



2020-2021

Developing an UndocuSupport System:

Enrichment Assessment of Campus Support for Undocumented Students



PREPARED BY: PRE-HEALTH DREAMERS

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The Development Team

Pre-Health Dreamers' enrichment assessment was created through a collaborative effort of individuals with a background in higher education, research, recruitment, admissions, establishing programming, advocacy and resources for undocumented students. Undocumented students provided their knowledge, experiences and hands-on support to make this project happen.



María De Los Ángeles Almaraz

Pre-Health Dreamers' Project Coordinator, 2017 PEEP Alumna

Ángeles Almaraz received her Bachelor's in Biology with a minor in Chicano Studies from the University of California, Los Angeles. Currently, she is completing a post baccalaureate program at Charles R. Drew University, California. She aspires to be a pediatrician practicing in the Central Valley of California. Ángeles works with undocumented and immigrant communities in her current role as a Quality Improvement Assistant at a non-profit clinic in the greater Los Angeles area. Her upbringing informs her passion for medicine and social equity and fuels her work with communities of color, undocumented folk, and pre-health students. She is motivated to help bridge access to higher education, health care, and social services to the communities that raised and continue to inspire her.



Itzetz Paulina Ávila

Biomedical Laboratory Manager, 2020 PEEP Participant

Itzetz Ávila is a DACAmented immigrant born in Mexico. Her pre-health career began at Los Angeles Valley College and after completing her associates in Biology, she transferred to UCLA. There she obtained a Bachelor's of Science in Molecular, Cell and Developmental Biology (MCDB) and a minor in Biomedical Research. Outside of her passion for science, Itzetz is committed to serving underrepresented and vulnerable populations. Being an undocumented immigrant herself, she leverages her experiences to enact change at different institutional levels through organizations such as Pre-Health Dreamers. She envisions herself becoming a Physician Scientist, mentoring underrepresented students through higher education, and serving her undocumented and other marginalized communities.



María Navarro Núñez

Clinical Research Coordinator, 2019 PEEP Alumna, Pre-Health Student

María Navarro Núñez graduated from the University of California, Davis with a Bachelor's of Science in Global Disease Biology and Public Health. Early on in her educational career as a first-generation student, she witnessed the adversities that undocumented communities faced not only in healthcare but also in education. Growing up in the San Joaquin Central Valley, greatly sparked her passion for furthering equity and inclusion in the healthcare and educational system that will benefit undocumented communities. In her previous work, María focused on developing and establishing resources, programming and training for administrators, and staff and students in the community college system. María is fully committed in building and holding spaces that will continue to empower the undocumented and immigrant communities in healthcare and beyond. Currently, she is working in clinical research and is pursuing a physician-scientist degree to one day work in family medicine and healthcare policy.



Yadira Ortiz

Pre-Health Dreamers, Executive Director

For over a decade, Yadira has collaborated with students, families, staff and faculty in the educational system to advocate for procedural and institutional change. She has continuously been an advocate for students and works to ensure that students are empowered, engaged and encouraged. Yadira has also mentored students, student organizations and their allies in becoming agents of change for themselves and others. Witnessing the lack of assistance for undocumented students in higher education has pushed Yadira to research, create and establish resources, programming, emergency grants and trainings in the educational systems.

Message to Students:

As you read through the assessment, we hope that your personal story and experiences are validated and that solutions truly interpret what you as students deserve from your institution. As you continue to be inspired and be heard, we hope that you do not feel pressured to disclose your status in order to bring change. There are many ways to advocate for yourself, and for those who will stand by you will understand your story and will lead to enact change.

For those of you who feel compelled to advocate, walk into the room and take space. Use this assessment as a tool to start conversations and fully express the needs of the community as a whole. Using our voice is revolutionary and it will change the experiences of those that come next. As undocumented students, we are powerful and through our veins run a mortal combination of resilience and resistance. We are changing systems of oppression for us and upcoming generations. WE belong

Angeles, Itzetz and Maria

Dear Community and Institutional Stakeholders:

Pre-Health Dreamers (PHD) believes that motivated undocumented people possess invaluable experience from having overcome significant obstacles and from living in underserved communities. When allowed to put these experiences into practice through meaningful work, undocumented students can help meet the rising demand for a diverse professional and healthcare workforce. The vision of PHD centers on the beliefs that a person's immigration status should not exclude anyone from pursuing their dreams of higher education, careers, and contributing to their communities. We strive to positively influence undergraduate, graduate and professional schools to adopt nondiscriminatory policies, resources, programming and overall attitudes towards students with complex immigration circumstances.

Through experience, we have found that many undocumented students are discouraged in the educational system and find it difficult to navigate without the support and advocacy of educators and staff. Even though many public schools at a national level have begun to establish undocumented student programs and dream centers, undocumented students notice the need for additional training of staff in regards to advanced resources that can take them beyond 4-year institutions. Furthermore, undocumented students are having to educate and inform their advisors on the needs of students which can discourage them from seeking additional advice and resources. Our efforts to work with undocumented students are focused on their retention and how well the students matriculate and graduate beyond a four-year degree.

Why is it important for institutions to strengthen undocumented student support? "In 2015 only 29.2 percent of undocumented immigrants ages 18 and older, had at least some college education, compared to almost 60 percent of the entire U.S. population. Less than 14.7 percent had a bachelor's degree or higher, compared to over 28 percent"(1). Currently, in 2020, there are only 5-10% of undocumented students pursuing postsecondary education due to the lack of equitable support from institutions resulting in low college attainment rate of undocumented young people (6). However, through our programming we have witnessed an increase in the number of undocumented students who seek resources and services from PHD.

We believe that a more welcoming environment that fosters undocumented student success can be established nationwide. Over the years, PHD's programming and advocacy has witnessed over 200 individuals matriculate into their healthcare programs or have graduated and are currently serving their communities. In the last 3 years, PHD has provided advising and self-advocacy training to over 300 pre-health undocumented students in community college and 4-year institutions. Additionally, through PHD's collaborations, over 50 U.S. medical schools now consider undocumented applicants for admission. Most recently, PHD has helped change admission policies at nursing programs which were previously denying admission to students based on their immigration status. Lastly, PHD also successfully advocated for DACA recipients to be eligible for a fee assistance program to reduce medical school application fees.

We invite you to join our efforts to ensure student success by completing the enrichment assessment with your institution. This assessment aims to foster and start a conversation with and within educational institutions to bring awareness of where your campus stands in regards to the academic, financial and overall holistic support available for undocumented students; especially those pursuing health and science professions. Through a strong taskforce, key campus departments can build effective processes between them that bridge resources and create a support network for undocumented students that goes beyond general financial aid resources, academic advising and undocumented student programs. Being strategic about your partnerships and collaborations that support undocumented students can alleviate the "ping pong" and "feeling dismissed" effect when departments do not have centralized or streamlined procedures and services that are sensitive to undocumented students' needs.

As Pre-Health Dreamers, we are very grateful for your participation in this enrichment assessment of campus support for undocumented students. We understand that the steps to create and build an undocu-supportive system can take time and we hope this assessment will inspire your institution to develop short and long term goals to continue and help undocumented students at your campus. We are here to not only support you throughout this process, but also continue to build meaningful and effective partnerships with your institution.

Sincerely,

Pre-Health Dreamers



Goal of this project

As Pre-Health Dreamers, our goal is to advocate for institutional change by collaborating with educators and administrators to develop more equitable opportunities for undocumented students. We are dedicated to strengthening our partnerships with you: a health professional, an institution, association, immigration and social justice attorney, or policy maker to build and create effective pathways of support for undocumented students.

Together we will be committed to advocating for more undocumented-friendly policies, raise awareness of social issues and integrate positive change to bring inclusion into institutions and general entities.

As Pre-Health Dreamers, we are dedicated to support you in this new journey by organizing educational webinars and presentations. We will collaborate and provide professional development for professionals and educators who want to strengthen their undocumented student programming and resources to develop creative solutions.

In conclusion, we understand that collaboration and hands-on assistance from different departments, administrators and the campus community as a whole, are key components for progress and change. We hope that you and your campus connect with decision makers, faculty, coordinators of undocumented student programs and dream centers, financial aid directors, students and staff, as well as other campus community members who can best lead a taskforce to propel these projects forward.

Completing the assessment

This assessment is created to serve as a resource for taskforces, individuals and departments to evaluate the holistic support and resources their institution provides. It emphasizes and encourages the inclusiveness of resources from the general financial aid and academic advising departments to ensure the success, retention and matriculation of undocumented students.

The different sections list vital support that undocumented students pursuing degrees, especially health professional degrees, need from their campus staff, administrators, task force etc. Under each column you and your team can determine whether a specific area is already provided at the campus; if the support needs to be strengthened; or if the campus is currently not able to provide such support as well as other levels of assessment.

Furthermore, we encourage you to analyze the roadblocks that may keep you from strengthening your support and connect with individuals that may be able to assist early in the developmental process.

You and your team are encouraged to set goals for the next semester and year(s) to come to best identify areas that can be strengthened. We invite everyone to ask how different key administrators or departments can collaborate to develop the much-needed support in a set timeframe.

To strengthen student success, encourage empowerment and leadership, we highly recommend that you and your team connect with and include undocumented students in your strategic planning to effectively identify challenges and needs that must be established first. This will expand your understanding of the intersectionality that exist within the undocumented community.

Our team understands that strengthening such support for students can be challenging. We hope that with partnerships and collaborations within the institution you can create a strong and nurturing campus for undocumented students.

Terminology

Undocumented immigrants lack lawful status granted by federal authorities because he/she/they overstayed a temporary visa and lost statuses or entered the U.S. without inspection(5).

Deferred Action for Childhood Arrivals (DACA) is a federal executive branch initiative announced by former President Obama in June 2012 for certain undocumented individuals who came to the U.S. as children. DACA has afforded many individuals new opportunities by providing access to work authorization, a social security number, and reprieve from deportation. Participants of the program must renew their DACA recurrently so long as the program remains in existence(3). Renewal timeframes and deadlines vary depending on the administration and potential executive orders.

Temporary Protective Status (TPS) holders, just like DACA, are in constant threat of having their status rescinded. Throughout the last years, TPS has been canceled for individuals from specific countries such as Guinea and Sierra Leone. However, for many other countries such as El Salvador, Honduras, Haiti and Syria, the cancellation dates are set for early 2021. Advocates continue to fight for an extension for these individuals. Just like DACA, TPS holders can apply for employment authorization(7). Because of the threat that TPS is under, we highly recommend that institutions work with TPS individuals as they would DACA recipients.

AB 540 Student is a nonresident student eligible to become exempt from their non-resident tuition at a California (CA) public college or university. CA Assembly Bill 540 (AB540) is one of a series of bills passed to create an exemption from the payment of non-resident tuition for certain domestic non-resident students who have attended high school in California and received a high school diploma or its equivalent(2). Other states have passed similar tuition equity bills for undocumented students. We encourage advisors to research if their state has set such laws. For more information regarding in-state tuition laws visit: phdreamers.org/resource-list

Mixed-status families are families in which one or more family members are U.S. citizens or lawful permanent residents (green card holders) and some are undocumented without legal immigration status. Approximately 16.2 million people in the United States live in a mixed status family. These families house an estimated 6.1 million U.S. citizen children(7).

Taskforce are team members from undocumented student programs, admission, financial aid academic advising and other key departments that take part in the conversations and decision-making process that affects undocumented students.

UndocuAllies are individuals committed to support and advocate for the undocumented community and who actively make themselves accessible to provide up to date resources and assistance to undocumented individuals on their campus and in the community.

Citation

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2. *California Nonresident Tuition Exemption*. California Student Aid Commission. <https://www.csac.ca.gov/post/california-nonresident-tuition-exemption>. Published February 1, 2018. Accessed November 19, 2020.
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4. *Fact Sheet: Mixed Status Families and COVID-19 Economic Relief*. National Immigration Forum. <https://immigrationforum.org/article/mixed-status-families-and-covid-19-economic-relief/>. Published August 12, 2020. Accessed November 19, 2020.
5. José Peralta *New York State Dream Act*. The City University of New York. <https://www.cuny.edu/financial-aid/applying-for-financial-aid/jose-peralta-new-york-state-dream-act/becoming-an-undocually/>. Accessed November 19, 2020.
6. *Overview of Undocumented Students*. Immigrants Rising. https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_Overview-of-Undocumented-Students.pdf. Published August 1, 2020. Accessed November 19, 2020.
7. *Temporary Protected Status: An Overview*. American Immigration Council. <https://www.americanimmigrationcouncil.org/research/temporary-protected-statusoverview>. Published February 11, 2020. Accessed November 19, 2020.



Professional Training for Campus Community, UndocuAlly Networks and Advisory Boards

In this section we ask for teams to assess their campus' undocu ally trainings, networks and advisory boards:

- The taskforce should constantly research updated federal and state laws related to educational and immigration policies to establish new resources that can strengthen the information being delivered to students and staff.
- Professionals that provide the daily hands-on support for the undocumented population are usually working with limited budgets and resources. We encourage administrators to provide the financial and institutional support that amplifies the work and commitment that allies champion.
- Often, ally-trainings focus on the historical content of immigration but neglect to include the information that is fundamental to administrative staff. We encourage training that strengthen the administrative, financial and academic support that advisors provide.
- Quantitative and qualitative research are vital when allocating resources and support. Gathering and utilizing data will provide awareness of the undocumented population including students with complex immigration statuses such as Temporary Protective Status (TPS), to best address their needs.
- Creating and maintaining an undocumented student listserv facilitates communication and community building which is crucial for the undocumented community. Being able to directly send emails to undocumented students in regard to the resources on campus can help you connect with students efficiently.

	Exists at our campus and this area is strong	Exists at our campus but we would like to strengthen	We are just starting to create	Not able to create on our campus
Professional training, undocu ally networks and advisory boards				
My institution has established an undocu ally network or an advisory board that is centered around the needs of undocumented students.				
Our task force advocates for policies that support the needs of undocumented students at the institutional, state and federal level.				
My institution holds constant and updated training for advisors in regards to institutional procedures and policies that affect undocumented students at every academic level.				
Admission, financial aid, advising and other key departments attend regular interdepartmental meetings to discuss the school's policies and financial aid options for undocumented students.				
My institution trains staff and faculty to encourage undocumented students to pursue any degree of choice regardless of their immigration status.				
The staff at my institution helps seek and advocate for campus and community resources that assist undocumented students.				
My institution is able to connect undocumented students with the campus and community resources that are available to them through email.				
My institution knows how to capture the number of undocumented students on our campus.				



Social Security Numbers and Individual Taxpayer Identification Numbers

In this section we provide advice as it pertains to the challenges undocumented students face as a result of not having a Social Security Number (SSN).

- We encourage admission staff to be sensitive to questions from students who do not hold a social security number since being unaware and providing inaccurate guidance can deter undocumented students as they apply to your campus and programs.
- There may be legal consequences for undocumented students (without a status) who try to apply for social security numbers. Before advising students in regards to SSNs, we encourage you to speak with the legal experts at your campus or connect with non-profits who provide free legal immigration services.
- It is important to emphasize that students without a SSN may have an ITIN which can be used for admissions or a background check. Additionally, background checks can be done without either number. Programs are encouraged to partner with internships, clinical sites, etc., that provide opportunities for students without SSN.

Social Security Numbers (SSN) and Individual Taxpayer Identification Number (ITIN)	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
Staff and faculty understand the implications that result from encouraging undocumented students who want to apply for a social security number.				
The staff at my institution is able to guide undocumented students as they complete the U.S. Citizenship and SSN questions on the admission application.				
Our programs have partnerships with sites whose procedures are accessible to undocumented students who do not have a social security number; sites we partner with can provide background checks with ITIN or with other data.				

Notes (who will lead a project, strategies, deadlines, what obstacles keep up from establishing such resources etc):



Pre-Admission to Undergraduate, Graduate, Professional or Health Programs

In this section we ask for teams to assess the pre-admission to post-graduation pipeline programs and guidance for undocumented students.

- Undocumented students are transferring at a low-rate from community college to 4-year institutions and postsecondary education.
- It is important for admission and financial aid offices to provide an open door policy as well as training for staff to better assist, advocate and provide a safe space for students in complex situations that make the admission process difficult for them due to their immigration status.
- By having recruiters that are knowledgeable on the needs of undocumented students, your campus can help guide and recruit prospective students who have a breath of experience, various backgrounds and cultural awareness into your programs.

Pre-admission to undergraduate, graduate, professional or health programs	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
My institution has established pipeline programs that support undocumented students who are pursuing admission to our campus.				
My institution has established pipeline programs that support current undocumented students through the application process for graduate and professional programs.				
My institution's website highlights that an individual's immigration status does not affect an individual's application and admission process.				
My institutions' website is transparent with the resources our institution offers to undocumented students such as social, financial, academic, etc.				
My institution provides an institution-wide undocu-friendly directory, which includes staff, faculty, advisors, who have gone through an official undocually training and have committed to being allies to undocumented students.				

Notes (who will lead a project, strategies, deadlines, what obstacles keep up from establishing such resources etc):



Admissions' Policies and Practices that Help Guide Your Prospective Undocumented Students

Undocumented students frequently hear that they do not meet the requirements for programs, financial aid and more due to their immigration status.

- Providing inclusive language on campus and program websites will invite undocumented students to apply and ask questions.
- Immigrant friendly legislations exist in CA and other states that support the educational and professional growth of undocumented individuals. Publication of statewide access legislation on your website can open the doors of communication for students.
- It is important to bring awareness of the institutional aid such as scholarships, loans and grants that are available to undocumented students on your campus early in the admission process.

Admissions' policies and practices that help guide your prospective undocumented students	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
My institutions' website includes information on financial aid options for undocumented students such as state grants, institutional grants, emergency grants, on and off campus loans available for undocumented students etc.				
Our admission recruiters and outreach specialists understand the challenges undocumented may face when applying to community colleges and universities and are able to assist undocumented students with any questions they may have.				
Our financial aid specialist(s) and academic advisors are trained to assist undocumented students when navigating state and national scholarships.				

Notes (who will lead a project, strategies, deadlines, what obstacles keep up from establishing such resources etc):

Holistic Admission Practices in Evaluating Undocumented Undergraduate, Graduate and Professional School

Even though hiring practices may provide a diverse admission committee, it is important to assess whether or not the admission policies counselors adhere to are equitable for undocumented students.

- Some undocumented students may not be eligible for your programs due to their immigration status even though they would succeed at your campus. Focus on the transferable skills that students have acquired through life experiences. Think about holistic admission review that can be inclusive of undocumented students who bring resilience and cultural competency into the classroom.
- We encourage your departments to consider a holistic rubric that will provide admission and financial aid opportunities for students who are undocumented.

Holistic admission practices used when evaluating undocumented undergraduate, graduate and professional applicants	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
My institution has a diverse admission's committee.				
My institution provides a holistic admission rubric that considers the personal, academic, and leadership engagement a student has (e.g., includes questions in your secondary applications that reveal adversities faced, overcoming of bias or challenges or whether student shows a commitment to a community because of these obstacles).				
My institution includes in their admission evaluation non-traditional "metrics" for each applicant, such as their resourcefulness, cultural competence, creativity, resilience and response to adversity.				
As an institution, we understand that undocumented students may lack extracurricular activities due to their immigration status, and we provide equitable substitutions in the admission's evaluation.				
My institution considers the students' personal experience as professional experience for admissions into our programs. (e.g., Did they help translate for family, both orally and in writing?; Did they have to learn how to make phone calls for parents or guardians at a young age?).				

Enrollment Policies and Practices

Many campuses code undocumented students as international. However, doing so can limit the opportunities and resources that undocumented students can apply for, including financial aid.

We encourage campuses to sway away from coding undocumented students as international:

- A high number of undocumented students come from low-income households and are not able to provide financial statements like international students.
- Although undocumented students have spent most of their time in the US and have attended US schools, they can be misguided by international admission staff and be left out of vital resources that they qualify for at your institution or community.

<u>Enrollment policies and practices</u>	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
My institution understands the barriers that are created by classifying an undocumented student as "international".				
My institution classifies undocumented/DACA students as "Immigration Status - Unknown" or "Resident for admission and financial aid purposes" etc., instead of classifying students as "international".				
My institution communicates with educators or informed advocates to understand tuition equity laws that ensure eligible undocumented residents in our state can pay in-state tuition fees.				



Creative Processes that Help Undocumented Students Pay for School

Undocumented students have limited access to financial aid resulting in students not continuing their education, especially their post-secondary education. It is crucial that institutions create financial aid opportunities such as gracious scholarships and institutional aid for students who do not qualify for federal aid.

- When institutions provide hands-on guidance and support to undocumented students when completing financial aid applications, submitting documents from the Internal Revenue Service (IRS) and verification forms, they support an accessible financial aid system for undocumented students at your campus.
- We encourage your institution to provide financial literacy for undocumented students and their families that focus on loans, interest rates, credit scores, opening a bank account without an SSN, etc.
- It is of great benefit for your financial aid counselor to review payback contracts or Master Promissory Notes with undocumented students to help them understand the information before they accept a loan.

Many undocumented students and their families do not have experience with the processes above and may be scared and shy away from seeking assistance. However, your institution serves as a catalyst for change and inclusion in these conversations.

<u>Creative processes that help undocumented students pay for school</u>	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
Our institution established institutional policies so undocumented students meet the immigration requirement for scholarships, fellowships, departmental awards or private funding from the university.				
Our institution established institutional policies so that undocumented students are eligible for institutional loans at a rate that is comparable to loans available to students who are citizens or permanent residents.				
Our institution informs students about loans and helps them weigh the outcomes of taking out a loan as an undocumented individual.				
Our institution informs our undocumented students that financial aid offices do not report to federal immigration agencies.				
Our staff communicates with accepted students about potential challenges in completing financial aid verification. <i>e.g., student or parents/guardians may not possess W2s, 1040s and other tax documents; student or parents/guardians may not receive pay stubs; parents/guardians may be residing in another country and have alternative tax documents or no tax documents, etc.</i>				
Our institution communicates with students about potential immigration-related expenses not taken into account in the student budget <i>e.g., DACA renewal fee is \$495</i>				



Provide Wellness Support for Undocumented Students

Undocumented students have limited access to health, transportation and housing resources. However, with a strong campus support system, advisors and staff can connect students with community resources and individuals who may be able to provide wellness, transportation and housing resources especially in times of emergencies.

	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
<u>Provide wellness support for undocumented students</u>				
My institution has established and promotes emergency funds to ensure undocumented students can apply to resources if they are facing food insecurity, difficulty paying school expenses, medical bills or other unexpected cost.				
Our on-campus mental health providers, counselors and advisors have been trained to provide mental health support to undocumented students and students who come from mixed-status families.				
My institution provides affordable and accessible health services for undocumented students who are not covered under student insurance or have limited public or private health coverage.				
My institution connects undocumented students with resources on campus which can provide peer support. <i>e.g., undocumented student programs or dream centers</i>				
My institution supports students in locating and securing housing options on or near campus, even if the student lacks a credit history, SSN, or co-signer for rental agreements.				
My institution provides grants, resources or funds to assist students with transportation cost. <i>e.g. bus pass and on campus parking, bike loan or giveaway</i>				

Notes (who will lead a project, strategies, deadlines, what obstacles keep up from establishing such resources etc):

Curriculum, Engagement and Professional Development

When applying to professional and graduate school, undocumented students lack the experience that some of their US Citizen or Permanent Resident peers may be able to easily obtain.

- Students without a social security number do not have access to paid internships (professional development).
- It is important that the campus builds community (inclusion) by creating a space for student stories.

Curriculum, Engagement and Professional Development	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
My campus has established partnerships that will ensure that students will be able to complete their internship, volunteer or clinical hours and complete background checks with DACA, TPS, and ITIN.				
My campus provides undergraduate and/or graduate opportunities such as teaching assistantships, research assistant opportunities, and student leadership positions for undocumented students.				
My campus has created scholarship or fellowship opportunities for students who cannot get paid for their participation or professional development.				

Healing Arts Programs (e.g MDs, DOs, PhDs, Nursing, PAs etc.)

- Healing Arts programs help undocumented students reclaim their power and stories; additionally 97% of undocumented (PEEP) students are interested in practicing in an underserved area, a number that mimics undocumented students nationwide.
- Parallel to a lack of equity for undocumented individuals in higher education, there is also a lack of equitable healthcare access and care for undocumented and immigrant community members that can be better served by individuals who are empathetic to their vulnerable situations and their unique needs.
- By providing support and advocacy for qualified and deserving undocumented young people pursuing careers in the health professions, we help close the gap in inadequate holistic support for these individuals within institutions of higher education.

Healing Arts Programs (e.g MDs, DOs, PhDs, Nursing, PAs etc.)	Exists at our campus and this area is strong	Exists at our campus but we would like strengthen	We are just starting to create	Not able to create on our campus
My campus continuously advocates for progressive admission policies that support undocumented students who apply to professional and graduate programs (ex. residency programs).				
We have ongoing communication with professional and graduate programs to facilitate the application process for undocumented students.				

Notes (who will lead a project, strategies, deadlines, what obstacles keep up from establishing such resources etc):

CAMPUS QUARTERLY TASK REPORT

INSTITUTIONAL ASSESSMENT

TASK	STATUS	DURATION
WORK DONE		



For questions in regards to this document please email:

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PHD is excited to partner with your campus. Request a presentation for your team today by visiting: forms.gle/EJp3VUzNH1SyB4vn8

Did you set goals for your campus based on this assessment? Share your plans with us!
forms.gle/gbpxDDTw6V5KGNjH9