TheDream.US Program

Nation's largest college access and success program for undocumented students

8,750+ Scholarships
2,100 + Graduates
70+ Partner Colleges in 20 states + D.C.

Goal:
10,000+ Scholarships
7,500+ Graduates
Our Challenge and Opportunity

The Challenge

Businesses want to rebuild diverse and inclusive workforces in the wake of the pandemic, a call for racial equity, and the “great resignation”

The Opportunity

Multicultural and talented college educated immigrants who want meaningful careers and livelihoods
At the End of This Session You Will Know:

1. Career pathways for undocumented students with and without work authorization

2. How to support undocumented students with and without work authorization

3. Effective practices to support undocumented students in their career development
Your Panelists – Reach out to us!

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*I’m An Unafraid Educator With And For Undocumented Students*

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*A National College and Career Success Program for Undocumented Students*
Level Set: Two Types of Status
DACA or TPS Holders with Work Authorization – What you need to know

• Have a renewable work authorization, SSN and can legally work just like any U.S. Citizen*

• Do not need H1B sponsorship

• Unlawful to refuse to hire because of DACA/TPS status

• Do not have to disclose their DACA/TPS status

* (except in some government funded positions)
DACA Ruling - July 16, 2021

A federal judge in Texas ruled the DACA policy was unlawfully created. The ruling allows approval of DACA renewals but does not approval of new applications.

Status of DACA (2022)

- United States Citizenship and Immigration Services (USCIS) is not approving new DACA applications.
- Final solution is in Congress' hands
  - Anticipated: Supreme Court will review DACA policy in summer 2023
- DACA Updates & Application Considerations
  - ASU College of Law – DACA
  - MALDEF Timeline to Protect DACA
  - US Citizenship and Immigration Services (USCIS) – DACA
  - Immigrant Legal Resource Center (ILRC) DACA Toolkit
Students *Without Work Authorization* – What you Need to Know

- Career pathways *regardless of immigration status*:
  - ✓ Independent Contracting
  - ✓ Business ownership
  - ✓ Worker Cooperatives

- Not employment!

- ITINs or EINs may be used to legally earn income so long as *taxes are filed and paid*.

Over 823,000+ undocumented entrepreneurs*

*Source: *New American Economy*
Individual Tax Identification Number (ITIN)

- ITIN needed to be paid as an independent contractor or get paid fellowship

- May have an ITIN if parents have filed income taxes and claimed you as a dependent

- If ITIN available, to find out if it has expired and how to renew watch this video

- If No ITIN, learn how to obtain one: IRS

Spark Entrepreneurship Curriculum

https://spark.immigrantsrising.org/
Worker Cooperatives

Business structured as an LLC

Members own & manage
- Members invest in the business
- Members vote in decision making

Operates according to a set of principles

Democracy at Work Institute
Entrepreneurship Resources

Freelancers:

▪ **Immigrants Rising** – Entrepreneurship and freelancing resources, including an Independent Contractor Brainstorming Worksheet

▪ **Entrepreneurs@Immigrants Rising (FB Group)** – community of immigrant entrepreneurs

▪ **Freelancers Union** – training and support for freelancers

▪ **Skillshare** – online classes including entrepreneurship and freelancing

Business Owners:

▪ **Small Business Majority** – training and support for small business owners (venturize.org)

▪ **Accion Opportunity Fund** - up to $250K business loans for low- and moderate-income immigrants

Workers’ Cooperatives:

▪ **Democracy at Work Institute** – information on worker cooperative model
Resources for Supporting Undocumented Students’ Career Advancement
What Colleges Can Do to Support Undocumented Students’ Careers

- Educate your team and employers about this growing talent pool
- Create Undocu-specific career services, events, & resources (e.g., website)
- Create inclusive internship and fellowship opportunities
- Refer students to entrepreneurial curriculum/programs
- Become familiar with state professional licensing laws
- Create, promote or support worker co-ops
Toolkits & Resources for Career Services Staff

Career Services Practitioners: What to know when advising Undocumented students (Mar 2022)

Career Pathways for DREAMers – What Every Career Services Professional Needs to Know (Aug 2021)

This session informs about: Who DREAMers are and what they bring to the businesses and organizations; How to support DREAMers with DACA or TPS in obtaining strong 1st jobs out of college; Career pathways available to DREAMers, without work authorization; and Effective practices you can use to support DREAMers in being “career ready”. PDF

https://www.thedream.us/for-partner-colleges/effective-practices-toolkit/
NEW! Intro to Entrepreneurship (Lesson Plan)

Lesson plan and tools for workshop to help undocumented students jump start their entrepreneurial journey

Step-by-step guide includes:

- Slide deck
- Ice breaker
- Stories of undocumented entrepreneurs
- Video introducing entrepreneurship
- Entrepreneurial mindset worksheet

Download Resource

**Workshop Audience:** Individuals with and without DACA, college students, high school students, and community members

**Workshop Level:** Beginner, Introductory

**Workshop Time:** 1 hour

**Workshop Objectives:**

- Introduce entrepreneurship as an income generation option
- Begin brainstorm on entrepreneurial skills and experience
- Provide resources to explore income generation options
What Businesses Can Do to Hire / Contract With Immigrants With and Without Authorization

- Build your pipeline through *inclusive* contract internships and fellowships
- Proactively recruit through website, social media, and job fairs
- Ensure HR and hiring managers understand employment rights of DACA/TPS holders
- Audit applicant forms for unintended (and potentially unlawful) disqualifications
- Advocate for federal and state legislation for work authorization and access to professional licenses (e.g., nursing)
- Contract with immigrant owned businesses and independent contractors
Fact Sheet and Guide for Employers

MEET AMERICA’S DREAMers:
THEY ARE DRIVEN, RESILIENT, AND READY TO MOVE OUR COUNTRY FORWARD

About DREAMers and DACA

Who are the DREAMers?
DREAMers are undocumented immigrants who came to this country at a young age (their average age of arrival is 7 years old) and have grown up in America. They have attended our K-12 schools and colleges and are a part of our communities.

Are DREAMers able to legally work?
Yes, DREAMers with DACA (Deferred Action for Childhood Arrivals) have renewable two-year employment authorization documents ("work authorizations") that allow them to legally work. An employer does not have to sponsor a DREAMer with DACA - they can hire them just as they would any U.S. citizen. It is unlawful for an employer to refuse to hire a DREAMer with a valid work authorization because of their DACA status.

https://www.thedream.us/hire-dreamers/resources/
The Career Development Challenge: Lack of Accessible, Paid Internships/Fellowships

For those **with work authorization** . . .

- Pre-pandemic - 75% of undocumented students working – more than half hold more than one job
- Cannot afford to leave paid work for non-paid work
- Cannot afford to take entire summer off to complete summer internship

For those **without work authorization** . . .

- Working as independent contractors in service jobs – difficult to control hours
- Cannot apply for paid employment-based internships
- Need income opportunities!
Effective Practices for Breaking through Internship/Fellowship Barriers . . .

- **Inclusive paid internships and fellowships - with and without work authorization**

- Paid experiential fellowships or non-employment-based opportunities (NEBOs) on-campus

- Paid micro-internships with businesses and organizations
Teach For America Overview

What We Do
Teach For America finds, develops, and supports a diverse network of leaders, working together to end educational inequity. Our alumni, corps members, and staff work in schools and in every sector and field that helps shape educational opportunity in America.

10-year Goal
By 2030, twice as many children in communities where we work will reach key educational milestones indicating they are on a path to economic mobility and a future filled with possibility.
TFA Experiences

Fellowship experience available to current college and graduate students to tutor students for approximately 5 hours/week 10-12 weeks during the fall semester, 2022

Changing the course of our nation begins in the classroom.

Begin your leadership and career after graduation in a classroom, teaching in a low-income community for 2 years
Ignite Fellowship

FELLOW QUALIFICATIONS

• Current undergraduate, graduate students, Teach For America alumni, or former Ignite fellows
• Minimum 2.5 GPA (Freshmen without college GPA should have a minimum HS GPA of 3.0)
• Ability to work virtually 5 hours per week consistent with school hours
• Evidence of fulfilling commitments and strong organizational skills
• Due to hiring requirements, fellows must be at least 18 years old and authorized to work in the U.S.
• Desire to work with students and make a positive impact
• Interest in contributing to Teach For America’s mission

DAY-TO-DAY IMPACT

1 FELLOW + 3 STUDENTS
5 HOURS/WEEK FOR 13 WEEKS
FALL & SPRING SEMESTERS
VIRTUAL DURING SCHOOL HOURS

CONNECT WITH STUDENTS
Partner directly with schools and fellowship trainers to build relationships and co-create community with students.

LEAD TUTORING SESSIONS
Lead virtual math or reading tutoring sessions in student learning groups during school hours.

RECEIVE COACHING
Receive ongoing training from TFA, partner organizations, and schools to accelerate student learning and build trusting relationships.
Exploring Options to Extend Fellowships to Those Without Work Authorization – What We’ve Learned

Headlines

• Experiential fellowships can be offered to college students without work authorization
• Depending on specific fellowship requirements, background checks may be a challenge that will need to be addressed

Opportunities for Colleges and Universities

• Work with state government to emulate programs like the California College Corps service program
Fellowship Opportunities for Students w/o Work Authorization

Guidelines For Designing Inclusive Fellowships

In designing inclusive fellowships that are available to all individuals regardless of their immigration status, the general recommendation is to adhere to the following guidelines:

• Provide fellows with training, hands-on/experiential learning, professional development and/or networking

• Advisee/advisor or trainee/trainer relationship
  • Cannot be employee/employer relationship

• Primary purpose of study or research is to benefit the fellow's education, professional growth or training
  • Not for the benefit of grantor

• Stipends allowed if not wages for work performed

Source: Immigrants Rising
Effective Practices for Breaking through Internship/Fellowship Barriers . . .

- Inclusive paid internships and fellowships - with and without work authorization

- *Paid experiential fellowships or non-employment-based opportunities (NEBOs) on-campus*

- Paid micro-internships with businesses and organizations
Introduction to NEBOs
Non-Employment Based Opportunities

• **Center** student learning
• **Foster** mentoring relationships
• **Create** a sense of belonging
• **Provide** equitable access to learning and opportunities
What is a NEBO?

- Inclusive on-campus project-based opportunity
- Student designs project with a mentor (faculty/staff) in an area of interest
- Project’s mission is to advance students educational/professional knowledge
- Mentor provides resources to assist student with completion of project
- Student presents findings in a workshop or conference
How do students apply?
On website at Careers.dom.edu via DocuSign

**Project Information**

**Student Name:**

**Student Email:**

**Student Phone:**

**Student ID:**

Please provide a description of your intended research topic and project goals. Include a brief review of relevant ideas and area(s) of interest as well as a description of what you expect from your mentor.

**Topic Examples:** Social justice, sociology, human behavior, student involvement, student conduct, first-generation students, etc.

**What will be the longevity of this NEBO?**

Example: 1 semester (fall) or 2 semesters (fall and spring)

**What do you want to achieve with this project?** Do not include specific details, but an overview/general statement about what this project will accomplish.

Example: Exploring how students who live on campus have an increased knowledge of social justice through targeted programming and how it impacts students.

Please identify the course name that aligns with this experience, if applicable:

Example: ID Career Development, Leadership Certificate Class, or other class that aligns with the opportunity.

**Mentor and Department Information**

**Mentor Name:**

**Mentor Title:**

**Department Name:**

**Mentor Email:**

Briefly describe the resources and mentoring you will provide for student to complete research/project successfully:

**Examples:** Access to data, connect with professional association (NASPA, AACA, ACFHO-J), mentorship/coaching

**How does this opportunity align with your individual or departmental knowledge/expertise?**

**Responsibilities**

**Research/Project Responsibilities:**

- Identify a research problem
- Evaluate the research problem’s significance
- Design a process to address the problem or answer the question posed
- Interprets data collected
- Create data collection process with assistance
- Focus groups or surveys/observations

**Additional responsibilities or tasks that can build competency for this project (these should not be daily tasks):**

Example: Learning how to advise, respond to professional emails, creating social media content, etc.

**Do you need additional support from Career & Professional Success for this application?**

**Yes**

**No**
How do students apply?

Attend a Design Thinking Session
Student Learning Demonstration

Aqueous Two-Phase Solvent Systems
Author: Elie González   Advisor: J. Rachel Ferguson
Dominican University, River Forest, IL, USA

**Background**
Aqueous two-phase systems (ATPS) are found in biological systems, including the cytoplasm and periplasmic space of cells, and are also used in industrial and pharmaceutical processes. They consist of two immiscible aqueous phases that are separated by a barrier, allowing for the selective partitioning of solutes.

**Creating ATPs**
The process of creating ATPS involves using a phase-transfer agent to induce the formation of two distinct phases in an aqueous solution. This is typically achieved by adding a surfactant or polymer that enhances the interfacial tension, leading to the formation of two immiscible phases.

**Discussion**
- **Background:** ATPS are used in various applications, including biotechnology, pharmaceuticals, and environmental science. They are particularly useful for the isolation and purification of biomolecules, such as proteins and enzymes.
- **Method:** The method involves the addition of a phase-transfer agent to an aqueous solution, followed by the creation of two distinct phases. The partitioning of solutes is then studied to understand their behavior in the ATPS.
- **Results:** The results show that the phase behavior of the ATPS can be controlled by adjusting the concentration of the phase-transfer agent.

**References**
How do students get paid?

Via a Stipend

• Stipends are dispersed at the end of each semester
• Stipends vary based on departments and project design
• Career & Professional Success will verify student eligibility with Financial Aid
• Total student financial award cannot be higher than the cost of attendance
Considerations

• EDUCATE, EDUCATE, EDUCATE
• Gather buy-in from key stakeholders
• Build a sustainable team and model to administer the program
• Center student learning
• Be sensitive to trauma/environmental stressors students’ may have experienced
Effective Practices for Breaking through Internship/Fellowship Barriers . . .

• Inclusive paid internships and fellowships - with and without work authorization

• Paid experiential fellowships or non-employment-based opportunities (NEBOs) on-campus

• Paid micro-internships with businesses and organizations
Parker Dewey Micro-Internships
parkerdewey.com

- Partners with organizations and colleges to offer short-term, paid, professional projects

- Structured as independent contract work - no work authorization required

- **Must have SSN or ITIN**

- Explicitly promote to undocumented students

- NO COST to career centers

Example:
https://info.parkerdewey.com/business.uconn
Parker Dewey: How it Works for Students/Alumni

1. Create a Profile
   Takes <10 minutes and is open to all students AND alumni. Complete basic information (name, location, education, experience, etc.). Optional: Upload resume.

2. Apply to Projects of Interest
   Students see active projects and relevant details about the opportunity.

3. If Selected, Complete the Project
   Work directly with the hiring manager to complete the project. Paid by Parker Dewey upon completion.

Parker Dewey’s role:
- Vetting projects:
  - Is it professional?
  - Is it paid fairly?
- Project administration (HR, legal, payroll)
- Support materials for student success
Parker Dewey: How it Works for Companies/Organizations

1. Post a Project
   Think about a project or tasks that need to be done, but don’t have the time for or isn’t the best use of time.

2. Select an Applicant
   Organizations will only see candidates who have proactively applied to the project.

3. The Work Gets Done
   The organization and the student have a kick-off meeting, and then communicate as needed based on the project.

Parker Dewey’s role:

- Assist in posting projects
- Notify partners and assist in student selection
- Student support and payroll
- As-needed support
Parker Dewey: For Companies/Organizations – How to Post a Project

LIMIT TO SPECIFIC SCHOOLS AND / OR AFFILIATIONS

Limiting your projects to specific schools and / or affiliations will cause your project to only be visible to Career Launchers with those schools or affiliations listed on their profiles. This can be changed at any time so the project becomes visible to all Parker Dewey Career Launchers.

Please note: You will always see a student’s school and affiliation when evaluating applicants’ profiles, and you can use that information to select a candidate. This feature is for Micro-Internships linked to specific schools or programs to ensure that only eligible students / recent grads apply.

Schools

Affiliations

Affiliations are community or mission-driven organizations that have partnered with Parker Dewey to support their students, alumni, or participants. It also includes Student-Athlete and Honors Student. To review our list of affiliations, click here.

Parker Dewey Contact:
Kristin Schrader - kristin@parkerdewey.com
Alumni SwatWorks: Funded Micro-Internships

SwatWorks's Micro-Internships are short-term, paid, professional assignments that are similar to those given to new hires or interns. These projects enable Swarthmore students to demonstrate skills, explore career paths, and build their networks as they are monitored by Swarthmore alumni and parents. Unlike traditional internships, Micro-Internships will be funded through micro-grants offered by Career Services in three increments:

- $125 for a 10-hour project
- $250 for a 20-hour project
- $500 for a 40-hour project

If you are able to provide a project beyond the scope of the SwatWorks grant, please click here to learn more.

This program will run as long as funding is available. Typically projects are posted and kick off within the same week and are completed in a time frame mutually convenient for the mentor and the student. Please be thoughtful of your available time to mentor current students.
Scorpion Intern Funding Program

The Career Services Center is offering funds to students participating in unpaid internship experiences. The purpose of the Scorpion Intern Funding Program (SIFP) is to encourage experiential learning opportunities that help students prepare for their careers while reducing financial challenges of participating in an unpaid internship. This program will support 20 students who secure unpaid internships for the Spring 2022 semester with $1,500 compensation.

Students who meet all the eligibility criteria are encouraged to apply beginning Monday, September 27th, 2021.

Frequently Asked Questions

- What are the benefits of securing an internship and applying for this funding?
- Who is eligible to apply?
- Are DACAmented and Undocumented students eligible to apply?
- What internships are eligible?
- When do internships take place?
Question: How has receiving the funds from the Scorpion Intern Funding Program impacted you?

“As an undocumented student, finding employment or generating income that relates to my degrees is challenging. This internship allowed me to do something that will give me more experience and I did not have to give away my labor. I should be compensated for the skills I bring to the table. Additionally, because of the 1099 Tax form and the way we are getting paid, I am looking into freelancing as a way of generating money in the future until my status is fixed.”
Join NACE’s Serving Undocumented Students Group

The NACE Serving Undocumented Students Subgroup is connected to NACE’s HSI Affinity Group. Members of the HSI Affinity Group are welcome to join the Undocumented Students Subgroup.

To Join the Hispanic Serving Institution (HSI) Affinity Group:

- Select “NACE Affinity Groups”
- From the list, check the box for “Hispanic Serving Institutions”
- Click Submit. This will add you to the Affinity Group for you to receive communication about group meetings.

Serving Undocumented Students Subgroup Chair:
Nicole Wesley
[Nicole.Wesley@thedream.us](mailto:Nicole.Wesley@thedream.us)
Undocumented Friendly Employers

• NACE Serving Undocumented Students Sub-committee is continuing to build this list and share with undocumented students!

• Do you want to be on the list? Contact: nicole.wesley@thedream.us

Questions?
Share a best practice!

Sign up to receive list of best practices!
What other college career centers are doing…

UC Merced Internship/Fellowship Resource Sheet

Career Webpage for Undocumented Students

Virtual Career Expo for Undocumented Students
Password: dPiajCQ4

Entrepreneur Pilot Program: Report

Resources for Undocumented Students

Helped start a worker’s co-op

Experiential Fellowships

Undocu/DACAmented Advocacy Group (UDAG) & Student Organization
Available Resources

• **Presidents Alliance on Higher Ed & Immigration** – Higher Education leaders dedicated to increasing public understanding of how immigration policies and practices impact our students.

• **Higher Education Immigration Portal** – A digital platform that integrates data, policies, effective practices and resources for immigrant students including state level information on in-state tuition, state aid, and professional licensing policies.

• **Mexican American Legal Defense and Education Fund (MALDEF)** – Latino civil rights organization; report employer discrimination related to immigration status
Higher Education Immigration Portal

FAQ on Experiential and Funding Opportunities for Undocumented Students
This document provides campuses and their legal counsel with information on developing nonemployment-based, funded experiential opportunities for undocumented students, including legal considerations.

Fellowships and Other Non-Employment Based Opportunities for Undocumented Students
Resources on fellowships and other funding opportunities for undocumented students.

This guide provides an overview of the application, admissions, and financial aid processes for law school, with a focus on immigration-specific considerations.

Scholarship Directory for Undocumented Students
A directory of scholarships and fellowships that are open to undocumented students regardless of their immigration status. Funding for higher education is incredibly important for undocumented students, especially in states where undocumented students do not qualify for in-state tuition or state financial aid.

https://www.higheredimmigrationportal.org/areas/daca-undocumented-students/
Breaking Through Barriers

For those with work authorization . . .

✓ Paid internships and fellowships on campus for those with work authorization
✓ Non-traditional internships (e.g., internships during school year)
✓ Turn current job into internship

For those without work authorization . . .

✓ Inclusive Non-employment-based fellowships on campus
✓ Micro Internships via independent contracts