

DACA and Undocumented Student Support (updated 11/10/2021)

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Dream ND Community Website: <https://studentenrichment.nd.edu/programming/for-undocumented-daca-students/>

Network of Support

- Notre Dame campus support for undocumented students is a common effort between multiple units. The scope of support includes a task force, safe contacts and resources from a variety of offices on campus, including, but not limited to liaisons from our degree granting colleges and schools, the Career Center, the Care Consultants, Campus Ministry, and the Graduate School.
- [The Office of Student Enrichment \(OSE\)](#) is committed to providing an inclusive and welcome environment for students to flourish at Notre Dame. Andrew Hertzberg assists students with identifying available legal resources, transportation assistance for biometrics appointments, and reimbursement of DACA and TPS renewal filing fees. **Contact Andrew at ahertzbe@nd.edu**
- The Center for University Advising has a specialized academic support system for undocumented and DACA students. [Leonor Wangenstein](#) directs training and resources for academic units and liaisons across campus. Liaisons provide students with college-specific advising and referrals, and are involved with issues of access, eligibility, and equity related to academic programs and engagement. **Contact Leonor at lwangens@nd.edu**

Terminology and Language Matters

- “Dreamers” are undocumented youth that would have been eligible for a DREAM Act that has yet to be passed. Symbolic language for hope and better future.
- “DACAmended” are approximately 700,000 undocumented youth who are recipients of Deferred Action for Childhood Arrivals (DACA), a program initiated in a 2012 executive order under Obama. Benefits are deferred action from deportation, work permit called Employment Authorization Document (EAD), and access to SSN and state ID/license. ***There have been no new applications accepted since the program was rescinded in Sept. 2017, despite a Supreme Court ruling in June 2020. Previous DACA recipients are still able to renew. [See latest news here.](#)***
- Immigration law and types of immigrant statuses are complex, diverse, and often shifting.
 - Out-of-status (expired visa)
 - Deferred Action for Childhood Arrivals (DACA)
 - Temporary Protected Status (TPS)
 - Special Immigrant Juvenile Status (SIJS)
 - U nonimmigrant status (U-visa)
 - Refugee and Asylum cases
 - Mixed status households
- Ensure that narratives of diversity and inclusion embrace students from different immigrant backgrounds and status. Align with our University’s mission and values, and through moral, social justice and humanitarian lenses. Consider linking to the Dream ND Community website and providing direct contact(s).

Things to consider

- **TRAVEL & SAFETY:** Students should be informed about travel and safety issues, even if it is at their own risk. At this moment, students with valid DACA status should update their driving licenses/state ID to comply with the REAL ID Act. Their ID expiration date is contingent on their DACA EAD card date. If a student does not have DACA or TPS status, or any other special immigration status, then they may not be able to access a state ID that is REAL ID compliant. If students are traveling with birth country passports, they should consult legal advice and understand the risks. We offer Know Your Rights info and connections to legal support. Real ID info: www.dhs.gov/real-id-public-faqs
- **STUDENT CODING:** Students are internally coded as international students to further privacy of records, but do not need to access support from International Student and Scholars Office if they do not have a visa. The coding can sometimes complicate information that students receive or do not receive. In general, these students should be considered for domestic opportunities since they cannot travel abroad.
- **FINANCIAL ELIGIBILITY:** Students are not eligible for FAFSA and Federal Work Study. In-state tuition access varies by state. They are not eligible for certain government funded research and grants, and have limited access to private loans, health insurance and housing without a SSN. FAFSA info: www.studentaid.ed.gov/sa/eligibility/non-us-citizens
- **HEALTH INSURANCE:** Undergraduate undocumented students are eligible to receive additional University scholarship to pay for the cost of University health plan. However, it is important to note that there may be limitations to coverage. Students can contact The Office of Student Enrichment and The Shirt Fund Charity for additional funding sources.
- **STUDENT PRIVACY & RIGHTS:** Student privacy is protected by law – FERPA and HIPAA. If you suspect anyone looking for immigration information about a student or staff member, refer and report directly to the General Counsel’s Office, 203 Main Building, 574-631-6411.

Conversations with students

- Never ask about or assume immigration status. Self-disclosure still requires confidentiality. Always ask the student for permission to share information.
- Be aware that each student has their own *fluctuating* level of comfort and anxiety.
- Be conscious of personal bias and microaggressions. Advocate for respectful and safe spaces.
- Be honest and transparent about what you know or don’t know.
- Seek support from knowledgeable and trustworthy resources. Never give immigration advice.

Supporting Academic and Campus Opportunities

- Increase student equity by helping find solutions and open more paths.
- Consider more domestic “study away” options and alternatives to international opportunities.
- Re-evaluate all program and funding applications. Are questions/criteria restricting equal access and eligibility? Are there other sources of private funding and scholarships?
- Students need a valid work permit (EAD) to fill out Form I-9 and be legally employed. For employment paperwork, they should seek assistance from HR representative (Alicia Ivy).
- Help students understand any limitations to stipends, fellowships, scholarships, grants, and other paid opportunities. Help students find fee waiver options. Consider creating [Inclusive Fellowships](#) and [non-employment based funding](#) opportunities.
- Be aware of background check requirements, ID requirements for exams, accreditations, and professional and occupational licenses, ID requirements for entering federal buildings.
- Be aware that certain majors and professions have limitations for undocumented and DACA students. Check out these resources on Professional and Occupational Licenses for Immigrants from [Catholic Legal Immigration Network](#) and [National Conference of State Legislatures](#).
- If students do not have legal work authorization, help students find alternative means of gaining scholarly and skill-based experiences such as credit-bearing research, service work/volunteering, unpaid internships, networking, job shadowing, and resume support.

Submit to the Dream ND Directory of Student Programs and Opportunities

The Dream ND Directory is a growing list of programs and opportunities that are evaluated according to levels of accessibility for the Dream ND student population. The Dream ND community is comprised of students who identify with undocumented, DACA, and TPS status, and a team of administrators who help promote a full and inclusive student experience.

[Click here to Submit Your Programs and Opportunities](#)

10 Ways to Support Students Facing Immigration Crises

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By Anita Casavantes Bradford, Laura E. Enriquez and Susan Bibler Coutin

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1. Be aware of wide range of people affected: It is important to recognize that anticipated changes to immigration policies will impact not only undocumented students but also permanent resident students concerned about their undocumented parents, relatives, friends and community members. These issues affect individuals from a wide range of ethnic, racial and national origins.

2. Educate yourself about the laws and policies: Learn the details of your own state laws at <https://www.higheredimmigrationportal.org/states/>. Review recommendations provided by national organizations such as United We Dream and the National Immigration Law Center. Recognize your limitations and the high stakes involved for the student who is seeking your advice. It is better to say, “I don’t know,” than to give out misinformation.

3. Signal to students that you are supportive: allies are found among people from all ethnic and racial backgrounds, but some of us may need to do a little more to provide students with verbal and/or visible cues that demonstrate that we are supportive of the undocumented student community. You can signal that you are supportive by displaying flyers about immigration-related events or hanging immigration-related artwork. In your course syllabi, explain how you will accommodate immigration-related emergencies in terms of attendance, late work, extensions and incompletes. Making it explicit sends a powerful signal of both symbolic and concrete support for students confronting immigration and legal issues.

The University of Notre Dame Undergraduate Academic Code Section 3.1.3.3 states that “participation in off-campus legal proceedings or administrative procedures that require a student’s presence” is grounds for an official excused absence. Students should contact Brian Coughlin in Student Affairs.

4. (Re)consider how you discuss immigration-related issues and the current political climate in your classroom. Advise students in advance before initiating classroom discussions of immigration issues, especially if that is not on the agenda from the syllabus. Remind your students that you will be bring up topics that personally impact many people living in the United States and ask those students to frame their participation in ways that are respectful of different experiences and opinions. Avoid spotlighting individual students according to their citizenship status or immigrant background during class discussion.

5. Maintain student confidentiality and privacy. Do not refer to students' citizenship or immigration status in public conversations or written communication. Only do so when necessary and with the students' permission, such as when helping them identify resources or explaining their personal background in letters of recommendation. Remember that a student's personal information, including immigrant status is protected under FERPA.

6. Use appropriate terminology when discussing immigration issues. Many people find the terms "illegal immigration" and "illegal immigrant" offensive; they often prefer "undocumented" and "unauthorized." Some students may also use the term "DREAMer," originally a reference to the proposed federal DREAM Act

7. Provide resources that will help mediate the financial instability that many students will also be facing. A recent system-wide survey at the University of California conducted by one of us, Laura E. Enriquez, found that 63 percent of the undocumented students at the UC have experienced food insecurity during the past academic year. Thus, even a small measure can be helpful, such as offering healthy snacks like granola bars during office hours or meetings with students. You can also try to put course readings on library reserve so that students can devote their financial resources toward living expenses. It's also good to find out and counsel students on whether they can access waivers for course materials fees or tutoring services.

8. Offer career and graduate preparation opportunities. Undocumented students struggle to develop career-relevant work experience or access research opportunities to prepare for graduate school. As faculty members and administrators, consider offering independent study courses, sponsoring research opportunities and identifying internships that are open regardless of immigration status. Work with your institution to figure out a method for paying immigrant students for their labor in these areas.

9. Identify, improve and refer students to campus and community resources. Immigrant students will probably need special guidance and encouragement to access academic resources, financial aid, legal services and mental-health counseling. Familiarize yourself with the resources available at your college or university and in your surrounding community.

10. Identify and raise awareness about your campus's policies regarding undocumented students. Currently, U.S. immigration officials consider educational institutions, including colleges and universities, to be "sensitive locations" (www.ice.gov/ero/enforcement/sensitive-loc) where enforcement actions "generally should be avoided." You should try to identify under what circumstances you and others at your institution are legally required to share student information and provide access to immigration enforcement officers.

At the University of Notre Dame, if you suspect anyone looking for immigration information about a student or staff member, report directly to the General Counsel's Office, 203 Main Building, 574-631-6411. When you feel you have been subjected to any form of bias, discrimination, and/or harassment or have observed such behavior directed at others, you have reporting choices through www.speakup.nd.edu/reporting-process/