

UNDOCUMENTED STUDENT RESOURCE GUIDE FOR CITY COLLEGES OF CHICAGO FACULTY AND STAFF

Rev. June 2022

WELCOME

The purpose of this guide is to provide the City Colleges Community with information and resources to better assist City Colleges' undocumented students and their families. This comprehensive guide contains an overview of undocumented students in the United States, an outline of CCC admissions and financial aid guidelines and processes, federal and state legislation impacting undocumented immigrants and higher education, and a list of City Colleges and community resources. It is our sincere hope that you use this guide regularly and help make CCC a more welcoming and inclusive place for undocumented students and their families.

Special Recognition and Thanks

Undocumented Student Services at City Colleges of Chicago would not be possible without the support of Chancellor Juan Salgado, the leadership of Harold Washington College President Daniel López, Jr., and the **City Colleges Undocumented Student Steering Committee**:

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We are also grateful to the countless faculty and staff across the seven colleges who have tirelessly worked with, supported, and advocated for undocumented students over the years. It is because of your selfless dedication and compassion; your **Undocu-Allyship**, that undocumented students choose to attend and are successful at City Colleges of Chicago.

DISCLAIMER - The information and materials in this resource guide are general and informational only and do not constitute legal advice. This is not an immigration law

guide. Immigration questions should be directed to a licensed immigration attorney. Furthermore, campus and legal information contained within this resource guide is subject to change at any time. Updates will be provided when possible, but faculty, staff and students should continue to update and educate themselves concerning the topics covered within.

TABLE OF CONTENTS

| | |
|--|-----------|
| SECTION I: INTRODUCTION TO THE UNDOCUMENTED STUDENT | 4 |
| Who are Undocumented Students? | 4 |
| Undocumented Student Data in Higher Education | 5 |
| Where Do Undocumented Students Enroll? | 6 |
| Undocumented Students by Race/Ethnicity | 6 |
| Challenges and Barriers | 7 |
| DACA | 9 |
| Mixed Status Families | 10 |
| | |
| SECTION 2: FEDERAL AND STATE LEGISLATION | 11 |
| Federal Laws | 11 |
| Illinois Laws | 15 |
| | |
| SECTION III: CCC ADMISSIONS AND FINANCIAL RESOURCES FOR UNDOCUMENTED STUDENTS | 17 |
| <u>Admissions</u> | 17 |
| <u>Financial Aid</u> | 18 |
| Financial Aid Options for Undocumented Students | 19 |
| Scholarship Opportunities | 20 |

| | |
|--|----|
| SECTION IV: CITY COLLEGES OF CHICAGO RESOURCES FOR UNDOCUMENTED STUDENTS | 22 |
| SECTION V: COMMUNITY RESOURCES FOR UNDOCUMENTED STUDENTS | 24 |
| APENDIX | 25 |
| Glossary of Terms | 25 |
| Citations and Credits..... | 27 |

SECTION I: INTRODUCTION TO THE UNDOCUMENTED STUDENT

WHO ARE UNDOCUMENTED STUDENTS?

The National Immigration Law Center [\[1\]](#) defines an undocumented student as a person who entered the United States without inspection or government authorization or entered with a legal visa that has since expired. Immigrants Rising [\[2\]](#) expands on this definition as follows: The term “undocumented” is defined 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, to U-visa recipients who cannot adjust their status due to personal circumstances (e.g. lack of funds, missing a deadline).

UNDOCUMENTED STUDENT DATA IN HIGHER EDUCATION

According to the Migration Policy Institute [3], there are approximately 125,000 undocumented youth who are reaching high school age; of those, 98,000 students graduate from U.S. high schools every year. However, only 5-10 percent of those high school graduates will attend college, and more than likely it will be a community college.

Additionally, most college-bound undocumented students:

- have lived in the United States most of their lives,
- have been brought to the United States by their parents at a young age,
- have learned English,
- have attended elementary, middle, and high school in the United States,
- have excelled academically in high school and want to pursue a college education,
- currently lack a way to become legal residents or U.S. Citizens.

Undocumented adult learners [4] are also a portion of the undocumented student population striving to pursue higher education and contribute to their communities, in fact, they account for 14% of the undocumented college student population. This group came to the U.S. as older adolescents or as adults and are disqualified from DACA.

New estimates by New American Economy (NAE) [5] drawn from the 2018 American Community Survey (ACS) indicate that undocumented college students now account for more than 427,000 or approximately 2 percent of all students in higher education in the U.S. Among undocumented students, students with DACA or who are DACA-eligible, constitute a subset of approximately 216,000 students or 1 percent of all students in higher education. In Illinois, undocumented students enrolled in post-secondary

education account for 21,000 or 2 percent of all students enrolled in higher education, however, only 12,000 are DACA-eligible.

WHERE DO UNDOCUMENTED STUDENTS ENROLL?

The Immigrants Rising Educational Resource Binder states that [4] the overwhelming majority—82 percent—of undocumented students are enrolled in two- and four-year public colleges and universities, with many of these students attending community colleges. Meanwhile, close to 18 percent of all undocumented students are pursuing their education at private colleges and universities. Among the DACA-eligible student population, 84 percent are at public institutions, while close to 16 percent are private institutions.

While most undocumented students are undergraduates, the data reveal that a sizable portion are pursuing advanced degrees. Among all undocumented students, 10 percent are pursuing graduate and professional degrees, while 13 percent of DACA-eligible students are pursuing graduate and professional degrees.

Many undocumented graduate students hold degrees in STEM fields, the fastest growing sectors in the country. In fact, 39 percent of undocumented students pursuing advanced degrees have an undergraduate STEM degree, with 43 percent of DACA-eligible students pursuing advanced degrees having an undergraduate STEM degree. Among all undocumented graduate students with a STEM undergraduate degree, 41 percent have a degree in healthcare-related field, an especially important finding as the COVID-19 crisis highlights the nation's severe shortages across the healthcare industry, from physicians to home health aides. Among DACA-eligible students, that proportion increases to 46 percent.

UNDOCUMENTED STUDENTS BY RACE/ETHNICITY

Undocumented students [4] are a heterogenous population in higher education, reflecting the broad range of first-generation immigrants in the U.S. Hispanic/Latinx students account for approximately 46 percent of all undocumented students; Asian American and Pacific Islander (AAPI) students account for approximately 25 percent; Black students account for close to 15 percent; White students account for about 12

percent; and others, including biracial and multiracial students, account for about 2 percent. Among the DACA-eligible student population, 65 percent are Hispanic/Latinx, AAPI students make up approximately 17 percent, Black students make up about 7 percent; and White students make up nearly 10 percent.

CHALLENGES AND BARRIERS

Undocumented students have many of the same dreams and goals as their United States citizen peers, but they often encounter challenges and barriers. Undocumented students:

- 1) are not eligible for federal financial aid even though many come from low-income households and neighborhoods. Some states offer financial assistance with limitations while other states ban undocumented students from attending college.
- 2) often work full time to pay for their education and to assist with family obligations.
- 3) have a difficult time utilizing academic support services and participating in co-curricular programs because of their work schedules and family obligations.
- 4) are not eligible for many internships, outside the classroom work, or other learning experiences.
- 5) are for the most part, first generation college students, but also adult learners.
- 6) live in fear of deportation for themselves and their families.

How difficult it may be for an undocumented student to attend a college or university varies greatly from state to state. According to the National Immigration Law Center [\[6\]](#), at least twenty-one states allow undocumented students to pay in-state tuition. These states are California, Colorado, Connecticut, Florida, Hawaii, **Illinois**, Kansas, Kentucky, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oklahoma, Oregon, Rhode Island, Texas, Utah, Virginia and Washington. The University of Michigan's Board of Regents adopted a similar policy for its campuses.

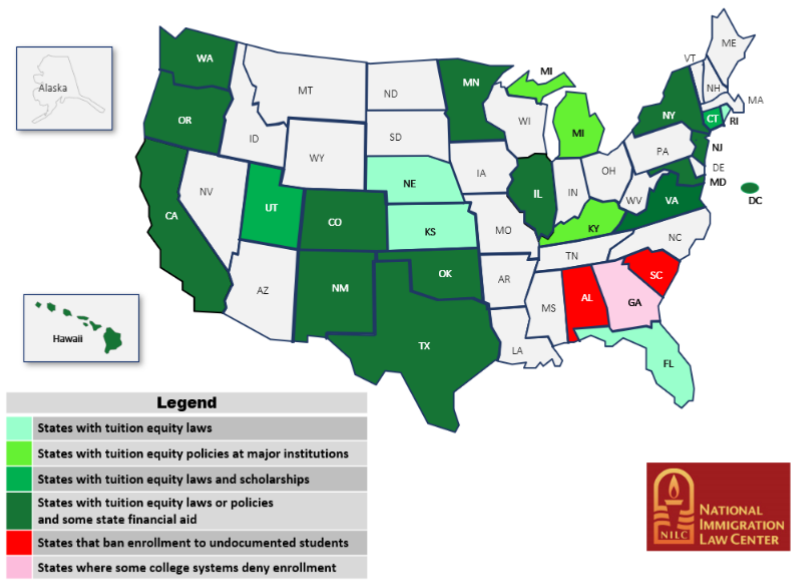
Georgia, South Carolina and Alabama have banned undocumented students from enrolling in colleges and universities.

A growing number of states, including California, Colorado, Maryland, Minnesota, New Jersey, New Mexico, New York, Oklahoma, Oregon, Texas, Washington, and the District of Columbia, **and most recently, Illinois**, offer state financial aid to students who meet certain criteria, regardless of their immigration status.

In 2011, with the passage of the Illinois Dream Act [6], Illinois became the first state to create a private scholarship fund for undocumented students. 2013 was the first year that the Illinois Dream Fund Commission awarded scholarships. In 2019, The Retention of Illinois Students & Equity (RISE) Act was signed into law. The RISE Act allows qualifying undocumented and transgender students to apply for state financial aid programs including the State of Illinois Monetary Award Program (MAP).

MAP: STATE LAWS & POLICIES ON ACCESS TO HIGHER EDUCATION FOR IMMIGRANTS

Current State Laws & Policies on Access to Higher Education for Immigrants | July 2021



Map updated July 2021

Source: [Toolkit | Access to Postsecondary Education - National Immigration Law Center \(nilc.org\)](https://www.nilc.org/resources/toolkit/access-to-postsecondary-education/)

DACA

Deferred Action for Childhood Arrivals (DACA) [6] is a type of discretionary administrative relief from deportation. The purpose of the program is to protect from deportation eligible immigrants who arrived in the United States when they were children. In addition to granting qualified undocumented immigrants protection from deportation, DACA provides the right to work legally in the United States. DACA status expires every two years with the option to renew, providing that all requirements are still met, background checks are cleared, and the applicant pays a renewal fee of \$495.

In September 2017, the Trump Administration announced that it was terminating the DACA program. In the months following, there were multiple lawsuits filed across the country that challenged the Administration's actions to terminate the program, and federal courts ordered USCIS to continue to accept and process DACA renewals while the cases advanced through the legal process.

In November 2019, the Supreme Court of the United States heard oral arguments on three consolidated Deferred Action for Childhood Arrivals (DACA) cases. The hearing came after the Department of Justice (DOJ) requested to fast-track the three cases that were pending at the lower federal courts (New York, Washington, D.C., and California), leap-frogging the standard legal process in an effort to expedite final review of the matter.

In July 2021, Texas federal court Judge Hanen published his opinion on the DACA case, which challenged the legality of the DACA policy. Judge Hanen's opinion is that DACA is not a lawful policy, but for now will allow those with existing DACA to continue to renew. First-time DACA requests will NOT be processed at this time.

The education community is a critical ally in the fight to preserve DACA and advocate for undocumented youth [7]. Educators, school counselors, and faculty are the first line of support for the thousands of DACA-mented teachers and hundreds of thousands of students who are vulnerable to detention and deportation. At the time that DACA was repealed in September 2017 [8], 95% of the nearly 800,000 DACA recipients were either working or in school, with thousands enrolled at colleges and universities across the country. For the nearly three years that advocates have been fighting for DACA in the courts, the number of young people enrolled in DACA has fallen below 700,000 due to a

variety of circumstances, including fear and misinformation about whether or not recipients can renew. As educators and leaders in higher education, it's essential to address the potential loss of this program and how it will impact students on campus.

According to the Immigration Policy Center [9], as of September 2019, there are 653,880 DACA recipients and an estimated 1,322,000 who are DACA eligible but can no longer apply. In Illinois, there are 34,330 DACA recipients and an estimated 67,000 people who are DACA eligible. According to the Pew Research Center [10], almost all current DACA recipients were born in Mexico or Central or South America (648,430, or 94%). Another 18,940 were born in Asia, followed by the Caribbean (8,350), Europe (5,190) and Africa (4,240).

MIXED STATUS FAMILIES

In addition to the thousands of undocumented students enrolled at colleges and universities across the United States today, there are many students who are United States citizens and come from mixed status families in which some of the family members, often parents but sometimes siblings, are undocumented. The Pew Research Center [11] estimates that 9 million people in the United States are currently living in mixed immigration status families.

While citizen children from mixed families often share some of the challenges faced by their undocumented peers such as being first generation college students, living in poverty or low-income households and fearing deportation for their family members, they also experience additional pressures. Not only does the family often rely heavily on the citizen child to navigate educational, social and economic systems for family members, they also place their hopes and dreams on that individual. While these students are eligible for federal and state financial aid, they often do not apply because they are fearful of disclosing information about their undocumented parents.

United States citizen students who are 21 years of age or older may be able to apply for immigration benefits for their parents. However, often because of prior immigration violations, parents may be barred from returning to the United States for ten years, twenty years, or even permanently. Students who are over 21 years of age and interested in applying for their parents should speak to an immigration attorney.

SECTION 2: FEDERAL AND STATE LEGISLATION

There are several federal and state laws that impact undocumented students. Those of particular interest include:

FEDERAL LAWS

Family Educational and Privacy Act (FERPA) – This 1974 law, also known as the Buckley Amendment, protects a student’s privacy rights regarding the disclosure of information contained in that student’s educational records. FERPA applies to elementary and secondary schools, colleges, universities and other educational agencies that receive funding under a program administered by the U.S. Department of Education.

Plyler v. Doe, 457 U.S. 202 – This 1982 Supreme Court decision struck down a Texas statute that withheld funds for the education of undocumented students and allowed individual school districts to deny undocumented students admittance to public schools. The Court found that the Texas Statute violated the Equal Protection Clause of the 14th Amendment because the state could not show a substantial state interest was furthered because of the discrimination of a group of people due to their immigration status.

The application of Plyler v. Doe has been limited to K-12 schooling and protects the rights of all children, regardless of their citizenship or immigration status, to a public education in the United States.

Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) – Enacted in 1996, this law amended and changed much of the immigration law that was current at the time. Of particular concern to undocumented students:

Section 301: Treating Persons Present in the United States without Authorization as Not Admitted: This section states that immigrants who are or have been unlawfully present

in the United States for 180 days but less than 365 days will be barred from re-entering the United States for three years. If they are unlawfully present in the United States for 365 days or more, they will be barred from re-entering the United States for ten years. In certain circumstances, both of these bars are subject to waivers.

Additionally, while prior to 1996 only offenses carrying a sentence of 5 years or more could lead to immediate placement in deportation proceedings, IIRIRA made minor offenses such as shoplifting potentially deportable offenses.

Deferred Action for Childhood Arrivals (DACA) – Created by memorandum on June 15, 2012 and implemented by the Department of Homeland Security, DACA directs the use of prosecutorial discretion towards qualifying undocumented individuals who immigrated to the United States as children. Deferred action means “to defer removal” of these individuals from the United States. Qualifying individuals are granted deferred action for two years, subject to renewal, and are eligible for work authorization. However, deferred action does not give the applicant lawful immigration status nor provide a path to citizenship. In September 2017, the Trump administration announced the termination of DACA, but courts have kept the program alive for people who currently have or have ever held DACA status.

- A person was DACA eligible for the first time if they met the following criteria:
- Arrived in the United States before turning 16 years old;
- Was under 31 years old on June 15, 2012;
- Was physically present on June 15, 2012 (the day this directive went into effect) and on the day that they submit their application to USCIS;
- Has continuously resided in the United States from June 15, 2007 through the present;
- Entered the United States without inspection before June 15, 2012 or lawful immigration status expired before June 15, 2012;
- Is currently in school, has graduated from high school, has obtained a high school equivalency certificate (GED) or has been honorably discharged from the United States Armed Forces or the Coast Guard; and

- Has not been convicted of a felony, a significant misdemeanor or three other misdemeanors and they do not pose a threat to national security or public safety.

U Visa - The U visa is often beneficial to undocumented immigrants because it provides a path to citizenship. The U visa is a type of special nonimmigrant visa created for victims of certain crimes in the United States. An undocumented immigrant may be eligible for this visa if she/he/they were the victim of a qualifying crime and cooperated with the police or prosecutor in the investigation or prosecution of the crime. The crime victim must demonstrate that she/he/they suffered substantial physical or mental harm as a result of the crime, that she/he/they have information about the crime and that she/he/they are helpful, were helpful or are likely to be helpful to police or prosecutors. A conviction is not required in order to qualify for a U visa. The U visa lasts for four years during which time the visa holder is allowed to legally reside and work in the United States. Additionally, the visa holder may be able to adjust to legal permanent resident (LPR) status after three years. Once the immigrant becomes a LPR she/he/they can permanently remain legally in the United States and typically after five years of legal permanent residence can apply for naturalization as a U.S. citizen.

SIJS (Special Immigrant Juvenile Status) - protects minors who are abandoned, abused, or neglected by at least one parent. To qualify, the person:

- Must be unmarried and under the age of 18 (21 in some states)
- It is in their best interest not to return to their country of origin

T-Visa - protects survivors of human trafficking. To qualify, the victim:

- must be inside the U.S. as a direct result of trafficking
- Trafficking includes force, fraud, or intimidation to make someone do work
- Although it may be helpful to comply with law enforcement in the investigation/ prosecution, this step is not required

The Violence Against Women Act (VAWA) – The Violence Against Women Act is a federal law signed by President Bill Clinton in September of 1994. VAWA accomplished many things, including the creation of special provisions in immigration law to protect victims of abuse who are not United States citizens. In certain cases of domestic violence, VAWA makes it possible for abuse victims to self-petition so that they do not have to rely on their abuser to obtain lawful status. There are three remedies under VAWA:

- 1. VAWA self-petition.** To qualify an individual must be abused by: 1) the US citizen (USC) or legal permanent resident (LPR) spouse (or if that spouse has abused your child); 2) the USC or LPR parent (including a step-parent); or 3) the USC adult son or daughter (not an LPR son or daughter).
- 2. Battered spouse or child waiver.** Individuals may be able to apply for a “battered spouse or child waiver” if she/he/they has conditional LPR status as a spouse (and in certain circumstances as a child) of a USC or LPR, and the USC or LPR has abused the person.
- 3. VAWA cancellation of removal.** This remedy may be available to an immigrant who is abused by the USC or LPR spouse or parent (or has a child with the USC or LPR who is abused by the person) and is currently in removal proceedings. If you know of someone who may be in an abusive situation, help and information about shelters and other types of assistance is available. Please call the National Domestic Violence Hotline. 1-800-799-7233 or 1-800-787-3224.

Asylum – Each year the United States admits a certain number of refugees seeking asylum who apply either while abroad or after arriving in the United States. In order to establish eligibility for asylum an immigrant must demonstrate that she/he/they fear persecution on the basis of race, religion, nationality, political opinion or social group and that the government is either involved in the persecution or unable to stop or control those who are.

ILLINOIS LAWS

Illinois House Bill 60 – became law in May 2003 as Public Act 093-07. Under HB 60, undocumented students are considered Illinois residents for purposes of receiving in-state tuition rates at public universities as long as they meet the following criteria:

- The student has lived with their parent or guardian while attending a public or private high school in Illinois
- The student graduated from a public or private high school in Illinois or received the equivalent of a high school diploma in Illinois (GED)
- The student attended at least three (3) years of high school in Illinois prior to the date the student graduated or received a GED diploma from the state of Illinois
- The student provides the university with an affidavit stating that the student will file an application to become a legal permanent resident (LPR) of the United States as soon as the student is eligible to do so

All undocumented students who wish to receive in-state tuition rates at Illinois public Universities must sign an affidavit attesting that they meet the above-mentioned criteria.

Illinois Dream Act – This act was signed into law on August 1, 2011 by Governor Pat Quinn. Illinois is the first state in the United States to create a private scholarship fund for undocumented students. The law makes scholarships, college savings and pre-paid tuition programs available to undocumented students who graduate from Illinois high schools. It also allows for the creation of the Illinois Dream Fund and the Illinois Dream Fund Commission.

As a result of this law, undocumented students who have an Individual Taxpayer Identification Number (ITIN), even if they do not have a social security number, can now take advantage of Illinois' 529 college savings and prepaid tuition programs such as College Illinois! Prepaid Tuition Program, Bright Start and Bright Directions.

The Illinois Dream Fund Commission gathers contributions for the fund, publicizes available scholarships, and select recipients for those scholarships.

The Commission also creates and sponsors training programs for financial aid and admissions officers as well as high school counselors. Professional development materials distributed to high school counselors will be required to include information about university, college and other postsecondary options available to undocumented students.

SB 967 Temporary Visitor Driver's Licenses (TVDL) – This bill was signed into law by Governor Pat Quinn on January 27, 2013, and allows undocumented immigrants to get a driver's license in Illinois.

Illinois Community College Board Resolution – On January 20, 2017, the ICCB made a resolution stating that in-district tuition should be paid by those community college students meeting the residency rules for in-district tuition regardless of citizenship status.

Illinois House Bill 3438 – states that beginning the 2022-23 academic year, all Illinois public colleges and universities must designate an undocumented student liaison, and the incorporation of a resource center is highly encouraged.

SECTION III: CCC ADMISSIONS AND FINANCIAL RESOURCES FOR UNDOCUMENTED STUDENTS

In 2017, the Illinois Community College Board (ICCB) passed a resolution stating that all Illinois community colleges would charge in-district tuition to undocumented students who meet in-district residency regardless of citizenship status. Furthermore, while at that time City Colleges of Chicago did not identify specific services for undocumented students, many faculty and staff tried to assist undocumented students who revealed their status and referred students to resources when available.

ADMISSIONS

The admissions process for undocumented students is no different than admissions for any student applying to CCC colleges. Their undocumented status has no effect on admissions. CCC is an open-enrollment institution and students are accepted year-round.

Credit Classes

Undocumented students who wish to take credit classes should visit www.ccc.edu/apply. Adult learners, regardless of citizenship status, may be able to take free adult education classes if they live in Illinois and are at least 18 years old.

Adult Education (ESL and GED/HiSet)

Undocumented **students** seeking to learn English (ESL), complete their high school education (GED/HiSET), or are interested in earning a certificate that leads to a career, should visit www.ccc.edu/ae.

Early College

Motivated juniors and seniors at Chicago high schools, regardless of citizenship status, can get a head start by earning college credit for free through the Early College program. Interested students can learn more by visiting www.ccc.edu/earlycollege.

Tuition Rates

Tuition rates are not based on citizenship status. To see current tuition rates for Chicago residents, Illinois residents, international students, and special programs, visit www.ccc.edu/tuition.

FINANCIAL AID

At City Colleges of Chicago, we are dedicated to helping students get the assistance they may need to attend one of our seven colleges. Whether it is through state funding for qualifying students, scholarships, or free programs and services, there are options for undocumented students.

Completing the Free Application for Federal Student Aid (FAFSA) requires:

- U.S. citizenship (USC) status or Legal Permanent Resident (LPR) status (This means that USC and LPR students are eligible for FAFSA, even if their parents are undocumented)
- Eligible non-citizenship status as determined through G-845
- Conditional Resident status
- Granted Asylum/Refugee status
- Cuban-Haitian Entrant status
- Conditional Entrant status
- Battered Immigrant – qualified alien status (VAWA)

Without any of the above-mentioned statuses, undocumented students should not complete the FAFSA! Students who meet the criteria above but who live in a mixed status family should apply for FAFSA. Financial Aid Office staff in your college can guide students as to how to report parental information in an accurate way.

FINANCIAL AID OPTIONS FOR UNDOCUMENTED STUDENTS

Retention of Illinois Students & Equity (RISE) Act and Alternative Application for Illinois Financial Aid

Since 2020, the state of Illinois has made state financial aid available to undocumented students who meet all of the following criteria:

- the individual resided with his or her parent or guardian while attending an Illinois public or private high school;
- the individual graduated from a public or private high school or received the equivalent of a high school diploma in Illinois;
- the individual attended school in Illinois for at least 3 years as of the date the individual graduated from high school or received the equivalent of a high school diploma;
- the individual has not established a residence outside of Illinois.

Please note that in addition to meeting the criteria above, students are subject to “dependency status.” Applicants will be classified as independent or dependent, based on the criteria provided by the ISAC. If the student is determined to be independent, the Alternative App will only require information from the student. However, if it is determined that the student is “dependent,” the parent(s) or legal guardian(s) will be required to demonstrate eligibility and will need to have an email address to complete the Alternative App. You can learn more here: [Dependency Status \(isac.org\)](https://isac.org)

For more information on the free application for Illinois financial aid for undocumented students visit the [Illinois Student Assistance Commission \(ISAC\) / Alternative Application website](#). You can also contact your college’s [Financial Aid Office](#) or the Undocumented Student Services Liaison for additional information and support understanding and completing the application.

SCHOLARSHIP OPPORTUNITIES

The City Colleges of Chicago Foundation provides scholarship opportunities for all students pursuing a certificate or degree program at City Colleges of Chicago, including undocumented students of any age at www.ccc.edu/scholarships.

Undocumented adult learners are many times excluded from access to financial aid and scholarships typically available to the more “traditional” undocumented college student. We always recommend students, regardless of age or academic focus, to read through each scholarship’s criteria as there may be opportunities to apply and receive funding. Additionally, at City Colleges of Chicago our ESL and GED courses are completely free and we also offer the opportunity for adult learners, regardless of citizenship status, to [become a Gateway Scholar](#), where participants can take college credit courses for up to four terms at half the cost.

Star Scholarship

Chicago Public Schools students and students attending Chicago-based Big Shoulders Fund-supported schools, regardless of citizenship status, can pursue a degree or certificate at City Colleges at no cost. That’s free tuition and books! Students can become Star Scholars if they meet the following criteria:

- Graduate from a CPS high school, including CPS charter high schools, or a Big Shoulders Fund-supported school with a 3.0 GPA
- Enrolls in one of the City Colleges’ academic pathways

Additional Funding Opportunities

Office of the Mayor

The Office of the Mayor lists many resources and funding opportunities.

Illinois Dream Fund

To be eligible to apply for the Illinois Dream Fund Scholarship, students must be undocumented with or without DACA and must meet the following criteria:

- High school/GED or College minimum GPA of 2.5 (On a 4.0 scale);
- Have resided with a parent, legal guardian or partner while attending high school or completing GED in Illinois.
- Have graduated high school or received the equivalent of a high school diploma (GED) in Illinois while having attended for at least three years.

[UndocWiki](#)

Web based hub of undocumented student resources residing in Illinois. Created by students at the University of Illinois at Chicago in partnership with the Illinois Dream Fund and UIC's Office of Diversity.

[The Dream.US](#) – National Scholarship Award

TheDream.US is the nation's largest college access and success program for DREAMers, which believes that all that DREAMers need is an opportunity by providing them with financial support to attend one of their Partner Colleges, committed to their college completion.

For qualifying City Colleges of Chicago students planning on pursuing a bachelor's degree at one of TheDream.US partner colleges in Illinois, The National Scholarship Award will cover tuition and fees up to a maximum of \$33,000 for a bachelor's degree. Some Scholars may be eligible for an additional stipend of up to \$4,000 (or \$1,000 per year) for books, supplies, and transportation.

For a more complete listing of external scholarships available to undocumented students, please visit www.ccc.edu/scholarships.

SECTION IV: CITY COLLEGES OF CHICAGO RESOURCES FOR UNDOCUMENTED STUDENTS

City Colleges of Chicago provides comprehensive programs and services to **all of our students**. We offer academic support, mental health support, accessibility services, support for diverse learners, food pantries, childcare, and more.

But how do undocumented students know where to get help with a particular issue or problem?

Ask an Undocu-Ally!

Since the spring of 2022, CCC faculty and staff have been offered trainings to become undocumented student allies. Allies are informed and ready to address student questions and concerns. As an ally, proudly display your undocumented student logo and tell undocumented students to **look for the open-door logo displayed in Undocu-Ally offices**. Additionally, if undocumented students ever need an advocate to help them navigate college offices or programs, or someone who can listen to things they do not feel comfortable sharing with just anyone, tell them to contact the Undocumented Student Services Liaison at your college.

Without a doubt, CCC has strengthened the services it provides for undocumented students over the years. Additional CCC initiatives include **this resource guide** and:

Undocumented Student Services Online

Get the resources you and your undocumented students need online, including the names and locations of college-specific undocumented student liaisons, at www.ccc.edu/undocumented.

Undocumented Student Ally Training

The Undocumented Student Ally training helps CCC faculty, staff, and students can understand and better serve undocumented students. This 3-hour training is offered twice per academic year. You can see upcoming dates and sign up at www.ccc.edu/undocumented, or speak with your college's undocumented student liaison.

SECTION V: **COMMUNITY RESOURCES FOR UNDOCUMENTED STUDENTS**

The City of Chicago has a long list of reputable community organizations who assist undocumented immigrants through resources and advocacy.

APENDIX

GLOSSARY OF TERMS

Administrative Warrant:

A warrant that holds little to no legal value. ICE officers cannot enter private spaces with this warrant because their own agency created it and thus, it was NOT signed by a judge.

DACAmented:

Refers to people who are eligible and have applied and received the documentation under the deferred action for childhood arrivals (DACA) program. Please visit the [National Undocumented Research project](#) for more information.

DREAMer:

DREAMer refer to students who are undocumented and are also part of the DREAM Act movement. DREAMer is a term commonly used by students who connect with the DREAM Act movement, and sometimes used to navigate away from the negative connotations given to terms such as undocumented, immigrant, non-U.S. Citizen, and so forth.

Entry Without Inspection:

Refers to individuals who have entered the U.S. without presenting normative government accreditation (i.e. Visa).

F1 Visa:

In general, 'F' visas are issued for academic study purposes. F1 students need to take minimum credits required for full-time students in order to maintain their Visas. This Visa also allows students to be employed on campus (less than 20 hrs/week).

International Student:

A student who currently holds a Visa. Undocumented students are not viewed as

international applicants because many do not qualify for a Visa. In addition, undocumented students do not have to go through the international admission process.

I-9 Work Authorization:

Documentation that proves that one can work. This documentation is usually given to employees by one's employer.

ITIN Number:

Issued to residents with foreign status and to undocumented immigrants. An ITIN is often used on tax forms as undocumented immigrants cannot be issued a social security number.

Judicial Warrant:

A warrant that gives ICE officers permission to enter private spaces. This warrant is signed by a judge and includes the address of the Courthouse where it was signed.

J1 Visa:

Given to students who seek to obtain practical training in a given field that is not available in their native country in order to complete an academic program.

Legal Citizenship:

Is obtained by individuals who are residing in the U.S. legally due to the attainment of permanent residency or citizenship through a visa or green card. These individuals obtain a social security number (SSN).

Mixed Status Family:

Mixed status family refers to students that either are, 1) undocumented, but have family members that are U.S. Residents or U.S. Citizens and/or 2) are U.S. Residents or a U.S. citizen but have family members that are undocumented. In this case it is important to know because it may affect the way a student fills out their free application for federal student aid (FAFSA).

Non-citizen:

The non-citizen category applies to students who are not U.S. Citizens or permanent residents of the United States and who do not hold a valid visa or who are not seeking a Visa for study or documentation for residency in the U.S.

Overstayed Visa:

Refers to an individual who entered the United States with proper documentation but stayed in the United States after their tourist, visitor, or student visa expired; thus his/her status is now "undocumented."

Residency Status:

Refers to in-state or out-of-state residency for purposes of tuition assessment at public four-year universities. Normally, residents of the state of Illinois are assessed in-state tuition, and all other students are assessed out-of-state tuition.

Special Immigrant Juvenile Status:

Minors (21 and under) in the United States who have been abused, abandoned or neglected by one or both parents, may be eligible for Special Immigrant Juvenile classification. If this classification is granted, the minor may qualify for lawful permanent residency, also known as getting a Green Card.

Temporary Protected Status (TPS):

Status granted to natives of certain countries who have experienced (1) natural disaster in the homeland or (2) ongoing conflict. TPS is available to specific countries and status is granted for a limited period of time.

Undocumented Student:

"Undocumented" refers to students who are not U.S. citizens or Permanent Residents of the United States, who do not hold a visa to reside in the U.S., and who have not applied for legal residency in the U.S. In many, but not all, cases the term non-citizen refers to undocumented students. Undocumented students are eligible to apply for and be admitted to CCC. Undocumented students are not eligible for federal financial aid. Note: the "i" word should be avoided because no human being is "illegal," a term that is dehumanizing and hurtful.

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Section III: CCC Admissions and Financial Resources for Undocumented Students

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