Wildcat UndocuPeers Training
Participant Homework
UndocuPeers: Liberating Campus Climate

Instructions: Please have the following done prior to the Wildcat UndocuPeers Training on November 18, 2016. Your reflections and questions will be useful during the training. Please bring this with you to the training.

Watch videos
I. (3 min.) Boy Meets Girl, Girl Reveals secret that’s when things get intimate and beautiful
   A. Write down 3 things: what you found interesting, helpful, and want to learn more about

II. (4 min.) Coming Out As An Undocumented Immigrant - Latino Voices
   A. Write down 3 things: what you found interesting, helpful, and want to learn more about

Browse
I. United We Dream Network website
   A. Write down 4 things:
      1. Which of the “Resources” did you find most helpful?
      2. What do you have questions about?
      3. What stands out to you after reviewing the Tuition Equity Map?
      4. What do you want to learn more about after viewing this page?

II. ScholarshipsA-Z website
   A. Write down 4 things:
      1. Was the educator’s page useful?
      2. Which of the “Resources” did you find most helpful?
      3. What other pages on the ScholarshipsA-Z site did you find useful?
      4. What was one thing that you learned from the ScholarshipsA-Z site?

III. University of Arizona Prop 300 website
    A. What difficulties do you think arise for students who don’t meet Prop 300’s requirements?

IV. Domicile Affidavit
    A. What parts of the domicile affidavit do you think might cause difficulties for DACA students trying to fill out the form?
    B. How can you be informed to help out a student with filling out this form?
V. University of Arizona Immigrant Student Resource Center [Website]
   A. Is this website useful?
   B. What could be done to make it more accessible?
   C. Any recommended pages?

VI. ISRC Facebook Page
   A. Like the ISRC Facebook page to stay informed and to be able to direct students to it.

Read
   I. Daily Wildcat [Article] on DACA students in the University of Arizona
   II. Research Summary (following page)
      A. Only read the 3 page summary for the training. You are not required to read each article linked in the summary (this is for your reference)
      B. Write down 2 things you did not know before and would like to explore further

Explore ScholarshipsA-Z’s work in Arizona
   I. (4 min video) Winning in-state tuition for DACA students at Pima Community College
   II. Winning in-state tuition for DACA students at AZ universities
      A. (30 sec video) Students march for lower tuition at the UA (April 2015)
      B. Going to the UA as a DACA student without financial aid
Wildcat UndocuPeers Training
Research Summary
UndocuPeers: Liberating Campus Climate

Research: Educators Supporting Dreamers: Becoming an Undocumented Student Ally (Perez, William; Munoz, Susana; Alcantar, Cynthia & Guarneros, Nancy)

Key Recommendations to Support Undocumented Students:
1. Recognize that undocumented students have rights afforded by law to education and should not be targets of anti-immigrant discrimination.
2. As an educator your professional status affords you power to initiate institutional support.
3. Do not try to “fix” everything without knowing what could jeopardize a student’s immigration status.
4. Allies can train other educators to help establish a school wide network of easily visible allies that can provide access to trustworthy support.
5. High schools and colleges should collaborate to organize conferences that provide information on how to work with and support undocumented students.
6. Encourage students in HS to take AP classes and/or participate in dual enrollment programs to save money for college general requirement courses.
7. Community colleges are gateways to university education; allies should be willing to provide guidance for successful transfers to four-year universities.
8. Establish a mentoring program in which university staff and or faculty mentor undocumented students throughout their career and help them navigate the institution.

Research: Dreaming Big: What Community Colleges Can Do to Help Undocumented Immigrant Youth Achieve Their Potential

Key Recommendations to Support Undocumented Students:
1. Increase College Access
   a. Develop a coordinated outreach plan with immigrant youth-led organizations, immigrant advocacy coalitions, and other community-based organizations to build trust and help undocumented students learn about accessing the community college system.
2. Make College Affordable Through Financial Assistance
   a. Increase college and private fundraising for scholarship opportunities.
3. Support College Readiness and Success
   a. Designate several staff responsible for advising undocumented students (ideal student to staff ratio should be 1 staff per 20 undocumented students).
4. Offer Alternatives for Adult Learners

Updated November 2016
a. Connect adult education and community college systems through partnerships and case management.

5. **Improve College Retention and Completion**
   a. Promote campus safe/liberated/brave spaces and empower immigrant students as leaders.

**Research:** [Immigrant Student National Position Paper](#)

**Key Recommendations to Support Undocumented Students:**

1. **Mission**
   a. Articulate clearly and publicly (through a mission statement, view book, catalogue, website, etc.) that the university’s mission includes providing access to higher education for all students, including undocumented immigrant students.

2. **Admissions**
   a. Designate specific admissions staff who will have the responsibility to work with applicants who are undocumented. When key staff leaves the institution, assure this responsibility is passed on to a successor.

3. **Career Counseling**
   a. Train career placement staff on what undocumented students can do after graduation.

4. **Financial Aid**
   a. Explore the creation of a “Common Fund,” initially with outside sources, to provide financial aid to undocumented students at all universities

5. **On-Campus**
   a. Understand that many undocumented students have family obligations that can create significant demands on their time.
   b. Insure that undocumented students, who often live at home and commute to campus, can fully participate in university life, both academic and extracurricular.

**Research:** [In Their Own Words: A Nationwide Survey of Undocumented Millennials](#)

**Key Recommendations to Support Undocumented Students:**

1. **DACA Improves the Financial Well-being of Undocumented Millennials**
   a. Many undocumented youth live in financially vulnerable positions.
   b. Over three-quarters (77%) report annual personal incomes below $25,000 and only 20% report having enough personal income to meet monthly bills and expenses.
   c. Survey reveals that DACA is improving the financial well-being of undocumented youth. 70% began their first job or moved to a new job upon receiving deferred
46% say that DACA has enabled them to become more financially independent and 51% say that they have been able to better help their family financially.

2. **DACA Is An Integration Success Story**
   a. 64% of respondents report feeling a greater sense of belonging in the United States after becoming “DACA-mented.”
   b. 64% say that they are no longer afraid because of their immigration status.
   c. 35% report becoming more involved in their communities.
   d. 84% now have their driver’s license or state identification card.
   e. 23% report returning to school.

3. **DACA is not enough, there is a high need for support**
   a. 66% continue to feel anxious because they have undocumented family members or friends who do not have DACA and thus remain vulnerable.
   b. Less than \( \frac{1}{3} \) of DACA-mented millennials applied for the program without assistance, telling us that continued support for DACA implementation work is critical.

Research: Creating Counter-Spaces of Resistance and Sanctuaries of Learning and Teaching: An Analysis of Freedom University

Key Recommendations to Support Undocumented Students:
1. **Freedom University serves as a postsecondary sanctuary school because it centers students experiences within the curriculum**
   a. We must ask “Why are these materials relevant for them?” instead of thinking, “This is what they have to learn.”
   b. We should use students’ culture and prior knowledge as a way to construct meaning of their own experiences.
   c. Students and teachers are both learners.

2. **Freedom University embodies transformational resistance by both students and faculty**
   a. Creating a psychologically and physically safe space to focus on community building. “The most important thing that they are doing at Freedom University is allow for a space that’s safe to share their stories and to meet other people who have similar stories.”
   b. Teachers’ ethic of care for their students has prompted faculty to stand in solidarity with students through social action.
   c. Freedom University prompted the transformation of students; students conservative about sharing their status have grown into being outspoken activists.
3. Similar to freedom schools in the civil rights era, Freedom University offers a space where students learn because they want to learn, in order to do and to discover who they are.