Variations in In-State Tuition, Financial Aid, and Scholarship Policies for Unauthorized Youth

Webinar
MPI National Center on Immigrant Integration Policy
October 8, 2015
Logistics

- Slides and audio from today’s webinar will be available at: http://www.migrationpolicy.org/events

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- Use Q&A chat function on the right of the screen throughout webinar to write questions.

- Or send an email to events@migrationpolicy.org with your question.
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Director, National Center on Immigrant Integration Policy, MPI

Tanya Broder
Senior Attorney, National Immigration Law Center

Candy Marshall
President, TheDream.US

Angelo Mathay,
Associate Policy Analyst, National Center on Immigrant Integration Policy, MPI

Erin Howard
Director, Office of Latino Outreach and Services, Bluegrass Community and Technical College

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Primary Areas of Work:

• Education and Training:
  • Early Childhood
  • K-16
  • Adult Education and Workforce Development

• Language Access and Other Benefits
• Governance of Integration Policy

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Two types of “DREAM Acts”

• 1st provides path to citizenship for unauthorized youth brought to the U.S. as children; has not become law

• 2nd refers to state legislation allowing unauthorized youth (or DACA recipients) access to benefits such as in-state tuition, state financial aid, or grants and loans
• *Plyler v. Doe*: unauthorized immigrant youth have right to attend U.S. public school from K-12th grade; an estimated 65,000 unauthorized immigrant students graduate from high school each year.

• Postsecondary access is increasing but gaps in completion rates remain.
  
  • As of 2013, 46% of Hispanic students at 4-year institutions graduated in 5 years or less compared to 60% of white students and 65% of Asian students.

• Beyond access to enrollment, policies regarding in-state tuition, financial aid, loan programs, etc. are critical in supporting these students ability to progress.
DREAM vs. DACA

• Deferred Action for Childhood Arrivals (DACA) launched in 2012; provides certain unauthorized youth relief from deportation and work authorization but no path to citizenship

• Unprecedented—requires HS diploma/equivalent or enrollment in adult education/training.

• By March 31, 2015 about 750,000 individuals had applied (47% of potentially-eligible individuals).

• Postsecondary education could be pre-requisite for benefits of future immigration legislation (such as DREAM Act)
MPI DACA-DREAM Resources

- Cross-site Learning Network on DACA-DREAM Education Success
- MPI report on state policies and practices supporting educational success for immigrant young adults:

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Tanya Broder is a Senior Attorney at the National Immigration Law Center’s (NILC) Oakland office. Ms. Broder specializes in the laws and policies affecting access to health care, public benefits and education for low-income immigrants across the United States.

She writes articles and policy analyses, provides technical assistance, co-counsels on litigation, and presents trainings to legal and social service providers, government agencies, legislative staff, and community-based organizations.

Before joining NILC in 1996, she worked as a policy analyst for the Northern California Coalition for Immigrant Rights and as a staff attorney for the Legal Aid Society of Alameda County in Oakland.

Ms. Broder holds a J.D. degree from Yale Law School.
In-State Tuition

- Tuition policies vary by state & institution. Rules may allow students to pay in-state rates based on, e.g. state residence, status as a veteran, armed services member or dependent, athlete, disaster survivor or other criteria.

- The 1996 federal immigration law denies post-secondary education benefits based on residence to students not lawfully present in the U.S., unless citizens are offered access on the same terms, without regard to their state residence.

- Since 2001, states increasingly have adopted “tuition equity” policies, allowing citizens and immigrants who meet certain criteria to pay in-state tuition rates, in a manner consistent with federal law.
Tuition Equity, Aid, Scholarships

- Tuition equity policies allow students who attend a state’s high schools for a certain number of years, and meet other criteria, to pay in-state tuition rates, regardless of their immigration status.

- At least **20 states** have tuition equity laws or policies. Over 75% of the foreign born live in states with a tuition equity law or policy.

- **CA, HI, NM, MN, OK, OR, TX, and WA** offer state financial aid to students who are eligible for in-state rates, regardless of status; **CA, IL, MN** and **UT** offer institutional aid or scholarships.
In-State Tuition: DACA

Students granted Deferred Action for Childhood Arrivals (DACA) are *lawfully present*, and are not precluded by federal law from establishing domicile in the U.S.

**In states without tuition equity policies, access for DACA grantees may depend on:**

- Residency definition
- Lawful presence or document requirements
- Whether tuition is considered a public benefit
- Also may vary by institution or college system

States as diverse as **AZ, AL, MA, NH, OH, VA** and others have determined that DACA grantees may establish residency for tuition purposes under existing rules.
Tuition Equity and Financial Aid Campaigns: 2015-16

- Tuition equity bills were introduced in at least 12 states in 2015: AZ, IN, MA, MS, MO, NH, NC, PA, RI, SC, TN, VA

- Proposals to offer financial or institutional aid were introduced in at least 8 states: CT, MA, NJ, NY, OR, PA, SC and UT.

- Oregon extended state financial aid, and Utah made scholarships available to students who qualify for in-state rates, regardless of their status. Connecticut improved access to in-state tuition, and Tennessee fell one vote short of offering in-state tuition to DACA grantees this year.

- Campaigns are expected to continue next year.
Resources

- NILC Toolkit: Improving Access to Postsecondary Education for Immigrant Students
  http://www.nilc.org/eduaccesstoolkit.html
- Map of state laws and policies
  http://www.nilc.org/eduaccesstoolkit2.html#maps
- Table of state laws and policies
  http://www.nilc.org/eduaccesstoolkit2a.html#tables
- Financial Aid and Scholarship Resources
  http://www.nilc.org/eduaccesstoolkit10.html
Angelo Mathay is an Associate Policy Analyst with MPI’s National Center on Immigrant Integration Policy, where he works on adult education, workforce training, and postsecondary education issues.

Previously, Mr. Mathay worked at the National Immigration Law Center as a DACA Law Fellow, where he connected DREAMers to legal service providers, developed models for providing legal services to Deferred Action for Childhood Arrivals (DACA) applicants, and conducted administrative advocacy regarding DACA implementation.

During law school, he clerked for the U.S. Equal Employment Opportunity Commission’s Division of Labor Standards Enforcement (Los Angeles and San Francisco office), Asian Pacific American Legal Center, Department of Justice, Executive Office of Immigration Review, and Judge Harry Pregerson of the United States Court of Appeals for the Ninth Circuit. He also served as co-editor-in-chief of the *Asian Pacific American Law Journal* and as a member of LEAD (formerly the Diversity Task Force).

Mr. Mathay earned his B.A. from the University of California, Los Angeles and his J.D. from the University of California, Los Angeles School of Law (Epstein Program in Public Interest Law and Policy Specialization).
# States Policies on College Enrollment, In-State Tuition, and Financial Aid for Unauthorized Immigrants, Top 15 States of Residence of DACA-Eligible Youth

<table>
<thead>
<tr>
<th>State</th>
<th>Restrictions on College Enrollment?</th>
<th>In-State Tuition Policy?</th>
<th>High School Attendance/Graduation Requirements for In-State Tuition</th>
<th>Other Requirements for In-State Tuition</th>
<th>Eligible for State Financial Aid?</th>
<th>Eligible for Additional Benefits?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>No</td>
<td>No: Proposition 200 and Section 1-502, Arizona Revised Statutes prohibit unauthorized students from qualifying for in-state tuition rates or any type of state financial aid. Exception: Arizona University State University, Northern Arizona University, the University of Arizona, and some community colleges grant resident tuition rates for DACA recipients.</td>
<td>N/A</td>
<td>N/A</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>California</td>
<td>No</td>
<td>Yes: Assembly Bill (AB) 540 (2001)</td>
<td>Must have attended a California high school for 3+ academic years. Must have graduated from high school or earned a high school equivalency diploma in California, or received a passing mark on the California High School Proficiency Exam.</td>
<td>N/A</td>
<td>Yes; students eligible for AB 540 are also eligible for Cal Grants, community college fee waivers, and institutional aid, dependent on meeting income and/or academic requirements. AB 130 and AB 131 (2012).</td>
<td>Yes; Students eligible for AB 540 are also eligible for student loans in the UC and CSU systems through the California Dream Loan Program. SB 1210 (2014).</td>
</tr>
<tr>
<td>Colorado</td>
<td>No</td>
<td>Yes: Senate Bill 33 (2013)</td>
<td>Must have attended a Colorado high school for at least 3 years immediately preceding graduation or completing a GED in Colorado.</td>
<td>N/A</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>
States With No Formal In-State Tuition Policies

In states that do not have in-state tuition policies, exceptions have been carved out by some entities:

- **Arizona** – Arizona State University, Northern Arizona University, and the University of Arizona and some community colleges grant resident tuition rates for DACA grantees.
- **Massachusetts** – MA Department of Higher Education has determined that DACA grantees qualify for in-state tuition (2012).
- **Nevada** – There is no known tuition equity law or policy. However, some public colleges and universities individually elect to provide in-state tuition and institutional aid to undocumented students.
- **North Carolina** – The NC Community College System allows NC employers to “sponsor” the cost of college tuition for employees who are DACA recipients. Employers are charged the in-state tuition rate.
- **Virginia** – State Attorney General ruled that DACA grantees who meet VA residency requirements for at least one year after approval are eligible for in-state tuition (2014).

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Other Requirements for In-State Tuition

In addition to high school attendance/graduation requirements, some states include additional requirements:

- **Florida**
  - Unauthorized immigrants must apply to a FL postsecondary institution within 2 years of graduating from high school and submit an official Florida high school transcript as evidence of attendance and graduation.

- **Maryland**
  - Unauthorized immigrants must register at a community college within 4 years of graduating from high school/receiving an equivalency diploma. To receive in-state tuition for a four-year university, students must have attended a MD community college and earned 60+ credits or an Associate’s degree.

- **New York**
  - Unauthorized immigrants must apply to a NY college within 5 years of graduating from high school/ receiving an equivalency diploma.
Some States Provide Additional Benefits

In addition to granting in-state tuition eligibility, some states provide additional benefits to unauthorized immigrants:

• **California**
  
  • Those eligible for AB540 are also eligible for student loans in the University of California and California State University systems through the California Dream Loan Program.
  
  • Fee waivers at community colleges, and state financial aid offered

• **Illinois**
  
  • Those meeting in-state tuition requirements are eligible for privately-funded scholarships administered through the IL Dream Fund Commission and college savings accounts.
State Policy Developments

• California
  • AB1366: Would encourage the California Community Colleges, the California State University, and the University of California to designate a Dream Resource Liaison on each of their campuses to assist certain students by streamlining access to all available financial aid and academic opportunities for those students. (Status: Suspend file)
  • AB206: Would establish the California DREAM Work-Study Program under the administration of the Student Aid Commission to provide financial aid for students meeting its requirements (Status: In committee; held under submission)

• Illinois
  • HB143: Amends the Illinois Income Tax Act. Creates a tax checkoff for the Illinois DREAM Fund. Amends the Higher Education Student Assistance Act to provide that moneys from the checkoff may be received by the Fund. (Status: Re-referred to the Rules Committee.)
State Policy Developments (Continued)

- **New York**
  - **AB4311/ S1251**: Enacts the New York state DREAM Act – by creating the New York DREAM fund commission and amends eligibility requirements and conditions governing certain awards. *(Status: Referred to Higher Education)*
  - **SB3702**: Authorizes the trustees of the State University of New York, the City University of New York and community colleges to provide state-aided programs, scholarships or other financial assistance to students who are without lawful immigration status or who are undocumented persons if such student attended an approved NY high school for two or more years, attended an approved NY state program for General Equivalency Diploma exam preparation, or was enrolled in an institution or educational unit of the state university during the 2015-2016 academic year. *(Status: Referred to Higher Education)*
  - **SB776**: Enacts the "New York is home act" to establish New York state citizenship, regardless of immigration status, and providing certain rights and benefits to persons with such citizenship. *(Status: Referred to Senate Finance)*
  - **AB4831**: Establishes the New York state DREAM Act; provides certain higher education eligibility benefits to undocumented immigrants that satisfy certain criteria. *(Status: Referred to Governmental Operations)*
  - **AB1468**: Excludes unauthorized immigrants from attending public post-secondary educational institutions *(Status: Referred to Higher Education)*
Candy Marshall is the President of TheDream.US – a national scholarship program for Dreamers. Ms. Marshall came to TheDream.US after serving eight years as a leader at the Bill & Melinda Gates Foundation. As chief human resources officer, she led the expansion of the foundation and then joined the Global Health Programs where she led the implementation of a comprehensive plan to implement and improve the effectiveness of the Foundation’s 25+ global programs with over 500 people and a $3.0B annual budget.

Prior to joining the Gates Foundation, Ms. Marshall worked over 10 years in the software industry as outside legal counsel to a number of Pacific Northwest software companies. Ms. Marshall is a philanthropic leader in the Pacific Northwest. She is the immediate past-Chair of the Seattle Children’s Hospital and Research Foundation Board of Trustees and serves as an advisor on the Advisory Committee for the YUSA Strategic Initiatives Fund. She has previously served on a number of other non-profit boards including the Washington Global Health Alliance, the Seattle Arts and Sciences Academy, the YMCA of Greater Seattle, and Seattle City Club.

Ms. Marshall earned a law degree from the University of Nebraska College of Law, with distinction, Order of the Coif, and a bachelor’s degree in public administration.
MPI - SCHOLARSHIP POLICIES FOR UNAUTHORIZED YOUTH

October 8, 2015

"Building the American dream one student at a time."
Overview

• Our History
• Our Model
• Our Scholarship – Designed For Dreamers
• Our Lessons Learned
Our Goal: A Decade of 3,500 DREAMer Scholars

We provide scholarships to highly motivated DREAMers who cannot otherwise afford a college education.
Our Journey to Date

June of 2013 . . .

- $1M
- 40 DREAMER Scholars
- 6 Partner Colleges

Today . . .

- $91M
- 3,500+ DREAMER Scholars
- 68 Partner Colleges and growing!
Where we focus . . .

1. States and metropolitan areas with the highest number of DACAmented Dreamers
2. States that have in-state tuition

<table>
<thead>
<tr>
<th>Residence</th>
<th>Accepted to Date¹</th>
<th>Approved to Date²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initials</td>
<td>Renewals</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>217,872</td>
<td>127,189</td>
</tr>
<tr>
<td>TEXAS</td>
<td>126,499</td>
<td>69,678</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>41,459</td>
<td>25,686</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>40,107</td>
<td>21,316</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>32,453</td>
<td>16,923</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>27,864</td>
<td>16,160</td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td>27,092</td>
<td>15,876</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>25,570</td>
<td>14,112</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>21,586</td>
<td>12,518</td>
</tr>
<tr>
<td>COLORADO</td>
<td>17,392</td>
<td>9,346</td>
</tr>
<tr>
<td>WASHINGTON</td>
<td>17,218</td>
<td>9,225</td>
</tr>
<tr>
<td>NEVADA</td>
<td>12,615</td>
<td>7,307</td>
</tr>
<tr>
<td>VIRGINIA</td>
<td>12,003</td>
<td>6,815</td>
</tr>
<tr>
<td>OREGON</td>
<td>10,934</td>
<td>6,502</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>9,712</td>
<td>5,591</td>
</tr>
<tr>
<td>INDIANA</td>
<td>9,723</td>
<td>5,407</td>
</tr>
<tr>
<td>UTAH</td>
<td>9,727</td>
<td>5,241</td>
</tr>
<tr>
<td>TENNESSEE</td>
<td>8,348</td>
<td>4,320</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>7,676</td>
<td>4,145</td>
</tr>
<tr>
<td>WISCONSIN</td>
<td>7,420</td>
<td>4,137</td>
</tr>
</tbody>
</table>
We select Partner Colleges in these regions that . . .

✓ Provide an **affordable** career-ready associate’s or bachelor’s degree

✓ Have a track record of serving and **graduating** low-income, first-generation students
Our Partner Colleges Commit to . . .

1. Enrolling 7 – 10 Dreamer Scholars each academic year

2. Supporting our Scholars’ success through a designated student advisor who helps our Scholars navigate their college experience

3. Addressing barriers and challenges facing DREAMers in accessing and completing a college education
USING A DREAMER LENS TO DESIGN AND DELIVER SCHOLARSHIP AID

“Building the American dream one student at a time.”
The Post-Traditional Student Profile

<table>
<thead>
<tr>
<th>Traditional student profile</th>
<th>Post-traditional student profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-ready</td>
<td>May need academic prep or remediation</td>
</tr>
<tr>
<td>Enroll in a college or university full-time</td>
<td>Enroll at a community college and attend part-time</td>
</tr>
<tr>
<td>Enroll the fall after high school graduation</td>
<td>Delay initial postsecondary enrollment while entering the workforce</td>
</tr>
<tr>
<td>Live on-campus</td>
<td>Live off-campus with their parents or with their own dependants</td>
</tr>
<tr>
<td>Complete a bachelor degree in four years</td>
<td>Take more than four years to complete a degree</td>
</tr>
<tr>
<td>Parents have college degree</td>
<td>First in family to enroll</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>Latino or African American</td>
</tr>
<tr>
<td>Do not work while enrolled</td>
<td>Many work 30 hours or more a week</td>
</tr>
<tr>
<td>Make college choices based on financial aid,</td>
<td>Make college choices based on cost of attendance, location, &amp;</td>
</tr>
<tr>
<td>academic programs offered, &amp; institutional</td>
<td>accessibility</td>
</tr>
<tr>
<td>prestige</td>
<td></td>
</tr>
</tbody>
</table>

From: Using a Latino Lens to Reimagine Aid Design and Delivery, Excelencia in Education (2013)
Designing a Scholarship Program with an Eye to Serving DREAMers

- Scholarship Design
- Application Design
- Scholar Selection
- Scholar Community
- Award Design
- Scholar Community
Scholarship Design

Support Post-Traditional Pathway

- Scholarship to community college OR university
- Support DREAMers who “stopped out” for financial or family reasons
- Consider impact of out-of-state tuition on college selection and award amount
- Consider extending time for college enrollment

Application Eligibility

- Determine whether DACA status is important to your Sponsor or Donors
- Consider a lower minimum GPA to reflect challenges DREAMers faced in high school
- Accept HSE Diploma (GED)
- Allow “first time” student to have earned some college credits
Application Design

Demographics:
- At what age did you start speaking English?
- How old were you when you arrived in the United States?
- First generation?

Activities:
- Capture home responsibilities
- Capture work history whether or not paid

Financial:
- No reference to FAFSA
- Allow for forms of income verification (including self-reported) other than tax returns

Letters of Recommendation:
- Consider non-traditional sources
Scholar Selection – Post Traditional

Academic Promise (vs. Achievement)

✓ GPA and test scores only one factor
✓ Demonstrated a commitment to learning through clear education goals and plan to achieve them

Determination to Succeed in College and Life

✓ Grit and persistence in the face of challenges
✓ Ability to set and remain focused on goals in face of obstacles
Scholar Community

- DREAMers rely on peer social networks to navigate through higher education
- Offer a closed Facebook site
- Host events for Scholars to come together
- Ask Scholars for a commitment to pay it forward
Scholar Pledge

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”
-Malcolm X

I believe in my future and myself.

I commit to enroll in college.

I commit to persevere while I am in college.

I commit to support other DREAMers who want to go to college.

I commit to graduate and contribute to the economic prosperity and social richness of this country and the world.
Award Design

- Consider providing a stipend for books, supplies, & transportation.

- Set high bar for scholarship renewal (e.g., full time, 3.0 cumulative GPA) but allow Scholars to apply for exceptions for extenuating circumstances.

- If possible, require a student advisor to review and approve exception requests.

- Allow Scholar to transfer scholarship from community college to 4 year university.
What we have learned

First and foremost:

We will always be learning and evolving and welcome input and feedback!

1. The commitment of the Partner College is critical to our Scholars’ Success

2. Our Scholars have sense of responsibility and accountability that is unparalleled

3. Our Scholars seek and thrive in a community
Erin Howard is the Latino Outreach and Services Director for Bluegrass Community and Technical College. Under Ms. Howard’s leadership, the Latino Outreach Office has developed comprehensive educational outreach and support programs that provide students with college admissions and financial aid support, academic advising, career counseling and leadership development activities via the Kentucky Dream Coalition and other university, professional, civic and community groups. Exemplary programs include the annual Latino/Multicultural College Fair, the Latino Leadership and College Experience Camp, and LIDERship for College Student Success. BCTC Latino Outreach was a finalist for the Example of Excelencia Award, a national competition that identifies programs that accelerate Latino student success. Ms. Howard also represents BCTC on the Community College Consortium for Immigrant Education’s Blue Ribbon Panel. Additionally, she is the project director for the Kentucky Latino Education Alliance, a Lumina Foundation Latino Student Success effort creating a cross-sector collaboration focused on increasing Latino college completion in Kentucky.

She also served as a board member (2011-2012) for United We Dream, a national immigrant youth organization dedicated to achieving equal access to higher education and advocating for the rights of young immigrants. She earned a Master’s of Arts in Spanish from the University of Tennessee and completed her Bachelor’s Degree in Spanish from Tennessee Technological University.
BCTC Latino Outreach and Student Services

My DREAM is for you to be all you were CREATED TO BE!
The BCTC Latino Outreach and Services Office strives to provide access to high quality educational opportunities for Latino and immigrant students and cultivates student success through family centered, student focused services and programs.

**Outreach and Student Support Services:**
- Linguistically, culturally responsive educational outreach events and activities;
- College admissions application support, FAFSA completion support, and individualized scholarship coaching;
- Academic advising and course enrollment;
- Specialized support services (Educational access, immigration policy information, referrals to bilingual social services, job shadowing, leadership programs, professional development, etc.)
- Student engagement and leadership development: Enlace, BCTC Latino Student Association & Kentucky Dream Coalition

**Collaborations and Special Initiatives:**
- Kentucky Latino Education Alliance (K’LEA), a Lumina Foundation grant funded effort
- Dream Educational Empowerment Program of United We Dream
- Community College Consortium for Immigrant Education
Goals:
1) Educational Access and Equity
2) Raise Awareness/Develop consciousness
3) Develop and Maintain Resources
4) Degree Attainment / Goal Fulfillment
5) Meaningful employment /leadership

Role of College and Community Partners
• Student referrals and sharing of information
• Leverage community resources
• Provide direct services (counseling, social services, etc)
• Experiential learning and internships
• Advocacy, courageous leadership

Role of Students
• Student voice, leadership & representation
• Student and community organizing
• Student outreach and peer to peer support
• Hold institutions accountable
• Provide input, feedback and creativity to programs/services

Role of Latino Outreach
• Leverage social and professional roles to advocate and connect students to educational resources and quality advising/college coaching
• Counsel/encourage student goals and development student leadership, service and giving
• Expand reach, capacity, and opportunity through grant writing and participation in local and national efforts
• Cultivate collaborations for increased student success (retention, graduation, transfer, employment).

Adapted from Source: Chuan-Ru Chen, A., PhD, UCLA Department of Education
Relationships
Consistent and long-standing;
Based on students needs/goals not coaches values – No value judgments

Social Justice
Embracing a student’s as they are;
Context of student’s goals connected to community and family
Connect student to resources for academic and non-academic needs

Shared Leadership
Empowering student to embrace a vision for who they are and how they fit into community
Students mold and create programs

Academic Engagement
Early connection to professors, professionals, community leaders

Strategic focus of BCTC Latino Outreach efforts and partnerships
The Latino Leadership and College Experience Camp

Empowering the will to act, inspiring transformation, cultivating self-reflection and sharing precious, beautiful knowledge.

Learning about Latino, African American and Native American history to increase self-awareness. LLCEC participants begin to create a vision for their futures.

Through one on one mentoring, small group discussions and college-style classes, LLCEC participants engage in critical thinking while building a network of support to reach their goals.

LLCEC offers participants interactive, fun and creative teambuilding activities, cultural workshops, and leadership development sessions.
Tuition Equity in Kentucky

- In 2003, the Kentucky Council on Postsecondary Education with the guidance and support of key educational and community leaders amended KY college/university admissions rules to allow undocumented students the opportunity to enroll in public institutions and pay in-state tuition rates:
  - The policy KRS 13:0245 Section 8 was first implemented by BCTC, the University of Kentucky and Northern Kentucky University.
  - Undocumented students and DACA-mented students are not eligible for KEES, CAP or any other state financial aid.
  - Undocumented and DACA-mented students are eligible for many institutionally based scholarships.
  - Through networking, strategic admissions efforts and student leadership, one by one more public colleges and universities began to admit and charge in-state tuition to undocumented/DACA-mented students. By 2014, all institutions finally had a process in place.
  - In 2014, Berea College, a liberal arts work college, began admitting DACA recipients. Students attending Berea do not pay tuition.
  - Additionally, DACA students who live in KY for one year can petition through the residency appeal affidavit for access to in-state tuition regardless of where they went to high school.
Implementation, Awareness and Access through Partnerships
Gaby Baca, Latino Outreach Coordinator
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gaby.baca@kctcs.edu

Erin Howard, Latino Outreach Director
859-246-6436
erin.howard@kctcs.edu

Mizari Suarez Gallo, Student Assistant
msuarezgallo0001@kctcs.edu

Program Website:
www.bluegrass.kctcs.edu/en/Multiculturalism_and_Inclusion/Latino_Hispanic_Outreach.aspx

LLCEC Website: www.thellcec.org
Use Q&A chat function to write questions

Or email events@migrationpolicy.org with your questions

- Slides and audio will be available at: http://www.migrationpolicy.org/events


- If you have any questions, please email events@migrationpolicy.org
Thank You For Joining Us!

For more information:

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For additional information and to receive updates:
www.migrationpolicy.org
www.migrationpolicy.org/integration

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