Undocumented Students Handbook for Faculty/Staff at Regis University

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The issue of immigration is a very divisive one in today’s society, however our Jesuit values of Cura Personalis, Magis, Men and Women for Others, Unity of Mind and Heart, Contemplatives in Action, and Finding God in all Things can guide us in understanding and approaching current immigration matters. As a Jesuit institution that values community, diversity, and justice, we must stand together in fearless support towards our undocumented students and those covered under current immigration policies such as DACA and TPS. Through the three specific Jesuit values of Cura Personalis, Magis, and Men and Women for Others we can encourage and lead a community towards a better future.

The Jesuit principal of Cura Personalis embodies the idea of attending and caring for the whole person by, “promoting human dignity and care for the mind, body and spirit.” If we are to follow Cura Personalis, we must consider caring and respecting every person regardless of their legal status. In other words, valuing the whole person transcends legalities. People have an intrinsic value and unalienable rights of life, liberty, and the pursuit of happiness despite any arbitrary legal status. This means as a Jesuit institution we must show compassion and empathy towards undocumented students. This can be accomplished by integrating concepts of kindness, recognition, and concern into our own policies. For example, we must presume that DACA participants have unalienable rights that should never be taken away from them. Undocumented students are deserving of equal education and opportunities.

Similarly, the whole concept of Magis revolves around the philosophy of doing more by displaying the greater good in all situations. Magis directs us to consider the greater good even though sometimes it may go against our own interest. Thus, we should be thinking of what more we can do for the undocumented community by thinking outside the box to strive for more. As faculty at Regis it is our responsibility to provide support for the students in a way that ensures their success. From providing safe spaces to offering empathic understanding of the individual, it is clear that the idea of Magis goes beyond just education. Students often need more emotional and spiritual support in order to cope with their challenges.

Men and Women for Others encourages us to seek justice by standing alongside everyone including the poor, marginalized, and in this case undocumented student. This value encourages us to work towards a greater good by carrying out selfless acts in order to benefit others. Men and Women for Others also encourages us to look beyond the act of service by gaining a better appreciation of the needs of others. In order to carry out this service we must first gain an

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1 https://www.regis.edu/About-Regis-University/JesuitEducated/Key-Jesuit-Values.aspx
2 https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca
3 https://www.uscis.gov/humanitarian/temporary-protected-status
understanding towards one’s values, and challenges such as the potential obstacles that undocumented students may face. For instance, acknowledging the possibility of the deportation of students and family members and the disruption it would cause. This understanding of values and obstacles can allow us to provide better service for them.

The Jesuit values are imperative when considering social justice behind immigration issues like DACA and TPS. The principles Cura Personalis, Magis, and Men and Women for Others can help us broaden our understanding behind of the needs of others as well as help us act actively for their benefit. Thus, by incorporating these ideals in our everyday life, we are able to lead an example for others.
Key Terms
Terms to be aware of:

- **Undocumented/ Unauthorized Immigrant** - any immigrant that does not have permission by the government to be in the United States. This group of people often have documentation but lack permission to take residence in America.⁴

- **Dreamers** - undocumented immigrants who were brought to America as children. Because they have grown up in the United States they are as American as anybody else in this country.⁵

- **Chain migration** - this form of migration considers the reasons the same group of people will migrate to the same area. When migrating people often travel to areas where they have some relationship with another individual in a given destination. Many groups of Americans have come to the United States as a part of chain migration, this includes: Italians, Germans, Mexican Americans, and Jews.²

- **First, 2nd, 1.5 generations** - first generation Americans are foreign-born where second generation Americans are born in the US. The term 1.5 generation refers to those who are not born in America but were raised in their formative years here.²

- **Amnesty** - legal forgiveness following migrating without permission.²

- **TPS** - temporary protection status considers the immigrants country of origin. If the country is considered dangerous then TPS can be granted. TPS grants workers permits even if the immigrant in question is undocumented.²

- **Migrant worker** - an individual who migrates to another country in pursuit to find steady employment.²

- **Illegal Alien** - An offensive title for undocumented immigrants that is dehumanizing and ignorant. No human being should ever be considered “illegal” regardless of the circumstances that lead them to America.⁶

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⁴ https://fairus.org/issue/glossary-immigration-terms
⁵ https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca
Legislation:

- DACA - deferred action for childhood arrivals. Allows for certain dreamers to receive 2 year working permits despite their lack of legal documentation. This program is currently being phased out by the Trump Administration which will leave many people in America even more displaced.\(^7\)

- Comprehensive legalization Reform Act - this bill was first introduced in 2005 and was intended to allow more dreamers to gain legal status. This legislation would never be put into effect because of disagreement between political parties. Many cite this as the original DACA.\(^8\)

- Immigration reform and Control Act - this act was instituted in 1986 and it added more structure and policies for undocumented immigrants. This act gave amnesty to undocumented immigrants but made it illegal to hire them as well as increasing security between the US Mexico border.\(^9\)

- Enhanced border security and Visa entry Reform Act - required schools to disclose student information regarding “legal status.”\(^10\)

- Immigration Act of 1990 - this act established protection for undocumented immigrants for many countries as well as revising justifiable deportation.\(^11\)

\(^7\) [https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca](https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca)
\(^9\) [https://fairus.org/issue/glossary-immigration-terms](https://fairus.org/issue/glossary-immigration-terms)
**Immigration Myths vs. Facts**

1. **Myth:** Most immigrants in the U.S. are undocumented.\(^{12}\)
   **Fact:** There are 41.3 million immigrants living in the U.S. and undocumented immigrants make up less than one third of that number (11.3 million people).\(^ {13}\) Undocumented immigrants account for about 3.5% of the U.S. total population.\(^ {14}\)

2. **Myth:** The U.S. has become overrun by immigrants.\(^ {15}\)
   **Fact:** Though there are more immigrants living in the U.S. today, percentages reveal that the amount of immigrants included in the U.S. population has not changed much throughout history\(^ {16}\) due to the fact that the overall population has grown.\(^ {17}\) Today, immigrants consist of 13% of the U.S. population while between 1900-1930, immigrants made up between 12% and 15% of the U.S. population and similar numbers occurred in the 1850s and 1880s.\(^ {18}\)

3. **Myth:** Immigrants come to the U.S. for welfare benefits.\(^ {19}\)
   **Fact:** Undocumented immigrants are not eligible for many public benefits, including Social Security, Supplemental Security Income, Temporary Assistance for Needy Families (TANF), Medicaid, Medicare, and food stamps. Even the majority of legal immigrants are barred from these services until they have been in the U.S. for at least five years.\(^ {20}\)

4. **Myth:** Immigrants steal jobs from Americans.\(^ {21}\)
   **Fact:** Immigrants often either fill available jobs or start their own businesses, therefore, creating more jobs. Immigrants’ jobs and native-born Americans’ jobs do not compete with each other, rather, they complement each other. Removing the 8.1 million undocumented employees would not result in 8.1 million job openings, rather, it would cause the U.S. economy to lose jobs as well as entrepreneurs, consumers, and taxpayers.\(^ {22}\)

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\(^{15}\) Ibid.

\(^{16}\) Ibid.


\(^{20}\) Ibid.

\(^{21}\) Ibid.

\(^{22}\) Ibid.
5. **Myth:** Undocumented immigrants do not pay taxes.\(^{23}\)

**Fact:** Undocumented immigrants pay sales taxes and property taxes. Along with this, more than half of these immigrants have federal and state income, Social Security, and Medicare taxes automatically taken out of their paychecks. However, many undocumented immigrants are barred from receiving any of the federal and state benefits that their tax dollars are put towards.\(^{24}\) Undocumented immigrants supply an estimated $11.6 billion in taxes for federal, state, and local governments\(^{25}\) per year.\(^{26}\)

6. **Myth:** Immigrants bring crime and violence with them.\(^{27}\)

**Fact:** Immigrants, regardless of their immigration status, are less likely to commit crimes or be incarcerated than native-born citizens. Some studies show that lower crime rates are in states where immigration growth is higher.\(^{28}\)

7. **Myth:** Immigrants do not want to learn English.\(^{29}\)

**Fact:** Although most immigrants speak their native languages at home, 35% of immigrants ages five and older, speak English “very well” and 21% speak it “well.” Immigrants are required to speak, read, write, and understand English in order to go through many of the processes of becoming a U.S. citizen.\(^{30}\) One survey finds that 57% of Latinos (Latino immigrants more so than native-born Latinos) believe immigrants need to be able to speak English in order to be included in American society.\(^{31}\) Sociologist Rubén G. Rumbaut describes the U.S. as “the graveyard of languages” because, often, immigrants’ languages from their countries of origin to not survive after three generations.\(^{32}\)

8. **Myth:** Legal immigration is easy, like in the past.\(^{33}\)

**Fact:** U.S. immigration laws and systems have greatly evolved over the years. Prior to the late 19th century, there were few immigration regulations. Until later, there were no numerical limitations on immigrants, immigrants were not required to have families or employment in the U.S. already, and they were not required to obtain visas before coming. Unauthorized immigration has existed throughout history but prior to the 20th century, U.S. land borders were largely unguarded and unauthorized immigrants were unlikely to be found and/or deported because not as much funding was put towards immigration enforcement and deportation.\(^{34}\)

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\(^{24}\) Ibid.


\(^{26}\) [https://itep.org/undocumented-immigrants-state-local-tax-contributions-1/#VthfmfkrIdV](https://itep.org/undocumented-immigrants-state-local-tax-contributions-1/#VthfmfkrIdV)


\(^{28}\) Ibid.

\(^{29}\) [https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration](https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration)

\(^{30}\) Ibid.


\(^{32}\) Rumbaut, Rubén G.

\(^{33}\) [https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration](https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration)

\(^{34}\) [https://americanimmigrationcouncil.org/research/did-my-family-really-come-legally-todays-immigration-laws-creat](https://americanimmigrationcouncil.org/research/did-my-family-really-come-legally-todays-immigration-laws-creat)
9. **Myth:** Deporting all undocumented immigrants in the U.S. is the solution.\(^{35}\)

**Fact:** Deporting millions of undocumented immigrants would result in huge economic impacts because the U.S. would be deporting millions of workers, consumers, taxpayers, and entrepreneurs. Deporting all undocumented immigrants would cost between $100 billion and $300 billion over the course of 20 years, in addition to current border enforcement levels of spending. Mass deportation would also cause the labor force to decrease by 6.4% and the Gross Domestic Product (GDP) to decrease by 6% or $1.6 trillion.\(^{36}\)

10. **Myth:** Building a wall along the U.S.-Mexico border will stop undocumented immigrants from coming to the U.S.\(^{37}\)

**Fact:** Building a wall along the 2,000-mile U.S.-Mexico border would most-likely be ineffective, especially considering that about half of undocumented immigrants come to the U.S. by receiving visas and overstaying their visas. The wall would also greatly damage the U.S. economy, considering that it would cost between $15 billion and $25 billion to build, plus $750 million per year to maintain.\(^{38}\)

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\(^{36}\) Ibid.


The practices described below are important to understanding undocumented students on campus, the everyday issues surrounding immigration, and how to approach unique situations that arise for undocumented students. You may not have met someone who is undocumented and may not understand how to help an undocumented student. This section aims to help faculty and staff to understand how to navigate the world of immigration and undocumented students in everyday contexts.

**Creating a Welcoming Environment**

Creating a safe and welcoming classroom and office space is essential to making undocumented students feel comfortable and welcomed. As an educator and/or staff on campus, you should create trusting relationships with your students, especially undocumented students. You can achieve this by having positive attitudes towards students’ backgrounds and cultures, creating a greater mutual trust.  

According to the U.S. Department of Education’s *Resource Guide: Supporting Undocumented Youth*, there are four ways to create a welcoming environment in your classroom and office spaces. (1) Discuss diversity and immigration in both your classroom and department. (2) Address bullying and discrimination in both your classroom and department (3) Withhold judgement and biases about immigration status. (4) Plan and host trainings on undocumented students, on how to address the topic and the needs of undocumented students with both your colleagues and students.

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39 https://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf
40 ibid
**Syllabus/Office Statement**

Professors and classroom instructors are encouraged to include written statements of inclusion in their policies or syllabus, specifically for undocumented students. These statements can be similar to this example: “If you’re an undocumented student at our institution, you are welcome to seek support from our professors and staff. We will do our best to direct you to someone that can assist”. These statements of inclusion can help show undocumented students that they’re welcome and safe at our institution. These statements can help undocumented students feel included and able to confide to their professors and available staff. Offices around campus are encouraged to post a statement of inclusion in their offices or departments for undocumented students representing that they are willing to help undocumented students with issues that may come about in their everyday lives.

**Discussing Sensitive Topics about Immigration**

During your time at Regis, sensitive topics and issues may come up in your classroom or when you have conversations with your colleagues. These types of sensitive topics can occur in your classroom or office space because of the current political situation surrounding immigration. Talking about politics in your classroom is a very relevant and highly possible conversation. You should be prepared for the learning moments that conversations around immigration will bring to you and students on campus.

**Give Students New Perspectives Around Immigration Issues**

Students who have documentation or immigrated through legal means, may not understand the problems that undocumented students face. Some of the issues undocumented students face include stress from family life at home, lack of support, having to financially support family members, learning to be illegal, and having the funds to pay for schooling. When the topic of conversation arises in classrooms or offices around immigration, it is important to encourage students and other staff to think critically around current immigration conversations.

**Daca, TPS, and Other Immigration Policies**

Students that are covered under DACA, TPS, or other protective status immigration policies, may become worried of their status if there are proposed changes made to these policies. For example, students may become scared and skip class or other responsibilities because of stress from these changes. Being educated on immigration policies and reforms will enable you to give guidance to undocumented students that may seek help or advice from you, a trusted Staff or Faculty member, as well as bringing effective facts to people who are legal citizens.

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Politics and Discussions Around Immigration

With an ever-changing political system, there are often views and reforms about immigration being discussed by political leaders, media outlets, and in our own college classrooms. It is important to be continually informed on what is being said in the media and by political leaders because these views greatly shape those in classrooms and offices on campus.

Keep Up with Immigration Reforms

When you keep yourself informed on immigration issues it will help you stay aware of potential problems concerning undocumented students in your classroom. When these potential problems become a reality for your students, it will be beneficial that you discuss these issues with your undocumented student(s) and help them decompress from the stress. Your student(s) could be stressed about potential future problems such as deportation, financial issues and much more.

Discussing Undocumented Students on Campus

This section addresses language and common etiquette that can be useful when discussing specifically undocumented students or having a conversation with an undocumented student. It is vital we understand the proper behaviors associated with immigration and undocumented students combined with the Terms section mentioned earlier in the handbook. We do not want anyone on our campus to feel out of place or attacked for any reason.

Classroom/Office Etiquette

When discussing the topic of undocumented students in your classrooms/offices be sure NOT to identify undocumented student(s). If you do this you can make the student(s) you identified feel uncomfortable and not safe. You as an educator have been trusted with such information in confidence and should NOT disclose that information.

Unwelcome or negative comments can occur when discussing the topic of undocumented students in your classroom or campus offices. For example, one of your students or colleagues can say, “Why don’t they go back to where they came from?” or “I don’t want them here”. Comments like these can cause an uncomfortable environment and should be addressed by you. You can approach these negative comments by interacting with your students or colleagues individually and ask them why they think this way. Also, you should address bullying or forms of discrimination in both your classroom and between colleagues.
<table>
<thead>
<tr>
<th>What you or someone else might say</th>
<th>What to say instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Illegal student” or “illegal alien”</td>
<td>Undocumented Student- the term “illegal” dehumanizes a student, while the term “undocumented” is more accurate to describe students that do not have proper documentation to show citizenship.</td>
</tr>
<tr>
<td>Going to college is not an option for you.</td>
<td>Going to college will be difficult for undocumented students, but it is not impossible. There are thousands of other undocumented students in college as well as students that have graduated.</td>
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<tr>
<td>Why aren’t you legal?</td>
<td>Have you explored your options to becoming a citizen if that is something you desire? There may be options for you and your family that you are unaware about. Talking to an immigration attorney may help you with those decisions.</td>
</tr>
<tr>
<td>Even with a college degree, you will not be able to work legally in the United States.</td>
<td>A college degree will not change your status as an immigrant, but it will give you opportunities once and if you are able to become legalized.</td>
</tr>
<tr>
<td>If you give personal information to colleges, you are going to put yourself and your family at risk for deportation.</td>
<td>The information that you give to colleges is personal, but you are not giving it to any federal or state agencies. Your information is protected under federal law.</td>
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## Student Resources/Regis Contacts

<table>
<thead>
<tr>
<th>Department and Purpose</th>
<th>Number</th>
<th>Location</th>
<th>Email</th>
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<tbody>
<tr>
<td>Academic Records and Registration</td>
<td>303.458.4126</td>
<td>Fourth Floor, Main Hall.</td>
<td><a href="mailto:studentservices@regis.edu">studentservices@regis.edu</a></td>
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<tr>
<td></td>
<td>1.800.568.8932</td>
<td>Denver Campus</td>
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<tr>
<td>Admissions</td>
<td>303.458.4900</td>
<td>Room 118, Clarke Hall.</td>
<td><a href="mailto:RUAdmissions@regis.edu">RUAdmissions@regis.edu</a></td>
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<td>Denver Campus</td>
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<td>Campus Safety</td>
<td>303.458.4122</td>
<td>First Floor, Main Hall.</td>
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<tr>
<td>Counseling Office</td>
<td>303.458.3507</td>
<td>Coors Life Directions Center,</td>
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<td></td>
<td></td>
<td>Room 114, Denver (Lowell)</td>
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<td>Campus</td>
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<tr>
<td>Department</td>
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<td></td>
</tr>
<tr>
<td>Dean of Students</td>
<td>303.458.4086  Second Floor, Student Center. Denver Campus  <a href="mailto:studentaffairs@regis.edu">studentaffairs@regis.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Diversity, Equity and Inclusive Excellence</td>
<td>Coors Life Directions Center. Room 124. <a href="mailto:diverse@regis.edu">diverse@regis.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>303.458.4126  Fourth Floor, Main Hall. Denver Campus <a href="mailto:studentservices@regis.edu">studentservices@regis.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regis College Academic Dean</td>
<td>303.458.4040  First Floor, Loyola Hall. Denver Campus <a href="mailto:shernandez003@regis.edu">shernandez003@regis.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>303.458.4126  Fourth Floor, Main Hall. Denver campus <a href="mailto:studentservices@regis.edu">studentservices@regis.edu</a></td>
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</tbody>
</table>

**Regis University Address:**
Regis University  
3333 Regis Boulevard  
(Please include Mail Stop listed below for Specific Department)  
Denver, CO 80221-1099
**AFSC (American Friends Service Community)**

American Friends Service Community is a local non-profit organization that includes immigration services. This group works one-on-one with immigrants and undocumented individuals. Since laws and regulations make it difficult for immigrants to organize, AFSC persists in strengthening its organization by collaborating with immigrants.

https://www.afsc.org/

**Deferred Action for Childhood Arrivals (DACA)**

Deferred Action for Childhood Arrivals (DACA) is a program imitated by students support service. The core principle agenda is to give access to all qualified students. Based on the program focus on ensuring students are safe and respected. Ideally, DACA offers different services, support, and information for students, faculty, and staff to help undocumented students succeed. This is the main reason as to why DACA has a vital role in providing access to all qualified students.

https://undocumented.colostate.edu/1

**American Immigration Lawyers Association (AILA)**

American Immigration Lawyers Association (AILA) is a legal association formulated on that basis of individual lawyers who are attributed to be members. AILA is a program that is a non-profit organization and nonpartisan that seek in the provision of continuing legal education, information or any professional services that might help the society. AILA members also represent foreign students, entertainers, athletes, and asylum seekers, often on a pro bono basis.

http://www.aila.org/membership
**Development, Relief, and Education for Alien Minors (DREAM)**

Development, Relief, and Education for Alien Minors is policy program designed to protect young immigrants who are vulnerable to deportation. This initiative was introduced in 2001 since young undocumented immigrants have been referred as Dreamers. Based on this regards the core agenda of DREAM is to allow and covers former and future undocumented high-school graduates and GED recipients a three-step pathway to U.S. citizenship through college, work, armed service or any related service that do not violate the law. As a result, some state policies that protect dreamers have been facilitated by the U.S. governments. DREAM work on their main role in that they collaborate with immigrants organization.

https://msudenver.edu/dreamer-zone/forallieshowtohelp/

**Keeping the Dream Alive (KTDA)**

Keeping the Dream Alive is a non-profit organization that was formulated, so that provision of accurate information and available resources to support immigrant students transition to and different success level of education. With this KTDA seek to work in that it provides personal and professional development opportunities for students, educator, families and community members. As a result, KTDA highly advocates for better policies and practices that will nature education resources and different opportunities for all students. KTDA works with, for, and alongside empowered immigrant students to support their academic achievement and career goals.

https://www.du.edu/cme/resources/keep-dream-alive.html
More resources for related topics include:

**Immigration Related Stress A Guide for Schools**

Marquette University provides a brief guide on certain issues that immigrant students are susceptible to and how they directly affect them and their families. In addition, it offers helpful strategies to support these students in the classroom. These include better ways to communicate with the student regarding their situation and identifying signs of stress.


**ICE Raids Educators Guide**

This guide from The American Federation of Teachers, provides insight to educators on resources and tools that are available to help prepare and protect students and families for ICE raids. This guide highlights that educators are usually those who bear witness to the enforcement placed on immigrants and their families. These include things such as laws and regulations that are very impactful on their daily lives. This guide is helpful for illustrating the several adversities that an immigrant student may face. It defines and articulates specific regulations that are held against these immigrants and discusses what educators can do when enforcement is executed upon them.


**Supporting Undocumented Youth**

This guide from the U.S. department of education is a further resource to assist and enhance efforts to support undocumented youth in primary, secondary, and post-secondary education. This guide is for counselors and teachers who hold interest in assisting undocumented students so that they may obtain educational and economic success. This resource highlights difficulties that undocumented youth may face and how educators and counselors can take steps to help alleviate or treat some of these issues. It also provides legal guidelines for immigrant students so educators can be aware of the various laws that are placed on these undocumented students.

[https://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf](https://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf)