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Resource Accessibility Across the University of California Campuses Through Undocumented Students' Experiences

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# RESOURCE ACCESSIBILITY ACROSS THE UNIVERSITY OF CALIFORNIA CAMPUSES THROUGH UNDOCUMENTED STUDENTS' EXPERIENCES

AN EVALUATION REPORT BY THE ORGANIZING SUBCOMMITTEE OF THE UC COHORT 2021

January 2022

## MEET THE AUTHORS

Alondra is a Latina, first-generation, undocumented college student at UCLA working towards her Bachelor's Degrees in Labor Studies and Sociology. She has been involved with Improving Dreams, Equity, Access, and Success (IDEAS) at UCLA since 2019 where she has helped advocate for the creation of fellowships for undocumented students. Alondra is a 2021 UCLA Dream Summer Fellow and was part of the inaugural class of the University of California Cohort. She was part of the organizing subcommittee and worked with other fellows to gather and analyze data for the creation of a report that is meant to bring attention to the disparities in resources that undocumented UC students are faced with by centering the voices of those same students. Alondra follows an organizing principle of "from the masses, to the masses," firmly believing that in order to create social change that is long-lasting it is necessary to have mass-movement.



**ALONDRA AVALOS PADILLA**



**ERIKA MEY**

Erika is a first-generation college graduate from a Khmer background. As a 2021 UCLA Dream Summer Fellow part of the inaugural year of the University of California (UC) Cohort and formerly active member of the Organizing Committee, Erika collaborated with her colleagues to collect primary data. The collective effort resulted in the fruition of this student-led report which highlights the universal resource disparities that undocumented students across the UC system encounter while providing student-proposed solutions. Prior to this, Erika was involved with the DREAM Center at UC Irvine where she worked closely with her peers to host a gala in which all proceeds were distributed as scholarships to support undocumented students. Overall, her personal and familial lived experiences inform her passions in serving and creating actionable solutions to address disparities within marginalized communities.

Ana is a first-generation undocumented college student at UC Davis completing her studies in Sociology and Chicana Studies. As a 2021 UCLA Dream Summer Fellow, Ana was part of the organizing subcommittee where she worked alongside her peers to examine campus efforts towards undocumented students. Ana has been involved with Scholars Promoting Education, Awareness, and Knowledge (S.P.E.A.K.) for Undocumented and Immigrant Rights at UC Davis since 2017. In addition, Ana has been involved with the AB540 and Undocumented Student Center at UC Davis as a community advocate where she persistently advocates for undocumented students through programming and sharing resources. Outside of her campus involvement, Ana has worked alongside Sharet Garcia, Founder of UndocuProfessionals, to organize the UndocuProfessionals conference, a nationwide conference that supports and provides resources for undocumented students transitioning to professionals in the different career paths. At the forefront of her agenda, Ana is advocating for resources and fellowships/internships to be more inclusive for undocumented non-daca students.



**ANA SANDOVAL CONTRERAS**

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"I RESIST BY NOT ACCEPTING THE THINGS I CAN CHANGE."

— ANONYMOUS

PHOTO BY: SCHOLARS PROMOTING EDUCATION AWARENESS AND KNOWLEDGE

## ABOUT US

### UCLA DREAM SUMMER

Dream Summer is an annual national fellowship of the UCLA Labor Center's Dream Resource Center (DRC). Fellows are placed in social justice-based host organizations with whom they work to incorporate and strengthen the role of immigrant rights issues. Over the summer, fellows engage and lead social justice efforts by aligning the call for immigrant rights along with the unique challenges of queer and transgender communities; Asian and Pacific Islander communities; Black immigrant communities; the ongoing mass incarceration and criminalization of people of color; worker rights; COVID-19 relief efforts and post-COVID-19 economic recovery efforts; and health care access for all.

### UNIVERSITY OF CALIFORNIA (UC) COHORT

2021 is the inaugural year of the UC Cohort under the UCLA Dream Summer Fellowship. As one of the first entirely student-led organizations, the UC Cohort sets a precedent for other organizations to reassess how undocumented student voices are uplifted. The mission of the UC Cohort is to create a statewide network of immigrant youth leaders to work toward advancing immigrant reform agendas. The UC Cohort is committed to expanding and advocating for undocumented students' resources across UC campuses by building community among and creating safe spaces for undocumented students. Made up of three subcommittees, Organizing, Policy Tracking, and Communications, the UC Cohort aims to center undocumented voices and accurately portray the undocumented experience.

Moving forward, the UC Cohort will be going by the name Undocumented Student-led Network (USN) to be more representative of all undocumented students in higher education. Given the transition of the UC Cohort to USN, the current infrastructure will be adapted to ensure that we continue to advance an inclusive immigration agenda and expand to other institutions of higher education, both locally and nationally.

Over eight weeks, participants of the organizing subcommittee conducted focus groups, researched undocumented student resources on each campus, analyzed data, and promoted resources on social media. Findings are intended to inform undocumented communities, university administration and stakeholders, and public policy leaders.

### UCLA DREAM RESOURCE CENTER

The DRC was founded to support immigrant youth and allies after the U.S. Senate failed to pass the federal Development, Relief, and Education for Alien Minors (DREAM) Act in 2010. Immediately after its establishment, the DRC, along with immigrant student leaders, pushed for the passage of the California Dream Act. Since then, the DRC continues to be a pioneer in providing emerging leaders a safe and empowering space to create impactful social, policy, and narrative change via research, leadership development, and placements within the immigrant rights, social justice, and labor movements.

## UCLA LABOR CENTER

For more than 50 years, the UCLA Labor Center has created innovative programs that offer a range of educational, research, and public service activities within both the university and the broader community, especially among low-wage and immigrant workers. The Labor Center is a vital resource for research, education, and policy development to help create jobs that are beneficial for workers and their communities; to improve the quality of existing jobs in the low-wage economy; and to strengthen the process of immigrant integration, especially among students and youth.



PHOTO BY: NESTOR AMADOR CUBRERO

“Everything that exists now is through the organizing of immigrant youth. The California Dream Act was fought for and won by the immigrant youth movement. DACA was fought for and won by the immigrant youth movement, and all of the programs that currently exist on the UC campuses were fought for and won by the immigrant youth movement. There was no one in any administration that offered to set up these programs without organizing, without a fight, without a demand.”

— KENT WONG, UCLA LABOR CENTER, DIRECTOR

## EXECUTIVE SUMMARY

The heightened awareness of resource discrepancies for undocumented students across University of California (UC) campuses sparked the development of this evaluation report. This report is a byproduct of informational research, meetings with directors and staff from many UC centers, and the compilation of data from focus groups that consist of undocumented students from various UC campuses. The primary aims of this evaluation report are (a) to increase awareness on resource disparities across all UC campuses and (b) to provide plausible suggestions and actionable solutions to better support undocumented students in their personal, professional, and academic development. Therefore, in addition to highlighting the undocumented students' experiences on their respective UC campuses in terms of accessibility and barriers to resources, this evaluation report offers applicable recommendations for cultivating long-term support for undocumented students within the UC system.

The data collected from the focus groups revealed that, despite undocumented students attending different UC campuses, sentiments about accessibility to and utilization of resources are universal. This finding sheds light on the importance of the students' first-hand encounters with these issues as they articulate their experiences surrounding (a) challenges to resource accessibility—such as, but not limited to, stigma, guilt, outreach efforts, and physical location; (b) the effects of the COVID-19 pandemic on resource utilization; and (c) the direct impact of lack of funding, which hinders developmental opportunities for undocumented students. Based on the shared experiences of undocumented students across UC campuses, the action-oriented recommendations that centers and campuses can feasibly implement are (a) providing sufficient funds for undocumented student resources, (b) allowing undocumented individuals to actively partake in the creation of resources for undocumented students, (c) holding the university accountable for increasing outreach efforts to support undocumented students, and (d) reclassifying jobs into professional development opportunities such as internships and fellowships that would provide undocumented students a chance to get involved.

The next section discusses the differences in resources among the various UC campuses, the accessibility and barriers to utilizing campus resources as well as the impacts that the COVID-19 pandemic had on resource accessibility. The following section of the report covers the methodology for conducting focus groups and presents the purpose of the evaluation report. The report concludes by providing recommendations for future application to address the resource disparities among the UC campuses. For references, the works cited and appendices are located at the end of this evaluation report.





## INTRODUCTION

### PURPOSE OF THE REPORT

The purpose of this report is to address the disparities in resources, support, and advocacy for undocumented students throughout the University of California system. We hope to explore and highlight the differences between the quantity and quality of resources by centering the voices of current undocumented UC students. First-hand accounts illuminate general trends in the overall quality of support provided on each campus. Universities can consult these patterns to identify what resources are being utilized and to address the plethora of barriers to resources.

Advocacy for undocumented students by undocumented students has led to changes that continue to facilitate the college experience. For example, the activism that drew widespread attention and resulted in the approval of Deferred Action for Childhood Arrivals (DACA) was student-led. Following this pattern of changing history through youth activism, this report aims to provide an unfiltered representation of what undocumented students in UC campuses are facing. Certainly, addressing surface-level problems by securing approval for funding for a set year or by launching an outreach project is more simple. However, ignoring the core problems within large, powerful institutions like the UC system will only exacerbate the obstacles faced by undocumented students.

The University of California is a well-funded system, yet fails to provide equitable resources to undocumented students. In response, this evaluation report was produced by undocumented students and immigrant youth leaders to direct the conversation toward resource accessibility, thus making this work one of the most recent studies to highlight the experiences of undocumented students.

### METHODOLOGY

The University of California (UC) is a public research university, nine out of ten of whose campuses offer both undergraduate and graduate education. In our effort to highlight and bring awareness to the resources available to undocumented students—or lack thereof, the organizing subcommittee, composed of Alondra Avalos Padilla (UCLA), Erika Mey (UC Irvine), Ana Sandoval Contreras (UC Davis), Monica Ortiz Dorado (UC Merced), and Chae Won Yun (UC Berkeley), within the UC Cohort researched resources at their respective campuses. Furthermore, some members of the organizing subcommittee met with the Undocumented Student Services professional staff on their respective campuses to gain a better understanding of the different resources available to undocumented students.

Given that the organizing subcommittee did not have fellows for UC Santa Barbara, UC San Diego, and UC Santa Cruz, fellows Alondra, Erika, and Ana took the initiative to research the resources available for undocumented students at these UC campuses. Unfortunately, due to the absence of fellows currently attending these institutions, identifying the resources they make available to undocumented students was challenging. Moreover, because these fellows were not current students at these three campuses, the undocumented student services' websites were inaccessible,

and the informational research for non-students was limited. Unable to connect with the full-time staff and their centers, the fellows found an additional barrier to information-gathering on available resources at UC Santa Barbara, UC San Diego, and UC Santa Cruz. These impediments to contact staff demonstrate how inaccessible these resources might be for prospective students seeking information about the different resources available to undocumented students.

In addition to researching resources for each campus, we conducted focus groups to highlight students' voices. We invited current students to share their experiences in navigating institutional resources and resource accessibility. Our outreach efforts to get participants involved consisted of promoting the opportunity on social media platforms such as Facebook, Twitter, and Instagram. Furthermore, we sent emails to undocumented student services, contacted student organizations, and informed potential participants through word of mouth. Within a span of two weeks, the organizing subcommittee was successful in recruiting participants for the focus groups, facilitating the focus groups as well as transcribing and analyzing the data.

Due to the lack of participation in the first round of focus groups from UC Santa Barbara, UC San Diego, UC Merced, UC Santa Cruz and UC Berkeley, we extended the deadline for recruitment. Unfortunately, even after this extension, we still did not have any participants from UC Santa Cruz. Overall, we conducted two rounds of focus groups with two to four participants each. In total, we had 23 participants: 21 undergraduates and two graduate students. Based on participant responses, we cross-referenced the data with our own research to identify which area each campus should allocate resources to in order to meet students' needs.

**TABLE 1: NUMBER OF PARTICIPANTS PER CAMPUS**

<b>CAMPUS</b>	<b>CLASS STANDING</b>	<b>PARTICIPANTS</b>
UC Berkeley	Undergraduate	2
UC Davis	Undergraduate & Graduate	4
UC Irvine	Undergraduate & Graduate	3
UC Los Angeles	Undergraduate	5
UC Merced	Undergraduate	2
UC Riverside	Undergraduate	4
UC San Diego	Undergraduate	1
UC Santa Barbara	Undergraduate	2
<b>TOTAL</b>		<b>23</b>

## DIFFERENCES AMONG UC CAMPUSES

### COMPARING UC CAMPUSES

In this section, we highlight differences among the nine UC campuses to showcase resources available to undocumented students and to identify the disparities between these schools. Our goal is to uplift student advocacy efforts to bring more resources and support for undocumented students on their own campuses.

When researching the different resources open to undocumented students, we paid close attention to the eligibility requirements and descriptions of each resource to determine how inclusive and accessible they are for current and incoming students.

Our research on resources consists of the following topics:

- |  |                              |
|--|------------------------------|
| 1. Undocumented Student Services/Centers | 7. Academic Counseling       |
| 2. Undocumented Student Organizations    | 8. Mental Health Counseling  |
| 3. Financial Aid and Scholarships        | 9. Food Access               |
| 4. Fellowships and Internships           | 10. Housing                  |
| 5. Professional Development              | 11. Legal Services           |
| 6. Research Opportunities                | 12. Graduate Student Support |

#### 1. UNDOCUMENTED STUDENT SERVICES/CENTERS

Each UC campus has an established undocumented student services center or program that provides resources to support undocumented students. The UC system allocates funding to these services through the [Undocumented Students Initiative](#),<sup>1</sup> which launched in 2013. These funds continue to be fundamentally important due to the increase of undocumented students entering the UC system without the Deferred Action for Childhood Arrivals (DACA) program. The DACA program provides eligible individuals some relief in benefits such as work authorization. Although fund allocations have not been made permanent and are not guaranteed after June 30th, 2022, the UC system continues to enroll exponentially more undocumented students each year without providing the resources to accommodate these increases.

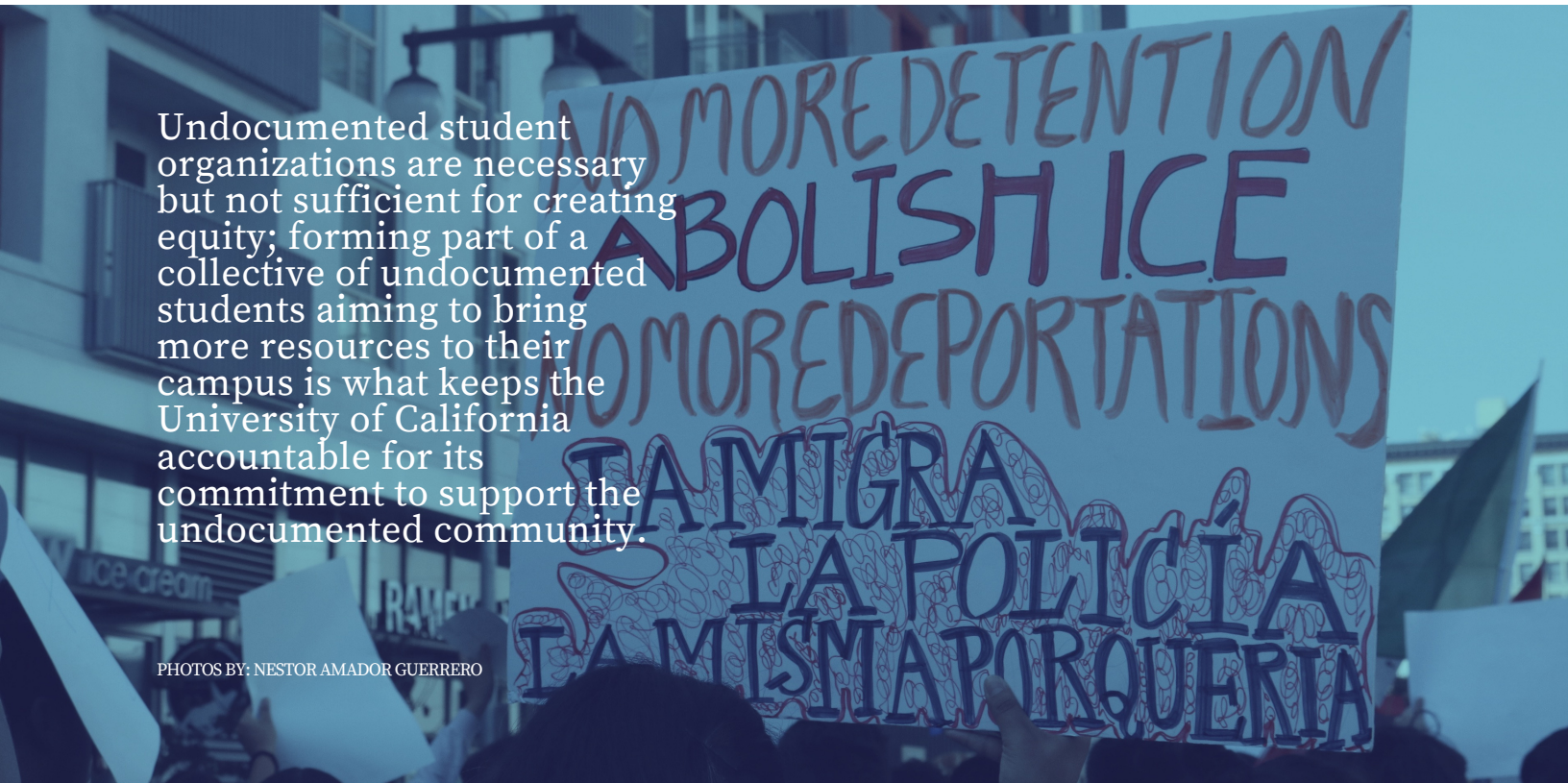
Undocumented Student Services differ between the nine UC campuses: UC Santa Barbara and UC Santa Cruz are both under the Educational Opportunity Program (EOP), compared to campuses such as UC Davis, UC Merced, and UC Berkeley, which have physical centers on their campuses. Although UC Riverside, UC San Diego, and UCLA have offices in their student services building, they unfortunately have limited space to host students. Given that the previous location was inaccessible for students, in Fall 2021, UC Irvine's DREAM Center relocated to the Student Center. In a later section of our report, we share the importance of a program's physical location on campus and its impacts on accessibility. Moreover, professional staff such as Program Coordinators and/or Directors are essential when running an undocumented student center/program. However, unlike UC Irvine, UC Davis, and UCLA, UC Riverside has historically had only one professional staff member to manage the undocumented student center, a shortage that contributes to the challenges of meeting the needs of undocumented students.

## 2. UNDOCUMENTED STUDENT ORGANIZATIONS

Finding a community on campus is an essential aspect of a student's experience on campus. Undocumented student organizations were created by undocumented students for undocumented students. Undocumented student organizations bring issues to the forefront on their campus. Moreover, these student organizations provide financial, academic, and community support by creating a safe space in which students can share their experiences and thrive. Without student advocacy, the resources available to undocumented students at each UC campus would not be possible.

With the exception of UC Merced, each UC campus has an established undocumented student organization. It is an unfortunate reality that without an undocumented student organization, advocating for resources and holding administration accountable has become more difficult. Undocumented student organizations are necessary but not sufficient for creating equity; forming part of a collective of undocumented students aiming to bring more resources to their campus is what keeps the University of California accountable for its commitment to support the undocumented community. The UC Undocumented Coalition serves as a collective of undocumented students throughout the UC system that consists of two undergraduate students who serve as representatives at their own campuses. Coalition representatives advocate for undocumented students across the UC system and ensure that resources are equitable and sustainable across the UCs.

As the pipelines for graduate/professional school enrollment grow for undocumented students, undocumented students from several UC campuses have established undocumented graduate student organizations. For example, UC Davis (UCD) students established the Undocumented Graduate Student Union (UGSU) to personally and professionally support undocumented students beyond their undergraduate education. Each campus must make more of an effort to establish these organizations and better support those that already exist.

A photograph of a protest with a large sign that reads "NO MORE DETENTION ABOLISH ICE NO MORE DEPORTATIONS" and "LA MIGRA LA POLICIA LA MISMA PORQUERIA". The sign is held by a person in a crowd. The background shows a city street with buildings and other protesters.

Undocumented student organizations are necessary but not sufficient for creating equity; forming part of a collective of undocumented students aiming to bring more resources to their campus is what keeps the University of California accountable for its commitment to support the undocumented community.

Conversations with the focus groups highlighted the difference between the advocacy efforts of undocumented students and the university. With the majority of undocumented student centers understaffed, the efforts of student interns made interactions with the centers more positive. For example, a UCD student shared that “students play a huge role in the center and I’m thankful they have a job you know and they have an income, but at the same time, they are also students.” Given instances like this, universities must recognize the impact that fellow students have on each undocumented student program.

An emerging pattern is the constant reliance on undocumented student centers rather than having measures placed in various sectors within the university to sustain support for undocumented students. This may be acceptable in cases where these centers have a strong core staff to serve all students in need of assistance. But this is not always the case. A student from UC San Diego (UCSD) recalled that “there’s only one or two staff members and student interns that are running the place.” The realization that each university in the UC system is understaffed to some extent underscores that the degree of support campuses are providing is deficient compared to what should be expected of them. Without the strong foundation of student advocacy, the University of California would not be made aware of the resource disparities undocumented students encounter.

Therefore, undocumented student organizations allow students to create change without having their narrative recounted by someone who does not understand what they are going through.

## IMPACTS OF BEING INVOLVED IN STUDENT ORGANIZATIONS/PROGRAMS

Examining the different student organizations and programs each UC campus offers raises questions about how these spaces impact undocumented students, regardless of their involvement. It is crucial to understand the importance of having organizations for undocumented students in relation to enacting positive change and serving as a beneficial resource to them. For instance, student organizations create safe avenues for undocumented students to openly discuss, interact with, and lead alongside their peers without pressuring students to disclose their immigration status. Therefore, undocumented student organizations allow students to create change without having their narrative recounted by someone who does not understand what they are going through.

During the focus groups, students who were involved with their undocumented student program considered their environment to be an important component of their socialization and academic perseverance, as it provides them the resources for academic success. For example, a UCLA student shared how their program financially supported their DACA expenses: “I’ve been able to have my DACA renewals ever since I first came in and also get the fee paid.” Being involved with an undocumented student program helps these individuals overcome the hardships of being undocumented by providing fundamental support. Undocumented student programs impact whether students feel supported and seen. For example, as one UCD student expressed: “They’ll be like ‘I got you. Let’s see what we can do. Let’s figure this out. We want to try and help you.’”

### 3. FINANCIAL AID AND SCHOLARSHIPS

AB540 students who do not qualify for FAFSA can receive state-based financial aid through the [California Dream Act Application](#)<sup>2</sup> (CADAA). Each UC campus has a financial aid office that informs undocumented students about the California Dream Act. Students can also seek support from their Undocumented Student Services staff. Additionally, the California Dream Loan is offered at each UC campus to undocumented students that need additional funds up to \$4,000 per year. [UC San Diego](#)<sup>3</sup> is the exception in only offering \$2,000 per year. In terms of scholarships per UC campus, undocumented students should connect with their undocumented student services/center for more information.

Depending on the center, offices might offer scholarships or refer students to scholarships from other departments or external scholarships. Undocumented Student Services at UC Davis, UC Irvine, and UC Merced offer emergency grants to students in need of financial support, which could range from basic needs (i.e., rent, bills, groceries) to United States Citizenship and Immigration Services (USCIS) filing fees (i.e., DACA renewals). Although most UC undocumented student programs offer limited financial support to graduate/professional school students, better marketing and more funding is necessary to support these students.

### 4. FELLOWSHIPS AND INTERNSHIPS

Undocumented students without work authorization in the United States have the opportunity to apply for fellowships and internships to receive professional development while being financially compensated for their labor. Even though unpaid internships exist and students can receive professional experience, institutions should prioritize the creation of paid internships and fellowships to support students across the immigration status spectrum, particularly when considering that the vast majority of undocumented students are first-generation college students from low-income backgrounds.

Undocumented students can connect with their undocumented student center or program for opportunities in their office or be referred to other departments on campus that offer inclusive internships and fellowships that are similar to scholarships. Inclusive opportunities are those offered to undocumented students regardless of whether they have work authorization. Through this, students receive a form of compensation and gain transferable skills.

The UC Washington DC Program and UC Center: Sacramento are two inclusive professional development opportunities open to undocumented students across each UC campus. Compared to the other UCs, UC Merced, UC Santa Cruz, and UC Santa Barbara do not offer as many fellowships for undocumented students. Each campus must make significant strides to support undocumented graduate students without work authorization to finance their education, knowing that employment and federal funding have been the primary vehicle for financing graduate education.

## 5. PROFESSIONAL DEVELOPMENT

Similar to fellowships and internships, professional development opportunities help students refine their skills and gain professional experience. Campuses utilize Handshake, an online platform where students can research jobs on and off campus, internships, and attend career-related events. Handshake allows students to research opportunities and visit their internship and/or career centers. On Handshake, students can select job postings and filter the search under work authorization to find opportunities that do not require work authorization. Unlike UCLA and UC Santa Barbara, campuses such as UC San Diego, UC Santa Cruz, and UC Riverside have limited professional development opportunities.

Some campuses established pregraduate programs to support undocumented students who do not qualify for opportunities like McNair Scholars, a research program that prepares underrepresented or first-generation undergraduate students for graduate studies. UC Davis has established a Mentorship & Professional Development (MPD) research program to assist students interested in starting their own businesses and/or attending graduate/professional school beyond a bachelor's degree. At UC Santa Barbara, in collaboration with career services, the Career Development Program provides students the necessary support to learn about resources available to them and guidance on how to seek opportunities at different departments on campus. UC Santa Barbara is a campus that focuses greatly on professional development with at least three different programs available at Undocumented Student Services (USS).

Campuses could better support undocumented graduate and professional school students by offering relevant professional development programming (e.g., events/programs related to dissertation writing, establishing a culturally relevant professional identity, applying to become a faculty member, etc.).

## 6. RESEARCH OPPORTUNITIES

The University of California (UC) is a research institution that provides students with the opportunity to work alongside faculty members, join research projects and programs, or create their own research project. Due to residency requirements for many programs, undocumented students have limited research opportunities. UC Merced has no specific research programs. Students are encouraged to connect with faculty who are trained to work with undocumented students through research and are aware of how to award them. Like UC Merced, and despite not having any specific programs, UC Santa Barbara's Office of Undergraduate Research and Creative Activities has a directory called the [Faculty Research Assistance Program Directory](#)<sup>4</sup> which allows students to identify research projects and filter if they have any prerequisites in place.

Additionally, the [University of California's Leadership Excellence through Advanced Degrees \(UC LEADS\)](#)<sup>5</sup> is a campus-wide research program accessible to all undergraduate students (including undocumented students with and without work authorization) in the science, technology, engineering, and mathematics (STEM) field. Although the UC system is a research institution, only one research program is accessible campus-wide regardless of citizenship status.

It goes without saying that disparities exist among all nine UC campuses in not providing sufficient research opportunities and programs specifically for undocumented students. Therefore, we must continue to advocate for more equitable resources.

## 7. ACADEMIC COUNSELING

In terms of academic counseling, UC Berkeley is the only UC campus to explicitly state that it offers academic counseling specifically for undocumented students through their Undocumented Student Program (USP). At UC Berkeley, undocumented students can make an appointment with an academic counselor who works directly with their community. Compared to other UC campuses, undocumented students at UC Berkeley can connect with the Director or Program Coordinator for Undocumented Student Services (USS) for academic support. Additionally, students can schedule an appointment to receive professional and personal development through resume writing sessions, interview preparation, and much more.

Sensitivity to students' experiences allows career staff to be better equipped at offering more than just academic support. Undocumented students are often in a difficult position in needing to turn to other departments for academic guidance without knowing if the staff has worked or currently works closely with undocumented students. At UC Davis, the AB540 and Undocumented Student Center work closely with graduate students who provide their time and service to serve as tutors in different areas such as the graduate school application process, writing support, and physics and chemistry courses.

UC Irvine's DREAM Center provides academic support to their undocumented students (not including academic counseling) and has generated an online directory of various departments and points of contact who work closely with the undocumented community on campus. At UC Davis, faculty and staff who are added to this directory are required to attend the [UndocuAdvocate Program for Educators \(UPE\)](#),<sup>6</sup> a three-hour-long session hosted by the AB540 and Undocumented Student Center staff and partners. Faculty and staff who attend this training engage in shared knowledge regarding advocacy and serving alongside the undocumented community.





## 8. MENTAL HEALTH COUNSELING

Each UC campus has a Counseling and Psychological Services (CAPS) department that provides services to students regardless of their immigration status. Undocumented students have the option to receive individual counseling and/or to participate in support groups hosted by both CAPS and Undocumented Student Services (USS). Moreover, support groups designed for undocumented students offer community, support, and visibility to their lived experiences.

Although UC Merced provides individual counseling like other campuses, it appears to be the only UC campus that does not have a support group for undocumented students through its Counseling and Psychological Services (CAPS). Given that community building is essential to thrive, it is important to highlight that student support groups contribute to students' success in navigating higher education and improving mental wellness. Thus, creating safe spaces for undocumented students to share and discuss their experiences is imperative to mental health access.

## 9. FOOD ACCESS

Food insecurity is a prevalent issue among UC students, and continues to drastically impact undocumented students beyond what campus officials relate. According to a report released in November 2020 by the Regents of the University of California Special Committee on Basic Needs, “anecdotal experiences suggest that undocumented students may be among the populations with the highest rates of basic needs insecurity.”<sup>7</sup> Unlike their counterparts, undocumented students cannot access CalFresh, a program that offsets the costs of groceries. Therefore, they must seek support elsewhere such as through their campus food pantry, emergency grants, and/or the partnerships Undocumented Student Services have with their Basic Needs Center, churches, or community organizations.

Campuses such as UC Davis, UCLA, and UC Santa Barbara have partnerships with local churches that either provide food vouchers (UC Davis) or distribute meals to students (UCLA and UCSB). In addition, campuses like UC Davis, UC San Diego, UC Irvine, and UCLA offer food vouchers and/or meal vouchers through their Undocumented Student Services to support students financially for food-related expenses.

## 10. HOUSING

When students think about housing, they often wonder whom they will be living with or what their room/apartment decor will be. However, undocumented students have additional housing considerations to consider, such as whether a social security number for leasing is required, whether they will have an “undocu-friendly” roommate, or if bill payments will require a bank account. To off-set some of these concerns, UC Irvine has two themed houses specifically for undocumented students at Arroyo Vista, a themed-sponsored housing community. In addition to

developing a better understanding of immigration-status related issues, the [Marco Antonio Firebaugh House](#)<sup>8</sup> was created to cultivate a safe and welcoming space for undocumented and mixed-status students. Although other campuses do not have designated housing for undocumented students, they do offer some alternatives. For example, undocumented students at UC Berkeley are given housing deposit reductions and priority housing placement at the [Berkeley Student Cooperative](#).<sup>2</sup> At UCLA, incoming undocumented first-year students are given priority and up to three years of guaranteed on-campus housing. In addition, different campus departments at each UC campus offer emergency housing support, grants, and/or renting assistance through their Basic Needs Center. Students are encouraged to reach out to their undocumented student services for a referral of services available to them.

## 11. LEGAL SERVICES

The [UC Immigrant Legal Services Center](#)<sup>10</sup> is the first UC-wide program that provides free immigration legal services to currently enrolled UC students and their immediate family members. Each UC campus (except UC Berkeley) has an assigned attorney and/or legal fellow who is part of the UC Immigrant Legal Services Center (UCIMM) and works directly with students at their individual campuses. Such services include but are not limited to legal advice and representation, legal support and informational sessions as well as immigration relief assistance. [The East Bay Community Law Center](#)<sup>11</sup> (EBCLC) is the legal service provider for UC Berkeley's Undocumented Student Program, which provides free legal support and resources about immigration law. EBCLC gives priority to undocumented UC Berkeley students.

## 12. GRADUATE STUDENT SUPPORT

Although the majority of this report attends to undergraduate student experiences, we want to acknowledge the need for undocumented graduate student support on each UC campus. As we were conducting our research, we noticed that, unfortunately, minimal resources and support are available to undocumented graduate students. On this subject, a graduate student at UC Davis shared the following: "I have to spend so much time on going back and forth with administrators, with, like, my graduate coordinators like so many people to make sure that I get my funding." The graduate division department at [UC Los Angeles](#)<sup>12</sup> and [UC Merced](#)<sup>13</sup> created a student handbook that highlights resources for undocumented graduate students. However, campuses such as UC Davis, UC Santa Barbara, UC Santa Cruz, UC Berkeley, UC San Diego, UC Irvine, and UC Riverside do not have this resource. Overall, a strong commitment to undocumented graduate students is imperative to providing instrumental support and ensuring their educational, personal, and professional success.

## RESOURCES USED BASED ON FOCUS GROUPS

From the focus groups, we learned about various resources students used on their corresponding UC campuses and compared them to our own research. It is important to address the disparities between different services/programs offered at each UC campus as they impact students' success. The data found from researching UC campuses' resources align with trends from the focus groups.

One of the trends we observed was the use of basic needs resources such as food vouchers, emergency grants, and food security programs. When asked about the utilized resources, students from seven out of the eight participating campuses, excluding UC Merced, mentioned using some type of basic needs assistance or grant:

"I'VE APPLIED MULTIPLE TIMES FOR THE GRANTS OFFERED THROUGH UC BERKELEY, WHICH WAS THE EMERGENCY GRANT, WHICH IS \$3,000 FOR EMERGENCY GRANT AND THEN THERE WAS ALSO A GENERAL GRANT OF \$1,500 WHICH I APPLIED FOR EACH SEMESTER AND GOT GRANTED EVERY SEMESTER." ~UCB STUDENT

"I HAVE USED THE FOOD VOUCHER. TECHNICALLY THEY GIVE US MONEY TO BUY GROCERIES AND STUFF LIKE THAT . . ." ~UCLA STUDENT

". . . FOOD VOUCHERS I BENEFITED FROM THAT . . ." ~UCSB STUDENT

"THEY'RE DOING A FOOD SECURITY PROGRAM . . . YOU HAVE TO APPLY FOR IT THROUGH THE GOOGLE FORM. IT CAN RANGE FROM \$50 TO \$200 FOR THE MONTH FOR FOOD. SO IT COULD, IT'S A LOT OF PROGRAMS ACTUALLY. YOU COULD DO SAFEWAY WHICH IS LIKE ALBERTSONS, RALPHS, VONS OR WHOLEFOODS OR YOU COULD DO DOORDASH, GRUBHUB, UBEREATS . . . YEAH, SO WE HAVE A LOT OF DIFFERENT OPTIONS FOR YOU TO TAKE." ~UCSD STUDENT

"I'VE USED, LIKE, THE PANTRY . . . IN CASE I'M EVER HUNGRY OR IF I NEED ANYTHING THAT THEY MIGHT HAVE OR LIKE THAT'S AVAILABLE THEN, I UTILIZE IT." ~UCD STUDENT

"THEY ALSO HAD A FOOD ASSISTANCE PROGRAM, BUT IT WAS ONLY FOR ONE TIME BECAUSE DUE TO FUNDING. AND IT WAS ONLY INVITATION ONLY." ~UCR STUDENT

"I'VE ALSO USED SOME OF THEIR EMERGENCY FUNDS WHEN I'VE HAVE ROUGH TIMES DURING THE PANDEMIC . . ." ~UCI STUDENT

Student voices highlight the need for basic needs assistance along with the importance of funding a permanent program. In our focus groups, the majority of students shared utilizing basic needs resources at their own campuses. Another frequently mentioned resource was respective campuses' legal services. Some students who listed legal services as one of the resources they used explained that their campuses provided attorneys (UC Davis) or consultations (UCSB). With the exception of UC Riverside, students from all participating campuses reiterated the need for free legal services on each campus:

“I HAVE USED THE, I DON’T KNOW HOW TO CALL IT, BUT JUST THE LAWYERS TO RENEW MY DACA.” ~UCM STUDENT

“I USE . . . THE EAST BAY LAW COMMUNITY LAW CENTER, THAT’S DIRECTLY LINKED TO THE USP SERVICES.” ~UCB STUDENT

“ONE PRETTY BIG RESOURCE IS IMMIGRANT LEGAL SERVICES CENTER. I’VE BEEN ABLE TO HAVE MY DACA RENEWALS EVER SINCE I FIRST CAME IN AND ALSO GET THE FEE PAID FOR BY THE SCHOOL.” ~UCLA STUDENT

“WHAT ELSE HAVE I USED? OH AN ATTORNEY. I’VE GOTTEN AN APPOINTMENT WITH THEM BEFORE.” ~UCD STUDENT

“WE HAVE AN UNDOCU SERVICE CENTER... THE FIRST RESOURCE I USED IS ACTUALLY RIGHT BEFORE I ENTERED MY FRESHMAN YEAR . . . I WAS ABLE TO GET MY DACA APPLICATION PAID FOR... I WAS MEETING WITH THEIR ATTORNEY. . . AND THEY SENT ALL THE PAPERWORK AND I GOT MY BIOMETRIC APPOINTMENT THROUGH THEM . . .”~UCSD STUDENT

“THROUGH MY DREAM CENTER, I’VE BEEN ABLE TO APPLY FOR MY DACA RENEWAL. SO I’VE BEEN INVOLVED WITH THE CAMPUS ATTORNEY AND WITH MY DIRECTOR.” ~UCI STUDENT

## ACCESSIBILITY AND BARRIERS TO RESOURCES

This section highlights several barriers undocumented students face to accessing resources across the University of California campuses. Evidence of resource disparities for this marginalized student population both across and within each UC campus comes from research on resources per campus, data collection via focus groups consisting of students from different campuses, and multiple meetings with directors of the various undocumented student services centers. Five universal trends around accessibility and barriers to resources across the UC campuses include (1) limited funding, (2) guilt, (3) stigma, (4) outreach efforts, and (5) the physical location of the services on campus.

### LIMITED FUNDING

The types of resources available to undocumented students vary by campus; and while some campuses are slightly better off, almost all of them seem to face the same issue: limited funding. Students from UC Irvine (UCI), UCLA, UC Riverside (UCR), UC Berkeley (UCB), UC Davis (UCD), and UC San Diego (UCSD) all mentioned the limited or lack of funding that their undocumented student programs must manage. Limited funding has forced both programs and students to make difficult decisions when it comes to resources.

“THE CENTER IS STRUGGLING WITH ITS FUNDING. THIS YEAR, THEY REDUCED IT DRASTICALLY AND THAT CUT INTO FELLOWSHIP PROGRAMS THAT THE CENTER OFFERS. THERE WERE A LOT OF STUDENTS THAT WEREN’T ABLE TO BE ACCEPTED IN THAT PROGRAM WHICH ALSO GIVES YOU A STIPEND . . . THEY WEREN’T ABLE TO GET ACCEPTED BECAUSE THERE WERE NO MORE FUNDS.” ~UCI STUDENT

“IT’S THE SAME FOR US, I THINK IT’S FUNDING AND STAFF. I WOULD SAY MORE STAFF THAT COULD HELP . . . I THINK MORE FUNDING FOR FELLOWSHIPS, BUT HOPEFULLY THAT’S COMING SOON.” ~UCLA STUDENT

“THEY HAD A FOOD ASSISTANCE PROGRAM, BUT IT WAS ONLY FOR ONE TIME . . . DUE TO FUNDING.” ~UCR STUDENT

“I’D LIKE FOR IT TO BE MORE WIDESPREAD . . . EVERY TIME THE GRANTS ARE OPEN, . . . THEY ONLY ARE ABLE TO GIVE IT TO LIKE FOUR STUDENTS . . . AND THERE’S FAR . . . MORE STUDENTS THAN THAT . . . BUT THERE’S JUST NOT ENOUGH LIKE FUNDING ESSENTIALLY. I THINK THE RESOURCES ARE ACCESSIBLE AND AVAILABLE. HOWEVER, I THINK THAT IT CAN BE EXTENDED IN REGARDS TO THE CAPACITY THAT IT CAN PROVIDE STUDENTS.” ~UCB STUDENT

“IT’S ALWAYS LIKE ‘UNTIL RESOURCES LAST’ . . . THEY’RE NOT . . . STABLE, SO YOU . . . ARE AT RISK OF LIKE . . . NOT GETTING THAT SAME RESOURCE THE NEXT TIME YOU NEED IT, SO IT’S ALWAYS LIKE THAT . . . IT KIND OF GIVES YOU, LIKE, A PRESSURE OF LIKE ‘OH, LIKE I HAVE IT RIGHT NOW, BUT HOW ABOUT THE NEXT TIME THAT I NEED IT?’ SO I FEEL LIKE IT’S GOOD, BUT NOT ENOUGH AND . . . NOT A LOT OF STUDENTS COULD GET IT. IT’S LIKE FIRST COME FIRST SERVED KIND OF THING.” ~UCD STUDENT

“THE TWO FUNDING LIMITATIONS COULDN’T KEEP UP WITH MY STIPEND SO I WAS CUT FROM THAT PROGRAM . . . IT’S KIND OF DISRESPECTFUL BECAUSE I WENT THROUGH THE PROCESS OF INTERVIEWING AND ALL THAT, SO LIKE FOR ME TO LOSE A FELLOWSHIP OVER A FUNDING LIMITATION, WHICH IS YOU KNOW NOT IN THEIR CONTROL.” ~UCSD STUDENT

With every other aspect of life being uncertain, education should not contribute to the already existing systemic barriers that undocumented individuals encounter. There is no reason that a student should lose a fellowship midway because funding runs out. Situations like these leave undocumented students in precarious situations, especially if they do not have work authorization and, therefore, cannot secure other sources of income.

Undocumented student programs have to serve their undocumented students to the best of their abilities with the limited funding they receive; however, this means that some students never get access to resources they need, while others lose access to resources they use. Regardless of what program gets cut, students will continue to be disadvantaged.

In many instances, advocacy work by undocumented students has resulted in increased funding and in other cases has prevented the removal of funding. It is unfair that, on top of being students, undocumented individuals are expected to spend the emotional labor required to advocate for resources they need to succeed at their respective universities, and yet they are not always heard or taken into consideration when universities are making the very decisions that impact them.

How is it that a public university system as prestigious as the University of California fails to meet the needs of their undocumented students? How are undocumented students expected to succeed when the few resources available to them are constantly at risk of ending due to lack of funding? Simply accepting undocumented students into institutions of higher education is not enough; these institutions need to ensure that their undocumented students are provided with the resources needed to succeed. Undocumented students are not just another marginalized community to be checked off a list for diversity and then left to fend for themselves. There are no excuses for a leading public university system with a multi-billion endowment to lack funding.

## GUILT

Although individual campuses may provide resources to their undocumented student population, the resources do not suffice. Data analysis from the focus groups clearly indicates that a majority of the students are compassionate and considerate of one another's needs. Indeed, students from UC Los Angeles, UC Santa Barbara, and UC Riverside shared that a sense of guilt deters them from utilizing the resources earmarked for them as they believe "some people might need it more" than they do and that if they use them, "other people aren't going to be able to." Thus, students feel that they "can survive without it."

Students on other UC campuses shared this sentiment. When asked about what resources they are aware of, but do not utilize and why, a UCSB student explained, "I know that they . . . have an emergency fund. I just feel weird asking for financial support just because I know that a lot of people are facing bigger challenges . . . I see it that way so I don't want to take away that opportunity." However, they were informed by their Undocumented Student Programs director that this is "how most of the students think," and, therefore, "if there's resources for five students and those five students think that way . . . none of them get the help." Similarly, a UCR student shared that they did not utilize the book lending program or book scholarship so that "other people can use it." Comments below illustrate the shared sentiments of students who acknowledge that their undocumented peers may need the resources more than they do.

"I FEEL LIKE SOME PROGRAMS THAT I DON'T APPLY TO . . . I THINK THE REASON IS BECAUSE I FEEL BAD, WHICH IS LIKE A GUILT TRIP . . . BUT I'M JUST LIKE SOME PEOPLE MIGHT NEED IT MORE THAN I DO." ~UCLA STUDENT

"I KNOW THAT A LOT OF PEOPLE ARE FACING BIGGER CHALLENGES. WELL, I SEE IT THAT WAY, SO I DON'T WANT TO TAKE AWAY THAT OPPORTUNITY." ~UCSB STUDENT

"I HAVEN'T USED THE UH THE BOOK LENDING [PROGRAM] AND THEY ALSO HAVE A SCHOLARSHIP TO BUY YOUR BOOKS. I HAVEN'T USED IT . . . OTHER PEOPLE CAN USE IT . . ."  
~UCR STUDENT

## STIGMA

Navigating higher education as an undocumented student is challenging. But systemic barriers present further challenges to accessing resources, stigmatizing undocumented students who are doing what they need to succeed. The comments below indicate how this stigma prevents undocumented students from using resources.

“THE DIRECTOR . . . KIND OF LIKE ENCOURAGED ME TO GET THE FOOD STAMPS, BUT THOSE ARE THE THINGS I HAVEN’T LIKE BEEN ABLE TO USE . . . BECAUSE OF . . . STIGMA OF LIKE UNDOCUMENTED TAKING LIKE ADVANTAGE OF GOVERNMENT . . .” ~UCSB STUDENT

“I’M NOT THAT COMFORTABLE USING MY ENTIRE LOANS ’CAUSE I FEAR THAT I’M NOT GOING TO BE ABLE TO PAY IT BACK . . . I FEAR LIKE USING . . . CERTAIN RESOURCES ’CAUSE OF STIGMA . . .” ~UCSB STUDENT

“I BEEN WANTING TO, LIKE, HAVE A ONE ON ONE LIKE KIND OF SESSION . . . I BEEN VERY SCARED MOSTLY ’CAUSE OF MY PREVIOUS EXPERIENCE WITH LIKE THERAPY AND STUFF LIKE THAT LIKE IT HASN’T BEEN LIKE GOOD, SO IT’S BEEN SOMETHING THAT I BEEN WORKING ON BUT JUST STILL SCARED . . .” ~UCB STUDENT

## OUTREACH EFFORTS

Although these institutions continue to accept undocumented students, they fail to meet them halfway when it comes to providing equitable resources. Students should not have to go out of their way to search for or create resources. UC campuses must do better at promoting Undocumented Student Services, as they do with other campus departments. Undocumented Student Centers or Programs should not be the only entities to conduct outreach to undocumented students. The comments below illustrate the frustrations students feel as a result of poor outreach efforts.

“I THINK ONE SPECIFIC THING THAT I REALLY HOPE COULD BE . . . JUST CHANGED AND IMPROVED IS THAT OUR CHANCELLOR COULD DO MORE ABOUT IT THAN JUST SPEAKING ON BEHALF OF UNDOCUMENTED STUDENTS WHERE SOMETHING HAPPENS . . . LIKE ACTUALLY PUT THE EFFORT AND TIME TO MAKE THESE SERVICES AND RESOURCES KNOWN.” ~UCD STUDENT

“THE UNIVERSITY NEEDS TO DO MORE THAN JUST PROVIDE LIKE THIS VAGUE EMAIL EVERY FEW MONTHS AND NOT ACTUALLY TANGIBLY DOING ANYTHING AND SHOW UP . . . I THINK THINGS HAVE DEFINITELY IMPROVED AT BERKELEY, THERE STILL A LOT OF WORK LEFT TO DO.” ~UCB STUDENT

“I WANT TO FEEL THE SECURITY THAT SAFETY AND REASSURANCE THAT I’M GONNA FEEL SUPPORTED BY THE SCHOOL . . .” ~UCI STUDENT

“IT’S THIS BIG SORT OF FRUSTRATION THAT ME AND OTHER UNDOCUMENTED STUDENTS TALK ABOUT BECAUSE RATHER THAN THE UNIVERSITY TAKING ON THAT RESPONSIBILITY AND TRAINING THEIR STAFF, THEY JUST HEAR THE WORD UNDOCUMENTED AND THEY QUICKLY SEND THEM OVER TO THE UNDOCUMENTED STUDENT PROGRAM.” ~UCB STUDENT



PHOTO BY: AB540 AND UNDOCUMENTED STUDENT CENTER

## PHYSICAL CAMPUS LOCATION

The visibility of the undocumented student centers contribute to the accessibility of campus resources, specifically in relation to how and when students learn about resources. A UC Davis student stated that they learned about their undocumented student center “because the center is really visible,” whereas a UC Riverside student shared that “the only accessibility problem I see at the UCR campus is that our USP Center is in the back; it’s the farthest back office in our student services building.” Similarly, students from UCLA and UC Santa Barbara expressed difficulty in locating their respective USP office or center. The sense of belonging that undocumented student centers cultivate is essential for student inclusivity.

## IMPACTS ON ACCESSIBILITY DUE TO COVID-19 PANDEMIC

### DIFFICULTY ACCESSING RESOURCES

With the closure of campuses due to the COVID-19 pandemic, the accessibility of resources became more difficult for students. Undocumented students already face limited resources, but lacking easily accessible support only compounds the barriers to higher education. In response to the pandemic’s effect on resource availability, a UCR student stated that “moving everything online has made everything less accessible because now we are just waiting for emails to be answered.” Without the option of going to faculty offices or centers, students can do nothing but wait and hope that their emails are responded to promptly. Replying to students in a timely manner can be challenging. As an alternative to emails, faculty offer Zoom office/drop-in hours; however, some students cannot take advantage of these options: “I think it’s a bit more complicated for me because I like to see the person and sometimes if it’s in my house or I have my grandma . . . the noises interrupt and I don’t feel comfortable to ask for things when someone is interrupting me in my house so maybe that’s one of the reasons.”



While the switch to remote functions was difficult for some undocumented students, others benefitted from the transition. The flexibility of an online format allowed some students to attend events and workshops they would not have been able to before. A UCR student said, “I received a lot of opportunities that I may . . . have not been able to, like, have participated in, in campus because at home I’m able to have a lot more flexible schedule so I wouldn’t have to be staying on campus. I was able to join more workshops and programs and seminars . . . because I was at home.”

## ON-CAMPUS VS. REMOTE

The transition from in-person to remote was bound to have difficulties during the adjustment period, but even after a year and a half, the online environment had obvious gaps. Being on campus allows students to access resources such as study lounges and events where they can network and learn where other resources are available. UCLA and UC Davis students reported that, prior to the pandemic, they learned about the majority of the resources or made connections with staff from their undocumented student programs during orientations or summer programs. These in-person interactions were great opportunities for students to learn about more resources—compared to students who had only been able to attend events online, which allowed for minimal interactions with others.

During the pandemic, the lack of accessibility was especially prominent for students who were part of the incoming class. These students were yet to set foot on campus and had little to no knowledge of the types of resources available to them. A UCLA student, whose first year was completely online, shared that resources for undocumented students did not seem accessible to them as they had to research and find the resources on their own because the university, as an institution, does not actively share these resources. This UCLA student shared: “[I] do have some other undocumented friends that like had no idea that we even had like a program for us.” What good can resources do if the people meant to use them have no idea they exist? This is a problem not only for students who have solely experienced their college life online, but also for those that have had the opportunity to be on campus. Students from UC Riverside and UC Santa Barbara voiced frustration around finding the office or center where undocumented student programs are located. The existence of these programs is pointless if the university is not doing what is necessary to ensure that their undocumented students are aware of the resources that are available to them. A UC Davis student made it clear that while their campus offered a lot of resources, they were only aware of them because they were part of the center’s team. Online or in-person, universities need to perform more intentional outreach.

## RECOMMENDATIONS/LOOKING AHEAD

Undocumented students are in a disadvantageous position due to their legal status, which often prevents them from accessing resources readily available to other students. The following are specific recommendations to alleviate the current issues being faced by undocumented students in higher education:

### 1. PROVIDE SUFFICIENT FUNDING FOR UNDOCUMENTED STUDENT RESOURCES.

Although the students in the focus groups attended different UC campuses, they expressed similar sentiments as a result of their shared experiences regarding resource accessibility. Therefore, to address the guilt that undocumented students feel, UC campuses should provide adequate resources for all of their undocumented students. Filling the gaps would allow all students an equal opportunity to access resources without sacrificing their needs for those of their peers. Given that students from six out of the eight campuses in focus groups expressed funding as a concern attributed to resource inaccessibility, sufficient funding can mitigate this challenge. Thus, overall funding increase or maintenance may ease accessibility to campus resources for undocumented students across UC campuses.

### 2. ALLOW UNDOCUMENTED INDIVIDUALS TO ACTIVELY TAKE PART IN THE CREATION OF RESOURCES FOR UNDOCUMENTED STUDENTS.

Another trend across focus groups was managing the stigma they felt. To combat this perception, resources and services should be created by undocumented people for undocumented people. Participants in the focus groups shed light on this model as a way to create a safe space in which undocumented students can feel heard, seen, and supported. More specifically, students shared potential ways to destigmatize the taboo around seeking help, especially pertaining to mental and emotional wellness. Regarding mental health resources for undocumented students, UCLA students expressed the need for “increas[ing] accessibility, sessions, counseling services, psychological services and any other kind of overall health.” Additionally, they emphasized the importance of having “undocumented students staff that [are] competent, and [are] aware about the challenges and struggles that undocumented students face and how it’s different.” Another student shared their experiences with seeking mental health and psychological services: “It was amazing because everyone shared their story with a group and we didn’t feel like we were alone. They had this group for only undocumented students.” Therefore, creating safe spaces for undocumented students that are facilitated by those with similar backgrounds may promote ease of accessibility to campus resources.

### 3. INCREASE EFFORTS TO HIGHLIGHT RESOURCES FOR UNDOCUMENTED STUDENTS.

With students clearly stating how difficult it is to find undocumented student resources on their respective campuses, it is evident that the current outreach efforts are inadequate. Given that it was significantly more difficult to locate services during the pandemic there were complications and obstacles regarding outreach. Students mentioned that they did not receive any information about resources from the university itself. However, they became aware about other resources after learning about their USP, subscribing to their emails, and signing up for the newsletters. To ensure that more undocumented students are reached, announcements and flyers about available undocumented student resources should be disseminated to all orientation groups. Furthermore, the university should provide a welcome email to undocumented students with the contact information of their undocumented student program and undocumented student organization.

### 4. RECLASSIFY JOBS OR CREATE MORE INTERNSHIPS AND FELLOWSHIPS TO ALLOW ACCESS TO UNDOCUMENTED STUDENTS AND MAKE CAREER FAIRS MORE UNDOCUFRIENDLY.

The current number of fellowships and internships available to undocumented students is not enough. Additionally, many of these opportunities cater to DACA recipients or AB540 students, thus leaving non-DACA and non-AB540 undocumented students with minimal available opportunities. To increase internship and fellowship opportunities, at least one job opportunity per academic department should be turned into a fellowship or internship for undocumented students. Given that not every student has work authorization, career fairs should offer workshops in navigating employment as an independent contractor to prepare undocumented students to navigate post-grad life. More specifically, career centers should partner with undocumented student services at each UC Campus to ensure that career fairs, events, and workshops are inclusive. Furthermore, more companies that employ independent contractors should be invited to career fairs to give undocumented students the same opportunities as their peers to secure a job.

## APPENDIX A: RESOURCES PER UC CAMPUS

UC Berkeley	<p>Undocumented Student Program (USP)</p> <p>Contact: <a href="mailto:undocu@berkeley.edu">undocu@berkeley.edu</a></p> <p>Website: <a href="https://undocu.berkeley.edu/">https://undocu.berkeley.edu/</a></p>	<p>Rising Immigrant Scholars Through Education (RISE)</p> <p>Contact: <a href="mailto:riseatberkeley@gmail.com">riseatberkeley@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/riseatberkeley">@riseatberkeley</a></p>
UC Davis	<p>AB540 and Undocumented Student Center (AB540 &amp; USC)</p> <p>Contact: <a href="mailto:ab540-undocumented@ucdavis.edu">ab540-undocumented@ucdavis.edu</a></p> <p>Website: <a href="https://undocumented.ucdavis.edu/">https://undocumented.ucdavis.edu/</a></p>	<p>Scholars Promoting Education Awareness and Knowledge (SPEAK)</p> <p>Contact: <a href="mailto:speakucdavis@gmail.com">speakucdavis@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/speakatucdavis">@speakatucdavis</a></p>
UC Irvine	<p>UCI DREAM Center</p> <p>Contact: <a href="mailto:dream@uci.edu">dream@uci.edu</a></p> <p>Website: <a href="https://dream.uci.edu/">https://dream.uci.edu/</a></p>	<p>Students Advocating For Immigrant Rights and Equity (SAFIRE)</p> <p>Contact: <a href="mailto:uci.safire@gmail.com">uci.safire@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/safireatuci">@safireatuci</a></p>
UC Los Angeles	<p>Undocumented Student Program (USP)</p> <p>Contact: <a href="mailto:usp@saonet.ucla.edu">usp@saonet.ucla.edu</a></p> <p>Website: <a href="https://usp.ucla.edu/">https://usp.ucla.edu/</a></p>	<p>Improving Dreams, Equity, Access, and Success (IDEAS)</p> <p>Contact: <a href="mailto:ideas@ucla.edu">ideas@ucla.edu</a></p> <p>Instagram: <a href="https://www.instagram.com/ucla_ideas">@ucla_ideas</a></p>
UC Merced	<p>Services for Undocumented Students</p> <p>Contact: <a href="mailto:undoc@ucmerced.edu">undoc@ucmerced.edu</a></p> <p>Website: <a href="https://undoc.ucmerced.edu/home">https://undoc.ucmerced.edu/home</a></p>	<p>For more information, contact Services for Undocumented Students to receive support in starting an undocumented student organization on your campus.</p>
UC Riverside	<p>Undocumented Student Programs (USP)</p> <p>Contact: <a href="mailto:Ana.Coria@ucr.edu">Ana.Coria@ucr.edu</a></p> <p>Website: <a href="https://usp.ucr.edu/">https://usp.ucr.edu/</a></p>	<p>Providing Opportunities, Dreams, and Education (PODER)</p> <p>Contact: <a href="mailto:poderatucr@gmail.com">poderatucr@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/poderatucr">@poderatucr</a></p>

UC San Diego	<p>Undocumented Student Services (USS)</p> <p>Contact: <a href="mailto:undoc@ucsd.edu">undoc@ucsd.edu</a></p> <p>Website: <a href="https://uss.ucsd.edu/">https://uss.ucsd.edu/</a></p>	<p>Advocates for Immigrants Justice (AIJ)</p> <p>Contact: <a href="mailto:aijucsd@gmail.com">aijucsd@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/aijucsd">@aijucsd</a></p>
UC Santa Barbara	<p>Undocumented Student Services (USS)</p> <p>Contact: <a href="mailto:sa-eopundocstudentservi@ucsb.edu">sa-eopundocstudentservi@ucsb.edu</a></p> <p>Website: <a href="http://www.sa.ucsb.edu/dreamscholars/home">http://www.sa.ucsb.edu/dreamscholars/home</a></p>	<p>Improving Dreams, Equality, Access, and Success (IDEAS)</p> <p>Contact: <a href="mailto:ucsb.ideas@gmail.com">ucsb.ideas@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/ideasucsb">@ideasucsb</a></p>
UC Santa Cruz	<p>Undocumented Student Services (USS)</p> <p>Contact: <a href="mailto:eopab540@ucsc.edu">eopab540@ucsc.edu</a></p> <p>Website: <a href="https://eop.ucsc.edu/undocumented_student_services/index.html">https://eop.ucsc.edu/undocumented_student_services/index.html</a></p>	<p>Beyond Dreams</p> <p>Contact: <a href="mailto:beyonddreams.ucsc@gmail.com">beyonddreams.ucsc@gmail.com</a></p> <p>Instagram: <a href="https://www.instagram.com/scbeyonddreams">@scbeyonddreams</a></p>
UC Campus-Wide	<p>UC Undocumented Coalition</p> <p>Contact: <a href="mailto:ucundocucoalition@gmail.com">ucundocucoalition@gmail.com</a></p>	<p>Note: If you are interested in being one of the two representatives at your campus, connect with your undocumented student organization for more details.</p>

The following is not an extensive list of resources available to undocumented students at each UC Campus. For more information, connect with your undocumented student services/center/program.

## UC BERKELEY

Note: The following programs and resources are offered to undocumented students within Undocumented Student Program (USP), College of Letters and Science, and the Basic Needs Center.

### HEARTSPEAK: USP SUPPORT CIRCLE

**Description:** This weekly support space centers social connection as a foundation for wellness, racial trauma-healing, and resilience during difficult times. Each virtual session will offer a conversational support space, as well as beginner-level meditation skill practice. Additional coping tools will be offered as collective group needs arise. No prior experience necessary.

**Contact:** USP Psychologist, Diana Peña, (510) 664-7483

**Website:** <https://uhs.berkeley.edu/counseling/group>

### BASIC NEEDS HOLISTIC FUND

**Description:** The Basic Needs Holistic Fund is a centralized entry point for all UC Berkeley students to apply for emergency financial support. Emergency grants do not have to be paid back, and students apply through an online application. Students can only receive each emergency grant one time per academic year. The housing emergency grant is intended for extenuating housing-related costs whereas the general emergency grant is intended for extenuating food security, medical, dental, computer, and other unforeseen emergencies.

**Contact:** Financial Aid Counselor, Shellaine Gallego, shellaine.gallego@berkeley.edu

**Website:** <https://basicneeds.berkeley.edu/basic-needs-holistic-fund>

### SURF L&S

**Description:** SURF L&S supports undergraduates in the College of Letters and Science to spend the summer doing concentrated research in preparation for a senior thesis or other major capstone research project. Fellows receive a summer stipend of \$5,000 to support participation in the program. This program is available to all full time students within the College of Letters & Science.

**Contact:** Program Coordinator, Brittany Johnson, brittanyjo42@berkeley.edu

**Website:** <https://surf.berkeley.edu/surf-ls/>

### FOOD PANTRY

**Description:** The Food Pantry is an emergency food relief supply for all UC Berkeley students (undergraduate and graduate), staff, visiting scholars, postdocs, and faculty. Items such as rice, pasta, milk, cereal, freezer items, and fresh produce are offered. Students and staff are welcome to take as much as needed whenever needed while being mindful that it is a shared community resource for emergencies. The Pantry operates on a self-assessed need basis. There are no eligibility requirements and all you need is your Cal ID.

**Contact:** Undocumented Student Program, foodpantry@berkeley.edu

**Website:**

<https://discoverourmodel.berkeley.edu/program-components/programs-and-services/food-pantry>

### UC DAVIS

Note: The following programs and resources are offered to undocumented students within the AB540 and Undocumented Student Center, Aggie Compass Basic Needs Center, and Student Health and Counseling Services (SHCS).

## MENTORSHIP AND PROFESSIONAL DEVELOPMENT FELLOWSHIP PROGRAM (MPD)

**Description:** A fellowship program for dedicated and ambitious individuals with a thirst for hands-on research experience and preparation for post-graduation endeavors. Must be a currently enrolled UC Davis undergraduate student with at least 90 units. Interested students will identify individual post-graduate academic and vocational pathways of interest, connect with peers meaningfully through co-curricular and academic engagement, and build community with other staff, faculty, and community members who are currently engaged in research and or are in post-graduate academic, vocational, or entrepreneurial pathways.

**Contact:** Assistant Director, Ignacio/Nacho Alarcon, [ialarcon@ucdavis.edu](mailto:ialarcon@ucdavis.edu)

**Website:** <https://undocumented.ucdavis.edu/education/mpd>

## OPPORTUNITY GRANTS

**Description:** This is an opportunity for eligible undergraduate, post-baccalaureate, graduate, and professional school students to offset the costs of unexpected expenses, which may include living expenses and basic needs support. This is an opportunity to receive up to \$500 across the academic year either all at once or in multiple iterations (i.e., \$200, \$200, \$100, etc.). Students may receive up to \$500 for basic needs and living expenses and still be eligible to submit an Opportunity Grant application for legal filing fees for the academic year.

**Contact:** AB540 and Undocumented Student Center, [ab540-undocumented@ucdavis.edu](mailto:ab540-undocumented@ucdavis.edu)

**Website:** <https://undocumented.ucdavis.edu/grants>

## FOOD VOUCHER PROGRAM

**Description:** This is an opportunity for undergraduate/post-baccalaureate/graduate/professional school students to apply for our food program that provides food vouchers to eligible students while supplies last. Currently, in partnership with Aggie Compass Basic Needs Center, they are able to disburse several hundred dollars per academic period in electronic gift cards to Safeway and its peer grocery stores.

**Contact:** AB540 and Undocumented Student Center, [ab540-undocumented@ucdavis.edu](mailto:ab540-undocumented@ucdavis.edu)

**Website:** <https://undocumented.ucdavis.edu/grants>

## TOGETHER WE RISE SUPPORT GROUP

**Description:** An undocumented student support group in partnership with a mental health counselor at Student Health and Counseling Services (SHCS) that offers monthly meetings, an affirming space for undocumented folx to create community, destress, and process their immigrant experiences. Graduate and professional students are also welcomed to this space.

**Contact:** AB540 and Undocumented Student Center, [ab540-undocumented@ucdavis.edu](mailto:ab540-undocumented@ucdavis.edu)

**Frequently Asked Questions:** [bit.ly/ucdundocfaq](https://bit.ly/ucdundocfaq)

## UC IRVINE

Note: The following programs and resources are offered to undocumented students within the DREAM Center, Student Success Initiatives (SSI), and Student Housing.

### DREAM CENTER SCHOLARSHIPS

**Description:** The DREAM Center provides multiple scholarship opportunities for undocumented students. Depending on the scholarship received, the amount awarded will vary for recipients.

**Contact:** DREAM Center, [dream@uci.edu](mailto:dream@uci.edu)

**Website:** <https://dream.uci.edu/uci-dream-center-scholarships/>

### DREAM PROJECT FELLOWSHIP

**Description:** This opportunity provides academic and experiential learning, professional development, financial opportunities, and networking to undergraduate and graduate students regardless of immigration status. Selected fellows are paired up with a project mentor and work on a mutually beneficial career and leadership development collaboration. They will also be financially compensated with an up to \$3,900 stipend per academic year.

**Contact:** DREAM Center, [dream@uci.edu](mailto:dream@uci.edu)

**Website:** <https://dream.uci.edu/dpf/>

### DREAM SCHOLARS PROGRAM

#### DREAM Scholars Program

**Description:** This program is a partnership with Student Success Initiatives and aims to provide undocumented students with the necessary tools to achieve their academic and career goals in a safe and receptive environment through campus involvement, research opportunities, and essential faculty and staff guidance. The main goal of this program is to support students with personalized attention to ultimately help them improve on their academic performance and gain a unique educational experience.

**Contact:** Counselor/Coordinator, Blanca Villagomez Cedeño, [villagob@uci.edu](mailto:villagob@uci.edu)

**Website:** <http://ssi.uci.edu/dreamscholars/>

### SCHOLARS-IN-RESIDENCE (SIR) PROGRAM

**Description:** This opportunity is open to undocumented graduate students. The UCI DREAM Center's Scholars-In-Residence program seeks to advance the professional development and postgraduate preparation of UCI's undocumented students. The SIR program hosts undocumented graduate students who serve as mentors to undocumented undergraduates. SIR fellows can help with graduate school applications, research, and much more.

**Contact:** DREAM Center, [dream@uci.edu](mailto:dream@uci.edu)

**Website:** <https://dream.uci.edu/services/>



## UNDOCUMENTED STUDENT HOUSING: ARROYO VISTA MARCO ANTONIO FIREBAUGH HOUSE

**Description:** The Firebaugh House was created to provide a space for the academic, emotional, and social success for those students which are either undocumented, from mixed-status, or support them.

**Contact:** Faculty-In-Residence and Assistant Professor Laura Enriquez, [lenriquel@uci.edu](mailto:lenriquel@uci.edu), Director of DREAM Center, Angela Chen, [angelacc@uci.edu](mailto:angelacc@uci.edu)

**Website:** [https://housing.uci.edu/housingOptions/Arroyo\\_Vista.html](https://housing.uci.edu/housingOptions/Arroyo_Vista.html)

## UC LOS ANGELES

Note: The following programs and resources are offered to undocumented students within Undocumented Student Program (USP), Academic Advancement Program (AAP), and UCLA Dream Resource Center (DRC).

### UCLA UNDOCUBRUIN FELLOWSHIP

**Description:** The UCLA UndocuBruins Fellowship aims to provide an opportunity for fellows to 1) develop skills to be career and life-ready; 2) be leaders in our diverse and global society; 3) learn how to collaborate through partnerships; 4) and foster healthy communities with partners, thus contributing the development of wellness-minded people.

**Contact:** Undocumented Student Program, [usp@saonet.ucla.edu](mailto:usp@saonet.ucla.edu)

### MARIPOSA ACHIEVEMENT PROJECT (MAP)

**Description:** The Mariposa Achievement Project (MAP) is the Undocumented Student Program's (USP) commitment to enhancing the academic performance, retention and continual success of undocumented students at UCLA. MAP is divided into 3 components: Textbooks, Transportation Scholarship, & Meal Vouchers. \*Open for current undergraduate & graduate undocumented students.

**Contact:** Undocumented Student Program, [usp@saonet.ucla.edu](mailto:usp@saonet.ucla.edu)

**Website:** <https://usp.ucla.edu>

### UNDOCUBRUIN RESEARCH PROGRAM

**Description:** The UndocuBruins Research Program guides undocumented AAP students in their junior or senior year to develop research experience and their graduate school goals. Participants undertake a research project under the guidance of a graduate mentor and a faculty mentor. UndocuBruins will also develop their graduate school applications—curriculum vita, draft personal and professional statements, learn how to obtain strong letters of recommendation, etc. Students who are interested in graduate school and who would like to learn about how to conduct academic research are strongly encouraged to apply.

**Contact:** Cohort Coordinator, Josefina Flores, [jfloresmorales@college.ucla.edu](mailto:jfloresmorales@college.ucla.edu)

**Website:** <https://www.aap.ucla.edu/programs/undocubruins/>

## UCLA DREAM SUMMER FELLOWSHIP

**Description:** Fellows are placed within social justice-based host organizations and work closely with their host organization to incorporate and strengthen the role of immigrant rights issues alongside the organization's social justice work. Over the summer, fellows engage and lead social justice efforts by aligning the call for immigrant rights alongside the unique challenges of queer and transgender communities; Asian and Pacific Islander communities; Black immigrant communities; the ongoing mass incarceration and criminalization of people of color; worker rights; COVID-19 relief efforts and post-COVID-19 economic recovery efforts; and health care access for all.

**Contact:** UCLA Labor Center, [ucladreamsummer@gmail.com](mailto:ucladreamsummer@gmail.com)

**Website:** <https://www.labor.ucla.edu/what-we-do/dream-resource-center/dream-summer/>

## UC MERCED

Note: The following programs and resources are offered to undocumented students within Undocumented Student Services (USS), Center for Career and Professional Development (CCPA), and Student Leadership Center.

### KEY PROGRAM

**Description:** Our KEY program helps undocumented students, their families, and visitors adjust to life at UC Merced. We offer information on health insurance, financial help, understanding your rights, and our resources. During the month of July 2021, Services for Undocumented Students will provide four overnight sessions.

**Contact:** Undocumented Student Services, [undoc@ucmerced.edu](mailto:undoc@ucmerced.edu)

**Website:** <https://undoc.ucmerced.edu/programs>

### UNDOCUSCHOLARS ACADEMY

**Description:** The UndocuScholars Academy is an eight-week, small-group, interactive career seminar run by the Center for Career and Professional Advancement that aims to empower undocumented students. The seminars are co-facilitated by career specialists, Maria Ramirez Loyola and guest speakers. Students will concentrate on career development, resume writing, interviewing, job/graduate school preparation, and other skills that all students will need to succeed in their professions.

**Contact:** Employer Relations Manager, Lizbeth Lupi, M.A., [llupi@ucmerced.edu](mailto:llupi@ucmerced.edu)

**Website:** <https://undoc.ucmerced.edu/programs/undocuscholars-academy>

## UNDOCUBOBCAT LEADERSHIP SERIES

**Description:** Students' leadership skills, knowledge, capacity, and self-efficacy are developed over the course of four weeks, equipping them to flourish as life-long learners and leaders in the twenty-first century.

**Contact:** Undocumented Student Services, [undoc@ucmerced.edu](mailto:undoc@ucmerced.edu)

**Website:** <https://undoc.ucmerced.edu/programs/undocubobcat-leadership-series>

## VOLUNTEER PROGRAM

**Description:** Our volunteer program at Services for Undocumented Students has been updated, and we'd want to continue working with our students this semester. It is accessible to undocumented students and allies who want to learn more about the services, initiatives, and volunteer opportunities available at UC Merced to help our undocumented community.

**Contact:** Undocumented Student Services, [undoc@ucmerced.edu](mailto:undoc@ucmerced.edu)

**Website:** <https://undoc.ucmerced.edu/programs/volunteer-program>

## UC RIVERSIDE

Note: The following programs and resources are offered to undocumented students within the Undocumented Student Program (USP), Career Center, and Counseling and Psychological Services (CAPS).

### BUTTERFLY PROJECT FELLOWSHIP

**Description:** In partnership with the UCR Career Center and Undocumented Student Programs, the Butterfly Project is an eight-week program designed to provide professional development opportunities for students. In addition to completing weekly service hours, students partake in weekly workshops that focus on topics such as: resume and cover letter writing, internship search, interviewing skills, graduate school, and professional school preparation.

**Contact:** USP Director, Ana Coria, [Ana.Coria@ucr.edu](mailto:Ana.Coria@ucr.edu)

**Website:** <https://usp.ucr.edu/butterfly-project>

### R'DREAM SCHOLARSHIP

**Description:** The R'Dream scholarship is a quarterly departmental scholarship of up to \$750 that is given to students who can demonstrate their financial need and commitment to helping the undocumented population. Students may apply once per quarter.

**Contact:** USP Director, Ana Coria, [Ana.Coria@ucr.edu](mailto:Ana.Coria@ucr.edu)

**Website:** <https://usp.ucr.edu/scholarships>

### R'DREAM BOOK SCHOLARSHIP

**Description:** The R'Dream Book scholarship is a quarterly departmental scholarship meant to help undocumented students purchase textbooks. Students may list up to six textbooks and are allowed to apply once per quarter. After the quarter, students must return the books to Undocumented Student Programs in order to make them part of the lending library.

**Contact:** USP Director, Ana Coria, Ana.Coria@ucr.edu

**Website:** <https://usp.ucr.edu/scholarships>

### UNDOCUMENTED STUDENT PROGRAMS LENDING LIBRARY

**Description:** The lending library has clickers, calculators, and about 200 textbooks available for UCR students to borrow. Students may borrow one item for one quarter and must return them during finals week.

**Contact:** USP Director, Ana Coria, Ana.Coria@ucr.edu

**Website:** <https://usp.ucr.edu/resources/borrow-a-textbook>

### UNDOCU CIRCLES SUPPORT GROUP

**Description:** In partnership with UCR's Counseling and Psychological Services (CAPS), Undocu Circles provide a space for undocumented students to share their experiences and support one another. Undocu Circles happen on a weekly basis with a representative from USP and CAPS present with students.

**Contact:** USP Director, Ana Coria, Ana.Coria@ucr.edu

## UC SANTA BARBARA

Note: The following programs and resources are offered to undocumented students within Undocumented Student Services (USS), Office of Financial Aid and Scholarships (OFAS), career services, and Counseling and Psychological Services (CAPS).

### MONARCH OPPORTUNITY SCHOLARSHIP PROGRAM

**Description:** The Monarch Opportunity Scholarship is a collaboration between the Office of Financial Aid and Scholarships (OFAS), career services, and Undocumented Student Services. A scholarship developed to ensure that all students have the opportunity to receive financial support and achieve their educational and professional goals.

**Contact:** Undocumented Student Services, sa-eopundocstudentservi@ucsb.edu

**Website:** <http://www.sa.ucsb.edu/dreamscholars/programs/monarch-opportunity-scholarship-program>

## CAREER DEVELOPMENT PROGRAM

**Description:** In collaboration with Career Services, the Career and Professional Development Program provides the necessary support for students to learn about resources available to them at UCSB and guidance on how to seek opportunities elsewhere for their individual needs and interests. Students are welcomed to apply each quarter, if accepted they are required to attend all workshops (3), meet with career services counselors, and complete brief assignments. As a form of recognition students receive a scholarship at the end of the quarter.

**Contact:** Undocumented Student Services, sa-eopundocstudentservi@ucsb.edu

**Website:** <https://www.sa.ucsb.edu/dreamscholars/programs/career-development-program>

## USS MENTORING PROGRAM

**Description:** Dream Scholar Faculty Mentoring Program came about as a student effort. Students needed to obtain guidance on navigating an undergraduate education from faculty who have already gone through the process. Students are paired up with a faculty member in their department or department of interest. The program hosts quarterly socials to allow students and faculty to interact with one another in a friendly environment.

**Contact:** Undocumented Student Services, sa-eopundocstudentservi@ucsb.edu

**Website:** <http://www.sa.ucsb.edu/dreamscholars/programs/faculty-mentoring-program>

## CULTIVATING RESILIENCE SUPPORT GROUP

**Description:** In collaboration with USS, CAPS created Cultivating Resilience, a support group specifically for Dream Scholars. Cultivating Resilience is a space for group focused empowerment and a place to find strength through your community. During weekly meetings, students are led by a CAPS counselor, and are given the opportunity to process the complexities of being undocumented. Through exploring various topics and sharing their burdens in a group setting, students are given the chance to heal.

**Contact:** Undocumented Student Services, sa-eopundocstudentservi@ucsb.edu

**Website:** <http://www.sa.ucsb.edu/dreamscholars/student-information/student-support-groups>

## UC SANTA CRUZ

Note: The following programs and resources are offered to undocumented students within Undocumented Student Services (USS), Educational Opportunity Program (EOP), and the Career Center.

## PROFESSIONAL CAREER DEVELOPMENT PROGRAM (PCDP)

**Description:** The Professional Career Development Program (PCDP) was established with the aim of providing undocumented students with career preparation opportunities that would allow them to further develop leadership, personal, and professional skills. PCDP students intern at different on- and off-campus units for an entire academic year, completing a year-long project under the guidance of their PCDP mentor.

**Contact:** PCDP Coordinator, Alma R. Orozco, [pcdp@ucsc.edu](mailto:pcdp@ucsc.edu).

**Website:** [https://eop.ucsc.edu/undocumented\\_student\\_services/professional-career-development-program-pcdp/index.html](https://eop.ucsc.edu/undocumented_student_services/professional-career-development-program-pcdp/index.html)

## AB540/UNDOCUMENTED STUDENT EMERGENCY FUND

**Description:** The AB540 Student Emergency Fund assists AB540/Undocumented students who are facing financial hardships. Students must create a budget with a peer mentor and/or EOP Counselor, meet with their EOP Counselor, and an Undocumented Student Services Coordinator and EOP Counselor will consult with each other to determine eligibility.

**Contact:** USS Academic Counselor, Aracely Aceves Lozano, [aaceves5@ucsc.edu](mailto:aaceves5@ucsc.edu)

**Website:** [https://eop.ucsc.edu/undocumented\\_student\\_services/financial-aid/ab540undocumented-student-emergency-fund.html](https://eop.ucsc.edu/undocumented_student_services/financial-aid/ab540undocumented-student-emergency-fund.html)

## 540% SLUG EXTENDED ORIENTATION PROGRAM

**Description:** This summer transition program addresses the unique needs and challenges undocumented students face as they enter a four-year university. It is designed to prepare both first-year freshmen and first-year transfer undocumented students to transition smoothly to the university and build a strong and supportive network of undocumented students at UCSC.

**Contact:** Undocumented Student Services, [eopab540@ucsc.edu](mailto:eopab540@ucsc.edu)

**Website:** [https://eop.ucsc.edu/undocumented\\_student\\_services/prospective-students.html](https://eop.ucsc.edu/undocumented_student_services/prospective-students.html)

## ENTREPRENEUR PILOT PROGRAM

**Description:** In collaboration with Oakes College, STARS, the Career Center, Immigrants Rising, and USS, EOP is partnering with El Pajaro Community Development Corporation (PCDC) to launch an entrepreneurship pilot program focused on developing and supporting undocumented entrepreneurs. This program is designed to educate and empower currently enrolled undocumented students and recent grads/alumni in developing and launching their business ventures.

**Contact:** Pilot Program Manager, Juan Ruiz, [jruizcor@ucsc.edu](mailto:jruizcor@ucsc.edu).

**Website:** [https://eop.ucsc.edu/undocumented\\_student\\_services/entrepreneur-pilot-program.html](https://eop.ucsc.edu/undocumented_student_services/entrepreneur-pilot-program.html)

## UC SAN DIEGO

Note: The following programs and resources are offered to undocumented students within Undocumented Student Services (USS), and Counseling and Psychological Services (CAPS).

## DREAM FELLOWSHIP PROGRAM

**Description:** Experiential learning program through Undocumented Student Services at the UC San Diego. Through experiential learning, undocumented students gain skills that will prepare them for graduate school or career pathways.

**Contact:** Undocumented Student Services, undoc@ucsd.edu

**Website:** <https://uss.ucsd.edu/programs/index.html#Dream-Fellowship-Program>

## STUDENT INTERN PROGRAM

**Description:** Under the guidance of professional staff, the USS intern program offers a one-year internship that focuses on developing student's leadership and project management skills through direct field experience. During their internships, students become fully immersed in all aspects of USS programs and services while working on an individual project under the supervision of professional staff and with the support of other interns.

**Contact:** Undocumented Student Services, undoc@ucsd.edu

**Website:** <https://uss.ucsd.edu/programs/index.html#Student-Intern-Program>

## YES FOOD PROGRAM

**Description:** The Yes Food Program offers undocumented students e-gift cards to grocery stores, food delivery services, and restaurants. Depending on the individual need of the student, they may receive \$50-\$200 in e-gift cards every 30 days for three consecutive months before needing to reapply.

**Contact:** Undocumented Student Services, undoc@ucsd.edu

**Website:** <https://uss.ucsd.edu/programs/index.html#Yes-Food-Program>

## MORE THAN DREAMS SUPPORT FORUM

**Description:** This is a support forum for DACAmented, Undoc identified, UCSD Dreamers, and doers! Individuals gather to uplift each other in a virtual community space. A place to share unique experiences, share challenges, unburden ourselves, highlight resilience, empower each other, while cultivating a community of trust and belonging at UCSD.

**Contact:** CAPS Psychologist Lilian Salcedo, PsyD, lsalcedo@health.ucsd.edu

**Website:** <https://caps.ucsd.edu/services/groups.html#2020-21-Community-Forums>

## APPENDIX B: ACKNOWLEDGMENTS

The principal authors of this report are Alondra Avalos Padilla, Erika Mey, and Ana Sandoval Contreras, with contributions from Carlos Alarcon, Blanca Alba, Karely Amaya, Abraham Cruz Hernandez, Monica Ortiz Dorado, Johanna Mejia Avila, and Chae Won Yun.

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