UndocuPeers: Liberating Campus Climate

“… We Have Nothing To Lose But Our Chains!”
-Assata Shakur
# Introductions

## United We Dream Network (UWDN) Core Team

1. Laura Bohorquez, DEEP Coordinator, UWDN
2. Roberto Juarez, National Organizer, UWDN
3. Stefan Keller - College Access Program Coordinator, Connecticut Students for a Dream
4. Eduardo Esquivel - DEEP Lead, UNM Dream Team

## Name of School Core Team

Add the name of facilitators, and their role within the school or organization..
# Overview of Agenda

## Part One: Knowledge and Awareness *(Challenging Dominant Perspectives)*

1. General Introduction
2. UWD DEEP and UndocuHoyas Introduction (Gallery Walk)
3. Overview of Landscape
   1. Current statistics on undocumented student population
   2. Legislation (Activity)
4. Break
5. Student Voices (Intersectionality of Identities) (Activity)
6. Lunch

## Part Two: Skills and Action *(Journey as an Educator Activist)*

1. What it means to be an Educator Activist
2. Departmental Break Out (Activity)
3. Institutional Knowledge/Practices
4. Action Planning
5. Resources
6. UndocuPeers Commitments
7. Closing
8. Evaluation
1. To challenge your understanding on immigration and undocumented immigrant students

2. To understand the significance of education in the immigration discussion

3. To understand the implications of Deferred Action for Childhood Arrivals (DACA)

4. To understand the interconnectedness of immigrant identity with other identities when discussing educational equity
Training Learning Objectives

1. To challenge your understanding on immigration and undocumented immigrant students

2. To understand the significance of education in the immigration discussion

3. To understand the implications of Deferred Action for Childhood Arrivals (DACA)

4. To understand the interconnectedness of immigrant identity with other identities when discussing educational equity
Community Agreements

1. Confidentiality
2. Active Listening & Participating
3. Respect
4. "I" Statements
5. Share the lesson of the story
6. Be cognizant of your learning moments/triggers
7. Expect and accept discomfort and non-closure
8. Support each others growth
9. Be honest in your capacity
10. Challenge your understanding and that of others
11. Phones turned off/on silent
12. Ask questions
13. Have Fun!
Who We Are
(Gallery Walk)
Education and access are the defining characteristic of the Society of Jesus (or Jesuits)
  - Anchored in humanistic education, inclusion and access

In 2010, [at the Jesuit President’s meeting] the Jesuit Presidents stated that "the primary mission of Jesuit higher education is the education and formation of our students for the sake of the kind of persons they will become and their wide influence for good in society, in their lives, professions, and service."

**Catholic Social Teaching (CST)**
- Common Good
- Human Dignity
- Family Unity
- Solidarity
- Charity
- Justice

**Source:** O’Brien, S., *Catholic Social Thought*, 2004
Human Bingo: Immigration/Immigrant Terminology
(Instructions)

How many of these terms do you know?

1. Go around the room and find a person who knows one of the terms on the sheet
2. Once you find that person ask them what the term means and how they learned about it. Once your conversation is over have them initial the box.
3. Continue to go around the room and ask people for their knowledge on the terms
4. The goal is to get a BINGO by finding a different person for each of the terms and fill in an entire column or row.

**NOTE:** You are allowed to initial one box on your own sheet for a term that you know!
General Overview:

Undocumented Immigrants in the U.S.
1. Part of the 11.2-11.7 million undocumented immigrants in the nation
2. 3/5 have been in the U.S. for more than a decade
3. They account for roughly 1-in-20 workers

Source: Pew Hispanic Center
1. 4.5 million native-born US citizen children have at least one unauthorized parent (Pew Hispanic Center)

2. Undocumented immigrant students are NOT all Latinas/os

3. One in 7 Koreans in the U.S. are estimated to be undocumented

Source: Pew Hispanic Center and Department of Homeland Security
1. Some undocumented students “stop out” of school
2. Some students have publicly come out as undocumented and others have not
3. Many work 2-3 jobs to help support themselves and their family
4. Some use education as a safe haven
Not all fall under the profile of a "high achieving student" we are human.
Barriers Faced by Undocumented Immigrant Students

Barriers

1. Ineligible for specific degrees/professional licenses that require state certification (this varies from state to state)
2. It's harder to travel abroad and domestically (limited access to state ID, driver’s license, DACA)
3. Not eligible for many paid internships (that are funded by or connected to state or federal funding)
4. Many come from low-income communities
Barriers Faced by Undocumented Immigrant Students

2. Undocumented students face high education costs and receive no federal financial aid

- 57% of undocumented students reported being extremely worried about paying for college
- 74% of undocumented students that left school reported doing so due to financial difficulties

- Undocumented students do not qualify for any form of federal financial aid

  For the 2013-14 school year, the maximum federal Pell Grant covered:

  - 63% of average public four-year institution tuition and fees
  - 170% of average public two-year institution tuition and fees

Source: Center for American progress, Infographic: Inside the Labyrinth: Undocumented Students in Higher Education
What do these barriers lead to?

Defending and Surviving
instead of
Living and Thriving

Barriers to many public benefits/resources
No path to residency or citizenship
Higher Education = Unaffordable/Limited accessibility

https://www.UnitedWeDream.org
Barriers -> Mental Health Issues

- Deportation
- Family Separation

- Uncertain Future
- Pressure

- Substance Abuse
- Suicide

- Blaming
- Alienation

Source: Penn for Immigrant Rights, Dream Activist PA, & Immigration Policy Center
Mental Health

These barriers leave students with serious anxiety

Share of population that reported elevated levels of anxiety above the clinical cutoff level

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General male population</td>
<td>4%</td>
</tr>
<tr>
<td>Male undocumented students</td>
<td>28.5%</td>
</tr>
<tr>
<td>General female population</td>
<td>9%</td>
</tr>
<tr>
<td>Female undocumented students</td>
<td>36.7%</td>
</tr>
</tbody>
</table>

Students felt isolated and unsure of who they could trust

Source: Center for American progress, Infographic: Inside the Labyrinth: Undocumented Students in Higher Education
UndocuHealth:
Serving the mental health needs of undocumented immigrants

1. Overcoming feelings of hopelessness
2. Financial stress and burden
3. Societal impact/internalized stereotypes
4. Fear of sharing status
5. Pressure of hiding or being perfect (could be dependent of culture)
6. Self hate self blame for status
7. Anger at the privileges that other people have
8. Placing limitations on self based on those of society
Be Vigilant

Is my student undocumented?

- Uses a passport or school card as main form of ID
- Scared or hesitant to travel
- Refused to participate in certain programs that they qualify in
- Low motivation to perform well in school/not planning for college or a career

Source: Adapted from Penn for Immigrant Rights, Dream Activist PA
Education
Where are we now nationally?
“I want to go to college but don’t know how, I’m undocumented”

“Why should I even try, I won’t even be able to use my diploma when I graduate.”

“My counselor/teacher told me I couldn’t go to college because I’m undocumented”

“Is DACA the DREAM Act?”

“My family member/community member was deported I’m scared I don’t know what to do I can’t concentrate on my school work.”

“My teacher said they would turn anyone in who didn’t have papers”

“I live in CA/TX/NM/WA/OK/MN and I didn’t know I have access to in-state tuition and state financial aid”

“Why try hard, the immigration laws will never change”
Access to College Readiness

Source: Penn for Immigrant Rights, Dream Activist PA
The Plyler Dilemma

Since Plyler v. Doe (June 15, 1982)

Approx. 2.5 million total undocumented youth in U.S.

122,600 high school seniors are undocumented each year

80,000 become 18 years of age each year

65,000 graduate from HS each year

31,850 (5-10%) enroll in college each year

1,950 (1-3%) graduate from college each year

Source: Adapted from Dr. Angela Chuan-Ru Chen, UCLA Department of Education
## 2015 Education Equity Campaigns

<table>
<thead>
<tr>
<th>State</th>
<th>Campaign Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>Protect In-State Tuition and State Financial Aid</td>
</tr>
<tr>
<td>Virginia</td>
<td>Protect In-State Tuition for DACA</td>
</tr>
<tr>
<td>Kansas</td>
<td>Protect In-State Tuition</td>
</tr>
<tr>
<td>Arizona</td>
<td>Protect In-State at Maricopa Community College &amp; fight against the defunding/privatizing of education (Pima, Maricopa, 1.3 million- Northern AZ State University, ASU-37 million, U of A- 21 million)</td>
</tr>
<tr>
<td>Georgia</td>
<td>Lift Ban and Win In-State Tuition</td>
</tr>
<tr>
<td>Missouri</td>
<td>Fight against bill that would deny In-State and State Financial Aid</td>
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<tr>
<td>New York</td>
<td>Win State Financial Aid</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Amend In-state Tuition, Win State Financial Aid and Access to Institutional Aid</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Win In-State Tuition and State Financial Aid</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Win In-State Tuition</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Win In-State Tuition</td>
</tr>
<tr>
<td>Indiana</td>
<td>Win In-State Tuition</td>
</tr>
<tr>
<td>Illinois</td>
<td>Win State Financial Aid</td>
</tr>
</tbody>
</table>
National: Legislation, Policy & Programs
Education Equity: An Ongoing Civil Rights Issue

(Timeline Activity)
# Education Equity: An Ongoing Civil Rights Issue

## Federal Legislation & Programs that Influence Undocumented Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Legislation/Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>1882</td>
<td>Chinese Exclusion Act</td>
</tr>
<tr>
<td>1954</td>
<td>Brown v. Board of Education</td>
</tr>
<tr>
<td>1965</td>
<td>Higher Education Act (HEA)</td>
</tr>
<tr>
<td>1965</td>
<td>Family Education Rights and Privacy Act (FERPA)</td>
</tr>
<tr>
<td>1986</td>
<td>Immigration Reform and Control Act (IRCA)</td>
</tr>
<tr>
<td>1996</td>
<td>Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA)</td>
</tr>
<tr>
<td>2012</td>
<td>Deferred Action for Childhood Arrivals (DACA)</td>
</tr>
<tr>
<td>1924</td>
<td>The Johnson-Reed Immigration Act</td>
</tr>
<tr>
<td>1965</td>
<td>Immigration and Nationality Act</td>
</tr>
<tr>
<td>1965</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
</tr>
<tr>
<td>1982</td>
<td>Plyler v. Doe</td>
</tr>
<tr>
<td>1996</td>
<td>Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA)</td>
</tr>
<tr>
<td>2001</td>
<td>Federal Development Relief and Education for Alien Minors Act (Federal DREAM Act)</td>
</tr>
<tr>
<td>2014</td>
<td>Immigration Accountability Executive Action</td>
</tr>
</tbody>
</table>
District of Columbia

Legislation
The District of Columbia has not introduced legislation to provide in-state tuition or financial aid to undocumented students.

Other information
The District of Columbia does not grant or prohibit in-state tuition for undocumented students at the University of the District of Columbia—currently the only public university in Washington, D.C.

Source: Center for American Progress, Removing Barriers to Higher Education for Undocumented Students
Local: Legislation, Policy & Programs
## District of Columbia

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAPA- and DACA-eligible population</td>
<td>7,000</td>
</tr>
<tr>
<td>DAPA- and DACA-eligible population as a percent of the total undocumented population</td>
<td>29%</td>
</tr>
<tr>
<td>Cumulative increase in state GDP</td>
<td>$ 938,000,000</td>
</tr>
<tr>
<td>Cumulative increase in earnings of all state residents</td>
<td>$ 246,000,000</td>
</tr>
<tr>
<td>Cumulative increase in earnings of DAPA- and DACA-eligible workers</td>
<td>$ 205,000,000</td>
</tr>
<tr>
<td>Average annual number of jobs created</td>
<td>120</td>
</tr>
</tbody>
</table>

Note: See the Methodology section in the text for more information about the analysis.
Limited Purpose Credential

1. Used as DC Driver's license or ID card
2. Started in May 2014
3. Requires 3 basic types of documents (Name & DOB, Address, and Residency)
4. Applicant must have been living in DC for the past 6 months at the time of application
5. It is not valid for federal purpose
6. MD - Driver’s License is available for undocumented community members
7. VA - Driver’s License is available for DACA recipients

Source: http://dmv.dc.gov/service/driver-license
Residency/Citizenship - Currently takes at least 10-15 years to qualify all dependent of personal case and current immigration political context
• Primary benefit high skilled professionals requiring high levels of education
• There is a 5,000 cap per year for “unskilled” or “low skilled” workers

• 5500 green cards available in a “lottery” to those from countries with low rates of immigration to the U.S.

• U.S. Citizens can petition for spouses, parents, children and siblings

• Must Prove a well-founded fear of persecution
• Not open to economic refugees

Source: Penn for Immigrant Rights, Dream Activist PA, & Immigration Policy Center
It’s Complicated

Requirements are usually very specific

Every situation is different

There is no clear or easy path

Source: Penn for Immigrant Rights & Dream Activist PA
What is Enforcement?

Immigration enforcement is how the government and its agencies deport immigrants (undocumented & even with green card holders)

It’s not new!
1984: Government deported 20,000 per year
2014: Government deported 400,000 per year
Who Deports?

Deportation happens with the help of agencies like:

- Border Patrol
- ICE
- POLICE
E-Verify - Electronic program that is to help verify employment eligibility of employees but doesn’t create a system to hold employers accountable for taking advantage of people.

287 (g) program - One of Immigration Customs Enforcement’s (ICE) top partnership initiatives that allows a state and local law enforcement entity (police) to enter into a partnership with ICE.
Current Policies and Practices

Priority Enforcement Program (PEP), is **replacing** Secure Communities. Under 3 priorities this program will apply to most people that have had contact with the criminal justice system.

- **Fingerprints shared with federal agencies such as FBI, DHS and ICE at time of arrest**
- **ICE Hold was placed**
- **Notification shared with ICE at time of release**
- **Hold will be placed only if you are convicted**
Deportations | #Not1More

1. **1,100 people** are deported and separated from their families every day
   1. Children are being put in foster care
   2. Bed quota’s are being filled - ICE enforces 34,000 individuals daily costing tax payers 1.44 billion dollars each year (alternatives to detention are less expensive)

2. **Raids** - ICE officials take over businesses and public spaces to “identify” undocumented immigrants” (leads to family separation, racial profiling, inhumane treatment, deportation)

THANKS TO YOU RONY WAS RELEASED!

AFTER 11 MONTHS DETAINED, HE FINALLY GETS TO HUG HIS FATHER!

Like Us: Fb.com/UnitedWeDream | Follow Us: @UnitedWeDream | www.UnitedWeDream.org
Deportation Defense
Detention Hotline

Call 1-844-363-1423

- DAPA/DACA eligible people in detention or deportation proceedings
- To report any ICE Activity like a raid or a checkpoint

DO YOU KNOW SOMEONE IN DETENTION WHO MAY QUALIFY FOR DAPA OR DACA?

CALL 1-844-END-1ICE

OR

TEXT ENDYOURPAIN AT 877877

United We Dream
Like Us: Fb.com/UnitedWeDream | Follow Us: @UnitedWeDream | www.UnitedWeDream.org
Break!
Student Voices (Activity)
Part Two: Skills and Action
Finding/sharing resources

- Working through process of enrollment, scholarships, and applications

Creating a welcoming space by changing practices and language used on a daily basis

- Challenging people, current policies, or practices that hinder undocumented students’ success (Being an educator activist & scholar activist)

Work with and for undocumented students—students have led this fight for many years, we need your support

Creating and increasing resources available to undocumented students (and being public about it)

What it means to be an educator activist
Liberated and safe spaces must be welcoming environments that undocumented youth and their families can easily recognize even if they have never met the staff or volunteers working in the office.

On your door: Display—“I am an Unafraid Educator With and For Undocumented Students”

On your walls: Display posters from the immigrant youth-led movement

On your bookshelves: Include titles like-
• Publications from UCLA IDEAS like Underground Undergrads and Undocumented and Unafraid

Source: Erin Howard, BCTC Latino Outreach Director, 2014
Educators
UndocuKnowledge!
Fall 2012, HfIR is formed

Spring 2013, HfIR is recognized as an official group under the CSJ’s Advisory Board

Spring 2013, Georgetown University Immigrant Coalition is formed

Fall 2014, UndocuHoyas is established
12/03/2010 – President John J. DeGioia expresses his strong support for the DREAM Act in an NPR affiliated radio station. In his comments he said: “At Georgetown, students who meet the DREAM Act criteria are campus leaders and role models for their generation. They are pursuing challenging majors, are actively engaged in campus organization, and regularly participate in community service.”

07/18/2013 – President John J. DeGioia joins nearly 100 prominent Catholic university presidents in signing a letter urging Catholics in the House of Representatives to stop delaying and pass immigration reform with a path to citizenship.

November 2013 – Collegiate Alliance for Immigration Reform Conference is held at GU

2014-2015 – UndocuHoyas as a coalition started with the goal of institutionalizing support and resources for undocumented students at GU

January 2015 - Changes to the language used in Multicultural Recruitment
Current Institutional Practices

- Admissions
- Financial Aid
Ally Network Collective

**Goals:**

1) Educational Equality  
2) Legislative Reform  
3) Raise Consciousness & Awareness  
4) Develop Resources  

**Role of Community Partners**
- Leverage community resources not under institutional guidelines  
- Provide direct services and advising  

**Role of Practitioner Allies**
- Leverage their social and professional roles to advocate educational resources for undocumented students  
- Counsel/encourage student goals  

**Role of Undocumented Students**
- Hold institutions accountable  
- Counter narratives & student representation  
- Student activism and organizing  

*Source: Dr. Angela Chuan-Ru Chen, UCLA Department of Education*
Initiatives around the nation: What will we do to work alongside OUR Students?

1. Dream Resource Centers- CA
2. Institutional scholarship funding - Loyola
3. Family Events-Orientations including all information
4. Websites with information on resources available to undocumented students
5. Immigrant Community and allies are coming out- Unafraid
   1. National Educators Coming Out Day (Day of Action)
6. Working committees/taskforce (Admissions, Financial Aid, Campus Life, Community Outreach, Student Liaison)
How can we improve our practices/policies within these key areas?

- Staff Capacity
- Institutional Practice

Holistic Student Support

- Student Programming
- Financial Resources

- Physical Space
- Student Support Services
Action Planning
Undocumented Student Taskforce

Examples

1. University of California Berkeley
2. Northern Illinois University
3. Washington State University Coalition for HB 1079 Students

Source: http://unitedwedream.org/learn-schools-can-better-work-undocumented-students-joining-us-national-institutions-coming-day/
“Supporting undocumented students has become a critical issue of importance for NIU and all of higher education,” Peters said. “I believe this task force will provide recommendations that reflect progressive and contemporary approaches to supporting undocumented students. Most importantly, this task force aligns with NIU’s commitment to access for a broad spectrum of students and creating a climate of respect for all.”

- NIU President John G. Peters

Source: Northern Illinois University, NIU Today June 6, 2013
For our current students, we strive to ensure a welcoming and sustaining climate for learning and living. Among UIC’s ongoing initiatives on behalf of its diverse student body are:

- **UIC Task Force on Best Strategies to Help Dream Act Students Succeed**: The Dream Act Task Force, created in 2012, brings together UIC experts and immigrant advocates from the Chicago community and across Illinois to work for reform of legislation so that undocumented students in Illinois can receive financial aid. Thanks to the Dream Act and state legislation, all students, regardless of legal status, graduating from an Illinois high school can apply to Illinois state universities and, if accepted, pay in-state tuition. However, federal law prohibits giving undocumented students support not mandated by state law. This currently excludes them from financial aid, tuition waivers, and other tuition cost relief. This Task Force is co-chaired by professors Anna Guevarra and Maria de los Angeles Torres.

- **UIC’s Undocumented Student Task Force**: The Undocumented Student Task Force was created in 2003 and reports to the Diversity Advisory Committee, which is chaired by UIC Provost Lon Kaufman and Interim Special Assistant to the Provost for Diversity Mrinalini C Rao. The Task Force, chaired by Hugo Teruel, Interim Director of the Latin American Recruitment and Education Services (LARES) program, informs the campus and community of the resources and opportunities available to undocumented students. The Task Force developed a website that brings together in one place campus and external resources available to undocumented students.

- **Deferred Action for Childhood Arrivals (DACA)**: UIC is committed to facilitating the implementation of this federally legislated program allowing undocumented students the right to work and the opportunity to support themselves in their quest for higher education.

*Source: UIC Office of Diversity (June 2015)*
Example: UC Berkley Taskforce Membership

Source: Chancellor’s Task Force on Undocumented Members of the On-Campus Community Recommendations to Chancellor Birgeneau May 18, 2011 (pg. 3 &12)
Example: Statewide Taskforce

Source: Washington State University (June 2015)
Taskforce Action Planning

Guiding Questions

1. Who do you recommend to be on the UndocuHoyas Taskforce
   a) Membership

2. What key points would your mission and vision include
   a) If time allows please draft

3. Draft a timeline that includes deadlines for (July 2015- November 2015)
   a) Membership outreach
   b) Confirmed membership
   c) First meeting/convening
   d) Public Announcement- Meet & Greet
Examples

1. California: University of California Undocumented Student Resources (Entire UC school system)
2. Philadelphia, Pennsylvania: University of Pennsylvania (Public 4 year University)
3. Austin, Texas: The University of Texas at Austin (Public 4 year University-International Student Office)
4. Chicago Illinois, Loyola University Chicago (Private Jesuit 4 year- Student Diversity & Multicultural Affairs)
5. Cambridge, Massachusetts: Harvard College (Private 4 year University)
6. Chicago, Illinois: University of Illinois Chicago (Public 4 year University-Office of the Vice Chancellor for Academic Affairs and provost)
7. San Antonio, Texas: Alamo Colleges (Community College System)
8. Normandale Community College (Community College System)
School Websites

Act on a Dream at Harvard College

DOCUMENTING THE PATHWAY TO COLLEGE
A HANDBOOK FOR UNDOCUMENTED HIGH SCHOOL STUDENTS

Check out v1.0 of our undocumented student handbook!

The Issue
Imagine a friendly young man who just turned 18. He’s studying at

What We Believe
We believe that everyone has the fundamental right to life, liberty, and the pursuit of happiness.

How You Can Help
Act on a Dream.

United We Dream
Like Us: Fb.com/UnitedWeDream | Follow Us: @UnitedWeDream | www.UnitedWeDream.org
Guiding Questions:

1. Where do you recommend that we house a webpage that contains resources for undocumented students and allies
   • Please provide location & rationale
2. Is there additional information that you would like to see added to the webpage that you can use as a resource
   • Keep in mind resources/tools you might need based on your role/capacity

1. Write down who you would recommend to consult/commit to under each bullet point provided in the website outline
   • Please provide, name, title/position, rationale
Dear Visitor,

This list of resources has been compiled by the Dream Educational Empowerment Program (DEEP), a program of the United We Dream National Network. We hope that these resources contribute to your continuous learning, advocacy work and support of our undocumented immigrant community. If you would like to learn more about DEEP or add resources on this list please feel free to contact DEEP coordinator at info@unitedwedream.org

Resources

Organizations

1. Resource Guides
   - UWD
   - DEEP
   - Pew Hispanic Center

2. Tips
   - NCSL
   - uLEAD network

3. Research
   - Undocuhealth
     - Serving the mental health needs of undocumented immigrants
   - MPI
   - ILRC
     - Educators for Fair Consideration
   - NILC
   - National Immigration Law Center
   - Dream University
     - Life After DACA

Like Us: Fb.com/UnitedWeDream | Follow Us: @UnitedWeDream | www.UnitedWeDream.org
Scholarships

Other options to consider:

➢ Explore payment plan options
➢ Alternative fundraising ideas:
  ➢ ChipIn
  ➢ Support Letters
  ➢ Compile personal stories for a book
  ➢ Create and sell jewelry, music, poetry, art
➢ Be creative
➢ Have Fun!
Additional Resources

- Undocupick-up Lines (Comedy)
- Undocumented and awkward by Dreamers Adrift (Videos)
- Yosimar Reyes (Poetry/Writing)
- Julio Salgado & Favianna Rodriguez (Art)
- Ask Angy (Advice Column)
- My Documented Life (Personal Experiences)
- NOI (organizing)
Wrap Up: Evaluation & Post Survey
I SUPPORT & WORK WITH UNDOCUMENTED STUDENTS ASK ME HOW.

UNDOCUPeers
LIBERATING CAMPUS CLIMATE

Learn More At: www.UnitedWeDream.org/DEEP
Thank You For Participating!

Like Us: Fb.com/UnitedWeDream
Follow Us: @UnitedWeDream
www.UnitedWeDream.org