

**Innovation Grant Research Report:  
Working Together to Improve Campus Climate  
for Undocumented AB540 Students at UC Berkeley**

**Executive Summary of Research Findings  
February 2013**

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The full research report is published online at:  
<http://crg.berkeley.edu/content/research-report-undocumented-students>

The purpose of this project, funded by the 2010-2012 Haas Innovation grants administered through the UC Berkeley Division of Equity & Inclusion, was three-fold:

- 1) To initiate intentional community building efforts among undocumented students<sup>1</sup> across the lines of race, ethnicity and national origin.
- 2) To launch an investigative research project that collects critical data about the experiences and insights of undocumented students at UC Berkeley.
- 3) To facilitate the distribution of findings from our community building and research projects as to works towards improving the campus climate for this student population.

To achieve these goals, Co-Principal Investigators Evelyn Nakano Glenn and Lisa García Bedolla chose to divide the project's efforts along two primary axes – research & data collection and community building. For the spring and fall 2011 semesters the project hired two Graduate Student Researchers, Kevin Escudero and Puck Lo. Kevin Escudero focused on the research activities (drafting an IRB interview protocol, submitting the IRB application and recruiting students) while Puck Lo devoted her efforts to developing the community-building component – planning guest lectures/talks, AB540 coalition meetings and graduate school admission panels.

With the recent passage of the California State DREAM Act (AB 130 & 131); the passage of the Obama executive order, Deferred Action for Childhood Arrivals (DACA), which provides permission to some undocumented youth to live and work in the U.S.; and the issuing of a report by the Chancellor's Task Force on Undocumented Student Members of the On-Campus Community, the findings of this innovation grant project are extremely timely and provide a much needed contribution in light of these recent developments – a historical overview of efforts to date and empirical data regarding the experiences of undocumented students specific to the UC Berkeley campus. What follows is an overview of the project, its finding and our collective recommendations to faculty, staff and administration.

## RESEARCH PROJECT

**The AB540 campus climate research report is broken down into three separate sections, as follows:**

- **Scope, Inception, and Timeline of the Innovation Grant Project:** A review of the research project process and a collection of UC Berkeley resources and efforts devoted to addressing specific concerns of undocumented students.
- **Writing Workshop Resources:** A discussion of the inception and design of the writing workshop project, an on-campus space for creative self-reflection for undocumented students. Participants in the workshop are also in the process of producing a publication that will

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<sup>1</sup> For the purposes of this report we use the term “undocumented students” in order to refer to students without formal legal status who are neither US citizens nor permanent residents. Many of these students came to the US as young children and have grown up, for the majority of their young adult lives, in this country. In California, undocumented students are oftentimes referred to as AB540 students referencing a bill passed in 2001 that allows certain individuals who have attended a CA high school for at least 3 years and have obtained a GED or high school diploma to pay in-state tuition. AB540 students **are not** all undocumented and all undocumented students **are not** AB540 students.

contain short stories, poems, artwork and information specific to the experiences of undocumented students at UC Berkeley.

- **Interview Project:** A discussion of the current research and data on undocumented students in the US and this report’s findings and recommendations for UC Berkeley.

The research process has been deeply collaborative and a great model of thoughtful and engaged scholarship. *As such, the Co-PIs and Graduate Student Researcher found it important not only to highlight work currently being done to improve campus climate for undocumented students, but to also recognize the important work of faculty, staff and students that has paved the way for the creation of institutionalized structures in recent years.*

## RESEARCH PARTICIPANTS

Participants for the project were recruited using snowball sampling as well as broad, general outreach strategies (listservs, bulletin boards and email postings). All interactions with participants were designed to ensure the confidentiality of individual students’ identities given the sensitive nature of the information discussed.<sup>2</sup>

Broadly speaking, questions addressed to the following areas:

- Factors that led students to matriculate to UC Berkeley (whether from high school or community college)
- Students’ process of acclimation to the Berkeley campus (utilization of student groups, clubs and organizations; support received from faculty/staff)
- Interactions and experiences navigating the university’s administrative bureaucracy
- Experiences in the classroom, in relation to their major and with individual faculty members
- Overall social integration and mental and physical health

### Interview Participants

<u>Name<sup>3</sup></u>	<u>M/F</u>	<u>Age</u>	<u>Major</u>	<u>Birthplace</u>	<u>Transfer Student?</u>
David	M	22	Gender & Women’s Studies	Mexico	Yes
Maricela	F	19	Political Science	Mexico	No
Felipe	M	21	Sociology	Mexico	Yes
Henry	M	22	Political Science	South Korea	Yes
Alex	M	23	Anthropology	Mexico	Yes
Esmeralda	F	22	Ethnic Studies	El Salvador	No
Jennifer	F	21	Anthropology	Mexico	No
Lorena	F	21	Biology	Mexico	No
Monica	F	25	Law	Mexico	No
Anna	F	22	Linguistics	Mexico	Yes
Steven	M	21	Molecular Cell Biology	Thailand	No
Juan	M	29	Latin American History	Mexico	Yes
Eduardo	M	20	Political Science	Mexico	No
Paul	M	22	Political Science	Philippines	Yes
Michael	M	21	Engineering	Peru	No
Marianna	F	19	Undecided	Mexico	No

<sup>2</sup> UC Berkeley IRB Approval #2011-01-2751

<sup>3</sup> All names used are pseudonyms in order to protect the identity of the individual students.

Andrés	M	20	Public Policy	Mexico	No
Héctor	M	23	Molecular Cell Biology	Mexico	No

While we acknowledge that 18 interviews may not constitute an entirely representative sample of the estimated 115 graduate and undergraduate undocumented students at UC Berkeley at the time of this study, in obtaining the sample, we sought to provide one well balanced in terms of gender, age, major, national origin and transfer student status. As recorded in the chart, the majority of participants were current Cal students except for three alumni and almost all but one were undergraduate students. This mirrors the University of California Office of the President’s (UCOP) estimates of undocumented students at UC Berkeley and in the UC system overall.<sup>4</sup> A significant issue we encountered in the distribution of participants was recruiting a group of Asian Pacific American (APA) participants that reflected the breakdown of Latina/o and APA undocumented students at Cal – an estimated 45% and 48% respectively. Three of the 18 surveyed were born in Asian countries, while 15 were from Latin American countries. Of the students born in Latin American countries, almost all were born in Mexico. In terms of gender identification of those sampled, 11 were male and seven female demonstrating a slight underrepresentation of female participants.

Based on the table, it is also important to note that of the students interviewed, many chose to major in public policy, political science or other social science/interdisciplinary disciplines. In the interviews, these students expressed their desire to work as policy makers and attorneys in community based organizations advocating for increased rights for the larger immigrant community. However, it is also important not to overlook the finding that four of the 18 students majored in the sciences and two of the 18 were “Pre-Med” students intending to pursue a career in medicine and healthcare. The experience of undocumented AB540 students pursuing careers in the sciences is a critical area that has yet to be addressed and is discussed in greater detail in Part C of the full report. Lastly, seven of the 18, nearly half of the participants were community college transfer students. This finding is reflective of Yosso & Solórzano’s (2006) policy brief on leaks in the Chicana/o educational pipeline,<sup>5</sup> which demonstrates that of Chicano/Latino students graduating from high school, approximately one-third attend community college prior to transferring to a 4-year university. For undocumented students, this number is significantly higher most likely due to the prohibitive financial barriers for AB540 students seeking to pursue higher education.

Students provided varied reasons for attending community college: some because they felt that they did not have the grades or qualifications to apply to Cal directly from high school while others were accepted to directly out of high school, but were unable to afford tuition. Only until recently with the passage of AB130 & 131 have institutional resources become made available to undocumented students.<sup>6</sup> ***Though these resources have increased the financial feasibility of attending a 4-year university for undocumented students significant financial, emotional and institutional barriers still persist.***

## THEMES

<sup>4</sup> The report can be accessed online at [http://www.ucop.edu/sas/sfs/docs/ab540\\_annualrpt\\_2010.pdf](http://www.ucop.edu/sas/sfs/docs/ab540_annualrpt_2010.pdf).

<sup>5</sup> Yosso, T. & Solórzano, D. (2006) “Leaks in the Chicana and Chicano Educational Pipeline.” *UCLA Latino Policy & Issues Brief*, no. 13.

<sup>6</sup> For more information about AB130 & 131 (also known as the California DREAM Act) see the factsheet at <http://www.cadreamnetwork.org/CA-Dream-Fact-Sheet>. Also see Kevin Escudero’s article “Reclaiming the DREAM” in the Fall/Winter 2012 version of the *Berkeley Review of Latin American Studies*, accessible online at <http://clas.berkeley.edu/Publications/Review/fall2011/index.html>.

## **Family: Childhood Separation and Dislocation**

Recounting her experience migrating to the U.S. as a child, Anna discussed how her parents initially chose to move to the United States due to financial hardship, but later traveled back and forth between Mexico and the U.S. Her father migrated first followed by Anna, her mother and her siblings. Later, the family decided to return to Mexico, while their father remained in the U.S. so that they could be reunited with their extended family members. Eventually, the father chose to stay in the U.S. where he could earn a better income and where there was steady work and decided to call for his wife and children to join him.

As a result, Anna grew up with limited interaction with her father, but also transnationally, attending school both in the U.S. and Mexico for a period of a few years each during the first few years of her educational experience:

“Growing up we were used to going back and forth [between Mexico and the U.S.]. I went to pre-school here [in the U.S.] and then went back to Mexico until I was in sixth grade... When we went back the last time, in sixth grade to Mexico, my parents said we were going back for good. I remember I was so sad. I was like, ‘oh my god, I’m leaving my friends.’ They told me we were going to stay there [Mexico] forever. And then, my dad stayed in the U.S. while my mom, siblings and I returned to Mexico. We thought, ‘oh, he’ll come back a little later,’ but then a few months later my parents changed their mind and told us that we were going back to the U.S. because of my dad’s ability to find work here [in the U.S.] but not in Mexico...”

— Anna

Throughout their lives, undocumented youth are oftentimes separated from their families and loved ones, in particular during the early years of their lives when their parents make the decision whether to migrate to the United States. For undocumented students, constant family support is not always readily available and these students place important emphasis on peer networks and many times rely on supportive faculty/staff allies for this type of support.

Due to more stringent immigration laws and regulations at the state and federal levels, separation from parents and siblings is more common among undocumented youth and causes significant social and emotional stress. Increasingly students have been forced to take semesters off from school when a parent or sibling who contributes to the family income is deported. Some students have been forced to take time off of school in order to raise money, not to return the following semester, but to pay the expenses for a parent who was deported and seeks to return to the U.S. to work and support the other members of the family household.

## **Road Stop on the Path to Cal: Attending Community College & Transferring to UC Berkeley**

So when I think about my experience about coming to Cal, when people ask was it a good or bad experience, I’m not sure how to reply because when I first came and was admitted to Berkeley I used to think that I was the only undocumented person in the world! ... I was admitted as a freshman, I checked it out and thought to myself, ‘this is just like Harry Potter Hogwarts, I love it!’ But I had no idea what Berkeley was and as soon as I set foot on campus I left because I was like wait ‘I can’t even pay for college what am I doing here?’ so I left back home and decided to attend community college instead.

-- David

Scholars have already observed that the DREAM Act only benefits a limited proportion of undocumented young people in the U.S. and that only 5-10% of undocumented youth pursue higher education, let alone graduate from colleges/universities.<sup>7</sup> This can help explain the discouragement undocumented high school students feel with regards to their futures. As David's experience illustrates, limited awareness about the resources available to undocumented students and an unevenness in terms of what resources are available by school and even by individual UC campus can cause students to not take advantage of resources to which they are entitled.

Moreover, in the pipeline of undocumented students from high school to UC Berkeley, the community college is an important site in which students become aware of their status as AB540 students and work, part or full time, to save up funds for when they transfer to a 4-year college/university.

Anna, similar to David, was accepted to UC Berkeley right out of high school, but because of her family's inability to pay for college and knowing that she was ineligible for state and federal financial aid, chose not to attend. Discussing her decision to attend community college instead of immediately enrolling at Cal, she commented,

Yeah, I was accepted [to UC Berkeley] out of high school, but there was no way we [my family and I] were going to pay for it because then, again, I didn't even know that I could qualify for scholarships. My [high school] counselor was alright, but she didn't really know anything about [being undocumented]. I don't think I really told her much [about my status], so there were just no resources available to me. I was like, okay, well, I'll just do a year at community college and then apply again and see what happens.

### **Older Siblings: A Pivotal Influence in the Decision to Pursue Higher Education**

I found out through my older brother what AB540 was. That's pretty much as far as how he helped me out in terms of navigating higher education, because up until that point, believing that I was not undocumented I didn't know about these things...I didn't know what my options for school and I didn't know what were the venues I had to make [attending college] happen. So that's one thing that my older brother did help me establish. He showed me what AB540 was, and how to get in-state tuition...

-- Felipe

For undocumented students having an older sibling can greatly heighten their ability not only to pursue post-secondary education, but also in terms of their success navigating on-campus resources/networks.<sup>8</sup> In particular for UC Berkeley undocumented students, a significant number have older siblings who were the first in their families to attend college with some older siblings even graduating from 4-year colleges/universities.

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<sup>7</sup> Gonzales, R. (2007). "Wasted Talent, Broken Dreams: The Lost Potential of Undocumented Students. *In Focus*, 5(13). Immigration Policy Center of the American Immigration Law Foundation: Washington, D.C.

<sup>8</sup> Abrego, L. (2006). "I can't go to college because I don't have papers': Incorporation Patterns of Latino Undocumented Youth." *Latino Studies*, 4(3): 212-231.

Unlike Felipe, Lorena has two older siblings, a brother who graduated from San Jose State University with a degree in computer science and an older sister who recently graduated from UC Berkeley with a degree in Integrative Biology. Entering UC Berkeley as an incoming freshman, Lorena was unaware of resources for AB540 students, as her sister, during her 4-years at Cal, was not aware of groups such as RISE or local non-profits, even towards the end of her time at Cal. Commenting on her prospects for attending college during high school, Lorena responded,

Fortunately because of my sister and brother, I was in every single honors class my high school offered I never had a problem with school. I was really good academically; I was in a lot of extra curricular activities, I was in sports. When my sister came to Cal, it wasn't even a question whether or not I could go to college. I knew I could go to college. It was limited where I could apply – I figured I couldn't apply to any place far away – so I only applied to Davis, Berkeley, and San Jose State.

Despite her sister not being aware of resources for AB540 students at Cal, having two older siblings who had attended college greatly factored into Lorena's decision to apply and attend. With the assistance of an Educators for Fair Consideration (E4FC) scholarship, Lorena was finally able to free up more of her time to participate in RISE, the AB540 student support group at Cal. Working extremely long hours and commuting in order to be able to afford 4-years at Cal, Lorena only recently has begun to explore the AB540 student community and support networks that exist:

It's only been recently that I joined RISE and got the E4FC scholarship. I would say that it's really difficult as a science major. I can't intern with a non-profit and most of my extra curricular activities have to do with working in a research lab. It's also difficult also when you commute because a lot of the RISE meetings start at 7. It's really dangerous for me to be at [the BART station], where I park at night. Also my freshman through my junior year I worked 30 hours a week as a waitress. In between, I'd be taking a lot of classes. If I had a chance I'd study, I would have a 20-minute break where I could do work because I couldn't study over the weekends as I was always working.

### **Arriving at Cal: Bureaucratic Interactions and Navigating a Challenging Campus Climate**

The university was not very helpful in terms of finding resources; I don't think they put out any resources system wide. Because I didn't know anyone in high school who went to Cal and my high school was in [town], it was more removed from the Bay. When I came to Berkeley it was really tough going to speak to folks at the Financial Aid office. Like I thought to myself 'oh should I be completely honest?' It just felt uncomfortable showing them all my documents and the people in the Financial Aid office were still not completely sure how to work my case even though looking back right now they had so many AB 540 students they should have known what to do.

-- Steven

Upon arrival at Cal, many undocumented students do not have a central location or staff member to provide resources and assistance in navigating the immense and daunting undergraduate campus system. Oftentimes students are not able to make use of resources because the information is not widely advertised or there is uneven knowledge across staff units and departments. Lack of access to resources or awareness of the resources available can also have detrimental effects on undocumented students deciding whether or not to remain at Cal as in the case of David, mentioned earlier, who left after his first week of classes not knowing how he could pay for college. Therefore limited knowledge of the resources available to undocumented students at Cal, the possibility of paying in-state tuition

and awareness of private scholarships can many times, cause students to simply leave provided that the campus poses such a hostile environment to their success and matriculation.

### **We Deserve to Be Here!: Funding Undergraduate Education**

Trust me I've been a waitress for a long time; you feel like a slave for them. The customer is always right and they always comes first it doesn't matter if they're rude to you. You have to keep a positive face. ... I'm ecstatic not to be working anymore though; it's unbelievable! I guess in reality if I look back I learned a lot of things from my experience there but emotionally and physically I was drained. I would work for many hours and physically by Monday I'd be exhausted. Just physically I have to fight to stay awake in my classes. That's one big component, I feel like my grades just leaped after I quit ...

People would look forward to Fridays, but I hated Fridays. Fridays meant I had 5 hours of lab, 8 hours of work and then I wouldn't get out till 3 am, and start over the next day. Emotionally and physically it was draining. I would get home around 6, go straight to work, then would work till 2 or 3 in the morning. Saturday morning I'd study, then I would work all day and same for Sunday. Then back to class Monday morning at 8 am.

-- Lorena

For many working-class immigrant students paying for college is an extremely difficult endeavor, even with the assistance of federal grants and loans. Undocumented youth, however, are ineligible to receive these resources, which therefore makes it even more difficult for them to attend college. This situation oftentimes forces students to work long hours at low-wage jobs and to take semesters off to work full-time in order to save up enough money to return to school the following semester. Recently, however, Governor Jerry Brown signed the California DREAM Act into law. Split into two bills – AB130 and 131 – the Act provides qualifying students who are not legal permanent residents or US citizens, with access to private funds donated to the University of California and beginning January 1, 2013, certain taxpayer funded grants/scholarships. The university is just now able to begin making these funds available to students. Despite this increased funding, many barriers still exist aside from the financial need of undocumented students and underrepresented students in general in persisting and graduating from college.

For AB540 students to have full access to the resources and opportunities available to all students at Cal, their basic needs must be met, which include housing, tuition and books. Without the ability to meet these basic needs students are homeless living in on-campus offices, sharing the couch at a friend's apartment or forced to take a semester/multiple semesters off from school. Repeatedly in interviews students raised housing as well as access to and awareness about mental health services as their two most important needs that have gone unmet by the university. This situation also creates a great deal of stress and frustration for students adding to the difficulty of navigating the UC Berkeley campus climate.

### **More than Just Undocumented: Navigating Multiple Identities and Lived Experiences**

I feel like it wasn't until a year and a half ago that I started thinking 'I am undocumented but I'm also queer.' I started seeing how in my own organizing and involvement with different organizations on campus that I was really dividing my identity up into these spaces. My work at the Gender Equity Resource Center meant being gay, my work as part of the Chicano Latino Student Development office meant being a person of color and organizing in the Multicultural Immigrant Student Program meant being an immigrant. It wasn't until a year

and half ago that for me this mindset began to change. It really got me thinking and just processing what it means to be undocumented, what it means for me to be a student of color and what it means for me to be queer. It's something that I feel very fragmented about because I can't find that center ground for myself that while I try to be inclusive with my identity it's something that I still don't know how to do because it's like if I'm not fighting, it's just difficult because I can't even understand and process or even digest what it means to be both queer and undocumented.

-- David

For undocumented students, university faculty, staff and administration must understand that while being undocumented does play an important centralized role in the experiences of these students, their status does not necessarily dictate the way in which they view themselves, which many times may overlap with other identities students hold including their gender/sexual orientation and racial/ethnic identities. Undocumented students are also students; similar to other students at Cal and on college/university campuses around the nation, undocumented students face decisions of whether or not to apply to graduate school, how to apply for an internship, how to manage work and homework assignments, etc., but with additional challenges and limitations as a result of their legal status. Yet, for many students, working not to allow legal status to become the key, defining characteristic of their identity is a struggle in itself that represents the need to humanize the experience of being undocumented.

### **Can I Trust You?: Deciding Whether or Not to “Come Out” to University Faculty/Staff**

I think it depends [who I share my status with]...like, even my professors – it's really hard for me to come out to them. I don't think any of my professors know that I'm undocumented; I think it's only you [interviewer] and my GSI in political science that know I'm undocumented. And you know it because you're in the spaces where I'm involved in and my GSI, I had to explain myself to her, like why was I struggling in the class. I was struggling so much at the time I didn't have enough time to do homework and I felt really bad because she was putting in so much work into the class and sometimes I wouldn't finish all my readings and wasn't fully prepared so I felt really bad because it's like 'you're putting in your effort but it's not that I don't want to, I just don't have time. So I had to explain to her my situation, about why I wasn't performing to my fullest extent. She was like 'you know what? It's okay, I understand' and she was really helpful, and she went out of her way to meet up with me outside of class and to help me with readings, stuff like that. That was really cool. I don't know if I will receive that kind of response from other people though...

-- Maricela

In the case of many undocumented students the decision to whether or not to reveal their status to university administrators and faculty/staff depends upon the situation in which they find themselves in and the relevance of their status to the issue at hand. Such a decision includes a careful calculation of how revealing one's status will benefit the student. If sharing one's status does not provide a large enough benefit for the student – access to resources, support and/or opportunities – it may not be in the best interest of the student to divulge his/her status to the administrator or campus authority figure.

Aside from sharing one's status with faculty/staff, undocumented students may also encounter a different set of issues when deciding whether or not to share their status with their peers. While faculty/staff in positions of power and authority represent a certain set of risks, sharing one's status

with peers could easily entail a large group of individuals spreading the word that individual students are undocumented or associate themselves with undocumented student groups/organizations and therefore must be undocumented (by association).

### **A Healthy, Balanced Self: Activism & Mental Health**

...I guess the, even the reason why I started to publicly come out or to organize was because I found out my immigration status and the limitations [of my status]. I was really sick and tried of waiting and being silent. There were a lot of turning points where I needed to speak up. I would've either committed suicide or gone back to South Korea...it was just unhealthy for me. For instance during my community college years I was trying to get a drivers license in [state], and because I was so scared to take an airplane I took Amtrak for about 48 hours. They told me that my documentation was not valid so I had to go back on Amtrak for another 48 hours. I thought to myself 'why do I have to do all this crap?' I was thinking about this and I was tired of doing all this and my mom getting home late [from work]...this whole situation just frustrated me to the point where I decided to come out and get actively involved...

-- Henry

Though it may not be initially apparent at first glance, discussing the activism and mental health outcomes of undocumented youth together is extremely important as both issues are very much interrelated. For some undocumented students, political activism and the "coming out" process act not only a means of self-expression of one's identity, but also serves to break the barrier of silence with which many students find suffocating and inhibiting. Among those who do participate in activism, it easy for them to burn out and many find it difficult to balance their activist work with their academic work, placed under a great deal of pressure to not only be highly involved, but also to speak at press conferences, engage in hunger strikes, travel for speaking engagements, lead/organize weekly meetings and take part in a host of other activist related responsibilities.

Peer networks are inherently important and vital to the success of undocumented youth in higher education, but there is still a large need for greater institutionalized mental health support services for undocumented students. Not all students' experiences with the Tang Center's Counseling and Psychological Services (CPS) staff have been positive. Following her experience being deported from the US and separation from her parents and older brother, Lorena finally decided to seek out assistance from a member of the Tang after breaking up with her long-time boyfriend who she had up until then confided in regarding her experiences at school. She said:

The lady I went to was not helpful because she obviously did not have much experience with undocumented students and she made me feel even more isolated. The entire time I was teaching her about what undocumented students have to go through at the university and it was awful.

-- Lorena

Despite negative experiences with the Tang Center and UC Berkeley's Counseling and Psychological Services, the unit has many staff who are committed to working with immigrant and underrepresented students of color. University Health Services staff member, Dr. Laura Guillen, works with first-generation, Latina/o, immigrant students, and was cited as a key resource at CPS by undocumented students. She has also taken the lead in collaborating with students to organize trainings for UHS Counseling and Psychological Services (CPS) staff who are not familiar or have not worked with members of the undocumented student community.

## **Our Right to Organize!: The Strategic Role of Campus-Based Student Groups & Community Based Organizations**

That's when I learned about AB 540 and the DREAM Act and once I found out about these bills, I was sort of relieved that I could pay in state tuition fee and that there was still some sort of opportunities for me to go to college. I got connected to that nonprofit organization which is Korean Resource Center in LA and when I connected with the nonprofit organization they connected me with some nonprofit organizations here [in the Bay Area] and that's how I slowly got involved [in immigrant rights organizing].

-- Paul

It is important to also recognize the role of community partners who, though not located on the college campus, provide many services/resources to undocumented students at Cal and those who attend other Cal State, UC and private college campuses. These community-based organizations (CBOs) are instrumental in supporting student activism and working with students and campus administrators to advocate on behalf of state and federal immigration reform legislation.

Also, CBOs provide important spaces for students to build peer support networks. The off-campus location of these organizations allow students to be able to separate their experiences of being undocumented from that of being a student as the two are not necessarily synonymous for many undocumented youth. This is also not to say that the campus cannot provide a "safe community space" for students, but that because those on campus have been slower in responding to this student need, it has instead been taken up by off-campus non-profit organizations.

Campus-based student support groups also exist and actively work to meet the needs of undocumented students in the context of their campus-specific issues. For instance, at UC Berkeley, students have formed Rising Immigrant Scholars through Education (RISE). However, these student groups need increased financial and staff support from the university in order to truly thrive and meet their intended purpose.

### **CAMPUS SPECIFIC RECOMMENDATIONS**

- ❖ Based on empirical data, we recommend that the university allocate sufficient space and funding for a **community lounge and resource center**. This space would provide a central location for students to gather, to share in community and to network with one another and share knowledge across generations. It would also be beneficial in providing students a location where they know that they will be among peers who are undergoing similar/shared experiences.
- ❖ To **configure this space**, we recommend that the university **create a working group** of students (RISE members, but also those who do not attend RISE or are not as involved in the AB540 student community), members/officers of the ASUC, GA and campus staff who specifically support undocumented students (Meng So, Elisa Diana Huerta, Lupe Gallegos Díaz, Jere Takahashi and Dr. Laura Guillen). We also recommend that this be a separate project from the Task Force, but one that is carried out in collaboration with Task Force members. This is because the efforts of this project should be specifically guided and directed by student leaders and staff who can bring their needs to the Task Force committee and request funding and other forms of institutional support from the task force body.

- ❖ To encourage the development of peer mentorship projects such as GRADD, we recommend that the university, through the AB540 student resource center, provide **funding for a peer mentorship program** on campus among students and for the development of a Northern California extension of GRADD. In order to support the formation of such a network, we recommend that the university first, under the supervision of the Task Force, **work to create a MOU across graduate schools and programs on campus to establish the measures that can be used to fund undocumented AB540 students**. This initiative should include key actors such as Carla Trujillo, Director of the Graduate Diversity Program, the Deans of the various professional schools, administrative representatives from the Graduate Division and student representatives from the GA. Simultaneously, we recommend that the university **fundraise and create an endowment, similar to that at other UC campuses, to fund undocumented students who apply and are accepted into various graduate programs**.
- ❖ The university should also **actively assist students with their legal options**. UC Berkeley has the many resources including current law students/legal clinics and alumni who can assist in providing legal advice and representation for undocumented students interested in/seeking to adjust their status. This mirrors a recommendation put forth in the Chancellor Report's Recommendations, which we strongly support.
- ❖ Due to the fact that a very large proportion of undocumented students do not enter Cal directly out of high school, but are transfer students, we recommend that the Transfer Center, part of the Transfer, Re-Entry, Student Parents (TRSP) Center, **develop more targeted outreach and support services for potential undocumented transfer students**. In order to accomplish this, **greater funding and resources should be allocated to support transfer student initiatives** already spearheaded by Lorena Valdez, Program Director of Transfer Student Services and Eva Rivas, TRSP Executive Director.
- ❖ We also encourage the Transfer Center staff to **work collaboratively with counselors and faculty at the community colleges**. Given that many students take some semesters off from Cal and attend community colleges in the area, counselors should be well versed with the classes that transfer and should be supportive of students wishing to take on this option.
- ❖ In terms of Counseling and Psychological Services and the recent training co-led by AB540 students and a CPS staff member, Dr. Laura Guillen, we recommend that the **Tang Center & CPS undertake further trainings and actively work to recruit and hire additional staff with expertise in assisting immigrant students, students of color, working-class students and other campus populations with similar backgrounds**. This will prevent an overload of work on a handful of staff and students to continually organize educational activities for current staff members and to augment and enhance already existing strengths of the current CPS staff.
- ❖ We recommend that the university actively works to **implement a waiver or financial need based assistance plan for students unable to pay the cost of Tang Center service fees, co-pays and/or cost of medication**.

- ❖ Given the extremely limited options for undocumented students post-college graduation, we recommend that the **Career Center develop services targeted towards the unique situation undocumented students face in the job market.**
- ❖ The university needs to work towards ensuring that all faculty and staff are educated about what it means to be an undocumented AB540 student and despite their particular political slant or stance on immigration, the rights of AB540 students as UC Berkeley students. This will assist in building a more welcoming and inclusive campus climate, as students will then feel more comfortable disclosing their status to different faculty, staff, administrators and GSIs without feeling that they will be reported and/or stigmatized. **Developing a mandatory training for campus faculty and staff would be a start to rectifying the situation.** This training could then also be broadened to include GSIs and other campus administrators. Such a large-scale, basic introductory training to the issues facing undocumented AB540 students would go a long way in creating an environment where the students feel like university faculty/staff are aware of their issues and will at least have some basic understanding of their situation or be able to point them in the direction of someone who can connect/provide them with the proper resources. This training is currently being spearheaded by Meng So (SLAS/EOP), Jenny Olmedo (the Career Counseling Library) and Dr. Laura Guillen (Tang Center/CPS) and **we recommend that the university fully fund this initiative so that it can be implemented institutionally and widely across campus units. Funding is also imperative to compensate students who will be assisting the staff in developing and implementing the training modules/workshops.**
- ❖ **This training can also be done in collaboration with local community based organizations (CBOs)** who have been instrumental in investing in and training UC Berkeley students to be successful organizers as well as to promote the creation of safe spaces for undocumented student organizing/activism.
- ❖ To create a broader base of understanding for AB540 students and those training to learn about their rights and circumstances, **a resource guide tailored specifically to the AB540 students on the UC Berkeley campus should be done in hard copy and disseminated to all students, faculty, staff and administrators at Berkeley.** While a guide has currently been developed by student interns at the Multicultural Community Center (MCC) under the supervision of Diana Elisa Huerta, the Director of the MCC, **we recommend that the university administration provide the MCC student interns and staff with funding to print copies of the guide that can be disseminated to incoming freshmen/transfer students, placed at key campus units/offices that interact with undocumented students and fund stipends for student interns to continually update the guide with information given the rapidly changing legal and campus environments for AB540 students.**

## MACRO-LEVEL RECOMMENDATIONS

### (Institutional Policies & Legislative Advocacy)

- ❖ UC Berkeley can provide for a better campus climate by **recognizing the presence of undocumented students and advocating for them and their futures.** One way that Berkeley can create a better campus climate is by **supporting current and pending legislation, in particular the federal DREAM Act.** In this area as the Chancellor and Vice Chancellor of Equity and Inclusion have openly discussed their support for such legislation

concerning increased resources for undocumented students, but continued efforts are needed in particular in the context of higher education given the state's financial crisis and the lack of funding for underrepresented students and related initiatives on campus. Other related avenues that the Chancellor and other campus administrators could lobby on behalf of are alternative routes for undocumented students to legalize their status, such as the potential of allowing undocumented students to be eligible to apply for a H1B skilled worker visa, which could alternately provide students with a path to citizenship, and is currently being researched by Professor David Montejano in the Ethnic Studies Department.

- ❖ It is also important for the university to take a position to ensure that students feel safe on campus. Therefore, we recommend that **Chancellor Birgeneau and UCPD work with the Berkeley Police Department to make the UC Berkeley campus and surrounding areas, a sanctuary campus. The university must uphold their responsibility of ensuring that campus is a safe place for ALL students including undocumented students and will not allow federal agencies such as ICE, to come onto campus.** This recommendation echoes a recent resolution authored by ASUC student senator Ju Hong and passed in Spring 2012. It also dovetails work currently being done in Santa Clara County and by the Asian Law Caucus in San Francisco, which has determined that compliance with the Secure Communities Program (S-Comm) is voluntary and not a federal mandate.
- ❖ Further, in terms of protesting and an individual's right to free speech, the university needs to understand and recognize that undocumented students are a particularly vulnerable population and should **create a policy/MOU regarding dealing with AB 540 students and their safety/involvement at protests.** This is especially pertinent if the university calls for police force aid from the surrounding community.