

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 cancelled due to the Trump Administration’s shift in policy), to U-visa recipients who cannot adjust their status due to personal circumstances (e.g. lack of funds, missing a deadline)

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.

How to Guarantee You Use the Correct Financial Aid Application in California (FAFSA vs CA Dream Act)

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 2019-20 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 2019-20 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 view this resource online:



UNDERSTAND THE DIFFERENCES IN-STATE TUITION VS. CA DREAM ACT VS. DACA

STATE OF CALIFORNIA					
Law or Policy	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)
What it Does	<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 Not Do	<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>

	U.S. Citizen	Legal Permanent Resident	DACA Beneficiary	Undocumented
EDUCATION & FINANCIAL AID				
For more information about immigrants' rights in education, please visit www.nilc.org/education.html				
Free Public School K-12 Education	YES	YES	YES	YES
Federal Financial Aid	YES	YES	NO	NO
State Financial Aid & Grants	YES	YES	YES	YES
In-State Tuition (Colleges & Universities)	YES <i>if state resident for 1 year or AB540 eligible</i>	YES <i>if state resident for 1 year or AB540 eligible</i>	YES <i>if AB540 eligible</i>	YES <i>if AB540 eligible</i>
Private Scholarships	YES	YES	YES	YES
Government Loans	YES	YES	NO	NO
Private Loans	YES	YES	MAYBE <i>with a legal resident or USC co-signer</i>	MAYBE <i>with a legal resident or USC co-signer</i>
Work-Study	YES	YES	NO <i>Check individual schools</i>	NO <i>Check alternative funding at individual schools</i>
PUBLIC BENEFITS				
For more information about immigrants' access to public benefits, visit www.nilc.org/access-to-bens.html				
Cash Benefits - General Assistance (GA)	YES	YES	MAYBE	NO
Cash Benefits - Temporary Aid to Needy Families (TANF/ CalWorks - Standard Varies by County)	YES	YES	NO	NO
Cash Benefits - Social Security Income (SSI)	YES	MAYBE	NO	NO
Obama Health Insurance	YES	YES	NO	NO
Food Stamps, Public Housing (i.e. Non-Cash Benefits)	YES	YES	NO	NO
Emergency Medical Insurance	YES	YES	YES	YES
TRAVEL & TRANSPORTATION				
Driver's License	YES	YES	YES	YES
Car Insurance	YES	YES	YES	MAYBE
Travel Domestically	YES	YES	YES	YES, <i>but high-risk for detection & detention</i>
Travel Abroad	YES	YES <i>with restrictions</i>	YES <i>with restrictions</i>	NO
WORK & RELATED BENEFITS				
Social Security Number	YES	YES	YES	NO
Work Authorization (Able to be Hired by Employer)	YES	YES	YES	NO
Independent Contract Work	YES	YES	YES	YES
Owning a Business (Including LLCs)	YES	YES	YES	YES
Required to Pay Taxes (Using Either SSN or ITIN)	YES	YES	YES	YES
Unemployment Benefits	YES	YES	YES	NO
Workers' Compensation	YES	YES	YES	YES
Eligible for Professional Licenses	YES	YES	YES	YES
CONSTITUTIONAL & CIVIL RIGHTS				
Able to Vote	YES	NO	NO	NO
Right to a Free Criminal Attorney If Can't Afford One	YES	YES	YES	YES
Right to a Free Immigration Attorney If Can't Afford One	NO	NO	NO	NO
IMMIGRATION BENEFITS				
Can Be Deported	NO, <i>except if de-naturalized</i>	MAYBE	MAYBE	YES <i>*Riskiest if entered after 01/01/2010</i>
Able to Naturalize	N/A	YES	NO	NO
Able to Petition for Family Members	YES	YES, <i>but CANNOT petition for married children, siblings, or parents</i>	NO	NO

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



TOP 10 WAYS TO SUPPORT UNDOCUMENTED STUDENTS

1. Engage with an Open Mind

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

2. Create a Safe Space

- Don't ask undocumented students to self-identify
- Make resources easily available for all students
- Understand that trust takes time
- Be mindful of your language; say "undocumented" rather than "illegal" and avoid terms like "alien" or "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 PHIDreamers.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)

#FactsMatter: Immigration Explained



No human being is 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; US Code - 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.



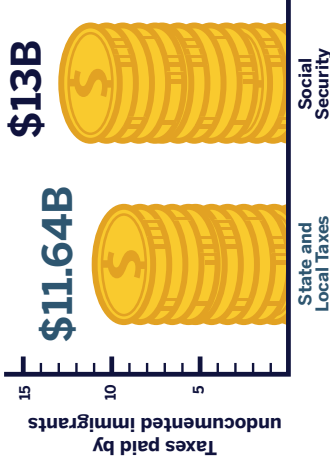
Source: [Federal Bureau of Investigation](#)



Asians are the fastest growing population of undocumented immigrants.

Source: [Migration Policy Institute](#)

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](#)

DACA Fact Sheet



What is DACA?

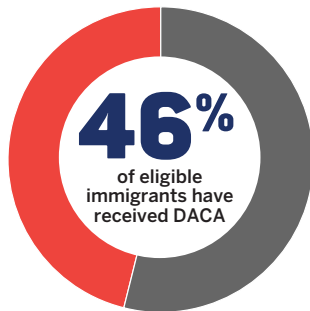
Deferred Action for Childhood Arrivals, or DACA, is a Department of Homeland Security policy that allows for certain undocumented Americans to have their **deportations delayed** and obtain a temporary **work permit**.

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

WHO ARE UNDOCUMENTED STUDENTS?

An undocumented student is a foreign national who: (1) entered the United States without inspection or with fraudulent documents; (2) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization; (3) has Deferred Action Childhood Arrival (“DACA”) status or has previously had DACA; or (4) is otherwise currently in the process of legalizing.

Most undocumented students:

- Have lived in the United States most of their lives
- Have learned English
- Have attended elementary, middle, and high school in the United States
- Have completed high school and want to pursue a college education
- Currently lack a way to become legal residents or citizens of the United States

THE UNDOCUMENTED POPULATION

11 million	Undocumented immigrants of all ages live in the United States. ¹
1.2 million	Undocumented immigrants ages 18-24 live in the United States. ²
1.3 to 3.6 million	Undocumented students in the United States are potentially eligible for various legalization bills (RAC Act, Dream Act of 2017, American Hope Act, SUCCEED Act, Border Security and Deferred Action Recipient Relief Act), highlighting the need for a permanent solution. ³
1.3 million	Undocumented youth in the United States are potentially eligible for the DACA federal policy directive, which provides deferral from deportation and a work permit. ⁴
65,000	Undocumented students who have lived in the United States for 5 or more years graduate from high school each year; only about 5 to 10 percent go on to college. ⁵
408,000	Undocumented students ages 18 - 24 are enrolled in school (e.g. college) throughout the United States.⁶

State Demographics: California is the state with the largest number of undocumented immigrants (2.4 million). They represent 22% of all undocumented immigrants nationwide and 6% of the total CA population.⁷

¹ <http://www.pewresearch.org/fact-tank/2018/09/14/key-findings-about-u-s-immigrants/>

² https://www.dhs.gov/sites/default/files/publications/Unauthorized%20Immigrant%20Population%20Estimates%20in%20the%20US%20January%202014_1.pdf

³ <https://www.migrationpolicy.org/research/differing-dreams-estimating-unauthorized-populations-could-benefit-under-different>

⁴ <https://www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles>

⁵ Ibarra, Hugo; Sherman, Ross (2012). *Higher Education Opportunities for Undocumented Students in the United States: What are the Policy Implications for Educators and Legislators*. JEP: eJournal of Education Policy.

⁶ <https://www.migrationpolicy.org/data/unauthorized-immigrant-population/state/US>

⁷ <https://www.migrationpolicy.org/data/unauthorized-immigrant-population/state/CA>. See also,

<http://www.pewhispanic.org/interactives/unauthorized-immigrants/>. See also, <https://www.americanimmigrationcouncil.org/research/immigrants-in-california>

CHALLENGES UNDOCUMENTED STUDENTS FACE IN PURSUING A COLLEGE EDUCATION

Financial Obstacles

The primary obstacle for a college-bound undocumented student is financial. Based on current government policies, undocumented students cannot qualify for federal and most state-based financial aid, including grants, work study jobs, or loan programs. The cost of full time enrollment at a public college or university ranges from \$15,000 - \$40,000 per year. Without financial aid, the costs of attending a college can often be prohibitive for undocumented students and their families.

In-State Tuition & Financial Aid

Generally, to receive the in-state tuition discount, undocumented students must attend a school in a state for a certain number of years and graduate from high school or obtain a GED in that state. The chart below shows tuition equity laws and policies that allow undocumented students to qualify for in-state tuition in their state of residence:

STATE POLICIES AFFECTING UNDOCUMENTED STUDENTS IN HIGHER EDUCATION⁸

States offering in-state tuition through legislation	California, Colorado, Connecticut, Florida, Idaho, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oregon, Texas, Utah, and Washington
*In-state tuition approved by Board of Regents instead of state Legislature	*Hawaii, Michigan, Oklahoma, and Rhode Island
States offering state financial aid	California, Minnesota, New Mexico, Oregon, Texas, and Washington
** Established through state legislation but privately funded *** Legislation passed but not currently in effect	** Illinois *** Connecticut (will implement in 2020)
Prohibits in-state tuition for undocumented immigrants	Alabama, Arizona, Georgia, Indiana, Missouri, and North Carolina
Bans admission of undocumented students at some or all public colleges	Alabama, Georgia (university system only) and South Carolina
States without explicit legislation on tuition or state financial aid	Alaska, Arkansas, Delaware, Iowa, Kentucky, Louisiana, Maine, Mississippi, Montana, Nevada, North Dakota, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming

As more states debate in-state tuition for undocumented students, individual colleges and universities have approved similar policies for their particular institutions; these include University of Michigan, Eastern Michigan University, and St. Louis Community College, among others.

⁸ *Id.* See also, <http://www.ncsl.org/research/immigration/tuition-benefits-for-immigrants.aspx>

Private Colleges and Universities

Almost all private colleges and universities classify undocumented students as international students and consider their financial situation in determining admissions. As a result, undocumented students compete with students from every country in the world for a handful of enrollment slots. These schools consider an undocumented student's ability to fund their entire four years of college in admissions decisions. The cost of attending a private college for four years ranges from \$80,000 to \$200,000. Because of these policies, thousands of qualified and competitive undocumented students are denied admission to private colleges every year.

CURRENT FEDERAL POLICIES AFFECTING UNDOCUMENTED STUDENTS

Plyler vs. Doe

In 1982, this Supreme Court ruling determined that a K-12 education is a fundamental and protected right and will be provided to all children in the United States, regardless of citizenship or residency status.⁹

Family Educational and Privacy Act ("FERPA")

This federal law protects the privacy of student records at educational institutions, including elementary and secondary schools, colleges, and universities.¹⁰

Deferred Action for Childhood Arrivals ("DACA")

Announced on June 15th, 2012, this policy grants temporary administrative relief from deportation to undocumented young people. Individuals who are granted DACA are considered to be lawfully present in the United States and are eligible for work authorization and a social security number. DACA is a temporary 2-year program that can be renewed but falls short of granting undocumented young people a pathway to citizenship.¹¹ On September 5, 2017, DACA was ended by the Trump administration. Since then, a series of lawsuits filed against the administration for terminating the program unlawfully has resulted in injunctions ordering the continuation of DACA renewal applications. No initial DACA applications are currently being accepted.¹²

Since September 2012, 798,980 people have applied for this temporary benefit.¹³

Affordable Care Act ("ACA") Health Care Reform

Unfortunately undocumented immigrants (including DACA recipients) were excluded outright from federal health care reform. However, DACA recipients in California, who meet eligibility requirements, are now eligible for state-based health care programs, such as Medi-Cal.¹⁴

⁹ <https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students>

¹⁰ <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

¹¹ <https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca>

¹² <https://www.nilc.org/issues/daca/daca-litigation-timeline/>

¹³ <https://www.factcheck.org/2018/01/daca-population-numbers>. See also, <https://www.npr.org/2017/11/16/564655140/oops-we-lost-your-daca-application>

¹⁴ <https://www.nilc.org/issues/health-care/immigrantshcr/>

CURRENT CALIFORNIA STATE POLICIES AFFECTING UNDOCUMENTED STUDENTS

Assembly Bill (“AB”) 540

This law allows certain non-resident students who complete at least three years of high school in California to receive reduced in-state tuition at public colleges and universities (Cal State University, University of California, and CA Community Colleges). From 2009 to 2010, 40,076 students qualified for AB 540.¹⁵

California Dream Act

This law, composed of AB 130 and AB 131, allows qualifying AB 540 students to access state and non-state resourced funds to finance their college/university education. Students are able to access non-state funded scholarships directly through their colleges and state-funded financial aid.¹⁶ More than 27,000 students have received an excess of \$240 million in state aid under the California Dream Act since the application launched in 2013.¹⁷

AB 1024

This law permits the California State Supreme Court to admit as an attorney any applicant that fulfills the requirements for admission to practice law, regardless of immigration status. AB 1024 makes California the first state to grant law licenses to undocumented aspiring attorneys if they meet all other eligibility requirements.¹⁸

Senate Bill (“SB”) 68

This law expands on AB 540 to enable students to count years spent at a California Community College and adult education towards AB 540 eligibility. Additionally, SB 68 allows the completion of an associate degree or satisfaction of the minimum requirements to transfer to the University of California or California State University as sufficient for students to qualify for in-state tuition and financial aid.¹⁹

SB 1159

This law requires all 40 licensing boards under the California Department of Consumer Affairs to consider applicants regardless of immigration status. In effect, SB 1159 allows undocumented individuals to obtain professional licenses.²⁰

AB 2184

This law requires cities in California to accept a California driver's license or identification number, individual taxpayer identification number, or municipal identification number in lieu of a social security number if the city otherwise requires a social security number for the issuance of a business license.²¹

SB 183

This law extends existing protection regarding equal rights and opportunities in postsecondary educational institutions in California from being subjected to discrimination on those bases of immigration status.²²

¹⁵ http://ab540.com/What_Is_AB540_.html

¹⁶ <https://dream.csac.ca.gov/>

¹⁷ <http://www.latimes.com/local/education/la-me-edu-california-dream-act-applications-20180306-story.html>

¹⁸ <https://cliniclegal.org/resources/professional-licenses-undocumented-immigrants>

¹⁹ <https://sd33.senate.ca.gov/news/2017-10-05-governor-brown-signs-bill-expand-landmark-ab540-state-tuition-law-nontraditional>

²⁰ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201320140SB1159

²¹ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2184

²² https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB183

RESOURCES FOR ADDITIONAL INFORMATION

Immigrants Rising

www.immigrantsrising.org

United We Dream

www.unitedwedream.org

National Immigration Law Center

www.nilc.org

College Board

www.collegeboard.com

Mexican American Legal Defense Education Fund

www.maldef.org

Pew Hispanic Center

www.pewhispanic.org

Public Policy Institute of California

www.ccpic.org

U Lead Network

www.uleadnet.org

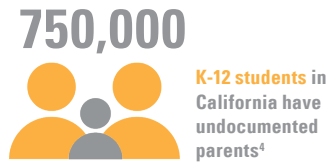
ABOUT US

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.

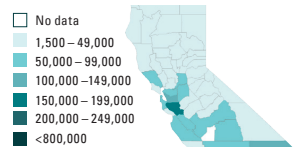
Undocumented Students in California: What You Should Know



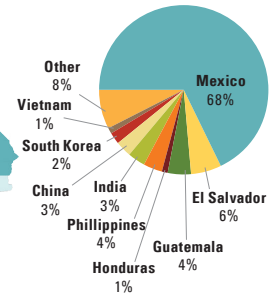
DEMOGRAPHICS



California's undocumented residents live across the state²



California's undocumented immigrants hail from across the globe⁵



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



“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.



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



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.**

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.

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/unauthorized-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/unauthorized-immigrants/>).

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

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

⁴ Based on Education Trust-West calculation of PEW Research Center estimates (<http://www.pewhispanic.org/interactives/unauthorized-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).

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





MOVIES HIGHLIGHTING UNDOCUMENTED EXPERIENCE

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](#).

Created by Madeleine Villanueva. 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

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](#).



VIDEOS HIGHLIGHTING UNDOCUMENTED EXPERIENCE

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/xBG4NKshXLO>

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IN-STATE TUITION AND RESIDENCY

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

AND

PART TWO

Degree Completion, Unit Requirements, GED or other

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**

Fullfill 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

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.

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

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



KNOW THE RULES REGARDING CA RESIDENCY FOR TUITION PURPOSES

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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TYPES OF CALIFORNIA STATE FINANCIAL AID

California is one of six 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 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	AB 540/ SB 68 UNDOCUMENTED STUDENTS	UNDOCUMENTED STUDENTS THAT DO NOT MEET AB 540/ SB 68 REQUIREMENTS
In-State Tuition	YES	NO, <i>except qualified DACA students</i>
Federal Aid	NO	NO
State Financial Aid	YES	NO
UC University Grant	YES	NO
CSU State University Grant	YES	NO
Board of Governor's Fee Waiver (BOGG)	YES	NO
EOP Services	YES	NO
EOPS Services	YES	NO
California State Aid Cal Grants; Chaffee, Middle Class Scholarship	YES	NO
State Loans	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
CA Institutional Aid Scholarships from private donors held at your college or university	YES	NO, <i>check individual schools</i>

IMMIGRANTS RISING APPLYING FOR SCHOLARSHIPS

TRANSFORMING LIVES THROUGH EDUCATION

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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STAYING MOTIVATED: EMOTIONAL HEALTH

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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)