

Career Pathways for Undocumented Students

What Colleges and Employers
Need to Know





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



Inspired minds. Amazing possibilities.

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*A National College and Career Success Program
for Undocumented Students*



**Level Set:
Two Types of
Status**

HOME IS HERE

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](#)



Photo credit: Immigrants Rising

Individual Tax Identification Number (ITIN)



ITIN

Individual Taxpayer Id. Number

ITIN preparación *Gratis!*

Free ITIN Filing



- 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](#)

https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_ITIN-Guide.pdf

Spark Entrepreneurship Curriculum



INTRODUCTION TO ENTREPRENEURSHIP

Learn how to turn your dream into a business, with this step-by-step guide.



VIEW TOPIC

SECTIONS:

INTRODUCTION What do you want your dream to do, and how can you sustain it?	LEGAL CONSIDERATIONS Walk through some important questions to ask yourself before starting a business.	INDEPENDENT CONTRACTING When getting started, it's important that you classify your new business accordingly. Which one is right for your dream?
SOCIAL ENTREPRENEURSHIP You and the business are legally one and the same, with the same liabilities but all the profit is yours.	VISION, MISSION, AND BUSINESS DESCRIPTION In this structure, you and at least one other person team up to start and run a business.	CALIFORNIA LAWS With this model, stakeholders invest resources in exchange for the business's capital stock in the form of profit.
RESOURCE LIST ADDITIONAL RESOURCES More information on the structure, permits, and registration specifics required to get your business started are here.	WORKSHEET STARTING A BUSINESS	

<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](#)



Bookkeeping
Graphic Design
Interpretation & Translation
IT Services
Strategic Management
Web & Software Development

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

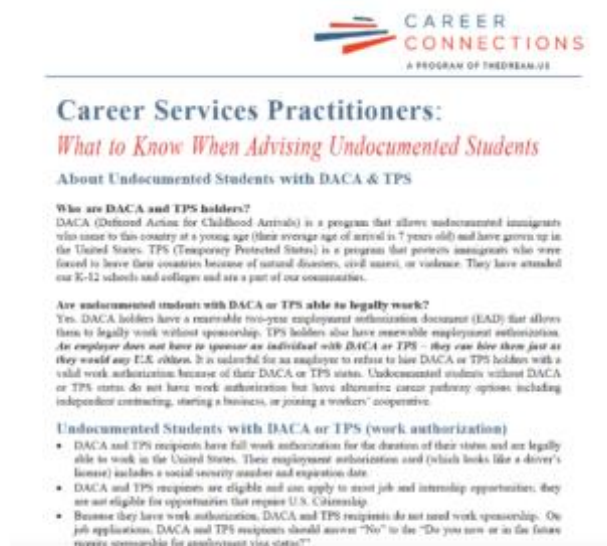
Become familiar with state professional licensing laws

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?

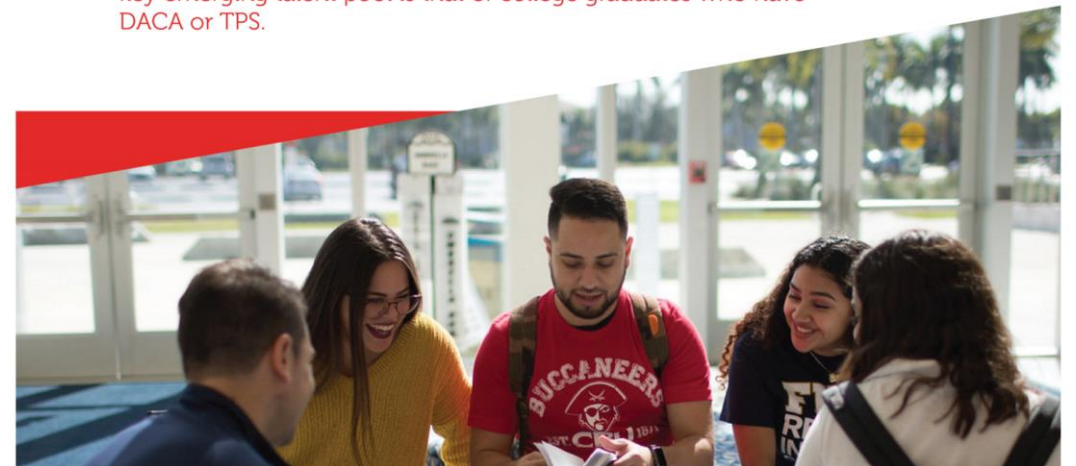
Yes. DREAMers with DACA (Deferred Action for Childhood Arrivals) have renewable two-year employment authorization documents ("work authorizations") that allow them to legally work. An employer does not have to sponsor a DREAMer with DACA – they can hire them just as they would any U.S. citizen. It is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



HIRING INDIVIDUALS WITH DACA OR TPS

An Employer's Guide to Hiring Individuals with DACA or TPS

As employers look to expand and diversify their workforces, a key emerging talent pool is that of college graduates who have DACA or TPS.



<https://www.thedream.us/hire-dreamers/resources/>

The Career Development Challenge: Lack of Accessible, ***Paid*** Internships/Fellowships



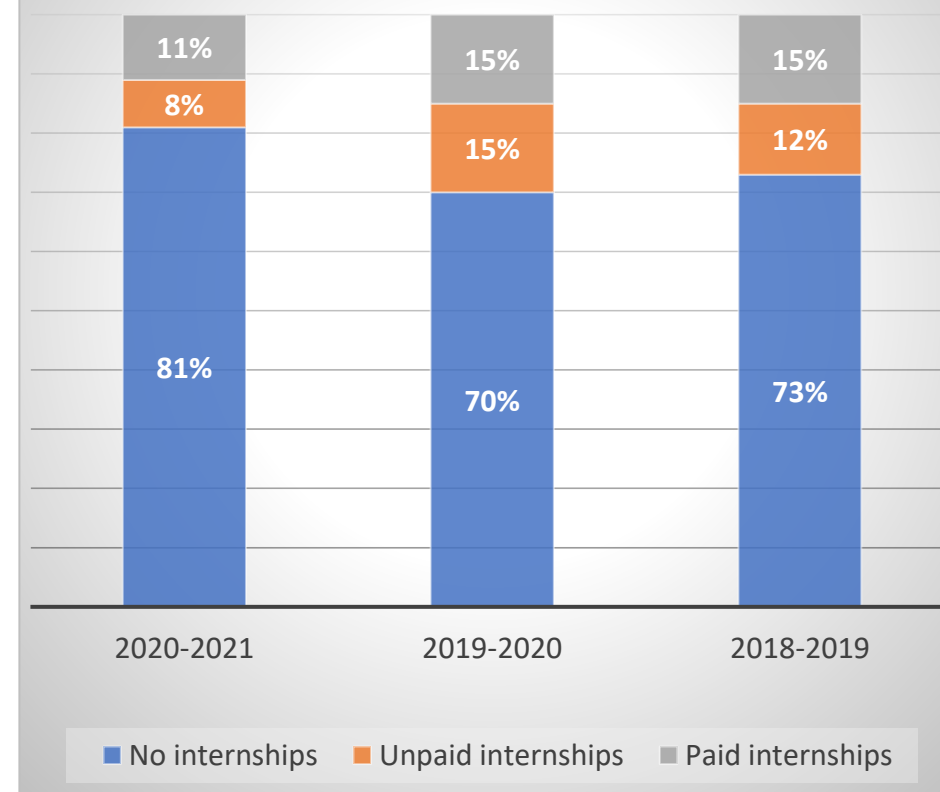
For those *with work authorization* . . .

- 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!

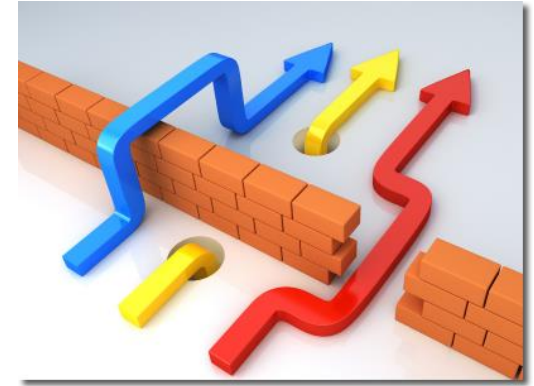
% of TheDream.US Scholars With Internships



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.



**DEFERRED ACTION FOR
CHILDHOOD ARRIVALS INITIATIVE**
Teach For America

2013

- TFA Welcomes first two DACA recipients into the corps in Denver, CO
- TFA's DACA Initiative is launched

2013-2022

- The DACA Initiative grows to welcome 300+ DACA recipients across 26 regions throughout the U.S.

2022

- TFA expands admissions eligibility criteria to include other immigration statuses beyond DACA (TPS, refugees, asylees)
- The DACA Initiative will be renamed the Immigration & Education Alliance

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



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

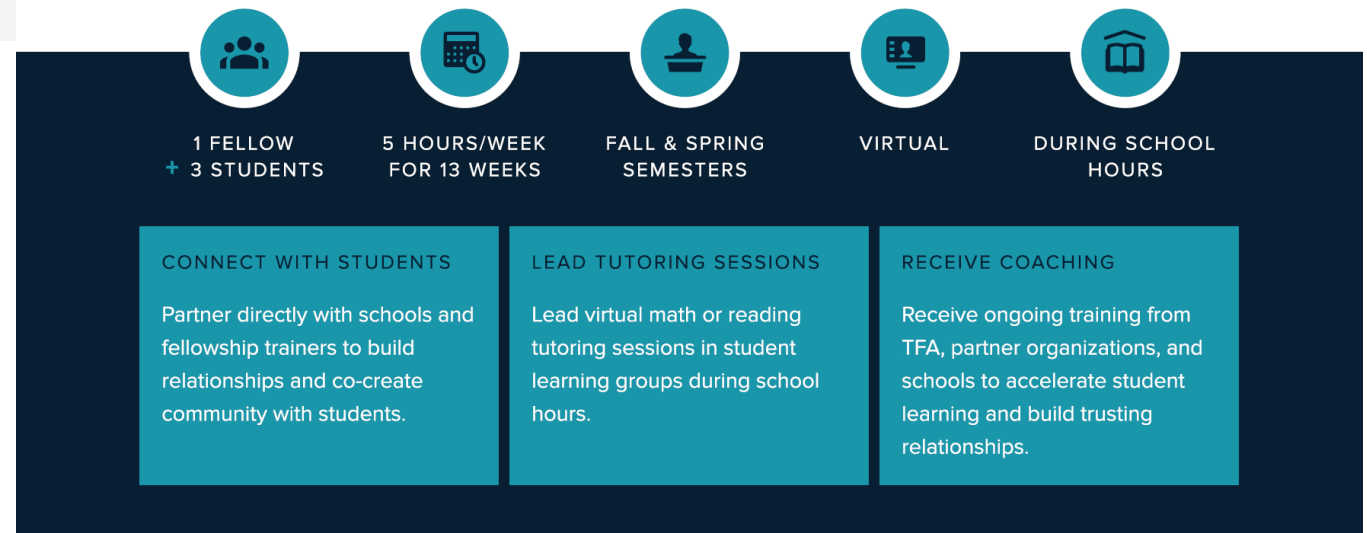
Ignite Fellowship



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



Exploring Options to Extend Fellowships to Those Without Work Authorization – What We've Learned

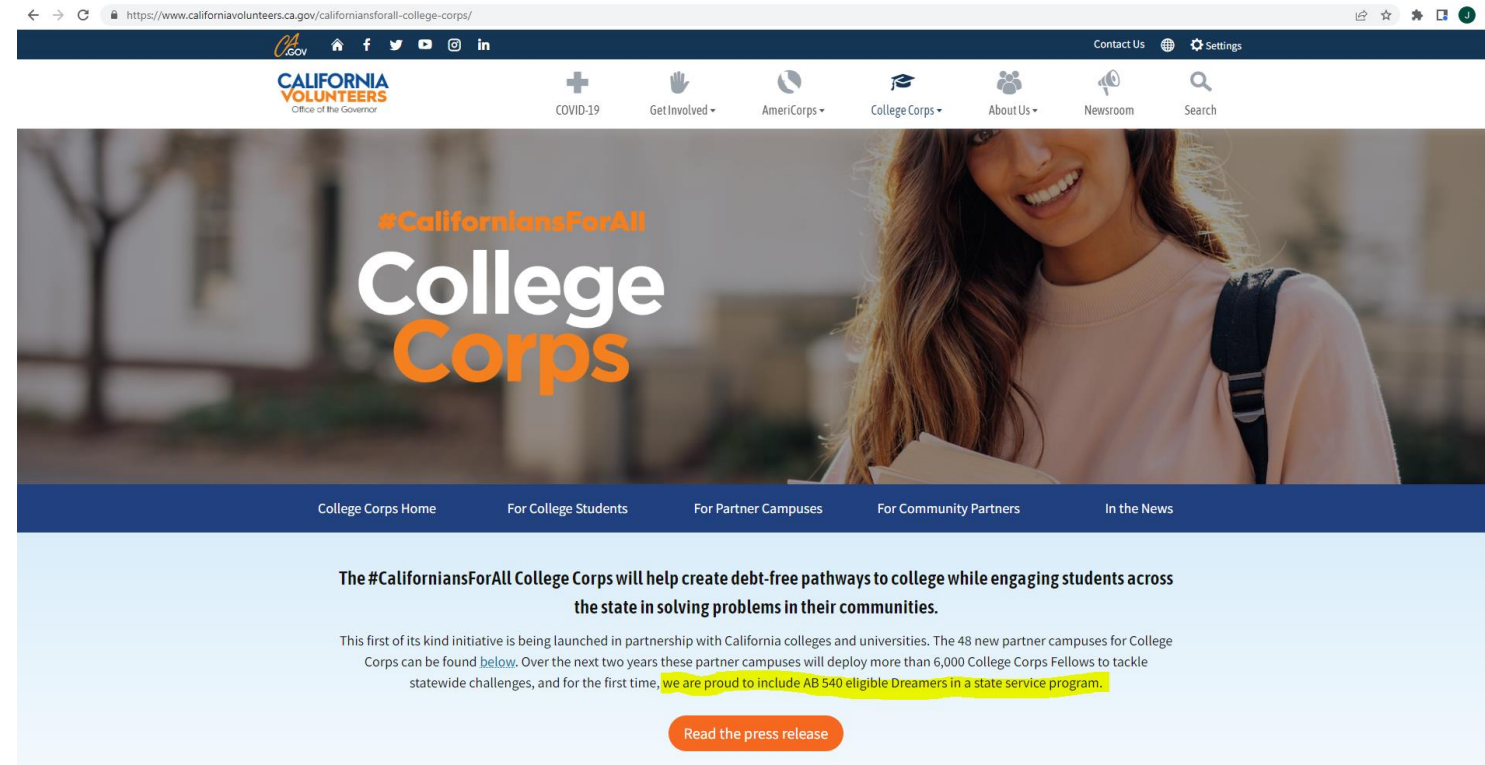


Headlines

- 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

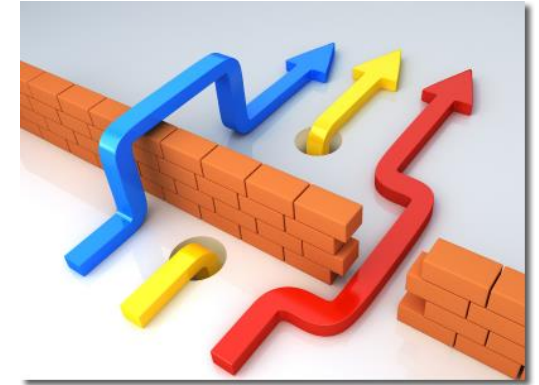
In designing *inclusive fellowships* that are available to all individuals regardless of their immigration status, the general recommendation is to adhere to the following guidelines:

- 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

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](https://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 goal(s). 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, NACA, ACUHO-I), mentorship/coaching

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

Stipend amount for student (subject to approval from financial aid):

Responsibilities

Research/ Project Responsibilities:

Examples:

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

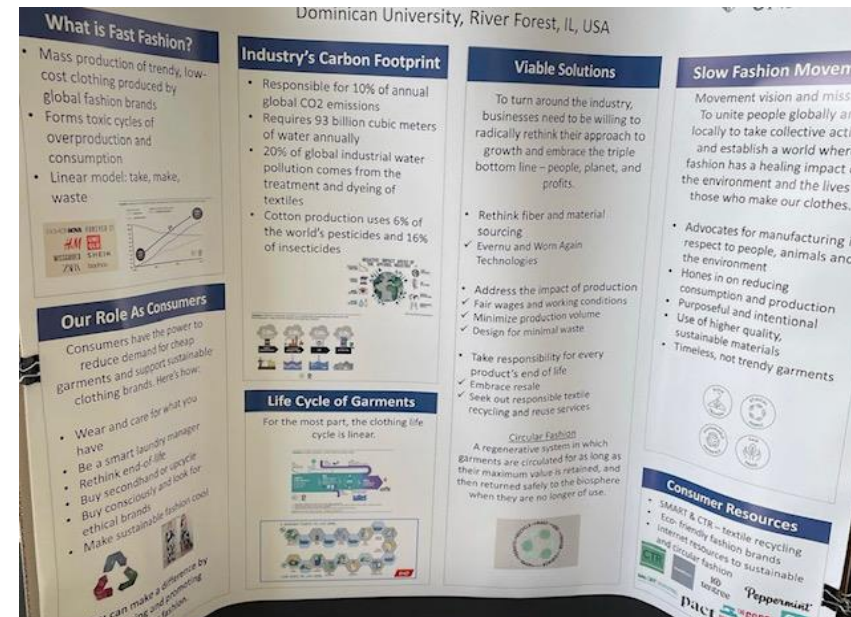
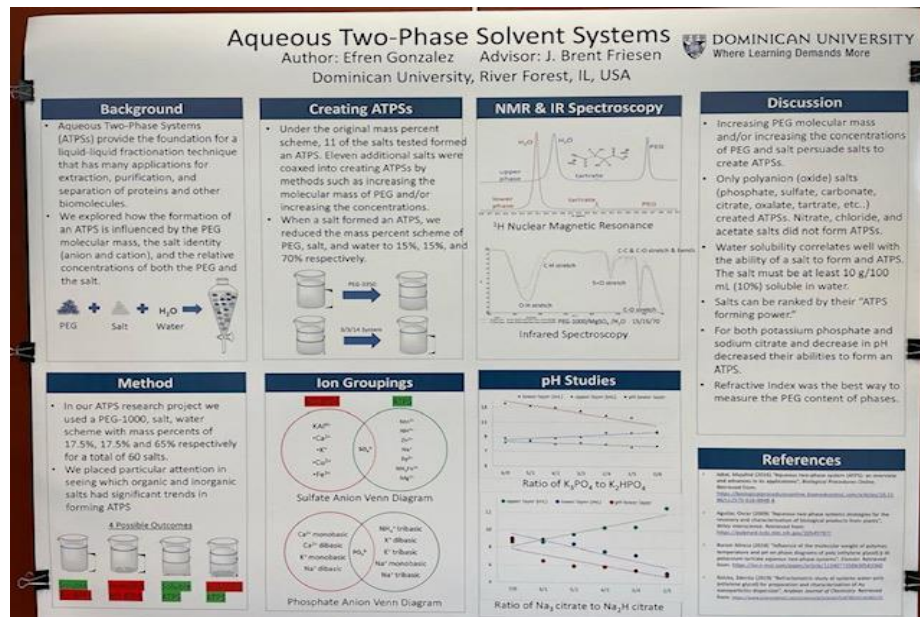
Additional responsibilities or tasks that can build competency for this project (these should not be daily tasks):

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

Student Learning Demonstration



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

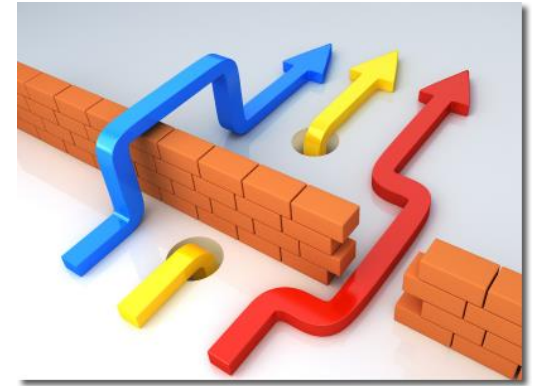


- EDUCATE, EDUCATE, EDUCATE
- Gather buy-in from key stakeholders
- Build a sustainable team and model to administer the program
- Center student learning
- Be sensitive to trauma/environmental stressors students' may have experienced

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



For DREAMers

Current students and alumni do not need to have DACA or TPS to apply to Micro-internships. All Micro-internships are structured as independent contract work, which means successful applicants would be hired by Parker Dewey as independent contractors.

Considerations:

You may use your work authorization or a valid ITIN to be paid as an independent contractor.

You may already have an ITIN if your parents ever filed incomes taxes and claimed you as a dependent. You can find out if you have an ITIN in your parents' tax forms.

If you have an ITIN, make sure to find out if it has expired. If it has, you will need to renew it. Find information on ITIN expiration and renewal here: [IRS](#).

If you do *not* have an ITIN, you can learn how to obtain one here: [ITIN Guide](#) or [Independent Contractor Forms video](#) from Immigrants Rising.

CREATE STUDENT/ALUMNI ACCOUNT

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

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

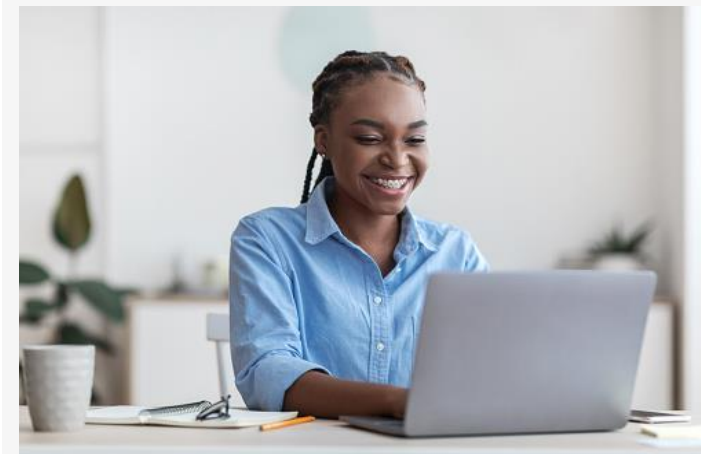
The Work Gets Done

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

Parker Dewey: For Companies/Organizations – How to Post a Project



Add Project

ABOUT

Project Name

Department

Project Description

Estimated Hours

This will help the Career Launcher understand the scope

Cost

This is the fixed fee you will pay upon completion

Start Date

03/22/2021



End Date

03/22/2021



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

 + ADD

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](#)

 + ADD

Parker Dewey Contact:

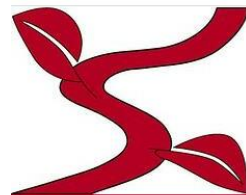
Kristin Schrader - kristin@parkerdewey.com



PARKER DEWEY

Swarthmore College – Alumni SwatWorks

<https://info.parkerdewey.com/swarthmore/swatworkspost>



Swarthmore College CAREER SERVICES

www.swarthmore.edu/careerservices.xml

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 mentored by Swarthmore alumni and parents. Unlike traditional internships, Micro-Internships will be funded through micro-grants offered by Career Services at 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;

First Name

Last Name

Email

Phone number

What is your class year? Or are you a parent/friend?

Questions about posting projects? Please submit your question(s) below.

Nevada State College – Scorpion Intern Funding Program

www.nsc.edu/sifprogram



[Class Search](#)

[Quick Links](#)

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SCORPION INTERN FUNDING PROGRAM

[Home](#) > [Scorpion Intern Funding Program](#)

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 DACAdmented and Undocumented students eligible to apply?
- + What internships are eligible?
- + When do internships take place?

Nevada State College – Scorpion Intern Funding Program

Undocumented Student Participant Responses



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:

- Visit <https://www.nacweb.org/about-us/get-involved/>
- 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

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

<https://thedream.us/wp-content/uploads/2021/01/DREAMer-Friendly-Companies-1.pdf>

Questions?





TFA + TheDream.US NACE 2022 Session: Career Pathways for Undocumented Students

[Sign in to Google](#) to save your progress. [Learn more](#)

* Required

Name *

Your answer

Institution *

Your answer

Email *

Your answer

Do you have any best practices to share with us on supporting career pathways
for undocumented students?

Your answer

I want to receive a list of shared best practices *

☐ Yes

☐ No

Submit

[Clear form](#)



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: dPiqjCQ4



LEHMAN
COLLEGE

Helped start a [worker's co-op](#)



[Entrepreneur Pilot Program: Report](#)



UNIVERSITY OF
CENTRAL FLORIDA

[Resources for Undocumented Students](#)



[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

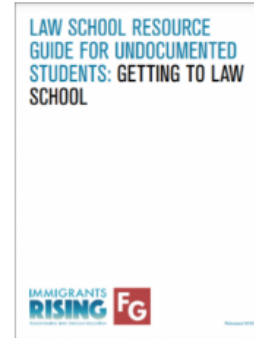


Effective Practice

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.

[Continue Reading >](#)



Effective Practice

Law School Resource Guide for Undocumented Students: Getting to Law School

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

[Continue Reading >](#)

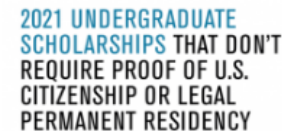


Effective Practice

Fellowships and Other Non-Employment Based Opportunities for Undocumented Students

Resources on fellowships and other funding opportunities for undocumented students.

[Continue Reading >](#)



Effective Practice

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.

[Continue Reading >](#)

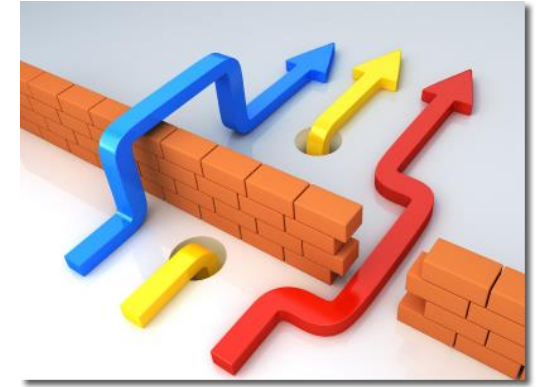
<https://www.higheredimmigrationportal.org/areas/daca-undocumented-students/>

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