP & #EducatorsOut



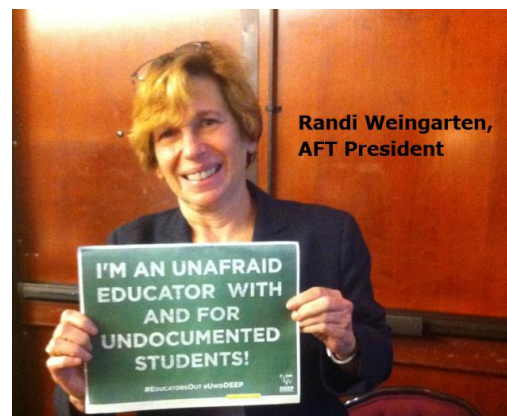
Example(s)

1. Educational Organization- [AFT statement](#)
2. Institutional Statement: [UC Berkeley](#)



Additional Resources

- [National Educators Coming Out](#) Day webpage, [Flicker](#) & [UWDN FB Album](#)



Commitment #2: Host an undocumented immigrant awareness day

Why?

Having an undocumented awareness day at your institution led by your principal or president sets the precedence for the rest of the administration to provide an immigrant friendly environment—a space where immigrant and undocumented students feel comfortable sharing their status and talking about the issues faced by their community. It sends a clear message to all the students that providing a safe space for immigrants is a priority of the institution and encourages discussions around the issue that may lead to inclusiveness and acceptance of undocumented students.

What does it look like?

Host an undocumented immigrant awareness day at your institution where your principal or president states your institution’s support to engage the community in dialogue about the institution’s support.

Example(s)

1. **Letter** to institution and larger community: [Opening the Door to Dreamers](#) by Eugene Cornacchia, President or Saint Peter’s University
2. **Letter** to the [University of Chicago](#) by Kimberly Goff-Grews, Vice President of Campus life and Dean of Students
3. **Event: Concert** to bring awareness to undocumented students
4. **Event:** Host a video screening (examples below) followed by a panel discussion that allows for a conversation on the video and your institution’s support of all students, including undocumented students



THE UNIVERSITY OF
CHICAGO

Campus and
Student Life

To: The campus community
From: Kimberly Goff-Crews, Vice President for Campus Life and Dean of Students in the University
Re: Undocumented Students
Date: October 7, 2010

In response to concerns and questions raised by members of our community about the University’s stance toward students and prospective students who are undocumented immigrants, the University has issued the following statement:

The University of Chicago has, from its inception, been a place where the best and brightest minds from around the world can gather to shape ideas, produce new knowledge, and contribute to the betterment of human life. Our community has been deliberately inclusive, because it is from the widest possible range of perspectives and viewpoints that the most innovative ideas can be proposed, tested, and debated. We are committed to assembling a community of talented individuals regardless of their backgrounds, financial circumstances, or national origins. This commitment is further discussed in President Zimmer’s statement on diversity, posted at <http://www.uchicago.edu/diversity/zimmer.shtml>.

Additional Resources (videos)

- [Which Way Home](#)
 - [Papers the Movie](#)
 - [Inocente](#)
 - [DOCUMENTED](#)
 - a. [Documentary Curriculum](#)
- [Underwater Dreams](#)
 - [The Dream is Now](#)
 - [I LEARN America](#)
 - [Spare Parts](#)

Commitment #3: Pass a resolution re-committing to *Plyler v. Doe*

Why?

It is imperative that, despite the controversial issues around the immigration discussion, institutions remain focused on the education of all their students. Passing a resolution to re-commit to [Plyler v. Doe](#) within your school district will clearly convey to the schools' administration and to parents that the district remains committed to providing an education to all students, regardless of immigration status. Therefore, parents are reassured that they will not face any barriers in enrolling their children in school, for example, being asked about their child's immigration status. This will put parents at ease and encourage the enrollment of students in your school's district or institution.

What does it look like?

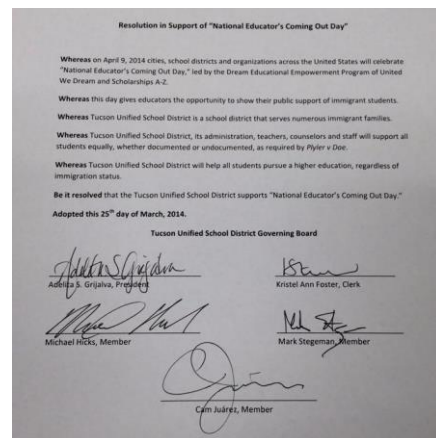
Draft a resolution for your school district or institution that makes it clear that undocumented students have a right to a free public K-12 education. As part of the resolution, the district can commit to increasing the support and resources necessary for K-12 undocumented youth to graduate high school and to have a clear understanding on how to access higher education as an undocumented student.

Example(s)

1. [Tucson Unified School District \(TUSD\)](#)
2. [Sunnyside Unified School District \(SUSD\)](#)

Additional Resources

- [Department of Education Dear Colleague letter re: "Under Federal law \(*Plyler v. Doe*\), State and local educational agencies \(hereinafter "districts"\) are required to provide all children with equal access to public education at the elementary and secondary level.](#)
- **Readying the teachers with resources:** The Education Department sent educators a letter [<http://1.usa.gov/ZinO6d>] about available resources when it comes to working with and supporting undocumented students. More than 580,800 young people have received relief through Deferred Action for Childhood Arrivals since 2012. Current and former students who requested DACA in 2012 are becoming eligible for a renewal request. While schools can't ask about immigration or citizenship status, "many educators serve as informal and trusted advisors to students and families," Duncan writes. And "in some cases educators may be uniquely positioned to share information and resources about the DACA initial request and renewal processes with those who could benefit from this information." Duncan writes that teachers who want to know more about requesting or renewing DACA can find resources here: <http://1.usa.gov/1i64USU> The Department of Homeland Security also offers a toolkit: <http://1.usa.gov/1rYsxXr> And more from the Education Department: <http://1.usa.gov/1qNW6r0>



Commitment #4: Compile services & resources on your school's website

Why?

Due to a lack of resources, information and improper guidance on obtaining higher education for undocumented students, compiling a list of resources open to these students within your school and community is key. Providing accessible and visible access to resources on your school's website may be the deciding factor in a student viewing higher education as an attainable option.



What does it look like?

Compile a list of resources and services (counseling, scholarships, mentorships, etc.) open to undocumented students in your school and community and share them via a visible webpage on your institution's website. You must link this webpage to all main university webpages (i.e. housing, financial aid, international office, admissions, health and wellness, student affairs, academic affairs) in order to better serve undocumented students. Currently some institutions host such webpages under specific departments, consequently leaving the information in silos. Undocumented students should be able to access this webpage easily.

Example(s)

1. California: [University of California Undocumented Student Resources](#) (Entire UC school system)
2. Philadelphia, Pennsylvania: [University of Pennsylvania](#) (Public 4 year University)
3. Austin, Texas: [The University of Texas at Austin](#) (Public 4 year University-International Student Office)
4. Chicago Illinois, [Loyola University Chicago](#) (Private Jesuit 4 year- Student Diversity & Multicultural Affairs)
5. Cambridge, Massachusetts: [Harvard](#) College (Private 4 year University)
6. Chicago, Illinois: [University of Illinois Chicago](#) (Public 4 year University-Office of the Vice Chancellor for Academic Affairs and provost)
7. San Antonio, Texas: [Alamo Colleges](#) (Community College System)
8. [Normandale Community College](#) (Community College System)

Additional Resources

- Phoenix, Arizona: [ScholarshipsA-Z](#) (Useful at all institutional levels)
- [Dream Educational Empowerment Program \(DEEP\)](#) (National Resource)
- [Medical School Policies on Deferred Action for Childhood Arrivals](#)
- [My Documented Life](#) (student perspective and national resources)
- College Uncomplicated: [Undocu | Basic Rules & Vocabulary for Applying to College as an Undocumented Student](#)

Commitment #5: Create an undocumented student resource guide or brochure

Why?

Navigating a new school and campus can be difficult and [stressful](#) for undocumented students. They are not only trying to acclimate to a new environment, but struggle to find resources that are available and open to them. Furthermore, students are often forced to disclose their status to staff in order to obtain admissions or financial aid assistance. A resource guide or brochure that showcases the services available at your school and community for undocumented students would facilitate the seamless acclimation to the institution and remove the stress of the transition.

What This School Year, Full of Fears, Has Taught Me as an Undocumented Student

Earlier this year my school's newspaper [published a story](#) about a 19-year-old undocumented student and his 51-mile ride via train to Miami Dade College, all in hopes of obtaining an education: an education that could have never been possible if it was not for the hard work of his parents and the unconditional support of his community.

This story was about me, a slight highlight of my life. Ever since that story came out, so did my fears. My fears of failure, fears of disappointing an entire community and not deserving any of the opportunities offered to me. Navigating the educational system has been tough for me, but I have never been an exemplary student worthy of honors and recognition.

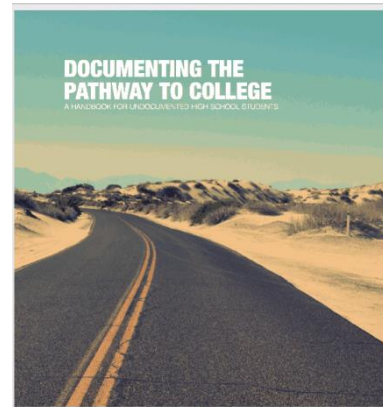


What does it look like?

Create an undocumented student guide or brochure that provides the resources and services available at your university and community. Make the guide or brochure accessible at all welcoming events (i.e. freshman welcome days, transfer days, campus tours, and organization/club fairs) and main offices (principal's office, admissions office, financial aid office, etc.)

Example(s)

1. Institutional Brochure for Undocumented Students: [University of Illinois Chicago](#)
2. Institutional Guide for Undocumented Students: [DePaul University Chicago](#)
3. State-wide Student Guide: [Undocumented Students in Georgia](#)
4. State-wide College Access Guide: [Student Immigrant Movement](#) (Massachusetts)
5. Act on a Dream (Harvard)-[High School Guide for Students who are undocumented](#) (Massachusetts)
6. State-wide Transfer Guide: [College-Going Tips for High School & Transfer Students](#)
7. Frequently Asked Question for Undocumented Students: [University of Pennsylvania](#)
8. In-State Tuition or State Aid Instructions on Implementation
 - a. [Washington State Affidavit \(for in-state tuition\)](#)
 - b. [NM Dream Act State Financial Aid Application Instructions](#)
 - c. [Texas State University](#) (Implementation Website)



Additional Resources

- Repository of Resources: [College Board](#)
- [Removing Barriers to Higher Education for Undocumented Students](#)
- College Uncomplicated: [Undocu | Basic Rules & Vocabulary for Applying to College as an Undocumented Student](#)

Commitment #6: Institutional statement in support of undocumented students

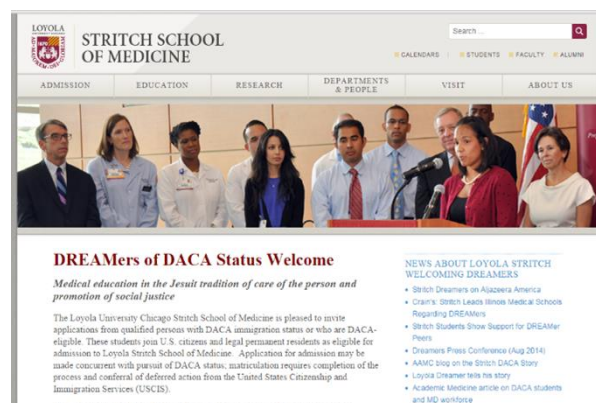
Why?

When an undocumented student is deciding which college to apply to, knowing whether the institution would be welcoming to them or not is a major deciding factor. Most students assume that if support is not clearly stated that it does not exist. Some students will ask whether the support or resource exists but many undocumented students will not ask in fear of outing themselves and their families. By providing a statement on your institution’s website showcasing your school’s support would send an unequivocal message to the student that your institution is open to undocumented students and will provide them support wherever necessary. This will assure them that your school’s environment is one where they can focus on learning, instead of trying to navigate an institution’s undocu-friendly system—for example, working through the confusion of enrollment procedures, and understanding of resources and support systems available to undocumented students. Providing a statement differs from providing a list of resources on your website because a statement comes directly from the institution whereas some resources may come from outside the institution and thus commitment to the student appears indirect and less fervent.

What does it look like?

The statement should:

1. Include language that is inclusive of all students (use undocumented immigrant student vs “illegal”)
2. Highlight the contributions undocumented students make to campus and society
3. Connect commitment and support for undocumented students to the institution’s mission, vision and values
4. Make it clear that immigration and education are issues that are connected
5. Provide information on DACA and the recent executive actions that impact undocumented students in higher education and children within K-12 who have undocumented parents.
6. Make the support for undocumented students clear
7. State that supporting undocumented students is not restricted to what occurs within institutions, as that which affects the student outside is also important; therefore support for the undocumented student’s family is vital
8. Point out that supporting undocumented students in creating resources is key
9. Provide information on where they can go if they have any questions



Example(s)

1. Claremont, California [Pomona College](#)

Undocumented & DACA Applicants

“Pomona College is interested in the best students, regardless of citizenship status. We seek to establish a diverse community of individuals who are intellectually talented, eager, and passionate. The college fully reviews undocumented and DACA-status students who graduate from a U.S. high school for both admission and for every type of private financial aid the college offers. Pomona does not classify undocumented or DACA-status students who graduate from a U.S. high school as international students and does not distinguish them from domestic students when reviewing their application. Financial need does not affect admission decisions for U.S. citizens or students graduating from a US high school.”

2. Walla Walla, Washington [Whitman College](#)

Statement on Undocumented Students

“Whitman College seeks to establish a vibrant community of individuals who are intellectually talented, have the potential to be leaders in and out of the classroom and are from diverse backgrounds both nationally and internationally. Recognizing that undocumented students make important contributions to the intellectual and social life of the campus, Whitman College admits and enrolls students regardless of citizenship. Whitman College uses non-governmental resources to support the academic efforts of such students who qualify for financial aid.”

3. Chicago, Illinois [Loyola University Stritch School of Medicine](#)
4. Chicago, Illinois [University of Chicago](#)
5. Evanston, Illinois [Northwestern University](#) (Graduate School)

Additional Resources

- Community College Consortium for Immigrant Education: [Dreaming Big What Community Colleges Can do to Help Undocumented Immigrant Youth Achieve Their Potential](#) (Key Recommendations pg.2)
- Center for American Progress-“[Removing Barriers to Higher Education for Undocumented Students](#),” (Outlines many of the challenges undocumented students face in higher education and some solutions at the federal, state, local, and college and university level)
- College Uncomplicated: [Undocu | Finding an Undocu-Friendly College Campus](#)



Removing Barriers to Higher Education for Undocumented Students

By Zenen Jaimes Pérez December 2014

Commitment#7: Start an undocumented student support group or club

Why?

Some undocumented students are supported through or involved in school clubs and organizations that focus outreach to first-generation students or a particular ethnic student group. However, there are very few spaces where undocumented students have the opportunity to talk and advocate on behalf of their identity as undocumented immigrants. By helping start an undocumented student support group/club at your school that will create: 1) a space for undocumented students to talk about current issues, 2) a space to connect, and 3) a space to plan, create and lead change. You will help create a space that will not only be a catalyst for the students, but will also encourage leadership development and networking.

What does it look like?

An undocumented student support group or club should:

1. Have immigration as its priority in terms of advocacy and outreach efforts.
2. Should be led by immigrant youth both documented and undocumented
3. Supported by a teacher/counselor or advisor
4. Have a formal proposal that states its affiliation with the school
5. Have a core team of five students who create a mission statement, a purpose, a constitution with leadership roles, club activities and procedures for fundraising and amending their constitution
6. Have weekly meetings or gatherings
7. Host one event (minimum) open to the community that educates on the issues faced by immigrants and empowers people to advocate alongside immigrants



Example(s)

1. Austin, Texas [University Leadership Initiative](#) (established within a university)
2. Los Angeles, California [Improving Dreams Equality Access and Success](#) (established within a university and within high schools)
3. Fairfax, Virginia [Mason Dreamers](#) (established within a university)
4. New Mexico [New Mexico Dreamers In Action](#) (established within a university and in the community)
5. Philadelphia, Pennsylvania [Penn for Immigrant Rights](#) (established within a university)

Additional Resources

- [George Mason Dreamers Constitution and Bylaws](#)
- [In your Community: Young, ambitious, and undocumented at MIT](#)

Campus Support Services: Building Commitment

Institutions can increase support for undocumented students by implementing or improving programs and support services to better meet the needs of undocumented students.



Commitment #8: Convene a team of frontline staff at your school

Why?

To constantly encounter staff who do not know how to work with the complexities of being undocumented, as well as repeatedly explaining what it means to be undocumented, can be frustrating and disempowering for a student. By convening a team of frontline staff in the school's main offices (i.e. admissions, financial aid, and student life), who work together at your institution to support undocumented students, students would be better able to navigate the school. This streamline system will also help undocumented students feel comfortable knowing that they are meeting with someone who respects, understands, and is empathetic to their immigration status. Ultimately, the team of staff would act as the key group knowledgeable on the issues faced by undocumented students. These people would all be connected and would help connect students with the other offices on campus.

What does it look like?

The responsibilities of each member of the team will vary according to their department and expertise. For example, the point person in an admissions department should be knowledgeable on how to advise prospective students throughout the admissions process. This person should be able to confidently tell students: (1) how to correctly complete the admissions application, which includes selecting the correct classification (i.e. U.S. resident, U.S. citizen, non-U.S. citizen or permanent resident, undocumented, other); and (2) the alternatives to providing a Social Security Number (SSN) to get a student ID. The person in admissions should also be able to connect the student to someone in financial aid, the bursar's office and/or the student billings office. Each person would be knowledgeable on undocumented students' needs and the necessary processes to take (i.e. not requiring that they fill out the FAFSA as a part of the admissions process, helping to look for and apply to institutional funding and helping them set up payment plans). By providing frontline staff at every key departmental office, it is easier for institutions to keep track of your students' needs, the staff with whom the student has been in touch, and also improve institutional practices so that they are accessible to all current and prospective students.

Example(s)

This institutional guide for undocumented students at [DePaul University Chicago](#) outlines how to navigate the school as an undocumented student; however, it does not connect the student to the staff that could further support them. Due to the fact that most undocumented students are low income and first generation college students, most will have follow up questions that require additional assistance for them to navigate the system. By providing information on how to contact frontline staff or [allies on your campus](#), undocumented students will be better able to navigate your campus.

Additional Resources: [Immigrant Student National Position Paper Executive Summary](#)
(Streamlining importance on pg-4-5)

Commitment #9: Create a tracking system for undocumented students

Why?

By creating a tracking system through admissions that allows your institution to identify undocumented students by adding Undocumented Student, Undocumented American, Undocumented Resident, Non- U.S. Citizen or Permanent Resident, and/or DACA Recipient options to your college application you will be able to capture the presence of undocumented students at your institutions. This is key as you will be able to send resources to students via email and connect them to campus staff and student support groups who can provide additional support, without outing your students. At that point, it would be up to the student to choose whether they want to participate or seek additional support.

What does it look like?

Admissions Application: Currently the [common application](#) instructs students to select “other” if they have received DACA or are currently undocumented. After they select “other,” they are advised to select under citizenship “I do not hold a current valid U.S. non-immigrant visa” from the “Currently held United States visa” selection. This allows students to move forward in the application without having to provide a Social Security Number or answer other immigration status related questions.

Financial Aid: States that have state aid, such as Washington State, allow students to fill out their own version of the FAFSA, called WASFA in Washington. Through this application, the school is better able to track how many undocumented students are enrolled because only eligible undocumented students are able to fill out the form. This of course still leaves out undocumented students who are not eligible for state aid, which is why creating a category on the general university application is key.

Example(s)

1. Washington Application for Student Financial Aid [WASFA](#)
2. [Group creates “Fair Common App” for undocumented students](#)
3. [Common App Option for Undocumented Students](#)
4. [News Brief: College Adopts New Policy on Undocumented Applicants](#)
5. University of Pennsylvania [Financial Aid Checklist for Prospective Undergraduates: Undocumented U.S. Residents](#)
6. [New York University Student Financial Aid Application](#)

OKLAHOMA TUITION AID GRANT PROGRAM

2014-2015 Application
Only for students NOT eligible to complete the Free Application for Federal Student Aid (FAFSA).

Complete your OTAG application form as early after January 1 as possible. The OTAG application receipt deadline for best consideration is March 1. There is no guarantee, however, that funds will be available to award all eligible applications received through March 1. How early you apply can make the difference in whether or not you receive the award.

Mail the completed application to: Oklahoma Tuition Aid Grant Program, P.O. Box 108850, Oklahoma City, OK 73101-8850. (You will be notified if additional information and documentation are needed.)

The award process usually begins by June 1, and OTAG will send you an informational letter if you have been awarded. If you are not awarded, OTAG will send you a letter informing you of your non-award status and the reason(s) why you were not awarded.

Oklahoma Tuition Aid Grant Program Application Form

Step 1: Student Information

Student Name Last	First	Middle
Student's Social Security Number (Use only Social Security Number assigned by the Social Security Administration.) <input type="checkbox"/> Check here if you do not have a Social Security Number		
Student's permanent address Number and street (include apt. number)		
City	State	Zip Code
Student's permanent phone number	Student's date of birth	Student's e-mail address (optional)

Additional Resources

- For some colleges/universities, an admissions application may not be easy to change because it may be controlled by a system of colleges that would require requesting and

getting approval from all colleges. As an alternative, we suggest that the undocu-ally team or identified points of contact within your institutions (staff and faculty) meet with the college/university's Office of Institutional Research to see how to create a dashboard that helps track all students. By creating a dashboard you can then filter students by how they identify themselves (U.S. Citizen, Legal Permanent Resident, Refugee, etc.). In the case that your institutions may not be able to change the application to add “DACA” or “Undocumented” to the overall application, a real time dashboard can allow you to monitor student applications and filter the applications by residency questions, classification (status), and even country of birth and race/ethnicity.

- The [California Student Aid Commission](#) is an example of how financial aid information can all be centralized and accessible to students, including undocumented students.
- [The California Dream Act Application](#) (CA’s version of FAFSA) is an example of how forms can be modified to meet the needs of undocumented students.
- [Apply Texas](#) forms is an example of how online college forms can be improved. Currently Apply Texas forms are used by students to apply to Texas colleges and universities, however the application does not reflect the fact that eligible Texan undocumented students have qualified for in state tuition rates since 2001; therefore, undocumented students are being denied the ability to use the online portal to apply to colleges because it asks for U.S. citizenship or Legal Permanent Residency. Moreover, Texas colleges and universities could play a role in not requiring students to use the online portal to apply to their college if they do not have the capacity to change the online portal. Ideally, institutions can advocate for the online portal to include an option for undocumented students to be able to fully complete the application.

biographical information

 Please correct the following so your changes can be saved:

- You must be a U.S. citizen or permanent resident to use this type of application. Please go back and create an international student application.

Commitment #10: Host an UndocuWeek on your campus

Why?

Holding an UndocuWeek on campus that celebrates and highlights the immigrant community will help educate students on the relevant issues affecting their undocumented peers. In addition to bringing awareness, workshops and events that cover the issues that affect undocumented students and their families will help debunk myths that belittle their experiences and perpetuate xenophobia. An UndocuWeek will help create an environment of acceptance, understanding, and also celebrate the immigrant communities' successes.

What does it look like?

Host an event each day of a select school week that covers an issue faced by undocumented students or celebrates an accomplishment of the undocumented immigrant community. Daily events can include information on *Plyler v. Doe*, DACA, Executive Actions, history of the immigrant youth movement, movie screenings, a trivia game show on legislation affecting undocumented students, and know your rights info sessions.

Example(s)

1. [UC Berkeley Undocu-Week](#)
2. [University Leadership Initiative: Undocumented Longhorns Week](#)
3. [IDEAS at UCLA: Immigration Awareness Week](#)



Additional Resources

- [Never Rested: Undocumented Life at Dartmouth](#)
- [Harvard junior who took mom to Mexico can return](#)
- [Syracuse Undocumented Rising Raises Awareness of DREAM Act's Implications](#)
- Documentary: [Harvest of Empire](#)
- Other Supportive Institutional Programming
 - [UndocuGraduation](#)
 - [UndocuScholars Summer Research Program](#)

Commitment #11: Implement the UndocuPeers ally training at your school

Why?

By implementing the UndocuPeers: Liberating Campus Climate educator ally training at your institution(s) you are implementing an educator certification program designed to create a support system on campus for undocumented students and their allies. Moreover, you are establishing an immigrant youth movement to the institutions that support undocumented youth so they may create change together.

What does it look like?

The UndocuPeers: Liberating Campus Climate is a four hour interactive ally training for faculty, staff (including student staff/graduate assistants), and administrators on issues affecting undocumented immigrant students and their families. Some of the items discussed include DACA, strategies to be a more inclusive institution, and how to be a better educator ally. Upon completing the training, trainees will receive a certificate from UWDN and their institution recognizing them as a committed ally willing to continue to learn and advocate alongside undocumented students.



Example(s)

1. [UndocuPeers: Liberating Campus Climate](#)
2. [UndocuAlly](#) University of California- Berkeley
3. [Undocumented Student Ally Safe Space Training](#) Loyola University Chicago
4. [DREAMzone Ally Certification Program](#) Arizona State University

Additional Resources

1. Research: [Educators Supporting Dreamers: Becoming an Undocumented Student Ally](#)
2. Research: [Removing Barriers to Higher Education for Undocumented Students](#)
3. Research: [In the Shadows of the Ivory Tower: Undocumented Undergraduates and the Liminal State of Immigration Reform](#)
4. Educators for Fair Consideration: [Top 10 Ways to Support Undocumented Students](#)
5. Penn for Immigrant Rights & Dream Activist PA: [Undocu-Basics](#)

Commitment #12: Host an educators conference at your school

Why?

DEEP Educators conferences are gatherings of community members and educators who choose to take initiative and learn about the issues faced by their students. By hosting an educator's conference, you create an opportunity to train state educators and community members and also provide participants the opportunity to connect and network with others who have an interest in becoming a resource and support system for undocumented students. DEEP conferences allow for the sharing of ideas and best practices on how to benefit all students.

What does it look like?

A DEEP Educators Conference consists of a six to eight hour day filled with workshops, speakers, interactive activities and action planning. The conferences provide a space to share and gather knowledge on the issues that affect undocumented students (i.e. *Plyler v. Doe*, DACA, in-state tuition, FERPA, mental health and social well-being, how to create a safety plan or emergency plan for immigration raids, know your rights, etc.). The conference is also a place of celebration and commitment to continue to work alongside undocumented students. This past school year, DEEP helped host seven educators conferences which were free and open to the public. DEEP conferences are usually free; however, if you choose to charge, we encourage you to donate all proceeds to an immigrant rights advocacy group in your community or in your school. The key is to make it accessible to educators and community members and to invite neighboring campuses and schools across the state for the greatest impact.

Examples

1. [7th Annual Educators Conference](#) IDEAS at UCLA (Los Angeles, California)
2. [Arizona Dream Conference](#) ScholarshipsA-Z (Tucson, Arizona)
3. [Keeping the Dream Alive](#) University of Denver (Denver, Colorado)
4. ["Undocumented Student Issues" Educator Conference](#) (Connecticut Students for a Dream)
5. [Dare to Dream Conference](#) Student Immigrant Movement (Massachusetts)
6. [New Jersey Educator's Conference on Dreamers](#) New Jersey Dream Act Coalition
7. [TX Educator Conference: Dreaming Big](#) University Leadership Initiative (Austin, Texas)
8. [2014 Chicago Dreamers Forum](#) (Chicago, Illinois)
9. [2012 Educators Conference](#) Educators 4 Fair Consideration (Bay Area, California)

Additional Resources

- [College Advising Guide for Undocumented Students](#) Illinois Association for College Admission Counseling
- [Removing Barriers to Higher Education for Undocumented Students](#)

Commitment # 13: Provide free legal counseling to undocumented students

Why?

A majority of undocumented students are from low income families, hence they cannot afford to seek legal counselling. Collaborating with your university's law school or a local law clinic to provide free legal counseling to undocumented students on your campus would allow them to apply for DACA, executive actions and consequently they may receive a work permit and be eligible to study abroad. Additionally, supporting immigrant rights groups would also allow law students to gain litigation experience and advocate for state legislative changes.



What does it look like?

Reach out to your law school or clinic and get an idea of the amount of pro-bono cases or hours they are allowed to take during the school year. Ask the professors and students if they would be committed to set aside "office hours" or work blocks twice a week, where students can visit the law school library or a professor's classroom so that they can get help filling out their DACA application (initial or renewal) and/or ask legal questions.

Example(s)

1. [Yale Law School Worker and Immigrant Rights Advocacy Clinic](#) (Connecticut Students for a Dream)
2. [Florida International University Law Holds Clinic to Help Young Adults Apply for DACA](#)
3. [National Education Association holds clinic for students eligible for Deferred Action](#)
4. [Responding to the Need: A look into the process that some school districts have created in response to DACA \(pg. 8-9\)](#)
5. [UC Berkeley: Undocumented Student Program Immigration Legal Support](#)

Additional Resources

- [Own the Dream](#)
- [Dream University](#)
- [DACA Renewal Network](#)
- [DACA: A Guide For Educators and School Support Staff](#)
- E4FC: [Dreamer Intake Service](#)
- [DACA Profiles \(state data\)](#)
- [UndocuU: Applying for DACA](#)
- From the Migration Policy Institute: [Lessons from the Local Level: DACA's Implementation and Impact on Education and Training Success](#)

Commitment #14: Host a free DACA or Executive Actions clinic

Why?

There are still thousands of eligible applicants who have not applied for DACA, therefore they are unable to legally work and are susceptible to deportation. Holding a free DACA clinic or Executive Action information session in collaboration with a [UWDN affiliate](#) and/or community organization on June 15, 2015 (DACA's 3rd year anniversary), may benefit such students who may have refrained from applying due to inaccessibility to low cost legal counselling, fear, or believing they are ineligible.

What does it look like?

The clinic should be a 6-8 hour event where volunteers, who you have trained, will use materials to screen participants for eligibility at registration. During the clinic, you will need to provide an overview of the resources available to them through DACA, their rights, and opportunities to get involved in the immigrant rights movement. Clinics will provide clarity on DACA, debunk myths about the program, and the opportunity to fill out applications with trained volunteers. For applicants who may have exceptional circumstances that complicate their application, they will be afforded the opportunity to consult with pro-bono lawyers which will increase their chances of submitting a successful application.

Example(s)

1. [Alamo College: Palo Alto Colleges](#)
2. [North Carolina Central University School of Law to host DACA Clinic](#)
3. [St. Mary's DACA project to hold "DACA Day" Events](#)



The screenshot shows the website for the North Carolina Central University School of Law. The main heading is "NCCU Law School to host Deferred Action for Childhood Arrivals (DACA) Clinics". The event is scheduled for February 27, 2013, from 10:15 am to 11:15 am at the NCCU School of Law, 840 Nelson Street, Durham, North Carolina 27707. The website also features a navigation menu with links for ABOUT, ADMISSIONS, ACADEMICS, CLINICS, STUDENTS, FACULTY, ALUMNI & GIVING, TECHNOLOGY, and LIBRARY. There is a search bar and a "GIVE NOW" button. An "Upcoming Events" calendar is visible on the right side of the page.

Additional Resources

- [Own the Dream](#)
- [DACA A Guide for Educators and School Support Staff](#)
- [Philippine American Bar Association](#)

DACA Clinic

- [DACA Profiles \(state data\)](#)
- From the Migration Policy Institute: [Lessons from the Local Level: DACA's Implementation and Impact on Education and Training Success](#)
- College Uncomplicated: [UndocuU: Applying for DACA](#)

Commitment #15: Create a taskforce of educators and students

Why?

Many times educators feel like they are working in silos when it comes to working alongside and supporting undocumented students. Some educators might feel like the institution does not support their work and others might feel like they are the only ones supporting undocumented students and may get discouraged. Being an ally is hard and continuous work thus it is important for educators and students to know where the support exists on campus. By forming a committee or taskforce that is inclusive of educators and immigrant students, you are connecting a group of people who have institutional understanding and access to resources with people whose lived experiences and needs would help lead and address undocumented student issues at your institution. It would also allow student leaders from various clubs, focal issues and cultures to collaborate with undocumented students to increase the resources and support available for undocumented students.

Understanding the importance of the recruitment, retention and success of undocumented students, [NIU President John G. Peters](#) has commissioned the Presidential Task Force for the Support of Undocumented Students. NIU is viewed by many of its peers as a progressive institution that has already taken important steps to champion the need of this important population.

The development of this task force is a continuation of this commitment.

"Supporting undocumented students has become a critical issue of importance for NIU and all of higher education," Peters said. "I believe this task force will provide recommendations that reflect progressive and contemporary approaches to supporting undocumented students. Most importantly, this task force aligns with NIU's commitment to access for a broad spectrum of students and creating a climate of respect for all."

What does it look like?

A group of faculty, staff, administrators and students coming together monthly to discuss best practices, providing support to students on how to navigate the campus, and advocating alongside undocumented students. This taskforce is responsible for creating bridge programs between high schools and the institution, partnerships with the community, and providing training for potential allies.

Example(s)

1. [Washington State University Coalition for HB 1079 Students](#)
2. [New NIU Taskforce to examine ways to support learning experiences of undocumented students](#)
3. [UC Berkeley History: Taskforce](#)

Additional Resources:

- [NASPA: Policy Division Take: Providing Educational Equity for Undocumented Students](#)
- [Research Report: Campus Climate for Undocumented Students at UC Berkeley](#)
- [Removing Barriers to Higher Education for Undocumented Students](#)

Commitment #16: Challenge the accessibility of institutional aid & scholarships

Why?

Scholarships are the primary way that undocumented students fund their education because of the lack of access to federal financial aid, federal loans and federal work study. Depending on the state that they live in, some students also lack access to in-state tuition rates and state financial aid. In asking for extraneous information, such as a SSN or citizenship status, students are denied the opportunity to apply for well needed scholarships. For these reasons, challenging your institutional scholarships to not require a SSN, U.S. citizenship, legal permanent residency and not to ask for FAFSA to be eligible for scholarships and institutional aid is critical in making higher education accessible to undocumented students.

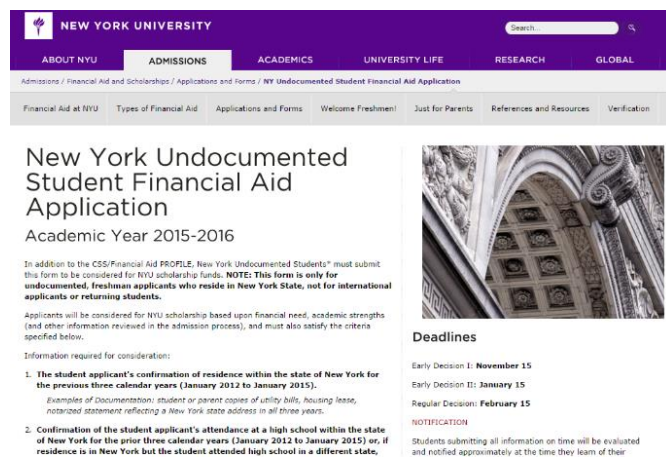
What does it look like?

We recommend that institutions review all scholarships and funding available on campus and ensure that if a SSN, immigration status or FAFSA is asked of students, it is actually a requirement and is not asked for formality purposes. Many times [SSN's](#) or citizenship status is asked for by scholarship funds and organizations simply as a means of tracking the recipient. Instead of asking for a SSN, use the student's school ID number or [ITIN](#) on their applications so that it is accessible to and clear to undocumented students that they are eligible for it. We have also found that many times applicants are asked about immigration status because of formality, not because the information is a requirement to disseminate funds or because the funding is connected to state or federal funding. Additionally, scholarships may require the FAFSA to determine financial need, however, access to need-based scholarships and financial support can be expanded by asking for alternative financial information that equally proves need, such as the [CSS profile](#).



Example(s)

1. [Illinois Latino Council on Higher Education](#)
2. [College Success Foundation](#)
[Washington State: Leadership 1000](#)
3. [University Of Washington Dream Project](#)
4. [University of Washington Bothell](#)
5. [Educators For Fair Consideration: List of Scholarships that don't require proof of U.S. Citizenship or Legal Permanent Residency](#)



NEW YORK UNIVERSITY

ABOUT NYU | **ADMISSIONS** | ACADEMICS | UNIVERSITY LIFE | RESEARCH | GLOBAL

Admissions / Financial Aid and Scholarships / Applications and Forms / NY Undocumented Student Financial Aid Application

Financial Aid at NYU | Types of Financial Aid | Applications and Forms | Welcome Freshmen! | Just for Parents | References and Resources | Verification

New York Undocumented Student Financial Aid Application

Academic Year 2015-2016

In addition to the [CSS Financial Aid PROFILE](#), New York Undocumented Students* must submit this form to be considered for NYU scholarship funds. **NOTE: This form is only for undocumented, freshman applicants who reside in New York State, not for international applicants or returning students.**

Applicants will be considered for NYU scholarship based upon financial need, academic strengths (and other information reviewed in the admission process), and must also satisfy the criteria specified below.

Information required for consideration:

1. The student applicant's confirmation of residence within the state of New York for the previous three calendar years (January 2012 to January 2015).
Examples of Documentation: student or parent copies of utility bills, housing lease, notarized statement reflecting a New York state address in all three years.
2. Confirmation of the student applicant's attendance at a high school within the state of New York for the prior three calendar years (January 2012 to January 2015) or, if residence is in New York but the student attended high school in a different state,

Deadlines

Early Decision I: **November 15**
Early Decision II: **January 15**
Regular Decision: **February 15**


NOTIFICATION

Students submitting all information on time will be evaluated and notified approximately at the time they learn of their

Additional Resources

1. Key questions to ask scholarship organizations, foundations, or funders:
 - a. Is your scholarship federally or state funded?
 - b. Is the eligibility criteria for your scholarship regulated in any way by federal or state government or laws?
 - i. If it is federally or state regulated, does it limit who it is awarded to?
 - ii. What are the barriers created for undocumented students based on how the scholarship is regulated?
 - iii. What are the opportunities created based on how the scholarship is regulated?
 - iv. You may ask: “Are residency requirements fixed?” or “Can students who do not meet the legal residency requirement still apply?”
 - v. If the scholarship provider/funder asks for U.S. Citizenship, ask “Why does the scholarship provider ask for it?” Is U.S. citizenship required or asked for formality?”
 - c. Does the scholarship(s) ask for a SSN as a way to track scholarship recipients?
 - i. If so, other ways to do this is by using ITIN or students ID number. Ask if students can use the ITIN instead of a SSN.
 - d. If your institution already awards scholarships to undocumented students but does not want to publically state it, there needs to be a clear plan by the institution on how they will let undocumented students know that they can apply.
2. [CSS Profile: How to maximize financial aid](#)
3. University of Pennsylvania's [Financial Aid Statement on Undocumented Residents 2015-2016](#)
4. [American Association of Medical Colleges Expands Fee Assistance Eligibility for Medical School Applicants with DACA](#)
5. College Uncomplicated: [Undocu | FAFSA & Common Application Tips for Undocumented Students](#)

CSS / Financial Aid PROFILE®



Use PROFILE to Apply for Financial Aid.

Welcome to PROFILE. By filling out one form, you can apply online for nonfederal financial aid from almost 400 colleges and scholarship programs.

Apply for Financial Aid

Complete your PROFILE application to apply for financial aid.

Useful Resources

Interactive Presentation: Tips to Help You Apply for CSS/Financial Aid PROFILE

Commitment #17: Create a book lending system

Why?

Due to the large unmet financial needs of undocumented students, students struggle to afford school supplies. Currently, the cost of books for college can range from \$300-\$1,000 per quarter/semester. Many undocumented students have been able to access their books by pairing up with people to share the cost of the book, by asking for sponsors, or by hoping that they are available in the library when they need them. This is an area where institutions can step in and create a formal book lending system to support the unmet needs of undocumented students as it relates to the high cost of college books. The book lending system can be available for all students to participate in both book swapping and lending.

What does it look like?

1. Designate a space where students can come to exchange books
2. Create a system that has a timeline for lending and returning books
3. Create a process for checking out books
4. Create a system that allows students to know which books are available and when the rest will become available
5. Create a tracking system to ensure that staff know who has which book and knows what to do in the event that the book is lost or not returned

Example(s)

1. [UC Berkeley: Dream Lending Library](#)
2. [University of Washington: Husky Dream Lending Library](#)
3. [University of Chicago: Office of Multicultural Affairs](#)
4. [UCLA Mariposa Achievement Program: Textbook Lending Library, Transportation Stipends, and Meal Vouchers](#)



The screenshot shows a webpage titled "Academic Counseling Services" with a banner for "Help Support HB 1079 Students: Sponsor a book for our Husky Dream Lending Library". The page includes a search bar, a "Sponsor a Book or Two!" section with details about a book drive on Friday, March 28, 2014, and a "Find an Advisor Here" link. The page also features a "Visit OMA&D ACS" map and a "Find an Advisor Here" link.

Additional Resources

- [Effectively Serving the Undocumented Student Population](#)
- [Removing Barriers to Higher Education for Undocumented Students](#)

Commitment #18: Train your staff to work with DACA recipients

Why?

It is imperative that human resources, student job offices, and study abroad offices are knowledgeable about DACA. Being knowledgeable about DACA will help ensure that DACA recipients are not denied employment, face job discrimination, face a delay in being offered a job or institutionally funded work study opportunities and/or miss the opportunity to study abroad.

What does it look like?

1. Make sure that your human resources and student job offices know that DACA provides work authorization
2. Make sure that you include in your job postings that it is inclusive of DACA recipients
3. Make sure that employers do not ask for additional or alternative work authorization documents other than an I-9 form and a work authorization card
4. Ensure that employers do not reject valid work authorization documents because of the DACA recipient's citizenship status or national origin
5. Make it clear that it is unlawful for an employer to fire or refuse to hire DACA recipients, because of their immigration status
6. Make sure that your international office knows how to work with DACA recipients interested in traveling abroad (they can participate in study abroad programs if they have been granted DACA and have been approved for [advanced parole](#)).



Example(s)

1. Hiring: [Teach for America](#)
2. View Webinar Recording: [Study Abroad: DACA-mented- Supporting DACA Students & their study abroad goals](#)

Additional Resources

- [U.S. Department of Justice- Civil rights Division: DACA recipients learn about your work rights!](#)
- [National Immigration Law Center: DACA and Workplace Rights](#)
- The University of Texas at Austin- [DACA and Study Abroad](#)



Deferred Action for Childhood Arrivals (DACA) Recipients: Learn About Your Right to Work!

The Civil Rights Division of the U.S. Department of Justice has an office dedicated to ensuring that employers do not discriminate against individuals who are permitted to work in the U.S., including DACA recipients who have been granted work-authorization. Employers cannot ask DACA recipients for more or different work-authorization documents than what is permitted for the Form I-9 and cannot reject valid work-authorization documents because of a DACA recipient's citizenship status or national origin. It is also unlawful for an employer to fire or refuse to hire DACA recipients because of their national origin.

Commitment #19: Create the opportunity for undocumented students to serve as student government representatives

Why?

Qualified undocumented students with the potential to serve in student government positions refrain from running due to the payment structure and their ineligibility to seek legal employment in the U.S.

What does it look like?

Create a system that allows students to opt for help on tuition, campus fees, receive grants or scholarships instead of a stipend. In doing this, you create the opportunity for undocumented students to run for student government, receive financial assistance, and acquire the leadership skills needed to continue to succeed.

Example(s)

1. [United States Student Association Dream Caucus](#)
2. [NC Chapel Hill: Emilio's Great Race](#)

Additional Resources

- [Support AB 844 for undocumented students in student government \(provides language on bill\)](#)
- [University of Texas at Austin: AR 16: In Support of Undocumented Students and Undocumented Longhorns Week](#)

The Opinion Pages | Emilio's Great Race



Emilio Vicente, center, an undocumented immigrant from Guatemala and a junior at the University of North Carolina, Chapel Hill, worked with his campaign staff during a meeting at a fellow student's home in Carrboro, N.C., on Sunday.
Ted Richardson for The New York Times

Institutional Champion: Systemic Policy Change

Institutions can embed support for undocumented students through organizational structures, policy changes, and new institutional or system wide initiatives that include scholarship funds, financial aid programs, or broader campaigns aimed at increasing undocumented students' access and retention.



Commitment #20: Create the opportunity for on campus student employment

Why?

DACA has opened the doors for many students who were previously ineligible for work, yet there are still countless undocumented students who do not qualify. It is essential that you work with campus partners and your institution to find employment opportunities for undocumented students who do not qualify for or have received DACA.

What does it look like?

Finding opportunities for students to do research, work as a resident advisor, tutor, a campus tour guide or within the dining halls are ways that the institution can support undocumented students. Because these positions are paid, you can set up a system where instead of being paid for being a resident advisor, they can get subsidized or free on-campus housing, a meal plan or a scholarship(s) for books. Additionally, instead of getting a stipend for research, they can get partial tuition fees waived, transportation passes, or student health fees waived. This would also be beneficial to the institution, as the money would essentially be recycled within the university itself. Because all university systems are set up differently, it is up to you to look into possible avenues for student employment.

Example(s)

- 1) UCLA Labor Center: [Dream Summer](#)
- 2) [UCLA Presidents Work Study Program](#)

President's Work-Study

Subject to availability of funds, President's work-study is available to eligible AB540 students who have a valid DACA Employment Authorization and completed a CA Dream Act application by the March 2nd priority-filing deadline. Students must also have an Expected Family Contribution (EFC) of no higher than \$12,000 and DACA Employment Authorization valid for a minimum of 3 months after hire date.

Students who meet eligibility requirements and would like to be considered for President's work-study must submit a completed Work-Study Request form and a copy of their DACA Employment Authorization card to the UCLA Financial Aid and Scholarships office. Students who are awarded President's Work-Study may be eligible for awards ranging from \$1,500 to \$2,000 depending on grade level.

- 3) [UCLA UndocuBruins Research Program \(Modeled after McNair\)](#)

Additional Resources

- [Research and Post-Graduate Opportunities](#)
- [How Immigrants Without Legal Status Can Pay](#)

[for College](#)



The screenshot shows the UCLA Labor Center website. The header includes the UCLA logo and the text "LABOR CENTER 50 YEARS OF WORKER JUSTICE". A navigation menu contains links for "ABOUT", "WHAT WE DO", "RESEARCH", "STORIES", and "GET INVOLVED". The main content area is titled "YOUTH LEADERSHIP DEVELOPMENT" and features a sub-section for "Dream Summer". The "Dream Summer" section describes a national ten-week, full-time leadership development program for immigrant youth leaders. It lists three program goals: 1. Provide leadership development and training for immigrant youth through internships with social justice organizations; 2. Increase the capacity of social justice organizations by providing them with talented and capable immigrant youth activists; 3. Strengthen the commitment within social justice organizations to advance the rights of

Commitment #21: Amend or create job positions that work with & support undocumented students

Why?

Undocumented students' struggles are unique and many times unsupported; creating staff or student positions that specifically work with undocumented students' struggles is a necessity.

What does it look like?

Depending on the capacity of your institution you can either amend a current staff member(s), student staff or peer mentor(s) job description to include working with and for undocumented students and or you can create a staff member(s), student staff or peer mentor(s) positions where the person(s) is able to:

1. Serve as a point person who can answer questions from other staff, departments, and administration on your campus
2. Know what services are available on campus for undocumented students
3. Know who to refer students to when their questions are not able to be answered by the staff person
4. Advocate for resources alongside undocumented students
5. Refer students to their academic counselors
6. Provide events and opportunities for students to create community

Undocumented students, campus advocacy groups, and educator allies should be included in all of the processes connected to the amending and/or creating of job position: qualifications, responsibilities and hiring of such position(s).

Example(s)

1. UCSB Job Description- Undocumented Student Services Coordinator "Under the direction of the Associate Dean, facilitates the services, program budget, campus training and student retention and outreach for undocumented student services. Provides leadership, management, and vision for direct student services and campus training needs. Maintains the programming budget in accordance with campus, UC, state and federal policies.
Responsible for the academic success and retention of undocumented students. Provides support services, counseling, advising, referral and mentorship. Services may include academic needs assessment, individual study plans, post-graduation preparation and crisis support. Uses subject matter expertise related to undocumented student's needs and issues, policies relevant to undocumented students and student development theory to conduct student needs assessment, develop programs and evaluate program efficacy. Sets outcomes, measures, goals and priorities.
Participates in the Dream Scholar Resource Team (DSRT) and the Undocumented Student Services Advisory Group. Ensures communication between the DSRT, the Advisory Group, IDEAS and other campus entities. Responsible for training the campus community on policies and issues relevant to undocumented student and migrant needs.
Develops, manages and implements a peer advising program."

2. [UC San Diego: Undocumented Students Services Coordinator](#)
 - a. [Job Description](#)
 - b. [Meet the Coordinator](#)
3. [UC Berkeley: Undocumented Student Program](#)
 - a. Undocumented Student Program, UC Berkeley; 2012
 - i. [Counselor](#)
4. [UC Davis: Student helps establish center for fellow undocumented students](#)
5. [UCR: New Coordinator to aid undocumented students](#)

Additional Resources

➤ [University of California Campus Support Contacts](#)

➤ [UC Dreamers to get more financial aid, advisers this fall](#)

➤ During this 2013-14 school year many University of California and [California State University](#) schools have created “Dream Project Coordinator or Undocumented Student Coordinator” positions that address the issues faced by undocumented students. We recommend looking to the different institutions to ask for specifics on their job descriptions, responsibilities and structure.

➤ University of California San Diego Undocumented Student Coordinator welcome below:

DREAM Project Coordinator (4289)

Company:	California State University, Chico
Location:	Northridge, CA
Date Posted:	October 17, 2014
Source:	California State University, Chico

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CSUN's Commitment to You

CSUN is strongly committed to achieving excellence through teaching, scholarship, active learning and diversity. Our values include a respect for all people, building alliances with the community and the encouragement of innovation, experimentation and creativity. CSUN actively encourages qualified candidates to apply who demonstrate a commitment to serving a diverse student population as well as a commitment to maintaining an inclusive work environment.

About the University

Serving more than 38,000 students each year, CSUN is one of the largest universities in the United States. CSUN ranks 10th in the country in awarding bachelor's degrees to underrepresented minority students, fifth nationally in awarding master's degrees to Hispanic students and enrolls the largest number of deaf and hard-of-hearing students of any U.S. state university. CSUN's 171 academic programs and engaged centers enjoy international recognition for excellence. CSUN currently partners with more than 100 institutions of higher education in 22 countries around the globe and attracts the largest international student population of any U.S. master's level institution. Situated on a 356-acre park-like setting in the heart of Los Angeles' San Fernando Valley, the campus features modern educational buildings and world-class LEED Gold-certified performing arts and recreational facilities recognized as among the best in the country. CSUN is a

Undocumented Student Services

[Meet the Coordinator](#)

[Off-Campus Resources](#)

[Request a Workshop](#)

[Contact Us](#)

[Meet the Coordinator](#)

Meet the Coordinator

The Undocumented Student Services Coordinator provides support and guidance to students who are undocumented, from mixed-status families, and their allies.

Jessica Muñoz, Esq., MFS is excited to join the Office of the Vice Chancellor of Student Affairs as UC San Diego's first Undocumented Student Services Coordinator. Jessica is an attorney who has dedicated her career to supporting youth, young adults, and families. As a first-generation college graduate, she is enthusiastic about helping students accomplish their educational goals.

Before stepping into her current role, Jessica represented children and parents involved in the child welfare system and often worked with family members who were undocumented. Prior to her work in child welfare, Jessica was a staff attorney in UC San Diego's Student Legal Services office. Jessica holds a Master of Forensic Science degree with an emphasis in investigation in addition to her law degree.

When she is not on campus, you will find Jessica at home in Chula Vista baking for family and friends, checking out dog-friendly restaurants with her poodle-mix, Stella, or out on the bay at a paddleboard yoga class.

Commitment #22: Create access to emergency funding

Why?

Undocumented students don't have the employment opportunities a U.S. Citizen or permanent resident has, and therefore they experience severe financial struggles. In addition to the extreme financial need, undocumented students are not eligible for federal loans, financial aid or [health insurance](#). Offering emergency funding to undocumented students through grant money or departmental money (for rent payments, food, health, etc.) can make a difference in a student's college success.

What does it look like?

Emergency funding open to undocumented students should have the following components:

1. Be flexible in what the funding could be used for (i.e. rent, food, health, books, software, shoes, clothing (winter coats/boots), transportation (gas/bus pass)
2. Be realistic in the expected time to repay loans
3. Have the option for different payment plans
4. Have the option to not incur interest until after graduation and/or until they are employed.

Example(s)

1. [Georgetown University Emergency Loans](#)
 - a. **Georgetown University Financial Aid:** Georgetown offers a very limited number of need-based scholarships to selected first-year students who are neither U.S. citizens nor eligible non-U.S. citizens who have demonstrated financial need. Prospective students who wish to be considered for one of these awards must indicate their interest on the Georgetown application for undergraduate admissions, and must submit a College Scholarship Service (CSS) Financial Aid PROFILE form at <http://www.collegeboard.com>.



The screenshot shows the Georgetown University website header with the logo and navigation menu. The main content area is titled "EXPENSES AND FINANCIAL ASSISTANCE" and includes a sub-section "III. Student Financial Services". Below the title is a photograph of a statue in front of a building. The text below the photo describes the Office of Student Financial Services (OSFS) and its role in providing counseling and assistance to students and families.

2. [University of California Berkeley: Undocumented Student Program-Emergency Grants](#)

EMERGENCY GRANTS

USP offers two types of Emergency Grants for students that: 1) are not receiving Federal financial aid and loans, 2) are Dream Aid recipients, and 3) are undocumented. Emergency grants do not have to be paid back and students apply through an on-line application. Students are awarded based on need and on a first come first serve basis. The application is posted by the third week of each semester. Students can only receive each emergency grant one time per academic year. The housing emergency grant is intended for extenuating housing related costs whereas the general emergency grant is intended for extenuating food security, medical, dental, computer, and other unforeseen emergencies. Each grant is awarded for up to \$500 each.

With the help of our funder, Elise Haas, we were able to assist 50 students for the fall 2013 semester, over 45 for spring 2014, and 40 for summer 2014.

Emergency grants will be available beginning the 5th or 6th week of the semester until funds are exhausted.

For the Fall 2014 semester, we are no longer accepting applications.



Additional Resources

- Institutions have endowments that are many times primarily funded by alumni and private donors. Moreover, many times university departments or office funds can be used for annual programming. Work with your administration and leadership to see how a portion of these funds can be used for emergency funding that is open to all students, including undocumented students. Institutions have the ability to open up their institutions loans, scholarships, research opportunities, and work study as long as it is not tied to state or federal money. Begin this process by considering how your institution can allocate money from the discretionary funds set aside by Deans of Students Offices, Vice Presidents of Student Affairs, and other administrators.
- [How undocumented student pay for college](#)
- [How immigrants without legal status can pay for college](#)
- [USA Today: FAFSA Application Tips for students with undocumented parents](#)

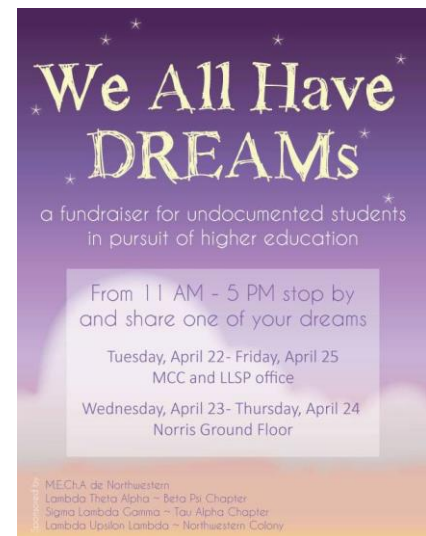
Commitment #23: Create a scholarship fund at your institution

Why?

Insufficient financial means is the largest barrier to education for undocumented students. In addition to educational expenses, some students have to provide for their families and work multiple jobs just to stay afloat. Providing financial support is key to helping undocumented students succeed in college.

What does it look like?

Create a scholarship for undocumented students that can be used for tuition, food, healthcare, books, transportation, etc. Allow undocumented students the discretion to administer funds according to their individual necessities. Also, make it accessible by asking for a GPA no higher than 2.0. and accept students' work experience and home commitments as forms of leadership, in addition to extra-curricular activities. Make the application flexible by asking students to showcase their strengths and visions of success through video, art, poetry, essay, photography, and so on.



Example(s)

1. Reach out to students on campuses to make a book that captures the stories of the undocumented immigrant community, which you would then sell and incur funds for scholarships.
 - a. [Living Out Loud: Our Stories, Our Struggles](#)
 - b. [Underground Undergrads: UCLA Undocumented Immigrant Students Speak Out](#)
 - c. [Undocumented and Unafraid: Tam Tran, Cinthya Felix and the Immigrant Youth Movement](#)
2. Reach out to alumni and/or work with your institution's fundraising foundation to establish a scholarship fund for undocumented students. You can also collaborate with national scholarship programs to provide scholarships for undocumented students.
 - a. [Cal State San Bernardino will provide scholarships to undocumented students](#)
 - b. [Loyola University Chicago Student Government Supports Undocumented Students](#)
 - c. [NYU to offer scholarships to undocumented students](#)
3. Creative ways to fundraise
 - a. Benefit Dinners: [5th Annual ScholarshipsA-Z Benefit Dinner](#)
 - b. [GoFundMe](#)



- c. [Concerts](#)
- d. [Auctions](#)
- e. Institutional support- asking students to opt in to give \$5 per semester to support undocumented students
- f. Ask departments within your institution to commit to give 5% of their annual budget to support undocumented students
- g. Create a way for employees to donate directly from their paycheck on a regular basis to your scholarship fund

Additional Resources

- National Scholarship program: TheDREAM.US
- [Raise money for Oberlin College Undocumented Students' Scholarship](#)



Commitment #24: Create a DACA scholarship or lending circle

Why?

[Research done by UWDN](#) suggests that the recurring nature of DACA application fees is an increasingly large financial burden. Thirty-six percent of respondents to a UWDN survey reported that the costs associated with their first DACA application caused a delay in applying for the program—the average length of this delay was three months. Furthermore, 51% shared that a \$465 fee to renew DACA will impose a financial hardship on themselves and/or their families. This financial hardship, coupled with the hard deadline for DACA renewals, could very well impact DACA retention rates. Moreover, 40% of respondents reported knowing someone who is eligible for DACA but has not yet applied because they cannot afford the \$465 fee. Creating a DACA scholarship or lending circle that helps cover the cost of the application fee for the undocumented students on your campus is a key area where educators and institutions can step in and make a difference!

What does it look like?

Institutions can help cover the costs of students' DACA initial application or renewal fees by establishing a scholarship which is solely for that purpose. The institution can hold fundraising events specifically to support the fund or by committing to donate a portion of the profit from other events to the scholarship fund.



The NYC DREAMer Loan Fund supports DREAMers in New York City who are applying for Deferred Action for Childhood Arrivals (DACA). Through the loan fund, DREAMers and their families can borrow the funds needed to cover DACA application fees.

HOW IT WORKS

DREAMer loan features include:

- Loans up to \$465 per DACA applicant
- Affordable monthly payments: \$38.75/mo. for 12 months
- 0% interest rate
- \$20 loan processing fee

Other benefits for DREAMers:

- \$25 savings match when DREAMer Loan is repaid
- Access to free tax prep, financial counseling, and other services

FOR MORE
INFORMATION:
[nedap.org/
DREAMerLoanFund](http://nedap.org/DREAMerLoanFund)
[nycdreamer@
neweconomynyc.org](mailto:nycdreamer@neweconomynyc.org)

Example(s)

1. [DreamActivist: Donate and Sponsor a Dreamers DACA Fee](#)
2. [NYC Dreamer Loan Fund](#)
3. [21 Progress: DACA Lending Circles](#)
4. [California Community Foundation DREAMer Loan Program](#)

Additional Resources

- [Owning the Dream: Two Years of Deferred Action for Childhood Arrivals. Dreamers and Strategic Partners Taking the Lead from Start to Finish](#)
- [In Their Own Words: A Nationwide Survey of Undocumented Millennials](#)

Commitment #25: Implement & host an orientation for undocumented students

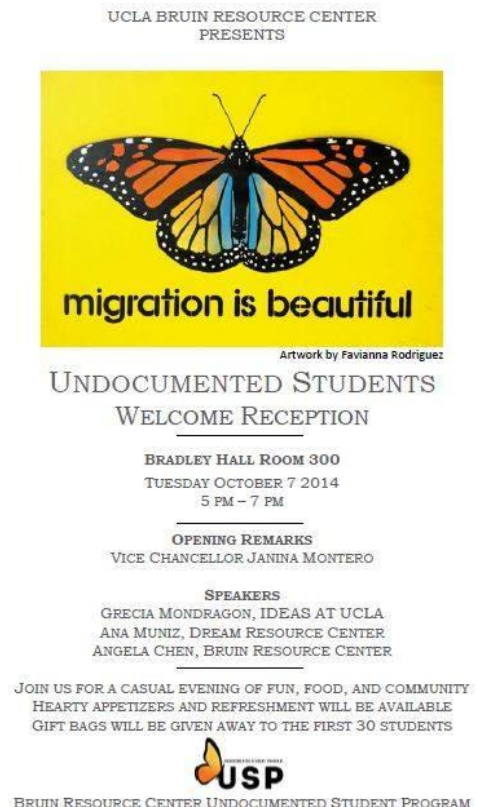
Why?

Current on-campus orientations and tours usually take students to places like the dining halls, the dorm rooms and the student services office. Tour guides usually note the importance of FAFSA, however, for the majority of undocumented students, living on-campus and obtaining a meal plan are not realistic, due to the lack of access to federal financial aid and the inability to afford them. Including information that details available resources for undocumented students in campus tours and orientation is essential in their success of navigating the campus.

What does it look like?

The orientation or campus tour should include:

1. Learning about student support services and visits to the following offices: financial aid (highlighting scholarships and institutional aid open to undocumented students), student health center, first generation student support services, library (interlibrary loan, tutoring, writing center) & “go to” hang out spots where students hang out or do homework and feel welcomed or liberated
2. Conversations with incoming students and staff who belong to groups that advocate for immigrant rights and education equity. Students should know when their educator allies office hours are, understand the life on campus and the culture of support that is available. Lastly they should learn about the recommended classes and annual events on campus to attend.



Example(s)

1. [The University of Texas at Austin: Check- in and Orientation](#)
2. [UC Davis: Meet and Greet with Undocumented Student Organization](#)
3. [UCLA Mariposa Convocation: A Gathering of UndocuBruins and Families](#)
4. [Dreamers Day: University of Denver](#) (High School Students)

Additional Resources

- [The Daily Californian: Students Discuss Advising, Orientation programs with Chancellor Dirks](#)

Commitment #26: Invest in a resource center for undocumented students

Why?

All students need a physical space where they feel welcomed and supported by key staff. Undocumented students particularly need a space where they do not fear judgment based on their immigration status and more importantly where they have a space to be themselves without always having to be reminded of or having to explain their immigration status. Furthermore, it is important to provide a space where they can gather with other students to advocate for resources and discuss community issues, as well as meet with students and counselors to find support.

What does it look like?

The resource center may include:

1. Full time staff who oversees the center
2. Full time academic counselors who work with students
3. Book lending library
4. Computers and tables for student workspace
5. Space to meet, create and strategize alongside peers and allies
6. Space to hold trainings/events
7. Mini fridge and microwave to store and heat up meals
8. Pantry for emergency food supplies



UC Davis student Ana Maciel stands in front of the space that houses the AB540 and Undocumented Student Center inside the Student Community Center. Maciel, an undocumented student, helped write the proposal for the center. (Karin Higgins/UC Davis photo)

Example(s)

1. [University of California Los Angeles - Bruin Resource Center](#)
2. [University of California Los Angeles-Dream Resource Center](#)
3. [California State Fullerton](#)
4. [UC Berkeley: Haas Dream Resource Center](#)

Additional Resources

- [California State University Long Beach: Students Want Dream Resource Center to become a Reality](#)
- [California State University Northridge: Approved on First Ever CSU Resource Center](#)
- [University of California Davis: Student helps establish center for fellow undocumented students](#)
- [St. Peter's University: University Opens Center for Undocumented Students](#)

Commitment #27: Create a class inclusive of the realities & successes of undocumented immigrants

Why?

Creating a class on your campus provides the opportunity for all students to engage in a dialogue about immigration as a modern example of the civil rights movement. Creating a class that speaks to the realities and achievements of undocumented students, their journey in education, the role of immigration and the movement on your campus, will raise awareness and give students the opportunity to connect to community organizations and participate in a service learning component. Students should be required to go out and engage with the immigrant community, which allows them to hear the complexities of each story, which will provide teachable moments for students and consequently foster acceptance and understanding of the immigrant community on campus.

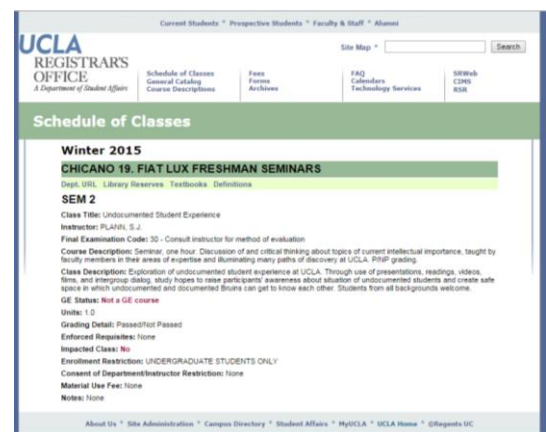
What does it look like?

The class could touch on the following:

1. The history of immigration and migration in the U.S.
2. The history of the undocumented immigrant youth movement and its role within the current immigrant rights movement
3. Education and Immigration: The role of educators and institutions in the immigration movement
4. The implication of foreign and transnational policies that affect migration
5. Celebrating the accomplishments of immigrants across the nation
6. Service learning and advocacy: Working alongside our immigrant community

Example(s)

1. [University of California Los Angeles: Undocumented Student Experience](#)
2. [University of Connecticut: Honors Class-Migrant Workers in Connecticut](#)
3. [University of Oregon: Equal Opportunity- Diaspora and Immigration](#)
4. [University of California Los Angeles: Migration Policy and Analysis](#)
5. [Santa Clara University: Immigration and Ethics](#)
6. [University of California Los Angeles: Immigration Labor and Higher Education](#)



Additional Resources

- [American Political Science Association: Migration and Citizenship Syllabus Bank](#)
- [DREAM Act: What Teachers Can Do](#)

Commitment #28: Co-lead an institutional education equity campaign

Why?

Currently, only 5 to 10 percent of the 65,000 undocumented students that graduate high school enroll in higher education each year. Furthermore, only 1 to 3 percent of these students graduate each year due to the lack of institutional support available to undocumented students (i.e. support programs, policy, access to resources and vocal educator allies). Co-leading an education equity campaign that challenges your institution's policies creates an environment of learning, movement building, and commitment to undocumented students' success.

What does it look like?

As an institution you can lead an institutional campaign and advocate for students by:

1. Participating in DEEP's [National Institution's Coming Out Day](#) on April 7, 2015 and commit to any of the examples showcased in this toolkit; for example:
 - a. Advocate to create a scholarship on your campus for undocumented students
 - b. Challenge your institution's enrollment process
 - c. Invest in a resource center
 - d. You can also present to the governing board or board of trustees and express the needs of undocumented students

Example(s)

1. Dominican University President supports undocumented students ([video](#))
2. [Loyola University Chicago: The Undocumented Student Act](#)
3. [University of Illinois at Chicago: Board of Trustees Meeting](#) (Starting at 42 min.)
4. [Pima Community College to Give In-State Tuition to 'Dreamers'](#)
5. [Immigrant Youth Continue to Fight for Parents](#)
6. [Oberlin College Board of Trustees Meeting October 10, 2013: Student Demands- Transparency of Oberlin College Financial Undergoing Divestment from Companies, Supporting Israeli Occupation of Palestine, Oberlin College Policy on Undocumented Students](#)
7. [University of Wisconsin-Milwaukee- Student Association Pushes Tuition Equity Act for Undocumented Students](#)
8. [Med Students and Alumni for Dreamer Applicants](#)

PCC to Give In-State Tuition to 'Dreamers'

Story by Fernanda Echavarrri
FEBRUARY 28, 2013



PHOTO: MARIANA DALE, AZPM

Hundreds supported in-state tuition for students who receive Deferred Action for Childhood Arrival status.

Additional Resources

1. [How Undocumented Immigrant Students Transform Institutions](#) (California)

2. [An Incomplete Dream: Improving Harvard's Support System for Undocumented Undergraduates](#) (Cambridge, Massachusetts)
3. [The Journal of College Admission: Undocumented Students](#) (National Perspectives)
4. [Removing Barriers to Higher Education for Undocumented Students](#)



and Alumni
Med Students for Dreamer Applicants

Learn

Act

Map

Now, let us **act**.

How does it work?

and open the doors to our colleagues:

a generation of future doctors, who still dare to **dream**.

Like Share 544

Start Over | Skip Intro | About

STUDENT ASSOCIATION PUSHES TUITION EQUITY ACT FOR UNDOCUMENTED STUDENTS
POSTED BY RODRIGUEZ



Commitment #29: Co-lead a statewide or national education equity campaign

Why?

Undocumented students have been leading the ongoing civil rights immigrant movement and have been successful in leading many education equity campaigns. They have been advocating for their access to education as they understand that there are varying state and federal policies that influence their access to education. Some undocumented students live in states where advocates have won campaigns that allow them to pay in-state tuition, access state aid; and others live in states that ban undocumented students from

earning a higher education. Institutional, state and federal administrations have never granted access and materials to undocumented students without struggle. Instead, [undocumented students and allies](#) have advocated for their right to access education and the support of institutions can play a major factor in leading a successful campaign.

Immigrant Youth in Fla. Win In-State Tuition Rates

May 2, 2014 | Filed under: Archive, Immigration, Regions, South, Spotlight

Brad Wong | Equal Voice News


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The path to in-state tuition for immigrant youth in the Sunshine State included recent opposition from two powerful state senators and more than a decade of work. Through persistent grassroots advocacy, though, it ended Friday with more affordable tuition rates for as many as 175,000 immigrant youth.

Young people, their families and grassroots organizations celebrated the final passage of HB 851, often referred to as the "Tuition Equity" bill. United We Dream, a youth-led immigration group, hailed the passage as a "momentous victory."

The bill applies to undocumented youth who were brought to Florida as kids, have grown up in the state and consider the place to be home. The victory for immigrant families in the state also comes as immigration policy lingers in the U.S. Congress and the issue of deportations has gained prominence in the national debate.

"It's really a relief and not just for me, but for my family members and peers as well, who have fought so hard for so long to make this happen," Nanci Palacios, a student leader with United We Dream – Tampa Bay, said in a statement after the Friday vote.



Immigrant youth in Florida held a "Dream University" this week to show their support for in-state tuition rates. On Thursday, the Florida state Senate approved a "Tuition Equity" bill. Photo source: Florida Immigrant Coalition

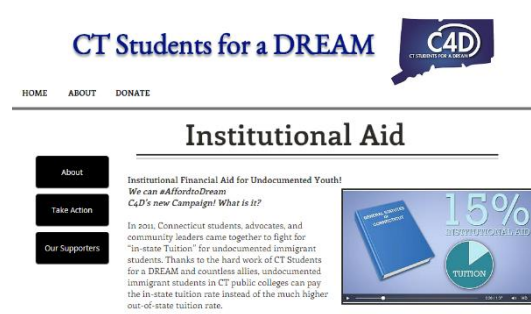
What does it look like?

Join forces with student organizations, faculty, staff, local and national organizations, [UWDN affiliates](#), and community members to challenge the inequalities undocumented student may be facing at your institution, in your state or nationally. You can co-lead an education equity campaign alongside undocumented students for in-state tuition, local and national scholarships, state aid, etc. and be an ally by doing the following:

1. Provide a letter of support for the campaign from your university.
2. Provide space for students and community members to meet and strategize
3. Help collect signatures for the campaign.
4. Help educate your campus about the campaign by hosting a press conference at your campus in support of the campaign.
5. Help mobilize other colleges and universities across the country to support of the campaign.
6. Create networks among all colleges and universities across your state, region or the country, to promote student involvement, and to create a community of dialogue that fosters insightful responses to the campaign.
7. Always advocate for immigrant people, especially those [denied access to institutions of higher learning because of their immigration status](#).

Example(s)

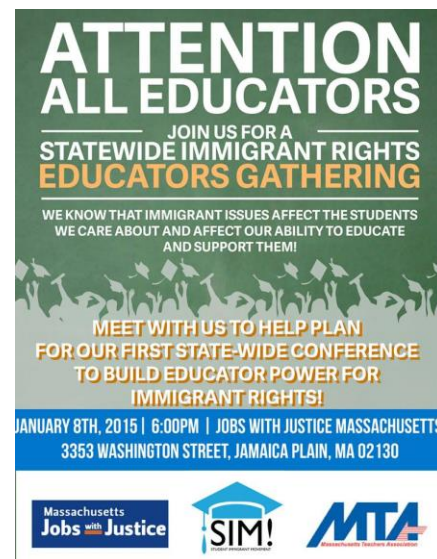
1. Examples of Movements
 - a. [CT Students for a Dream: Institutional Aid](#)
 - b. New Jersey Dream Act Coalition state aid [video](#)
2. Examples on how organizations can show support
 - a. [Perrin Family Foundation is Proud to Partner with C4D](#)
 - b. [NASPA Supports Bill to Provide In-State Tuition for Undocumented Students](#)
3. Examples on how the university and community members can show support
 - a. [CT Students for a Dream: Institutional Aid Take Action #AffordtoDream](#)
 - b. [Partnership for a New American Economy: More than 100 College and University Leaders Call for Immigration Reform](#)



- c. [American Council on Education: Higher Education Leaders Write House in support of Immigration Reform](#)
- d. [DREAM Act Supporters- Higher Education Institutions](#)
- e. [Association of Catholic Colleges and Universities: Immigration Reform and Catholic Higher Education](#)

Additional Resources

- [National Immigration Law Center: Toolkit Access for Postsecondary Education](#)
- [Immigrant Youth in Florida Win In-State Tuition Rates](#)
- [The DREAM Act is REAL, Passage of S.B. 6523](#)



Conclusion

Congratulations, you have now read through the first comprehensive toolkit that outlines practices, resources, programs, campaigns, and institutional structures that work with and for undocumented students! This toolkit was not possible without the tireless work and support from undocumented youth, educators, and the larger immigrant community who fought for education equity.

As you have read through this toolkit, for many students education becomes a safe haven, a place where they look to feel supported, encouraged, and challenged in a space of learning. However, the reality is that for many students education can only be attained through sacrifices. For a majority of undocumented students, education is not an option due to the misinformation on enrollment practices, the policies on institutional aid and the lack of awareness on the part of campus staff and departments. This does not mean that attaining higher education is not possible. Access to higher education has increased due to the strides that have been made by undocumented students and allies in the past decades. Institutions have a role in cultivating campus climates that are rooted in justice, diversity, and inclusion. If we are truly interested in creating these spaces and building the best education system in the world, then we must acknowledge that this means also working with and for undocumented students to achieve educational success.

Undocumented students and their families continue to lead many educational equity battles; for example, in 2014 they won in-state tuition in Florida and Virginia and state aid in Washington State. They risk everything on the frontlines for justice. They have put their fears away and have raised their voices even though undocumented communities are being deported, fired, separated, and discriminated against every day. They are fighting to receive an education, contribute to the campus community, as well as the larger community because they understand that silence is not an option. We must use the leverage that we have within the community, the resources at our disposal, and networks within the institution to support all of our students. We should not watch politicians adversely affect the future of our students, or allow our staff, educators and administrators within our schools to create educational barriers that will contribute to a student's unsuccessful collegiate career. Join DEEP, the thousands of undocumented youth across the nation, and the institutions who have led the educational equity fight on April 7, 2015 for National Institutions Coming Out Day. Come out in support of undocumented students by promoting inclusivity, and helping to create and bolster programs, practices and resources that benefit the education of all students.



National Institutions Coming Out Day (NICOD) Toolkit Overview

Formatted by three categories:

1. **Emerging Allies - Raising Awareness:** Institutions can provide an action plan of its commitment to raise awareness of undocumented students' experiences and discuss the steps needed to disseminate information and the resources available to undocumented students with the larger campus community.
2. **Campus Support Services - Building Commitment:** Institutions can increase support for undocumented students by implementing or improving programs and support services to better meet the needs of undocumented students.
3. **Institutional Champion - Systemic Policy Change:** Institutions can embed support for undocumented students with organizational structures, policy changes, and new institutional or system wide initiatives that include scholarship funds, financial aid programs, or broader campaigns aimed at increasing undocumented students' access and retention.

Examples found in NICOD Toolkit:

Emerging Allies: Raising Awareness

Institutions can provide an action plan of its commitment to raise awareness of undocumented students' experiences and discuss the steps needed to disseminate information and the resources available to undocumented students with the larger campus community.

Commitments found in toolkit on pages 14-21

Commitment #1: National educators coming out day (pg.14).

Commitment #2: Host an undocumented immigrant awareness day (pg.15).

Commitment #3: Pass a resolution re-committing to *Plyler v. Doe* (pg.16).

Commitment #4: Compile services & resources on your school's website (pg.17).

Commitment #5: Create an undocumented student resource guide or brochure (pg.18).

Commitment #6: Institutional statement in support of undocumented students (pg.19).

Commitment #7: Start an undocumented student support group or club (pg.21).

Campus Support Services: Building Commitment

Institutions can increase support for undocumented students by implementing or improving programs and support services to better meet the needs of undocumented students.



Commitments found in toolkit on pages 23-36

- Commitment #8: Convene a team of frontline staff at your school (pg.23).
- Commitment #9: Create a tracking system for undocumented students (pg.24).
- Commitment #10: Host an UndocuWeek on your campus (pg.26).
- Commitment #11: Implement the UndocuPeers ally training at your school (pg.27).
- Commitment #12: Host an educator's conference at your school (pg.28).
- Commitment # 13: Provide free legal counseling to undocumented students (pg.29).
- Commitment #14: Host a free DACA or Executive Actions clinic (pg.30).
- Commitment #15: Create a taskforce of educators and students (pg.31).
- Commitment #16: Challenge the accessibility of institutional aid & scholarships (pg.32).
- Commitment #17: Create a book lending system (pg.34).
- Commitment #18: Train your staff to work with DACA recipients (pg.35).
- Commitment #19: Create the opportunity for undocumented students to serve as student government (pg.36).

Institutional Champion: Systemic Policy Change

Institutions can embed support for undocumented students through organizational structures, policy changes, and new institutional or system wide initiatives that include scholarship funds, financial aid programs, or broader campaigns aimed at increasing undocumented students' access and retention.

Commitments found in toolkit on pages 38-52

- Commitment #20: Create the opportunity for on campus student employment (pg.38).
- Commitment #21: Amend or create job positions that work with & support undocumented students (pg.39).
- Commitment #22: Create access to emergency funding (pg.41).
- Commitment #23: Create a scholarship fund at your institution (pg.43).
- Commitment #24: Create a DACA scholarship or lending circle (pg.45).
- Commitment #25: Implement & host an orientation for undocumented students (pg.46).
- Commitment #26: Invest in a resource center for undocumented students (pg.47).
- Commitment #27: Create a class inclusive of the realities & successes of undocumented immigrants (pg.48).
- Commitment #28: Co-lead an institutional education equity campaign (pg. 49).
- Commitment #29: Co-lead a statewide or national education equity campaign (pg.51).



NICOD TOOLKIT GUIDING QUESTIONS WORKSHEET #1

Ask yourself the following guiding questions for each commitment provided in the toolkit.

Working with and for undocumented students	Who would I need to reach out to begin this conversation?	Who would need to be involved to lead this effort (administrators, offices, student groups, etc.)?	What steps would I need to take to implement this?	How long could this initiative take (to plan and implement)?	What kind of resources would I need to make this successful (financial, departmental, etc.)?
Commitment 1					
Commitment 2					
Commitment 3					
Commitment 4					
Commitment 5					
Commitment 6					
Commitment 7					
Commitment 8					



Commitment 9					
Commitment 10					
Commitment 11					
Commitment 12					
Commitment 13					
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Commitment 21					
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Commitment 23					
Commitment 24					
Commitment 25					
Commitment 26					
Commitment 27					
Commitment 28					
Commitment 29					



NICOD TOOLKIT GUIDING QUESTIONS WORKSHEET #2

Ask yourself the following guiding questions to help evaluate your institutions current campus climate.

Understanding Institutional Climate

What areas within our institutions are creating barriers and or confusion for our undocumented students?

What departments are integral to making my institution inclusive of undocumented students' needs?

How can we increase communication across (these) departments?

How can we increase current resources and or create new ones at our institution?



NICOD TOOLKIT GUIDING QUESTIONS WORKSHEET #3

Ask yourself the following guiding questions:

What can we do? Where can we do it?

Here are some areas where change can be made to make your institution more inclusive for undocumented students.

<p style="text-align: center;">Institutional Practices</p> <p style="text-align: center;"><i>(Consider: What is on our website? Do we have handouts that clarify our institutional practices when working with undocumented students? What is our admissions policy?)</i></p>	<p style="text-align: center;">Financial Resources</p> <p style="text-align: center;"><i>(Consider: Are there alternatives to FAFSA we could use to determine students' financial needs?)</i></p>
<p style="text-align: center;">Student Support Services</p> <p style="text-align: center;"><i>(Consider: Training for advisors and front-line staff. Is signage clear so undocumented students know they can use the services?)</i></p>	<p style="text-align: center;">Physical Space</p> <p style="text-align: center;"><i>(Consider: Does our campus have an office dedicated to working with undocumented students? Is there a place on campus where undocumented students can truly feel safe?)</i></p>



Student Programming

(Consider: What kind of intentional programs can be implemented to include/welcome undocumented students and families to campus? Is this through Student Life, Student Activities, or Student Government?)

Staff Capacity

(Consider: Staff training. How are we working with faculty? Can staff be hired to work specifically with undocumented students?)



NOTE: This pledge should be filled out [online](#)

*The following is an example of the online pledge with which to make a commitment

Pledge to be part of National Institutions Coming Out Day!

Begin or increase your work with and for undocumented students today!

Below check-mark all the commitments that your department, institution or organization are ready to make.

* **Required**

I commit to supporting and increasing the resources available to undocumented immigrant students at my institution! *

YES

First Name *

Last Name *

School/Organization *

Position/Role *

Email *

Town/City *

State *


Zip Code *

Emerging Allies: Raising Awareness

Institutions can provide an action plan of its commitment to raise awareness of undocumented students' experiences and discuss the steps needed to disseminate information and the resources available to undocumented students with the larger campus community. Commitments found in toolkit on pages 14-21

What is your commitment?

- Commitment #1: National educators coming out day (pg.14).
- Commitment #2: Host an undocumented immigrant awareness day (pg.15).
- Commitment #3: Pass a resolution re-committing to *Plyler v. Doe* (pg.16).
- Commitment #4: Compile services & resources on your schools website (pg.17).
- Commitment #5: Create an undocumented student resource guide or brochure (pg.18).
- Commitment #6: Institutional statement in support of undocumented students (pg.19).
- Commitment #7: Start an undocumented student support group or club (pg.21).

Campus Support Services: Building Commitment

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What is your commitment?

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- Commitment #29: Co-lead a statewide or national education equity campaign (pg.51).

Is your commitment different than the aforementioned? *

No problem write it here!

I commit to sharing our commitment(s) publicly via our social media and internal communications systems in our school on April 7th as part of National Institutions Coming Out Day! *

Yes