

INSTRUCTIONS TO BUILD YOUR BINDER

Step One Gather Your Binder Supplies

REQUIRED

Three-ring binder 2"

Printed by or Delivered to You

Ten Binder Dividers/Tabs

Printable tabs are included

All Educational Resource Materials

404 pages: 314 BW/39 color/51 blank

OPTIONAL

45 sheet protectors

Two or three binder pockets

Label for your name & contact info

Stickers to personalize it

Step Two Assemble Your Binder

Label or insert the binder dividers/tabs. Materials are set to be printed double-sided. Use three-ring paper or place materials in sheet protectors for lasting viewing pleasure. Insert the materials by section, per the table of contents. If desired, place large documents into binder pockets for ease of viewing.

Step Three Use & Share Your Binder

Let your students know that you created the Educational Resource Binder by placing your binder in a visible location. Promote valuable resources about in-state tuition (AB 540/SB 68), the California Dream Act, and scholarships to current and incoming students. Share the resources in your binder with other educators, administrators, counselors, and student organizations. Encourage them to get their own binder and replicate the institutional practices to increase the academic success of undocumented students!

Step Four Keep Your Binder Updated

To ensure that you maintain accurate, up-to-date information, Immigrants Rising will be sending updates to all its Educational Resource Binder subscribers. Please be sure to print out any new materials and update your binder.

**Thank you for supporting access to higher education for
undocumented students in California!**

TAB LIST

EDUCATOR PICKS

**INSTITUTIONAL
PRACTICES**

**UNDOCUMENTED
STUDENT PROFILES**

**SANCTUARY SCHOOL &
SAFE ZONE MOVEMENT**

**IN STATE TUITION
& RESIDENCY**

**GRADUATE &
PROFESSIONAL SCHOOL**

**CALIFORNIA
DREAM ACT**

SERVICES

**APPLYING FOR
SCHOLARSHIPS**

OTHER

EDUCATIONAL RESOURCE BINDER

College Access for Undocumented
Students in California

INTRODUCTION

All of us should have the freedom to pursue our dreams without constraint. When everyone is allowed to realize their full potential, we all benefit. However, every year, too many undocumented young people miss key opportunities to enter and succeed in higher education due to a lack of accurate information.

The Educational Resource Binder: College Access for Undocumented Students in California has been created by Immigrants Rising to ensure undocumented students and the educators who serve them can easily access accurate and up-to-date information about attending college, including the CA Dream Act, AB 540/SB 68 & Residency, Scholarships That Don't Require Proof of Citizenship, Institutional Practices, the Sanctuary School and Safe Zone Movement and more!

UNDOCUMENTED

Entered
without
Inspection

Entered with
Legal Status
but
Overstayed

Deferred
Action for
Childhood
Arrivals
(DACA)

Currently in
the Process
of Legalizing

Vulnerable
Immigrants

WHO ARE INCLUDED IN THE TERM “UNDOCUMENTED”?

We define the term “undocumented” broadly to include **all immigrants who reside in the United States without legal status**. This includes individuals who:

- 1. Entered without Inspection** (also known as “EWI”)
Individuals who entered the United States without presenting themselves for inspection at an official checkpoint to obtain permission to enter the country (e.g. crossing the border without inspection).
- 2. Entered with Legal Status but Overstayed**
Individuals who entered the United States with legal status (e.g. student visa) and then remained in the country after their ‘duration of status’ date (found on their I-94) or after their visa expired.
- 3. Have or Previously Had Deferred Action for Childhood Arrivals (DACA)**
Individuals who have been granted temporary reprieve from deportation through the federal government’s Deferred Action for Childhood Arrivals (DACA) program. Additionally, individuals who had DACA in the past, or will be eligible to request DACA later if the program is fully reinstated.
- 4. Are Currently in the Process of Legalizing**
Individuals who are pursuing legalization (e.g. U.S. Citizen Spouse Petition or U-visa pending, etc.) but currently have no legal status.
- 5. Vulnerable Immigrants**
Individuals whose immigration status is in ‘limbo’ or puts them ‘at-risk’ for being targeted by immigration enforcement. This could occur due to many factors, such as politics (e.g. TPS program at risk of being canceled due to the Trump Administration’s shift in the policy), to U-visa recipients who cannot adjust their status due to personal circumstances (e.g. lack of funds, missing a deadline)

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EDUCATOR PICKS

QUICK GUIDE TO COLLEGE ACCESS FOR UNDOCUMENTED STUDENTS IN CALIFORNIA

AB 540/SB 68: IN-STATE TUITION & RESIDENCY REQUIREMENTS

California Residency for Tuition Purposes

Learn how California residency and AB 540/SB 68 are determined for tuition purposes at CA public colleges & universities.

California Nonresident Tuition Exemption Affidavit (AB 540)

Includes instructions to apply for AB-540 status & be exempt from non-resident fees at CA public colleges & universities.

SB 68 Fact Sheet & SB 68 Quick Guide

Learn how in-state tuition is expanding to include California Community Colleges, Adult Schools. Learn if you might be eligible to pay resident fees at a California public college or university and apply for the California Dream Act.

In-State Tuition vs CA Dream Act vs DACA

This chart clearly explains eligibility for California In-State Tuition (AB 540/AB 2000/SB 68), CA Dream Act, and DACA.

CALIFORNIA DREAM ACT & STATE-BASED FINANCIAL AID

Types of State-Based Financial Aid available through the California Dream Act

The California Dream Act allows certain undocumented students (AB 540 & SB 68 eligible or TPS & U-Visa holders) to apply for and receive institutional scholarships and state-based financial aid at CA colleges and universities if they meet income guidelines, apply by the priority deadlines, and complete all necessary paperwork on-time.

FAFSA vs CA Dream Act: Apply to the Correct Financial Aid in California

If you have questions about which financial aid application students should complete or their eligibility, use this chart to be sure they apply for and receive all CA state financial aid for which they are eligible.

California Dream Act Map

Provides an overview of what students need to do from start to finish. Applying for the California Dream Act is easy if you have the right information and resources! Priority deadline is March 2nd every year!

IDEAL TIMELINE TO APPLY TO CA DREAM ACT

- Review this timeline with your students
- Use the tools prepared for each phase
- Every phase must be completed to receive the funds

1

APPLY FOR THE CA DREAM ACT
October 1 - March 2

2

APPLY FOR THE CAL GRANT
October 1 - March 2

3

CLAIM YOUR FINANCIAL AID
March - May

4

USE YOUR FINANCIAL AID
May - September

STEPS AND TOOLS TO APPLY FOR CA DREAM ACT

Phase 1. Apply for CA Dream Act - October 1 - March 2 Checklist for the 2020-21 California Dream Application

Applying for the California Dream Act it is only the first step to receive state financial aid. This checklist helps undocumented students successfully apply for and be considered for all state financial aid.

Phase 2. Apply for Cal Grant - October 1 - March 2 Checklist to Apply for the 2020-21 Cal Grant

Undocumented students can only receive for the Cal Grant as a high school senior or community college transfer student. This checklist highlights the necessary steps to successfully apply for the High School or Transfer Entitlement Cal Grant.

Phase 3. Claim Your Aid - March - May Successfully Completing Income Verification Worksheet

Accurately complete the paperwork required to verify income, assets & household size. Know the different requirements for dependent vs. independent students and tax filers vs. non-tax filers.

Phase 4. Use your Aid - May - September Selective Service and the California Dream Act

Men between the age of 18 and 25 years old, even undocumented individuals, must show proof of registration for the selective service to receive state financial aid. Help students be aware of and follow these steps to prevent holds on their financial aid.

SCHOLARSHIPS THAT DO NOT REQUIRE PROOF OF CITIZENSHIP

List of [undergraduate](#) and [graduate](#) scholarships that don't require proof of citizenship

All undocumented students in California can go to college and receive private or institutional scholarship—even if they don't meet eligibility for AB 540/SB 68 or the California Dream Act. Identify and apply for scholarships!

Scholarship Search Chart

Identify and create a game plan for all the scholarships you plan to apply for. Don't miss deadlines!

Building a Strong Scholarship Essay Worksheet

This worksheet helps potential scholarship applicants start building their scholarship essays by identifying key areas.

OTHER RESOURCES

Top 10 Ways to Support Undocumented Students

Understanding the Sanctuary School & Safe Zone Movement

For a full list of our resources, visit immigrantsrising.org.

Scan the QR code to access all the resources listed above.



UNDERSTAND THE DIFFERENCES: IN-STATE TUITION AND CA DREAM ACT

STATE OF CALIFORNIA					
JURISDICTION	In-State Tuition (AB 540)	In-State Tuition (AB 2000)	In-State Tuition (SB 68)	CA Dream Act (AB 130)	CA Dream Act (AB 131)
Law or Policy	<ul style="list-style-type: none"> Exempts students from out-of-state tuition fees Makes students eligible to apply for the CA Dream Act 	<ul style="list-style-type: none"> Expands AB 540 to exempt students from out-of-state tuition fees Makes students eligible to apply for the CA Dream Act 	<ul style="list-style-type: none"> Expands AB 540/AB 2000 to exempt students from out-of-state tuition fees Makes students eligible to apply for the CA Dream Act 	<ul style="list-style-type: none"> Opens certain scholarships administered by public institutions to AB 540/ AB 2000/ SB 68 students 	<ul style="list-style-type: none"> Opens state-funded grants (including Cal grants, State grants, UC Grants & the CA College Promise Grant) and state programs (EOP & EOPS) to AB 540/ AB 2000/ SB 68 students
What It Does	<p>Does not change their state residency status.</p> <ul style="list-style-type: none"> Does not include eligibility for federal grants or funds Should not be confused with the Federal Dream Act or DACA 				
Who Can Apply	<p>Undocumented & DACAmented individuals, T and U visa holders, US citizens, & lawfully present immigrants that meet eligibility criteria.</p>				
Eligibility Requirements	<p>Student must:</p> <ul style="list-style-type: none"> Attend three full years of high school in CA or the equivalent for GED Graduate from a CA high school, obtain a Certificate of Completion or a GED in CA Not possess a valid non-immigrant visa (unless a T or a U visa) <p>DOES NOT REQUIRE DACA</p>	<p>Student must:</p> <ul style="list-style-type: none"> Attend CA high school or graduate early with the equivalent of three or more years of credits Have attended CA elementary or secondary school for cumulative total of three or more years Not possess a valid non-immigrant visa (unless a T or a U visa) <p>DOES NOT REQUIRE DACA</p>	<p>Student must:</p> <ul style="list-style-type: none"> Attend three years full-time or the equivalent credits at a CA High School, Adult School, Community College (credit or noncredit), or any combination of the above; OR meet eligibility for AB 2000. <p><i>NOTE: Maximum attendance for credit classes at a CCC cannot exceed two years</i></p> <ul style="list-style-type: none"> Graduate from a CA high school, obtain a GED in CA, attain an Associates degree from a CCC or fulfill their minimum transfer requirements for UC or CSU Not possess a valid non-immigrant visa (unless a T or U visa) <p>DOES NOT REQUIRE DACA</p>	<p>Student must meet:</p> <ul style="list-style-type: none"> AB 540/ AB 2000/ SB 68 eligibility Individual scholarship requirements <p>DOES NOT REQUIRE DACA</p>	<p>Student must meet:</p> <ul style="list-style-type: none"> AB 540/ AB 2000/ SB 68 eligibility Priority filing deadline income guidelines GPA & other Cal grant eligibility Program requirements for EOP or EOPS <p>DOES NOT REQUIRE DACA</p>



TOP 10 WAYS TO SUPPORT UNDOCUMENTED STUDENTS

9. Build Agency and Power

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

10. Create Spaces for Storytelling and Creative Expression

- Encourage students to share their stories (when safe)
- Share Immigrants Rising's creative work website: www.thingsillneversay.org
- Support undocumented artists: [22 Powerful Images By Dreamers tinyurl.com/images-by-dreamers](http://22 Powerful Images By Dreamers.tinyurl.com/images-by-dreamers)
- Encourage students to build their own meaning and identity that is different from the negative stigma and stereotypes about undocumented immigrants

About Immigrants Rising

Founded in 2006, Immigrants Rising transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives.

For more information, visit immigrantsrising.org

1. Engage with an Open Mind

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

2. Create a Safe Space

- Don't ask undocumented students to self-identify
- Make resources easily available for all students
- Understand that trust takes time
- Be mindful of your language; say "undocumented" rather than "illegal" and avoid terms like "alien" or "illegal immigration"
- Do all you can to identify YOURSELF as an ally/supporter; use posters, bookmarks, and stickers to make your support visible
- Attend Immigrants Rising Webinars (coming soon)

3. Learn about Relevant Institutional Policies & Legislation

- Understand admissions and enrollment policies for undocumented students
- Understand in-state tuition and state-based aid requirements for undocumented students (if applicable) www.uleadnet.org
- Stay up-to-date on the status of Deferred Action for Childhood Arrivals (DACA). Encourage eligible youth to contact a legal services provider prior to renewing immigrantsrising.org/resource/steps-to-renew-daca/
- Research local and statewide immigration-related policies that affect your students and their families
- Keep informed about proposed legislation related to immigration policies

4. Find & Advocate for Scholarships and Financial Support

- Keep track of scholarships that don't require citizenship or residency. Help students apply to as many available scholarships as possible.
- Advocate for scholarship providers to consider and support undocumented students. Share Immigrants Rising's Lists of Scholarships that Don't Require Social Security Number: immigrantsrising.org/resource/list-of-undergraduate-scholarships immigrantsrising.org/resource/list-of-graduate-scholarships

5. Build Your Own Educator Network

- Build relationships and collaborate with other educators at your school or district
- Reach out to educators at local colleges who are supportive of undocumented students
- Add your name to Immigrants Rising's mailing list to learn about new resources, webinars and educator gatherings: immigrantsrising.org
- Connect to DEEP's National Educator Network and Campaigns: unitedwedream.org/our-work/education-justice/

6. Connect Students to Undocumented Community Leaders and Role Models

- Visit MyUndocumentedLife.org, DefineAmerican.com and PHDreamers.org
- Find and connect students to local, state or national undocumented youth advocacy organizations
- Identify older undocumented students who can serve as role models

7. Involve Parents

- Educate parents about why undocumented students should pursue college
- Encourage and support good communication between students and parents Invite parents into the college application and enrollment process
- Share Immigrants Rising's Guide for Parents of Undocumented Students (in English and Spanish)

8. Access Reputable Legal Information & Assistance

- Identify reputable, affordable legal service providers in your area. Visit <https://www.immigrationlawhelp.org/>
- Encourage students to use Immigrants Rising's free, anonymous, and online Immigration Legal Intake Service to get information about their eligibility for immigration remedies. Visit immigrantsrising.org/legalintake
- Refer students to Immigrants Rising's "Beyond Deferred Action: Long-Term Immigration Remedies Every Undocumented Young Person Should Know About" guide
- Encourage students to pursue potential immigration remedies (if available to them)



IMMIGRANTS
RISING

TRANSFORMING LIVES THROUGH EDUCATION



IMMIGRANTS
RISING
TRANSFORMING LIVES THROUGH EDUCATION



do not answer questions about your citizenship or immigration status or sign any paperwork without the advice of a lawyer.

of your belongings by saying "I do not consent to a search."
right to record video of immigration agents.

located 7 miles south of San Clemente on Interstate 5.

: located 24 miles north of Escondido on Interstate 15.

Highway 79: located 1 mile west of Sunshine Summit.

located 3 miles east of Pine Valley on Interstate 8.

Highway 94: located 24 miles east of San Diego on California State Route 94.

78/86: located just south of the intersection of California State Routes 78

located between Niland and Bombay Beach.

S2: located 7 miles north of Ocotillo and I-8 in

transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and

A Note to Undocumented Students

You can still go to college in California even with the current political climate. Keep in mind:

- **In-state tuition eligibility has expanded**

You may qualify for lower tuition cost even if you didn't attend 3 years of high school in California. Check if you qualify with our In-State Tuition Tool: immigrantsrising.org/qualifier

- **CA Dream Act is still in place**

Submit your application before March 2nd at www.caldreamact.org.
Learn more: immigrantsrising.org/cadreamact

- **Scholarships are always available**

Scholarships can help you cover the cost of attending college. Our scholarship resources are open to undocumented students regardless of immigration status: immigrantsrising.org/scholarshiphelp

Keep going. You are not alone.



#FactsMatter: Immigration Explained

No human being illegal.



Phrases such as "illegal immigrant" and "illegal alien" replace complex legal circumstances with an assumption of guilt. They effectively criminalize the personhood of migrants, instead of describing the legality of their actions.



It is not a crime for an undocumented person to remain in the United States. "As a general rule, it is not a crime for a movable alien to remain in the United States."
Source: Justice Anthony Kennedy, Arizona v. United States, 2012



It is a violation of federal immigration law to remain in the country without legal authorization, but this violation is punishable by civil penalties, not criminal.
Source: U.S.C. § 1325 - Section 1325: Improper entry by alien

Immigration is not one size fits all.



Most undocumented immigrants cannot simply "get legal" and "be a citizen" by filling out paperwork or paying a fee.

The right way to immigrate was at one time to simply show up. Processing at Ellis Island involved health inspections and naturalization.

- Many of our ancestors would not have qualified under today's immigration laws.
- Many European immigrants benefited from "amnesty," such as the 1929 Registry Act.

Source: American Immigration Council

A border wall would be an ineffective immigration restriction.



An estimated 40% of all undocumented immigrants were visa holders, which means they entered the country legally.

Source: Pew Hispanic Research Center

Immigrants commit less crime than the native-born population.

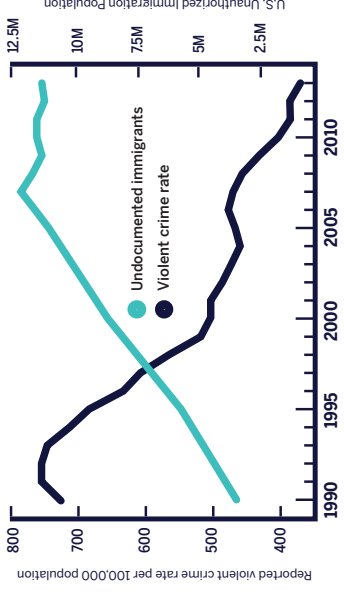
Immigrants are less likely than the native-born to be behind bars.



Source: U.S. Census and American Community Survey

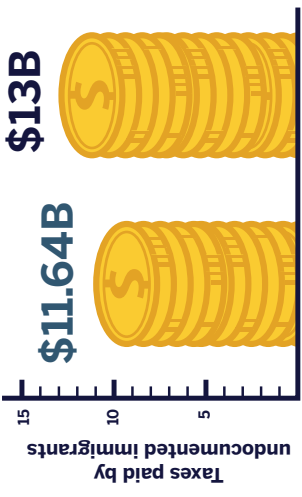
Higher immigration is associated with lower crime rates

- Between 1990 and 2013, the foreign-born share of the U.S. population increased from 7.9 percent to 13.1 percent and the number of unauthorized immigrants increased from 3.5 million to 11.2 million.
- During the same period, the violent crime rate declined 48 percent—which included falling rates of aggravated assault, robbery, rape, and murder. The property crime rate fell 41 percent, including declining rates of motor vehicle theft, larceny/robbery, and burglary.



Source: Federal Bureau of Investigation

Annually, undocumented immigrants pay an estimated \$11.64 billion in state and local taxes, and pay \$13 billion to Social Security.



Source: Institute on Taxation and Economic Policy
Social Security Administration

Immigrants start businesses and grow the economy.



Immigrants are more likely to start businesses than native-born Americans.

Source: Kauffman Foundation



Immigration has an overall positive impact on long-run economic growth in the U.S.

Source: National Academies of Sciences, Engineering, and Medicine



If mass deportation were enacted, US GDP would drop by \$1.6 trillion.

Source: American Action Forum

Asians are the fastest growing population of undocumented immigrants.

Source: Migration Policy Institute



DACA Fact Sheet



What is DACA?

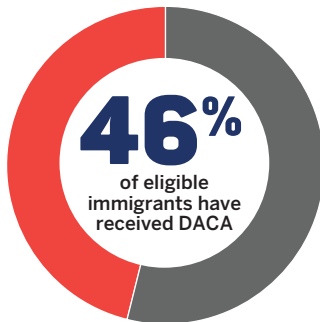
Deferred Action for Childhood Arrivals, or DACA, is a Department of Homeland Security policy that allows for certain undocumented Americans to have their **deportations delayed** and obtain a temporary **work permit**.

To be eligible, a person must have been age 30 or younger as of 2012, enrolled in or graduated from school, and not have a felony conviction. For additional qualifications, visit the official [USCIS website](#). Individuals must submit to a biometrics and background check, and pay **\$495 in fees** as part of their application. DACA lasts for **two years**, and each renewal (which costs an additional \$495) is not guaranteed.

DACA Recipients CANNOT	DACA Recipients CAN
DACA recipients cannot receive amnesty, a path to citizenship, or legalization.	DACA recipients can get a temporary stay against their deportation for two years at a time.
DACA recipients cannot vote.	DACA recipients can apply for driver's licenses in some states. The licenses are marked that they cannot be used for federal purposes, like voting.
DACA recipients cannot receive any federal benefits, like Social Security, college financial aid, or food stamps.	DACA recipients are required to pay federal income taxes.

What are the results of DACA?

Because of DACA, 886,814 of the potentially eligible 1,932,000 undocumented Americans had their applications accepted.



Source: [Migration Policy Institute](#)

A survey of 1,308 DACA recipients showed:

- 95%** | are currently working or in school
- 63%** | got a better paying job
- 54%** | bought their first car
- 48%** | got a job with better working conditions
- 12%** | bought their first home

Source: [Professor Tom Wong of the University of California, the National Immigration Law Center, and the Center for American Progress](#)

DACA recipients contribute \$1.2 billion annually in federal, state, and local tax revenue. That revenue would disappear if DACA were repealed.

\$1.2B in new tax revenue



Source: [Institute on Taxation and Economic Policy](#)

DACA in Danger

73%

of Donald Trump voters want young people who are undocumented, "DREAMers," to stay in the US legally.

Source: [Morning Consult/Politico National Tracking Poll](#)

Congress and government officials are publicly debating the continuation of DACA. Ten state attorneys general threatened to [file a lawsuit over the program](#), while 19 state attorneys general and Washington, D.C.'s Attorney General have urged President Trump to [keep the program in place](#).

Visit our story platform at [DefineAmerican.com/stories](#) for real perspectives from people with DACA. To contact Define American about editorial use of these stories, email us at hello@defineamerican.com

UNDOCUMENTED STUDENT PROFILES



IMMIGRANTS
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TRANSFORMING LIVES THROUGH EDUCATION



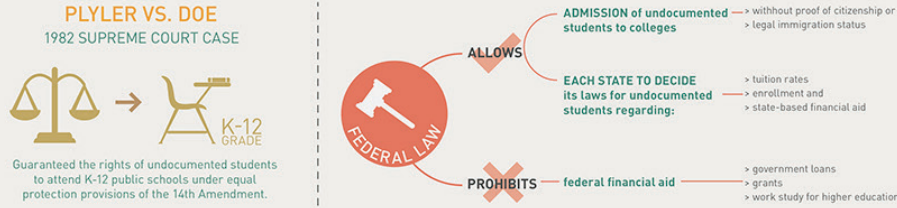
IMMIGRANTS
RISING
TRANSFORMING LIVES THROUGH EDUCATION



transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and

ACADEMIC PROFILE OF COLLEGE-BOUND UNDOCUMENTED STUDENTS

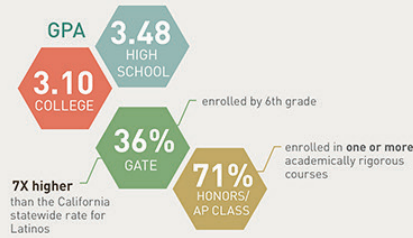
LAWS THAT IMPACT EDUCATIONAL ACCESS



ACADEMIC ENGAGEMENT

ACADEMIC PREPARATION

although most students struggled to learn English when they first arrived in the U.S., most mastered it quickly and were recruited into accelerated programs

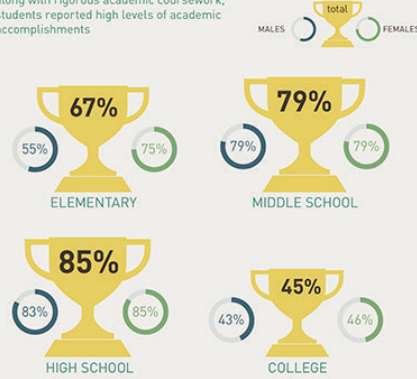


STUDENTS THAT HAD TAKEN AT LEAST ONE AP COURSE

undocumented students	53%	22.47%
California student		

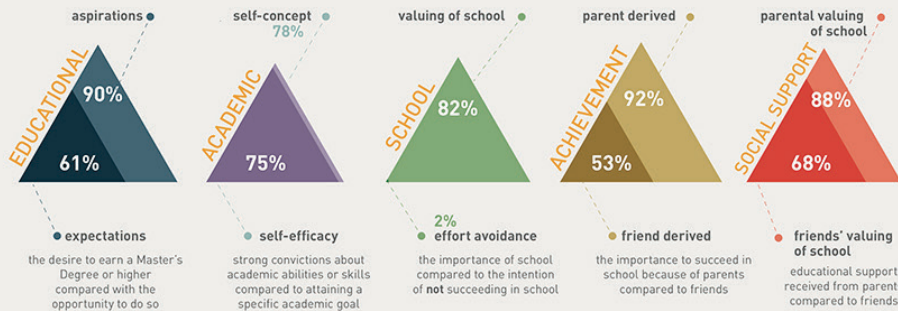
ACHIEVEMENTS & ACADEMIC RECOGNITION

along with rigorous academic coursework, students reported high levels of academic accomplishments



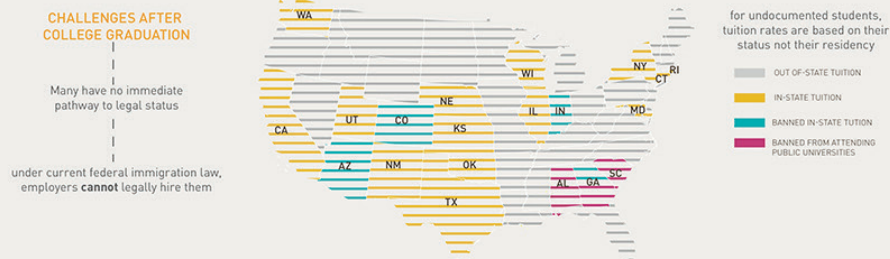
PSYCHOSOCIAL ACADEMIC ORIENTATION

Undocumented students demonstrate a positive orientation toward school. Despite the frequent challenges they face due to their legal status, they aspire to do well in their classes and hope to attend college.



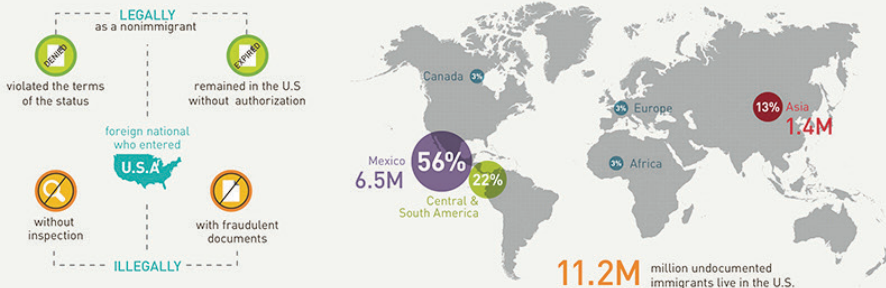
TUITION LEGISLATION

In addition to studying, homework, exams, and other anxieties that college students face, undocumented students worry about work, continued funding, and fear of legal consequences, such as deportation

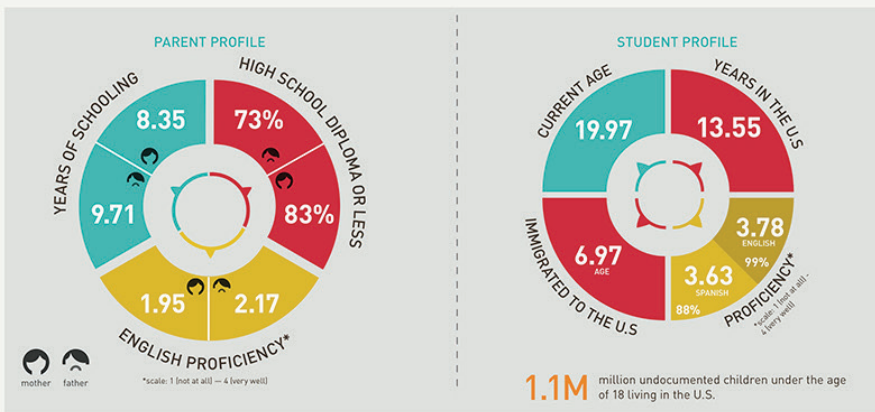


GROWING UP AMERICAN AND UNDOCUMENTED

DEFINITION OF AN UNDOCUMENTED IMMIGRANT & THE REGIONS OF ORIGIN

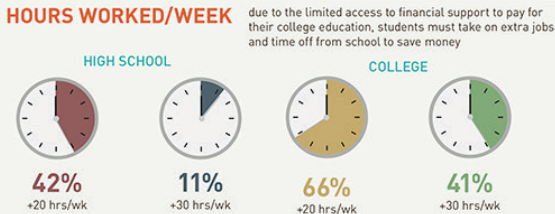
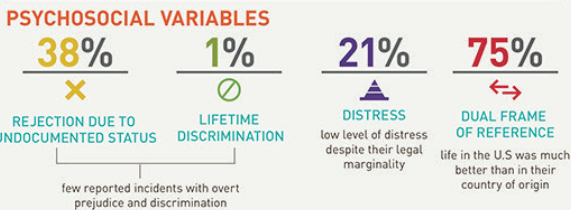
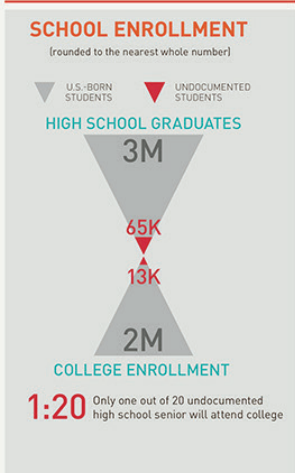


CHARACTERISTICS OF UNDOCUMENTED FAMILIES



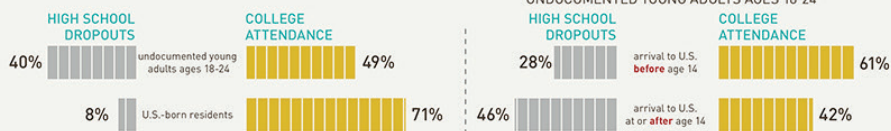
THREE COMMON WAYS STUDENTS FIND OUT THEY ARE UNDOCUMENTED

- OBTAINING A DRIVER'S LICENSE** requires social security number
- APPLYING FOR COLLEGE** cannot qualify for federal and most state-based financial aid
- APPLYING FOR SCHOLARSHIPS OR JOBS** must be a legal permanent residence or U.S. citizen



EDUCATION

College-going and college-bound undocumented Latino students are not typical

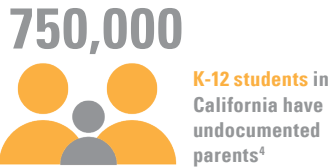


SOURCE: Pérez, William. Americans by Heart: Undocumented Latino Students and the Promise of Higher Education. New York: Teachers College Press. 2012. Print.

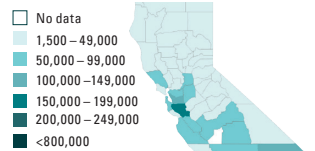
Undocumented Students in California: What You Should Know



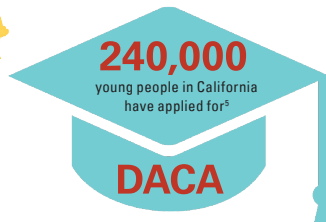
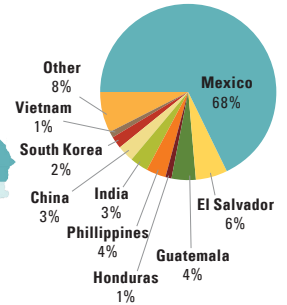
DEMOGRAPHICS



California's undocumented residents live across the state⁷



California's undocumented immigrants hail from across the globe⁶



COMMON TERMS

UNDOCUMENTED IMMIGRANTS: people who enter the United States without immigration clearance.

MIXED STATUS FAMILIES: families with at least one undocumented family member and at least one member who is a U.S. citizen. Over one-third of U.S. households with an undocumented person are mixed families.⁸

UNACCOMPANIED MINORS: undocumented children who enter the U.S. without a guardian. They often come to escape violence in their country of origin.

SANCTUARY SCHOOLS & CAMPUSES: educational institutions that adopt policies to protect students who are undocumented.

POLICIES AFFECTING IMMIGRANT STUDENTS

FEDERAL

PLYLER V. DOE

PLYLER V. DOE: a Supreme Court decision that guarantees undocumented students free access to K-12 education.

DACA

“DEFERRED ACTION FOR CHILDHOOD ARRIVALS” (DACA): an initiative created by President Obama in 2012 through executive action provides two-year deportation relief and work eligibility for qualifying youth who came to the U.S. as children.

DREAM ACT

The **DEVELOPMENT, RELIEF, AND EDUCATION FOR ALIEN MINORS (DREAM) ACT:** a U.S. legislative proposal that would provide a path to legal status for qualifying high school graduates who attend college or serve in the military. First introduced in 2001, it never passed despite multiple legislative attempts.

CALIFORNIA

AB 540

AB 540 (2001) allows qualifying nonresident students to pay in-state tuition at public universities. California was the first state to pass such legislation.

CA DREAM ACT

The **CALIFORNIA DREAM ACT (2011)** allows AB 540 students to also apply for state-funded financial aid, known as Cal Grants, and non-state funded scholarships.

CHALLENGES AND OPPORTUNITIES FOR UNDOCUMENTED STUDENTS

MANY UNDOCUMENTED CHILDREN FACE CHALLENGES IN SCHOOL AND AT HOME, INCLUDING:

- Bullying or harassment at school
- Language barriers to learning and insufficient academic supports
- Fear that they or family members will be deported and separated
- Less parental participation in school by caregivers fearful of revealing immigration status or confused about the education system
- Lack of family access to social services, such as food assistance or health care
- Fear of reporting crimes to law enforcement
- Needing to enter the workforce at a young age to support their families, which impacts their ability to focus on and stay in school and means they are relegated to “under-the-table” work without employment protections.
- Lack of access to federal financial aid, making college less attainable. Though state-level financial aid is available, many students do not apply, fearful of the repercussions of revealing personal information.

Threats to undocumented youth have increased since the recent Presidential election. The President’s actions expanding **immigration crackdowns** on non-criminal immigrants have increased the threat of deportation. The possible **roll-back of previous executive orders such as DACA** would impact students’ ability to attain or maintain temporary legal residency, and many who have submitted personal information **fear their immigration status could be shared with authorities.**

¹ Based on Education Trust-West calculation of Migration Policy Institute, which estimates 3,019,000 undocumented people in California (<http://www.migrationpolicy.org/data/authorized-immigrant-population/state/CA>). However, other organizations have provided lower estimates, such as the PEW Research Center, which estimates 2,350,000 undocumented people in California (<http://www.pewhispanic.org/interactives/authorized-immigrants/>).

² Based on PEW Research Center estimates (<http://www.pewhispanic.org/interactives/authorized-immigrants/>).

³ Migration Policy Institute, “Profile of the Unauthorized Population: California” (<http://www.migrationpolicy.org/data/authorized-immigrant-population/state/CA>).

⁴ Based on Education Trust-West calculation of PEW Research Center estimates (<http://www.pewhispanic.org/interactives/authorized-immigrants/>) and California Department of Education enrollment figures.

⁵ Migration Policy Institute (<http://www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles>). Based on applications accepted by USCIS as of September 2016.

⁶ Center for Migration Studies (<http://data.cmsny.org/>).

⁷ Based on Education Trust-West analysis of Public Policy Institute of California estimates (http://www.ppic.org/main/publication_show.asp?i=818).

⁸ PEW Research Center (<http://www.pewhispanic.org/2010/08/11/iii-household-structure-mixed-families/>).

⁹ During the 2016-17 school year, 7,300 Cal Grants were awarded to undocumented students (based on data from the California Student Aid Commission).

CALIFORNIA OFFERS A NUMBER OF SAFEGUARDS AND BENEFITS FOR UNDOCUMENTED CHILDREN, ESPECIALLY AT THE POSTSECONDARY LEVEL:

- In-state tuition at public universities through AB 540
- Cal Grants to help cover the cost of college tuition⁹
- Board of Governor’s fee waiver
- Institution-specific grants and scholarships at many University of California and California State University campuses
- UC’s California DREAM Loan Program for undocumented students to take out loans when enrolled at least part time
- Undocumented Student Centers on UC campuses and a number of CSU and community college campuses to provide resources and support to undocumented students
- Free legal services available to undocumented students at most UC campuses through support from the UC Immigrant Legal Services Center

California state and local leaders have also stepped up during uncertain times to protect California’s undocumented student population.

- **Members of the state legislature** have introduced bills and resolutions that would extend protections for undocumented youth and families.
- The **State Superintendent of Public Instruction** sent a letter to all K-12 superintendents urging them to declare their districts safe havens.
- Many **K-12 districts** have passed sanctuary resolutions, refer families to CBOs and legal service providers, and train counselors/staff to help students navigate the college application process.
- Some **K-12 school and district staff** are creating sample lessons for classrooms on issues affecting undocumented students.
- Numerous **college presidents** have stated their institutions are sanctuary campuses, and some **UC campuses** offer trainings to help faculty and staff advocate for undocumented students.

For additional information, including links to resources and organizations supporting undocumented students and their families, check out www.edtrustwest.org.

Revised 10/2018

Host your own movie night with films revolving around the undocumented experiences. Here's our list of suggested short films and full-length movies:

Full-Length Movies

A Better Life (2011)

A gardener in East L.A. struggles to keep his son away from gangs and immigration agents while trying to give his son the opportunities he never had.

Available to stream for free on [Vudu](#) and to rent or buy from [Amazon](#) and [YouTube](#).

Beyond Borders (2016)

Nearly 11 million people live in the US without the benefit of social and political rights, and the majority are Mexicans. Undocumented Mexican immigrants have become the public face of the anti-immigrant backlash now sweeping our country – and yet much of the national debate about their lives, their motivations, and their role in maintaining crucial sectors of the US economy – is deeply flawed.

Available to stream for free on [Vimeo](#).

Breathin': The Eddy Zheng Story (2016)

Arrested at 16 and tried as an adult for kidnapping and robbery, Eddy Zheng served over 20 years in California prisons and jails. This documentary paints an intimate portrait of Eddy - the prisoner, the immigrant, the son, the activist - on his journey to freedom, rehabilitation and redemption.

Available to stream for free on [Kanopy](#).

Documented (2013)

In 2011, journalist Jose Antonio Vargas outed himself as an undocumented immigrant in the New York Times Magazine. This documentary chronicles his journey to America from the Philippines as a child; through America as an immigration reform activist/provocateur; and inward as he reconnects with his mother, whom he hasn't seen in 20 years.

Available to rent or buy from [iTunes](#), [Amazon](#) and [YouTube](#).

Don't Tell Anyone (No Le Digas a Nadie) (2015)

In a community where silence is often seen as necessary for survival, undocumented activist Angy Rivera steps out of the shadows to share her parallel journey of being an undocumented immigrant and a victim of sexual assault.

Available to rent from [Vimeo](#) or visit their [official website](#) to request a screening.

NBC Asian America Presents: Deported (2017)

A documentary about a global fight to end the deportation of Cambodian refugees from the U.S.

Available to stream for free on [NBC News](#).

Road Trip Nation: Beyond the Dream (2016)

This documentary gives voice to three young immigrants as they navigate the uncertainty of their twenties and legal status. Follow them on a journey across the country as they learn that it's not where you're born—but where you go in life—that defines you.

Available to stream for free on [PBS](#).



MOVIES HIGHLIGHTING UNDOCUMENTED EXPERIENCE

Full-Length Movies

Sin Nombre (2009)

Honduran teenager Sayra reunites with her father, an opportunity for her to potentially realize her dream of a life in the U.S. Moving to Mexico is the first step in a fateful journey of unexpected events.

Available to rent or buy from [YouTube](#) and [Google Play](#).

Under the Same Moon (2007)

Carlitos is a Mexican adolescent living with his grandmother. His mother works as a maid in the US, hoping someday to send for her child. But when the grandmother dies unexpectedly, Carlitos must sneak across the border and seek out his mother.

Available to rent or buy from [Amazon](#) and [iTunes](#) and free to stream with [Starz](#).

Which Way Home (2009)

This documentary follows unaccompanied child migrants, on their journey through Mexico, as they try to reach the United States. These are stories of hope and courage, disappointment and sorrow. They are the children you never hear about; the invisible ones.

Available to rent or buy from [Vudu](#) and [Amazon](#).

Short Films

Halmoni (2016)

An undocumented immigrant rights activist travels back to South Korea to reunite with his ailing grandmother after 13 years of separation.

Available to stream for free on [Vimeo](#).

I Was Born in Mexico But... (2013)

A creative portrait of a young woman who thought she was American but finds out as a teen that she is undocumented. Because she doesn't want to appear on camera, found footage from American culture illuminates her voice as she struggles with her new identity and the reality of not being able to legally drive, work or reside in the U.S.

Available to stream for free on [Kanopy](#).

Inocente (2012)

At 15, Inocente refuses to let her dream of becoming an artist be caged by being an undocumented immigrant forced to live homeless for the last nine years. Color is her personal revolution and its sweep on her canvases creates a world that looks nothing like her own dark past.

Available to rent or buy on [iTunes](#) or visit [their official website](#) to request a screening.

Return to Sender (2012)

A video letter sent from Phnom Penh, Cambodia to Washington, D.C. It is a collection of testimonies by Khmer Exiled Americans extradited to Cambodia under harsh US deportation policies.

Available to stream for free on [Vimeo](#).

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what's possible: www.immigrantsrising.org. For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at nancy@immigrantsrising.org



VIDEOS HIGHLIGHTING UNDOCUMENTED EXPERIENCE

Revised 10/2018

We invite you to learn and hear from undocumented students themselves. Take some time to view the following videos:

BuzzFeed Video: “What it’s Like Growing Up Undocumented in America”

A touching short video on the journey of undocumented students: life with DACA, life post DACA, and the implications of the rescinding of DACA.

Video link: <https://www.youtube.com/watch?v=rTGDBHgaRt8>

CultureStrike

“CultureStrike empowers artists to dream big, disrupt the status quo, and envision a truly just world rooted in shared humanity. As risk-takers with the creative audacity to think beyond today’s boxes, artists play a powerful role in inciting conversations, inventing new ways of thinking, and redefining the limits of what’s possible. That’s why they believe cultural work is key to creating systemic change.”

Website: <http://www.culturestrike.org/>

Define American

“Define American is a nonprofit media and culture organization that uses the power of story to transcend politics and shift the conversation about immigrants, identity, and citizenship in a changing America.”

Website: <https://defineamerican.com/>

My Undocumented Life

“The “My Undocumented Life” is a blog is to provide up-to-date information and resources to undocumented immigrants. They post scholarship opportunities that are open to undocumented students, strategies for navigating the educational system, information on how to apply for DACA/Advanced Parole, news on DAPA, and much more. Most importantly, we want to provide a sense of community to our diverse group of readers.”

Website: <https://mydocumentedlife.org/>

Things I’ll Never Say

“Things I’ll Never Say” is a platform for undocumented young people across the country to create our own immigration narratives by boldly sharing our personal experiences through various forms of creative expression”

Website: www.thingsillneversay.org

Undocumented and Awkward by Dreamers Adrift

“DreamersAdrift is a media platform led by undocumented creative with the goal of taking back the undocumented narrative through videos, art, music, spoken word and poetry. DreamersAdrift was established in October 2010 by four undocumented college graduates: Deisy Hernandez, Fernando Romero, Jesús Iñiguez, and Julio Salgado.”

Video link: <https://www.youtube.com/watch?v=I5hvMBm5xGE>

Undocumented Tales

“Web series about the secret life of a Mexican server living in Los Angeles. Fernando has two secrets. He is an undocumented immigrant and he is a closeted gay man. He is constantly lying about his legal status and real identity. (Disclaimer: The following video link contains scenes of intimacy)”

Video link: <https://youtu.be/xBG4NKshXLQ>

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what’s possible: www.immigrantsrising.org. For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at nancy@immigrantsrising.org

IN-STATE TUITION AND RESIDENCY



SUBMITTING THE AB 540/AB 2000/SB 68 AFFIDAVIT

Required for New Incoming Students at CCCs, CSUs, or UCs

Revised 10/2018

Who should fill out the Affidavit?

New Incoming Students who are individuals without lawful immigration status (undocumented), Deferred Action for Childhood Arrivals (DACA) grantees, students with T or U nonimmigrant status, TPS, U.S. Citizens, Lawful Permanent Residents or other lawfully residing students who are classified as nonresidents and meet the eligibility criteria for AB 540, AB 2000 or SB 68.

Why should I fill out an affidavit?

If you are not classified as a state resident, you will be charged non-resident fees until your affidavit and necessary documentation are submitted and processed at the school you plan to attend. Additionally, you will not be eligible to receive your California Dream Act financial aid until your affidavit is processed.

What documentation do I have to submit?

There are two types of documentation you may be required to submit with the affidavit: 1) an official copy of your transcripts from a CA High School or the equivalent (GED), a California Community College (credit or non-credit), an Adult School, or a combination of these transcripts. 2) proof that you have or will have graduated with a high school diploma or the equivalent (GED or CHSPE); an Associate's Degree from a California Community College; or proof that you will have completed the minimum requirements for transfer to a CSU or UC. If you have three years of high school coursework, and attended a combination of three years at CA elementary & secondary schools, you may also be required to submit your transcripts from these schools.

When should I submit my affidavit?

You should submit your affidavit prior to the deadline listed at your school. This is usually sometime after you receive your acceptance letter and prior to your new student orientation. Continuing students should not be required to submit a new affidavit, once it's been approved, unless they have not attended classes for a full year and need to reapply to the school.

Where should I submit my affidavit?

You must submit your affidavit to the Admissions or Registrar's Office at the college or university you plan to attend. Once you submit it, you should follow-up within the next 2 weeks to BE SURE that the College or University received all the necessary paperwork.

How do I complete the Affidavit?

Fill out your full name, student ID number, address, email, and schools attended, including dates and length of time. You will also be required to attest that you meet the eligibility criteria. You must check the box that pertains to you and sign the form.

1. Students with T or U non-immigrant or refugee status should consult with their school before completing the affidavit. AB 1899 allows individuals who have been granted T or U status to be considered for in-state tuition eligibility without waiting a year, if they meet the criteria described above. Under AB 343, refugees, T and U visa holders may also be eligible to pay in-state rates immediately, under another exception for these students, if they settled originally in California.
2. Students who do NOT have a current nonimmigrant status, including students who are undocumented, DACA recipients, have TPS, are U.S. Citizens, Lawful Permanent Residents, and other lawfully residing immigrants should check the SECOND box.
3. Students who have been admitted to the U.S. on a temporary nonimmigrant visa (with the exception of T & U Visas holders) are not eligible to apply for the nonresident tuition exemption.

Print out your California Nonresident Tuition Exemption Request today!

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what's possible: www.immigrantsrising.org. For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at nancy@immigrantsrising.org

CALIFORNIA NONRESIDENT TUITION EXEMPTION REQUEST

(AB 540 as amended by Education Code section 68130.5, Effective Jan. 1, 2018)

INSTRUCTIONS

Complete and sign this form to request exemption from nonresident tuition charged to nonresident students. Once determined to be eligible, you will continue to receive the exemption as long as you fulfill eligibility requirements or until the College or University no longer offers this exemption. Applying for this exemption does not alter your responsibility to pay, by the campus deadline, any nonresident tuition and associated fees that may be due before your eligibility is determined.

APPLICATION

I, the undersigned, am applying for the California Nonresident Tuition Exemption at _____ (College or University) and declare that the following apply to me.

1.) Check one box only:

- I have a current nonimmigrant visa (not including a T and U visa) as defined by federal law.
Nonimmigrants have been admitted to the U.S. on a temporary visa and include, but are not limited to, foreign students (holding F visas) and exchange visitors (holding J visas).
- I have a current nonimmigrant visa and have been granted T or U visa status as defined by federal law.
- I do NOT have a current, nonimmigrant visa as defined by federal law.
This includes, among others, U.S. citizens, permanent residents, DACA recipients, and individuals without current or valid immigration status.

2.) Select all items that apply to you from each column:

Column A

- I attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more.*
- I have three (3) or more years of California high school coursework *and* attended a combination of California elementary, secondary, and high school of three (3) years or more.†

Column B

- I have graduated or will graduate with a California high school diploma or have the equivalent (i.e. California-issued GED, CHSPE).
- I have completed or will complete an associate's degree from a California Community College.
- I have completed or will complete the minimum requirements at a California Community College for transfer to the California State University or the University of California.

Please provide information on the schools you attended and referenced above, including the dates you attended and the number of credits obtained or hours completed:

* A year's equivalence at a California community college is either a minimum of 24 semester units of credit or 36 quarter units of credit. For noncredit courses, a year's attendance is a minimum of 420 class hours per year (a semester is equivalent to a minimum of 210 hours and a quarter is equivalent to a minimum of 140 hours). Full-time attendance at a California adult school is a minimum of 420 hours of attendance for each school year.

† This provision addresses both a coursework and an attendance requirement, which can both be satisfied in three or more years.

Name of CA School	Type of School (high school, adult school or community college)	City	From (Month/Year)	To (Month/Year)	Number of Credits or Hours

Applicants must submit, as part of this form, official transcripts/attendance records that validate any of the information above as requested by the College, District, or University residence official.

AFFIDAVIT:

By signing this document below, I hereby state that if I am a non-citizen without a current or valid immigration status, I have filed an application to legalize my immigration status or will file an application as soon as I am eligible to do so.

DECLARATION OF TRUE AND ACCURATE INFORMATION:

I, the undersigned, declare under penalty of perjury that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for the California Nonresident Tuition Exemption. I further understand that if any of the above information is found to be false, I will be liable for payment of all nonresident tuition charges from which I was exempted and may be subject to disciplinary action by the College or University.

FULL NAME	CAMPUS ID NUMBER	EMAIL ADDRESS
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SIGNATURE	DATE
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CALIFORNIA NONRESIDENT TUITION EXEMPTION REQUEST (AB 540)

Effective January 1, 2018

INSTRUCTIONS

Complete and sign this form to request exemption from Nonresident Supplemental Tuition charged to nonresident students. Once determined to be eligible, you will continue to receive the exemption as long as you fulfill eligibility requirements or until the University no longer offers this exemption. Applying for this exemption does not alter your responsibility to pay, by the campus deadline, any Nonresident Supplemental Tuition and associated fees that may be due before your eligibility is determined.

APPLICATION

I, the undersigned, am applying for a University of California Nonresident Tuition Exemption at _____ and declare that the following apply to me. (UC campus)

1.) Check one box only:

I have a current nonimmigrant visa as defined by federal law.
Nonimmigrants have been admitted to the U.S. on a temporary visa and include, but are not limited to, foreign students (holding F visas) and exchange visitors (holding J visas).

I do NOT have a current, nonimmigrant visa as defined by federal law.
This includes, among others, U.S. citizens, permanent residents, DACA recipients, and individuals without immigration status.

2.) Select all items that apply to you from each column:

Column A	Column B
<input type="checkbox"/> I attended a California high school for three (3) years or more.	<input type="checkbox"/> I have graduated or will graduate with a California high school diploma or the equivalent (i.e. California-issued GED, CHSPE).
<input type="checkbox"/> I attended a combination of California elementary, secondary, and high school of three (3) years or more.	<input type="checkbox"/> I have completed or will complete an associate's degree from a California Community College.
<input type="checkbox"/> I attended a California adult school.	<input type="checkbox"/> I have completed or will complete the minimum requirements at a California Community College for transfer to the California State University or the University of California.
<input type="checkbox"/> I attended a California community college for two (2) or more years.	
<input type="checkbox"/> I attended a combination of California high school, adult school, and community college for three (3) years or more.	

Please provide information on the schools you attended and referenced above:

Name of California School	City	State	From Month/Year	To Month/Year
		CA		
		CA		
		CA		
		CA		
		CA		

Applicant must submit, as part of this form, official transcripts/attendance records that validate any of the information above as requested by the UC campus residence official (i.e., California K-12, adult school, community college, etc.).

AFFIDAVIT:

By signing this document below, I hereby state that if I am a non-citizen without an immigration status I have filed an application to legalize my immigration status or will file an application as soon as I am eligible to do so.

DECLARATION OF TRUE AND ACCURATE INFORMATION:

I, the undersigned, declare under penalty of perjury that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for the California Nonresident Tuition Exemption. I further understand that if any of the above information is found to be false, I will be liable for payment of all Nonresident Supplemental Tuition charges from which I was exempted and may be subject to disciplinary action by the University.

FULL NAME	CAMPUS ID NUMBER	EMAIL ADDRESS
------------------	-------------------------	----------------------

SIGNATURE	DATE
------------------	-------------

CALIFORNIA NONRESIDENT TUITION EXEMPTION REQUEST

Education Code § 68130.5, as amended, commonly known as **AB 540**
Effective January 1, 2018

INSTRUCTIONS

Complete and sign this form to request exemption from nonresident tuition charged to nonresident students. Once determined to be eligible, you will continue to receive the exemption as long as you fulfill eligibility requirements or until the University no longer offers this exemption. Applying for this exemption does not alter your responsibility to pay, by the campus deadline, any nonresident tuition and associated fees that may be due before your eligibility is determined. Complete and return this form to the Campus Office of Admissions and Records.

APPLICATION

I, the undersigned, am applying for the California Nonresident Tuition Exemption at California State University (specify campus)
 _____ and declare that the following apply to me.

1.) Check one box only:

- I have a current nonimmigrant visa (not including a T or U visa) as defined by federal law.
Nonimmigrants have been admitted to the U.S. on a temporary visa and include, but are not limited to, foreign students (holding F visas) and exchange visitors (holding J visas).
- I have a current nonimmigrant T or U visa as defined by federal law.
- I do NOT have a current, nonimmigrant visa as defined by federal law.
This includes, among others, U.S. citizens, permanent residents, DACA recipients, and individuals without a current or valid immigration status.

2.) Select all items that apply to you from each column:**Column A**

- I have 3 years of attendance at a California high school.
- I have 3 or more years of high school coursework and 3 years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and secondary schools.
- I attended or attained credits at a combination of California high school, California adult school, and California Community College for the equivalent of (3) years or more.*

Column B

- I have graduated or will graduate (before the first term of enrollment at the CSU) with a California high school diploma or the equivalent (i.e., California-issued GED, CHSPE).
- I completed or will complete (before the first term of enrollment at the CSU) an associate's degree from a California Community College
- I completed or will complete (before the first term of enrollment at the CSU) the minimum requirements at a California Community College for transfer to the California State University.

*A year's equivalence at a California community college is either a minimum of 24 semester units of credit or 36 quarter units. Only two (2) years of full time attendance in credit courses at the California community colleges will count towards the three (3) or more years of attendance. Full-time attendance at a California adult school is a minimum of 420 hours of attendance for each school year.

CALIFORNIA NONRESIDENT TUITION EXEMPTION REQUEST

Education Code § 68130.5, as amended, commonly known as **AB 540**
Effective January 1, 2018

Please provide information on the schools you attended and referenced, including the dates you attended and the number of credits or hours obtained:

Name of California School	City	From (Month/Year)	To (Month/Year)	Number of Credits or Hours

Applicant must submit, as part of this form, official transcripts/attendance records that validate any of the information above as requested by the campus residence official.

AFFIDAVIT:

If you are a non-citizen without a current or valid immigration status, your signature below serves as your affidavit of the following: I have filed an application to legalize my immigration status or will file an application as soon as I am eligible to do so.

DECLARATION OF TRUE AND ACCURATE INFORMATION:

I, the undersigned, declare under penalty of perjury that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for the California Nonresident Tuition Exemption. I further understand that if any of the above information is found to be false, I will be liable for payment of all nonresident tuition charges from which I was exempted and may be subject to disciplinary action by the University.

FULL NAME	STUDENT ID NUMBER	EMAIL ADDRESS

SIGNATURE	DATE

IN-STATE TUITION EXPANDS IN CALIFORNIA

SB 68 expands in-state tuition eligibility in California beyond the current requirements for AB 540/AB 2000. This means more students will now be able to pay in-state tuition at California public colleges and universities (CCCs, CSUs & UCs) and apply for state-based financial aid.

WHO BENEFITS?

SB 68 benefits students who didn't go to three years of high school in California

SB 68 will allow students to count full-time attendance at a California Community College, Adult School, Department of Rehabilitation and Correction School, High School, or combination of these schools to meet the 3 years required to be eligible for in-state tuition. Students who have three years of high school coursework can also count attendance at an elementary school.

SB 68 benefits students who don't have a California High School Diploma or didn't get their GED in California

Students will be able to use an Associate's Degree or the fulfillment of the minimum transfer requirements for the UCs or CSUs to meet the requirements. Contact the school you plan to attend for further information.

ELIGIBILITY CRITERIA

Undocumented individuals, T and U visa holders, U.S. citizens, & lawfully present immigrants who meet the eligibility criteria above can apply if their classes were taken in 2001 or after. Individuals with international student visas, visitor visas, or other "non-immigrants" statuses are not eligible to apply.

WHAT'S NEXT?

Starting in 2018, students will be able to apply for SB 68 eligibility to get in-state tuition and apply for state-based financial aid through the California Dream Act at California Community Colleges, CSUs, and UCs!

CHECK YOUR ELIGIBILITY:

Immigrants Rising's CA In-State Tuition Qualifier Tool helps you determine if you meet the attendance and degree requirements for in-state tuition. Even if you do not yet qualify, this tool can help you determine what steps you need take to meet eligibility in the future. Go to immigrantsrising.org/qualifier



Created by Nancy Jodaitis. Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what's possible.
www.immigrantsrising.org



QUICK GUIDE TO SB 68: EXPANSION OF IN-STATE TUITION ELIGIBILITY IN CALIFORNIA

Revised 10/2019

OVERVIEW

SB 68 expands AB 540 to enable students to count years spent at a California Community College and Adult School towards AB 540 eligibility. Additionally, the bill will allow the completion of an Associate's Degree or satisfaction of the minimum requirements to transfer to the University of California (UC) or California State University (CSU) to meet the degree or unit requirements. These new eligibility criteria expand possibilities for students educated in CA to qualify for in-state tuition and state-based financial aid at CCCs, CSUs, and UCs.

WHO IS ELIGIBLE?

Undocumented individuals, T and U visa holders, U.S. citizens, and lawfully present immigrants that meet eligibility criteria can apply. Individuals with international student visas, visitor visas, or other "non-immigrant" statuses are not eligible to apply.

REQUIREMENTS

To be considered for the nonresident tuition exemption under SB 68, students must meet 2 requirements:

1) Length of time & coursework completed per school; and 2) Degree Completion, Unit Requirements, GED or other

PART ONE

Length of time & coursework completed per school

Three full-time years of attendance or attainment of equivalent credits earned in a California:

- » **High School**¹
- » **Adult School**²
FT attendance = min of 420 hrs/school year
- » **Community College:**
Credit courses
12 units/semester or quarter equivalent
and max 2 years FT attendance
Noncredit courses
FT attendance = min of 420 hrs/school year
- » **or any combination of the above**

OR

Three years of high school coursework and three years of total attendance in a California:

- » Elementary School
- » Secondary School
- » or any combination of these two.

AND

PART TWO

Degree Completion, Unit Requirements, GED or other

Fulfill one of the following:

- » Graduate from a CA High School
- » Obtain a certificate of completion, GED, HiSet or TASC in CA
- » Attain an associate degree from a CA Community College
- » Fulfill minimum transfer requirements for University of California or California State University

¹ California High schools must be established by the State Board of Education

² California Adult school must be established by:
 • County Office of Education
 • Unified School District/High School District
 • The Department of Corrections and rehabilitation

CHECK YOUR ELIGIBILITY:

Immigrants Rising's CA In-State Tuition Qualifier Tool helps you determine if you meet the attendance and degree requirements for in-state tuition. Even if you do not yet qualify, this tool can help you determine what steps you need take to meet eligibility in the future. Go to immigrantsrising.org/qualifier

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CA RESIDENCY FOR TUITION PURPOSES

Updated 06/2018

All information regarding residency in this resource was compiled from the CCC Chancellor's office www.cccco.edu, the CSU Chancellor's office www.calstate.edu and the UC Office of the President www.ucop.edu. For more details, search for "residency" in the above websites or on your school's website. You can also contact the office that determines CA state residency at your school: CCC: Admissions & Records, CSU: Admissions; UC: Registrar.

California Residency for Tuition Purposes at Public Colleges & Universities

Rules governing state residency in postsecondary education are determined by the California Education Code. Each student's residency status will be determined based on the information submitted on their application for admission or residency paperwork. If the student is under the age of 19, California residency will be determined by the residency status of their parents or legal guardians. This is important for students whose parents live in another state or another country or do not have legal presence in the state. Students who are over the age of 19 must demonstrate financial independence from their parents or legal guardians to be considered residents for tuition purposes.

California Residency for Tuition Purposes is Measured by:

- 1) Legal presence in the state: i.e., citizenship or an immigration status that allows the person to establish residence in California; (i.e., citizen, permanent resident or an eligible immigration status)
- 2) Continuous physical presence in California for 366 days immediately prior to the determination date
Note: CCCs, CSUs and UCs all have distinct determination dates. Check your campus for specific dates.
- 3) Intent and capacity to remain in California indefinitely.

California Residency for Tuition Purposes is Different From U.S. Citizenship/Permanent Resident Status

California Residency for Tuition Purposes	U.S. Citizenship & Permanent Resident Status
Determined by the college or university	Determined by the US government: DHS & USCIS
Governed by CA Educational Codes	Governed by multiple immigration laws & policies
Begins with legal physical presence in California	Begins with legal presence in the United States
Required to be eligible for state financial aid	Required to be eligible for federal financial aid
Student must provide necessary documentation by the criteria and timeline set by their school to be admitted and charged resident or nonresident tuition.	Individual must provide necessary documentation to US government agencies & courts. Citizenship/Immigration status does not guarantee CA residency for tuition purposes.

Resident and Non-Resident Fee Rates & Eligibility for CA State Financial Aid

Resident Fees	Non-Resident Fees
Pay resident per unit or per year tuition & fees	Pay an additional per-unit or per year non-resident fee & resident fees.
Eligible to receive state financial aid	Ineligible to receive state financial aid
Able to participate in programs for CA residents	Unable to participate in programs for CA residents

Non-Resident Tuition Exemption & Non-Residents

AB 540/ SB68 is a California law that allows certain categories of students (citizens and non-citizens) to be exempt from paying non-resident tuition. Students who meet the AB 540/ SB 68 requirements may be eligible for financial aid.

Non-Resident Tuition Exemption (AB 540/ SB 68)	Non-Resident
Pays resident fees	Pays non-resident fees
Eligible to receive state financial aid	Not eligible to receive state financial aid
Able to participate in programs for CA residents	Unable to participate in programs for CA residents

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MIXED STATUS HOUSEHOLDS: HOW TO APPLY FOR IN-STATE TUITION AND FINANCIAL AID

Updated 06/2018

If you are a U.S. citizen, living in California, but your parent (s) is/are undocumented, read the following information in order to successfully:

- » Pay resident fees at a public college or university in California
- » Submit the FAFSA Application
- » Receive state financial aid in California

Mixed Immigration Status Households

A mixed immigration status household is a household in which one or more immediate family members are U.S. citizens and one or more immediate family members are undocumented (without “papers” or “legal status”). The Center for American Progress estimates that within the United States, over 16.6 million individuals currently live in mixed status households. ¹

Residency for Tuition Purposes in California

Residency for Tuition Purposes in California State Universities (CSUs), Universities of California (UCs), and California Community Colleges (CCCs) can be based on the residency of the parent when the student is under a specific age. This is also true when the college or university determines that students are financially dependent on their parent(s).

The California State University (CSU) system has developed a Memorandum of Understanding² confirming that students who are U.S. citizens, and have undocumented parent(s), should be classified as residents for tuition purposes, as long as their parents meet all other residency requirements, except lawful presence. The University of California (UC) residence policy³ indicates that any California resident who is a U.S. citizen or permanent resident of the U.S. (minor or adult), whose parent is undocumented, or out of status, but has otherwise been physically present in California with concurrent intent to remain in California for 366 days, will be eligible for a resident classification. The California Community Colleges (CCC) has a similar policy.

However, some campuses may not be implementing this rule. If you are classified as a non-resident, but believe that you meet the residency requirements. Then contact the residency officer at your school [and/or the Chancellor’s Office or President’s Office of the CCC, CSU, or UC] to get more clarity regarding their policy on residency for students who are U.S. citizens, with undocumented parent(s).

Resident vs Non-Resident for Tuition Purposes

Public colleges and universities in California have different tuition rates based on a student’s residency status. These are resident (in-state) tuition and non-resident (out-of-state) tuition. Non-resident tuition rates tend to be 2–3 times the amount of in-state tuition. Students who are considered nonresidents for tuition purposes will be charged nonresident fees unless they meet the eligibility requirements for the AB 540/SB 68 non-resident tuition exemption.

In-State Tuition Eligibility (AB 540/SB 68)

AB 540/ SB 68 is a California law that allows students (citizens and non-citizens) who *are considered non-residents for tuition purposes*, to pay in-state resident fees at a California public college or university. Students must meet the following AB 540 eligibility:

1. Meet three year full-time attendance or attainment of equivalent units earned at a California high school, adult school or community college or a combination of these schools. In specific instances, attendance at a CA elementary school can also be counted.
2. Graduate from a CA high school; obtain a certificate of completion, or a GED, a HiSet or a TASC in CA; or Obtain Associates degree in CA; or the minimum transfer requirements to a CSU or UC.
3. Not possess a valid non-immigrant visa (unless T or U Visa or TPS Status)

1 [Center for American Progress Keep Families Together Brief](#)

2 [Stipulated Statement of the Law \(2006\), Students Advocating for Higher Education vs. CSU Case PK-06- 506755](#)

3 [UC Residence Policy and Guidelines \(2016\)](#)

AB540/ SB 68 for households with mixed migration status in California

If you are a U.S. citizen, living in California, but your parent (s) is/are undocumented, read the following information in order to successfully:

- » Pay resident fees at a public college or university in California
- » Submit the FAFSA Application
- » Receive state financial aid in California

Benefits of AB 540/ SB 68

Students who are citizens or undocumented individuals, but are determined to be non-residents at a CA public college or university, should submit the Non-Resident Tuition Exemption affidavit with their high school transcripts. Students who meet AB 540/ SB 68 eligibility will be able to pay resident fees, be considered for state financial aid, and apply for admission to the Educational Opportunity Program and Educational Opportunities Programs & Services.

Filing the AB 540/ SB 68 Affidavit to Pay Resident Fees

- » Search the school's website for a *Non-Resident Tuition Exemption Form*
- » Complete it by choosing the box that states: "I am NOT a non-immigrant alien. [US citizens, permanent residents, Deferred Action for Childhood Arrivals (DACA) grantees, or aliens without lawful immigration status, among others, should check this box]"
- » Send the completed form along with your official high school transcripts to the office indicated on the AB 540/ SB 68 form
- » Once these documents have been processed by the College or University, the student will receive notice confirming their AB 540/ SB 68 status

Applying for Federal & State Financial Aid at a CA College or University

Students who are citizens, legal permanent residents, or eligible non-citizens, but whose parent(s) is/are undocumented should apply for the FAFSA at www.fafsa.ed.gov to be considered for federal financial aid. However, pay attention to these specific details if your parents are undocumented:

- » Be sure to use 000's for the Social Security Number if parent(s) don't have a valid social security number;
- » Use the "Print signature page" option for parent(s) to sign the FAFSA, instead of using a FSA ID.
- » (Undocumented individuals cannot obtain a FSA ID because their signature needs to be validated by the Social Security Administration and Department of Homeland Security.)
- » Save one copy of the signature page and mail the other to FAFSA. It can take up to six weeks to process, so send it early! Check on www.fafsa.ed.gov to confirm that the parent signature has been received. The student's FAFSA application cannot be processed until the parent signature is successfully added.
- » Receiving State Financial Aid at a CA College or University
- » Students who are citizens, legal permanent residents, or eligible non-citizens who filled out the FAFSA and were admitted as non-residents will often find that their original financial aid package doesn't include CA state financial aid. CA State Financial Aid includes Cal Grants, Middle-Class Scholarship (CSU & UC), Board of Governors Grant (BOGG) Fee Waiver (CCC), State University Grant (CSU), and University Grants (UC). Therefore, once such students receive notice of their residency classification or AB 540 approval, they must contact the Financial Aid department and ensure that all state financial aid which they are eligible for is added to their financial aid award.

Summary

At CA public colleges and universities, students who are U.S citizens whose parents are undocumented, but meet all other residency requirements for tuition purposes should be classified as residents. Students should follow the steps outlined above to avoid being charged non-resident fees and missing out on state financial aid for which they might be eligible!

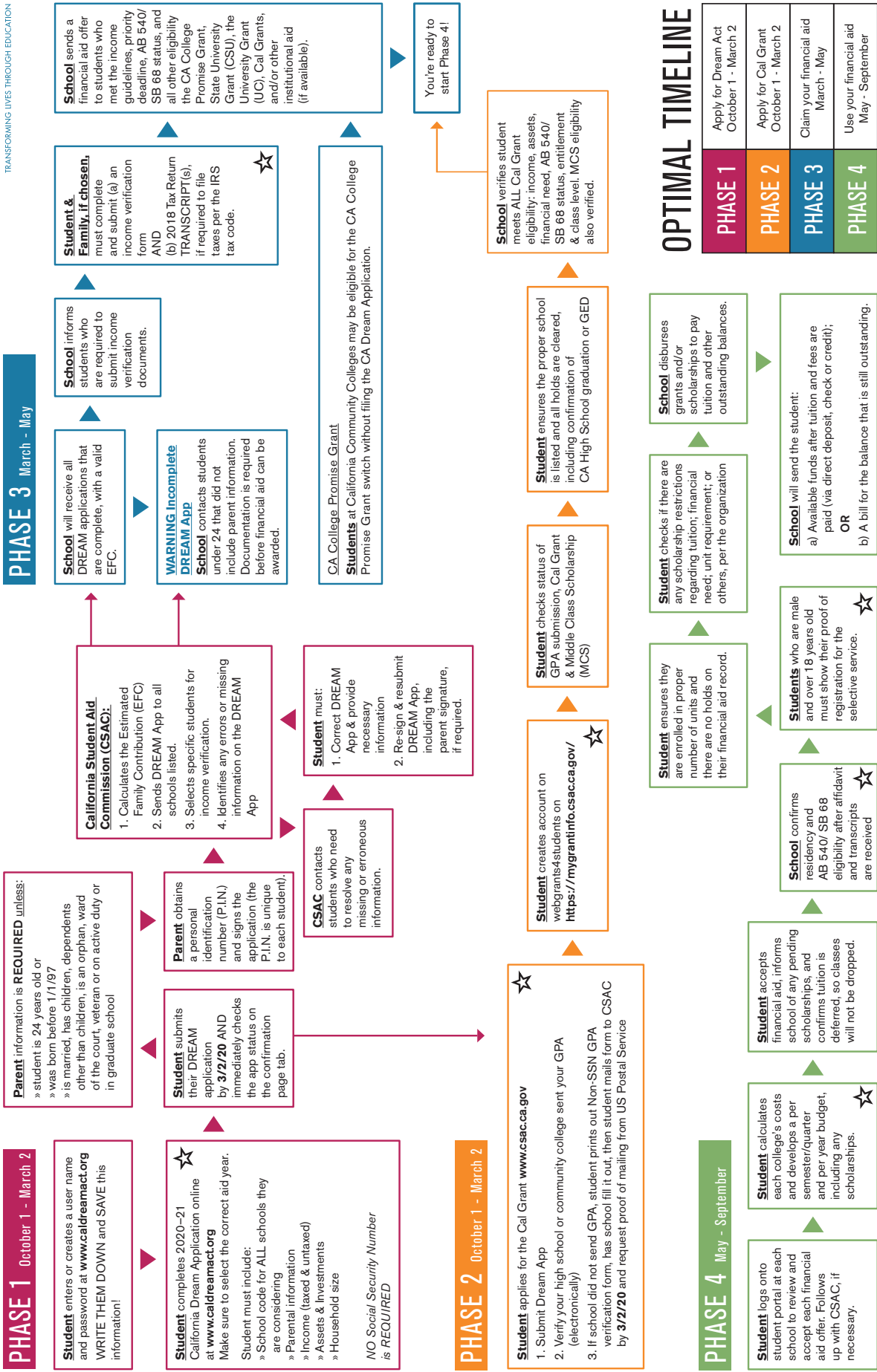
BE PROACTIVE! Students should contact their university if they have any questions about their residency status for tuition purposes and/or financial aid eligibility.

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CALIFORNIA DREAM ACT

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CALIFORNIA DREAM ACT MAP 2020-21: STEPS TO SUCCESSFULLY APPLY



OPTIMAL TIMELINE

PHASE 1	Apply for Dream Act October 1 - March 2
PHASE 2	Apply for Cal Grant October 1 - March 2
PHASE 3	Claim your financial aid March - May
PHASE 4	Use your financial aid May - September

★ Immigrants Rising supplemental materials available

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10 things you need to know about the California Dream Act Application

1. The California Dream Act Application allows certain students who meet the requirements below to apply for and receive state financial aid at California public and private colleges and private scholarships administered by California public colleges.
2. Information within the California Dream Act Application is not shared with federal databases. Student and parent information is protected by the same privacy and information security laws and safeguards as with all other state financial aid applicants.
3. Students need to meet the following California nonresident tuition exemption (commonly known as AB 540): Attendance for three (3) or more years or the equivalent at any of the combination of the following:
 - California high school
 - California adult school
 - California Community College

OR

 - Three (3) years of California high school **credits and** three (3) years of total attendance in any combination of elementary school, secondary school, or high school in California,

AND

 - Graduation from a California high school or the equivalent (GED, HiSET, TASC, CHSPE); **or**
 - Attainment of an associate's degree from a California Community College; **or**
 - Fulfillment of the minimum transfer requirements from a California Community College to a California State University or University of California campus.
 - 4. Apply at www.caldreamact.org, to qualify for:
 - California College Promise Grant, (formerly BOG fee waiver). Check with the college for required forms.
 - A Cal Grant (Apply by March 2).
 - A Middle Class Scholarship at a University of California (UC) or California State University (CSU) campus. (Apply by March 2).
 - Other state financial aid awarded by colleges and universities (Check with your campus).
 - Chafee Grants for foster youth. Find out more at www.csac.ca.gov.
 - 5. California students who have applied for or received approval for Deferred Action for Childhood Arrivals (DACA) **should complete the California Dream Act Application, NOT the Free Application for Federal Student Aid (FAFSA)**. Learn more about DACA at www.uscis.gov, www.immigrantsrising.org, or www.weownthedream.org.
 - 6. After completing the California Dream Act Application, check with your campus financial aid and scholarship office for further details or requirements.
 - 7. Cal Grants are free money for college that do not have to be paid back. You must complete your CA Dream Act Application, and you must submit a school-verified GPA by March 2. Depending on your school choice, you could qualify for \$12,570 annually for up to 4 years of college.
 - 8. Application assistance is available by attending a Cash for College workshop. Find workshops at www.cash4college.org.
 - 9. California Dream Act students can apply for private scholarship aid administered by public and private colleges and universities. Check with your campus for program details and application information.
 - 10. The California Dream Act Application may be used by the UC or CSU to administer college loans. Ask your campus for more details.



caldreamact.org 1-888-224-7268



G-125 (09/18)

10 Cosas que debes saber sobre la Solicitud Dream Act de California

1. La exención de matrícula y cuotas de no residente (conocida como la ley AB 540 de California) permite que ciertos estudiantes que cumplan los requisitos que aparecen a continuación, soliciten y reciban ayuda financiera estatal en colegios públicos y privados, y becas privadas administradas por colegios públicos de California.
2. Información dentro de la Solicitud Dream Act de California no es compartida con agencias federales. La información de estudiantes y padres está protegida por las mismas leyes de privacidad y seguridad de datos, y protecciones que reciben todos los solicitantes de ayuda financiera estatal.
3. Estudiantes necesitan cumplir los siguientes requisitos para calificar para una exención de matrícula y cuotas de no residente:
Asistencia por tres (3) años o su equivalente en cualquier combinación de lo siguiente:
 - Una preparatoria en California;
 - Escuela de adultos en California
 - Colegio Comunitario de California

O

 - Tres (3) años de créditos en una preparatoria en California y tres (3) años de asistencia total en cualquier combinación de escuela primaria, secundaria, o preparatoria en California,

Y

 - Graduarse de una preparatoria en California o el equivalente a través de uno de los siguientes exámenes: GED, HiSET, TASC, CHSPE; **O**
 - Obtener un título de asociado en un colegio comunitario de California; **O**
 - Cumplir con los requisitos mínimos de transferencia a una Universidad Estatal de California (CSU) o Universidad de California (UC).
4. Visite www.caldreamact.org para completar su solicitud, y para determinar si califica para:
 - Una exención de cuotas por medio de la beca College Promise (anteriormente conocida como la beca BOG). Para más información, favor de comunicarse con la oficina de ayuda financiera en cualquier colegio comunitario de California.
 - Becas Cal Grant (Solicita antes del **2 de marzo**).
 - Beca para la Clase Media (disponible en las Universidades Estatales de California (CSU) o las Universidades de California (UC), solicitando antes del **2 de marzo**).
 - Ayuda financiera institucional (consulte con la oficina de ayuda financiera en su universidad)
5. Los estudiantes de California que han solicitado o recibido aprobación bajo el programa federal de Acción Diferida para los Llegados en la Infancia (DACA, en inglés) deberán **completar la Solicitud Dream Act de California**, NO la Solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA en inglés). Para más detalles sobre la ley federal de Acción Diferida (DACA), visita www.uscis.gov, www.immigrantsrising.org, o www.weownthedream.org.
6. Después de completar la Solicitud Dream Act de California, consulta las oficinas de ayuda financiera en tu universidad para más detalles y requisitos.
7. La beca Cal Grant es dinero gratis para tus estudios educativos – no tienes que devolver este dinero. Debes completar la solicitud Dream Act de California y someter tu promedio de calificaciones verificado por tu escuela antes del **2 de marzo**. Dependiendo del colegio o universidad que elijas, podrías calificar para recibir hasta \$12,570 al año por hasta 4 años de estudio.
8. Obtén ayuda con tu solicitud Dream Act de California en un taller de *Cash for College*, visita www.cash4college.org para encontrar el taller más cercano.
9. Estudiantes elegibles bajo la Dream Act de California, pueden solicitar ayuda de becas privadas administradas por colegios y universidades públicas de California. Para más información, consulte con la oficina de ayuda financiera en su universidad.
10. La solicitud Dream Act de California puede ser utilizada en las universidades UC o CSU para solicitar préstamos universitarios (DREAM loans). Consulte con su oficina de ayuda financiera en su universidad, para más detalles.

California is one of a growing number of states in the nation that offer state financial aid to undocumented students. The types of financial aid undocumented students can apply for depends on their citizenship and residency status. The California Dream Act, which requires students to meet AB 540/ SB 68 eligibility, increases the options of state financial aid.

TYPES OF AID FOR UNDERGRADUATES & GRADUATES	ELIGIBLE FOR AB 540/SB 68	INELIGIBLE FOR AB 540/SB 68
In-State Tuition	YES	NO, <i>except qualified DACA students</i>
Federal Aid	NO	NO
State Financial Aid	YES	NO
UC University Grant Undergraduate only	YES	NO
CSU State University Grant	YES	NO
California College Promise Grant Undergraduate only	YES	NO
EOP Services Undergraduate only	YES	NO
EOP&S Services Undergraduate only	YES	NO
California State Aid Undergraduate only; Cal Grants; Chaffee, Middle Class Scholarship	YES	NO
State Loans CA Dream Loan	YES	NO
Private Loans	NO	NO
Work Study	NO, <i>check individual schools</i>	NO, <i>check individual schools</i>
Private Scholarships Check individual requirements	YES	YES
Institutional Aid Scholarships from private donors held at your college or university	YES	NO, <i>check individual schools</i>

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FAFSA VS CA DREAM ACT: APPLY TO THE CORRECT FINANCIAL AID IN CA

Questions	FAFSA	CA DREAM Application
Who is Eligible?	<ul style="list-style-type: none"> • Citizens • Legal Permanent Residents • Eligible Non- Citizens (per FAFSA) • T visa holders 	AB 540/ SB 68 Eligible Students Who Are: <ul style="list-style-type: none"> • Undocumented individuals; • DACAmented individuals; and • U visa holders • TPS Protected Status
Who is NOT Eligible?	<ul style="list-style-type: none"> • Any other immigration status that is not listed above including: • DACAmented students • Undocumented individuals 	<ul style="list-style-type: none"> • Any visa holder (except U) • Citizens • Legal Permanent Residents • Eligible Non-Citizens (per FAFSA)
Requirements for Financial Aid to Be Awarded	<ul style="list-style-type: none"> • Department of Homeland Security and Social Security Administration crosscheck student name, social security number, and birthdate to verify that all FAFSA eligibility requirements are met; • All other eligibility for federal and state financial aid is met 	<ul style="list-style-type: none"> • School verifies student meets AB 540/ SB 68 eligibility requirements <i>Some schools may require a student's AB 540/ SB 68 status to be approved prior to awarding state financial aid.</i> • All other eligibility for state financial aid is met
Requirements for Financial Aid to Be Released to Pay Outstanding Balances	<ul style="list-style-type: none"> • Admission into an approved degree or certificate program • Minimum Unit requirements • Satisfactory Academic Progress 	Approval as AB 540/ SB 68 student and: <ul style="list-style-type: none"> • Admission into an approved degree or certificate program • Minimum Unit requirements • Satisfactory Academic Progress
What Happens If You Fill out the Wrong Application?	A HOLD is placed on your Account	A HOLD is placed on your Account
	A hold from the Department of Homeland Security (DHS) will prevent all financial aid from being awarded. Proof of citizenship or lawful presence per FAFSA will be required to release the hold.	A Residency Hold will prevent all state financial aid from being awarded. AB 540/ SB 68 status will be required to release the hold.
How to Release the HOLD and Receive Your Financial Aid	<p>Contact the college or university where you plan to attend and confirm which application you should be using. If the wrong application was submitted, be sure to complete the correct application. Then work with CSAC to complete the Application Conversion Form. After that, show a copy of this form to your financial aid counselor so they can: 1) Delete the incorrect application 2) Bring in the correct application and 3) Create a financial aid award. Based on your status, this will include federal or state financial aid or both. Once the proper application has been processed, you should be able to receive all financial aid for which you are eligible. For more information, contact CSAC at 1-888-294-7268.</p> <p><i>Remember: The California Student Aid Commission honors the priority deadline of the first application submitted, even if it's the incorrect application.</i></p>	

STEP 1: APPLY FOR THE CA DREAM ACT APPLICATION TO GET HELP PAYING FOR COLLEGE!

APPLY ONLINE **PRIORITY FILING DEADLINE**
dream.csac.ca.gov October 1st, 2019 to March 2nd 2020

CHECKLIST FOR 2020-2021 CA DREAM APPLICATION

- Be aware of AB 540/ SB 68 requirements.** In order for DREAM aid to be released, students must meet these requirements. U visa holders and students with TPS are eligible. T visa holders should apply through FAFSA.
- Create a username and password for the CA Dream Application.** Save them somewhere safe, where you won't forget!
- Complete the application by March 2, 2020 to meet this important priority deadline!** You can apply afterwards, but many grants require you to meet the priority deadline. The following information is needed: 2018 tax information, untaxed income, bank statements, household size, number in college, etc.
- If your taxes aren't completed by March 2nd, indicate "Will file"** and use estimated household earnings. After you or your parent 2018 taxes are completed, log in to update your application.
- If you are a non-tax filer, indicate "Will not file"** and list all untaxed income for the household. Be aware IRS limits apply.
- List all colleges and universities where you applied on the app.**
- Submit your CA Dream application and review the confirmation page immediately to check for errors.**
- Ensure your parent signs the application,** if required, by created a PIN (personal identification number) online. Each time a change is made on the application, you must resubmit it and parents must re-sign it with their PIN. Always re-check the confirmation page.
- Verify your GPA has been submitted** to CA Student Aid Commission before March 2nd at mygrantinfo.csac.ca.gov
- If not, use the Non-SSN verification form** and bring to your high school or community college to fill it out. Once completed, mail it to CSAC and get a proof of mailing from US Post Office.
- Check the online portal at each college or university** for information regarding your financial aid award at that school
- Community College students can apply for CA College Promise Grant.** Additional paperwork may be required. Check with your school!

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- If not, use the Non-SSN verification form** and bring to your high school or community college to fill it out. Once completed, mail it to CSAC and get a proof of mailing from US Post Office.
- Check the online portal at each college or university** for information regarding your financial aid award at that school
- Community College students can apply for CA College Promise Grant.** Additional paperwork may be required. Check with your school!

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Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what's possible: www.immigrantsrising.org. For inquiries regarding this

STEP 2: APPLY FOR A CAL GRANT THROUGH THE CA DREAM ACT

VERIFY YOUR GPA

dream.csac.ca.gov

PRIORITY FILING DEADLINE

October 1st, 2019 to March 2nd 2020

CHECKLIST FOR 2020-2021 CAL GRANTS

- Graduate or will graduate from a California High School or received/will receive a GED in California.
 - Be able to meet AB 540/ SB 68 requirements. U visa holders or students with TPS status must provide immigration documents to the admissions or registrar's department at your school.
 - Meet all other requirements at www.csac.ca.gov
 - Successfully submit CA DREAM Application by March 2nd, an important priority deadline for all entitlement grants.
 - Be sure your GPA has been verified by your high school or community college to the CA Student Aid Commission to be considered for the Cal Grant. You can check this by creating an account at mygrantinfo.csac.ca.gov. If not, print out the Non-SSN verification form from CSAC and get a proof of mailing from the US Post office.
 - Check your award status online in March or April at mygrantinfo.csac.ca.gov and ensure the proper school is listed.
 - Choose the college or university where you plan to attend. Cal grants will only be shown at one school. You must "change schools" if the proper one is not listed on mygrantinfo.csac.ca.gov
 - Complete any necessary steps or paperwork to receive financial aid at your college or university.
 - Submit AB 540/SB 68 Non-Resident Tuition Exemption form, along with the final official transcripts to prove eligibility and become classified as a student with AB 540/SB 68 status.
- CA College Promise Grant & CAL Grants at the Community Colleges**
- Community College students can apply for CA College Promise Grant, which waives all state fees. Additional paperwork may be required. Check with your school!
 - Cal grant A will be placed on hold for two years if student attends a community college. Student must reclaim Cal grant online.

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IMMIGRANTS RISING

TRANSFORMING LIVES THROUGH EDUCATION

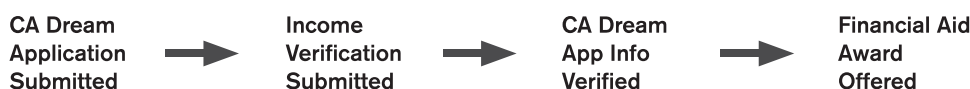
VERIFYING YOUR INCOME FOR THE 2020-21 CALIFORNIA DREAM APPLICATION

The California Student Aid Commission (CSAC) requires a certain percentage of students to verify the information reported on the California Dream Application. Students are informed if they need to complete this process via email or on the student portal at the universities listed on the application. Income verification means the student (and if required, their parents or spouse) must submit to the college or university that they plan to attend: 1) household verification worksheet and 2) a copy of their 2018 tax return transcripts, if taxes were filed. Additional documentation may also be required by the school. The financial aid office will update the student's CA Dream Application to match the household size and income per CSAC's guidelines. The verification process can take 3-4 weeks, once all documentation has been received.

DEPENDENT vs INDEPENDENT Students for the CA Dream Application

Dependent Students are under 24 years old or were born after 1/1/97, are single, have no children or other dependents, and are pursuing an undergraduate degree. **MUST provide student and parental household information regardless of** whether you live with your parents or receive their financial support. Some exceptions apply. Contact your school for details.

Independent Students meet at least one of the following conditions: are over 24 years old or were born before 1/1/97, are married, have children or other dependents for whom they provide 50% of their support, are a veteran or active duty, are an orphan or ward of the court, are at risk of homelessness, have a special circumstance or are pursuing a graduate degree. **MUST provide student household information.**



Income Verification for Tax Filers vs Non-Tax Filers

Tax Filers: If the parent and/or student worked and filed taxes, you are required to submit a copy of the 2018 tax return transcript. Be sure to request the IRS tax return transcript, not the tax account transcript. 1040 Tax Forms are not acceptable. Tax return transcripts are available for free by contacting the Internal Revenue Service (IRS) via internet or phone. The person requesting the transcript must be the one who signed the taxes. If you have trouble obtaining a transcript, contact IRS customer service. Note: Tax Return Transcripts are not available until three weeks after filing if you file electronically, or up to six weeks if you file by mail. Dependent students and parents must submit their own transcripts if they filed taxes separately.

Non-Tax Filers: If you are a non-tax filer, be sure to list all 2018 household income earned, as well as financial assistance or benefits received on the income verification worksheet. Include a copy of your W-2 form(s). If you earned cash, and do not have a W-2 form, explain the circumstances on the worksheet. You may be required to include proof of non-filing from the IRS. Also, be aware that if you or your parents earned over the IRS income filing limits, you may be required to file taxes in order to receive a financial aid award.

Independent Students are over 24 years old or born before 1/1/97, are married, have children or other dependents for whom they provide 50% of their support, are a veteran or active duty, orphan or ward of the court, at risk of homelessness, have a special circumstance or are pursuing a graduate degree. **MUST provide student household information.**

Standard Income Verification Worksheet

Household Size: The rules of the CA Dream Application define households as the student; the biological or adoptive parents; siblings under the age of 24 in most cases; and/or other dependents for whom the parents are financially responsible. Additional family members or individuals that live within the home, but do not meet these requirements should not be included in the household.

Marital Status: Indicate whether the parent or student is single, married, separated or divorced, or widowed. Parents who are living together, but are not married should choose that option.

Tax Filing Status: Indicate whether the student and/or parent or spouse is a tax filer or a non-tax filer.

Financial Aid Received: List the amount of grants or scholarships received by the student during 2019 and the school(s) attended.

Child Support Paid: List the amount of any child support paid in 2019, including the child's name, the name of the person who paid child support, and the name of person to whom it was paid.

SNAP Benefits Received: Indicate whether you and/or your parents received SNAP benefits in 2019 or 2020. Documentation from the agency that issued SNAP benefits may be required upon request.

Certification and Signature: By signing the verification worksheet, the parent and student certify that all the information is true. Signing also authorizes the Financial Aid Office to update the student's California Dream Application per CSAC guidelines and the information provided.

Additional Documentation: The college or university has the right to ask for additional documentation regarding household size or income earned if it is necessary to gain an adequate understanding of how household expenses were met for 2019.

Multiple Schools: If you listed more than one school on the CA Dream Application, you will be required to complete income verification at each school individually.

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what's possible:

SELECTIVE SERVICE & CA DREAM ACT

Updated July 2019

WHAT IS THE SELECTIVE SERVICE AND DO I NEED TO REGISTER?

The Selective Service System allows the federal government to have a list of all young men who would be available to serve as soldiers in the U.S. Armed Forces if a mandatory draft was necessary. According to federal law, all men between the ages of 18 and 25 (documented and undocumented) must register for the Selective Service and should register within 30 days of their 18th birthday. A Social Security number is not required to register. Furthermore, in order to be eligible for state financial aid through the CA Dream Act, men must provide proof of Selective Service registration to the college or university they plan to attend.

ARE THERE ANY RISKS IN REGISTERING FOR THE SELECTIVE SERVICE?

Registering for the Selective Service does provide the federal government with your name and address, so the government can contact you in the event of a mandatory draft. However, there has not been any type of mandatory draft since the 1970s. This means that the Selective Service System has never used those names to force people to fight with the U.S. Armed Forces. Nevertheless, all men within that age range are still required to register.

In regards to sharing someone's immigration status, the Selective Service System states:

"They have not now, nor in the past collected or shared any information which would indicate a man's immigration status, either documented or undocumented. The selective service system has no authority to collect such information, has no use for it, and it is irrelevant to the registration requirement. Consequently, there is no immigration data to share with anyone."

HOW DO I REGISTER?

As an undocumented individual, you must register for the Selective Service by mail. You should not try to register online at the www.sss.gov website. Follow these steps instead:

Fill out a postcard and mail it to the Selective Service System. This postcard is available at U.S. Post Offices, online at www.caldreamact.org under "Resources" or on the Selective Service website www.sss.gov under "Immigrants." If you mail the postcard, we suggest you get a "proof of mailing" from the Post Office. This will serve as proof that you sent in your selective service registration.

HOW LONG DOES THE PROCESS TAKE?

The processing of your selective service registration takes 1-2 months, so it's important to begin the process as soon as possible. Once you have been successfully registered, the government will mail you a Selective Service Registration Card. If you do not receive a card within that timeframe, contact the Selective Service System. Be sure to keep a copy of this card because you might be required to show it to your college or university.

HOW DO I PROVIDE PROOF TO MY COLLEGE OR UNIVERSITY?

Undocumented males who registered for the selective service can verify they registered for the Selective Service in the following ways:

1. A copy of your Selective Service Registration Card: Bring a copy of your selective service registration card to your college or university's Financial Aid Office. Be sure to write your student ID on the copy.
2. Some colleges or universities allow undocumented individuals to get the selective service hold listed by showing their "proof of mailing" for the first semester. Once the card has been received, the student is required to bring a copy of the card to the Financial Aid Office in order to waive the hold permanently.

MEN 26 AND OLDER

The Selective Service System cannot accept a registration from anyone who has already reached their 26th birthday. Therefore, if you are a male who is 26 or older but did not register for the Selective Service, you are considered a "non-registrant." To be considered for state financial aid, you must provide an explanation of why you did not register and demonstrate that your failure was not "knowing or willful." The school may require you to get a "Status Information Letter" from the Selective Service System. For more information, go to www.sss.gov, select "Registration", then select "Men 26 and Older."

MEN 18 AND UNDER

The Selective Service System cannot accept a registration from anyone who is under 18 years old. Therefore, students can either wait until 30 days before their 18th birthday and mail in the Selective Service Registration Card.

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. Visit our website so you can see what's possible: www.immigrantsrising.org

For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at nancy@immigrantsrising.org.

UNDOCUMENTED STUDENT BUDGET WORKSHEET

FIVE QUICK STEPS to understanding your financial aid award at any college or university in California. This worksheet can be used per semester or per year. If you are considering a number of schools, we recommend filling out a worksheet for each school and compare what your financial aid award would be for each school.

1. Determine the cost of tuition and other expenses on your school's website by searching for "Cost of Attendance." Write down the costs estimated in the school's budget, then figure out your costs.
2. Review your financial aid award & write down any CA Dream Act Grants offered through your institution. Add up your grants and subtract the cost of tuition. Determine if there is any remaining balance available to cover other costs.
3. Write down all the scholarships you've been awarded & subtract any outstanding tuition owed, if applicable.
4. Identify Other Ways to Pay for College and list any money you will receive through employment, paid internships, savings or the CA Dream Loan to determine how you will cover any outstanding expenses.
5. Figure out how your remaining college expenses will be covered by understanding how much money is remaining to cover any outstanding costs once your tuition is paid. Create a budget. Apply for more scholarships.

1. ESTIMATED COST OF ATTENDANCE

Search for "Cost of Attendance" on your campus website. Fill in the estimated costs below and then figure out your actual costs. Students living at home might have significantly lower room & board expenses. Keep in mind, tuition must be covered.

SCHOOL BUDGET ESTIMATED COSTS		YOUR COSTS
TUITION	\$ _____	\$ _____
ROOM & BOARD	\$ _____	\$ _____
BOOKS	\$ _____	\$ _____
PERSONAL EXPENSES	\$ _____	\$ _____
TRANSPORTATION	\$ _____	\$ _____
TOTAL	\$ _____	\$ _____

3. SCHOLARSHIPS (MONEY YOU WIN)

Each Scholarship has specific rules for enrollment & how it can be used.

SCHOLARSHIP	\$ _____
SCHOLARSHIP	\$ _____
SCHOLARSHIP	\$ _____
TOTAL AMOUNT OF SCHOLARSHIPS	\$ _____
MINUS ANY OUTSTANDING TUITION	\$ _____
EQUALS BALANCE DUE (TO YOU OR SCHOOL)	\$ _____

2. CA DREAM ACT GRANTS (FREE MONEY)

AB 540/SB 68 requirements must be met to receive CA state aid. Check csac.ca.gov for Cal Grant information.

CAL GRANT (A, B OR C)	\$ _____
INSTITUTIONAL GRANT (CCC, CSU OR UC)	\$ _____
OTHER	\$ _____
TOTAL GRANTS	\$ _____
MINUS YOUR OUTSTANDING TUITION	\$ _____
EQUALS BALANCE DUE (TO YOU OR SCHOOL)	\$ _____

If you owe money, carry balance to section 3 or 4

4. OTHER WAYS TO PAY FOR COLLEGE

A) STUDENT EMPLOYMENT/OTHER (MONEY YOU EARN)

This is money from additional sources.

STUDENT ASSISTANTSHIP	\$ _____
OFF CAMPUS EMPLOYMENT	\$ _____
OTHER (INTERNSHIPS/SAVINGS/FAMILY)	\$ _____

B) CA DREAM LOAN (MONEY YOU BORROW)

Money you repay once you graduate or drop below half time.

CA DREAM LOAN	\$ _____
TOTAL AMOUNT OF FUNDS	\$ _____
MINUS ANY OUTSTANDING TUITION	\$ _____
EQUALS BALANCE DUE (TO YOU OR SCHOOL)	\$ _____

IMPORTANT TIPS IN ADVOCATING FOR YOUR FINANCIAL AID: Talk to the financial aid office at the school you are attending or plan to attend. If you do not have a completed financial aid award, check the following three places 1) The "TO DO" list on your student portal; 2) Your Confirmation page on the Dream Application at www.dream.CSAC.ca.gov; and/or 3) Your Cal Grant account at www.webgrants4students.csac.ca.gov. 4) Be diligent. Ask questions. Follow up!

APPLYING FOR SCHOLARSHIPS

FREE MONEY TO PAY FOR SCHOOL

Scholarships are an excellent way to pay for college tuition and other expenses. Scholarships are awarded based on grades, community service, your major, class level, where you live, and more.

INVEST IN YOURSELF

If a scholarship is worth \$1,000 and you spend 10 hours writing an essay and submitting your scholarship application, it can result in \$100 per hour invested! Most scholarships have similar prompts, so you can rework the same essay for each application you submit. Use our [Scholarship Essay Worksheet](#) to improve your essays and ability to receive multiple awards.

GETTING STARTED

Many scholarships do not require proof of citizenship. Use Immigrants Rising's Scholarship Lists and additional scholarship databases to identify scholarships that you are eligible to apply. Use our [Scholarship Search Chart](#) to list the ones you are eligible for, including deadlines, and create an action plan. The more scholarships you apply for, the greater your chances to be awarded.

IMMIGRANTS RISING SCHOLARSHIP LISTS

Undergraduate List

immigrantsrising.org/resource/list-of-undergraduate-scholarships/

Graduate List

immigrantsrising.org/resource/list-of-graduate-scholarships/

ADDITIONAL SCHOLARSHIP DATABASES

Dreamers Roadmap

<http://www.dreamersroadmap.com/scholarships/>

Geneseo Migrant Center

<http://migrant.net/scholarships/>

MALDEF

https://www.maldef.org/assets/pdf/FINAL_2018-2019_MALDEF_Scholarship_List_102717.pdf

My Undocumented Life

<https://mydocumentedlife.org/category/undergrad-scholarships/>

Scholarships A-Z

www.scholarshipsaz.org

Silicon Valley Community Foundation

<https://www.siliconvalleycf.org/scholarships>

The College Expo

<https://www.thecollegeexpo.org/resources/scholarships>

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SCHOLARSHIP SEARCH CHART

Use this chart to keep a record of the scholarships you want to apply for.

NAME OF SCHOLARSHIP	REQUIREMENTS	AMOUNT	CONTACT INFORMATION	DEADLINE DATE



GET READY TO BRAINSTORM: Building your scholarship essay

Instructions: Fill each column with a word or phrase that captures something you want to include in your scholarship essay.

1. Take 3 deep breathes.
2. Set your intention to honor your accomplishments! 3. Don't be shy! 4. Speak without judgement.

SIGNIFICANT FACTORS OR EVENTS THAT HAVE IMPACTED YOUR DESIRE TO ATTEND COLLEGE	OBSTACLES YOU'VE OVERCOME	ACADEMIC ACHIEVEMENTS	EDUCATIONAL AND CAREER GOALS	FINANCIAL NEED	CONTRIBUTIONS TO YOUR COMMUNITY	YOUR IMMIGRATION STORY

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GET READY TO BRAINSTORM: Building your specific scholarship essay

Instructions: Break down your scholarship prompt into categories. Fill each column heading with the most important elements of your scholarship prompts. Then, fill each column with a word or phrase that captures something you want to include in your scholarship essay.

1. Take 3 deep breathes.
2. Set your intention to honor your accomplishments! 3. Don't be shy! 4. Speak without judgement.

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2018–2019

LIST OF UNDERGRADUATE SCHOLARSHIPS THAT DON'T REQUIRE PROOF OF U.S. CITIZENSHIP OR LEGAL PERMANENT RESIDENCY

INCLUDES BAY AREA, CALIFORNIA, AND NATIONAL SCHOLARSHIPS

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UNDERGRADUATE SCHOLARSHIPS BY MONTH

4	JANUARY
8	FEBRUARY
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48	DECEMBER

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CAUTION: Scholarship requirements and deadlines often change from year to year. Please double-check all information listed below with the scholarship directly. If you find any errors, please email us at communications@immigrantsrising.org so we can update the list!

Adsum Education Foundation Scholarship

Due: January

Award: \$1,000 to \$5,000

Academic Level: Undergraduate Student

Region: Santa Barbara. Attended at least 4 years between grades 7-12 in a Santa Barbara County school.

Field of Study: Any

Eligibility:

- Recipients must be full-time students at any California Community College, CSU, or UC campus
- Recipients cannot be eligible for any form of federal financial aid
- Preference given to AB 540/undocumented students.

Link: <http://www.adsumsb.org/application.html>

Affinity Plus Foundation: Annual Scholarship Program

Due: January

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Arden Hills, Minneapolis (Downtown), Mounds View, New Brighton, Roseville, Shoreview, St. Anthony, St. Paul (Downtown). Go to <https://www.affinityplus.org/membership/whos-eligible> for details

Field of Study: Any

Eligibility:

- Applicant must be an Affinity Plus primary member
- Planning to or already be enrolled in an undergraduate/graduate program at accredited non-profit, public, private, community, or technical college
- This application is due 1/31/2019

Link: <https://www.affinityplusfoundation.org/Scholarship/Annual-Scholarship>

CUNY BECAS Scholarship Program

Due: January

Award: \$6,730

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Intend to enroll full-time in an associate, baccalaureate, or master's degree program at a CUNY Campus
- Must take a course in either Mexican Migration and or Spanish Language to receive award
- GPA requirement: 3.0
- This application is due 1/31/2019

Link: <http://www.lehman.cuny.edu/cuny-mexican-studies-institute/scholarships.php>

eQuality Scholarship Collaborative

Due: January

Award: \$6,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Resident of Northern or Central California

Field of Study: Any

Eligibility:

- Demonstrate service to the LGBT+ community
- Applicants of all sexual orientations and gender identities are eligible
- Plan to attend a post-secondary institution
- This application is due 1/31/2019

Link: <https://app.smarterselect.com/programs/52147-E-Quality-Scholarship-Collaborative>

If Given a Chance Foundation Award

Due: January

Award:

Academic Level: High School Senior

Region: Napa County

Field of Study: Any

Eligibility:

- The nominee must have faced adversity and overcome challenging life circumstances
- The nominee must have turned his/her life around or must have maintained high standards in the face of adversity
- The nominee must have plans to further his/her education or trade school training within 15 months of receiving the award

Link: <http://www.ifgivenachance.org/program-application>

Meritus College Fund

Due: January

Award: \$10,000

Academic Level: High School Senior

Region: San Francisco Unified School District (SFUSD)

Field of Study: Any

Eligibility:

- Be a graduating senior from select Bay Area high schools in SF, the Peninsula, and San Jose
- Plan to attend a four-year accredited college
- Demonstrate financial need
- GPA requirement: 3.0
- This application is due 1/11/2019

Link: <http://meritus.org/scholars/how-to-apply/>

Microsoft Scholarship Program

Due: January

Award: Full Tuition

Academic Level: Undergraduate Student

Region: National

Field of Study: Computer Science, Computer Engineering or a related STEM discipline

Eligibility:

- Have a strong interest in computer science
- Enrolled full time in a bachelor's degree program at a 4-year college or university in the U.S., Canada or Mexico
- GPA requirement: 3.0
- This application is due 1/31/2019

Link: <https://careers.microsoft.com/us/en/usscholarshipprogram>

Opportunity Scholarship

Due: January

Award: \$1,000 to \$80,000

Academic Level: High School Senior

Region: Alaska, North Dakota, Iowa, South Dakota, Wisconsin, Missouri, Arkansas, Indiana, Louisiana, Mississippi, Georgia, South Carolina, North Carolina, West Virginia

Field of Study: Any

Eligibility:

- Live in, and attend or have graduated from a high school in a qualifying state by the end of the academic year
- Must have taken the SAT or ACT and intend to enroll in an Opportunity Partner College
- Are not and have not previously enrolled in a four-year institution or a four-year bachelor's degree program
- Have or meet DACA/TPS eligibility requirements
- GPA requirement: 2.75
- This application is due 1/31/2019

Link: <http://www.thedream.us/scholarships/opportunity-scholarship/>

Point Foundation

Due: January

Award:

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be enrolled in a degree-granting undergraduate or graduate program
- Students at community colleges, online programs, trade schools, or post-doctoral research programs are not eligible
- Be a person who identifies as a member of the LGBTQ community
- This application is due 1/28/2019

Link: <https://pointfoundation.org/point-apply/apply-now/>

Princeton Prize in Race Relations

Due: January

Award: \$1,000

Academic Level: High School Student

Region: One of 27 regions: <https://pprize.princeton.edu/about-us/regions>.

Field of Study: Any

Eligibility:

- Have stood up to intolerance, worked towards greater inclusivity, and encouraged understanding and harmony in their communities
- This application is due 1/31/2019

Link: <https://pprize.princeton.edu/>

PRSA Foundation Scholarships

Due: January

Award: \$300 to \$4,250

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Major or interest in Public Relations

Eligibility:

- Scholarship applications will be updated January 2019.
- Due dates vary depending on scholarship. Check website for details.

Link: <https://www.prsafoundation.org/scholarships-awards/>

Public Relations Student Society of America Scholarships

Due: January

Award: \$500 to \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Major or interest in Public Relations

Eligibility:

- Open to PRSSA members
- Scholarship applications will be updated January 2019
- Due dates vary depending on scholarship (check website for details)

Link: <http://prssa.prsa.org/scholarships-and-awards/individual-scholarships/>

Radio Television Digital News Association Scholarships

Due: January

Award: \$1,000 to \$10,000

Academic Level: Undergraduate Student

Region: National

Field of Study: Planning to pursue career in radio, television, or digital journalism

Eligibility:

- See website for details.
- This application is due 1/18/2019

Link: <http://www.rtdna.org/content/scholarships>

Sibling Rivalry Press - UndocuPoets Fellowship

Due: January

Award: \$500

Academic Level:

Region: National

Field of Study: Any

Eligibility:

- Must be an undocumented or previously undocumented poet
- This application is due 1/31/2019

Link: <https://siblingrivalrypress.com/undocupoets-fellowship/>

The Anhele Project Dream Scholarship

Due: January

Award:

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Illinois

Field of Study: Any

Eligibility:

- Be enrolled full-time at an accredited Illinois institution
- Demonstrate leadership through community involvement on and/or off campus
- Commit 20 hours of volunteer time to The Anhele Project events during the following academic year
- DACA recipient
- GPA requirement: 2.5
- This application is due 1/18/2019

Link: <http://www.theanheleproject.org/dream/>

United Methodist GBHEM Scholarships

Due: January

Award: \$400 to \$2,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be an active, full member of the The United Methodist Church for at least one year
- Enrolled full-time during the fall term following the application deadline
- DACA recipient
- GPA requirement: 2.5
- This application is due 3/7/2019

Link: <https://www.gbhem.org/loans-and-scholarships/scholarships/list-scholarships/general-scholarships>

826 Valencia Scholarship

Due: February

Award: \$15,000

Academic Level: High School Senior

Region: San Francisco

Field of Study: Any

Eligibility:

- Have participated in at least ten hours of 826 Valencia programming at our centers or partner schools
- Be a graduating senior attending school in San Francisco
- Priority will be given to students who are first generation of their family to graduate from college in the U.S.

Link: <https://826valencia.org/2018-scholarships/>

Banatao Family Filipino American Education Fund College Scholarship

Due: February

Award: \$5,000 to \$20,000

Academic Level: High School Senior

Region: Northern and Southern California counties (Alameda, Contra Costa, Los Angeles, Marin, Merced, Monterey, Napa, Orange, Sacramento, San Benito, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, Stanislaus or Yolo).

Field of Study: Any

Eligibility:

- Pursuing a major in engineering, mathematics, computer science, environmental or physical science (those pursuing health careers are not eligible)
- be of Filipino heritage (at least 50%)
- Have financial need
- GPA requirement: 3.0
- This application is due 2/26/2019

Link: <http://asianpacificfund.org/wp-content/uploads/2018/12/2019-Banatao-Family-Filipino-American-Education-Fund-Application.docx>

Big Y's Scholarship Program

Due: February

Award:

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student, Non-traditional

Region: Connecticut, Massachusetts

Field of Study: Any

Eligibility:

- See each scholarship for eligibility criteria
- This application is due 2/1/2019

Link: <https://bigyscholarship.awardspring.com/Home/Scholarships>

BMI Student Composer Award

Due: February

Award: \$500 to \$5,000

Academic Level:

Region: Western Hemisphere

Field of Study: Music

Eligibility:

- Be engaged in the study of music with a recognized and established teacher (other than a relative)
- Have been born on or after February 2, 1990
- Be age 27 or younger as of the competition deadline
- Have citizenship of a country in the Western Hemisphere
- This application is due 2/1/2019

Link: https://bmifoundation.org/applications/form/bmi_student_composer_awards_application

California Strawberry Scholarships

Due: February

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: California

Field of Study: Any

Eligibility:

- Must have a parent that is currently employed as a California strawberry fieldworker and has been for the prior two seasons
- Be enrolled full-time in trade school, community college, four-year university, or graduate/professional program during the period for which scholarship is requested
- GPA requirement: 2.0
- This application is due 2/1/2019

Link: <http://www.calstrawberry.com/en-us/Scholarships/students>

California Teachers Association (CTA) Scholarships

Due: February

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: California

Field of Study: Public Education

Eligibility:

- Be a dependent child of an active member of CTA, CTA/NEA-Retired or deceased CTA member who is attending or attended a continuation high school or an alternative education program
- This application is due 2/1/2019

Link: <https://www.cta.org/scholarships>

Chin: Shui Kuen and Allen Chin Scholarship

Due: February

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: California. Preference given to Bay Area residents.

Field of Study: Any

Eligibility:

- Be currently/formerly employed at an Asian-owned or Asian cuisine restaurant
- Demonstrate community advocacy and social justice work on behalf of Asian-American, immigrant, gay and lesbian and/or other progressive causes
- Demonstrate financial need
- GPA requirement: 3.0
- This application is due 2/26/2019

Link: <http://asianpacificfund.org/what-we-do/scholarships/apply-for-scholarship/>

Hispanic Community Affairs Council Scholarship Fund

Due: February

Award: \$500 to \$2,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Alameda County

Field of Study: Any

Eligibility:

- Be of Hispanic heritage as defined by the U.S. Department of Education
- Plan to attend an accredited community college, university or approved technical or vocational school
- Community college and university scholarship recipients must be taking in at least six units/credits

Link: <http://hcac-ac.org/index.php/scholarship>

Kaiser Permanente Asian Association Scholarship Program

Due: February

Award: \$3,500

Academic Level: High School Senior

Region: Northern California Kaiser Permanente service area

Field of Study: Any

Eligibility:

- Residence or high school must be located in the Northern California Kaiser Permanente service area
- For graduating high school students of any ethnicity who have demonstrated leadership within an Asian community
- GPA requirement: 2.5
- This application is due 2/6/2019

Link: <https://kaiserpermanente-asianassociation.org/scholarship/application/>

Kennedy-King Memorial College Scholarship

Due: February

Award: \$5,000

Academic Level: Undergraduate Student, Community College Student

Region: Must attend Diablo Valley, Contra Costa, or Los Medanos Colleges

Field of Study: Any

Eligibility:

- Be of African-American, Latino, Native American, or of Pacific Islander descent
- Be eligible to transfer to a four-year institution following the award
- Provide evidence of financial need
- This application is due 2/8/2019

Link: <https://www.kennedyking.org/applications/undergraduates/>

Koshland Young Leader Awards

Due: February

Award: \$10,000

Academic Level: High School Junior

Region: San Francisco

Field of Study: Any

Eligibility:

- Be committed to strengthening families and communities despite facing formidable life challenges
- Be from an economically disadvantaged background and strongly motivated to achieve
- GPA requirement: 3.3
- This application is due 2/1/2019

Link: <https://sff.org/programs/awards-programs/%20koshland-young-leader-awards/>

LMSA National Scholarship for U.S. Medical Students

Due: February

Award: \$500

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Medicine

Eligibility:

- Be a current LMSA member with proof of paid membership (proof will be verified if selected)
- Be a medical student pursuing a DO or MD, or an undergraduate student with demonstrated pre-medical coursework
- Have the desire to advance the state of healthcare and education in Latino and underserved communities
- This application is due 2/8/2019

Link: <https://lmsa.site-ym.com/page/Scholarships>

Maisin Scholar Award

Due: February

Award: \$3,000

Academic Level: High School Senior

Region: San Francisco Unified School District (SFUSD)

Field of Study: Any

Eligibility:

- Seniors attending SFUSD high schools
- Attending a community college, four-year university or vocational training program next fall
- GPA requirement: 2.0
- This application is due 2/15/2019

Link: <https://sfedfund.org/programs/maisin-scholar-award-program/overview-faq/>

MANA de San Diego Scholarship Program

Due: February

Award: \$500 to \$2,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: San Diego County

Field of Study: Any

Eligibility:

- Be a Latina living or attending a college/university in San Diego County
- Demonstrate community involvement preferably in their related field
- Demonstrate financial need
- GPA requirement: 3.0
- This application is due 2/2/2019

Link: <https://www.manasd.org/scholarship-instructions-for-2017-2018-2/>

Martin Luther King Jr. Memorial Scholarship Program

Due: February

Award: \$6,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: California

Field of Study: Teaching, Public Education

Eligibility:

- Be a member of one of the following ethnic minority groups: African American/Black, American Indian/Alaska Native, Asian/Pacific Islander or Hispanic
- Be a member or child of a member of the California Teachers Association (CTA) or Student CTA
- This application is due 2/15/2019

Link: <https://www.cta.org/scholarships>

Michigan Humanities Emerging Research Scholars Program

Due: February

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Asian Languages and Cultures, Classical Studies, English, History, Linguistics, Romance Languages and Literatures, Sociology (qualitative), Women's Studies

Eligibility:

- Not currently enrolled at the University of Michigan-Ann Arbor
- DACA recipient
- This application is due 2/8/2019

Link: <https://rackham.umich.edu/rackham-life/diversity-equity-and-inclusion/>

Napa County Hispanic Network

Due: February

Award: \$500 to \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: Napa County

Field of Study: Any

Eligibility:

- Be of Latino heritage
- Be low income
- Be a first-generation student
- GPA requirement: 2.5

Link: <https://www.napacountyhispanicnetwork.org/form>

Pursuit of Excellence Scholarship

Due: February

Award: \$500 to \$6,000

Academic Level: High School Senior, Community College Student who is ready to transfer to a UC school.

Region: Bay Area- specifically SF Peninsula, South Bay, and Mid-Atlantic

Field of Study: Any

Eligibility:

- Only low-income students will be considered for this scholarship program (a typical recipient's family income does not exceed \$60,000)
- Must have graduated from one of the Bay Area high schools targeted by Pursuit of Excellence
- Show satisfactory academic standing and acceptance to an accredited university
- This application is due 2/28/2019

Link: <http://poescholarships.org/for-students/applications>

Que Lleva Cafe Scholarship (Chicano Organizing and Research in Education)

Due: February

Award:

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- Must be or will be a high school/GED graduate enrolling for first time in an accredited college/university in the U.S.
- Undocumented students of Chicano or Latino descent

Link: http://www.ca-core.org/que_lleva_cafe_scholarship_program

San Diego Foundation Community Scholarship Program

Due: February

Award: Varies

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student, Other (see website)

Region: San Diego

Field of Study: Any

Eligibility:

- Varies by individual scholarship
- This application is due 2/5/2019

Link: <https://www.sdfoundation.org/students/community-scholarship-program/>

Silicon Valley Community Foundations (SVCF) Managed Scholarships

Due: February

Award: \$1,000 to \$30,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: San Mateo County, Santa Clara County

Field of Study: Varies (see website for qualifying fields of study for each scholarship)

Eligibility:

- SVCF administers a variety of scholarship programs, with varying deadlines and application requirements
- Eligibility requirements vary based on scholarship selected from the list of SVCF managed scholarships provided on their main website
- Varies (most open to AB 540 and DACA students)
- GPA requirement: Varies by scholarship
- This application is due 2/20/2019

Link: <https://www.siliconvalleycf.org/scholarships/community-foundation-managed>

The American Nuclear Society Scholarship Program

Due: February

Award: \$1,000 to \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Nuclear Science, Nuclear Engineering, or related fields

Eligibility:

- Be a student member of ANS who has demonstrated a high commitment to the standards set by the Society
- Be enrolled at or planning to attend an accredited institution in the U.S. with an ANS Student Section or Alpha Nu Sigma chapter
- Taking or planning to take courses in STEM with an interest in working in nuclear science and technology
- This application is due 2/1/2019

Link: <https://www.ans.org/honors/scholarships/>

Summer Undergraduate Research Fellowship at UC Irvine

Due: February

Award: \$4,000

Academic Level: College Junior or Senior, Recent Graduate, Master's Program

Region: National

Field of Study: Any

Eligibility:

- Enrolled full-time at a college or university
- Be interested in attending UC Irvine for graduate studies
- AB 540 eligibility
- GPA requirement: 3.0
- This application is due 2/6/2019

Link: <https://www.grad.uci.edu/about-us/diversity/grad-prep-programs/surf.php>

The Association of Chinese Teachers Scholarship (TACT)

Due: February

Award: \$2,000

Academic Level: High School Senior

Region: San Francisco

Field of Study: Humanities and Social Sciences

Eligibility:

- Be a student of Chinese descent
- Have a history of volunteer service in, but not necessarily exclusive to, the Chinese-American community
- Have a history of participation in school and extracurricular activities
- GPA requirement: 2.5

Link: <http://www.tactsf.org/application.html>

The Vegetarian Resource Group

Due: February

Award: \$5,000 to \$10,000

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- Show compassion, courage, and a strong commitment to promoting a peaceful world through a vegetarian diet/lifestyle
- This application is due 2/20/2019

Link: http://www.vrg.org/student/scholarship_form.pdf

theDream.us National Scholarship

Due: February

Award: \$14,500 to \$29,000

Academic Level: High School Senior, Undergraduate Student, Community College Student

Region: National

Field of Study: Any

Eligibility:

- Have graduated or will graduate from high school by the end of the academic year
- Are not/have not previously been enrolled in a four-year institution or earned more than 21 credits in a community college
- Intend to enroll full-time at a Partner College by the Spring of the following academic year
- Have or meet the eligibility requirements for DACA/TPS.
- GPA requirement: 2.5
- This application is due 2/28/2019

Link: <https://www.thedream.us/scholarships/national-scholarship/>

UCLA Dream Summer Program

Due: February

Award: \$5,000

Academic Level: High School Student, Undergraduate Student, Recent Graduate, Graduate Student (College or university enrollment is NOT required. Dream Summer does not have a high school or a GED requirement.)

Region: National

Field of Study: Social Justice Advocacy

Eligibility:

- Be at least 18 years old by June 19, 2019
- Have full-time availability from Wednesday, June 19th to Sunday, August 18, 2019
- Have an interest and commitment to social justice
- This application is due 2/15/2019

Link: https://laborucla.qualtrics.com/jfe/form/SV_3JDt94RyM34jmNT

Young Latina Leadership Scholarship (LUPE Fund)

Due: February

Award:

Academic Level: Undergraduate Student

Region: Student enrolled in an accredited college or university in New Jersey

Field of Study: Any

Eligibility:

- See website for details.

Link: <https://www.lupenj.org/scholarship>

10,000 Degrees Undergraduate Scholarship (2019-2020)

Due: March

Award: \$10,000

Academic Level: High School Senior, Undergraduate Student, Community College Student

Region: Marin and Sonoma County

Field of Study: Any

Eligibility:

- Demonstrated financial need
- Enrolled in a program leading to first associate's degree, bachelor's degree, or teaching credential
- Enrolled in an average of 12 academic units per term during the academic school year
- This application is due 3/2/2019

Link: <http://www.10000degrees.org/undergraduate-scholarships/>

A.R.E. Scholarship

Due: March

Award: \$500 to \$2,000

Academic Level: Undergraduate Student

Region: Resident of San Diego County

Field of Study: Any

Eligibility:

- Enrolled full-time in an accredited College or University
- Undocumented/ AB 540/ Deferred Action for Childhood Arrival (DACA) student or an active community member
- GPA requirement: 2.5

Link: <http://aresandiego.weebly.com/scholarship.html>

Alice Newell Joslyn Medical Scholarship

Due: March

Award: \$500 to \$2,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: San Diego County

Field of Study: Medical/Health Care

Eligibility:

- See website for details.

Link: <http://www.becafoundation.org/>

Arizona Funeral, Cemetery & Cremation Association: William Aaron Scholarship Program

Due: March

Award: \$1,000

Academic Level: College Freshman

Region: Chandler Gilbert Community College.

Field of Study: Mortuary Science Program

Eligibility:

- Be a full-time student
- Be a resident of the state of Arizona
- GPA requirement: 3.0

Link: <https://azfccca.org/education/scholarships/william-aaron-scholarship-applications/>

Barbara Wiedner and Dorothy Vandercook Peace Scholarship

Due: March

Award: \$250 to \$500

Academic Level: High School Senior, College Freshman

Region: National

Field of Study: Any

Eligibility:

- Have a background in leadership or initiative (including volunteer or paid work) relating to peace, social justice, nuclear disarmament, and/or conflict resolution

Link: <http://www.peacescholarships.org/>

BECA General Scholarship

Due: March

Award: \$500 to \$1,000

Academic Level: High School Senior

Region: San Diego County high schools

Field of Study: Any

Eligibility:

- See website for details.

Link: <http://www.becafoundation.org/>

Because College is Expensive Scholarship

Due: March

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 03/31/2019

Link: <https://cedaredlending.com/scholarship/>

Becca Closet Scholarships

Due: March

Award: \$1,000

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- Graduating high school senior in the U.S.
- Will attend a regionally-accredited non-profit 2 or 4-year college/university or technical institution
- Made an outstanding, documented contribution to their local community through volunteer service of any kind
- DACA recipient
- GPA requirement: 2.0
- This application is due 3/30/2019

Link: <http://www.beccascloset.org/scholarships/>

CANFIT Scholarships

Due: March

Award: \$2,500

Academic Level: Undergraduate Student, Graduate Student

Region: California

Field of Study: Nutrition, Public Health, Physical Education, Culinary Arts

Eligibility:

- Ethnic student affiliation of African-American, American Indian, Alaska Native, Asian American, Pacific Islander or Latino/Hispanic
- Be enrolled in an accredited undergraduate, graduate, or culinary arts program in California
- See website for eligibility requirements for each field of study
- This application is due 3/31/2019

Link: <http://canfit.org/scholarships/>

Chicana/Latina Foundation Scholarship

Due: March

Award:

Academic Level: High School Senior, College Junior

Region: Contra Costa

Field of Study: Any

Eligibility:

- Be a female graduating High School senior/Junior College ready to transfer who will be attending a 4 year college/university in the fall
- Be active in community service
- Be in need of financial aid
- GPA requirement: 3.5
- This application is due 3/1/2019

Link: <https://www.bwscholarshipfund.com/qualifications-guidelines.html>

Davis-Putter Scholarship Fund

Due: March

Award: \$10,000

Academic Level: Undergraduate Student, Graduate Student

(or enrolled in a trade or technical program)

Region: National

Field of Study: Any

Eligibility:

- Awarded to students doing academic work at university level and are active in the progressive movement
- This application is due 3/31/2019

Link: <http://www.davisputter.org/apply-for-scholarships/>

De La Fuente Scholarship Foundation

Due: March

Award: \$2,000

Academic Level: High School Senior, College Senior

Region: Oakland

Field of Study: Any

Eligibility:

- Be a HS senior from an Oakland public/charter school OR community college transfer from Oakland admitted to a 4-year university
- Applicant must be admitted to and planning to attend a four-year University
- Applicant must demonstrate financial need
- This application is due 3/31/2019

Link: <http://delafuentescholarshipfoundation.com/scholarship/>

Education First

Due: March

Award: \$5,000

Academic Level: High School Senior

Region: San Francisco, Los Angeles among other cities outside of CA (check website)

Field of Study: Any

Eligibility:

- Show financial need academic promise

Link: <https://educationfirst.org/our-scholarships/>

Elmira Sanderson Freshmen Scholarship Application (SFSU)

Due: March

Award: \$1,500

Academic Level: High School Senior, College Freshman

Region: For incoming SF State freshmen who graduate from a San Francisco Public High School.

Field of Study: Any

Eligibility:

- Be an undergraduate student enrolled full-time
- Have a cumulative GPA of at least 2.75 for the junior and senior high school years
- GPA requirement: 2.75
- This application is due 3/31/2019

Link: <https://sfsu.academicworks.com/opportunities/8615>

Grace Hopper Celebration

Due: March

Award: \$1,000 to \$3,500

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: University of California or California State University

Field of Study: Music with emphasis in Jazz or Classical

Eligibility:

- Have a genuine passion and talent for music and plan to pursue a career in music
- Preference to clarinet musicians
- GPA requirement: 3.0
- This application is due 3/8/2019

Link: <https://sacregcf.academicworks.com/opportunities/813>

Humane Education Network: A Voice for Animals High School Essay Contest

Due: March

Award: \$600

Academic Level: High School Student

Region: National

Field of Study: Any

Eligibility:

- Be under 19 years old on the date the contest opens for entries
- The contest is open to all otherwise eligible students worldwide regardless of nationality, citizenship or country of residence

Link: <http://www.hennet.org/contest.php>

Immigrants Rising Scholars Program

Due: March

Award: \$1,000 to \$7,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, and Yolo

Field of Study: Any

Eligibility:

- Be foreign-born and have financial need
- Demonstrated academic preparation and community/extracurricular involvement
- One of the following: graduation from a SF Bay Area high school, or current/expected enrollment in SF Bay Area college/university
- GPA requirement: 3.3 for High School, 3.0 for College applicants

Link: <https://immigrantsrising.org/financial-support/scholarship-fund/>

Leonard M. Perryman Communications Scholarship for Racial Ethnic Minority Students

Due: March

Award: \$2,500

Academic Level: College Junior or Senior

Region: National

Field of Study: Religion Journalism, Communications

Eligibility:

- Be intending to pursue a career in religion journalism through study at an accredited U.S. college or university
- Be a United Methodist ethnic minority student of an accredited college or university in the United States
- Be in the field of journalism or communications
- This application is due 3/15/2019

Link: <http://www.umcom.org/about/leonard-m-perryman-scholarship>

LULAC National Scholarship Fund

Due: March

Award: \$250 to \$2,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Check website for each scholarship award eligibility criteria
- Need social security number once selected for a scholarship.
- This application is due 3/31/2019

Link: <https://www.lnesc.org/lnsf>

Marcus Foster Education Fund

Due: March

Award: \$500 to \$5,000

Academic Level: High School Senior, Undergraduate Student

Region: Graduated from an Oakland Unified School District public or charter high school in last 3 years.

Field of Study: Any

Eligibility:

- Currently attend a four-year institution, two-year institution, non proprietary institutions, or trade/technical program with plans to continue in the Fall
- Complete FAFSA/CA Dream Act Application

Link: <https://www.marcusfoster.org/scholarships/>

Markowski-Leach Scholarship

Due: March

Award: \$2,000

Academic Level: High School Senior, Undergraduate Student

Region: School Specific: Attend or intent to attend San Francisco State University, Stanford University, UC Berkeley, UC San Francisco, or UC Hastings College of the Law

Field of Study: Any

Eligibility:

- Self-identify as lesbian, gay, bisexual, transgender, or queer
- Exemplify excellence in your life and demonstrate promise for becoming a positive role model for other LGBTQ people
- Will be enrolled full-time, as defined by the university
- GPA requirement: 2.5
- This application is due 3/10/2019

Link: <http://mlscholarships.org/>

Mountain View Los Altos Community Roundtable

Due: March

Award: \$1,500 to \$6,000

Academic Level: High School Senior, Community College Student

Region: MVLA High School District (including MVLA Adult Ed), Pinewood High School, St. Francis High School, Foothill Community College (if you plan to continue your education at an accredited post-secondary school or college), Mountain View Academy, German International School

Field of Study: Any

Eligibility:

- Financial need is considered but not a requirement for the scholarships

Link: <http://www.mvlascholars.org/scholars/apply-and-renew/>

McConnell Foundation Scholars Program

Due: March

Award: \$7,500

Academic Level: High School Senior, College Freshman

Region: Residents of or attend high school or community college in Modoc, Shasta, Siskiyou, Tehama or Trinity County; Big Valley High School District in Lassen County, or Klamath-Trinity Joint Unified School District in Humboldt County.

Field of Study: Any

Eligibility:

- Must have Expected Family Contributions (EFC) of \$8,600 or less
- Will be entering a qualified college or university as a first-time freshman or transfer junior
- California Dream Act eligibility
- This application is due 3/5/2019

Link: <https://app.smarterselect.com/programs/53237-The-McConnell-Foundation>

National High School Essay Contest

Due: March

Award: \$2,500

Academic Level: High School Student

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 3/15/2019

Link: <http://www.afsa.org/essay-contest>

National Precast Concrete Association Foundation (NPCA) Foundation Scholarships

Due: March

Award: \$2,500 to \$3,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Academic field related to the building, construction or precast concrete industry

Eligibility:

- Enrolled in a four-year college, a community college or a vocational school with a recognized related course of study
- Enrolled during the academic year following the application deadline.
- This application is due 3/15/2019

Link: <https://precast.org/foundation/scholarships/>

QuestBridge College Prep Scholarship

Due: March

Award:

Academic Level: High School Junior

Region: National

Field of Study: Any

Eligibility:

- Be a junior planning to apply to college during the fall of their senior year
- Be from a family earning less than \$65,000/year (for a family of four)

Link: <https://www.questbridge.org/high-school-students/college-prep-scholars>

QuestBridge National College Match Program

Due: March

Award: \$200,000

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- See website for details.

Link: <https://www.questbridge.org/high-school-students/national-college-match/scholarship-details>

Ruben Salazar Fund

Due: March

Award: \$10,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Demonstrate a sincere desire to pursue a career in the field of journalism
- Have financial need

Link: <http://www.nahj.org/nahj-scholarships/>

San Mateo Credit Union (SMCU) Educational Scholarship

Due: March

Award: \$3,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- 2019 graduating high school senior (or 2018 high school graduates enrolling in college/technical school for the first time)
- Apply to at least one accredited college or technical school for the Fall 2019 by March 15.
- Plan to attend the SMCU Annual Meeting on Thursday, April 25, 2019 where the scholarship award will be presented
- GPA requirement: 3.0
- This application is due 3/15/2019

Link: <https://www.smcu.org/Community/Programs/Community-Involvement/Scholarships>

SEG Scholarship

Due: March

Award: \$500 to \$10,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Geophysics

Eligibility:

- Be a high school senior planning to attend college next year or an undergraduate or graduate college student
- Have above average grades
- Be intending to pursue a college curriculum directed toward a career in applied geophysics
- This application is due 3/1/2019

Link: <https://seg.org/Scholarships>

SF State Alumni Association Senior Scholarship (SFSU Seniors)

Due: March

Award: \$1,500

Academic Level: College Senior

Region: San Francisco State University

Field of Study: Any

Eligibility:

- Be an undergraduate student enrolled full-time
- Have completed 100 units
- Scholarships are merit and need based
- GPA requirement: 3.3
- This application is due 3/31/2019

Link: <https://sfsu.academicworks.com/opportunities/8557>

Skilled Labor Shortage

Due: March

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- HomeAdvisor will award \$2,500 to six students who can devise a creative solution to America's skilled labor crisis
- Be over 18 years old
- This application is due 3/15/2019

Link: <https://docs.google.com/forms/d/e/1FAIpQLSfZFnkfq0B-rzp21AKyi1dVykyAF4VzzYMmo3K6oqoL2r8AaA/viewform>

South County Cal-SOAP Scholarship Application

Due: March

Award: \$500 to \$25,000

Academic Level: High School Senior, College Freshman

Region: Anzar High School, Ann Sobrato High School, San Benito High School, Mt. Madonna, Live Oak High School, Gilroy High School, Central High School, Christopher High School,

Field of Study: Any

Eligibility:

- High school senior or a Gavilan Community College student who has participated in South County Cal-SOAP
- Estimated Family Contribution (EFC) below \$10,000
- GPA requirement: 2.0

Link: <http://southcountycalsoap.org/about/>

Steve Tirado Family Foundation Scholarship

Due: March

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student

Region: Must be a Bay area resident (Alameda, Contra Costa, San Francisco, Santa Clara and San Mateo Counties represent the eligible counties)

Field of Study: Any

Eligibility:

- Be accepted to four-year public or private institution
- This scholarship targets Latin@s only
- Be a high school senior or undergraduate planning to enroll full-time at a U.S. accredited four-year university
- GPA requirement: 3.0
- This application is due 3/15/2019

Link: <http://stevetiradofamilyfoundation.org/application-test/>

The New Leadership Scholarship

Due: March

Award: \$8,000

Academic Level: College Junior or Senior, Graduate Student

Region: Select Bay Area Public Universities

Field of Study: Social Sciences, Human Services, Public Interest/Law, health-related fields, or Public Service

Eligibility:

- Be enrolled in CSU East Bay, SF State, San Jose State, Sonoma State, or UC Berkeley
- Be an upper division undergrad student who has attended the school for one academic year or more
- *Graduate students wishing to apply must be previous scholarship recipients
- Preference and priority given to recent immigrants and students of color.
- GPA requirement: 3.5 (consideration given to students with a GPA between 3.2 to 3.49)
- This application is due 3/10/2019

Link: <http://newleadership.org/apply/>

The Peninsula College Fund

Due: March

Award: \$3,000

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- See website for details.

Link: <https://www.peninsulacollegefund.org/what-we-do/scholarships/>

Achievement Award Program (UC Berkeley)

Due: April

Award: \$6,000

Academic Level: High School Senior, Undergraduate Student

Region: UC Berkeley

Field of Study: Any

Eligibility:

- Be enrolled full-time at UC Berkeley
- Gross family income of \$114,000 or less
- Completed high-school, GED or community college transfer requirements in California
- This application is due 4/30/2019

Link: <https://alumni.berkeley.edu/community/scholarships/achievement-award-program/how-apply>

Anthem Essay Contest

Due: April

Award: \$25 to \$2,000

Academic Level: High School Student

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 4/18/2019

Link: <https://www.aynrand.org/students/essay-contests#overview>

Association of Firearm and Tool Mark Examiners (AFTE) Scholarship

Due: April

Award: \$2,000

Academic Level: College Junior or Senior, Recent Graduate, Graduate Student

Region: National

Field of Study: Natural Science, Physical Science, Biological Science

Eligibility:

- Be seeking career in Forensic Sciences
- Be entering third year or higher of a Bachelor's degree or enrolled in an advanced degree program
- Be enrolled as a half-time student during the academic year
- GPA requirement: 3.0
- This application is due 4/1/2019

Link: <https://afte.org/resources/scholarship-program>

Atlas Shrugged Essay Contest

Due: April

Award: \$2,000

Academic Level: High School Junior or Senior

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 4/18/2019

Link: <https://www.aynrand.org/students/essay-contests#overview>

Congressional Hispanic Caucus Institute (United Health Foundation Scholar Program)

Due: April

Award: \$5,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Health

Eligibility:

- Be enrolled full-time in an accredited four-year university, or graduate/professional program in the United States
- Have financial need
- Undergraduate students in their last year of college are not eligible to apply
- DACA recipient
- GPA requirement: 3.0

Link: <https://chci.org/programs/chci-united-health-foundation-scholar-intern-program/>

DiversityJobs Scholarship

Due: April

Award: \$3,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Identify as: African American, Asian American, Hispanics, Native American, military veteran, woman, person with disability, or LGBT community member
- Be enrolled full-time in and currently attending a school that has registered for DiversityJobs' scholarship program

Link: <https://diversityjobs.com/c/giving-back/>

Gloria and Joseph Mattera National Scholarship Fund for Migrant Children

Due: April

Award: \$250

Academic Level: Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Recent history of movement for agricultural employment
- Priority will be given to currently interstate migrant youth with scholastic potential and financial need
- Be enrolled in or accepted at an accredited public or private college, technical or vocational school

Link: <https://financialaid.wsu.edu/scholarship/gloria-and-joseph-mattera-national-scholarship-fund-for-migrant-children/>

Gloria Mattera National Migrant Scholarship

Due: April

Award: \$250 to \$250

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Be enrolled or accepted at a public or private college, technical, vocational school; OR be a dropout or a potential dropout from high school
- Show recent history of movement for agricultural employment
- This application is due 4/1/2019

Link: <https://migrant.net/scholarships/>

Grasshopper Entrepreneur Scholarship

Due: April

Award: \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be enrolled at an accredited U.S. college, university, or trade school

Link: <https://grasshopper.com/entrepreneur-scholarship/>

Hispanic Engineers National Achievement Awards

Due: April

Award: \$500 to \$10,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Major in STEM field

Eligibility:

- Be of Hispanic origin and/or must significantly demonstrate leadership or service within the Hispanic community
- Be enrolled in an accredited undergraduate or graduate program for the upcoming fall semester
- GPA requirement: 3.0
- This application is due 4/1/2019

Link: <http://www.greatmindsinstem.org/college/henaac-scholarship-application-guidelines>

Hispanic Scholarship Consortium: Scholars Program

Due: April

Award: \$1,000 to \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Residing in Texas

Field of Study: Any

Eligibility:

- Must be of Hispanic/Latino heritage
- Plan to enroll in an accredited two-year or four-year college or university in the United States at least part-time
- GPA requirement: 2.5

Link: <https://www.hispanicscholar.org/scholars-program>

Hispanic Scholarship Fund

Due: April

Award: \$500 to \$5,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be of Hispanic Heritage
- Plan to enroll full-time in an accredited not-for-profit, four-year university or graduate school during the fall of the scholarship year
- Complete FAFSA or state Dream Act financial aid application (if applicable)
- DACA recipient
- GPA requirement: 3.0 for High School, 2.5 for College applicants
- This application is due 4/2/2019

Link: https://www.hsf.net/en_US/scholarship

Leadership Award (UC Berkeley)**Due:** April**Award:** \$2,000**Academic Level:** High School Senior, Undergraduate Student**Region:** UC Berkeley**Field of Study:** Any**Eligibility:**

- Demonstrate innovative, motivational leadership impacting academic, work, or community environments
- Be admitted and enroll, or currently a student, at UC Berkeley
- This application is due 4/30/2019

Link: <https://alumni.berkeley.edu/community/scholarships/leadership-award>**Lombard Area Branch of AAUW “Return to Learning”****Due:** April**Award:** \$2,500**Academic Level:** Undergraduate Student, Graduate Student**Region:** Students must reside in Lombard, Villa Park, Oakbrook Terrace, Wheaton, Addison, Glendale Heights or Glen Ellyn, Illinois**Field of Study:** STEM**Eligibility:**

- Special consideration is given to women who demonstrate strong academics, financial need, and an interest in STEM
- Preference is given to women who are continuing college after a significant interruption
- This application is due 4/1/2019

Link: <https://lombard-il.aauw.net/scholarships/>**Matt Fong Asian Americans in Public Finance Scholarship****Due:** April**Award:** \$5,000**Academic Level:** Undergraduate Student**Region:** Must be enrolled in California college or university.**Field of Study:** Accounting, Political Science, Public Policy, Business Administration or related fields**Eligibility:**

- Be of Asian heritage (at least 50%)
- Have financial need
- Preference given to those with record of community service or volunteer work
- GPA requirement: 3.0
- This application is due 4/1/2019

Link: <http://asianpacificfund.org/what-we-do/scholarships/apply-for-scholarship/#mattfong>**Palo Alto Foundation Medical Group (PAFMG) Pre-Med Annual Scholarship Awards****Due:** April**Award:** \$25,000**Academic Level:** High School Senior**Region:** Alameda, Contra Costa, San Mateo, Santa Clara and Santa Cruz counties**Field of Study:** Medicine, Pre-Med**Eligibility:**

- Planning to take pre-medicine courses to prepare for medical school
- Be in the top 20 percent of the class (verified by transcript)
- Demonstrate a need for financial assistance to attend a university
- This application is due 4/14/2019

Link: <http://www.pamf.org/premedscholar/>

PFLAG National Scholarship Program

Due: April

Award: \$250 to \$10,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: Check website for qualifying regions

Field of Study: Any

Eligibility:

- Self-identify as lesbian, gay, bisexual, transgender, queer or anywhere within the LGBTQ “family,” (LGBTQ), or as an ally
- Demonstrate an interest in service to the LGBTQ community
- Cannot be receiving full-tuition remission sources to fund the education (e.g., other full-tuition scholarships, established college trust fund, etc.)

Link: <https://pflag.org/localpflagscholarshipprograms>

Phi Delta Kappa International Scholarships

Due: April

Award:

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Education

Eligibility:

- Be a member of one of the following associations: Educators Rising, Phi Delta Kappa, and/or Pi Lambda Theta.
- Be enrolled full- or part-time for the fall semester of the application year
- This application is due 4/3/2019

Link: <https://pdkintl.org/programs-resources/scholarships-awards/>

RentHop Apartment Scholarship

Due: April

Award: \$2,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Current student in an eligible undergraduate program or graduating high school senior, working towards a bachelors degree or associates degree

Link: https://www.renthop.com/college_scholarship

The Andres y Maria Cardenas Family Foundation

Due: April

Award: \$500 to \$3,000

Academic Level: High School Senior, Undergraduate Student

Region: Northeast San Fernando Valley

Field of Study: Any

Eligibility:

- Be a current senior or graduate of the listed schools in Northeast San Fernando Valley
- OR be a full-time student at Los Angeles Mission college
- OR be accepted or enrolled in a college or university as a full-time student
- AB 540 eligibility

Link: <http://cardenasfoundation.org/books/scholarship>

The King Family Foundation Undergraduate Scholarship Program

Due: April

Award: \$7,000

Academic Level: College Junior or Senior

Region: National

Field of Study: Television, Film, and related fields

Eligibility:

- For current juniors and seniors majoring in television and film at accredited 4-year, degree-granting U.S. colleges and universities
- This application is due 4/15/2019

Link: <http://www.kingfoundation.org/eligibility.html>

The Kruttschnitt Aspire Scholarship Program

Due: April

Award: \$6,000

Academic Level: College Freshman, College Junior Transfer

Region: UC Berkeley

Field of Study: Any

Eligibility:

- Gross family income of \$114,000 or less
- Completed high-school, GED or community college transfer requirements in California, please note this is regardless of immigration status
- Identify as African American, Chicano/Latino, and/or Native Indian/Alaskan Native
- This application is due 4/30/2019

Link: <https://alumni.berkeley.edu/community/scholarships/kasp>

Western Union Foundation Global Scholarship Program (WU Scholarship)

Due: April

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: STEM and Business

Eligibility:

- Applicants should be between 18 and 26 years of age
- Be of Hispanic origin and/or significantly demonstrate leadership or service within the Hispanic community
- Scholarship must be used on programs resulting in an undergraduate degree
- This application is due 4/30/2019

Link: <https://foundation.westernunion.com/wuscholars/index.html#close>

B.Davis Scholarship

Due: May

Award: \$1,000

Academic Level: High School Junior or Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 5/24/2019

Link: <http://www.studentawardsearch.com/scholarships.htm>

Bay Area Gardeners Foundation

Due: May

Award: \$2,000

Academic Level: High School Senior, Undergraduate Student

Region: Counties of San Francisco, San Mateo and Santa Clara

Field of Study: Any

Eligibility:

- Students with significant financial barriers to fulfill their higher education goals
- Community involvement by volunteering and completing 25 hours at a local non-profit organization (must be completed before submitting application)
- A measure of commitment, dedication, and responsibility to academic performance are considered
- GPA requirement: 2.5

Link: <http://bayareagardenersscholarshipfoundation.com/bagsf/scholarships/>

Coors Light - Climb On (offered through the Hispanic Association for Scholarship Program)

Due: May

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: California, Colorado, Florida, Illinois, New York, Texas, Wisconsin

Field of Study: Any

Eligibility:

- Be a full-time or part-time undergraduate or graduate student
- Be 21 years or older
- DACA recipient or authorized to work in the U.S.
- GPA requirement: 2.5

Link: <https://www.hacu.net/hacu/Scholarships.asp>

Lawrence G. Foster Award

Due: May

Award: \$1,500

Academic Level: Undergraduate Student

Region: National

Field of Study: Public Relations

Eligibility:

- See website for details.
- This application is due 5/31/2019

Link: <http://prssa.prsa.org/lawrence-g-foster-award-for-excellence-in-public-relations/>

Los Hermanos de Stanford

Due: May

Award: \$500 to \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Latinx students graduating from high school with plans to attend any 2-year or 4-year institution of higher learning

Link: <https://hermanos.weebly.com/scholarship.html>

Miller Lite - Brewed to be Bright (offered through the Hispanic Association for Scholarship Program)

Due: May

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: California, Colorado, Florida, Illinois, New York, Texas, Wisconsin

Field of Study: Any

Eligibility:

- Be a full-time or part-time undergraduate or graduate student
- Be 21 years or older
- DACA recipient or authorized to work in the U.S.
- GPA requirement: 2.5

Link: <https://www.hacu.net/hacu/Scholarships.asp>

Milton Fisher Scholarship for Innovation and Creativity

Due: May

Award: \$1,000 to \$20,000

Academic Level: High School Junior or Senior, College Freshman

Region: National

Field of Study: Any

Eligibility:

- Be a resident of Connecticut or New York City
- OR planning to attend or attending higher education institutions in Connecticut or New York City
- This application is due 5/1/2019

Link: <http://www.rbffoundation.org/scholarship.html>

PepsiCo Cesar Chavez Latino Scholarship Fund.

Due: May

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student

Region: California, Arizona

Field of Study: Any

Eligibility:

- Demonstrate academic excellence, leadership in extra-curricular activities, a commitment to volunteer service in the community and financial need
- Be an incoming or continuing full-time undergraduate student at any education institution
- Be of Latino descent
- Undocumented, DACA or Eligible Non-Citizen
- GPA requirement: 3.0

Link: <https://chavezfoundation.org/2018/09/07/pepsico-cesar-chavez-latino-scholarship-fund/>

Snow, Carpio & Weekley, PLC Education Scholarship

Due: May

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Must be a DREAMer planning to attend college
- Demonstrate both merit and their need for the scholarship

Link: <http://workinjuryaz.com/phoenix-workers-compensation-lawyers/#dreamers>

Support Creativity Scholarships

Due: May

Award: \$1,000

Academic Level: Undergraduate Student, Graduate Student

Region: New York Tri-State Area

Field of Study: Art

Eligibility:

- Attend a college or graduate school in the New York Tri-state area
- Be a passionate creative student
- Major in any creative field

Link: <https://www.wesupportcreativity.org/scholarship>

The Healthline and NORD Stronger Scholarship Program

Due: May

Award: \$5,000

Academic Level: High School Junior or Senior

Region: National

Field of Study: Associated with rare/chronic disease

Eligibility:

- Demonstrate involvement in the advancement of rare and/or chronic disease(s), either through research, patient advocacy, raising awareness, or community building
- Be a current junior or senior in pursuit of an undergraduate degree (as of fall 2018)
- GPA requirement: 3.0

Link: <https://www.healthline.com/health/scholarship-program>

The Le Petit Scholarship

Due: May

Award: \$1,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Enrolled in an undergraduate or graduate degree program at a college/university in the U.S.

Link: <http://lepetitsoldat.com/Scholarship-C359535.aspx?sid=23938>

The National AIDS Memorial Grove (in San Francisco Golden Gate Park)

Due: May

Award: \$2,500

Academic Level: High School Senior, College Freshman, College Sophomore, College Junior

Region: National

Field of Study: Any

Eligibility:

- All applicants must describe their current leadership experience and its significance to the HIV and AIDS epidemic
- This application is due 5/31/2019

Link: <https://aidsmemorial.org/programs/scholarship-instructions/>

The World Plumbing Scholarship Program

Due: May

Award:

Academic Level:

Region: National

Field of Study: Plumbing

Eligibility:

- Currently be a Trainer, Teacher or Instructor (or trainee) of plumbing, fire protection or HVAC

Link: <http://www.worldplumbing.org/scholarships/>

Triple-Impact Competitor Scholarship Positive Coaching Alliance

Due: May

Award: \$1,000 to \$2,000

Academic Level: High School Junior

Region: National

Field of Study: Any

Eligibility:

- For high school junior residing anywhere in the U.S. and playing for a high school team or in club sports
- This application is due 5/31/2019

Link: <https://www.positivecoach.org/awards-programs/triple-impact-competitor-scholarships>

Zenaptic Chiropractic Scholarship

Due: May

Award: \$1,000

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- For students currently enrolled in a college, university, trade school, community college or design school

Link: <https://www.zenapticchiropractic.com/scholarship/>

Abbott and Fenner Scholarship

Due: June

Award: \$1,000

Academic Level: High School Junior or Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 6/14/2019

Link: <http://www.abbottandfenner.com/scholarships.php>

Arthur H. Goodman Scholarships

Due: June

Award:

Academic Level: Community College Student

Region: California, Arizona

Field of Study: Any

Eligibility:

- For dynamic, community-minded women and minority students transitioning from a community college in California or Arizona to four-year universities

Link: <https://cdcloans.com/about-us/arthur-h-goodman-scholarships/>

Because College is Expensive Scholarship

Due: June

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Recent Graduate, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 6/30/2019

Link: <https://cedaredlending.com/scholarship/>

Berrien Fragos Thorn Arts Scholarship

Due: June

Award: \$500 to \$2,500

Academic Level: High School Students, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be at least 16 years old
- Recent history of movement for agricultural employment
- This application is due 6/1/2019

Link: <https://migrant.net/scholarships/>

California Association of Collectors

Due: June

Award: \$1,500 to \$2,500

Academic Level: High School Junior or Senior

Region: California

Field of Study: Any

Eligibility:

- Must attend any accredited public or private college, university, or trade school within 12 months of the scholarship award
- This application is due 6/30/2019

Link: <http://cacesf.org/index.html>

Levin-Goffe Scholarship Fund for LGBTQI students in New York

Due: June

Award: \$25,000

Academic Level: Undergraduate Student

Region: Enrolled at an accredited, nonprofit school in New York City.

Field of Study: Any

Eligibility:

- Be lesbian, gay, bisexual, trans, queer, or intersex
- NOT hold U.S. citizenship, a green card, or an F-1 visa
- Have completed one academic year/be at least a rising sophomore
- GPA requirement: 3.3

Link: <https://www.stonewallfoundation.org/scholarships/>

Manos de Esperanza (Hands of Hope)

Due: June

Award: \$500 to \$1,000

Academic Level: Undergraduate Student

Region: California Counties (Alameda, Contra Costa, Fresno, Marin, Monterey, Napa, Sacramento, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, Tulare, Yolo)

Field of Study: Any

Eligibility:

- Must have completed a minimum of 12 college units, after high school graduation
- Demonstrate community service
- Demonstrate financial need
- GPA requirement: 3.0
- This application is due 6/30/2019

Link: <http://www.manosdeesperanza.org/2552/2573.html>

Momeni Foundation Financial Assistance Scholarship

Due: June

Award: \$250 to \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Graduating high school students and current college students of Iranian descent
- GPA requirement: 3.0
- This application is due 6/30/2019

Link: <http://www.momenifoundation.org/FAS.html>

Pretty Lightroom Presets Scholarship Program

Due: June

Award: \$500

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Photography

Eligibility:

- See website for details.

Link: <https://www.lightroompresets.com/pages/pretty-lightroom-presets-scholarship-program>

SALEF Fulfilling Our Dreams Scholarship Fund

Due: June

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Los Angeles

Field of Study: Humanities & Social Sciences

Eligibility:

- Be of Central American or of other Latino ethnicity
- Demonstrate proven financial need and a history of community involvement
- Be pursuing one of the following: An Associate's degree; A Bachelor's degree; A Master's, J.D. or Ph.D.
- GPA requirement: 2.5

Link: <https://www.salef.org/scholarship>

SHPE Foundation Scholarship Program

Due: June

Award: \$5,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: STEM

Eligibility:

- SHPE members who demonstrate significant motivation and aptitude for science, technology, engineering, and mathematics are encouraged to apply
- GPA requirement: 2.75
- This application is due 6/30/2019

Link: <http://programs.shpe.org/scholarships/>

Ted Rollins Eco Scholarship

Due: June

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Field Related to Sustainability

Eligibility:

- Must plan to take at least 10 credit hours during the fall 2019 semester

Link: <http://www.tedrollinsecoscholars.com/apply-now/>

The WIA Foundation Scholarship

Due: June

Award: \$2,000

Academic Level: College Junior or Senior

Region: National

Field of Study: STEM field with interest in aerospace

Eligibility:

- Female Junior or Senior (with completion of at least two and a half academic years of full-time college work)
- Currently enrolled at an accredited college/university in the U.S. or its territories and planning to continue enrolling the following year

Link: <https://www.womeninaerospacefoundation.org/foundation/>

Tylenol Future Care Scholarship

Due: June

Award: \$5,000 to \$10,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Health Education, Public Health, Nursing, Pharmacy and/or medical school program

Eligibility:

- Must have one or more years of school remaining
- Scholarships will be awarded to students and practitioners who are seeking a degree to actively treat patients
- Past winners are not eligible to apply

Link: <https://www.tylenol.com/news/scholarship>

ABC Humane Wildlife Control & Prevention, Inc. Academic Scholarship

Due: July

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: STEM

Eligibility:

- Be a student currently enrolled at a college or university recognized by the U.S. Department of Education
- Preference is given to women in STEM

Link: <https://abcwildlife.com/abc-humane-wildlife-control-prevention-inc-s-academic-scholarship>

Charterup National Scholarship for Immigrants and Refugees

Due: July

Award: \$10,000

Academic Level: Undergraduate Student

Region: National

Field of Study: Arts and Humanities, Business, Engineering and Computer Science, Engineering, Environmental Studies, Math, Natural Sciences, Public Service, Social and Behavioral Sciences

Eligibility:

- Must have been born outside of the United States and currently enrolled (or accepted) at a U.S. university or college
- GPA requirement: 3.4

Link: <https://www.charterup.com/scholarship>

KB Delta Compressor Valve Parts Scholarship

Due: July

Award: \$1,000

Academic Level: Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Any student currently enrolled in any accredited college is eligible to enter
- This application is due 7/1/2019

Link: <http://kdelta.com/scholarship.html>

Migrant Farmworker Baccalaureate Scholarship

Due: July

Award: \$20,000

Academic Level: College Freshman

Region: National

Field of Study: Any

Eligibility:

- Show history of migrating for employment in agriculture
- Have successfully completed one year of college
- Have financial need
- This application is due 7/1/2019

Link: <https://migrant.net/scholarships/>

NonStop Signs and Graphics Graphic Design Scholarship

Due: July

Award: \$2,500

Academic Level: Undergraduate Student, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- Attending or planning to attend college.
- This application is due 7/31/2019

Link: <https://www.nonstopsigns.com/graphic-design-scholarships/>

Platt Family Scholarship Prize Essay Contest

Due: July

Award: \$500 to \$1,500

Academic Level: Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Be a full-time student
- Be attending a U.S. university or college

Link: <http://www.thelincolnforum.org/scholarship-essay-contest>

AC Pro Veterans Scholarship

Due: August

Award: \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Veteran

Region: National

Field of Study: Any

Eligibility:

- Focused on individuals planning to pursue a career in the heating, air conditioning and ventilation (HVAC) industry
- Be a honorably discharged veteran of the United States or Canadian Armed Forces, National Guard or Reserves
- Be planning to enroll - or are currently enrolled - in an HVAC training program or apprenticeship

Link: <https://nexstarscholars.communityforce.com/>

Diversity in Plumbing, HVAC and Electrical Scholarship

Due: August

Award: \$3,500

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Demonstrate financial need from a traditionally underrepresented community in PHCE industries
- Be a female from the African-American, Asian, Hispanic/Latino, or indigenous/Native American community
- Be enrolled - or registered to enroll - in a plumbing, HVAC or electrical training program for residential service

Link: <https://nexstarscholars.communityforce.com/>

Frank Blau, Jr. Management Scholarship

Due: August

Award: \$6,000

Academic Level: Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Be enrolled in a business-related degree program at a 4-year college or university
- Accepted degree programs are: business administration/management, entrepreneurship, finance, accounting, marketing, human resources or construction management

Link: <https://nexstarscholars.communityforce.com/>

Future Innovator Scholarship

Due: August

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- At least sixteen (16) years old
- Currently enrolled or will be attending next academic year in an accredited college/university
- This application is due 8/15/2019

Link: <https://studysoup.com/scholarships/future-innovator>

George Brazil Technician Scholarship

Due: August

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Be an individual pursuing a career in the residential skilled trades of plumbing, HVAC or electrical
- May be currently enrolled in, or planning to enroll, in a trade school program, training program or registered apprenticeship

Link: <https://nexstarscholars.communityforce.com/>

Hit the Books Scholarship

Due: August

Award: \$500

Academic Level: Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Be between 18 to 25 years old

Link: <https://www.coffeeforless.com/pages/scholarship>

Institute of International Studies (IIS) Dissertation Fellowships

Due: August

Award:

Academic Level: Undergraduate Student, Graduate Student

Region: UC Berkeley

Field of Study: Any

Eligibility:

- The Institute supports and funds UC Berkeley faculty, graduate, and undergraduate research on international studies

Link: <https://iis.berkeley.edu/funding-opportunities>

Pat Langlin Brazil Women in the Trades Scholarship

Due: August

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Awarded to a female pursuing a career in the residential skilled trades of plumbing, HVAC or electrical
- Be enrolled - or registered to enroll - in a trade school program, training program or registered apprenticeship

Link: <https://nexstarscholars.communityforce.com/Funds/Search.aspx>

Because College is Expensive Scholarship

Due: September

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 9/30/2019

Link: <https://cedaredlending.com/scholarship/>

Bruce B. Woodward Memorial Scholarship

Due: September

Award: \$4,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Attending school in Connecticut

Field of Study: Any

Eligibility:

- Legally blind student attending school in Connecticut
- This application is due 9/15/2019

Link: <http://www.hfpgscholarships.org/Scholarship/Search/ViewScholarship/tabid/346/Default.aspx?xfer=539>

C. Rodney Demarest Memorial Scholarship

Due: September

Award: \$3,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Attending school in Connecticut

Field of Study: Any

Eligibility:

- Legally blind student attending school in Connecticut.
- This application is due 9/15/2019

Link: <http://www.hfpgscholarships.org/Scholarship/Search/ViewScholarship/tabid/346/Default.aspx?xfer=537>

Golden Door Scholarship

Due: September

Award:

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Golden Door Scholars provide scholarship for DACA students and scholarships for undocumented students
- May be high school seniors or recent graduates
- Preference will be given to high school graduates from states that require undocumented students to pay out-of-state tuition.

Link: <https://www.goldendoorscholars.org/apply.html>

The Diversity Scholarship Foundation

Due: September

Award:

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Wisconsin, Illinois, and Indiana

Field of Study: Law

Eligibility:

- Students seeking a career in law
- Have maintained a high GPA
- Be actively participating/supporting diversity related programs
- GPA requirement: 3.5

Link: <http://diversitychicago.org/dc/scholarships/>

The Mexican American Dream Scholarship

Due: September

Award: \$1,000

Academic Level: Undergraduate Student

Region: Los Angeles, Orange, Riverside, Inland Empire, San Bernardino and Ventura.

Field of Study: Any

Eligibility:

- GPA requirement: 2.75
- This application is due 9/30/2019

Link: <https://www.cofem.org/scholarships-becas>

Veterans in Plumbing, Heating, Cooling and Electrical Scholarship

Due: September

Award: \$3,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- For veterans who have been honorably discharged from the US or Canadian Armed Forces, National Guard or Reserves
- Be enrolled or plan to enroll in a Plumbing, Heating and Cooling or Electrical (PHCE) training program or apprenticeship

Link: <https://nexstarscholars.communityforce.com/>

Alma Exley Scholarship

Due: October

Award: \$5,000

Academic Level: College Junior or Senior, Recent Graduate, Graduate Student, Teacher Preparation Program

Region: Student enrolled in teacher-preparation program at a college or university in Connecticut

Field of Study: Education

Eligibility:

- Identify as person of color: African American, Asian American, Hispanic American, Native American
- This application is due 10/31/2019

Link: <http://almaexleyscholarship.org/application-process/>

Associated Students Incorporated of San Francisco State University Scholarships

Due: October

Award:

Academic Level: Undergraduate Student, Graduate Student

Region: San Francisco State University

Field of Study: Any

Eligibility:

- Preference will be given to students with the highest financial need
- Must be undocumented and attending SFSU
- Serious commitment to helping others and/or acting as a role model by promoting higher education
- This application is due 10/1/2019

Link: <https://sfsu.academicworks.com/opportunities/8843>

Jack Kent Cooke Foundation Undergraduate Transfer Scholarship

Due: October

Award: \$40,000

Academic Level: College Junior or Senior

Region: National

Field of Study: Any

Eligibility:

- Plan to enroll full-time in a baccalaureate program at an accredited college or university in fall 2020
- Students who have attended a four-year institution in the past are not eligible for this scholarship
- GPA requirement: 3.5

Link: <https://www.jkcf.org/our-scholarships/undergraduate-transfer-scholarship/how-to-apply/>

La Unidad Latina Foundation Scholarship

Due: October

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Currently enrolled in an eligible bachelor's or master's degree program at an accredited four-year college or university
- Completed at least one full-time year of study for undergraduate applicants, and for graduate applicants
- Must reside in the United States
- GPA requirement: 2.75
- This application is due 10/15/2019

Link: <http://www.lulf.org/scholarships.html>

National Hispanic Health Foundation Scholarship

Due: October

Award:

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Health

Eligibility:

- Enrolled full-time in the following accredited graduate programs: Dental, Medical (allopathic or osteopathic), Pharmacy, Nursing, Public Health or Health Policy (*undergraduate students: must be in the BSN program)
- Show exceptional academic performance, documented leadership activities, and commitment to a career providing healthcare services to the U.S. Hispanic community
- DACA recipient
- GPA requirement: 3.0

Link: <https://nhmafoundation.org/programs/the-nhhf-scholarship/>

Oakland Promise Scholarship

Due: October

Award: \$4,000

Academic Level: High School Senior

Region: Castlemont High School, Coliseum College Preparatory Academy, and Oakland High School

Field of Study: Any

Eligibility:

- Have 90% attendance during their senior year (from September 4th to March 8th, 2019 and through end of school year).
- Be enrolled in an Oakland public or charter high school for at least 3 years by May 2019
- Have an expected Family Contribution (EFC) below \$10,000 as determined by FAFSA or CA Dream Act Application
- GPA requirement: 2.0

Link: <https://www.eastbaycollegefund.org/scholarships/oakland-promise/>

Scholarship America Dream Award

Due: October

Award: \$5,000 to \$15,000

Academic Level: Undergraduate Student, Community College Student

Region: National

Field of Study: Any

Eligibility:

- Enroll full-time at a sophomore year-level or higher at an accredited college, university, or vocational-technical school in the U.S.
- Be a U.S. high school graduate (by September 2019) who will be studying toward their associate's or first bachelor's degree
- Be at least seventeen (17) years old
- DACA recipient
- GPA requirement: 3.0

Link: <https://scholarshipamerica.org/dreamaward/>

Sequoia Awards Scholarship Program

Due: October

Award: \$20,000

Academic Level: High School Senior

Region: Redwood City

Field of Study: Any

Eligibility:

- Have performed significant, uncompensated, volunteer activities
- Be present at all required interviews and attend awards banquet in March

Link: <http://www.sequoiaawards.org/nomination-forms/>

The New York State Youth Leadership Council

Due: October

Award: \$500 to \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: New York City

Field of Study: Any

Eligibility:

- Be recommended by an educator, peer, community member, or religious leader
- Be actively engaged, or wishes to be engaged, in social justice causes
- Be able to volunteer 10 hours with the NYSYLC; Be able to attend an awards ceremony in NYC (details TBD)

Link: <https://www.nysylc.org/scholarship>

Act Six Leadership & Scholarship Initiative

Due: November

Award:

Academic Level: High School Senior

Region: Tacoma, Seattle, Portland, Yakima Valley, Spokane, and Minnesota

Field of Study: Any

Eligibility:

- Be passionate about learning, eager to foster intercultural relationships, and willing to step out of comfort zones
- Be committed to serving those around them and ready to make a difference on campus and at home

Link: <http://www.actsix.org/about/scholars/>

ADEA/Crest Oral-B Scholarships for Dental Hygiene Students Pursuing Academic Careers

Due: November

Award: \$2,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Dental

Eligibility:

- Be enrolled in a baccalaureate degree program or graduate degree program in dental hygiene at an ADEA Member Institution
- Show commitment to pursuing an academic career in dental hygiene
- Be an ADEA Individual Member

Link: <https://www.adea.org/studentawards/Crest-Oral-B-Laboratories-Scholarships-for-Dental-Hygiene-Students-Pursuing-Academic-Careers.aspx>

ASHRAE

Due: November

Award:

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Engineering or Engineering Technology

Eligibility:

- Be committed to the HVAC and/or refrigeration profession
- Show full-time enrollment in an accredited undergraduate engineering or engineering technology program recognized by ASHRAE as listed for each scholarship
- GPA requirement: 3.0

Link: <http://web.ashrae.org/scholarshipApplication/>

ADEA/Sigma Phi Alpha Linda DeVore Scholarship

Due: November

Award: \$1,500

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Dental

Eligibility:

- Enrolled as a part- or full-time student in a course of study in dental hygiene, education or public health
- Demonstrate a commitment to leadership in education or health care
- Be an ADEA Individual Member

Link: <https://www.adea.org/studentawards/Sigma-Phi-Alpha-Linda-DeVore-Scholarship.aspx>

ASUCD Scholarship (UC Davis)

Due: November

Award: \$500

Academic Level: Undergraduate Student

Region: UC Davis

Field of Study: Any

Eligibility:

- For undergraduate students enrolled and in good academic standing at the University of California, Davis
- This application is due 11/21/2019

Link: <https://asucd.ucdavis.edu/scholarship/>

Berkeley Undergraduate Dream Act Scholarship (UC Berkeley)

Due: November

Award:

Academic Level: High School Senior, Undergraduate Student

Region: UC Berkeley

Field of Study: Any

Eligibility:

- Required to qualify for an AB 540 nonresident tuition exemption to be eligible
- Males, age 18-25, are required to be registered for Selective Service
- Apply for this aid by completing the California Student Aid Commission (CSAC) California Dream Act Application by March 2nd

Link: <https://financialaid.berkeley.edu/berkeley-undergraduate-dream-act-aid>

Berrien Fragos Thorn Arts Scholarships for Migrant Farmworkers

Due: November

Award: \$500 to \$2,500

Academic Level: High School Student, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Art, Performing Art, and Literary Art

Eligibility:

- Minimum 16 years of age
- History of movement to obtain work in agriculture
- This application is due 11/1/2019

Link: <https://migrant.net/scholarships/>

Dan L. Meisinger, Sr. Memorial Learn to Fly Scholarship

Due: November

Award: \$2,500

Academic Level: Undergraduate Student

Region: Residents of Kansas, Missouri or Illinois will be given preference.

Field of Study: Aviation

Eligibility:

- Be recommended by an aviation professional, although direct applications are acceptable
- Be currently enrolled in an aviation program
- Submit an Appraisal and Endorsement Form before beginning application process
- GPA requirement: "B" average or better

Link: <http://nata.aero/Scholarships/Meisinger-Application.aspx>

Dr. Juan Andrade, Jr. Scholarship for Young Hispanic Leaders

Due: November

Award: \$500 to \$1,000

Academic Level: Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Have least one parent of Hispanic ancestry
- Be enrolled or accepted as a full-time student, in an accredited four-year or two-year institution in U.S.
- Be able to attend the USHLI's annual conference in Chicago
- Non-U.S. citizen

Link: <https://www.ushli.org/2018/08/20/scholarship-for-young-hispanic-leaders-now-available-for-2019-2020/>

Good Tidings Community Service Scholarship

Due: November

Award: \$10,000

Academic Level: High School Senior

Region: Resident of one of the following California counties (Alameda, Contra Costa, Lake, Marin, Monterey, Napa, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Cruz, Santa Clara, Solano, Sonoma, Stanislaus, Yolo)

Field of Study: Any

Eligibility:

- High school seniors who recognize the benefits of serving their community
- Show proof of acceptance into a university in order to receive the scholarship money
- This application is due 11/8/2019

Link: <https://www.scholarships.com/financial-aid/college-scholarships/scholarship-directory/deadline/deadline-in-november/good-tidings-community-service-scholarship>

Latin American Educational Foundation Scholarship

Due: November

Award:

Academic Level: Undergraduate Student, Graduate Student

Region: Colorado

Field of Study: Any

Eligibility:

- Be of Hispanic origin or actively involved in the Hispanic community
- Colorado resident regardless of U.S. permanent legal residency status or U.S citizenship
- GPA requirement: 3.0

Link: <http://www.laef.org/Scholarship>

Jill Reed Women in the Trades Scholarship

Due: November

Award: \$2,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Scholarship is dedicated to women pursuing a career in the residential services of plumbing, electrical and heating and air
- Applicants may be enrolled, or plan to enroll, in a trade school or apprenticeship program

Link: <https://nexstarscholars.communityforce.com/>

Latinos in Technology Scholarship

Due: November

Award: \$30,000

Academic Level: College Junior or Senior

Region: Graduate of a high school in the following Northern California counties: Alameda County, Contra Costa County, Marin County, Napa County, San Francisco County, San Mateo County, Santa Clara County, Santa Cruz County, Solano County, Sonoma County, Yolo County

Field of Study: STEM

Eligibility:

- Be of Latino or Hispanic origin (as defined by U.S. Census Bureau)
- Have a declared major in and been accepted into a STEM program
- Be a current college student entering their junior or senior year in the upcoming academic school year
- AB 540 and DACA eligible students
- GPA requirement: 3.0

Link: <https://www.siliconvalleycf.org/scholarships/lit>

Soroptimist Live Your Dream Award

Due: November

Award: \$1,000 to \$16,000

Academic Level: Undergraduate Student, Student who is enrolled in or has been accepted to a vocational/skills training program or an undergraduate degree program

Region: National

Field of Study: Any

Eligibility:

- Motivated to achieve education and career goals
- Does not have a graduate degree
- Provides the primary financial support for yourself and your dependents. Dependents can include children, spouse, partner, siblings and/or parent
- Has a Social Security number or Tax ID number (ITIN) for tax purposes only
- This application is due 11/15/2019

Link: <https://www.soroptimist.org/our-work/live-your-dream-awards/apply-for-the-live-your-dream-awards.html#awardlevels>

Because College is Expensive Scholarship

Due: December

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 12/31/2019

Link: <https://cedaredlending.com/scholarship/>

The Jack Kent Cooke Foundation's Scholarship Programs

Due: November

Award: \$40,000

Academic Level: High School Student, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Have financial need

Link: <https://www.jkcf.org/our-scholarships/>

Cappex Easy College Money Scholarship

Due: December

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- At least sixteen (16) years old
- Currently enrolled or will be attending next academic year in an accredited college/university
- This application is due 12/31/2019

Link: <https://studysoup.com/scholarships/cappex-easy-college-money-scholarship>

Cynthia Felix Scholarship

Due: December

Award:

Academic Level: College Junior or Senior

Region: Arizona, California, Oregon, Utah, Washington

Field of Study: Any

Eligibility:

- See website for details.

Link: <http://msa.net/west/what-we-do/scholarships/cynthia-felix-scholarship/>

Digital Marketing Scholarship

Due: December

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Digital Marketing

Eligibility:

- Taking at least 10 credit hours during the Spring or Fall 2019 semester
- This application is due 12/31/2019

Link: <https://www.10xdigitalinc.com/digital-marketing-scholarship/>

Fund the Future StudySoup Scholarship

Due: December

Award: \$500

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- At least sixteen (16) years old
- Currently enrolled or will be attending next academic year in an accredited college/university
- This application is due 12/15/2019

Link: <https://studysoup.com/scholarships/future-innovator>

Google Lime Scholarship

Due: December

Award: \$10,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Computer Science or Computer Engineering

Eligibility:

- A student with a visible or invisible disability
- Exemplify leadership and demonstrate a commitment to and passion for computer science and technology
- Be a full-time student with strong academic performance

Link: <https://www.limeconnect.com/programs/page/google-lime-scholarship>

Hayek Fund Career Development Grants

Due: December

Award:

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Humanities and Social Sciences

Eligibility:

- For scholars presently engaged in either research or teaching within the social sciences or humanities at an accredited university
- Applicants from the social sciences/humanities will be given preference and applicants working within the hard sciences are generally not accepted

Link: <https://theihs.org/funding/hayekfund/#applynow>

Health Care Career Scholarship Program

Due: December

Award: \$2,000 to \$10,000

Academic Level: High School Senior, College Sophomore

Region: One of 133 approved high schools in the Kaiser Permanente Northwest service area

Field of Study: Any

Eligibility:

- See website for details.
- This application is due 12/15/2019

Link: <https://share.kaiserpermanente.org/community-health/communities-we-serve/northwest-community/health-care-career-scholarship-program/>

Hispanic Education Endowment Fund

Due: December

Award:

Academic Level: High School Senior, College Freshman

Region: Orange County

Field of Study: Any

Eligibility:

- Latino/a who has lived in Orange County (OC), California for the past three years
- An OC high school graduate or an OC community college transfer student enrolling full-time at a university in Fall 2019
- First generation college student with family income below \$60,000
- Dream Act/AB 540 applicants
- This application is due 12/31/2019

Link: <http://www.heef.org/eligibility-requirements/>

Irvine Onnuri Church Scholarship

Due: December

Award: \$2,000

Academic Level: Undergraduate Student, Graduate Student

Region: UC Irvine

Field of Study: Any

Eligibility:

- Be an undergraduate student majoring in Korean Literature and Culture within the School of Humanities
- OR an undergraduate or graduate student who identify as first generation college student
- OR an undergraduate or graduate student who is a single parent or registered with the UCI Disability Service Center
- Have filed CA Dream Act Application by March 2.

Link: <http://www.ofas.uci.edu/content/TypesOfAid.aspx?nav=3&id=onnuri>

Kate Neal Kinley Memorial Fellowship

Due: December

Award: \$9,000 to \$20,000

Academic Level: Undergraduate Student, Graduate Student

Region: University of Illinois at Urbana Champaign and other prestigious institutions

Field of Study: Arts

Eligibility:

- Show high attainment in major field of study as evidenced by academic marks and work submitted or performed
- Show high attainment in related cultural fields as evidenced by academic marks

Link: <http://faa.illinois.edu/alumni-friends/kate-neal-kinley-memorial-fellowship>

Overseas Press Club (OPC) Foundation Scholarships

Due: December

Award: \$3,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Study at American college/university and aspire to become a foreign correspondent

Link: <https://overseaspessclubfoundation.org/apply.html>

SELF First Year Education Scholarship

Due: December

Award:

Academic Level: High School Senior

Region: Live in the District of Columbia, Maryland, or Virginia

Field of Study: Any

Eligibility:

- Plan to use post-secondary education to have a lasting impact on your community
- Have overcome a significant challenge
- Plan to enroll in first year of first post-secondary educational program
- This application is due 12/31/2019

Link: <https://www.selfmadescholars.org/apply>

The Comcast Leaders and Achievers Scholarship Program

Due: December

Award: \$2,500

Academic Level: High School Senior

Region: National

Field of Study: Any

Eligibility:

- Be a full-time high school senior currently enrolled at a school in a community served or approved by Comcast
- Plan to attend an accredited, non-profit college, university or vocational/technical school in the United States
- Complete and approve terms and conditions set forth in media release as part of the scholarship acceptance form
- GPA requirement: 3.0

Link: <https://www.scholarsapply.org/leadersandachievers/information.php>

The Elie Wiesel Prize in Ethics Essay Contest

Due: December

Award: \$500 to \$5,000

Academic Level: College Junior or Senior

Region: National

Field of Study: Any

Eligibility:

- Registered undergraduate full-time Juniors or Seniors at accredited four-year colleges or universities in the U.S. during the fall semester
- This application is due 12/14/2019

Link: <http://eliewieselfoundation.org/prize-ethics/contest/>

The Le Petit Scholarship

Due: December

Award: \$1,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Enrolled in an undergraduate or graduate degree program at a college/university in the U.S.

Link: <http://lepetitsoldat.com/Scholarship-C359535.aspx?sid=23938>

The Science Ambassador Scholarship

Due: December

Award: Full Tuition

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: STEM

Eligibility:

- Be a woman in STEM
- Attend (or plan to attend) a college in the U.S.

Link: <https://www.scienceambassadorscholarship.org/#intro>

ABOUT US

IMMIGRANTS RISING

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. With our information, resources, and support, you can see what's possible. For more information, visit www.immigrantsrising.org



2018–2019

**LIST OF GRADUATE SCHOLARSHIPS
THAT DON'T REQUIRE PROOF OF U.S.
CITIZENSHIP OR LEGAL PERMANENT
RESIDENCY**

INCLUDES BAY AREA, CALIFORNIA, AND NATIONAL SCHOLARSHIPS

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CAUTION: Scholarship requirements and deadlines often change from year to year. Please double-check all information listed below with the scholarship directly. If you find any errors, please email us at communications@immigrantsrising.org so we can update the list!

Affinity Plus Foundation: Annual Scholarship Program

Due: January

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Arden Hills, Minneapolis (Downtown), Mounds View, New Brighton, Roseville, Shoreview, St. Anthony, St. Paul (Downtown). Go to <https://www.affinityplus.org/membership/whos-eligible> for details

Field of Study: Any

Eligibility:

- Applicant must be an Affinity Plus primary member
- Planning to or already be enrolled in an undergraduate/graduate program at accredited non-profit, public, private, community, or technical college
- Apply by 1/31/2019

Link: <https://www.affinityplusfoundation.org/Scholarship/Annual-Scholarship>

eQuality Scholarship Collaborative

Due: January

Award: \$6,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Resident of Northern or Central California

Field of Study: Any

Eligibility:

- Demonstrate service to the LGBT+ community
- Applicants of all sexual orientations and gender identities are eligible
- Plan to attend a post-secondary institution
- Apply by 1/31/2019

Link: <https://app.smarterselect.com/programs/52147-E-Quality-Scholarship-Collaborative>

CUNY BECAS Scholarship Program

Due: January

Award: \$6,730

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Intend to enroll full-time in an associate, baccalaureate, or master's degree program at a CUNY Campus
- Must take a course in either Mexican Migration and or Spanish Language to receive award
- GPA requirement: 3.0
- Apply by 1/31/2019

Link: <http://www.lehman.cuny.edu/cuny-mexican-studies-institute/scholarships.php>

Japanese American Bar Association

Due: January

Award: \$2,000 to \$3,000

Academic Level: Graduate Student

Region: Southern California

Field of Study: Law

Eligibility:

- Be committed to community service
- Be involved with the Japanese-American or API community
- Apply by 1/19/2019

Link: <http://www.jabaonline.org/wp-content/uploads/2018/11/JEF-scholarship-app-2018-19-v.3-1.pdf>

MALDEF Law School Scholarship Program

Due: January

Award: \$5,000

Academic Level: Graduate Student

Region: National

Field of Study: Law

Eligibility:

- Open to all law students currently enrolled full-time at an accredited law school in the U.S.
- Applicants are evaluated for their academic and extracurricular achievements as well as their background and financial need
- Must demonstrate commitment to advancing Latino civil rights in their careers
- Apply by 1/31/2019

Link: <http://www.maldef.org/leadership/scholarships/index.html>

Oliver Goldsmith, M.D. Scholarship

Due: January

Award: \$5,000

Academic Level: Graduate Student

Region: Southern California

Field of Study: Medicine

Eligibility:

- Be a student in good standing entering third or fourth year of medical school
- Intend to practice medicine in Southern California
- Able to participate in a 4-6 week clerkship at a Kaiser Permanente facility in Southern California
- Apply by 1/21/2019

Link: <https://residency-scal-kaiserpermanente.org/goldsmith-scholarship/online-application/>

Point Foundation

Due: January

Award:

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be enrolled in a degree-granting undergraduate or graduate program
- Students at community colleges, online programs, trade schools, or post-doctoral research programs are not eligible
- Be a person who identifies as a member of the LGBTQ community
- Apply by 1/28/2019

Link: <https://pointfoundation.org/point-apply/apply-now/>

PRSA Foundation Scholarships

Due: January

Award: \$300 to \$4,250

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Major or interest in Public Relations

Eligibility:

- Scholarship applications will be updated January 2019.
- Due dates vary depending on scholarship. Check website for details.

Link: <https://www.prsafoundation.org/scholarships-awards/>

Public Relations Student Society of America Scholarships

Due: January

Award: \$500 to \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Major or interest in Public Relations

Eligibility:

- Open to PRSSA members
- Scholarship applications will be updated January 2019
- Due dates vary depending on scholarship (check website for details)

Link: <http://prssa.prsa.org/scholarships-and-awards/individual-scholarships/>

Radio Television Digital News Association Scholarships

Due: January

Award: \$1,000 to \$10,000

Academic Level: Undergraduate Student

Region: National

Field of Study: Planning to pursue career in radio, television, or digital journalism

Eligibility:

- See website for details.
- Apply by 1/18/2019

Link: <http://www.rtdna.org/content/scholarships>

Sibling Rivalry Press - UndocuPoets Fellowship

Due: January

Award: \$500

Academic Level:

Region: National

Field of Study: Any

Eligibility:

- Must be an undocumented or previously undocumented poet
- Apply by 1/31/2019

Link: <https://siblingrivalrypress.com/undocupoets-fellowship/>

The Anhelu Project Dream Scholarship

Due: January

Award:

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Illinois

Field of Study: Any

Eligibility:

- Be enrolled full-time at an accredited Illinois institution
- Demonstrate leadership through community involvement on and/or off campus
- Commit 20 hours of volunteer time to The Anhelu Project events during the following academic year
- DACA recipient
- GPA requirement: 2.5
- Apply by 1/18/2019

Link: [http://www.theanheloproject.org/dream/](http://www.theanheluproject.org/dream/)

United Methodist GBHEM Scholarships

Due: January

Award: \$400 to \$2,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be an active, full member of the The United Methodist Church for at least one year
- Enrolled full-time during the fall term following the application deadline
- DACA recipient
- GPA requirement: 2.5
- Apply by 3/7/2019

Link: <https://www.gbhem.org/loans-and-scholarships/scholarships/list-scholarships/general-scholarships>

BMI Student Composer Award

Due: February

Award: \$500 to \$5,000

Academic Level:

Region: Western Hemisphere

Field of Study: Music

Eligibility:

- Be engaged in the study of music with a recognized and established teacher (other than a relative)
- Have been born on or after February 2, 1990
- Be age 27 or younger as of the competition deadline
- Have citizenship of a country in the Western Hemisphere
- Apply by 2/1/2019

Link: https://bmifoundation.org/applications/form/bmi_student_composer_awards_application

California Strawberry Scholarships

Due: February

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: California

Field of Study: Any

Eligibility:

- Must have a parent that is currently employed as a California strawberry fieldworker and has been for the prior two seasons
- Be enrolled full-time in trade school, community college, four-year university, or graduate/professional program during the period for which scholarship is requested
- GPA requirement: 2.0
- Apply by 2/1/2019

Link: <http://www.calstrawberry.com/en-us/Scholarships/students>

California Teachers Association (CTA) Scholarships

Due: February

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: California

Field of Study: Public Education

Eligibility:

- Be a dependent child of an active member of CTA, CTA/NEA-Retired or deceased CTA member who is attending or attended a continuation high school or an alternative education program
- Apply by 2/1/2019

Link: <https://www.cta.org/scholarships>

Hispanic Community Affairs Council Scholarship Fund

Due: February

Award: \$500 to \$2,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Alameda County

Field of Study: Any

Eligibility:

- Be of Hispanic heritage as defined by the U.S. Department of Education
- Plan to attend an accredited community college, university or approved technical or vocational school
- Community college and university scholarship recipients must be taking in at least six units/credits

Link: <http://hcac-ac.org/index.php/scholarship>

Humane Studies Fellowship

Due: February

Award: \$15,000

Academic Level: Graduate Student, PhD Students

Region: National

Field of Study: Social Sciences and other humanities

Eligibility:

- Be enrolled full-time in a PhD program for the upcoming academic year
- Have a research interest that contributes to the advancement of classical liberal scholarship
- Qualifying fields of study include: economics, political science, philosophy, law, history, sociology, and similar disciplines in the social sciences/humanities
- Apply by 2/10/2019

Link: <https://theihs.org/funding/humane-studies-fellowship/>

Latham & Watkins Diversity Scholars Program

Due: February

Award: \$25,000

Academic Level: Graduate Student

Region: National

Field of Study: Law

Eligibility:

- Must be enrolled in an ABA-accredited law school and seek to practice law in one of Latham's US offices
- Have successfully completed the first year of a full-time JD program by the application deadline
- Demonstrated commitment to promoting inclusion and diversity in the legal profession

Link: <https://www.lw.com/AboutUs/Diversity/2/>

LMSA National Scholarship for U.S. Medical Students

Due: February

Award: \$500

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Medicine

Eligibility:

- Be a current LMSA member with proof of paid membership (proof will be verified if selected)
- Be a medical student pursuing a DO or MD, or an undergraduate student with demonstrated pre-medical coursework
- Have the desire to advance the state of healthcare and education in Latino and underserved communities
- Apply by 2/8/2019

Link: <https://lmsa.site-ym.com/page/Scholarships>

MANA de San Diego Scholarship Program

Due: February

Award: \$500 to \$2,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: San Diego County

Field of Study: Any

Eligibility:

- Be a Latina living or attending a college/university in San Diego County
- Demonstrate community involvement preferably in their related field
- Demonstrate financial need
- GPA requirement: 3.0
- Apply by 2/2/2019

Link: <https://www.manasd.org/scholarship-instructions-for-2017-2018-2/>

Martin Luther King Jr. Memorial Scholarship Program

Due: February

Award: \$6,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: California

Field of Study: Teaching, Public Education

Eligibility:

- Be a member of one of the following ethnic minority groups: African American/Black, American Indian/Alaska Native, Asian/Pacific Islander or Hispanic
- Be a member or child of a member of the California Teachers Association (CTA) or Student CTA
- Apply by 2/15/2019

Link: <https://www.cta.org/scholarships>

Michigan Humanities Emerging Research Scholars Program

Due: February

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Asian Languages and Cultures, Classical Studies, English, History, Linguistics, Romance Languages and Literatures, Sociology (qualitative), Women's Studies

Eligibility:

- Not currently enrolled at the University of Michigan-Ann Arbor
- DACA recipient
- Apply by 2/8/2019

Link: <https://rackham.umich.edu/rackham-life/diversity-equity-and-inclusion/>

San Diego Foundation Community Scholarship Program

Due: February

Award: Varies

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student, Other (see website)

Region: San Diego

Field of Study: Any

Eligibility:

- Varies by individual scholarship
- Apply by 2/5/2019

Link: <https://www.sdfoundation.org/students/community-scholarship-program/>

Silicon Valley Community Foundations (SVCF) Managed Scholarships

Due: February

Award: \$1,000 to \$30,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: San Mateo County, Santa Clara County

Field of Study: Varies (see website for qualifying fields of study for each scholarship)

Eligibility:

- SVCF administers a variety of scholarship programs, with varying deadlines and application requirements
- Eligibility requirements vary based on scholarship selected from the list of SVCF managed scholarships provided on their main website
- Varies (most open to AB 540 and DACA students)
- GPA requirement: Varies by scholarship
- Apply by 2/20/2019

Link: <https://www.siliconvalleycf.org/scholarships/community-foundation-managed>

The American Nuclear Society Scholarship Program

Due: February

Award: \$1,000 to \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Nuclear Science, Nuclear Engineering, or related fields

Eligibility:

- Be a student member of ANS who has demonstrated a high commitment to the standards set by the Society
- Be enrolled at or planning to attend an accredited institution in the U.S. with an ANS Student Section or Alpha Nu Sigma chapter
- Taking or planning to take courses in STEM with an interest in working in nuclear science and technology
- Apply by 2/1/2019

Link: <https://www.ans.org/honors/scholarships/>

Summer Undergraduate Research Fellowship at UC Irvine

Due: February

Award: \$4,000

Academic Level: College Junior or Senior, Recent Graduate, Master's Program

Region: National

Field of Study: Any

Eligibility:

- Enrolled full-time at a college or university
- Be interested in attending UC Irvine for graduate studies
- AB 540 eligibility
- GPA requirement: 3.0
- Apply by 2/6/2019

Link: <https://www.grad.uci.edu/about-us/diversity/grad-prep-programs/surf.php>

UCLA Dream Summer Program

Due: February

Award: \$5,000

Academic Level: High School Student, Undergraduate Student, Recent Graduate, Graduate Student (College or university enrollment is NOT required. Dream Summer does not have a high school or a GED requirement.)

Region: National

Field of Study: Social Justice Advocacy

Eligibility:

- Be at least 18 years old by June 19, 2019
- Have full-time availability from Wednesday, June 19th to Sunday, August 18, 2019
- Have an interest and commitment to social justice
- Apply by 2/15/2019

Link: https://laborucla.qualtrics.com/jfe/form/SV_3JDt94RyM34jmNT

A.R.E. Scholarship**Due:** March**Award:** \$500 to \$2,000**Academic Level:** Undergraduate Student**Region:** Resident of San Diego County**Field of Study:** Any**Eligibility:**

- Enrolled full-time in an accredited College or University
- Undocumented/ AB 540/ Deferred Action for Childhood Arrival (DACA) student or an active community member
- GPA requirement: 2.5

Link: <http://aresandiego.weebly.com/scholarship.html>**Alice Newell Joslyn Medical Scholarship****Due:** March**Award:** \$500 to \$2,000**Academic Level:** High School Senior, Undergraduate Student, Recent Graduate, Graduate Student**Region:** San Diego County**Field of Study:** Medical/Health Care**Eligibility:**

- See website for details.

Link: <http://www.becafoundation.org/>**Because College is Expensive Scholarship****Due:** March**Award:** \$500**Academic Level:** High School Junior or Senior, Undergraduate Student, Graduate Student**Region:** National**Field of Study:** Any**Eligibility:**

- See website for details.
- Apply by 03/31/2019

Link: <https://cedaredlending.com/scholarship/>**CANFIT Scholarships****Due:** March**Award:** \$2,500**Academic Level:** Undergraduate Student, Graduate Student**Region:** California**Field of Study:** Nutrition, Public Health, Physical Education, Culinary Arts**Eligibility:**

- Ethnic student affiliation of African-American, American Indian, Alaska Native, Asian American, Pacific Islander or Latino/Hispanic
- Be enrolled in an accredited undergraduate, graduate, or culinary arts program in California
- See website for eligibility requirements for each field of study
- Apply by 3/31/2019

Link: <http://canfit.org/scholarships/>

Chinese American Medical Society Scholarship

Due: March

Award: \$2,500 to \$5,000

Academic Level: Graduate Student

Region: National

Field of Study: Medical, Dental

Eligibility:

- Be a first, second or third year medical or dental student
- Be in good academic standing at an accredited U.S. medical or dental school

Link: <https://camsociety.org/scholarship/>

Davis-Putter Scholarship Fund

Due: March

Award: \$10,000

Academic Level: Undergraduate Student, Graduate Student

(or enrolled in a trade or technical program)

Region: National

Field of Study: Any

Eligibility:

- Awarded to students doing academic work at university level and are active in the progressive movement
- Apply by 3/31/2019

Link: <http://www.davisputter.org/apply-for-scholarships/>

Mapes Law Offices Scholarship

Due: March

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Evidence that you are currently or will be attending college
- Have financial need
- Apply by 3/1/2019

Link: <https://mapesbankruptcyattorneys.com/mapes-law-offices-scholarship/>

Markowski-Leach Scholarship

Due: March

Award: \$2,000

Academic Level: Recent Graduate, Graduate Student

Region: School Specific: Attend or intent to attend San Francisco State University, Stanford University, UC Berkeley, UC San Francisco, or UC Hastings College of the Law

Field of Study: Any

Eligibility:

- Self-identify as lesbian, gay, bisexual, transgender, or queer
- Exemplify excellence in your life and demonstrate promise for becoming a positive role model for other LGBTQ people
- Will be enrolled full-time, as defined by the university
- GPA requirement: 2.5
- This application is due 3/10/2019

Link: <http://mlscholarships.org/>

National Precast Concrete Association Foundation (NPCA) Foundation Scholarships

Due: March

Award: \$2,500 to \$3,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Academic field related to the building, construction or precast concrete industry

Eligibility:

- Enrolled in a four-year college, a community college or a vocational school with a recognized related course of study
- Enrolled during the academic year following the application deadline.
- Apply by 3/15/2019

Link: <https://precast.org/foundation/scholarships/>

Ruben Salazar Fund

Due: March

Award: \$10,000

Academic Level: High School Senior, Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Demonstrate a sincere desire to pursue a career in the field of journalism
- Have financial need

Link: <http://www.nahj.org/nahj-scholarships/>

SEG Scholarship

Due: March

Award: \$500 to \$10,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Geophysics

Eligibility:

- Be a high school senior planning to attend college next year or an undergraduate or graduate college student
- Have above average grades
- Be intending to pursue a college curriculum directed toward a career in applied geophysics
- Apply by 3/1/2019

Link: <https://seg.org/Scholarships>

The New Leadership Scholarship

Due: March

Award: \$8,000

Academic Level: College Junior or Senior, Graduate Student

Region: Select Bay Area Public Universities

Field of Study: Social Sciences, Human Services, Public Interest/Law, health-related fields, or Public Service

Eligibility:

- Be enrolled in one of the following universities: CSU East Bay; SF State; San Jose State; Sonoma State; or UC Berkeley
- Be an upper division undergrad student who has attended the school for one academic year or more
- *Graduate students wishing to apply must be previous scholarship recipients
- Preference and priority given to recent immigrants and students of color.
- GPA requirement: 3.5 (consideration given to students with a GPA between 3.2 to 3.49)
- Apply by 3/10/2019

Link: <http://newleadership.org/apply/>

The Pisacano Scholars Leadership Program

Due: March

Award: \$28,000

Academic Level: Graduate Student

Region: National

Field of Study: Family Medicine

Eligibility:

- Pursuing a career in family medicine
- Be entering fourth year (full-time) during fall semester in a U.S. medical school

Link: <http://www.pisacano.org/>

Association of Firearm and Tool Mark Examiners (AFTE) Scholarship

Due: April

Award: \$2,000

Academic Level: College Junior or Senior, Recent Graduate, Graduate Student

Region: National

Field of Study: Natural Science, Physical Science, Biological Science

Eligibility:

- Be seeking career in Forensic Sciences
- Be entering third year or higher of a Bachelor's degree or enrolled in an advanced degree program
- Be enrolled as a half-time student during the academic year
- GPA requirement: 3.0
- Apply by 4/1/2019

Link: <https://afte.org/resources/scholarship-program>

Bay Area Minority Law Student Scholarship Program

Due: April

Award: \$10,000

Academic Level: Recent Graduate, Graduate Student

Region: UC Berkeley School of Law, UC Hastings College of Law, Golden Gate University School of Law, Santa Clara University School of Law, Stanford School of Law, University of San Francisco School of Law

Field of Study: Law

Eligibility:

- Student from a minority group that is underrepresented in San Francisco Bay Area law schools

Link: <http://www.sfbar.org/jdc/diversity/educational-programs/scholarships.aspx>

Congressional Hispanic Caucus Institute (United Health Foundation Scholar Program)

Due: April

Award: \$5,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Health

Eligibility:

- Be enrolled full-time in an accredited four-year university, or graduate/professional program in the United States
- Have financial need
- Undergraduate students in their last year of college are not eligible to apply
- DACA recipient
- GPA requirement: 3.0

Link: <https://chci.org/programs/chci-unique-health-foundation-scholar-intern-program/>

DiversityJobs Scholarship

Due: April

Award: \$3,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Identify as: African American, Asian American, Hispanics, Native American, military veteran, woman, person with disability, or LGBT community member
- Be enrolled full-time in and currently attending a school that has registered for DiversityJobs' scholarship program

Link: <https://diversityjobs.com/c/giving-back/>

Fletcher Jones Fellowship

Due: April

Award: \$10,000

Academic Level: PhD Student

Region: UCSF

Field of Study: Any

Eligibility:

- PhD students who are advanced to candidacy, entering their second to fifth year of study
- Can be in any graduate academic program
- Selection is based on research accomplishments and potential for future contributions to the health science field
- GPA requirement: 3.0

Link: <https://graduate.ucsf.edu/jones-fellowship>

Grasshopper Entrepreneur Scholarship

Due: April

Award: \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be enrolled at an accredited U.S. college, university, or trade school

Link: <https://grasshopper.com/entrepreneur-scholarship/>

Hispanic Scholarship Fund

Due: April

Award: \$500 to \$5,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be of Hispanic Heritage
- Plan to enroll full-time in an accredited not-for-profit, four-year university or graduate school during the fall of the scholarship year
- Complete FAFSA or state Dream Act financial aid application (if applicable)
- DACA recipient
- GPA requirement: 3.0 for High School, 2.5 for College applicants
- Apply by 4/2/2019

Link: https://www.hsf.net/en_US/scholarship

Lloyd Kozloff Fellowship

Due: April

Award: \$10,000

Academic Level: Graduate Student

Region: UCSF

Field of Study: Any

Eligibility:

- PhD students entering up to their fifth year of study in any graduate program
- This competitive fellowship rewards excellence in research
- Prior academic achievements and potential for future contributions to the health sciences also are considered

Link: <https://graduate.ucsf.edu/kozloff-fellowship>

Lombard Area Branch of AAUW “Return to Learning”

Due: April

Award: \$2,500

Academic Level: Undergraduate Student, Graduate Student

Region: Students must reside in Lombard, Villa Park, Oakbrook Terrace, Wheaton, Addison, Glendale Heights or Glen Ellyn, Illinois

Field of Study: STEM

Eligibility:

- Special consideration is given to women who demonstrate strong academics, financial need, and an interest in STEM
- Preference is given to women who are continuing college after a significant interruption
- Apply by 4/1/2019

Link: <https://lombard-il.aauw.net/scholarships/>

Matlida Edlund Scholarship

Due: April

Award: \$10,000

Academic Level: Graduate Student

Region: UCSF

Field of Study: Any

Eligibility:

- Be a first-year PhD student in any graduate program
- Recipients must work closely with a faculty member who will mentor them in their academic coursework and scientific research

Link: <https://graduate.ucsf.edu/edlund-scholarship>

PFLAG National Scholarship Program

Due: April

Award: \$250 to \$10,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: Check website for qualifying regions

Field of Study: Any

Eligibility:

- Self-identify as lesbian, gay, bisexual, transgender, queer or anywhere within the LGBTQ “family,” (LGBTQ), or as an ally
- Demonstrate an interest in service to the LGBTQ community
- Cannot be receiving full-tuition remission sources to fund the education (e.g., other full-tuition scholarships, established college trust fund, etc.)

Link: <https://pflag.org/localpflagscholarshipprograms>

Ralph Kellogg Endowed Chancellor's Fellowship

Due: April

Award: \$25,000

Academic Level: Graduate Student

Region: UCSF

Field of Study: Biomedicine

Eligibility:

- Be a first-year PhD student
- Students must be enrolled in qualifying program
- Show outstanding promise for research in the biological and biomedical sciences

Link: <https://graduate.ucsf.edu/kellogg-fellowship>

Rosenberg-Hill Graduate Research Fellowship

Due: April

Award: \$38,000

Academic Level: Graduate Student

Region: UCSF

Field of Study: Any

Eligibility:

- Outstanding PhD students in the social and populational sciences who are entering years 3-5 of their program
- Be enrolled in one of the following programs: Global Health Sciences, History of Health Sciences, Medical Anthropology, Nursing, Sociology

Link: <https://graduate.ucsf.edu/rosenberg-hill-fellowship>

Byron Hanke Fellowship

Due: May

Award: \$3,000 to \$5,000

Academic Level: Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Enrolled, at time of application and through the research period, in a graduate level program at an accredited institution
- Have a research project that relates to community associations and/or common interest communities
- See website for areas and topics of study
- Apply by 5/1/2019

Link: <https://foundation.caionline.org/scholarships/hanke/>

Coors Light - Climb On (offered through the Hispanic Association for Scholarship Program)

Due: May

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: California, Colorado, Florida, Illinois, New York, Texas, Wisconsin

Field of Study: Any

Eligibility:

- Be a full-time or part-time undergraduate or graduate student
- Be 21 years or older
- DACA recipient or authorized to work in the U.S.
- GPA requirement: 2.5

Link: <https://www.hacu.net/hacu/Scholarships.asp>

Fresno County Medical Society Scholarship Foundation

Due: May

Award:

Academic Level: Graduate Student

Region: Fresno or Madera County

Field of Study: Medicine

Eligibility:

- Have been a resident of Fresno or Madera County for three or more years prior to college or medical school
- Show that application for matriculation in a medical school has been approved
- Apply by 5/15/2019

Link: <http://www.fmms.org/programs/scholarship-foundation.aspx>

Julius and Patricia Krevans Fellowship

Due: May

Award: \$10,000

Academic Level: Graduate Student

Region: UCSF

Field of Study: Any

Eligibility:

- PhD students entering up to their fifth year of study in any graduate academic program
- Prior academic achievements and potential for future contributions to the health science field are also considered

Link: <https://graduate.ucsf.edu/krevans-fellowship>

Miller Lite - Brewed to be Bright (offered through the Hispanic Association for Scholarship Program)

Due: May

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: California, Colorado, Florida, Illinois, New York, Texas, Wisconsin

Field of Study: Any

Eligibility:

- Be a full-time or part-time undergraduate or graduate student
- Be 21 years or older
- DACA recipient or authorized to work in the U.S.
- GPA requirement: 2.5

Link: <https://www.hacu.net/hacu/Scholarships.asp>

Snow, Carpio & Weekley, PLC Education Scholarship

Due: May

Award: \$2,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Must be a DREAMer planning to attend college
- Demonstrate both merit and their need for the scholarship

Link: <http://workinjuryaz.com/phoenix-workers-compensation-lawyers/#dreamers>

Support Creativity Scholarships

Due: May

Award: \$1,000

Academic Level: Undergraduate Student, Graduate Student

Region: New York Tri-State Area

Field of Study: Art

Eligibility:

- Attend a college or graduate school in the New York Tri-state area
- Be a passionate creative student
- Major in any creative field

Link: <https://www.wesupportcreativity.org/scholarship>

The Le Petit Scholarship

Due: May

Award: \$1,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Enrolled in an undergraduate or graduate degree program at a college/university in the U.S.

Link: <http://lepetitsoldat.com/Scholarship-C359535.aspx?sid=23938>

The World Plumbing Scholarship Program

Due: May

Award:

Academic Level:

Region: National

Field of Study: Plumbing

Eligibility:

- Currently be a Trainer, Teacher or Instructor (or trainee) of plumbing, fire protection or HVAC

Link: <http://www.worldplumbing.org/scholarships/>

AORN Foundation Academic Scholarships

Due: June

Award:

Academic Level: Nursing Student

Region: National

Field of Study: Nursing

Eligibility:

- For registered nurses who are continuing their education in perioperative nursing by pursuing a bachelor's, master's or doctoral degree.

Link: <https://www.aorn.org/aorn-foundation/scholarships-available>

Because College is Expensive Scholarship

Due: June

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Recent Graduate, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- Apply by 6/30/2019

Link: <https://cedaredlending.com/scholarship/>

Berrien Fragos Thorn Arts Scholarship

Due: June

Award: \$500 to \$2,500

Academic Level: High School Students, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Be at least 16 years old
- Recent history of movement for agricultural employment
- Apply by 6/1/2019

Link: <https://migrant.net/scholarships/>

SALEF Fulfilling Our Dreams Scholarship Fund

Due: June

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: Los Angeles

Field of Study: Humanities & Social Sciences

Eligibility:

- Be of Central American or of other Latino ethnicity
- Demonstrate proven financial need and a history of community involvement
- Be pursuing one of the following: An Associate's degree; A Bachelor's degree; A Master's, J.D. or Ph.D.
- GPA requirement: 2.5

Link: <https://www.salef.org/scholarship>

SHPE Foundation Scholarship Program

Due: June

Award: \$5,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: STEM

Eligibility:

- SHPE members who demonstrate significant motivation and aptitude for science, technology, engineering, and mathematics are encouraged to apply
- GPA requirement: 2.8
- Apply by 6/30/2019

Link: <http://programs.shpe.org/scholarships/>

Tylenol Future Care Scholarship

Due: June

Award: \$5,000 to \$10,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Health Education, Public Health, Nursing, Pharmacy and/or medical school program

Eligibility:

- Must have one or more years of school remaining
- Scholarships will be awarded to students and practitioners who are seeking a degree to actively treat patients
- Past winners are not eligible to apply

Link: <https://www.tylenol.com/news/scholarship>

ABC Humane Wildlife Control & Prevention, Inc. Academic Scholarship

Due: July

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: STEM

Eligibility:

- Be a student currently enrolled at a college or university recognized by the U.S. Department of Education
- Preference is given to women in STEM

Link: <https://abcwildlife.com/abc-humane-wildlife-control-prevention-inc-s-academic-scholarship>

Hispanic Dental Association Scholarship

Due: July

Award: \$4,000

Academic Level: Recent Graduate, Graduate Student

Region: National

Field of Study: Dental

Eligibility:

- Be a current student member of the Hispanic Dental Association
- Accepted or enrolled into an accredited dental, dental residency, dental hygiene, dental assisting or dental laboratory technician program

Link: <https://hdassoc.org/hda-foundation/scholarship-program/>

NonStop Signs and Graphics Graphic Design Scholarship

Due: July

Award: \$2,500

Academic Level: Undergraduate Student, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- Attending or planning to attend college.
- Apply by 7/31/2019

Link: <https://www.nonstopsigns.com/graphic-design-scholarships/>

The Sierra Sacramento Valley Medical Society Medical Student Scholarship Fund

Due: July

Award:

Academic Level: High School Senior, Undergraduate Student, Recent Graduate, Graduate Student

Region: El Dorado, Sacramento or Yolo County

Field of Study: Medicine

Eligibility:

- Enrolled in an accredited American medical school on a full-time basis (12 units or more)
- Apply by 7/1/2019

Link: <http://www.ssvms.org/programs/medical-student-scholarship-fund.aspx>

AC Pro Veterans Scholarship

Due: August

Award: \$5,000

Academic Level: Undergraduate Student, Recent Graduate, Veteran

Region: National

Field of Study: Any

Eligibility:

- Focused on individuals planning to pursue a career in the heating, air conditioning and ventilation (HVAC) industry
- Be a honorably discharged veteran of the United States or Canadian Armed Forces, National Guard or Reserves
- Be planning to enroll - or are currently enrolled - in an HVAC training program or apprenticeship

Link: <https://nexstarscholars.communityforce.com/>

Doctoral Completion Fellowship Program (DCF)

Due: August

Award:

Academic Level: Graduate Student

Region: UC Berkeley

Field of Study: Any

Eligibility:

- For DCF eligibility questions, please check with your graduate department at UC Berkeley.

Link: <https://grad.berkeley.edu/financial/fellowships/>

Frank Blau, Jr. Management Scholarship

Due: August

Award: \$6,000

Academic Level: Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Be enrolled in a business-related degree program at a 4-year college or university
- Accepted degree programs are: business administration/management, entrepreneurship, finance, accounting, marketing, human resources or construction management

Link: <https://nexstarscholars.communityforce.com/>

George Brazil Technician Scholarship

Due: August

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Be an individual pursuing a career in the residential skilled trades of plumbing, HVAC or electrical
- May be currently enrolled in, or planning to enroll, in a trade school program, training program or registered apprenticeship

Link: <https://nexstarscholars.communityforce.com/>

Hit the Books Scholarship

Due: August

Award: \$500

Academic Level: Undergraduate Student

Region: National

Field of Study: Any

Eligibility:

- Be between 18 to 25 years old

Link: <https://www.coffeeforless.com/pages/scholarship>

Institute of International Studies (IIS) Dissertation Fellowships

Due: August

Award:

Academic Level: Undergraduate Student, Graduate Student

Region: UC Berkeley

Field of Study: Any

Eligibility:

- The Institute supports and funds UC Berkeley faculty, graduate, and undergraduate research on international studies

Link: <https://iis.berkeley.edu/funding-opportunities>

Pat Langlin Brazil Women in the Trades Scholarship

Due: August

Award: \$5,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Awarded to a female pursuing a career in the residential skilled trades of plumbing, HVAC or electrical
- Be enrolled - or registered to enroll - in a trade school program, training program or registered apprenticeship

Link: <https://nexstarscholars.communityforce.com/Funds/Search.aspx>

Presidential Fellowship for UCLA undocumented AB540 graduate students

Due: August

Award: \$25,000

Academic Level: Recent Graduate, Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- Be an incoming or current UCLA master's or doctoral student (in-absentia status okay)
- Continuous undocumented AB540 status during period(s) of funding (preference will be given to non-DACA [Deferred Action for Childhood Arrival] students)

Link: <https://grad.ucla.edu/asis/stusup/ucopab540app.pdf>

UCLA David Geffen Medical School Scholarship

Due: August

Award: Full tuition+

Academic Level: Graduate Student

Region: UCLA David Geffen School of Medicine

Field of Study: Medicine

Eligibility:

- The scholarships are awarded on the basis of merit; financial need is not a criterion for eligibility

Link: <https://medschool.ucla.edu/geffen-scholarships-faqs>

Because College is Expensive Scholarship

Due: September

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- Apply by 9/30/2019

Link: <https://cedaredlending.com/scholarship/>

Bruce B. Woodward Memorial Scholarship

Due: September

Award: \$4,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Attending school in Connecticut

Field of Study: Any

Eligibility:

- Legally blind student attending school in Connecticut
- Apply by 9/15/2019

Link: <http://www.hfpgscholarships.org/Scholarship/Search/ViewScholarship/tabid/346/Default.aspx?xfer=539>

C. Rodney Demarest Memorial Scholarship

Due: September

Award: \$3,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Attending school in Connecticut

Field of Study: Any

Eligibility:

- Legally blind student attending school in Connecticut.
- Apply by 9/15/2019

Link: <http://www.hfpgscholarships.org/Scholarship/Search/ViewScholarship/tabid/346/Default.aspx?xfer=537>

The Diversity Scholarship Foundation

Due: September

Award:

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: Wisconsin, Illinois, and Indiana

Field of Study: Law

Eligibility:

- Students seeking a career in law
- Have maintained a high GPA
- Be actively participating/supporting diversity related programs
- GPA requirement: 3.5

Link: <http://diversitychicago.org/dc/scholarships/>

United Health Foundation/NMF Diverse Medical Scholars Program

Due: September

Award: \$7,000

Academic Level: Graduate Student

Region: National

Field of Study: Medicine

Eligibility:

- Identify with one of the following minority groups: African-American, Latino, Native American, or Asian Americans (Vietnamese or Cambodian only)
- Demonstrate leadership early in career
- Commitment to serving medically underserved communities
- Proof of DACA approval letter.

Link: <https://nmfonline.org/about-our-scholarships-and-awards/service-learning-programs/united-health-foundationnmf-diverse-medical-scholars-program/>

Veterans in Plumbing, Heating, Cooling and Electrical Scholarship

Due: September

Award: \$3,500

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- For veterans who have been honorably discharged from the US or Canadian Armed Forces, National Guard or Reserves
- Be enrolled or plan to enroll in a Plumbing, Heating and Cooling or Electrical (PHCE) training program or apprenticeship

Link: <https://nexstarscholars.communityforce.com/>

Alma Exley Scholarship

Due: October

Award: \$5,000

Academic Level: College Junior or Senior, Recent Graduate, Graduate Student, Teacher Preparation Program

Region: Student enrolled in teacher-preparation program at a college or university in Connecticut

Field of Study: Education

Eligibility:

- Identify as person of color: African American, Asian American, Hispanic American, Native American
- Apply by 10/31/2019

Link: <http://almaexleyscholarship.org/application-process/>

Associated Students Incorporated of San Francisco State University Scholarships

Due: October

Award:

Academic Level: Undergraduate Student, Graduate Student

Region: San Francisco State University

Field of Study: Any

Eligibility:

- Preference will be given to students with the highest financial need
- Must be undocumented and attending SFSU
- Serious commitment to helping others and/or acting as a role model by promoting higher education
- Apply by 10/1/2019

Link: <https://sfsu.academicworks.com/opportunities/8843>

La Unidad Latina Foundation Scholarship

Due: October

Award: \$1,000

Academic Level: High School Senior, Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Currently enrolled in an eligible bachelor's or master's degree program at an accredited four-year college or university
- Completed at least one full-time year of study for undergraduate applicants, and for graduate applicants
- Must reside in the United States
- GPA requirement: 2.8
- Apply by 10/15/2019

Link: <http://www.lulf.org/scholarships.html>

National Hispanic Health Foundation Scholarship

Due: October

Award:

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Health

Eligibility:

- Be enrolled full-time in the following accredited graduate programs: Dental, Medical (allopathic or osteopathic), Pharmacy, Nursing, Public Health or Health Policy
- Show exceptional academic performance, documented leadership activities, and commitment to a career providing healthcare services to the U.S. Hispanic community
- *For undergraduate students: must be in the BSN program
- DACA recipient
- GPA requirement: 3.0

Link: <https://nhmafoundation.org/programs/the-nhhf-scholarship/>

Sequoia Awards Scholarship Program

Due: October

Award: \$20,000

Academic Level: High School Senior

Region: Redwood City

Field of Study: Any

Eligibility:

- Have performed significant, uncompensated, volunteer activities
- Be present at all required interviews and attend awards banquet in March

Link: <http://www.sequoiaawards.org/nomination-forms/>

ADEA/Crest Oral-B Scholarships for Predoctoral Dental Students Pursuing Academic Careers

Due: November

Award: \$4,500

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Dental

Eligibility:

- Enrolled in a predoctoral program at an ADEA Member Institution
- Show commitment to pursuing an academic career in dental education
- Be an ADEA Individual Member

Link: https://www.adea.org/professional_development/adea_scholarships_awards_fellowships/Pages/ADEACrestOralBSchshipPdocStudntsAcadCareers.aspx

ADEA/GlaxoSmithKline Consumer Healthcare Preventive Dentistry Scholarships

Due: November

Award: \$2,500

Academic Level: Graduate Student

Region: National

Field of Study: Dental

Eligibility:

- Enrolled at a U.S. or Canadian dental school as a full-time student at the time of submission
- Be nominated by the dean of his or her dental school or the dean's designate
- Be an ADEA Individual Member.

Link: <https://www.adea.org/studentawards/preventive-dentistry-scholarships.aspx>

ADEA/Sigma Phi Alpha Linda DeVore Scholarship

Due: November

Award: \$1,500

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Dental

Eligibility:

- Enrolled as a part- or full-time student in a course of study in dental hygiene, education or public health
- Demonstrate a commitment to leadership in education or health care
- Be an ADEA Individual Member

Link: <https://www.adea.org/studentawards/Sigma-Phi-Alpha-Linda-DeVore-Scholarship.aspx>

Berrien Fragos Thorn Arts Scholarships for Migrant Farmworkers

Due: November

Award: \$500 to \$2,500

Academic Level: High School Student, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Art, Performing Art, and Literary Art

Eligibility:

- Minimum 16 years of age
- History of movement to obtain work in agriculture
- Apply by 11/1/2019

Link: <https://migrant.net/scholarships/>

Graduate Division Awards for Entering Students (Berkeley Fellowships, Chancellor's and Cota Robles Fellowships, and Regent's Fellowships)

Due: November

Award: \$18,500 to \$30,000

Academic Level: Graduate Student

Region: UC Berkeley

Field of Study: Any

Eligibility:

- All awards are based on merit and offered to doctoral students of outstanding achievement
- Submit application for admission and fellowships by the departmental deadline

Link: <https://grad.berkeley.edu/admissions/apply/fellowships-entering/>

Graduate Opportunity Fellowship Program (GOFP)

Due: November

Award: \$20,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- For entering students pursuing terminal or professional master's degrees or the JD
- Applicants must be nominated by their home department
- AB 540 eligibility

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/graduate-opportunity-fellowship-program-gofp/>

Jill Reed Women in the Trades Scholarship

Due: November

Award: \$2,000

Academic Level: High School Senior, Undergraduate Student, Recent Graduate

Region: National

Field of Study: Any

Eligibility:

- Scholarship is dedicated to women pursuing a career in the residential services of plumbing, electrical and heating and air
- Applicants may be enrolled, or plan to enroll, in a trade school or apprenticeship program

Link: <https://nexstarscholars.communityforce.com/>

Latin American Educational Foundation Scholarship

Due: November

Award:

Academic Level: Undergraduate Student, Graduate Student

Region: Colorado

Field of Study: Any

Eligibility:

- Be of Hispanic origin or actively involved in the Hispanic community
- Colorado resident regardless of U.S. permanent legal residency status or U.S citizenship
- GPA requirement: 3.0

Link: <http://www.laef.org/Scholarship>

The Jack Kent Cooke Foundation's Scholarship Programs

Due: November

Award: \$40,000

Academic Level: High School Student, Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Have financial need

Link: <https://www.jkcf.org/our-scholarships/>

The Paul and Daisy Soros Fellowships for New Americans

Due: November

Award: \$25,000

Academic Level: Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Applicant's birth parents must have both been born outside of the US as non-US citizens
- Have a bachelor's degree as of fall 2019
- Currently enrolled in or applying to an eligible graduate degree program in U.S.
- DACA recipient

Link: <https://www.pdsoros.org/apply>

Because College is Expensive Scholarship

Due: December

Award: \$500

Academic Level: High School Junior or Senior, Undergraduate Student, Non-traditional

Region: National

Field of Study: Any

Eligibility:

- See website for details.
- Apply by 12/31/2019

Link: <https://cedaredlending.com/scholarship/>

CES Dissertation Fellowship

Due: December

Award: \$25,000

Academic Level: Recent Graduate, Graduate Student

Region: National

Field of Study: Anthropology, Economics, Geography, History, Political Science, Social Psychology, Sociology

Eligibility:

- Students who have already completed all departmental and institutional requirements for the Ph.D. degree, including approval of the dissertation proposal
- Apply by 12/15/2019

Link: <https://ces.smapply.io/>

Cynthia Felix Scholarship

Due: December

Award:

Academic Level: College Junior or Senior

Region: Arizona, California, Oregon, Utah, Washington

Field of Study: Any

Eligibility:

- See website for details.

Link: <http://lmsa.net/west/what-we-do/scholarships/cynthia-felix-scholarship/>

Dr. Ursula Mandel Scholarship

Due: December

Award: \$15,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- Applicants must have a doctorate as their degree objective. DDS, JD and MD students are not eligible

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/fellowships-grants/>

Eugene V. Cota-Robles Fellowship

Due: December

Award: \$25,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- For entering doctoral students who are interested in a career in college or university teaching and research
- Individuals from cultural, racial, linguistic, geographic and socioeconomic backgrounds that are currently underrepresented in graduate education are encouraged to apply
- Applicants must be nominated by their home department
- AB 540 eligibility

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/eugene-v-cota-robles-fellowship/>

Ford Foundation Pre-Doctoral Program

Due: December

Award: \$24,000

Academic Level: Recent Graduate, Graduate Student

Region: National

Field of Study: See website for eligible fields of study

Eligibility:

- Committed to a career in teaching and research at the college or university level
- Enrolled in or planning to enroll in an eligible research-based (dissertation-required) program at not-for-profit school
- As of fall 2019, requires at least three years to complete their graduate degree
- Individuals granted deferred action status under the DACA Program, political asylees, and refugees
- Apply by 12/13/2019

Link: http://sites.nationalacademies.org/PGA/FordFellowships/PGA_171962

Google Lime Scholarship

Due: December

Award: \$10,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Computer Science or Computer Engineering

Eligibility:

- A student with a visible or invisible disability
- Exemplify leadership and demonstrate a commitment to and passion for computer science and technology
- Be a full-time student with strong academic performance

Link: <https://www.limeconnect.com/programs/page/google-lime-scholarship>

Gordon Hein Memorial Scholarship

Due: December

Award: \$5,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- Blind/Visually Impaired
- Proof of financial need

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/fellowships-grants/>

Hayek Fund Career Development Grants

Due: December

Award:

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Humanities and Social Sciences

Eligibility:

- For scholars presently engaged in either research or teaching within the social sciences or humanities at an accredited university
- Applicants from the social sciences/humanities will be given preference and applicants working within the hard sciences are generally not accepted

Link: <https://theihs.org/funding/hayekfund/#applynow>

Irvine Onnuri Church Scholarship

Due: December

Award: \$2,000

Academic Level: Undergraduate Student, Graduate Student

Region: UC Irvine

Field of Study: Any

Eligibility:

- Be an undergraduate student majoring in Korean Literature and Culture within the School of Humanities
- OR an undergraduate or graduate student who identify as first generation college student
- OR an undergraduate or graduate student who is a single parent or registered with the UCI Disability Service Center
- Have filed CA Dream Act Application by March 2.

Link: <http://www.ofas.uci.edu/content/TypesOfAid.aspx?nav=3&id=onnuri>

Kate Neal Kinley Memorial Fellowship

Due: December

Award: \$9,000 to \$20,000

Academic Level: Undergraduate Student, Graduate Student

Region: University of Illinois at Urbana Champaign and other prestigious institutions

Field of Study: Arts

Eligibility:

- Show high attainment in major field of study as evidenced by academic marks and work submitted or performed
- Show high attainment in related cultural fields as evidenced by academic marks

Link: <http://faa.illinois.edu/alumni-friends/kate-neal-kinley-memorial-fellowship>

Malcolm R. Stacey Memorial Scholarship

Due: December

Award: \$5,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Engineering or Engineering Technology

Eligibility:

- Preference given to Jewish graduate students
- Include copy of Dream Act Application or FAFSA

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/fellowship-application-for-entering-graduate-students/>

Overseas Press Club (OPC) Foundation Scholarships

Due: December

Award: \$3,000

Academic Level: Undergraduate Student, Recent Graduate, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Study at American college/university and aspire to become a foreign correspondent

Link: <https://overseaspressclubfoundation.org/apply.html>

Paulson Scholarship Fund

Due: December

Award: \$6,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- One or more awards of up to \$6,000 for graduate students who are from Sweden

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/fellowships-grants/>

The Le Petit Scholarship

Due: December

Award: \$1,000

Academic Level: Undergraduate Student, Graduate Student

Region: National

Field of Study: Any

Eligibility:

- Enrolled in an undergraduate or graduate degree program at a college/university in the U.S.

Link: <http://lepetitsoldat.com/Scholarship-C359535.aspx?sid=23938>

Werner R. Scott Fund

Due: December

Award: \$8,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- Graduate students who are residents of Hawaii with demonstrated financial need
- Include proof of financial need via DREAM Act application or FAFSA
- Preference given to Caucasian graduate student who is a resident of Hawaii

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/fellowships-grants/>

Will Rogers Memorial Fellowship

Due: December

Award: \$10,000

Academic Level: Graduate Student

Region: UCLA

Field of Study: Any

Eligibility:

- For graduate students with physical disabilities in any field of study
- Applicants must submit verification of their physical disability (e.g., letter from a physician or from the Center for Accessible Education)

Link: <https://grad.ucla.edu/funding/financial-aid/funding-for-entering-students/fellowships-grants/>

ABOUT US

IMMIGRANTS RISING

Immigrants Rising helps you make decisions based on your potential, not your perceived limits. With our information, resources, and support, you can see what's possible. For more information, visit www.immigrantsrising.org



SCHOLARSHIPS FOR **DREAMERS**

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www.TheDream.US



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INSTITUTIONAL PRACTICES TO SUPPORT UNDOCUMENTED STUDENTS

My Name is

I AM AN UNAFRAID EDUCATOR

**WHO WORKS WITH
AND SUPPORT
UNDOCUMENTED FAMILIES
AND STUDENTS**

#HERETOSTAY #UNDOCUALLY



UndocuCollege Guide & Equity Tool, California 2016

The UndocuCollege Guide & Equity Tool helps students, faculty, staff and administrators in California work together to achieve the educational equity and inclusion of undocumented students. This publication contains three main components: Statewide Institutional Challenges, Institutional Models for Success, and an Equity Tool for colleges and universities in California to assess, analyze and report about the level of support currently present at their institution for undocumented students.

Highlights Statewide Institutional Challenges

- ***Campus climate** lacks inclusion, awareness, and acceptance of undocumented student experience
- ***Need for professional development** for faculty and staff regarding serving undocumented students
- ***Sustainability/support** for undocumented students educator advocate
- ***Marginalization of non-DACA and non-AB 540** undocumented students
- ***Insufficient support to ensure successful transfer** from two-year to four-year institutions
- *Lack of accessible and culturally responsive **holistic wellness services**
- ***Need for appropriate standing and equitable compensation for undocumented student educator advocates**
- *Lack of dedicated funding to bring support programming and infrastructure to **scale**
- *Inability to reflect the academic success and student experience using accurate **institutional data**
- *Lack of recognition of the roles and **unique contributions** of each of the educational systems

Elevates Institutional Models for Success

Foundational Models	Emerging Models	Comprehensive Models
Informational Materials	Undocumented Student Task Force	Undocumented Student Orientation
Visual Images	Undocumented Training	Undocumented Student Program
Undocumented Student Clubs	Staff Wide Training	Resource Center
Website	Dedicated Scholarship to Support Undoc Students	Regional Networks of Institutions
Recognition of Non-Latino Communities	Accessible Systems/Tracking/Data	Targeted/Open Funding
Supportive Faculty and Staff	Dedicated Staff to Support Undoc Students	Innovative Problem-Solving
	Awarding the California Dream Act	
	Internship Opportunities	
	Graduate/Professional School Program Collaboration	
	Supportive Community Organizations	
	Mental/Emotional Support	

Provides an Equity Tool

The Equity Tool provides campus professionals and students with a comprehensive metric to assess, analyze, and report the level of support currently present at their institution for undocumented students. The tool also contains important contextual research, guidelines for completion and guiding questions to measure existence and sustainability. This tool is designed to build a bridge between the effective practices outlined in the above sections and your institution.

UndocuCollege Guide:
California

UNDOCUCOLLEGE GUIDE & EQUITY TOOL CALIFORNIA 2016

WORKING TOWARD EDUCATIONAL EQUITY & INCLUSION OF UNDOCUMENTED
STUDENTS AT INSTITUTIONS OF HIGHER EDUCATION IN CALIFORNIA

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INTRODUCTION

The dramatic increase in the number of undocumented students accessing higher education in California over the last 15 years has been the realization of years of struggle and advocacy. And yet the unique nature of student's immigration status has proven to be a consistent challenge for institutions of higher education. While university personnel and student leaders do their best to promote and provide equitable pathways, the number of students combined with the complexity of immigration policy, has made comprehensive support for undocumented students increasingly difficult. These challenges are matched only by the tremendous potential for both colleges and the state, should they create institutional commitments for undocumented student success.

The state of California has the largest percentage of undocumented immigrants in the United States—more than 20% of the 11-12 million undocumented immigrants in the United States live in California. [i] Due to this large concentration and the strength of the immigrant rights infrastructure, California has gained national recognition for having one of the most progressive and supportive collections of state policies pertaining to educational access and achievement for undocumented young people. Now is the perfect time to direct the state's colleges and universities to a new strategy; one where students, faculty, staff and administrators work together across regions and across systems to address some of the most pressing challenges students face.

We offer this guide and equity tool as an integral part of this new strategy and a stepping stone toward a new ecosystem for California Higher Education.

Our collective vision: Every undocumented young person in the state of California has access to a quality and equitable education to fulfill their future aspirations and maximize their contributions to better our overall society.

The *UndocuCollege Guide & Equity Tool* has three main components:

Section 1: Elevating California institutional challenges in supporting undocumented students in higher education

Section 2: Highlighting innovative and effective practices from different colleges across the state

Section 3: An equity tool for colleges and universities to assess, analyze, and report about the level of support currently present at their institution for undocumented students, as well as provide a clearer framework for conceptualizing institutional support

BACKGROUND

The idea behind the *California Report & Assessment Tool* was initiated in 2014, after Educators for Fair Consideration (E4FC), the National Forum on Higher Education for the Public Good (National Forum) at the University of Michigan, and the UC Berkeley Undocumented Student Program (USP) co-hosted the first *California Higher Education Summit for Undocumented Student Success*. This groundbreaking event, which had representation from the University of California, California State University, California Community Colleges, and private four-year colleges, grew out of the need to collectively address systemic problems in access, institutional barriers, and learn from one another regarding effective practices to better serve students. The majority of those in attendance had previously attended the annual E4FC Educator Conferences or were in contact with E4FC, USP and the National Forum. The E4FC Educator Conferences, which began in 2012, connected educators on a statewide level with the goal of strengthening their ability and capacity to serve undocumented students. Since that time, SFSU, E4FC, USP, and the National Forum worked to reflect the synergy and collective knowledge of advocates and student leaders across the state and the country within a publication. The preeminent example is the United We Dream toolkit produced by the DREAM Educational Empowerment Program. This toolkit, published in Spring 2015, was designed to empower undocumented students and educator allies from across the United States to work with their institutions to increase resources and support

systems available. The UndocuCollege *Guide & Equity Tool* brings a statewide focus to their work and shares three important tenets:

- » Advocating for policies that support undocumented students at all educational institutions.
- » Believing each institution has a crucial role in ensuring that all students have the best educational experience during and after enrolling in school
- » Recognizing that change and justice happen in each community and school, as well as at the state and federal level

It is our sincere hope that the following information and frameworks can help institutional leaders and educator advocates enhance their ability to advocate for undocumented students success and generate the momentum and political will necessary to address some of the most pressing challenges undocumented students face in higher education. We see this publication as a living document and we are confident that all the feedback we receive will only strengthen future versions of this publication.

CHALLENGES

It is imperative to understand the challenges associated with current implementation efforts of state and federal policies as well as the increasing number of undocumented students entering California colleges and universities. The challenges outlined below cut across all four sectors of higher education and are experienced to varying degrees within both institutions and systems. The challenges have to do with campus climate, direct student support and professional development/training for staff, faculty and administrators.

1. Campus Climate Lacks Inclusion, Awareness and Acceptance of the Undocumented Student Experience

In order for undocumented students to perform at a high level academically as well as build meaningful relationships and persevere through challenges, there must exist a safe, supportive and accepting campus climate. However, for undocumented students at every educational system and region of the state, the experience of navigating the social, academic and institutional culture of college remains a pressing challenge. Far too common is the experience of isolation, exclusion and even hostility for these students.[ii]

There are three major categories of factors that have a negative impact on the overall campus climate for undocumented students. First, there are regional factors such as the presence of immigration enforcement, history of anti-immigrant sentiment and local ordinances that marginalize immigrant communities. Second, there are institutional factors which dictate the ability of students to successfully navigate the enrollment process and fully participate within their college or university. These include asking or requiring students to disclose immigration status, institutional reliance on the use of a social security number as a unique identifier, inability of many schools to provide financial aid awards in a punctual and accessible manner, and passing students from department to department due to lack of knowledge or prejudice. Third, social and cultural traditions, events, histories which do not reflect the cultural, social and personal experiences of undocumented students.

2. Need for professional development for faculty and staff regarding serving undocumented students

Opportunities or professional development must be made accessible to all faculty, staff, and administrators at California public and private universities in order for them to appropriately serve undocumented students entering higher education in California and prevent educator burn-out. Lack of training directly impacts students' ability to persist and succeed and fully integrate into the college community. Professional development breaks up into two main areas: 1) General Ally training for all faculty and staff; 2) Targeted field-specific training for the financial aid, admissions and outreach departments.

ALLY TRAINING

Throughout California, large numbers of secondary and postsecondary educators remain unaware of or provide incorrect information regarding AB 540, the California Dream Act, scholarships, DACA and available support for undocumented students. This misinformation or lack of knowledge directly affects an undocumented student's ability to enter into and graduate from the college or university of their choice. These knowledge gaps are not confined to a particular geographic area or institutional type. Faculty, staff and administrators at all public universities in California should have access to a high-quality literacy training, at a minimum. These efforts should be undertaken geographically, as well as by educational systems, to promote optimal learning for educators, academic coaches, staff, faculty, and administrators.

TARGETED FIELD-SPECIFIC TRAINING

Financial aid professionals, residency specialists, admissions officers, and outreach coordinators need far more hands-on training across all sectors regarding admission and financial aid policies for incoming and prospective students. Currently, there is either a lack of field-specific training or the trainings do not cover the most important state and federal policies. In addition, training that are conducted are often offered in isolation from other departments which could also benefit. In addition, the trainings do not offer practitioners the tools necessary to operationalize the practices at their university. For example, many institutions are facing enormous technical challenges in accurately disbursing

state financial aid since it requires the creation of a new yet parallel financial aid processing system.

3. Sustainability/Support for institutional Advocates of Undocumented Students

Though it has been encouraging to see so many schools create full-time dedicated staff positions for undocumented student success, the complexity of what is needed in these positions is becoming increasingly evident. Building educational pathways while working to decipher federal and state policies, has required advocates to become highly knowledgeable and skilled in a wide variety of equity issues. However, the majority of this specialized knowledge in working with undocumented and AB 540 students has been self-taught. The lack of specialized training and coaching leads to major questions about the ability to institutionalize/sustain these roles. One example would include negotiating skills within academia to implement state policy when it differs from institutional policy.

4. Marginalization of Non-DACA and Non-AB 540 Undocumented Students

While a large percentage of undocumented students do attend high school for three or more years and graduate from a California high school, thus qualifying for AB 540 status, a significant number of students do not and thus are ineligible for in-state tuition and state-based financial aid. This ineligibility creates a tremendous financial burden for affected students because they are forced to pay out-of-state fees (more than double the resident tuition). Because AB 540 eligibility is a prerequisite for receiving California Dream Act aid, they are also denied any state-funded financial aid. Computer coding allows some schools to identify AB 540 students in order to offer them additional support. However, this does not exist for students who are non-AB 540 and undocumented.

We see a similar effect with Deferred Action for Childhood Arrivals (DACA). Since its implementation in summer of 2012, there has been a great deal of resources and visibility given to students with DACA. In addition to receiving a Social Security number and protection from deportation, DACA beneficiaries have benefited from the infusion of resources to support DACA-eligible youth across the state. DACA, therefore, has created a widening disparity between DACA and non-DACA students.

5. Insufficient Support to Ensure Successful Transfer From 2-Year to 4-Year Institutions

The majority of undocumented students begin their postsecondary education at one of the 112 community colleges in California. However, only a small percentage of these students eventually transfer to a four-year institution and/or obtain their associate's or bachelor's degree. Some of the challenges they encounter include: (1) the inability to afford the large tuition increase associated with transferring to a 4-year school. And (2) the inability to claim all financial aid for which they are eligible and new rules regarding the processing of their AB 540 affidavit.

6. Lack of Accessible and Culturally-Responsive Holistic Wellness

There is a deep social stigma and trauma associated with being undocumented.[iii] The stigma is rooted in a fear for the personal safety of undocumented student and their family. This stigma - compounded by the trauma associated with being low-income, first generation and a student of color - can often become insurmountable and can drastically affect students' educational success. Emotional, mental, physical and spiritual support on college campuses is not adequately accessible, culturally responsive or holistic. For instance, undocumented student are commonly placed in a position of having to educate counselors about their status, which re-traumatizes the student and diminishes their confidence in the support service overall. Their connection to the counseling center may already be uncertain if the counseling staff does not reflect the cultural experiences or demographics of the students.

7. Lack of Appropriate Standing and Equitable Compensation for Dedicated Institutional Advocates

Institutional advocates have often been the greatest supporters and allies to undocumented students on their path into and through college. Over the past five years, the number of undocumented students in California colleges has outpaced the ability of university staff to meet the needs of all students. Often the small group of institutional advocates are hampered in their efforts because they are not given the appropriate positional standing and/or compensation for the work that they do. As a result, institutional advocates have

had to work additional hours as volunteers or have had to work the equivalent of a part-time position within their full-time workload. This is further exacerbated by the intensity of case management required to adequately support students and move forward an equity agenda..

8. Lack of Dedicated Funding to Bring Support Programming and Infrastructure to Scale

At a system level, with the exception of the UCs, there has not been a dedicated source of funding to increase undocumented student support. Even campuses who have been successful in raising funds to facilitate institutional support, have not had the funding resources to impact all students or to sustain efforts in the long term. Few institutions have been able to build new policies, programs and staff capacity to effectively support undocumented students on their campus. This challenge is not limited to undocumented student support. Due to the dramatic decrease in federal and state funding for public higher education, there are many diverse student populations that are left unserved or marginalized.

9. Inability to Reflect the Academic Success and Student Experiences Using Accurate Institutional Data

Technological challenges, staff capacity, and student privacy have often made it hard to monitor and conduct research regarding student access and success such as admission yield, retention and graduation rates for their undocumented students. Only a small number of schools have been able to tap into their institutional data to effectively monitor the progress of the rapidly growing population of undocumented students. On other campuses, institutional advocates must rely on word-of-mouth referrals from campus offices and individual students to gather data.

10. Lack of Recognition of the Roles and Unique Contributions of Each System

While meaningful collaboration and conversation across all California public education systems have proved challenging at times, each system has a valuable and unique perspective regarding undocumented student success. However, given the lack of statewide leadership, investment and infrastructure to facilitate cross-system conversations, institutions and systems are often left on their own to address complex issues.

The community colleges- while having the majority of undocumented students- do not have the resources or infrastructure to meaningfully support and graduate/ transfer these students. The California State University system is the most accessible of the four-year universities; however, the complexity and inconsistency of institutional policies among campuses has proven challenging for undocumented students to successfully navigate. The University of California system, while having the highest level of institutional support and resources for undocumented students, is challenged by the fact that system-wide initiatives are driven by the higher level administration without adequate input, involvement and leadership from undocumented students or institutional leaders on each campus. The private universities have the resources and flexibility to provide holistic support to undocumented students; however, this occurs on a campus by campus basis and because of the cost of a private college education, can only support a low number of students.

As outlined above, educational institutions within California are facing significant challenges in building the institutional capacity to support the academic success of undocumented students. The lack of systemic guidance, staff capacity, and clear institutional policies, combined with limited or non-existent programmatic funding, has dramatically limited the ability of our state's colleges and universities to increase the number of undocumented students obtaining bachelor's or graduate degrees.

However, when it comes to undocumented students, this is not the first time colleges have had to deal with significant challenges. Which is why it is important to recognize and honor those who have been supporting undocumented students long before the passage of AB 540 or the CA Dream Act or DACA. This includes the efforts of many educators who worked tirelessly to support undocumented students in higher education - especially the Leticia A Network. Their courageous efforts made the attainment of a bachelor's or graduate degree a reality - at a time when many students could not even imagine speaking publicly about being "undocumented and unafraid." And we also want to honor those students who had the courage and boldness to enter and graduate from college when all odds were against them. You are all the foundation of this work.

In the following section, we outline a variety of institutional models currently being implemented within colleges and universities throughout California.

INSTITUTIONAL MODELS FOR SUCCESS

California colleges and universities have been educating undocumented students for many years prior to the passage of AB 540 and the California Dream Act. Nevertheless, access to in-state tuition and state financial aid, combined with undocumented student organizing, has dramatically increased the number of students accessing higher education in California within the last five years.[iv] This sharp increase, combined with new legislation, has challenged colleges and universities to provide equitable pathways for these students to enroll and graduate from their institutions. Nevertheless, undocumented student institutional advocates, student leaders, community-based organizations, and a small number of college administrators have collectively built institutional models of success that reduce educational roadblocks and improve the institutional climate for this student population. This section is a synthesis of a wide variety of innovative and inspirational practices that are being used throughout California colleges and universities to support undocumented student success. We also hope that the proposed Institutional Model of Success can serve as a starting point for dialogue at your school or within your educational sector. Our goal is to strengthen current efforts and explore new practices that can be implemented individually, as a group of committed advocates, and/or as an institution.

The Institutional Models of Undocumented Student Success are divided into three categories: *Foundational, Emerging or Comprehensive*. *The intention of these categories is to outline how effective practices can come from individual effort, through the collective effort of a group, and/or within the fabric of the institution. The definitions of each category are outlined below:*

FOUNDATIONAL

A practice which can be initiated or executed by one passionate individual (or more), but does not require a coordinated effort or institutional buy-in. These practices are often the first step in a progression of support that seeks to ensure that undocumented students understand and exercise their rights and responsibilities at your institution.

EMERGING

A practice which requires the coordinated effort and buy-in of other faculty or staff members, students, or administrators on campus. These practices often require the concerted effort of two or more departments to build institutional agreements that reduce or ease administrative roadblocks, thereby increasing the persistence and academic success of undocumented students.

COMPREHENSIVE

A practice which has been integrated into the structure and fabric of the institution itself, which requires institutional buy-in. These practices are no longer dependent on the commitment of passionate individuals or groups and should be sustainable regardless of faculty, staff or student turnover.

FOUNDATIONAL MODELS OF SUCCESS

A practice which can be initiated or executed by one passionate individual (or more), but does not require the need for a coordinated effort or institutional buy-in.

1. Supportive Faculty and Staff

The basis of institutional support at any college or university in California begins with supportive faculty or staff. Although there is currently no directory, it is believed that the majority of public colleges or universities have at least one staff or faculty member (or more) who supports undocumented students on campus. Many educators have been working with undocumented students since the Leticia A Network (prior to AB 540). Many more have become active in recent years. All supportive faculty and staff have sought to provide information about navigating a complicated admissions process, succeeding academically in undergraduate and graduate degree programs, and promoting university and private scholarships. More recently, these individuals have helped students apply for the California Dream Act and address institutional roadblocks. Supportive faculty and staff also seek to provide emotional support by practicing active listening, coordinating a student club, building safe zones and providing workshops for students to process the struggles they are facing.

2. Informational Materials and Visual Images

Having informational materials and visual images available on campus is one of the first steps staff or faculty can take to help undocumented students get answers to pressing questions. Providing students with the ability to obtain information and positive messaging without having to self-disclose their status, allows them to increase their knowledge and build trust. Another way to contribute to creating a safe space on campus is to have visual images (stickers, posters, flyers, etc.) posted throughout the campus that promote the success of undocumented students in higher education. Many colleges and universities have begun by using E4FC materials as well as flyers obtained from other schools or nonprofits. These materials work best when they are supplemented with information specific to the student's own university. It is also important that images reflect and represent the undocumented student experience and diversity of identity at each institution.

3. Undocumented Student Clubs

Across the United States, we have seen the tremendous power of undocumented young people to transform policies, cultures, and institutions. Within public universities and colleges in California, the number of undocumented and AB 540 student organizations has grown dramatically within the last ten years. This includes regional and statewide networks. The power of student organizing has sparked positive change at individual institutions, within educational sectors, and across the state. These clubs have sought to provide support to undocumented students on other campuses. They have shared their knowledge, advocated for nondiscriminatory policies, fundraised for scholarships, and promoted effective strategies to paying for and succeeding in higher education. These clubs, which were created predominantly at the undergraduate level, were initiated in one of two ways: 1) by a staff or faculty member who was already working independently with a number of undocumented students or 2) by students themselves who sought collective support and institutional change.

At the graduate level, three important undocumented student organizations formed to help immigrant students who want to obtain a master's or professional degree: Graduates Reaching A Dream Deferred (GRADD), Pre-Health Dreamers (PHD) and the DREAM Bar Association. These organizations are not school specific and collaborate with institutions state-wide.

4. Website

Getting information for undocumented students onto the school's website has been key as the majority of students check online for admissions/financial aid/enrollment questions. While this information does not replace one-on-one interactions with a faculty or staff person, it is instrumental in magnifying the scope of work an individual can do. Inclusion of this information usually begins on the school's admissions or financial aid webpage with links to helpful websites, downloadable flyers or FAQs. Some colleges have been able to take their web presence to the next level by creating a dedicated Undocumented/AB 540 university website or webpage which provides centralized information about a variety of resources including on-campus allies, specific enrollment strategies, assistance in paying for college, current legislation, and available resources.

5. Recognition of Non-Latino Communities

While statistically the largest number of undocumented immigrants in the United States comes from Mexico, Central America and South America, there is also a substantial population of Asian-Pacific Islander undocumented immigrants nationally- more than 1.3 million. There is also large number of undocumented and refugee immigrants coming from African countries. California universities and colleges have reported a significant increase in undocumented Asian students, as well as other non-Latino populations, entering their institutions. In fact, in the University of California system, Asian undocumented students constitute the majority of undocumented students system-wide.

Institutional advocates have sought to confront the stereotype that immigration is a “Latino only” issue. Undocumented immigrants in the United States are, first and foremost, immigrants and thus constitute a wide diversity of country and regions around the world. Staff, faculty, and student leaders have dedicated specific outreach efforts to include undocumented students from Asian, Pacific Islander, and African backgrounds. They also seek to use diverse images and a variety of languages for outreach materials—not just Spanish and English. Institutional leaders also work to increase awareness among faculty, staff, and students regarding the diversity of their AB 540/undocumented populations on campus to ensure services are offered equitably. Educators and students in the San Francisco Bay area and Los Angeles also have the advantage of connecting with groups like ASPIRE: Asian Students Promoting Immigrant Rights through Education, which is an Asian-Pacific Islander support group for undocumented students- the first of its kind in the country.

EMERGING MODELS OF SUCCESS

A practice that requires the coordinated effort and buy-in of other faculty or staff members, students, or administrators on campus.

6. Undocumented Student Task Force

A growing number of colleges and universities have formed a campus-wide undocumented/AB 540 student task force, making it easier to work with departments across their campus to collectively address the issues undocumented students face. The ability for interdepartmental accords to build momentum across an institution is more effective when there is input from a broad cross-section of departments. The task force also creates a forum to build a united voice to work with students to address their needs by building collective solutions to create effective systemic change. A small number of undocumented student task forces have been initiated from the top down—i.e., mandated by the president/chancellor. However, the majority were created through the efforts of faculty and staff, active students, and/or community members. Each campus has a unique task force structure, membership base, and history.

The creation of a campus-wide task force is also directly related to the amount of organizing taking place within immigrant and educational-access communities. Having local or statewide organizing taking place within a college or university's service area develops a new level of accountability for the school to address the concerns of undocumented students. Additionally, having other colleges or universities with task forces that are close geographically or within the same system also promotes the creation of new task forces.

7. UndocuAlly Training

Increasingly, colleges and universities have begun to offer UndocuAlly trainings to create a space on campus for educators and student leaders to share knowledge, experiences and best practices for supporting undocumented students in their academic, personal, and career goals. These trainings, conducted by faculty, staff, and students, seek to promote undocumented students' academic success by demystifying federal and state laws and policies affecting immigrant populations; identifying resources available on campus and in the community; deconstructing undocumented

student experiences when interacting at the institution; and identifying strategies for paying for college. These trainings range from two hours on one day to eight hours over four weeks. After the training is completed, attendees often take a pledge to act as allies on campus to undocumented students, publically display an UndocuAlly symbol, and join a campus-wide network of individuals who make themselves available to provide a safe space for students to ask questions.

8. Staff-Wide Training

In-service trainings have been conducted on a departmental basis to increase the general knowledge of frontline staff and student assistants who serve prospective and enrolled undocumented students. These departmental trainings are usually undertaken after an institutional advocate has approached a specific department to increase the department's knowledge of how to better support these students through increased cultural competency and awareness of current legislation and institutional policies. In other cases, individual staff or faculty members have requested the training for their departments to ensure that they are successfully implementing the law and protecting the university from any potential wrongdoing. This individualized approach to professional development and staff-wide trainings has increased the institutional capacity of colleges and universities to more consistently provide correct information regarding AB 540, the California Dream Act, DACA, and school policies. The following department staff are often the first to request or conduct such trainings: Admissions officers, Residency Coordinators, Financial Aid personnel, Academic Advisors/Counselors, Cashier/Bursar staff, Educational Opportunity Program and Educational Opportunity Programs & Services, TRIO Student Success Programs, and Graduate Studies and Orientation Departments.

9. Dedicated Scholarships to Support Undocumented Students

A number of different colleges and universities created a dedicated scholarship for undocumented students prior to the passage of the California Dream Act. These schools employed grassroots fundraising efforts to establish and maintain their scholarship funds. Some of these scholarships were housed in third-party organizations, and others schools used the university's foundation to hold and disburse the funds. In addition, a number of schools were able to connect donors directly

to students, which allowed individual scholarships to be awarded through a nomination process. After the passage of the California Dream Act, colleges could award institutional aid to undocumented and AB 540 students. However, despite these increases in availability of aid, schools continued to fundraise for their dedicated scholarships to ensure students can cover all their educational costs. Lastly, funds such as these are critical to supporting students who do not meet the eligibility requirements for AB 540 or DACA.

10. Accessible Systems/Tracking/Data

All public colleges and universities have to identify and code undocumented and AB 540 students in their institution's computer system for residency and tuition purposes. All student data is protected under FERPA; however, protocols specific to undocumented and AB 540 students have only been implemented at a limited number of universities. This was accomplished through the hard work and clear mission of institutional advocates who gained the trust of campus administrators by documenting the need to decrease the educational roadblocks students encountered based on immigration status. These protocols allow institutional advocates to reach out and provide pertinent information that will positively impact their academic success while safeguarding their privacy. At some schools there is even a specific code to identify undocumented students who become classified as AB 540 students. However, there is no parallel coding to identify all undocumented students who do not meet the requirements for AB 540. Access to this data is often given incrementally, and at each phase, safeguards must be revisited to ensure the information is used appropriately and student confidentiality is protected. In order to gain an accurate picture of the current and prospective undocumented student population at a college or university, institutional advocates must coordinate data from a number of different departments. The Admissions department has the ability to identify incoming or potential AB 540 and undocumented students. The Office of the Registrar can identify current students. The Financial Aid Department and/or Scholarship Office can identify AB 540 or undocumented students who completed a California Dream Application or receive private scholarships.

It was also reported that a limited number of institutions have been able to develop interdepartmental

approaches, allowing them to track student enrollment, retention, and graduation.

11. Dedicated Staff to Support Undocumented Students

At many colleges or universities with a large number of undocumented students, increased demand for accurate information and interdepartmental coordination have required the appointment of an individual(s) as an undocumented or AB 540 student advisor/coordinator. In the majority of cases, this appointment would often result from the efforts of campus advocates who lobbied their department or division to recognize the need for this position. In a few instances, this initiative came from an administrative or system directive, such as the UC's decision to have dedicated staff at all the UC campuses. The importance of appointing dedicated staff is two-fold. First, it gives the appointed advisor the standing from which to develop/negotiate creative solutions to the roadblocks undocumented students encounter. Second, it is an important step for the university towards institutionalizing its ability to respond to the needs of this growing student population. Some undocumented and AB 540 advisors are able to dedicate a certain portion of their work hours to address student needs, while others are dedicated full-time to creating comprehensive systemic solutions to supporting undocumented students.

12. Awarding the California Dream Act

The California Dream Act, which passed in 2011, allows eligible undocumented students to receive state financial aid, as well as scholarships held by public institutions in California. Most institutional advocates have a general knowledge of the California Dream Act application. However, to increase the number of students who can successfully navigate the financial aid process at their university or college, institutional advocates have developed strong relationships with the financial aid office and the residency coordinators at their institution. This relationship often includes significant research on the part of the advocate to inform institutional practices at the university and ensure compliance with the law.

Several institutions reported providing one-on-one support to their students in filling out the application, hosting Dream application drives, and facilitating train-the-trainer modules to increase the number of educators, advisors and students leaders who could

help undocumented students successfully apply for state financial aid. The California Dream Act also allowed state-funded scholarships to become available to undocumented and AB 540 students. A number of schools have actively sought to increase the impact and amplify implementation of this law by inviting individual scholarship coordinators on their campus to use the California Dream Act application as an alternative to FAFSA for determining financial need for their scholarships.

13. Internship Opportunities

Institutional advocates continue to push college departments, employers and community-based organizations to provide internship opportunities without any citizenship requirements. This is vitally important for the professional development of undocumented students who are seeking to demonstrate academic rigor and build a reputation in their field. The passage of Deferred Action for Childhood Arrivals has opened up new opportunities for those who are eligible to receive DACA, since DACA can provide them with work authorization. However, many students are left behind because they do not meet the DACA qualifications and therefore cannot pursue the best internship program for their skill set.

A number of colleges or universities created on-campus internship programs specifically for their undocumented students or partnered with another department or program to place their undocumented students. Additionally, some colleges developed internship programs with external partners in the region. These internship programs varied in size from a handful of students up to one hundred per semester. Some schools were able to provide stipends to undocumented students for their service through partnerships with community-based organization. Others were able to provide stipends directly to students through the university.

14. Graduate/Professional School Program Collaboration

Multiple institutions have formed collaborative affiliations between their undocumented students and graduate or professional schools. Some examples of the graduate/professional programs include: law schools, medical and nursing schools, social work and counseling programs, and public health programs. These collaborations have increased the

variety of support services available on campus for undocumented students and provided excellent opportunities for graduate/professional students to develop specialized knowledge, strengthen their cultural competency skills and initiate research on topics of interest to undocumented students. These collaborations were often created through the direct connection of an individual graduate student who was already supporting this student population. They have also been initiated through formal memorandums of understandings among campus departments. Formal evaluations and informal feedback from undocumented students and graduate/professional candidates shows that these collaborations have clearly benefitted all parties involved.

15. Collaboration with Supportive Community-Based Organizations

Connections between community organizations and institutional advocates have always been vital to the entry and educational success of undocumented students. Colleges around the state have utilized the outside perspective of community-based organizations in order to identify and implement innovative ways to fundraise and allocate resources to help undocumented youth. These organizations have also increased awareness within distinct communities regarding the possibility of attending college, regardless of citizenship status, and have provided pre-admissions advising, scholarships, and activities aimed at student retention. This support began long before many colleges and universities were able to provide institutional support to this student population. Community organizations have also acted as fiscal agents to facilitate the provision of food, housing, internships, scholarships, etc. to undocumented given that public universities often faced a number of barriers in housing these funds within their institutions.

Collaborations between community-based organizations and colleges include conducting workshops directly with students on recent legislation, providing information about available support services, creating ongoing support groups for students on campus, and dedicating staff to build stronger bridges between academia and the community.

16. Mental/Emotional Support

Once trust and mutual respect are established, institutional advocates are often exposed to the real

emotional, psychological, and mental challenges that many undocumented young people face. Institutional advocates recognize the ongoing need to address these issues, but only a small number of institutions have responded accordingly. Providing mental/emotional support for undocumented students at colleges and universities has taken many forms. Some colleges and universities have hosted an in-service training for their mental health providers focused on culturally competent counseling practices that address the challenges undocumented and AB 540 students face. A number of schools created support groups facilitated by a mental health provider or peer-to-peer counseling sessions to help address these concerns. Student challenges include: negotiating the complexity of their personal identity with their immigration status, having to leave their country of origin, being forced to assimilate to a new culture, confronting the realities of poverty, being the first in their families to enter higher education in the United States, and the fear around deportations/separations of family members and other loved ones. At one university in California, there is a full-time dedicated licensed counselor to support undocumented students.

COMPREHENSIVE

A practice which has been integrated into the structure and fabric of the institution itself, which requires institutional buy-in.

17. Undocumented Student Orientation

A few universities have coordinated special orientations- usually in collaboration with their undocumented student group - to address issues specific to this student population. These orientations last anywhere from a few hours to a few days and are offered either within the institution's larger orientation program or independently at a later date. These events facilitate a smoother entry into college life and promote academic success by deconstructing potential enrollment roadblocks, building community among students, and connecting them with faculty and staff allies on campus. More comprehensive orientations also address financial aid and scholarship planning, help locate off-campus housing, and provide trainings on identity, including creative self-expression.

18. Undocumented Student Program

Having an undocumented student program centralizes support services for current and prospective students where they can get invaluable information to address their needs in accessing, paying for, and succeeding at their college or university. The creation of these programs is always the culmination of *a great deal* of advocacy and hard work. At the colleges who have a program, the primary function is to support undocumented students through staffing, resources, academic advising, career counseling, a central hub for organizing, peer counseling, and training for faculty and staff. These programs also offer a central point for collaborations between students and external partners. The Undocumented Student Programs also serve faculty, staff, and administrators when they have questions or issues with regard to successfully implementing federal and state laws, as well as institutional policies and practices. Although it is handled differently at each college or university, most undocumented student program staff members oversee the allocation of resources and support for undocumented and AB on campus. The program is also responsible for developing policies regarding comprehensive data collection to analyze student data and academic success.

19. Resource Center

A small number of colleges and universities have been able to open on-campus undocumented student resource centers. To accomplish this goal, each school had to navigate issues such as recognizing the need for a safe space on campus, finding available space on campus, securing sustainable funding sources, and confronting the presence or lack of institutional support. All resource centers were initiated through student ingenuity and students' ability to demonstrate the need for a place on campus where students could access services without fear of judgment and feel understood. Examples of these resource centers include a) those created through administrative funding/support and coordinated by full-time university staff or faculty and b) those created through the support of the associated student government and run by students. The creation of these centers has been inspirational for other campuses and a number of universities are trying to replicate these models. The Dreamers Resource Center Coalition, comprised of seven universities in southern California, aims to open up resource centers at various universities in the region. AB 1366, currently in front of the CA legislature, is proposed legislation that would ask all public colleges, universities and high schools in California have a Dream Center or Dream Center Liaison.

20. Regional Networks of Institutions

Institutional leaders have consistently reported great benefits from sharing best practices and problem-solving collectively amongst others working on the same issues at different colleges and universities. These conversations and subsequent meetings were usually initiated through a system affiliation, proximity in geography, shared student populations, and/or in reaction to a hostile political climate. This collaborative work is imperative for building sustainable institutional and systemic solutions to the barriers undocumented face when entering California colleges and universities. One of these networks was developed through the CSU Educational Opportunity Programs in Southern California, where counselors meet on an annual basis as well as participate with their union's mobilizing committee. Another network was built through a call to action from the UC Office of the President at the request of UC Berkeley. A third network was spearheaded by Educators for Fair Consideration, which provided Bay Area educators a space to share resources, identify institutional responses to similar

challenges and build collective solutions. And lastly, the DREAM.US has created a coalition of colleges and universities in the Bay Area.

21. Targeted/Open Funding:

Colleges and universities that were able to provide the most comprehensive support services for undocumented students have cited that their success was as a result of available resources and funding specifically this student population. Some institutions were able to partner with community organizations to fund basic needs or emergency needs of undocumented students at that school. Other institutions were able to find or connect with “Angels” who gave large financial contributions specifically to support undocumented students. A few institutions were able to create 501(c)(3) non-profit organizations that were committed to awareness raising and fundraising on behalf of their undocumented and AB 540 students. Another example is an institution which, through an effective advocacy campaign, convinced the rest of the university to incorporate support for undocumented and AB 540 students into their overall fundraising efforts as a university.

22. Innovative Problem-Solving

One of the hallmarks of a successful undocumented student advocate or support program is using innovative, solution-based problem-solving techniques to address the academic or legal hurdles students face when pursuing higher education. Advocates constantly work to identify innovative ways to meet student needs, most often on a limited budget, while maintaining compliance with federal, state, or institutional policy or laws. Some examples of this flexible and innovative problem-solving include developing textbook lending library, hosting a Dream graduation ceremony, or creating articulation agreements between educational partners. These all came out of a willingness to be responsive and flexible to the needs of students as they arose, even within an environment that has substantial support services.

ENDNOTES

[i] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>.

[ii] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>; Suro, R., Suarez-Orozco, M. M., & Canizales, S. L. (2015). Removing insecurity: How American children will benefit from President Obama's executive action on immigration. Los Angeles: Tomas Rivera Policy Institute, University of Southern California and Institute for Immigration, Globalization, & Education, UCLA.

[iii] Gonzalez, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602-619.

[iv] Nicholls, W. J. (2013). *The DREAMers: How the undocumented youth movement transformed the immigrant rights debate*. Stanford, CA: Stanford University Press.

[v] Migration Policy Institute (2015): <http://www.migrationpolicy.org/programs/data-hub/charts/unauthorized-immigrant-populations-country-and-region-top-state-and-county>.

UNDOCUCOLLEGE EQUITY TOOL

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UNDOCUMENTED STUDENT SUPPORT CAMPUS EQUITY TOOL

The purpose of this tool is to provide campus professionals and students with a comprehensive metric to assess, analyze, and report the level of support currently present at their institution for undocumented students. This tool is designed to build a bridge between the effective practices outlined in the above section and your own institution.

CONTEXTUAL RESEARCH:

In order to ensure the effectiveness of your results, we encourage you to identify the following areas prior to beginning to use the Equity Tool:

- A. The number of undocumented students enrolled at your college or university
- B. The ratio of undocumented students enrolled on campus compared to the population of undocumented immigrants in your region. For regional data, we recommend the Migration Policy Institute's latest study[v]
- C. The staff, faculty, and administrators who are primarily responsible for supporting undocumented students
- D. Student leaders and student organization(s) specifically advocating for undocumented students
- E. The local and regional political climate of the community, county or region within which the college resides

GUIDELINES FOR COMPLETION:

Although we recognize that each institution will develop their own unique process for completion of the Equity Tool, we have outline a list of guidelines to serve as a reference point:

- » **Planning Committee:** Ideally, convene a committee with equitable representation across students, professional staff, faculty, and administrator(s). If a committee is not possible, this process can still be completed by an individual or small group
- » **First meeting:** Host an introductory session to get members acquainted, identify major stakeholders for each practice, develop timeline and break up responsibility for completion of the tool.
- » **Completion Meeting:** Bring together all information needed to respond to each practice and complete the first draft of the equity tool.
- » **Feedback on Completed Draft:** Present completed draft for feedback to a campus focus group(s) populated by stakeholders outside of the committee members. These focus groups can be targeted or population specific
- » **Final Meeting:** Incorporate revisions from focus groups and complete draft which can lead into a campus wide action plan (see recommendations section)

THE METRICS:

- » **Existence & Sustainability Scale:** This is the principal form of measurement being used for each institutional practice in the UndocuCollege Guide Equity Tool below. We look forward to campuses capturing not only the existence of each practice, but also, the current level of sustainability for each. Below you will find a breakdown of the scale:
 - » **Not Present**
 - » **Considered, No Action:**
 - » Individuals, group, and/or institution have considered this practice but have not taken action to operationalize.
 - » **In Development, Pilot Phase:**
 - » This practice is currently being built or executed for the first time.
 - » **Institutionalized:**
 - » This practice is officially recognized and operationalized by the institution.
 - » **Not Sustainable:**
 - » This practice has to be revisited on an annual basis in order to assess its continuation.
 - » **Sustainable:**
 - » This practice has a multi-year institutional commitment.
- » **Supplemental Questions:** Following the scale, you will find a list of short supplemental questions intended to deepen understanding of some of the following factors:
 - » **Scope:** how many people are included, engaged, or impacted by the practice?
 - » **Impact:** how and to what degree are people benefiting from the practice?
 - » **Quality:** is the practice at its ideal or best form?

We look forward to individuals and/or work groups having deep guided discussions to provide the best responses to the “existence & sustainability” scale and the supplemental questions. Upon completion, please review our list of recommendations for possibilities to operationalize the results from this equity tool.

EQUITY TOOL

FOUNDATIONAL: THESE ARE EFFECTIVE PRACTICES THAT A DEDICATED INDIVIDUAL INSTITUTIONAL LEADER CAN ACCOMPLISH INDEPENDENTLY.

Informational Materials: Print and online materials, informed by student and family needs, are readily available and consistently updated

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** Are materials made accessible to current students, prospective students and/or community organizations?

Visual Images: Individuals and campus offices have visual displays (e.g., stickers, posters) indicating they are supportive spaces for undocumented students

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Is the visual school specific? How many allies have posted these types of materials?

Undocumented Student Clubs: Undocumented students and student allies participate in groups to establish community connections and organize advocacy efforts.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** What is the level of involvement and influence of the student group(s) regarding institutional decisions affecting undocumented students on campus?

Website: Online portal for current and prospective students provides guidance on issues including the California Dream Act and available financial aid, DACA, immigration policy reform activity, and undocumented students' rights.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Is it a university or third-party website? Is it updated regularly? Does it serve as the central knowledge based for undocumented student issues on campus?

Recognition of Non-Latino Communities: Services are inclusive of undocumented students across racial/ethnic backgrounds. In addition to racial, ethnic and national identities, we encourage you to be aware of and provide support for all other intersectional identities

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Are your materials, images and staffing representative of the undocumented youth population of the state of CA? What student population is often used to represent undocumented students in general on campus?

Supportive Faculty and Staff: Faculty and staff allies understand how to advise, mentor, and empower students, as well as leverage institutional resources, to successfully navigate the transition to and challenges through college.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** Which faculty and staff have worked and/or are working with undocumented students? How many supportive staff and faculty do you have on your campus? How are these staff members being identified to students and the institution? What sources of knowledge have staff utilized to learn about undocumented student experiences, needs, and resources?

EMERGING: THESE ARE EFFECTIVE PRACTICES THAT REQUIRE COOPERATION, COORDINATION AND COLLABORATION WITH OTHER INSTITUTIONAL LEADERS

Undocumented Student Task Force: Faculty, staff, students, and other campus and community leaders participate as part of a task force to identify challenges and propose solutions to increase access and improve equitable opportunities for student success.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How much influence does the task force have on campus wide decisions, policies, and resource allocation?

UndocuAlly Training: On-campus trainings that cover federal and state laws, on & off campus resources available, and engage holistic student experiences.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many allies are trained each year? Are trainings going beyond information gathering, to specific ways that allies can improve the climate on their campus for undocumented students?

Dedicated Scholarship to Support Undocumented Students: Institution awards significant scholarships to a broad number of students based on financial need and academic excellence.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many of the total undocumented students on your campus are being awarded scholarships and what is the average scholarship amount? Are these scholarships available to Non-AB 540 and Non-DACA students?

Institutional Data: Integrated institutional effort tracks enrollment, academic, personal, and financial aid data of undocumented students in systemic ways that also protect individual students' privacy.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding Questions:** Are you able to report the total amount of undocumented students on your campus? Does this number capture Non-AB 540 students? Can you report undocumented student usage of campus services, utilization of resources, and performance?

Dedicated Staff to Support Undocumented Students: staff, faculty, and/or administrators who have responsibilities for this student population as part of their job description.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding Questions:** What percentage of total staff time is dedicated to direct undocumented student support? Are these responsibilities aligned with total work day/week time, or is the time in addition to? Is the staff support growing proportionately with student demand?

Awarding the California Dream Act: Coordinated efforts across admissions, financial aid, IT services, etc. ensure familiarity with California Dream Act criteria. Proactive efforts are mobilized to ensure all qualified students are awarded.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding Questions:** How does the institution educate your staff and students about the California Dream Act? Is this knowledge held institutionally or is it being provided by a specific staff member? What are your CA Dream Act application, award, and disbursement rates?

Internship Opportunities: Career Services or other campus units facilitate undocumented students' pursuit of internships that benefit their professional development. Internships may be offered on-campus or with local organizations and businesses.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many undocumented students receive internships on an annual basis? Have you made sure that all eligible campus internships are available to undocumented students?

Graduate/Professional School Program Collaboration: Graduate student-serving staff and faculty are well informed and have relevant informational materials readily available for undocumented students interested in graduate and professional school.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** Do you know how many undocumented students are in your graduate and professional programs? Do your undocumented students have equitable resources to succeed in these graduate and professional programs?

Connecting to Supportive Community Organizations: Strong partnerships with off-campus organizations - including nonprofit and legal aid centers, advocacy groups, and faith-based institutions -enable students to access needed resources and support from the broader local/regional community.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many community-based partnerships does your university currently have? How many of the total undocumented student population are benefiting from these partnerships?

Mental/Emotional Support: On-campus counseling/psychological services professionals are trained in culturally competent practices to address the holistic wellness needs of undocumented young people. In addition to psychological services, the university invites a wide spectrum of healing practices.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding questions:** How many of your current counselor and mental health providers have been trained to support undocumented students? What support and resource are you providing beyond the allocated number of counseling sessions?

COMPREHENSIVE: THESE EFFECTIVE PRACTICES ARE EMBEDDED INTO THE FABRIC OF THE INSTITUTION AND ARE NOT AT RISK OF ELIMINATION, REGARDLESS OF STAFF OR STUDENT TURNOVER

Undocumented Student Orientation: New student orientation for undocumented facilitate a smoother entry into college life and promote academic success by addressing potential enrollment roadblocks, building community among students, and connecting them with faculty and staff allies on campus.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** Is this orientation accessible in terms of cost, time and location for maximum participation? How many people participate and matriculate to the university? Is the orientation a part of the larger orientation or a stand alone event?

Undocumented Student Program: Holistic support program with dedicated staff that providers director services across personal, academic, professional needs of undocumented students.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** What is the staff to student ratio? What are the programming and direct resource allocation per student?

Resource Center: Accessible, welcoming space on campus houses programs and staff dedicated to undocumented students' success.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** Where is the center located? How accessible is this location? What is the square footage for dedicated space?

Regional Networks of Institutions: Institutional representatives participate in regular convening(s) focused on enhancing services and support for undocumented students.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding questions:** Who are the members in your network? Are they working toward collective solutions to institutional problems and have you been successful? Is the network within your system or across systems?

Targeted/Open Funding: Fundraising efforts in partnership with institutional development offices or external foundations provide additional sources of financial support for undocumented students.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding questions:** Does your campus you have dedicated fundraising capacity specifically for undocumented students support? Are there processes are in place for donors interested in targeting gifts toward supporting undocumented students to make direct contributions toward this cause? What percentage of your total undocumented students support budget depends on external fundraising?

Innovative Problem-Solving: Campuses are flexible, creative and courageous in the way they address roadblocks, challenges and opposition to support for undocumented students within federal and state legal parameters

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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- » **Guiding questions:** Have you identified the institutional, policy and structural barriers that are detrimental to undocumented student success? Does your campus have an accessible legal expert on immigration and education policies?

RECOMMENDATIONS FOR ACTION/OPERATIONALIZATION:

Congratulations on the completion of the 2015 UndocuCollege Equity Tool!

Upon completion, individuals and/or work groups should consider the following questions for reflection:

- » What are the current challenges impacting each practice?
- » What information, resources, and/or funding is needed to improve each campus practice?
- » Who are the stakeholders that are needed to improve each campus practice?

Below are action steps that will maximize the impact of your results:

- » Celebrate your hard work in completing this equity tool!
- » Use this process as a framework for conceptualizing institutional support
- » Publish results and share throughout campus listservs and networks.
- » Present results to:
 - » key student, staff, faculty, and administrator stakeholders
 - » key campus entities including student government, student organizations, staff organization, departments, academic senate, and executive campus leadership.
- » Prioritize emerging, foundational, and comprehensive practices and develop an action plan to improve the educational equity of undocumented students on your campus.
- » Connect with other schools within your region to address collective concerns and launch collaborative efforts.
- » Encourage sister campuses to use this equity tool and compare results across systems.

CONCLUSION

Today, fifteen years after AB 540 went into effect and five years after the CA Dream Act passed, there are still major barriers to the successful implementation of these laws throughout California colleges and universities. We urge all California undocumented student educator advocates to work collectively within their institutions and across the state to conduct this UndocuCollege Guide Equity Tool. We know that many colleges and universities are struggling to gain the necessary expertise and leverage to develop the appropriate internal policies, improve the campus climate, and develop an equitable resolution to the lack of institutional capacity. We also urge student leaders, immigrant rights advocates and legislative allies to use this Guide & Equity Tool to determine how your school or service area is serving undocumented students, as well as, identify opportunities to improve educational access and increase state compliance with the law.

We hope this California UndocuCollege Guide & Equity Tool provides you with a better understanding of some of the most consistent challenges institutions of higher education in California face. In addition to these challenges, it was important for us to provide the broad spectrum of effective practices already in existence to serve as guiding models. We are looking forward to the types of conversations that this publication will ignite. We are also encouraged by the potential of students, staff, faculty, administrators and community leaders working together across systems to build momentum toward a vision for an equitable and sustainable education for all undocumented students in the state.

ABOUT THE AUTHORS

Nancy Jodaitis

Nancy is an Educator Advocate who has been supporting undocumented students in the Bay Area since 2008. She was designated as one of two AB 540 Advisors at SF State one year later and began coordinating implementation of the CA Dream Act in 2012. Nancy has conducted numerous trainings for educators and student leaders regarding successfully applying for the California Dream Act, as well as how to best support the academic achievement of undocumented students at two year and four year universities. Nancy also works with Educators for Fair Consideration to create educational materials and conduct research regarding institutional best practices and statewide challenges that colleges and universities face. Previously, Nancy worked as a bilingual (Spanish-English) academic advisor and transfer counselor to increase the graduation rate of underrepresented students in higher education.

Ruben E. Canedo

Ruben was born and raised in the border cities of Mexicali and Calexico. His commitment to being of service for our undocumented community is driven by having grown up in a mixed immigration status family. Ruben is a Regents & Chancellor's Scholar, McNair Scholar, and first-generation alumnus from UC Berkeley. He currently serves as the Research & Mobilization Coordinator for the Centers for Educational Equity & Excellence (CE3) at UC Berkeley. His work focuses on conducting research and facilitating higher education equity efforts to support the holistic success of non-traditional student populations. Ruben has been a part of the creation and development of the Undocumented Student Program (USP) UC Berkeley and has supported sharing its model to other colleges and universities.

Kyle Southern

Kyle focuses on connecting rigorous, relevant research to policies affecting education in Tennessee. Previously, Kyle held a research fellowship at the University of California-Berkeley and worked as a policy researcher for SCORE and a Washington, D.C., area nonprofit research and analysis corporation. He is also a doctoral candidate at the University of Michigan's Center for the Study of Higher and Postsecondary Education, where his research has focused on diversity, equity, and inclusion issues. A native of Winston-Salem, North Carolina, Kyle holds a bachelor's degree in American and Southern Studies and a master's degree in education policy, both from Vanderbilt University.

Jose Ivan Arreola

Jose was born in Durango, Mexico and came to the United States when he was four years old. With the unconditional love and support of his family and the guidance of many mentors along the way, Jose went on to study Political Science, History and Ethnic Studies at Santa Clara University – where he received a full scholarship. During his college career, Jose was an outspoken leader on campus around issues of racism, inequality, and oppression. Jose's work culminated as the Executive Director of the Multicultural Center of Santa Clara University. Upon graduation, Jose was trained as a community organizer for racial and economic justice by the Center for Third World Organizing in Oakland, CA. During his tenure at Educators for Fair Consideration, Jose has developed programming around outreach, community education, leadership development, healing and educational equity for undocumented young people. Jose currently serves as the Director of Educational Equity Initiatives for E4FC. As an undocumented immigrant himself, Jose utilizes his experiences to help empower and support other undocumented immigrants across the country.

ENDNOTES

[i] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>.

[ii] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>; Suro, R., Suarez-Orozco, M. M., & Canizales, S. L. (2015). Removing insecurity: How American children will benefit from President Obama's executive action on immigration. Los Angeles: Tomas Rivera Policy Institute, University of Southern California and Institute for Immigration, Globalization, & Education, UCLA.

[iii] Gonzalez, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602-619.

[iv] Nicholls, W. J. (2013). *The DREAMers: How the undocumented youth movement transformed the immigrant rights debate*. Stanford, CA: Stanford University Press.

[v] Migration Policy Institute (2015): <http://www.migrationpolicy.org/programs/data-hub/charts/unauthorized-immigrant-populations-country-and-region-top-state-and-county>.

A GUIDE TO BUILDING ON-CAMPUS UNDOCUMENTED STUDENT PROGRAMS

IMMIGRANTS
RISING

TRANSFORMING LIVES THROUGH EDUCATION

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INTRODUCTION

The idea of creating an undocumented student program can often seem cost-prohibitive and overwhelming. However, there are many tangible steps that individuals or groups can take to kickstart programming for undocumented students. We created this guide for campuses that do not yet have dedicated funding or staffing but need a place to start. In this guide, we map out incremental benchmarks that campuses can strive for in developing in their programming and eventually advocate for a dedicated coordinator and physical space for the program.

BACKGROUND

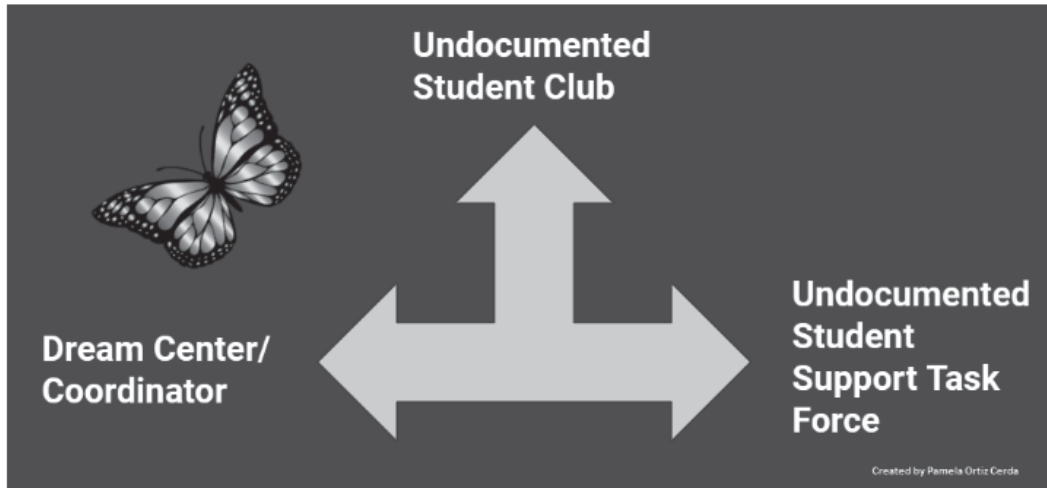
Having an undocumented student program (USP) on campus is vital to the retention and success of undocumented students. Unfortunately, a lot of college campuses do not even attempt to develop programming in the absence of a dedicated coordinator position, program budget, or designated space. And yet, it is entirely possible to start developing programming while in the process of securing the above-mentioned components.

The recommendations in this guide are based on learnings from the undocumented student programs that were built from the ground up at San Francisco State University and Skyline College. Prior to having any institutional funding, a designated space, or a full-time coordinator, San Francisco State developed a successful task force, supported an undocumented student club, hosted year-round events, and even created a scholarship specifically for undocumented students. Prior to hiring a full-time coordinator, Skyline College started a Dream Center with a short-term, part-time assistant and no programming budget. After a year of successful programming, data collection, and campus-wide advocacy, the Dream Center was able to secure institutional support to hire a permanent, full-time assistant who was later reclassified as a coordinator.

THREE PILLARS OF A SUCCESSFUL UNDOCUMENTED STUDENT PROGRAM

We see three essential components to building an undocumented student program: 1) a Dream Center/Coordinator, 2) an Undocumented Student Club, and 3) an Undocumented Student Support Task Force. We call these the “Three Pillars of a Successful Undocumented Student Program.”

The Three Pillars of a Strong Undocumented Student Support Program



The **Undocumented Student Club** gives the students a voice and provides guidance to address their needs.; the **Undocumented Student Support Task Force** supports with institutional barriers and programming; and the **Dream Center Coordinator** takes care of day-to-day support and case management. The formation and collaboration between all three pillars is key to building strong programming, securing institutional support, and creating a solid foundation to support students holistically with student voice at the forefront.

BENCHMARKS* FOR BUILDING A STRONG UNDOCUMENTED STUDENT PROGRAM

*These benchmarks are in a suggested order but do not have to take place in a linear fashion.

Next, we map out incremental benchmarks that campuses should strive to achieve when developing their undocumented student program. We identify the active role that each of the “Three Pillars of Successful Undocumented Student Programming”— the Undocumented Student Task Force, the Undocumented Student Club, and the Dream Center Coordinator—play in achieving each of these benchmarks.

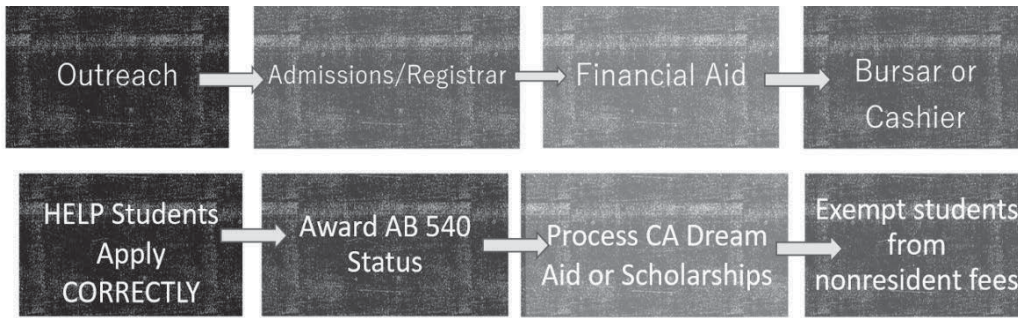
Benchmark 1: Host UndocuAlly Trainings

Actors: Any staff, faculty, or administrator who can coordinate the invitations to the training for both the trainer and campus partners or dedicated staff member/coordinator if the position exists on your campus. See Appendix A for more Key Campus Partners.

It’s important to host an initial “Train the Trainer” UndocuAlly training on your campus and invite key campus partners.* Continue to host regular UndocuAlly trainings on your campus, including departmental trainings.

These trainings serve multiple purposes. First, they provide staff, faculty, and administrators across campus with the basic knowledge they need to support undocumented and mixed-status family students. Second, they are a great way to transform the campus climate over time by increasing awareness, fostering understanding, and debunking myths regarding undocumented students.

Be sure to invite representatives from all front-line departments that directly impact undocumented student matriculation, including admissions and records, bursar/cashiers, financial aid, and outreach.



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*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 2: Create an Undocumented Student Task Force with Key Campus Partners*

Actors: Staff, faculty, and administrators who were trained in Benchmark 1 (or dedicated staff member/coordinator, if the position exists on your campus). See Appendix I for Key Campus Partners.

An undocumented student Task Force is a group of staff, faculty, and administrators who meet monthly to understand what challenges undocumented students face due to campus policies, campus climate, etc. They then work together to create solutions and increase campus accessibility for the undocumented community through advocacy, policy changes, programming, and other creative solutions. Task forces also help with the institutionalization of an USP because it gets folks from across campus involved and informed.

Duties that Task Force members can share while establishing a program and advocating for a coordinator are outlined in subsequent benchmarks.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 3: Establish an Undocumented Student Club*

Actors: Members of the Task Force from Benchmark 2 (or dedicated staff member/coordinator, if the position exists on your campus) and student leaders. Emerging student leaders often show up to events and are eager to help. Tapping into the energy of students who regularly come for services can also be helpful. Although some students can seem shy and reserved at first, with guidance and support many can grow to be strong advocates and leaders.

While there are many club models that are allies/supportive of undocumented students (i.e. MECHA, Puente, Kababayan, etc.), having a club specifically for undocumented students is important. An undocumented student club helps foster student leadership, involvement, and empowerment. An undocumented student club also creates a space where students can freely discuss undocumented student issues and experiences without having to explain or justify their experiences, thoughts, and feelings. Through the undocumented student club, campuses can learn directly from students, and collaborate to create relevant and culturally competent programming. Additionally, it provides community and an additional place for students to find support.

For the purposes of institutionalizing an USP, I recommended that the undocumented student club advisor not be the school's Dream Center coordinator or the "go-to" person for USP. Having an advisor who is part of another department will foster involvement from different areas of campus and allow the coordinator to support the club while still giving the club a voice that is separate from that of the program.

See Appendix D for steps on how to establish an undocumented student club.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 4: Conduct Targeted & Protected Outreach and Data Collection*

Actors: Members of the Task Force from Benchmark 2, staff from institutional research or admissions, and/or a campus communications analyst (and a dedicated staff member/coordinator, if the position exists on your campus).

Outreach is pivotal in supporting undocumented students. For students that are missed during the matriculation process, timely information about AB 540/SB 68, the California Dream Act, etc. can make a huge difference in the retention of students who are facing financial and institutional barriers. Work with the admissions department, institutional research or a campus communications analyst to help you send pertinent information to current or incoming students. Just remember that student privacy must always be considered. See Appendix C for information about creating a student query.

Student information is protected by the Family Educational Rights and Privacy Act (FERPA) and the California Values Act (SB 54) and cannot be shared with outside entities without a student's consent (unless a judicial warrant is produced). However, this data can be used to provide student services, as long as privacy precautions are taken. Such precautions might include protecting identifiable student information with password protection measures and using BCC when sending emails to multiple students at once.

Data tracking is extremely useful for proving the necessity and successes of the USP program. It can also be key when advocating for resources and staffing. See Appendix G for information about data tracking.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 5: Build an Online Presence for Undocumented Students*

Actors: Campus marketing team in collaboration with members of the Task Force from Benchmark 2 (and dedicated staff member/coordinator, if the position exists on your campus).

These days, most students use the internet as their main source of information. Many prospective students use college websites to see which schools seem like a good fit, as well as to find important information about their enrollment and matriculation process.

It is important to add undocumented student information to existing campus web pages with relevant student resources (Admissions, financial aid, etc.). Once that has been accomplished, the actors mentioned above should work on creating an undocumented student specific web page that could include news updates, campus policies, hyperlinked PDFs of important documents (like the AB 540 affidavit), a contact list of allies on campus, a calendar of undocumented student events, and undocumented student club information, etc.

It can also be helpful to create accounts on popular social media platforms like Instagram and Twitter to increase channels of communication with students.

See Appendix J for sample websites and social media accounts.

*This step does not require a dedicated staff/coordinator, budget, or dedicated space

Benchmark 6: Host Undocumented Student Events*

Actors: Members of the Task Force from Benchmark 2 (and dedicated staff member/coordinator, if the position exists on your campus), as well as members of the student club from Benchmark 3.

Undocumented student events are aimed at providing resources, and creating awareness regarding support services, and building community. Regular programming will provide visibility to your USP, as well as provide opportunities for institutionalization of undocumented student support through cross-departmental collaboration. The Task Force is a great resource for campus collaboration in event planning. Please note that turnout may be small for the first few events but it is important to persist and continue providing these community spaces for students. Students may not want to attend for fear of being “outed,” however, regularly occurring events will show students that the campus is supportive, as well as create spaces where students who feel comfortable attending can bring other students they may know.

Events like Know Your Rights workshops, healing circles, and student art shows can also empower students to attend future events. Please see section Appendix F for more event suggestions.

*This step does not require a dedicated staff or dedicated space

Benchmark 7: Create Campus Scholarships for Undocumented Students*

Actors: Members of the Task Force from Benchmark 2, campus foundation, financial aid department (and dedicated staff member/coordinator, if the position exists on your campus).

Ensure that all campus scholarships are open to all students regardless of citizenship status and allow students to use the California Dream Act and not just the FAFSA to document financial need. Often times, scholarship requirements are copied and pasted from one scholarship to the next. Therefore, citizenship requirements for scholarships may be an arbitrary stipulations that can be reversed, creating more access for undocumented students.

Speak to your campus foundation about the possibility of partnering to create and fundraise for a dedicated scholarship for undocumented students. Staff and faculty often sign up for monthly paycheck deductions for scholarship funds. Another potential funding source is the student government on campus. Additionally, the Task Force can collaborate on planning fundraising events throughout the year.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 8: Advocate for an Undocumented Student Program Coordinator*

Actors: Members of the Task Force from Benchmark 2 and student club members from Benchmark 3.

Conduct research on the ideal position for a coordinator on your campus (i.e. program coordinator, student services specialist, etc.). Create a job description tailored to your campus' mission detailing the events, programs and services you would like to provide as well as the outcomes that would result from them. Tailor the job description to fit the duties of the position level that you are aiming to fill.

Involvement from students, staff, and faculty is pivotal in advocating for a dedicated position that has support for undocumented students written into the job description. Additionally, data tracking and accurate numbers are vital to proving the need for a position. Utilize the data gathered from events, AB 540 Affidavits, California Dream Act Applications, and data from Benchmark 4 as solid evidence of the campus' need for this position. Student storytelling and testimony should also be presented, as it can often be incredibly powerful and illustrates the need for USP.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 9: Create a Strategic Plan

Actors: Members of the Task Force from Benchmark 2 (or dedicated staff member/coordinator, if the position exists on your campus) and student club members from Benchmark 3.

Create a strategic plan for your undocumented student program to present to campus leadership (VP of Student Affairs/Student Life, VP of Enrollment, or VP of Student Services, etc)*

A strategic plan illustrates the benefits of having USP on campus, as well as the need for a coordinator. Include your objectives. For example: Provide culturally relevant and equity-minded student support services to ab 540, undocumented, and DACAdmented students and community members; activities planned to meet the objective; the timeline to achieve these objectives; who the person responsible is (coordinator, task force, student club, etc.); measurable outcomes; and the resources you will need to accomplish them. *See section IX for an example.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 10: Advocate for a Dedicated Undocumented Student Space

Actors: Members of the Task Force from Benchmark 2 (and dedicated staff member/ coordinator if the position exists on your campus) and student club members from Benchmark 3.

It may take a long time to secure an adequate space, as most campuses have limited spaces available. Advocating should be a collaboration between staff, faculty, and students with student voices taking the lead. It can be helpful to take a tour around the campus and identify spaces that are not being used or ones that seem ideal for your needs. Additionally, consider what kind of spaces similar programs use on campus, if any. It is also important to consider campus climate and what type of space the students need to feel both safe and empowered.

*This step does not require a dedicated staff, budget, or dedicated space

ACKNOWLEDGMENTS

We wish to thank Pamela Ortiz Cerda, Dream Center Program Services Coordinator at Skyline College and a member of the California Community College's Advisory Group for Undocumented Students, for her support in editing this resource. She has been active in undocumented student support and advocacy since 2010.

ABOUT US

Founded in 2006, Immigrants Rising transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives. For more information, visit www.immigrantsrising.org

For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at nancy@immigrantsrising.org.

Appendix A: Developing campus partnerships

Campus Partner	Reasons for Partnership
Admissions and Records	AB 540/ SB 68 and Matriculation, Residency Queries for Outreach
Financial Aid	California Dream Act, Scholarships
Cashier's Office/Bursar	Tuition payments and reimbursements
Outreach	Connections with local high schools and opportunities
ESL	Shared students
Career Center	Entrepreneurship Guidance
Psychological Services	Culturally competent mental health support
Student Life	Collaboration on campus programming and events
EOPS	Additional support available for AB 540 students
Equity	Programming collaboration and possible funding source
Academic Counselors	Have key interactions with students, especially regarding transfer and financial aid
Transfer Center	Navigating transferring for undocumented students
Learning Communities (If any)	(Ex: Puente, Kababayan) Intentional campus inreach.
Adult School Liaison (If any)	Facilitate support and collaboration regarding incoming SB 68 students.
Campus Basic Needs Support (If any)	Supports like food pantry and other basic needs that low-income undocumented students may need
Legal/Paralegal Program (If any)	Support in creating a legal clinic or events like "Know Your Rights" Trainings
Campus Crisis Manager (If any)	Can support in case of detention/deportation of a student or their family member
Administration, Especially in Student Affairs	Support in advocating for campus policy changes
Academic and Classified Senate representatives	Support in advocating for campus policy changes
Associated Students	Support with student engagement, funding, student organizations.

Appendix B: Developing community partners

Community Partner	Reason For Partnership
Trusted Legal Agency	Free/ low-cost, accessible legal support, DACA support
Local Health Clinic	Free/low-cost health care/ mental health care
Local Adult Schools	Prospective SB 68 Students
Local High Schools	Prospective undocumented students

Appendix C: Conducting outreach to undocumented students

Creating a List-Serv Of Undocumented Students

In California, student information is protected by the Family Educational Rights and Privacy Act (FERPA) and the California Values Act (SB 54) and cannot be shared with outside entities without a student's consent (unless a judicial warrant is produced). However, it can be used to provide student services, as long as precautions are taken. Such precautions might include protecting identifiable information with password protection measures and using BCC when sending emails to multiple students at once.

Method	Upside	Downside
Using CA Dream Act Data	Easily accessible for FinAid staff	Many students do not apply for the CA Dream Act
Using AB 540/SB 68 Data	Easily accessible for admissions and records staff	Not all students are aware they have to submit an affidavit. Some AB 540/SB 68 applicants are US citizens. Not all undocumented students qualify for AB 540/SB 68.
Using residency queries or information from Institutional Research	More accurate, includes non AB 540 students.	May require help from campus' institutional research office.

Appendix D: Building an undocumented student club

Fostering student voice, leadership, and participation is pivotal to a successful USP program. An undocumented student club is a great way to begin building student engagement and empowering the on-campus undocumented community. While we as service providers may want the club to function in a specific way or serve a specific purpose, it is important to allow the students to have agency over how they want the club to function. For example, while some students may immediately gravitate toward activism, other students may feel that their biggest need at school is a place for community and healing, and will shape the club accordingly. If your campus does not have a Dream Center, it is important to allocate a classroom or space from a reliable campus ally that will allow the club to conduct weekly meetings.

The list-serv from Appendix C can be extremely helpful in the outreach necessary for a student club. One way to gain interest is to have an "informational event" with food where students can

learn about other schools’ undocumented student club models and brainstorm as a group about their vision for the club and how it can best serve their needs.

If you are working at a California Community College, because there is such quick student turnaround, it is important to work with students to create a strong constitution and bylaws that will allow the club to be sustainable. It is also important that the person who becomes the advisor is able to actively participate in the meetings and help advocate with the students as well as provide stable guidance and support.

Appendix E: Implementing policy legislation

Legislation	In Effect Since	Corresponding Department	Legislation Benefits:
AB 540 AB 2000 SB 68	2001 2014 2018	Admissions and Records, Bursar/Cashier	-In-state tuition for those who have completed 3 full-time years in CA schools and have a GED or High School Diploma or associate’s degree and minimum transfer requirements. -Possible access to state financial aid.
AB 343	2018	Admissions and Records	Allows students who have refugee status or special immigrant visas to receive in-state tuition. Waives 1 year+1 day requirements.
California Education Code Sections 76140-76143 Article 9	2010	Admissions and Records	Community college districts may choose to waive non-resident fees to students who take 6 units or less (not including international students).
AB 130 AB 131 “CA Dream Act”	2011	Financial Aid	Access to EOP&S, EOP, state-based financial aid including Cal Grants, Middle Class Scholarships, CA Promise Waiver, State University Grants, UC Grants and scholarships held by the college or university. *Must qualify for in-state tuition to apply
SB 1210 “Dream Loan”	2014	Financial Aid	Access to small, subsidized loans at the CSU and UC. *Must qualify for in-state tuition to apply
SB 1159	2014	Career Services, Programs that culminate in professional licenses (Cosmetology, Medicine, Law, Automotive, etc.)	Allows undocumented immigrants to legally obtain professional licenses.
Family Educational Rights and Privacy Act (FERPA)	1974	Any department that handles student records.	Protects the privacy of student records
California Values Act (SB 54)	2018	Any department that handles student records.	Protects the privacy of student records and prevents campus collaboration with ICE for enforcement purposes

Appendix F: Organizing undocumented student events

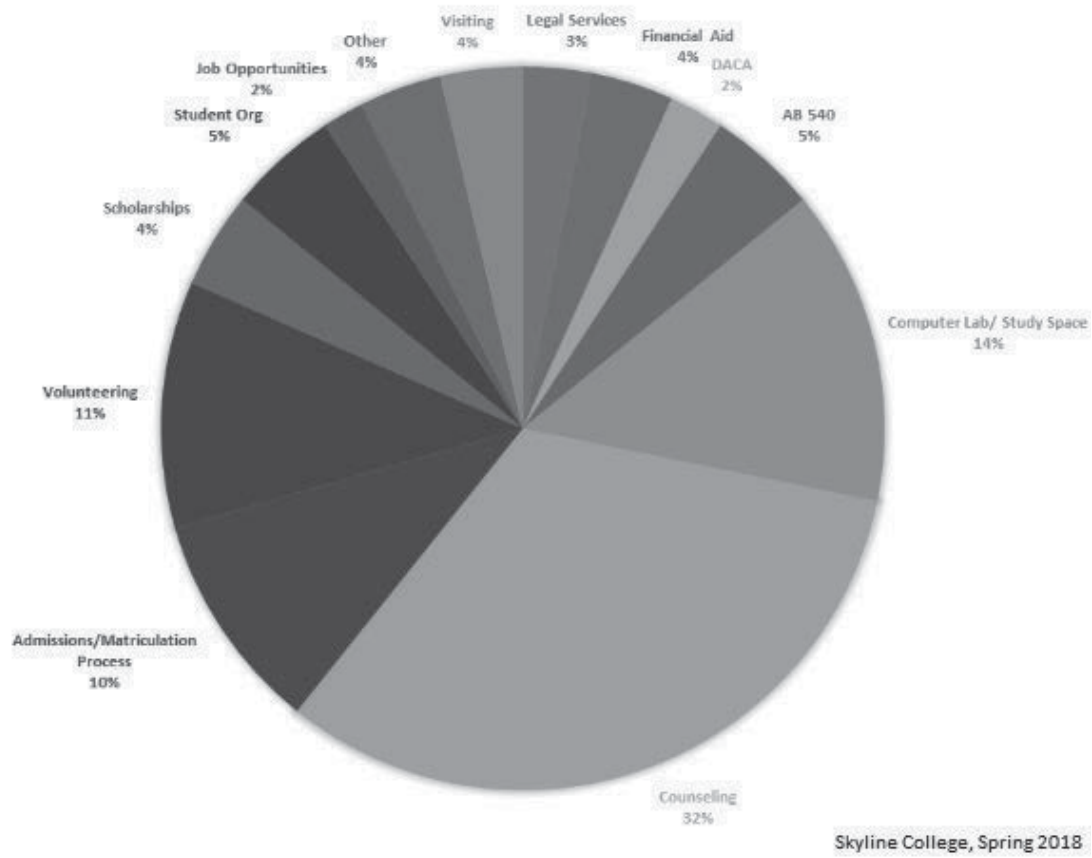
- UndocuTalks (Guided bi-weekly or monthly group conversations)
- Dream Act Drives
- Scholarship Workshops
- Know Your Rights/Deportation Defense Workshops
- Entrepreneurship Workshops
- Undocumented Student Transfer Workshops
- Pop-up Art Shows
- UndocuWeek (A week-long series of undocumented students support, awareness, advocacy, and healing events)
- Undocumented Student Orientation
- Undocumented Student Welcome Night
- Undocumented Student Graduation

Appendix G: Tracking student data

A simple way to track “foot traffic” is through programs that use student IDs. However, students may feel hesitant to share their name and student ID number. An effective alternative is the use of a Google form on a stationary computer or tablet that only requires a student’s initials. Google form answers immediately upload and sort responses into an online excel sheet, making it easy to sort through data and create regularly updated charts and graphs.

Below you will find examples of a) Chart Generated by a Google Form and b) Dream Center Sign In By Initials Google Form that I created:

DREAM CENTER REASONS FOR STUDENT VISITS



Dream Center Sign In

This information will be kept private and confidential.

What are your initials? (Example: AE, JS)

Short answer text
.....

Reason(s) for visit?

- Financial Aid (Dream Act, Scholarships)
- DACA
- Admissions (AB 540, SB 68, Applying to School)
- Computers/ Study Space/ Safe Space
- Information
- Student Club
- Volunteer/ Service Learning
- Legal Clinic
- Other...

I am a

- Current Student
- Incoming Student
- Staff/Faculty/Administrator
- Community Member
- Visitor
- Other...

OPTIONAL- If you would like to make an appointment please list your email or phone number and what days/times are best for you.

Short answer text
.....

Appendix H: Developing a strategic plan

Prepared by Pamela Ortiz Cerda

Work Plan

Project Proposal Title: Skyline College Dream Center Strategic Plan

Objective	Activities (How will you meet this objective?)	Timeline (What is your target date for completion?)	Person Responsible (Who is the person responsible for completing this objective?)	Measurable Outcomes (How will you know you have reached this goal? What assessment tools will you use?)	Resources Needed (What resources do you need to meet this objective?)
Provide culturally relevant and equity-minded student support services to AB 540, undocumented, and DACAmented students and community members	Direct Services: <ul style="list-style-type: none"> • Drop-in Services • UndocuTrojans Orientation • Welcome Night • Case Management • Personal Counseling • Matriculation Assistance 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> • Claudia Acevedo-Financial Aid • Legal Clinic • EOPS • Planning, Research and Institutional Effectiveness 	Persistence, Retention, Completion rates of students who use services Data Via Partners Surveys	<ul style="list-style-type: none"> • Office Supplies • Mileage • Student Assistants • Copies/Production • Safe Space
Create programming that will support the special needs of the undocumented community	<ul style="list-style-type: none"> • DACA Workshops • Know Your Rights • UndocuTalks • California Dream Network • UndocuArt • Socials • Legal Clinic • Legislative Updates 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> • Skyline Legal Clinic • Local non-profits 	Event Participation/Evaluation Qualitative Data Legal Clinic Data	<ul style="list-style-type: none"> • Supplies • Conference Expenses • Student Assistants

Supporting the undocumented community members with financial need Breaking down financial barriers.	<p>Dream Center:</p> <ul style="list-style-type: none"> Scholarship Workshops CA Dream Act Workshops Customized Workshops Referrals Food Distribution Entrepreneurship Workshop Drop-in financial aid support Establishing a campus scholarship for undocumented students 	Ongoing, Yearly	<p>PSC</p> <p>Partner with:</p> <ul style="list-style-type: none"> Financial Aid Department SparkPoint Food Pantry Financial Coaching EOPS BAEC 	<p>Event/Activity participation/Evaluation</p> <p>Qualitative Data</p> <p>Scholarship Achievement</p> <p>Scholarship Application Numbers</p>	<ul style="list-style-type: none"> Supplies Conference Expenses Student Assistants Food
Provide culturally relevant trainings to create a climate of understanding throughout campus regarding the undocumented community	<ul style="list-style-type: none"> Introducing Dream Center Workshop Train the Trainer Trainings UndocuAlly Training UndocuLiteracy Training DACA 101 Classroom presentations/ facilitating classroom discussions 	Ongoing, Yearly	<p>PSC,</p> <p>Partner with:</p> <ul style="list-style-type: none"> Equity Division SEED 	<p>UndocuAlly Commitment Sheets</p> <p>Training Attendance</p> <p>Classroom Surveys</p> <p>Continued collaboration with Staff and Faculty</p>	<ul style="list-style-type: none"> Supplies Student Assistants Food
Foster student leadership and	<ul style="list-style-type: none"> Train student assistants and student volunteers 	Spring 2018, Ongoing Yearly	<p>PSC</p> <p>Partner with:</p>	<p>Persistence, Retention, Completion rates of</p>	<ul style="list-style-type: none"> Student Assistants Travel Expenses

Prepared by Pamela Ortiz Cerda

provide a safe space and support through peer to peer empowerment	<ul style="list-style-type: none"> provide leadership opportunities using a Social Justice framework Peer mentor program Create and maintain undocumented student organization 		<ul style="list-style-type: none"> President's Innovation Fund Center for Student Life and Leadership Development Leigh Anne Shaw 	<p>students who participate in program</p> <p>Increase in participation of undocumented students in campus events</p> <p>Attendance for undocumented student club meetings</p>	
Provide up-to-date information and regular communication with undocumented community members	<ul style="list-style-type: none"> Emails/Mailing List Flyers, Brochures Facebook Printed Resources TV Screens Event Calendar Website 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> Marketing 	<p>Email responses/ students dropping in due to emails</p> <p>Facebook posts interaction</p> <p>Click Data</p>	<ul style="list-style-type: none"> Production of Copies Office Supplies
Establishing strong campus and district-wide connections through the Dream Center Task Force and the SMCCCD Dream Centers Task Force	<ul style="list-style-type: none"> Hosting monthly meetings on campus for the Dream Center Task Force Meeting regularly with Cañada & CSM 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> Other on-campus departments CSM & Cañada undocumented student support leaders 	<p>Task Force Meeting Attendance</p> <p>Collaborative events</p>	<ul style="list-style-type: none"> Mileage Food

<p>Create and update resources and curricula.</p>	<ul style="list-style-type: none"> ● Dream Center Resource Binder ● Dream Center resource table ● Dream Center presentations and class discussions 	<p>Ongoing, yearly</p>	<p>PSC Partner with:</p> <ul style="list-style-type: none"> ● E4FC (Nancy) 	<p>Students who visit the center leave with specific and up-to-date resources.</p>	<ul style="list-style-type: none"> ● Office Supplies ● Copies/Production
<p>Create/Upkeep network of undocumented community support.</p>	<ul style="list-style-type: none"> ● Dream Center Coordinator's Facebook group and List Serve ● Local non-profits 	<p>Ongoing, yearly</p>	<p>PSC Partner with:</p> <ul style="list-style-type: none"> ● California Dream network ● United We Dream ● E4FC ● La Raza Centro Legal ● Local Dream Centers (SFSU, CCSF) 	<p>Collaborative Events Participation in Facebook Group List Serve Communication</p>	<ul style="list-style-type: none"> ● Office Supplies ● Mileage

Budget Worksheet

	Description	2017-18	2018-19
2130/3801 (Classified Salary)	Program Services Coordinator (Step 1-3) Includes salary and benefits.	\$44,222.54-\$48,780.90	\$88,445.07-\$97,561.80
4510/4580 (Supplies & Materials)	Supplies Central Duplicating/Marketing (Brochures, Informational sheets, flyers) Programing for events and trainings (Food, supplies, etc.)	\$2000 \$1500 \$2000	\$2000 \$1500 \$2000
(Other Operating Expenses and Services)	Off Campus Events for Students (Conferences, Mileage, Student Conference attendance, California Dream Network, E4FC/ United We Dream Events)	\$1000	\$1000
Total		\$50,722.54-\$55,280.90	\$94,945.07-\$104,061.80

Dream Center Workshops/Trainings:

Date	Title or group/Duration	In attendance
June 14 th	Soc. 100, Rika Fabian (45 min.)	33
August 14 th 2017	Flex Day "Introducing SMCCCD Dream Centers" (1 hour)	101
August 11 th 2017	Non-Resident Tuition Proposal (SMCCCD ESC)	16
August 28 th 2017	Soc. 100, Rika Fabian (45 min)	45
Sept. 6 th 2017	Eng. 105, Lucia Lachmayr (45 min)	27
Sept. 6 th 2017	Eng. 105, Paula Silva (45 min)	27
Sept. 7 th 2017	Academic Senate	22
Sept. 7 th 2017	Classified Senate	26
Sept. 11 th 2017	Counseling 100, Courtney Mogg (45 min)	27
Sept. 12 th 2017	Counseling 100, Virginia Rosales (45 min)	32
Sept. 19 th 2017	Train the Trainer UndocuAlly Training (3 hours)	18
Sept. 28 th 2017	History 235, Mustafa Popal (1 hour)	49
Oct. 11 th 2017	Flex Day "UndocuAlly Training" (3 hours)	31
Oct. 11 th 2017	Flex Day "DACA 101" Training (1 hour)	29
Oct. 17 th 2017	Supporting Undoc. Students at Skyline College Training (1.5 hours)	7
Running total:		490

Appendix I: Developing an undocumented student website

These undocumented student webpages contain a broad array of important information and should be consulted as models of the key elements your online presence should include. If you want to use specific content, be sure to contact the schools to ask for permission and give them credit.

School Name	Type of School	Website
Skyline College	Community College	https://skylinecollege.edu/dreamcenter/
Modesto Junior College	Community College	https://www.mjc.edu/student-services/undocumented/
CSU Long Beach	4 Year University	http://web.csulb.edu/divisions/students/dream/
San Francisco State University	4 Year University	https://undocugators.sfsu.edu/
CSU Fullerton	4 Year University	https://www.fullerton.edu/tdrc/

Appendix J: Connecting students to online resources

Name	Website	Resources Offered
Immigrants Rising	immigrantsrising.org	College access, entrepreneurship, immigration legal intake service, storytelling, fellowships, scholarships
My Undocumented Life	myundocumentedlife.org	Scholarships, college access, general information regarding undocumented issues
DREAMers Roadmap	Mobile App	Scholarships
Immigrant Legal Resource Center	ilrc.org	Legal information and updates, family preparedness plan (deportation defense)
National Immigration Law Center	nilc.org	Legal information including red cards, KYR, and family preparedness plan
United We Dream	unitedwedream.org	Resources for educators and undocumented students, leadership development, advocacy



OVERVIEW OF GRANTS TO INDIVIDUALS (FOR PUBLIC CHARITIES & PRIVATE FOUNDATIONS)

Objective

This document provides an overview of the process by which public charities and private foundations can make grants to individuals. While there are various types of grants to individuals, this document focuses on scholarships and fellowships. This document is not intended to constitute legal advice and is not a substitute for obtaining legal advice from a qualified attorney. Furthermore, tax laws change frequently. For the most up to date information please refer to the IRS.gov website or a payroll/tax accountant.

What are Grants?

Grants are defined as a sum of money given by an organization for a particular purpose. Public charities and private foundations can set up charitable grants for individuals.¹

What constitutes a grant	What does <i>not</i> constitute a grant
<ul style="list-style-type: none"> Scholarships, fellowships, prizes, and awards² 	<ul style="list-style-type: none"> Wages, salaries or compensation to employees³ Payment for teaching, studies or research that <i>primarily</i> benefits the grantor⁴ or is a <i>condition</i> for receiving the “grant”⁵

What are Scholarships?

Scholarships are generally defined as an amount paid or allowed to a student attending an educational institution for the purpose of study.⁶ Scholarships are usually awarded based on merit, financial need, or other qualifying requirements.⁷

What are Fellowships?

Fellowships are generally defined as short-term opportunities lasting from a few months to several years that focus on the professional development of the fellow. Fellowships can be sponsored by a specific organization seeking to expand leadership in their field. The fellowship itself can be designed to support a variety of things, including study in a specific field, research to advance work on a particular issue, development of a new community-based organization or initiative, training to support a fellow’s growth, opportunities to further explore a particular field of work, and more.⁸

What are the Criteria for Offering Grants?

When awarding grants, both public charities and private foundations must ensure that grants to individuals are “charitable.” Grants are not charitable unless there is a charitable class of potential recipients, which means that the group of persons that can benefit must be either a large enough class or an indefinite class, so that aid to the members of the class benefits the greater community. If the persons potentially aided do not constitute a charitable class, the charity’s tax exemption may be at risk.⁹ A grant cannot be created to assist particular, pre-selected individuals.¹⁰ Furthermore, an organization wishing to provide grants to individuals should first determine that its governing instruments (e.g. articles of incorporation and/or bylaws) authorize them to do so.¹¹

OVERVIEW OF GRANTS TO INDIVIDUALS (FOR PUBLIC CHARITIES & PRIVATE FOUNDATIONS)

Private foundations must obtain IRS approval before awarding a grant.¹² In order to obtain IRS approval, a foundation's grant procedures must meet the following requirements:

1. The criteria for selection of grantees must be reasonably related to the purposes of the grant.
2. Persons selecting grant recipients must not be in a position to derive a private benefit, directly or indirectly, from the selection of grantees.
3. Grants must be created according to a procedure that is reasonably calculated so as to result in performance by grantees of the activities that the grants are intended to finance.
4. The grantor must obtain reports from the grantees to determine whether they have performed the intended activities.
5. A grant to an individual may be renewed if the grantor has no information indicating that the original grant was used for any purposes other than the purpose for which it was awarded, all reports required at the time of renewal have been submitted, and any additional criteria and procedures for renewal are objective and nondiscriminatory.¹³

Approval is given to the requesting foundation based on the evaluation of the foundation's entire system of standards, procedures, and follow-up.¹⁴ Once approval is obtained, it applies to any subsequent grant programs of the foundation if the procedures under which it is conducted do not differ materially from the original request for approval.¹⁵

Public charities do *not* need IRS approval prior to awarding a grant. However, their grant procedures *generally* meet the same requirements as those of private foundations.¹⁶

What Grantee Information is Required?

The grantee information collected varies for different types of grants. A general guideline is that only the information necessary and reflective of the grant selection criteria is requested.¹⁷ For example, an organization providing grants to high achieving students must maintain basic information such as the grantees' name, address and grades.¹⁸

Public charities and private foundations are *not* required to ask for or hold on to information about the immigration/citizenship status, social security number ("SSN"), or work authorization of grantees.¹⁹

About Us

Founded in 2006, Immigrants Rising transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives. For more information, visit www.immigrantsrising.org.

OVERVIEW OF GRANTS TO INDIVIDUALS (FOR PUBLIC CHARITIES & PRIVATE FOUNDATIONS)

¹ The New York Community Trust, Grants by Public Charities to Individuals, <https://wscadv.org/wp-content/uploads/2017/08/Grants-to-Individuals.pdf>

² IRS, Grant Defined, <https://www.irs.gov/charities-non-profits/private-foundations/grant-defined>

³ *Id.*

⁴ John Barrett, Tax Issues Associated with Reporting Fellowships,

<https://postdocs.ucsf.edu/sites/postdocs.ucsf.edu/files/wysiwyg/tax-issues-for-fellowships-2018.pdf>

⁵ *Id.*

⁶ IRS, Topic No. 421 Scholarships, Fellowship Grants, and Other Grants, <https://www.irs.gov/taxtopics/tc421>

⁷ College Scholarships, Understanding Scholarships, Fellowships, Grants, and Loans,

<http://www.collegescholarships.org/blog/2015/03/27/differences-between-scholarships-fellowships-grants-loans/>

⁸ University of California, Berkeley, Fellowships, <https://career.berkeley.edu/InfoLab/Fellow>

⁹ NEO Law Group, Charitable Class, http://www.nonprofitlawblog.com/charitable_clas/

¹⁰ The New York Community Trust, Grants by Public Charities to Individuals, <https://wscadv.org/wp-content/uploads/2017/08/Grants-to-Individuals.pdf>

¹¹ Council on Foundations, Scholarships FAQs, <https://www.cof.org/content/scholarships-faqs>

¹² IRS, Advance Approval of Grant-Making Procedures, <https://www.irs.gov/charities-non-profits/private-foundations/advance-approval-of-grant-making-procedures>

¹³ The New York Community Trust, Grants by Public Charities to Individuals, <https://wscadv.org/wp-content/uploads/2017/08/Grants-to-Individuals.pdf>

¹⁴ IRS, Advance Approval of Grant-Making Procedures, <https://www.irs.gov/charities-non-profits/private-foundations/advance-approval-of-grant-making-procedures>

¹⁵ *Id.*

¹⁶ The New York Community Trust, Grants by Public Charities to Individuals, <https://wscadv.org/wp-content/uploads/2017/08/Grants-to-Individuals.pdf>

¹⁷ FinAid, Scholarship Design & Management, <http://www.finaid.org/educators/awarddesign.phtml>

¹⁸ Marilyn E. Phelan, Nonprofit Organization's: Law and Taxation § 10:17 (2nd ed. 2017)

¹⁹ *Id.*



CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

OBJECTIVE

This document provides an overview of fellowships, which are often used in an educational context to support students in their studies or professional development and can provide a sum of money. We discuss best practices in crafting an “inclusive” fellowship that is available for all students regardless of immigration status. We also include a sample fellowship announcement and a sample fellowship agreement.

This document is not intended as legal advice and is not a substitute for obtaining legal advice from a qualified attorney.

WHAT ARE FELLOWSHIPS?

Basic Fellowship Definition

Fellowships are generally defined as short-term opportunities, lasting from a few months to several years, that focus on the educational and/or professional development of the fellow.¹ Fellowships can support a variety of things, including study in a specific field; research to advance work on a particular issue; development of a new community-based organization or initiative; training to support a fellow’s growth; opportunities to further explore a particular field of work; and more.²

Who Can Sponsor Fellowships

Fellowships can be sponsored by various entities, including but not limited to educational institutions.³

Fellowship Stipends

Fellowships can include a stipend.⁴ Stipends are generally defined as an amount paid to the fellow to aid in the pursuit of the fellow’s study or research.⁵

WHAT ARE “INCLUSIVE FELLOWSHIPS”?

“Inclusive Fellowships” (a term coined by Immigrants Rising) are fellowships that are accessible to individuals regardless of immigration status. Since they do not require recipients to have work authorization or a social security number, “Inclusive Fellowships” are flexible mechanisms by which educational institutions can provide paid opportunities to individuals regardless of immigration status. This document will focus on “Inclusive Fellowships”.

“Inclusive Fellowships” vs. “Non-Inclusive Fellowships”

Generally, there are two different types of fellowships: 1) “Non-Inclusive” Fellowships require an individual to perform a past, present, or future service in order to receive payment; since the required service is generally considered to be employment (or “work”), recipients are required to be work-authorized;⁶ 2) “Inclusive Fellowships” are the more common type of fellowships; since they do

CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

not require the recipient to perform a past, present, or future service and are *not* considered to be employment (or “work”), recipients are *not* required to be work-authorized.⁷

“Inclusive Fellowships” vs. Campus-Based Employment

“Inclusive Fellowships are not the same as campus-based employment opportunities. Campus-based employment (e.g. work study positions, student assistants, lab aides, etc.) is limited to individuals with work authorization and, therefore, is not accessible to immigrants without legal status.⁸ Conversely, “Inclusive Fellowships” can be created to be accessible to individuals regardless of work authorization and, therefore, individuals regardless of legal status.

GUIDELINES TO DESIGNING “INCLUSIVE” FELLOWSHIPS

In designing “**Inclusive Fellowships**” that are available to all individuals regardless of their immigration status, the general recommendation is to adhere to the following guidelines:

- Grantors should provide fellows with training, hands-on/experiential learning, professional development, and/or networking.⁹
- The relationship between fellows/grantors should resemble a trainee/trainor or advisee/advisor; it should not resemble an employee/employer relationship (e.g. grantors should not set work hours, require work be done in a specific and highly supervised way, etc.).¹⁰
- If fellowships have a study or research component, the primary purpose of that study or research must be to benefit the fellow’s education, professional growth or training; the primary purpose of the study or research should not be to benefit the grantor.¹¹
- Grantors can offer stipends to fellows as long as the stipends are not considered wages (i.e. stipends should not be offered for past, present or future work or service). These non-wage stipends do not need to be reported to the IRS on any form (including Form 1099) and fellows do not need to provide grantors with a W-9.¹²

STEP-BY-STEP GUIDE TO CREATING AN “INCLUSIVE FELLOWSHIP”

1. Draft Fellowship Description

Draft a Fellowship Description that includes the primary purpose, scope and specific details. Follow the “Guidelines to Designing ‘Inclusive Fellowships’” (above) to make sure your fellowship is available to all individuals regardless of their immigration status.

2. Get Stakeholders on Board

Share the fellowship description with campus stakeholders in order to solicit feedback, define areas of responsibility, manage expectations, and get everyone on board. Stakeholders might include faculty, representatives from human resources, student affairs, financial aid and student leaders.

3. Finalize Fellowship Description based upon stakeholder input.

CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

4. Create Fellowship Application Process

Fellows should be selected in an open, competitive process. We recommend defining clear eligibility criteria and an application timeline and process. We also recommend creating a written application to determine applicants' eligibility and solicit information about their academic background and career goals.

5. Draft and Publicize Fellowship Announcement

Create a Fellowship Announcement, which will explain the fellowship and invite interested individuals to apply for the fellowship. The announcement should include the following: fellowship overview (e.g. terms of the fellowship, duration,); stipend amount; eligibility requirements; and logistical information (e.g. application deadline, application submission process, point of contact). See Appendix A for a Sample Fellowship Announcement. Begin publicizing the fellowship.

6. Undertake Fellowship Selection Process

Review all written application submissions to determine eligibility. Follow-up interviews may provide additional clarity about applicants' interest and availability. Select the fellow(s) that are the best fit for the fellowship program (e.g. benefit to fellows, availability, etc.).

7. Draft Fellowship Agreement

You should draft a formal Fellowship Agreement as notification of acceptance into the fellowship program and agreement of the fellowship terms. The Fellowship Agreement should include the following: fellow name and contact information; notification of acceptance; benefits to the fellows, fellowship terms (e.g. what type of engagement the fellow can expect to have); and clarification that this is not employment. It should be signed by the fellow, supervisor, and any other grantor representative who is responsible for the fellowship. See Appendix B for a Sample Fellowship Agreement.

8. Review Fellowship Agreement with Fellow(s).

Make sure to go over the Fellowship Agreement individually with each fellow you are accepting into the fellowship program. Answer any questions and be sure they understand all elements of the agreement.

9. Sign the Fellowship Agreement

Once all questions have been answered and the fellow understands all elements of the fellowship, all parties should sign and keep a copy of the agreement.

CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

APPENDIX A: SAMPLE FELLOWSHIP ANNOUNCEMENT

This sample can be used as a starting point for your Fellowship Announcement. Make sure to change the contents so that the language reflects the fellowship that is being offered.

Introduction: *New American University is offering the Success Fellowship, a fellowship for Academic Year 2019-2020 that provides hands-on/experiential learning, professional development, and networking for students from diverse backgrounds. The fellowship includes a yearly stipend of \$6,750.*

Application Deadline: *June 28, 2019*

Stipend Amount: *Stipend of \$6,750 for Academic Year 2019-2020 (\$2,250 per quarter). This stipend is contingent upon the successful completion of the fellowship program.*

Application Submission Process: *Students must complete the application form and email it, along with a resume and a one-page cover letter explaining their interest, to Ms. Jane Doe, the Fellowship Director of New American University, at janedoe@newamericanuniversity.edu.*

Eligibility: *Students must: (1) have demonstrated interest in their field of study/research; (2) be in good academic standing; and (3) come from a diverse background (e.g. race/ethnicity, sexual orientation, immigration status, national origin, etc.)*

Fellowship Description: *Success Fellows will:*

- *Participate in a hands-on/experiential learning project in their field of study/research (10 to 15 hours per week)*
- *Submit bi-monthly reflections on their learning project*
- *Be matched with a faculty/staff mentor in their field of study/research who will review bi-monthly reflections and provide ongoing feedback on learning project*
- *Participate in monthly leadership and professional development training seminars*
- *Be part of cohort of other fellows*

If you have any questions, please contact Ms. Jane Doe, the Fellowship Director of New American University, at janedoe@newamericanuniversity.edu

CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

APPENDIX B: SAMPLE FELLOWSHIP AGREEMENT

This sample can be used as a starting point for your Sample Fellowship Agreement. Make sure to change each of the specific content areas so that the language reflects the actual fellowship that is being offered.

Dear John Doe:

We are pleased to sponsor you as a fellow at New American University, reporting to Fellowship Director of New American University, Ms. Jane Doe. If you accept this offer, you will begin your fellowship with New American University on September 1, 2019 and will be expected to be engaged ten to fifteen hours per week.

Your fellowship is expected to end on May 31, 2020. However, your fellowship with New American University is “at-will,” which means that either you or New American University may terminate your fellowship at any time, with or without cause and with or without advance notice.

Your fellowship will consist of the following:

- 1) Participation in a hands-on/experiential learning project in your field of study/research (10 to 15 hours per week)*
- 2) Completing bi-monthly reflections on your learning project to your faculty/staff mentor*
- 3) Monthly meeting with your faculty/staff mentor to receive ongoing feedback on your learning project (meeting times/dates to be determined with your mentor)*
- 4) Attendance in monthly leadership and professional development training seminars (no more than 2 absences permitted)*
- 5) Participation in cohort of other fellows*

Through participating in this fellowship, you will benefit in the following ways:

- Receive hands-on/experiential learning*
- Be mentored in your field of study/research*
- Receive leadership and professional development training.*
- Sharpen communication skills, time-management, and interpersonal skills*
- A \$9,000 stipend to support participation in the program. The stipend will be disbursed in quarterly installments of \$2,250 upon successful completion of fellowship requirements and responsibilities, as evaluated by the Fellowship Director.*



CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

As part of this fellowship, New American University is not liable for injury sustained or health conditions that may arise for you while participating in this fellowship. In addition, since this fellowship is not considered to be employment, you will not receive any of the employee benefits that regular New American University employees receive, including, but not limited to, health insurance, vacation or sick pay, paid holidays, or participation in the 401(k) plan. You will receive your fellowship stipends directly from New American University. Fellowship stipends are not reported on a year-end tax form (either W-2 or Form 1099), but you may still be required to self-report them on IRS Form 1040 and may need to make estimated tax payments directly to the IRS. Please check with your tax accountant regarding the need to make estimated tax payments.

By accepting this offer, you agree that throughout your fellowship you will observe all policies and practices governing the conduct of New American University, including our policies prohibiting discrimination and harassment. This letter sets forth the complete offer we are extending to you, and supersedes and replaces any prior inconsistent statements or discussions. It may be changed only by a subsequent written agreement.

Please indicate your acceptance of this offer by signing below and returning it to Ms. Jane Doe, the Fellowship Director of New American University, at janedoe@newamericanuniversity.edu. If you have any questions, do not hesitate to contact me.

Best,

Ms. Jane Doe, Fellowship Director of New American University.

I accept the fellowship with New American University on the terms and conditions set out in this letter.

Fellow Signature

Date: _____

Jane Doe, Fellowship Director of New American University

Date: _____



CREATING FELLOWSHIP PROGRAMS (FOR EDUCATIONAL INSTITUTIONS)

ENDNOTES

- ¹ U.S. News, [What is a Fellowship and Why You Might Want One](https://www.usnews.com/education/best-graduate-schools/paying/articles/what-a-fellowship-is-and-why-you-might-want-one), <https://www.usnews.com/education/best-graduate-schools/paying/articles/what-a-fellowship-is-and-why-you-might-want-one>. See also, University of California, Berkeley, [Fellowships](https://career.berkeley.edu/InfoLab/Fellow), <https://career.berkeley.edu/InfoLab/Fellow>
- ² University of California, Berkeley, [Fellowships](https://career.berkeley.edu/InfoLab/Fellow), <https://career.berkeley.edu/InfoLab/Fellow>
- ³ As evidenced by the various entities in both nonprofit and private sectors engaging with individuals through fellowship programs. See, CORO, [CORO Fellowship](http://www.corofellowship.org/), <http://www.corofellowship.org/>. See Also, Google, [Google PhD Fellowship](https://ai.google/research/outreach/phd-fellowship/), <https://ai.google/research/outreach/phd-fellowship/>
- ⁴ 26 CFR § 1.117-3
- ⁵ Id., See also, Internal Revenue Service, [Topic No. 421, Scholarships, Fellowship Grants, and Other Grants](https://www.irs.gov/taxtopics/tc421), <https://www.irs.gov/taxtopics/tc421>.
- ⁶ John Barrett et al., University of California Office of the President-CFO Division, [Tax Issues Associated with Reporting Fellowships](https://postdocs.ucsf.edu/sites/postdocs.ucsf.edu/files/tax-issues-for-fellowships-201), <https://postdocs.ucsf.edu/sites/postdocs.ucsf.edu/files/tax-issues-for-fellowships-201>
- ⁷ University of Colorado Boulder Campus Controller's Office, [Fellowships/Stipends vs. Wages](https://www.colorado.edu/controller/sites/default/files/attached-files/Fellowship1.pdf), <https://www.colorado.edu/controller/sites/default/files/attached-files/Fellowship1.pdf>
- ⁸ Justia, [Work Authorization](https://www.justia.com/immigration/work-authorization/), <https://www.justia.com/immigration/work-authorization/>
- ⁹ University of California, [Berkeley Career Center](https://career.berkeley.edu/InfoLab/Fellow), [Fellowships](https://career.berkeley.edu/InfoLab/Fellow), <https://career.berkeley.edu/InfoLab/Fellow>
- ¹⁰ U.S. Department of Labor, [Fact Sheet #71: Internship Programs Under the Federal Labor Standards Act](https://www.dol.gov/whd/regs/compliance/whdfs71.pdf), <https://www.dol.gov/whd/regs/compliance/whdfs71.pdf>
- ¹¹ Columbia University Student Financial Services, [Payments to Students and Their Taxability](https://sfs.columbia.edu/files/sfs_new/forms/payments-to-students.pdf), https://sfs.columbia.edu/files/sfs_new/forms/payments-to-students.pdf
- ¹² IRS, [Instruction for Form 1099-MISC](https://www.irs.gov/pub/irs-pdf/i1099msc.pdf), <https://www.irs.gov/pub/irs-pdf/i1099msc.pdf>

ACKNOWLEDGMENTS

We wish to thank **University of California, Irvine DREAM Center** for their impactful collaboration in creating this resource.

ABOUT US

Founded in 2006, **Immigrants Rising** transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives. For more information, visit www.immigrantsrising.org.

SANCTUARY SCHOOL AND SAFE ZONE MOVEMENT

UNDERSTANDING THE SANCTUARY SCHOOL & SAFE ZONE MOVEMENT

A QUICK GUIDE FOR EDUCATORS

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Educators for Fair Consideration (E4FC)

Nancy Jodaitis

BACKGROUND & KEY COMPONENTS

What is the Sanctuary School and Safe Zone movement?

- » A movement made up of schools, school districts and higher education institutions that call for protections to be put into place that will ensure a safe environment for ALL students, reaffirm the constitutional right of access to education and protect the rights of undocumented immigrants and other vulnerable populations.
- » The Sanctuary School and Safe Zone Movement argues that schools and educational institutions do not have the legal authority or resources to engage in federal immigration enforcement and thus should not cooperate with federal agencies in their efforts to identify, detain or deport undocumented immigrant students.

What is the difference between sanctuary and safe school protections/language? Is it important for schools to use the word “sanctuary”?

- » The substance and content of a resolution, and a school's commitment to implementing its directives, are more important than the use of any specific words or phrases.
- » Resolutions that have been adopted, and those currently under consideration, vary widely in their language, content and scope.
- » Using the word “sanctuary” adds value to a growing national movement.
- » Federal agencies or state governments have warned that schools who go on record as “sanctuary schools” may face penalties. However, the legal analysis is that it would be difficult or illegal for the federal government to do so.

What is the historic basis of this movement?

- » In the 1980s, the [Sanctuary Movement](#) led efforts to provide a safe haven in the United States to Central American immigrants fleeing civil conflict.
- » U.S. support for civil wars in Central America created policies that made it almost impossible for victims of these conflicts to obtain asylum in the United States.
- » In response, a network of churches, community based organizations and cities/towns sought to provide protection from federal immigration enforcement activities within their physical location or jurisdiction.

What are key components of sanctuary and safe zone movement school protections, according to national experts²?

- » Limiting the sharing of student information with federal immigration authorities
- » Restricting immigration agents' access to campuses
- » Prohibiting campus security from collaborating with federal immigration authorities for the purposes of enforcement
- » Providing resources and information for immigrant students and their families

Who is involved in the sanctuary school and safe zone movement?

- » Students, staff, faculty and administrators from hundreds of colleges, universities, AND K-12 schools across the nation
- » Community-based organizations, including those focused on educational access, civil liberties and immigrants' rights
- » School board members and university trustees
- » Political and elected officials at the city, county, and state level

¹ ACLU of California, Advancement Project, Asian Americans Advancing Justice-California (AAAJ-CA), Asian Americans Advancing Justice-Los Angeles (AAAJ-LA), National Immigration Law Center (NILC), and Services, Immigrant Rights, and Education Network (SIREN)

WHY SANCTUARY SCHOOLS AND SAFE ZONES ARE VITAL?

Why is it important to be part of the sanctuary school and safe zone movement?

- » The movement promotes local organizing that builds on and supports a national movement of sanctuary in schools, workplaces, faith-based institutions, and other spaces.
- » The movement reaffirms the constitutional right of access to education and other individual legal rights.
- » The movement promotes district administrative policies to ensure that students are protected across all schools or campuses.

Why are sanctuary school and safe zone protections needed?

- » It is important that students feel safe in school, so that they can focus, learn, and can be productive and grow. A safe zone resolution makes sure kids can learn, grow, thrive, and be supported in completing their education.
- » In the current political environment, there is widespread fear in schools and communities that the federal government could request colleges, universities and K-12 institutions to share the immigration status or country of origin of their students, which could be used to target these students or their family members.
- » This fear of immigration enforcement in schools has a ripple effect. If one student feels unsafe or threatened, others will feel unsafe and threatened, too. Singling out specific student populations affects the entire school climate and has been shown to reduce attendance for all student groups.
- » For teachers to fulfill their mission of educating all kids, the classroom can't be a hostile environment. It has to be a nurturing and safe space.
- » It is important for the schools in the district to invest in their students as human beings, to commit to protecting them as much as the schools can under the law, and to believe in them. Forcing schools to turn over legally protected information or to detain students for federal immigration agencies conflicts with individual and states' rights contained in the Constitution and federal law, and could expose schools to legal liability.

Who will benefit from a sanctuary or safe zone resolution?

- » All students benefit from sanctuary resolutions because they affirm a safe and welcoming environment for all students, free of discrimination.
- » A sanctuary or safe zone resolution is especially important for immigrants who are most vulnerable to enforcement actions, based on the current political climate including undocumented students, DACA students, families with mixed family status households, Muslims and other immigrant groups vary based on geographic location.

LEGAL CONCERNS AND SCOPE

What is the legal basis to argue for sanctuary school and safe zone protection?

- » Efforts to protect students and student data through the Sanctuary and Safe Schools Movement are built upon legal protections that are already in place, including FERPA and the U.S. Constitution.
- » In *Plyler v. Doe*, the Supreme Court recognized a constitutional right of access to K-12 education for all students, regardless of their immigration status. Actions taken by the school, locality, or state to chill this access to schools, including engaging in activities that increase absenteeism of students, may violate *Plyler*.
- » [FERPA \(Family Educational Rights and Privacy Act\)](#) requires schools to obtain written permission from parents or eligible students before releasing any information from a student's education record, and gives rise to liability if schools impermissibly release students' information.
- » The Fourteenth Amendment of the U.S. Constitution prohibits any state from denying "to any person within its jurisdiction the equal protection of the laws." Furthermore, the Fourteenth Amendment's Due Process and Equal Protection Clauses shield all individuals from unfair and unjust treatment, regardless of race, sex, religion, or age.
- » The Fourth Amendment of the U.S. Constitution gives all people the right to be free of unlawful searches, seizures, and warrantless arrests from law enforcement agents, and the U.S. Supreme Court has interpreted this right to apply as well to activities by immigration enforcement agents.
- » The Tenth Amendment of the U.S. Constitution states that the powers not delegated to the United States by the Constitution are reserved to the States or to the people. Thus, the federal government cannot force states and localities to enforce federal immigration law.
- » [U.S. Immigrations & Customs Enforcement's](#) longstanding policy is to strongly discourage immigration enforcement actions – arrests, interviews, searches, and surveillance – from taking place in "sensitive locations," including hospitals, churches, and schools.

What are the potential limitations or negative consequences of sanctuary policies?

- » Resolutions that prevent any disclosure of students' immigration status could prevent school officials from identifying or offering services to undocumented students. [However, schools can craft creative policies to ensure that services are still provided to undocumented students without singling them out or recording their immigration status in written records.]
- » Differences in legal interpretations of sanctuary policies could lead to confusion regarding protections available to undocumented students and families. [Therefore, it is important for each school to provide clear, unambiguous guidance to families to avoid causing confusion about protections available to undocumented students and families.]
- » Adoption of a sanctuary policy at a K-12 school or college campus would not guarantee blanket protections from DHS or ICE enforcement activities. [However, schools could ensure that they will do everything in its power to protect students and ensure that ICE agents aren't entering school grounds without a valid judicial warrant, etc.]

- » Schools cannot completely bar ICE activities from their property. [However, educational institutions can set limitations on when and how ICE enters the school or campus.]
- » The new Executive Branch has threatened that schools who declare themselves to be sanctuary campuses could lose federal funds. [However, the legal analysis is that it would be difficult or illegal to cut off federal funding.]
- » What is the difference between what a school can provide versus a school district, city, church, or state?
- » Individual school or college resolutions are approved by the principal or president and only protect the students and others identified in the resolution at that school or institution.
- » A school district resolution must be approved by the school board or other governing body and protects students at many schools, so its effects are more far-reaching.
- » Church resolutions are approved by their clergy or lay leaders and are designed to protect members of their congregation and surrounding community members.
- » City or state resolutions are approved by a Board of Supervisors, City Council or State Legislature and protect all the residents of the city, town or state.

GETTING STARTED AT YOUR SCHOOL

How can your school get started?

- » Begin the conversation or partner with others who are already working on this issue.
- » Identify who else needs to be involved (e.g., administrators, officers, student groups.)
- » Review relevant resources to better understand the current movement.
- » Review model resolution language produced by the [National Immigration Law Center](#) and [United We Dream](#). Feel free to reach out to either organization for help!
- » Identify the resources and allies (financial, departmental, etc.) you would need to run a successful campaign
- » Develop a plan and timetable to bring this initiative before your school board or Board of Trustees.

Who should be involved in creating your school's sanctuary protections?

- » Faculty and teachers
- » Undocumented students
- » Students from other vulnerable student populations, including Black students and other students of color, Muslim students, LGBTQ students, etc.
- » School Board members
- » College or university trustees
- » K-12 principals
- » College or university presidents
- » General Counsel
- » Student Affairs Officers
- » Public Safety Officers
- » Student organizations
- » Community members, especially directly impacted community members

RESOURCES AND SAMPLE RESOLUTIONS

What are relevant resources you can use to better understand the sanctuary school and safe zone movement?

- » [Law@theMargins](#) hosted an excellent webinar [Lessons for Organizing Sanctuary Schools and Campuses](#) and published a webinar guide (January 2017).
- » [United We Dream](#) produced the [Here to Stay Institutional Toolkit](#) to help K-12 schools and higher education institutions create sanctuary spaces for their students, parents and educators (December 2016).
- » The [National Education Association](#) (NEA) & [National School Boards Association](#) (NSBA) published [Legal Issues Facing School Districts Related to the Education of Undocumented Students](#) (2009).

Are there any good templates to formulate sanctuary policies?

- » [National Immigration Law Center](#) (NILC) and others² created a Model Campus Safe Zones Resolution Language template for [K-12 school districts](#) and [colleges and universities](#).

Where can you find sample resolutions?

- » Check out [sample resolutions adopted by universities, university systems and school districts](#) including [UC Berkeley](#), [Yale](#), [California State University system \(CSU\)](#), [San Francisco Unified School District](#), [Los Angeles Unified School District](#), [Albuquerque Public Schools](#) and more!

How many schools or districts have adopted sanctuary protections?

- » More than two hundred colleges or universities have sanctuary petitions or protective policies already in place and many have chosen to be named on a [nationwide list](#).
- » Many elementary, middle or high schools have passed resolutions are seeking to put protections into place, yet no centralized list of schools has been created, to date.
- » View a [nationwide map](#) that shows schools that have adopted sanctuary resolutions and colleges where presidents have made public statements on the sanctuary issue.

² ACLU of California, Advancement Project, Asian Americans Advancing Justice-California (AAAJ-CA), Asian Americans Advancing Justice-Los Angeles (AAAJ-LA), National Immigration Law Center (NILC), and Services, Immigrant Rights, and Education Network (SIREN)

IMPLEMENTATION IS KEY

What do you need to do after adopting a sanctuary resolution?

- » Implementation is key. Ensure that the resolution includes administrative policies that outline procedures for employees to follow to protect students.
- » Develop a plan for training frontline staff, faculty and administrators to ensure they understand the policies and respond accordingly.
- » Make an announcement to students & parents so they know the resolution is in place..
- » Set clear expectations about what the resolution does and does not do.

ACKNOWLEDGEMENTS

Understanding the Sanctuary School/Safe Zone Movement: A Quick Guide for Educators became a much better guide due to the invaluable insights and information provided by Shui-Ming Cheer and Jess Hanson from the National Immigration Law Center (NILC) and Jay Sherwin, director of E4FC's "Invest in the Dream" Initiative.

Our guide also builds on the important work of United We Dream, Immigrant Legal Resource Center (ILRC), Law@theMargins and National Immigration Law Center (NILC) because they have already created numerous excellent resources on this topic! We would also like to acknowledge the countless educators, administrators, students, members of the School Board or Board of Trustees as well as members of communities across the nation who have sought to protect their vulnerable student populations in these tumultuous times.

ABOUT US

EDUCATORS FOR FAIR CONSIDERATION (E4FC)

Founded in 2006, Educators for Fair Consideration (E4FC) empowers undocumented young people to achieve education and career goals through personal, institutional and policy transformation. We envision an America where all young people can pursue and complete an education with confidence and without constraint. For more information, please find us online at www.e4fc.org.

NANCY JODAITIS

Nancy Jodaitis is the Director of Higher Education Initiatives at Educators for Fair Consideration and has been building educational pathways for undocumented students in higher education since 2008. She works with colleges and universities to identify and address key challenges in supporting undocumented students and conducts UndocuAlly trainings to increase institutional practices that foster student success and graduation. Nancy is the lead author of the [UndocuCollege Guide & Equity Tool: California 2016](#) and [Post-election Guide: What Educators Can Do to Support Undocumented Students](#). She has also developed a [library of educational materials](#) to help undocumented students in California successfully enroll in CA public colleges and universities, and be sure they receive all financial aid for which they are eligible.

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Frequently Asked Questions for University Employees About Possible Federal Immigration Enforcement Actions on University Property

We know that many members of the University of California community are concerned about immigration enforcement actions occurring across the country and have asked about the possibility that enforcement actions could occur at UC. This FAQ responds to your questions and provides information about how to respond in such a situation. Please keep in mind that Department of Homeland Security (DHS) policies are in transition; we may update this guidance as warranted.

- 1. Will University Police Officers work with federal immigration officers to apprehend and remove individuals from campus?**
- 2. Can UC prevent federal immigration enforcement officers from coming on campus or entering hospitals, clinics or other University property?**
- 3. What federal immigration enforcement officers might seek access to the campus, and what authority do they have?**
- 4. Will federal immigration enforcement agencies target UC campuses?**
- 5. Can federal immigration enforcement officers enter houses, residence halls and apartments without consent from occupants?**
- 6. Can federal immigration enforcement officers enter University hospitals and clinics?**
- 7. What should I do if a federal immigration enforcement officer presents me with a warrant?**
- 8. What should I do if a federal officer asks me for or gives me a subpoena for personally identifiable private information or records about a student, employee or patient?**

9. Does it make a difference if a student is an international student?

#

1. Will University Police Officers work with federal immigration officers to apprehend and remove individuals from campus?

No. On November 30, 2016, the University issued Principles in Support of Undocumented Members of the University Community; you can find the full document [here](#). The Principles explain that jurisdiction over enforcement of federal immigration laws rests with the federal government and not with UCPD. UC Police are devoted to maintaining a safe and secure environment to support the University’s research, education and public service missions. University of California police departments will not divert their resources from this mission in order to enforce federal immigration laws.

Campus police officers will not contact, detain, question or arrest an individual solely on the basis of suspected undocumented immigration status or to discover the immigration status of any individual, and UC Police will not undertake joint efforts with federal immigration enforcement authorities to investigate, detain or arrest individuals for violation of federal immigration law.

Nonetheless, if U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP) officers conduct immigration enforcement activities on campus, UC Police may be called in to prevent injuries or property damage. In addition, where other federal law enforcement agencies such as the Federal Bureau of Investigation (FBI) or Drug Enforcement Administration (DEA) have reason to pursue criminal suspects on campus, University Police may cooperate with those efforts to enforce criminal laws.

2. Can UC prevent federal immigration enforcement officers from coming on campus or entering hospitals, clinics or other University property?

Generally, no. UC is a public university and a large portion of UC property is open to the general public. UC does not have authority to prohibit federal immigration enforcement officers from coming on campus or entering health facilities to enforce federal law. The areas on campus that are open to the general public are also open to federal immigration enforcement officers.

However, public access is limited in certain areas of UC campuses and property because of privacy concerns, operational needs or safety considerations. Campus buildings and spaces in which access is physically restricted, such as by key card, locked doors or monitored entryways, including University housing and clinical areas, fall into this category. Limited access spaces also include some that may normally be left unlocked during the workday, including, for example, administrative or faculty offices, classrooms while classes are in session, hospital inpatient

rooms, clinic exam rooms, locker rooms, research laboratories, kitchens and food preparation areas, maintenance areas, storage facilities and physical plant operations.

UC employees are not required to affirmatively assist federal immigration authorities or grant permission to enter limited access space when officers do not have a judicial warrant to enter, and it is appropriate to seek guidance from Campus/Medical Center Counsel to understand your duties in particular circumstances. **However, federal law prohibits you from hiding evidence, concealing or hiding individuals who are the subjects of law enforcement activity, or interfering with an arrest. Further, you should not put yourself in physical danger.**

If an immigration officer seeks your consent to enter limited access space or requests information or documents from you about another individual, ***take steps to ensure that you have authority to provide the requested access, information or documents. Ask the officer for their name, identification number and agency affiliation; ask for a copy of any warrant they may have, inform the officer that you are not obstructing their process but need to contact Campus/Medical Center Counsel for assistance and contact Campus Counsel.*** See Question No. 6 below if you work in a hospital or clinic.

3. What federal immigration enforcement officers might seek access to the campus, and what authority do they have?

The immigration officers who seek to apprehend and remove (or “deport”) an individual unlawfully present in the United States are most often officers of U.S. Immigration and Customs Enforcement (ICE), who are part of the agency’s Enforcement and Removal Operations (ERO). U.S. Customs and Border Protection (CBP) officers could also seek to apprehend and remove individuals on certain campuses. These ICE and CBP officers work for the Department of Homeland Security (DHS) and they are typically acting on civil, not criminal, authority. **The warrants these officers carry to apprehend individuals are generally administrative warrants that do not authorize officers to enter limited access areas of the University without consent.**

In some cases, ICE and CBP officers may be exercising criminal enforcement powers or may work with criminal law enforcement officers who may present a criminal arrest or search warrant that gives them greater authority to enter UC premises that are not open to the general public. Execution of judicial warrants does not require consent.

ICE and CBP officers may appear on campus for reasons unrelated to apprehending and removing an individual they believe is unlawfully present in the United States. For example, many international students participate in the U.S. State Department’s Student and Exchange Visitor Program (SEVP). The University is required to report certain information about SEVP students to ICE, and ICE may come to UC campuses to meet with SEVP students and /or University staff who have responsibilities under the SEVP program. ICE and CBP may also come on campus in connection with regulations that do not involve alleged immigration violations. **It is a mistake to assume that any ICE employee visiting campus is present to apprehend or**

remove a member of the UC community. False rumors about ICE enforcement actions on campus can spread anxiety and panic. If you observe ICE employees on campus and have concerns about their activities, call Campus Police.

4. Will federal immigration enforcement agencies target UC campuses?

We do not know whether federal immigration enforcement agencies will conduct enforcement activities on UC campuses. Under the Obama administration, the Department of Homeland Security (DHS) issued memos to ICE and CBP officers providing that arrests, interviews, searches and surveillance should not generally focus on “sensitive locations,” including schools, university campuses, hospitals and institutions of worship. The ICE memo also includes sites during the occurrence of a public demonstration, such as a march, rally or parade. The CBP memo also includes “community centers.” A DHS “Q&A” dated February 21, 2017 indicates that the “sensitive locations” guidance memos remain in effect. However, these memos could be withdrawn or immigration enforcement officers could fail to follow them. Even while they are in effect, they do not provide a guarantee that ICE and CBP will never take these disfavored actions on campus or at a UC facility. In fact, the sensitive locations guidance is subject to explicit exceptions for enforcement actions involving national security or terrorism matters, or involving the immediate arrest or pursuit of a “dangerous felon, terrorist subject, or [others who] present an imminent danger to public safety.”

5. Can federal immigration enforcement officers enter houses, residence halls and apartments without consent from occupants?

As a general matter, individuals have a reasonable expectation of privacy in their homes, including homes both on and off campus property. **The immigration officers who are seeking to apprehend and remove an individual pursuant to a civil or administrative warrant do not have the authority to enter the premises without the occupant’s consent.** In fact, the occupant need not respond to the officer’s questions or statements. Accordingly, undocumented students have a personal choice whether to grant an immigration officer with a civil or administrative warrant consent to enter their residence, and whether to speak with the immigration officer. Students may access pro bono legal advice relating to their immigration status through the UC Undocumented Legal Services Center, ucimm@law.ucdavis.edu, (530) 752-7996. **In contrast, when a law enforcement officer has a criminal search or arrest warrant, the officer does not need consent to enter the premises or arrest an individual named in the warrant.**

If you are asked as a University employee to allow access into University housing, with or without a warrant, ***ask the officer for their name, identification number and agency affiliation; ask for a copy of any warrant or subpoena presented, inform the officer that you are not obstructing their process but need to consult with Campus/Medical Center Counsel for assistance, and contact Campus or Medical Center Counsel.***

6. Can federal immigration enforcement officers enter University hospitals and clinics?

Some areas of UC medical facilities (medical centers, hospitals and affiliated clinics) are open to the general public, and thus to federal immigration enforcement officers, while others may require a warrant to enter. If a federal immigration enforcement officer seeks to enter a limited access area in your workplace, such as patient rooms, treatment areas or closed wards, contact the senior official (e.g., Administrator on Call or AOC) to whom you would ordinarily direct surveyors (e.g., California Department of Public Health (CDPH), Centers for Medicare & Medicaid Services (CMS), The Joint Commission (TJC)) appearing for unannounced inspections. You should also contact Medical Center Counsel to advise you and to review any warrants or subpoenas and determine whether entry is permitted or required. ***Ask the officer for their name, identification number and agency affiliation; inform the officer that you are not obstructing their process but need to contact your AOC and Medical Center Counsel for assistance.***

7. What should I do if a federal immigration enforcement officer presents me with a warrant?

If you are presented with a warrant by a federal immigration enforcement officer seeking to enter University housing or other limited access areas of your workspace on University property, take steps to ensure that the immigration enforcement officers have authority to enter the property before admitting them. As noted above, civil and administrative warrants **do not** authorize entry without consent, but a criminal search or arrest warrant may authorize entry without consent. Because it can be difficult to distinguish among different kinds of warrants, ***ask the officer for their name, identification number and agency affiliation; ask for a copy of the warrant or subpoena presented, inform the officer that you are not obstructing their process but need to consult with Campus/Medical Center Counsel for assistance, and contact Campus or Medical Center Counsel.***

8. What should I do if a federal officer asks me for or gives me a subpoena for personally identifiable private information or records about a student, employee or patient?

Personal and personally identifiable information in University records, and those records themselves, are protected by a wide variety of privacy laws and University policies (Family Education Rights & Privacy Act [FERPA] and PACAOS 130.00, Health Insurance Privacy and Accountability Act [HIPAA] and Confidentiality of Medical Information Act [CMIA], to name a few). As a University employee, you are required to maintain the confidentiality of personal and personally identifiable information, and records containing such information. The University generally requires federal immigration enforcement officers and other law enforcement officers to produce a valid subpoena authorizing the disclosure of student or patient records that contain personal or personally identifiable information. Federal officers generally have no greater access to student or other University records than any member of the public unless they have a valid subpoena.

If you receive a request for personal or personally identifiable information or records containing such information, or if a federal immigration enforcement officer gives you a warrant or subpoena seeking such records or information, you should ***take steps to ensure that you have authority to provide access to the specified records or information. Ask the officer for their name, identification number and agency affiliation; ask for a copy of any warrant or subpoena presented, inform the officer that you are not obstructing their process but need to contact Campus/Medical Center Counsel for assistance, and contact Campus or Medical Center Counsel.***

For patient records covered by CMIA, the law generally requires disclosure to federal immigration enforcement officials if they produce a judicial warrant or subpoena authorizing the disclosure of patient records containing protected health information. HIPAA permits disclosures that are required by other laws such as CMIA. HIPAA also permits, but does not require, disclosure in other circumstances — e.g., where the law enforcement official is seeking a fugitive or person suspected of committing a crime, where the health care facility suspects that a crime has been committed on the premises, and other circumstances. (Different rules may apply to a subpoena or judicial warrant for psychotherapy notes or records.) If you work in a UC medical facility (medical centers, hospitals and affiliated clinics) contact the Administrator on Call to whom employees ordinarily would direct surveyors appearing for unannounced inspections (e.g., California Department of Public Health (CDPH), Centers for Medicare & Medicaid Services (CMS), The Joint Commission (TJC)) and Medical Center Counsel if any law enforcement official requests access to patient records. As noted above, ***ask the officer for their name, identification number and agency affiliation; ask for a copy of any warrant or subpoena; inform the officer that you are not obstructing their process but need to contact the AOC and Medical Center Counsel for assistance, and make those contacts.***

9. Does it make a difference if a student is an international student?

International students and scholars are subject to different requirements. Universities are required to exchange data with federal immigration agencies on the status of international students on F-1, J-1 or M visas through use of a government database named “SEVIS,” which is part of the Student and Exchange Visitor Program (SEVP). In addition, certain information about those students is required to be retained and produced by the University upon request from DHS and ICE.

According to the Department of Education, the Family Education Rights & Privacy Act (FERPA) permits institutions to comply with information requests from DHS in order to comply with the requirements of the SEVP program. However, this does NOT create a blanket waiver of an international student’s FERPA rights; the information that can be disclosed is limited to the categories listed in DHS regulations, and a request must be made to a campus Designated School Official (DSO). Other information about international students is entitled to the same FERPA protection that otherwise governs student records. **If you are not a DSO, you should**

refer any DHS or ICE request for information about an international student to the DSO and Campus or Medical Center Counsel.

**FAQ'S FOR CALIFORNIA STATE UNIVERSITY EMPLOYEES ABOUT FEDERAL IMMIGRATION
ENFORCEMENT ACTIONS ON UNIVERSITY PROPERTY¹**

Many members of the CSU community are concerned about immigration enforcement actions occurring across the country and have asked about the possibility that enforcement actions could occur at a CSU campus. This set of FAQs provides guidance for how you should respond in such a situation. Please bear in mind that Department of Homeland Security (DHS) policies are in transition²; we may update this guidance as warranted.

1. Will University Police Officers work with federal immigration officers³ to apprehend and remove individuals from campus, absent evidence of a judicial warrant?

Campus police officers will not contact, detain, question or arrest an individual solely on the basis of suspected undocumented immigration status or to discover the immigration status of any individual, and University Police (UPD) will not undertake joint efforts with federal immigration enforcement authorities to investigate, detain or arrest individuals for violation of federal immigration law.

Nonetheless, if U.S. Immigration and Customs Enforcement (“ICE”) or U.S. Customs and Border Protection (“CBP”) officers conduct immigration enforcement activities on campus, UPD may be called in to prevent injuries or property damage. In addition, where other federal law enforcement agencies such as the FBI or DEA have reason to pursue criminal suspects on campus, UPD may cooperate with those efforts to enforce criminal laws.

On July 29, 2016, Chancellor White issued a memorandum to the CSU Presidents, advising that each campus must adopt a policy consistent with the systemwide guidance, providing only limited assistance where legally necessary to federal immigration enforcement officers. These guidelines explain that jurisdiction over enforcement of federal immigration laws rests with the federal government and not with UPD. UPD is devoted to maintaining a safe and secure environment to support the CSU’s mission. UPD will not divert their resources from this mission in order to enforce federal immigration laws, unless legally required to do so.

2. Can CSU prevent federal immigration enforcement officers from coming on campus or entering CSU property?

Generally, no. CSU is a public university and a large portion of CSU property is open to the general public. The areas on campus that are open to the general public are also open to federal

¹ CSU’s Office of General Counsel extends its thanks and appreciation to the University of California’s Office of General Counsel for sharing the UC’s FAQs, upon which CSU modeled this document.

² See DHS Fact Sheets for updates to specific policies, and further guidance: <https://www.dhs.gov/news-releases/fact-sheets>

³ Federal Immigration Enforcement officers could include members of the U.S. Immigration and Customs Enforcement (ICE), or the U.S. Customs and Border Protection (CPB), both arms of the Department of Homeland Security (DHS).

immigration enforcement officers. CSU does not have authority to prohibit federal immigration enforcement officers from coming on campus to those public areas even if their purpose is to enforce federal law.

However, public access is limited in certain areas of CSU campuses and property because of privacy concerns, operational needs, or safety considerations. Campus buildings and spaces in which access is physically restricted, such as by key card, locked doors or monitored entryways, including University housing, fall into this category. Limited access spaces also include some that may normally be left unlocked during the workday, including, for example, administrative or faculty offices, classrooms while classes are in session, locker rooms, research laboratories, kitchens and food preparation areas, maintenance areas, storage facilities, and physical plant operations.

CSU employees are not required to affirmatively assist federal immigration authorities or grant permission to enter limited access space when officers do not have a judicial warrant to enter, and it is appropriate to seek guidance from University Counsel to understand your duties in particular circumstances. **However, federal law prohibits you from hiding evidence, concealing or hiding individuals who are the subjects of law enforcement activity, or interfering with an arrest. Further, you should not put yourself in physical danger.**

If an immigration officer seeks your consent to enter limited access space or requests information or documents from you about another individual, ***take steps to ensure that you have authority to provide the requested access, information or documents. If necessary, confirm the authority you do have by consulting with your Supervisor, and/or the office of the Vice President in charge of your division. Ask the officer for their name, identification number and agency affiliation; ask for a copy of any warrant they may have, inform the officer that you are not obstructing their process but need to contact University Counsel and/or UPD for assistance and then contact University Counsel and/or UPD.***

3. What federal immigration enforcement officers might seek access to the campus, and what authority do they have?

The immigration officers who seek to apprehend and remove (or “deport”) an individual unlawfully present in the United States are most often officers of ICE, who are part of the agency’s Enforcement and Removal Operations (“ERO”). CBP officers could also seek to apprehend and remove individuals on certain campuses. These ICE and CBP officers work for the DHS and they are typically acting on civil, not criminal, authority. **The warrants these officers carry to apprehend individuals are generally administrative warrants that do not authorize officers to enter limited access areas of the University without consent. See Question 6 below for discussion of the differences between types of warrants.**

In some cases, ICE and CBP officers may be exercising criminal enforcement powers or may work with criminal law enforcement officers who may present a criminal arrest or search warrant that gives them greater authority to enter CSU premises that are not open to the general public. Execution of judicial warrants does not require consent.

ICE and CBP officers may appear on campus for reasons unrelated to apprehending and removing an individual they believe is unlawfully present in the United States. For example, many international students participate in the U.S. State Department’s Student and Exchange Visitor Program (SEVP). The CSU is required to report certain information about SEVP students to ICE, and ICE may come to CSU campuses to meet with SEVP students and/or CSU staff who have responsibilities under the SEVP program. ICE and CBP may also come on campus in connection with regulations that do not involve alleged immigration violations. **It is a mistake to assume that any ICE employee visiting campus is present to apprehend or remove a member of the CSU community. False rumors about ICE enforcement actions on campus can spread anxiety and panic. If you observe ICE employees on campus and have concerns about their activities, call UPD.**

4. Can federal immigration enforcement officers enter houses, residence halls, and apartments without consent from occupants?

As a general matter, individuals have a reasonable expectation of privacy in their homes, including homes both on and off campus property. The immigration officers who are seeking to apprehend and remove an individual pursuant to a civil or administrative warrant **do not** have the authority to enter the premises without the occupant’s consent. In fact, the occupant need not respond to the officer’s questions or statements. Accordingly, undocumented individuals have a personal choice whether to grant an immigration officer with a civil or administrative warrant consent to enter their residence, and whether to speak with the immigration officer. Undocumented individuals may seek legal advice relating to their immigration status and can find a list of qualified nonprofit legal service providers [here](#)⁴. In contrast, **when a law enforcement officer has a criminal search or arrest warrant that is signed by a judicial officer, the law enforcement officer does not need consent to enter the premises or arrest an individual named in the warrant. See Question 6 below for discussion of the differences between types of warrants.**

If a federal immigration enforcement officer asks you, as a CSU employee, to allow access into University housing, with or without a warrant, ***ask the officer for his or her name, identification number and agency affiliation; ask for a copy of any warrant or subpoena presented; inform the officer that you are not obstructing their process but need to consult with University Counsel and/or UPD for assistance, and contact University Counsel and/or UPD.***

5. Will federal immigration enforcement agencies target CSU campuses?

We do not know whether federal immigration enforcement agencies will conduct enforcement activities on CSU campuses. Under the Obama administration, the DHS issued memos to ICE and CBP officers disfavoring arrests, interviews, searches, and surveillance in “sensitive locations,”

⁴ A list of legal support services can be found at the following link: <https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/Pages/legal-support-services.aspx>.

including schools, university campuses, hospitals, and institutions of worship. The ICE memo⁵ also includes sites during the occurrence of a public demonstration, such as a march, rally, or parade. The CBP memo⁶ also includes “community centers.” A DHS “Q&A” dated February 21, 2017⁷ indicates that the “sensitive locations” guidance memos remain in effect. However, these memos could be withdrawn or immigration enforcement officers could fail to follow them. Even while these memos are in effect, they do not provide a guarantee that ICE and CBP will never take these disfavored actions on CSU campuses. In fact, the sensitive locations guidance is subject to explicit exceptions for enforcement actions involving national security or terrorism matters, or involving the immediate arrest or pursuit of a “dangerous felon, terrorist subject, or [others who] present an imminent danger to public safety.”

6. What does a federal immigration enforcement warrant allow an immigration officer to do?

There are generally two types of warrants used by federal immigration enforcement officers: an administrative warrant, and a judicial warrant. These documents may take various forms, but in general look like the documents seen [here](#).

An administrative warrant might also be called a Warrant of Removal/Deportation. This type of warrant does not allow an officer to enter and search a home (including a University dorm residence), unless a resident of that home gives consent. An administrative warrant might allow an officer to arrest the person described in the warrant, if that person is in a public space.

A judicial warrant might be a search warrant, or an arrest warrant. In either case, it must describe sufficiently the residence that is to be searched, or the person to be arrested (either by name, or clear description). In every instance, a judicial warrant is only effective if it is signed by a federal judge.

⁵ The ICE “sensitive locations” memo can be found here: <https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf>.

⁶ The CBP “sensitive locations” memo can be found here: <https://foiarr.cbp.gov/streamingWord.asp?i=1251>. ⁷ The DHS Q&A can be found here: <https://www.dhs.gov/news/2017/02/21/qa-dhs-implementation-executive-order-border-security-and-immigration-enforcement>.

7. What should I do if a federal immigration enforcement officer presents me with a warrant?

If you are presented with a warrant by a federal immigration enforcement officer seeking to enter CSU housing or other limited access areas of your workspace on CSU property, take steps to ensure that the immigration enforcement officer has authority to enter the property before admitting them. As noted above, administrative warrants **do not** authorize entry without consent, but a judicial search or arrest warrant may authorize entry without consent. Because it can be difficult to distinguish among different kinds of warrants, ***ask the officer for his or her name, identification number and agency affiliation; ask for a copy of the warrant or subpoena presented, inform the officer that you are not obstructing their process but need to consult with University Counsel and/or UPD for assistance, and contact University Counsel and/or UPD.***

8. What should I do if a federal immigration enforcement officer asks me for or gives me a subpoena for personally identifiable private information or records about a student, employee or patient?

Personal and personally identifiable information in CSU records, and those records themselves, are protected by a wide variety of privacy laws and University policies (for example: Information Practices Act [IPA], Family Education Rights & Privacy Act, [FERPA], Health Insurance Privacy and Accountability Act [HIPAA], Confidentiality of Medical Information Act [CMIA], and CSU policy ICSUAM 8025-00). As a CSU employee, you are required to maintain the confidentiality of personal and personally identifiable information, and records containing such information. CSU generally requires federal immigration enforcement officers and other law enforcement officers to produce a valid subpoena authorizing the disclosure of student or patient records that contain personal or personally identifiable information. Federal immigration enforcement officers generally have no greater access to student or other CSU records than any member of the public unless they have a valid subpoena.

If you receive a request for personal or personally identifiable information or records containing such information, or if a federal immigration enforcement officer gives you a warrant or subpoena seeking such records or information, you should ***take steps to ensure that you have authority to provide access to the specified records or information. If necessary, confirm the authority you do have by consulting with your Supervisor, and/or the office of the Vice President in charge of your division. Ask the officer for his or her name, identification number and agency affiliation; ask for a copy of any warrant or subpoena presented, inform the officer that you are not obstructing their process but need to contact University Counsel or UPD for assistance, and contact University Counsel and/or UPD.***

9. Does it make a difference if a student is an international student?

International students and scholars are subject to different requirements. Universities are required to exchange data with federal immigration agencies on the status of international students on F-1, J-1 or M visas through use of a government database named "SEVIS," which is

part of the Student and Exchange Visitor Program (SEVP). In addition, certain information about those students is required to be retained and produced by CSU upon request from DHS and ICE.

According to the Department of Education, FERPA permits institutions to comply with information requests from DHS in order to comply with the requirements of the SEVP program. However, this does not create a blanket waiver of an international student's FERPA rights; the information that can be disclosed is limited to the categories listed in DHS regulations, and a request must be made to a campus Designated School Official (DSO). Other information about international students is entitled to the same FERPA protection that otherwise governs student records. **If you are not a designated DSO, you should refer any DHS or ICE request for information about an international student to the DSO and University Counsel and/or UPD.**

10. What if I am uncomfortable approaching UPD?

As law enforcement professionals, members of UPD likely are best equipped to interface with federal law enforcement officers. UPD also is available at all hours and members of UPD are able to contact University Counsel as needed. For this reason, we encourage members of the campus community to reach out to UPD if you are approached by a federal officer.

For individuals who are uncomfortable contacting UPD, most campuses have designated an alternative resource contact who can assist. Those designations can be found at the particular campus' resource page, which can be found [here](#).



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Marc A. LeForestier, *General Counsel*
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DATE: January 30, 2018

TO: California Community Colleges

FROM: Marc LeForestier
General Counsel

SUBJECT: **Advisory 18-01: "Sanctuary" Jurisdiction Legislation
Senate Bill 54 (2017) and Assembly Bill 21 (2017)**

This advisory provides information regarding recent California "sanctuary" jurisdiction legislation that prohibits state and local agencies from using resources to further certain federal immigration enforcement efforts. This legislation is contained in Senate Bill 54 (2017)¹ and Assembly Bill 21 (2017).² These new laws went into effect on January 1, 2018.

The Trump Administration contends that sanctuary jurisdiction laws conflict with 8 U.S.C. § 1373, which prohibits local jurisdictions from restricting their employees' communications with immigration and customs enforcement personnel regarding a person's immigration status. On January 25, 2017, President Trump issued Executive Order 13768 which, among other things, grants discretion to the Secretary of Homeland Security and the Attorney General to bar sanctuary jurisdictions from receiving federal funding. (See Executive Order: Enhancing Public Safety in the Interior of the United States Administration, Jan. 25, 2017, § 9.)³ However, a federal court has permanently enjoined enforcement of Executive Order 13768, a ruling that is being appealed. (*County of Santa Clara v. Trump*, 250 F.Supp.3d 497 (N.D. Cal, 2017).) Notwithstanding the injunction, on November 15, 2017, Attorney General Sessions sent letters to 29 "sanctuary cities" threatening to claw back FY 2016 federal funds from the Byrne/JAG account that principally supports local enforcement agencies.⁴ Of potential significance to educational institutions is that the federal government argued in the *Santa Clara* litigation that section 9(a) of Executive Order 13768 does not extend to all federal funding (as its broad language

¹ [Senate Bill 54](#) (accessed Dec. 28, 2017).

² [Assembly Bill 21](#) (accessed Dec. 28, 2017).

³ [Executive Order: Enhancing Public Safety in the Interior of the United States](#) (accessed Dec. 28, 2017).

⁴ [DOJ Press Release](#) (accessed Dec. 28, 2017). California jurisdictions that received these letters included Berkeley, Contra Costa County, Fremont, Los Angeles, Monterey County, Riverside County, Sacramento County, San Francisco, Santa Ana, Santa Clara County, Sonoma County, and Watsonville.

indicates), but implicates only three sources of federal funding in the Departments of Homeland Security and the Department of Justice. (*County of Santa Clara, supra*, 250 F.Supp.3d at p. 508.) California community colleges may wish to determine whether their police departments receive funding from these sources.

A. Senate Bill 54 and Community College Police

The Education Code authorizes the governing board of a community college district to establish a community college police department under the supervision of a community college chief of police. (Ed. Code, § 72330, subd (a).) Community college police are sworn peace officers. (Ed. Code, § 72330, subd (c); Penal Code, § 830 et seq.)

Senate Bill 54 reflects the view that California’s public policy interests are best served “by a relationship of trust between California’s immigrant community and state and local agencies” (Govt. Code, § 7284.2), and that this interest would be undermined, resources would be misallocated, and constitutional concerns would arise, if state and local law enforcement agencies cooperate with federal immigration enforcement officials. Accordingly, Senate Bill 54 eliminates state and local law enforcement discretion to use money and personnel to investigate, interrogate, detain, detect, or arrest persons, or to conduct other activities for immigration enforcement purposes. (Govt. Code, § 7284.6.) Exceptions exist related to individuals who have committed serious crimes. (Govt. Code, § 7282.5, subd (a).) The legislation applies expressly to community college police. (Govt. Code, § 7284.4, subds (a) and (k).)

The California Attorney General’s Office is required to publish model policies to explain these requirements by October 1, 2018. (Govt. Code, § 7284.8.) The purpose of these policies is to explain how to limit assistance with federal immigration enforcement “to the fullest extent possible.” They will be designed for adoption by all public schools, health facilities operated by the state or a political subdivision of the state, and courthouses. (*Ibid.*) The legislation also states that police agencies must comply with any more stringent policies adopted by local jurisdictions. (See Govt. Code, § 7284.6, subds. (a)(1)(C), (b).)

1. Cooperation with immigration enforcement that is prohibited

Senate Bill 54 identifies six categories of cooperation with federal immigration enforcement efforts that are expressly prohibited, effective January 1, 2018. These provisions’ effects upon community college police are described below.

- ❖ *Use of state and local funds.* The use personnel or funds to investigate, interrogate, detain, detect, or arrest persons is prohibited. This prohibition could be violated by engaging in any of the following conduct: inquiring into an individual’s immigration status, detaining an individual on the basis of an Immigration and Customs Enforcement hold request; providing information regarding a person’s release date from custody, or providing other related non-public information; providing personal information about an individual, including non-public contact information; making or intentionally participating in arrests based on civil immigration warrants; assisting immigration authorities in the activities not authorized by a judicial warrant (see 8 U.S.C. § 1357(a)(3)); or performing the functions of an immigration officer. (Govt Code, § 7284.6, subd. (a)(1).)
- ❖ *Federal supervision.* Community college police may not be under the supervision of federal agencies or be deputized as special federal officers or special federal deputies for purposes of immigration enforcement. California peace officers remain subject to California law governing the conduct of peace officers and the policies of the employing agency. (Govt Code, § 7284.6, subd. (a)(2).)

- ❖ *Immigration authorities as interpreters.* Community college police shall not use immigration authorities as interpreters for law enforcement matters relating to individuals in agency or department custody. (Govt Code, § 7284.6, subd. (a)(3).)
- ❖ *Transfers to immigration authorities.* Community college police shall not transfer an individual to immigration authorities unless authorized by a judicial warrant or judicial probable cause determination, or if the person has convicted a serious crime listed in Government Code section 7282.5. (Govt Code, § 7284.6, subd. (a)(4).)
- ❖ *Provision of office space.* Law enforcement agencies shall not provide office space exclusively dedicated for immigration authorities within a city or county facility. (Govt Code, § 7284.6, subd. (a)(5).)
- ❖ *Facilities contracts.* Community college police shall not contract with the federal government to allow local facilities to house individuals as federal detainees, except to conclude an existing contract, or to house unaccompanied minors. , as authorized by the Government Code. (Govt Code, § 7284.6, subd. (a)(6) citing Govt. Code §§ 7310, 7311].)

2. Cooperation with immigration enforcement that is permitted under Senate Bill 54

Senate Bill 54 also identifies categories of state and local police cooperation with federal immigration enforcement that remain permitted after January 1, 2018, provided they are also authorized by local policy.

- ❖ *Re-entry following deportation.* If in the course of an unrelated law enforcement activity a community college police agency detects a violation of the federal prohibition against re-entry following deportation (8 U.S.C. § 1326), that agency may investigate, enforce, detain, or arrest, under applicable standards. (Govt Code, § 7284.6, subd. (b)(1).)
- ❖ *Specific criminal history inquiries.* Community college police may respond to a request from immigration authorities for information about a specific person’s criminal history, including previous criminal arrests, convictions, or similar criminal history information accessed through the California Law Enforcement Telecommunications System (CLETS), where otherwise permitted by state law. (Govt Code, § 7284.6, subd. (b)(2).)
- ❖ *Task force participation.* Community college police may conduct enforcement or investigative duties associated with a joint law enforcement task force, including the sharing of confidential information with other law enforcement agencies for purposes of task force investigations, subject to a number of specified conditions, including that the task force’s primary purpose is not immigration enforcement. (Govt Code, § 7284.6, subd. (b)(3).)
- ❖ *Crime victim information.* Community college police may inquire into information necessary to certify that an individual who has been identified as a potential crime or trafficking victim is eligible for a specified visa program. (Govt Code, § 7284.6, subd. (b)(4).)
- ❖ *Custodial interviews.* Immigration authorities may be provided access to custodial interviews of an individual in agency or department custody, provided the access is in compliance with the TRUTH Act. (Govt Code, § 7284.6, subd. (b)(5) [citing Govt. Code, § 7283].)

B. Assembly Bill 21

Assembly Bill 21 places a number of affirmative obligations on community college districts to prevent student, staff, and faculty from participation in federal immigration enforcement efforts “to the fullest extent consistent with state and federal law.” The bill is intended to protect the state’s students, faculty, staff, and the public, by ensuring that everyone in California has an opportunity to pursue an education free from intimidation, and without fear or undue risk. (Ed. Code, § 66093, subd. (a).) Effective January 1, 2018, Assembly Bill 21 imposes the following obligations:

- ❖ *Protection of Personal Information.* College districts must refrain from disclosing personal information about students, faculty, and staff. There are five exceptions to this rule: (1) there is proper consent; (2) state and federal privacy laws permit the disclosure; (3) to implement the program for which the information was obtained; (4) as part of a directory that does not include residence addresses or individual persons’ course schedules and that the person has not elected to opt out of; or (5) in response to a *judicial* warrant, court order, or subpoena. (Ed. Code, § 66093.3, subd. (a).)
- ❖ *Notice of Immigration Enforcement Activity.* College districts must advise all students, faculty, and staff to notify the office of the college district chancellor or president immediately if an immigration officer is expected to enter, will enter, or has entered the campus to execute a federal immigration order. (Ed. Code, § 66093.3, subd. (b).)
- ❖ *Notification of Emergency Contact.* If there is reason to suspect that a student, faculty, or staff person has been taken into custody in an immigration enforcement action, the college district shall immediately notify the person’s emergency contact. (Ed. Code, § 66093.3, subd. (c).)
- ❖ *Compliance with Judicial Warrants and Subpoenas.* An immigration officer may only be allowed access to nonpublic areas of the campus upon presentation of a judicial warrant. This subdivision shall not apply to nonenforcement activities, including an immigration officer’s request for access or information related to the operation of international student, staff, or faculty programs, or employment verification efforts. (Ed. Code, § 66093.3, subd. (d).)
- ❖ *Response to On-Campus Immigration Enforcement.* The college district shall advise all students, faculty, and staff having contact with an immigration officer executing a federal immigration order to refer the entity or individual to the office of the district chancellor or president, to verify the legality of the warrant, court order, or subpoena.⁵ (Ed. Code, § 66093.3, subd. (e).)
- ❖ *Single Point of Contact.* College districts shall designate a staff person to serve as a point of contact for any student, faculty, or staff person who could be subject to an immigration order or inquiry on campus. Unless the disclosure is permitted by state and federal education privacy law, faculty and staff persons shall be prohibited from discussing the personal information, including immigration status information, of any student, faculty, or staff person with anyone, or revealing that personal information to anyone. (Ed. Code, § 66093.3, subd. (f).)

⁵ Exemplars of administrative warrants and subpoenas and judicial warrants and subpoenas are attached to illustrate what administrative and judicial warrants and subpoenas look like. Colleges and districts should seek legal advice regarding how to respond upon receipt of such documents.

- ❖ *Legal Services.* College districts shall maintain and provide free of charge to students a contact list of immigration legal services providers upon request. (Ed. Code, § 66093.3, subd. (g).)
- ❖ *Attorney General's Office Model Policy.* College districts shall adopt and implement, by March 1, 2019, the model policy developed by the Attorney General's Office (or an equivalent policy) that limits assistance with immigration enforcement to the fullest extent possible consistent with federal and state law. (Ed. Code, § 66093.3, subd. (h).)
- ❖ *Internet Resources.* College districts must also post and maintain current information prominently displayed on their Internet sites including, the Attorney General's Office model policy, relevant guidance regarding their rights under state and federal immigration laws. (Ed. Code, § 66093.3, subd. (i).)
- ❖ *Hold Undocumented Students Harmless.* In the event that an undocumented student is detained, deported, or is unable to attend to his or her academic requirements due to an immigration enforcement action, the college district shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits he or she has been awarded or received, and permit the student to be reenrolled if and when the student is able to return to the college. Staff should be available to assist undocumented students, and other students, faculty, and staff whose education or employment is at risk because of federal immigration actions. (Ed. Code, § 66093.3, subd. (j).)

C. Attached Documents

1. Exemplars of Administrative and Judicial Subpoenas and Warrants

Chancellor's Office Contact

Legal: Marc LeForestier, General Counsel
mleforestier@cccco.edu 916.445-6272

UNITED STATES DISTRICT COURT

for the

In the Matter of the Search of
*(Briefly describe the property to be searched
or identify the person by name and address)*

)
)
)
)
)
)

Case No. _____

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the _____ District of _____
(Identify the person or describe the property to be searched and give its location):

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property described above, and that such search will reveal *(Identify the person or describe the property to be seized):*

YOU ARE COMMANDED to execute this warrant on or before _____ *(not to exceed 14 days)*

in the daytime 6:00 a.m. to 10:00 p.m. at any time in the day or night because good cause has been established.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to _____
(United States Magistrate Judge)

Pursuant to 18 U.S.C. § 3103a(b), I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized *(check the appropriate box)*

for _____ days *(not to exceed 30)* until, the facts justifying, the later specific date of _____

Date and time issued: _____

Judge's signature

City and state: _____

Printed name and title

U.S. DEPARTMENT OF HOMELAND SECURITY

Warrant for Arrest of Alien

File No. _____

Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 287 of the Immigration and Nationality Act and part 287 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

- the execution of a charging document to initiate removal proceedings against the subject;
- the pendency of ongoing removal proceedings against the subject;
- the failure to establish admissibility subsequent to deferred inspection;
- biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and/or
- statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

(Signature of Authorized Immigration Officer)

(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location)

on _____ (Name of Alien) on _____ (Date of Service), and the contents of this

notice were read to him or her in the _____ (Language) language.

Name and Signature of Officer

Name or Number of Interpreter (if applicable)

UNITED STATES DISTRICT COURT
for the

Plaintiff
v.

Defendant
Civil Action No.

SUBPOENA TO PRODUCE DOCUMENTS, INFORMATION, OR OBJECTS
OR TO PERMIT INSPECTION OF PREMISES IN A CIVIL ACTION

To:

(Name of person to whom this subpoena is directed)

Production: YOU ARE COMMANDED to produce at the time, date, and place set forth below the following documents, electronically stored information, or objects, and to permit inspection, copying, testing, or sampling of the material:

Place:	Date and Time:
--------	----------------

Inspection of Premises: YOU ARE COMMANDED to permit entry onto the designated premises, land, or other property possessed or controlled by you at the time, date, and location set forth below, so that the requesting party may inspect, measure, survey, photograph, test, or sample the property or any designated object or operation on it.

Place:	Date and Time:
--------	----------------

The following provisions of Fed. R. Civ. P. 45 are attached – Rule 45(c), relating to the place of compliance; Rule 45(d), relating to your protection as a person subject to a subpoena; and Rule 45(c) and (g), relating to your duty to respond to this subpoena and the potential consequences of not doing so.

Date: _____

CLERK OF COURT

OR

Signature of Clerk or Deputy Clerk

Attorney's signature

The name, address, e-mail address, and telephone number of the attorney representing (name of party) _____, who issues or requests this subpoena, are:

Notice to the person who issues or requests this subpoena

If this subpoena commands the production of documents, electronically stored information, or tangible things or the inspection of premises before trial, a notice and a copy of the subpoena must be served on each party in this case before it is served on the person to whom it is directed. Fed. R. Civ. P. 45(a)(4).

1. To (Name, Address, City, State, Zip Code) [REDACTED]	DEPARTMENT OF HOMELAND SECURITY IMMIGRATION ENFORCEMENT SUBPOENA to Appear and/or Produce Records 8 U.S.C. § 1225(d), 8 C.F.R. § 287.4
Subpoena Number [REDACTED]	
2. In Reference To [REDACTED] <p style="text-align: center;">(Title of Proceeding) (File Number, if Applicable)</p>	

By the service of this subpoena upon you, **YOU ARE HEREBY SUMMONED AND REQUIRED TO:**

- (A) **APPEAR** before the U.S. Customs and Border Protection (CBP), U.S. Immigration and Customs Enforcement (ICE), or U.S. Citizenship and Immigration Services (USCIS) Official named in Block 3 at the place, date, and time specified, to testify and give information relating to the matter indicated in Block 2.
- (B) **PRODUCE** the records (books, papers, or other documents) indicated in Block 4, to the CBP, ICE, or USCIS Official named in Block 3 at the place, date, and time specified.

Your testimony and/or production of the indicated records is required in connection with an investigation or inquiry relating to the enforcement of U.S. immigration laws. Failure to comply with this subpoena may subject you to an order of contempt by a federal District Court, as provided by 8 U.S.C. § 1225(d)(4)(B).

3. (A) CBP, ICE or USCIS Official before whom you are required to appear Name: [REDACTED] Title: [REDACTED] Address: [REDACTED] Telephone Number: [REDACTED]	(B) Date: [REDACTED] (C) Time: [REDACTED] <input checked="" type="checkbox"/> a.m. <input type="checkbox"/> p.m.
--	---

4. Records required to be produced for inspection
[REDACTED]



If you have any questions regarding this subpoena, contact the CBP, ICE, or USCIS Official identified in Block 3.

5. Authorized Official

[REDACTED]

(Signature)

[REDACTED]

(Printed Name)

[REDACTED]

(Title)

[REDACTED]

(Date)



PROTECTING STUDENT DATA IN CALIFORNIA

ENSURING COMPLIANCE WITH FEDERAL AND STATE LAW

Revised 10/2019

OVERVIEW

Federal and California state laws require that educational personnel protect confidential student records from inadvertent or unlawful disclosure to third parties. Schools and educational institutions must safeguard student records, student data, and any personally-identifiable information, even when the collection and handling of such data is necessary to further legitimate educational purposes. Therefore, it is important that school personnel receive the proper training to understand the laws and responsibilities they are required to follow within their institutions.

Many undocumented and immigrant students attending secondary or postsecondary institutions in California are concerned about providing their information and/or information about their families. This fear has prevented many students and aspiring students from applying for college financial aid and other important services for which they are eligible. It is vital that schools ensure students are aware of the protections afforded to them through federal and state law.

This guide highlights important federal and state protections over student data, including the recent model policies that were released by the California Attorney General, and offers five concrete ways that schools can protect student data. We encourage you to familiarize yourself with these laws and take definitive steps to protect undocumented and immigrant students at your school.

IMPORTANT FEDERAL AND STATE LAWS

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, 34 C.F.R. Part 99

FERPA is a federal law that prohibits schools from disclosing personally identifiable information in a student's "education records" to a third party without the consent of the student (or parent, if the student is under 18 years old). FERPA applies to all schools that receive federal education funds. One **IMPORTANT EXCEPTION** is if the third party presents a court order or judicial subpoena. Additionally, note that it is possible for schools to publicly disclose "directory information," which is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed. Examples of "directory information" could include name, address, telephone listing, and date of birth, plus other specific items the educational institution defines as directory information.

SB 54 (The California Values Act)

SB 54 disentangles state and local law enforcement agencies, school police, and security departments from federal immigration authorities. This state law prohibits the use of CA resources and personnel to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes and prohibits law enforcement from inquiring into an individual's immigration status.

AB 21 Public Postsecondary Education: the Access to Higher Education for Every Student Bill

AB 21 **REQUIRES** Cal State University (CSU) campuses, Community Colleges of California (CCC), and independent institutions of higher learning—and **REQUESTS** the University of California (UC) campuses—to adopt and implement the following by March 1, 2019:

- Refrain from disclosing personal information, including immigration status of students, faculty, and staff, unless permitted by state or federal education privacy law.
- Designate a staff person to serve as point of contact for any student, faculty, or staff person subject to an immigration order or inquiry on campus.
- Immediately notify the institution's chancellor or president if the school or institution suspects or becomes aware that an immigration agent is expected to, will enter, or has entered campus.
- Refer all presented documents by immigration to the office of chancellor or president for purposes of verifying their validity.
- Comply with a request by ICE to enter nonpublic areas only if a judicial warrant is presented.
- Immediately notify the emergency contact of student, faculty, or staff if that person is taken into immigration custody.
- Maintain resources for students, faculty, and staff, including a list of free legal service providers.
- Adopt and implement, by March 1, 2019, the Attorney General's model policy developed pursuant to SB 54 or equivalent policy (see below), AND post this policy on school website and email policy to students, faculty, and staff each quarter/semester.
- Make all reasonable and good faith efforts to assist in the retention and reacquisition of campus services, including reenrollment, for undocumented students who are experiencing detention, deportation proceedings, or enforcement actions in relation to a federal immigration order.

PUTTING LAWS INTO ACTION: GUIDANCE & MODEL POLICIES

Under SB 54 and AB 21, the Attorney General of California was charged with providing guidance and model policies on creating safe and accessible school campuses for all California students, regardless of immigration status. The Attorney General has developed a higher education guide, as well as a K-12 school counterpart; every public school must have adopted the Attorney General's model policies or an equivalent by March 1, 2019.

The Attorney General's Model Policies address the following circumstances:

- Gathering and Handling Student Information
- Responding to Law Enforcement Requests for Access to Campuses and Residential Units for Immigration Enforcement Purposes
- Responding to Law Enforcement Requests to Access Student Records for Immigration Enforcement Purposes
- Responding to Immigration Actions Against Students or Family Members

Find the Attorney General's Model Policies Here:

- Higher Education: [Promoting a Safe and Secure Campus for All: Guidance and Model Policies to Assist California's Colleges and Universities in Responding to Immigration Issues](#)
- K-12 Schools: [Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues](#)



PROTECTING STUDENT DATA IN CALIFORNIA

ENSURING COMPLIANCE WITH FEDERAL AND STATE LAW

ADDITIONAL GUIDANCE FROM THE UCOP, CSU CHANCELLOR'S OFFICE, AND CCC CHANCELLOR'S OFFICE

Each system of public higher education institutions in California created a Frequently Asked Questions (FAQ) or Advisory explaining what to do if Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) comes onto campus.

- University of California: [Frequently Asked Questions for University Employees about Possible Federal Immigration Enforcement Actions on University Property](#)
- California State University: [FAQs for California State University Employees about Federal Immigration Enforcement Actions on University Property](#)
- Community Colleges of California: [Advisory 18-01: "Sanctuary" Jurisdiction Legislation Senate Bill 54 \(2017\) and Assembly Bill 21 \(2017\)](#)

FIVE WAYS FOR YOU AND YOUR SCHOOL TO PROTECT STUDENT DATA

1. Familiarize yourself with these resources and share them with your colleagues, administrators, and key departments such as admissions, financial aid, and the registrar.
2. Ensure that your school has reviewed their enrollment, residency, and data collection policies and practices to affirm that any data gathered shall remain confidential consistent with federal and state law and shall be used only for the limited purpose for which it was intended.
3. Ensure that any data collection for educational purposes, including outreach, analysis of milestones, etc. adheres to FERPA and the Attorney General's model policies and recommendations.
4. Post your data/information policies regarding the handling of student data, including directory information, within key departments and on the school's website. Additionally, ensure that annual notice of these policies is emailed to current and prospective students.
5. Develop a protocol to respond to the request for student documents by a federal immigration officer (such as an ICE or CBP agent) or other third party. Be sure to share these protocols throughout the campus.

ACKNOWLEDGMENTS

We wish to thank the **National Immigration Law Center (nilc.org)** for their support in creating this resource.

ABOUT US

Founded in 2006, **Immigrants Rising** transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives. For more information, visit www.immigrantsrising.org. For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at nancy@immigrantsrising.org.

GRADUATE/ PROFESSIONAL SCHOOL

LIFE AFTER COLLEGE: A GUIDE FOR UNDOCUMENTED STUDENTS

IMMIGRANTS
RISING

TRANSFORMING LIVES THROUGH EDUCATION

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AUTHOR INTRODUCTION

While initially it may seem as though undocumented students have limited options upon graduating from college, this guide is intended to shed light on the possibilities that do exist. The guide has been written to be as inclusive and comprehensive as possible by including personal narratives, student testimonials and advice from experts. It is my desire that undocumented students and allies read through this guide and walk away feeling encouraged and unafraid of the next step.

As I navigated through my own life after college, it became more and more apparent that there were limited resources and opportunities for undocumented students after college. Shortly after I graduated from Fresno State, I moved to New York City to pursue a Master's degree at the New School For Social Research. Unfortunately, due to lack of financial support, I was unable to complete my program. I returned home without a plan of action or clue as to what the future would hold for me. I worked in landscaping with my father mowing lawns, trimming shrubs and raking leaves for a few months until I decided to move to the San Francisco Bay Area in search of better opportunities. I had no family, friends or connections there. I began to search for jobs on Craigslist and took whatever I could find. I did various jobs such as cleaning houses, collections, catering, waitressing, bartending, and promotions—all work completely unrelated to my degree in mathematics—but it enabled me to support myself and slowly formulate my next plan for returning to graduate school. Luckily, I also found Immigrants Rising, where I have been able to put my skills to good use and create this guide, which I have personally benefited from and which I hope will benefit many more undocumented students.

Through personal interviews I have been able to catch glimpses of what the journey looks like for undocumented students who are working and pursuing careers in education, law, medicine, nursing, business, and psychology, to name a few. The students I interviewed have been able to overcome many obstacles and are now doing great things. Most importantly, they are proud of their accomplishments and eager to share their experiences to empower other students.

I was hesitant to interview students when I first started working on the guide. It was easy to do research, but I did not feel ready to open up to students and have them open up to me. Once I started the interview process, I could not stop! It became a healing process for me to hear the amazing stories of my peers. Many of the interviews have resulted in amazing friendships and memories to last a lifetime.

GOING TO GRADUATE AND PROFESSIONAL SCHOOL

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GOING TO GRADUATE SCHOOL AND PROFESSIONAL SCHOOL

A common route for students interested in furthering their education or career is graduate school or professional school. Each requires ample preparation time and careful consideration.

Graduate Versus Professional School

Consider which program fits you best. Graduate school (i.e., a Ph.D.) is geared more toward research and academia while professional school (i.e. medical school, law school) is more focused on being a practitioner. Graduate school, in many cases, is paid for by the school through research assistantships, teaching fellowships or scholarships. Professional school is much more expensive than graduate school and may require more fundraising. Professional schools will prepare you for a technical trade (mechanic, electrician, plumber, professional chef, pastry master, law, etc.) and are often tied to a co-internship/progressive learning model meaning that you will have hands-on exposure while also studying in “X” field. Further, professional school is often a key time to build RELATIONSHIPS, which may be very important personally and professionally down the road. Bottom line, graduate school makes sense if you want to become a researcher/professor; professional school makes sense if you want to PRACTICE a certain profession outside of academia.

Deciding Which School to Attend

When thinking about graduate school, ask yourself a few questions. Why are you going in the first place? Is it to enhance your knowledge in a specific subject/topic? Is it to improve your future employability? Is it required in your field of study/work? Do you meet the academic requirements of this program? Do you need to take the GRE, GMAT, MCAT, LSATs or any other entrance exam? If so, what scores are they looking for? How big of a graduate program are you looking for? Is mentorship and guidance important to you? Will research and assistantship opportunities be open to you? Are there any student graduate support groups that will help you

through the program? Where do students publish, get exposure to conferences, and become acquainted with opportunities of employment from “X” college?¹

You should also consider the implications that attending graduate school will have on you and your family. Think about the sacrifices you and your support system will have to endure and the rewards that will come from it. Think about the obvious: the COST! Think about the pros and cons of moving away from home or possibly to a different state. Are you willing to consider schools across the country or international schools? What will be the implications of your actions? Who are you putting at risk and for what? And are you ok with this personally?

Research “safe” communities and how receptive they are to undocumented students. Conduct research in the local newspapers and see added community comments about other students in your situation within that community. Think about your life as a graduate student in that community. How will you get around (transportation, housing, social life, etc.)?

Private Versus Public

Private and public schools differ greatly in tuition and in how they generate funds for their programs. Public schools usually have lower tuition, but funding will be heavily dominated by public funds from state and federal dollars, which are currently out of reach for undocumented students in most states. Private universities usually cost more, but may offer a better financial aid package. Keep in mind, however, that some may not accept undocumented students into their graduate programs. For those that do, funding options may be a little more relaxed and not as heavily tied to state and federal dollars. It may be wise to apply to both public and private schools to have options. What you need to keep in mind is that YOU have to create your opportunities.

¹ Some of the information in this section is from the graduate resource guide created by Graduates Reaching a Dream Deferred (GRADD). For more information about GRADD, please visit <http://www.dreamresourcecenter.org>

California residents, look out for AB 130 in 2012: Recently passed by the California State Legislature and signed into law by Governor Jerry Brown, AB 130 will allow eligible AB 540* students to apply for and receive scholarships derived from non-state funds at all California public colleges and universities. These include scholarships funded through private donors, alumni contributions and individual departmental efforts. Some funding through AB 130 may be available to graduate students. Students must apply and compete for available awards as determined by their respective college or university. This bill will go into effect January 1, 2012.

*In order to be eligible for AB 540, students must have:

- 1) Attended a California high school for 3 or more years;
- 2) Graduated from a California high school with a high school diploma or attained the equivalent (GED);
- and 3) Filed an affidavit with their intended college or university stating their eligibility under AB 540 and intention of applying for a lawful immigration status as soon as they are eligible

Application Process

Testing

*This section written by Jennifer Pence, founder of Academic Springboard.²

Most graduate and professional programs require a standardized test for admissions. For most students, these tests require extensive preparation over the course of several months. Regardless of which test you are taking, here are some general tips and to do items. For specifics on each test, see below.

- 1) Research typical scores at the specific programs you are interested in so that you know what score to aim for and how the programs will treat your scores if you take the test more than once (some programs look at your highest score, while others average your scores, meaning you need to be well-prepared the first time you take the test). Note that students with below average scores are often admitted if they have other strong factors (such as great grades, relevant research/job experience, etc.), and schools frequently take into account whether students speak English as a second language and/or are first in their families to go to college.

- 2) Take a practice test as soon as possible to see how you score and compare your scores to typical scores for the programs you are interested in.
- 3) Determine a plan for reviewing, which might include studying on your own (be sure to use official test materials whenever possible – see the details under each test for which materials to use), forming a study group, or taking a review class. Most prep courses can be very expensive, but there may be free or low cost prep courses offered at your school
- 4) For those seeking basic remediation on topics such as Algebra, Geometry, and Trigonometry, and feel free to use Khan Academy as a FREE resource to sharpen up on sometimes forgotten skills.³
- 5) Plan to take multiple timed practice tests before your test date to get comfortable with time management and test format.

GRE: Most Ph.D. programs and some master's degree programs require the GRE, which tests math and verbal skills. Each section is scored on a scale of 200-800, similar to the SAT. To find out expectations for scores, call the admissions department for the specific program that you are interested in. Some programs focus on just the math score or just the verbal score while others consider both scores, so be sure to know what's important to the programs you're interested in before you start studying for the exam. If you do not feel prepared to study for the test on your own, take a prep course provided by a company such as Kaplan or Princeton Review. You can also review with preparation books (*The Official Guide to the GRE® Revised General Test* has real test questions and gre.org has the PowerPrep software with two tests in the online format) or form study groups.⁴ The test is given on the computer, so you can take it on almost any date. The cost of the exam is currently \$160. Note: the format of the test changed slightly as of August 2011, so if you are using old test prep materials from a friend, library, etc. they may not reflect the current variety of questions on the test.⁵

LSAT: The Law School Admissions Test (LSAT) is the admissions exam for law school and assesses reading comprehension as well as logical and analytical reasoning proficiencies. There is no math section. The test is administered four times per year: June, September/

² For more information about Academic Springboard, see www.academicsspringboard.com.

³ For further information about Khan Academy, see www.khanacademy.org

⁴ Use the Official Guide to the GRE Revised test, the free practice test and online PowerPrep software from gre.org

⁵ For further information on the GRE, visit <http://www.ets.org/gre/> where you will find information about test content, dates, etc.

October, December and February. You cannot take the LSAT more than three times within a 2-year period. Raw scores are converted to a scaled score with a high of 180, a low of 120 and a median score of around 151. It is recommended, at a minimum, that you take numerous official practice exams before your official test date to familiarize yourself with the types of questions that may appear on their exam and the timing of the sections.⁶ Testmasters offers a review course that many people in the legal field recommend because Testmasters uses actual previous tests. You should only take this test when you are fully prepared to do so since if you take the test more than once, most law schools will look at the average of your scores, making it difficult to dig yourself out from a low initial score. The test costs \$139 to take in the United States.⁷

GMAT: Most MBA programs require the Graduate Management Admission Test (GMAT), which measures verbal, mathematical and analytical writing skills. Business schools use this exam for admission into graduate business administration programs. To review on your own, use *The Official Guide for GMAT Review*, which has a large quantity of previous test questions. If you need even more questions, use *The Official Guide for GMAT Verbal Review* and *The Official Guide for GMAT Quantitative Review*, as needed. You can also download the PowerPrep software for free from the [gmac.org](http://www.gmac.org) website to practice two tests in the computerized format. Additional note: the test is changing format slightly in June of 2012, so if you are taking the test after that date, please see the [gmac.org](http://www.gmac.org) website for more info. The test is scored from 200-800. This test is offered on the computer, so you can take it on almost any date. The cost of the GMAT is \$250.⁸

MCAT: The Medical College Admission Test (MCAT) is a computer-based standardized exam for prospective medical students in the United States and Canada. It is designed to assess problem solving, critical thinking, written analysis, and writing skills in addition to knowledge of scientific concepts and principles. Compared to the tests above, this test covers a tremendous amount of specific content, so usually an extensive review of science and math material will be required in addition to completing practice tests. The cost of the MCAT is \$235.⁹

⁶ Free tests can be downloaded from <http://www.lsatestquestions.com/>

⁷ For further information, see <http://www.lsac.org/>

⁸ For further information, see <http://www.mba.com/the-gmat.aspx>

⁹ For further information, see <https://www.aamc.org/students/applying/mcat/>

Statement of Purpose and Personal Statement

The Statement of Purpose and the Personal Statement are two of the most important documents that make up your application packet. Schools may either ask you for one or the other or both. Not all schools will ask you the same questions, which is why it is imperative to clearly read and answer all questions, also paying attention to length requirements. Revision is one of the most important things to remember during the process. Make sure you have plenty of professors, advisors, colleagues and friends read over your drafts prior to submitting your application. Writing these documents should not be taken lightly, and very simple grammar mistakes can often become red flags for the admissions committee evaluating your application. Make sure you provide yourself plenty of time; you may go through 6-10 drafts.

Below you will find key information about the Statement of Purpose and Personal Statement.

The Personal Statement

This essay introduces you as a person to the application review board. You want to differentiate yourself from everyone else that may have a similar GPA or test scores.

Should I disclose my undocumented status in my personal statement?

This is a very common question, and ultimately it is a matter of personal choice. You may choose to disclose your status in order to discuss its impact on your life. It is important to familiarize yourself with the program so that you can feel comfortable with your decision. It is also critical that you establish a comfortable relationship with an admissions officer, faculty member, or staff representative of your desired institution who may be able to vouch for you in the end. Regardless of whether you disclose your undocumented status, the most effective personal statements are the ones that are most open and sincere about goals, motivations, experiences and passions.

My undocumented status was always a centerpiece of my personal statements, and I always figured that if a school was not willing to accept me because of my status then it wasn't a school I would be comfortable at anyway. (Perla Flores, B.A. Hispanic Languages & Bilingual Issues, U.C. Berkeley, M.P.H. Candidate, San Francisco State University)

See Appendix A for a sample personal statement.

The Statement of Purpose

Determine the purpose of your statement. Usually the purpose is to convince the admissions committee that you have the ability, relevant experience, and motivation to succeed in the field you choose. Remember that your statement needs to stand out among all the others, so make sure you include unique experiences and personal values. Discuss specific coursework, extracurricular activities, jobs/internships, and research experiences that demonstrate your interest in and accomplishments in your field of choice. This is also a good time to discuss a bad grade or any other questions or concerns that admissions officers are likely to have about your application. Remember that admissions counselors will assume the worst about a situation unless you explain. Anticipate reservations and address them if given the opportunity.

Remember to reflect upon your academic record and personal accomplishments. For example, your quest for knowledge may have led you to conduct research with a professor, and poverty or lack of resources may have led you to seek out internships at the hospital that engaged your local community; bottom line you should discuss your background if it is relevant to your career goals. You may also want to include your future research interests and how they are a good fit with the program you are applying to, specifically mentioning existing research being done with “X” faculty member, which shows that you’ve researched the school and its faculty. If you decide to identify a faculty member in this way, you should reach out to that specific faculty member to have him/her on board or updated about your application.

See Appendix B for a sample statement of purpose.

Research

Academic research that you completed as an undergraduate student is imperative when applying to graduate school because it will showcase your ability to manage and prepare for the next level of educational rigor in your desired field of study. To find professors who are researching in an area you are interested in, talk to professors you have class with or read journal articles by professors in your field to learn about their specific areas of research. You can then approach these professors to express an interest in their work since in many cases professors are looking for research assistants, either during the school year or during the summer. These positions may be paid, for course credit, or on a vol-

unteer basis. There are also programs such as McNair or LSAMP that match students with professors so you could ask (probably at the career center) whether these services are available at your school.

Do not be afraid to knock on professor’s doors and offer assistance in something they are working on that interests you—this cannot be emphasized enough! The more research you have under your belt, the more you will stand out in the graduate school application. At the same time, you will be making connections with professors who could write you a great letter of recommendation or be able to refer you to the right people for funding. Lastly, the opportunity to publish in an academic journal or be a co-author of a published article will improve your chances of getting into the graduate school of your choice. Do not be afraid to ask questions or push the academic envelope to your advantage.

As a graduate student you have to be ready to work hard because you will have to read about three to four books a week and write long papers...as an undergraduate student you absorb things, but as a grad student you are expected to produce scholarship. (Carlos Macias, M.A. American Studies, Purdue University)

Letters of Recommendation

Letters of recommendation are extremely important in the application process. First, identify professors who know you well—preferably not just professors you’ve had in a large lecture class, but professors whom you’ve visited a lot during office hours or with whom you’ve done research. Provide them with plenty of time to write you a letter; two to three months would be ideal. Have a dialogue with the professors to discuss your academic interest and why you want to continue with your education. You should provide them with a copy of your Resume/CV, any relevant papers you’ve written, etc.

Each letter should describe your accomplishments and character traits that the recommender has observed firsthand. Letters of recommendation need to be tailored to the specific program. Think about how the letters of recommendation you have ‘fit’ with the program you are applying to. For example, if you are applying to a program in economics, the committee will virtually discard any letter that is not from an economist. Other fields may be more flexible, but, overall you should think about how your recommender might be perceived by the program you are applying to. Some schools may require the letter be completed on their own application

form, and some may include a rating system for the recommender to fill out in addition to the letter. Make sure to allow consent to privacy acts if required by the letter of recommendation forms.

Remember to keep track of your letters to ensure that they are submitted on time. If your professors are not being responsive, you may try e-mailing them or simply asking someone else. In general you should ask a few professors ahead of time if they are willing to write you a letter just in case someone is too busy, and always follow through with a thank you letter or update on your application process with those selected. This is not a requirement but rather common courtesy and an ability to expand and grow your personal network.

See Appendix C for a Recommendation Packet Checklist prepared by Professor Roberta Espinoza.

GPA

While GPA is an important part of the application process, you should not discourage yourself from applying if you have a low GPA. Of course the higher the GPA the better, but many graduate schools do not expect you to have a 4.0 GPA. Once again familiarizing yourself with the program is key. Look through the website to find the minimum or average GPA for your specific program and call the school if you can't find this information on the website. You may also be able to get away with a lower GPA if you have great research experience and an amazing personal statement and statement of purpose. If you are from an underrepresented population, then this should also provide you with added pride and motivation to continue the search, and schools may take this into account in the admissions process.

Resume/Curriculum Vitae

The primary differences between a resume and a Curriculum Vitae (CV) are the length, what is included and what each is used for. A resume is a one or two page summary of your skills, work and volunteer experiences, and education. A Curriculum Vitae can be longer (at least two pages) and is a more detailed synopsis of your work, including your educational and academic background as well as your teaching and research experience, publications, presentations, awards, honors, affiliations and other details. A resume is generally used when seeking a job in the business or non-profit world while a CV is used primarily when applying to academic, educational, scientific or research positions. It is also

applicable when applying for fellowships or grants in graduate school.

You should constantly update both your resume and CV because you may forget to include details if you wait too long to update.

See Appendices D and E for sample resumes and Appendix F for a sample CV.

Paying for Graduate School and Professional School

Paying for graduate school is perhaps one of the greatest obstacles in attending graduate school. However, there are always options and opportunities for those who seek them out. Note that funding depends on the program you want to apply to. For example, a Master's program is almost never fully funded by the school because it is a short program and a school may not find it worthwhile to invest in someone short-term. On the other hand, PhD programs are mostly fully funded because they require a time commitment of at least four years.

Below are possibilities on how to fund graduate school:

- » Fellowships: A fellowship is a short-term opportunity that focuses on the professional development of a fellow and is sponsored by a specific organization or association. Fellowships are designed to support graduate study in a specific field, research to advance work in a particular issue, or the development of a new community-based organization or initiative.¹⁰ Depending on the funding, DREAM scholars may apply for such fellowships. Do your research, and if you have the right qualifications there may be ways to obtain access to these opportunities.
- » Scholarships: Private scholarships are a great way to get money for graduate school. Ask the schools you are applying to whether they can point you toward some relevant scholarships. Also ask professors, the career center, other students in your field, and mentors. If you are applying to private schools, the school itself may have specific scholarships that may or may not require a separate application. You won't know unless you ask!
- » School Loans: It is possible to get access to student loans depending on the restrictions of the banking institution. While you may not apply for federal loans, some banks may allow you to get a student loan with a legal co-signer and others may give you a personal small loan. Contact your local banking agency for more information.
- » Fundraising: Sometimes the only way to pay for school is to fundraise for yourself. Some ideas include sending an e-mail to all acquaintances asking for a small donation or holding car washes and bake sales. Utilizing your network will be critical here.

Originally, I wanted to apply to graduate school right after college, but I was tired of school and just wanted to work—I wanted experience. It was after my internship and after I experienced what my career would look like for the rest of my life that I decided to apply to graduate school. Pursuing a graduate program says a lot about you; it lets employers know that you are able to run that extra mile. (Alejandro Mendoza, B.S. Civil Engineering, Santa Clara University)

¹⁰ "Fellowships," UC Berkeley Career Center, <https://career.berkeley.edu/Infolab/Fellow.stm> (accessed May 2011)

TYPES OF PROFESSIONAL SCHOOLS

15	Business
16	Medicine
16	Public Health
17	Nursing
17	Engineering
18	Law
20	Social Work
21	Education

TYPES OF PROFESSIONAL SCHOOLS

Business

A graduate degree in business is earned by completing a Master's in Business Administration (MBA), which usually takes two years. Most competitive business schools focus on admitting students who have several years of relevant work experience in their fields (meaning that most students enroll several years after they've completed college), but certain programs may accept students straight out of college. Many schools also offer "Executive MBA" programs, which are designed to be completed in the evenings and weekends by people who are concurrently working full-time. These programs sometimes have more lax admission requirements (particularly for GMAT scores), but they often look for more extensive work experience.

A business degree increases competitiveness in the job market since many upper-level jobs in the corporate world require/prefer people with MBA's. A generic MBA is a flexible degree that can be used in many fields; however, many MBA programs now also offer concentrations in specific areas such as investment management, real estate, entrepreneurship, and many more areas. Selecting a program with a specific concentration can make your degree even more valuable if you already have in mind a specific area in which you would like to apply your business skills. Further, business school provides very important networking opportunities by allowing you to meet a large group of other young professionals. Also, MBA's are a "brand" and people may give you more recognition because of that credential, especially if it is an MBA from a competitive school. Overall, getting an MBA is not just about learning specific material but also about networking, which is especially valuable to new immigrants in the United States who might otherwise find it difficult to meet people in the corporate world.

The first thing to do when considering applying to an MBA program is to assess your own goals and strengths and weaknesses to allow you to find the right fit in terms of business schools and the business world. For example, Stanford Business School is known for emphasizing teamwork (which is reflected in the school's application essay topics) while Harvard puts more emphasis on individualized leadership (also reflected in that school's essay topics), so you should look at schools' websites and talk to knowledgeable people to determine which schools might be a good fit for your personality and working style. Second, you should choose a career goal; because MBA programs are shorter, you do not have much time to change your mind, especially if you are doing a program with a very specific concentration. With a career goal in mind, it will be easier to choose the right school, programs, courses and MBA concentration. Third, study and prepare for the GMAT; the better your score the better the chances of entering your program of choice. Other factors that are taken into consideration are work experience, undergraduate grades, essays, letters of recommendation, extracurricular activities and interviews (some schools).¹¹

Issues that come up for undocumented students interested in the MBA program are how to pay, whether the school accepts undocumented students, and how to obtain relevant work experience. The cost of an MBA depends on the school; state schools will be cheaper while private schools may cost more but offer more funding. Another potential obstacle is licensing requirements for specific fields, which undocumented students may not qualify for, such as accounting (CPA), investing and real estate. Also, undocumented students may be at a disadvantage in the application process because prior work experience is key to be competitive at a top MBA program. Most programs require a minimum of 2 years of professional experience, but on average incoming students have 4 years of experience. For undocumented students, working as a sole proprietor or starting a LLC (both of these essentially mean owning your own business) are two viable options before or after completion of an MBA. The quality of your experience also makes a big difference. Although many people with experience in traditional blue chip corporate firms (consulting, banking) end up in MBA programs, these programs also accept people with less traditional backgrounds. For example, people may come into business school with experience in non-profit management, edu-

¹¹ For further information about the MBA, see <http://www.mba.com/>.

cation, the military etc. The key is that your background shows a track record of leadership.

Medicine

Most students interested in the medical field begin preparing throughout their undergraduate degrees by taking the standard courses required of pre-med students. Most medical students major in science-related fields, but a science degree is not required. Students may choose to apply to medical school right after the undergraduate degree or may take some time off.

Students admitted to medical school tend to have high academic achievement, including high MCAT scores and work experience and multiple extracurricular activities related to the medical field such as volunteering at a hospital or clinic, being a third rider on an ambulance, or performing scientific research with a professor. The medical school curriculum for the first two years is centered in factual knowledge and key skills such as critical thinking, establishing a relationship with patients and conducting medical histories and examinations. The final two years involve rotations through clerkships in primary care and specialty medicine, applying what was learned in the classroom. At some point during medical school, students must take the United States Medical Licensing Examination (USMLE), a three-step test that all potential physicians must pass in order to practice medicine in the United States and Canada. The first part covers basic medical principals and is taken at the end of the second year, the second part is on clinical diagnosis and disease development and is taken in the fourth year, and the final part on clinical management is taken during the first or second year of residency.

Students interested in biomedical research usually enroll in M.D./ Ph.D. programs. Such students take the first two years of medical school and then, upon completion of one or two of the third-year clinical clerkships, enter the graduate phase of the program. Once they complete their Ph.D. curriculum, they return to clinical studies. The entire process takes seven to eight years.

During the last year of medical school, students choose their specialties and begin to apply for their residency. Residencies are three-to-five year specialized training programs that follow graduation from medical school. Students are matched based on preferences by the National Resident Matching Program (NRMP) to ensure that applicants have a residency program appointment. Programs are competitive and limited in the number of

residency slots. Physicians must complete an accredited residency program to become certified to practice medicine. Physicians who seek more specialized training may pursue a fellowship. Once their education is complete, physicians obtain certification in their specialties.

The median cost of medical school in 2010 was \$49,298 for public school and \$66,984 for private. The mean debt at graduation was \$150,000 at public schools and \$180,000 at private schools. Most medical students use loans to pay for medical school such as Stafford and PLUS. Other expenses related to medical school include a \$160 application fee for the first school and \$33 for each additional school, a \$25-\$100 secondary application fee and \$235 for the MCAT.¹² During your residency and fellowship, you will earn a small salary, but not nearly as much as a full-fledged doctor would make.

As an undocumented student, you will find it difficult to go through the medical school process because, while you could apply and be accepted to medical school, you would only be able to complete the first two years of medical school since the process after the second year requires background checks and proof of legal status. If you are certain you want to become a doctor, you may consider applying to medical school outside of the country. Mexico and Cuba, for example, offer great medical programs with good incentives and more affordable prices.¹³ However, you should know that leaving the country has risks that should carefully be considered prior to taking action (see Going Abroad Section below). For an alternative option, see Public Health below.

Public Health

Alternative options for undocumented students interested in the medical field are Master's or Ph.D. programs in public health. Public health is the science of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention. Public Health aims to improve the health and wellbeing of people around the world and works to prevent health problems before they occur. Public health incorporates the interdisciplinary approaches of epidemiology, biostatistics, and health services; other important subfields include environ-

¹² For further information about the medical school application process, see <https://www.aamc.org/download/68806/data/road-doctor.pdf>

¹³ For further information on medical school in Cuba see <http://www.medicc.org/ns/index.php?s=10&p=0>

mental health, community health, behavioral health, and occupational health.¹⁴

Some of the programs include:

- » MPH – Master of Public Health
- » MHA – Master of Health Administration
- » MHSA – Master of Health Services Administration
- » MSPH – Master of Science in Public Health
- » Dr.PH – Doctor of Public Health
- » PhD – Doctor of Philosophy

The application process for these programs is the same as that of general graduate school; schools look for high GRE scores and GPA, letters of recommendation, professional experience and clarity in goals. The cost of these programs varies depending on the school.

Nursing

In California, to achieve the RN title, a student must graduate from a state-approved school of nursing; this could be a four-year university program, a two-year associate's degree program, or a three-year diploma program. After graduation, the student must then pass the RN licensing examination called the National Council Licensure Examination for Registered Nurses (NCLEX-RN).¹⁵

Here is a description of different types of state-approved nursing programs in California:

- » BSN – the Bachelor of Science in Nursing (BSN) degree provides the necessary knowledge for professional nursing responsibilities. The first two years consist of science classes such as psychology, biology, microbiology, research statistics, etc. The second year focuses on nursing curriculum including pediatrics, community health nursing, pharmacology, etc.
- » ADN – the Associates Degree in Nursing (ADN) prepares students for nursing roles that require nursing theory and technical proficiency. The program lasts approximately two years at a community college; many students choose to return to school to get their BSN since job opportunities for ADN graduates are currently more limited than for BSN graduates

¹⁴ "Public Health Career," What Is Public Health? http://www.whatispublichealth.org/faqs/index.html#career_faqs6 (Accessed June 2011)
¹⁵ For further information about becoming a registered nurse in California, see <http://www.rn.ca.gov/careers/steps.shtml> and <http://www.nursingworld.org/EspeciallyForYou/StudentNurses/GettingStarted.aspx>

- » Master Entry Level Program in Nursing – Designed for students who have a degree in another field and are interested in becoming registered nurses. Length is about 2 years depending on nursing prerequisites.
- » Diploma – The Diploma in nursing combines classroom and clinical instruction usually over three years.

To obtain an RN license you must meet the educational requirements, pass a criminal background check, and pass the national licensing examination. An application package can be found on the California State Board of Registered Nursing (BRN).

Because a SSN is required for licensing in the state of California, many California nursing schools are starting to require a SSN for admission, which was not the case in the past. Students are advised to contact the school prior to applying to ensure that the school will be supportive. It is important to note that a social security number is not needed for the background check; an ITIN will suffice. As for the licensing examination, a social security number is required in most states, with the exceptions of Maryland and Virginia.

While you may become licensed in a different state, you will not be able to practice in a state in which you are not licensed. Opportunities upon licensing include pursuing a graduate degree in nursing, an MBA with an emphasis in nursing, or working as a contractor at a non-profit (i.e. health educator).

I thought about nursing because I could spend \$3,000 and get a nursing degree and once I get legalized 5 years from now, I could be making at least \$80,000 a year and pay off my debt. So not only could I make a lot of money, but the future for nursing is wide open and at the end of the day I can come home and say I made a difference in someone's life, Sometimes even just asking, "How are you, how do you feel?" makes all the difference in the world for the patient or the family. (Elijah Oh, R.N.)

Engineering

Students interested in engineering can continue with higher education through a Master's Program or Ph.D. The process of applying is the same as for general graduate school. Engineering schools look for students with high GPA and high scores in the quantitative section of the GRE. If you are interested in teaching, it is especially important for you to work closely with your undergraduate advisor, gain lab experience, have great

letters of recommendation, and possess excellent communication skills.

Aside from graduate school, engineering students may take various tests to become licensed professional engineers. Below is the breakdown:

*The following information comes from the Board for Professional Engineers, Land Surveyors, and Geologists

Engineer-In-Training (EIT): This is the first step required under California law towards becoming a licensed engineer. This is a professional designation for a person who has passed the *Fundamentals of Engineering Exam*, an 8-hour multiple-choice examination. Having this certification does not mean you are not an engineer, as the name may imply; it means you have an understanding of fundamental engineering principals. The examination requirements are three years or more of postsecondary engineering education, three years or more of engineering-related work experience or a combination of postsecondary education and experience in engineering totaling three years minimum. Note that this test covers many, but not all types of engineering. For further information on requirements for specific types of engineering, see http://www.pels.ca.gov/consumers/lic_lookup.shtml.

Land Surveyor-In-Training (LSIT): similar to the EIT, this is the first step required under California law towards becoming a licensed professional land surveyor. The examination requirements are two years of postsecondary education in land surveying, two years or more of work-related experience in land surveying, or a combination of postsecondary education and experience in land surveying totaling two years.

Professional Engineer: The second exam taken after passing the *Fundamentals of Engineering Exam* is the *Principals and Practice of Engineering Exam* (or PE exam). The PE exam covers many fields, so it is not just for one field of engineering. This exam is two days long, with two four-hour sessions on the first day. Six or more years of experience are required before you can take the PE. This includes four years of qualifying experience with an ABET-approved B.S. degree, one (optional) equivalent additional year of qualifying experience with an approved M.S. degree, and the remainder of qualifying work experience should be under a licensed engineer.

Structural Engineers and Geotechnical Engineers are required to take additional tests, which require the PE

exam and additional work experience. They are 2-day exams that cover more specific subject matter.

Neither U.S. Citizenship nor California residency is required to take any of the tests. However, you must provide a Social Security Number or an Individual Taxpayer Identification Number (ITIN) for the application to be processed.¹⁶

Gathering the necessary work experience is the greatest obstacle when pursuing a career in engineering. Networking is key when it comes to work experience; you may be able to find internships and employment by making connections with professors, professional engineers and other students. Also, keep in mind that unpaid work also counts as work experience toward testing. Lastly, work as an independent contractor may be possible, but you should take into consideration liability issues; it may be wise to explore this opportunity with an engineering firm.

Internships help you understand and evaluate whether or not what you are doing is what you really want to do. You don't want to spend four years in school and end up doing nothing related to it. Apply for anything, any piece of experience counts. Even if it is not related, it will give you an insight as to what you can potentially be doing. Also, get to know different people from different engineering fields even if they are not in your field—networking is key! All my engineering jobs came out of networking... One of my professors worked in an engineering firm, and through him I was able to get an internship as soon as I graduated from college—as a matter of fact, I began work the Monday after I graduated! (Alejandro Mendoza, B.S. Civil Engineering, Santa Clara University)

Law

Students interesting in attending law school should consider planning as early as their junior year of college. Seeking an undergraduate prelaw advisor or program is recommended. To begin law school right after graduation from a bachelor's degree program, you would need to study for and take the Law School Admission Test (LSAT) ideally during your junior year or the summer after your junior year and apply to law schools during your senior year of college. However, taking time after college to gain more work or educational experience or

¹⁶ For further information on becoming an engineer in California, see <http://www.pels.ca.gov/applicants/apps.shtml>

studying for and taking the LSAT and applying for law school after graduation is not a disadvantage.

Law schools such as UCLA, UC Davis and UC Irvine have outreach programs designed to encourage and prepare high-potential undergraduate and graduate students for a career in law by demystifying the law school experience. These programs often aim to increase the diversity of the national law school applicant pool. Some programs (i.e., UCLA Law Fellows) even make available scholarships to pay for a commercial LSAT preparation course, which can cost more than \$1,500 and are considered indispensable for success on the exam.¹⁷

There is no specific undergraduate degree required to apply for law school. Law schools consider applicants from a diverse range of undergraduate majors and recognize that future employers value attorneys with a background and understanding of the legal problems from both the attorney's and the client's perspective. For certain types of law, it can be helpful to have an undergraduate degree in a related field. For example, to become a patent attorney specializing in biotech patents, an undergraduate degree in biology would be desirable.

Finding the best law school for you has to do with more than school ranking. While school ranking is very important, higher rankings attract more applicants and make admissions more difficult. Also, while the most prestigious law firms focus on recruiting graduates of top law schools, non-profits or smaller law firms are often much less focused on which law school a student attended, so you can have job options coming from a less popular school. You should not fall into the trap of thinking, "It has to be Harvard or nothing." Instead, look at programs that interest you at your top schools and apply for those specializations in addition to the general law school application. These programs may have earlier deadlines and usually require extra essays, so find them early and apply. Applying for programs and specializations within a law school increases your chances of admissions by forcing your application to be reviewed more than once. Internal program directors may advocate for specific applicants that are a good fit for the program even when the school would not have considered the applicant under the general application guidelines.

On the other hand, higher ranked schools may have more funding and may be more open to accepting undocumented students. It is usually advised that you

apply to a wide range of schools (10+) to ensure acceptance into at least one program and have options. For example, if you get into NYU, you can get a full ride even if you are undocumented. They have scholarships for being the first in your family and for being Latino, among others. Yale Law School has its own loan system that does not require a Social Security Number.

Law schools generally offer a professional graduate degree called a Juris Doctorate, abbreviated as J.D. Traditional programs are full-time for three years but some schools offer two-year accelerated programs. Others offer four-year part-time programs for working professionals. Most law students take on a summer internship with a law firm, legal services organization or with a judge in the summers after their first and second year of study. For undocumented students, summer clerkships are available as long as they are not with the state or federal courts. While there is no set curriculum for law school, all first-year law students (1Ls) in an ABA-accredited law school take the same courses. The second and third year are used to meet the requirements for a concentration, taking courses to learn material that will appear in the Bar exam, or explore different fields on law.

Before being able to practice law in any state, J.D. holders must get licensed to practice law in the state where they plan to work as attorneys. Applicants must first pass a state's bar exam and be sworn-in and licensed. Most law school graduates study for their state's bar exam from graduation time in May until late July, when the exam is administered in all states. Some states have a three-day exam, while others have a two or one-day exam. The bar exam is also administered in late February once per year. Most states require a J.D. from an ABA-accredited law school in the United States for admissions to their state bar. Upon admissions and licensing to the state bar, attorneys are given the title of Esquire (Esq.). Attorneys may practice any type of law in the state where they have been licensed and may also make one-time court appearances in other states with permission of that state's bar association or under the supervision of a licensed attorney in that state.

If you move to another state, you may have to take the Bar exam in that state in order to practice law there, even if you are already a licensed attorney in another state. Some states allow licensed attorneys from other states who meet certain requirements to waive into the Bar in that state without taking the Bar exam again. For example, New York permits admission on motion to applicants who have practiced five of the last seven years

¹⁷ For further information regarding the UCLA Law Fellows Program, see <http://www.law.ucla.edu/current-students/get-involved/Pages/law-fellows-outreach-program.aspx>

in one of 34 jurisdictions that allow reciprocal admission to applicants from New York.

Currently, undocumented students are able to sit for the Bar examination in California, but without a work permit, you remain ineligible to gain work in a traditional law firm. The California Bar Association began asking about an applicant's immigration status in 2009 and is currently debating whether to deny admission to an undocumented applicant who recently passed the bar exam. If allowed to practice law in the state, undocumented attorneys would not gain employment authorization, but may engage in independent contracting and even open their own practice as partners or sole practitioners. If denied, the U.S. Supreme Court may have to determine whether under a 1996 federal law states have the authority to deny a license based solely on an applicant's immigration status.¹⁸

Law school can be expensive and could exceed \$150,000. Approximately 80 percent of law students rely on educational loans as their primary source of financial aid. Federal loans provide the lowest interest rates, while private loans are available at higher interest rates. Students in their second or third years of law school are sometimes offered work-study to offset law school cost, and some schools do offer scholarships to undocumented students.

The greatest obstacle is paying for law school, but there are ways of funding your education through private loans, scholarships and fundraising. UCLA School of Law's Latino Alumni have been very supportive of undocumented students and even set up the UCLA School of Law Marco Firebaugh Dream Fund to make sure that every AB 540 student admitted to UCLA Law gets a fair chance to graduate. Scholarship funds like the one at UCLA School of Law are often set up independently of the school and are hosted by community foundations. Setting up such a scholarship program requires the support of the administration, alumni, and community leaders. Being the first undocumented student at any law school may come with the task of helping put together a scholarship program for undocumented students. Also remember that in-state tuition laws like California's AB 540 often extend to graduate school, allowing you to pay lower fees in your home state. Applicants should consider applying to schools where they will not be required to pay out-of-state tuition, which can be two to three times more.

18 For further information see http://www.abajournal.com/news/article/can_an_undocumented_immigrant_be_admitted_to_practice_california_supreme_co/

I knew I had to learn a lot and make myself stand out. The fact that I am a DREAM Act student has really helped me, because it's going to make me stand out from most other law students. That's what's kept me going. I have this thing that a lot of people can't experience. As much as it's a detrimental thing in life, when you're going to school it's really a plus. (Krsna Avila, B.A. Psychology and Sociology, U.C. Davis, Prospective law school applicant)

Social Work

Social work is a profession for those who want to help others improve their lives. Social workers provide guidance for people in every stage of life, from children to older adults. They help individuals, families and communities deal with issues such as poverty, discrimination, child abuse and neglect, physical illness, stress, and mental illness.

A career in Social Work generally requires a Master's in Social Work (MSW). While some people begin with an undergraduate degree in Social Work (BSW), this is not a requirement for an MSW. MSW programs accept students with a broad range of undergraduate degrees, including Sociology, Psychology, Anthropology, and Ethnic Studies. The MSW requires two years of graduate work, which includes 900 hours of field placements. Generally, this is satisfied by internships in two settings. Some programs offer classes via distance education and/or three- or four-year part-time options. Many MSW programs require students to select a Concentration, such as Children, Youth and Families; Health; Mental Health; Older Adults and Families; or Community Organizing.¹⁹ There is also the possibility of obtaining joint degrees such as an MSW and a graduate degree in Law, Public Health, or Divinity. Social workers with MSW degrees are employed in a variety of public and private agency settings. Some social workers may choose to go into private practice as a licensed clinical social worker, which requires an MSW plus additional supervised work experience and an exam; unfortunately undocumented students are not eligible for this license. Graduate programs in social work vary in admission requirements e.g., minimum GPA, essential course work, the GRE; thus it is important to check each school's website for this information.

Application to a MSW program requires writing an essay about your background, strengths, and goals. It

19 For a directory of accredited MSW programs, see www.cswe.org/Accreditation/organizations.aspx

can be a dilemma about what to reveal with regard to your immigration status because there's a chance that a program may reject you simply because of your status. However, the social work profession has a strong commitment to social justice and some programs may be sympathetic to you. Also, because social workers deal with diverse populations, being bilingual/bicultural is something to highlight as an asset. However, admission decisions include an evaluation of students' work and volunteer experience, which could potentially put undocumented students at a disadvantage, so you may want to offer an explanation for why this history may not be strong. As undergraduates, prospective MSW students may want to seek out service learning, internship, and volunteer opportunities. As MSW applicants, they may want to include their involvement with social action and advocacy groups. After acceptance into an MSW program, the Field Education faculty will work with the student to find an appropriate internship. Candor with the field faculty will probably be helpful. Some settings, including those working directly with children, may require fingerprinting, which undocumented students can do. MSW programs in California offer significant stipends for some MSW students interested in working in Child Welfare or Mental Health.²⁰ However, this requires signing a commitment to public employment, making these stipends unavailable to undocumented students under current law.²¹ Most employment opportunities upon graduation are with public agencies that expect workers to be regular employees. However, it may be possible to work as an independent contractor.

Education

Students interested in the field of education may choose to teach elementary, junior high or high school, or continue with graduate school to become professors at a university or college. Students interested in teaching must comply with the teaching requirements of each state, while students interested in doing educational research must adequately prepare for acceptance into graduate school in education. While teaching credentials are required for most public school instruction, private schools frequently hire teachers who are college graduates but lack credentials.

²⁰ For example, visit the California Social Work Education Center at UC Berkeley website at <http://calswec.berkeley.edu>

²¹ For more information about the profession: www.bls.gov/oco/ocos060.htm

Teaching Credential Program

Teaching credential programs consist of coursework and field experience, including the student teaching required to obtain the Multiple and Single Subject teaching credentials in California. Students interested in teaching elementary school may enroll in Multiple Subject Instruction and students interested in teaching high school may enroll in Single Subject Instruction. Teaching credential programs typically take a year to complete. Admission into a Teaching Credential program varies by school, but at a minimum a bachelor's degree is required (although some schools have programs that combine obtaining a Teaching Credential with getting a bachelor's degree). Other requirements include a minimum GPA, letters of recommendation and a statement of purpose. Upon completion of the program, students become candidates for the California Multiple or Single Subject Teaching Credential and must submit an "Application for Credential Authorizing Public School Service" and an application fee. Below you will find detailed information about the Single Subject and Multiple Subject Teaching Credentials.²²

Single Subject Teaching Credential

The Single Subject Teaching Credential authorizes the holder to teach classes in most middle and high schools. However, a Single Subject Teaching Credential holder may be assigned to teach any grade level.

Requirements for the Preliminary Credential for the Single Subject Teaching Credential

1. Complete a Bachelor's degree at an accredited college or university
2. Satisfy the basic skills requirement
3. Complete a Commission-approved teacher preparation program including student teaching and teaching performance assessment and obtain formal recommendations from the college or university
4. Verify subject matter competency by one of the following three methods:
 - a. Achieve a passing score on the appropriate subject-matter examinations
 - b. Complete a Commission-approved subject-matter program or its equivalent
 - c. For specialized science subject only, individuals may take and pass the appropriate subject

²² For further information about becoming a teacher in California, see <http://www.ctc.ca.gov/credentials/teach.html>

matter examinations or obtain verification of subject-matter coursework

5. Satisfy the Developing English Language Skills, including Reading requirement, by completing a comprehensive reading instruction course that includes the following: the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention technique
6. Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution or pass an examination given by a regionally-accredited college or university
7. Complete foundational computer technology coursework that includes general and specialized skills in the use of computers in educational setting.

Note: Approved undergraduate courses may fulfill requirements 6 and 7; it is advised that students speak to their counselors to verify which classes are approved.

Multiple Subject Teaching Credential

The Multiple Subject Teaching Credential authorizes the holder to teach in self-contained classrooms such as in most elementary schools. However, the holder may be assigned to teach in any self-contained classroom or serve in a core or team teaching setting.

Requirements for the Preliminary Credential for the Multiple Subject Teaching Credential

1. Complete a Bachelor's degree at an accredited college or university
2. Satisfy the basic skills requirement
3. Complete a multiple subject teacher preparation program including student teaching and teaching performance assessment and obtain formal recommendations from the college or university
4. Verify subject matter competency by one of the following two methods:
 - a. Achieve a passing score on the appropriate subject-matter examinations
 - b. Complete a Commission-approved subject-matter program or its equivalent
5. Pass the Reading Instruction Competence Assessment. Note: Individuals who hold a valid California teaching credential issued upon completion of the teacher preparation program are exempt from this requirement.

6. Satisfy the Developing English Language Skills, including Reading requirement, by completing a comprehensive reading instruction course that includes the following: the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention technique
7. Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution or pass an examination given by a regionally-accredited college or university
8. Complete foundational computer technology coursework that includes general and specialized skills in the use of computers in educational setting

Note: Approved undergraduate courses may fulfill requirements 7 and 8; it is advised that students speak to their counselors to verify which classes are approved.

Required Exams

CBEST

The California Basic Educational Skills Test™ (CBEST®) was developed to meet requirements of laws relating to credentialing and employment. This test requirement in no way replaces any of the other requirements of subject matter knowledge, professional preparation, and practice teaching or field experience used in the issuance of credentials. The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator; the test is not designed to measure the ability to teach those skills.

23

Identification Policy for Both Computer-Based Testing and Paper-Based Testing

You must bring to the test site or test center a current, government-issued identification printed in English, in the name in which you registered, bearing your **photograph and signature**. Copies will not be accepted.

Acceptable forms of government-issued identification include photo-bearing driver's licenses and passports. The Department of Motor Vehicles provides acceptable photo-bearing identification cards for individuals who do not have a driver's license. Note that undocumented students cannot apply for a DMV photo-identification without a SSN and green card.

Unacceptable forms of government-issued identification

23 For further information on the CBEST see <http://www.cbtest.nesinc.com/index.asp>

include student and employee identification cards, social security cards, draft classification cards, and credit cards. If you have any questions regarding acceptable photographic identification, call Evaluation Systems before the test date.

If the name on your identification differs from the name in which you are registered, you must bring **official** verification of the change (e.g., marriage certificate, court order).

If you do not have proper identification at the time of your test, you will be denied admission to the test session. If you are refused admission to the test, for any reason, you will be considered absent and will receive no credit or refund of any kind.

CSET

The California Subject Examinations for Teachers® (CSET®) have been developed by the California Commission on Teacher Credentialing (CTC) for prospective teachers who choose to or are required to meet specific requirements for certification by taking examinations.²⁴ The CSET program includes examinations designed to help candidates meet the following certification requirements:

- » Basic skills requirement. Candidates may satisfy all components of the state basic skills requirement by passing all three subtests of CSET: Multiple Subjects and the CSET: Writing Skills test.
- » Subject matter competence requirement. All candidates who need to meet the subject matter competence requirement for a Multiple Subject Teaching Credential must earn passing scores on CSET: Multiple Subjects. Candidates applying for a Single Subject Teaching Credential or an Education Specialist Instruction Credential may pass the appropriate examination(s) of the CSET as one method of satisfying the subject matter competence requirement.
- » No Child Left Behind (NCLB) subject matter requirement. For candidates who need to satisfy the NCLB subject matter requirement, candidates for a Multiple Subject Teaching Credential must use CSET: Multiple Subjects and candidates for a Single Subject Teaching Credential may use CSET: Single Subjects.

- » Educational technology requirement. CSET: Preliminary Educational Technology is the current approved examination that is taken primarily by out-of-state credential candidates to fulfill the basic educational technology requirements for a Multiple or Single Subject Teaching Credential or an Education Specialist Instruction Credential.
- » Competence requirement for effective teaching of English Learners. CSET: Languages Other Than English (LOTE) may be used in conjunction with other valid examinations to demonstrate competence in the knowledge and skill areas necessary for effective teaching of English Learners and for the purpose of earning a Bilingual Authorization. Specific CSET: LOTE subtests have replaced the Bilingual, Cross-cultural, Language and Academic Development™ (BCLAD™) Examinations as the required credential tests for this purpose.

Identification Policy

You must bring to the test administration a current, government-issued identification printed in English, in the name in which you registered, bearing your **photograph and signature**. Copies will not be accepted.

Acceptable forms of government-issued identification include photo-bearing driver's licenses and passports. The Department of Motor Vehicles provides acceptable photo-bearing identification cards for individuals who do not have a driver's license. Note that undocumented students cannot apply for a DMV photo-identification without a SSN and green card.

Unacceptable forms of government-issued identification include student and employee identification cards, social security cards, draft classification cards, and credit cards. If you have any questions regarding acceptable photographic identification, call Evaluation Systems before the test date.

If the name on your identification differs from the name in which you are registered, you must bring **official** verification of the change (e.g., marriage certificate, court order).

If you do not have proper identification as described above, you will be denied admission to the test session. If you are refused admission, you will be considered absent and will not receive a refund or credit of any kind.

***A SSN AND FINGERPRINT LIVESCAN ARE REQUIRED TO APPLY FOR A SUBSTITUTE OR TEACHING CREDENTIAL IN THE STATE OF CA.**

²⁴ For further information on the CSET see <http://www.cset.nesinc.com/index.asp>

Master of Arts/Ph.D. in Education Program

Anyone can complete a Master of Arts, Education Ph.D. or a Doctorate in Education (Ed.D.), regardless of status. You do not need a teaching credential for any of these programs, but some programs prefer teaching experience (e.g. Curriculum and Teacher Education Programs). Education Ph.D. programs admit students from a range of backgrounds; candidates have experience in after-school programs, non-profits, student/community outreach, library and museum directors/staff, college admissions and teaching. Also, depending on the university, you can receive an M.A. in disciplines outside of Education. For example, some students have received an M.A. in Psychology to complement their Ph.D. in Adolescent Learning or an M.A. in Biology to further their expertise in Science Education. An Ed.D., on the other hand, would mostly require teaching experience and/or an M.A. in Education Administration. Admission requirements vary by school, but in general follow the graduate school admission requirements. This is a particularly viable option for undocumented students, because there are no employment or identification requirements.

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GETTING INTERNSHIPS

Internships can provide an opportunity for you to determine whether you are interested in a particular career, gain experience in your field, create a network of contacts, and sometimes gain school credit. An internship may also lead to a full-time job. For undocumented students, internships are a great way to gain valuable work experience without being an employee.

The fact that I had a lot of experience in the field already helped me a lot when searching for a job. It's something I highly recommend to other students, to get internship experience as an undergrad. I took what I got; I took what came my way. As an undergrad I did a research internship through a fellowship that was half paid and half unpaid. I also got a lot of organizing and grassroots experience through different clubs and groups I joined on campus (Alexandra Moreno, B.S. Molecular and Cell Biology, U.C. Berkeley).

Deciding Which Type of Internship to Look For

There are two types of internships: work experience internships and research internships. Work experience internships provide real-world experience, usually at a business or non-profit. Research internships involve doing research alongside an expert in the field, frequently through a university. If you are interested in attending graduate school (i.e. getting a master's or PhD), you should consider doing a research internship, whereas if you are interested in more hands-on work or a program in a field such as business, law, or engineering, you should consider work experience internships.

Scholarships and Stipends

Depending on the type of internship, a scholarship or stipend may be available. For example, research internships at various college campuses are often funded through stipends independent from the school and are available without regard to immigration status. Depend-

ing on the organization or company, you may be able to negotiate the terms of a scholarship or stipend. Regardless of whether an internship involves money or not, you should take advantage of any type of work experience offered.

Talking about Your Situation

Disclosing your status when looking for an internship has many of the same risks and benefits as in other areas of life. In some cases, if the sponsoring organization knows that you are undocumented, it may be legally bound, or bound by policy, to turn down your application. On the other hand, if you lie about your status, you could set yourself up for extremely negative consequences if the untruth is ever discovered. Lying on an application could even cost you the ability to adjust to legal status in the future if the law or your situation changes. If you are unsure, then the best thing to do is to apply and once you have amazed them, then you can discuss the possibility of not getting paid or getting paid through other means, all without having to disclose status.

Strategic Networking: "It's Not What You Know, It's Who You Know"

Networking is a skill that should be mastered sooner rather than later. Every conference, meeting, lecture and social event is an opportunity to meet new people, build your reputation and create opportunities for yourself. There are countless scholarships, internships and other opportunities that have come out of simple networking, so go out and mingle!

A few words of advice:

- » Create business cards and have them ready at all times (it is okay for your title to be student). Visaprint.com offers a "free" set of business cards with professional-looking designs (it's not really free because you have to pay for tax and shipping, which is maybe \$10 or less.)
- » Make it a habit to attend lectures, speeches, and other special events on campus and in your community because you never know who will be there.
- » Look at the program ahead of time and determine whom you may want to speak with afterward.
- » Ask questions throughout the event.

- » Target key people you would like to talk to, introduce yourself and describe what you do.
- » If you are unable to identify someone on your target list, look for an individual you already know who is conversing with someone you do NOT know.
- » Exchange business cards and follow up with an e-mail or a phone call.

Effective networking is difficult for anybody. But keep in mind the following: recognize that the person you are trying to network with is a person, not just a contact that is going to 'get you something'; always feel confident about yourself and your ability to positively contribute; finally, do not get down on yourself if things do not turn out the way you planned them with regard to networking. They often do not. The best relationships may emerge when you least expect it. (Santiago Campero, M.B.A., Massachusetts Institute of Technology)

Mock Interviews

Interviews are inevitable when applying for a job, internship or scholarship, and they can be a deciding factor. While interviews may seem intimidating, remember that practice makes perfect, which is why mock interviews are essential. Look for people that you consider to have good communication or people skills and ask them if they can practice an interview with you. Ask for feedback and repeat until you feel ready for the real thing.

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EARNING A LIVING

Most undocumented immigrants face significant barriers to pursuing employment in the United States. Employers are required to ask for proof of legal status, and it is illegal for any employer to hire a person knowing that the individual is not lawfully authorized to work. In this section, we have outlined some legal ways to earn money in the United States. It is your responsibility to determine whether you may legally pursue these options based on your immigration status. Be sure to consult with an experienced immigration lawyer first. We begin this section with information about Deferred Action for Childhood Arrivals, a new administrative policy announced by President Obama in June 2012 that promises work authorization to certain undocumented students.

Deferred Action for Childhood Arrivals

Deferred Action for Childhood Arrivals (DACA) is an administrative policy that will allow eligible undocumented students to receive a two-year deferment of their deportation and work authorization.

To be eligible for DACA, individuals must:

- » Be 15 or older. If individuals are in removal proceedings they can request Deferred Action before the age of 15.
- » Have resided continuously in the U.S. for at least five years prior to June 15, 2012
- » Have come to the U.S. before the age of 16
- » Been present in the U.S. on June 15, 2012 and not left since that date, even for a casual visit abroad
- » Either be currently in school, have graduated from high school, have obtained a GED certificate (or equivalent), or have been honorably discharged as a veteran of the Coast Guard or Armed Forces of the United States
- » Have not been convicted of a felony offense, a significant misdemeanor offense, three (3) or more misdemeanor offenses, or otherwise pose a threat to national security or public safety

- » Be under the age of 31 as of June 15, 2012

Important Things to Know:

- » Deferred Action is not a visa or a legal status; it is a deferment by the government to pursue deportation/removal.
- » Deferred Action does not provide a pathway to citizenship or any sort of legal status.
- » If your request for DACA is rejected, you may be placed in removal proceedings if you fall under certain guidelines to appear. To view the guidelines, visit uscis.gov/childhoodarrivals.
- » There is no appeal process for a rejected request; however, an applicant may be able to file a new request.
- » DACA does not guarantee you will be able to get a driver's license (this varies by state).

To view the DACA request forms and find out more information, please visit U.S. Citizenship and Immigration Services' website: <http://www.uscis.gov/childhoodarrivals>.

Establishing a business is about pushing your personal limits, learning from your mistakes and taking risks. AB540 students know well how to do this. Don't underestimate yourself and your abilities. You have skills and abilities that no other student at your college or university has. Market them and make a decent living out of it. (Karla C. Reyes, B.S. Business Administration, San Jose State University, Small Business Owner).

Working for Yourself

Different Options

Although employers may not knowingly hire an unauthorized immigrant, federal and state laws often do not require proof of immigration status for an individual to go into business for him or herself and receive payment for goods or services. Individuals who perform services, but are not employees, are sometimes categorized as independent contractors.

Definition: An independent contractor is a self-employed person who produces a specific type of work product in a determined amount of time. The difference

between an independent contractor and an employee is discussed below, but the general rule is that the person paying an independent contractor has the right to control or direct only the result of the work and not what will be done and how it will be done.²⁵ The independent contractor may be paid an hourly rate or a flat fee.

Independent contractors generally use their own name to do business, but they may decide to start their own company by starting a sole proprietorship and using a business name instead.

Personal Identification Required: The person or company that pays is not required to ask an independent contractor to fill out an I-9 (used to verify an employee's identity and to prove that the individual is able to legally work in the US), or otherwise inquire about immigration status. They will, however, require a Social Security Number or an Individual Taxpayer Identification Number (ITIN) to commence work. An ITIN is a tax processing number issued by the IRS to individuals who are not eligible to obtain a SSN. ITINs are issued regardless of immigration status because both resident and nonresident aliens may file and report taxes. See Appendix G for W-7 Form: Request for Taxpayer Identification and Certification.²⁶ Note that federal law does prohibit an employer from hiring a contractor to perform work if the employer knows that the worker is not authorized to work in the United States.

Liability: An independent contractor receives all profits and is held liable for all losses and debts.²⁷

Taxes: An independent contractor must pay self-employment tax and income tax. An independent contractor may use a Taxpayer Identification Number (ITIN) to file and pay taxes instead of a Social Security Number (SSN).²⁸

Basic Guidelines for Independent Contractors

*This section comes from IRS Publication 15-A, 2010 Edition, page 6.

The general rule for being an independent contractor is that the payer has the right to control only the result of the work and not what will be done and how it will be done. The IRS formerly used what has become known as the "Twenty Factor" test. Under pressure from Congress and from representatives of labor and business, it has recently attempted to simplify and refine the test, consolidating the twenty factors into eleven main tests,

²⁵ For further information on independent contractor work and guidelines see <http://www.irs.gov/businesses/small/article/0,,id=99921,00.html>

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

and organizing them into three main groups: behavioral control, financial control, and the type of relationship of the parties. Those factors appear below, along with comments regarding each one:²⁹

Behavioral Control:

Facts that show whether the business has a right to direct and control how the worker does the task for which the worker is hired include the type and degree of

1. *Instructions the business gives the worker.* An employee is generally subject to the business' instructions about when, where, and how to work. All of the following are examples of types of instructions about how to do work:
 - a. When and where to do the work
 - b. What tools or equipment to use
 - c. What workers to hire or to assist with the work
 - d. Where to purchase supplies and services
 - e. What work must be performed by a specified individual
 - f. What order or sequence to follow

The amount of instruction needed varies among different jobs. Even if no instructions are given, sufficient behavioral control may exist if the employer has the right to control how the work results are achieved. A business may lack the knowledge to instruct some highly specialized professionals; in other cases, the task may require little or no instruction. The key consideration is whether the business has retained the right to control the details of a worker's performance or instead has given up that right.

2. *Training the business gives the worker.* An employee may be trained to perform services in a particular manner. Independent contractors ordinarily use their own methods.

Financial Control:

Facts that show whether the business has a right to control the business aspects of the worker's job include the following:

3. *The extent to which the worker has unreimbursed business expenses.* Independent contractors are more likely to have unreimbursed expenses than are employees. Fixed ongoing costs that are incurred regardless of whether work is currently being per-

²⁹ IRS Publication 15-A, 2010 Edition, page 6 is at <http://www.irs.gov/pub/irs-pdf/p15a.pdf> (PDF). Another good IRS resource for understanding the independent contractor tests is at <http://www.irs.gov/businesses/small/article/0,,id=99921,00.html>

formed are especially important. However, employees may also incur unreimbursed expenses in connection with the services they perform for their business.

4. *The extent of the worker's investment.* An employee usually has no investment in the work other than his or her own time. An independent contractor often has a significant investment in the facilities he or she uses in performing services for someone else. However, a significant investment is not necessary for independent contractor status.
5. *The extent to which the worker makes services available to the relevant market.* An independent contractor is generally free to seek out business opportunities. Independent contractors often advertise, maintain a visible business location, and are available to work in the relevant market.
6. *How the business pays the worker.* An employee is generally guaranteed a regular wage amount for an hourly, weekly, or other period of time. This usually indicates that a worker is an employee, even when the wage or salary is supplemented by a commission. An independent contractor is usually paid by a flat fee for the job. However, it is common in some professions, such as law, to pay independent contractors hourly.
7. *The extent to which the worker can realize a profit or loss.* Since an employer usually provides employees a workplace, tools, materials, equipment, and supplies needed for the work, and generally pays the costs of doing business, employees do not have an opportunity to make a profit or loss. An independent contractor can make a profit or loss.

Type of Relationship:

Facts that show the parties' type of relationship include:

8. *Written contracts describing the relationship the parties intended to create.* This is probably the least important of the criteria, since what really matters is the nature of the underlying work relationship, not what the parties choose to call it. However, in close cases, the written contract can make a difference.
9. Whether the business provides the worker with employee-type benefits, such as insurance, a pension plan, vacation pay, or sick pay. The power to grant benefits carries with it the power to take them away, which is a power generally exercised by employers over employees. A true independent contractor will finance his or her own benefits out of the overall profits of the enterprise.
10. *The permanency of the relationship.* If the company engages a worker with the expectation that the relationship will continue indefinitely, rather than for a specific project or period, this is generally considered evidence that the intent was to create an employer-employee relationship.
11. *The extent to which services performed by the worker are a key aspect of the regular business of the company.* If a worker provides services that are a key aspect of the company's regular business activity, it is more likely that the company will have the right to direct and control his or her activities. For example, if a law firm hires an attorney, it is likely that it will present the attorney's work as its own and would have the right to control or direct that work. This would indicate an employer-employee relationship.

Employees vs. Independent Contractors: Main Differences³⁰

An Employee	An Independent Contractor
Has a continuing relationship with an employer	Does the same work for multiple clients
Normally is furnished significant tools, materials, etc. by the employer	Has own tools and equipment and can hire, supervise and pay assistants.
Must comply with instructions about when, where and how to work	Sets his or her own hours and work schedule
Is trained by the employer	Uses his or her own methods

It's easy for us to make immigration status our number one problem, but with a little bit of work you can live a meaningful life. There are possibilities, but they are not served on a silver platter. It's psychological, more than anything. It's about how you sell yourself. Do not let people take advantage of you. Figure out how much you need to earn and do not settle for less. Just know that more solutions will open up in the future. (Mario Lio, B.S. Civil Engineering, U.C. Berkeley)

Employees vs. Independent Contractors: Examples

*This section comes from "Your Rights As An Independent Contractor, Part 4: Industry Examples," About.com.

Below you will find examples of the types of work considered to be an independent contractor or an employee.³¹

Computer Industry

Independent Contractor. Steve Smith, a computer programmer, is laid off when Megabyte Inc. downsizes. Megabyte agrees to pay Steve a flat amount to complete a one-time project to create a certain product. It is not clear how long it will take to complete the project, and Steve is not guaranteed any minimum payment for the hours spent on the program. Megabyte provides Steve with no instructions beyond the specifications for the product itself. Steve and Megabyte have a written contract, which provides that Steve is considered to be an independent contractor, is required to pay Federal and state taxes, and receives no benefits (such as health insurance, vacation pay, or sick pay) from Megabyte. Megabyte will file a Form 1099-MISC. Steve does the work on a new high-end computer, which cost him \$7,000. Steve works at home and is not expected or allowed to attend meetings of the software development group. Steve is an independent contractor.

Building and Construction Industry

Employee. Jerry Jones has an agreement with Wilma White to supervise the remodeling of her house. She did not advance funds to help him carry on the work. She makes

³⁰ "Employee or Independent Contractor? The \$1,000,000 Question," InsureEvents, <http://www.insurevents.com/Articles/Employee%20Or%20IC.htm> (accessed September 2011)

³¹ "Your Rights As An Independent Contractor, Part 4: Industry Examples," About.com, http://jobsearchtech.about.com/od/laborlaws//aa121800_4.htm (accessed September 2011)

direct payments to the suppliers for all necessary materials. She carries liability and workers' compensation insurance covering Jerry and others he engaged to assist him. She pays them an hourly rate and exercises almost constant supervision over the work. Jerry is not free to transfer his assistants to other jobs. He may not work on other jobs while working for Wilma. He assumes no responsibility to complete the work and will incur no contractual liability if he fails to do so. He and his assistants perform personal services for hourly wages. They are employees of Wilma White.

Employee. Milton Manning, an experienced tile setter, orally agreed with a corporation to perform full-time services at construction sites. He uses his own tools and performs services in the order designated by the corporation and according to its specifications. The corporation supplies all materials, makes frequent inspections of his work, pays him on a piecework basis, and carries workers' compensation insurance on him. He does not have a place of business or hold himself out to perform similar services for others. Either party can end the services at any time. Milton Manning is an employee of the corporation.

Employee. Wallace Black agreed with the Sawdust Co. to supply the construction labor for a group of houses. The company agreed to pay all construction costs. However, he supplies all the tools and equipment. He performs personal services as a carpenter and mechanic for an hourly wage. He also acts as superintendent and foreman and engages other individuals to assist him. The company has the right to select, approve, or discharge any helper. A company representative makes frequent inspections of the construction site. When a house is finished, Wallace is paid a certain percentage of its costs. He is not responsible for faults, defects of construction, or wasteful operation. At the end of each week, he presents the company with a statement of the amount he has spent, including the payroll. The company gives him a check for that amount from which he pays the assistants, although he is not personally liable for their wages. Wallace Black and his assistants are employees of the Sawdust Co.

Independent Contractor. Bill Plum contracted with Elm Corporation to complete the roofing on a housing complex. A signed contract established a flat amount for the services rendered by Bill Plum. Bill is a licensed roofer and carries workers' compensation and liability

insurance under the business name Plum Roofing. He hires his own roofers who are treated as employees for Federal employment tax purposes. If there is a problem with the roofing work, Plum Roofing is responsible for paying for any repairs. Bill Plum, doing business as Plum Roofing, is an independent contractor.

Marketing Industry

Independent Contractor. Lupe Castellanos was contracted by BoostIt Enterprises to represent a well-known coffee brand at the Women's Nike Marathon in San Francisco. A signed contract established that this was an independent contractor position, the hourly rate and duration of promotion. There were no instructions beyond a sample script provided by client to be used to learn and talk about the product at the event. Lupe also signed a W-9 form and will receive a 1099 Form from BoostIt Enterprises if she makes \$600 or more working other events. All communication is done via e-mail or phone with the client. Lupe works from home using her own computer, phone and car.

Independent Contractor Work for Recent Graduates

Tutoring

Tutoring is a very common type of work for independent contractors, especially recent college graduates. Possible ways to find clients include: posting an ad on Craigslist, calling local schools and asking to be put on their list of tutors, posting signs around college campuses, working for after-school programs, and marketing your services to friends and family, who in turn may provide you with potential clients. The most important thing is to make sure that you charge an adequate amount of money for your time and that you do not allow yourself to get paid a lower amount for fear of losing your client. Lastly, regardless of your major, there is always a high demand for mathematics, English and writing tutors at all levels of education.

I did not apply to jobs I knew I couldn't get because of my status. I knew the risk was high, so I chose not to do it. I found tutoring on my own while I was in school. The biggest barriers were mostly within myself. I would worry about a location being too far, needing a car, or students wanting to meet at night. The beginning step is always the scariest. Now I am comfortable with my students. Even though my jobs are not related to my field of study I feel okay because even people who have papers end up working in jobs not related to their

field. But if I factor in my limitations, the only reason I am doing this is because of my legal status. (Mario Lio, B.S. Civil Engineering, U.C. Berkeley)

Promotions

Working in promotions is also something that you may want to consider, especially because the work is very flexible and, in most cases, individuals are hired as independent contractors. There are hundreds of marketing companies looking for people to promote all types of products including alcohol, energy drinks, make-up, phone apps, cell phones, and even papayas! A good starting point to finding work as a promoter is to look on Craigslist under the “Gigs” section under “Events.” Most posts will indicate that they are looking for brand ambassadors or promotional models.

Getting job offers is difficult; knowing how to approach it is the key. (Dana Kim, B.A. Architecture, U.C. Berkeley)

Other Ideas

There are many, many other areas where students or graduates can use skills they learned in school or outside of school. Many tech companies hire a significant portion of their computer programmers as independent contractors, while more basic skills such as dog-walking, child care, and party planning can easily become the basis for starting a business or doing independent contractor work.

Talking to Potential Clients about Working as an Independent Contractor

When it comes to speaking to potential clients about working as an independent contractor, you may consider doing the following:

- » Make sure the type of work you wish to do follows the independent contractor guidelines
- » Become familiar with the legal aspects of working as an independent contractor
- » Highlight your assets and skills and be prepared to demonstrate how they meet the needs of your clients
- » Research similar types of work so you know the standard rate for your services
- » Become familiar with writing contracts and make sure to sign a contract with every client

One of the greatest opportunities you can look forward to is working for yourself. You should be creative with what you do and not end up in a dead-end job. If you work for yourself, you do not have to wait seven years to get promoted. It's all a matter of personality. Ask yourself, what type of lifestyle do I want to live? Keep in mind that the skills you've learned getting through college are transferrable to starting your own business. (Karla C. Reyes, B.S. Business Administration, San Jose State University, Small Business Owner)

IRS Forms Required of Independent Contractors

W-9: The IRS requires that payers use Form W-9 to obtain taxpayer identification numbers from independent contractors. The W-9 is filled out at the start of work by an independent contractor and kept on record by the payer.³² See Appendix H for Form W-9.

1099: The IRS requires that payers use Form 1099 to record the total amount of money paid to independent contractors in any given calendar year. A payer must file a 1099 for each independent contractor paid \$600 or more. A copy of the 1099 is given to the independent contractor.³³ See Appendix I for Form 1099.

Starting a Sole Proprietorship

Definition: An independent contractor may wish to start his or her own company and provide services in the form of a sole proprietorship. A sole proprietorship is a type of business entity owned and run by one individual where there is no legal distinction between the owner and the business. With a sole proprietorship, the owner may use a trade name or a business name other than his or her own legal name to do business; in the United States, there is a requirement to file a *doing business as* (dba) statement with a local government agency, such as the county clerk's office.³⁴

Note: Working as a sole proprietor still means that you are working as an independent contractor. You have the same liability, should follow the same guidelines, and must use the same tax forms as an independent contractor.

Steps to Setting Up a Sole Proprietorship in

³² For a PDF download of the W-9 form, see <http://www.irs.gov/pub/irs-pdf/fw9.pdf>

³³ For a PDF download of the 1099 form, see <http://www.irs.gov/pub/irs-pdf/f1099msc.pdf>

³⁴ “Sole Proprietorship,” State of California Franchise Tax Board, http://www.ftb.ca.gov/businesses/bus_structures/soleprop.shtml (accessed September 2011)

California³⁵

1. Go to the county clerk and apply for a name for the company. The cost is about \$35 depending on the type of business.
2. Go to city hall to register the business and get a business license. The cost is about \$10.
3. Open a business account at a bank.
4. Other requirements may have to be fulfilled depending on the county, such as registering with the local newspaper.

I think students and recent graduates tend to follow the herd and say, let's go apply for a job. I would highly recommend starting your own business and being an entrepreneur. Start your own business in whatever your passion may be, whether it is tutoring or making chocolates. You don't need much other than hard work and some starting money, but a good business idea and hard work is most important. Also, it's a great idea to partner with other graduates, because you can't do it alone. (Alexandra Moreno, B.S. Molecular and Cell Biology, U.C. Berkeley)

Final Words of Advice on Working as an Independent Contractor

*This section written by Karla C. Reyes, Owner of KCR Public Relations

- » You are not required to discuss your immigration status with any of your clients.
- » Seek out professional membership organizations in your field that will lead to meeting potential clients and building a reputation. For example, join your local chapter of the Hispanic Chamber of Commerce, Business Networking International (BNI), or Rotary Club. Some of these organizations, such as Rotary and BNI, charge dues. However, you can often go to 1-3 meetings free of charge to "try out" the organization, so consider taking advantage of these networking opportunities even if you don't join the organization.
- » No organization is too small or too big to contract you. Large organizations often have more resources and more expertise in hiring independent contractors.
- » Try your best to open opportunities for other small business owners and immigrant students.

- » Seek out and foster mentor relationships with business professionals and business owners.

Starting the business is not difficult; it's maintaining the business that gets tough. You need financial assistance when starting business to do things right. Managing the business and working with clients can get hectic. I had access to business mentors, but they were not available for me all the time. I did not have enough experience on how to run the business when I started, but now that I have more time I want to seek other resources and other people with experience. (Karla C. Reyes, B.S. Business Administration, San Jose State University, Small Business Owner)

Starting a Limited Liability Company (LLC) as a Worker Cooperative

Definition: A worker cooperative is a business comprised of members who are both workers and owners of the business. Members can control the structure and practices of the work environment. Businesses who hire a worker cooperative are hiring the cooperative not a single member. Therefore, they are not required to prove that the work being done by the worker cooperative qualifies as independent contract work.³⁶

Personal Information Required: Businesses that hire a LLC are not typically required to obtain any information about the worker-owners of the LLC. In other words, as a worker-owner of a LLC, you should not be required to provide any personal information (your name or even an ITIN) to that business.

Liability: A LLC is an unincorporated business organization, whose members are NOT responsible for the debts of the company. Obligation is limited to their investment in the company, and each member of the LLC has the power to make decisions regarding the business.³⁷

Taxes: Depending on the state that the LLC is established in, there are taxes to be paid. In California a LLC is taxed at the entity level, which means an \$800/ year minimum franchise tax is imposed on every LLC, regardless of gross receipts or net income. Also, every year an FTB Form 568 must be filed and, if the LLC has rev-

³⁶ "Limited Liability Company (LLC)," State of California Franchise Tax Board, http://www.ftb.ca.gov/businesses/bus_structures/LLcompany.shtml (accessed September 2011).

³⁷ Ibid.

³⁵ Ibid.

venues over \$250,000, it must pay an annual fee based on the total income for the year.³⁸

Steps to Setting up a LLC in California³⁹

1. The group of workers must research the type of business plan they want and the state regulations.
2. An agreement is made that establishes how the business will be managed, who the members will be, how membership will be granted or revoked, and any other details.
3. To become a LLC in California, a person or group must file Articles of Organization with the Secretary of State along with a fee of \$70. The articles can be filed by filing a form on the Secretary of State's website.
4. The group should develop a management agreement. In California, the Beverly-Killiea Limited Liability Company Act, Corp C 1700-17655 contains rules regarding internal management.
5. Within 90 days of filing the articles, the LLC must file a Statement of Information with the Secretary of State. This includes names and addresses of LLC management and all members of the LLC, the general nature of the LLC's business activities, the name and address of the LLC's agent of service of process and the address of the LLC's principal business office. The statement would be filed every 2 years and when the information changes.
6. The LLC must obtain an Employer Identification Number (EIN) as its business tax identification number. The process of completing an EIN application on Form SS-4 can be done online, by phone, or through your attorney.⁴⁰

Basic Characteristics of Worker Cooperatives

*The section comes from CICOPA (International Organization of Industrial, Artisanal and Service Producers' Cooperatives)⁴¹

- » They have the objective of creating and maintaining sustainable jobs and generating wealth, to improve the quality of life of the worker-members, dignify human work, allow workers' democratic self-man-

agement and promote community and local development.

- » The free and voluntary membership of their members, in order to contribute with their personal work and economic resources, is conditioned by the existence of workplaces.
- » As a general rule, work shall be carried out by the members. This implies that the majority of the workers in a given worker cooperative enterprise are members and vice versa.
- » The worker-members' relation with their cooperative shall be considered as different to that of conventional wage-based labor and to that of autonomous individual work.
- » Their internal regulation is formally defined by regimes that are democratically agreed upon and accepted by the worker-members.
- » They shall be autonomous and independent, before the State and third parties, in their labor relations and management, and in the usage and management of the means of production.

Examples of Worker Cooperatives as LLCs

Agriculture

Lancaster Farm Fresh: a cooperative of 15 organic farmers who market and distribute organic produce and naturally raised farm products. <http://www.lancaster-farmfresh.com/about>

Education

Educational Software Cooperative: A software cooperative that brings together developers, publishers, distributors and users of educational software. <http://www.edu-soft.org>

The Math Tutor, LLC: Offers personalized tutoring and support for math topics and courses of any level, elementary school through college. <http://www.themathtutor.net/>

Home Services

TeamWorks House Cleaning Cooperative: TeamWorks provides professional house cleaning services to Silicon Valley and Peninsula communities. <http://teamworks.coop/our-cooperatives/house-cleaning/>

TeamWorks Landscape Cooperative: Their specialty is regular garden and landscape maintenance using organic methods. <http://teamworks.coop/our-cooperatives/landscaping/our-services/>

38 For further information on taxes for LLC, see <http://www.irs.gov/businesses/small/article/0,,id=98277,00.html>

39 "Limited Liability Company (LLC)," State of California Franchise Tax Board, http://www.ftb.ca.gov/businesses/bus_structures/LLcompany.shtml (accessed September 2011).

40 For further information on ITINs, see <http://www.irs.gov/individuals/article/0,,id=222220,00.html>

41 "World Declaration on Worker Cooperatives," CICOPA, <http://www.cicopa.coop/World-Declaration-on-Worker.html> (accessed October 2011)

Eco-Care Professional Housecleaning Services: A women's cooperative made up of professionally trained worker-owners whose business provides residential and commercial cleaning services. <http://www.wagescooperatives.org/eco-care.html>

Health Care

Cooperative Care: Cooperative Care is a worker-owned cooperative of home care workers and certified nursing assistants. <http://co-opcare.com>

A Recap of Requirements for Different Types of Work

	Full-Time Employee	Independent Contractor	Co-Owner of LLC
Personal Information Required	Name, Address, SSN, statement about whether you are a citizen of the United States, noncitizen national of the United States, lawful personal resident or an alien authorized to work	Name, Address, SSN or ITIN	None (All members may use the LLC EIN)
Government Forms	I-9, W-2	W-9, 1099, Form 1040	Form 8832 for classification of LLC, Form 1065 for LLC partnership, Form 1120 for LLC Corporation
Taxes	Employer withholds income tax, social security tax and Medicare tax from each paycheck. Employee must file income tax return and pay federal income tax.	Contractors must pay self-employment and income tax. Contractors must file an income tax return for earnings over \$400 and pay federal income tax based on net income.	LLC pays \$800/ year minimum franchise tax + annual fee based on total income. Co-owners must pay income tax based on earnings from LLC.
Startup Costs	None	Contractor pays \$35 for fictitious name registration with county and \$10 for business license (in California).	LLC pays \$70 for Articles of Organization + attorney fees for filing and creating an agreement (in California).

Document Fraud

* This section written by Bill Ong Hing, Professor of Law at the University of San Francisco.

Working with false documentation may have implications in the long run. Congress has enacted special laws to punish individuals who use false immigration documents to obtain work in the United States.

Definition of Document Fraud

The following provisions apply to all workers including U.S. citizens and those that are here in an undocumented status. It is unlawful for any person to knowingly:

- » Forge, counterfeit, alter, or falsely make any document for the purpose of satisfying a requirement of the Immigration and Nationality Act;
- » Use, attempt to use, obtain or receive any forged, counterfeit, altered, or false document to satisfy any requirement of the Immigration and Nationality Act;
- » Use or attempt to use any document lawfully issued to a person other than the possessor for the purpose of satisfying a requirement of the Immigration and Nationality Act; and
- » Accept or receive any document issued to a person other than the possessor for the purpose of complying with employment document requirements for employer sanctions under 8 U.S.C. 1324a(b)

Effect on Employers

Employers violate the civil document fraud provisions only if they knowingly accept fraudulent documents. As long as an employer accepts documents that on their face reasonably appear valid, the employer has not committed document abuse and has not violated the civil document fraud provisions.

Enforcement and Penalties

If Immigration and Customs Enforcement (ICE) suspects that a person or employer has violated the civil document fraud provision, it will issue a Notice of Intent to Fine (NIF) against the individual or employer. Within 60 days the individual or employer must request in writing a hearing before an Administrative Law Judge (ALJ) or the Chief Administrative Hearing (OCAHO). If the hearing is not requested, ICE will enter a final order against the individual or employer for having violated the civil document fraud provision. The following penalties could be enacted:

- » Civil penalties for document fraud range from \$250 to \$2,000.
- » Individuals may be removed (deported) and be permanently inadmissible.
- » Individuals who assist others in document fraud may be imprisoned for up to five years if they (1) knowingly and willfully concealed, failed to disclose, or covered up; (2) receipt of a fee or other remuneration; (3) for preparation or assistance in the preparation of the immigration benefit application form; (4) an application for immigration benefits; and (5) committed fraud in the preparation of such application.
- » Individuals may also be subject to criminal penalties, including fines up to \$5,000 and imprisonment up to 5 years, for misuse of immigration documents.
- » Individuals who are found to have committed civil document fraud are also deportable.

GOING ABROAD

40 Risks

40 Personal Narrative from Beleza Chan:

“My desire to grow and do something was larger than my ties to the United States.”

GOING ABROAD

If you cannot secure meaningful work opportunities in the United States, you may wish to consider returning to your home country or going to a new country to pursue your career. This may be a good option if you have completed your degree, still have close family members and connections in your home country, and/or have no viable path towards legal status in the United States.

The following steps can be followed if you are interested in this possibility:

Consult an immigration attorney before you decide to go abroad. This will allow you to become informed of your current legal options in the United States and to compare these to your future options abroad. We find that many students do not know that they have legal options in the United States simply because they have not sought out help from an attorney. For a free online analysis of your immigration remedies, visit www.Immigrants Rising.org and submit a confidential and anonymous intake form.

1. Do research on the country where you plan to reside. Research employment opportunities, the legal process required to be able to work, and the country's conditions/lifestyle. You don't want to realize after going abroad that you would have preferred to stay in the United States, even under unlawful status. Try connecting with people who currently live in the country. With the Internet, it is relatively easy to connect with people abroad.
2. Research whether you have possible ways of re-entering the United States after you leave.

Risks

Individuals who have been unlawfully present in the United States for a year or more after reaching the age of 18 are subject to a 10-year bar from reentering the United States once they leave. There are waivers of the 10-year bar, but they are very difficult to obtain; they normally require students to prove that being out of the country would cause extreme hardship to their U.S. citizen spouses or lawful permanent resident parents or spouses. Please note: If you leave the United States, it is very possible that you will not be able to return for a long time.

Personal Narrative from Beleza Chan: “My desire to grow and do something was larger than my ties to the United States.”

I moved to the United States from Brazil in December 2002. I went to high school in San Francisco, community college in Pacifica, and eventually graduated from UC Berkeley with a degree in Sociology.

Within a year after graduating from UC Berkeley, I began exploring options to pursue graduate school outside the country. I felt trapped in the United States and sad about leaving the life I had, but I knew I would be more depressed if I stayed, unable to realize my potential or see how far I could get in life. My desire to grow and do something was larger than my ties to the United States.

I was admitted into a graduate program in Planning at the University of Toronto, and in July 2010, I returned to Brazil in order to apply for a Canadian student visa. My plan wasn't to stay in Brazil, but unexpectedly I was denied the student visa to Canada and I knew I wouldn't be able to return to the United States immediately. I began teaching English for about 10 hours a week and looking for full-time employment. After just a few months, I found a job at a college consulting company that helps Brazilian students apply to college in the United States. Things have worked out, and I am really happy where I am right now. It is better than I could've imagined.

I have my father and extended family in Brazil. My dad and I are very different people, so we are not very close. I moved out about 10 months after living with him. I love my extended family here. It is actually very nice to be surrounded by people I am connected to by blood. My mother, younger brother, and younger sister are permanent residents in the United States. I left them behind when I moved.

About nine months after I arrived in Brazil, I investigated possibilities to return to the United States. Primarily I wanted to see my partner, who still lives in San Francisco, but I also had some work-related business to attend to. I applied for my new tourist visa, and soon after I received a call at my job from U.S. immigration officials, who wanted to interview me. I showed up at the interview and told them about my visa overstay. They said they could not issue me a visa and that their

system would only allow that in ten years. I asked them if there was a waiver. They said that they could submit one on my behalf but that it would take six months to one year to get a response from the Department of the State. They never asked to see my supporting documents or fill out any forms for the waiver. I assumed the process would take at least six months, as I was told. I was sad about not being able to return immediately to the United States, about not being able to fulfill my job duties and about disappointing my boss, but I decided to just continue with life.

In reality, the waiver process took much less time. Only a couple weeks later, the lady at the U.S. consulate called me again and asked me to present my passport in order to get my visa. It only took about a month to complete the entire process, and once it was over, I felt relieved.

I was still nervous about going through immigration in the United States, though. When I re-entered the country, the official asked me if I had had a problem during my last stay. When I admitted to him about having overstayed my visa before, he sent me to a room to “clear me” because he could not do it in his system. I went to the room where it seemed only brown people were allowed, since no one was lighter-skinned than me. I talked to the Homeland Security official about my previous overstay, my mom’s residency status, what the purpose of my current trip was, where I worked, etc. Then he let me into the United States.

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EXPLORING YOUR IMMIGRATION REMEDIES

It is important to understand your immigration status and learn about potential remedies. Immigrants Rising's Legal Services team provides customized information about possible immigration remedies to immigrant students nationwide. Undocumented students, who are trained by committed and experienced immigration attorneys, do much of this work.

This confidential and anonymous service is intended for immigrant students who do not yet have legal residency or citizenship in the United States. Students should be under 35 years old and enrolled (or intending to enroll) in college. If you or someone you know would benefit from the Legal Services, you can fill out an online intake form at www.immigrantsrising.org.

While there are numerous immigration remedies that may be available to undocumented students, we include detailed information about Deferred Action for Childhood Arrivals and a longer-term remedy that may not be commonly known to attorneys working with undocumented students. Also, make sure to visit Immigrants Rising's website to find our guide "Beyond Deferred Action: Common Immigration Remedies Every Dreamer Should Know About."

Deferred Action for Childhood Arrivals

Deferred Action for Childhood Arrivals (DACA) is an administrative policy that will allow eligible undocumented students to receive a two-year deferment of their deportation and work authorization.

To be eligible for DACA, individuals must:

- » Be 15 or older. If individuals are in removal proceedings they can request Deferred Action before the age of 15.
- » Have resided continuously in the U.S. for at least five years prior to June 15, 2012
- » Have come to the U.S. before the age of 16
- » Been present in the U.S. on June 15, 2012 and not left since that date, even for a casual visit abroad
- » Either be currently in school, have graduated from high school, have obtained a GED certificate (or

equivalent), or have been honorably discharged as a veteran of the Coast Guard or Armed Forces of the United States

- » Have not been convicted of a felony offense, a significant misdemeanor offense, three (3) or more misdemeanor offenses, or otherwise pose a threat to national security or public safety
- » Be under the age of 31 as of June 15, 2012

Important Things to Know:

- » Deferred Action is not a visa or a legal status; it is a deferment by the government to pursue deportation/removal.
- » Deferred Action does not provide a pathway to citizenship or any sort of legal status.
- » If your request for DACA is rejected, you may be placed in removal proceedings if you fall under certain guidelines to appear. To view the guidelines, visit uscis.gov/childhoodarrivals.
- » There is no appeal process for a rejected request; however, an applicant may be able to file a new request.
- » DACA does not guarantee you will be able to get a driver's license (this varies by state).

To view the DACA application forms and find out more information, please visit U.S. Citizenship and Immigration Services' website: <http://www.uscis.gov/childhoodarrivals>.

Spotlight on Non-Immigrant Employment-Based Visas

* This section written by Curran & Berger, an immigration law firm based in Northampton, Massachusetts⁴² Although many foreign-born graduates obtain an H-1B visa to work in professional employment in the United States, you may encounter serious limitations to entering the U.S. workforce because of your lack of legal status. As a result, you can get discouraged, feeling as

⁴² For more information, please visit: www.curranberger.com.

though your hard work in college cannot pay off because, in the end, you are unauthorized to work. However, the so-called “d3 waiver” may be one option for allowing you to obtain H-1B status after graduation. It can also provide hope to stay in school.

Key Things to Consider

In considering this option, please keep in mind these key points:

1. We strongly recommend that you have a personalized consultation regarding your status with a qualified nonprofit or a licensed immigration attorney. Immigration rules are incredibly complex. A legal consultation is like having a doctor take a full history on the first office visit. It is essential to understanding all options and also all potential problems.
2. The H-1B/d3 waiver option is a short-term, not a long-term, solution. Being in status with work authorization, a Social Security number, and a driver’s license, is a tremendous step for you if the H-1B/d3 waiver is successful, but it does not provide long-term status in the United States. That will require a separate plan or action by Congress.
3. H-1B visas are sponsored by employers. You are advised to develop relationships with potential employers through internships, volunteering, networking, etc., so that the employer may be more likely to support the H-1B process. The H-1B/d3 option is not common, so if an employer is interested but there are concerns about timing, requirements or funding, please let us know and we can discuss these. Some employers or you may choose not to pursue this option; our goal is to help provide good information so that the option can be considered in a clear light.

What is the D3 Waiver Option?

The Immigration and Nationality Act §212(d)(3) waiver, known commonly as the d3 waiver, excuses many but not all grounds of inadmissibility to the United States, including unlawful presence, the only immigration law violation of most undocumented graduates. If you have been present in the United States for one year or more in violation of immigration laws, leaving the United States triggers a 10-year bar to readmission. An approved d3 waiver overcomes that bar for temporary visa purposes, allowing you to then apply for an H-1B visa at a U.S. consulate and then (if the visa is granted) enter the United States in valid nonimmigrant status with work authorization.

How Do I Apply for a D3 Waiver?

You can apply for a d3 waiver in two ways: at a U.S. Consulate or a Port of Entry in your country of citizenship. Application for the d3 waiver thus requires you to leave the United States. It is important to remember that not only will departure automatically trigger the 10-year bar in most cases, but you will need to return to your birth country, which may be unfamiliar to you. You are also advised to consider the consequences of leaving the United States to apply for a d3 waiver before receiving H-1B petition approval. Even with petition approval, the d3 waiver and H-1B visa application are not guaranteed, so you should carefully weigh the risks and benefits of leaving the United States with your employer and with qualified legal counsel.

The application for a d3 waiver is made with the application for an H-1B visa abroad. Approval of the d3 waiver does not automatically grant an H-1B visa, but rather removes the bar from the H-1B visa being granted. You will still need to meet all of the requirements for an H-1B to be granted a visa.

What is an H-1B?

An H-1B nonimmigrant visa is a temporary visa for professional workers in specialty occupations that normally require a bachelor’s degree or equivalent as a minimum requirement. Typical examples of H-1B eligible professionals are computer programmers, engineers, teachers, scientists, and lawyers. The H-1B visa is valid for three years and can be renewed for an additional three years.

For H-1Bs, the job and the degree must match. For example, an English major who is talented with computers, but who only has limited academic or work experience in computer programming, may not be eligible for an H-1B as a computer programmer, even if he/she is a better programmer than a computer science major. Generally, U.S. Citizenship and Immigration Services (USCIS) will look at the degrees held by others with similar jobs at the same company and in the industry as a whole, to decide whether an H-1B is appropriate.

For an H-1B, the employer is the petitioner, and they are required to make successive filings with the Department of Labor and then with USCIS. The employer must “attest” (promise) that it will pay the prevailing wage for that job in that geographic area, as well as to the actual

wage paid at the company for others in the same job, among other attestations.⁴³

The H-1B petition is submitted to USCIS with Form I-129 and supplements, a Labor Condition Application (LCA) certified by DOL, and evidence of the specialty occupation and the applicant's eligibility for H-1B status.

H-1B *petition* approval does not guarantee H-1B *visa* approval, even without the necessity of the d3 waiver application. USCIS adjudicates petitions, but a different agency, the Department of State (DOS), issues machine-readable visas (MRVs) outside the country. If you apply for an H-1B MRV concurrent with your d3 waiver application at a U.S. consulate abroad, H-1B petition approval by USCIS is the necessary first step.⁴⁴

Is the D3 Waiver Guaranteed?

A d3 waiver could be denied, or might be approved only after weeks or even months of delays. This is why it is important to wait for H-1B petition approval before making plans to leave the United States.

Is there any written guidance on d3 waiver adjudication?

The leading precedent decision on d3 waivers, *Matter of Hranka*, 16 I&N Dec. 491 (BIA 1978), articulated three criteria for consular officers to rely on when deciding whether an applicant's immigration violation should be waived:

1. The risk of harm to society if the applicant is admitted to the United States. For most undocumented students, their risk of harm to society is low if they intend to enter the United States as a working professional. Rather, there may be a potential benefit to U.S. society.
2. The seriousness of the applicant's prior immigration law, or criminal law, violations. This is compared to the range of grounds of inadmissibility covered by the d3 waiver. The immigration violation of unlawful presence, for example, is less serious than criminal convictions, drug offenses, or smuggling.
3. The reasons for wishing to enter the United States. This is not limited to exceptional or humanitarian circumstances, but covers any legitimate purpose.

⁴³ For employer-specific resources on visa matters, please follow this link: <http://curranberger.com/content/blogcategory/38/119/>

⁴⁴ For more information on H-1Bs, please follow these links: <http://curranberger.com/content/view/35/67/> <http://curranberger.com/content/view/48/63/> (See "Visas After Graduation")

Entering the United States for the purpose of pursuing professional employment with a non-profit, for instance, could be considered a legitimate reason at the discretion of the consular officer.

Consular officers also receive guidance from the State Department's Foreign Affairs Manual (FAM). On factors to consider when recommending a waiver, 9 FAM 40.301 N.3a states in part: "While the exercise of discretion and good judgment is essential, you may recommend waivers for any legitimate purpose such as family visits, medical treatment (whether or not available abroad), business conferences, tourism, etc."

Customs and Border Protection (CBP) – the officers who make immigration decisions at ports of entry – receive stricter guidance from the Inspector's Field Manual (IFM). IFM 17.5(e)(1) states in part:

Although the FAM provides guidance for State Department officers, the CBP is not bound by it. The inspector should consider all of the above and also consider that the Congress has deemed these aliens inadmissible to the United States. In considering the waiver, weigh the benefit, if any, to the United States should the waiver be granted. In situations where the proposed visit is for the purpose of medical treatment, consider whether such treatment is available to the alien abroad. Granting of waivers of these grounds should not be routine and available just for the asking.

This does not necessarily mean that a d3 waiver application is more difficult at a border crossing than at a consulate. Each border crossing and consulate has its own local rules and procedures, as well as personnel, which may impact the application process. Consultation with an immigration attorney will help prepare you for this process.

H-1B Success Story: Dan-el Padilla

Dan-el Padilla was born in Santo Domingo in the Dominican Republic and was brought to the United States as a child. Raised in New York, Dan-el attended a private school on the Upper West Side of Manhattan where he developed a profound interest in Classics. Motivated to study at the best Classics department in the country, Dan-el applied to and was accepted at Princeton University as an undocumented student. Although his legal status did not hinder his studies, he knew it would become a problem when he prepared to study abroad at Oxford University; leaving the country would trigger a 10-year bar from re-entering the United States. Fortunately, Dan-el's thesis advisor recruited

him to work on a special project, and Princeton agreed to hire and sponsor him for an H-1B nonimmigrant visa. The H-1B enabled Dan-el to return to the United States after studying abroad. Prior to his return, Dan-el applied to and was accepted as a Ph.D. candidate in the Classics Department of Stanford University, which then supported his successful application to change from H-1B to F-1 student status. Although his legal status is not permanent, Dan-el believes this temporary solution has allowed him to move forward in his studies.

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STAYING MOTIVATED: EMOTIONAL HEALTH

While graduating from college is an impressive accomplishment, it also takes an emotional toll on you. After all the hard work it may seem as though having a diploma doesn't change anything, especially when many doors continue to be shut. During this time it is imperative for you to stay motivated despite periods of anger, pain, or frustration.

Author Narrative

Graduating from college was a major accomplishment in my life and yet I did not feel as if I had accomplished much because I am undocumented. I had worked so hard for my degree, and upon graduation it did not seem like life would get any easier. I had everything under control momentarily when I got accepted to graduate school and moved to NYC, but when it all collapsed, I was lost. When I got the letter saying I had no funding to return, I was devastated. I remember locking myself in my room and not wanting to see or talk to anyone. There were so many people who were looking up to me, and all of a sudden I had nothing. For the first time in my life, I had no plan for the future. I felt angry and defeated.

I returned home shortly after graduating from college to save money and figure out what to do next. I had many "terapias" with my parents where we would talk about where life would take me, and they always made sure to remind that I should not take my education for granted and that soon it would all work out. Working with my dad served as a time to think about the future and what my next steps would be. As I raked leaves in 100-degree weather, I knew that the first thing to do was to leave in search of better opportunities.

Within a few months, I packed my bags and moved to the Bay Area. I had always wanted to live there because of the wonderful weather, the more relaxed attitude and the city life in general. I tend to thrive off the adventure of moving to a new place, so my happiness factor instantly went up. Creating opportunity for myself has been such an important part of my life that now I almost feel like a challenge is needed for me to truly enjoy what I am doing.

I was sitting around checking e-mails when I came across an article about Jorge Ramos donating money to Immigrants Rising, an organization that was described as helping immigrant youth. I was intrigued. As I searched for this organization that I had never heard of, it became apparent that this organization was doing great work. I scrolled to the bottom of the page and read that they were looking for mentors and I said to myself, well this is exactly what I am looking for! I had no friends or family in the area, so this sounded like a great opportunity to meet new people and assist in any way I could. The rest, as they say, is history. The people who have known me for many years will tell you that they have never seen me happier and it is true. After years of feeling ashamed, defeated, unworthy, and angry, my entire perspective on the issue of being undocumented changed as soon I became surrounded by individuals just like me who did not let their status define who they are. For the first time in my life, I feel like I have found peace of mind. I am hopeful that new opportunities will come my way, but the reality is that I am still undocumented, which translates to a continued struggle for fair treatment and acceptance.

Challenges

Below are common challenges that may come up for you.

Leaving College

While in college, you find many safety nets (AB540 support groups, teachers, peers), but upon graduation those safety nets are left behind. You may choose to live near campus instead of returning home after graduation. However, unless you have a job, it is difficult to stick around for too long. You are then forced to return home to save money. Home, for many of you, may not be a healthy place to return to (lack of space, emotional/mental/physical abuse, financial struggles, etc.), adding to the emotional challenges that exist. You

may also find yourself having to take on new roles and responsibilities within the household, making it more difficult to move forward with your own life. Lastly, returning home may involve abiding by household rules and being treated like a kid instead of an adult.

Even though I was done with the academic portion of college, I was not done with wanting to live the college life. For the first six months I kept going back every weekend or several days a week. I did not know how to deal with life after college. (Blanca Hernandez, B.A. Chican@ Studies, U.C. Davis)

Questioning Self-Worth

You may find yourself questioning your education and your plans for the future, especially when opportunities continue to be out of reach. Often you have the skills and knowledge, but not the circumstances to work in your chosen field, which makes it even more difficult to accept reality. You may feel helpless, unable to contribute to and be accepted by the society that you feel part of.

Financial Freedom

For most students, graduating from college translates into having more employment opportunities, but that may not be the case for you. Most jobs that match your qualifications require having legal status. You may end up working jobs with low wages, thus having to either work extra hours or become dependent on your family.

After a few months it hit me. The reality settled in, and I thought, what am I going to do? I felt sad and depressed. I started working random jobs full time. The difficult part was adjusting to the new routine of daily life and becoming a responsible adult. It was important for me to stay positive and really understand that my situation was only temporary and I would be doing greater things when the right time came. (Dana Kim, B.A. Architecture, U.C. Berkeley)

Putting up a Front

You may often be looked at as an example and role model in your family and community. This expectation, although well deserved, can be emotionally draining for you. You may be compelled to speak only about the positive things about attending college, when in reality there are many hurdles to overcome. And you must promote an image that does not recognize the very real struggles that you face.

I did not know how to deal with emotional health, especially because I have had to be so strong. My personality has become so strong, and it is very difficult for me to talk about my feelings. Being undocumented, being a woman, being first generation, and being passionate about doing things have all had a negative impact on my health. It is draining to have to put up a front. I'm very good at isolating myself while staying strong and encouraging others to move through the system and not lose themselves. We have expectations from everyone: our community, family, friends, ourselves. (Karla C. Reyes, B.S. Business Administration, San Jose State University and Small Business Owner)

Living In The Shadows

You learn to keep your true identity a secret for fear of being deported or discriminated against. When you are forced to hide important and stigmatized parts of yourself, you can experience isolation and guilt. Living in the shadows detracts from relationships with friends, co-workers, professors and boyfriends/girlfriends. You may also begin to feel a sense of desperation since you may be getting older, aging out of immigration remedies and unable to move forward in life.

Turning Points

Below are turning points that may help you stay motivated and continue to pursue your dreams and aspirations.

We are agents of change. The structure that exists to exclude, exploit, and get rid of us can also be challenged and transformed. We have the capacity and agency as human beings to transform reality and society. (Carlos Macias, M.A. American Studies, Purdue University)

Family and Friends

Family is what may keep you going. You may be driven to set an example for your younger siblings, or you may be conscious of the hard work your parents endure and want to help. Having a supportive family makes a huge difference because it becomes one of the only consistent support networks. When there are problems in the family, your friends may provide a similar support network.

You just have to remind yourself that you can do it and there is no need to stress out all the time. When you stress out, it only hurts you. Surrounding yourself with people who care about you and who are positive is very helpful. It is important to accept the things that are out of your reach at the moment and remind yourself that you can do it. (Dana Kim, B.A. Architecture, U.C. Berkeley)

Finding A Local Immigrants Support Group

Finding a support group can provide a safe space for you to be open about your status. You may feel as though you are the only one going through this, but when you become involved in an organization or group, you realize that you are not alone. Regardless of where you live, the likelihood of there being a local immigrant support group is high. You may be surprised to find an organization you've never heard of by doing a quick Google search. If you don't find anything in your community, you may want to consider starting your own group.

I am more than happy to be part of a community and offer what I can to take care of others. I come from a very communal and family-based culture, and I see value in that. (José Ivan Arreola, B.S. Political Science, History and Ethnic Studies, Santa Clara University)

Mentoring/Tutoring

Lending a hand to younger immigrant students isn't only a nice gesture; it can also be a rewarding experience. You may see yourself in the students whom you work with and feel good about yourself for making a difference in someone's life.

The Power of Storytelling

Many students grow up silenced about their situation, creating feelings of shame. Writing or sharing your

experience can be a liberating experience. You may not realize how much you are actually holding onto inside until you put it down on paper or tell someone about it.

Finding Your Motivational Pillar

Having a motivational pillar is crucial. A motivational pillar is the driving force that keeps you going despite all the limitations and obstacles. You need to have something in mind that makes the struggle worth it. Otherwise, it can be easy to give up. A motivational pillar can be your family, your career, your education, or even discovering and working toward a vision of the world you would like to see.

It's all about finding contentment in life and how you define success in life. If you measure your life by the number of degrees you have, your career or money, well you're always going to fall short because those things are never going to satisfy you. (Elijah Oh, R.N.)

Creating Opportunities for Yourself

You may be aware of the limitations that exist, but that does not mean that you cannot create your own opportunities. Do not be afraid to speak to heads of departments and offer your skills and knowledge, which can translate into a new internship or work opportunity that did not even exist. This, in fact, may be the only way you can enter new areas and demand change and recognition.

There were places where I wasn't supposed to exist, but I found a way to exist... I have enough belief in myself that I know I can create something. The only thing I could ever do wrong is to not do anything at all. If there is ever going to be failure in my life it will be because I gave up. (José Ivan Arreola, B.S. Political Science, History and Ethnic Studies, Santa Clara University)

Exercising the Mind and Body

Physical exercise helps to clear the mind. Running, hiking, biking, dancing, yoga and meditation are all excellent ways to get your mind off things and revitalize your spirit. Even laughing at a joke can turn a bad day into a good one. Another great way to exercise the mind is to continue taking classes. Consider enrolling in community college classes, which can be fun and affordable. Also, keep in mind that daily choices in life, such

as eating healthfully and getting adequate sleep, are all important.

Recent graduates should make themselves useful. Many of them are just sitting at home thinking I can't get a job or I can't go to school. I say, get over it; you can't do anything about being undocumented. Do something to get our mind off it, even if it means applying to a job every day, taking dance classes, going to the park with a friend, or sitting in a class just to learn. (Blanca Hernandez, B.A. Chican@ Studies, U.C. Davis)

Seeking Professional Help

When a friend or a family member is not enough, there is always professional help. Plenty of students take advantage of the psychological services provided at school, but even after you graduate there are trusted psychological services offered at low prices in your community.

In the DREAM Act debate, people talk about the financial burden, but rarely do they talk about what happens in our heads, what happens when you are called an illegal, what happens when you have an identity that you don't want. I always have to tell myself that I can do it because there is always something in the back of my head that does not allow me to easily view myself on an equal platform with someone else who has already made it. I constantly tell myself that it's possible, that I'm human, that I have the same capacity and the same body parts as any other person. It's all in our heads. (Krsna Avila, B.A. Psychology and Sociology, U.C. Davis, Prospective Law School Applicant)

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APPENDICES

APPENDIX A:

Sample Personal Statement

My family and I emigrated from Brazil to the United States over seven years ago. I am a first generation Chinese-Brazilian, and the first one to have graduated from high school and college. When I think about my passion in working in Planning, I am reminded of the different regions of the world that make up who I am. Being born in Sao Paulo, Brazil, one of the world's biggest metropolis, of parents from Xinhui, Guangdong, one of China's largest areas with Chinese overseas, and having lived as an undocumented immigrant in San Francisco, CA, I have experienced diversity in ethnicity, geography and economic development in many areas of the globe. During my life journey, I have observed the results of poorly planned communities in the physical and social sense: *favelas* that lacked sanitation, but were filled with violence, overcrowded apartments filled with hard work, but tainted with poverty, inner-city schools with more dropouts than new computers, borders, said to protect nations, but that kill thousands that try to cross it, immigration systems that create an underclass of citizens. Because I have experienced first-hand the obstacles of poorly planned policies that led to poorly planned communities as an undocumented immigrant in the United States, I learned that there are structures and policies that prevent communities and people from thriving. My aspiration is to become a planner working towards community development at the intersections of city planning and social policy development, to improve the lives of my Latino and Asian communities.

Being an undocumented immigrant in the United States made me more knowledgeable, flexible, entrepreneurial, and sensitive to my community's needs, all characteristics that helped me as an activist, and that will help me as a planner working in community development. During my undergraduate studies, I actively participated in organizations that worked towards social justice in education and immigration issues. On campus, I co-chaired a support group for undocumented students, and organized educational conferences and forums that reached over 500 staff, students, and community members. I also revitalized the first-ever immigrant center on campus. At the community level, I have taught low-income at-risk youth in literacy programs in the San Francisco Bay Area. At the Making Waves Educational Program, I tutored students and provided quality reading support sessions to students performing below grade-level. Later, as an after-school instructor at the lowest performing public elementary school in San Francisco, CA, I promoted literacy through art projects, engaging the students to become better readers.

Throughout these years, I have emerged as a strong young leader in my immigrant community. I have been interviewed on ABC's Good Morning America segment "Students in the Shadows: Undocumented Students Struggle Toward College." My article published on AsianWeek newspaper, titled "Not a 'Mexican Thing'" has been praised for exposing the diversity of the immigrant student movement, and also quoted in the AB 540 Amicus Brief, in support of in-state tuition for undocumented students in California. I have also spoken to Robert Birgeneau, Chancellor at the University of California, Berkeley, on behalf of undocumented students on campus, resulting in him writing a

letter in support of the California DREAM Act – state legislation that would provide financial aid to undocumented students – to the Governor of California, Arnold Schwarzenegger. My entrepreneurial skills were shown when I successfully launched a scholarship list for undocumented students in the San Francisco Bay Area that received over 15,000 hits online. This publicity allowed me to write the article “Not just a Latino Issue: Undocumented Students in Higher Education” for the Journal of College Admissions, a trade publication that reaches thousands of college admission counselors nationwide. All this work portrays my leadership and creativity in implementing plans for community betterment.

I believe that all of these experiences and accomplishments have shown my hard work and dedication in meeting the needs of my Latino and Asian immigrant communities. Overcoming my hardships made me a rational and flexible thinker, who has learned to identify problems and opportunities and find alternative solutions, characteristics that will allow me to succeed as a planner in community development. I believe that planning is a meaningful way to improve the lives of marginalized ethnic communities because it discusses the current situation of the community, but adds a long-term view to discussions of how a community should be planned out as. As such, I hope to assist immigrant communities in creating plans and policies to meet their social, economical, political, cultural needs, and to ensure their long-term sustainability. As a visionary, I can already see that the changes I have begun now will create better communities in the future. I believe that the University of Toronto is the perfect place for me to pursue a Planning degree, and to follow a path to a rewarding career.

APPENDIX B:

Sample Statement of Purpose

Carlos Macias Prieto

Statement of Purpose

My goal is to obtain a Ph.D. in American Studies from Purdue University and continue my study of social movements in the United States and Latin America. After completing my graduate research I plan to teach American Studies and Ethnic Studies at a large research university and hope to engage non-traditional students—first generation college students and immigrant students—and motivate them to continue their intellectual and professional pursuits. As a professor I plan to publish my research and contribute to the academy by collaborating with other professors and mentoring both graduate and undergraduate students.

My interest in Chicana/o and Latin American History goes back to my early years in high school. I remember visiting the library often, searching for books that would tell the history and stories of the familiar: of Mexico, of working class parents and their immigrant children growing up in American cities. I was searching for the narratives that were not included in school curricula. However, it was not until I started taking college courses in critical thinking that I began to realize that the history and stories of Chicana/os and millions of immigrants were largely neglected. This sparked my curiosity. I became determined to study the history of struggle of millions of people who have labored and suffered and, yet, their stories are un-chronicled. At the University of California, Berkeley, my interest in and passion for the study of Chicana/o and Latin American History was further ignited. I became convinced that reading what scholars have written is not enough; I want to write the history and stories of people many scholars have neglected.

As an undergraduate at Berkeley I took a number of courses that nurtured my academic development. “Ethnic Studies 10B,” a course devoted to theories on race and ethnicity, was fundamental to my intellectual development. In this course I critically examined the origin of modern theories on race, the racialization of ethnic groups in the United States at different historical moments, and the response of racialized subjects to dominant theories on race and ethnicity. This course introduced me to Ronald Takiki’s revisionist history of the United States, Michel Omi and Howard Winant’s groundbreaking theory of racial formation processes, and Ramon Grosfuguel’s concept of “colonial/racial formation.” It also revealed race as a social construction and racialized subjects as agents of social and epistemic change. Another course invaluable to my intellectual development was “Ethnic Studies 101A,” a course which examined social science research methods such as interviewing, participant observation, ethnography, and critical race studies. As part of this course I developed an original research project which included a review of relevant literature and primary data collection through historical research, interviews, and observation. My research explored the strategies undocumented immigrant students utilize at UC Berkeley to complete their undergraduate studies given their status as undocumented immigrants. My data analysis outlined six common strategies these students utilize. I concluded my research by emphasizing the need to create networks of support for these students in and outside the academic institution.

At UC Berkeley I also conducted a research project that utilized interdisciplinary methodology. In my Honors Thesis I explored the Zapatistas’ political project of the “Other Campaign”—*la Otra Campaña Zapatista*—by integrating History, Anthropology, and Political Science. In order to illustrate the new Zapatista initiative I historically contextualized the Zapatista Movement by engaging Historical and Anthropological texts by prominent authors such as George A. Collier and Lynn Stephen, works that document the Zapatistas’ struggles and resistance. I also analyzed the response of the Mexican political class, intellectuals, theoreticians, and civil society to the “Other Campaign.” My research combined primary and secondary sources such as newspapers, journal articles, books and magazines written both in English and Spanish. My ability to work in both languages proved to be crucial as I investigated the response of Mexican intellectuals and theoreticians to the Zapatista’s “Other Campaign”—the intellectual and political debate over the Zapatistas’ political project was documented in publications in Spanish. In

the last section of my paper, I critically analyzed the Zapatistas' initiative and the responses of both supporters and detractors. My thesis argued that the Zapatistas' "Other Campaign" offers significant alternatives for social revolution in Mexico.

At Purdue University, I plan to research the contribution of undocumented Mexican immigrants to the Chicana/o Movement of the late 1960s and early 1970s. I will utilize a transnational and comparative approach in order fully to understand and highlight the role of undocumented Mexican immigrants in this important social movement. As Chicano scholar David Gutierrez points out in *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (1995), few studies explore the division and commonality of Mexican Americans and recent immigrants, and understanding immigration is essential to understanding the Chicana/o experience in North America. Like Gutierrez, I want to analyze the Chicana/o experience from a transnational perspective, making immigration a central category of analysis. In addition, I will make my study comparative, taking into account the influence of the Black Movement and the American Indian Movement of the 1960s on Chicana/o leaders. Consequently, I hope to contribute to scholarship on the Chicana/o Movement by analyzing this social movement from a transnational and comparative perspective.

The expertise of Professor Richard Hogan in social movements in the United States will support my graduate research. His interdisciplinary and comparative approaches can guide my academic exploration; moreover, his use of archival research methods combined with qualitative methods can illuminate central aspects of the Chicana/o experience. Professor Harry Targ's mastery of American politics and class struggle can also assist my comparative study. Moreover, Professor Nancy Gabin's expertise in 20th century United States history and American politics and social movements can also guide my research.

Another area on which I plan to focus in graduate school is social movements in Latin America. I want to continue exploring the Zapatista Movement in Mexico and study social movements currently taking place in Bolivia and Venezuela. I am interested in studying the ways these contemporary movements resist and struggle against neoliberal policies that continuously threaten the survival of millions of people. I want to understand how these social movements develop, the rhetoric and tactics they utilize, and the ways the nation-state responds. In doing this, Professor Targ's expertise in international relations can also facilitate my research.

Upon receiving a Ph.D. in American Studies I plan to teach at a large research university. Having attended a public university, I realize the value of public institutions in providing opportunities for non-traditional students and helping these students nurture themselves as scholars and intellectuals. At the same time, I will not limit myself solely to teaching. I want to continue researching topics that are directly related to communities of color. I will use my research skills and intellectual knowledge to produce scholarship that will benefit disadvantaged communities.

APPENDIX C:

Recommendation Packet Checklist

RECOMMENDATION PACKETS CHECKLIST

By: **Roberta Espinoza, Ph.D.**

In an effort to maximize the strength of your graduate school recommendation letters, you should provide your recommender with a packet that includes the following:

- Copy of Current Resume or Curriculum Vitae (make sure that all your employment and internship positions have detailed descriptions of your duties and responsibilities).
- Copy of your Personal Statement or Letter of Intent.
- Description of each program you are applying.
- Reference form for each program (if applicable).
- A bullet point list of strong qualities you want highlighted in your letter.
- A writing sample if you will be submitting one with your application.
- A list of all the addresses each letter needs to be sent.
- A calendar (see example below) that lists all recommendation letter deadlines.
- A thank you card or letter.

Paperclip these together.

Put all your recommendation letter documents (listed above) in a folder (I suggest red with business card insertion slots on the inside, see example below) with a label on the front that says: Recommendation Packet for: Your Name.

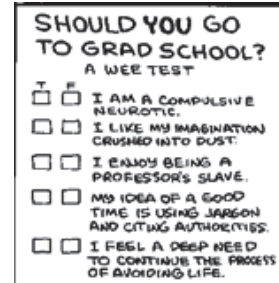


As a courtesy follow-up, you should send each recommender a friendly email message reminding them that your letter(s) are due in a few days. You might write something like this:

Dear Dr. Thorne,

I hope you are well. I just want to remind you that my letter of recommendation for UC Berkeley (Sociology Ph.D. program) is due in two days on Wednesday, December 1st. Please let me know if I can provide you with further information to assist you with writing the letter. If needed, I can be reached at (714) 278-2599.

Thanks so much,
Roberta



APPENDIX D: Sample Resume 1

OBJECTIVE:

To volunteer for an organization that will allow me to influence my community.

WORK EXPERIENCE

Services, Immigrant Rights & Education Network (SIREN)

03/2011–Present Policy Advocacy Intern San Jose, California

Design community outreach and educational materials (brochures, presentations, fact sheets).
Research, track, and advocate for legislation relevant to the immigrant community.

Downtown College Preparatory Charter High School

08/2007–01/2011 Spanish Teacher San Jose, California

Plan, teach, and assess high school students in the Spanish Language.

Escuela Popular Charter High School / Downtown College Prep

09/2006–06/2007 Substitute Teacher San Jose, California

Teach high school students in various subjects. Long-term assignments in English and History.

Univision Radio – 1170AM KLOK

10/2006–03/2007 Board Operator San Francisco, California

Follow station's programming clock by airing shows, commercials, and live sports broadcasts.

California State University - SJSU - 90.5FM KSJS

01/2004–12/2006 Music Director/On-air Personality San Jose, California

Music programming, promotions, and on-air DJ. Awarded best show in Rock en Español.

Mun2 Television

Spring 2005 U-Crew Intern San Jose, California

Website evaluations, demographic research, magazine editorials, and interviews.

EDUCATION

Master of Arts in Education The National Hispanic University Present

Teaching Credential The National Hispanic University 12/2008

Certificate: Single Subject Teaching Credential

Bachelors Degree SJSU / TV, Radio, Film and Theatre 12/2005

Achievements: Dean's Scholar, EOP Honor Roll Student, Sigma Alpha Lambda leadership and service organization, Alpha Phi Omega community service fraternity.

PROFILE

- » Excellent communication skills; reading, writing, speaking, and listening.
- » Highly creative and self-motivated.
- » Team player with excellent leadership skills.

COMMUNITY SERVICE

American GI Forum, Sacred Heart Community Center, San Francisco AIDS Foundation, City Year's Spring Camp, Franklin McKinley District, Honolulu Marathon, Walk for AIDS Silicon Valley, Turkey Trot, HAREP Fiestas Patrias Celebration, California Coastal Clean-up Day

APPENDIX E: Sample Resume 2

Education

University of California, Berkeley

Berkeley, CA | 08/09 – Present

- » Candidate for a Bachelor of Arts in Political Science, December 2011
- » Earned a 3.67 GPA, excelling in relevant courses such as Political Organizing, Immigration & Welfare, and Issues in Contemporary Asian American Communities

Ohlone College

Fremont, CA | 08/07 – 05/09

- » Earned a 4.0 GPA, completing 67.5 units of general education transfer requirements

Relevant Experience

UC Berkeley Chancellor's Task Force

Berkeley, CA | 10/10 – Present

Student Member

- » Serve as student representative for all undocumented Asian students on campus
- » Devise policy recommendations to create institutional changes in the way faculty, staff, and student body respond to undocumented students
- » Devise policy recommendations that aid in retention, graduation, and advancement of undocumented students (e.g. creation of a book lending service)

Asian Law Caucus

San Francisco, CA | 06/10 – Present

Member of Asian Students Promoting Immigrant Rights through Education (ASPIRE)

- » Spearhead development of the first Asian American AB 540 Conference by designing workshops and recruiting undocumented youth attendees
- » Facilitate presentations and workshops on topics such as AB 540 and DREAM Act
- » Assisted in all strategizing efforts in 2010 to pass the DREAM Act (e.g. develop targeted calling guides for phone banking sessions, reach out to institutional players)
- » Organized first ASPIRE fundraiser that drew over 50 guests and raised \$1600+

East Bay Sanctuary Covenant (EBSC)

Berkeley, CA | 02/10 – 12/10

Assistant to Executive Director

- » Conducted research for EBSC's immigrant rights advocacy and Haiti relief aid efforts
- » Represented EBSC at the Berkeley City Council committee meeting on a federal anti-immigrant program; led to the council's declared opposition to "Secure Communities"
- » Edited grant applications for EBSC's main services (e.g. Immigrant and Refugee Rights, Community Development and Education) and correspondence with outside organizations
- » Conducted intake evaluations and interviews of new immigrant clients
- » Designed, produced, and coordinated distribution of 1500+ mailers for benefit dinner
- » Assisted in directing 5+ volunteers in day-to-day operations

APPENDIX F: Sample CV

EDUCATION

California State University, Fresno
Smittcamp Family Honors College
Graduated May 2009
B.A. Mathematics, Economics Minor
Cum Laude

RESEARCH EXPERIENCE

Ethnographic Researcher, Institute of Public Anthropology (IPA), Fresno, CA
March 2009

Ethnographic methods were used to increase readership for the Fresno Magazine. Methods included interviews of current readers at local launch party.

Ethnographic Researcher, IPA, Fresno State
Feb. 2009

Ethnographic methods were used to evaluate the efficiency of the Fresno State Library in an effort to meet student needs. Methods used included interviews, focus groups, day mapping, among others.

Ethnographic Researcher, IPA, Fresno, CA
Feb. 2009

Ethnographic methods were used to contribute to the design of potential living quarters for the homeless population in Fresno through ArtHop.

Researcher, Mathematics Department, CSU Fresno
May 2007 to May 2008

Coauthored a paper in economics titled "Urbanization and the Cultural Costs of International Trade", (under review).

Research Assistant, Mathematics Department, CSU Fresno
Summer 2007

Researched colorability of knots and found correlation with Fibonacci sequence and co-authored a paper titled "P-Colorability for (12^n) ".

Research Assistant, Education Administration Program, Kremen School of Education, CSU Fresno
January 2007 to June 2009

Researched literature on educational administration and coaching to improve public school education for minority students. Also participated in the development of the "Fresno County Child Care Need Assessment" where I assisted with the conversion of data into frequency counts.

Research Assistant, Center for Economic Research and Education of Central California
Jan. 2007 to Jan. 2008

Gathered data on various economic indicators, which were used to create an index titled "Quality of Life Index of the San Joaquin Valley".

PROFESSIONAL PRESENTATIONS

Missouri Valley Economic Association (MVEA)

October 2008

Oral Presentation, "Urbanization and the Cultural Costs of International Trade"

CSU, Fresno Mathematics Department Seminar Series

October 2008

Oral Presentation, "Urbanization and International Trade – A Possible Relationship"

Central California Research Symposium

April 2008

Oral Presentation, "P-Colorability for $(12)^n$ "

The Mathematical Association of America Northern CA, Nevada and Hawaii Section

March 2008

Undergraduate Poster Session, "P-Colorability for $(12)^n$ "

The American Mathematical Society Joint National Meeting

January 2008

Undergraduate Poster Session, "P-Colorability for $(12)^n$ "

4th Annual CSU Honors Consortium

March 2007

Oral Presentation, "Causes of Economic Recessions"

WORK EXPERIENCE

Administrative Assistant, California Association of Latino Superintendents and Administrators (CALSA)

2007 to present

Helped with the marketing, planning and organizing of annual organization conferences throughout California. Duties include registration, meal arrangements and budget preparation.

Tutor, Plaza Comunitaria

May 2009

Tutored illiterate adults interested in completing the equivalent of an elementary school education through tests.

Tutor, College Assistance Migrant Program (CAMP)

Summer 2009

Tutored Out of School Youth (OSY) in various subjects to pass GED test and tutored high school students to pass the California High School Exit Examination (CHASEE).

Tutor, CAMP

Summer 2008

Tutored OSY in various subjects to pass GED test and tutored high school students in math and English through Leadership Academy.

Tutor, CAMP

Feb. 2008 to May 2009

Tutored math and English to first-year migrant, college students through the CAMP.

Mentor, Migrant Scholars Program

Summer 2007

Mentored migrant elementary students in guitar and computer classes.

Teaching Fellow, Roosevelt High School

Fall 2006

Tutored AVID students in need of individual tutoring on various subjects.

AWARDS

Fresno Hispanic Scholarship

2008

Travel Grant, College of Science and Mathematics, Faculty Sponsored Research Award to attend MVEA

2008

Travel Grant, Louis Stokes Alliance for Minority Participation Program (LSAMP)

2008

Undergraduate Research Award to attend MVEA

2008

Travel Grant, Associated Students Inc. (ASI), Undergraduate Research Grant to attend MVEA

2008

Research Grant, Louis Stokes Alliance for Minority Participation Program (LSAMP) Undergraduate Research Award

2007

Travel Grant, College of Science and Mathematics, Faculty Sponsored Research Award to attend AMS National Meeting

2007

CSUF President's Scholar, Smittcamp Family Honors College, competitively attained, full-tuition scholarship; honors courses

2005

Appendix G: W-7 Form

Form W-7 (Rev. January 2010) Department of the Treasury Internal Revenue Service	<h2 style="margin: 0;">Application for IRS Individual Taxpayer Identification Number</h2> <p style="margin: 0;">▶ See instructions.</p> <p style="margin: 0;">▶ For use by individuals who are not U.S. citizens or permanent residents.</p>	OMB No. 1545-0074														
<p>An IRS individual taxpayer identification number (ITIN) is for federal tax purposes only.</p> <p>Before you begin:</p> <ul style="list-style-type: none"> • Do not submit this form if you have, or are eligible to get, a U.S. social security number (SSN). • Getting an ITIN does not change your immigration status or your right to work in the United States and does not make you eligible for the earned income credit. <p>Reason you are submitting Form W-7. Read the instructions for the box you check. Caution: If you check box b, c, d, e, f, or g, you must file a tax return with Form W-7 unless you meet one of the exceptions (see instructions).</p> <p> <input type="checkbox"/> a Nonresident alien required to get ITIN to claim tax treaty benefit <input type="checkbox"/> b Nonresident alien filing a U.S. tax return <input type="checkbox"/> c U.S. resident alien (based on days present in the United States) filing a U.S. tax return <input type="checkbox"/> d Dependent of U.S. citizen/resident alien } Enter name and SSN/ITIN of U.S. citizen/resident alien (see instructions) ▶ <input type="checkbox"/> e Spouse of U.S. citizen/resident alien } <input type="checkbox"/> f Nonresident alien student, professor, or researcher filing a U.S. tax return or claiming an exception <input type="checkbox"/> g Dependent/spouse of a nonresident alien holding a U.S. visa <input type="checkbox"/> h Other (see instructions) ▶ </p> <p style="text-align: center;">Additional information for a and f: Enter treaty country ▶ and treaty article number ▶</p>		FOR IRS USE ONLY <table border="1" style="width: 100%; height: 50px; border-collapse: collapse;"> <tr><td style="width: 25%; height: 15px;"></td><td style="width: 25%; height: 15px;"></td><td style="width: 25%; height: 15px;"></td><td style="width: 25%; height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> </table>														
Name (see instructions) Name at birth if different ▶	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1a First name</td> <td style="width: 33%;">Middle name</td> <td style="width: 33%;">Last name</td> </tr> <tr> <td>1b First name</td> <td>Middle name</td> <td>Last name</td> </tr> </table>	1a First name	Middle name	Last name	1b First name	Middle name	Last name									
1a First name	Middle name	Last name														
1b First name	Middle name	Last name														
Applicant's mailing address	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>2 Street address, apartment number, or rural route number. If you have a P.O. box, see page 4.</td> </tr> <tr> <td>City or town, state or province, and country. Include ZIP code or postal code where appropriate.</td> </tr> </table>	2 Street address, apartment number, or rural route number. If you have a P.O. box, see page 4.	City or town, state or province, and country. Include ZIP code or postal code where appropriate.													
2 Street address, apartment number, or rural route number. If you have a P.O. box, see page 4.																
City or town, state or province, and country. Include ZIP code or postal code where appropriate.																
Foreign (non-U.S.) address (if different from above) (see instructions)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>3 Street address, apartment number, or rural route number. Do not use a P.O. box number.</td> </tr> <tr> <td>City or town, state or province, and country. Include ZIP code or postal code where appropriate.</td> </tr> </table>	3 Street address, apartment number, or rural route number. Do not use a P.O. box number.	City or town, state or province, and country. Include ZIP code or postal code where appropriate.													
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City or town, state or province, and country. Include ZIP code or postal code where appropriate.																
Birth information	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">4 Date of birth (month / day / year)</td> <td style="width: 33%;">Country of birth</td> <td style="width: 33%;">City and state or province (optional)</td> <td style="width: 15%;">5 <input type="checkbox"/> Male <input type="checkbox"/> Female</td> </tr> </table>	4 Date of birth (month / day / year)	Country of birth	City and state or province (optional)	5 <input type="checkbox"/> Male <input type="checkbox"/> Female											
4 Date of birth (month / day / year)	Country of birth	City and state or province (optional)	5 <input type="checkbox"/> Male <input type="checkbox"/> Female													
Other information	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">6a Country(ies) of citizenship</td> <td style="width: 33%;">6b Foreign tax I.D. number (if any)</td> <td style="width: 33%;">6c Type of U.S. visa (if any), number, and expiration date</td> </tr> <tr> <td colspan="3"> 6d Identification document(s) submitted (see instructions) <input type="checkbox"/> Passport <input type="checkbox"/> Driver's license/State I.D. <input type="checkbox"/> USCIS documentation <input type="checkbox"/> Other Entry date in United States / / Issued by: No.: Exp. date: / / </td> </tr> <tr> <td colspan="3"> 6e Have you previously received a U.S. temporary taxpayer identification number (TIN) or employer identification number (EIN)? <input type="checkbox"/> No/Do not know. Skip line 6f. <input type="checkbox"/> Yes. Complete line 6f. If more than one, list on a sheet and attach to this form (see instructions). </td> </tr> <tr> <td colspan="3"> 6f Enter: TIN or EIN ▶ and Name under which it was issued ▶ </td> </tr> <tr> <td colspan="3"> 6g Name of college/university or company (see instructions) City and state Length of stay </td> </tr> </table>	6a Country(ies) of citizenship	6b Foreign tax I.D. number (if any)	6c Type of U.S. visa (if any), number, and expiration date	6d Identification document(s) submitted (see instructions) <input type="checkbox"/> Passport <input type="checkbox"/> Driver's license/State I.D. <input type="checkbox"/> USCIS documentation <input type="checkbox"/> Other Entry date in United States / / Issued by: No.: Exp. date: / /			6e Have you previously received a U.S. temporary taxpayer identification number (TIN) or employer identification number (EIN)? <input type="checkbox"/> No/Do not know. Skip line 6f. <input type="checkbox"/> Yes. Complete line 6f. If more than one, list on a sheet and attach to this form (see instructions).			6f Enter: TIN or EIN ▶ and Name under which it was issued ▶			6g Name of college/university or company (see instructions) City and state Length of stay		
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6f Enter: TIN or EIN ▶ and Name under which it was issued ▶																
6g Name of college/university or company (see instructions) City and state Length of stay																
Sign Here Keep a copy for your records.	<p>Under penalties of perjury, I (applicant/delegate/acceptance agent) declare that I have examined this application, including accompanying documentation and statements, and to the best of my knowledge and belief, it is true, correct, and complete. I authorize the IRS to disclose to my acceptance agent returns or return information necessary to resolve matters regarding the assignment of my IRS individual taxpayer identification number (ITIN), including any previously assigned taxpayer identifying number.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Signature of applicant (if delegate, see instructions)</td> <td style="width: 20%;">Date (month / day / year)</td> <td style="width: 30%;">Phone number</td> </tr> <tr> <td>Name of delegate, if applicable (type or print)</td> <td>Delegate's relationship to applicant</td> <td><input type="checkbox"/> Parent <input type="checkbox"/> Court-appointed guardian <input type="checkbox"/> Power of Attorney</td> </tr> <tr> <td>Signature</td> <td>Date (month / day / year)</td> <td>Phone ()</td> </tr> <tr> <td>Name and title (type or print)</td> <td>Name of company</td> <td>Fax () EIN : Office Code</td> </tr> </table>	Signature of applicant (if delegate, see instructions)	Date (month / day / year)	Phone number	Name of delegate, if applicable (type or print)	Delegate's relationship to applicant	<input type="checkbox"/> Parent <input type="checkbox"/> Court-appointed guardian <input type="checkbox"/> Power of Attorney	Signature	Date (month / day / year)	Phone ()	Name and title (type or print)	Name of company	Fax () EIN : Office Code			
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Name of delegate, if applicable (type or print)	Delegate's relationship to applicant	<input type="checkbox"/> Parent <input type="checkbox"/> Court-appointed guardian <input type="checkbox"/> Power of Attorney														
Signature	Date (month / day / year)	Phone ()														
Name and title (type or print)	Name of company	Fax () EIN : Office Code														

For Paperwork Reduction Act Notice, see page 5.

Cat. No. 10229L

Form **W-7** (Rev. 1-2010)

APPENDIX H: W-9 Form

Form W-9 (Rev. January 2011) Department of the Treasury Internal Revenue Service	<h2 style="margin:0;">Request for Taxpayer Identification Number and Certification</h2>	Give Form to the requester. Do not send to the IRS.
Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification (required): <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate	
	<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶	
	<input type="checkbox"/> Other (see instructions) ▶	
Address (number, street, and apt. or suite no.)		Requester's name and address (optional)
City, state, and ZIP code		
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number									

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Employer identification number									

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
------------------	----------------------------	--------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

APPENDIX I: 1099 Form

9595 VOID CORRECTED

PAYER'S name, street address, city, state, ZIP code, and telephone no.		1 Rents \$	OMB No. 1545-0115		2011 Form 1099-MISC	Miscellaneous Income
		2 Royalties \$				
		3 Other income \$	4 Federal income tax withheld \$			
PAYER'S federal identification number	RECIPIENT'S identification number	5 Fishing boat proceeds \$	6 Medical and health care payments \$		Copy A For Internal Revenue Service Center File with Form 1096.	
RECIPIENT'S name		7 Nonemployee compensation \$	8 Substitute payments in lieu of dividends or interest \$			
Street address (including apt. no.)		9 Payer made direct sales of \$5,000 or more of consumer products to a buyer (recipient) for resale <input type="checkbox"/>	10 Crop insurance proceeds \$			
City, state, and ZIP code		11	12		For Privacy Act and Paperwork Reduction Act Notice, see the 2011 General Instructions for Certain Information Returns.	
Account number (see instructions)	2nd TIN not. <input type="checkbox"/>	13 Excess golden parachute payments \$	14 Gross proceeds paid to an attorney \$			
15a Section 409A deferrals \$	15b Section 409A income \$	16 State tax withheld \$	17 State/Payer's state no.	18 State income \$		

Form **1099-MISC**

Cat. No. 14425J

Department of the Treasury - Internal Revenue Service

Do Not Cut or Separate Forms on This Page — Do Not Cut or Separate Forms on This Page

APPENDIX J: Sample Contract

Independent Contractor Agreement

Between
(Company)

And

(Your Name Here)

Your address here _____

PLEASE WRITE YOUR NAME AND ADDRESS VERY CLEARLY!

The Parties

This Independent Contractor Agreement is a legal agreement entered into this (number) day of (month) (Year), by and between the client, (Company) with its principal place of business at _____, and independent contractor (your name here) (hereinafter referred to as "Contractor") an individual with a principal place of business at (Your address)

BY TYPING YOUR NAME AT THE BOTTOM OF THIS AGREEMENT CONTRACTOR HEREBY EXPRESSLY AGREES AND CONSENTS TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THIS AGREEMENT, AS MODIFIED FROM TIME TO TIME BY COMPANY, AND ACKNOWLEDGES, REPRESENTS AND WARRANTS THAT CONTRACTOR IS AT LEAST EIGHTEEN (18) YEARS OF AGE. IF YOU DO NOT AGREE WITH ALL OF THE TERMS OF THIS AGREEMENT, YOU MUST NOT TYPE YOUR NAME AT THE BOTTOM OF THIS AGREEMENT.

Contractor enters into this Agreement as, and shall continue to be, an independent contractor. Under no circumstances shall Contractor look to (Company) as his employer, or as a partner, agent, or principal. Contractor shall not be entitled to any benefits accorded to (Company) employees including worker's compensation, disability insurance, vacation or sick pay. Contractor shall be responsible for providing, at Contractor's expense, and in Contractor's name, disability, workers' compensation or other insurance, as well as licenses and permits usual or necessary for performing the Services necessary under this Agreement.

Purpose

Contractor is known to be a (title) and as such (company) desires to retain Contractor for purposes of doing (type of work). So long as Contractor is under contract with (company) to be working as a promotional person, he will be deemed an Independent Contractor.

Duties for Contractor

Contractor agrees to make himself available for purposes of performance under this Agreement. Contractor customarily performs freelance services for marketing and other agencies and agrees to render such services for (Company) on a non-exclusive basis. Contractor's performance of such responsibilities as may from time to time be specified by (Company). All contractor services will be subject to (Company) final approval and will be performed in accordance with (Company) standards, but Contractor will direct the details and means by which the services are accomplished.

Contractor further agrees to seek direction under this Agreement from, submit work to and otherwise report to **(Supervisor Name)**.

Contractor represents that Contractor has the qualifications and ability to perform services of a (Title) in a professional manner. Contractor understands that in the course of providing services, they are representing (Company) and (Company) clients to the general public.

Contractor understands that (a) Punctuality is a must. If Contractor is late for an assignment, Contractor understands that s/he will be back-charged one hour of his/her fee or dismissed from the booking completely. Contractor agrees to arrive a minimum of fifteen (15) minutes prior to the scheduled start time. If Contractor cancels with less than 72 hours notice and has not notified (company), has not replaced him/herself with a qualified person approved by (Company), and/or is a no-show to a job, Contractor shall be charged with a \$125.00 cancellation fee. If Contractor cancels with less than 24 hours notice and has not notified (Company), has not replaced him/herself with a qualified person approved by (Company), or is a no-show to a job, Contractor shall be charged with a \$250.00 cancellation fee. Cancellations via e-mail are NOT acceptable. Contractor must contact (company) by telephone to cancel. (b) Contractor is expected present themselves in a professional manner. (c) If (Company) client wishes to change Contractor's work schedule, Contractor shall call (company) for approval. (d) At any (Company) event, Contractor shall not be under the influence of, use, possess, distribute, sell, condone, sanction or aid the illegal use or possession of alcoholic beverages, or illicit or controlled drugs for which the person has no valid prescription. Contractor further shall not, at any (Company) event, use, possess, or distribute or sell drug paraphernalia; or misuse legitimate prescription or over-the-counter drugs. The symptoms or influence may be, but are not limited to slurred speech or difficulty maintaining balance. (Company) reserves the right to send the Contractor home from an event without pay and terminate this contract if Contractor arrives at the event while under the influence of drugs or alcohol, or becomes intoxicated while at the event.

Duties for (Company)

(Company) agrees that for purposes of acceptance of Contractor's performance under this Agreement, its sole representatives shall be the President, (Name), or such other employee(s) or person(s) or entities the Company so designates.

(Company) further agrees to allow Contractor access to whatever records, files, or personnel reasonably deemed by the Company or Contractor to be necessary in order to allow Contractor to perform his duties under this Agreement, in accordance with (Company) Confidentiality Agreement.

Fees & Taxes

In consideration of Contractor's performance of his duties under this Agreement, (Company) agrees to pay fees to Contractor at an agreed upon hourly rate. These fees may be delivered to Contractor personally or by first class mail, but only after (Company) has received payment from its client. Contractor can expect to wait at least 4-8 weeks to receive a paycheck for a specific event. Contractor is responsible for paying all expenses associated with any program responsibly. Expenses include but are not limited to tolls, parking, gas, and ticket violations. It is agreed and understood that Contractor has begun performance of his duties and this Agreement will remain in force and effect until terminated pursuant to the terms stated in Article 9.

Contractor shall pay, when and as due, any and all taxes incurred as a result of fees received by (Company), including estimated taxes, and shall provide (Company) with proof of payment on demand. (Company) will also charge a one-time fee of \$2.95 cents for accounting fees/check mailing for each Independent contractor.

Contractor may represent, perform services for, or be employed by any additional persons, or companies as he sees fit. Only Contractor is authorized to perform the services required under this Agreement.

As an independent contractor, Contractor agrees to assume exclusive liability for any and all taxes, assessments, levies or fines which may be paid or deemed owed by Contractor, as a result of performance of this Agreement.

The Independent Contractor will not be hired directly with the client for 2 years after the event date is over: If the Independent Contractor contacts the client directly/or vice versa about a job and is hired then the IC will owe (Company) %20 of there fees for the duration of the promotion-

The Independent Contractor will not contact the client directly about payment: If a contractor contacts the client directly about payment then payment will be forfeited by (Company).

Confidentiality, No Conflict of Interest, Proprietary Information Agreement

This Agreement is confidential and shall not be transferred, communicated or delivered to a third party, without the express prior written authorization of (Company) and Contractor.

During the entirety of this Agreement, Contractor will not accept work, enter into a contract, or accept an obligation that is inconsistent or incompatible with Contractor's obligations to (Company). Contractor warrants and represents that, to the best of Contractor's knowledge, there is no other contract or duty on Contractor's part which conflicts with or is inconsistent with this Agreement. Simultaneous with the execution of this agreement, Contractor agrees to execute a proprietary information agreement to protect against use or disclosure of confidential information of the Company.

Ownership of Materials

(Company) retains and reserves all rights of ownership and use of the final products and any facsimile of such product. Contractor shall not make use of the final product or any portion thereof without the expressed prior written authorization of (Company), including but not limited to, client advertising, client list, and product advertising.

Use of (Company) Name

Contractor shall not use the name, insignia, or any facsimile of (Company) material for any purpose, including but not limited to advertising, client list, or references, without the express prior authorization of (Company).

Termination

During the term of the Agreement, either party may terminate the agreement by providing thirty (30) days advance written notice to the other party without cause. If Contractor materially breaches this agreement, (Company) will no longer be responsible for providing Contractor payment. A material breach includes, but is not limited, violations of law or covenants contained in any signed documentation between Contractor and (Company), including this Agreement. If (Company) suffers any loss due to the conduct and/or actions of Contractor, Contractor must reimburse and pay (Company) for all losses incurred due to Contractor's breach within two weeks of receiving written notification of breach from (Company). Losses include but are not limited to Contractor submitting false time sheets, cancellation by Contractor without notice to (Company), substitution of Contractor with another person without obtaining (Company) approval, direct contact with client of (Company) and drug/alcohol usage. Contractor is not entitled to any compensation relating to the termination of this agreement, including unemployment insurance.

This Agreement terminates automatically on the occurrence of any of the following events: (a) bankruptcy or insolvency of either party; (b) sale of the business of either party; or (c) death or permanent disability of either party; (d) material breach of any term or condition of this Agreement.

Indemnification; Limitation of Liability

(a) Indemnification. Contractor shall defend, indemnify and hold harmless (Company) and its clients (collectively, the "Indemnified Parties"), from and against all claims, demands, suits, losses, damages, costs, awards, judgments and expenses (including the costs of investigation and defense and reasonable attorneys' fees), regardless of the form of action, including, without limitation, those based on, arising out of or relating to: (i) Contractor's breach or alleged breach of this Agreement; and (ii) Contractor's non-payment of any federal, state or local withholdings or taxes, social security, unemployment, workers' compensation or disability insurance. Contractor shall promptly reimburse (Company) and the Indemnified Parties for any liabilities incurred in connection with any such claims.

(b) Limitation of Liability IN NO CASE SHALL (COMPANY) OR ITS RELATED PARTIES BE LIABLE FOR ANY INDIRECT, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, IN CONNECTION WITH OR ARISING OUT OF THIS AGREEMENT (INCLUDING LOSS OF PROFIT, USE OR OTHER ECONOMIC ADVANTAGE), WHETHER THE BASIS OF THE LIABILITY IS BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE AND STRICT LIABILITY), STATUTES, OR ANY OTHER LEGAL THEORY. (COMPANY) AND ITS RELATED PARTIES' TOTAL LIABILITY BASED UPON, ARISING OUT OF, RESULTING FROM, OR IN ANY WAY CONNECTED WITH THE PERFORMANCE OR BREACH OF THIS AGREEMENT, SHALL IN NO CASE EXCEED, IN THE AGGREGATE, THE GREATER OF (I) THE AGREED UPON AMOUNTS PAID OR PAYABLE TO CONTRACTOR UNDER THIS AGREEMENT, OR (II) TEN DOLLARS (U.S. \$10.00). CONTRACTOR ACKNOWLEDGES AND AGREES THAT THESE LIMITATIONS REFLECT A FAIR ALLOCATION OF RISK AND THAT (COMPANY) WOULD NOT ENTER INTO THIS AGREEMENT WITHOUT THESE LIMITATIONS ON ITS LIABILITY, AND CONTRACTOR AGREES THAT THESE LIMITATIONS SHALL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF CERTAIN CATEGORIES OF DAMAGES, IN SUCH JURISDICTIONS, THE PARTIES AGREE THAT THE LIABILITY OF COMPANY AND ITS RELATED PARTIES SHALL BE LIMITED TO THE FULLEST EXTENT PERMITTED BY SUCH JURISDICTION.

Merger

This Agreement and the Proprietary Information Agreement memorializes the full terms and conditions of the agreement between the undersigned parties. All previous Agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby

Governing Law and Good Faith

This Agreement shall be performed and construed under the laws of the State of (State Name) without regard to its conflicts of laws provisions. Any legal dispute between Contractor and (Company) shall be litigated in the Common Pleas Court for the County (County Name).

CONTRACTOR ACKNOWLEDGES THAT HE/SHE HAS READ THIS AGREEMENT AND AGREES TO ALL ITS TERMS AND CONDITIONS.

The Contractor executing this Agreement must sign directly below. This Agreement will not be "signed" in the sense of a traditional paper document. Rather, the Contractor shall enter alpha characters corresponding to his/her first and last name in the signature block below. Company does not determine or pre-approve what the entry should be, but simply presumes, and Contractor hereby represents and warrants, that this specific entry has been adopted to serve the function of Contractor's electronic signature and signifies Contractor's assent to and acceptance of all of the terms and conditions of this Agreement. The signature should consist of the signatory's first and last name, e.g. John Doe.

(Your name here)

Date:

Contractor

Contractor's Social Security Number

Appendix K: Relevant Articles about Undocumented Students

Undocumented UCLA law grad is in a legal bind

Tobar, Hector. "Undocumented UCLA law grad is in a legal bind." *Los Angeles Times* 26 November 2010.

<http://articles.latimes.com/2010/nov/26/local/la-me-tobar-20101126>

Academic Purgatory: An illegal immigrant earns a Ph.D. Now what?

Stavans, Illan. "Academic Purgatory: An illegal immigrant earns a Ph.D. Now what?" *The Chronicle of Higher Education* 26 June 2011.

<http://chronicle.com/article/Academic-Purgatory/127970/>

Illegal at Princeton

Jordan, Miriam. "Illegal at Princeton." *The Wall Street Journal* 15 April 2006.

http://online.wsj.com/public/article/SB114505937960426590-JaBq2TSBeFiQZQH-vDQ0IBaFtacl_20060519.html

Note: Dan-EI Padilla Peralta ultimately got an H-1B, which enabled him to reenter the country after he went to Oxford.

Just One Thing Missing (radio story about undocumented student about to graduate from UCLA)

McGray, Douglas. "Just One Thing Missing." *This American Life* 06 April 2007.

<http://www.douglasmcgray.com/justonething.mp3>

Appendix L: Biographies of Contributors

José Ivan Arreola was born in Durango, Mexico and came to the United States when he was four years old. With the unconditional love and support of his family and the guidance of many mentors along the way, Jose went on to study Political Science, History and Ethnic Studies at Santa Clara University – where he received a full scholarship. During his college career, Jose was an outspoken leader on campus around issues of racism, inequality, and oppression. Jose’s work culminated as the Executive Director of the Multicultural Center of Santa Clara University. Upon graduation, Jose was trained as a community organizer for racial and economic justice by the Center for Third World Organizing in Oakland, CA. As an undocumented student himself, Jose utilizes his experiences to help empower and support other undocumented students across the country.

Krsna Avila is a recent graduate from the University of California, Davis where he received his Bachelor of Arts Degree in Sociology and Psychology. Arriving in the United States when he was four months old, Krsna only faintly remembers Mexico, the country where he was born. Growing up in Oakland, he was a victim of four different gun-shooting incidents. His ambition to succeed academically has become a passion as well as a philosophy for self-development. In addition to coordinating Immigrants Rising’s Legal Services, Krsna is looking forward to receiving acceptance letters from prestigious law schools around the nation in the near future.

Dan Berger is a frequent speaker at colleges, universities, and nonprofits on immigration issues. He won the 1995 American Immigration Lawyers Association (AILA) annual writing competition for an article on INS policies toward international adoptions. Mr. Berger has also been a Senior Editor of the Immigration and Nationality Law Handbook since 2000, was an Author/Editor of the revised National Association of Foreign Student Advisers’ Manual (2000), Editor-in-Chief of Immigration Options for Academics and Researchers (2005 and now the new edition 2011), and the Editor of the International Adoption Sourcebook. He currently is Vice Chair of the AILA Healthcare Committee and a member of the AILA Nebraska Service Center Liaison Committee, having previously served in many liaison positions. Mr. Berger developed his interest in immigration

in college, where he studied immigration history and taught English as a Second Language for adult refugees. He is a graduate of Harvard College and Cornell Law School.

Santiago Campero is a graduate student at the MIT Sloan School of Management. His research focuses on labor market inequality and social categorization and identity theory. A native of Mexico DF, Santiago holds a Master’s degree from Berkeley and worked as a management consultant for five years prior to beginning his studies at MIT.

Perla Flores is currently pursuing her Master’s of Public Health degree in Community Health Education at San Francisco State University. Her focus is undocumented students and the impact of detention centers in their lives, which she hopes will help bring to light the injustices immigrants face in detention. She grew up in Los Angeles and has been in the Bay Area since 2005 where she pursued her B.A. degree from UC Berkeley, graduating in 2009. Her passion for social justice issues has been evident in her tireless efforts to reach educational equity for undocumented students as well as for women and other under-served communities. As co-founder of Rising Immigrant Scholars through Education (RISE) at UC Berkeley, she spearheaded the first three “Reaching Our Dreams” AB540 Conferences and has spoken at various other AB540 workshops and conferences with sister organizations such as IDEAS at San Francisco State and UCLA. In the future she hopes to work on international public health, immigrant communities’ visibility in the United States and women’s issues on a global scale.

Lorenzo Gamboa graduated with a B.S. from Santa Clara University in '03 and an M.S. from University of Arizona in '10. His passion and interest lie in addressing issues of injustice and inequality among ignored or marginalized communities, especially immigrant communities. He currently works as the associate director for undergraduate admission at Santa Clara University.

Nelly Gonzalez attended the University of California - Berkeley and studied Molecular/Cell Biology and Cognitive Science. She has worked with health organizations for over six years in a variety of different roles and arenas, including research, policy, workforce development, public health, program development and management. Nelly is currently Program Director for a non-profit organization operating in Oakland, California

whose mission it is to increase the number of underrepresented health professionals through mentoring, career exposure, and leadership development. She serves on a variety of higher education advising committees and has extensive experience advising and working with students interested in health and medical careers. Nelly contributed to the Medical School portion of Immigrants Rising's *The Life After College Guide*.

Blanca Hernandez attended Contra Costa and Diablo Valley colleges before transferring to the University of California, Davis where she received a B.A. in Chicana/o Studies. While at Davis, Blanca co-founded Scholars Promoting Education, Awareness and Knowledge (SPEAK), a student organization committed to political activism for immigrant rights and educational justice. After graduating from UC Davis, Blanca returned to her hometown of Richmond, CA where she continues to serve her community and organize for educational justice both statewide and nationally, helping to co-found the Bay Area DREAM Act Coalition (BADAC). In 2009, she helped organize an entirely grassroots bike ride (Tour de DREAMs) from Los Angeles to Berkeley as a means to help undocumented students fundraise for their education. In 2010, she helped organize another entirely grassroots-funded caravan trip from California to Washington D.C. as part of national strategy to bring together students from across the nation to conduct legislative advocacy and outdoor demonstrations for the Federal DREAM Act. Today, she serves on the board for the Chicana/Latina Foundation and volunteers as a member of the Case Analysis team with Immigrants Rising.

Bill Ong Hing is a Professor of Law at the University of San Francisco and Professor Emeritus at the University of California, Davis School of Law. He teaches Immigration Policy, Rebellious Lawyering, Negotiation, and Evidence. Throughout his career, he has pursued social justice by combining community work, litigation, and scholarship. He is the author of numerous academic and practice-oriented books and articles on immigration policy and race relations. His books include *Ethical Borders—NAFTA, Globalization and Mexican Migration* (Temple Univ. Press 2010); *Deporting Our Souls—Values, Morality, and Immigration Policy* (Cambridge Univ. Press 2006), *Defining America Through Immigration Policy* (Temple Univ. Press 2004), *Making and Remaking Asian America Through Immigration Policy* (Stanford Press 1993), *Handling Immigration Cases*

(Aspen Publishers 1995), and *Immigration and the Law—a Dictionary* (ABC-CLIO 1999). His book *To Be An American, Cultural Pluralism and the Rhetoric of Assimilation* (NYU Press 1997) received the award for Outstanding Academic Book in 1997 by the librarians' journal *Choice*. He was also co-counsel in the precedent-setting Supreme Court asylum case, *INS v. Cardoza-Fonseca* (1987). Professor Hing is the founder of, and continues to volunteer as General Counsel for, the Immigrant Legal Resource Center in San Francisco. He serves on the National Advisory Council of the Asian American Justice Center in Washington, D.C.

Sergio Lara is a graduate of the University of California, Berkeley where he majored in Sociology and obtained a minor in City and Regional Planning. His moral compass has led him down a path of social justice and positive social change. He has advocated for immigrant rights at local, state and national levels. He is a strong, longtime supporter of undocumented students in higher education and equal access for all. Most recently, he has engaged in grassroots organizing within the Promotora Network (Community Health Workers) to better organize the Latino community in Central California. Sergio aspires to continue onto graduate studies and be at the forefront of social justice issues as he is greatly influenced by his humanitarian outlook on life.

Mario Lio is Chinese-Peruvian and immigrated to the United States from Peru when he was 12 years old. After only one year at Robertson Middle School, he ranked seventh place in his eighth grade class. He then went on to Oceana High School, where he was valedictorian of his graduating class. He graduated from UC Berkeley with a degree in Civil Engineering in 2010. He is currently pursuing a graduate degree in construction management at Cal State East Bay this year. In his undergraduate years, Mario joined Rising Immigrant Students in Education (RISE), an undocumented student group at UC Berkeley, and Asian Students Promoting Immigrant Rights through Education (ASPIRE), an Asian undocumented student group. When he first joined ASPIRE, he was amazed by how many Asian undocumented students showed up, but he soon learned that most students were "closeted cases," meaning they were very secretive about their immigration status. Determined to change that, Mario mobilized students to speak out publicly against the deportation of DREAMer Steve Li last year. He and other ASPIRE students also organized phone banks almost every day for several

weeks in the lead-up to the Senate vote on the DREAM Act. In addition to his work with ASPIRE, Mario serves as the Student Support Coordinator for Immigrants Rising.

Laura Lopez was born in Valle de Santiago, Guanajuato and raised in Napa, California. She graduated *cum laude* from the University of California, Santa Cruz and aspires to a law degree to practice immigration law. Meanwhile she organizes in her community for low-income housing, education and immigrant rights. She serves on Immigrants Rising's legal case analysis team and is the Application Coordinator for the New American Scholars Program.

Carlos Macias was born in Nochistlán, Zacatecas, México. His parents brought him to the United States at the age of ten. Knowing that educational opportunities in his native Mexico would be limited, his family migrated to the United States hoping to find more educational and economic opportunities for Carlos and his siblings. After struggling through middle school and his first two years of high school, Carlos managed to graduate and continue on his studies at Chabot Community College in Hayward, California. He transferred to UC Berkeley in the fall of 2003 and completed a B.A. in Chicano Studies in the fall of 2007, graduating with high academic honors. After working at a non-profit organization as a case manager and counselor for two years, he began graduate studies at Purdue University in the state of Indiana. At Purdue University, Carlos studied American Studies, focusing on Early American/Colonial History. Now that he has completed a Master's degree, his goal is to teach at a community college. In the near future he plans to return to a research university and pursue a Ph.D. in History, Literary Studies, or Educational Studies.

Tsatsral Magnaibayar came to United States when she was in high school. In 2006 she graduated from high school and started her undergraduate studies at the University of California, Berkeley. There she majored in Architecture and minored in City and Regional Planning. In the near future she would like to pursue a Master's Degree in Urban Design and Development, with an emphasis on sustainability. She is very passionate about making places, neighborhoods, and streets livable, meaningful and enjoyable for people. In order to make changes that directly affect people's lives in a positive and empowering way, she needs to learn more

and study hard. With determination and dreams she will surely achieve her goals.

Alejandro Mendoza was born in the state of Jalisco, Mexico. His odyssey began at the age of ten, leaving everything behind (accompanied by his mother and two sisters) to re-encounter his father and other siblings in *el otro lado* (the other side). With his unique willingness, self-determination, and the motivation that his family instilled in him, Alejandro found the formula to succeed in school. He graduated *cum laude* with a degree in Civil Engineering and a Minor in Studio Art from Santa Clara University (SCU). After graduation, Alejandro worked under the supervision of various engineers in the design of buildings. He is currently enrolled at San Jose State University (SJSU) pursuing a Master of Science in Civil Engineering. He hopes to be a fully licensed engineer one day and see many of his designs erected.

Julio Navarrete was born in Puerto Vallarta, Jalisco, México. Julio and his family migrated to the United States in 1992. Fleeing poverty and persecution, they left their home in search of a better life. Julio is currently a grad student at the National Hispanic University, where he is pursuing a Master of Arts in Education. He holds a Bachelor of Arts in Radio, Television, Film, and Theater from San Jose State University, and a Spanish teaching credential in the state of California. Julio has a strong passion for participating in community service and human rights organizations. At SJSU, he was a member of the Sigma Alpha Lambda leadership and service organization, the Alpha Phi Omega community service fraternity, and the American GI Forum. After graduation, Julio worked at Downtown College Preparatory Charter High School, where he taught, motivated and mentored Latino students from low-income, immigrant families for three and a half years. Apart from his academic and professional endeavors, Julio enjoys writing, reading, exercising, and spending time with his loved ones.

Elijah Oh was born in Seoul, South Korea and came to the United States in 1998 when he was eleven years old. His family immigrated to the United States to find a better life and flee the economic crisis in South Korea at the time. Despite the struggles and obstacles of being an undocumented student, Elijah was able to complete his Associate's of Science in Nursing from De Anza College in 2010. He successfully passed the board exam and is now a licensed registered nurse. He

is currently attending University of Texas at Arlington to complete his Bachelor's of Science in Nursing and in the process of starting his own business as a holistic health coach.

Karla C. Reyes is the founder of KCR Public Relations. She is passionate about social justice in the areas of education for immigrant youth, social entrepreneurship and the advancement of women in every business sector.

About the Author

ILIANA PEREZ was born in Pachuca, Hidalgo, Mexico and immigrated to the United States when she was eight years old. With the support and encouragement from her parents, family and friends, she graduated with academic and university honors from California State University, Fresno with a degree in Mathematics and minors in Economics and Business. While at Fresno State, Iliana participated in the Aztec Dance Club, Peace and Dignity Journeys, MEChA, The Hispanic Business Student Association, the Salsa Club and Associated Students Inc. Upon graduation, Iliana went on to pursue a Master's Degree in Global Political Economy and Finance at the New School for Social Research in New York City. She believes that every student deserves the right to an education regardless of legal status. Because of her personal and educational history, she feels committed to bringing change to immigrant communities and later to communities in Mexico. Iliana would like to embark on an academic career that will ultimately prepare her for a career in academia as a professor.

Acknowledgements

This guide would not have been possible without the collaboration of the students who were willing to share their experiences and provide sample documents for this guide: José Ivan Arreola, Krsna Avila, Beleza Chan, Catherine Eusebio, Perla Flores, Nelly Gonzalez, Blanca Hernandez, Prerna Lal, Sergio Lara, Mario Lio, Laura Lopez, Carlos Macias, Tsatsral Magnaibayar, Alejandro Mendoza, Julio Navarrete, Elijah Oh, Dan-el Padilla, Luis A. Perez, and Karla C. Reyes. Much guidance was also provided by Dan Berger (Curran & Berger LLC), Joshua Bernstein (Service Employees International Union), Tanya Broder (National Immigration Law Center), Santiago Campero (M.I.T. Sloan School of Management), Rhonda Factor (Counseling Services, The New School), Lorenzo Gamboa (Santa Clara University), Bill Ong Hing (University of San Francisco School of Law), Linton Joaquin (National Immigration Law Center), Claudia Rodriguez-Mojica (Stanford University School of Education), Madeleine Rose (Sonoma State University), Mark Silverman (Immigrant Legal Resource Center), and Stephen Yale-Loehr (Cornell Law School). Thank you to Jennifer Pence (Academic Springboard) for her assistance with the editing of this guide. Finally, thank you to Kathy Gin for her time and dedication not only to this guide, but Immigrants Rising in general.

About Us

IMMIGRANTS RISING

Founded in 2006, Immigrants Rising transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives. For more information, visit www.immigrantsrising.org.

IMMIGRANTS RISING

TRANSFORMING LIVES THROUGH EDUCATION

Basic Facts
About Entrepreneurship

The ITIN, EIN and SSN

The Internal Revenue Service (IRS) issues ITINs to individuals who are required to have a U.S. taxpayer identification number but who do not have, and are not eligible to obtain, a Social Security number (SSN) from the Social Security Administration (SSA).

ITINs are intended primarily to facilitate federal tax reporting. Having an ITIN does not authorize work in the U.S. However, work authorization is not required to earn a living as an independent contractor or business owner in the U.S.

An ITIN does not authorize work in the U.S. However, work authorization is not required to earn a living as an independent contractor or business owner in the U.S.

Individuals may choose to apply for an EIN to identify a business entity and hire employees. An ITIN may be used to obtain an EIN.

An Individual Taxpayer Identification Number (ITIN) is a tax processing number issued by the Internal Revenue Service.

An Individual Taxpayer Identification Number (ITIN) is a tax processing number issued by the Internal Revenue Service.

The IRS issues ITINs regardless of immigration status, because both citizens and noncitizens may have a U.S. tax filing or reporting requirement under the Internal Revenue Code.

ITINs allow individuals ineligible for an SSN to (1) report their earnings to the IRS, (2) open interest-bearing bank accounts with certain banks and, (3) conduct business in the U.S.

Independent Contracting

All immigrants regardless of immigration status are able to earn a living as independent contractors, or start a business using an ITIN or SSN.

As mandated by IRCA (federal law), an individual or entity (client) is NOT required to obtain Form I-9, or otherwise inquire about immigration status from independent contractors or sporadic domestic workers.

Federal Law prohibits an individual or entity from knowingly engaging an unauthorized individual to provide services as a contractor.

An independent contractor:

- Is a self-employed person who produces a specific type of work product in a determined amount of time. The general rule for being an independent contractor is that the payer has the right to control only the result of the work, not what will be done or how it will be done.
- Receives all profits and is held liable for all losses and debts.
- Must pay self-employment tax and income tax. An independent contractor may use an ITIN, or EIN to file and pay taxes instead of a SSN.

If a DACA beneficiary were to lose his or her work permit, the company that hired them would not be able to contract with him or her. In the case of DACA getting revoked, a DACA beneficiary could pursue independent contract work or start a business using his or her assigned SSN, as long as he or she contracts with any other entity besides the one that is aware of the expired work authorization.

Regardless of the possible termination of DACA, DACA beneficiaries may continue to use their SSN to work as an independent contractor or start a business; both options do not require work authorization.

Paying Taxes as an Independent Contractor

If you are an independent contractor, you should submit a W9 Form instead of the I-9 Form to each client you provide independent contractor services to. Fill out a W-9 at the start of work and make sure your client keeps it on record.

A payer (client) must file a 1099 Form for each independent contractor paid \$600 or more. A copy of the 1099 is mailed to the independent contractor at the end of the year and he or she becomes responsible for paying taxes thereafter.

How much you make, and how you file (single, married filing jointly, married filing separately), will determine how much you need to pay in taxes.

The IRS allows business expenses to be deducted from your earnings; expenses must be business expenses and not personal.

An independent contractor must pay self-employment tax and income tax. An independent contractor may use an ITIN, or EIN to file and pay taxes instead of a SSN.

There are federal and state tax brackets depending on how much money you make and how you file.

Choosing a Business Structure

Sole Proprietor

- In most cases, you may use your SSN or ITIN to start a sole proprietorship. Only in certain circumstances, such as hiring an employee, would you have to apply for an EIN (which you may get using an ITIN).
- With a sole proprietorship, you may use a trade name or a business name other than your own legal name to do business; you must check for availability of your business name and file a Doing Business As (DBA) statement with a local government agency, such as the county clerk's office.

Partnership

- Similar to a sole proprietorship, each partner may use his or her SSN or ITIN. A partnership may use the surnames of the individual partners or may use a fictitious business name.
- A partnership must file an annual information return to report the income, deductions, gains, losses, etc., from its operations, but it does not pay income tax. Instead, it "passes through" any profits or losses to its partners. Each partner includes his or her share of the partnership's income or loss on his or her tax return.

A sole proprietorship is a type of business entity owned and run by one individual where there is no legal distinction between the owner and the business.

Working as a sole proprietor still means that you are working as an independent contractor, so you are held liable for all debts incurred by the business.

A partnership is the relationship existing between two or more persons who join to carry on a trade or business.

Choosing a Business Structure (Cont.)

Corporations

- Immigrants, regardless of legal status, are able to form C corporations, but not S corporations.
- A corporation is formed under the laws of the state in which it is registered.
- To form a corporation you'll need to establish your business name and register your legal name with your state government.
- Even though employment authorization is not required to form a corporation, there may be additional requirements in the formation process that may require a SSN. Check with a trusted attorney and your local city clerk for specific requirements.
- Although requirements vary across different jurisdictions, C corporations are required to file state, income, payroll, unemployment, and disability taxes. Be on the lookout for double taxation.

A corporation conducts business, realizes net income or loss, pays taxes and distributes profits to shareholders.

You must obtain an EIN to start a corporation (which you may get with an ITIN).

A Limited Liability Company (LLC) is a business structure allowed by state statute that provides the limited liability features of a corporation and the tax efficiencies and operational flexibility of a partnership.

Choosing a Business Structure (Cont.)

LLCs/Worker Co-ops

- Owners of an LLC are called members (not employees). However, if its workers do not have significant ownership and control over the management of the business, they will likely be considered employees.
- Immigrants, regardless of legal status, and even entities based outside of the U.S. may form and own a LLC in the U.S. However, additional information or licenses may be required by your state or local jurisdiction.
- Businesses who hire a worker cooperative are hiring the cooperative, not a single member. The work being done by the worker cooperative does not qualify as independent contract work and, therefore, does not need to abide by the independent contractor IRS rules.

A worker cooperative is a business comprised of members who are both workers and owners of the business.

Members can control the structure and practices of the work environment.

Choosing a Business Structure (Cont.)

- Businesses that hire a LLC are not typically required to obtain any information about the worker-owners of the LLC. In other words, as a worker-owner of a LLC, you should not be required to provide any personal information (your name or even an ITIN) to that business.
- Even though employment authorization is not required to form a LLC, there may be additional requirements in the formation process that may require a SSN. Check with a trusted attorney and your local city clerk for specific requirements.
- Depending on the state that the LLC is established in, there are taxes to be paid. In California a LLC is taxed at the entity level, which means an \$800 / year minimum franchise tax is imposed on every LLC, regardless of gross receipts or net income.



PRE-HEALTH DREAMERS

FINANCIAL AID FOR UNDOCUMENTED GRADUATE STUDENTS

1. **Commercial loans** -Students have been able to successfully take out commercial loans, however, most banks will require a citizen or permanent resident individual to co-sign the loan. It's been tough for students to find someone to co-sign loans because the sum is so large for an individual to take the responsibility in case the student defaults on the loan.

Below are the banks known to have previously provided loans to undocumented students:

- Wells Fargo
- Discover Bank

2. **Scholarships/Fellowships:** There are some many scholarships available to graduate undocumented students. Immigrants Rising, a non-profit in San Francisco, created a guide that contains a lengthy list of scholarships and fellowships open to undocumented graduate students (including students in professional schools):

<https://immigrantsrising.org/resource/list-of-graduate-scholarships/>

Two great scholarships/fellowships newly open to Deferred Action for Arrivals (DACA) recipients is:

Paul & Daisy Soros Fellowship (open to students pursuing any graduate degree and will finance in full two years of graduate study)
Due Nov. 1, 2015

Ford Foundation Fellowship Programs (various fellowships for individuals pursuing graduate study)
Deadlines vary, starting November 2015

3. **Individual fundraising:** Many undocumented students use crowd funding to raise money for school. A popular crowd funding website among students is gofundme.com.

4. **Loan Repayment Program:** Most loan forgiveness programs are not open to undocumented students because they are federally funded. However, if a program is privately funded, then it is possible the program is open to undocumented students. For example, The Health Professions Education Foundation, a statewide foundation in California, has a loan repayment programs for health professionals and is open to DACA recipients. The program repays an individual's commercial or government loans (from \$4,000 - \$105,000) in exchange for services in a medically underserved area in California. **Eligible professions include:** Various allied health professions, Licensed Vocational Nurse, Bachelors of Science Nursing, Nurse Practitioners, Dentists, Dental Hygienists, Certified Nurse Midwives, Physician Assistants, and Physicians.

5. **Institutional Loans:** Some schools have institutional loans they award students. Many of these loan programs are open to undocumented students; please inquire the school's financial aid office if an undocumented student is eligible.

6. **Institutional Scholarships:** Some schools have generous merit and need based scholarships and are open to undocumented students and others do not. It varies greatly on the school's resources; please inquire the schools' financial aid office if an undocumented student is eligible.

7. **FAFSA:** Though undocumented students are not eligible to receive government benefits, they are still eligible to fill out the FAFSA form if they have a Social Security Number. Doing so will help schools evaluate a students' financial need if they have no alternative means. Please visit the FAFSA FAQ for directions on completing the FAFSA form for students with DACA status.

SERVICES



Immigrants Rising

We offer a variety of programs and services to support undocumented young people, parents, and educators. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and our country.



Want to make a difference in the undocumented community? Become a Fellow.

Immigrants Rising offers fellowships to develop the leadership capacity of undocumented young people. Fellows benefit from career training, mentorship, professional development, and opportunities to educate and empower the undocumented community.

Our fellowship applications open in early spring and our programs run from June through May.

High School Engagement Fellowship: Expand your knowledge about educational access and topics affecting undocumented young people while supporting high schools to develop and implement sustainable support systems for undocumented students.

Entrepreneurship Fellowship: Learn to promote entrepreneurship opportunities open to all immigrants regardless of status; research and build a network that supports entrepreneurs in your community.

Higher Education Fellowship: Expand undocumented students' access to higher education through training, resource creation, and outreach.

Immigration Law Fellowship: Receive hands-on training in immigration law in order to educate undocumented people about their immigration options.

Research & Storytelling Fellowship: Create stories, resources, and policy recommendations to inform undocumented young people about specific issues within the undocumented community.



Curious about your immigration options? Take the first step in taking control of your future.

The Immigration Legal Intake Service is a free, anonymous and personalized online service for undocumented young people. Our team of legal service professionals will help you learn about your immigration options.

Fill out our online service at immigrantsrising.org/legalintake



Need scholarships for Bay Area undocumented students? Apply for our Scholarship Fund

Immigrants Rising's Scholarship Fund, formerly known as the New American Scholars Program, has provided vital support to undocumented college and graduate students who either live or attend school in the San Francisco Bay Area.

Scholarship applications open in January and are due on March 8th.

We provide scholarships up to \$7,000 to cover college tuition and other expenses. Scholars are selected based on their academic excellence, financial need, and community impact.

Scholars are also expected to maintain a minimum GPA (2.8 for college students and 3.0 for graduate students) and participate in ongoing Immigrants Rising programming, events, and activities throughout the year.



Find out if you qualify for in-state tuition in California!

More students now than ever are eligible for in-state tuition and state-based financial aid. SB 68 (signed in 2017) expanded to include community college credit and non-credit courses and adult schools as a way to meet the in-state eligibility in California.

Immigrants Rising's In-State Tuition Tool helps you determine whether you qualify for in-state tuition in California. Even if you do not qualify yet, this tool can help you figure out what you need in order to meet eligibility in the future.



Entrepreneurship opportunities for all immigrants, regardless of status.

Immigrants Rising provides resources, knowledge and financial support for immigrant entrepreneurs, regardless of status, at any stage of their journey.

Resources:

Comprehensive overview of the entrepreneurship landscape in the U.S. through webinars, handouts and guides.

Entrepreneurship Fellowship:

Leadership opportunities through our Entrepreneurship Fellowship program.

Entrepreneurship Fund:

Grants to undocumented entrepreneurs working to create positive social change.

Support for Immigrant Entrepreneurs:

Growing curated list of organizations, fellowships, and websites that offer funding, legal support, or training, for undocumented entrepreneurs. (coming soon)

Join our **Entrepreneurs @ Immigrants Rising** Facebook group to connect with other entrepreneurs and get our latest updates!



Want to learn how to better support undocumented students at your school? Get your Educational Resource Binder!

Immigrants Rising has created an Educational Resource Binder: College Access for Undocumented Students in California filled with accurate, up-to-date information.

“Having all these materials in one organized place would allow veteran educators and those new to the field the ability to access the information they need to accurately advise undocumented students on college and career paths.” -- Allison Martinez, Head Counselor, SF Unified School District

Binder Sections:

- Educator Picks
- Undocumented Student Profiles
- Residency & In-State Tuition
- California Dream Act
- Scholarship Databases & Worksheets
- Institutional Practices
- Sanctuary School & Safe Zone Movement
- Graduate/Professional School
- Immigrants Rising's programs

Download your own Educational Resource Binder for free or order a printed copy today!

OTHER RESOURCES

