

**Education without Borders
Educator / Counselor Ally Training**

CSUSM

Saturday, November 15, 2014

CSUSM Facilitators:

Jairo Leon (student)

Xuan Santos (professor and co-advisor of STAND)

Sandra Carrillo (Financial Aid)

Marisol Clark-Ibáñez (professor and co-advisor of STAND)

~ Materials included in this packet ~

(Assembled by Marisol Clark-Ibáñez)

Ally Training Agenda

- ❖ Introductions
- ❖ Definitions
- ❖ Ally Expectations
- ❖ Common challenges related to interactions with educators and counselors
 - Undocumented students and families
 - UndocuQueer students
- ❖ Financial Aid and how to better support students and parents
- ❖ Questions & Answers
- ❖ Distribute Sticker / Ally flyer

COMMON TERMS AND DEFINITIONS

Jairo Leon, Marisol Clark-Ibáñez and Xuan Santos

Undocumented Immigrant

A person born outside of the United States who lacks the right to be in the United States, having either entered without inspection (and not subsequently obtained any right to remain in the country) or stayed beyond the expiration date of a visa or other status. Due to geographical and socio-historical dynamics, San Diego has a majority of undocumented immigrants from Mexican origin; however, there are large numbers of Philippino/as, Korean and Central Americans who are undocumented immigrants.

(Additional Sources: *www.nolo.com*)

AB540 Student

A concept used in California since 2001. This legislation allowed an in-state tuition option for those who have attended a California high school for three years or more, graduated from a California high school or obtained a GED, and submitted an affidavit stating that the student meets the AB 540 requirements and that he/she is in the process of adjusting his/her immigration status or that he/she will do it as soon as he/she qualifies to do so (Additional Sources: Mexican American Legal Defense and Educational Fund 2009 and http://ab540.com/What_Is_AB540_.html)

DREAMer

A term made popular by activist empowered by the possibility of a federal DREAM Act that includes pathways to citizenship. See legislative descriptions below.

“Illegal Immigrant”

DO NOT USE THIS TERM. The “i” word is technically incorrect and morally wrong. It is used in popular culture (news, communities, etc.). The terms “illegal immigrant” or “illegals” strip people of their dignity and are inaccurate because it is not possible for a **human being** to be “illegal.” In 2013, the Associated Press decided to not use the term “illegal” to describe people and other news outlets and publishers have also changed the way they describe undocumented immigrants. See Colorlines for their campaign to [“Drop the ‘I’ Word.”](#) There are additional resources in this packet.

Migrant

A person who leaves his/her country of origin to seek residence in another country.

Naturalization

The conferring, by any means, of citizenship upon a person after birth.

Deferred Action for Childhood Arrivals (DACA)

On June 15, 2012, President Obama signed an executive order granting Deferred Action to certain immigrants unlawfully present in the United States at the time of enactment of the law. Deferred action is a kind of administrative relief from deportation. DHS can authorize a non-U.S. citizen to remain in the U.S. **temporarily**. DACA created a 2-year window for a social security number, offers work permit, and the ability to apply for a driver's license. After two years, recipients can renew. **About half of those eligible have been awarded DACA.** (Additional Sources: <http://www.nilc.org/FAQdeferredactionyouth.html>)

Mixed Status Families

A household made up of individuals with different citizenship or immigration statuses. Nearly half of unauthorized immigrants live with a partner or children and "37% of all adult unauthorized immigrants were parents of children who are U.S. citizens." (Passel and Taylor 2010). Note: You may have a student who is a citizen but who has siblings and or parents who are undocumented; therefore issues of deportation and other concerns may negatively impact them as well. (Additional Sources: www.nilc.org/aca_mixedstatusfams.html)

DREAM Act

Federal legislation that has been around since 2001 and changed many times. At its base, the legislation has been bipartisan and has mostly contained some pathway to citizenship for undocumented immigrants who fall under very specific guidelines (age of arrival, completion of high school, good "moral character," military participation).

California Dream Act

The name given to Assembly Bills 130 & 131, which allows some undocumented students to apply for and receive state-based financial aid and institutional scholarships. The state legislation cannot provide any pathways to citizenship. Some states such as NY and IL have passed similar legislation. However, other states have enacted laws to prevent undocumented students from attending any type of higher education, including community college or they have passed laws to require undocumented students to pay non-residence fees which can be 3 times or more of the in-state tuition. See the table on the following page for more details. (Additional Sources: <http://e4fc.org/resources/californiadreamact.html>)

States Granting In-State Tuition for Undocumented Students in the U.S.

State	Year of Passage and Law Number	State Financial Aid*
Texas	2001- HB1403	Yes
California	2001- AB 540	Yes
Utah	2002- HB 144	No
New York	2002- SB 7784	No
Washington	2003- HB 1079	Yes
Illinois	2003- HB 60	No
Oklahoma	2003- SB 596 (Revoked in 2008)	No
Kansas	2004- HB 2145	No
New Mexico	2005- SB 582	Yes
Nebraska	2006- LB 239	No
Wisconsin	2009- A 75 (Revoked in 2011)	No
Maryland (community colleges)	2011- SB 167/H 470	No
Connecticut	2011- HB 6390	No
Colorado	2013- SB 33	No
Minnesota	2013- S 1236/ HF 1692	Yes
New Jersey	2013- S 2479	No
Oregon	2013- H 2787	No
Florida	Expected 2014- SB 1400	No
Virginia	Expected 2014- HB 1934	No

State University Systems Granting In-State Tuition

2011- Rhode Island Board of Governors

2013- Hawaii Board of Regents

2013- Michigan Board of Regents

*Note: *States granting financial aid to undocumented students might have passed additional bills separate from in-state tuition bill to grant financial assistance to undocumented students.*

Source: Fredi Gracia-Alverdín and Marisol Clark-Ibáñez, Chapter 2, Resistance and Resiliency: Undocumented Immigrants Navigating School and Other Social Worlds (book manuscript under contract and in press Spring 2015)

ALLY EXPECTATIONS

Material is adapted from "A Guide for Advisors" by ab540.com

Advisors must educate themselves on the rights, need, obstacles and opportunities faced by undocumented students as well as the benefits and risks of becoming an Ally.

The cornerstone rules for Advisors: Allies are **never** to "out" a student without their informed consent and **never** to tell a student to break or bend immigration laws.

Advice has to be focused on the future of the student and any use of public benefits for which students are not entitled will compromise their ability to regularize their status in the future and are grounds for fines and deportation.

Essential Principles for Allies-Advisors

An ally becomes informed of the rights afforded by law to AB 540 and other undocumented students.

An ally does not encourage students to act on matters that may compromise them when they have the opportunity to adjust their immigration status.

An ally finds legal alternatives that assist students to meet academic requisites when the students are excluded by law from regular participation in employment, federal aid, internships, travel or use of identification forms that they do not have.

An ally listens openly, yet does not interrogate the student about his immigration status.

An ally does not "out" the student without the student's informed consent.

An ally follows up on referrals to assess the effectiveness of the referral.

An ally is committed to maintaining confidentiality and respecting the rights of people who are undocumented.

For more information and PDF of materials, visit the website ab540.com

COMMON CHALLENGES FOR UNDOCUMENTED STUDENTS (AND FAMILIES)

Jairo Leon and Marisol Clark-Ibáñez

Without DACA...

- No government issued identification, social security, and no driver's license
- Cannot legally work
- Limited financial aid (but in CA some state financial aid)
- Deportation fear and travel limitations due to check points
- Cannot leave the country
- They cannot accept full time jobs after college graduation
- Separated from families for decades; missing births, weddings, funerals
- Stress and fear because of being on constant watch for and in threat of police and ICE agents

More details on DACA

As of December 2013, the US Citizenship and Immigration Services (2014) has accepted 610,694 applications and denied 27,360. In December, there were 72,911 applications under review. Mexican origin applicants (467,982) top the Latina/o applicants' country of origin with El Salvador (23,074), Honduras (15,574) and Guatemala (15,531) were next most frequent. Other top countries include South Korea (7741), Philippines (3874), Jamaica (3226), India (3005) and Pakistan (1539). California (174,241) and Texas (100,061) represent the top states of residence for the applicants.

Communities Under Siege – North County

North County can be described as having a "hyper-hate anti-immigrant climate" (Clark-Ibáñez et al. 2011). Meaning, there is an intersection of law enforcement, civil groups, and local legislative bodies that actively engage in anti-immigrant practices designed to intimidate, disenfranchise, and at times terrorize local communities. The region is plagued by police and sheriff checkpoints allegedly to check for DUI (driving under the influence of drugs or alcohol) yet orchestrated at all times of day and miles away from drinking establishments; the ACLU (American Civil Liberties Union) has been investigating these conditions because the check points disproportionately target immigrant communities. Additionally, community groups have protested the practice of local law enforcement calling ICE and Border Patrol to "translate" for minor traffic infractions, which can result in discovery and detaining of undocumented immigrants. Border patrol maintains a high profile on public transportation, which includes bus and train.

Creating Affirming Spaces for Undocuqueer Youth Jairo Leon

LGBT Adult Immigrants in the United States (2013) by The Williams Institute


- 267,000 LGBT-identified individuals among the adult undocumented immigrant population
- Estimated 637,000 LGBT-identified individuals among the adult documented immigrant population.
- Relative to all undocumented immigrants, LGBT undocumented immigrants are more likely to be male and are younger.
- 71 percent of undocumented LGBT adults are Hispanic
- 15 percent of undocumented LGBT adults are Asian or Pacific Islander

"In Their Own Words" (2014) www.undocumentedmillennials.com

- Surveyed 1,472 undocumented young people between the ages 18-35
- 62.3% Female, 36.9 Male, 78% currently employed
- ***Coming Out As LGBTQ More Difficult Than Coming Out As Undocumented***
- 35% of LGBTQ respondents surveyed have come out as both undocumented and as LGBTQ
- 32% have only come out as undocumented, but not as LGBTQ
- 14% have come out as LGBTQ, but not as undocumented
- Of the LGBTQ respondents surveyed, 18% remain in both the undocumented and LGBTQ closets
- Undocumented millennials understand the power of coming out, but fears remain
- 81% feel that it is important to share their immigration status
- 37% agree by coming out that "my family may be detained and placed in deportation"
- 58% who identify as undocumented and LGBTQ first came out as being undocumented

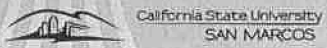
Do's and Don'ts for working with Undocuqueer Youth

- Don't assume all those in your workshops are U.S Citizens
- Don't ask for the disclosing of Legal Status
- Don't make a pity party (we are more than our status, we know our struggle you don't have to re-explain it to us).
- Do ask before connecting undocuqueer people with others: "Would you like me to connect with so and so." "I know this great person, is it okay if I tell them you're undocumented and your email?"
- Do be intentional about the visual markers of your space: Julio Salgado posters, Dreamers walking sign, safe space stickers.
- Do be intentional about language markers. Indicate the diversity of immigration statuses: "...this opportunity is available whether or not you have a SSN..."




EDUCATION WITHOUT BORDERS

Sandra Carrillo




California State University
SAN MARCOS




AB540 REQUIREMENTS


- Attended a California high school for 3 years or more
- Graduated from a California High School or receiving a high school equivalent degree (GED)
- The filing of an affidavit with the college/ university stating they have applied for a lawful immigration status or will apply as soon as they are eligible to do so



AB 130 DREAM ACT – PART I


- Signed into law on July 25, 2011
- Became effective January 1, 2012
- Permits students who meet AB540 criteria to apply for and receive scholarships derived from non-state funds
 - Scholarships funded through private donors






AB 131 DREAM ACT – PART II

- Signed into law effective October 8, 2011
- Became effective January 1, 2013
- Allows student who meet AB540 criteria to apply for and receive state aid, such as:
 - UC Grant
 - State University Grant (CSU System)
 - Educational Opportunity Program (Some CSU's)
 - Services fee waivers
 - Board of Governors Fee Waivers at the California Community Colleges
 - Cal Grants and Chafee Foster Youth for use at eligible institutions



2015-16 DREAM APPLICATION CAL GRANT

- Complete Dream Application by March 2, 2015
- Cal Grant G.P.A Verification form
- CSUSM will complete Cal Grant GPA verification and submit to CSAC by March 2, 2015
 - » 24 units of completion at the end of Fall 2014
 - » If not completed 24 units – student to follow up with previous institution (community college, High School)
- Dream Application and Cal Grant GPA are required documents to be considered for Cal Grant eligibility



2015-2016 CAL GRANT AWARDS

- Cal Grant A Entitlement awards can be used for tuition and fees at public and private colleges as well as some private career colleges. At CSU and UC schools, this Cal Grant covers systemwide fees up to \$5,472 and \$12,192 respectively.
- Cal Grant B Entitlement awards provides low-income students with a living allowance and assistance with tuition and fees. Most first-year students receive an allowance of up to \$1,473 for books and living expenses. After the freshman year, Cal Grant B also helps pay tuition and fees in the same amount as a Cal Grant A. For a Cal Grant B, your coursework must be for at least one academic year.
- Cal Grant C awards help pay for tuition and training costs at occupational or career technical schools. This \$547 award is for books, tools and equipment. You may also receive up to an additional \$2,462 for tuition at a school other than a California Community College. To qualify, you must enroll in a vocational program that is at least four months long at a California Community College, private college, or a career technical school. Funding is available for up to two years, depending on the length of your program.




2015-16 DREAM STATE UNIV GRANT

- State University Grant
 - * Fall 2015 and Spring 2016
- Pays tuition
 - * Undergraduates \$3,582 (full-time) or \$2,433 (half-time)

Example:

Tuition	\$2736	Does not include:	
Tuition fees	\$ 846	* Parking	\$642 (\$338 per semester)
	\$ 3582	* Books varies	
Dream SUG	- \$2736		
	\$ 846		




CSUSM SCHOLARSHIP INFORMATION

- CSUSM Institutional Scholarship
 - Funds donated by Alumni, local companies, retired professors, organizations
- Private Scholarships
 - Merit Based – Grades / GPA
 - Active on community – Volunteer

➤ Deadline for CSUSM Scholarship is *February 1, 2015*

➤ Available at www.csusm.edu/finaid or at the Financial Aid & Scholarships Office




CASH FOR COLLEGE SATURDAY, FEBRUARY 21, 2015

- Staff will be available from 9 am to Noon
- Open to CSUSM students
- Open to High School seniors
- Open to junior college students
- *Everyone is Welcome*

What to Bring:

- Student's 2014 income information
- Parent's 2014 income information
- Individual Taxpayer Identification Number (ITIN) – your and your parents
- Any records of untaxed income such as – welfare benefits, social security benefits, or child support payments



MIDDLE CLASS SCHOLARSHIP

- Dreamers are eligible!
- Required to complete 2015-16 DREAM FAFSA by March 2, 2015
- Must meet CSUSM priority date
- 2015-16 Year 1
 - 14% of Tuition Fee (\$766/year)
 - Family Income <=\$100K
 - Total Grant Aid Does Not Exceed \$5472
- Stay tuned for more information




BEGIN THE DREAM PROCESS

- 2015-16 DREAM Application will be available January 1, 2015
- Visit CSAC site at http://www.csac.ca.gov/dream_act.asp







ADDITIONAL AB540 RESOURCES


- CSAC: http://www.csac.ca.gov/dream_act.asp
- MALDEF: <http://maldef.org>
- CA Dream Act: <http://www.californiadreamact.org/>
- CAL SOAP: <http://www.sandiegocalsoap.com>
- UC Frequently Asked Questions
<http://faofoms.ucsd.edu/forms/AB131.pdf>
- AB540: http://abs40.com/What_Is_AB540.html
- Educators for Fair Consideration: <http://e4fc.org/>
- BECA: <http://www.becafoundation.org/>
- SD Foundation:
<http://www.sdfoundation.org/Scholarships/ForStudents/SeparateScholarships.aspx>



BECOME AN ALLY

- Identify yourself and welcome undocumented students
- Start a student/mentor group to raise awareness
- Encourage students to share their stories with new audiences (when safe)
- Listen
- Assist to solve problems
- Be a public ALLY
- Remind students of their dreams, passions and potential to contribute
- Ask questions – BE PERSISTENT





QUESTIONS ???

California State University San Marcos
Craven Hall 3700
(760) 750-4850
fnaid@csusm.edu

FINANCIAL AID AND SCHOLARSHIPS FOR UNDOCUMENTED STUDENTS

Sandra Carrillo and Marisol Clark-Ibáñez

Remember to have students complete a DREAM FASFA by the deadline.

CSUSM offers scholarships through various organizations dedicating to enhancing the opportunities of undocumented students: STAND scholarships for incoming and transferring students, BECA, LAFS, Alpha Pi Sigma Sorority, and the Jerry Sepinwall DREAM scholarship. We have worked with the CSUSM scholarship office and the foundation toward eliminating citizenship or social security requirements for scholarships meant for general population or specialty areas, such as biology majors.

There are other options to guide students for scholarships¹:

<http://www.cofem.org/>

<http://www.latinocollegedollars.org/>

<http://www.maldef.org/pdf/Scholarships.pdf>

<http://www.salef.org/>

<http://www.heef.org/>

<http://www.usc.edu/student-affairs/MAAA-Web/>

<http://www.migrant.net>

<http://www.chicanalatina.org>

<http://www.maga.org>

<http://www.ccnma.org>

<http://www.nahj.org>

<http://www.lambdathetanu.org>

<http://www.usc.edu/student-affairs/>

<http://www.cawg.org>

<http://automotivehalloffame.org>

<http://www.csac.ca.gov>

<http://www.ctc.ca.gov>

<http://www.calteach.com>

<https://www.acs-education.com>.

¹ This list is provided by the website, <http://ab540.com/A-Guide-for-Advisors.html>, and is linked to CSU Long Beach.

The Meaning of the Ally Training Logo

Xuan Santos

Hummingbird:

STAND (Standing Together as One Dream) selected the hummingbird as our official logo for our Safe Space Campaign, which is part of our larger Education without Borders Campaign.

The hummingbird was considered a sacred bird within Aztec empire, the hummingbird was associated with royalty and warriors, but most importantly it was linked to the sun god Huitzilopochtli, the patron god of the city Tenochtitlan.

The Hummingbird represents one of the hardest working creatures in nature.

Hummingbirds work intensely to find flower nectar, tree sap and pollen to survive. The hummingbird mirrors the experiences of our undocumented student body at CSUSM who constantly seek to find resources to remain connected to the academic pipeline.

The hummingbird represents hope, as they constantly seek out ways to replenish energy to renew themselves and raise a new generation, just like our students.

The Color Green

Green represents our students' growth, coalition-building, and success. The color green promotes a safe space for our undocumented students at Cal State San Marcos.

The Color Yellow

Yellow represents happiness, harmony, intellect, and the energy to keep going regardless of the hardships our students may encounter. Yellow strongly represents our students' resiliency to be successful in academia as they continuously participate in the immigrant rights struggle in the US.

The Color Blue

Blue represents loyalty, wisdom, dignity and peace. The color blue is intended to remind our allies that our undocumented students will no longer be afraid and will thrive as a visible student body at CSU San Marcos.

SUPPLEMENTAL MATERIAL

USEFUL WEBSITES
Jairo Leon and Marisol Clark-Ibáñez

CSUSM AB 540 website
www.csusm.edu/ab540

Pew Research Center
<http://www.pewhispanic.org/topics/immigration/>

E4FC (Educators for Fair Consideration)
<http://e4fc.org/>

United We Dream
<http://unitedwedream.org/>

San Diego Dream Team
<http://sandiegodreamteam.org/>

California Immigrant Youth Justice Alliance
<http://www.ciyja.org/>

San Diego Immigrant Rights Consortium
<http://immigrantsandiego.org/>

Immigrant Youth Collective - San Diego
<https://www.facebook.com/immigranyouth.sandiego>

Immigrant Youth Coalition
<http://theiyc.org/>

Education Without Borders Listserv; to be added contact Professor Marisol Clark-Ibanez (mibanez@csusm.edu)

Affirming Cultural Production:

La Santa Cecilia
<http://lasantacecilia.com/>

Julio Salgado
<http://juliosalgado83.tumblr.com/about>

UndocuMemes
<https://www.facebook.com/UndocuMemes>

Undocupick-up Lines
<https://www.facebook.com/UndocuPickUpLines>



Tip Sheet for Undocumented Students

Undocumented students face unique challenges in their quest to obtain postsecondary education. This tip sheet is designed to help this population with some of the pressing questions they have while contemplating whether or not they can enroll in school.

Question

Answer

- 1. I just finished high school and want to go to college. Will the fact that I am an undocumented student prevent me from continuing my education?**

Generally speaking, your status will not prevent you from being admitted to college or a vocational program, or from enrolling in classes. Your status as an undocumented student limits the type of financial aid you receive and could impact your tuition charges (See Questions 2, 3, 4, 7 and 8 below).
- 2. I am an undocumented student, but I have lived in the U.S. since I was three years old. Am I eligible for financial aid to help pay for college?**

As an undocumented student, you are not eligible for federal financial aid such as Federal Pell Grants, Federal Work-Study, and Federal Direct Student Loans (Direct Loans). However, you may be eligible for financial aid from other sources, including your college and private organizations.
- 3. I was born in the U.S. but my parents are undocumented. How does my parents' status affect my eligibility for federal financial aid?**

As a U.S. citizen, you are eligible to receive federal financial aid, regardless of your parents' status. However, their status will prevent them from borrowing a parent PLUS to help pay your college expenses. For more information about how this affects your eligibility for federal student aid, contact the financial aid office at your school.
- 4. I am an undocumented student but I have lived in Kansas since my family came to the U.S. when I was six. I will graduate from high school soon. If I attend a public college in Kansas, am I eligible for in-state tuition?**

Yes. 12 states have enacted legislation which allows undocumented students who meet certain qualifications to be charged lower in-state tuition at some or all public postsecondary institutions in the state. The states which have enacted such legislation are: California, Connecticut, Illinois, Kansas, Maryland, Nebraska, New Mexico, New York, Oklahoma, Texas, Utah, and Washington.
- 5. If I live in a state which allows undocumented students to pay in-state tuition, do I have to do anything to be eligible to receive this benefit?**

Common criteria for undocumented students to receive in-state tuition in certain states include: attending a state high school for two to four years, earning a high school diploma or General Education Diploma (GED) in the state, enrolling in a public postsecondary institution in the state, and filing an affidavit stating intent to legalize status and become a permanent resident. Check with the college you plan to attend about the criteria in your state.

Question

Answer

-
- 6. I know that a few states allow undocumented students to be charged lower in-state tuition. Are there any states which have laws prohibiting undocumented students from receiving in-state tuition?**
- Yes. Four states—Arizona, Colorado, Georgia, and Indiana—have enacted legislation which prohibits undocumented students from receiving in-state tuition at public postsecondary institutions in those states.
-
- 7. As an undocumented student, what type of financial aid is available from the college I plan to attend?**
- The aid available to undocumented students from colleges and other postsecondary schools varies widely among institutions. Aid could include institutional scholarships, grants, loans, and work programs. Institutional scholarships often come with a merit component. To find out what is available at the college you plan to attend, contact the financial aid office.
-
- 8. As an undocumented student, I know I am not eligible for financial aid from the federal government. Where can I look to find private scholarships?**
- Here are some websites you can use to research scholarships:
- Fast Web: <http://www.fastweb.com>
 - Mexican American Legal Defense and Education Fund: <http://www.maldef.org>
 - Get Ready for College: <http://www.getreadyforcollege.org/gPg.cfm?pageID=1586>
 - Latino College Dollars: <http://www.latinocollegedollars.org>
 - Scholarships for Hispanics: <http://www.scholarshipsforhispanics.org>
 - Genesco Migrant Center: <http://www.migrant.net>.
-
- 9. Can I use my scholarship money to pay expenses other than tuition?**
- You can use financial aid to cover the following school expenses: tuition and fees, room and board, books and supplies, the cost of a computer, and personal expenses including transportation. You should check with the organization that awarded you a scholarship about any restrictions on its use.
-
- 10. If I discuss my undocumented status with a counselor in the financial aid office at my school, is he or she required to report me to U.S. Citizenship and Immigration Services (USCIS)?**
- Financial aid counselors are not required by federal regulations to report undocumented students who seek counseling or other services from the financial aid office.
-

Developed in 2012 by NASFAA's Access, Diversity and Excellence Committee



Dream Act

The **California Dream Act of 2011** allows students who meet AB540 criteria to apply for and receive certain state and institutional financial assistance programs.

First the basics:

What are the AB540 requirements?

- The student must have attended a high school (public or private) in California for three of more years

AND

- The student must have graduated from a California high school or attained the equivalent prior to the start of the term (for example: passed the GED or California High School Proficiency exam)

AND

- A student who is without lawful immigration status must file an AB540 Affidavit (California Non-Resident Tuition Exemption Request form) with the college or university stating that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so
- Complete and submit the affidavit to the Admissions department

What assistance is available to AB540 students?

AB 131 allows students who qualify under the AB540 to apply for and receive state-funded financial aid such as institutional grants, Cal Grant and Chafee Grant - This law took effect on January 1, 2013. As such, eligible AB540 students at CSUSM who complete the California Dream Act Application will be considered for funding in Fall 2014.

How do I apply?

Dream Application

Deadline for priority consideration for Fall 2015 funding: **March 2, 2015**. To apply for the programs available under AB131 you will use the **California Dream Act Application**, located at <https://dream.csac.ca.gov/> which will be available to students beginning January 1, 2015. The Dream Application will collect basic personal and income information to determine student eligibility for funding under AB131. While the application and processing begins in January 1, 2015; eligible Dream applicants will not begin to receive their funding until after June 1, 2015.

Now that I've applied, what happens next?

CSUSM Financial Aid and Scholarships will receive a report from California Student Aid Commission (CSAC). Once received, the Financial Aid and Scholarships will communicate to the students via their CSUSM email whether additional documents are required. The Financial Aid and Scholarships will review and award funding. We will inform students of their financial aid via their CSUSM email and students will be able to view their financial aid award via their CSUSM Student Center.

What type of aid, may I be eligible to receive?

2015-2016 Academic Year

AB 540 students are eligible to apply for scholarships that do not have a residency or citizenship requirement. If the scholarship requires applicants to demonstrate financial need by completing the California Dream Act Application an alternative process is available to evaluate financial need for AB 540 students. For additional Scholarship information, see [AB 540 Scholarship Opportunities](#). Check back regularly, as the website is updated as more information becomes available.

2015-2016 Academic Year

Under AB 130 and AB 131, undocumented AB 540 students will be eligible for state grants and scholarships for the 2015 - 2016 Academic Year. To be considered for State University Grants, Educational Opportunity Program (EOP) Grants, and Cal Grants, applicants must complete the California Dream Act Application between January 1, 2015 and March 2, 2015. In addition to completing the California Dream Act Application, students must also submit the Cal Grant GPA to be considered for Cal Grant information, please visit, www.csac.ca.gov. Students must maintain [Satisfactory Academic Progress](#) to be eligible all grants. Students must reapply by completing the [Dream Application](#) each year.

Example for matriculated student at CSUSM:

For an AB540 matriculated student enrolled for Fall 2015 term and completed the following:

- ✓ Completed the California Dream Act Application by March 2, 2015
- ✓ CSUSM has a valid California Dream Act Application on file
- ✓ Signed Affidavit with Admissions
- ✓ If applicable, submitted all requested financial aid forms by June 2015
- ✓ Has an Estimated Financial Contribution of less than 6000
- ✓ Enrolled in classes for Fall 2015 term

If all of the above requirements are met and student is enrolled in 6 units (part time), student will be awarded the State University Grant for \$1587 per semester. Student is responsible to pay tuition fees for \$796 per semester.

If all the above requirements were met and student is enrolled in 6.1 or more units (full time), student will be awarded the State University Grant for \$2736 per semester. Student is responsible to pay tuition fees for \$796 per semester.

Please note: If student is eligible for Cal Grant funds, the financial aid award will be adjusted accordingly.

Students will need to complete the California Dream Act Application every year to determine eligibility for state and institutional aid.

- Start a student group/club to raise awareness about immigration issues
- Encourage students to share their stories with new audiences (when safe)
- Share E4FC's creative work website: www.thingsillneversay.org
- Find new funding sources to support undocumented students

10. Be There

- To listen
- To help solve problems
- To be a public ally
- To remind students of their dreams, passions, and potential to contribute

About Educators for Fair Consideration (E4FC)

Founded in 2006, Educators for Fair Consideration supports undocumented students in realizing their academic and career goals and actively contributing to society. We offer holistic programming that addresses the financial, legal, career, and emotional health needs of undocumented students. Specifically, we provide scholarships, legal services, professional and personal development workshops, and a strong peer network for undocumented students. We also lead presentations and create educational materials to raise awareness and support for undocumented students nationwide. Our programming is designed by and for undocumented young people with support from committed allies.

For more information, please visit us online at www.e4fc.org.



EDUCATORS FOR FAIR CONSIDERATION

TOP 10 WAYS TO SUPPORT UNDOCUMENTED STUDENTS

1. Provide Hope & Encouragement

- Reassure undocumented students that college is possible despite the obstacles

2. Create a Safe Space

- Don't ask undocumented students to self-identify
- Make resources easily available for all students
- Be mindful of your language; say 'undocumented' rather than 'illegal'
- Use E4FC's posters, bookmarks, and stickers to identify yourself as an ally. Visit www.e4fc.org/onlinestore.html.

3. Know Relevant Policies & Legislation

- Understand college-specific admissions and enrollment policies for undocumented students
- Understand in-state tuition and state-based financial aid requirements for undocumented students (if applicable)
- Understand Deferred Action for Childhood Arrivals (DACA) eligibility requirements and application procedures. For more information, visit www.e4fc.org/resources/deferredaction.html.
- Keep informed about the federal DREAM Act and other proposed immigration policies legislation

4. Find Scholarships

- Keep track of scholarships that don't require citizenship or residency
- Help students apply to as many available scholarships as possible
- Encourage scholarships to allow undocumented students to apply
- Share E4FC's "List of Scholarships that Don't Require Social Security Numbers". Visit www.e4fc.org/resources/scholarshiplists.html.

5. Build Support Network

- Identify mentors/tutors
- Identify allies/advocates/sponsors

- Identify mental health professionals/support groups

6. Identify Role Models

- Identify older undocumented students who can serve as role models
- Invite E4FC's Student Outreach Ambassadors to do a workshop or presentation for students at your school. Visit www.e4fc.org/outreachprograms.html.
- Refer students to E4FC's "Life After College" Guide: www.e4fc.org/resources/lifeaftercollegeguide.html.

7. Involve Parents

- Educate parents about why undocumented students should pursue college
- Encourage good communication between children and parents
- Invite parents into the college application and enrollment process
- Share E4FC's Guide for Parents of Undocumented Students (in English and Spanish). Visit www.e4fc.org/resources/parentguides.html.

8. Access Reputable Legal Information & Assistance

- Identify reputable, affordable legal service providers in your area. Visit www.e4fc.org/resources/gettinglegalhelp.org.
- Encourage students to use E4FC's free, anonymous, and online DREAMer Intake Service to get information about their eligibility for Deferred Action for Childhood Arrivals (DACA) and other long-term immigration remedies. Visit www.e4fc.org/legalservices.html.
- Refer students to E4FC's "Beyond Deferred Action: Long-Term Immigration Remedies DREAMers Should Know About" guide: www.e4fc.org/resources/legalremedies.html.
- Encourage students to pursue potential immigration remedies (if available to them)

9. Instill Agency

- Create a safe community where undocumented students can speak openly

COMPARING FINANCIAL AID FOR UNDOCUMENTED STUDENTS ACROSS STATES

States Granting In-State Tuition for Undocumented Students in the U.S.

State	Year of Passage and Law Number	State Financial Aid*
Texas	2001- HB1403	Yes
California	2001- AB 540	Yes
Utah	2002- HB 144	No
New York	2002- SB 7784	No
Washington	2003- HB 1079	Yes
Illinois	2003- HB 60	No
Oklahoma	2003- SB 596 (Revoked in 2008)	No
Kansas	2004- HB 2145	No
New Mexico	2005- SB 582	Yes
Nebraska	2006- LB 239	No
Wisconsin	2009- A 75 (Revoked in 2011)	No
Maryland (community colleges)	2011- SB 167/H 470	No
Connecticut	2011- HB 6390	No
Colorado	2013- SB 33	No
Minnesota	2013- S 1236/ HF 1692	Yes
New Jersey	2013- S 2479	No
Oregon	2013- H 2787	No
Florida	Expected 2014- SB 1400	No
Virginia	Expected 2014- HB 1934	No

State University Systems Granting In-State Tuition

2011- Rhode Island Board of Governors

2013- Hawaii Board of Regents

2013- Michigan Board of Regents

*Note: *States granting financial aid to undocumented students might have passed additional bills separate from in-state tuition bill to grant financial assistance to undocumented students.*

Source: Fredi Gracia-Alverdín and Marisol Clark-Ibáñez, Chapter 2, Resistance and Resiliency: Undocumented Immigrants Navigating School and Other Social Worlds (book manuscript under contract and in press Spring 2015)

[Why Drop the I-Word? \(ColorLines.com\)](#)

Linking immigrants to language like "illegals" (the i-word) is dehumanizing, racist, confuses the immigration debate and it's just not legally accurate. This anti-immigrant strategy has been moved into the media by a web of people and organizations committed to halting and derailing reasoned, informed debate and policy on immigration.

[John Tanton](#), the founding father of America's modern anti-immigration movement, helped spawn a host of organizations like the Federation for American Immigration Reform (FAIR), Center for Immigration Studies and Numbers USA which leverage hate language against immigrants to promote fear and encourage division, they are often quoted by mainstream media outlets.

Back in 2005, political strategist Frank Luntz issued a language memo to Republicans to guide how they framed immigration. "Illegals" is shorthand for "illegal immigrants," the preferred term used to describe undocumented immigrants in his memo. It is no wonder that with clear direction to use "illegal immigrant," the shorthand slur has become just as common among media pundits and political campaigns.

In addition [pollsters](#) like Stan Greenberg, Celinda Lake and Guy Molyneaux, engaged by beltway organizations Center for American Progress and America's Voice, recommended that democrats adopt tougher language on immigration to engage more voters and create bipartisanship to achieve immigration reform. At this time political consultant Drew Westen, also recommended that democrats use the i-word to be more effective. Sen. Chuck Schumer (D-N.Y.) became one of the biggest cheerleaders for use of the term.

Here are the top 3 reasons to eradicate this hateful term:

Reason #1 It's dehumanizing. The i-word is shorthand for other harmful racially charged terms that dehumanize people. The i-word promotes violence and discrimination. It sends the message that immigrants are sub-human and undeserving.

Reason #2 It's racist. Use of the i-word affects attitudes toward immigrants and non-immigrants alike, most often toward people of African, Asian, and Latin American descent. The discriminatory message is not explicit, but hidden, or racially coded.

Reason #3 It's inaccurate legally and confuses the debate. [Immigration judges and attorneys](#) don't use the i-word. [Journalists](#) who treat all transgressions as "alleged," - a tenet of ethical and professional journalism, don't use it either. The i-word finds many people guilty before they are tried and ignores the fact that our laws are unjustly applied. Immigrants without documents are regularly hired as cheap, exploited labor with a limited ability to protect their own rights. No one else who benefits from the set up, including the employers who recruit and hire these migrants, is labeled this way.

The i-word is used to unfairly label and scapegoat people who are out of status due to a variety of systemic circumstances. For example, many people:

- Are brought to the country against their will or by employers who often exploit them for cheap labor.
- Fall out of status and overstay their VISAS because of school or employment.
- Risk being killed in their country of origin due to political or religious beliefs or sexual orientation.
- Are affected by natural disasters and/or other reasons beyond their control.
- Are forced by economics and harmful policies like NAFTA to leave their country to simply provide for their families.

- Are on a backlog waiting years to get processed, even when they are eligible to get papers through a relative. [Reason.org](#) illustrates this well with a chart of "[Our Nation's Broken Immigration and Naturalization System.](#)"

Frequently Asked Questions

- ***What is the appropriate term to use in place of the i-word?***

The Colorlines.com style guide in this toolkit includes terms that journalists and others can use to accurately describe a person's situation (e.g. undocumented immigrant, unauthorized immigrant, and immigrant without papers) without being dehumanizing or compromising professional journalistic standards.

The Drop the I-Word campaign's focus is on eradicating the dehumanizing i-word (illegals) from common usage and public discourse. We are not focused on settling on a new term because a single phrase will not be adequate to describe the status of all people caught up in the broken immigration system.

- ***Is dropping the i-word about being politically correct?***

Dropping the i-word is about protecting humanity and dignity. Accusations of political correctness divert the public from a serious conversation about race and the responsibility that media has in reporting the news in a complete and responsible way.

Political parties, interest groups and even some media outlets use anti-immigrant talking points and catch phrases to influence the American public. [Language matters - especially if it comes down to labeling human beings and determining their future.](#) It's time we reject all hateful racist language.

- ***Does dropping the i-word ignore rule of law?***

The U.S. is a country of laws, but if the laws are causing inhumane treatment of people, racial profiling and lack of human rights protections, we need to look at how to fix our laws so that they also match our values. Currently, corporations and products have more rights to move across nations than some immigrants do. While businesses freely cross borders, they are not marginalized, penalized or criminalized the same way immigrants have been. There should not be a double standard about our laws, about who gets to break them, and who gets treated humanely.

START A BOOKS CLUB AT YOUR SCHOOL!

Forming a book club or choosing a common book for your school could be a great way to generate discussion while also reading from a research based understanding of undocumented immigration.

Be on the look out for a book by former CSUSM STAND club members, community members and Marisol Clark-Ibáñez! It will be in press this spring!!

William Perez – great author for various books on undocumented youth

Gilda L. Ochoa's book, *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap* (2013)

Summary: Today the achievement gap is hotly debated among pundits, politicians, and educators. In particular this conversation often focuses on the two fastest-growing demographic groups in the United States: Asian Americans and Latinos. In *Academic Profiling*, Gilda L. Ochoa addresses this so-called gap by going directly to the source. At one California public high school where the controversy is lived every day, Ochoa turns to the students, teachers, and parents to learn about the very real disparities—in opportunity, status, treatment, and assumptions—that lead to more than just gaps in achievement.

In candid and at times heart-wrenching detail, the students tell stories of encouragement and neglect on their paths to graduation. Separated by unequal middle schools and curriculum tracking, they are divided by race, class, and gender. While those channeled into an International Baccalaureate Program boast about Socratic classes and stress-release sessions, students left out of such programs commonly describe uninspired teaching and inaccessible counseling. Students unequally labeled encounter differential policing and assumptions based on their abilities—disparities compounded by the growth in the private tutoring industry that favors the already economically privileged.

Despite the entrenched inequality in today's schools, *Academic Profiling* finds hope in the many ways students and teachers are affirming identities, creating alternative spaces, and fostering critical consciousness. When Ochoa shares the results of her research with the high school, we see the new possibilities—and limits—of change.

Work by Carola Suarez-Orozco

Suárez-Orozco, C., Suárez-Orozco, M. & Todorova, T. (2008). *Learning a New Land: Immigrant Children in American Society* (Cambridge, MA: Harvard University Press).

Suárez-Orozco, C., Bang, H.J., & Kim, H.Y. (2011). "I Felt Like My Heart Was Staying Behind": Psychological Implications Of Immigrant Family Separations & Reunifications. *Journal of Adolescent Research*, 21(2), 222-257.