



Improving Education & Income Generation Outcomes for Undocumented Youth

State & Local Solutions



RASHAUN BENNETT,
THOMAS SHOWALTER, &
LAURA TATUM

SUMMER 2019

Georgetown Center on Poverty and Inequality

The Georgetown Center on Poverty and Inequality (GCPI) works with policymakers, researchers, practitioners, advocates, and people with lived experience to develop effective policies and practices that alleviate poverty and inequality in the United States. GCPI conducts research and analysis, develops policy and programmatic solutions, hosts convenings and events, and produces reports, briefs, and policy proposals. We develop and advance promising ideas and identify risks and harms of ineffective policies and practices, with a cross-cutting focus on racial and gender equity.

The work of GCPI is conducted by two teams: the Initiative on Gender Justice and Opportunity and the Economic Security and Opportunity Initiative.

Economic Security and Opportunity Initiative at GCPI

The mission of GCPI's Economic Security and Opportunity Initiative (ESOI) is to expand economic inclusion in the United States through rigorous research, analysis, and ambitious ideas to improve programs and policies. Further information about GCPI's ESOI is available at www.georgetownpoverty.org. Please refer any questions or comments to gcpiesoi@georgetown.edu.

The National Youth Employment Coalition

Since 1979 The National Youth Employment Coalition (NYEC) has been advancing policy and practice for youth development and employment. NYEC improves the lives of the 4.6 million young people who are out of school and out of work. We do this by improving the effectiveness of the organizations, and the systems, that serve these "opportunity youth." We collect, study, and support the implementation of best practices, all with a strong equity focus. Further information about NYEC is available at www.nyec.org.

Copyright

Creative Commons (cc) 2019 by Rashaun Bennett, Thomas Showalter, & Laura Tatum.

Notice of rights: This report has been published under a Creative Commons license. This work may be copied, redistributed, or displayed by anyone, provided that proper attribution is given and that the adaptation also carries a Creative Commons license. Commercial use of this work is disallowed.



Acknowledgements

At the Georgetown Center on Poverty and Inequality, we thank Indivar Dutta-Gupta for input, insight, and guidance. We thank Sophie Khan for assistance with research and figures. We thank Isabella Camacho-Craft for editing and design assistance.

We would like to sincerely thank the wide variety of experts who participated in our convening in Stockton, California, in the fall of 2018 to uncover emerging practices for serving undocumented youth. The convening brought together 23 different organizations, including local government agencies, educational institutions, think tanks, advocacy organizations, and direct service organizations.

We are also grateful to Katharine Gin at Immigrants Rising who reviewed this report in draft.

Any errors of fact or interpretation remain the authors'.

Acronyms, Abbreviations, & Initialization

CTE—Career Technical Education

DACA—Deferred Action for Childhood Arrivals

ELL— English Language Learners

IRCA—The 1986 Immigration Reform and Control Act

IRS—Internal Revenue Service

ITIN—Individual Taxpayer Identification Number

SSN—Social Security Number

USCIS—U.S. Citizenship and Immigration Services

Contents

Introduction	5
Findings & Discussion	7
History & Legislative Context	7
Improving Education Outcomes for Undocumented Youth	8
<i>Ensure Undocumented Students' Safety & Privacy</i>	8
<i>Prepare Undocumented High School Students for College & Career</i>	8
<i>Boost Postsecondary Access & Affordability for Undocumented Students</i>	9
<i>Offer Supports to Facilitate Undocumented Students' Success</i>	11
Improving Income Generation Outcomes for Undocumented Youth	11
<i>Maximize Opportunities for Undocumented Immigrants to Earn Income, Including Through Entrepreneurship, Freelance Work, & Fellowships</i>	11
<i>Make Professional Licenses Accessible to Undocumented Immigrants</i>	12
<i>Map Local Programs & Supports Available to Undocumented Youth</i>	15
<i>Support Vigorous State & Private Protection of Workers' Rights</i>	15
Beyond Education & Income Generation	15
<i>Expand Legal & Financial Resources for Immigration Remedies & DACA Renewals</i>	15
<i>Support Undocumented Youth Leadership</i>	16
<i>Protect Immigrants' Access to Services</i>	16
Conclusion	17
Appendix: Recommendations to Improve Education & Income Generation Outcomes for Undocumented Youth	18

Introduction

Despite low current unemployment rates for the United States population overall, youth unemployment (ages 16-24) remains double the current jobless rate and much higher among certain demographic groups.¹ Undocumented youth are one such group facing particular education and employment-related challenges that hurt them, their families, their communities, and the U.S. economy.² Improving education and income generation opportunities and outcomes for undocumented youth would not only improve their lives and enable them to reach their full potential—it would also help fill state labor shortages and bring the economic benefits of increased income, spending, and tax revenues from better-paying jobs.

Undocumented young people, a diverse group of immigrants from around the world who live in the U.S. without legal status, face a variety of intersecting challenges.³ Youth-serving systems and organizations often exclude undocumented young people. Undocumented people face discrimination, barriers to accessing services, and other obstacles described throughout this report.

The largest number of undocumented immigrants reside in California; the state is also a center of innovation for improving opportunities for undocumented youth.⁴ Therefore, in the fall of 2018, the Georgetown Center on Poverty and Inequality (GCPI) and National Youth Employment Coalition (NYEC) hosted a convening in Stockton, California, to uncover emerging practices for serving undocumented young adults, catalyze a community of practitioners and leaders serving this population, and produce this report documenting findings and providing recommendations. NYEC is a membership association that improves the effectiveness of the organizations, and the systems, that serve young people who are out of school and out of work; undocumented youth have been a focus of the organization. The convening brought together 23 different organizations, including local government agencies, educational institutions, think tanks, advocacy organizations, and direct service organizations.

This convening and research are a part of GCPI's broader promotion of a Youth Opportunity Guarantee,⁵ a framework to ensure access to education and employment for *all* young people in the U.S. ages 16 to 24. It builds on our existing obligation to ensure access to primary and secondary education for all children in the country, including undocumented youth. The Guarantee exemplifies GCPI's work to alleviate poverty and inequality in the U.S. by developing and advancing proven and promising ideas, working with policymakers, researchers, practitioners, advocates, and people with lived experience to advance policy and programmatic recommendations.

Focusing on State, Local, & Institutional Level Solutions to Education & Income Generation Challenges

Though federal immigration reform is desperately needed, this report focuses on solutions at state, local, and institutional levels, which often receive less attention. State and local policy and programmatic changes can enhance the educational attainment and earning power of undocumented young people; *this report outlines various steps that do not require federal policy change*. Elected

officials, policymakers, advocates, nonprofits, foundations, and education leaders can advance these solutions across the U.S.

We focus primarily on *income generation* rather than *employment* because this report is about solutions at the state, local, and institutional levels. Some undocumented young people have gained temporary employment authorization through Deferred Action for Childhood Arrivals (DACA) and some undocumented youth are employed without work authorization, but broadly ensuring full employment opportunity for undocumented youth would require federal immigration reform. Therefore, this report highlights income generation opportunities—such as entrepreneurship and fellowships—that do not require employment authorization.

This report draws on the Stockton convening to highlight challenges and solutions that would improve education and income generation outcomes for undocumented youth. Throughout the report, recommendations are underlined; all recommendations are collected in the Appendix.

Findings & Discussion

Findings and accompanying discussion are presented below.

History & Legislative Context

An estimated 11.3 million undocumented people live in the U.S.; about 1.7 million are between the ages of 16-24.⁶ Estimating an accurate employment rate for the undocumented population is difficult due to data limitations. The Migration Policy Institute estimates that 67 percent of undocumented people in the U.S. ages 16 and older are employed.⁷ Educational attainment for undocumented adults remains low; only 28 percent have any postsecondary education.⁸ The top five industries of formal employment for undocumented people include (1) Accommodation, Food Services and Entertainment; (2) Construction; (3) Professional and Administrative Services; (4) Manufacturing; and (5) Retail Trade.⁹

“We must stop this narrative of helping the ‘good’ or ‘deserving’ versus ‘bad’ undocumented youth, and start working toward

**HELPING ALL
UNDOCUMENTED
YOUTH.”**

**– Stockton, California,
convening participant**

Federal statutes related to undocumented young people have not changed in many years. Recent relevant legislation regarding immigration and work includes:

- The 1986 Immigration Reform and Control Act (IRCA), which established sanctions for employers who knowingly hire undocumented workers.¹⁰
- The Immigration Act of 1990, which capped temporary work authorizations for highly skilled foreign workers (often called H-1B visas), created different visa categories, initiated the Temporary Protected Status program for asylees and refugees facing danger in their countries of origin, and granted a temporary residency and work authorization to immediate relatives of people granted legalization through IRCA.¹¹

Recently, the Deferred Action for Childhood Arrivals (DACA) program has provided work authorization and temporary safety from deportation for 800,000 undocumented young people. The DACA program offers limited protections to some undocumented young people who immigrated to the U.S. as children. In 2012, former President Obama created the program through executive order, providing administrative relief from deportation for a period of two years, subject to renewal.¹² Only a portion of undocumented young people are eligible for DACA, due to stringent eligibility criteria. The Trump Administration attempted to repeal DACA in 2017, but ongoing litigation has kept protections in place for those who participated in the DACA program before the repeal attempt. The future of the program is uncertain.¹³

Improving Education Outcomes for Undocumented Youth

Recommendations for maximizing education outcomes for undocumented youth, discussed below, include: ensure undocumented students' safety and privacy; prepare undocumented high school students for college and career; boost postsecondary access and affordability for undocumented students; and offer supports to facilitate undocumented students' success.

ENSURE UNDOCUMENTED STUDENTS' SAFETY & PRIVACY

The Trump Administration has escalated immigration enforcement, spreading fear in immigrant communities. In 2018, the number of deportations in the U.S. reached a record high at 287,741.¹⁴ This approach has prompted some states, localities, and school districts to protect data and privacy for students and their families. The Los Angeles School Board passed a resolution stating the district would protect the data and identities of any student, family member, or school employee from federal misuse.¹⁵ States can also strengthen laws to protect student data.¹⁶ Districts are taking actions such as training administrators, teachers, and counselors to (1) exercise sensitivity to documentation status and (2) to teach immigrant students and families about their rights, including the right to keep data confidential.¹⁷

PREPARE UNDOCUMENTED HIGH SCHOOL STUDENTS FOR COLLEGE & CAREER

The U.S. guarantees access to public elementary and secondary education to all children, regardless of citizenship or residency status.¹⁸ The 1982 Supreme Court case *Plyer v. Doe* protects this guarantee. However, immigrant youth may face challenges and barriers—such as limited English language proficiency and gaps in academic preparation—to a high school experience that prepares them for college and career.

States, cities, school districts, and community-based organizations can address barriers and ensure that high school sets up immigrant and undocumented students for college and career success, such as by offering programs to expand educational and internship opportunities. For example, the San Francisco Department of Children, Youth, and Their Families provides competitive grants to community-based organizations, identifying undocumented youth as a priority population and offering subsidized youth employment and internship programs.¹⁹ Since English Language Learners (ELL) may not have time during the regular school day to participate in career technical education (CTE), some programs have expanded outside the school day. San Francisco's Tech 21 program offers afterschool courses and internships in architecture, engineering, and other industries, making the program more accessible to ELL students.²⁰ Elsewhere in California, school districts provide ELL students with summer school courses, an expanded school day, or other options to help address the time crunch caused by learning English while completing the requirements of high school.²¹

BOOST POSTSECONDARY ACCESS & AFFORDABILITY FOR UNDOCUMENTED STUDENTS

Cost presents a major barrier for undocumented students seeking to pursue postsecondary education. Undocumented students, including DACA participants, are not eligible to receive federal student financial aid.²² As college costs increase, lack of access to financial aid damages students' postsecondary prospects more than ever.²³

Twenty-four states have taken action—through legislation, their Board of Regents, or another executive department—to offer in-state tuition to undocumented immigrants.²⁴ Eight states have passed legislation to offer state financial aid to undocumented students.²⁵ Conversely, six states explicitly prohibit in-state tuition for undocumented immigrants.²⁶

In California, a series of laws has improved undocumented students' access to affordable postsecondary education. Assembly Bill 540 (AB540) in 2001 and Senate Bill 68 (SB68) in 2017 established and expanded, respectively, opportunities for certain undocumented students to access in-state tuition at public colleges and universities.²⁷ The California Dream Act in 2011 allows qualifying AB540 students to receive state financial aid and aid from private sources through California colleges and universities.²⁸

Below, Figure 1 lists the 24 states that allow in-state tuition for undocumented students.

FIGURE 1. Almost half of states allow in-state tuition for undocumented students

List of states

STATE/DISTRICT	YEAR ADOPTED	NOTES
California	2001	Upheld by California Supreme Court in 2010 ²⁹
Colorado	2013	Banned previously in 2008
Connecticut	2011	
District of Columbia	2017 ³⁰	
Florida	2014 ³¹	
Hawaii	2013	Approved through Board of Regents ³²
Illinois	2004 ³³	
Kansas	2004	Upheld by U.S. Court of Appeals in 2008
Kentucky	2003	Kentucky Council on Postsecondary Education allows select colleges to offer in-state tuition ³⁴
Maryland	2011	Limited to community colleges only ³⁵
Massachusetts	2012	Department of Higher Education approved for DACA participants ³⁶
Michigan	2013	Approved through Board of Regents ³⁷
Minnesota	2013 ³⁸	
Nebraska	2006	
New Jersey	2013 ³⁹	
New Mexico	2005 ⁴⁰	
New York	2002	
Oklahoma	2004	Approved through Board of Regents
Oregon	2013	
Rhode Island	2011 ⁴¹	Approved through Board of Regents decision
Texas	2001 ⁴²	
Utah	2002	
Virginia	2014 ⁴³	Only extends to students who are covered by Deferred Action for Childhood Arrivals (DACA) and based on Attorney General's advice
Washington	2004 ⁴⁴	

Source: Georgetown Center on Poverty and Inequality and National Youth Employment Coalition, 2019.

OFFER SUPPORTS TO FACILITATE UNDOCUMENTED STUDENTS' SUCCESS

During college, undocumented students may face a range of challenges complicated by national and state laws, institutional policies, and varying levels of campus support.⁴⁵ Funders, colleges, nonprofits, and others can provide supports to facilitate student success. Many public two- and four-year colleges and universities in California have created centers for undocumented students that offer a welcoming environment with culturally competent staff, build community amongst undocumented students and allies, and provide resources from advising to financial aid assistance to referrals for legal services. The centers empower students in leadership roles; the University of California, Davis created a student-led UndocuPRIDE Speakers Bureau, and Fullerton College and Fresno City College have undocumented student peer mentorship programs.^{46, 47} The new California Campus Catalyst Fund provides grants to dozens of public colleges and universities across the state to provide undocumented students and their families with a variety of services, such as expanded legal aid, mental health services, career guidance, and civics classes.⁴⁸

Improving Income Generation Outcomes for Undocumented Youth

Ensuring full employment opportunities for undocumented youth would require federal immigration reform. However, a variety of state, local, and institutional solutions can improve income generation opportunities for undocumented youth, even without federal reforms. Recommendations for such solutions include: provide education and support to maximize opportunities for undocumented immigrants to earn income, including through entrepreneurship, freelance work, and fellowships; make professional licenses accessible to undocumented immigrants; map local programs and supports available to undocumented youth; and support vigorous state and private protection of workers' rights, including workers' rights training.

MAXIMIZE OPPORTUNITIES FOR UNDOCUMENTED YOUTH TO EARN INCOME, INCLUDING THROUGH ENTREPRENEURSHIP, FREELANCE WORK, & FELLOWSHIPS

Undocumented young people face limited work opportunities in the U.S. However, all immigrants, regardless of immigration status, can earn income as freelancers or entrepreneurs using an Individual Taxpayer Identification Number (ITIN).⁴⁹ ITINs are issued by the Internal Revenue Service (IRS) regardless of immigration status.⁵⁰ Options for business structures range from a sole proprietorship to a worker cooperative.⁵¹

Generally, young adults face a variety of barriers to starting businesses. They often have smaller professional networks, hampering access to expertise needed to start a business and the pool of customers needed to grow it. They are less likely to have financial resources, including savings and established credit, needed to access commercial loans or to weather a failed business. Business development programs designed to help start or grow a business predominantly serve adults ages 35 and over.⁵² To support income generation, communities need more freelance and entrepreneurship programs serving undocumented youth.

Immigrants Rising,⁵³ a nonprofit based in San Francisco, offers training and resources to undocumented youth freelancers and entrepreneurs. These materials include webinars and guides on a variety of topics such as choosing a business structure, accessing capital, and developing a business plan. Immigrants Rising's Entrepreneurship Fund provides grants to undocumented entrepreneurs who are working to create positive social change. Grantees also receive coaching and mentorship. While Immigrants Rising's online tools are available to undocumented youth across the country, more communities—especially communities with significant undocumented populations—need access to higher-intensity services and grants.

Fellowship programs, which do not require a Social Security number or work authorization, offer another income generation pathway for undocumented young people.⁵⁴ Various nonprofits, universities, cities, and other entities operate fellowship programs. Immigrants Rising offers a variety of fellowships⁵⁵ to young people at different stages of education and regardless of immigration status; their Creating Fellowship Programs guide⁵⁶ and Overview of Grants to Individuals⁵⁷ guide explain how various entities can structure inclusive programs. Education is needed to inform organizations—as well as immigrants themselves—about fellowship opportunities. Following a commitment to a fellowship model, technical assistance may be necessary to create fellowship opportunities as alternatives to internships or employment. More fellowship programs and associated supportive services are needed.

MAKE PROFESSIONAL LICENSES ACCESSIBLE TO UNDOCUMENTED IMMIGRANTS

A majority of states bar undocumented people from receiving professional and occupational licenses. However, 11 states have recently passed legislation that allows some or all immigrant populations access to such licenses, either broadly or for certain occupations (see Figure 2).⁵⁸ In California, state law permits undocumented immigrants to receive any professional license, provided they have fulfilled all other requirements.⁵⁹ More states must pass laws that allow undocumented young people access to all professional licenses.

Below, Figure 2 summarizes the laws in 11 states providing some or all immigrants with access to one or more professional licenses. The state policies vary, as noted in the table.

FIGURE 2. 11 states provide immigrants some access to professional licenses

List of states & descriptions of laws

STATE	BILL	EFFECTIVE DATE	SUMMARY
California	S.1159	1/01/15	All individuals seeking a professional license can now provide either a federal Individual Taxpayer Identification Number (ITIN) or Social Security number (SSN). Any individual lawfully or unlawfully present in the U.S. can apply for and receive a professional license, provided they have fulfilled all other requirements.
Florida	H.755	7/1/14	This law authorizes the Florida Supreme Court to admit an applicant to the state bar who is an unauthorized immigrant if they meet all the requirements. The person applying for a license had to arrive as a minor to the U.S., be present for more than 10 years, have employment authorization from U.S. Citizenship and Immigration Services (USCIS), have a Social Security number (not an ITIN) and, if male, have registered for Selective Service.
Illinois	S.23	1/01/16	The law allows DACA participants who have work authorization from the USCIS and who have fulfilled all other requirements to receive a license to practice law in the state of Illinois.
Minnesota	S.1340 S.1458	5/10/14 7/01/15	The Minnesota Legislature authorized a Foreign-Trained Physician Task Force in 2014 to develop strategies to integrate immigrant physicians to address barriers and alleviate shortages. The Legislature also established the international medical graduates' assistance program to assist with integration into the Minnesota health care delivery system, with the goal of increasing access to primary care in rural and underserved areas of the state. The law establishes \$500,000 in 2016 and in 2017 for the health care access fund and requires an annual report on progress and recommendations.
Nebraska	LB.947	4/20/16	Nebraska allows immigrants who are lawfully present in the U.S. and who have employment authorization from the U.S. Citizenship and Immigration Services to obtain a professional or commercial license. This only applies to Deferred Action for Childhood Arrivals (DACA) participants.

STATE	BILL	EFFECTIVE DATE	SUMMARY
Nevada	A.276	5/23/15	Nevada allows the state superintendent to license immigrants with work authorization if a teacher shortage exists. In 2015, Nevada amended the law to allow school districts to license a person possessing the skills, experience, or abilities that address an area of concern for the school district. The provisions of this bill apply to public and charter schools. In 2019, Nevada also allowed people regardless of their citizenship or immigration status to apply for state occupational licenses using an ITIN. ⁶⁰
	AB.275	7/1/19	
New York	N/A	2016	The New York State Education Department Board of Regents allows DACA participants to apply for their teaching certificates and other professional licenses from their department. ⁶¹
South Dakota	H.1045	2/6/15	Any foreign-trained or other graduate from a dental program not accredited by the American Dental Association Commission on Dental Accreditation may apply for a license to practice as a dentist or dental hygienist. The State Board of Dentistry must establish requirements to ensure that an applicant's training and education are sufficient for licensure.
Utah	H.194, S.131	3/31/15	Utah may issue a license to an occupational therapist or therapy assistant applicant who meets the requirements of receiving a license, and who has been licensed in a state, district, U.S. territory, or foreign country where the education, experience or examination requirements are not substantially equal to Utah's requirements, if the applicant passes an examination.
West Virginia	H.205	6/12/15	West Virginia issues teaching certificates only to U.S. citizens who meet the qualifications. However, a permit to teach in the public schools may be granted to "an exchange teacher from a foreign country or an alien person who meets the requirements to teach" (H2005, 2015).
Wyoming	H.214	7/01/15	Wyoming repealed language requiring a bar applicant to be U.S. citizen. Noncitizens seeking entry into the Wyoming state bar are allowed to do so if they meet all requirements.

Source: Adapted and updated from Jauregui, et al. "Professional and Occupational Licenses for Immigrants." 2017.

MAP LOCAL PROGRAMS & SUPPORTS AVAILABLE TO UNDOCUMENTED YOUTH

In some communities, there are various income generation programs and supports available to undocumented youth, but many are short-term, and it may be unclear how they fit together. Mapping can illustrate the existing programs and supports, including information about program location, duration, start and end dates, and eligibility requirements. At the convening in Stockton, one participant from a youth-serving nonprofit created a map visualizing how programs fit together in their community. Various entities, including nonprofits and funders, can play an important role in coordinating resource mapping. These maps are useful to undocumented youth seeking to identify their next step. Such maps also help to identify and address gaps in programming and supports, to leverage resources and maximize their efficient use, and to uncover new opportunities for partnership and organizing.

SUPPORT VIGOROUS STATE & PRIVATE PROTECTION OF WORKERS' RIGHTS

Undocumented workers are more vulnerable to employer exploitation and abuse because of fears or threats that their employer could retaliate by reporting them to immigration enforcement authorities. However, with a few exceptions, undocumented workers generally have the same rights and remedies provided to workers under federal law—including wage and hour, health and safety, and anti-discrimination laws.⁶² The exceptions to this general rule pertain to collecting unemployment insurance and to remedies for a worker if the employer violates their right to engage in union activity.⁶³

States can pass and vigorously enforce additional legislation to protect immigrant workers' rights. Between 2013 and 2017, California passed seven additional laws protecting immigrant workers from retaliation, wage theft, and other workplace abuses related to their immigration status.⁶⁴ For example, California's SB 666⁶⁵ expanded potential penalties (including the loss of a business license) for employers who retaliate against workers for exercising their rights. SB 666 also makes it easier for a worker in this situation to sue their employer for damages.⁶⁶ Beyond state enforcement, private support is needed—including workers' rights training and resources through trusted community-based organizations—to ensure full realization of these protections.

Beyond Education & Income Generation

Recommendations in areas beyond education and income generation include: expand legal and financial resources for immigration remedies and DACA renewals; support undocumented youth leadership; and protect immigrants' access to services.

EXPAND LEGAL & FINANCIAL RESOURCES FOR IMMIGRATION REMEDIES & DACA RENEWALS

Existing immigration remedies could help some undocumented youth gain legal status in the U.S. and employment authorization. A report by Immigrants Rising and Curran & Berger LLP discusses several legal remedies most commonly accessible to undocumented youth, based on in-depth legal consultations.⁶⁷ These remedies include asylum, temporary working visas, and U-Visas for victims of crime who assist law enforcement. Additional legal resources and proactive outreach, particularly

combined with financial assistance, would enable more undocumented immigrants to utilize these remedies.

Financial resources would also enable more youth with DACA to renew, as required every two years. Undocumented youth may struggle to afford the \$495 fee for the DACA renewal application. This is not surprising, as 4 in 10 adults in the U.S. would have difficulty covering an unexpected \$400 expense.⁶⁸ Some nonprofits and universities cover these fees for undocumented youth, but more DACA fee assistance is needed.

SUPPORT UNDOCUMENTED YOUTH LEADERSHIP

Foundations, nonprofits, colleges, local and state governments, and other entities should support undocumented youth leadership. Undocumented youth leadership is critical for a variety of reasons; for one, the expertise developed through lived experience is invaluable in designing solutions. Undocumented youth lead in a myriad of ways—including mentoring peers in university programs; creating resources, such as the in-depth Life After College⁶⁹ guide for undocumented students; and organizing to win victories, such as the creation of the DACA program in 2012.^{70, 71}

It is important to keep in mind that undocumented youth may have varying levels of comfort with public or media attention. Some undocumented youth understandably choose to keep a low profile, but others do not. Youth with DACA and formerly undocumented youth may be more comfortable with public or media attention than undocumented youth without DACA.

PROTECT IMMIGRANTS' ACCESS TO SERVICES

Undocumented people often face barriers to accessing critical foundational services—from driver's licenses to health care to mental health services. These barriers can limit educational and income generation opportunities, among others. In California, a series of laws has sought to address these challenges. For example, a 2013 law ensures access to driver's licenses regardless of immigration status, providing undocumented drivers the ability to drive legally and acquire insurance coverage.⁷²

California also has taken steps to expand access to health care for undocumented immigrants. In 2016, California expanded Medi-Cal (California's Medicaid program) eligibility to all low-income children, including undocumented children, using state funds.⁷³ In June 2019, California extended health insurance benefits via Medicaid to undocumented immigrants between the ages of 19 and 25.⁷⁴ Despite significant health care expansion in California, further action is needed. Undocumented adults remain largely left out of California's health insurance system, and 90 percent of low-income undocumented California adults are uninsured.⁷⁵ Undocumented immigrants are at high risk for mental health challenges but struggle to access mental health care; more resources, outreach to immigrant communities, training of providers, and multilingual services are needed to ensure access to quality care.⁷⁶

Conclusion

Undocumented youth face particular challenges—including challenges related to education and income generation—that hurt them, their families, their communities, and the U.S. economy. Improving education and income generation opportunities and outcomes for undocumented youth would not only improve their lives and enable them to reach their full potential, but would also help fill labor shortages and bring the economic benefits of increased income, spending, and tax revenues from better-paying jobs. This report highlights a range of solutions implemented in California at the state, local, and institutional level. Even in the absence of federal action, policymakers, advocates, nonprofits, foundations, education leaders, and others can advance these solutions across the U.S.

Appendix: Recommendations to Improve Education & Income Generation Outcomes for Undocumented Youth

Below is a summary of recommendations outlined in the report.

Improving Education Outcomes

- States should strengthen laws to protect student data.
- School districts should train administrators, teachers, and counselors to (1) exercise sensitivity to documentation status and (2) to teach immigrant students and families about their rights, including the right to keep data confidential.
- States, cities, school districts, and community-based organizations can address barriers and ensure that high school sets up immigrant and undocumented students for college and career success, such as by offering expanded educational opportunities and internships.
- States should offer in-state tuition and financial aid to undocumented immigrants.
- Colleges, universities, and postsecondary systems should create centers for undocumented students that offer a welcoming environment with culturally competent staff. States and public university systems should provide undocumented students and their families with a variety of services, such as expanded legal aid, mental health services, career guidance, and civics classes.

Improving Income Generation Outcomes

- Nonprofits and foundations should create and support freelance and entrepreneurship programs serving undocumented youth.
- Educational institutions, nonprofits, foundations, and local governments should create and fund fellowship programs and offer associated supportive services.
- States should pass laws that allow undocumented people access to all professional licenses.
- Nonprofits and foundations should map programs and supports available to undocumented youth.
- States should pass and vigorously enforce legislation to protect immigrant workers' rights.

Beyond Education & Income Generation

- Foundations, nonprofits, and others should expand legal and financial resources for immigration remedies and DACA renewals.
- Foundations, nonprofits, colleges, local and state governments, and other entities should support undocumented youth leadership.
- States should pass laws to ensure access to driver's licenses regardless of immigration status.
- States should ensure access to health care, including mental health services, regardless of immigration status.

¹ Tatum, Laura, et al. "The Youth Opportunity Guarantee: A Framework for Success." Georgetown Center on Poverty and Inequality, 2019. Available at <http://www.georgetownpoverty.org/issues/employment/youth-opportunity-guarantee-framework/>.

² Tatum et al. "The Youth Opportunity Guarantee: A Framework for Success." 2019.

³ We use the definition of "undocumented" provided by Immigrants Rising, including individuals who: entered without inspection, entered with legal status but overstayed, have or previously had DACA, are in the process of legalizing, and/or are vulnerable immigrants "whose immigration status is in 'limbo' or puts them 'at-risk' for being targeted by immigration enforcement". Park, Samuel. "Defining Undocumented." Immigrants Rising, retrieved July 2019. Available at https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_Defining-Undocumented.pdf.

⁴ Costa, Daniel. "California Leads the Way." Economic Policy Institute, March 2018. Available at <https://www.epi.org/publication/california-immigrant-labor-laws/>.

⁵ Tatum, Laura, and Isabella Camacho-Craft. "The Youth Opportunity Guarantee." Georgetown Center on Poverty and Inequality, March 2019. Available at <http://www.georgetownpoverty.org/wp-content/uploads/2019/03/Youth-Opportunity-Guarantee-Brief-03282019.pdf>.

⁶ "Profile of the Unauthorized Population: United States." Migration Policy Institute, retrieved July 2019. Available at <https://www.migrationpolicy.org/data/unauthorized-immigrant-population/state/US>.

⁷ "Profile of the Unauthorized Population: United States." Migration Policy Institute, 2019.

⁸ "Profile of the Unauthorized Population: United States." Migration Policy Institute, 2019.

⁹ "Profile of the Unauthorized Population: United States." Migration Policy Institute, 2019.

¹⁰ "Glossary." U.S. Citizenship and Immigration Services, retrieved July 2019. Available at https://www.uscis.gov/tools/glossary?topic_id=i#alpha-listing.

¹¹ S.358. 101st Congress, introduced February 1989. Available at <https://www.congress.gov/bill/101st-congress/senate-bill/358>.

¹² Lopez, Gustavo, and Jens Manuel Krogstad. "Key Facts About Unauthorized Immigrants Enrolled in DACA." Pew Research Center, September 2017. Available at <https://www.pewresearch.org/fact-tank/2017/09/25/key-facts-about-unauthorized-immigrants-enrolled-in-daca/>.

¹³ "DACA Updates." Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/daca-updates/>.

¹⁴ "About the Data." TRAC Immigration, retrieved July 2019. Available at http://trac.syr.edu/phptools/immigration/charges/about_data.html.

¹⁵ Stokes, Kyle. "LAUSD Board: If Trump Administration Asks for Student Data, District Will Resist." 89.3 KPCC, November 2016. Available at <https://www.scpr.org/news/2016/11/15/66177/la-school-board-if-trump-administration-asks-for-s/>.

¹⁶ Scown, Caroline. "Countering the Effects of Trump's Immigration Policies in Schools." Center for American Progress, May 2018. Available at <https://www.americanprogress.org/issues/education-k-12/news/2018/05/03/450274/countering-effects-trumps-immigration-policies-schools/>.

¹⁷ Scown. "Countering the Effects of Trump's Immigration Policies in Schools." Center for American Progress, 2018.

¹⁸ Park, Samuel. "Overview of Undocumented Students." Immigrants Rising, updated January 2019. Available at <https://immigrantsrising.org/resource/overview-of-undocumented-students/>.

¹⁹ Hooker, et al. "Critical Choices in Post-Recession California: Investing in the Educational and Career Success of Immigrant Youth." 2014.

²⁰ Hooker, Sarah, Margie McHugh, Michael Fix. "Critical Choices in Post-Recession California: Investing in the Educational and Career Success of Immigrant Youth." Migration Policy Institute, June 2014. Available at <https://www.migrationpolicy.org/research/critical-choices-post-recession-california-educational-career-success-immigrant-youth>.

²¹ Hooker, et al. "Critical Choices in Post-Recession California: Investing in the Educational and Career Success of Immigrant Youth." 2014.

²² "Non-U.S. Citizens." Federal Student Aid, U.S. Department of Education, retrieved July 2019. Available at <https://studentaid.ed.gov/sa/eligibility/non-us-citizens>.

-
- ²³ Garcia, Rosa. "Making College More Affordable for Low-Income Students." CLASP, January 2018. Available at <https://www.clasp.org/publications/fact-sheet/making-college-more-affordable-low-income-students>.
- ²⁴ Park. "Overview of Undocumented Students." Updated 2019.
- ²⁵ Park. "Overview of Undocumented Students." Updated 2019.
- ²⁶ Park. "Overview of Undocumented Students." Updated 2019.
- ²⁷ Park. "Overview of Undocumented Students." Updated 2019.
- ²⁸ "AB540 Eligibility." Undocumented Student Program, University of California at Berkeley, retrieved July 2019. Available at <https://undocu.berkeley.edu/legal-support-overview/ab540-eligibility/>.
- ²⁹ Nguyen, David Hoa Khoa, and Gabreil Serna. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." *The Clearing House: A Journal of Education Strategies, Issues and Ideas*, 87(3): 124-129, updated June 2014. Available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2444430.
- ³⁰ "B21-0422 – UDC DREAM Amendment Act of 2015." Council of the District of Columbia, retrieved July 2019. Available at <http://lims.dccouncil.us/Legislation/B21-0422>.
- ³¹ "In-State Tuition." Florida Immigrant Coalition, retrieved July 2019. Available at <https://floridaimmigrant.org/our-work/education-immigrant-youth/in-state-tuition/>.
- ³² "Undocumented Student Tuition: Overview." National Conference of State Legislatures, March 2019. Available at <http://www.ncsl.org/research/education/undocumented-student-tuition-overview.aspx>.
- ³³ Nguyen, et al. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." Updated 2014.
- ³⁴ "Variations in In-State Tuition, Financial Aid, and Scholarship Policies for Unauthorized Youth." MPI National Center on Immigrant Integration Policy, 2015.
- ³⁵ Nguyen, et al. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." Updated 2014.
- ³⁶ "Variations in In-State Tuition, Financial Aid, and Scholarship Policies for Unauthorized Youth." MPI National Center on Immigrant Integration Policy, 2015.
- ³⁷ "Basic Facts About In-State Tuition for Undocumented Immigrant Students." National Immigration Law Center, updated June 2019. Available at <https://www.nilc.org/issues/education/basic-facts-instate/>.
- ³⁸ Nguyen, et al. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." Updated 2014.
- ³⁹ "Resources for New Jersey Dreamers." New Jersey City University, retrieved July 2019. Available at <https://www.njcu.edu/admissions-aid/financial-aid/resources-new-jersey-dreamers>.
- ⁴⁰ Nguyen, et al. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." Updated 2014.
- ⁴¹ "Undocumented Student Tuition: Overview." National Conference of State Legislatures, 2019.
- ⁴² Nguyen, et al. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." Updated 2014.
- ⁴³ "Undocumented Student Tuition: Overview." National Conference of State Legislatures, 2019.
- ⁴⁴ Nguyen, et al. "Access or Barrier? Tuition and Fee Legislation for Undocumented Students Across the States." Updated 2014.
- ⁴⁵ "CCC Dreamers Project (Full Report)." Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/resource/ccd-dreamers-project-full-report/>.
- ⁴⁶ "UndocuAlly Program for Peers." AB540 and Undocumented Student Center, UC Davis, retrieved July 2019. Available at <https://undocumented.ucdavis.edu/education/upp>.
- ⁴⁷ "CCC Dreamers Project (Full Report)." Immigrants Rising, retrieved 2019.
- ⁴⁸ "32 Colleges to Expand Opportunity for Undocumented Students and Families." California Campus Catalyst Fund, October 2018. Available at <https://californiacatalystfund.org/2018/10/11/32-colleges-to-expand-opportunity-for-undocumented-students-and-families/>.
- ⁴⁹ "Basic Facts about Entrepreneurship." Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/resource/basic-facts-about-entrepreneurship/>.
- ⁵⁰ "Basic Facts about Entrepreneurship." Immigrants Rising, retrieved 2019.
- ⁵¹ "Basic Facts about Entrepreneurship." Immigrants Rising, retrieved 2019.
- ⁵² Klein, Joyce A., and Yelena Nemoy. "Creating Entrepreneurship Pathways for Opportunity Youth: Early Experiences from the Youth Entrepreneurship Fund Grantees." Aspen Institute, January 2019. Available at

<https://aspencommunitysolutions.org/wp-content/uploads/2019/01/Creating-Entrepreneurship-Pathways-for-Opportunity-Youth3.pdf>.

⁵³ “Immigrants Rising.” Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/>.

⁵⁴ “Creating Fellowship Programs (For Educational Institutions).” Immigrants Rising, retrieved July 2019. Available at https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_Creating-Fellowship-Programs-For-Educational-Institutions.pdf.

⁵⁵ “Fellowships.” Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/leadership-opportunities/fellowships/>.

⁵⁶ “Creating Fellowship Programs (For Educational Institutions).” Immigrants Rising, retrieved July 2019. Available at https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_Creating-Fellowship-Programs-For-Educational-Institutions.pdf.

⁵⁷ “Overview of Grants to Individuals (for Public Charities & Private Foundations).” Immigrants Rising, retrieved July 2019. Available at https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_Overview-of-Grants-to-Individuals.pdf.

⁵⁸ Jauregui, Heidi, and Ann Morse. “Professional and Occupational Licenses for Immigrants.” National Conference of State Legislatures, July 2017. Available at <http://www.ncsl.org/research/immigration/professional-and-occupational-licenses-for-immigrants.aspx>.

⁵⁹ Jauregui, et al. “Professional and Occupational Licenses for Immigrants.” 2017.

⁶⁰ Solis, Jennifer. “State Opens Up Occupational Licensing to Non-Citizens.” *Nevada Current*, June 2019. Available at <https://www.nevadacurrent.com/2019/06/14/state-opens-up-occupational-licensing-to-non-citizens/>.

⁶¹ “Board of Regents Approves Regulations to Allow DACA Recipients to Apply for Teacher Certification and Professional Licenses.” New York State Education Department, February 2016. Available at <http://www.nysed.gov/news/2016/board-regents-approves-regulations-allow-daca-recipients-apply-teacher-certification-and>.

⁶² “Undocumented Workers’ Employment Rights.” Legal Aid at Work, retrieved July 2019. Available at <https://legalaidthatwork.org/factsheet/undocumented-workers-employment-rights/>.

⁶³ “Undocumented Workers’ Employment Rights.” Legal Aid at Work, retrieved 2019.

⁶⁴ Costa, Daniel. “California Leads the Way.” 2018.

⁶⁵ SB 666. California State Senate 2013-2014 Session, introduced February 2013. Available at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB666.

⁶⁶ Costa, Daniel. “California Leads the Way.” 2018.

⁶⁷ Berger, Dan. “Beyond DACA Guide.” Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/resource/beyond-daca-guide/>.

⁶⁸ “Report on the Economic Well-Being of U.S. Households in 2018.” Board of Governors of the Federal Reserve System. May 2019. Available at <https://www.federalreserve.gov/publications/files/2018-report-economic-well-being-us-households-201905.pdf>.

⁶⁹ Perez, Iliana. “Life After College.” Immigrants Rising, retrieved July 2019. Available at <https://immigrantsrising.org/resource/life-after-college/>.

⁷⁰ Preston, Julia. “How the Dreamers Learned to Play Politics.” *Politico Magazine*, September 2017. Available at <https://www.politico.com/magazine/story/2017/09/09/dreamers-daca-learned-to-play-politics-215588>.

⁷¹ Perez. “Life After College.” Retrieved 2019.

⁷² “AB 60 Driver’s License Frequently Asked Questions.” Immigrant Legal Resource Center, April 2015. Available at https://www.ilrc.org/sites/default/files/resources/ab_60_4_27_15.pdf.

⁷³ Lucia, Laurel. “Towards Universal Health Coverage: Expanding Medi-Cal to Low-Income Undocumented Adults.” UC Berkeley Labor Center, February 2019. Available at <http://laborcenter.berkeley.edu/medi-cal-undocumented-adults/>.

⁷⁴ Axelrod, Tal. “California Passes Budget With Health Insurance for Some Undocumented Immigrants.” June 2019. Available at <https://thehill.com/homenews/state-watch/448584-california-passes-budget-including-health-insurance-for-some>.

⁷⁵ Lucia. “Towards Universal Health Coverage: Expanding Medi-Cal to Low-Income Undocumented Adults.” 2019.

⁷⁶ Boyd-Barrett, Claudia. “Undocumented Immigrants Aren’t Getting Needed Mental Health Care, Report Finds.” *California Health Report*, February 2019. Available at <http://www.calhealthreport.org/2019/02/20/undocumented-immigrants-arent-getting-needed-mental-health-care-report-finds/>.