

# Attention Higher Education Advocates

- Understand the **Family Educational Rights and Privacy Act (FERPA)** and its limitations. While FERPA is a federal law that protects the privacy of student records, universities may release “**Directory Information**” if requested. The following are designated as Directory Information:

*Student name, address, telephone number, dates of attendance, enrollment status, level, previous institutions attended, fields of study, awards, honors, degrees conferred with dates, past and present participation in officially recognized sports and activities, prior military service, campus e-mail address, date and place of birth, and photograph.*

**Under the provisions of FERPA, students have right to withhold the disclosure of Directory Information. The Registrar of your institution should be able to provide students with information on how a student can block their Directory Information.**

# Attention Higher Education Advocates

Now more than ever, undocumented students need your support, guidance, and advocacy

- Ensure your department is trained to understand the needs of undocumented students by providing undocumented student ally trainings to faculty and staff. Please contact Tanya Cabrera for a presentation: [tcabrera@uic.edu](mailto:tcabrera@uic.edu) (312) 355-0011.
  
- Maintain a close relationship with the **Counseling Services and the Student Disabilities Services** staff located in Student Services Building 1200 West Harrison (312) 996-3490  
<http://counseling.uic.edu> / Disability Resource Center Room 1190 (312) 413-2183  
<http://drc.uic.edu/contact-the-drc/>
  
- While currently in Illinois, state and federal funding cannot be used to support undocumented students, your institution may have some freedom in using institutional funds (private gift funding) to provide scholarships. **Veto Session 2017 IL ACCESS BILL.**

# Attention Higher Education Advocates

- ❖ Now more than ever, undocumented students need your support, guidance, and advocacy
  - Support the undocumented student club on campus Fearless Undocumented Alliance (FUA)  
[fearlessundocumentedalliance@gmail.com](mailto:fearlessundocumentedalliance@gmail.com)

**EPIC BURGER Scholarship Fundraiser 517 S. State Street, Chicago, IL  
60605 on Monday 10/9/2017 10:30AM-9:00PM**

- Be aware of Campus Police policies on dealing with ICE. They are to be first point of contact should Immigration Customs Enforcement (ICE) come to campus.



# Supporting Students in the Classroom

- **Be observant and establish trust.** If a student is exhibiting some of the aforementioned behavioral or emotional signs of distress, do not assume the cause and do not put students on the spot by asking them directly. Rather, create an environment in which students feel safe, providing opportunities for them to disclose their stressors. *Be an active listener to see what a child might need.*
- **Be patient.** Some students may exhibit behaviors and emotions that you have not seen before. *Consider this when enforcing rules and other disciplinary actions.*
- **Be willing to talk.** When students reveal immigration status-related issues, don't be afraid to talk about it. Some students may talk openly about their fears and anger, and many may have questions. *Don't hesitate to answer questions as honestly as you can, and let students know when you aren't sure.* For younger children, be sure to use language that is understandable and that does not cause more fear; young children may not be able to fully comprehend what has been happening or why they feel anxious or stressed.

# Behavioral/Emotional Signs of Immigration Status-Related Stress

Though every child is different, those who have directly experienced the loss of a parent to deportation or those who are coping with the threat related to documentation status may show some of the following signs in/out of the classroom:

- **Acting withdrawn**—appearing disconnected from life; pulling away from activities and relationships
- **Hyperarousal** – nervousness, jumpiness, hypervigilance about surroundings
- **Difficulties focusing in school**, learning or memory problems, and decreased school performance
- **Externalizing symptoms** – aggressive behaviors, temper tantrums, excessively seeking attention, etc.
- **Somatic complaints** (e.g., stomach aches, headaches, fatigue)
- **Crying, sadness**
- **Fears of being separated** from caregivers or family (e.g., not wanting to come to school)
- Acting **nervous, anxious or fearful**, avoiding certain activities
- **Poor appetite or digestive problems**
- **Poor or disrupted sleep**

- **Recognize the importance of language.** Educators and other school personnel should be sensitive in their use of language, favoring terminology such as “undocumented/unauthorized immigrants” and *making known that use of the terms “illegals” or “illegal immigrants/aliens” will not be tolerated in their classrooms.* “Illegal alien” is not a legal term and is not an accurate descriptor as the status of being present in the U.S. without a visa is not actually a criminal violation. More importantly, these terms can have a dehumanizing impact by effectively rendering the individual and their entire existence as “illegal.”
- **Show your support.** Teachers can demonstrate their support through images showing that they are allies. For example, this painting by Favianna Rodriguez has become symbolic of the undocumented student movement:



**DREAMERS  
WELCOME**

# DACA Resission

On September 5, 2017, the Trump Administration announced the end of the Deferred Action for Childhood Arrivals (DACA). Because DACA is an executive action and not a law, the country's administration has broad authority to end or change the program.

We understand that undocumented students and their families may feel anxious, uncertain, or confused about how the end of DACA may affect them in the short term and long term. We have compiled this information in hopes our colleagues in higher education institutions, our students and their families have tools to support our communities better.

# DACA Applications and Renewals

- ❖ After **September 5, 2017**, USCIS is no longer accepting DACA applications
- ❖ New applications submitted to USCIS before September 5, 2017 will be processed normally
- ❖ If DACA expires on or before **March 5, 2018**, you may renew DACA so as long as your **renewal application is received by USCIS by October 5, 2017**
- ❖ If your DACA expires on March 6, 2018 or after, you will not be able to renew



# Social Security Number

Your SSN is a valid SSN number for life, even once your work permit and DACA expires. If you have not yet applied for your valid SSN, find your nearest Social Security Administration office at <https://www.ssa.gov/chicago/illinois.html> and apply immediately.

While you will not be able to use the SSN for work purposes once your work permit expires, you should continue to use the SSN even after your work permit expires for other purposes such as banking, tax purposes, among other options.

# Illinois Driver's License

In Illinois, any person with a SSN can apply for a Driver's License (DL). For DACA holders, you can apply or renew your DL as long as you have a SSN and your work permit has not expired. Also, under new Illinois laws that took effect in 2016 and 2017, anyone applying for an initial DL must now provide proof of immigration status. *If you have DACA and are renewing a regular license first issued before July 1, 2016, and your license has not lapsed for more than one year, you should not be asked to produce any immigration documentation, and you should not volunteer any documents or information about your status.*

**Please note:** Once your work permit expires your Driver's License will also expire and you will no longer be able to renew your Driver's License.

# Student Legal Services Contact Information

Ted Kwon, Director  
attyted@uic.edu

Anne Kowalski, Paralegal  
akowal@uic.edu, (312) 996-9214

Student Services Building

1200 W. Harrison St, 3030 SSB (MC 318)

Chicago, IL 60607

(312) 996-9214

<http://dos.uic.edu/studentlegalservices.shtml>

# References

Resources for Undocumented Immigrants  
[Dream.uic.edu](http://Dream.uic.edu)

Immigrant Legal Resource Center  
[www.ilrc.org](http://www.ilrc.org)

Illinois Coalition for Immigrant & Refugee Rights  
[www.icirr.org](http://www.icirr.org)

Coalition for Immigrant Mental Health  
<http://cimhil.org>