

UndocuCollege Guide:
California

UNDOCUCOLLEGE GUIDE & EQUITY TOOL CALIFORNIA 2016

WORKING TOWARD EDUCATIONAL EQUITY & INCLUSION OF UNDOCUMENTED
STUDENTS AT INSTITUTIONS OF HIGHER EDUCATION IN CALIFORNIA

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INTRODUCTION

The dramatic increase in the number of undocumented students accessing higher education in California over the last 15 years has been the realization of years of struggle and advocacy. And yet the unique nature of student's immigration status has proven to be a consistent challenge for institutions of higher education. While university personnel and student leaders do their best to promote and provide equitable pathways, the number of students combined with the complexity of immigration policy, has made comprehensive support for undocumented students increasingly difficult. These challenges are matched only by the tremendous potential for both colleges and the state, should they create institutional commitments for undocumented student success.

The state of California has the largest percentage of undocumented immigrants in the United States—more than 20% of the 11-12 million undocumented immigrants in the United States live in California. [i] Due to this large concentration and the strength of the immigrant rights infrastructure, California has gained national recognition for having one of the most progressive and supportive collections of state policies pertaining to educational access and achievement for undocumented young people. Now is the perfect time to direct the state's colleges and universities to a new strategy; one where students, faculty, staff and administrators work together across regions and across systems to address some of the most pressing challenges students face.

We offer this guide and equity tool as an integral part of this new strategy and a stepping stone toward a new ecosystem for California Higher Education.

Our collective vision: Every undocumented young person in the state of California has access to a quality and equitable education to fulfill their future aspirations and maximize their contributions to better our overall society.

The *UndocuCollege Guide & Equity Tool* has three main components:

Section 1: Elevating California institutional challenges in supporting undocumented students in higher education

Section 2: Highlighting innovative and effective practices from different colleges across the state

Section 3: An equity tool for colleges and universities to assess, analyze, and report about the level of support currently present at their institution for undocumented students, as well as provide a clearer framework for conceptualizing institutional support

BACKGROUND

The idea behind the *California Report & Assessment Tool* was initiated in 2014, after Educators for Fair Consideration (E4FC), the National Forum on Higher Education for the Public Good (National Forum) at the University of Michigan, and the UC Berkeley Undocumented Student Program (USP) co-hosted the first *California Higher Education Summit for Undocumented Student Success*. This groundbreaking event, which had representation from the University of California, California State University, California Community Colleges, and private four-year colleges, grew out of the need to collectively address systemic problems in access, institutional barriers, and learn from one another regarding effective practices to better serve students. The majority of those in attendance had previously attended the annual E4FC Educator Conferences or were in contact with E4FC, USP and the National Forum. The E4FC Educator Conferences, which began in 2012, connected educators on a statewide level with the goal of strengthening their ability and capacity to serve undocumented students. Since that time, SFSU, E4FC, USP, and the National Forum worked to reflect the synergy and collective knowledge of advocates and student leaders across the state and the country within a publication. The preeminent example is the United We Dream toolkit produced by the DREAM Educational Empowerment Program. This toolkit, published in Spring 2015, was designed to empower undocumented students and educator allies from across the United States to work with their institutions to increase resources and support

systems available. The UndocuCollege *Guide & Equity Tool* brings a statewide focus to their work and shares three important tenets:

- » Advocating for policies that support undocumented students at all educational institutions.
- » Believing each institution has a crucial role in ensuring that all students have the best educational experience during and after enrolling in school
- » Recognizing that change and justice happen in each community and school, as well as at the state and federal level

It is our sincere hope that the following information and frameworks can help institutional leaders and educator advocates enhance their ability to advocate for undocumented students success and generate the momentum and political will necessary to address some of the most pressing challenges undocumented students face in higher education. We see this publication as a living document and we are confident that all the feedback we receive will only strengthen future versions of this publication.

CHALLENGES

It is imperative to understand the challenges associated with current implementation efforts of state and federal policies as well as the increasing number of undocumented students entering California colleges and universities. The challenges outlined below cut across all four sectors of higher education and are experienced to varying degrees within both institutions and systems. The challenges have to do with campus climate, direct student support and professional development/training for staff, faculty and administrators.

1. Campus Climate Lacks Inclusion, Awareness and Acceptance of the Undocumented Student Experience

In order for undocumented students to perform at a high level academically as well as build meaningful relationships and persevere through challenges, there must exist a safe, supportive and accepting campus climate. However, for undocumented students at every educational system and region of the state, the experience of navigating the social, academic and institutional culture of college remains a pressing challenge. Far too common is the experience of isolation, exclusion and even hostility for these students.[ii]

There are three major categories of factors that have a negative impact on the overall campus climate for undocumented students. First, there are regional factors such as the presence of immigration enforcement, history of anti-immigrant sentiment and local ordinances that marginalize immigrant communities. Second, there are institutional factors which dictate the ability of students to successfully navigate the enrollment process and fully participate within their college or university. These include asking or requiring students to disclose immigration status, institutional reliance on the use of a social security number as a unique identifier, inability of many schools to provide financial aid awards in a punctual and accessible manner, and passing students from department to department due to lack of knowledge or prejudice. Third, social and cultural traditions, events, histories which do not reflect the cultural, social and personal experiences of undocumented students.

2. Need for professional development for faculty and staff regarding serving undocumented students

Opportunities or professional development must be made accessible to all faculty, staff, and administrators at California public and private universities in order for them to appropriately serve undocumented students entering higher education in California and prevent educator burn-out. Lack of training directly impacts students' ability to persist and succeed and fully integrate into the college community. Professional development breaks up into two main areas: 1) General Ally training for all faculty and staff; 2) Targeted field-specific training for the financial aid, admissions and outreach departments.

ALLY TRAINING

Throughout California, large numbers of secondary and postsecondary educators remain unaware of or provide incorrect information regarding AB 540, the California Dream Act, scholarships, DACA and available support for undocumented students. This misinformation or lack of knowledge directly affects an undocumented student's ability to enter into and graduate from the college or university of their choice. These knowledge gaps are not confined to a particular geographic area or institutional type. Faculty, staff and administrators at all public universities in California should have access to a high-quality literacy training, at a minimum. These efforts should be undertaken geographically, as well as by educational systems, to promote optimal learning for educators, academic coaches, staff, faculty, and administrators.

TARGETED FIELD-SPECIFIC TRAINING

Financial aid professionals, residency specialists, admissions officers, and outreach coordinators need far more hands-on training across all sectors regarding admission and financial aid policies for incoming and prospective students. Currently, there is either a lack of field-specific training or the trainings do not cover the most important state and federal policies. In addition, training that are conducted are often offered in isolation from other departments which could also benefit. In addition, the trainings do not offer practitioners the tools necessary to operationalize the practices at their university. For example, many institutions are facing enormous technical challenges in accurately disbursing

state financial aid since it requires the creation of a new yet parallel financial aid processing system.

3. Sustainability/Support for institutional Advocates of Undocumented Students

Though it has been encouraging to see so many schools create full-time dedicated staff positions for undocumented student success, the complexity of what is needed in these positions is becoming increasingly evident. Building educational pathways while working to decipher federal and state policies, has required advocates to become highly knowledgeable and skilled in a wide variety of equity issues. However, the majority of this specialized knowledge in working with undocumented and AB 540 students has been self-taught. The lack of specialized training and coaching leads to major questions about the ability to institutionalize/sustain these roles. One example would include negotiating skills within academia to implement state policy when it differs from institutional policy.

4. Marginalization of Non-DACA and Non-AB 540 Undocumented Students

While a large percentage of undocumented students do attend high school for three or more years and graduate from a California high school, thus qualifying for AB 540 status, a significant number of students do not and thus are ineligible for in-state tuition and state-based financial aid. This ineligibility creates a tremendous financial burden for affected students because they are forced to pay out-of-state fees (more than double the resident tuition). Because AB 540 eligibility is a prerequisite for receiving California Dream Act aid, they are also denied any state-funded financial aid. Computer coding allows some schools to identify AB 540 students in order to offer them additional support. However, this does not exist for students who are non-AB 540 and undocumented.

We see a similar effect with Deferred Action for Childhood Arrivals (DACA). Since its implementation in summer of 2012, there has been a great deal of resources and visibility given to students with DACA. In addition to receiving a Social Security number and protection from deportation, DACA beneficiaries have benefited from the infusion of resources to support DACA-eligible youth across the state. DACA, therefore, has created a widening disparity between DACA and non-DACA students.

5. Insufficient Support to Ensure Successful Transfer From 2-Year to 4-Year Institutions

The majority of undocumented students begin their postsecondary education at one of the 112 community colleges in California. However, only a small percentage of these students eventually transfer to a four-year institution and/or obtain their associate's or bachelor's degree. Some of the challenges they encounter include: (1) the inability to afford the large tuition increase associated with transferring to a 4-year school. And (2) the inability to claim all financial aid for which they are eligible and new rules regarding the processing of their AB 540 affidavit.

6. Lack of Accessible and Culturally-Responsive Holistic Wellness

There is a deep social stigma and trauma associated with being undocumented.[iii] The stigma is rooted in a fear for the personal safety of undocumented student and their family. This stigma - compounded by the trauma associated with being low-income, first generation and a student of color - can often become insurmountable and can drastically affect students' educational success. Emotional, mental, physical and spiritual support on college campuses is not adequately accessible, culturally responsive or holistic. For instance, undocumented student are commonly placed in a position of having to educate counselors about their status, which re-traumatizes the student and diminishes their confidence in the support service overall. Their connection to the counseling center may already be uncertain if the counseling staff does not reflect the cultural experiences or demographics of the students.

7. Lack of Appropriate Standing and Equitable Compensation for Dedicated Institutional Advocates

Institutional advocates have often been the greatest supporters and allies to undocumented students on their path into and through college. Over the past five years, the number of undocumented students in California colleges has outpaced the ability of university staff to meet the needs of all students. Often the small group of institutional advocates are hampered in their efforts because they are not given the appropriate positional standing and/or compensation for the work that they do. As a result, institutional advocates have

had to work additional hours as volunteers or have had to work the equivalent of a part-time position within their full-time workload. This is further exacerbated by the intensity of case management required to adequately support students and move forward an equity agenda..

8. Lack of Dedicated Funding to Bring Support Programming and Infrastructure to Scale

At a system level, with the exception of the UCs, there has not been a dedicated source of funding to increase undocumented student support. Even campuses who have been successful in raising funds to facilitate institutional support, have not had the funding resources to impact all students or to sustain efforts in the long term. Few institutions have been able to build new policies, programs and staff capacity to effectively support undocumented students on their campus. This challenge is not limited to undocumented student support. Due to the dramatic decrease in federal and state funding for public higher education, there are many diverse student populations that are left unserved or marginalized.

9. Inability to Reflect the Academic Success and Student Experiences Using Accurate Institutional Data

Technological challenges, staff capacity, and student privacy have often made it hard to monitor and conduct research regarding student access and success such as admission yield, retention and graduation rates for their undocumented students. Only a small number of schools have been able to tap into their institutional data to effectively monitor the progress of the rapidly growing population of undocumented students. On other campuses, institutional advocates must rely on word-of-mouth referrals from campus offices and individual students to gather data.

10. Lack of Recognition of the Roles and Unique Contributions of Each System

While meaningful collaboration and conversation across all California public education systems have proved challenging at times, each system has a valuable and unique perspective regarding undocumented student success. However, given the lack of statewide leadership, investment and infrastructure to facilitate cross-system conversations, institutions and systems are often left on their own to address complex issues.

The community colleges- while having the majority of undocumented students- do not have the resources or infrastructure to meaningfully support and graduate/ transfer these students. The California State University system is the most accessible of the four-year universities; however, the complexity and inconsistency of institutional policies among campuses has proven challenging for undocumented students to successfully navigate. The University of California system, while having the highest level of institutional support and resources for undocumented students, is challenged by the fact that system-wide initiatives are driven by the higher level administration without adequate input, involvement and leadership from undocumented students or institutional leaders on each campus. The private universities have the resources and flexibility to provide holistic support to undocumented students; however, this occurs on a campus by campus basis and because of the cost of a private college education, can only support a low number of students.

As outlined above, educational institutions within California are facing significant challenges in building the institutional capacity to support the academic success of undocumented students. The lack of systemic guidance, staff capacity, and clear institutional policies, combined with limited or non-existent programmatic funding, has dramatically limited the ability of our state's colleges and universities to increase the number of undocumented students obtaining bachelor's or graduate degrees.

However, when it comes to undocumented students, this is not the first time colleges have had to deal with significant challenges. Which is why it is important to recognize and honor those who have been supporting undocumented students long before the passage of AB 540 or the CA Dream Act or DACA. This includes the efforts of many educators who worked tirelessly to support undocumented students in higher education - especially the Leticia A Network. Their courageous efforts made the attainment of a bachelor's or graduate degree a reality - at a time when many students could not even imagine speaking publicly about being "undocumented and unafraid." And we also want to honor those students who had the courage and boldness to enter and graduate from college when all odds were against them. You are all the foundation of this work.

In the following section, we outline a variety of institutional models currently being implemented within colleges and universities throughout California.

INSTITUTIONAL MODELS FOR SUCCESS

California colleges and universities have been educating undocumented students for many years prior to the passage of AB 540 and the California Dream Act. Nevertheless, access to in-state tuition and state financial aid, combined with undocumented student organizing, has dramatically increased the number of students accessing higher education in California within the last five years.[iv] This sharp increase, combined with new legislation, has challenged colleges and universities to provide equitable pathways for these students to enroll and graduate from their institutions. Nevertheless, undocumented student institutional advocates, student leaders, community-based organizations, and a small number of college administrators have collectively built institutional models of success that reduce educational roadblocks and improve the institutional climate for this student population. This section is a synthesis of a wide variety of innovative and inspirational practices that are being used throughout California colleges and universities to support undocumented student success. We also hope that the proposed Institutional Model of Success can serve as a starting point for dialogue at your school or within your educational sector. Our goal is to strengthen current efforts and explore new practices that can be implemented individually, as a group of committed advocates, and/or as an institution.

The Institutional Models of Undocumented Student Success are divided into three categories: *Foundational, Emerging or Comprehensive*. The intention of these categories is to outline how effective practices can come from individual effort, through the collective effort of a group, and/or within the fabric of the institution. The definitions of each category are outlined below:

FOUNDATIONAL

A practice which can be initiated or executed by one passionate individual (or more), but does not require a coordinated effort or institutional buy-in. These practices are often the first step in a progression of support that seeks to ensure that undocumented students understand and exercise their rights and responsibilities at your institution.

EMERGING

A practice which requires the coordinated effort and buy-in of other faculty or staff members, students, or administrators on campus. These practices often require the concerted effort of two or more departments to build institutional agreements that reduce or ease administrative roadblocks, thereby increasing the persistence and academic success of undocumented students.

COMPREHENSIVE

A practice which has been integrated into the structure and fabric of the institution itself, which requires institutional buy-in. These practices are no longer dependent on the commitment of passionate individuals or groups and should be sustainable regardless of faculty, staff or student turnover.

FOUNDATIONAL MODELS OF SUCCESS

A practice which can be initiated or executed by one passionate individual (or more), but does not require the need for a coordinated effort or institutional buy-in.

1. Supportive Faculty and Staff

The basis of institutional support at any college or university in California begins with supportive faculty or staff. Although there is currently no directory, it is believed that the majority of public colleges or universities have at least one staff or faculty member (or more) who supports undocumented students on campus. Many educators have been working with undocumented students since the Leticia A Network (prior to AB 540). Many more have become active in recent years. All supportive faculty and staff have sought to provide information about navigating a complicated admissions process, succeeding academically in undergraduate and graduate degree programs, and promoting university and private scholarships. More recently, these individuals have helped students apply for the California Dream Act and address institutional roadblocks. Supportive faculty and staff also seek to provide emotional support by practicing active listening, coordinating a student club, building safe zones and providing workshops for students to process the struggles they are facing.

2. Informational Materials and Visual Images

Having informational materials and visual images available on campus is one of the first steps staff or faculty can take to help undocumented students get answers to pressing questions. Providing students with the ability to obtain information and positive messaging without having to self-disclose their status, allows them to increase their knowledge and build trust. Another way to contribute to creating a safe space on campus is to have visual images (stickers, posters, flyers, etc.) posted throughout the campus that promote the success of undocumented students in higher education. Many colleges and universities have begun by using E4FC materials as well as flyers obtained from other schools or nonprofits. These materials work best when they are supplemented with information specific to the student's own university. It is also important that images reflect and represent the undocumented student experience and diversity of identity at each institution.

3. Undocumented Student Clubs

Across the United States, we have seen the tremendous power of undocumented young people to transform policies, cultures, and institutions. Within public universities and colleges in California, the number of undocumented and AB 540 student organizations has grown dramatically within the last ten years. This includes regional and statewide networks. The power of student organizing has sparked positive change at individual institutions, within educational sectors, and across the state. These clubs have sought to provide support to undocumented students on other campuses. They have shared their knowledge, advocated for nondiscriminatory policies, fundraised for scholarships, and promoted effective strategies to paying for and succeeding in higher education. These clubs, which were created predominantly at the undergraduate level, were initiated in one of two ways: 1) by a staff or faculty member who was already working independently with a number of undocumented students or 2) by students themselves who sought collective support and institutional change.

At the graduate level, three important undocumented student organizations formed to help immigrant students who want to obtain a master's or professional degree: Graduates Reaching A Dream Deferred (GRADD), Pre-Health Dreamers (PHD) and the DREAM Bar Association. These organizations are not school specific and collaborate with institutions state-wide.

4. Website

Getting information for undocumented students onto the school's website has been key as the majority of students check online for admissions/financial aid/enrollment questions. While this information does not replace one-on-one interactions with a faculty or staff person, it is instrumental in magnifying the scope of work an individual can do. Inclusion of this information usually begins on the school's admissions or financial aid webpage with links to helpful websites, downloadable flyers or FAQs. Some colleges have been able to take their web presence to the next level by creating a dedicated Undocumented/AB 540 university website or webpage which provides centralized information about a variety of resources including on-campus allies, specific enrollment strategies, assistance in paying for college, current legislation, and available resources.

5. Recognition of Non-Latino Communities

While statistically the largest number of undocumented immigrants in the United States comes from Mexico, Central America and South America, there is also a substantial population of Asian-Pacific Islander undocumented immigrants nationally- more than 1.3 million. There is also large number of undocumented and refugee immigrants coming from African countries. California universities and colleges have reported a significant increase in undocumented Asian students, as well as other non-Latino populations, entering their institutions. In fact, in the University of California system, Asian undocumented students constitute the majority of undocumented students system-wide.

Institutional advocates have sought to confront the stereotype that immigration is a “Latino only” issue. Undocumented immigrants in the United States are, first and foremost, immigrants and thus constitute a wide diversity of country and regions around the world. Staff, faculty, and student leaders have dedicated specific outreach efforts to include undocumented students from Asian, Pacific Islander, and African backgrounds. They also seek to use diverse images and a variety of languages for outreach materials—not just Spanish and English. Institutional leaders also work to increase awareness among faculty, staff, and students regarding the diversity of their AB 540/undocumented populations on campus to ensure services are offered equitably. Educators and students in the San Francisco Bay area and Los Angeles also have the advantage of connecting with groups like ASPIRE: Asian Students Promoting Immigrant Rights through Education, which is an Asian-Pacific Islander support group for undocumented students- the first of its kind in the country.

EMERGING MODELS OF SUCCESS

A practice that requires the coordinated effort and buy-in of other faculty or staff members, students, or administrators on campus.

6. Undocumented Student Task Force

A growing number of colleges and universities have formed a campus-wide undocumented/AB 540 student task force, making it easier to work with departments across their campus to collectively address the issues undocumented students face. The ability for interdepartmental accords to build momentum across an institution is more effective when there is input from a broad cross-section of departments. The task force also creates a forum to build a united voice to work with students to address their needs by building collective solutions to create effective systemic change. A small number of undocumented student task forces have been initiated from the top down—i.e., mandated by the president/chancellor. However, the majority were created through the efforts of faculty and staff, active students, and/or community members. Each campus has a unique task force structure, membership base, and history.

The creation of a campus-wide task force is also directly related to the amount of organizing taking place within immigrant and educational-access communities. Having local or statewide organizing taking place within a college or university's service area develops a new level of accountability for the school to address the concerns of undocumented students. Additionally, having other colleges or universities with task forces that are close geographically or within the same system also promotes the creation of new task forces.

7. UndocuAlly Training

Increasingly, colleges and universities have begun to offer UndocuAlly trainings to create a space on campus for educators and student leaders to share knowledge, experiences and best practices for supporting undocumented students in their academic, personal, and career goals. These trainings, conducted by faculty, staff, and students, seek to promote undocumented students' academic success by demystifying federal and state laws and policies affecting immigrant populations; identifying resources available on campus and in the community; deconstructing undocumented

student experiences when interacting at the institution; and identifying strategies for paying for college. These trainings range from two hours on one day to eight hours over four weeks. After the training is completed, attendees often take a pledge to act as allies on campus to undocumented students, publically display an UndocuAlly symbol, and join a campus-wide network of individuals who make themselves available to provide a safe space for students to ask questions.

8. Staff-Wide Training

In-service trainings have been conducted on a departmental basis to increase the general knowledge of frontline staff and student assistants who serve prospective and enrolled undocumented students. These departmental trainings are usually undertaken after an institutional advocate has approached a specific department to increase the department's knowledge of how to better support these students through increased cultural competency and awareness of current legislation and institutional policies. In other cases, individual staff or faculty members have requested the training for their departments to ensure that they are successfully implementing the law and protecting the university from any potential wrongdoing. This individualized approach to professional development and staff-wide trainings has increased the institutional capacity of colleges and universities to more consistently provide correct information regarding AB 540, the California Dream Act, DACA, and school policies. The following department staff are often the first to request or conduct such trainings: Admissions officers, Residency Coordinators, Financial Aid personnel, Academic Advisors/Counselors, Cashier/Bursar staff, Educational Opportunity Program and Educational Opportunity Programs & Services, TRIO Student Success Programs, and Graduate Studies and Orientation Departments.

9. Dedicated Scholarships to Support Undocumented Students

A number of different colleges and universities created a dedicated scholarship for undocumented students prior to the passage of the California Dream Act. These schools employed grassroots fundraising efforts to establish and maintain their scholarship funds. Some of these scholarships were housed in third-party organizations, and others schools used the university's foundation to hold and disburse the funds. In addition, a number of schools were able to connect donors directly

to students, which allowed individual scholarships to be awarded through a nomination process. After the passage of the California Dream Act, colleges could award institutional aid to undocumented and AB 540 students. However, despite these increases in availability of aid, schools continued to fundraise for their dedicated scholarships to ensure students can cover all their educational costs. Lastly, funds such as these are critical to supporting students who do not meet the eligibility requirements for AB 540 or DACA.

10. Accessible Systems/Tracking/Data

All public colleges and universities have to identify and code undocumented and AB 540 students in their institution's computer system for residency and tuition purposes. All student data is protected under FERPA; however, protocols specific to undocumented and AB 540 students have only been implemented at a limited number of universities. This was accomplished through the hard work and clear mission of institutional advocates who gained the trust of campus administrators by documenting the need to decrease the educational roadblocks students encountered based on immigration status. These protocols allow institutional advocates to reach out and provide pertinent information that will positively impact their academic success while safeguarding their privacy. At some schools there is even a specific code to identify undocumented students who become classified as AB 540 students. However, there is no parallel coding to identify all undocumented students who do not meet the requirements for AB 540. Access to this data is often given incrementally, and at each phase, safeguards must be revisited to ensure the information is used appropriately and student confidentiality is protected. In order to gain an accurate picture of the current and prospective undocumented student population at a college or university, institutional advocates must coordinate data from a number of different departments. The Admissions department has the ability to identify incoming or potential AB 540 and undocumented students. The Office of the Registrar can identify current students. The Financial Aid Department and/or Scholarship Office can identify AB 540 or undocumented students who completed a California Dream Application or receive private scholarships.

It was also reported that a limited number of institutions have been able to develop interdepartmental

approaches, allowing them to track student enrollment, retention, and graduation.

11. Dedicated Staff to Support Undocumented Students

At many colleges or universities with a large number of undocumented students, increased demand for accurate information and interdepartmental coordination have required the appointment of an individual(s) as an undocumented or AB 540 student advisor/coordinator. In the majority of cases, this appointment would often result from the efforts of campus advocates who lobbied their department or division to recognize the need for this position. In a few instances, this initiative came from an administrative or system directive, such as the UC's decision to have dedicated staff at all the UC campuses. The importance of appointing dedicated staff is two-fold. First, it gives the appointed advisor the standing from which to develop/negotiate creative solutions to the roadblocks undocumented students encounter. Second, it is an important step for the university towards institutionalizing its ability to respond to the needs of this growing student population. Some undocumented and AB 540 advisors are able to dedicate a certain portion of their work hours to address student needs, while others are dedicated full-time to creating comprehensive systemic solutions to supporting undocumented students.

12. Awarding the California Dream Act

The California Dream Act, which passed in 2011, allows eligible undocumented students to receive state financial aid, as well as scholarships held by public institutions in California. Most institutional advocates have a general knowledge of the California Dream Act application. However, to increase the number of students who can successfully navigate the financial aid process at their university or college, institutional advocates have developed strong relationships with the financial aid office and the residency coordinators at their institution. This relationship often includes significant research on the part of the advocate to inform institutional practices at the university and ensure compliance with the law.

Several institutions reported providing one-on-one support to their students in filling out the application, hosting Dream application drives, and facilitating train-the-trainer modules to increase the number of educators, advisors and students leaders who could

help undocumented students successfully apply for state financial aid. The California Dream Act also allowed state-funded scholarships to become available to undocumented and AB 540 students. A number of schools have actively sought to increase the impact and amplify implementation of this law by inviting individual scholarship coordinators on their campus to use the California Dream Act application as an alternative to FAFSA for determining financial need for their scholarships.

13. Internship Opportunities

Institutional advocates continue to push college departments, employers and community-based organizations to provide internship opportunities without any citizenship requirements. This is vitally important for the professional development of undocumented students who are seeking to demonstrate academic rigor and build a reputation in their field. The passage of Deferred Action for Childhood Arrivals has opened up new opportunities for those who are eligible to receive DACA, since DACA can provide them with work authorization. However, many students are left behind because they do not meet the DACA qualifications and therefore cannot pursue the best internship program for their skill set.

A number of colleges or universities created on-campus internship programs specifically for their undocumented students or partnered with another department or program to place their undocumented students. Additionally, some colleges developed internship programs with external partners in the region. These internship programs varied in size from a handful of students up to one hundred per semester. Some schools were able to provide stipends to undocumented students for their service through partnerships with community-based organization. Others were able to provide stipends directly to students through the university.

14. Graduate/Professional School Program Collaboration

Multiple institutions have formed collaborative affiliations between their undocumented students and graduate or professional schools. Some examples of the graduate/professional programs include: law schools, medical and nursing schools, social work and counseling programs, and public health programs. These collaborations have increased the

variety of support services available on campus for undocumented students and provided excellent opportunities for graduate/professional students to develop specialized knowledge, strengthen their cultural competency skills and initiate research on topics of interest to undocumented students. These collaborations were often created through the direct connection of an individual graduate student who was already supporting this student population. They have also been initiated through formal memorandums of understandings among campus departments. Formal evaluations and informal feedback from undocumented students and graduate/professional candidates shows that these collaborations have clearly benefitted all parties involved.

15. Collaboration with Supportive Community-Based Organizations

Connections between community organizations and institutional advocates have always been vital to the entry and educational success of undocumented students. Colleges around the state have utilized the outside perspective of community-based organizations in order to identify and implement innovative ways to fundraise and allocate resources to help undocumented youth. These organizations have also increased awareness within distinct communities regarding the possibility of attending college, regardless of citizenship status, and have provided pre-admissions advising, scholarships, and activities aimed at student retention. This support began long before many colleges and universities were able to provide institutional support to this student population. Community organizations have also acted as fiscal agents to facilitate the provision of food, housing, internships, scholarships, etc. to undocumented given that public universities often faced a number of barriers in housing these funds within their institutions.

Collaborations between community-based organizations and colleges include conducting workshops directly with students on recent legislation, providing information about available support services, creating ongoing support groups for students on campus, and dedicating staff to build stronger bridges between academia and the community.

16. Mental/Emotional Support

Once trust and mutual respect are established, institutional advocates are often exposed to the real

emotional, psychological, and mental challenges that many undocumented young people face. Institutional advocates recognize the ongoing need to address these issues, but only a small number of institutions have responded accordingly. Providing mental/emotional support for undocumented students at colleges and universities has taken many forms. Some colleges and universities have hosted an in-service training for their mental health providers focused on culturally competent counseling practices that address the challenges undocumented and AB 540 students face. A number of schools created support groups facilitated by a mental health provider or peer-to-peer counseling sessions to help address these concerns. Student challenges include: negotiating the complexity of their personal identity with their immigration status, having to leave their country of origin, being forced to assimilate to a new culture, confronting the realities of poverty, being the first in their families to enter higher education in the United States, and the fear around deportations/separations of family members and other loved ones. At one university in California, there is a full-time dedicated licensed counselor to support undocumented students.

COMPREHENSIVE

A practice which has been integrated into the structure and fabric of the institution itself, which requires institutional buy-in.

17. Undocumented Student Orientation

A few universities have coordinated special orientations- usually in collaboration with their undocumented student group - to address issues specific to this student population. These orientations last anywhere from a few hours to a few days and are offered either within the institution's larger orientation program or independently at a later date. These events facilitate a smoother entry into college life and promote academic success by deconstructing potential enrollment roadblocks, building community among students, and connecting them with faculty and staff allies on campus. More comprehensive orientations also address financial aid and scholarship planning, help locate off-campus housing, and provide trainings on identity, including creative self-expression.

18. Undocumented Student Program

Having an undocumented student program centralizes support services for current and prospective students where they can get invaluable information to address their needs in accessing, paying for, and succeeding at their college or university. The creation of these programs is always the culmination of a *great deal* of advocacy and hard work. At the colleges who have a program, the primary function is to support undocumented students through staffing, resources, academic advising, career counseling, a central hub for organizing, peer counseling, and training for faculty and staff. These programs also offer a central point for collaborations between students and external partners. The Undocumented Student Programs also serve faculty, staff, and administrators when they have questions or issues with regard to successfully implementing federal and state laws, as well as institutional policies and practices. Although it is handled differently at each college or university, most undocumented student program staff members oversee the allocation of resources and support for undocumented and AB on campus. The program is also responsible for developing policies regarding comprehensive data collection to analyze student data and academic success.

19. Resource Center

A small number of colleges and universities have been able to open on-campus undocumented student resource centers. To accomplish this goal, each school had to navigate issues such as recognizing the need for a safe space on campus, finding available space on campus, securing sustainable funding sources, and confronting the presence or lack of institutional support. All resource centers were initiated through student ingenuity and students' ability to demonstrate the need for a place on campus where students could access services without fear of judgment and feel understood. Examples of these resource centers include a) those created through administrative funding/support and coordinated by full-time university staff or faculty and b) those created through the support of the associated student government and run by students. The creation of these centers has been inspirational for other campuses and a number of universities are trying to replicate these models. The Dreamers Resource Center Coalition, comprised of seven universities in southern California, aims to open up resource centers at various universities in the region. AB 1366, currently in front of the CA legislature, is proposed legislation that would ask all public colleges, universities and high schools in California have a Dream Center or Dream Center Liaison.

20. Regional Networks of Institutions

Institutional leaders have consistently reported great benefits from sharing best practices and problem-solving collectively amongst others working on the same issues at different colleges and universities. These conversations and subsequent meetings were usually initiated through a system affiliation, proximity in geography, shared student populations, and/or in reaction to a hostile political climate. This collaborative work is imperative for building sustainable institutional and systemic solutions to the barriers undocumented face when entering California colleges and universities. One of these networks was developed through the CSU Educational Opportunity Programs in Southern California, where counselors meet on an annual basis as well as participate with their union's mobilizing committee. Another network was built through a call to action from the UC Office of the President at the request of UC Berkeley. A third network was spearheaded by Educators for Fair Consideration, which provided Bay Area educators a space to share resources, identify institutional responses to similar

challenges and build collective solutions. And lastly, the DREAM.US has created a coalition of colleges and universities in the Bay Area.

21. Targeted/Open Funding:

Colleges and universities that were able to provide the most comprehensive support services for undocumented students have cited that their success was as a result of available resources and funding specifically this student population. Some institutions were able to partner with community organizations to fund basic needs or emergency needs of undocumented students at that school. Other institutions were able to find or connect with “Angels” who gave large financial contributions specifically to support undocumented students. A few institutions were able to create 501(c)(3) non-profit organizations that were committed to awareness raising and fundraising on behalf of their undocumented and AB 540 students. Another example is an institution which, through an effective advocacy campaign, convinced the rest of the university to incorporate support for undocumented and AB 540 students into their overall fundraising efforts as a university.

22. Innovative Problem-Solving

One of the hallmarks of a successful undocumented student advocate or support program is using innovative, solution-based problem-solving techniques to address the academic or legal hurdles students face when pursuing higher education. Advocates constantly work to identify innovative ways to meet student needs, most often on a limited budget, while maintaining compliance with federal, state, or institutional policy or laws. Some examples of this flexible and innovative problem-solving include developing textbook lending library, hosting a Dream graduation ceremony, or creating articulation agreements between educational partners. These all came out of a willingness to be responsive and flexible to the needs of students as they arose, even within an environment that has substantial support services.

ENDNOTES

[i] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>.

[ii] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>; Suro, R., Suarez-Orozco, M. M., & Canizales, S. L. (2015). Removing insecurity: How American children will benefit from President Obama's executive action on immigration. Los Angeles: Tomas Rivera Policy Institute, University of Southern California and Institute for Immigration, Globalization, & Education, UCLA.

[iii] Gonzalez, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602-619.

[iv] Nicholls, W. J. (2013). *The DREAMers: How the undocumented youth movement transformed the immigrant rights debate*. Stanford, CA: Stanford University Press.

[v] Migration Policy Institute (2015): <http://www.migrationpolicy.org/programs/data-hub/charts/unauthorized-immigrant-populations-country-and-region-top-state-and-county>.

UNDOCUCOLLEGE EQUITY TOOL

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UNDOCUMENTED STUDENT SUPPORT CAMPUS EQUITY TOOL

The purpose of this tool is to provide campus professionals and students with a comprehensive metric to assess, analyze, and report the level of support currently present at their institution for undocumented students. This tool is designed to build a bridge between the effective practices outlined in the above section and your own institution.

CONTEXTUAL RESEARCH:

In order to ensure the effectiveness of your results, we encourage you to identify the following areas prior to beginning to use the Equity Tool:

- A. The number of undocumented students enrolled at your college or university
- B. The ratio of undocumented students enrolled on campus compared to the population of undocumented immigrants in your region. For regional data, we recommend the Migration Policy Institute's latest study[v]
- C. The staff, faculty, and administrators who are primarily responsible for supporting undocumented students
- D. Student leaders and student organization(s) specifically advocating for undocumented students
- E. The local and regional political climate of the community, county or region within which the college resides

GUIDELINES FOR COMPLETION:

Although we recognize that each institution will develop their own unique process for completion of the Equity Tool, we have outline a list of guidelines to serve as a reference point:

- » **Planning Committee:** Ideally, convene a committee with equitable representation across students, professional staff, faculty, and administrator(s). If a committee is not possible, this process can still be completed by an individual or small group
- » **First meeting:** Host an introductory session to get members acquainted, identify major stakeholders for each practice, develop timeline and break up responsibility for completion of the tool.
- » **Completion Meeting:** Bring together all information needed to respond to each practice and complete the first draft of the equity tool.
- » **Feedback on Completed Draft:** Present completed draft for feedback to a campus focus group(s) populated by stakeholders outside of the committee members. These focus groups can be targeted or population specific
- » **Final Meeting:** Incorporate revisions from focus groups and complete draft which can lead into a campus wide action plan (see recommendations section)

THE METRICS:

- » **Existence & Sustainability Scale:** This is the principal form of measurement being used for each institutional practice in the UndocuCollege Guide Equity Tool below. We look forward to campuses capturing not only the existence of each practice, but also, the current level of sustainability for each. Below you will find a breakdown of the scale:
 - » **Not Present**
 - » **Considered, No Action:**
 - » Individuals, group, and/or institution have considered this practice but have not taken action to operationalize.
 - » **In Development, Pilot Phase:**
 - » This practice is currently being built or executed for the first time.
 - » **Institutionalized:**
 - » This practice is officially recognized and operationalized by the institution.
 - » **Not Sustainable:**
 - » This practice has to be revisited on an annual basis in order to assess its continuation.
 - » **Sustainable:**
 - » This practice has a multi-year institutional commitment.
- » **Supplemental Questions:** Following the scale, you will find a list of short supplemental questions intended to deepen understanding of some of the following factors:
 - » **Scope:** how many people are included, engaged, or impacted by the practice?
 - » **Impact:** how and to what degree are people benefiting from the practice?
 - » **Quality:** is the practice at its ideal or best form?

We look forward to individuals and/or work groups having deep guided discussions to provide the best responses to the “existence & sustainability” scale and the supplemental questions. Upon completion, please review our list of recommendations for possibilities to operationalize the results from this equity tool.

EQUITY TOOL

FOUNDATIONAL: THESE ARE EFFECTIVE PRACTICES THAT A DEDICATED INDIVIDUAL INSTITUTIONAL LEADER CAN ACCOMPLISH INDEPENDENTLY.

Informational Materials: Print and online materials, informed by student and family needs, are readily available and consistently updated

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** Are materials made accessible to current students, prospective students and/or community organizations?

Visual Images: Individuals and campus offices have visual displays (e.g., stickers, posters) indicating they are supportive spaces for undocumented students

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Is the visual school specific? How many allies have posted these types of materials?

Undocumented Student Clubs: Undocumented students and student allies participate in groups to establish community connections and organize advocacy efforts.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** What is the level of involvement and influence of the student group(s) regarding institutional decisions affecting undocumented students on campus?

Website: Online portal for current and prospective students provides guidance on issues including the California Dream Act and available financial aid, DACA, immigration policy reform activity, and undocumented students' rights.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Is it a university or third-party website? Is it updated regularly? Does it serve as the central knowledge based for undocumented student issues on campus?

Recognition of Non-Latino Communities: Services are inclusive of undocumented students across racial/ethnic backgrounds. In addition to racial, ethnic and national identities, we encourage you to be aware of and provide support for all other intersectional identities

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Are your materials, images and staffing representative of the undocumented youth population of the state of CA? What student population is often used to represent undocumented students in general on campus?

Supportive Faculty and Staff: Faculty and staff allies understand how to advise, mentor, and empower students, as well as leverage institutional resources, to successfully navigate the transition to and challenges through college.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** Which faculty and staff have worked and/or are working with undocumented students? How many supportive staff and faculty do you have on your campus? How are these staff members being identified to students and the institution? What sources of knowledge have staff utilized to learn about undocumented student experiences, needs, and resources?

EMERGING: THESE ARE EFFECTIVE PRACTICES THAT REQUIRE COOPERATION, COORDINATION AND COLLABORATION WITH OTHER INSTITUTIONAL LEADERS

Undocumented Student Task Force: Faculty, staff, students, and other campus and community leaders participate as part of a task force to identify challenges and propose solutions to increase access and improve equitable opportunities for student success.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How much influence does the task force have on campus wide decisions, policies, and resource allocation?

UndocuAlly Training: On-campus trainings that cover federal and state laws, on & off campus resources available, and engage holistic student experiences.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many allies are trained each year? Are trainings going beyond information gathering, to specific ways that allies can improve the climate on their campus for undocumented students?

Dedicated Scholarship to Support Undocumented Students: Institution awards significant scholarships to a broad number of students based on financial need and academic excellence.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many of the total undocumented students on your campus are being awarded scholarships and what is the average scholarship amount? Are these scholarships available to Non-AB 540 and Non-DACA students?

Institutional Data: Integrated institutional effort tracks enrollment, academic, personal, and financial aid data of undocumented students in systemic ways that also protect individual students' privacy.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** Are you able to report the total amount of undocumented students on your campus? Does this number capture Non-AB 540 students? Can you report undocumented student usage of campus services, utilization of resources, and performance?

Dedicated Staff to Support Undocumented Students: staff, faculty, and/or administrators who have responsibilities for this student population as part of their job description.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** What percentage of total staff time is dedicated to direct undocumented student support? Are these responsibilities aligned with total work day/week time, or is the time in addition to? Is the staff support growing proportionately with student demand?

Awarding the California Dream Act: Coordinated efforts across admissions, financial aid, IT services, etc. ensure familiarity with California Dream Act criteria. Proactive efforts are mobilized to ensure all qualified students are awarded.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How does the institution educate your staff and students about the California Dream Act? Is this knowledge held institutionally or is it being provided by a specific staff member? What are your CA Dream Act application, award, and disbursement rates?

Internship Opportunities: Career Services or other campus units facilitate undocumented students' pursuit of internships that benefit their professional development. Internships may be offered on-campus or with local organizations and businesses.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many undocumented students receive internships on an annual basis? Have you made sure that all eligible campus internships are available to undocumented students?

Graduate/Professional School Program Collaboration: Graduate student-serving staff and faculty are well informed and have relevant informational materials readily available for undocumented students interested in graduate and professional school.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** Do you know how many undocumented students are in your graduate and professional programs? Do your undocumented students have equitable resources to succeed in these graduate and professional programs?

Connecting to Supportive Community Organizations: Strong partnerships with off-campus organizations - including nonprofit and legal aid centers, advocacy groups, and faith-based institutions -enable students to access needed resources and support from the broader local/regional community.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding Questions:** How many community-based partnerships does your university currently have? How many of the total undocumented student population are benefiting from these partnerships?

Mental/Emotional Support: On-campus counseling/psychological services professionals are trained in culturally competent practices to address the holistic wellness needs of undocumented young people. In addition to psychological services, the university invites a wide spectrum of healing practices.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** How many of your current counselor and mental health providers have been trained to support undocumented students? What support and resource are you providing beyond the allocated number of counseling sessions?

COMPREHENSIVE: THESE EFFECTIVE PRACTICES ARE EMBEDDED INTO THE FABRIC OF THE INSTITUTION AND ARE NOT AT RISK OF ELIMINATION, REGARDLESS OF STAFF OR STUDENT TURNOVER

Undocumented Student Orientation: New student orientation for undocumented facilitate a smoother entry into college life and promote academic success by addressing potential enrollment roadblocks, building community among students, and connecting them with faculty and staff allies on campus.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** Is this orientation accessible in terms of cost, time and location for maximum participation? How many people participate and matriculate to the university? Is the orientation a part of the larger orientation or a stand alone event?

Undocumented Student Program: Holistic support program with dedicated staff that providers director services across personal, academic, professional needs of undocumented students.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** What is the staff to student ratio? What are the programming and direct resource allocation per student?

Resource Center: Accessible, welcoming space on campus houses programs and staff dedicated to undocumented students' success.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding question:** Where is the center located? How accessible is this location? What is the square footage for dedicated space?

Regional Networks of Institutions: Institutional representatives participate in regular convening(s) focused on enhancing services and support for undocumented students.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Who are the members in your network? Are they working toward collective solutions to institutional problems and have you been successful? Is the network within your system or across systems?

Targeted/Open Funding: Fundraising efforts in partnership with institutional development offices or external foundations provide additional sources of financial support for undocumented students.

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Does your campus you have dedicated fundraising capacity specifically for undocumented students support? Are there processes are in place for donors interested in targeting gifts toward supporting undocumented students to make direct contributions toward this cause? What percentage of your total undocumented students support budget depends on external fundraising?

Innovative Problem-Solving: Campuses are flexible, creative and courageous in the way they address roadblocks, challenges and opposition to support for undocumented students within federal and state legal parameters

Not Present	Considered, No Action	In Development / Pilot Phase	Institutionalized, Uncertain Sustainability	Institutionalized, Sustainable
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» **Guiding questions:** Have you identified the institutional, policy and structural barriers that are detrimental to undocumented student success? Does your campus have an accessible legal expert on immigration and education policies?

RECOMMENDATIONS FOR ACTION/OPERATIONALIZATION:

Congratulations on the completion of the 2015 UndocuCollege Equity Tool!

Upon completion, individuals and/or work groups should consider the following questions for reflection:

- » What are the current challenges impacting each practice?
- » What information, resources, and/or funding is needed to improve each campus practice?
- » Who are the stakeholders that are needed to improve each campus practice?

Below are action steps that will maximize the impact of your results:

- » Celebrate your hard work in completing this equity tool!
- » Use this process as a framework for conceptualizing institutional support
- » Publish results and share throughout campus listservs and networks.
- » Present results to:
 - » key student, staff, faculty, and administrator stakeholders
 - » key campus entities including student government, student organizations, staff organization, departments, academic senate, and executive campus leadership.
- » Prioritize emerging, foundational, and comprehensive practices and develop an action plan to improve the educational equity of undocumented students on your campus.
- » Connect with other schools within your region to address collective concerns and launch collaborative efforts.
- » Encourage sister campuses to use this equity tool and compare results across systems.

CONCLUSION

Today, fifteen years after AB 540 went into effect and five years after the CA Dream Act passed, there are still major barriers to the successful implementation of these laws throughout California colleges and universities. We urge all California undocumented student educator advocates to work collectively within their institutions and across the state to conduct this UndocuCollege Guide Equity Tool. We know that many colleges and universities are struggling to gain the necessary expertise and leverage to develop the appropriate internal policies, improve the campus climate, and develop an equitable resolution to the lack of institutional capacity. We also urge student leaders, immigrant rights advocates and legislative allies to use this Guide & Equity Tool to determine how your school or service area is serving undocumented students, as well as, identify opportunities to improve educational access and increase state compliance with the law.

We hope this California UndocuCollege Guide & Equity Tool provides you with a better understanding of some of the most consistent challenges institutions of higher education in California face. In addition to these challenges, it was important for us to provide the broad spectrum of effective practices already in existence to serve as guiding models. We are looking forward to the types of conversations that this publication will ignite. We are also encouraged by the potential of students, staff, faculty, administrators and community leaders working together across systems to build momentum toward a vision for an equitable and sustainable education for all undocumented students in the state.

ABOUT THE AUTHORS

Nancy Jodaitis

Nancy is an Educator Advocate who has been supporting undocumented students in the Bay Area since 2008. She was designated as one of two AB 540 Advisors at SF State one year later and began coordinating implementation of the CA Dream Act in 2012. Nancy has conducted numerous trainings for educators and student leaders regarding successfully applying for the California Dream Act, as well as how to best support the academic achievement of undocumented students at two year and four year universities. Nancy also works with Educators for Fair Consideration to create educational materials and conduct research regarding institutional best practices and statewide challenges that colleges and universities face. Previously, Nancy worked as a bilingual (Spanish-English) academic advisor and transfer counselor to increase the graduation rate of underrepresented students in higher education.

Ruben E. Canedo

Ruben was born and raised in the border cities of Mexicali and Calexico. His commitment to being of service for our undocumented community is driven by having grown up in a mixed immigration status family. Ruben is a Regents & Chancellor's Scholar, McNair Scholar, and first-generation alumnus from UC Berkeley. He currently serves as the Research & Mobilization Coordinator for the Centers for Educational Equity & Excellence (CE3) at UC Berkeley. His work focuses on conducting research and facilitating higher education equity efforts to support the holistic success of non-traditional student populations. Ruben has been a part of the creation and development of the Undocumented Student Program (USP) UC Berkeley and has supported sharing its model to other colleges and universities.

Kyle Southern

Kyle focuses on connecting rigorous, relevant research to policies affecting education in Tennessee. Previously, Kyle held a research fellowship at the University of California-Berkeley and worked as a policy researcher for SCORE and a Washington, D.C., area nonprofit research and analysis corporation. He is also a doctoral candidate at the University of Michigan's Center for the Study of Higher and Postsecondary Education, where his research has focused on diversity, equity, and inclusion issues. A native of Winston-Salem, North Carolina, Kyle holds a bachelor's degree in American and Southern Studies and a master's degree in education policy, both from Vanderbilt University.

Jose Ivan Arreola

Jose was born in Durango, Mexico and came to the United States when he was four years old. With the unconditional love and support of his family and the guidance of many mentors along the way, Jose went on to study Political Science, History and Ethnic Studies at Santa Clara University – where he received a full scholarship. During his college career, Jose was an outspoken leader on campus around issues of racism, inequality, and oppression. Jose's work culminated as the Executive Director of the Multicultural Center of Santa Clara University. Upon graduation, Jose was trained as a community organizer for racial and economic justice by the Center for Third World Organizing in Oakland, CA. During his tenure at Educators for Fair Consideration, Jose has developed programming around outreach, community education, leadership development, healing and educational equity for undocumented young people. Jose currently serves as the Director of Educational Equity Initiatives for E4FC. As an undocumented immigrant himself, Jose utilizes his experiences to help empower and support other undocumented immigrants across the country.

ENDNOTES

[i] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>.

[ii] Passel, J. S. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington, DC: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/files/reports/133.pdf>; Suro, R., Suarez-Orozco, M. M., & Canizales, S. L. (2015). Removing insecurity: How American children will benefit from President Obama's executive action on immigration. Los Angeles: Tomas Rivera Policy Institute, University of Southern California and Institute for Immigration, Globalization, & Education, UCLA.

[iii] Gonzalez, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4), 602-619.

[iv] Nicholls, W. J. (2013). *The DREAMers: How the undocumented youth movement transformed the immigrant rights debate*. Stanford, CA: Stanford University Press.

[v] Migration Policy Institute (2015): <http://www.migrationpolicy.org/programs/data-hub/charts/unauthorized-immigrant-populations-country-and-region-top-state-and-county>.