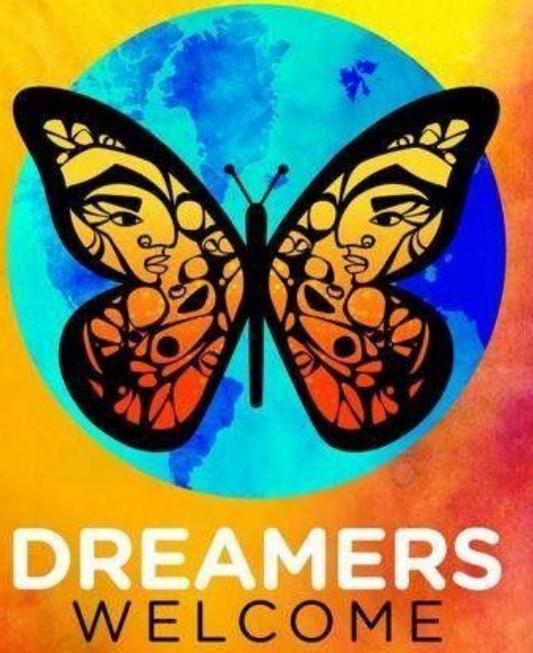


# Supporting Undocumented Students in the College Planning Process

By: Andrea Navarro for MEFA

9/24/2020



## Today's agenda:

Part 1 – 5 minutes

Introduction

Part 2 – 50 min

Presentation slides

Part 3 – 5 min

Open Q&A



# Part 1

Introduction

## About me

- Director Of College and Career Counseling at Excel Academy Charter HS in East Boston
- 9 years of counseling/advising experience
- Mexican-American
- Immigrant, first-generation
- Ally and Advocate





# Part 2

Statuses, and school-based allyship

What role do we play in our schools?



## The larger Context

- US National
- Naturalized citizen
- Statuses that grant I-94s
- Asylum granted
- Asylum pending
- Refugee
- TPS
- Permanent resident
- Conditional permanent resident
- T Visa
- U Visa
- J and F visas
- Other temporary Visas
- DACA
- Family sponsored visas
- VAWA Self petitioner
- Special Immigrant Juvenile Status
- Undocumented

The larger  
Context –

*highlighted  
statuses are  
eligible for  
Federal Aid*

- US National
- Naturalized citizen
- I-94 statuses
- Asylum granted
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Who is  
considered  
documented?  
Who is eligible  
for Federal  
Financial Aid?

- U.S. citizens or nationals
- U.S. permanent residents  
(I-551, I-151, or I-551c)
- **Eligible non-citizens**

Documented:  
“Eligible non-  
citizen”

## I-94 (Arrival-Departure Record) Given out by DHS:

- Persons **granted** asylum
- Refugees
- Persons paroled into the U.S. for at least one year
- Battered immigrants, qualified aliens and their designated children
- Conditional entrants
- Cuban-Haitian entrants

## T- Visa:

- Victims of human trafficking

**Other statuses – NOT eligible for Federal Title IV funds**

- Family unity status
- Temporary residents
- Non-immigrant visas, such as work, students, tourists, and foreign government officials.
- **TPS** (Temporary Protective Status)



- 
- ***D.A.C.A***  
*(Deferred Action for Childhood Arrivals)*



Countries  
currently on  
TPS

El Salvador

Haiti\*

Honduras

Nepal

Nicaragua

Somalia

Sudan

South Sudan

Syria

Yemen

<https://www.uscis.gov/humanitarian/temporary-protected-status>

# Differences between cards

Permanent Resident Card



(2010)

Employment Authorization Card



Both these statuses give the holder a **USCIS #**  
(Formerly called the **A#**, which is still used on the FAFSA.)

For further detail, and information on specific status concerns, consult **Volume 1, Chapter 2** of the Federal Student Aid Handbook on <http://ifap.ed.gov/ifap/byAwardYear.jsp?type=fsahandbook&awardyear=2015-2016>

## Did you know?

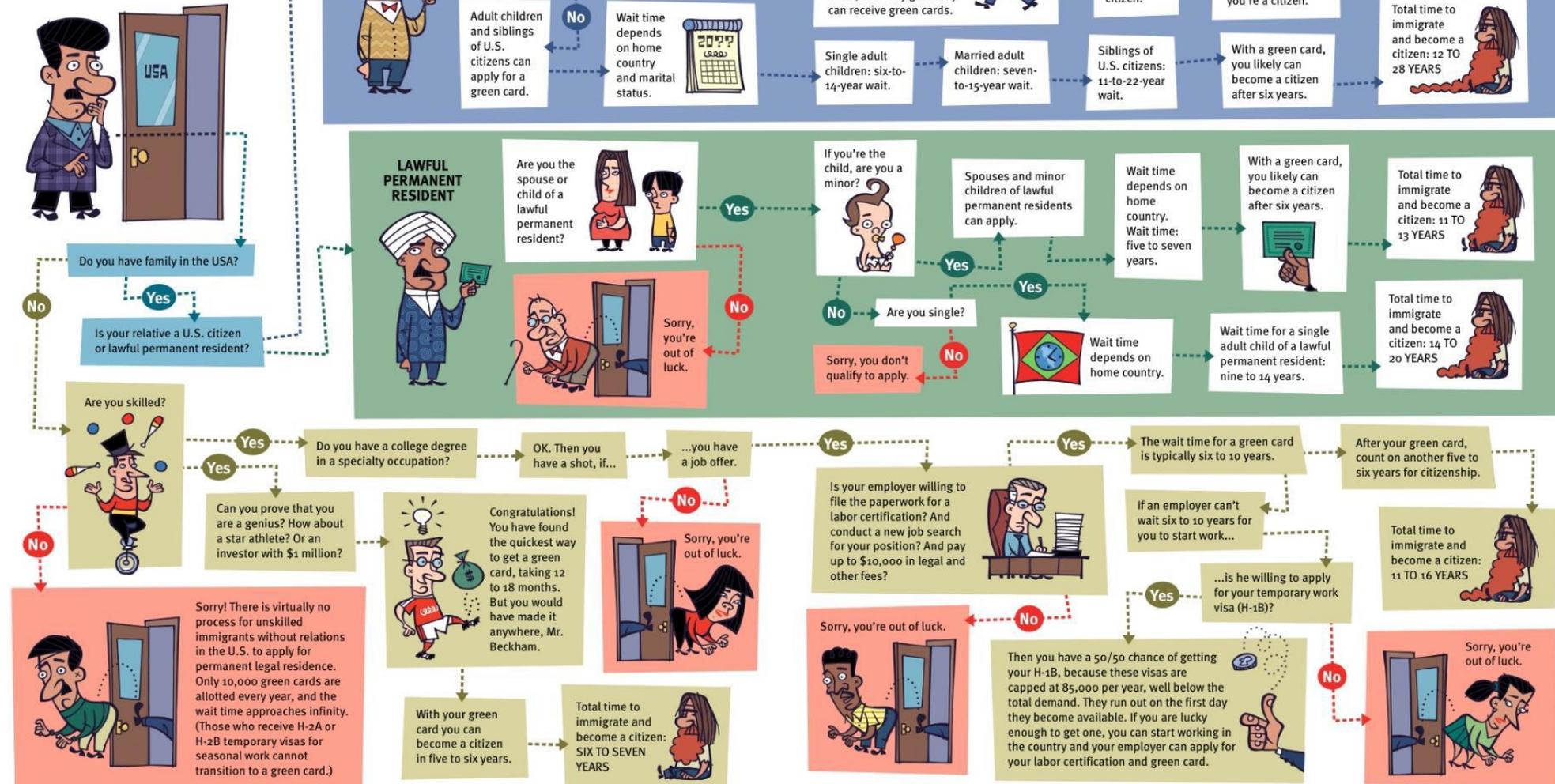
- **It takes on average 10 to 16 years for a “skilled worker” to get on the pathway to citizenship or become a citizen.**
- **Much longer, if ever, for everyone else.**
- **This is why the push for comprehensive reform matters.**

# What Part of Legal Immigration Don't You Understand?

Mike Flynn and Shikha Dalmia

Illustrated by Terry Colon

Opponents of illegal immigration are fond of telling foreigners to "get in line" before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!



(Flynn is director of government affairs and Dalmia is a senior policy analyst at Reason Foundation. This chart was developed by Reason Foundation in collaboration with the National Foundation for American Policy.)

Definition:  
“Undocumented”

“By definition, an undocumented person is a foreign national who:

(1) entered the United States without inspection or with fraudulent documents;

or

(2) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization.”

*-National Immigration Law Center*

# In the U.S.

11.2 million Undocumented immigrants of all ages living in the United States

2.1 million Undocumented students in the United States potentially eligible for most recently proposed federal DREAM Act (S. 729 in the 111th Congress)

1.1 million Undocumented children under the age of 18 living in the United States

65,000 Undocumented students who have lived in the United States for five or more years graduating from high school each year

7,000 – 13,000 Undocumented students enrolled in college throughout the United States

## Some of the barriers faced by Undocumented students

Not all fall under the profile of a “high achieving student”

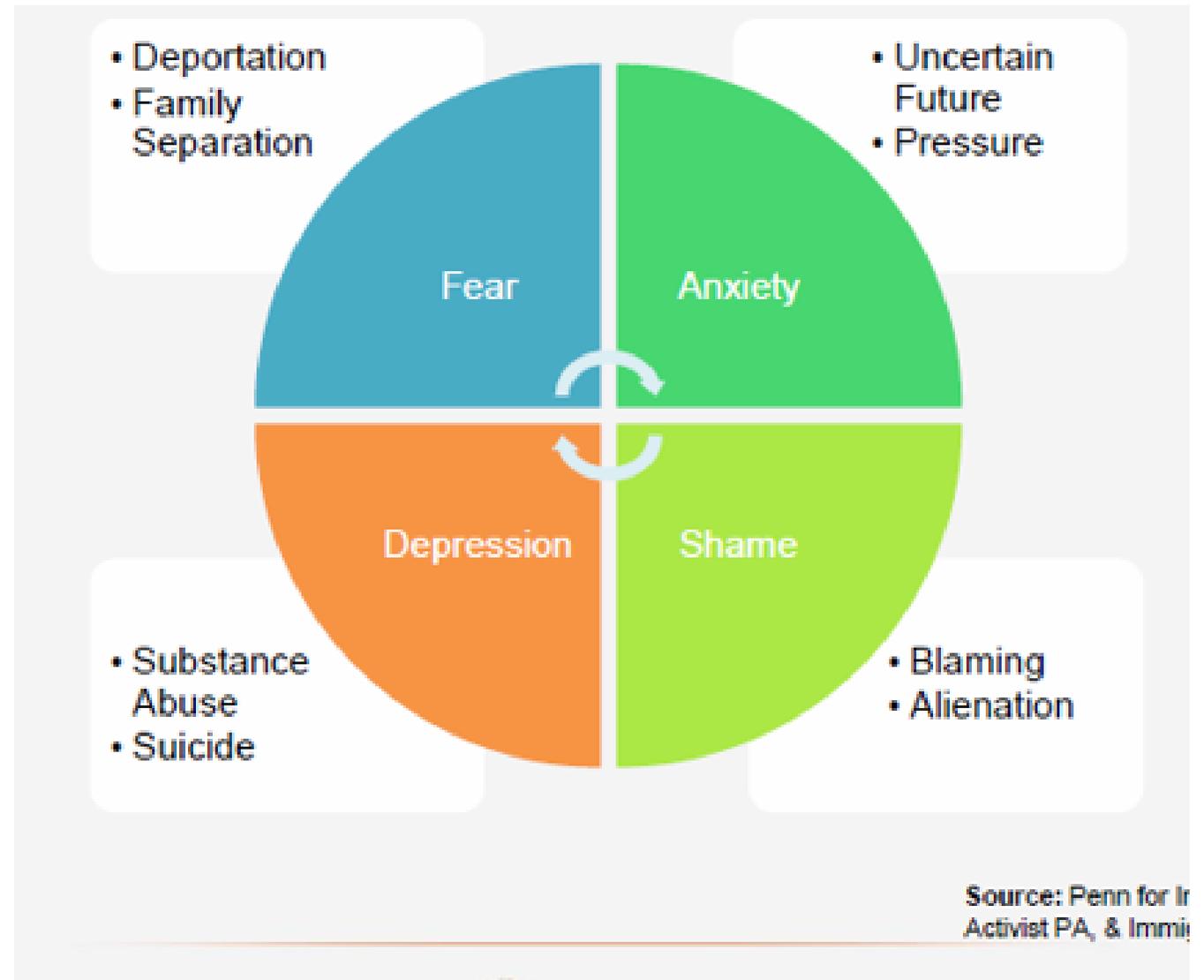
1. Ineligible for specific degrees/professional licenses that require state certification(this varies from state to state)
2. It's harder to travel abroad and domestically (limited access to state ID, driver's license and **REAL ID barriers**, DACA)
3. Not eligible for many paid internships (that are funded by or connected to state or federal funding)
4. Many come from low-income communities

What do  
these  
barriers  
lead to?



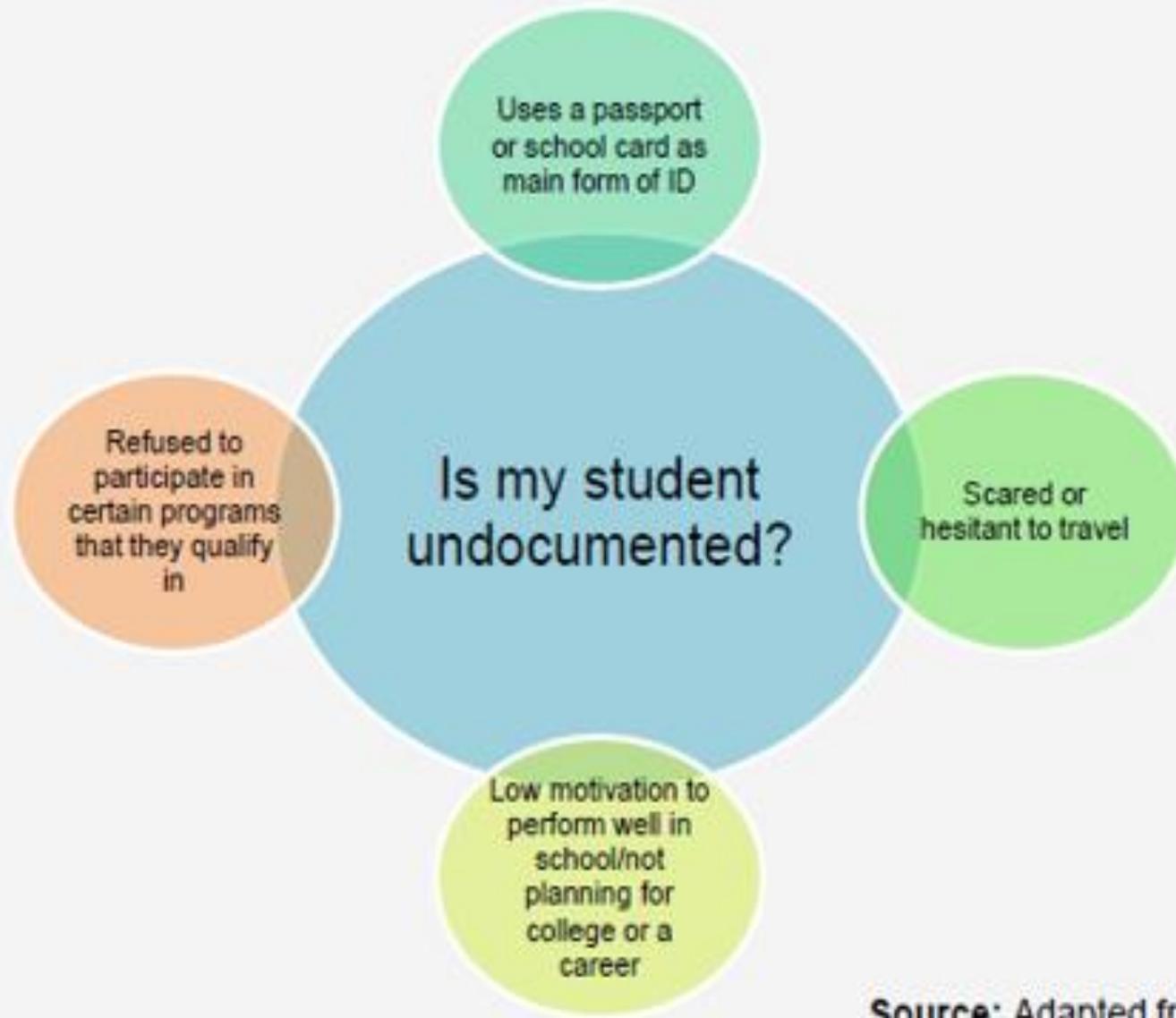
Direct source: United We Dream's former DEEP curriculum

# Mental health



Direct source: United We Dream's former DEEP curriculum

Be vigilant



**Source:** Adapted from Penn for Immigrant Rights, Dream Activist PA

# The Atmosphere

Liberated and safe spaces must be welcoming environments that undocumented youth and their families can easily recognize even if they have never met the staff or volunteers working in the office.

**On your door:** Display-“I am an Unafraid Educator With and For Undocumented Students”

**On your walls:** Display posters from the immigrant youth-led movement

**On your bookshelves:** Include titles like-

- Publications from UCLA IDEAS like Underground Undergrads and Undocumented and Unafraid



Source: Erin Howard, BCTC Latino Outreach Director, 2014

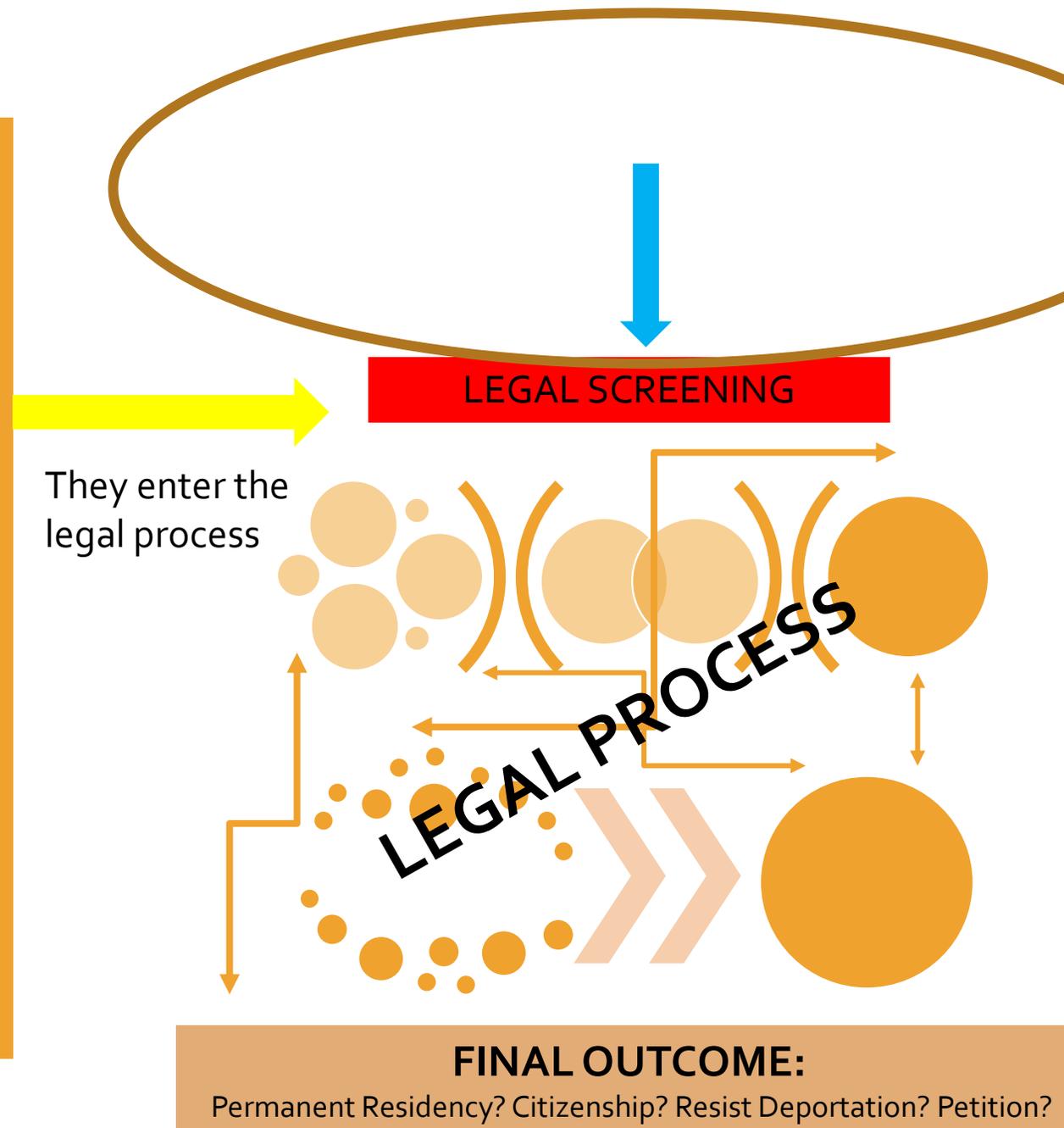
## How to be an ally and an advocate

- We want to empower our students to be their own advocates: to find their voice and to be unafraid to stand up for themselves, their communities, and for the greater cause.
- The fight for immigration reform is not our fight. But we can be allies and we should empower our students to join in it, if they want and are ready.
- Attend trainings (like the one today!) Listen to student stories. Thank them for their trust. Join or create ally communities.

What we **will**  
do and **will not**  
do in schools to  
keep our  
students safe

- Self-disclosure. It needs to happen so we can help students, when they choose to ask for help. We can **never** ask a student or family what their immigration status is.
- Please try to avoid writing e-mails with sensitive information before a student or family has given permission to spread the information to others, regarding their status. Face-to-face information with and others when needed.
- Please do not keep a written list anywhere of who is undocumented. (mental lists are fine)
- *Think about your organization's stance on undocumented student allyship :)*

As administrators, staff, and counselors, what is our role?



They enter the legal process

What is their current status? What are their options? First step is getting them to get them connected to trusted legal aid.

Once they are working with an attorney (or if they already are), what we can do is offer **emotional** and maybe even logistical support for the student: Letters of support? Time off to attend hearings?

Other  
Higher  
education  
barriers



## Tactical information for students: Institutional Policies

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Institutional Aid may be available. Policies vary from school to school, but some may give students merit awards.

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**Be honest about immigration status.** Colleges are prohibited from releasing information unless under court order.

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They often want to connect with someone in the Admissions office/scholarship offices who works with Multi-Cultural Students or International Students

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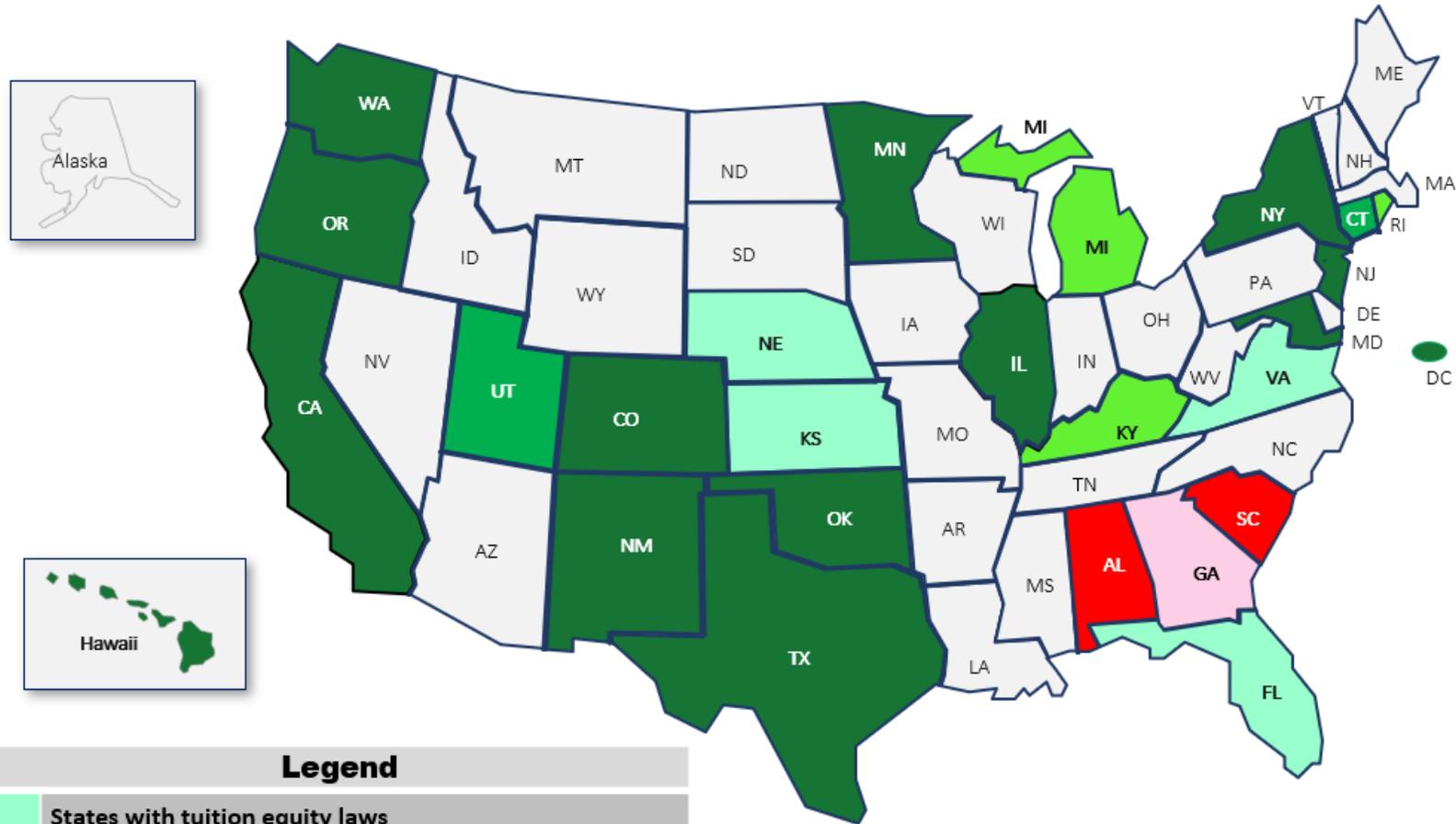
The student might be considered “Domestic” for Admissions and “International” for Financial Aid at colleges. Very confusing!!

## Tactical information: Admissions Policies



- There is **no federal law** that prohibits the admission of undocumented immigrants to U.S. colleges.
- Federal or state laws **do not require students to prove citizenship** in order to **enter private** U.S. institutions of higher education. Some public campuses have differing policies.

# Current State Laws & Policies on Access to Higher Education for Immigrants | April 2020



## Legend

	States with tuition equity laws
	States with tuition equity policies at major institutions
	States with tuition equity laws and scholarships
	States with tuition equity laws or policies and some state financial aid
	States that ban enrollment to undocumented students
	States where some college systems deny enrollment



What does this  
mean for the...

FAFSA?

CSS Profile?

**Only students with a SSN may apply.** If a student filling out FAFSA has one or two undocumented parents, the parent(s) can insert

000-00-0000 in lieu of a SSN. (DACA and TPS: For Institutional aid only/ save SAR for some private scholarships)

**All Students may apply.** Encourage your students to be honest about their status in the "Explanation/Special Circumstances Section." For Institutional aid only.



## Massachusetts Department of Higher Education

One Ashburton Place, Room 1401  
Boston, MA 02108-1696

TEL (617) 994-6950  
FAX (617) 727-0955  
WEB [www.mass.edu](http://www.mass.edu)

Richard M. Freeland, *Commissioner*  
Charles F. Desmond, *Chairman*  
*Massachusetts Board of Higher Education*

### **FACT SHEET: IN-STATE TUITION FOR DACA BENEFICIARIES**

- Earlier this year, the U.S. Department of Homeland Security (DHS) made a change in federal immigration policy regarding deportation enforcement for young immigrants that meet certain criteria, known as Deferred Action for Childhood Arrivals (DACA). This policy states that the federal government will "defer action" or not prosecute deportation cases for qualifying individuals for a period of two years from the time their application for "deferred action" is approved. If approved, DACA beneficiaries will receive work permits in addition to deferred action status.
- In accordance with this change in federal policy, the Administration has determined that under the existing Board of Higher Education policy, DACA beneficiaries are eligible for in-state tuition at our 29 public campuses as long as they meet the Board's other residency requirements for those institutions.
- These students are already allowed to attend public campuses; the only issue is whether they pay in-state rates or out-of-state rates. In any scenario, students must be accepted based on their academic record.

Other statuses  
who may  
qualify for in-  
state tuition

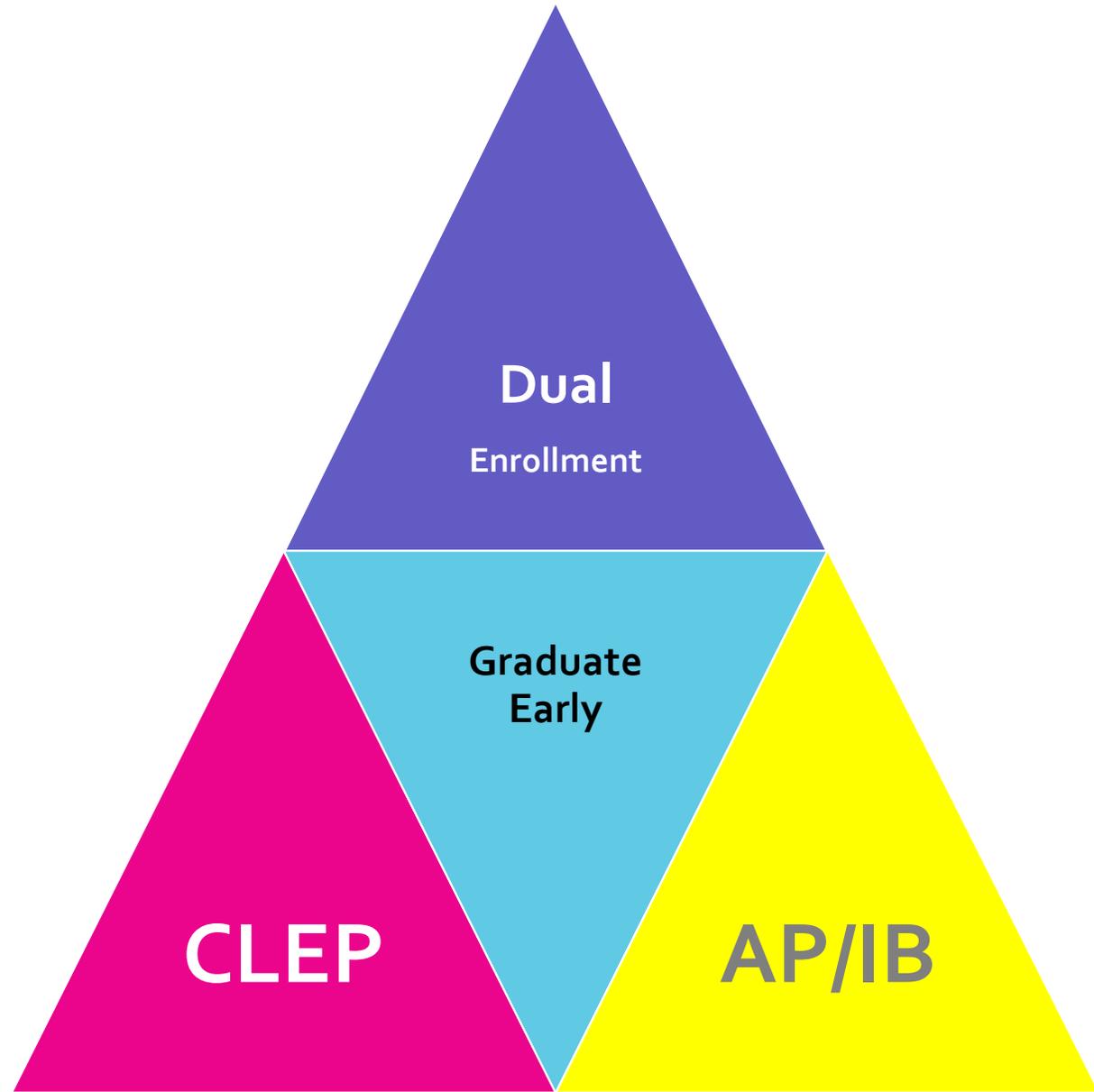


Temporary Protective Status (TPS)



If in doubt, always ask a public college's Admissions office if a student qualifies for in-state tuition.

# Tips while in High School



## How do you counsel.... A student with a GPA of 3.8 +?

- 3.7-4.0 = “bubble” students. Essay, demonstrated interest, and interview becomes VERY important. Is their application telling THEIR authentic story?
- 4.0+ - the biggest hurdle here is family literacy and crafting the student AND parent/guardians' College-going identities. Would the student have more opportunities if they were able to go to a College that's farther away? What's the family context? Is the student an emotional or financial caretaker at home?
- Read lists and ask colleagues for recent “undocufriendly colleges”

# How do you counsel.... A student with a GPA between 3.0 -3.8?

- Think about strategic undermatching and colleges that give “merit aid” scholarships
- Can the student live at home? If so, saving \$ on Room and Board can be the difference-maker
- Do students have relatives in other parts of the state or the country?
  - Ex. California, smaller private colleges who give fod merit aid

How do you  
counsel....  
A student with  
a GPA below  
3.0 or hesitant  
about going to  
college?

- WHAT ARE THEIR CAREER ASPIRATIONS? Don't feed the "you have to go to College just to go to College narrative." It's a OK narrative early in HS and very prominent and important culturally, depending on the family... but in senior year, students need a dose of career-focused vocabulary. What are their skills? Interests?
- 2-4 year programs: DUET\*\*\*, Endicott Boston, BFIT, Quincy College, Pine manor (average COA \$6000-\$8000), UMASS Online
- If a student has a *work permit*: *Vocational programs, career and technical apprenticeships*. Example: Year up
- *If no work permit, encourage students to connect with SIM. Also, to learn how to be independent contractors*



# Part 3

Q&A

Stay Up to date:

1. American Civil Liberties Union

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

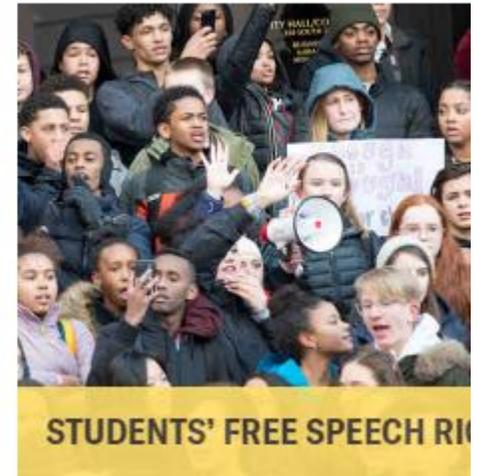
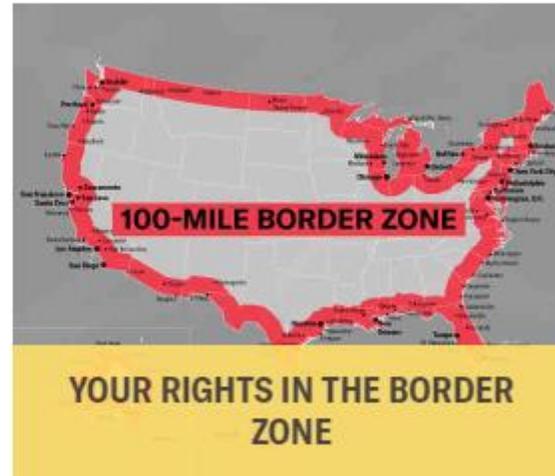
2. USCIS.gov (it has now archived DACA content!)

3. National Immigration law Center  
\*\*\*

<https://www.nilc.org/>

4. Immigrant Legal Resource Center

<https://www.ilrc.org/>



# What else?



**1. Advocate:** Encourage students to get involved and support each other in school. If in MA, connect them to SIM!



**2. The Dream and Promise Act** passed in the House of Representatives! It's the first time an immigration protection act has passed since 2010.

<https://dreamandpromise.com/>



**3. ICE Raids ARE happening. Provide ACCESS** to free resources in multiple languages to your students and families. <https://www.ilrc.org/red-cards>



**United We Dream**

**THE NIYA.ORG**  
NATIONAL IMMIGRANT TUTORIAL SERVICE



QUIP  
Queer Undocumented Immigrant Project

 **OWN the DREAM**  
ÚNETE al SUEÑO

 **NDLON**  
NATIONAL DAY LABORER  
ORGANIZING NETWORK

Connect  
students to  
resources

# Sources

- <http://www.iacac.org/undocumented/>
- <http://www.mass.edu/aboutus/documents/2012-11%20DACA%20In-state%20Tuition%20Fact%20Sheet.pdf>
- <http://www.bls.gov/>
- <http://professionals.collegeboard.com/profdownload/young-lives-on-hold-college-board.pdf>
- <http://www.doleta.gov/wioa/>
- [http://e4fc.org/images/GIN\\_NACAC\\_SENSITIVESUBJECTS.pdf](http://e4fc.org/images/GIN_NACAC_SENSITIVESUBJECTS.pdf)
- <http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca>
- <http://www.nacacnet.org/research/KnowledgeCenter/Documents/UndocumentedStudentUniversityResources.pdf>
- <http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>
- <http://ecs.force.com/mbdata/mbprofallRT?Rep=DE14A>
- <http://www.immigrationpolicy.org/special-reports/two-years-and-counting-assessing-growing-power-daca>
- United We Dream's DEEP curriculum
- MIRA coalition