Career Services in a Post-DACA Era: Reimagining Support for Undocumented Students

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In October 2022, the Fifth Circuit Court of Appeals affirmed a previous decision regarding the constitutionality of the Deferred Action Childhood Arrivals (DACA) program. DACA, a program created in 2012 through executive action by former president Barack Obama, thanks to the advocacy of young, undocumented activists, marked an enormous win for the undocumented community (Romero, 2020). The DACA program provides two benefits for undocumented individuals who qualify: protection from deportation and a renewable work permit for the United States (American Immigration Council, 2021). To qualify, an applicant must meet seven requirements, including arrival to the United States before their 16th birthday and being under 31 years old by June 15, 2012. DACA has been controversial since its inception, and most recently, the Fifth Circuit Court of Appeals upheld that DACA is unlawful and violates the Immigration and Nationality Act (Immigration Law Center of Minnesota, 2023). This decision has rippling consequences in the field of higher education across all functional areas and creates a tumultuous state of being for students without documentation, including both DACA recipients and undocumented students without DACA. According to a report released by the American Immigration Council, there are at least 408,000 undocumented students enrolled in U.S.colleges and universities as of 2021, and only one-third of this population has DACA (2021). Higher education professionals must understand the current legal landscape as more undocumented students pursue post-secondary education.

Regardless of whether an undocumented student holds DACA status, the Higher Education Act of 1965 forbids these students from accessing federal funds (Drachman, 2006).

On top of this federal policy, the absence of authorization to work in the United States creates a challenging barrier for students without DACA to work and generate income throughout their college career to offset the cost of tuition and purchase necessities (Muñoz, 2013). In addition to worrying about financially sustaining themselves through college, many undocumented students also worry about their ability to secure a position after graduation due to their status (Salazar et al., 2023). The challenging barriers for undocumented students in finding employment and career plans due to the current system of citizenship in the United States mean that career counselors are necessary support for these students. Due to the pause in the DACA program and the lack of immigration reform, undocumented students entering higher education will not have a work permit. Therefore, career services professionals must prepare to serve students with this identity equitably and accurately.

Throughout this paper, I will use the term "undocumented" to refer to students in higher education who do not have access to work authorization in the United States. I will also use the phrase "undocumented with DACA" when referring to students with DACA. I will explore the history of career services and career counseling, current literature about the barriers undocumented students face in higher education and their career development, areas of exploration and innovation, and implications for the functional area of career services and career counseling.

Positionality Statement

Before diving into the literature about serving undocumented students through career services, I want to acknowledge my identity. Positionality statements outline how an individual's identities and experience may shape their world lens (Holmes, 2020). I am a first-generation Mexican American student with United States citizenship. I was born and raised in Colorado, a

state that currently provides higher education access to undocumented students. I was the first member of my family born in the United States, which means that I am a member of a mixed status family with family members who do not have DACA. I also received my bachelor's degree and my master's degree from Colorado State University, which has deeply impacted my scholarship in student affairs.

My experiences in a mixed-status family shaped my worldview, and I want to acknowledge and be transparent about the privilege I hold by being a U.S. citizen. In this paper, I aim to examine the current landscape around serving undocumented students and how career services professionals support students with this identity. My work in career services for the past five years ranges from career education initiatives, such as taking appointments and conducting presentations, to working directly with employers through career fair organization. Working in this functional area provided me with insight into the world of career and recruitment, how students who are undocumented face systemic legal challenges in seeking employment, and how they also face uncertainty as they plan for the future. I plan to use my positionality and knowledge of career services to elevate the voices of undocumented students and learn from the scholars who have dedicated themselves to this work.

History of Career Services & Importance of Career Counseling

Career centers are common campus offices typically known for their resume and cover letter services and career fairs that connect students with employers. Modern career services in higher education have significantly evolved with societal needs and the labor market (Dey & Cruzvergara, 2014; Pope, 2000). In the 1900s, career services existed through vocational bureaus, which aimed to help new immigrants find work to sustain themselves (Dey & Cruzvergara, 2014). By the 1920s, these vocational bureaus evolved to help teachers find jobs

based on the need for more teachers (Dey & Cruzvergara, 2014). By the 1940s, career services shifted to placing World War II veterans who attended colleges and universities on the GI Bill in jobs (Dey & Cruzvergara, 2014; Pope, 2000). By the 1970s and 1980s, the modern concept of career centers emerged, and services offered by these centers focused on providing students with career exploration and job search tools (Dey & Cruzvergara, 2014). Career centers began to operate through a development model where the students became responsible for their learning instead of the academic advisors in their lives or their parents (Dey & Cruzvergara, 2014).

At this time, work was also shifting away from a simple focus on income generation to finding purpose in life. This shift resulted in career services using a counseling approach instead of a job placement approach (Pope, 2000). Most recently, technology has enabled career centers to facilitate networking between employers and students through events such as career fairs or platforms such as Handshake, a networking and job posting website for students and recent graduates. Currently, career centers serve as spaces that facilitate success and job attainment during and after college for students and function less as job matchers themselves (Castella, 1990; Witenstein et al., 2023). Career center offerings typically include career counseling, workshops, networking, and job or internship opportunities (Witenstein et al., 2023).

As career centers evolved, career counselors began to perform various virtual and in-person one-on-one services to meet the career needs of students in higher education (Schaub, 2012). Career counselors are facilitators for student development and can take on guide roles when serving students. Counseling services at career centers can range from career exploration to learning about the required skills to enter a field to creating an application for employment and interviewing (Witenstein et al., 2023). To serve students equitably, career counselors need to have the cultural knowledge and tools to navigate conversations about career services for a

diverse campus (Rush, 2010). Career services professionals should learn that the meaning of work "evolves through a relational cultural lens shaped by the intersectionality of gender, ethnicity, social class, religious traditions, and other cultural identities (Schultheiss, 2003, p. 139)." Multicultural counseling requires career counselors to have traditional career counseling theory knowledge in addition to base knowledge of how culture, identity, and their intersection can impact student career development (Lee, 2012).

Many centers have also become responsible for facilitating their institution's First Destination Survey. First Destination Surveys collect information regarding career next steps for college graduates with associate degrees and beyond within six months of graduation (Handshake, 2023). Survey questions ask soon-to-be graduates for information about the type of employment they are seeking, whether they are continuing their education, or whether they have secured a job, and their starting salaries (NACE, n.d.). The survey is promoted and utilized by NACE, the National Association of Colleges and Employers. Information about job placements and salary out of college is a significant factor considered by many students and parents when choosing where to enroll (Alonso, 2023). Given the cost of college, many students and their families question the value of a college degree (Alonso, 2023). Career centers can be key players in preparing students for the workforce and in attracting new students as strong career outcomes can act as a recruitment tool.

Challenges in Higher Education for Undocumented Students

Undocumented students face multiple systemic barriers while pursuing higher education that can prevent them from succeeding and harm their physical and emotional health (Abrego & Gonzales, 2010; Muñoz, 2016; Suárez-Orozco et al., 2015). Barriers to and within higher education range from financial challenges to navigating hostile sentiments toward undocumented

individuals (Santa-Ramirez & Hall, 2023). Although this section will focus on some difficulties, higher education professionals should also affirm the strength and resilience of undocumented students' stories (Muñoz & Maldonado, 2012). Between the challenges, there are "joyous and life-giving moments that also need to be highlighted (Santa-Ramirez & Hall, 2023)." Joy is one of the ways in which people affected by oppression can disrupt these oppressive systems and challenge a nativist society (Santa-Ramirez & Hall, 2023). Centering joy is crucial, along with understanding how oppression affects undocumented students' lives, including financial barriers, unwelcoming campuses, and a lack of knowledge about undocumented students from higher education professionals.

Financial Barriers

Financial barriers are cited as the biggest challenge for undocumented students in higher education (Salazar et al., 2022). These economic challenges may stem from a lack of access to federal and state financial aid, scholarships that require a social security number, or limited employment opportunities due to a lack of work authorization (Higher Ed Immigration Portal, n.d.b). Undocumented students with and without DACA are not eligible for federal financial aid, as outlined in the Higher Education Act (Federal Student Aid, 2023). Students may be able to apply for state and institutional aid in some cases, but the inability to obtain federal aid, such as the Pell Grant, is a significant barrier.

Additionally, all states have their own policies regarding in-state tuition and state financial aid access for undocumented students (Higher Ed Immigration Portal, n.d.c). Out-of-state tuition costs can present a significant financial barrier for undocumented students to enter higher education. For example, the state of Colorado passed HB22-1155 in 2022. This bill provides access to in-state tuition rates for undocumented students and offers some state

financial aid (Higher Ed Immigration Portal, n.d). When students cannot qualify for in-state tuition, they must pay out-of-state tuition to attend, which is several times more expensive than in-state tuition. On top of this, the average income of their families may not be able to cover this expense (National Immigration Law Center, 2023). States with in-state tuition policies experience higher numbers of undocumented student enrollment (Núñez & Holthaus, 2017). In Colorado, undocumented students meeting specific requirements are eligible for in- state tuition since the Colorado Senate Bill (S.B.) 13-033, Advancing Students for a Stronger Tomorrow (ASSET), was signed in 2013 (Higher Ed Immigration Portal, n.d.c). ASSET allows U.S. citizens, permanent residents, and students without documentation to access in-state tuition rates (Colorado General Assembly, 2022). To qualify for ASSET, the student must have "attended a Colorado high school for at least one year before graduation or was physically present in Colorado for at least one year immediately preceding the date the student completed a high school equivalency examination in Colorado and have been physically present in Colorado for at least 12 consecutive months before enrolling in an institution (Colorado General Assembly, 2022)." ASSET students are also eligible for the College Opportunity Fund, a program that provides tuition stipends to undergraduate students (Higher Ed Immigration Portal, n.d.c). Unfortunately, state policies regarding in-state tuition, financial aid, and access to higher education for undocumented students highly depend on the state's political context (Muñoz, 2016). This dependence on the state means that students in hostile states have fewer opportunities for higher education access. These differing state-dependent policies also contribute to the confusion of student affairs professionals who may not be up to date on how their state policies impact undocumented students.

Unwelcoming Campus Environments

Undocumented students in higher education may also need to learn how to navigate unwelcoming campuses, or campus climates that are not ready or willing to learn how to serve undocumented students (Muñoz & Maldonado, 2012; Nienhusser et al., 2016; Suárez-Orozco et al., 2015). Undocumented students may feel unsupported when navigating their institutions and seeking help from institutional agents who are unknowledgeable about undocumented students' needs or, in some cases, micro-aggressive (Muñoz & Vigil, 2018; Nienhusser et al., 2016). Institutional agents are "representatives of the institution who hold access to social capital and key information (Castrellón, 2021, p. 270)." Institutional agent guidance can be imperative for students as they learn to navigate the higher education system (Lopez et al., 2020; Munoz & Vigil, 2018; Stebleton & Aleixo, 2015). Unfortunately, many student affairs professionals, who are a subset of these institutional agents, are not prepared to help undocumented students in their functional areas. (Macıas, 2018; Muñoz, 2016; Muñoz & Vigil, 2018; Stebleton & Aleixo, 2015).

A study conducted by Castrellón (2021) found that many student affairs professionals display a subconscious evasion of responsibility when working with undocumented students. Institutional agents frequently re-direct students to different institutional agents they believe will be more knowledgeable. This redirection of responsibility known as the "undocushuffle" is defined as "a vicious cycle that involves passing around undocumented students from office to office and visiting and revisiting the same information over and over again (Salazar, 2022, p. 19)." When students are passed from office to office, they can feel excluded and unsupported. In addition to these perceptions, students may have to disclose their status to offices and professionals on campus repeatedly.

Differing Federal and State Policy

In addition to a need for more knowledge from student affairs professionals, federal and state legislation is constantly evolving (Kantamneni, 2016). This challenge is especially notable in states where policies could be more consistent. For example, although some institutions may seem undocu-friendly, they exist in states where policy is exclusionary and in-state tuition and state financial aid are inaccessible. Undocu-friendly is a concept that explains the school's support level for undocumented students, such as easy access to information, safe spaces, resources, and funding (Freeman & Valdivia, 2021; Nájera, 2020). To build undocu-competence, schools can educate their faculty and staff regarding undocumented student support, and publicly support undocumented students (Nájera, 2020). When policies are incongruous, student affairs professionals may not be up to date with policy or may not have adequate training to serve undocumented students (Nienhusser & Espino, 2016). This lack of knowledge may misinform students at their institutions (Rodriguez, 2019). Unfortunately, misinformation has the potential to alter students' educational journeys and, in the worst cases, prevent them from pursuing or achieving success.

Researchers found that knowledgeable, resourceful, and welcoming student affairs professionals and institutions can encourage undocumented student persistence (Borjan, 2018; Peña, 2021; Rivarola, 2017; Sanchez & So, 2015). The current political and social climate highlights the need for institutions and institutional agents to become undocu-competent. Undocu-competence by Valenzuela and colleagues is "the capacity to serve, support, and advocate for undocumented students in higher education (2015)." Undocu-competence is a framework that challenges institutions to examine how their policies impact the success of undocumented students, how they reduce barriers, and how they provide specialized support to

undocumented students (Tapia-Fuselier, 2021). In addition to institutional support, undocu-competency has expanded to include the individual learning and knowledge institutional agents hold within their jobs (Tapia-Fuselier, 2021). Individual undocu-competence refers to an individual's knowledge about supporting undocumented students and their comfort (Tapia-Fuselier, 2021). This knowledge allows professionals to help students within their functional areas without needing to refer them around campus multiple times.

In addition to advocating for students, institutional agents can seek ways to reduce barriers and support undocumented students throughout all functional areas (Tapia Fuselier, 2019). One of the most visible signs of undocumented student support and undocu-competence are undocumented student resource centers. Specialized centers embody institutional awareness and support for undocumented students and provide a space for students to be in community and access resources (Cisneros & Valdivia, 2020). Although physical centers may be the most obvious example of institutional support, there are many ways for institutions and individuals to build undocu-competence in their positions.

Undocumented Student Career Development

Many students attend college to prepare for their careers; therefore, career services professionals should build their undocu-competence and knowledge about resources and policies affecting undocumented students within career development (Alonso, 2023). According to Dey and Cruzvergara (2014), universities moved away from thinking about career services as a transaction and instead moved towards customized career development support that helps students make meaningful connections through experiential learning, such as internships and employment opportunities. Career services professionals can use a customized and human-centered approach to honoring the lived experience of the students they serve, including

undocumented students who face different circumstances than students with work authorization (Wittgenstein et al., 2023).

Undocumented students face multiple systemic obstacles when navigating employment and internship opportunities during and after their college careers (Abrego & Gonzales, 2010). Undocumented students without DACA cannot participate in on-campus employment, internships, and other employment opportunities due to a lack of work authorization. Background check requirements that mandate a social security number also create significant barriers to accessing career development opportunities (Kantamneni et al., 2016). Previous literature indicates that internships and campus employment are high-impact practices, and the lack of access to these experiences means that undocumented students are missing development opportunities, including career exploration, networking, and skill gain (Keller, 2012). In addition to the lack of access to work experiences throughout and after college, the current political and social climate adds a layer of uncertainty to undocumented student's career decision-making plans (Lara & Nava, 2018; Salazar et al., 2023). Both students with and without DACA are in a societal space where they must anticipate how the current legal landscape will affect their ability to navigate the world (Morales Hernandez & Enriquez, 2021). The threat of DACA's rescission continues to remind students that immigration reform is not a priority for the United States (Morales Hernandez & Enriquez, 2021). Differences between state immigration policies, federal restrictions, and the constant change in laws create space for confusion (Morales Hernandez & Enriquez, 2021).

Limited research is available on how undocumented students interact with their institutional career services. College and university career services and centers are typically places where students can explore their career goals and prepare for networking and employment

opportunities (Dey & Cruzvergara, 2014). Students with DACA have more access to career development opportunities that can prepare them for post-graduation due to their access to work authorization (Morales Hernandez & Enriquez, 2021). Despite the difference between DACA recipients and non-DACA recipients, research indicates that both populations feel unable to make post-graduation plans due to the uncertainty of the current socio-political climate in the United States (Zamacona, 2022). In addition to the uncertainty, students are still determining whether they can secure a high-paying job in their field of study (Salazar et al., 2023). These findings show that career services professionals are uniquely positioned to support undocumented students as they navigate their career goals.

Possible Solutions: Career Services Undocu-Competence Building

Undocumented students face many challenges in getting to and completing their college degrees. Career centers and career professionals must commit to serving undocumented students through competent services and programs to support the success of this student population. There are various tools career centers can utilize to meet this goal, such as center-wide undocumented student support training, understanding federal and state policy, engaging in advocacy work, and creating their own support programs, such as fellowships.

Allocating resources, such as time and money, for the training of career center staff to serve the needs of their undocumented student population is a key place to start when building undocu-competence. Undocu-competence, a framework introduced by Valenzuela (2015), aims to assess the services institutions offer to undocumented students. Previous research indicates a need for specific training addressing current policy, resources, and services for student affairs professionals working with undocumented students (Nienhusser & Espino, 2017; Valenzuela et al., 2015). Nienhusser and Espino (2017) explain that professionals can benefit from multiple

types of training, including workshops, presentations, and listserv resource sharing. Workshop and presentation training around undocumented student support can occur in numerous ways and methods across different functional areas. Training ranges from three-hour courses to complete certificate courses. Training offerings aim to increase a professional's awareness of what undocumented students face in higher education, knowledge about the population, and skills to practice while supporting them. Examples of workshops and courses available include DREAMzone by Purdue University, UndocuAlly by TheDreamUS, and UndocuPeers by United We Dream. Claremont Graduate University offers an eight-unit Allies of Dreamers Certificate that educates professionals about the struggles undocumented students face, higher education access for these populations, and how to promote success and wellness for undocumented students (2024).

Additionally, a significant part of career service professionals' learning needs to focus on how federal, state, and institutional policies affect a student's ability to engage in career development opportunities. Important policies for career practitioners to be aware of include the difference between having and not having DACA and outlining the role of work authorization when applying for jobs. Professionals must also become aware of federal prohibitions regarding higher education benefits, such as the Higher Education Act, which prohibits undocumented DACA recipients and undocumented students without DACA from accessing federal aid. Another big part of preparing students for postgraduate education involves knowing about prohibitions on federal professional, commercial, and business licenses. The Professional Responsibility and Work Reconciliation Act (PRWORA) prohibits non-citizen individuals from accessing state and local benefits, which includes access to professional, commercial, and business licenses, unless the state has passed a law making them eligible for these benefits

(Higher Ed Immigration Portal, n.d.b). These restrictions mean that undocumented students seeking to practice in a field requiring professional licensure are only able to do so in states that provide this access. Understanding these state policies ensures that career services professionals can offer customized guidance for undocumented students in career decision-making. For example, if an undocumented student is seeking a career in counseling, they will need to obtain a counseling license. Career counselors should know that a counseling license for an undocumented individual is a possibility in Colorado, but not attainable in a state like Wyoming.

In addition to understanding federal policies regarding undocumented students, it is imperative to understand how state policies interact with federal guidelines and affect a student's ability to navigate their institution. For example, Colorado is regarded as a state with comprehensive access to in-state tuition, financial aid, and professional and occupational licensure regardless of immigration status. As for driver licenses and identification documents, Colorado is considered an accessible state by the Higher Ed Immigration Portal. Undocumented individuals in Colorado can access a driver's license, but these licenses are not REAL ID compliant (Higher Ed Immigration Portal, n.d.b). Beginning May 7, 2025, a REAL ID will be required for domestic air travel. The REAL ID Act places standards on the type of identification required for federal government identification for activities like flying (U.S. Department of Homeland Security, 2023).

Finally, career services professionals should learn about the policies and resources available for undocumented students at their institutions. Institutional agents are critical in helping students identify policies and resources to facilitate their success (Morales Hernandez & Enriquez, 2021). If a state is undocu-friendly and provides comprehensive access, the institution and professionals should still be mindful of inclusive policies in their work, and this information

should be accessible to students and student affairs professionals. For example, universities still need their in-state tuition policies or funding opportunities to be updated on their websites (Jaimes Perez, 2014). Although this example is outside the scope of career services, this information is essential for practitioners to know during counseling appointments. Additionally, career centers can make specific resources for undocumented students on their websites more straightforward, such as information about their in-state tuition policy or emergency funding offered by the institution (A. Cailene, personal communication, January 13, 2024). Transparent resources can help students feel welcomed and encouraged to seek career development (Jaimes Perez, 2014).

Possible Program Opportunities

In addition to comprehensive training and building undocu-competence, career centers can create resources for undocumented students, such as fellowships, programming specific to the needs of undocumented students, and providing information about graduate school. As mentioned previously, there is a significant correlation between experiential learning in the form of internships and improved post-graduation opportunities (Galbraith & Mondal, 2020). Although students without DACA cannot participate in traditionally paid internships due to lack of work authorization, several colleges and universities have found a way to provide students with compensated learning through fellowship opportunities. According to the Center for Research and Fellowships at Georgetown University, a fellowship is a "competitive, merit-based experiential award that provides recipients with the financial means, a supportive community, and skills to further one's academic or professional trajectory (2023)." Fellowships are non-employment experiential learning opportunities, and the payments are not wages for work performed (Higher Education Guide to Funding Opportunities for Undocumented Students,

2020). Qualified funds pay qualified expenses like tuition and required fees. At the same time, individuals can use non qualified funds (also called stipends) for living costs, room, and travel (Higher Education Guide to Funding Opportunities for Undocumented Students, 2020). Career centers can advocate for experiential learning for undocumented students by creating or advocating for the creation of fellowships. If the fellowship does not create an employment relationship, these programs are legal and can help students build their experience for future career opportunities.

In addition to creating funding opportunities such as fellowships, career centers, and dedicated career professionals, programming can also be made specific to the needs of undocumented students. One of the legal ways in which undocumented individuals can generate income is through their own businesses. Possible career center programming includes support for undocumented students to learn about and begin their own business, including understanding the definitions of "independent contractor" and "freelancer" and an introduction to the world of entrepreneurism (The Dream.US, 2023). Centers can also create workshops reviewing the differences between business structures such as sole proprietorship, limited liability company (LLC), partnership, and corporation. In addition to definitions, centers can also provide information about the application process for Individual Taxpayer Identification Numbers (ITIN), or Employer Identification Numbers (EIN) required for tax payments as a business owner (TheDream.US, 2023). Career centers can help facilitate this programming and offer funding for these applications to support undocumented student entrepreneurs. Career centers can also provide students with resources for graduate school, from creating an application to pursuing licensing after graduation. There are differences in access and support between undergraduate and graduate schools (Freeman & Valdivia, 2020). For example, funding may

differ as some programs offer graduate teaching assistantships or research positions. Graduate programs also have their own policies regarding admissions and financial aid (Freeman & Valdivia, 2020). Career centers can teach students what to consider during the application process. Additionally, paths requiring licensing may depend on the state the student wants to practice in. For example, law students must take the bar in a state that allows undocumented individuals to practice.

Career centers and professionals can educate themselves about income generation options and speak to their employer partners about the challenges undocumented students face in preparing for the workforce. Discussion areas with employer partners include the difference between DACA and non-DACA status and discussion of employment rights. For example, employers cannot rescind offers made to DACA or Temporary Protected Status (TPS) employees (TheDream.US). Finally, career centers can also commit to communicating consistently and clearly with their undocumented student population while adhering to their state laws. Various states such as Florida and Texas have passed anti-diversity, equity, and inclusion laws that affect the way offices can communicate with students (The Chronicle of Higher Education, n.d.). Before introducing new resources or programs, professionals should ensure their actions are legal in their state and institution and find ways to support students within the political context. Effective methods of communication include newsletters highlighting opportunities and relevant information related to career education. In addition to messaging students, career professionals can include campus partners in communications to facilitate cross-campus awareness (Higher Ed Immigration Portal, n.d.a). In addition to active communication, passive communication, such as website design and content, can be impactful in helping students gain access to resources and displaying allyship (Jaimes Perez, 2014). Ambiguity on

websites creates further barriers for students. Possible listed resources could include information about graduate school, information and resources about status disclosure, scholarships, and fellowship opportunities available in and outside the institution, information and resources about business and entrepreneurship, and links to other relevant campus resources (Higher Ed Immigration Portal, n.d.b).

I want to be clear that these programs and approaches do not solve the systemic inequities that undocumented students face in this country. These solutions offer tangible steps that contribute to building undocu-competence in career centers and a better understanding of the complex policies that affect this population. Many college students, including undocumented students, attend college to gain access to financial stability and purpose. This end goal means that career services must equitably and creatively serve students who do not have work authorization to pursue their career goals. When career centers solely focus on traditional offerings like career fairs, they are overlooking the unique situation in which undocumented students operate. Although career centers cannot ask employers to hire or contract undocumented students, they can educate their staff, show up for students, and advocate for policy change.

Conclusion

Career centers hold a unique position in advising undocumented students to explore future career and income-generation options. If institutions admit, enroll, and bill undocumented students, they must ensure that all university areas are knowledgeable in serving these students. Professionals should not assume that the experience of all undocumented students is the same or become dependent on DACA to create services or make decisions (Salazar, 2020). The recommendations above cover the importance of training for career centers, creating undocu-competence, and knowing the federal, state, and institutional policies and how they impact

undocumented students' career development and career opportunities. In addition to being educated about undocumented student needs, career center staff can also use their positionality at their institutions to advocate for undocumented students by creating career development and experiential learning opportunities, such as fellowships for their undocumented student population. This combination of approaches educates professionals in career services while also encouraging them to advance opportunities for students.

Although this paper focuses only on career services, student affairs professionals must acknowledge that they cannot do equity work alone or in isolation. By building undocu-competence, career centers can advocate for students across campus and encourage other offices to create resources and programming. Higher education is an opportunity to prepare for the workforce and future; therefore, student affairs needs to respond to these changes to ensure undocumented students have options for career development and income generation to survive and thrive.

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