NATIONAL INSTITUTIONS COMING OUT DAY

Institutions coming out in support of undocumented students.

TOOLKIT

United We Dream®

NICOD 2016

Insitutional policies and programs with and for undocumented students

Credit and 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

Alejandra Pérez
Social Justice Organizer in Student Engagement & Activities, University of Washington Bothell; Community Organizer, Washington Dream Coalition; Dream Educational Empowerment Program Advisory Council

Angela Chuan-Ru Chen, Ph.D.
Director, UCLA Undocumented Student Program

Diana Valdivia, M.A.
Undocumented Student Coordinator, University of California Merced

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, Scholarships A-Z

Design

Dani Marrero Hi
Digital Content Fellow, United We Dream Network

Jassiel Perez
Branding & Online Creativity Specialist, United We Dream Network

CONTENTS

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 53 affiliate organizations in 24 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. To learn more about the UWDN and see if you are near an affiliate visti unitedwedream.org. Working with local UWDN affiliates is a great opportunity to learn more about the network and also support local advocacy and organizing work.

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-four years after that ruling, undocumented immigrant 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, during the 2014-2015 school year United We Dream Network's Dream Education Empowerment Program (DEEP) launched the inaugural National Institutions Coming Out Day (NICOD) on April 7, 2015!

NICOD's Vision

NICOD is designed to encourage, uplift and build with institutions, educator activists and undocumented youth who have led efforts to improve access to education for immigrants within the education equity and immigration movement.

NICOD was created to help our communities build and celebrate together. If you are a teacher who can commit make a change in your classroom one year we want to help uplift and continue to build your work. We want you to join us annually and build upon your commitments so that one day not just your classroom but your entire school can truly celebrate and support undocumented students and their families; holistically. This end goal is only one that the undocumented immigrant community itself can define.

JOIN US

Due to the educational inequity faced by students and the lack of access to resources and support staff, UWDN invites you as freedom fighters and believers of education equity to work with your students, colleagues and institution to commit to increase the support and resources available to undocumented students and their families at your school by committing to the National Institutions Coming Out Day annually on April 7th!

Moving Forward

As educator activists 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. 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 19 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 the Department of Education launched a resource guide for undocumented students and there have been advances in federal programs and policy changes at the state levels; the plight of undocumented students success in school remains low. 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.

For example, this year the undocumented immigrant community is working through two things. The community is fighting to protect Deferred Action for Parents of U.S. Citizens or Residents (DAPA) and the expanded DACA program both part of the executive actions announced by President Obama on November 20, 2014. The implementation of both of these programs could potentially increase the enrollment and access to education for undocumented immigrants. Moreover, it would provide work authorization for about 5 million people therefore allowing our students to compete for the paid internships, fellowships, part-time jobs, and in some states qualify for in-state tuition. While our community advocates for DAPA and the expanded DACA program, the Obama administration has approved over two million deportations. These large scale deportations have increased since the beginning of 2016. The separation of family, the fear of deportation and the weight carried by not having a space to share your own or your family's immigration status is a large burden carried daily by our students. Now more than ever communal, emotional and undocumented students success is important when thinking about the access to education for our current and future generations. Creating and fighting for humane and holistic support is crucial when advocating for education equity work.

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 some 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 - Tvhis 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. 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.

Family Educational Rights and Family Act (FERPA) - Enacted in 1974, FERPA protects the privacy of students' education records and of their families, which applies to all schools (K-12 and postsecondary institutions) and organizations that work directly with students and families. Overall, this law protects the students' and families' immigration status in all records.

Immigration Accountability Executive Action - After two years of organizing by the undocumented immigrant community, on November 20, 2014, President Barack Obama announced a series of executive actions on immigration 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. The DACA+ and DAPA programs under this executive action are not yet implemented therefore people cannot apply until the supreme court makes a ruling lifting the current injunction.

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, centers, and spaces in which formal and informal education takes place.

Plyler V. Doe - Supreme court ruling of 1982, stating that all students have a right to a free public K-12 education, regardless of their immigration status.

Raids - The Immigration and Customs Enforcement (ICE) is a program part of the United States Department of Homeland Security. ICE runs a nationwide enforcement initiative to identify, arrest and remove undocumented immigrants with a prior order of removal, deportation, and/or exclusion. This year ICE has carried over various tactics to arrest and deport undocumented immigrants. One of these tactics is via raids which means that ICE teams go to homes, places of work , and public places like grocery stores, schools and churches as a way to identify undocumented immigrants. ICE teams often encounter people without prior deportation orders and without criminal records. ICE maintains the right to arrest and deport undocumented immigrants.

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 or are eligible to apply, 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 activists work with their institutions to increase the resources and support systems available to undocumented students and their families at their school. Particularly, this toolkit was created to provide the examples needed for institutions to join UWDN for NICOD annually on April 7th.

This toolkit was designed with the understanding that each educator and institution has a different context, capacity, and awareness on the issues faced by the immigrant community as well as the funds of knowledge that they bring to our schools . We acknowledge that funding and questions regarding school 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 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 activists and undocumented students identify their top priority for this academic school year according to the particular needs or issues within their institutions and larger community.

How to use toolkit

This toolkit has been designed to provide guiding information to either begin or help continue the conversations on how to create and build your institutional support with and for undocumented students.

Please begin by reading each category and the existing examples gathered from institutions and organizations from across the nation. After reading each category, take note on how your institution can replicate or modify the examples that seem relevant to the current needs of the undocumented students and their families at your school. Think through how the examples can be part of your institution's goals on a short term and long term basis. Overall, the goal of NICOD and this toolkit is to help build annually

NICOD guiding worksheet

Ask yourself the following guiding questions

1. In my current role, what access and leverage do I currently hold within my institution i.e. resources, meetings, leadership roles, people?
2. As an individual what access and leverage do I current hold within my community i.e. resources, meetings, leadership roles, people?
3. What can I help create, lead or support based on my current capacity, access and leverage?
4. Who would I need to reach out to to continue or begin this conversation at my institution or organization?
5. Who would need to be involved to create, lead or support this effort (administrators, offices, student groups, etc.)?
6. What steps would I need to take to introduce, create, support and or implement this?
7. How long could this initiative take to plan and implement?
8. What kind of resources would I need to make this successful (financial, departmental, etc.)?

Understanding Institutional Climate

Ask yourself the following guiding questions to help evaluate your institution's current climate.

1. What areas within our institutions are creating barriers and or confusion for our undocumented students?
2. What departments are integral to making my institution inclusive of undocumented students' needs?
3. How can we increase communication across (these) departments?
4. How can we increase current resources and or create new ones at our institution?

What can we do? Where can we do it?

See Table 1 to look into some areas where change can be made to make your institution more inclusive for undocumented students.

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 and their families. 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.

Table 1
NICOD Guiding Worksheet

Institutional Practices (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?)	**Financial Resources** (Consider: Are there alternatives to FAFSA we could use to determine students' financial needs? Do we have scholarships to transfer into a four year school?)
Student Support Services (Consider: Training for advisors and front-line staff. Is signage clear so undocumented students know they can use the services?)	**Physical Space** (Consider: Does our school have an office dedicated to working with undocumented students? Is there a place at school where undocumented students can truly feel safe?)
Student Programming (Consider: What kind of intentional programs can be implemented to include/welcome undocumented students and families at our school? Is this through parent teacher nights, orientation nights, student life, student, activities, or student government?)	**Staff Capacity** (Consider: Staff training. How are we working with counselors, faculty, and administrators? Can staff be hired to work specifically with undocumented students?)

National Institutions Coming Out Day (NICOD) Toolkit Overview

Formatted by three categories

Emerging Allies - Raising Awareness: Institutions can provide an action plan of its commitment to raise awareness of undocumented students' and their families experiences and discuss the steps needed to disseminate information and resources available to undocumented students with the larger community.

Support Services - Building Commitment: Institutions can increase support for undocumented students and their families by implementing or improving programs and support services to better meet the needs of undocumented students.

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 improving undocumented students' and their families educational experience beyond access and retention.

TIP:

Easily identify the different categories by color. Use the legend on the right for guidance.

Emerging Allies: Raising Awareness

Support Services: Building Commitment

Institutional Champion: Systemic Policy Change

Emerging Allies: Raising Awareness

Suggested Commitments for your Institutional Type
(Commitments found in toolkit on pages 28 - 37)

NICOD Commitments	Elementary & Middle Schools	High Schools	GED/technical schools	2yr community colleges	4yr college & universities	Graduate Divisions/ Advanced Degrees Programs	Community Organizations
#1: National educators coming out day (NECOD) (pg. 28)	X	X	X	X	X	X	X
#2: Host an undocumented immigrant awareness day (pg. 29)		X		X	X	X	X
#3: Pass a resolution re-committing to Plyler v. Doe (pg. 30)	X	X					
#4: Compile services & resources on your school's website (pg. 31)	X	X	X	X	X	X	
#5: Create an undocumented student resource guide or brochure (pg. 32)	X	X	X	X	X	X	X
#6: Institutional statement in support of undocumented students (pg. 33)	X	X	X	X	X	X	X
#7: Start an undocumented student support group or club (pg. 35)		X	X	X	X	X	X
#8: Host a community conference (pg. 36)		X	X	X	X	X	X
#9: Support UWDN Congress (pg. 37)		X	X	X	X	X	X

Support Services: Building Commitment

Suggested Commitments for your Institutional Type
(Commitments found in toolkit on pages 39 - 57)

NICOD Commitments	Elementary & Middle Schools	High Schools	GED/technical schools	2yr community colleges	4yr college & universities	Graduate Divisions/ Advanced Degrees Programs	Community Organizations
#10: Convene a team of frontline staff at your school (pg. 39)		X	X	X	X	X	
#11: Create a database system for undocumented students (pg. 40)			X	X	X	X	
#12: Host an UndocuWeek at your school (pg. 42)		X		X	X	X	
#13: Implement professional development training at your school (pg. 43)	X	X	X	X	X	X	
#14: Host an educators' conference at your school (pg. 44)		X	X	X	X	X	
#15: Celebrate and host an UndocuGraduation (pg. 45)	X	X	X	X	X	X	X
#16: Provide free legal counseling to undocument-ed students (pg. 46)		X		X	X	X	X
#17: Host a free DACA or Executive Actions clinic (pg. 47)		X	X	X	X		X
#18: Create a taskforce of educators and students (pg. 48)		X	X	X	X	X	

Support Services: Building Commitment

Suggested Commitments for your Institutional Type
(Commitments found in toolkit on pages 39 - 57)

NICOD Commitments	Elementary & Middle Schools	High Schools	GED/technical schools	2yr community colleges	4yr college & universities	Graduate Divisions/ Advanced Degrees Programs	Community Organizations
#19: Challenge accessibility of institutional aid & scholarships (pg. 49)			X	X	X	X	X
#20: Create a book lending system (pg. 51)			X	X	X	X	X
#21: Train your human resources staff to work with DACA recipients (pg. 52)		X	X	X	X	X	X
#22: Create the opportunity for undocumented students to serve in student government (pg. 53)		X		X	X	X	
#23: Love NOT Raids: Create events and practices that are SAFE for students (pg. 54)	X	X	X	X	X	X	X
#24: Create mentorship programs for undocumented students (pg. 56)		X	X	X	X	X	X
#25: Create tools and resources for students with DACA to study abroad with Advance Parole (pg. 57)				X	X	X	X

Institutional Champion: Systemic Policy Change

Suggested Commitments for your Institutional Type
(Commitments found in toolkit on pages 61 - 74)

NICOD Commitments	Elementary & Middle Schools	High Schools	GED/technical schools	2yr community colleges	4yr college & universities	Graduate Divisions/ Advanced Degrees Programs	Community Organizations
#26: Create opportunity for on campus student employment (pg. 61)				X	X	X	
#27: Amend or create job positions that work with & support undocumented students (pg. 62)	X	X	X	X	X	X	X
#28: Create access to emergency funding (pg. 64)				X	X	X	X
#29: Create a scholarship fund at your institution (pg. 66)		X	X	X	X	X	X
#30: Create a DACA scholarship or lending circle (pg. 68)		X	X	X	X	X	X
#31: Implement & host an orientation for undocumented students (pg. 69)		X		X	X	X	
#32: Invest in a resource center for undocumented students (pg. 70)		X		X	X	X	
#33: Create a class inclusive of the realities & successes of undocumented immigrants (pg. 71)		X	X	X	X	X	
#34: Create pipeline to advance degrees/graduate school for undocumented students (pg. 72)				X	X	X	

Institutional Champion: Systemic Policy Change

Suggested Commitments for your Institutional Type
(Commitments found in toolkit on pages 61 - 74)

NICOD Commitments	Elementary & Middle Schools	High Schools	GED/technical schools	2yr community colleges	4yr college & universities	Graduate Divisions/ Advanced Degrees Programs	Community Organizations
#35: Co-lead an institutional education equity campaign (pg. 73)		X	X	X	X	X	
#36: Co-lead a statewide or national education equity campaign (pg. 74)	X	X	X	X	X	X	X

Suggested Commitments in Alignment with UWDN's 2016 Organizational Priorities

Love NOT raids: Fighting against enforcement

The fear of deportation; the separation of family and community members weighs heavy on the minds of most undocumented students and their families. These added stresses can have unintended consequences in and out of our schools. Protecting our students and their families against raids is a role that educators and educational institutions must play a role in in order to protect students and their families and create healthier and welcoming learning communities. Examples of educators and institutions joining the fight against enforcement could include: asking K-12 schools and higher education institutions to publicly announce that they are safe school against the presence of Immigration Customs Enforcement. Furthermore, educators can refer students and families to resources created for community members facing deportation. Lastly, educators can participate and also train other educators with Know Your Rights workshops and how to support students working through detention or deportation incidents in their families.

Advocating for and protecting DACA/DAPA

Students who meet the qualifications for DACA are in most cases also eligible for several scholarships. Additionally, students can gain lawful employment therefore competing for on and off campus work through the authorization acquired simultaneously with DACA. These additional opportunities open many more doors for potential institutional financial aid and career/internship options for undocumented students. Educators and institutions can support the work of enhancing and expanding DACA and DAPA in the following ways: Schools and educators can provide tools to guide and support potential DACA eligible students by sharing tools such as those found at ownthedream.org; increase collaboration between the school and an authorized immigration attorney and/or non-profit organization who can assist with filing the DACA application. Furthermore, institutions can take a role in fundraising for and offering scholarships for DACA application and renewals.

Advocating for and protecting ID's and Driver's License

One of the most challenging dilemmas for undocumented students and their families is acquiring a state issued driver's license and/or identification card. Lack of state issued identification can unintentionally prohibit students from opportunities and resources that they should otherwise have access to. For example, most FDA regulations requires a valid identification when boarding a domestic flight, if a student is attempting to attend a conference or wanting to join their classmates on an out-of-state school sponsored field trip, the lack of an identification may cause undue complications. The opportunity to travel domestically can inhibit undocumented students from accessing door-opening professional and personal development events. Furthermore, commuter students and or students who have jobs might have a harder time being able to drive without the fear of being pulled over and consequently be deported because of the lack of identification. Educators and institutions can support the fight for ID's and Driver's Licenses in their state by: getting trained on the laws of their state for obtaining a state issued ID; encouraging students to obtain a state ID or license and offering more resources and information on how to obtain a license in the state.

Love NOT raids: Fighting against enforcement	Advocating for and protecting DACA/DAPA	Advocating for and protecting ID's and Driver's License
Commitment #3: Pass a resolution re-committing to Plyler v. Doe Commitment #6: Institutional statement in support of undocumented students Commitment #13: Implement professional development training at your school Commitment #16: Provide free legal counseling to undocumented students Commitment #23: Love NOT Raids: Create events and practices that are SAFE for students Commitment #28: Create access to emergency funding Commitment #35: Co-lead an institutional education equity campaign Commitment #36: Co-lead a statewide or national education equity campaign	**Commitment #13: Implement professional development training at your school** **Commitment #16: Provide free legal counseling to undocumented students** **Commitment #17: Host a free DACA or Executive Actions clinic** **Commitment #21: Train your human resources staff to work with DACA recipients** **Commitment #25: Create tools and resources for students with DACA to study abroad with Advance Parole** **Commitment #28: Create access to emergency funding** **Commitment #30: Create a DACA scholarship or lending circle** **Commitment #35: Co-lead an institutional education equity campaign** **Commitment #36: Co-lead a statewide or national education equity campaign**	**Commitment #13: Implement professional development training at your school** **Commitment #16: Provide free legal counseling to undocumented students** **Commitment #28: Create access to emergency funding** **Commitment #35: Co-lead an institutional education equity campaign** **Commitment #36: Co-lead a statewide or national education equity campaign**

Who and how to make a commitment for NICOD

1. View the toolkit in its entirety and jot down notes on how you can modify the examples provided to begin or increase the support of undocumented students and their families at your institution.
    - We suggest that you include undocumented students and the educators who would support the implementation of the commitment(s) in the decision making process.

2. Decide what commitment(s) can be made by April 7th.
    - We suggest that you include undocumented students and the educators who would support the implementation of the commitment(s) in the decision making process.

3. Once you have read the toolkit and decided what commitment(s) you can commit to fill out the pledge which you can find at unitedwedream.org/NICODpledge
    - The person who fills out the pledge should have the authority needed based on your commitment(s) and also the person who will be in communication with UWDN.

4. 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.

5. Start to work on your communications and social media plan. Ask yourself how will you highlight your commitments within your school, and larger community?
    - UWDN can help you strategize a communications plan to highlight your commitment on April 7.

6. After reviewing the toolkit and the pledge, if you have any questions, please contact DEEP coordinator Laura Bohorquez at- laura@unitedwedream.org

Commit at unitedwedream.org/NICODpledge

Disclaimer

This toolkit is designed to provide introductory information on how to support and work alongside undocumented 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' and their families experiences and discuss the steps needed to disseminate information and resources available to undocumented students with the larger community.

Commitment #1: National educators coming out day (NECOD)

Why

Participate in UWDN's annual National Educators Coming Out Day every November 12th! Publicly showing your support for undocumented students and their families is a crucial step in solidarity and social justice work. As advocates showing the undocumented community--including those who may be afraid to reveal their immigration status-- that you are willing to provide a support system for undocumented students publically is key in being an advocate. You also show that as an educator you advocate for all of your students success 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." (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 hashtag #educatorsOUT

Examples

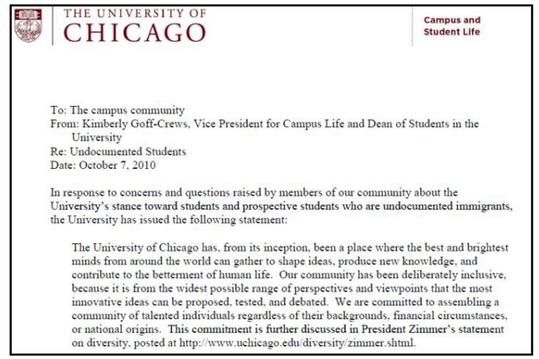
1. Educational Organization - AFT statement
2. Institutional Statement: UC Berkeley
3. Other examples can be found at unitedwedream.org/DEEP under the National Educator Coming Out Day resource tab.

Additional resources:
1. I am an unafraid educator (Blog)
2. National Educators Coming Out Day webpage
3. National Educators Coming Out Da UWDN Facebook Album
4. Uplifting Our Journey by "Coming Out" (Blog)
5. What Undocumented Students Taught Me as a College Professor (Blog)

Commitment #2: Host an undocumented immigrant awareness day

Why

Having an undocumented awareness day at your institution supported by your principal or president and led by the students sets the precedence for the rest of the administration to provide an immigrant welcoming 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 and their families.



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.

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.

Examples

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 and their families.

Additional resources (videos):
1. I LEARN America
2. Inocente
3. East of Salinas trailer
4. Living Undocumented
5. The Dream is Now
6. Papers the Movie
7. Spare Parts
8. Underwater Dreams
9. United We Dream Resources
10 Which Way Home

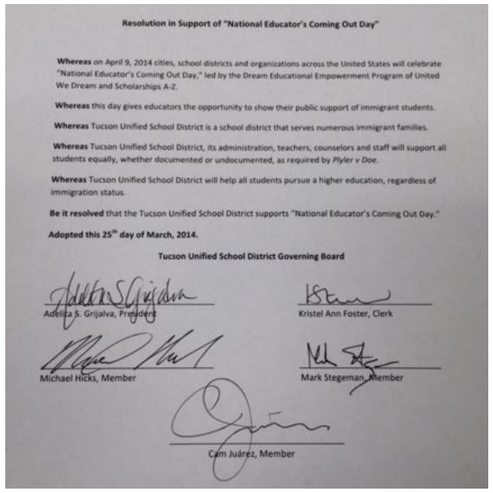
Commitment #3: Pass a resolution re-committing to Plyler v. Doe

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 stated in Plyler v. Doe. As part of the resolution, the district can commit to increasing the support and resources necessary for K-12 undocumented youth and their families to graduate high school and to have a clear understanding on how to access higher education as an undocumented student.



Resolution in Support of "National Educator's Coming Out Day"

Whereas on April 9, 2014 cities, school districts and organizations across the United States will celebrate "National Educator's Coming Out Day," led by the Dream Educational Empowerment Program of United We Dream and Scholarships A-Z.

Whereas this day gives educators the opportunity to show their public support of immigrant students.

Whereas Tucson Unified School District is a school district that serves numerous immigrant families.

Whereas Tucson Unified School District, its administration, teachers, counselors and staff will support all students equally, whether documented or undocumented, as required by *Plyler v Doe*.

Whereas Tucson Unified School District will help all students pursue a higher education, regardless of immigration status.

Be it resolved that the Tucson Unified School District supports "National Educator's Coming Out Day."

Adopted this 25th day of March, 2014.

Tucson Unified School District Governing Board

Adelita S. Grijalva, President — Kristel Ann Foster, Clerk

Michael Hicks, Member — Mark Stegeman, Member

Cam Juárez, Member

Examples

1. Tucson Unified School District (TUSD)
2. Sunnyside Unified School District (SUSD)

Additional resources:
1. U.S. 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.
2. U. S Department of Education resource guide for undocumented youth
3. 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. 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.

1. Link this web page to all main university web pages (i.e. housing, financial aid, international office, admissions, health and wellness, student affairs, academic affairs) in order to better serve undocumented students.
2. Currently some institutions host such web pages under specific departments, consequently leaving the information in silos.
3. Undocumented students and their families should be able to access this web page easily.
4. Determine who will be the key people and departments who will constantly make updates to the website.

Examples

1. Austin, Texas: The University of Texas at Austin (Public 4 year University-International Student Office)
2. California: University of California Undocumented Student Resources (Entire UC school system)
3. Chicago Illinois, Loyola University Chicago (Private Jesuit 4 year- Student Diversity & Multicultural Affairs)
4. Chicago, Illinois: University of Illinois Chicago (Public 4 year University-Office of the Vice Chancellor for Academic Affairs and provost)
5. Chicago, Illinois: Northeastern Illinois University (Puvblic 4 year University)

Additional Resources:
1. American Federation of Teachers: Immigration
2. College Uncomplicated: UndocU | Basic Rules & Vocabulary for Applying to College as an Undocumented Student
3. Dream Educational Empowerment Program (DEEP) (National resource)
4. Medical School Policies on Deferred Action for Childhood Arrivals
5. My Documented Life (Student perspective and national resources)
6. Phoenix, Arizona: ScholarshipsA-Z (Useful at all institutional levels)

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

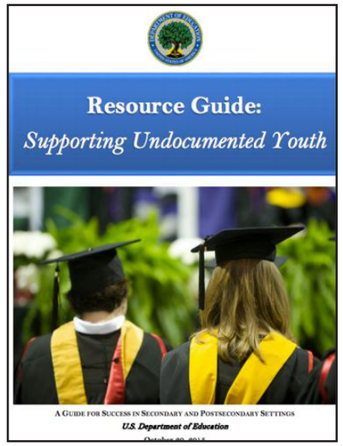
Why

Navigating a new school and space 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 resources. 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 help diminish the stress of the transition.

What does it look like?

Create an undocumented student guide or brochure that provides the resources and services available at your institution and community.

1. The guide at minimum should include the following- A welcome message, resources available at your school, immigrant led student groups, frequently used terminology, frequently asked questions, resources in your community, who to contact about the guide or brochure.
2. Make the guide or brochure accessible at all entrance and or welcoming events (i.e. parent teacher nights, welcome days, transfer days, school tours, and organization/club fairs) and frontline offices (principal's office, counselor's office, admissions office, financial aid office, and so on).
3. Highlight that undocumented students and their families are valued at your school and that you want to continue to improve the resources and programs available to them with them.



Examples

1. Act on a Dream (Harvard) -High School Guide for Students who are undocumented (Massachusetts)
2. Frequently Asked Question for Undocumented Students: University of Pennsylvania
3. Institutional Brochure for Undocumented Students: University of Illinois Chicago
4. Institutional Guide for Undocumented Students: DePaul University Chicago
5. In-State Tuition or State Aid Instructions on Implementation
   - NM Dream Act State Financial Aid Application Instructions
   - Texas State University (Implementation Website)
   - Washington State Affidavit (for in-state tuition and State Aid)

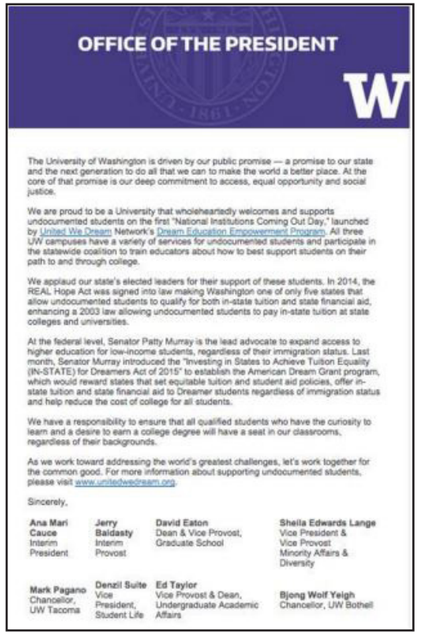
Additional Resources

1. College Uncomplicated: UndocU | Basic Rules & Vocabulary for Applying to College as an Undocumented Student
2. Removing Barriers to Higher Education for Undocumented Students
3. Repository of Resources: College Board
4. U.S. Department of Education Resource Guide for Undocumented Youth

Commitment #6: Institutional statement in support of undocumented students

Why

When an undocumented student and their family is deciding which K-12 school to enroll in and or college to apply to, knowing whether the institution would be welcoming to them or not is a major deciding factor. Most students and their families assume that if support is not clearly stated that it does not exist. Some students and their families 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.


OFFICE OF THE PRESIDENT

The University of Washington is driven by our public promise — a promise to our state and the next generation to do all that we can to make the world a better place. At the core of that promise is our deep commitment to access, equal opportunity and social justice.

We are proud to be a University that wholeheartedly welcomes and supports undocumented students on the first "National Institutions Coming Out Day," launched by United We Dream Network's Dream Education Empowerment Program. All three UW campuses have a variety of services for undocumented students and participate in the statewide coalition to train educators about how to best support students on their path to and through college.

We applaud our state's elected leaders for their support of these students. In 2014, the REAL Hope Act was signed into law making Washington one of only five states that allow undocumented students to qualify for both in-state tuition and state financial aid, enhancing a 2003 law allowing undocumented students to pay in-state tuition at state colleges and universities.

At the federal level, Senator Patty Murray is the lead advocate to expand access to higher education for low-income students, regardless of their immigration status. Last month, Senator Murray introduced the "Investing in States to Achieve Tuition Equality (IN-STATE) for Dreamers Act of 2015" to establish the American Dream Grant program, which would reward states that set equitable tuition and student aid policies, offer in-state tuition and state financial aid to Dreamer students regardless of immigration status and help reduce the cost of college for all students.

We have a responsibility to ensure that all qualified students who have the curiosity to learn and a desire to earn a college degree will have a seat in our classrooms, regardless of their backgrounds.

As we work toward addressing the world's greatest challenges, let's work together for the common good. For more information about supporting undocumented students, please visit www.unitedwedream.org.

Sincerely,

Ana Mari Cauce, Interim President
Jerry Baldasty, Interim Provost
David Eaton, Dean & Vice Provost, Graduate School
Sheila Edwards Lange, Vice President & Vice Provost, Minority Affairs & Diversity
Mark Pagano, Chancellor, UW Tacoma
Denzil Suite, Vice President, Student Life
Ed Taylor, Vice Provost & Dean, Undergraduate Academic Affairs
Bjong Wolf Yeigh, Chancellor, UW Bothell

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 your school and society
3. Connect any commitments 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 and their families 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 including undocumented students in creating resources is key
9. Provide information on where they can go if they have any questions

Examples

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

Additional Resources
1. 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)
2. College Uncomplicated: UndocU | Finding an Undocu-Friendly College Campus
3. 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)

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

Examples

1 Austin, Texas University Leadership Initiative (established within a university)
2. Fairfax, Virginia Mason Dreamers (established within a university)
3. Los Angeles, California Improving Dreams Equality Access and Success (established within a university and within high schools)
4. Philadelphia, Pennsylvania Penn for Immigrant Rights (established within a university)
5. Washington Dream Coalition (established as a community organization, led by undocumented youth)

Additional Resources
1. George Mason Dreamers Constitution and Bylaws
2. In your Community: Young, ambitious, and undocumented at MIT

Commitment #8: Host a community conference

Why

In order to fully seek our liberation, we must include and work with those most affected in our community. One way to do this is through hosting a community conference, led by undocumented immigrants. It is important that these conferences are led by the people who are most affected with the support of allies. These conferences can be an avenue to provide professional development opportunities, skill building and the ownership of projects that the community might not otherwise have. Furthermore, these conferences can help create the space for political education i.e. intersectional community building, activities, storytelling and organizing.

What does it look like?

The community conference could:

1. Focus on bringing students, family members, educators, community members, and allies together, in order to advocate for the undocumented immigrant community (local or statewide)
2. Be an identity based conference that focus specifically on underrepresented undocumented people (LGBTQIA+ undocumented people, Black undocumented people, or Asian and Pacific Islander undocumented people)
3. Focus on topics that impact a large amount of undocumented immigrant (how can undocumented immigrants access education, driver's licenses, fair wages)

Examples

1. Beyond HB 1079 Conference (Washington State)
2. Immigrant youth Empowerment Conference (California)
3. NEIU to host Dreamers Resource Conference
4. UndocuGrads Conference (California)
5. Undocumented and Black Convening
6. United We Dream Congress

Additional Resources

1. Two Howard Alum Discuss the First Undocumented and Black Convening
2. United We Dream Congress 2011

Commitment #9: Support undocumented youth attend UWD Congress 2016

Why

There are very few spaces where undocumented immigrants are celebrated and are able to learn, heal and strategize together. The UWDN congress is a space created for the people by the people. it is an avenue to create community, knowledge, share personal journey's, uplift the work being done locally as well as strategize around the issues affecting the local and our national community. These spaces are crucial and empowering for undocumented youth and their families in a time where anti-immigrant rhetoric is constantly rising due to the presidential election year. This space is life-changing, undocumented youth and their families get to meet other undocumented youth and become connected to the larger immigrant movement. It is a space that provides empowerment, leadership development, organizing experience, workshops and much more all driven by the energy, love and celebration of our immigrant community.

What does it look like?

You can support UWDN's Congress by doing the following:
Help fund three youth's (minimum) registration, lodging, and transportation so that they are able to attend Congress (These could be students within your own school or a local organization).
Total cost per person is not yet determined but keep in mind conference registration fee, lodging for three days, meals for three days, and transportation.
You can begin conversations and or research within your school or organization to learn if there currently exists fundraising opportunities or funds allocated within your school or organization to support youth and professional development and or leadership development opportunities.
Donate to congress
If you are not aware of youth in your school or in your community that are undocumented you can help by donating to congress so that we can help provide scholarships for other youth to attend.
NOTE: Registration link for congress is not live yet but if this is one of your commitments we will follow up with you once link is live.

Examples

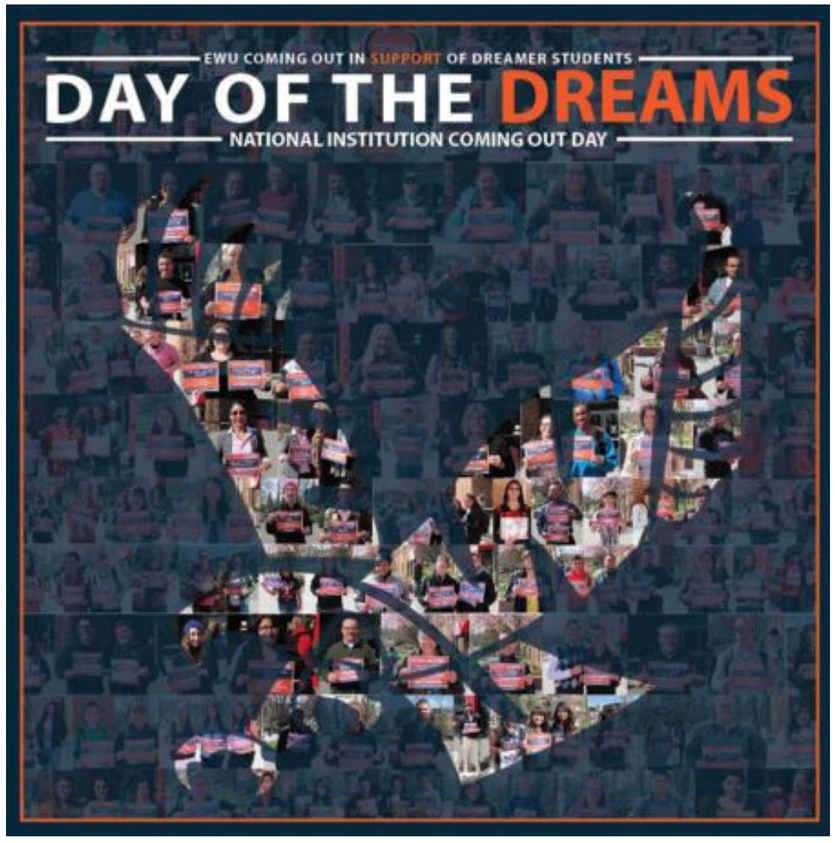
1. United We Dream Congress 2014
2. United We Dream Congress 2011

Additional Resources

1. Dream Act Oklahoma at the United We Dream Congress 2012
2. Highlights of United We Dream Congress 2014
3. Interview on United We Dream Congress Hunger Strike
4. New York Times: Young Immigrants Turn Focus to President in Struggle over Deportation

Emerging Allies: Raising Awareness

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



Commitment #10: 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. high school's main office, counselor's office, admissions, financial aid, and student life), who work together at your institution to support undocumented students, students and their families would be better able to navigate the school. This streamlined system will also help undocumented students and their families feel comfortable knowing that they are meeting with so

What does it look like?

The responsibilities of each member of the team will vary according to their position, department and or expertise. For example, the point person in an admissions department should be knowledgeable on how to advise prospective students throughout the admissions process. These team should be able to confidently do the following tasks (this is an example for a higher education institution):

1. Show students 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);
2. Demonstrate the alternatives to providing a Social Security Number (SSN) and/or state ID, to get a student ID
3. 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
4. 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)
5. Departmental offices at higher ed institutions to consider for a team of frontline staff include admissions, career center, counseling, faculty, financial aid, health services, scholarships and fellowships office, student affairs, and study abroad office

Examples

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 advocates at your school, undocumented students and their families will be better able to navigate your school.

Additional Resources:
1. Immigrant Student National Position Paper Executive Summary (Streamlining importance on pg - 4 -5)
2. Northeastern Illinois University Committee

Commitment #11: Create a database system for undocumented students

Why

By creating a database system through admissions that allows your institution to identify undocumented students by adding Undocumented Student, 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 institution. 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 Washington Application for Student Financial Aid (WASFA). 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.

Examples

1. Common App Option for Undocumented Students
2. Group creates "Fair Common App" for undocumented students
3. News Brief: College Adopts New Policy on Undocumented Applicants
4. New York University Student Financial Aid Application
5. Northeastern Illinois University
6. University of Pennsylvania Financial Aid Checklist for Prospective Undergraduates: Undocumented U.S. Residents
7. University of Washington, Undocumented Student FAQ: Applying to UW
8. Washington Application for Student Financial Aid (WASFA)

Additional Resources

1. 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 identified points of contact within your institution (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.

2. Apply Texas forms is an example of how online college forms can be a barrier to higher education and 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.

3. 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.

4. The California Student Aid Commission is an example of how financial aid information can all be centralized and accessible to students, including undocumented students.

Commitment #12: Host an UndocuWeek at your school

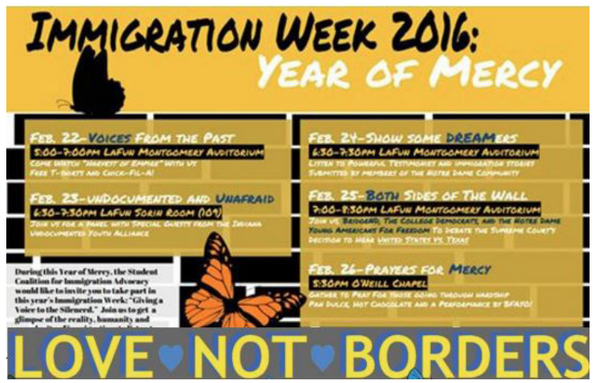
Why

Holding an UndocuWeek at your school that celebrates and highlights the immigrant community will help educate students and administrators 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:

1. Plyler v. Doe, DACA, Executive Actions
2. History of the immigrant youth movement
3. Movie screenings
4. A trivia game show on legislation affecting undocumented students
5. Know your rights info sessions



Examples

1. IDEAS at UCLA: Immigration Awareness Week
2. UC Berkeley Undocu-Week
3. UC Davis Undocumented Resources Awareness Week
4. University Leadership Initiative: Undocumented Longhorns Week

Additional Resources

1. Documentary: Harvest of Empire
2. Harvard junior who took mom to Mexico can't return
3. Never Rested: Undocumented Life at Dartmouth
4. Syracuse Undocumented Rising Raises Awareness of DREAM Act's Implications

Commitment #13: Implement professional development training at your school

Why

By implementing a professional development training such as the UndocuPeers: Liberating Campus Climate educator activist training at your institution you are implementing a program designed to create a support system at your school for undocumented students, their families and their advocates. Moreover, you are creating an avenue for the undocumented students and the institution to create change together.

What does it look like?

The UndocuPeers: Liberating Campus Climate is a four hour interactive 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 and advocate. Upon completing the training, trainees will receive a certificate from UWDN and their institution recognizing them as a committed activist willing to continue to learn and advocate alongside undocumented students and their families. In order for UndocuPeers to be successful, it is important that undocumented students lead, make decisions, and implement this training with the support of faculty, staff, administrators, and community members.

Examples

1. UndocuPeers: Liberating Campus Climate- Curriculum
   - UndocuPeers 3-page Fact Sheet
2. UndocuAlly, Undocumented Student Program, University of California Berkeley
3. Undocu Advocacy Training, Student Engagement & Activities, University of Washington Bothell
4. Undocumented Student Ally Safe Space Training, Student Diversity and Multicultural Affairs, Loyola University Chicago

Additional Resources

1. Research: Educators Supporting Dreamers: Becoming an Undocumented Student Ally
2. Research: Experiences of Discrimination Among the LGBTQ Immigrant Community
3. Research: In the Shadows of the Ivory Tower: Undocumented Undergraduates and the Liminal State of Immigration Reform
4. Research: Removing Barriers to Higher Education for Undocumented Students
5. Penn for Immigrant Rights & Dream Activist PA: Undocu-Basics

Commitment #14: Host an educators' conference at your school

Why

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 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 and their families. Educator conferences are an avenue for leadership development, sharing best practice and ideas, and creating strategies that benefit all students including undocumented 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:

1. 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.)
2. Place of celebration and commitment to continue to work alongside undocumented students and their families
3. DEEP conferences are usually free (DEEP has helped host ten educators conferences across the country that were free and open to the public)
4. 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
5. 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. Arizona Dream Conference ScholarshipsA-Z (Tucson, Arizona)
2. Beyond HB 1079 Conference (Washington State)
3. Dare to Dream Conference Student Immigrant Movement (Massachusetts)
4. Educators Conference IDEAS at UCLA (Los Angeles, California)
5. Keeping the Dream Alive University of Denver (Denver, Colorado)
6. New Jersey Educator's Conference on Dreamers New Jersey Dream Act Coalition

Additional Resources

1. College Advising Guide for Undocumented Students Illinois Association for College Admission Counseling
2. Removing Barriers to Higher Education for Undocumented Students
3. United We Dream DEEP, Educators Conference Toolkit

Commitment #15: Celebrate and host an UndocuGraduation

Why

National mock graduation ceremonies by undocumented youth began as way to bring attention to the educational inequities faced by undocumented youth. Moreover, they were created to bring attention and support to the different variations of the National Dream Act. This strategy however has shifted along with the movement. Since the National Dream Act failed in 2010, mock UndocuGraduation's have been used to challenge individual states to pass in state tuition laws and state financial aid along with other local policies and programs. Our current reality is that although more states have passed in-state tuition laws and programs and scholarships are changing their policies in support of undocumented students; the graduation rates of undocumented students are still extremely low. Therefore, UndocuGraduation's have also become actual celebrations in honor of the undocumented folks and their families who have graduated with their GED, from a technical program, with a high school diploma or degree from an institution of higher education. UndocuGraduation's are essential as they recognize the hard work and sacrifices of the student, their family and the community that was able to provide support whether through fundraising, comfort, strategizing or skill building.

What does it look like?

We suggest the that the 2-4 hr. ceremony has the following components:

1. Focused on celebrating the graduate and their family
2. Providing a brief history of undocumented immigrants and their leadership within the 3. education equity and immigration movements
3. Undocumented graduates should be keynote speakers
4. Provide a space to acknowledge support systems i.e. family, educators, community members via a video, slideshow, or 30 second to a minute speeches from graduates
5. Provide recognition in the form of a certificate, metal, tassels, stoles
6. Provide a space to take pictures with family and community members
7. Create a space where you can share a meal and socialize

Examples

1. Tonight, First Graduation Ceremony for CUNY's Undocumented Grads
2. Undocumented student gives powerful speech during Georgetown grad ceremony
3. WDC UndocuGraduation

Additional Resources

1. Largest college class in Oregon graduates from PSU
2. North Carolina Undocumented Youth Hold UndocuGraduation Demanding Tuition Equity
3. The Graduates: Youth Action Guide
4. Twitter Hashtag UndocuGraduation

Commitment #16: 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 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?

1. 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
2. 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 when they can get help filling out their DACA application (initial or renewal) and/or ask legal questions

Examples

1. UC Berkeley: Undocumented Student Program Immigration Legal Support
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. University of San Francisco law clinic grant
6. Yale Law School Worker and Immigrant Rights Advocacy Clinic (Connecticut Students for a Dream)

Additional Resources

1. A Portrait of Deferred Action for Childhood Arrivals (DACA) Recipients
2. DACA: A Guide For Educators and School Support Staff
3. DACA Renewal Network
4. DACA Profiles (state data)
5. E4FC: Dreamer Intake Service
6. Dream University
7. From the Migration Policy Institute: Lessons from the Local Level: DACA's Implementation and Impact on Education and Training Success
8. Own the Dream
9. UndocuU: Applying for DACA

Commitment #17: 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, 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:

1. An overview of the resources available to them through DACA, their rights, and opportunities to get involved in the immigrant rights movement
2. Clarity on DACA, debunk myths about the program, and the opportunity to fill out applications with trained volunteers
3. 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

Examples

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

Additional Resources

1. A Portrait of Deferred Action for Childhood Arrivals (DACA) Recipients
2. American Federation of Teachers: Supreme Court Decisions To Review the block of Obama's Immigration Initiatives
3. DACA: A Guide for Educators and School Support Staff
4. DACA Profiles (state data)
5. From the Migration Policy Institute: Lessons from the Local Level: DACA's Implementation and Impact on Education and Training Success
6. Philippine American Bar Association DACA Clinic
7. Own the Dream
8. UndocuU: Applying for DACA

Commitment #18: Create a taskforce of educators and students

Why

Many times students and 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 advocate is hard and continuous work thus it is important for educators and students to know where the support exists at school. By forming a committee or taskforce that is inclusive of educators and undocumented 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.

What does it look like?

A group of faculty, staff, administrators and undocumented 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. It is important that undocumented students feel supported by the people who are part of the task force.

Examples

1. UC Berkeley History: Task-force
2. New NIU Taskforce to examine ways to support learning experiences of undocumented students

Additional Resources:
1. NASPA: Policy Division Take: Providing Educational Equity for Undocumented Students
2. NASPA: Undocumented Immigrant and Allies Knowledge Community
3. Research Report: Campus Climate for Undocumented Students at UC Berkeley
4. Removing Barriers to Higher Education for Undocumented Students

Commitment #19: Challenge 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.

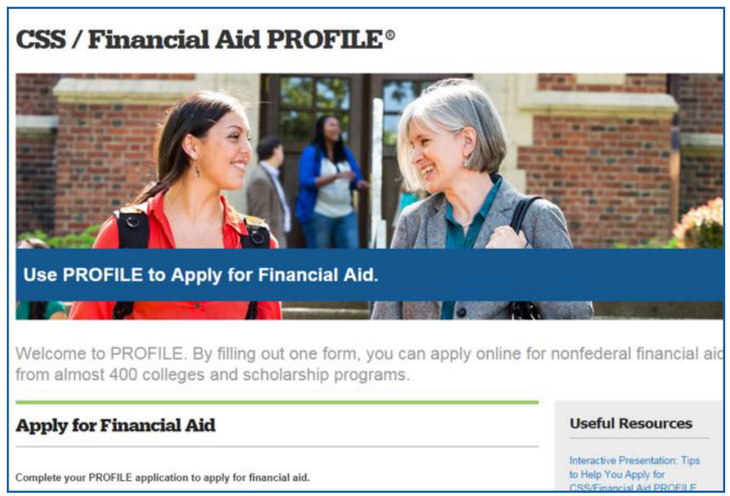
Examples

1. Beyond Dreaming: Scholarship List for Undocumented Students in Washington State
2. College Success Foundation, Washington State: Leadership 1000 Scholarship
3. Educators For Fair Consideration: List of Scholarships that don't require proof or U.S. Citizenship or Legal Permanent Residency
4. Illinois Latino Council on Higher Education
5. Northeastern Illinois University: How to pay for College
6. University of Washington Bothell
7. Washington State Opportunity Scholarship

Additional Resources

1. Key questions to ask scholarship organizations, foundations, or funders:
    Is your scholarship federally or state funded?
    Is the eligibility criteria for your scholarship regulated in any way by federal or state government or laws?
    If it is federally or state regulated, does it limit who it is awarded to?
    What are the barriers created for undocumented students based on how the scholarship is regulated?
    What are the opportunities created based on how the scholarship is regulated?
    You may ask: “Are residency requirements fixed?” or “Can students who do not meet the legal residency requirement still apply?”
    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?”
    Does the scholarship(s) ask for a SSN as a way to track scholarship recipients?
    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.
    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. American Association of Medical Colleges Expands Fee Assistance Eligibility for Medical School Applicants with DACA
3. College Uncomplicated: UndocU | FAFSA & Common Application Tips for Undocumented Students
4. CSS Profile: How to maximize financial aid
5. University of Pennsylvania’s Financial Aid Statement on Undocumented Residents 2015-2016



Commitment #20: 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

Examples

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

Additional Resources
1. Effectively Serving the Undocumented Student Population
2. Removing Barriers to Higher Education for Undocumented Students

Commitment #21: Train human resources staff to work with DACA recipients

Why

It is imperative that high school counselors, human resources staff, 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 scholarship, internships, jobs or institutionally funded work study opportunities and/or miss the opportunity to study abroad.

What does it look like?

1. Make sure that your high school counselor and or college career coaches know that DACA provides work authorization. This may open the door to students to work while in high school, apply for college ready programs, and or specific scholarships that ask for DACA to qualify.
2. At an institution of higher education, make sure that your human resources and student job offices know that DACA provides work authorization
3. Make sure that you include in your job postings that it is inclusive of DACA recipients
4. 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
5. Ensure that employers do not reject valid work authorization documents because of the DACA recipient's citizenship status or national origin
6. Make it clear that it is unlawful for an employer to fire or refuse to hire DACA recipients, because of their immigration status
7. Make sure that your international office and study abroad office know how to work with DACA recipients interested in traveling abroad (reference "Commitment #25: Create Tools and Resources for Students with DACA to Study Abroad with Advance Parole", for further information)

Resources

1. A Portrait of Deferred Action for Childhood Arrivals (DACA) Recipients
2. National Immigration Law Center: DACA and Workplace Rights
3. The Top Ten Benefits of Being DACA-mented
4. U.S. Department of Justice- Civil rights Division: DACA recipients learn about your work rights!

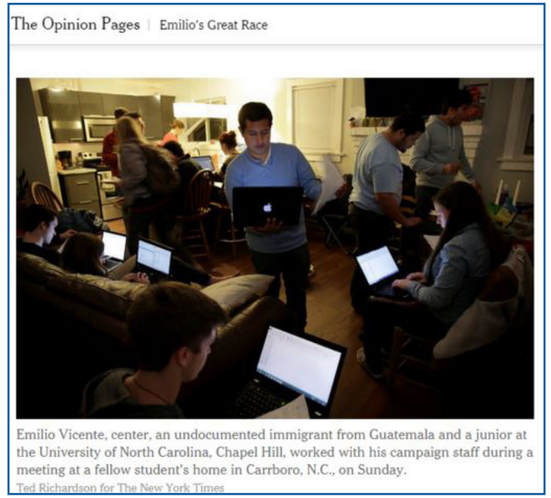
Commitment #22: Create the opportunity to serve in student government

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.


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

Examples

1. NC Chapel Hill: Emilio's Great Race
2. United States Student Association Dream Caucus

Additional Resources

1. Support AB 844 for undocumented students in student government (provides language on bill)
2. University of Texas at Austin: AR 16: In Support of Undocumented Students and Undocumented Longhorns Week

Commitment #23: Love NOT Raids: Create SAFE events and practices for students

Why

Undocumented students and their family members continue to fear their own or their families deportation. By informing students and their families of their rights you can play a key role in the safety of undocumented students and help ensure their continuation of their education. The fear of deportation has been proven to directly impact a student's participation and success in school. For example, due to the fear of raids many students' attendance at a high school in Maryland dropped. Moreover, students and their families have been pulled over by Immigration and Customs Enforcement (ICE) on their way to school These are just two examples that highlight the importance of creating safe spaces for students and their families. It is important to declare and hold our communities accountable and say no to raids within our schools and our larger communities because of the negative impact it brings to student's education and our families well being.

What does it look like?

1. Get informed. Learn and share the rights undocumented immigrants including undocumented students and their families have
2. Host "Know Your Rights" information sessions. These sessions should be include information on the rights undocumented immigrants' have if they are stopped by police, if ICE knocks on their door, if they are stopped by border patrol, etc. This information can be given by a lawyer who can explain such rights. Here is an example of the type of information that can be included: Know your Rights.
3. Work with your educators and administrators to make a statement against raids in your community
4. Work with your institution to make a statement against raids in your community
5. Work with your students to make a statement against raids in your community via a walk out
6. Volunteer with UWDN's Deportation Defense hotline. This hotline takes in reports from raid or ICE activity across the country. UWDN provides training for volunteers. If interested contact Raul, UWDN Deportation Defense Organizer at raul@unitedwedream.org

Examples

1. Los Angeles Unified School District: Statement from Superintendent Michelle King On Immigration Raids Issue
2. Prince George's County Public Schools: Statement from Dr. Kevin. M Maxwell, CEO Department of Homeland Security Immigration Enforcement Actions
3. UCSB Associated Students Senate Passes Resolution To Support Undocumented Community Members, Amends Legal Code Bill
4. AFT joins UWD and NEA in demanding an end to ICE Raids

Additional Resources
1. How to Support Students on the Brink of Deportation (Article)
2. ICE Agents won't be going onto Los Angeles public school campuses (Article)
3. Immigrant Leaders Demand Love NOT Raids (Video)
4. New Mexico Dream Team- Student group protests Customs and Border Protection at University of New Mexico career fair (Article)
5. New Mexico Dream Team #BORDERPATROLOUTOFUNM (Video)
6. Sanctuary Movement and Sanctuary Churches (Various Types of Resources)
7. The Real Impact of Immigration Raids (Report)
8. UC Irvine BSU- Campus Police Dept (Article)

Commitment #24: Create mentorship programs for undocumented students

Why

Creating a mentorship program for undocumented students is an avenue for developing life-long relationships that can help navigate barriers and increase opportunities. Mentors can provide advice to undocumented students on various topics such as career options, graduate school, internship opportunities, and also support students with letters of recommendations and skills building. Such mentorships can add value to undocumented students educational journey and thus increase the retention of undocumented students. Formal mentorship programs, inclusive of undocumented students, are key as they are institutionalized support for undocumented students.

What does it look like?

1. Mentorship programs can vary in structure and focus. For example there could be mentoring relationships created with a faculty, peer to peer and or it can be a career based mentorship

2. Mentorship programs for undocumented students should have a training component. The training component should include the opportunity for mentors to better understand the needs of undocumented students and how they can better support students based on their needs, the school and community context. This training component could be trainings like the UndocuPeers Training

3. If peer mentorship programs already exist within your school, these programs should be visible on the inclusivity of undocumented students. Throughout the outreach and application processes it can highlight that these programs are open to undocumented students and they should encourage them to apply

Examples

1. NASPA Undergraduate Fellows Program (NUFP)- inclusive of undocumented students (Established program)
2. Norristown Mentoring Program Helps Undocumented Students Achieve Goals
3. UC Santa Barbara Dream Scholar Faculty Mentorship Program
4. U.S. Mexico Foundation 1,000 leaders 1,000 dreamers
5. UC Merced Success Mentor Program- inclusive of undocumented students (Established program)

Additional Resources
1. Freedom University
2. What's It's Like To Be The First Person in Your Family to Go to College

Commitment #25: Create tools & resources for students with DACA to study abroad with Advance Parole

Why

It is important to create resources and opportunities for undocumented students and people with Deferred Action for Childhood Arrivals (DACA) to learn about their opportunities to travel abroad. Many undocumented immigrant DACA recipients do not know that they have access to study abroad through Advance Parole. "Parole" is synonymous with "permission." In other words, people with DACA are eligible to apply for advanced permission to exit and RE-ENTER the United States for a given purpose and amount of time. The Department of Homeland Security (DHS) has stated that they accept applications for Advance Parole for people who have been granted DACA under humanitarian, education, and or employment purposes. Since the announcement was made by DHS many undocumented students with DACA have traveled to different parts of the world through their eligible purposes. It is essential that institutions create tools and resources that help guide undocumented students with DACA through their travel aspirations. The opportunity to travel and study abroad to conduct research, participate in leadership programs, take classes and or simply participate in an immersion trip, is a unique and valued experience that undocumented students with DACA can take advantage of. Opportunities like these can enhance their future educational or career goals.

What does it look like?

Colleges and universities, could follow the following steps to best support undocumented students with DACA in their pursuit to apply for Advance Parole and a study abroad program:

1. Make sure that the student has applied for DACA and has been granted DACA to be eligible to apply for Advanced Parole.
2. It is important to also take into consideration the date that their current DACA is valid for and to note when it expires and is up up for renewal.
3. Please visit USCIS, the official immigration website, for the most up to date information: https://www.uscis.gov/i-131 on Advace Parole
4. Advise the student to consult with a lawyer to determine if the student qualifies for Advance 5. Parole and under what purpose--humanitarian, educational, or employment. Most undocumented students with DACA studying in a Study Abroad program for a college or university will qualify under the educational purpose
5. Create a Study Abroad application that is inclusive to undocumented students. Questions to consider:
    - Which offices do I need to contact?
    - Does there exist payment plans?
    - What does sisa(s) as a non-U.S. citizen's look like
    - Will they need vaccinations?
    - Reminder that most undocumented people are not eligible for medical insurance
    - Is there travel insurance to go abroad?

- Is there scholarships that do not require U.S. citizenship or Legal Permanent Residence?
- Is there a layover between connection flights within the U.S. or abroad? Note: If so, make sure there is enough time for non-U.S. citizens to go through security and immigration customs

6. All faculty and staff coordinating the study abroad program should be aware of all applicants joining them and their current immigration status
7. All faculty and staff coordinating the study abroad program should make sure that the student's passport and employment authorization card (EAD) is valid for up to 6 months after the intended return date from the study abroad trip
8. All faculty and staff coordinating the study abroad program should accept the student into the program, at least 4-5 months before the program starts, to give enough time for the student to apply for Advance Parole
9. The official study abroad advisor, faculty, or staff running the study abroad program should provide the student a letter of acceptance that states the following:
   - Student's full name as it shows on their DACA Employment Authorization Card
   - State that the student has been to the study abroad program through the institution (provide name of program, coordinator(s) of the program, dates, and location of the program)
   - State the benefits of the program (for example: credits earned, graduation requirements fulfillment, etc.)
   - State a summary of the program, the website of the program, and that there is further information about the program enclosed
   - State that if they have further questions, to contact the person writing the letter
   - Sign the letter and provide all contact information of the person who wrote and signed the letter
   - Use the institutions letter overheader to print the letter
10. Provide the hardcopy original and a digital copy of the letter to the student. In addition, provide a hardcopy and digital copy of the full summary of the program to the student. The student will need to provide these two documents as proof in their Advance Parole application
11. Before the student moves forward with their Advance Parole application, they should have been accepted to the study abroad program of their choice
12. Guide the student to trustworthy legal assistance within the institution or the community to get support applying for the Advance Parole application
13. Make sure that student has the following prior to submitting their Advance Parole application:
   - Application for Travel Document (USCIS Form I-131)
   - Use most up to date application, aviliable at https://www.uscis.gov/i-131
   - Copy of DACA approval notice from USCIS, DACA Employment Authorization Card, or approval notice/letter from ICE
   - Supporting evidence of purpose of travel should include: letter provided from the Study Abroad Advisor or coordinators running the program, full program description, document showing enrollment in classes, acceptance letter from the college or university, letter from professor, degree plan
   - $360 filling free, send in form of check or money order addressed to: U.S. Department of Homeland Security
14. Submit for Advance Parole and wait for approval

Examples

1. Advanced parole will advance undocumented students' education
2. DACA exchange program
3. University of Austin Texas: DACA & Study Abroad
4. University of California Berkeley, Undocumented Student Program: Trip Tips: Traveling with Advance Parole with DACA

Additional Resources:
1. A Portrait of Deferred Action for Childhood Arrivals (DACA) Recipients
2. E4FC's Guide Traveling Abroad With Advance Parole: A Guide for DACA Beneficiaries
3. E4FC's Traveling Abroad with DACA and Advance Parole Webinar
4. Traveling Abroad with DACA: Alexis' experience, advice, and timeline!
5. Traveling Abroad with DACA: Iliana's experience, advice, and timeline!
6. Traveling Abroad with DACA: Karla's experience, advice, and timeline!
7. 10 things I learned on my trip to Mexico with advanced parole

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 #26: 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 for DACA. It is essential that you work with school and community partners 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 stipend or 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 setup differently, it is up to you to look into possible avenues for student employment.

Examples

1. Northeastern Illinois University
2. UCLA Labor Center: Dream Summer
3. UCLA Presidents Work Study Program
4. UCLA UndocuBruins Research Program (Modeled after McNair)

Additional Resources

1. Research and Post-Graduate Opportunities
2. How Immigrants Without Legal Status Can Pay for College

Commitment #27: 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 at your school
2. Know what services are available at your school 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 advocates should be included in all of the processes connected to the amending and/or creating of job position(s): qualifications, responsibilities and hiring of such position(s).

Examples

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. Northeastern Illinois University: Director of Undocumented Student Resources
3. UC San Diego: Undocumented Students Services Coordinator (Job Description)
4. UC Berkeley: Undocumented Student Program
   - Undocumented Student Program, UC Berkeley; 2012
   - Counselor
5. UC Davis: Student helps establish center for fellow undocumented students
6. UCR: New Coordinator to aid undocumented students

Additional Resources

1. University of California Campus Support Contacts
2. UC Dreamers to get more financial aid, advisers this fall
3. 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.

Commitment #28: Create access to emergency funding

Why

Undocumented students with or without employment authorization have a harder time finding employment opportunities 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 or general institutional 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. Provide it as a grant or donation, in case students are unable to pay it back
3. If unable to provide grants or donations, be realistic in the expected time to repay loans
    - Have the option for different payment plans
    - Have the option to not incur interest within the first six months after graduation and/or until they are employed.

Examples

1. Georgetown University Emergency Loans
    - 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.

Additional Resources

1. Dream Homes Initiative provides rent-free housing to undocumented students who attend the University of Texas-Pan American (UTPA). The initiative is specifically aimed at undocumented immigrants who came to the United States as children.

2. 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.

3. How undocumented student pay for college
4. How immigrants without legal status can pay for college
5. USA Today: FAFSA Application Tips for students with undocumented parents

Commitment #29: Create a scholarship fund at your institution

Why

Insufficient financial means is the largest barrier to education for undocumented students and their families. 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 and their families succeed in school.

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.

Examples

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.

- Living Out Loud: Our Stories, Our Struggles
- Underground Undergrads: UCLA Undocumented Immigrant Students Speak Out
- 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.

- Cal State San Bernardino will provide scholarships to undocumented students
- Cornell: Undocumented students with DACA status to be eligible for more financial aid
- NYU to offer scholarships to undocumented students
- Norwalk Community College Foundation Scholarship
- Pritzker Access Scholarship program in Chicago will help about 70 high school graduates who are undocumented attend a four-year college in the fall with a $12,000 annual scholarship. Those who choose to attend one of the program's 14 partnering colleges will also have the gap in college costs covered.

3. Creative ways to fundraise

- Auctions
- Benefit Dinners: 5th Annual ScholarshipsA-Z Benefit Dinner
- Concerts
- GoFundMe
- Ask departments within your institution to commit to give 5% of their annual budget to support undocumented students
- Create a way for employees to donate directly from their paycheck on a regular basis to your scholarship fund
- Fundraiser to support undocumented students at Rutgers University - Newark
- "Students at Rutgers University - Newark have come together to form a resource fund for undocumented students. This will help cover any funding shortfalls such as books, parking, tuition, etc. Even with the NJ DREAM Act it is estimated less than 400 undocumented students are attending 4 year colleges."
- Donations, and a support video by students, can be made at one.rutgers.edu/undocurutgers
- Institutional support- asking students to opt in to give 2-5 dollars per semester to support undocumented students
- Loyola University Chicago Magis Scholarship VIdeo
- Students at University fund scholarship for Dreamers
- LUC Alumni Relations

Additional Resources

1. Dream Homes Initiative provides rent-free housing to undocumented students who attend the University of Texas-Pan
   - American (UTPA). The initiative is specifically aimed at undocumented immigrants who came to the United States as children.
2. Mobile App helps undocumented students find money for college
3. National Scholarship program: TheDREAM.US
4. Raise money for Oberlin College Undocumented Students' Scholarship
5. UC System Dream Loan Program
   - UCSB- Dream Loan Program

Commitment #30: 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 at your school 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.

Examples

1. California Community Foundation DREAMer Loan Program
2. NYC Dreamer Loan Fund
3. 21 Progress: DACA Lending Circles
4. It Should be FAIR! Application Scholarship

Additional Resources

1. A Portrait of Deferred Action for Childhood Arrivals (DACA) Recipients
2. In Their Own Words: A Nationwide Survey of Undocumented Millennials
3. Owning the Dream: Two Years of Deferred Action for Childhood Arrivals. Dreamers and Strategic Partners Taking the Lead from Start to Finish

Commitment #31: 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 and/or liberated
    - Centers for underrepresented students and/or UndocuCenter
2. Conversations with incoming students and staff who belong to groups that advocate for immigrant rights and education equity
3. Students should know when their educator aldvocates office hours are, understand the life on campus and the culture of support that is available
4. They should earn about the recommended classes and annual events on campus to attend

Examples

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

Additional Resources

1. The Daily Californian: Students Discuss Advising, Orientation programs with Chancellor Dirks
2. College Fair for Undocumented Students at Rutgers University - Newark Saturday 1/30

Commitment #32: 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

Examples

1. California State Fullerton
2. University of California Berkeley: Haas Dream Resource Center
3. University of California Los Angeles - Bruin Resource Center
4. University of California Los Angeles- Dream Resource Center

Additional Resources

1. California State University Long Beach: Students Want Dream Resource Center to become a Reality
2. California State University Northridge: Approved on First Ever CSU Resource Center
3. St. Peter's University: University Opens Center for Undocumented Students
4. University of California Davis: Student helps establish center for fellow undocumented students

Commitment #33: 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

Examples

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

Additional Resources

1. Activity: Education, Immigration and Identity
2. American Political Science Association: Migration and Citizenship Syllabus Bank
3. DREAM Act: What Teachers Can Do

Commitment #34: Create a pipeline to advance degrees/graduate school for undocumented students

Why

Out of the approximately 65,000 undocumented students who graduate from high school every year, only 5%-10% of them go to college to earn their degree. However, from those only 1% of them graduate from college and a small amount go on to pursue a graduate/advanced degree. These statistics highlight the systemic barriers that undocumented students face as they seek to pursue a postgraduate degree. Therefore, it is important for colleges and universities to make systemic changes that further provide access, tools, and resources for undocumented students to apply and succeed once enrolled within their institutions advanced degrees and graduate school programs.

What does it look like?

1. Host events for undocumented students interested in graduate school to learn how to apply and navigate grad school as an undocumented student
2. Provide information on fellowships, scholarships, and graduate assistantships that are open for undocumented students, with and without DACA
3. Open application fee waivers for undocumented students, and provide the information on how undocumented students should access the application fee waivers through the school's website

Examples

1. University of California Merced's website includes frequently asked questions for undocumented students. It also includes fellowships and internships that are available for undocumented students.
2. UndocuGrads Conferences in California
3. Undocu Bruins program to help undocumented students prepare for PhD programs

Additional Resources

1. Law schools for undocumented students
2. Loyola Stritch School of Medicine
3. Medical Schools for undocumented students
4. My(Un)Documented Life Blog with advice, fellowship opportunities, among other resources
5. NY to let undocumented workers become teachers
6. Paul & Daisy Soros Fellowship for New Americans
7. Pre- Health Dreamers Health Professions Advancement Program
8. Undocumented Students in Graduate Schools
9. UCSF: Undocumented Students in Medical School
10. United We Dream's Webinar Rad Grads

Commitment #35: 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, and commit to any of the examples showcased in this toolkit; for example:
   - Advocate to create a scholarship on your campus for undocumented students
   - Challenge your institution's enrollment process
   - Invest in a resource center
   - You can also present to the governing board or board of trustees and express the needs of undocumented students

Examples

1. Dominican University President supports undocumented students (video)
2. Immigrant Youth Continue to Fight for Parents
3. Loyola University Chicago: The Undocumented Student Act
4. Med Students and Alumni for Dreamer Applicants
5. University of Illinois at Chicago: Board of Trustees Meeting (Starting at 42 min.)
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. Pima Community College to Give In-State Tuition to 'Dreamers'
8. University of Wisconsin-Milwaukee-Student Association Pushes Tuition Equity Act for Undocumented Students

Additional Resources

1. An Incomplete Dream: Improving Harvard's Support System for Undocumented Undergraduates (Cambridge, Massachusetts)
2. How Undocumented Immigrant Students Transform Institutions (California)
3. Removing Barriers to Higher Education for Undocumented Students
4. The Journal of College Admission: Undocumented Students (National Perspectives)

Commitment #36: 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.

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 advocate 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

Examples

Examples of Movements

1. CT Students for a Dream: Institutional Aid
2. New Jersey Dream Act Coalition state aid video

Examples on how organizations can show support

1. NASPA Supports Bill to Provide In-State Tuition for Undocumented Students
2. Perrin Family Foundation is Proud to Partner with C4D

Examples on how the university and community members can show support

1. American Council on Education: Higher Education Leaders Write House in support of Immigration Reform
2. Association of Catholic Colleges and Universities: Immigration Reform and Catholic Higher Education
3. CT Students for a Dream: Institutional Aid Take Action #AffordtoDream
4. DREAM Act Supporters- Higher Education Institutions
5. Partnership for a New American Economy: More than 100 College and University Leaders Call for Immigration Reform

Additional Resources

1. Immigrant Youth in Florida Win In-State Tuition Rates
2. National Immigration Law Center: Toolkit Access for Postsecondary Education
3. 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 continues to advocate for education equity beyond access.

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 retention programs, 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 or a career is not possible. Access to higher education has increased due to the strides that have been made by undocumented students and advocates in the past decades. Institutions have a role in cultivating school 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 and contribute to 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 school 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 successful collegiate career. Join DEEP, the thousands of undocumented youth across the nation, and the institutions who have led the educational equity fight annually on April 7th 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.

United We Dream®

1900 L Street Northwest #900
Washington, DC 20036
www.unitedwedream.org