

## Purpose

Following the rescinding of Deferred Action for Childhood Arrivals (DACA) in September 2017, the Oregon Department of Education (ODE) convened a group of community leaders, higher education advocates, state agency partners, school personnel, and students to create a pathway of information on this vital issue. The DACAmended/Undocumented Collaborative serves to assist, advise, and engage in dialogue concerning ODE's work with and for Oregon's undocumented students.

## Who are Oregon's DACAmended/Undocumented students?

As much of the Collaborative's work centers on undocumented students, it is imperative that district and school personnel recognize the impact the rescinding of DACA and the overall misinformation about undocumented students has on both the affected student group and Oregon students as a whole. The immigrant community in Oregon is diverse, with approximately 10,000 students in Oregon being DACA recipients. These students' families are from several countries of origin from all regions of the world, including Latin America, Asia, Europe and Africa. School personnel serving all students should provide access to all information and resources available that provide safety and opportunities for a healthy life, regardless of status. The infographic to the right provides the numbers on Oregon's immigrant population. More research is below.

[American Immigration Council: Immigration in Oregon](#)

[Profiles: Deferred Action for Childhood Arrivals Recipients](#)

[Charting America's Dreamers](#)

## Who and What is this Toolkit For?

The toolkit serves as a resource and support document for district and school personnel, and informs best and safe practices for students on and served by school campuses in Oregon. It serves as a proactive measure for district and school culture shift and support concerning practices, resources, and factual information about and for Oregon's students.



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## Why These Priorities?

ODE's DACAmended/Undocumented Collaborative addresses the concerns from Oregon's communities. These priorities are guidance for district and school personnel serving Oregon's students:

- Supporting Mixed-Status Families
- Civil Rights Protections
- Oregon's Sanctuary Law
- Access to Higher Education

[What Immigration Means to Oregon Infographic](#)

## Access to Higher Education

Oregon's statewide education goals require that we serve and ensure access to and success in higher education for all students. We cannot achieve these goals without meeting the needs of all students, actively addressing the unique challenges that DACAmented/Undocumented students face in achieving their aspirations for higher education. Oregon law provides for specific resources to assist these students in accessing higher education.

### Considerations for Policy and Practices

- Who are identified as your key district and/or school personnel with information concerning college access?
- How will district and school personnel access professional learning on college advising, access, and resources?
- Do you disseminate college access information to all students and families and in their home language?
- What changes in policies or practices does your district or school need to make concerning this theme?

## Best Practices to address this priority

District and school personnel should have and disseminate the correct information concerning state laws and college access resources. They should develop strategies to provide safe environments for students and that do not require undocumented students to disclose their status in order to access necessary information. Districts and schools should consider:

- Providing access to all information for all students and normalize the Oregon Student Aid Application (ORSAA) for undocumented students by pairing it with FAFSA whenever possible (i.e., host FAFSA/ORSAA completion events)
- Recognizing that DACAmented/Undocumented students come from multiple racial/ethnic backgrounds/identities
- Defining clear roles and responsibilities for all personnel who provide college access supports
- Developing contingency plans for addressing the concerns and fears of students and families
- Engaging in professional learning opportunities for college advising practices, access, and resources

## Resources Document Rationale

Depending on the type of college the student plans to attend, there may be different considerations for DACAmented/undocumented students as they apply for admission & financial aid and while they are enrolled.

- **Apply:** In Oregon, students' information and immigration status are protected under HB 3464 (2017). Colleges will not disclose their status to federal authorities; however, their status may:
  - Impose additional considerations for selecting a good fit college, such as specific federal regulations related to certain degree/certificate programs or professional licensing.
  - Require them to apply as an international student at a private college or university but as a domestic, in-state student at public community colleges and universities.
- **Pay:** DACAmented/undocumented students are not eligible for Federal financial aid but may be eligible for the following state aid or programs:
  - Oregon Promise and the Oregon Opportunity Grant. Students should file the ORSAA, rather than the Free Application for Federal Student Aid (FAFSA).
  - Oregon's tuition equity law (HB 2787 – 2013 and SB 1563 - 2018) allows eligible undocumented students to access in-state tuition at public universities. Students should contact their school's admissions office to ask about the process.
- **Succeed:** Students can seek out resources and support on their campus, in their community, and through the statewide DACA Coalition.