



Supporting Students From Mixed-Status Families

A Guide for College Access and Success

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Introduction

There are over [4 million second-generation immigrants](#) enrolled in U.S. institutions of higher education, accounting for 22 percent of the total student population. Many of these students are members of mixed-status families, households in which family members hold different immigration statuses. Within mixed-status families, immigration statuses and forms of protection can vary widely: some family members may be U.S.-born citizens, others may be naturalized citizens, and others may be undocumented or hold temporary or vulnerable forms of protection, such as Deferred Action for Childhood Arrivals (DACA), Temporary Protected Status (TPS), or refugee status.

[According to the Migration Policy Institute](#), approximately 14 million U.S. citizens, lawful permanent residents, or temporary visa holders live in households with at least one undocumented immigrant, including roughly 1 million U.S. citizen children under the age of 18 who live with at least one undocumented parent. Students in these situations often carry significant emotional and psychological stress shaped by policies that affect their caregivers and broader communities. Many are also directly impacted by enforcement practices that target individuals based on race, ethnicity, and language.

Students in mixed-status families often navigate distinct considerations that should be thoughtfully addressed in college counseling conversations. Decisions about where to apply, what information to disclose, and how to prepare for college are frequently affected by an awareness of how those choices may impact the family as a whole. For counselors, this requires a careful balance. It's important to clearly communicate options while honoring the interconnected needs of both students and their families.

This guide is intended for school-based counselors and community practitioners who support students from mixed-status families. It offers practical guidance to help educators navigate the college planning and application process in ways that are informed, responsive, and student-centered. In addition to addressing common technical questions that arise when working with mixed-status families, the guide highlights best practices for empowering students, centering family perspectives, and cultivating environments that support safe and informed family-led decision-making.

Section I outlines key considerations for counselors working with students from mixed-status families. Section II provides specific guidance on financial aid options, including an overview of common questions and scenarios practitioners may encounter. Section III goes over questions about the security of personal information. Section IV highlights strategies for meaningfully engaging families in conversations about college pathways. The guide concludes with a curated list of resources that expand on the topics addressed across each section.

This guide is provided for informational purposes only and should not be construed as legal advice or a substitute for consultation with a qualified legal professional.

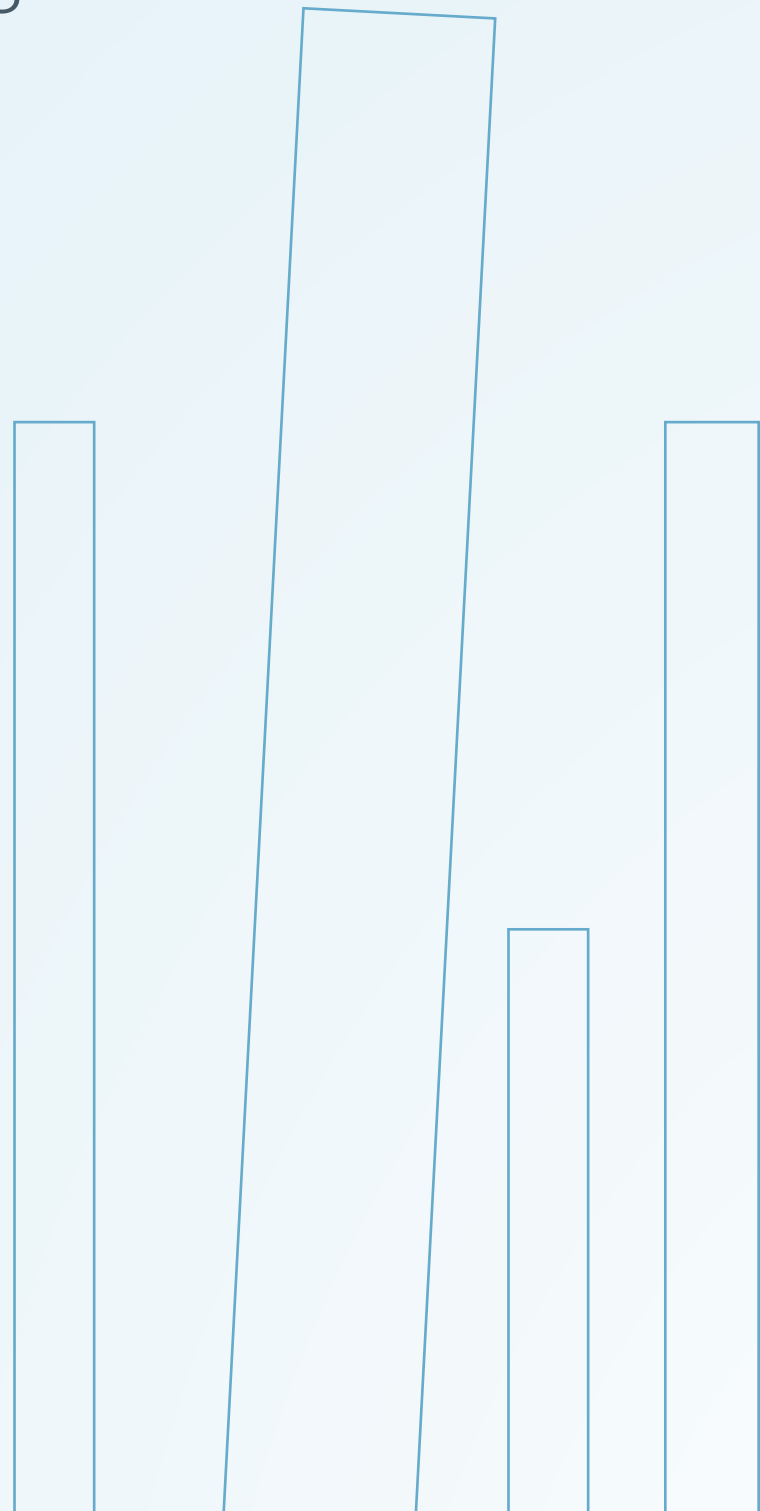
Glossary of Key Terms

Term	Definition
Arrival-Departure (I-94) Record	<p>The form issued by U.S. Customs and Border Protection (CBP) to foreign visitors documenting the circumstances of their entry and their authorized duration of stay.</p> <p>Eligible noncitizens considering college will need to provide a copy of their I-94 when applying for federal financial aid.</p>
Computer Matching Agreement (CMA)	<p>Establishes the circumstances under which data sets from two different agencies can be compared to identify common records for a specific, articulated purpose. To enter a CMA, the two agencies must have a written agreement that clearly articulates what information will be shared, how it will be used, and who will have access to it. The Privacy Act of 1974 requires that all agencies publish an official notice in the Federal Register when they enter into a new CMA, called a System of Records Notice (SORN).</p>
Contributor	<p>Anyone whose financial information is required on the FAFSA. This typically includes the student and, for dependent students, one or both parents. In some cases, a stepparent's information is also required. Each contributor must provide consent and submit their own information directly. A student cannot fill out a contributor's section on their behalf.</p>
Deferred Action for Childhood Arrivals (DACA)	<p>DACA protects certain undocumented immigrants who came to the U.S. as children, providing them with a two-year renewable work permit and protection from deportation. DACA is temporary and can be revoked by the federal government. It does not provide a path to citizenship.</p> <p>To be eligible for DACA, individuals must have arrived in the United States before June 15, 2007, and must meet strict eligibility criteria. Most undocumented students graduating from high school today are ineligible for DACA.</p> <p>Since its inception, DACA has faced legal challenges. Additional information about the current status of the DACA litigation is available here.</p>
Dependency Override	<p>A formal process that allows a financial aid administrator to change a student's status from "dependent" to "independent" based on unusual circumstances not captured by the FAFSA. This requires professional judgment and documentation. Common reasons include an abusive home environment, an estranged relationship with parents, or parental incarceration.</p>
Dependent Student	<p>A student who is required to include contributors' financial information on the FAFSA. Most students under age 24 who are unmarried are considered dependent, unless they meet specific criteria.</p> <p>This does not necessarily mean the student lives with or is supported by their parents. Dependency status is a federal classification used for financial aid purposes. It is different from the definition used to identify dependents for tax purposes.</p>
Eligible Noncitizen	<p>Individuals who are not citizens of the United States but are able to apply for federal financial aid. Eligible noncitizens include refugees, asylum recipients, lawful permanent residents ("green card holders"), and some survivors of domestic violence. A full list of eligible noncitizens can be found here.</p>

Federal Work-Study (FWS)	A federally funded program that provides part-time jobs for students with financial need, allowing them to earn money to help pay for college. The amount a student can earn is capped each year. Work-Study funds are awarded as part of a financial aid package but must actually be earned through an approved position.
Federal Student Aid (FSA)	The office within the U.S. Department of Education that oversees all federal financial aid programs. FSA manages student loans, grants, and work-study programs and operates StudentAid.gov, the site where students submit the FAFSA and manage their aid.
Free Application for Federal Student Aid (FAFSA)	<p>The form students must complete to be considered for federal financial aid, including grants, loans, and Federal Work-Study (FWS). The FAFSA collects information about the family's income and assets to assess the student's eligibility for federal aid.</p> <p>U.S. citizens and eligible noncitizens may fill out the FAFSA. Parental immigration status does not affect FAFSA eligibility.</p> <p>Some states and institutions also use FAFSA data to award aid.</p>
Identity Validation	Identity validation means that the financial aid office needs to confirm that a financial aid application is coming from a real student. It is a security measure designed to protect the federal government, institutions of higher education, and students from financial aid fraud. Learn more here .
Income Verification	Income verification means that the financial aid office needs more information to understand a family's financial situation. It can mean that the college needs to confirm factors like contributors' income, students' wages, or family assets.
Independent Student	<p>A student who is not required to include their contributors' (often, their parents') financial information on the FAFSA.</p> <p>To qualify, a student must meet at least one of several criteria.</p> <p>Independent students are assessed only on their own (and, if married, their spouse's) financial situation.</p> <p>Learn more here.</p>
Inter-Agency Agreement (IAA)	A written agreement that allows federal agencies to perform activities, share information and resources, or otherwise support the functions of one of the participating agencies.
McKinney-Vento Act	<p>The McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.) is a federal law that provides important educational rights and services to PreK-12 children and youth experiencing homelessness.</p> <p>The McKinney-Vento Act requires that schools designate a liaison for students experiencing homelessness. This liaison helps identify resources for homeless students and ensures compliance with federal law. They can be helpful in identifying postsecondary services for homeless youth, including financial aid opportunities. Learn more here.</p>
Memorandum of Understanding (MOU)	A formal, nonbinding agreement between two agencies to share information or establish a partnership for a specific, articulated purpose. MOUs need to be signed by a senior official, but they can be more flexible and open to interpretation, and they do not need to be published in the Federal Register.

Parole	A temporary, discretionary authorization allowing eligible noncitizens to enter or remain in the United States. Parole is granted on a case-by-case basis for urgent humanitarian reasons or significant public benefit. Some parole recipients may be considered eligible noncitizens for financial aid purposes depending on the specific requirements relevant to their case.
Personally Identifiable Information (PII)	Any information that can be used to identify a specific individual, such as a Social Security number, date of birth, address, or financial account details. The FAFSA collects PII as from both students and their contributors, if they are classified as dependent applicants.
Subsidized Loan	A federal student loan available to eligible undergraduate students with financial need. The U.S. government “subsidizes” the loan by paying the interest on the loan while the student is enrolled in school. Students must be enrolled at least half time to retain the benefit of a subsidized loan. The federal government may also cover the interest on the loan during a set grace period following the student’s graduation. Subsidized loans are considered a more affordable borrowing option because the loan balance does not grow while the student is in school.
Temporary Protected Status (TPS)	A temporary immigration status provided to nationals of specifically designated countries in crisis. Countries may be designated for TPS as a result of ongoing armed conflict, environmental disaster, or other extraordinary and temporary conditions. TPS does not provide a permanent residency status. Beneficiaries receive temporary authorization to remain in the United States and can apply for employment authorization.
Unaccompanied Homeless Youth (UHY)	A designation provided to youth who are either on their own and homeless or self-supporting and at risk of homelessness. Information about UHY determinations and relevant resources are available from SchoolHouse Connection .
Unsubsidized Loan	A federal student loan available to undergraduate and graduate students regardless of financial need. Unlike subsidized loans, interest begins accruing immediately when the loan is disbursed. If the student does not pay the interest while in school, it gets added to the loan balance, which increases the total amount owed over time.

Counseling Considerations



Like all college applicants, students from mixed-status families consider a range of factors as they plan for their postsecondary education. They reflect on their academic interests, whether to live on campus or commute, which extracurricular opportunities align with their goals, and whether a campus environment will feel welcoming and safe. Alongside these common considerations, however, they must also navigate the added complexity of immigration policies that may directly impact their families and, in turn, shape their college choices. This layered decision-making process carries a weight that is not always immediately visible, particularly in initial conversations with college counselors.



For counselors working with immigrant communities, it is important to approach family-related considerations with care, acknowledging their significance without making assumptions about students' circumstances or opportunities. Supporting students in identifying the right college requires a holistic approach that attends not only to academic fit but also to financial realities, family dynamics, and socioemotional well-being.

Family Responsibilities



Students in mixed-status families often carry additional **responsibilities** at home. These may include **caring for younger relatives**; assisting parents and caregivers with complex paperwork; **translating** for family members with limited English proficiency; **navigating interactions** with **medical providers** and school officials; and contributing to household income through paid work, among other responsibilities. While these responsibilities can create added pressures and constraints, they are also, for many students, a meaningful source of pride and an expression of love, care, and commitment for family members.

Family responsibilities are often a central part of students' lived experiences, and they may emerge in different ways throughout the college planning process. Some students may choose to highlight these contributions in their application materials, such as their personal statements or activity lists, while others may raise considerations about their roles at home when developing a college list or weighing postsecondary options.

As immigration enforcement efforts intensify, students may assume additional responsibilities within their households. For example, some may take on tasks such as grocery shopping or taking siblings to school to help undocumented parents avoid traveling through

areas with a heightened ICE presence. In more severe circumstances, such as the detention or deportation of a caregiver, students may step into expanded roles as wage earners or primary caregivers. These experiences can significantly shape students' postsecondary decisions, as well as the time, mental energy, and emotional capacity they are able to devote to the college application and transition process.

No two students' experiences will be exactly the same. Counselors can play an important role by listening with care, helping students thoughtfully consider their options, and advocating for pathways that align with their individual circumstances and goals. Throughout this process, counselors can offer meaningful support by recognizing and affirming students' contributions to their families while guiding them in reflecting on how these responsibilities may evolve as they transition into college.

Mental Health Considerations

Students from mixed-status families often contend with complex and intersecting mental and emotional stressors. As first-generation college students, they may encounter academic challenges as they navigate unfamiliar systems,

expectations, and institutional norms. At the same time, many experience ongoing immigration-related stressors that can shape their sense of stability, safety, and overall well-being.

Some common mental health concerns that students from mixed-status families may exhibit include:

Chronic Fear and Anxiety

- Real and perceived worries about a parent or family member being detained or deported.
- Heightened anxiety in response to anti-immigrant rhetoric, shifting policies, and ongoing news coverage across social media and traditional media.

Potential Impact: Hypervigilance, disrupted sleep patterns, and/or difficulty concentrating on their studies.

Depression, Emotional Fatigue, and Feelings of Hopelessness

- A sense of powerlessness or helplessness regarding their family's immigration circumstances, especially if attending college far from home.
- Depression and social isolation stemming from ongoing or past family separation.

Potential Impact: Increased social isolation, difficulty forming or maintaining peer connections, and/or challenges in prioritizing personal health and overall well-being.

Guilt

Feelings of guilt related to having access to rights, privileges, and opportunities that undocumented family members may not have.

- Guilt associated with pursuing higher education when parents or siblings are unable to access similar educational opportunities in the U.S. or in their country of origin.

Potential Impact: Emotional withdrawal, feeling overwhelmed, periods of shutdown or disengagement, and/or intensified pressure to succeed or “carry” expectations on behalf of the family.

Parentification

- Students often assume adult responsibilities at an early age, including translating important documents and navigating medical or legal settings; managing financial and administrative tasks for the family; and serving as key intermediaries in locating and accessing social services, resources, and support systems.

Potential Impact: Elevated stress levels, burnout, and/or the potential neglect of personal well-being and academic responsibilities.

Financial Stress

- Experiences of economic hardship stemming from work restrictions that limit caregivers’ employment opportunities and household income.
- Pressure to work while in school to support the family.
- Limited ability to participate in summer opportunities such as research, internships, or volunteer work due to the need to prioritize paid work.
- Confusion regarding financial aid eligibility, often accompanied by mistrust or skepticism toward institutional processes and systems.

Potential Impact: Physical and emotional exhaustion, increased academic strain, and/or feelings of frustration or resentment.

Identity Conflict

- Feeling “in between worlds,” as if they do not fully belong or fit in with peers or family members.
- Experiences of “impostor syndrome.”
- Dearth of academic role models with similar backgrounds.

Potential Impact: Questioning self-worth, merit, intelligence, and ability to succeed in college.



How Counselors Can Help

- Validate students' experiences and sit with them in their emotions. Don't jump into problem-solving mode right away.
- Connect students with others in similar situations (with their consent).
- Inform students of the proper resources and information, including affordable and culturally competent mental health resources.
- Ask students whether it's okay to mention their family's immigration status when making referrals or introductions.
 - Avoid sharing sensitive immigration related information in writing, including by text or email.



Remember: It's okay if you do not have all the answers right away. Be transparent with students and let them know you will explore available options and follow up with accurate information. Approach complex questions collaboratively, working alongside students to identify informed and thoughtful solutions.

For additional information, consult the full guide, [Supporting Mental Health Amid Uncertain Immigration Status](#).

Mental Health Resources

- [Wellness Groups and Other Resources](#) (Immigrants Rising)
- [Mental Health Resources for Communities of Multiracial Descent](#) (Mental Health America)
- [Mental Health Resource Page](#) (UndocuBasic Needs Project)

Choosing Where to Go to College

For all students, the college process extends far beyond selecting a major or identifying extracurricular opportunities. A school's location is an important factor that should be intentionally integrated into college counseling conversations. Students may consider factors like the cost of travel (if they choose to move away from home), the relationship between the institution and its surrounding community, and the types of academic, social, and cultural support systems they will need to thrive in higher education.

While these considerations are common, students impacted by immigration policies navigate additional layers of complexity as they determine where to pursue their education.

Travel

As students consider different locations, it can be helpful to think through what traveling to and from campus might look like for them and their families. For students from mixed-status families, travel considerations may carry additional implications. For example, certain forms of travel, such as air travel, may present added risks or concerns for some members of mixed-status families, making proximity and accessibility especially salient in the decision-making process.

These dynamics may shape how students weigh factors like distance, transportation options, and access to their support networks. These considerations can be explored alongside academic, financial, and personal goals in ways that keep a range of college options open.

Domestic Travel

Undocumented individuals may face heightened risks when flying domestically. Since at least March 2025, the Transportation Security Administration (TSA) has reportedly [shared](#) routine domestic flight data with the Department of Homeland Security (DHS), raising concerns about how this information may be used for immigration enforcement purposes, [including detention and deportations efforts](#).



Programs like the Hispanic Association of Colleges and Universities' [Lánzate Higher Education Travel Award Program](#) can help offset the cost of travel to and from campus.



Undocumented travelers are encouraged to consult with a qualified immigration attorney before making travel plans. Individuals with prior or active deportation orders (including orders they may be unaware of), those who have recently fallen out of status, those with pending immigration applications, or those with a criminal record may face an elevated risk during domestic travel, depending on their circumstances.

The [American Bar Association](#) and [ImmigrationLawHelp](#) provide references to legal services.

For additional guidance, refer to Immigrants Rising's resource on [traveling while undocumented](#) and the Presidents' Alliance's [Travel Emergency Preparedness Plan for Individuals Traveling within the U.S.](#)

Students and families should be aware that passengers must present a **REAL ID**-compliant identification card or **another acceptable form of identification**, such as a foreign government-issued passport, border crossing card, or employment authorization document (EAD) when boarding a domestic flight. Some undocumented individuals may not have access to any of these forms of identification, which can make domestic air travel inaccessible.

If students are considering colleges located far from home, it is important to have proactive conversations with family members about visit plans. If air travel presents risks for undocumented relatives, families can explore alternative options, such as traveling by car, bus, or train, and assess whether those routes are feasible and safe. In some cases, families may not be able to visit the student on campus, help the student move in and out of dormitories, or attend important events like graduations. In these cases, counselors can help the student identify a trusted adult, such as an older sibling, cousin, aunt or uncle, or mentor, who can show up for them when other family members cannot. Students may also want to think through how often they can travel home and identify options that help them stay connected with family in ways that work for them.

International Travel

Students considering attending college abroad should carefully evaluate the implications of international travel for both themselves and their family members.

International travel typically involves security screenings and documentation requirements, which may introduce additional risks depending on an individual's immigration status. Undocumented individuals, in particular, should not leave the U.S. without first consulting a qualified immigration attorney, as departure may trigger an automatic bar to reentry.

Noncitizens with lawful status, such as lawful permanent residents, TPS recipients, or refugees, should carefully assess potential risks before planning extended international travel. Recent reports indicate that even individuals with lawful status may be subject to heightened inspection or, in some cases, detention upon reentry to the U.S. It is important to seek up-to-date **guidance** prior to travel. In addition, lawful permanent residents should be aware that extended absences from the United States may **affect** continuous residence requirements for naturalization and should ensure compliance with applicable guidelines when planning travel.



Noncitizen students who are considering studying abroad should consult with a qualified immigration attorney to assess any potential risks before accepting an offer. Careful legal guidance can help students understand how international study may impact their immigration status and future re-entry to the U.S. The **American Bar Association** and **ImmigrationLawHelp** provide references to legal services.

State Policy Landscape

State policies vary widely and can significantly shape the opportunities available to immigrant students and their families. While FAFSA-eligible students may not be directly impacted by certain state-level immigration policies, these differences can still shape the resources and supports available on campus, as well as students' overall sense of safety, inclusion, and belonging within their institutions.

State and local approaches to immigration enforcement also differ considerably. Some jurisdictions have formalized

collaboration with federal agencies, while others have taken steps to limit involvement and strengthen protections for immigrant communities. For example, certain states and local law enforcement agencies participate in **287(g) agreements** with the Department of Homeland Security, which authorize designated local officers to carry out specific immigration enforcement functions.

Counselors and students can research whether a state or locality has agreements in place that facilitate cooperation between local law enforcement and federal immigration agencies.

In some cases, these agreements may extend to campus police. In Florida, for example, several public institutions have entered into 287(g) agreements, authorizing campus police to collaborate with federal immigration authorities.¹ Policies like these can heighten the stakes of even minor encounters with campus or local law enforcement, potentially leading to detention or additional questioning. While the risks are particularly acute for undocumented individuals, students with lawful status may also experience increased scrutiny. These dynamics can also impact families, as undocumented relatives may face added risks when considering visits to campus.

State policies can shape the availability of programs and services that support minoritized students. As part of the college planning process, students may consider their access to resources and mentorship, as well as the potential impact of the state policy environment on the recruitment and retention of practitioners with relevant lived experiences.

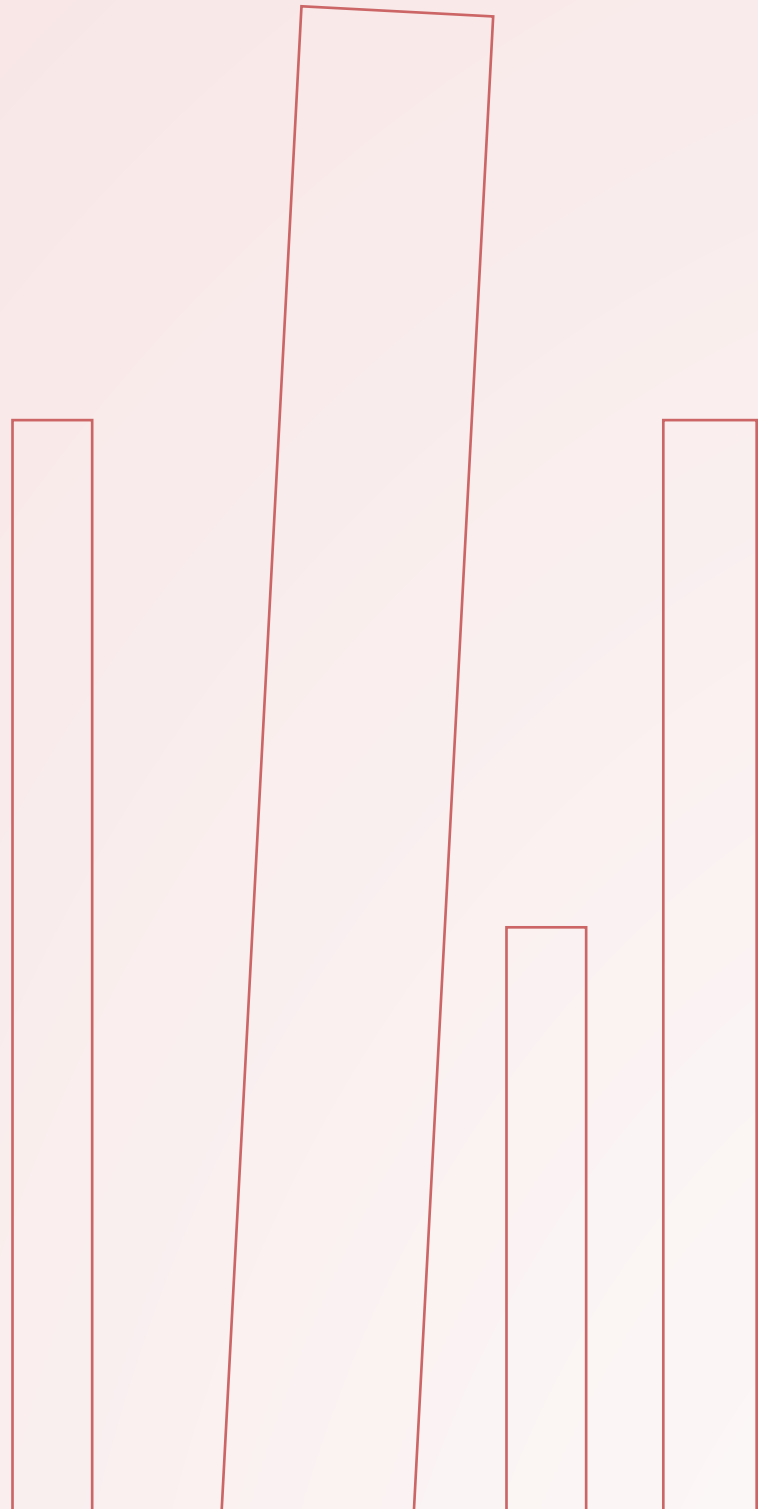


Resources can help students and counselors better understand these dynamics. **This map** from California provides one example of a resource that tracks campus information that may be relevant to undocumented students and those from mixed-status families. To find other experts who work with immigrant students and mixed-status families, visit the **Undocumented Community of Practice Directory**.



¹ As of the publication of this guide, Florida is the only state where campus police have entered into such agreements. Information on pending and active agreements is available [here](#).

Navigating Financial Aid



Eligibility

Remember: All citizens and [eligible noncitizens](#) can apply for federal financial aid. A parent's immigration status does not affect eligibility for financial aid.


Federal financial aid packages may include grants (money that the student does not have to pay back), options for subsidized and unsubsidized loans, and on-campus employment opportunities through the Federal Work-Study (FWS) program.

Depending on where they go to college, students may also be eligible for state financial aid, institutional scholarships, and private loans or scholarships.

Learn more about who is eligible for federal financial aid below.

Eligible Noncitizens

Some immigrant students who meet specific criteria set by federal law can apply for federal financial aid. These students are called "eligible noncitizens."



Students who are not eligible for federal financial aid have other options, including private loans and scholarships. In some states, they may be eligible for state financial aid. For more information, visit the [Undocumented & DACA Students](#) page on the Higher Ed Immigration Portal. For guidance on counseling undocumented students, check out [College Corner](#) or review the [K-12 Advising Guide](#).

FSA has an [up-to-date list of eligible noncitizen statuses](#) that qualify for federal financial aid.



Who is Eligible for Federal Financial Aid?

Eligible for Federal Aid	Ineligible for Federal Aid
<p>U.S. Citizens</p> <p>Legal Permanent Residents (“green card” holders)</p> <p>Conditional Permanent Residents</p> <p>Refugees</p> <p>Asylees <i>To qualify, applicants must have been granted asylum. Asylum applicants with pending cases are not eligible for federal financial aid.</i></p> <p>Parolees <i>As of the publication of this guide, FSA has adopted modified parole requirements for Ukrainian and Afghan nationals. Visit the FSA eligible noncitizen page for specifics.</i></p> <p>Cuban-Haitian Entrant</p> <p>T-Visa Holder or dependent of a parent with a T-1 non-immigrant status</p> <p>“Battered Immigrant-Qualified Alien” <i>This refers to people who experience abuse from a U.S. citizen or permanent resident spouse or parent. Children of individuals designated as “battered immigrant-qualified aliens” under the Violence Against Women Act also qualify.</i></p>	<p>Undocumented Students (including those with DACA and TPS)</p> <p>International Students on temporary visas</p> <p>Asylum Seekers/Applicants Including those with pending asylum applications.</p> <p>Special Immigrant Juvenile Status (SIJS) Recipients</p>

Remember, only the student’s status matters when it comes to financial aid. As long as students fit one of the “eligible” categories above, they can apply for federal aid, regardless of their parents’ status.



Steps for Applying for Federal Aid as an Eligible Noncitizen:

1. Get a copy of your Arrival-Departure (I-94) Record. If you don’t have one on hand, you can request a copy through the [CBP One app](#) or the [I-94 official website](#).
2. On the FAFSA, select the category that matches the status on your I-94.
3. Scan your I-94. You may need to provide a copy to your college later on.

For more information, visit the [Refugee & Displaced Students](#) page on the Higher Ed Immigration Portal.

The next section provides guidance on filling out the Free Application for Federal Student Aid (FAFSA), the gateway to federal aid.

Supporting Mixed-Status Families to Complete the FAFSA

Any citizen or eligible noncitizen student can apply for federal financial aid by filling out the FAFSA.

Over the past few years, FSA has worked to make the FAFSA easier for students and contributors to complete. However, some families, especially those with a complicated immigration history, may continue to face [challenges](#).

Counselors should set aside plenty of time to work with mixed-status families on their FAFSAs. In some cases, it may take more than one session to finish an application. Being prepared can help the process move more quickly and reduce stress for students and contributors.

What Materials You Need to Fill out the FAFSA as a Mixed-Status Family

Student Information	Contributor Information	Family Financial Documents
<ul style="list-style-type: none"> ■ Full legal name ■ Social security number, A-number, or ITIN ■ Date of birth ■ Permanent email (do not use a high school email address) ■ Cell phone number ■ Mailing address (this can be a P.O. box) ■ High school information ■ College information 	<ul style="list-style-type: none"> ■ Full legal name ■ Social security number, A-number, or ITIN, if they have one ■ Date of birth ■ Permanent email (different from the student's email) ■ Cell phone number ■ Mailing address (this can be a P.O. box) 	<ul style="list-style-type: none"> ■ Tax forms, including a 1040 and all attached tax schedules ■ An estimate of the family income if the family does not file taxes ■ Foreign tax forms, if there is foreign income ■ Recent bank statements with the value of the family's savings and investments, including any college savings ■ List of government benefits the family receives (only include family members who are part of the household) ■ Property values, if applicable ■ Records of child support payments, if applicable

Filling Out the FAFSA

To fill out the FAFSA, students and contributors need to set up an FSA account. We recommend starting on the student side. Once the student sets up their account and starts the FAFSA, they can enter their contributors' information, including an email address. The contributor should receive an email with a link to start their side of the FAFSA. This system makes it easier for the FAFSA to "match" student and contributor accounts, reducing errors.

Once both accounts are set up, the family is ready to get started. The student and contributor sides look a little different. Take it slow, and know that families may need more than one session to get the application done. Mixed-status families may have different income sources and financial documentation, which can make filling out the FAFSA more complicated.

For a comprehensive, step-by-step guide to filling out the FAFSA, check out [Understanding FAFSA and Financial Aid: Your Guide to Paying for College](#). This guide walks families through everything they need to know to navigate the FAFSA submission process. It is updated every year to reflect changes to the FAFSA.

What to Do If a Contributor Does Not Have a Social Security Number

Remember, any eligible student can apply for federal financial aid. Only the student's immigration status matters when it comes to eligibility.

All contributors need to provide information on the FAFSA to help FSA understand the family's financial situation.

Here's what they'll need to do:

- Online: Check the box that says "I do not have a social security number."
- On a paper FAFSA: Enter zeroes in the SSN field.

Checking the "I do not have a social security number" box will redirect contributors to a manual-entry version of the FAFSA. Contributors will put in financial information, like information about their income and assets. They also might need to answer some personal questions. FSA has some helpful guidance to walk contributors through what information they need to provide.

There are different reasons why a contributor may not have an SSN. This does not necessarily mean that a person is undocumented. For example, contributors who live abroad or who are in the U.S. on a temporary visa do not have an SSN.



As of the publication of this guide, contributors without an SSN do **not** need to verify their identity to fill out their side of the application. However, this means that FSA cannot autopopulate their tax information into the FAFSA. Instead,

contributors will need to input information about their finances manually. We recommend having all the family's tax and income information on hand to make sure they are able to answer the questions on the FAFSA.

Dependency Status

Contributors include the student's legal parent(s) and their spouse, if they are married. In most cases, the contributors will be the student's biological or adoptive parents.

Most undergraduates are classified as "dependent." Undergraduate students are considered **independent** if they are at least 24 years old; married; a veteran or member of the armed forces; an orphan, ward of the court, or legally emancipated; unaccompanied and homeless or self-supporting and at risk of homelessness; or if they have legal dependents, like children.

Students who are separated from their parents, who live with friends or relatives, or who contribute to their household's income may be confused about their dependency status. To help students figure out their dependency status, ask the following questions:



Are you 24 years old or older? (Yes) → You are an independent student.

(No)

Are you married? (Yes) → You are an independent student.

(No)

Are you an active duty military member or veteran? (Yes) → You are an independent student.

(No)

Do you have children who you support financially? (Yes) → You are an independent student.

(No)

Have you been an orphan, ward of the court, or in foster care any time since the age of 13? (Yes) → You are an independent student.

(No)

Are you in a legal guardianship? Being in a legal guardianship means a court has officially appointed someone other than your parents or step-parent as your caregiver. You'll need legal documents signed by a judge.

(Yes) → You are an independent student.

(No)

In the last year, were you **unaccompanied and homeless or on your own and at risk of homelessness**? (Yes) → You are an independent student.

(No)

→ You are a dependent student.

Common Questions about Dependency Status

Figuring out a student's dependency status can be tricky. Below are some of the common dependency status questions counselors might encounter. Additional information is available on the [FSA website](#).

■ **My parent(s) don't want to share their information. Am I an independent student?**

Just because a parent does not want to provide their information does not mean that the student is independent. Unless you fit one of the specific categories, you are still a dependent student.

■ **My parents don't claim me as a dependent on their taxes. Does this mean I am an independent student? What if someone else claims me as a dependent on their taxes?**

"Dependency status" on the FAFSA is different from "dependency status" on taxes. Even if your parent doesn't claim you on their taxes, or another person does, you are still dependent on them unless you meet one of the circumstances described above.

■ **My parents aren't going to pay for my college. Am I an independent student?**

Even if your parents are not going to pay for college, you still need to provide information about them on the FAFSA. You can tell your parents that filling out the FAFSA does not mean they need to pay for college, and that it may help you qualify for aid.

■ **I don't live with my parents. Am I considered an independent student?**

Even if you don't live with your parents, you may still need to provide their information on the FAFSA.

If you have been officially adopted, your adoptive parent(s) are considered your parent(s) on the FAFSA.

If you are in a legal guardianship, you qualify as an independent student. You need a court order specifying that someone other than your parent has been appointed as your legal guardian. A notarized caregiver authorization certificate does not count.



If you do not have formal legal documents related to your living situation, you still need to provide your parents' information, even if you do not live with your parents or if they live in another country.

Let's talk about your housing situation to understand your circumstances more fully.

If a student is unable to contact their parent, or if contacting their parent would put the student in danger, they may qualify for a dependency override. See the section below for more information.

Homelessness and Financial Aid

Students at your school may face housing interruptions as a result of immigration enforcement. Families may experience housing instability related to a relative's detention or deportation, job loss, or external financial pressures.

In some cases, students in these circumstances may qualify for an unaccompanied homeless youth determination (UHY). However, this depends on the specific circumstances. To qualify for a UHY determination, students must either be **on their own and homeless** or **self-supporting and at risk of homelessness**.

A student is at risk of homelessness if their housing is unstable and may soon cease to be fixed, regular, and adequate. If a student has consistent, reliable housing, they do not qualify for a UHY determination. If the student's

housing is unstable, unpredictable, unsafe, or inadequate, they may qualify for a UHY determination.

Each situation is different. If you think a student may be homeless or at risk of homelessness, contact your school's [McKinney-Vento liaison](#).

Learn more about supporting students facing immigration-related housing interruptions.

Students classified as unaccompanied homeless youth are considered independent on the FAFSA, which means they do not need to include their parents as contributors.



Dependency Overrides

If a student is unable to contact their parents, or if contacting them would put the student in danger, they can apply for a [dependency override](#). A dependency override allows an institution to reclassify a student as independent.

Here are some situations that can lead to a dependency override:

- Parent is incarcerated.
- Student experienced abuse or abandonment at the hands of the parent.
- Parent experiences a severe, documented incapacity that prevents them from caring for the student.

Colleges can help students navigate the process, but it is not always easy. Students should understand that only some circumstances qualify a dependency override. A lot of documentation is required, and it can be a lengthy process.

If a parent has been detained by immigration enforcement and their location is unknown, that student could qualify for a dependency override because they are *unable* to contact their contributor. However, a student who lives with undocumented parents who are nervous about providing personal information on the FAFSA would not qualify, since they live with and are able to contact their parents.

Dependency overrides are not handled by Federal Student Aid. Instead, they are determined by the financial aid office at the institution the student chooses to attend.

On the FAFSA, students will answer a few questions designed to help them figure out if they should apply for a dependency override. Depending on their answer, they may be classified as “provisionally independent.” Provisionally independent applicants can submit their FAFSA without providing information about their parents. They will receive an *estimated* Student Aid Index (SAI) and will need to work with their college to provide the appropriate documentation before they receive an official aid package.

Remember, FAFSA dependency is different from tax dependency. The next section goes over important information for non-tax-filing families.

Information for Non-Tax-Filing Families

Immigrant communities have traditionally filed taxes at high rates. However, increasing concerns about the security of information submitted to the federal government may impact whether or not mixed-status families decide to file taxes in the coming years.

Some families fall below the income filing threshold and are not required to file taxes. If a family’s income exceeds the

IRS filing threshold, they are required to file taxes for their student to receive federal financial aid.

Here are some questions to ask when a student begins their application. If possible, it is best to have these conversations with the student and their contributors, since the student may not know the answers to these questions.

■ **Has your contributor ever filed taxes? If so, when was the last time they filed taxes?**

The FAFSA uses “prior-prior year” tax information. For example, the 2026-2027 FAFSA asked about 2024 tax information.

■ **Is your family required to file taxes?**

If students or contributors do not know if they are required to file taxes, point them to resources for immigrant taxpayers, like the ones from Immigrants Rising linked below.

■ **Did you earn any income in the past few years? What records do you have of your income?**

If a family falls below the filing threshold, they can still submit a FAFSA. There is a question on the FAFSA where they can indicate that they were not required to file taxes. They may need to provide other proof of income and/or obtain a [Letter of Non-Filing](#).

■ **Do you plan to file taxes in the next few months?**

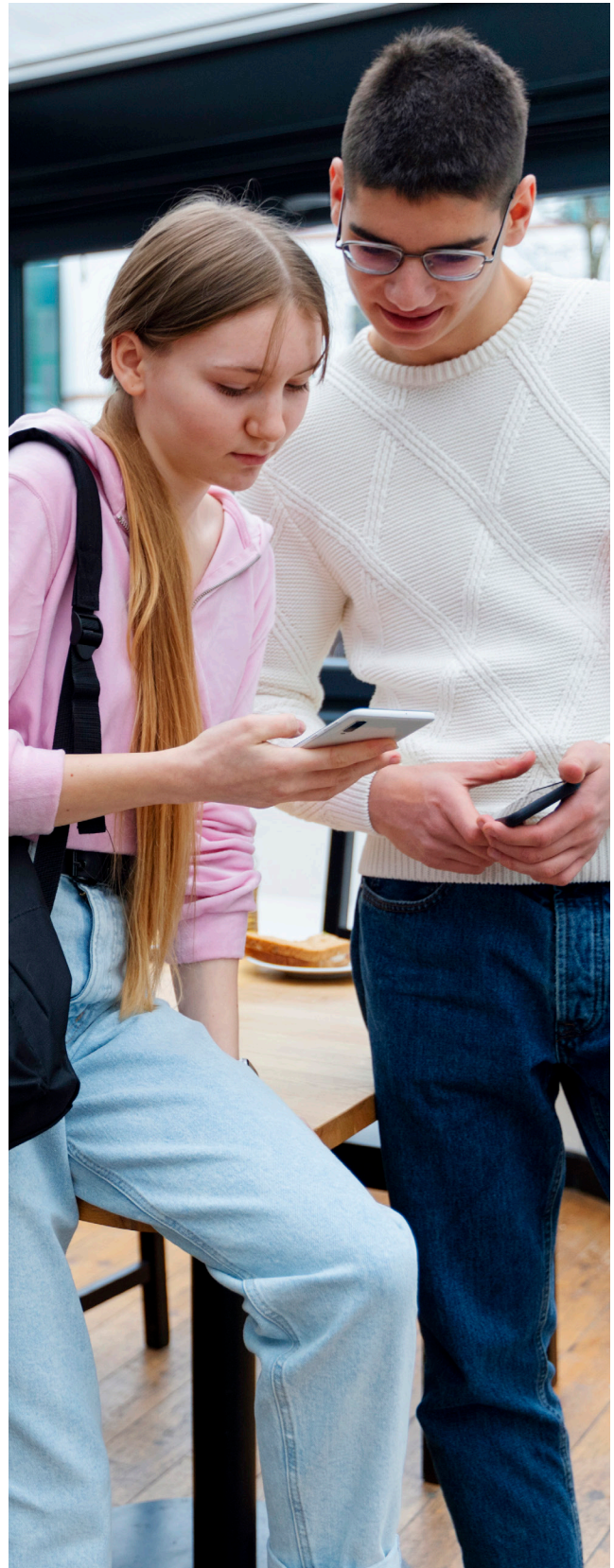
If a contributor’s income exceeded the filing threshold and they did not file taxes, they can still submit a FAFSA. There is an option for them to indicate that they plan to file taxes in the future. In general, if a family plans to file taxes, it is better to do this before submitting the FAFSA.



Learn More About Filing Taxes As a Member Of an Immigrant Family

- [FAQ: Individual Taxpayer Identification Number \(ITIN\): A Powerful Tool for Immigrant Taxpayers](#)
- [Webinar: ITINs, EINs, and Taxes](#)
- [ITIN Guide](#)
- [IRS, DHS & ITIN Updates](#)

Learn more about financial aid options for non-tax-filing families.



Working With the Financial Aid Office

After the student submits their FAFSA, they may need to provide additional information to prove their identity or clarify their family's financial situation. This section walks through some of the processes students may encounter

after submitting their FAFSA to Federal Student Aid. We focus on three common scenarios: identity validation, income verification, and professional judgment (PJ) requests.

Identity Validation

What is it?

Identity validation means that the financial aid office needs to confirm that a financial aid application is coming from a real student. It is a security measure designed to protect the federal government, institutions of higher education, and students from financial aid fraud.

Why does it happen?

Fake “applicants” use stolen identities to access financial aid dollars. The Department of Education needs to make sure applications are coming from real students. Identity validation is designed to prevent fraud and protect the integrity of the federal financial aid system.

What should families do?

The identity validation process is designed to combat fraud. Real students should not have anything to worry about, but the process can be intimidating.

Here's what counselors and students need to know:

- In April 2026, Federal Student Aid introduced a new real-time identity validation process.
- Students may get an alert asking them to verify their identity before continuing with the FAFSA.
- They will need to present an **unexpired, valid, government-issued photo ID**, like a driver's license or a state-issued ID.
- Eligible noncitizens selected for identity validation can provide a copy of their employment authorization document (EAD).
- If a student does not have the right ID, they can still finish the FAFSA. Later, they will need to meet with a representative at their college to validate their identity before they receive their aid package.
- Students can meet with representatives in person or through a live video call. If they choose to meet online, they will need to have their camera on.
- Schools are required to document the meeting with the student and to keep records. This will likely involve keeping a photo or scan of the student's ID.
- Students flagged for identity validation will not get their financial aid package until they complete this process. If possible, advise students to have their ID with them when they start the FAFSA so they can use the synchronous option available through FSA.

Income Verification

What is it?

Income verification means that the financial aid office needs more information to understand a family's financial situation. It can mean that the college needs to confirm factors like contributors' income, students' wages, or family assets.

Why does it happen?

Income verification happens for two reasons. (1) Colleges are required to subject a percentage of all their applicants to income verification. Sometimes, a student is randomly selected as part of that percentage. (2) The financial aid administrator has questions about the student's application. Families that depend on informal "under the table" income may need to provide additional information to help the financial aid office understand their situation.

What should families do?

Once they submit their FAFSA, students should keep a close eye on their email for follow-up instructions. In some cases, their school may ask them to provide additional information about their family finances before providing them with an aid package.

Mixed-status families are more likely to be selected for income verification, especially if contributors do not file taxes or work multiple jobs. Like identity validation and dependency override petitions, the income verification

process is handled through the financial aid office at the student's intended college. Typically, families selected for income verification will be asked to provide additional documentation attesting to the finances they reported on the FAFSA. This can include things like pay stubs, bank statements, or a letter of nonfiling from the IRS, if they did not file taxes.

Verification processes can be intimidating for students. Counselors can help by explaining to the student that a verification request does **not** mean they will not receive aid; it just means the college needs more information before they can provide the student with their full financial aid package.

When supporting a family through the income verification process, it can be helpful to look at the emails from the college together. Students may need help interpreting the request from their college and identifying the right documents. If possible, ask students to share the emails or portal notices with you so you can work together to figure out what they need to do.



Tip: Make sure students are regularly checking their email and any portals they set up with the college. Information about income verification may be sent through multiple channels.



Protecting Enrollment Pathways

Identity validation and income verification can take a long time. In the interim, it's important to make sure students continue the enrollment process. Counselors can help students stay on top of other matriculation requirements, like accessing their admitted student portal, submitting required forms and documents, and staying in touch with the financial aid office about missing paperwork.

Students can also petition for **enrollment protection**. Enrollment protection allows them to sign up for classes even if their financial aid package is delayed. This is

important for making sure they do not miss out on course opportunities while they are waiting for financial aid updates. In some cases, schools will automatically extend enrollment protection to first-year students facing financial aid delays, but it is important to check with the school. Continuing students can also petition for enrollment protection if their package is delayed.

For more information on enrollment protection, contact the admissions and enrollment management offices at the student's current or intended institution.

Professional Judgment (PJ)

What is it?

When families apply for financial aid, they submit information based on "prior-prior" tax information. In some cases, circumstances may have changed since the family filed their taxes. Financial aid officers can use a process called "**Professional Judgment**" (PJ) to adjust an aid package so it meets the family's current needs. Like a dependency override, these cases are handled by the financial aid office, not the Department of Education. Professional Judgment allows financial aid officers to make changes to a financial aid package based on changes in the family's circumstances.

Why does it happen?

Financial aid officers may issue a PJ if the family has experienced a significant event that changed their ability to pay for college. For example, the death of a primary caregiver, unexpected medical expenses, or natural disasters can all affect a family's financial situation.

Depending on the circumstances, disruptions related to immigration enforcement could qualify a student for a PJ. The detention or deportation of a caregiver, for example, could lead to a significant change in the family's finances that would not be reflected in the tax information reported on the FAFSA.

What should families do?

To be considered for a PJ, the student must submit a request in writing to their financial aid office. The letter must include the term "Professional Judgment." This helps the financial aid office categorize the request appropriately. The office will likely request more information and supporting documentation from the student before issuing a decision. Documentation can include a documented phone call or meeting with the student or individuals who can confirm details of the situation, like a guardian or school official.

PJs can help financial aid offices adjust packages to better meet families' needs, and they are different from a dependency override. A dependency override assesses if a student should be considered independent. A PJ is used to assess if the family's financial situation has changed and if the aid package needs to be adjusted.

Having a good relationship with the financial aid administrators at your local institutions can help PJs and dependency override petitions go more smoothly. In both cases, it's important to keep open communication with the financial aid office and to work with the student to figure out what kind of evidence they need to provide to the school to make their case clear.

Building Relationships with Financial Aid Administrators (FAAs)

The FAFSA landscape has shifted dramatically in the past two years. Financial aid administrators (FAAs) are knowledgeable professionals invested in student success. They are committed to keeping up with the latest changes, and they can be really helpful when it comes to resolving unexpected financial aid issues. However, it is important to acknowledge that there can be knowledge gaps, especially when it comes to immigration issues. Students and advocates must be diplomatic and persistent in their interactions with financial aid officers. In some cases, it may be helpful to share information from this guide with administrators who are less familiar with immigrant families' needs.

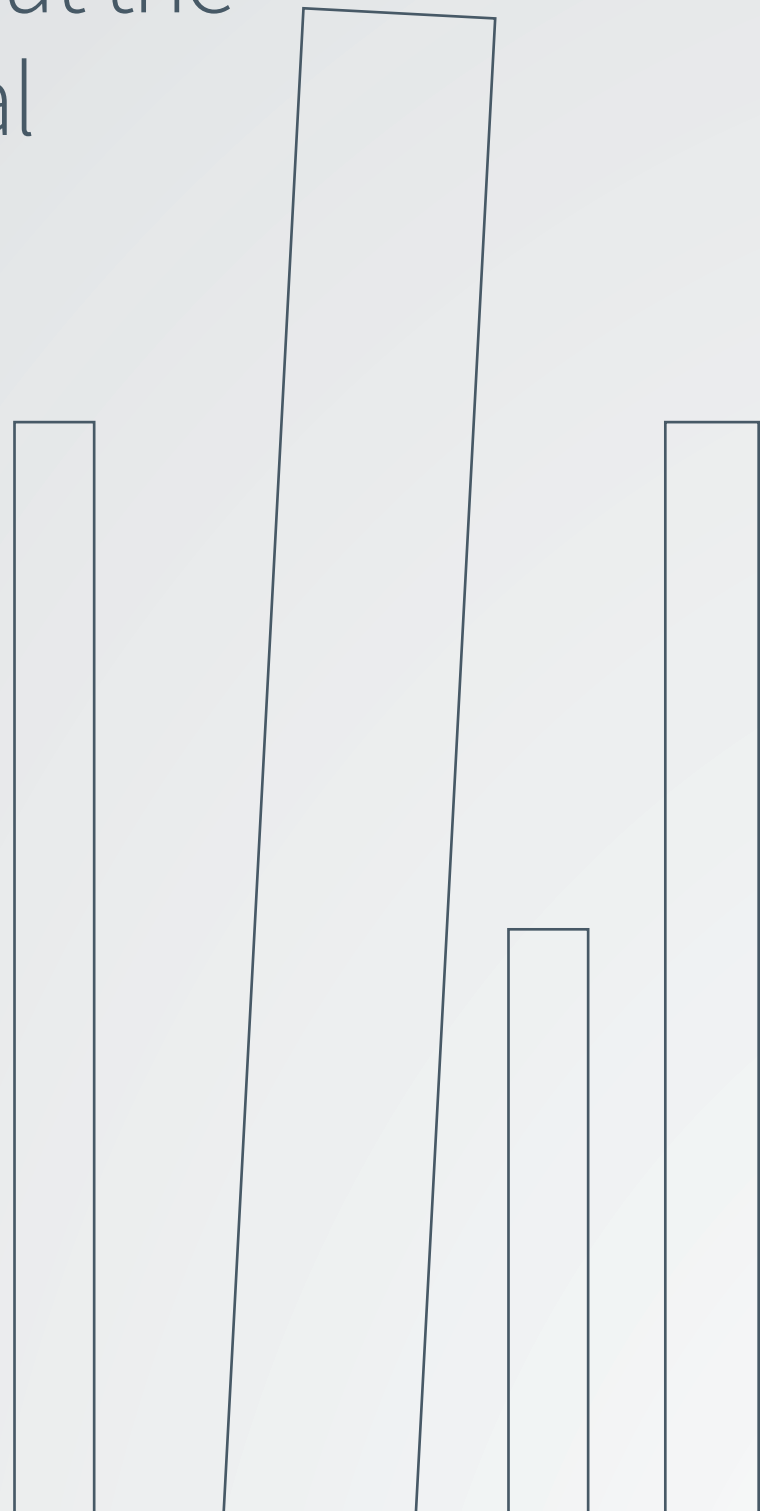
As a counselor, it's a good idea to get to know financial aid professionals at nearby schools. It can be especially helpful to build relationships with individuals at local public colleges, including community colleges and baccalaureate institutions. These professionals will likely know your area and be familiar with relevant state policies and local aid sources.

Students will need to work with the financial aid office if they are petitioning for a dependency override, navigating identity validation, or proceeding through income verification. Financial aid officers can also support families whose circumstances have changed to help them demonstrate their financial need.

In some cases, financial aid professionals can help students identify institutional scholarships and serve as behind-the-scenes advocates for students. While they have to abide by strict compliance guidelines and professional standards, in most instances, there are procedures in place to help them guide eligible students through the requirements.

Counselors should ask financial aid offices if they have a designated counselor who works with students from mixed-status or undocumented families. Counselors can help facilitate connections with higher education professionals who work regularly with immigrant communities. These relationships can help ease the high-school-to-college transition process and support students' success throughout their time in higher education.

Responding to Questions About the Use of Personal Information



The prior sections have focused on how counselors can support students in mixed-status families in identifying a college and applying for financial aid. All of these processes involve disclosing sensitive information to school officials and the federal government. Students in mixed-status families may have questions about how these processes will impact their noncitizen family members.

Personally Identifiable Information (PII)

The FAFSA collects information about the student, their financial situation, their family (including their spouse, if they are married), and their parents or legal guardians (if the student is a dependent). This is called “Personally Identifiable Information” (PII).

PII includes:

- Name
- Social Security Number (SSN), if you have one
- Date of Birth
- Contact Information (including an email address, mailing address, and phone number). The mailing address can be a P.O. box or any place the family can reliably receive important mail.
- Driver’s License Number, if you have one

Families may ask if providing this information could put them at risk of being targeted by immigration officials.

PII on the FAFSA is protected by the Privacy Act of 1974 and the Federal Educational Rights and Privacy Act of 1974 (FERPA).

The Privacy Act clarifies that PII cannot be disclosed without written consent, but there are a number of exceptions. For example, federal agencies can share information as part of a law enforcement investigation. In addition, agencies can establish new agreements that allow them to share PII to achieve different goals. There are three ways agencies can set up their data sharing agreements:

- **Computer Matching Agreement (CMA).** Establishes the circumstances under which data sets from two different agencies can be compared to identify common records. To enter a CMA, the two agencies must have a written agreement that clearly articulates what information will be shared, how it will be used, and who will have access to it. The Privacy Act of 1974 requires that all agencies publish an official notice in the Federal Register when they enter into a new CMA, called a System of Records Notice (SORN).



- **Memorandum of Understanding (MOU).** A formal, nonbinding agreement between two agencies to share information or establish a partnership. MOUs need to be signed by a senior official, but they can be more flexible and open to interpretation, and they do not need to be published in the Federal Register.
- **Inter-Agency Agreement (IAA).** A written agreement that allows agencies to perform activities, share information and resources, or otherwise support the functions of one of the participating agencies.

These are the formal channels that agencies have typically used to organize and justify data sharing. Agencies may attempt to share information through other means.

Current Agreements Relevant to FAFSA Information

Federal Student Aid participates in agreements that affect FAFSA information. For example, FSA shares information about eligible noncitizens with the Department of Homeland Security (DHS) to confirm that students hold a status that allows them to apply for federal financial aid. FSA also shares information with the Department of Justice (DOJ) because certain drug offenses make applicants ineligible for federal financial aid.

As of the publication of this guide, we are not aware of any agreements that allow DHS to use FAFSA information for immigration enforcement.

Federal data sharing agreements can change. The Trump administration announced plans to wind down operations at the Department of Education and transition responsibilities to other agencies. While the administration's ability to achieve these goals is contested, any attempts to shift functions away from the Department of Education will introduce new questions about the use and maintenance of personal information.

Counselors can help students and their loved ones understand their options by staying up-to-date on new policies impacting the use of FAFSA information.

What Counselors Can Do

- Follow reputable organizations that help you stay on top of the latest developments.
- Refrain from providing legal advice to families. Instead, walk them through what you know.
- Keep conversations factual and family-centered.
- Lead with information and options.
- Avoid declarative statements, and make it clear when there is still uncertainty.
- Communicate students' options depending on whether or not they choose to file a FAFSA.

It's okay if you don't have all the answers. Work with families to find the right organization that can help students get the information they need.

The next section provides additional guidance to help you walk families through conversations about applying for financial aid.

Key Considerations

As of the publication of this guide, there are no known instances in which FAFSA information has been used for immigration enforcement.

If contributors have previously shared information with federal agencies, their risk in applying to FAFSA may be lower (but not zero). Examples include:

- Contributor(s) previously created a FSA ID / StudentAid.gov account.
- Contributor(s)' other children have previously submitted the FAFSA.
- Contributor(s) attended ICE check-ins or immigration hearings.
- Contributor(s) applied for immigration benefits (e.g., asylum, TPS, DACA, U Visa, etc.)
- Contributor(s) have pending immigration cases.
- Contributor(s) have recently fallen out of status.
- Contributor(s) filed taxes with the IRS.

If the family has not previously disclosed their current status to the U.S. Department of Education or other federal agencies, applying to FAFSA could mean that the federal government will gain access to new information through the FAFSA.



Undocumented contributors with final removal orders, pending immigration applications, or a known criminal history may wish to seek advice from a qualified immigration attorney before submitting a FAFSA.

Alternatives to the FAFSA

In some cases, mixed-status families may decide not to file the FAFSA after considering their options. It is important that counselors respect that decision while clarifying what aid will be available to students if they choose not to file.

Without the FAFSA, students cannot receive a Pell Grant.

They are also unable to pursue Federal Work-Study positions and will not be able to apply for federally subsidized loans.

There are some non-federal financial aid options available for those who decide to forgo federal financial aid. Students can still apply for private grants and scholarships and unsubsidized loans. Their college may have emergency funding available to help them meet the cost of attendance.

In some cases, students can still apply for state aid. This option varies from state to state. As of the publication of this guide in spring 2026, California, Colorado, New Mexico, New York, Texas, and Washington state allow FAFSA-eligible students to access state aid without submitting a FAFSA.

Forgoing federal aid can significantly increase the cost of college. **Counselors should make sure that students fully understand how this decision will impact their aid package.** However, counselors should not push students to fill out the FAFSA. Instead, they should focus on helping students identify their options.



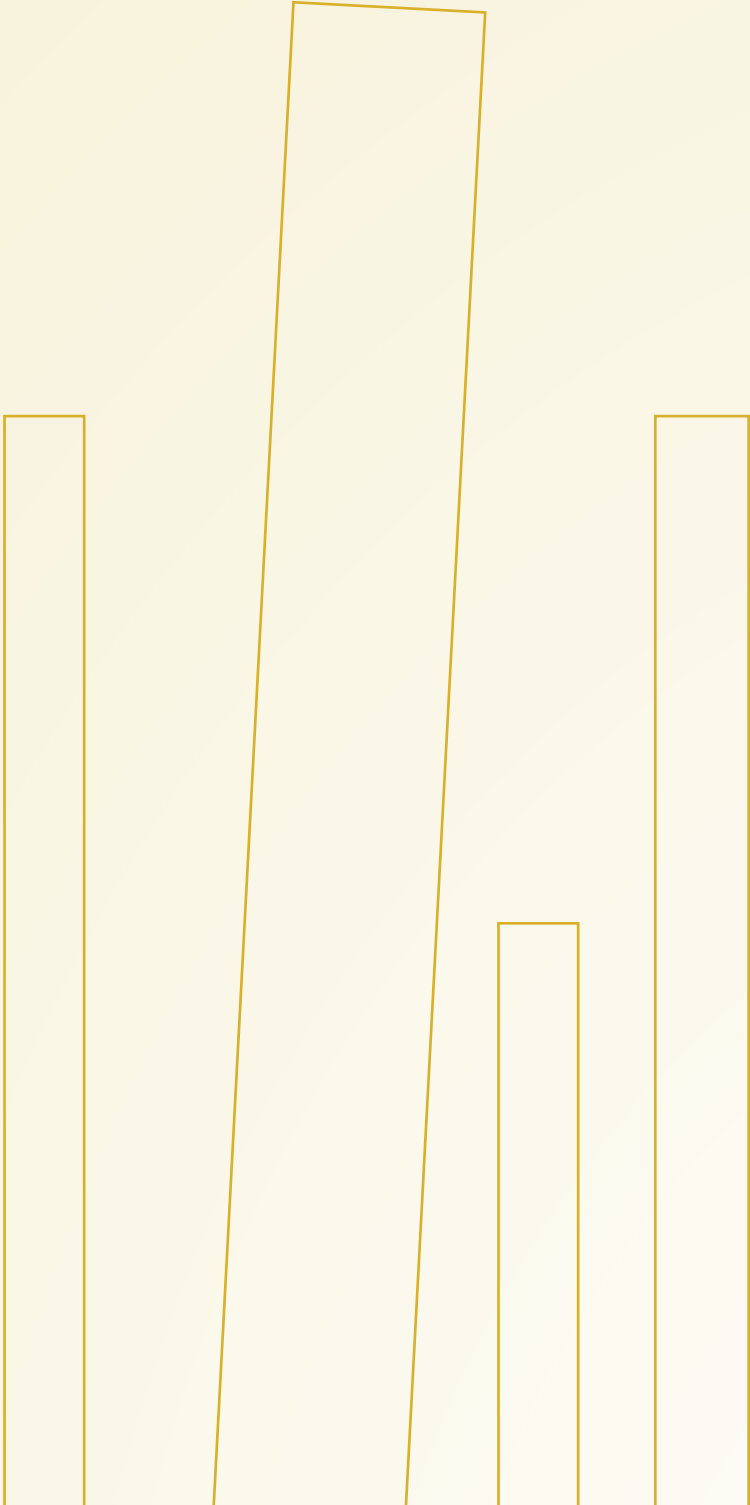
Ways to Reduce Costs

- Consider public colleges, such as state universities or community colleges, with a lower cost of attendance.
- If available, plan to live with family members and commute to a local institution.
- Look into part-time enrollment and transfer pathways.

Additional Aid Opportunities

- Private scholarships.
- Private colleges with emergency grant opportunities.
- Unsubsidized loans.

Best Practices



This guide has provided an overview of the information counselors need to know to support students from mixed-status families. A lot of this information can be overwhelming, and it is important to remember that families may be contending with significant stress and trauma that may affect their engagement with school authority figures.

Building trusting, empathic relationships helps foster a productive environment for family-led decision-making. As a counselor, it is not your job to advocate for one outcome or another. Instead, listen, offer options, and help students navigate their questions and make decisions that are best for them.

Here are some best practices for building trust and cultivating healthy advising relationships.

Create Safe Spaces That Welcome Family Members

Counseling environments can be intimidating. Creating a space that feels warm, inclusive, and confidential can help families feel more at ease while navigating the process. You can do this by adding immigrant-friendly art or posters in your office.

Make sure to have a private space available for sensitive conversations. If possible, offer different meeting times and formats that accommodate family members' schedules. When family members join a student, welcome them and acknowledge their contributions. Explain unfamiliar terms and create proactive opportunities for feedback. Keep in mind that it may take multiple sessions or conversations with families to make a decision or finalize an application.



Consider purchasing directly from immigrant artists like the ones featured on [The Unapologetic Street Series](#), [Emulsify Art](#), and the [Just Seeds Collective](#).

Listen First and Follow Students' Lead

In this situation, your primary job is to offer options, dispel myths about higher education, and empower students to see that there is a place for them in college. Listen actively to students' needs, concerns, and hopes related to higher education. Help students figure out what they hope to gain from college while respecting their boundaries.

Students may not disclose details about their own or their family members' immigration status. Be sure to respect their privacy while staying attuned to clues that they may be worried about how immigration status will impact their options. Provide factual information without pressing for personal details.

Stay Informed

Immigration and financial aid policies can change rapidly. Staying informed about the latest updates can help you feel more confident in facilitating counseling conversations and helping students find the answers to their questions. Follow trusted sources like the [Presidents' Alliance on](#)

[Higher Education and Immigration](#), [First Gen Empower](#), [Immigrations Rising](#), the [National Association of Student Financial Aid Administrators](#), [Institutional Solutions](#), and [SoCal CAN](#) to stay informed about changes impacting your students.

Build Your Referral Network

You may not know everything, and that's okay. If a student comes to you with a new question, you can work together to find the answer or to reach out to a trusted source. Start

building up your referral network so you can point students to the service providers who can address their needs.

Clarify Your Role as a Counselor, Not a Legal Practitioner

Students and families may ask you questions regarding complex legal issues. For example, a student may ask if it is safe for their undocumented parents to file taxes. In these situations, it is important to communicate that you cannot offer legal advice, but you can provide general guidance, share resources, and make referrals.

If students and families need legal help, you can direct them to the following resources:

- [American Bar Association's guide on finding legal help](#)
- [ImmigrationLawHelp's national database of free or affordable immigration legal services](#)

Counselors play an important role in demystifying the college process and helping students develop a sense of belonging. Approaching conversations with care, openness, and fact-based advice can make a big difference in a student's academic journey.

For additional support, we encourage you to check out the resources below and stay up-to-date on new materials posted on the [Higher Ed Immigration Portal](#). You can also check out opportunities to connect with other professionals through the Presidents' Alliance [Community of Practice](#) and [College Corner](#) initiatives.

Resources

- [Advising California Undocumented Students & Mixed-Status Families: Talking Points, Tips, and Resources for Navigating College and Financial Aid Conversations](#)
- [American Bar Association's guide on finding legal help](#)
- [Building Trust/Allaying Fears: AB 540 & California Dream Act](#)
- [Campaign for College Opportunity Undocumented Student Campus Resources](#)
- [College Corner](#)
- [Communication Principles for Supporting Undocumented Students and Mixed Status Families](#)
- [Data Protections for FAFSA Information](#)
- [Emulsify Art](#)
- [FAQ: Individual Taxpayer Identification Number \(ITIN\): A Powerful Tool for Immigrant Taxpayers](#)
- [Financial Aid Options for Non-Tax-Filers](#)
- [Green Card Holders: Know Your Rights & Risks During the Second Trump Administration](#)
- [Guide for Undocumented Individuals Traveling in the U.S.](#)
- [ITIN Guide](#)
- [IRS, DHS & ITIN Updates](#)
- [Just Seeds Collective](#)
- [Lánzate Higher Education Travel Award Program](#)
- [Mental Health America](#)
- [Mixed Status Households: How to Apply for In-State Tuition and Financial Aid](#)
- [Navigating Financial Aid for Immigrant and Mixed-Status Students Experiencing Homelessness](#)
- [Supporting Undocumented Students with the College Process](#)
- [The REAL ID: What To Know](#)
- [The Unapologetic Street Series](#)
- [Travel Emergency Preparedness Plan for Individuals Traveling within the U.S.](#)
- [Understanding FAFSA and Financial Aid: Your Guide to Paying for College](#)
- [Undocumented Community of Practice Directory](#)
- [Undocumented Parents? Options for the FAFSA](#)
- [Webinar: ITINs, EINs, and Taxes](#)
- [Wellness Groups and Other Mental Health Resources](#)



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