UndocuPRIDE Speakers Bureau
University of California, Davis

Session #5125
Union Square 5-6, Tower 3, Fourth Floor
Saturday June 4th, 2016
10:00AM-11:30AM
Facilitator Introductions

• UndocuPRIDE Speakers Bureau
• AB540 and Undocumented Student Center Staff
I. Terminology

II. Program Overview
   a. - Context
   b. - Rationale
   c. - Benefits
   d. - Implementation

III. Demo

IV. Q&A
• **Undocumented:** A person who entered or remains in the United States without lawful immigration status

• **AB540:** California Assembly Bill 540 provides in-state tuition eligibility for qualifying undocumented students who have attended high school in CA and received a high school diploma or its equivalent

• **Dream Act:** CA laws that makes qualifying undocumented students eligible for state-based grants and institutional scholarships
Terminology, Continued

• **The Center**: The AB540 and Undocumented Student Resource Center at UC Davis

• **UPE**: UndocuAlly training program for Educators

• **UPP**: UndocuAlly training program for Peers

• **S.P.E.A.K.**: Scholars Promoting Education Awareness & Knowledge, student support group for undocumented students and allies
Background Information on the Undocumented Population in the U.S.

- **11.7 million** undocumented people as of 2016
- **65,000** undocumented students are eligible for college
  (Only **5%-10%** actually enroll)
- **3,000** undocumented students in the UC system as of 2016
Impact of the CA Dream Act

• From 2012-2016, undocumented student population at UC Davis quadrupled

• Similar trend occurring across other UC Campuses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Students benefitting from CA DREAM Act</th>
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<tbody>
<tr>
<td>12-13</td>
<td>78</td>
</tr>
<tr>
<td>13-14</td>
<td>184</td>
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<tr>
<td>14-15</td>
<td>233</td>
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<td>15-16</td>
<td>346*</td>
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What is the UndocuPride Speakers Bureau?

Our speakers serve as

- Panelists in **UPE**
- As facilitators of **UPP**
- **Advocates** for
  - Undocumented students &
  - Their educational rights
Our UndocuKnowledge Flow Model

Process of Self-Reflection

EDUCATORS & PEERS

UndocuAlly Training Knowledge

SPEAKERS BUREAU

Process of Participation

During-Training

After Training

Allyship in ACTION!
Rationale for Creating
The UndocuPRIDE Speakers Bureau

Foundational frameworks as inspiration for our work:

1) Apartheid of Knowledge (*Huber*, 2009)

2) “Testimonios” as Methodology in Critical Race Research
   - Testimonios
   - Students “Teaching Teachers”
   - Healing space
   - Empowerment
The first cohort of Speakers was asked:

How has participating in the UndocuPRIDE Speakers Bureau impacted your experience at UC Davis?
“The Speakers Bureau gave me that confidence to start my own club, Environmental Justice for Underrepresented Communities, apply to an internship opportunity at the Center for Regional Change, and apply to the Transfer Outreach position at the AB540 & Undocumented Student Center”

by A.F.
Environmental Science and Management
Transfer Student, Pronouns: She / Hers
"The Speakers Bureau was the first place where I felt I could be myself. This experience also led to new experiences such as being able to participate in the Sustained Dialogue Group on campus and having the opportunity to go to Alabama State for a conference. For the first time I was able to reflect on my status and not see it as a hindrance."

by S.R.P.
Mechanical Engineering Major
3rd year, Pronouns: She / Hers
“Having the opportunity to share and listen to other students experience has made me realize that I was never going through this alone and has made the difference in my college career. I have been able to gain a community which I have never had, they encourage me to achieve more and take advantage of every opportunity I get and for this I will be eternally grateful.”

by M.D.
Native American Studies Major
Spanish and Latin American and Hemispheric Studies Minor
3th year, Pronouns: He / His
Feedback

“I liked how it allowed us to step into an undocumented student’s shoes and live through their undocumented experience” - UPP participant

“Often times, to think about this student population, it seems so hidden and invisible. But to put faces to the issues and hear their stories in their own words truly underscored the importance of the session” - UPE participant
We started back in **January 2015**
- 2 co-facilitators

**Recruitment**
- 11 students, mostly undergraduate
- Trust the process! Trust us!

**Process**
- **Everyone is an expert in their OWN experience**
- Skill-based preparation, **Public Speaking**
Our Biggest Challenge and Defining DILEMNAS...

Emotion ... Unpredictable

Personal Disclosure

Vulnerability
The process can be debilitating, emotionally exhausting.
Absolutely.

We have a **responsibility** to support students in their IDENTITY DEVELOPMENT.
1. **Own and embrace your emotions, their emotions, everyone's emotion!**
   - Happening in the room: disrupting the *Apartheid of Knowledge*
   - Mental health counselors on board!
   - Specialization: undocumented students

2. **Go with the FLOW!**
   - Transformation from task-oriented to holistic, non-hierarchical collaborative space
   - Enriching Diverse Learning Environment
   - Dynamic Facilitator/Student Relationships
Having identified the emotional nature of the work + need to take things slow:

- **Revamped Training Curriculum**
- **From just “awareness” to Healing Space Framework**
- **Impact on Recruitment and Group Dynamics**
  - Returners/new folks

Mutually Beneficial *(UNIQUE)* Experience
Key Components of mini training for speakers

• Safe Space
  - Being open to your own narrative
  - Time frame
  - Focus/Angle point

• Language
  - Audience
MCORE Framework *(not NCORE!)*

- **Framework to structure and support our narrative**
  
  Learned from Educators for Fair Consideration (E4FC) an advocacy group for undocumented youth in the Bay Area:

  
  **M** - Moment
  **C** - Character
  **O** - Obstacle
  **R** - Resolution
  **E** - End Message
<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td>• Index Cards</td>
<td>• Questions ask from the Educators</td>
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<tr>
<td>• First Models</td>
<td>• Questions answered with consistency</td>
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Dress Rehersals

• Support from other organizations and programs on campus
• Comfort to speak in public
• Feedback
• Take flight
Our Second Year

Goal and Family Unity

- We are all connected through our immigrant experiences
- We are trying to bring awareness of this topic on campus
- Help better serve the student community
- Bring student perspective to the forefront
- We create the space we need and deserve
Accountability: Why do you all show up?
- It is my family :)
- It doesn’t seem like work because of the students’ want to bring awareness
- Working a group I feel safe
- I’m THE EXPERT!

Continued engagement: Surprise!
- UndocuAlly shirt
- Stipend
- Establishing a reputation on campus
drum roll please...
Community Agreements

• CONFIDENTIALITY

• Leave Titles at the Door
  - We are all People
  - We are all Humans

• We embrace emotional expression
  - Sharing takes strength
  - Healing process

• TAKE A HEALTHY RISK!
Student Narratives

UndocuPRIDE Speakers Bureau
University of California, Davis

- Intros
- Personal background on self & status
- Share a little about transition into Higher Education
Student Narratives

UndocuAlly Program for Educators
University of California, Davis

EDUCATOR Q&A
Debrief

1. What attitudes and feelings do you have about the undocumented experience that you did not have before?
2. What changes can you make in your daily practices to support undocumented students in the future?
Recap

- Best Practices
- Laws and Policies
- Access and Support
- Student Narratives
- Debrief

*Knowledge Inventory & UPE Placard
Come back to NCORE!
Starting us off

1. How have your thoughts regarding your status been influenced if at all after participating in the speaker’s bureau?

2. What do you think the most valuable part of being in the Speakers Bureau has been?
1. How did the demonstration of the panel go for you? Any one want to share reflections?

2. What impact do you think this would have on educators?

3. What changes can your make in your daily practices to support undocumented students in the future?

Refer them to the handout :)
1. After attending this presentation, how likely are you to start a similar program in your home institution?

2. What questions do you still have?
Contact Information

AB540 & Undocumented Student Center, UCD Staff

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UndocuPRIDE Speakers Bureau

- Adriana Fernandez
- Derick Romero
- Estefania Pacheco
- Rosario B. Orta
- Yajaira Ramirez-Sigala
Thank you for learning with us!

Evaluate
Please complete your session evaluation

Commit
What do you commit to doing as a result of participating in this session?
Tweet your commitment using #NCORE2016