

INNOVATION GRANT RESEARCH REPORT:

**Working Together to Improve Campus Climate for
Undocumented AB540 Students at UC Berkeley**

PART A: SCOPE, INCEPTION AND TIMELINE OF THE INNOVATION GRANT PROJECT

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~ Executive Summary ~

This report highlights the inception, scope and goals of the 2010-2012 Haas Innovation Grant Project, “Working Together to Improve Campus Climate for Undocumented AB540 Students at UC Berkeley.” Funded by the Haas Foundation through the UC Berkeley Division of Equity & Inclusion, the project had three goals: 1) to initiate intentional community building efforts among undocumented students 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 and 3) to facilitate the distribution of findings from our community building and research projects.

After extensive data collection and evaluation, we found:

- Asian/Pacific Islander AB540 students are less involved in organizing around this issue and therefore often are less aware of the resources available to support AB540 students on campus.
- Family dislocation and separation due to stringent immigration laws is a significant factor in undocumented students' lives.
- Many undocumented students first go to community college before they ultimately matriculate to Cal, making community colleges an important point in the K-12 to college pipeline.
- Many campus entities had been working to provide support and resources to AB540 students, but there was no systematic cataloging of those resources and spaces. We attempt to provide that catalogue here.
- Staff and faculty have been both unsupportive and very supportive of undocumented students, making it hard to know who students can trust on campus.
- Despite the passage of AB130 and 131, the financial situation for AB540 students remains a challenge, and needs to continue to be addressed by Cal’s financial aid office and other entities in a position to provide material support to these students.
- The creation of a staff position to support AB540 students has greatly improved these students’ ability to access information in a centralized location. However, many students remain unaware of this resource.
- Mental health resources need to be developed for this population of students. Student activism has been one critical outlet for students to support their own well-being as well as for creating social change.
- The writing workshop provided students with a safe space they found to be supportive and useful both personally and academically.

We therefore recommend:

- That UC Berkeley continue to lead on this issue, maintaining support for Meng So’s position and for his office to continue to provide ongoing training for different campus units about AB540 issues, as well as for the newly opened Dreamers' Resource Center

and other staff and offices on campus who have been supporting undocumented students such as Student Development Offices and the Multicultural Community Center.

- The university should make a proactive effort to ensure that Asian/Pacific Islander AB540 students have information about and access to the support services available on campus.
- To decrease isolation, the university should support a peer mentorship program to help students develop and nurture community on campus, and help navigate campus systems.
- The university should actively assist students with their legal options.
- We need more targeted outreach and support services for potential undocumented transfer students. Campus staff should work collaboratively with counselors and faculty at the community colleges.
- Alternative pedagogical spaces, like the writing workshop and the Teatro Lab at the Theater, Dance, & Performance Studies, should be supported to provide undocumented students with outlets where they can work through their challenges while also developing their academic skill sets.
- The Tang Center & Counseling and Psychological Services need further trainings and should 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
- The Career Center should develop services targeted towards the unique situation undocumented students face in the job market.
- A mandatory training for campus faculty and staff will help create more consistent support for students across campus.
- 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 would be significantly helpful.
- The university should actively support current and pending legislation, in particular the federal DREAM Act.
- The Chancellor and UCPD work with the Berkeley Police Department must 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. A policy or MOU regarding dealing with AB 540 students and their safety/involvement at protests would be a good first step towards this end.

~ Project Overview ~

To achieve the project's goals, Co-Principal Investigators, Professor Evelyn Nakano Glenn (Director, Center of Race and Gender) and Lisa García Bedolla (Chair, Center for Latino Policy Research) divided the project's efforts along two primary axes – research design/data collection and community building. For the research component, the project hired Kevin Escudero (Ph.D. Candidate, Ethnic Studies Department). During the spring semester, 2011, Escudero focused on drafting an IRB interview protocol, submitting the IRB application and recruiting AB540 students to interview). During the fall 2011 semester, Kevin Escudero and a team of researchers – Elizabeth de la Torre (3rd year law student, Boalt Hall School of Law) and Chantiri Ramirez (a recent Cal alumna) – interviewed 18 undocumented students, both current and recent alumni of the university.

For the outreach component, the project hired Puck Lo (MA Student, School of Journalism). She devoted her efforts to community-building – planning guest lectures/talks, AB540 coalition meetings, and graduate school admission panels. During the fall 2011 and spring 2012 semesters, Kevin Escudero continued to lead the research project, while community-building efforts were led by undergraduate student staff, Marco Flores and Ju Hong, who worked with students to initiate campus projects such as the AB540 Coalition and the Queer and Undocumented Working Group, as well as to organize several successful community events for undocumented students on campus.

As part of both the research and community building efforts, Kevin Escudero and Elisa Diana Huerta, in partnership with Rising Immigrant Scholars through Education (RISE), helped launch a writing workshop for undocumented students to provide students a space to write about and collectively discuss their experiences and challenges as undocumented students at UC Berkeley. Escudero and Huerta co-facilitated the writing workshop in Spring 2011. The writing workshop was continued by undergraduate student participants who facilitated the workshop with faculty and staff support during Fall 2011-Spring 2012.

Aside from the community building events and collection of empirical data, the project also mapped and documented the AB540 student resource networks that currently exist on campus. We discovered that efforts to support and guide undocumented students had been going on for many decades. These efforts involved faculty/staff going beyond their formal job descriptions to ensure that the university fulfills its mission by meeting the needs of all students. No report had compiled the work being done in this area prior to our project doing so.

With the recent passage of the California State DREAM Act (AB 130 & 131); the Obama executive order, Deferred Action for Childhood Arrivals (DACA), which provides permission to some undocumented youth 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 very timely and provide a much needed contribution to these efforts – a historical overview of efforts to provide support for undocumented students and empirical data regarding their experiences at UC Berkeley.

Part A of this report focuses on the conception of the grant, its goals and organization and provides a historical overview of campus efforts to advocate on behalf of AB540 students. Part B discusses the conceptualization and gradual evolution of the writing workshop, while Part C presents the data from the 18 interviews conducted with UC Berkeley undocumented students and provides recommendations for the campus staff/administration to better meet the needs of this student community.

~ UC Berkeley Undocumented AB540 Student Vignettes ~

Maricela is a third-year political science major at UC Berkeley. She was born and raised in a small indigenous pueblo in Oaxaca, Mexico and lived there until the age of 8 when she migrated to the United States to join her parents who were already living in the suburbs of Orange County, California. Upon entering middle school in the United States she was placed in ESL classes and although she asked to be placed in Honors and Advanced Placement courses in high school, her counselor and the school's administration repeatedly sought to prevent her from being enrolled in these classes. Eventually, however, with the support of her teachers, Maricela carried a full load of Honors and Advanced Placement courses during her junior and senior years of high school and played on the varsity girls' soccer team. Upon entering UC Berkeley, a private donor provided a scholarship for Maricela to fund her studies. This scholarship and the generosity of the donor allowed her to focus on her studies and work with staff on campus to provide increased resources of AB540 students. However, being far from home took a toll on Maricela. Maricela had raised her four younger siblings while their parents worked during the day and on weekends to support the family. During her sophomore year, Maricela's mother was deported from the United States to Mexico and her father, disillusioned by the inability to adjust his own status, left voluntarily to join Maricela's mother back in Oaxaca. Maricela then became the sole provider for her younger siblings, who chose to remain in the United States to complete their studies. Being separated from her parents and having to take on such immense responsibilities as she works to finish her studies has put a great deal of pressure on Maricela. Despite these difficulties, she continues to study, be active in the campus community, work and care for her younger siblings, She hopes to someday become an immigration attorney and political activist fighting for the rights of indigenous peoples in Mexico and her home state of Oaxaca.

David is an undocumented immigrant student struggling to remain at UC Berkeley. Soon after he was born in Mexico, David's parents migrated to the U.S. without papers and when he was 6, his parents arranged for him to join them. They moved every few months in search of work, so David attended 12 or 13 different schools. Despite the frequent moves, he excelled, earning mostly A's, joining math clubs, science teams and honor societies wherever he was. David graduated from high school with honors in 2006. As a high school senior, David applied to and was accepted by several UC campuses. During his first week at UC Berkeley, unable to pay tuition, David withdrew, returned home and decided to attend community college where he could be closer to his single mother and two younger siblings and contribute to the family income by working full-time and going to school in the evenings. After two years of successful study, he again applied to UC Berkeley and was accepted as a transfer student with junior standing. However, he still did not know how he would pay tuition for the first semester. Although unable to hold a formal job, he had saved up some money tutoring other students in math. A group of friends, hearing of his dreams, also held a fundraiser for him raising nearly \$4,000! With his savings from tutoring and gift from friends, David was able to enroll as a junior at Cal in fall 2008. Unfortunately, David was unable to scrape together the necessary funds to cover his fees for his second year. Unable to enroll in courses having not paid tuition, he audited his classes approaching his professors, many of whom he had studied with before, and asked to be included in their class lists. He attended classes, took all exams, wrote all the papers, but was not able to receive official credit.

~ Scope, Inception and Organization of the Innovation Grant Project ~

In Fall 2010, through a donation from the Evelyn and Walter Haas, Jr. Foundation, the UC Berkeley Division of Equity and Inclusion launched its inaugural Innovation Grants competition with the theme of promoting a “Healthy and Engaging Campus Climate.” Under the umbrella of improving campus climate, the Request for Proposals (RFP) specifically mentioned the following goals: innovative approaches to incentivizing ongoing cross-cultural interaction, communication and understanding through increased dialogue, collaborative projects and activities; development and maintenance of networks of people with mutual interests or needs; and advocacy aimed at enhancing how welcomed, supported and valued all groups on campus are (including low wage employees, AB540 students, veterans, etc). At the urging of Professor Evelyn Nakano Glenn, Director of the Center for Race and Gender, a group of faculty, students and staff convened to devise a collaborative, inclusive proposal to improve campus climate and resources for undocumented students at UC Berkeley. Those who convened included Professors Evelyn Nakano Glenn (Director, Center for Race and Gender) and Lisa García Bedolla (Director, Center for Latino Policy Research), Alisa Bierria (Associate Director, Center for Race and Gender), Kevin Escudero (Ph.D. Candidate in Ethnic Studies), Lupe Gallegos-Díaz (Director, Chicano/Latino Student Development) and Jere Takahashi (Director, Asian Pacific American Student Development). Aware that the presence, persistence and matriculation of undocumented students at UC Berkeley was not a new phenomenon but had instead been ongoing for several decades and seeking to acknowledge the activism and advocacy of these youth on campus, the team conceived of the grant as supporting and enhancing already ongoing efforts to better support AB540 students¹ at Cal. The proposal, entitled “Working Together to Improve Campus Climate for Undocumented AB540 Students at UC Berkeley,” was successful in being selected as one of the inaugural grant projects and received \$26,500 in funding.

Important to note are two key events that took place prior to the beginning of and during the project: the Spring 2010 student hunger strike in which one of the students’ primary demands was increased support for AB540 students and the 2011 passage of California Assembly Bills 130 & 131 (also known as the California DREAM Act).² The occurrence of these two events demonstrates the timeliness of this project and the increased need for UC Berkeley campus faculty, staff and administration as well as other UC and private campuses to take a closer look at the needs of undocumented students and strategize ways to better support such students on their campuses. At the time of the writing of this report, the AB540 Task Force, which was

¹ Throughout this proposal the terms “undocumented student” and “AB540 students” will be used interchangeably. AB540 is a bill passed in California and introduced by Assemblyman Marco Antonio Firebaugh in 2001 that allows undocumented youth who attend a California high school for 3 years or more and receive a GED or high school diploma, to pay in-state tuition at community college, Cal State and UC campuses.

² AB130 gives undocumented students access to private funds donated to public institutions and AB131 grants undocumented students access to limited amounts of state financial aid. In the case of AB131, undocumented students will have access to funds after the financial need of all citizen and resident students have been fulfilled. The de-coupling of the California DREAM Act into AB130 and 131 was a strategy of Assemblyman Cedillo to pass the bill after the defeat of the federal DREAM Act in December 2010. Both bills, collectively referred to as the California DREAM Act, were introduced by State Assemblyman Gil Cedillo and were actively supported by UC Berkeley Chancellor Robert Birgeneau and passed!

appointed by Chancellor Birgeneau to a one-year term, released its report in September 2011 and AB130 began implementation January 1st, 2012. The implementation of AB131 has been delayed until January 1st, 2013 due to the current state budget shortfall.

The goals of this project as outlined in the grant proposal are three-fold: 1) to initiate intentional community building efforts among undocumented students 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 and 3) to facilitate the distribution of findings from our community building and research projects. In order to accomplish these goals, the Co-Principal Investigators of the project, Professors Nakano Glenn and García-Bedolla, recruited and hired two graduate student researchers, Kevin Escudero (Ph.D. Candidate in the Ethnic Studies Department) and Puck Lo (Master's student in the Graduate School of Journalism). Kevin Escudero was hired to assist Professor García Bedolla with the project's research activities (writing the IRB/CPHS protocol application and drafting the interview protocol recruiting student interviewees), while Puck Lo was hired to assist with the project's community building efforts (contacting student groups, organizing undocumented student dinners and social events, etc).

An additional component of the grant that took shape early on came from close collaboration with the on-campus undocumented student support group, Rising Immigrant Students through Education (R.I.S.E.). R.I.S.E. members expressed a desire to have a safe space in which to write and creatively express their emotions and feelings associate with being an undocumented student at UC Berkeley. To fulfill this request, the Research Coordinator GSR, Kevin Escudero and the Director of the campus Multicultural Community Center (MCC), Elisa Diana Huerta, collaborated to design a pilot writing course for 12 self-identified undocumented students. Students were recruited to participate by a variety of methods, but primarily through word of mouth and peer referrals coupled with emails to internal listservs for Student of Color and other allied campus communities. While a graduate student and full-time staff member facilitated the Spring 2011 workshop, the Fall 2011 workshop was instead facilitated by three undergraduate AB540 students of different racial/ethnic and national origin backgrounds with the hopes of providing a more sustainable project led by student interests and student needs. Off-campus workshops for undocumented students were provided by the San Francisco-based non-profit, Educators for Fair Consideration (E4FC) and were led by Monica Reagan, a lecturer in the Creative Writing Program at San Francisco State University (SFSU). *However, this workshop was unique in that it provided undocumented AB540 students with an on-campus space run and supported by campus-based faculty, staff and graduate students, which focused on Cal-specific issues and utilized campus networks to provide resources and to assist students. Students are many times forced to navigate the network of "AB540 student friendly" faculty/staff at Cal on their own with little guidance or assurance that the individuals they seek out are actually willing and able to assist them. Establishing this workshop within the university's student support services infrastructure and in partnership with R.I.S.E. demonstrates the effectiveness of spaces controlled by both the institution and students as entry points for students seeking resources, advice and referrals to members of campus networks.*

During the workshop's first semester (Spring 2011), Kevin Escudero and Elisa Huerta co-facilitated every other workshop meeting, while guest speakers presented and instructed students during the weeks in between. Students expressed their desire to continue the workshop and provided feedback attesting to the need of such a space to discuss the emotional and psychological experiences of being an undocumented college student. I

It was decided that the workshop would be continued in Fall 2011 as a student-led weekly seminar with the continued assistance of Elisa and Kevin. Three undergraduate students who had taken part in the first semester facilitated the first six weeks of the workshop. During the remaining weeks, local Bay Area faculty, graduate students, professional writers and community members came to share their expertise with the workshop participants. As part of the workshop, students decided to pursue the publication of their writings similar to the UCLA student publication, *Underground Undergrads: UCLA Undocumented Immigrant Students Speak Out*.³ Over the course of the spring 2012 semester, students were trained on how to do layout, copy editing and peer review of each other's pieces with the projected date for completion of the book manuscript being Fall 2012.

While the writing workshop continued, Kevin Escudero collaborated with R.I.S.E. members⁴, A.S.P.I.R.E students⁵ and writing workshop participants to recruit individuals to participate in 1 ½ to 2 hour interviews regarding their experiences as undocumented AB540 students at UC Berkeley. Participants were asked about the factors that led to them matriculate at Cal (whether from high school or community college), their process of acclimatization to the Berkeley campus (utilization of student groups, clubs and organizations; support received from faculty/staff), interactions and experiences navigating the university's bureaucracy, experiences in the classroom and in their major, social integration and experiences accessing mental and physical health resources. In addition to Kevin, a Boalt Law School student, Elizabeth de la Torre, and a recent UC Berkeley alumna, Chantiri Ramirez, also conducted interviews with students. Interviewees included both current UC Berkeley students and recent alumni with a focus towards outreaching to Asian American and Latina/o self-identified undocumented students. Recruitment took place in October 2011 and data collection in November 2011, while the month of December was spent transcribing and coding the interviews.

Due to the short time period for each phase of the project – recruitment, data collection and coding, a significant percentage, approximately half of the students captured in the research project, are those who tend to be more visible in the campus undocumented student community. In this context, "more visible" refers to students who are active in the on-campus community advocating for increased resources for members of the AB540 community. Such

³ Madera, G. et. al. (Eds.) (2008). *Underground Undergrads: UCLA Undocumented Students Speak Out*. Los Angeles, CA: UCLA Center for Labor Research and Education.

⁴ AB540 student support group at UC Berkeley.

⁵ Bay Area support group for self-identified Asian American undocumented students sponsored by the Asian Law Caucus in San Francisco.

students are often members of the Associated Students of the University of California (ASUC)⁶, the Chancellor’s Task Force on Undocumented Members of the On-Campus Community and officer positions in R.I.S.E. The other half of our sample, however, does consist of students who though they volunteered to participate in the survey, represent members of the undocumented student community who are not often asked by researchers, university staff/officials and newspaper reporters to share their stories and experiences on what it means to be an undocumented college student. *A noteworthy contribution of this project is thus the generation of current and timely empirical data regarding the experiences of undocumented AB540 students at Cal. As highlighted in the Recommendations to Chancellor Birgeneau by the Chancellor’s Task Force on Undocumented Members of the On-Campus Community, their data largely relied of staff’s personal and professional interaction with students as such data had not previously been collected: “As little empirical data exists on undocumented students at UC Berkeley, the observations and findings are mostly drawn from the personal and professional experiences of Task Force members.”*⁷

The third component of the project’s activities focused on campus-based community building. In the Spring 2011 semester, Research Coordinator GSR Kevin Escudero organized a visit to the writing workshop by Claremont Graduate University Ph.D. student and self-identified undocumented scholar/activist, Nancy Guarneros and Luis Perez, the first undocumented student to graduate from UCLA Law School. The purpose of this visit was for Nancy and Luis to speak about the article they co-authored for the Latino Critical Race Theory (LatCrit) Conference in October 2010 that combined both their personal narratives and an analysis of the impact of college/university tuition hikes in making college even less accessible to undocumented young people.⁸ During their visit Luis and Nancy also had dinner with RISE students and answered their questions about pursuing graduate and professional school as an undocumented immigrant. That same semester, Community Building GSR Puck Lo, organized an end of the semester Open House event where Prof. Evelyn Nakano Glenn, Prof. Lisa García Bedolla, Kevin, and Puck, introduced themselves to RISE and ASPIRE students as well as members of the writing workshop. The Open House served as an opportunity to build rapport between the grant recipients and the students whom the grant recipients were seeking to partner with and to serve.

Also, as detailed in the timeline in the pages that follow, in Spring 2012, we held two community building events: a graduate student panel for AB540 students interested in pursuing graduate/professional degrees and a public talk by Professor William Perez of the Claremont Graduate University who gave a lecture, co-sponsored by the UC Berkeley Center for Race and Gender (CRG) and Center for Latino Policy Research (CLPR). His talk focused primarily on the “socio-emotional” experiences of Latina/o undocumented students in higher education, emphasizing the need for colleges and university as well as faculty/staff to be aware in directing students to or providing mental and psychological health resources. In the talk, Professor Perez

⁶ UC Berkeley student government.

⁷ Chancellor’s Committee on Undocumented Members of the On-Campus Community. (2011). “Recommendations to Chancellor Birgeneau.” Report can be accessed online at: http://diversity.berkeley.edu/undocumented_task_force.

⁸ The article is forthcoming in the Berkeley La Raza Law Journal, published out of UC Berkeley Boalt Hall School of Law.

also touched upon the additional stressors undocumented students face in addition to those experienced by students from similar backgrounds – first-generation, working-class students of color – inability to afford school, having to take semesters off to save money to pay tuition, serving as a main provider for their families back home, etc.

This same semester, Kevin, along with RISE and ASPIRE student leaders, helped facilitate a multi-racial discussion at the First Annual ASPIRE Conference in October 2011 around multi-/cross-racial coalition building and organizing at a grassroots level. Ju Hong, a self-identified undocumented AB540 student senator and student staff for the Innovations grant project, along with Multicultural Immigrant Student Program (MISP) interns, convened the first-ever campus-wide AB540 Coalition that brought together faculty/staff and students (undocumented and allies) working around improving campus climate for members of this campus community. This coalition was open to any member of the campus community interested in working on AB540 student issues and was able to choose an agenda independently of the university administration/institutional oversight. As a result, the issues and concerns of students and allies helped move forth an agenda that prioritized the needs of students and strategized ways to implement policies and programs that meet these needs by holding the university accountable for fulfilling its mission of providing equitable opportunities for all students on campus.

These community building activities and on-campus programming specifically geared towards the needs and issues facing undocumented students helped build a stronger network of students and allies on campus. Paying tribute to and building upon currently-existing campus infrastructure developed by allies of undocumented students on campus, in particular the Immigrant Student Issues Coalition (ISIC) and Multicultural Immigrant Student Programs Office (MISP), the AB540 coalition provided a student-initiated space for dialogue of members occupying varying roles at the university. In the Spring 2012 semester as, Ju Hong's term as an ASUC senator comes to an end, discussions at coalition meetings have turned to how to make such a space sustainable and how to engage allies such as Meng So, appointed as the university's newly created staff position of Undocumented Student Program coordinator charged with working directly with the campus AB540 student community.

~ Innovation Grant Project Timeline ~

The funds for the innovation grant project, “Working Together to Improve Campus Climate for Undocumented AB540 Students at UC Berkeley,” were allocated for an entire calendar year, comprising the spring semester of the 2010-2011 academic year and the fall semester of the 2011-2012 academic year. Below, is a detailed timeline highlighting the project’s achievements and milestones throughout the 2011 calendar year.

Fall 2010

Date	Event
September	Meeting convening of faculty, staff and graduate students who work and actively support AB540 students on campus Attendees included: <ul style="list-style-type: none"> --Professor Evelyn Nakano Glenn (Director, CRG) -- Professor Lisa García Bedolla (Chair, CLPR) -- Alisa Bierria (Associate Director, CRG) --Lupe Gallegos-Díaz (Director, CLSD) -- Jere Takahashi (Director, APASD) --Kevin Escudero (Ph.D. Candidate, Ethnic Studies)
October	Follow-up Meeting to Discuss Proposal Draft Discussions with student groups RISE and ASPIRE and the campus AB540 Task Force and the Multicultural Community Center (MCC) about potential collaboration
November	Submission of Innovation Grant Proposal

Spring 2011

Date	Event
January	Awarding of grant funds Hiring of Graduate Student Researchers <ul style="list-style-type: none"> • Kevin Escudero (Research Coordinator) • Puck Lo (Community Building)
February	Writing Workshop Organizing Committee Meeting; attendees included: <ul style="list-style-type: none"> • Lupe Gallegos-Díaz (Director, CLSD) • Jere Takahashi (Director, APASD) • Rosa Rodriguez (Research Specialist, CLPR) • Kevin Escudero (Ph.D. Candidate, Ethnic Studies) • Elisa Huerta (Director, MCC)
	Recruitment of writing workshop participants and drafting of the initial syllabus Syllabus included in appendix.
	Launch of the pilot workshop <ul style="list-style-type: none"> • Initial workshop included 8 students, all self-identified Chicano/Latino undocumented students. Despite efforts to outreach to the Asian American student community it was difficult to recruit APA

	<p>undocumented student participants given that we were only notified of receiving grant funding in January. A goal of the project was to work to build networks among the APA and Latina/o undocumented student communities, and the effort was ongoing.</p> <ul style="list-style-type: none"> • Students also had the option of taking the workshop on a volunteer basis or for 2-unit credit (graded on a pass/no pass basis). The majority of the students (all except for 2) chose to take the workshop on a voluntary basis.
April	Kevin and Puck (Research Coordinator and Community Building GSRs) present about the progress of the grant's work at AB540 Task Force Meeting
	<p>Community Building Event: RISE student dinner with guests Nancy Guarneros and Luis Perez and presentation at writing workshop</p> <ul style="list-style-type: none"> • Nancy Guarneros is a UCLA Alumna and current doctoral student in the Education Program at Claremont Graduate University. She is also a self-identified undocumented student and co-founder of Graduates Reaching a DREAM Deferred (GRADD), a group of undocumented graduate students who give workshops and presentations for undergraduate AB540 students on how to apply to graduate school. • Luis Perez is a UCLA Alumnus and the first undocumented student to graduate from UCLA Law School. He is currently in the process of taking the bar so that he can practice law in California. • Both Nancy and Luis spoke about their experiences as AB540 students in undergraduate and graduate school, about their recently co-authored law review piece on the impact of increased UC and CSU tuition hikes on AB540 students and gave advice on their experiences applying to and matriculating to graduate school (law and Ph.D. programs).
May	Conclusion of the Spring 2011 writing workshop
	<p>Community Building Event: Spring Grant Open House</p> <ul style="list-style-type: none"> • Attendees included faculty, staff, students, alumni and other members of the UC Berkeley campus and surrounding community (approx. 25 in attendance)

Summer 2011

Date	Event
June	<p>Beginning of Research Phase</p> <ul style="list-style-type: none"> • Drafting of preliminary interview protocol by Professor García-Bedolla and Kevin Escudero • Writing and submission of IRB/CPHS Protocol by Kevin Escudero

Fall 2011

Date	Event
September	Approval of Amended IRB/CPHS Protocol
	Hire two undergraduate students, Marco Flores & Ju Hong, as lead community

	building facilitators.
	<p>Planning for Fall Semester writing workshop</p> <ul style="list-style-type: none"> • Workshop facilitated by three AB540 undergraduate students – 2 Chicano/Latino and one Asian American • This semester we used the summer to strategize and increased efforts to recruit APA workshop participants. This semester we only had one APA participant in the workshop, who also served as a workshop co-facilitator. • However, there was significant APA student representation in the recruitment of interview participants, which will be discussed in detail in the methods and findings sections later in the report.
October	<p>Recruitment of interviewees</p> <ul style="list-style-type: none"> • We sought to obtain a diverse cross-section of student interviewees in the research component of this innovation grant project. It was difficult to outreach to the Asian American AB540 student community because most of the information was communicated to them via word of mouth or through on-campus faculty/staff allies. We were, however, much more successful in recruiting these students for interviews than for participation in the writing workshop. Also important to note is that some of the Asian American AB540 students had participated in a writing workshop facilitated by the San Francisco based non-profit, E4FC, led by San Francisco State University writing instructor, Monica Reagan during the summers of 2010 and 2011.⁹
November	<p>Conducted interviews of students who signed up and expressed interest in contributing their stories and responses as part of the project</p> <ul style="list-style-type: none"> • Eighteen interviews were conducted with self-identified undocumented students at UC Berkeley. For the project, we interviewed individuals who were both current Cal students and recent alumni. Some alumni had stayed in the Bay Area, while others had recently returned to the area after pursuing graduate school, fellowships and employment opportunities. (Note: more detailed information about the methodology employed will be provided later in the report). • All interviews were conducted by a team of 3 student researchers: Kevin Escudero (Ph.D. Candidate, Ethnic Studies), Elizabeth de la Torre (UC Berkeley Law Student) and Chantiri Ramirez (UC Berkeley Alumna).
	<p>Community Building Event: Guest speaker Prof. William Perez (Education Department, Claremont Graduate University)</p> <ul style="list-style-type: none"> • Prof. Perez spoke on his recently published book <i>Undocumented Latino College Students: Their Socioemotional and Academic Experiences</i>.¹⁰

⁹ For an example of the work created and published as a result of this workshop see the article, “Things I’ll Never Say: Stories of Growing Up Undocumented in the United States” published in the Fall 2011 issue of the Harvard Educational Review.

¹⁰ Perez, W. & Cortes Delgado, R. (2011). *Undocumented Latino College Students: Their Socioemotional and Academic Experiences*. El Paso, TX: LFB Scholarly Publishing.

	<ul style="list-style-type: none"> • The talk was hosted by the CLPR and co-sponsored by the CRG; there were approximately 20 attendees ranging from undergraduate/graduate students to faculty members to members of the Berkeley community. • It was our intent for the talk to generate interest on campus and to raise awareness among those in the wider Berkeley community about the issues facing undocumented youth and promote a rich dialogue among diverse stake-holders in the greater Berkeley campus community. • We also arranged a lunch preceding the event with Prof. Perez that brought together graduate students, RISE (UC Berkeley AB540 student support group) members and faculty/staff to begin this dialogue and collaboration around improving campus climate for AB540 students at Cal and in higher education.
	<p>Community Building Event: Graduates Reaching a DREAM Deferred (GRADD) Day-Long Graduate School Application Workshop</p> <ul style="list-style-type: none"> • Led by a team of undocumented graduate student from the SF Bay Area (presenters were drawn from Berkeley Law, San Francisco State University and CSU Hayward). • Twenty students were in attendance from UC Berkeley, UC Davis, San Jose State University, USF and UC Santa Cruz) from a variety of majors and interests in graduate school ranging from future lawyers to doctors to teachers and college professors. • The keynote address was given by Dr. Alberto Ledesma, a UC Berkeley Campus Writing Instructor at the Student Learning Center and former undocumented student.¹¹ In the address he encouraged the students to preserve and pursue their life dreams/goals despite their undocumented status showing himself as proof that this was a possibility. He also made it clear to students to find strong support networks of peers, faculty and family members to assist in navigating this process and life stage.
	<p>Community Building Event: Supported first ASPIRE conference. At this conference, ASPIRE partnered with RISE to facilitate an important cross-cultural dialogue among undocumented students.</p>
	<p>Community Building Event: In collaboration with other students, Ju Hong organized two AB540 coalition meetings.</p>
December	Transcription of interviews by a team of three undergraduate AB540 student research assistants
	Coding of interviews completed by Research Coordinator GSR Kevin Escudero and Berkeley Law student Elizabeth de la Torre

¹¹ For a preview of Dr. Ledesma’s experience as an undocumented immigrant and the difficulty in writing about his journey, see his 2009 article published in *Colorlines*, “Embracing My Undocumented Immigrant Identity”: http://colorlines.com/archives/2010/02/embracing_my_undocumented_immigrant_identity.html.

Spring 2012

Date	Event
February thru April	<p>Continuing of the writing workshop with the goal of publication of a chapbook/edited collection by the end of the semester (May 2012)</p> <ul style="list-style-type: none"> • Continued recruitment of new workshop participants • Bi-weekly mini-writing retreats for student participants to finish/prepare pieces for publication • Publishing and editing workshops instructed by Alberto Ledesma, Kevin Escudero and Elisa Huerta <p>Community building events:</p> <p>April 10, 2012: Forum on Secure Communities</p> <ul style="list-style-type: none"> • Organized forum organized by the AB540 Coalition in partnership with the Asian Law Caucus to learn more about the impact of the Secure Communities federal policy on campuses. <p>April 24, 2012: Intersectionality of Queer Undocumented Students</p> <ul style="list-style-type: none"> • Forum organized in partnership with the Gender Equity Resource Center and other partners. A panel presentation and community discussion on the intersections and experiences of queer undocumented students. <p>Also supported community building activities at the AB540 Graduation Dinner and RISE's Annual AB540 Conference.</p>
May	Conclusion of writing workshop and preparation for publication of chapbook/edited collection

~ UNDOCUMENTED STUDENTS IN THE UC SYSTEM AND AT UC BERKELEY ~

Of the estimated 11.2 million undocumented immigrants currently residing in the United States, 58% are from Mexico, 23% from other Latin American nations, 11% from Asia, 4% from Europe and Canada and 3% from Africa and other nations.¹² Furthermore, approximately 1 million of the 11.2 million are undocumented youth (under the age of 18).¹³ In the University of California System, however, one of the nation's largest public institutions for higher education, the percentage of Asian and Latina/o undocumented students are about equal, 45.4% and 44.6% respectively.¹⁴ While race/ethnic data for the UC Berkeley campus is not available due to privacy concerns, of the 115 estimated undocumented students (both AB540 and non-AB540 recipients) at UC Berkeley, it can be assumed that the race/national origin demographic make up would match somewhat closely the percentages of Asian and Latina/o AB540 students UC-wide. Nevertheless, it is necessary to keep in mind that of the estimated 65,000 undocumented students who graduate from high school each year, only 5-10% matriculate at colleges and universities¹⁵ and the majority, even if accepted to a 4-year institution out of high school, attend community colleges as a means of saving money and being able to continue to contribute to the family's income.¹⁶ It is therefore important to note the immense persistence and dedication of these students, the vast majority of whom are among the first in their families to attend college and have younger siblings (both documented and undocumented) for whom they seek to serve as role models. At the UC Berkeley campus (and also one of the primary goals of this innovation grant project) significant efforts have been devoted to increase awareness of the diverse racial and national origin backgrounds of undocumented AB540 students on campus.

With the 2010 election of ASUC (Associated Students of the University of California)¹⁷ student senator Ju Hong, a self-identified Korean American AB540 student¹⁸, greater awareness has been raised regarding the experiences and often times silenced voices of Asian American AB540 students by mainstream media. Ju and other Asian American AB540 students in the San Francisco Bay Area and Southern California, have organized their own spaces to discuss their experiences as undocumented students and as members of the Asian American community. The Asian Law Caucus, based in San Francisco, houses the student group, A.S.P.I.R.E. (Asian Students Promoting Immigration Reform through Education).¹⁹ According to the organization's website, A.S.P.I.R.E.'s mission is to "provide support for immigrant youth and allow them to

¹² Passel, J.S. & Cohn, D. (2011). "Unauthorized Immigrant Population: National and State Trends, 2010." Washington, DC: *Pew Hispanic Research Center*.

¹³ *Id.*, p. 13.

¹⁴ Annual Report on AB540 Tuition Exemptions 2008-09 Academic Year: http://www.ucop.edu/sas/sfs/docs/ab540_annualrpt_2010.pdf.

¹⁵ Gonzales, R. (2007). "Wasted Talent and Broken Dreams: the Lost Potential of Undocumented Students." *Immigration Policy: In Focus*, vol. 5, Issue 3. Washington, DC: Immigration Policy Center, of the American Immigration Law Foundation.

¹⁶ *Supra* note 13.

¹⁷ UC Berkeley's student government.

¹⁸ For more information about ASUC Student Senator Ju Hong and his immigration narrative the following article: http://www.campusprogress.org/articles/dreamer_wins_student_senate_position_at_uc-berkeley/.

¹⁹ For more information about ASPIRE and the Asian Law Caucus see the following link: <http://www.asianlawcaucus.org/alc/programs/aspire/>.

reach their dreams through education. We [ASPIRE] are committed to working towards a more inclusive, equal society and protecting our rights as human beings.”²⁰ As part of the innovation grant project, we were invested in not only increasing awareness about the experiences of Asian undocumented students on campus, but ensuring the creation of spaces for dialogue and cross-racial collaboration among Asian and Latina/o undocumented students. For this reason we partnered with Jere Takahashi of Asian Pacific American Student Development (APASD) and Lupe Gallegos-Díaz of Chicano/Latino Student Development (CLSD) who together have formed a space for Cal immigrant students – Multicultural Immigrant Student Programs (MISP). The services and resources offered by APASD, CLSD and MISP for undocumented students on campus will be discussed in greater detail in the following section.

Additionally, researchers have also begun to look more closely at the experiences of Asian American undocumented students, though further work in this area is still needed. Beleza Chan, in a Winter 2010 article in the *Journal of College Admissions* notes that in the Asian American community in particular, there is a great deal of shame associated with being undocumented; therefore many youth are urged by their parents not to disclose their status to their peers or teachers/professors.²¹ Though such sentiments are often times shared among Latino and undocumented immigrants of other racial/national origin backgrounds, one of Chan’s interviewees comments as to the extent of such stigma in the APA community: “Irene knows that being undocumented bears a cultural stigma among Filipinos; it is shameful and kept secret. There is even a pejorative expression for undocumented immigrants. ‘Tago ng tago,’ literally means ‘always in hiding’ in Tagalog, and refers to undocumented aliens that need to always live in hiding for fear of being deported.”²² Tracy Buenavista and Tam Tran in their encyclopedia entry on undocumented Asian immigrant students, echo the sentiments of Chan attributing the cultural stigma and smaller numbers of APA undocumented students as reasons why the production of research on the experiences of this student community and the issues they face has been so belated.²³ Yet, as Tracy Buenavista and Jordan Beltran Gonzales note, Asian American youth have long been a part of contemporary immigration policy debates around the proposed federal DREAM Act legislation²⁴ and have included individuals such as Steven Li,²⁵ Tam Tran²⁶ and Mark Farrales.²⁷ The tendency within undocumented student discourse, however, has been to tokenize Asian undocumented students, treating them as anomalies

²⁰ *Id.*

²¹ Chan, B. (2011). “Not Just a Latino Issue: Undocumented Students in Higher Education.” *Journal of College Admission*: 29-31.

²² *Id.*, p. 29.

²³ Buenavista, T. & Tran, T. (2010). “Asian American undocumented immigrant students” in Chen, E. & Yoo, G. *Encyclopedia of Contemporary Asian American Issues*. Westport, CT: Greenwood Press, pp. 253-257.

²⁴ The DREAM (Development, Relief and Education for Alien Minors) Act is a piece of federal legislation that if passed, would grant undocumented immigrant students a path to citizenship (either through education or military service). The bill was last voted on in December 2010 where it passed the House, but failed in the Senate by five votes.

²⁵ A San Francisco City College student born in Peru to Chinese immigrant parents who was placed in deportation proceedings in 2010.

²⁶ An ethnic Vietnamese, German-born child of Vietnamese refugee parents who attended UCLA and was pursuing a Ph.D. in American Civilization at Brown University before being tragically killed in an accident in 2010.

²⁷ A Philippine born Harvard alum and UCSD doctoral student who was at risk of deportation after his father passed away and his family’s claim for asylum was denied.

Aside from noting the differential experiences of undocumented students based on racial and national origin lines, as the findings section of this report will highlight, the experiences of undocumented youth vary along gender and sexual orientation lines as well. Moreover, as Gonzales notes, only a 5-10% of undocumented youth, pursue some form of higher education and many must interrupt their studies for a semester or even a year at a time to work and save up enough money to pay tuition. Also, undocumented students who were surveyed at Cal expressed a desire to be seen as more than undocumented, to be seen also as human beings. They voiced concern over the lack of attention paid to those youth (brothers, sisters, cousins and extended family members) who work and are unable to pursue higher education; an estimated 67% of undocumented population will not benefit from the federal DREAM Act.²⁸ Another recurring theme was the fact that youth who do succeed and are able to pursue higher education are glorified and placed upon a pedestal, separated from their families and communities, when in fact their families' struggles have enabled these undocumented college students to persist and graduate from college. As the rest of this report will demonstrate, the experiences of undocumented youth are much more than can be understood by numerical breakdowns and percentages. In order to better understand and meet the needs of these students at UC Berkeley, we need a more nuanced understanding of the heterogeneity of experiences of this student population, one that includes the historical legacy of campus advocacy efforts on behalf of the undocumented student population and its relation to the changing legal contours of today's immigration and higher education laws/policies.

Undocumented AB540 Student Demographics Summary Tables

Table 1 UC System-wide Potentially Undocumented Students by Race/Ethnicity (2008-09)

	American Indian	Asian/Pacific Islander	Black/African American	Latina/o	White	Other	Total
Undergraduate	0	252	2	271	14	15	554
Graduate	0	5	0	7	0	2	14

Table 1.2 Potentially Undocumented Students by UC Campus (2008-09)

	UCB	UCD	UCI	UCLA	UCM	UCR	UCSD	UCSF	UCSB	Total
Est. Undoc. Student Population	75	21	105	71	16	39	77	0	0	426

Source: Data based on Annual Report on AB540 Tuition Exemptions for the 2008-09 Academic Year²⁹

²⁸ For more information see: http://colorlines.com/archives/2011/05/67_suenos_daily_love.html.

²⁹ *Supra* note 13.

~ ON-GOING CAMPUS ADVOCACY ON BEHALF OF UNDOCUMENTED STUDENTS ~

Currently on the UC Berkeley campus there exist a sizeable number of resources for undocumented AB540 students run by faculty and staff who routinely go above and beyond what is asked of them as outlined in their job duties and responsibilities. These committed and dedicated staff members oftentimes work after hours and on weekends to meet the unique needs of the AB540 student community. Such efforts are generally aimed at mitigating the constraints of the university in providing resources (financial and otherwise) to undocumented students due to the university's public funding. Nevertheless, with Governor Jerry Brown's historic signing of the California DREAM Act into law in Fall 2011, building upon the already pre-existing network of resources of undocumented students at Cal, it is expected that with the financial and institutional support of the university administration UC Berkeley will be among the leaders nation-wide in supporting the retention and matriculation of undocumented students from our institution. *Note: Campus staff initiated these projects detailed in this section prior to the work of this innovation grant project. However, we find it important to detail these efforts, to contribute to the overall understanding of the current campus infrastructure and the ways in which following the implementation of the CA DREAM Act, such resources can be enhanced and expanded upon to further meet the needs of the AB540 student community. Prior to this report such a detailed description and explanation of the resources available to undocumented AB540 students was not available. This information has been made available through conversations and collaboration with AB540 faculty/staff allies at UC Berkeley.*

A primary component of the support AB540 students receive at Cal comes from the campus student development offices and Multicultural Community Center. Through the creation of the **Multicultural Immigrant Student Program (MISP)**, **Jere Takahashi, Director of Asian Pacific American Student Development (APASD)** and **Lupe Gallegos-Díaz, Director of Chicano/Latino Student Development (CLSD)** have run a variety of programs to assist undocumented as well as documented immigrant students at Cal find housing and support themselves financially to remain on campus. Such projects are run through the **Immigrant Student Issues Coalition, more commonly known as ISIC**. According to a 2006 Immigrant Issues Student Coalition report³⁰, ISIC is "a coalition of students, staff and faculty who advocate for immigrant students at Cal [that] was born out of an ethical obligation to help university staff fulfill its mission towards immigrant students."³¹ The report notes how despite an increase of students from Asia and Latin America, many of whom identify as immigrants or children of immigrants, the university's lack of attention to providing and creating resources for this population has caused the university to fall short in fulfilling its mission embodied by the creation of the Division of Equity and Inclusion at the UC Berkeley campus in particular. Unique from other university and administrative bodies, ISIC members,

"functioning in the void that has been created by the absence of a sustained

³⁰ Immigrant Issues Student Coalition Position Paper (12/04/06). Obtained from Fabrizio Mejia, Director and Academic Counselor for Student Life Advising (SLAS)/EOP (Education Opportunity Program) at UC Berkeley.

³¹ *Id.*, p. 1.

campus focus on immigrant student issues...have organized on a voluntary basis to discuss our mutual interests in and concerns about the status of immigrant students with whom we have routine contact. We [the members] recognize that immigrant students face challenges—educational, linguistic, social, and cultural—that may interfere with their success. Through educational activities and trainings, research and policy analysis, and collaborations with other campus units, we raise awareness of and effect policy change on immigrant student issues. We do not operate from a deficit model, but rather come to our work from the position of seeing immigrant students as bringing vast knowledge, myriad skills and life experiences that shape and transform the institution.”³²

By promoting the rights of immigrant students as well as students from immigrant families to receive a full and equitable education and become fully integrated into the campus community, ISIC members and the group seek to increase and enhance currently existing programming for this growing sector of the current UC Berkeley student population.

Current ISIC projects geared specifically towards meeting the needs of the undocumented student campus community include the **Entre Familia Program, the DREAM House, the Food Closet and the book lending library**. The **Entre Familia Program** consists of CLSD staff and interns assisting and instructing students in compiling portfolios that can be presented to potential funders or scholarship providers. Included in the portfolio are personal statements, university transcripts, a current curriculum vitae/resume and documents supporting the students; financial need. In the first year of the program the Director and interns of the CLSD office worked with applicants to find potential funders, while in subsequent years; as the program has grown, students have been trained by staff on how to find their own potential donors. Moreover, due to the high cost of university housing and difficulty undocumented students have paying tuition, let alone for housing, CLSD interns and RISE members have come together to establish the Cal DREAM House. **The Cal DREAM House** began as a house in Oakland that sought to provide affordable housing and a supportive AB540 student community for undocumented incoming freshman and transfer students at Cal; currently 8 students reside at DREAM House. Following their first year, it is assumed that students will become better acquainted with the campus and Berkeley community and be better equipped to find their own affordable housing in the general area. Therefore, the DREAM House gives priority to incoming transfer and freshman students, but on a space available basis, is also open to continuing students. More recently, the DREAM House has been moved to an apartment in the West Berkeley neighborhood providing students easier access to campus. Because of their economic situations, having to pay out of pocket for tuition and with limited private funding sources available to students, many are left with little or no money to purchase books or food. The CLSD office in collaboration with RISE, has organized an **AB540 student Food Closet** located in the Cesar E. Chavez Student Center building, open to all current RISE members. The food closet consists of dried foods, soups, water and other snacks for students donated by members of the community conveniently located on-campus so that students can stop by grab something to eat

³² *Id.*

before heading to class, work, a meeting, etc. Also, for students in need of borrowing a book for the semester and unable to locate the book either through the library or from a friend, have access to the **AB540 Student Book Lending Library, located at the campus Multicultural Community Center (MCC) and supported by the SLAS/EOP (Student Life Advising/Education Opportunity Program) office and MISP (Multicultural Immigrant Student Program)**. Without the support of these vital resources many undocumented students would not be able to remain on campus or even attend in the first place. The student development office (APASD and CLSD), their directors, the MCC director and staff and other ISIC members, have been instrumental in supporting and ensuring an equitable experience for undocumented student members of the campus community.

Aside from providing basic/necessary resources for undocumented students, ISIC programs have been expanded to assist students in planning for life after Cal, in particular for those interested in pursuing graduate study. In consultation with **Juan Francisco Esteva Martínez, the Research Coordinator for the McNair Scholars Program**, the student development directors have also developed a program to train undocumented undergraduate students with the necessary skills to be successful applicants for graduate programs. Unlike the McNair Scholars Program, which requires U.S. citizenship or permanent residency, the **Marco Antonio Firebaugh Scholars Program**³³ is a program solely for those students who do not qualify to compete for admission to the McNair Scholars Program and trains students interested in all discipline not only those conducting work in the humanities and social sciences. Similar to the McNair Scholars Program, Marco Antonio Firebaugh students take part in the program for an entire calendar year beginning their literature review and preliminary research design as well as selecting a faculty mentor during their first semester in the program. During the Spring semester, students meet weekly for 1 ½ hours and receive mentorship and guidance from both current UC Berkeley graduate students and faculty in addition to that of the program director, Juan Francisco Esteva Martínez. Over the summer, students continue to meet as a cohort, but also begin their individual research projects and data collection. In the fall, the students work on writing up their final research reports and hold an end of program symposium where they present their work and celebrate their accomplishments with their faculty and graduate student mentors. Funding for this program was secured by Lupe Gallegos-Díaz through the **Mexican Consulate's IME Becas Research Fellowship Program**. Students who complete the program will also have the opportunity for their work to be published in a collection of the **UC Berkeley Center for Latino Policy Research's (CLPR)'s Research Policy Brief Series**. This program is important in providing undocumented students hope of multiple possible career paths post-graduation allowing them to think past their four years at Cal. Moreover, ensuring the transition of undocumented students to careers, graduate programs and work after graduating is also a responsibility of the university. Equipping Cal students to, like other Cal graduates, to be able to contribute their talents and skills to the betterment of their local communities as well as the overall state of California and the nation fulfills the public mission of the university.

³³ The program is named after the California State Assemblymember, Marco Antonio Firebaugh, who co-sponsored Assembly Bill 540 (AB540), granting eligible undocumented immigrant students (and other state residents) the opportunity to pay in-state tuition for their studies at public colleges/universities.

With the passage of the California state DREAM Act, members of the **UC Berkeley Financial Aid Office** have been especially strong allies of undocumented students who though unable to receive federal financial aid, following the passage of the California DREAM Act last year, are eligible, under the California DREAM Act to receive private funding donated to the university and in 2013, will be able to access state financial aid including Pell Grants and Cal Grants. **Cruz Grimaldo, the Associate Director of Financial Aid** has been instrumental in assisting current AB540 students, eligible for university aid as the result of the passage of the state DREAM Act, to fill out the necessary forms to access the aid they are entitled to. Another administrative office that has provided vital emotional health resources for undocumented and other students from under-represented communities on campus is the **University Health Services Counseling and Psychological Services**, in particular, **Dr. Laura Guillen**. Due to her extensive background working with previous cohorts of undocumented and immigrant student communities as well as related student groups (student parents, first-generation/low-income students and Chicana/o/Latina/o students), Dr. Guillen has been a driving force behind increased outreach by Tang Center staff to this vulnerable community, which, as will be discussed in the “Findings” portion of this report, has a hesitancy to seek out and utilize mental/emotional health services.

Furthermore, while the diligent and committed members of the Berkeley faculty and staff community have worked to ensure that the university is able to live up to its promise of providing equal opportunity and resources for all members of the student community, so too have undocumented students actively engaged the university administration through the formation of AB540 student advocacy and support groups as well as seeking out adequate mental health resources to meet vital emotional support needs. Located on the UC Berkeley campus with weekly meetings and a yearly conference, the multiracial AB540 student support group **Rising Immigrant Scholars through Education (RISE)** runs a high school student mentorship project, advocates for increased campus resources for current AB540 students³⁴ and gives presentations to other on campus student groups and administrative bodies to raise awareness about AB540 student issues on campus. The **yearly Spring conference** run exclusively by RISE members, allies and local volunteers, seeks to educate current middle and high school students and their parents about their ability to pursue higher education (community college, cal state, UC and private) and the financial resources available to them (private loans, scholarship and newly available aid made possible as a result of the recent passage of the California DREAM Act). **Asian Students Promoting Immigrant Rights through Education (ASPIRE)**, housed off-campus at the **Asian Law Caucus in San Francisco** is an support and advocacy group for Asian American undocumented students in the Bay Area, not only at the UC Berkeley campus, although many of the groups members are current Cal students or recent alum pursuing graduate degrees at local colleges/universities. In Fall 2011, **ASPIRE held its first annual conference addressing the needs of undocumented API students that included a cross-cultural advocacy dialogue space co-facilitated by RISE**. These organizations provide much needed social and emotional support for AB540 students at Cal and use a grassroots,

³⁴ Multiple RISE members have served on the university organized, Chancellor’s Task Force on Undocumented Members of the On-Campus Community and are in regular discussion with Chancellor Birgeneau and other members of the university administration.

student-led model that promotes mentorship and training across generational cohorts of undocumented students at Berkeley. Lastly, in the past year, with the election of the **campus' first self-identified AB540 ASUC Student Senator Ju Hong**, a coalition of students, on-campus organizations, faculty and staff from across the UC campus has formed. Despite ISIC's focus on immigrant students, the **AB540 Coalition's** focus is exclusively on the issues, concerns and experiences of undocumented AB540 students at Cal. Such a coalition is very timely given the recent passage of the state DREAM Act and the September 2011 issuing of the Task Force's report and recommendations for improving the university experience for undocumented members of the student population.

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UC Berkeley Campus Resource Chart for AB540 Students (Page 1 of 2)

University Services

University Health Services (UHS) - Counseling and Psychological Services

Has extensive experience working with underrepresented student populations, Chicano/Latino students and immigrant students. Also familiar with issues facing first-generation, low-income students.

Financial Aid & Scholarships Office

Cruz Grimaldo, Associate Director of Financial Aid:

Assists students in processing their financial aid awards and private scholarships that are paid to the university. Also works with students on applying for funds made available under AB130 and AB131.

Dreamers Fund was recently created in December 2012 to support undocumented students by covering a portion of tuition fees.

Cal Dream Scholarship Fund awards several scholarships of up to \$10,000 per year to incoming or current AB540 students.
<http://www.libertyhill.org/page.aspx?pid=301>

Student Services

Student Development Offices:

Chicano/Latino Student Development
Lupe Gallegos Diaz, Director
(lupeg@berkeley.edu):

Entre Familia Program - Trains AB540 students to compile a portfolio and locate potential funders for their education (private donors & Cal alum)

Asian Pacific American Student Development - Jere Takahashi, Director
(jeret@berkeley.edu)

Multicultural Immigrant Student Program
ucbmisp.tumblr.com

Student Life Advising/Educational Opportunity Program (SLAS/EOP)

Fabrizio Mejia, Director
(fmejia@berkeley.edu)

Meng So, Undocumented Student Coordinator
(someng@berkeley.edu)

Meng So is the university's official staff member that works primarily on undocumented student issues and is available to assist students as they navigate campus resources available to them.

Marco Antonio Firebaugh Scholars Program

Juan Francisco Esteva Martine, Director
(jfem@berkeley.edu)

Provides training for AB540 students interested in pursuing graduate school. Students are paired with a graduate student and faculty mentor and receive a summer stipend to conduct their research.

Campus Research Centers

Center for Race & Gender (CRG) <http://crg.berkeley.edu>

Evelyn Nakano Glenn, Director

CRG provides grants to students to conduct research and supports academic working groups, forums, and symposia addressing issues related to race and gender.

CRG supports on-going undocumented student activist and research initiatives. They facilitated the printing of an anthology of writing by undocumented students at Cal and plan to work with authors to do readings in local high schools and community colleges.

Center for Latino Policy Research (CLPR) <http://clpr.berkeley.edu>

Lisa Garcia Bedolla, Director

CLPR offers graduate and undergraduate student mini-grants and hosts academic working groups related to Latino politics/policy. CLPR also holds forums on topics related to Latino policy.

UC Berkeley Campus Resource Chart for AB540 Students (Page 2 of 2)

Campus Community Spaces

Multicultural Community Center Elisa Diana Huerta, Director (elisahuerta@berkeley.edu)

AB540 Book Lending Library: Given the difficulty of purchasing books for AB540 students due to limited financial aid, the library provides students with the necessary books for their courses, free of charge!

The MCC also supports undocumented students through internship opportunities and support for student-initiated events and projects. Elisa Huerta also helped develop the Writing Workshop for Undocumented Students

Robert D. Haas **Dreamers Resource Center**

This resource center for undocumented students just opened in December 2012. Contact Meng So (someng@berkeley.edu) for more information.

Student Groups

Rising Immigrant Scholars through Education (RISE)

A multi-racial, multi-cultural AB540 student support group on campus.

Hosts a yearly Spring conference to outreach to high school and community college students, counselors, and parents.

Also helps organize the AB540 student DREAM House, transitional housing for incoming freshman and transfer students.

AB540 Coalition

Organized by Multicultural Immigrant Student Program interns. Student-initiated coalition that brings together undocumented students, allies, and faculty/staff committed to working on addressing issues that impact the lives of undocumented students.

Undocuqueer Working Group

A collaboration of students, faculty, and staff who are invested in creating a greater understanding about issues affecting students who identify as queer and undocumented.

geneq.berkeley.edu/undocuqueer

Local Community-Based Organizations

Asian Law Caucus - Asian Students Promoting Immigrant Rights through Education (ASPIRE)

<http://www.asianlawcaucus.org/alc/programs/aspire/>

ASPIRE is a local San Francisco-based group of self-identified undocumented Asian American youth that meet bi-weekly and have a 3-pronged mission of mobilization, education, and advocacy.

ASPIRE includes students from UC Berkeley as well as other Bay Area colleges and universities.

Educators for Fair Consideration (E4FC) www.e4fc.org

E4FC is a local Bay Area non-profit that "helps undocumented students achieve their academic and career goals and actively contribute to society."

They hold conferences for educators and allies of undocumented students to educate them about resources and options available to students to pursue during college and after graduation.

They also publish a list of scholarships that do not require social security numbers and a guide for life after college that can be found on their website.

