UNDOCUMENTED STUDENT PROGRAM

UNIVERSITY OF CALIFORNIA BERKELEY

Our Philosophy

Includes:

- Systemic Equity & Inclusion presentation
- Maslow's Hierarchy of Needs Applied to the UC Berkeley Undocumented Student Program
- Holistic Equity Ecosystem Graph

Our Philosophy

Nationwide, undocumented students face persistent societal and institutional barriers to success. UC Berkeley's Undocumented Student Program works to support the equity, advancement, and empowerment of these students so they can thrive and succeed.

We provide holistic, individualized service

Each year, 65,000 undocumented students graduate from U.S. high schools. California is home to 40 percent of these students, the majority of whom face enormous barriers to success in school and beyond, including poverty, discrimination, and a legal system that is stacked against them. UC Berkeley has become a national leader in welcoming these students and supporting them to reach their potential.

The mission of the Undocumented Student Program is to support the advancement of undocumented students within higher education and promote pathways for engaged scholarship. We practice a holistic, solution-focused approach that delivers individualized service, and ensures undocumented students are treated with respect and dignity.

Empowerment leads to fulfillment

The USP's approach is informed by Maslow's Hierarchy of Needs. Maslow's theory suggests that basic needs – security, esteem, friendship, and physical needs – must be met before an individual will be able to focus on higher-level needs and fulfill their potential. We believe that supporting students' physical and emotional needs is essential to supporting their growth.

Our wrap-around services are designed to empower students with a sense of belonging as an integral part of helping them develop their talents and expand their knowledge and ability.

Working toward campus-wide changes

We are seeing positive results from our program, but there is still more to do in order for undocumented students to fully thrive. We are working with UC Berkeley to make larger, campus-wide changes to address gaps in services and create an adequate and sustainable support system.
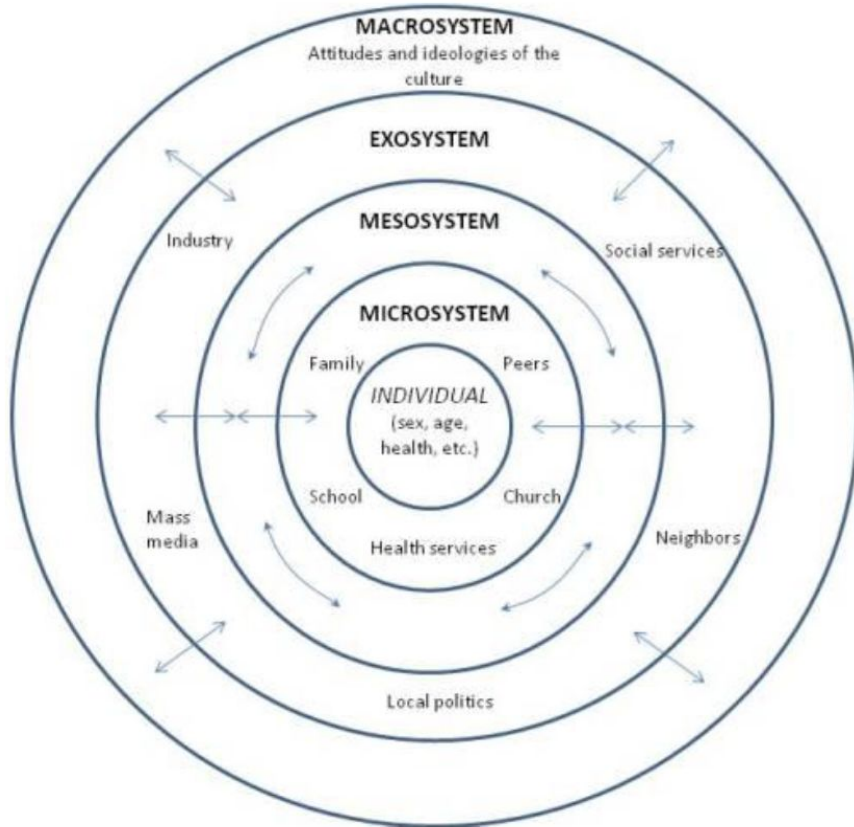
The Quest for
Undocumented Equity
in U.S. Higher Education

What does full equity in U.S. higher education look like?

1) **Representational equity**, which refers to the proportional participation of historically underrepresented student populations at all levels of an institution (i.e admissions, research, etc);

2) **Resource equity**, which takes account of the educational resources, when unequally distributed, that are directed at closing equity gaps;

3) **Equity mindedness**, which involves institutional leaders and staff demonstrating an awareness and a willingness to address equity issues.

*Definition adopted from USC Center for Urban Education

Psychological Conceptualization: Undocumented Students

Micro:

Family deportation, wage theft, etc.

Exo:

Health care, education, etc

Macro:

Social construction of citizenship

Bringing people to the table...

Allies
- Experts
- Supporters

Key Individuals
- Gatekeepers/Gate openers

Leaders
- Formal
- Informal

UndocuCollege Guide: California

Foundational:
- Individuals
- Student Clubs
- Informational Materials

Emerging:
- Task Force
- Dedicated Staff
- UndocuAlly Training

Comprehensive:
- Sustained/Open Funding
- Comprehensive Resource Centers
- Innovative Problem Solving

No one leads alone,

and no one ever has...

Students block Sather Gate on Cal Day in protest of treatment of undocumented UC students

ADRIENNE SHIH/SENIOR STAFF
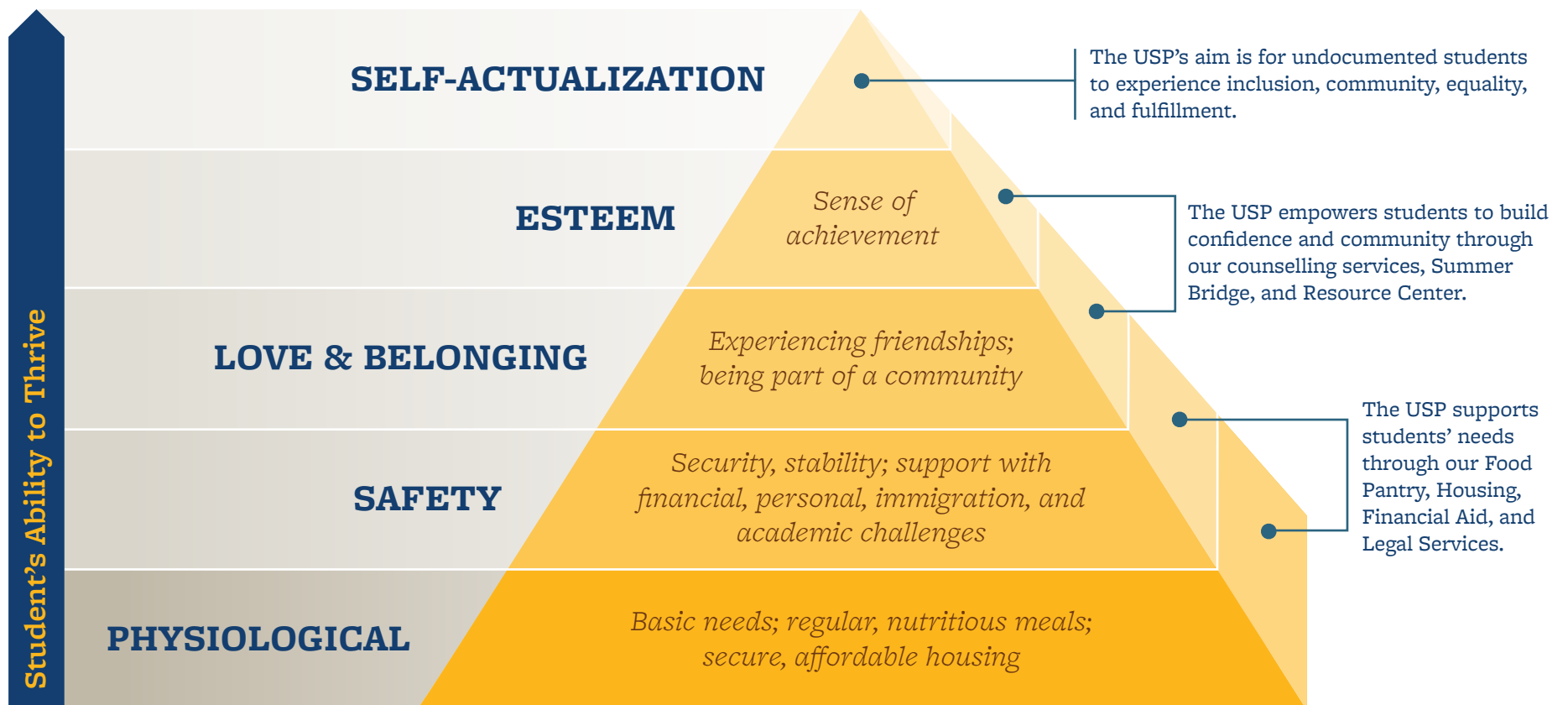
SMALL GROUP QUESTIONS

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- What kinds of support does the model attempt to address - financial, social, academic, mental health, etc?
- What parts of these models do you find to be most useful/inspiring/ illuminating? Why?
- What are the problems with these models? What more could they do/what more should institutions be doing or what should they be doing differently?
- Given the broadened context we discussed in the earlier section - that undocumented young people are facing not only barriers to accessing higher education but also the detention and deportation regime which targets them and their families - what more should institutions be doing to support undocumented students?
- What can we learn from these models and what more should we be pushing our institutions to do to support undocumented students and push back against the deportation regime?
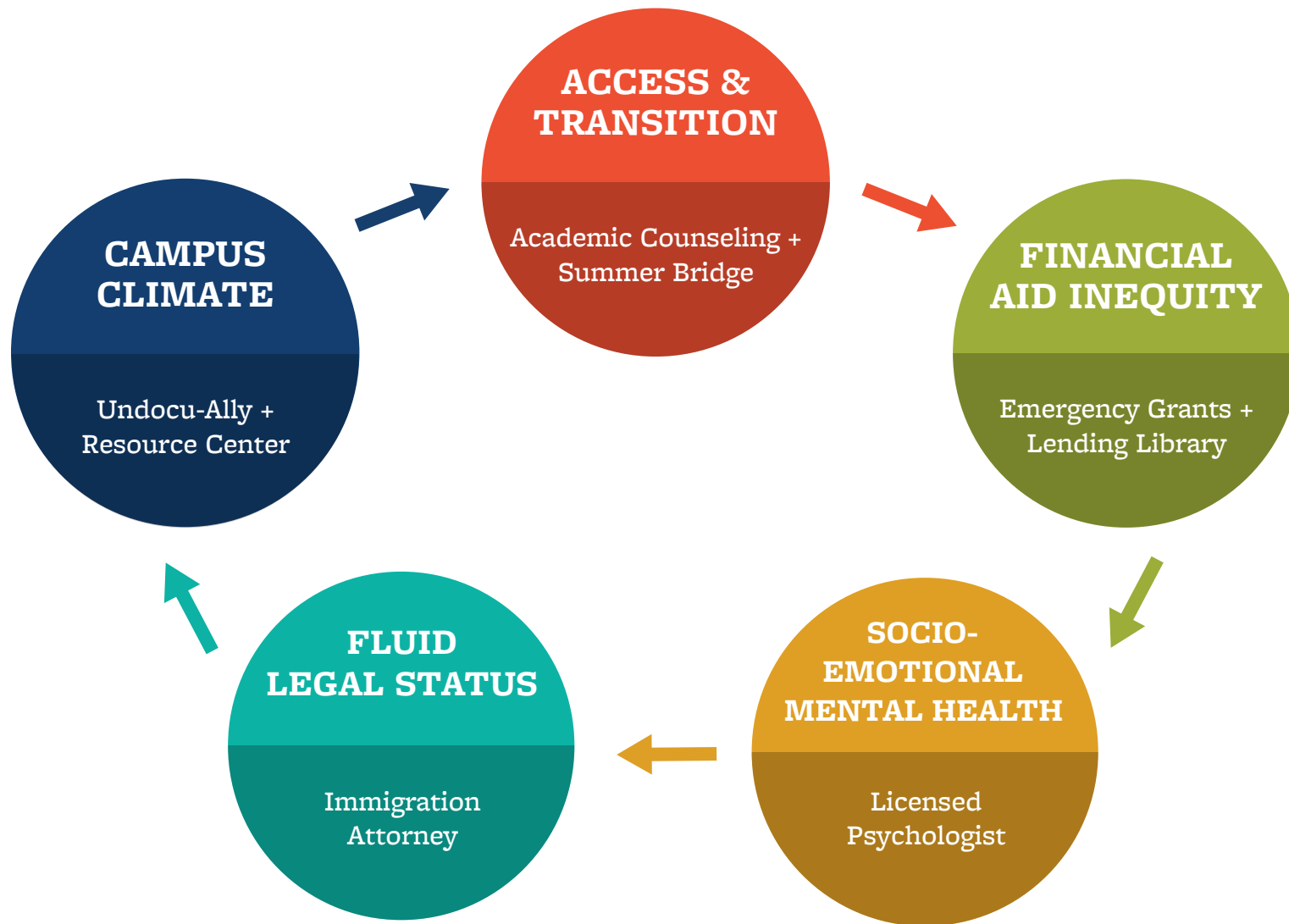
Join us.
Let's build together.

MASLOW'S HIERARCHY OF NEEDS APPLIED TO THE UC BERKELEY USP

Student's Ability to Thrive

SELF-ACTUALIZATION

The USP's aim is for undocumented students to experience inclusion, community, equality, and fulfillment.

ESTEEM

Sense of achievement

The USP empowers students to build confidence and community through our counselling services, Summer Bridge, and Resource Center.

LOVE & BELONGING

Experiencing friendships; being part of a community

SAFETY

Security, stability; support with financial, personal, immigration, and academic challenges

The USP supports students' needs through our Food Pantry, Housing, Financial Aid, and Legal Services.

PHYSIOLOGICAL

Basic needs; regular, nutritious meals; secure, affordable housing

USP's Approach: Viewing UC Berkeley as a Holistic Ecosystem for Undocumented Students

ACCESS & TRANSITION
Academic Counseling + Summer Bridge

CAMPUS CLIMATE
Undocu-Ally + Resource Center

FINANCIAL AID INEQUITY
Emergency Grants + Lending Library

FLUID LEGAL STATUS
Immigration Attorney

SOCIO-EMOTIONAL MENTAL HEALTH
Licensed Psychologist

Berkeley
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