AB 540 Ally Training Project
Facilitator Handbook
A Guide for Champions of Undocumented Students
In California Colleges and Universities

2016
This training handbook is applicable to public colleges and universities in California. Some of the California specific information may need to be modified to meet specific campus service area demographics. It is also a model for other states as they develop their own legislation, policies and procedures that facilitate the academic success of undocumented students.

NOT FOR SALE

Material in this document is in the public domain to be utilized for any public institution. All the material and training developed for the AB 540 Ally Training Project should not be sold in any format. Acknowledgement of the original source (AB 540 Ally Training Project) is requested.
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Introduction
California colleges and universities celebrate decades of sustained efforts on the part of many people across the campuses to improve retention and graduation, the quality of the student experience, support for faculty, technological infrastructure and the physical campus. These institutions aim to achieve still greater distinction in four areas: student success, academic quality, service excellence, and campus environment. Student success is identified as a priority in several policy and strategy documents and its main goal is to increase student retention and graduation with highly valued degrees. In the AB 540 Ally Training Project, higher education institutions will focus on improving undocumented immigrant student success. AB 540 and AB 2000 are the California tuition equity laws that permit certain undocumented students to qualify for in-state tuition.

Undocumented Students
Enrollment rates for undocumented college students are miniscule because very few states allow for eligibility for in-state tuition and/or financial aid. The National Immigration Law Center estimates that “each year about 65,000 U.S. raised students” that are undocumented are eligible for college.¹ California graduates approximately 20,000 to 24,000 undocumented high school students yearly, has the highest percentage of undocumented in college, but the percent is still small, an estimated five percent. Many undocumented students in higher education tend to be the strivers, many not realizing until they seek to work, drive, and to apply to college that they are undocumented. Many are “Americanized”, having entered the United States at an early age.

The United States Supreme Court ruled in 1982 that undocumented children should be allowed access to a public school education (K-12) but individual states determine higher education access for undocumented children. Undocumented children are in California public schools and are indistinguishable from children who are US-born and lawful permanent residents. Advocates for undocumented students assert that these children must be taken out of the “immigration wars.” Several states, including California have taken measures to assist these students to attend college and continue their academic success and there is a movement in Congress to allow students to earn residency and eventually citizenship once they succeed in a postsecondary education program.

To qualify for AB 540, which is California Education Code § 68130.52, the law specifies that students must have attended a California high school for three years, earning sufficient credits to graduate in order that they qualify to pay in-state tuition rather than out-of-state tuition. This group is usually referred to themselves as AB 540 students. AB 540 was authorized 2001.² Importantly, in 2014, AB 2000 became law allowing students to comprise the full three academic years by reaching into their elementary and secondary school to fulfill that requirement.

⁰ National Immigration Law Center, Dream Act: Basic Information, April 2006

² In California this group is generally referred to as AB 540 students, named after the legislative bill by Assemblyman Marco Firebaugh.
In 2012, President Barak Obama issued an Executive Action that allows some undocumented students to qualify for Deferred Action for Childhood Arrivals (DACA). DACA allows students to get a work permit, defers deportation, and in California allows “Dacamented” students to apply for a California Driver’s License. This license can be used for travel out of state and in some cases with “Advance Parole” to be used as identification at airports and ports of entry. In addition, the University of California and some community college districts have determined that DACAmented students also qualify for exemption of out-of-state tuition if they would otherwise not be eligible under AB 540/AB 2000. Unfortunately for those undocumented students without DACA and who do not meet the AB 540/AB 200 eligibility criteria they must pay out-of-state tuition. Students who are not AB 540 student are not eligible for California aid, may not work on campus, and are not eligible to apply for paid state and federal internships or fellowships. They are also not eligible for many other benefits. Life for these students is much more restricted than for any other group.

**Undocumented Student Enrollment in California**

The CSU and the CCC in the past did not keep data on AB 540 eligibility but began to do so more recently. In 2013 for the CSU and 2015 for the CCC, however, neither system has publically reported the numbers of AB 540 students. It is conventional knowledge that because of the lower tuition, most of the AB 540 students are enrolled in CCCs, yet the exact number is unknown. It is estimated that the number exceeded 6,000 for the CSU and over 40,000 for the CCC (2013 estimates).

The University of California has reported data. As early as 2005-2006 the UC reported 390 students were admitted under AB 540 and of the total 380 were undergraduates and 10 were graduate students. By 2010-11 the total enrollment was 634 (620 undergraduate and 14 graduates). The majority of AB 540 students in the UC are US citizens. One of the features of AB 540 is that it is not based on residency rather it is based on attendance (often referred to as seat time) and high school graduation from a California high school. Therefore students that leave the state can return and qualify for AB 540. By 2013 the number of AB 540 students was 619, although that number may increase due to institutional financial support and the start of the California Dream Act. Most of the students qualifying for AB 540 are US citizens. The reason for this is that the law is based on attendance and graduation from a California school, and not residency. At the time of the rollout of the Handbook, the 2014 data had not been released but is expected to show an increase due to increased financial aid to AB 540 and DACAmented students.

Immigrant youth did not typically receive much research attention prior to the passage of tuition equity bills. It is only in the past dozen years that research has become prevalent, particularly about the undocumented youth in college. So it is not surprising that higher education had not studied nor noted the fluctuation in their enrollment until recently.

The mission of the California higher education institutions, however, requires attention to this population. It is important to learn more about them, to identify the significance issues in enrollment, time to degree, and assess how research proven best practices can enhance their access and success in higher education. Importantly, professional development for faculty
advisors and staff has long been requested by immigrant students, pointing out that the university cannot serve them well when employees are not aware of the extenuating circumstances they confront. Furthermore, because of their unauthorized immigration status, students often state a fear of revealing their personal situations. They fear that an employee may not be sympathetic to their particular situation. It is the students’ belief that training will improve the campus climate for immigrant students.

The training can help faculty and staff become informed about the status of undocumented immigrant students, apprised them of best student success practices and other resources. The lessons learned also offer a student support model that can be used in other venues, particularly by other professionals that also need to learn about undocumented immigrant students, the laws that impinge upon student lives, and policies and practices that can contribute to their academic success.

Participants will learn the following:
- What are the requirements for AB 540 and how does it impact the students?
- How do AB 540 students experience the campus?
- Which academic and out of classroom support practices show the most promise for immigrant students?
- What is the Dream Act?

**Program Goals**

The goals of the AB 540 Ally Training are to:
- Create a welcoming and supportive campus environment for undocumented immigrant students, thus assisting their integration into campus life.
- Increase faculty and staff knowledge and effectiveness about the needs, concerns, and issues of undocumented immigrant students and their families
- Educate faculty and staff about relevant immigration laws impacting students and related student issues and challenges.

**Objectives of the Ally Training Project**

To establish a university-wide network of easily visible allies that can provide support, information, and assistance to undocumented students

To provide undocumented students comfortable access to trustworthy, knowledgeable, and sensitive people that can prove a safe and nondiscriminatory environment

To provide an opportunity for faculty and staff to demonstrate their support of undocumented students

To provide students an opportunity to respond to instances of discrimination and harassment based on perceived or self-reported immigration status
To educate members of the educational community on the needs and concerns of AB 540 and other undocumented students

To assist educational personnel in understanding the fear and discrimination experienced by students based on their immigrant status

To foster a campus atmosphere that supports the academic and professional success of immigrant students, as well as their personal and social growth

To advance the institution’s progress toward a campus that discourages discrimination and openly celebrates diversity.

**DISCLAIMER**

The information in this handbook is general in nature and serves as a guide. Some of the campus information is subject to change without notice. Some sections of this handbook may have verbatim wording from the campus catalog or web based forms.

Immigration laws are complex, subject to change, and broad in their interpretation. This is not an immigration guide. Immigration questions should be referred to an immigration attorney.

**Ally Confidentiality Statement**

One of the most important aspects of being an AB 540 Ally is that faculty and staff is entrust with providing an atmosphere of safety to those that come to them. In the simplest of terms, AB 540 Ally confidentiality means that what a student says something confidential, that shared confidence stays with you.

By posting the AB 540 Ally decal, the Ally is sending the message that information shared will not be shared with others, unless the student has given permission to do so. This is important for students who have not openly declared that they are undocumented, since one of the most common concerns is whether they should even tell anyone, and subsequent fears that someone will “out” them. Outing someone refers to telling others about a person’s immigration status without that person’s permission. Moreover, confidentiality is essential in order for students to share their reactions, opinions, and feelings with you.

It is, however also important to recognize that there are limits to confidentiality. It would not be appropriate to maintain confidentiality if a person shares that they intend to physically harm one’s self or another person. Protecting the immediate safety of the individual becomes more important than protecting their confidentiality. If you have concerns or questions about what constitutes confidentiality or limits to confidentiality, please contact Counseling and Psychological Services personnel at your institution.

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4 Adapted from the Northern Illinois University Safe Zone Program, Ally Handbook and from Safe Zone Statement on Confidentiality, Counseling and Psychological Services, California State University, Long Beach (CSULB)

5 Adapted from Prince, J (2002) Group Facilitator Training Workshop, unpublished document, and from Safe Zone Statement on Confidentiality, Counseling and Psychological Services, CSULB
**What is AB 540?**

AB 540 is a way that some undocumented students can achieve a college education. The following narrative will discuss key questions: What is AB 540? What is the history of AB 540? How can a student qualify for AB 540? Why is an Affidavit required? Will US immigration know how to find a student enrolled under AB 540?

**State Law AB 540**

On October 12, 2001, Governor Gray Davis signed into law Assembly Bill 540 (Stats.2001, ch 814) that added a new section, 68130.5, to the California Education Code. Section 68130.5 created a new exemption from payment of non-resident tuition for certain nonresident students who have attended high school in California and received a high school diploma or its equivalent.

**AB 540/2000 Guidelines & 68130.5 Requirements for Eligibility**

In 2014, Governor Jerry Brown signed into law Assembly Bill 2000 that expanded the reach of AB 540 to allow students to qualify for an exemption of out of state tuition by satisfaction of either of the following:

- High school attendance in California for three or more years.
- Attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of those schools.
- Graduation from a California high school or attainment of the equivalent thereof.
- Must file or will file an affidavit as required by individual institutions, stating that the filer will apply for legal residency as soon as possible;
- Must not hold a valid non-immigrant visa (F, J, H, L, A, E, etc.)

With AB 2000 adults that graduate from Adult School, which is a California school, complete transfer requirements could be eligible to apply for AB 540 as a transfer student who has satisfied all the transfer requirements. It is important that adults that attend a community college as AB 540 student do not assume that they will be awarded AB 540 at the UC or CSU if they do not meet the full requirements. Students must submit their high school and elementary transcripts to the CSU and UC for evaluation of their eligibility.

**AB 540 Ineligibility**

An ineligible student is one who does not meet the AB 540 criterion. In most situations, not having met the three years attendance at a California high school is what prevents a student from qualifying for AB 540. Students can still attend the university as long as they meet the admissions criteria and are accepted by the college or university, but must pay non-resident fees. These students should be encouraged to apply for private grants and scholarships. Students and advisors should inquire whether undocumented students might be eligible to apply by using their ITIN. They are eligible for all other State funded campus services. If a student filed an application with the Citizenship and Immigration Services (CIS), the student may already be eligible for resident fee status and also able to receive federal financial aid. Students will receive a letter from the United States Citizenship and Immigration Services informing them of this.
Students who receive the letter can take it to the Financial Aid office on campus to inquire about their eligibility. Students should speak with their attorney, because utilizing any public benefits while undocumented can be deemed grounds for automatic deportation on the day the individual is able to regularize his immigration status.

**AB 540/AB2000 Affidavit**
The AB 540 Affidavit serves two purposes: one is to verify that the student meets the educational requirements, and the second is to certify the intent to establish legal residency. A copy of the Student Affidavit for Exemption of Non-resident Tuition is at [http://www.csun.edu/sites/default/files/ab540_exemption.pdf](http://www.csun.edu/sites/default/files/ab540_exemption.pdf). The affidavit and support documentation of high school attendance and graduation should be submitted after the university makes an admission offer and before the student pays tuition and fees. This applies whether a student is a freshman or transfer applicant. Student information obtained this way is strictly confidential unless disclosure is required under law.

Not all campuses prominently post the affidavit nor allow for searches to easily locate it. It is recommended that Champions identify best ways for students and parents to easily locate the document in the respective campus search engine.

**Brief History of AB 540**
The legislation authored by Marco Antonio Firebaugh was signed on October 12, 2001 by Governor Grey Davis. By January 2002, the law took effect for the California Community Colleges (CCC) and the California State University (CSU) as Education Code §68130.5. On January 24, 2002, the University of California’s Board of Regents voted to align the UC system with the CSU and CCC policy by adopting AB 540. AB 540 applies to “any student, except a person in non-immigrant status, who meets the specific requirements, shall be exempt from paying nonresident tuition at all public colleges and universities in California.” The law set out specific requirements, including an affidavit and provided that all information provided by the student would be kept confidential by the college or university. Each system allowed for an affidavit to be submitted to its system once, so long as enrollment was continuous. Students that transfer between systems would need to re-file the affidavit. The student attests under penalty of law on the affidavit that the student meets the enrollment requirements and provides the documentation (high school transcripts) and states that he or she will adjust his or her immigration status as soon as eligible to do so.

This law provides for exemption from paying nonresident tuition for some undocumented immigrant students that meet the requirements, many of whom came to the US at an early age, who have been raised in the US and who often do not find out until high school graduation that they are undocumented. The law does not cover all undocumented students because of the requirements. The students raised here know no other country as their own and in all likelihood will remain in the US. However, students qualified as AB 540 will not be classified as California residents.

Some undocumented students may have come on visas that have since expired. The Asian Pacific Islander (API) community has been the hardest hit by the visa exemption. Many API students enter the country with a visa and remain in the country. When they apply for AB 540,
they state that they came in with a B or F visa and therefore are denied eligibility for AB 540. But some expired visa holders who are “out of status” for more than six months may be eligible if they meet the requirements. Such students should still be encouraged to apply.

It is estimated that the number of undocumented students is about 1.8 million nationally, or 15 percent of all immigrants. About 65,000 graduate from high school annually. In California, the estimated number of undocumented high school graduates is 20,000 to 24,000. Perhaps about five to ten percent go on to college and university. The law is written to account for high school seat time and graduation, thus US born students who graduate and return to California do not have to wait out a year and a day to reclaim their state residency. They can use AB 540 to become exempt from paying out-of-state tuition. The University of California is the only institution that can report the numbers. The CSU and the CCC numbers are unknown. The CCCs likely have the highest enrollment. Overall it is estimated that since the passage of AB 540 in 2001, a few thousand undocumented students have benefited.

Legal Challenges to the Education of Undocumented Students
Individuals interested in the legal pendulum of immigration law may want to review the following cases:

1982 Pyler vs. Doe: The US Supreme Court held that K-12 students regardless of immigration status have the right to a K-12 public school education. In its findings, the Court held that children of undocumented immigrants are protected under the due process clause of the 14th Amendment. The ruling meant that the state could not force out-of-status immigrant children to pay for public school education. The ruling supported all students, including language minority students, migrant students, and homeless students with meaningful and appropriate educational programs, allowing all students the same benefits and rights of participation regardless of race, color, disability, sex, religion, national origin, or age.

1986 Leticia A vs. the UC Regents and the CSU Board of Trustees: The Alameda County Superior Court ruled that undocumented immigrants that had graduated from a California high school were eligible to attend the University of California (UC) and the California State University (CSU) and avoid out of state fees. The decision allowed “Leticia A” students to be treated as residents for tuition and state financial aid purposes. The California Community Colleges system (CCC) was not mentioned in the ruling, but the CCC implemented the policy. The California Student Aid Commission also voted to follow the Leticia A ruling, even though it was not part of the litigation, resulting in low income qualified undocumented students of that era being eligible for the Cal Grant Program.

1991 Bradford vs. The UC Regents: The Los Angeles Superior Court overturned the Leticia A ruling for both the UC and the CSU. The CCC followed suit.

1996 Illegal Immigration Reform and Immigrant Responsibility Act: barred immigrants from receiving a public benefit. This law prevented non-citizens from receiving any type of federal benefit. AB 540 does not create a conflict to federal immigration law because paying in-state tuition does not constitute a benefit.
Other Legal Challenges to In-State Tuition: A 2005 Kansas case, Day vs. Selecius was thrown out of court because the plaintiff could not show that they were “injured”. A 2006 California case, Martinez vs. Regents was dismissed and found AB 540 consistent with federal law. It was appealed and sent back to trial, but AB 540 is still in effect.

WHAT IS THE CALIFORNIA DREAM ACT OF 2011?

The California Dream Act, authored by Assembly Member Gil Cedillo (Los Angeles), became law through the passage of two Assembly Bills, AB 130 and AB 131 signed by Governor Jerry Brown.6

AB 130 allows students who meet AB 540 criteria (California Education Code 68130.5(a)) to apply for and receive non-state funded scholarships for public colleges and universities.

AB 131 allows students who meet AB 540 criteria to apply for and receive state-funded financial aid such as institutional grants, community college fee waivers, Cal Grant and Chafee Grant.

For more information about the types of financial aid Dream Act students can access, please see the PowerPoint or FAQs at the California Student Aid Commission at http://www.csac.ca.gov/ and https://dream.csac.ca.gov/.

Students Ineligible for State Aid

Some AB 540 and other undocumented students not eligible for the California Dream Act do not benefit from AB 131 and may not benefit from AB 130 under certain circumstances. Not all AB 540 students receive aid for various reasons. This is an important advising issue that will be elaborated during the AB 540Ally Training.

Students have other challenges. Some students do not apply for aid for fear of what that might do to their parents. Students often have limited financial support from families and may in fact be expected to contribute to the family and may have other family obligations. Because many cannot legally drive, there are transportation issues and students have to rely on buses, often traveling two or three hours to get to school. They live with the fear of being detected by immigration authorities.

When on campus they face other barriers such as limited information about campus support, insensitivity, rudeness, and demeaning attitudes about the undocumented. These students are very aware of subtle exclusory language and often assume that if not explicitly included, the services must not be for them. Simple accommodations often go unoffered because faculty and staff simply do not know what to do.

6 California Student Aid Commission
NEW CALIFORNIA LAWS IMPACT UNDOCUMENTED STUDENTS

Each legislative year new bills are introduced and several eventually become law. This section will only highlight a few bills. It is recommended that Allies stay apprised of the new bills as indicators of issues of interest to the immigrant community and new laws that state institutions will have to interpret and institute. Sometimes institutions will be slow or conservative in their interpretation of the law. More likely, staff on the ground will be unfamiliar with the administrative changes that campuses must institute to carry out the new laws. These are often lost opportunities to participate in the development of institutions regulations and practices. There are many ways to stay apprised of legislation and new laws and Allies are encouraged to stay diligent in these matters.

AB 844 (2011) Ricardo Lara
AB 844. Student government: students qualifying for exemption from nonresident tuition: California Community Colleges: governing board membership; amended Section 72023.5 of the Education Code and added Sections 66016.3 to the Education Code, relating to postsecondary education. It provides that any student, including a person without lawful immigration status, or a person who is exempt from nonresident tuition may serve in any capacity in student government at the California State University or the California Community Colleges and receive any grant, scholarship, fee waiver, or reimbursement for expenses that is connected with that service to the full extent consistent with federal law.

AB 60 (2013) Gil Cedillo
In 2013, the Governor Jerry Brown of California approved AB 60 to allow undocumented people to apply for a Driver’s License in 2015.

AB 35 (2013) Roger Hernandez
Allow DACA approved students to be eligible for unemployment compensation

Other laws will be covered in AB 540 Ally Training sessions, refresher training and Literacy Training. Allies are advised to join advocacy email lists to stay apprised of new laws. Allies can find the full text of the legislation and laws at http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml. This site allows viewers to subscribe to bills to receive email messages as the bill moves through the legislature and on to the Governor’s desk.

DEFERRED ACTION FOR CHILDHOOD ARRIVALS

There is a group of students who have work authorization, can apply for a SSN, and a California Driver’s License if they have applied for and been approved for the presidential executive action called Deferred Action for Childhood Arrivals (DACA). Executive Action has often been used by Presidents to lead limited action on many issues, including immigration issues. For information on DACA initiated in 2012, by President Barak Obama go to the http://www.dhs.gov/deferred-action. DACA is a policy for “Exercising Prosecutorial Discretion
with Respect to Individuals Who Came to the United States as Children”. It is intended for individuals “who lack the intent to violate the law”.

The requirements include:
- Came to the United States under the age of sixteen;
- Has continuously resided in the United States for at least five years preceding June 15, 2012;
- Is currently in school, has graduated from high school, has obtained a general education development certificate, or is an honorably discharged veteran of the Coast Guard or Armed Forces of the United States;
- Has not been convicted of a felony offense, a significant misdemeanor offense, multiple misdemeanor offenses, or otherwise poses a threat to national security or public safety;
- Is not above the age of thirty.

The Executive Action allows some undocumented students to be awarded deferral of deportation and grants them work authorization and a Social Security Number. DACA basically allows a student to obtain permission to work and travel abroad under very narrow conditions. A government-issued identification card is awarded.

Having a government-issued identification card (ID) then allows DACAmended students to apply for a California Driver’s License. This is not true for all states. Since 2015, other undocumented immigrants have been able to obtain a Driver’s License in California under AB 60. While that is an advantage in California, it is not safe to use that as ID in other states, whereas the DACAmended student can feel safer traveling with a license issued under their DACA ID which is an acceptable form of identification to TSA agents at airports in the US states, but not all territories. Students are advised to follow all travel rules judiciously when traveling in states and to travel out of the country only with Advance Parole, a form of permission awarded by USCIS with a specific return date. Extreme caution is required when using Advance Parole (AP) as USCIS has full discretionary powers at all ports of entry and AP is not a guarantee that students will be allowed to re-enter the US. There are however benefits for having traveled abroad and returned to the US with a legal reentry. Further information should be sought from a reputable immigration attorney.

Current immigration laws limit their opportunities to regularize their immigration status. The challenges for most undocumented students whose families cannot afford the DACA application fees, who fear the government, or who do not qualify for DACA include:
- Not eligible for federal financial aid and support programs
- Not eligible to have a Social Security Number (SSN) without DACA
- They have no work authorization unless DACA approved
- No paid internships, fellowships without DACA approval
- Not eligible for some careers that require licensure, background checks

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7 Memorandum for David V. Aguilar, Acting Commissioner, U.S. Customs and Border Protection, etc. from Janet Napolitano, Secretary of Homeland Security. Subject: Exercising Prosecutorial Discretion with Respect to Individuals Who Came to the United States as Children, June 15, 2012
• Cannot travel to conferences, field trips, and research colloquiums when official identification (ID) is required
• Inability to take off campus tests for graduate school if they do not have the required ID

LEGISLATIVE HORIZON

The federal D.R.E.A.M Act (Development, Relief, and Education for Alien Minors Act) was a bipartisan bill. It could provide for high school graduates who were brought to the US as children (before age 16) and have lived here for at least five years, and demonstrate good moral character, have no criminal record, and enroll in college or the military for two or four years to apply for conditional resident status.

The bill could:
• Provide protection from deportation for children 12 years of age and older that are enrolled in primary and secondary school.
• Grant conditional resident status to students that have graduated from high school or obtained the equivalent, are enrolled in two or four-year institutions of higher education or have enlisted in the armed forces.
• Allows those granted conditional resident status to become permanent residents if they have successfully completed two years of college or two years of military service.
• Enable students to be eligible for subsidized student loans, federal work-study and state financial aid programs. They would not be eligible for Pell Grants.

It was the only immigration reform proposal reported to the Senate floor in the 108th Congress. Since then, the D.R.E.A.M. Act has been held out to be included along with comprehensive immigration reform. Once passed, the D.R.E.A.M. Act would allow 360,000 high school graduates to gain the legal means to work and it is estimated that 715,000 children would be motivated to finish high school. The racial/ethnic breakdown of the undocumented is estimated to be 56 percent Mexican, 22 percent Latin American, 13 percent Asian, 6 percent from Europe and Canada, and 3 percent from Africa and other regions of the world.

WHAT IS THE AB 540 RESOURCE GUIDE?

The AB 540 Ally Resource Guide for Advisors of Undocumented Students
The Resource Guide is designed to increase the effectiveness of faculty and staff that advise AB 540 students. It is a complement to the AB 540 Resource Guide for Advisors of Undocumented Students.

The Resource Guide is provided to faculty and staff that participate in the AB 540 Ally training. The Resource Guide is also available as a stand-alone document for advisors, and is a required complement to the AB 540 Ally Training Project. For a digital copy of the guide suitable for editing to fit your respective campus email Elena.Macias@ab540.com.
The guide is designed to address the most common questions raised in the course of advising undocumented students. It includes information on the following:

**Section One:** Laws and Regulations

**Section Two:** University Policies and Procedures

**Section Three:** University Programs and Services

**Section Four:** Community Support

**Section Five:** Frequently Asked Questions

**Section Six:** Faculty and Staff Resource List

This section provides the names, email, and phone number of advisors that you may call upon for referral and when you or students need assistance.

**WHAT IS AN ALLY?**

An Ally of AB 540 and other undocumented students is a person who:

- Acknowledges that AB 540 and other undocumented students have a right to be enrolled in the university
- Becomes informed about the rights afforded by law to AB 540 students
- Finds legal alternative ways that assist students meet academic requisites when the students are excluded by law from regular participation in employment, federal and state aid, federal programs, paid internships, travel, or the use of identification forms that they do not have, etc.
- Believes that children and youth ought not to be targets of anti-immigrant discrimination; i.e., children should be left out of the immigration “wars”
- Knows that because of negative attitudes toward illegal immigration and the lack of legal rights accorded to children and youth who are undocumented, that a person who has legal status has more power in initiating institutional support and can advocate against prejudice and discrimination
- Listens openly, yet does not interrogate the student on their immigration status
- Does not “out” the student to others, without the student’s permission
- Does not encourage students to act on matters that may compromise them when they have the opportunity to adjust their status
- Creates a climate of trust that allows the student to reveal their situation at their own pace
- Handles student’s emotions with reserve, empathy, and support, and refers to appropriate professional campus staff as needed.
- Follows up on referrals to assess the effectiveness of the referral
- Is clear about his or her own personal motivation in becoming an Ally
• Is committed to maintaining confidentiality and respecting the privacy of people who are undocumented\(^8\)

**BECOMING AN ALLY**

The four basic levels of becoming an Ally:

**Awareness:** Gain awareness by opening yourself to the possibility that some of the students in your class or program are undocumented. Attend training sessions on AB 540; go on-line and read about AB 540 and the DREAM Act.

**Knowledge:** Begin to understand policies, laws, and practices and how they affect the undocumented students. Educate yourself on the many communities of undocumented immigrants.

**Skills:** Take your awareness and knowledge and communicate it to others. You can acquire these skills by attending workshops, role-playing with friends and peers, and developing support networks.

**Action:** To effect change that improves undocumented immigrant student success, you must act. This can be as simple as allowing substitutes for paid internships, placements in non-public agencies where a background check is not required, to assisting students by getting to know them so that you can write effective letters of recommendations when they apply for the only financial aid available to them—scholarships.

**FIVE POINTS TO REMEMBER**

**One:** Be aware of your own assumptions about the undocumented. AB 540 and other undocumented students are a diverse group who are not individually distinguishable from every other student. Each group has its own cultural tendencies about revealing themselves to others.

**Two:** It is better to be preemptive than reactive. Indicate in your course requirements that students who need alternative placements should talk privately with you, or openly offer alternatives to all students, including AB 540 students.

**Three:** If a student reveals that he or she is AB 540, do not interrogate them about their immigration status. Listen attentively. If you do not know how to help them, tell them that you will find out and then get back to that student.

**Four:** Recognize that some others may be intolerant of the undocumented and that you may be a target as well.

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\(^8\) Adapted from handouts developed by Shawn-Eric Brooks and Vernon, A. Wall (1990) and by Velvet Miller and Christina Testa, based on materials from “Diversity Works” (1992) and from CSULB, Counseling and Psychological Services, Safe Zone, “Becoming an Ally”.
Five: Do not ever give immigration advice, or suggest that one can identify himself or herself as a US citizen, drive without a license, or use false identification.  

**Benefits & Risks of Becoming an Ally**

**Some benefits of being an Ally**
- You learn accurate information about the undocumented
- You learn more about the residency and diversity of the AB 540 student population
- You have the opportunity to develop closer relationships with a wider range of people
- You may make a difference in the lives of young people who see you speak supportively of their population
- You empower yourself to take a more active role in creating a broader student success climate on campus
- You are a role model to others. Your actions may influence others and help them find the inner resources to speak and act in support of undocumented students

**Some risks of being an Ally**
- You may become the subject of gossip or rumors
- You may experience alienation from others who are not comfortable or tolerant of the undocumented
- Your patriotism, your politics, and your morality may be questioned by people who believe that the undocumented must be deported, even if the children are here through no fault of their own
- Others may speculate about your motivation and wonder what is in it for you
- You may become a target of discrimination
- Due to past negative experiences, undocumented students may not trust you and may question your motivation

**When a Student Reveals**

When a student comes out to you, they share information about their immigration status with you with the keen awareness of the risks involved: the risk of jeopardizing their relationship with you, the risk of being rejected, and the risk of being denied success in your class or program. Unless you have given some indication of your feelings or beliefs about the undocumented, they may have no way of knowing in advance whether your reaction will be positive or negative. What are some situations in which someone might come out to you?

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The student may come out to you because you are a member of his or her own ethnic/racial group.

They feel that you are a person who will be understanding and accepting, and therefore trust you with very personal information.

They may not know how you will react, but they cannot complete the course requirements without telling you of their inability to comply with the requirements due to their situation.

They may come out to you because you are in a position to assist them with a concern, provide them information or access to certain resources.

They may come out to you because another student gave them your name.

How might you feel after someone comes out to you?

- Surprised
- Not sure how to help
- Inquisitive
- Not sure what to say
- Impatient
- Not sure how to find out what to do about the matter
- Supportive
- Want to help them seek out alternatives
- Angry
- Upset about anti-immigrant sentiments

How you react to their disclosure is critical. It can potentially help them or discourage them enough that they will abandon seeking help from you. The more positively the person receives the information, the more comfortable he or she will make the student. The student may even share their ambivalence about telling you. Assure them of confidentiality, do not try to “fix” everything without knowing what could jeopardize a student’s immigration status, do not give them false hope or “guesstimates”.

What you should not say:
- Are you illegal?
- How did you get here?
- Tell me about your immigration status.
- So how do you live?
- Is your family illegal too?
- I can’t believe they let in illegals!
- There are no alternatives to my requirements.

Ways you can help when someone comes out to you:
- Do not ask questions that would be considered rude. If you would like more information, ask in an honest and respectful way. If you show a genuine and respectful interest in their situation, they will most likely appreciate it. Some good questions are:
- Is there some way I can help you?
- If I do not have the answer to this, is it okay if I ask someone that does?
- How do you suggest we work this out?
Do not assume that you know what it means to be undocumented. They may not want you to do anything, as much as they need information or referral. The student may just want you to know that they are not slackers; for example, they may want you to know that they simply do not have the financial resources or the ability to travel by car or travel abroad.

Consider it an honor that the student has trusted you with this very personal information. Thank them for trusting you.

Clarify with them what level of confidentiality they expect from you. They may not want you to tell anyone.

If you do not understand something or have questions, do not expect the student to be your informant on the undocumented.

Remember that not all undocumented students are AB 540 eligible.

Use the concept of “informed consent” when advising students. They have the right to their own decisions. Advisors do not tell a student what not to do or what to do. Advisors tell students about possible outcomes to specific choices.

Do not ask the student to be an “informant” about the undocumented. Ask questions that deal with the individual before you, not the class of immigrants, authorized or otherwise.

Study the research on undocumented students. This is how you will learn what scholars have found about undocumented students and the issues that confront them.

If you find yourself reacting negatively, remember that your feelings may change. Try to leave the door open for future communications.\footnote{11 Adapted from Northern Illinois Safe Zone Ally Handbook and CSULB Safe Zone Becoming an Ally}

\textbf{Effective Ally Strategies}

Take responsibility for your own education on issues related to the undocumented. Take the initiative to become as knowledgeable as you can on issues of concern to students who are immigrants and who may be undocumented, children of undocumented, or US born siblings of undocumented

Assume that the issues of prejudice and discrimination of immigrants and others are everyone’s concern, not just the concern of those who are targets of prejudice and discrimination

Assume that young people have a right to education and they have done nothing wrong to become undocumented
Assume that immigration policy changes and it is just a matter of time before there is comprehensive immigration reform that gives law abiding, educated young people a pathway to legal residency and naturalization.

Assume that US raised undocumented immigrant youth want to stay in the US and realize the “American Dream” as much as any other US born and raised youth.

Avoid engaging in giving advice or assistance that would compromise their future pathway to citizenship.

Create opportunities for allies to reduce xenophobia and create a welcoming campus climate.

Get to know specific students so that you can honestly write them highly effective letters of recommendation that will help them apply for scholarships to finance their education.

Within the spirit of academic standards and legal requirements, become flexible about course and program requirements so that they do not cause barriers for undocumented students’ academic success.

Graciously accept any gratitude you may receive, but do not expect gratitude.  

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**A Culturally Proficient Ally**

*Cultural proficiency* is not an end state, but an ongoing process. A culturally proficient person acknowledges both individual and group differences. She or he does not walk around wondering or complaining, “Why can’t they be more like us.” Rather people striving toward cultural proficiency welcome and embrace opportunities to understand themselves as individuals, while at the same time embracing the opportunity to learn. Think of the process of striving toward cultural proficiency as being along the following continuum.

**Cultural Destructiveness:** the elimination of other people’s culture, either on an individual level or on a group level. Extremes include genocide and enslavement. Yet English-only policies or “renaming” a student because you cannot pronounce his or her name is culturally destructive.

“This is America, and everyone speaks English.”

**Cultural Incapacity:** the belief in the superiority of one’s own culture and behavior such that it disempowers another’s culture. Restrictive immigration laws, overt biases, and discriminatory hiring practices are culturally incapacitating.

“I didn’t know she was Mexican. She doesn’t look Mexican to me.”

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12 Adapted from Shervor-Marcuse, R (1990) Working assumptions and guidelines for alliance building. Presented as part of an Ally Program at the annual ACPA Conference, Atlanta, GA. and CSULB Safe Zone Becoming an Ally.
**Cultural Blindness:** acting as if the cultural differences one sees do not matter, or not recognizing that there are differences among and between cultures.

“When a student walks in, I don’t see color or ability or gender. I only see a student.”

**Cultural Pre-competence:** an awareness of the limitations of one’s own skills or an organization’s practices when interacting with other cultural groups. This can happen when underrepresented groups are recruited to a campus/company/organization, but no support is extended, nor is there an effort made to learn more about the differences between groups.

“We need a Korean vice principal to help us with the Korean students.”
“During Black History month, we have “soul food” day.”

**Cultural Competence:** interacting with other cultural groups using the following:
- Acceptance and respect for differences
- Ongoing reflection on one’s own culture and cultural beliefs
- Model culturally inclusive behaviors (i.e. using Spanish pronunciations)
- Adapt one’s values and practices to acknowledge culture

Let’s really look at how this school event might impact handicapped persons, immigrants, gay men and lesbians, and those students with no group representation.”

**Cultural Proficiency:** the culturally proficient person…
- Values diversity
- Assesses one’s own culture, and the impact of one’s culture on others
- Manages the dynamics of difference through effective conflict resolution styles
- Incorporates and integrates cultural knowledge into one’s practices, and educates others on the damage created by stereotypes, prejudices, and cultural ineptitude
- Adapts to diversity by developing cross-cultural skills and striving to understand the dynamics of cross-cultural differences

**CREATING AN INCLUSIVE CLIMATE**

Chances are most of us know an undocumented immigrant. About 15 percent of immigrants are undocumented and even documented immigrants can become undocumented at one time or another during the years after they apply for citizenship and when they are naturalized. It is not unusual for immigrant families to have members who are documented and undocumented.

AB 540 and other undocumented students look just like their peers and may be in your classes and in your programs. It is only when they feel comfortable with you that they will reveal their status. Therefore, it should be seen as a compliment to you and appreciated as an honor that

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these vulnerable students see you as a person who can give them honest, direct, and informed advice while protecting their confidentiality.

These guidelines provide some suggestions for creating an environment that is open, comfortable, respectful, and welcoming for students who are undocumented.

Treat the topic of the student’s concern as you would any other human difference
Avoid making assumptions about a student’s status based on their race, ethnicity, accent or appearance
Avoid judgment language that creates barriers. Do not communicate that the student or their parents are at fault or should be ashamed of their status
Refuse to tolerate derogatory or anti-immigrant jokes, name calling, or remarks
Discourage others from assuming that immigrants are scapegoats for economic ills and burdens on society
Do not grill the student to reveal the details of their immigration status. Respectfully ask for the information you need to find alternatives for the presented problem, but do not inquire into other private matters
After coming out to the campus, some students are emboldened to become advocates. This is their choice. Advisors should avoid encouraging students to take risks that could jeopardize their future application for naturalization.

DISPLAYING THE AB 540 ALLEY DECAL

The AB 540 Ally decal was designed by an AB 540 student and accepted by the members of FUEL (Future Underrepresented Educated Leaders), a California State University, Long Beach recognized support group for undocumented students. The decal represents the outstretched arm of the Statue of Liberty, a symbol of welcoming of immigrants to the United States. The book is a symbol of education, the dream that AB 540 students pursue in order to achieve the “American Dream.”

The decal should be displayed in the office or immediate work area of the individual who has successfully completed the AB 540 Ally Training Project. It represents to AB 540 and other undocumented students that the individual who has the decal prominently displayed is an Ally, informed about the law and able to give competent and confidential advice.

The decal should not be displayed in an area where other employees may be confused with it. It belongs only to the individual who has received it and not the office at large.

PARTICIPATING IN THE TRAINING

Higher education personnel wishing to participate are invited to apply to the project. Training is offered periodically. Participation is individual and voluntary. Allies may also nominate

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14 Inspired by “Becoming an Ally” Safe Zone Training, CSULB
individuals to participate. Supervisors, however, are not encouraged to require their staff to participate. Interest in the training may be communicated to Elena Macias at elena.macias@csulb.edu.

Only individuals who successfully complete the training will be awarded the Ally Decal. Participants must display the characteristics of an Ally in order to successfully complete the project. The judgment of the training staff is final and may not be appealed.
TRAINING SCHEDULE

The schedule for each session is determined by the type of training. Ally and Champion training sessions are normally five hour duration. A copy of the Ally schedule is in the Appendix, page 112.

Other Training Types
The AB 540 Ally Training project offers other versions of the training. These include Champion Training for those that have gone through the Ally Training and wish to become Trainers themselves.

Other types of training includes Literacy Training which is offered in 90 minute sessions to familiarize faculty and staff with the federal, state laws and campus policies that impact undocumented students. This knowledge is important for employees who do not have direct contact with students on a daily basis, but may from time to time need to address an issue raised by students or others. Sessions can also be condensed to cover any single aspect. These are arranged by request.
The following terms may be on poster board and set about the room. As participants register they will be encouraged to go around the room and read the key concepts in immigration.

**A United States Citizen** is a person who holds citizenship in the United States through birth on U.S. soil, birth to U.S. citizen parents abroad, naturalization, or the naturalization of the parent while the Legal Permanent Resident child is still young (exact age has changed over time).

**Legal Permanent Residents**, (LPRs. Resident aliens, green card holders) are those immigrants who are allowed to remain in the United States indefinitely. This is the status that puts an immigrant “on the path to U.S. citizenship.” After five years, LPRs become eligible to apply for naturalization. The period is shorter for spouses of U.S. citizens and those who have served in the military.

Legal Permanent Residents status is granted in two main ways: 1) through petitions based on U.S. citizen or LPR family members (which take a few months for immediate relatives like a spouse, and up to 20 years for more distant relatives like a sibling), and 2) through the sponsorship of an employer who certifies that this person performs a role no American has been found to perform (usually high skilled). Note, therefore, that low-skilled workers will likely find that their only avenue to acquire LPR status is through a family member.

Legal Permanent Residents status is not automatically conferred; applicants, even those who are married to a U.S. citizen, must pass a health and background check. Furthermore, most people who have lived in the United States illegally must return to their home countries to apply for LPR status, and once there may be subject to 5-10 year “bars” to reentry; again, this applies even if they have a U.S. citizen spouse.

Legal Permanent Residents status can be lost if the immigrant leaves the United States for an extended period of time and is deemed to have abandoned their residence. It can also be lost if a person commits a crime that makes them deportable.

Legal Permanent Residents were already eligible to establish California residency and pay in-state tuition prior to AB 540. **Undocumented immigrants** cannot qualify as California residents to pay in-state tuition, but they may eligible for AB540 if they meet its other requirements.

**A Non-immigrant alien** has permission to live, and in some cases work, in the United States on a temporary basis. This includes those on tourist visas, student visas, and business visas. It also includes guest-workers, such as seasonal agricultural workers (H2A) and high-skilled temporary workers (H1B). These visas differ from LPR status in that they are not expected to be renewed indefinitely, and do not place the immigrant on any path to LPR status or citizenship. Non-immigrant aliens cannot qualify as California residents to pay in-state tuition, nor take advantage of AB 540.

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15 Dr. Julie Weise, AB 540 Champion, CSULB Faculty contributed this handout.
**SELF-ADMINISTERED KNOWLEDGE INVENTORY**

### What is AB 540?

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th><strong>True</strong></th>
<th><strong>False</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A law that allows students that attend CA public high schools three years and graduates to qualify for in-state tuition rather than out-of-state tuition.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Students file an affidavit only once as long as they maintain continuous enrollment</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>The university keeps all information provided by the student confidential.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>The majority of UC AB 540 students are U.S. citizens.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Current nonimmigrant visa holders are not eligible for AB 540.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>AB 540 does not qualify students for federal and state financial aid.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Applies to students registered in any of the three California higher education institutions.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Undocumented students are eligible for paid internships.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Applies to students enrolled as undergraduates and graduates.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Internships and scholarships are among the more recurring issues for undocumented students</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

### What is the D.R.E.A.M. Act?

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th><strong>True</strong></th>
<th><strong>False</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Federal Immigrant Reform Act</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>An act to provide for conditional resident status for certain undocumented youth</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>California proposed legislation to extend AB 540</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Answers: 1 T, 2 T, 3 T, 4 T, 5 T, 6 T, 7 T, 8 F, 9 T, 10 T, 11 F, 12 T, 13 F
The facilitator will have word posters around the room: Respect, Listening, Confidentiality, “I” Statements, Phones turned off, Honesty.

The facilitator will open the session by informing the participants that we need to create a safe environment for our training. We want to make this a safe place to discuss our feelings and attitudes and to share our knowledge, to express openly that we do not have all the answers.

The facilitator will ask the group, “What do you need to feel safe?”

On a sheet of poster paper the facilitator will write the words heard from the group and ask, “Does anybody else need this?” If clarification is appropriate, the facilitator will ask, “What does this mean to you?” Once the list is completed, the facilitator will ask, “Does everybody feel comfortable with this?”

A common list of ground rules will include:
- We listen.
- We use “I” statements when speaking about our feelings, thoughts, reactions, and experiences.
- We maintain professional confidentiality.

**IMMIGRATION EXPERIENTIAL**

The purpose of this exercise is to help trainees get in touch with their conceptions about the undocumented and to “step into their shoes.”

Instructions: Participants will form groups according to the colored dots on their nametags. The groups will be assigned one of the following scenarios. The small groups will share their thoughts and feelings within the small group.

You are an undocumented immigrant and this morning upon arising from bed, you turned on the television and hear a news story that the Police and Immigration, Customs and Enforcement (ICE) is using the Los Angeles/Long Beach as a “test area” to do random road stops and sweeps at places known to hire “illegal immigrants”. The reporter wonders if schools that admit large numbers of immigrants will again be targeted by anti-immigrant pickets. Your family members have already left the house. Your spouse is taking the small kids to school and then he/she catches the bus to go to work, your high school aged son is off to school, and your eldest is on her way to CSULB. You have been driving to work without a license. You are due at your job in one hour, what do you do?

You are an undocumented student and you drive to school in a car registered to a family member. You are momentarily distracted and you rear-end the luxury car in front of you. You get out to see the damage and to talk to the driver. You explain that you are responsible and will pay for damages. At first the driver of the luxury car seems calm because the damage was minor, and you have taken responsibility for the damage. Then she asks you for your insurance
and license. You have to own up to the fact that you have no driver’s license. The driver of the luxury vehicle starts to have a fit, yelling at you asking if you know how much her car is worth, and shouts, “Are you an illegal”, and starts to call the police on her cell. What do you do?

You applied to the United States Citizenship and Immigration Services (USCIS) for a green card and were on your way to becoming naturalized, but the process has taken a long time and your visa has now expired, rendering you an undocumented immigrant. Your CSULB employer cannot keep you on because your Social Security is no longer valid. You think that perhaps you can go to school and look for a part-time job, but the CSULB program you want does not admit undocumented students, and you can’t find a job that will take you without a valid SSN. What do you do?

Your spouse is a US citizen. You have a very young child. You decided to leave your spouse because he/she has become increasingly abusive and his/her promises to help you get your immigration papers have gone unfulfilled. Now that you are on your own, paying your tuition will be difficult as your parents cannot help you financially. The semester is starting and your tuition is due. You had filed for graduation because you have only one semester left to complete your major. You dream is to go to graduate school so you can be a counselor. You have to find a job but you have no work authorization. What do you do?

You are going to be a high school senior soon, hoping to be the Valedictorian of your class, and looking forward to going to college and becoming independent. Your grades and test scores can qualify you for any school in the country. Just before school starts, your counselor calls you into the office and encourages you to take home the FAFSA form for your parents’ review and he wants you to start selecting which of the elite eastern campuses you want to apply. You have had your eye on Brandeis, but Harvard would be great, as would Yale. When you get home, you ask your parents to complete the form and they look at you with sadness, as if they have dreaded this day. You just sit there as they tell you that you are undocumented, have no social security number, so they cannot complete the FAFSA. All this time you thought you were born in Colorado. What you did not know was that you were born in Colorado, Mexico. They try to encourage you by telling you that you could still go to a community college near the house and that you could get a job helping your mother clean houses so you can afford your tuition. What do you do?

LEGISLATIVE OVERVIEW

Immediately after the experiential session, the facilitator will reconvene the group and ask the participants to remember their earlier thoughts and feelings, and try to find the issues of the scenarios they just shared as they learn about the AB 540 and other undocumented students.

POWERPOINT ELEMENTS

The visual aid used in the training will be updated from time to time as laws change and as the site of the training varies. A copy of the current power point is included in the Appendix.
STUDENT PANEL AND POLICY/PRACTICE BARRIERS AND CHALLENGES

The participants will hear from a panel of AB 540 students. Engaging in active listening, the participants will be alerted to observe for the following:

- Identify the campus issues discussed by the students, such as inclusion, campus climate, access and retention practices, policies, etc.
- Suggest possible resolutions to the issues
- Identify policies and practices that have already changed
- Identify other policies and practices that may require vigilance
- Identify strategies that create a safe and welcoming student advising environment
- Identify do’s and don’ts in immigrant student advising

Student Panel with Q & A

The purpose of this session is to hear from current students on campus and to allow the audience the opportunity to ask them questions after their presentations.

Three or four undergraduate students will participate in a panel. The student will briefly state:

- first name, major, age at which they came to the USA
- how they have experienced being undocumented
- how they have experienced educational access and success
- what he/she seeks in an Ally.

At the conclusion of the presentations, the floor will be open to a brief question and answer period, facilitated by one of the facilitators.

In summary, the facilitator will share the issues. Some of the issues may look like this:

- Paying for college is a paramount issue for undocumented students.
- A personal relationship with a faculty or staff person can motivate students to succeed.
- Students learn about AB 540 informally. Few learned about it from a counselor.
- Student identification policies can adversely impact AB 540 students if alternative identifications are not accepted.
- Internships that require licensure or have background checks are not available to AB 540 students, so alternatives are needed.
- AB 540 students don’t want pity; they want faculty and staff to do something to positively impact immigrant student success.
- Faculty and staff should understand what it means to be an AB 540 student.
- You can open wounds when you are ill informed about the limitations on AB 540 students, so keep alternatives in mind when determining class requirements.

Digital copies may be obtained by contacting the AB 540 Ally Training Project at elena.macias@ab540.com.
• Students want to reveal but you have to make it safe for them to do so. All it takes is a welcoming environment.
• Faculty and staff need to learn what is going on with their students.
• The community political climate regarding immigration impacts AB 540 students and acerbates their challenges.
• When asked a question about campus resources and you don’t know the answer, don’t make one up. It is far better to make the time to get the correct answer for the student.

**BECOMING AN ALLY**

**What is an Ally?**
The facilitator will introduce the “What is an Ally?” going over the qualities, which will be in the Power Point presentation. The facilitator will ask the group, “do you agree?”

**Becoming an Ally**
The facilitator will describe the four stages of becoming an Ally and end that with Action, this makes an Ally a Champion. The facilitator will remind the participants that many undocumented students are still adolescents, discovering themselves, and often engaging in risky behavior for which the law may be unforgiving, so advising this group of students involves not only benefits for the advisor, but risks. The facilitator will give examples of risk taking on the part of students and advise on what to do. More of this will be discussed at the end of the Becoming an Ally. The point here is not to put the student at risk any more than they may have put themselves, and for the advisor not to put themselves at risk.

(An example might be encouraging a student to say he/she is a US citizen. This is grounds for immediate deportation when the student seeks to regularize their papers. In a hypothetical case, this may mean that the advisor opens up the CSU and him/herself to criminal liability.)

**Option 1**
Now the facilitator will ask the groups to take a respective section of the handbook, discuss it within the group, determine how to present it to the larger group, asking the question, “Do you agree?”

In each of the sections below, the small group facilitator will ask the participants to read the chosen statements on the respective sections. The small group facilitator will ask at the conclusion of the respective section, “do you agree?” The group will take turns reading, and allow time for discussion as needed after each reading. Upon completion of this task, each of the groups will be asked to present the issues to the larger group.

When the groups are ready, each will be given three minutes to present to the larger group. *Effective Ally Strategies: Benefits and Risks of Becoming an Ally; Creating an Inclusive Climate; A Culturally Proficient Ally; Five Points to Remember*
Option 2
After presenting the lecture on “Becoming an Ally”, the facilitator will continue on with a further elaboration on the risks and benefits of becoming an ally, and present “When a Student Reveals”, Effective Ally Strategies”, “A Culturally Proficient Ally” and “Creating an Inclusive Climate”. At the conclusion of the lecture, the facilitator will ask the trainees to reflect, share, and discuss the following question:

“Drawing on your experiences and today’s training, what does the behavior of a culturally proficient AB 540 Ally look like?” Please take a few minutes to reflect, then share your thoughts with the groups and discuss the key points that you will put onto the poster paper in order to share with the larger group.

At the conclusion of the small group session, one member of each of the table groups will present their key points to the larger group for their reflection and discussion, led by the facilitator.

**Displaying the AB 540 Ally Decal**
The facilitator will present the following information:

The AB 540 Ally decal was designed by an AB 540 student and accepted by the members of FUEL (Future Underrepresented Educated Leaders), a university recognized support group for undocumented students. The decal represents the outstretched arm of the Statue of Liberty, a symbol of welcoming of immigrants to the United States. The book is a symbol of education, the dream that AB 540 students pursue in order to achieve the “American Dream.”

The decal should be displayed in the office or immediate work area of the individual who has successfully completed the AB 540 Ally Training Project. It represents to AB 540 and other undocumented students that the individual who has the decal prominently displayed is an ally, informed about the law and able to give competent and confidential advice.

The decal should not be displayed in an area where other employees may be confused with it. It belongs only to the individual who has received it and not the office at large.

**Ally Contract Presentation**
Participants will be asked to pull the contract from their packet. If they want to complete the training, they will need to sign the contract and leave it at the desk when they leave the training. A decal will be mailed to them.

**Evaluation Presentation**
The facilitator will thank the group for their leadership and remind them that their feedback is vital. Since they are among the first to be trained, those that successfully complete the training will be asked to consider becoming trainers themselves.

Participants will be asked to pull the evaluation from their packet. They will be asked to leave it on the desk at the conclusion of the training.
AB 540 ALLY TRAINING EVALUATION

Below are a number of statements for you to use in evaluating the instruction and materials presented during our training session today. Rate each item on a scale of 1 (strongly disagree) to 5 (strongly agree).

SD  SA  
1 – 2 – 3 – 4 – 5  What I learned from this session is important.
1 – 2 – 3 – 4 – 5  The information presented is useful to me.
1 – 2 – 3 – 4 – 5  What I learned in this session will be helpful and beneficial to my involvement with CSULB students.
1 – 2 – 3 – 4 – 5  The presenters were knowledgeable and well-prepared.
1 – 2 – 3 – 4 – 5  The presenters were effective in presenting the information to me.
1 – 2 – 3 – 4 – 5  After attending this training I feel that I have a better understanding of AB 540 student issues and concerns.
1 – 2 – 3 – 4 – 5  After attending this training I feel that I have a better understanding of issues associated with improving AB 540 student success.
1 – 2 – 3 – 4 – 5  The video was helpful in educating me about responding to the needs of immigrant students.
1 – 2 – 3 – 4 – 5  The Becoming an Ally section was very helpful and useful.
1 – 2 – 3 – 4 – 5  I learned a lot from the Panel about AB 540 students and what happens to them.
1 – 2 – 3 – 4 – 5  I learned how CSULB can improve services for undocumented immigrant students.

What was the most valuable thing you gained from today’s session?

Would you recommend this training to others

Additional Comments (write on other side as needed):
ACKNOWLEDGEMENTS

This AB 540 Ally Training Project is the result of contributions by many students, Allies and Champions, and scholars. Appreciation is extended to the students in FUEL (Future Underrepresented Educated Leaders) who urged the completion of the project and introduced it to the campus community in 2006. The development of the Ally Project continues as a collaborative effort lead by Dr. Elena Macías.

A grateful acknowledgment is due to Dr. Douglas X. Patiño and the New Partnership Foundation for ongoing support of the AB 540 Ally Training Project.
APPENDIX

Power Point for Champion

Current versions of the Power Point presentation can be obtained by request to elena.macias@cab540.com.

A printed slide with Notes Pages version is for the trainer. The trainees will get a three slide with lines for note taking.

The trainees see the full page slides on a television or projected screen. The following are the slides the trainees would see on the full page slides.
Welcome

Elena Macías, Ph.D., M.S.W.
AB 540 Ally Training Project
2016

AB 540 Ally Training Project

- Opening Remarks
- Introduction
- Facilitators
  - Elena Macías
  - List campus lead trainers here

- Self Administered Knowledge Inventory
• Opening Remarks
• Self Administered Knowledge Inventory
• Project Goals & Objectives
  o Ground Rules
  o Experiential
• Social Context
  o Policies, Numbers, Pathways?, Political and Legal Context
• AB 540 Overview
• Student Panel
• Effective Mentoring
  o Policies/Practices Barriers and Challenges
• Becoming an Ally
• Ally Decal & Contract
• Evaluation & Adjourn

AB 540 Ally Training Project Goals
• Create a welcoming and supportive campus environment for immigrant students, thus assisting their integration into campus life
• Encourage faculty and staff knowledge and effectiveness about the needs, concerns, and issues of undocumented (unprotected) immigrant students and their families
• Educate faculty and staff about relevant immigration laws impacting students and related student issues and challenges

Train the Trainer Goals
• Develop Champions who can lead Ally Training at their campus
• Capacitate participants to better support Allies
• AB 540 Ally Training Project Objectives
  • Establish a university-wide network of easily visible allies that can provide support, information, and assistance to undocumented students
  • Provide undocumented students with comfortable access to trustworthy, knowledgeable, and sensitive people that can provide a safe and nondiscriminatory environment
  • Provide students an opportunity to respond to instances of discrimination and harassment based on perceived or self-reported immigration status
  • Provide an opportunity for faculty and staff to demonstrate their support of undocumented students
  • Educate university members on the needs and concerns of undocumented students
  • Assist university members in understanding the fears and discrimination experienced by students based on their immigration status
  • Foster a campus atmosphere that supports the academic and professional success of immigrant students, as well as their personal and social growth
  • Advance the university progress toward a campus that discourages discrimination and openly celebrates diversity

Ground Rules

• What do you need to feel safe?
Immigration Experiential

- Purpose is to get in touch with our conceptions about the undocumented and to “step into their shoes”
- Count off and gather in small groups
- Divide your time equally
- Share your thoughts and feelings with your group about the assigned scenario

Immigration Experiential

Calls upon your empathetic response, your knowledge, and welcomes you as a willing professional on your way to reaffirming the AB 540 Ally Training objectives so that you may come to provide:

- A safe, nondiscriminatory environment for AB 540 and other undocumented students
- Respond to incidences of discrimination and harassment
- Understand, stay apprised of, and act upon policies that support students
- Assist university members to understand the fears, needs, concerns of students
- Support the academic, professional, personal and social growth of students
100 Years Of Immigrants In America, In Two Graphs
by Lam Thuy Vo

Immigrants make up roughly the same share of the U.S. population today as they did a century ago.

Source: Census Bureau
Credit: Lam Thuy Vo/KPR

Percentage of U.S. Population Born In A Foreign Country

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>13.4%</td>
</tr>
<tr>
<td>1980</td>
<td>3.4%</td>
</tr>
<tr>
<td>2010</td>
<td>12.8%</td>
</tr>
</tbody>
</table>
• But changes in the global economy, and in U.S. immigration law, have dramatically shifted where U.S. immigrants are coming from.

• A century ago, U.S. immigrants were overwhelmingly European. Today, Latin America and Asia are the big drivers of U.S. immigration, and Europe accounts for just a small fraction of the whole.

Source: By Lam Thi Phu Vin
August 22, 2012 8:34 AM
MI
 Census Bureau
Authroized & unauthorized immigration 1990-2012

The Number of Immigrants Coming to the U.S. Peaked in 2005

*Immigrants arriving in the past 5 years*

- 2005: 11 million
- 2000: 8 million
- 1995: 6 million
- 1990: 4 million
- 1985: 2 million
- 1980: 1 million
- 1975: 0.5 million

U.S. Unauthorized Immigrant Population Levels Off

- 2015: 11.9 million
- 2010: 11.1 million
- 2005: 11.5 million
- 2000: 11.2 million
- 1995: 10.1 million
- 1990: 9.3 million
- 1985: 7.9 million
- 1980: 6.0 million
- 1975: 3.5 million

Political & Legal Context of AB 540

- 2004-2005: Increasing pressure on states to provide K-12 public education and in-state college financial aid to undocumented students
- 2005-2006: California (AB 540)

- 1999-2000: Immigration and Nationality Act (INA) - State-sponsored tuition for undocumented students

- 1996-1997: Illegal immigration debate

Political & Legal Context of AB 540

- 1986: Illegal Immigration Reform and Control Act
- 2001: AB 1068
- 2003: AB 1710
- 2004: AB 1432

Legislative Horizon

- 2015: DAPA (Deferred Action for Childhood Arrivals)
- 2016: Full funding of AB 540

Strategies for AB 540

- Advocate for state funding
- Support local efforts
- Engage in policy advocacy

State with various providers for undocumented students

- California: AB 512
- Arizona: SB 1070
- Texas: SB 4

1986-1996: A critical period for the adoption of immigration reform policies in the U.S. However, the outcomes were mixed due to political and ideological differences among Congress members.

1996-2000: A period of increased public awareness and activism regarding immigration issues, leading to the enactment of policies that provided some protections for undocumented workers.

2000-2005: The debate on immigration reform gained momentum, with several proposals put forward that aimed to address both the needs of the workforce and the humanitarian aspects of immigration policy.

2005-2010: Despite the momentum, the major immigration reform efforts of 2005-2006 failed to pass, leaving many undocumented individuals without legal protections.

2010-2015: A period of increased focus on state-level policies, with states like California passing AB 540 to provide educational opportunities for undocumented students.
Native and Immigrant Populations

**Foreign born represent 13% of the US population; undocumented represent 3% of the US population**

- Foreign born Latinos in the US are **34.1%** of all Latinos (52.3M). Foreign born Asians are **74.1%** of all Asians (17.3M).
- Latino (53.1%) and Asian (28.2%) immigrants represent the two largest immigrant groups. (2012)
- Among Latinos, Mexicans are the largest group -- 29.6% are from Mexico, but of the undocumented population, Mexicans represent 56%.
- Asians represent 28.2% of the immigrants, but 13% of the undocumented.
- The rest of Latin American immigrants are 23.5% and represent 22% of the undocumented.

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**Figure 16**

Educational Attainment for Ages 25-64, by Status, 2008

(% of ages 25-64 for each status group)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>U.S. born</th>
<th>Legal immigrants</th>
<th>Unauthorized immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>2%</td>
<td>6%</td>
<td>18%</td>
</tr>
<tr>
<td>9th through 12th grade</td>
<td>13%</td>
<td>9%</td>
<td>29%</td>
</tr>
<tr>
<td>High school graduate</td>
<td>31%</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>Some college</td>
<td>30%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>15%</td>
<td>10%</td>
<td>35%</td>
</tr>
</tbody>
</table>

All College-Going Youth (2012)

- Immediate college enrollment after HS graduation (81%) was higher for high income families than middle income (65%) and low income (52%)
- In 2012, there was no measurable difference between White (69%), Black (62%) and Latino (69%) high school completers
- The immediate college enrollment for Asians was (84%) higher than all others
- Where the undergraduate college enrollment occurred was different. 62% of Whites were at private nonprofit 4 year institutions. Asians (7%) were at public institutions. Blacks were at higher percentage (29%) in private, for profit institutions as were Latinos (15%)
- Post-baccalaureate enrollment was different by race/ethnicity: 71% of White graduate students were at public institutions; 36% of Black students and 9% of Latino students were at private, for profit; Asians accounted for 9% at private, nonprofit institutions.
Few undocumented students complete undergraduate higher education

- 122,600 graduates from high school each year
- 65,000 are likely to attend a postsecondary institution each year
- 31,850 are likely to graduate each year
- 1,050 are likely to complete a degree each year

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

- 57% of undocumented students report struggling with college costs
- 74% of undocumented students report facing financial difficulties

Undocumented students do not qualify for any form of federal financial aid for the 2022-2023 school year. The average federal Pell Grant is 63% of average public four-year institution tuition and fees.

Dreams of a College Degree Deferred for 94% of Dreamers

DACA not within reach for 47% or more of youth; bodes poorly for citizenship future

<table>
<thead>
<tr>
<th>Number of High School Undocumented Students Each Year in US</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>122,600</td>
<td>53%</td>
</tr>
<tr>
<td>65,000</td>
<td>49%</td>
</tr>
<tr>
<td>31,850</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of High School Graduates Each Year</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>122,000</td>
<td>53%</td>
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<td>65,000</td>
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<tr>
<td>31,850</td>
<td>15%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of High School Graduates Each Year</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,006</td>
<td>49%</td>
</tr>
<tr>
<td>16,204</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of High School Graduates Each Year</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,050</td>
<td>6%</td>
</tr>
<tr>
<td>29,000</td>
<td>84%</td>
</tr>
</tbody>
</table>

Need for California college graduates will outstrip supply by 2030 by 1.1 to 1.4 million.

- Percent with college degree: 32% in 2013; 33% in 2030 projected
- Number can not be met by out of state and international visa workers

Percent of high school graduates immediately enrolled in college somewhere in the country

- California 74.4% (2008-09 only data [not available]); USA: 68.4% [2014]

Percent completing college

- UC: 60% w/in 4 years; 80% w/in six years
- CSU: 19% w/in 4 years; 54% w/in six years
- CC: Vast majority do not complete a degree; only 20-30% transfer

Out of school immigrant youth - estimated number exceeds 250,000

- 25% of all immigrant youth ages 13 - 22; w/ < 9th grade education
- Up to 80% report supporting their families in part or full
- > 80% expressed interest in ESL & 1/3 want to complete the GED

Authorized immigrants with college degrees: 35% compared to 34% US born citizens

Unauthorized Immigrants with college degrees: 15%


College-Going Undocumented Students

- Factors that influence college decision**
  - "Cost-87.9%; Location-64.1%; Undocumented Climate-49.8%; Other-38.2%;
  - College Ranking 34%; Class Size 24.9%"

- Reported experiences of being treated unfairly**
  - "Professors-32.1%; Counselors-34%; Other students-55.6%; Fin Aid Officials-47.9%; Campus Admin-36.5%; Security/Police-30.6%"

- Kids that won’t take NO for an answer*
  - "These are really talented students"
  - "They’re highly resilient."
  - "They’re working hard and succeeding despite the odds"
  - "Students have to ask a lot of questions. They have to figure out who they can trust. They’re getting conflicting information from administrators on campus, who also don’t know what the policies are."

Unpublished CSU 2013 AB540 Enrollment

- Bakersfield 95
- Channel Islands 41
- Chico 110
- Dominguez Hills 271
- East Bay 140
- Fresno 462
- Fullerton 689
- Humboldt 39
- Long Beach 649
- Los Angeles 626
- Monterey Bay 59
- Northridge 697
- Pomona 412
- Sacramento 264
- San Bernardino 232
- San Diego 267
- San Francisco 492
- San Jose 410
- San Luis Obispo 131
- San Marcos 130
- Sonoma 108
- Stanislaus 124
- TOTAL 6,388

Published UC 2013 AB 540 Enrollment

- 76% or 2,572 of AB 540 students are US citizens
- 187 undocumented non-AB 540 students
- 619 undocumented AB 540
  - 611 undergraduates, 8 graduate students

Unpublished CCC 2013 AB540 Enrollment

- Over 40,000

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<table>
<thead>
<tr>
<th>County</th>
<th>Total population estimate</th>
<th>Population estimate</th>
<th>% of county total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monterey</td>
<td>1,150,000</td>
<td>124,000</td>
<td>10.80%</td>
</tr>
<tr>
<td>San Diego</td>
<td>1,390,000</td>
<td>165,000</td>
<td>11.80%</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>1,188,000</td>
<td>135,000</td>
<td>11.30%</td>
</tr>
<tr>
<td>San Francisco</td>
<td>772,000</td>
<td>87,000</td>
<td>11.20%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>1,079,000</td>
<td>121,000</td>
<td>11.40%</td>
</tr>
<tr>
<td>Sacramento</td>
<td>1,000,000</td>
<td>111,000</td>
<td>11.10%</td>
</tr>
<tr>
<td>Orange</td>
<td>789,000</td>
<td>91,000</td>
<td>11.50%</td>
</tr>
<tr>
<td>Riverside</td>
<td>1,089,000</td>
<td>121,000</td>
<td>11.20%</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>907,000</td>
<td>101,000</td>
<td>11.10%</td>
</tr>
</tbody>
</table>

SOURCES: Adapted from US Census 2000 Long Form Summary File.

1. The survey that also includes, and all equivalent K-12 large enough populations, are reported separately.
2. The survey that also includes, and all equivalent K-12 large enough populations, are reported separately.
3. The survey that also includes, and all equivalent K-12 large enough populations, are reported separately.
4. The survey that also includes, and all equivalent K-12 large enough populations, are reported separately.
5. The survey that also includes, and all equivalent K-12 large enough populations, are reported separately.

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K-12 English Learner Students

- Former English Learners outperform both English Learners and English-only Learners; however 15% of English Learners still not proficient by 12th grade; most born in USA

- 17% of English Learners are in two counties: LA and SD

- Language groups by local school districts (2014 CA Department of Edu)
  - LAUSD >60; LBUSD >35; OC >56; California >60

- ¼ or 1.4M of CA K-12 are English Learners
  - Spanish 84%; Pan Asian 8%; Other 8% (2014 CA Department of Edu)

- Share of Latino English Learners by County
  - LA 87.97%; OC 89.99

How are undocumented students impacted by their status?*

- Not eligible for federal financial aid programs and federally funded programs
- No drivers license* (available through AB 60 effective 2015)
- No SSN, therefore limited in qualifying for anything that requires this form of identification (ID)*
- No work authorization, no paid internships & fellowships*
- Not eligible for some careers when licensure/background checks are required*
- Cannot travel when official ID is required*
- Not eligible to work in chosen profession after graduation*

* DACA issues temporary work permit & SSN; can be used for CA driver’s license
How else are undocumented students impacted by their status?
- Can pay taxes using Individual Taxpayer Identification Number (ITIN) rather than SSN
- Can use ITIN, Matricula (Mexican ID), Student ID on campus (if allowed)
- Are eligible for all other state funded campus services
- Can go to graduate school (with some exceptions)

Before recent changes of CA Dream Act, all undocumented could not receive state administered scholarships. Now only AB 540 can receive state aid and some scholarships; UC and some CCC awarded aid to DACAmented students.

AB 540, Dream Act, DACA Overview
- What is AB 540?
- What is the history of AB 540?
- Why is the affidavit required?
- How does AB 2000 expand AB 540?
- Will US immigration know where to find a student after enrolling under AB 540?
- How the California Dream Act (AB 130/131) is being implemented and how our campuses prepares for this process?
- What is Deferred Action and how does it impact AB 540 students?
AB 540 Overview

- Provides support for some, but not all undocumented immigrant students
- Came to US at an early age
- Raised in US
- Often do not find out until high school graduation that they are undocumented
- Some are not covered as AB 540 students because of the requirements

Who is eligible for AB 540?

- "Any student, except a person in nonimmigrant status, who meets the specific requirements shall be exempt from paying nonresident tuition at all public colleges and universities in California."
- What does nonimmigrant status mean?*
  - Current nonimmigrant visa holders are not eligible for this tuition exemption: Tourist – F visas and Student – B visa, etc.*
  - Expired visa holders who are “out of status” are not eligible for AB 540**
  - AB 540 students will not be classified as California residents because they cannot accrue legal residence.
AB 540/AB 2000 Eligibility

- (A) High school attendance in California for three or more years.
- (B) Attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of those schools.
- (2) Graduation from a California high school or attainment of the equivalent thereof.
- (3) Registration as an entering student at, or current enrollment at, an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001–02 academic year.
- (4) In the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

What about the AB 540 affidavit?

Aka California Nonresident Tuition Exemption

- Required by the college where the student will be attending
- States that the student will adjust his/her status, as soon as eligible to do so
- Students are not required to submit a new affidavit when there is continuous enrollment
- Information on the affidavit is kept confidential, as required by law. Immigration has no access to student information.
California Nonresident Tuition Exemption Request

http://www.csun.edu/sites/default/files/ab540_exemption.pdf

The California Dream Act

- AB 130 – Campus Administered Scholarships
- AB 131 – State Institutional Student Financial Aid
AB 130 Overview

- Chartered July 7, 2011
- Become effective January 1, 2012
- All CSU, UC, and CCC administered scholarships are available to some AB 540 students; not other undocumented students
- Only exception are donor specified recipient requirements for scholarships

AB 131 Overview

- Chartered on October 8, 2011
- Became effective on January 1, 2013
- Allows students who meet AB 540 criteria to apply for and receive State institutional grants including the State University Grant, Educational Opportunity Program and Services, fee waivers and the University of California Grants. CCC students can apply for and receive Board of Governors fee waivers.
AB 131 Eligibility

- Males must register with Selective Service
- Dependent students must submit parental financial information (taxes) to apply
- Incoming AB 540 students are eligible for all forms of state student financial aid, including Cal-Grants, EOP, and BOG Waiver
- Current students will not have access to Cal-Grants
- Application is available at: https://dream.csac.ca.gov

Paying for College With AB 131

- Encourage students to apply for financial aid using the CA Dream Act application.
- Encourage students to complete their application on time.
- Encourage students to apply for scholarships
- Encourage students that apply for scholarships and work to apply for an ITIN
Paying for College **Without AB 131**

- Inform students of the availability of using the university Installment Plan
- Encourage students that apply for scholarships and work to apply for an ITIN
- Center for Scholarship Information is a resource
- Campus scholarships are available, yet some scholarships require US citizenship or legal residency
- Question whether these requirements can be modified to allow the use of the ITIN

Selected New California Laws

- **AB 60 effective January 2, 2015** provides access to a driver's license for all California residents regardless of immigration status.
- **AB 1660 passed in 2014**, makes it unlawful to discriminate against a person because he or she presents a driver's license issued under AB 60 which passed in 2013 and became effective in 2015.
Selected New California Laws Passed in 2013

- **AB 35** effective January 1, 2014, codifies that DACA approved individuals are eligible for unemployment insurance benefits.

- **AB 1024** effective January 1, 2014, authorizes the California Supreme Court to admit to the practice of law an applicant who is not lawfully present in the USA.

- **AB 4** Trust Act, effective January 1, 2014, prohibits the detention of a person on the basis of immigration status after that person becomes eligible for release from criminal custody.

- **AB 524** effective January 1, 2014, explicitly defines extortion to include threats to report a person’s immigration status.

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Selected New California Laws Passed in 2014

- **AB 2000** Expands access to higher education for students who complete high school in less than three years. Allows students who have attended at least three years of elementary or secondary education in the state to qualify for in-state tuition, fee waivers, and financial aid, regardless of their immigration status.

- **SB 1159** Effective no later than January 1, 2016, expands immigrants’ access to professional and occupational licenses by prohibiting licensing boards within the Department of Consumer Affairs from denying licensure to an otherwise qualified applicant because of his or her citizenship or immigration status. Allows applicants for a professional or occupational license to provide an Individual Taxpayer Identification Number (ITIN) in lieu of a Social Security number.
Selected New California Laws Passed in 2014

- **AB1210** Establishes a California Dream Loan Program, which provides Loans to AB 540 students who are ineligible for federal financial aid. The revolving loan fund will help fill the gap between federal and state financial aid. Students who attend a participating campus of the University of California, or the California State University system would be able to secure a State Education Access Loan of up to $4000 per year, or up to $20,000 total from any one participating institution.

Selected New California Laws Passed in 2014

- **AB 1897** Expands protections for workers hired through a labor contractor or staffing agency. Employers who hire five or more workers are liable for payment of wages and workers' compensation insurance for these workers.

- **SB 1087** Prohibits anyone who has committed sexual harassment of a worker within the past three years from obtaining or renewing a license to operate as a farm labor contractor. Significantly increases penalties for a person who engages in farm labor contracting after his or her licenses has been suspended, revoked, or denied renewal.

- **AB 477** Requires any entity engaged in foreign labor contracting to register starting on July 1, 2016, with the Labor Commission. Requires written disclosure to any worker recruited with a signed copy of the work contract, information of the worker’s visa, an itemized list of any costs to be charged to the worker, and a description of the worker’s rights under state and federal laws.
Selected New California Laws Passed in 2015

- **SB 4 (Lara) - HEALTH CARE COVERAGE REGARDLESS OF IMMIGRATION STATUS**
  The 2015-2016 State Budget includes investments to expand eligibility to Medi-Cal to all children and youth ages 0-19, regardless of immigration status.

- **AB 622 (Hernández, Roger) - EMPLOYMENT: E-VERIFY**
  AB 622 will strengthen the California Labor Code’s protections for all workers by limiting misuse of E-Verify. It codifies and clarifies existing federal standards, and creates civil penalties for abuse.

- **AB 60 (Gonzalez) - IMMIGRATION SERVICES: ATTORNEYS**
  This bill will protect Californians from immigration attorneys and consultants demanding an advanced payment for services exclusively related to a pending immigration reform act such as President Obama’s announcement on November 20, 2014. Furthermore, this consumer protection bill revises the definition of an immigration reform act under AB 1159. It will close the loophole that leaves vulnerable families exposed to predatory practice in the wake of the President’s announcement.

Selected New California Laws Passed in 2015

- **AB 560 (Gomez) - CIVIL ACTIONS: FAIRNESS FOR UNDOCUMENTED CHILDREN**
  This bill will ensure a child’s immigration status is irrelevant when seeking recovery under any applicable law, such as intentional or negligent acts that harm them. This bill will also protect minor children from having their immigration status exposed or used when seeking civil recourse.

- **SB 600 (Pan) - CIVIL RIGHTS PROTECTION FOR CALIFORNIA’S IMMIGRANTS**
  This bill would amend the Unruh Civil Rights Act (1959) to outlaw discrimination on the basis of “citizenship”, “immigration status”, and “primary language.” In doing so, our immigrants, who are key to California’s success and might but who are among our most vulnerable will share the same civil rights protections as all Californians.

- **SB 674 (De León) - U VISA CERTIFICATION**
  Encourages immigrant victims of crime in California to report crimes and collaborate with local law enforcement to attain justice for all Californians.
Selected New California Laws Passed in 2015

- **SB 623 (Lara) - WORKERS' COMPENSATION: BENEFITS** This bill specifies that an injured worker shall not be excluded from receiving workers compensation benefits from the Uninsured Employers Benefits Trust Fund or the Subsequent Injuries Benefits Trust Fund based on his or her immigration status.

- **SB 405 (Hertzberg) - STOP SUSPENDING DRIVERS LICENSES FOR OWING COURT DEBT** This bill would reduce the number of persons having their driver's license suspended for violations that don't affect public safety. It would provide a method for persons with a current suspension due to a nonviolent offense to get their driving privileges restored.

- **AB 265 (Holden) - CONSUMER PROTECTION: BUY-HERE-PAY-HERE DEALERS** This bill enhances automobile buyer protections by requiring buy-here-pay-here dealerships to provide California car buyers with a five-day written notice before a starter interrupter device can be used to disable a car for failure to pay timely loan payments.

- **Minute Stretch Break in Place**
Deferred Action

- Issued as Executive Action
- If qualified allows undocumented person to temporarily stay in the US without deportation
- Deferred Action for Childhood Arrivals (June 15, 2012)
  - Referred to as DACA
- Deferred Action for Parental Accountability (November 20, 2014) Delayed by court order
  - Referred to as Extended DACA & DAPA & LPR program

Deferred Action for Childhood Arrivals (DACA)

- Applies to high school and college students and those with military service
- Delays deportation for those in the process
- Discretion is vital as not all applications are successful
- Websites: [www.uscis.gov](http://www.uscis.gov) and [www.ice.gov](http://www.ice.gov)
What is Deferred Action Status?

- A form of administrative immigration relief granted by DHS in 2012 for a two year period (renewable). For 2014 the period was extended three years. Implementation date of new rules was approximately 90 days following the November 20, 2014 announcement, however the court order may not be decided until 2016
- Allows noncitizens to remain in the U.S. temporarily
- Permits the person to apply for an employment authorization document (“work permit”) and social security card
- A person will not accrue “unlawful presence” while in deferred action status
- Other benefits like driver’s licenses and professional licensure may become available to those that hold a work permit and social security card.

DACA Eligibility

- **Age**: 2012 DACA required applicant must be over 15* and under 31 as of June 15, 2012. In 2014, the upper age restriction was removed, allowing individuals born prior to June 15, 1981, to apply, but implementation is delayed by court order.
- **Continuous Presence**: Came to the U.S. before age 16; 2012 required that youth lived in the U.S. continuously from June 15, 2007, to the date of application. New date to January 1, 2010, delayed by court order. “Brief, innocent, and casual departures” are ok
- **Education or Military Service** (at least one of the following): Currently in school (public or private- middle school, high school, college, university, vocational training or GED programs); High school diploma or a GED; Honorably discharged from the U.S. Coast Guard or Armed Forces
- **Criminal History**: No conviction of any of the following: felony, a significant misdemeanor, or three or more misdemeanors; DHS does not consider youth a public safety or a national security threat
Career Development with DACA

- Students can get paid for work
- Relevant, rigorous work experience is important for their future prospects
- Help students locate internships in state and local government, business and NGOs
- Before students seek internships or employment with federally funded programs, get written approval from federal project officer and inform students of possible risks*
- Inform DACAmented students & their employers of worker rights and access to eligible benefits
- Career Development Center is a resource
Career Development **without** DACA

- Although they may not get paid for work, relevant, rigorous work experience is important for their future prospects
- Encourage students to apply for unpaid internships
- Help students find alternatives internships when requirements present challenges
- Career Development Center is a resource

DACA FAQs

- **How can I help students connect to resources to learn more about the deferred action process?** Lawyers are very important but they will charge; Community based programs for guidance and free legal advice
- **What are the fees associated with Deferred Action and are there fee waivers?** $380 for work permit application; $85 for biometrics
- **No fee waiver, but you can ask for a fee exemption.** (see website for eligibility)
Travel Abroad with Advance Parole

- Advance Parole is a travel document.
  - DACAmented youth can apply from within the US to travel abroad for certain purposes.
  - Eligibility and Application Information: [http://www.uscis.gov/i-131](http://www.uscis.gov/i-131)

- Examples of travel purposes
  - Humanitarian examples: visiting sick relatives, funeral services, medical assistance, urgent family related purposes
  - Educational examples: Study Abroad programs through the campus, academic research
  - Employment purposes: Meeting, conferences, training, interviews, overseas assignments

Other Provisions of Deferred Action on Immigration

- Parental Accountability
  - Allows parents of US citizens born on or before November 20, 2014, and lawful permanent residents who have been present in the country since January 1, 2010, to request deferred action and employment authorization for three years, in a new Deferred Action for Parents of Americans and Lawful Permanent Residents* program, provided they pass required background checks.
  - Are not an enforcement priority for removal from the US
  - Estimated effective date is 180 days following the November 20, 2014 announcement, but is on hold due to court case
Other Provisions of Deferred Action on Immigration

- Expands the use of provisional waivers of unlawful presence to include the spouses and sons and daughters of lawful permanent residents and the sons and daughters of US citizens
- Guidelines and regulations to be issued over next several months
- Currently only spouses and minor children of US citizens are allowed to obtain a provisional waiver. New rules will allow the following:
  - Allow undocumented individuals who have resided unlawfully in the US for at least 180 days to apply for waiver
  - If eligible will get a waiver, may receive a visa IF available
  - Qualifying relative may not be the petitioner
  - Clarifies the meaning of “extreme hardship" standard to obtain a waiver

Deferred Action for Childhood Arrivals

- Be knowledgeable about DACA benefits and negatives
- Be knowledgeable about DACA application process
- Refer students to community agencies that assist students with DACA applications.
- Write letters of support for students to include in application
- Consider contributing to DACA & Advance Parole scholarship programs.

- Introduced several times, but not yet law
- It represents students’ dreams for their future
- Could provide for high school graduates who were brought to the USA as children (before age 16) and have lived here for at least 5 years, demonstrate good moral character, have no criminal record, and enroll in college or the military for two or fours years to apply for conditional resident status.

AB 540
- Allows eligible CA high school graduate to pay in-state tuition regardless of immigration status.

AB 2000
- Expands scope of AB 540

AB 130 & 131
- Allows eligible AB 540 students access to some types of CA financial aid and scholarships.

DACA
- Allows some undocumented youth who are “in school” or who have a high school equivalency to receive a temporary deferral from deportation and be eligible to work and travel.
- Other opportunities for driving privileges, professional licensure, and credentialing may expand as well on a state by state basis.
• What is AB 540?
• What is the history of AB 540?
• Why is the affidavit required?
• Will US immigration know where to find a student after enrolling under AB 540?
• What are the difference between AB 540, CA Dream Act, and DACA?
• Q & A?

• 10 Minute Break
Student Panel
- First name, age at which arrived in US, major in college & career dreams
- How students experience being undocumented
- Barriers to college access & success
- Support needed to access college & success
- What students would like to see in an Ally

Brief Q & A at the conclusion of the Panel

Life as an undocumented child
- 2.1 million have been in the US since childhood
- Public school provides “suspended illegality, a buffer stage wherein children are legally integrated and immigration status rarely limits activities”
- “Transition begins at age 16 when public school and immigration laws collide.” This is a turning point when family obligation and expectations, ...one caring school adult can make a difference in whether a student leaves school or not.
- College going youth tend to have had support needed in high school to keep dreaming about a college trajectory.

Life as an undocumented adolescent & young adult
- “Transition to illegality and diverted trajectories”
  - “Dislocation – a period of shock, anger, frustration, despair, and shock
  - Retooling – second shock when adolescents realize status will shape the rest of their adult lives
  - Reorientation – adaption of a daily survival strategy separates youth from the peer network that previously provided support and self image*
  - Adoption of lying as a daily survival strategy to stay in the shadows

These barriers leave students with serious anxiety
Share of population that reported elevated levels of anxiety above the clinical cut-off level

- General male population: 4%
- General female population: 9%
- Male undocumented students: 28.5%
- Female undocumented students: 36.7%

Students felt isolated and unsure of who they could trust

Life for a native child in a mixed household group
- 4.5 million, native born American children younger than 18 (Pew 2012)
- Doubled since 2000
- These are the kids referred to as living in “mixed households” where 1 or both parents or older siblings are unauthorized immigrants
- 70,000 parents were deported in 2013 alone
- No record is kept on their US children’s fate

Life for a native child in a mixed household group
- Native kids are also impacted much like their undocumented siblings
- Negative effects of living with fear & uncertainty breed difficulties
- Negative effects can be reversed
- Legalization of parent’s status can set their children on a life trajectory equal to their peers

Sources:
- EdSource: How American Children will benefit from President Obama's Executive Action on Immigration, A Report by the Tomás Rivera Policy Institute at UCR and the Institute for Immigration, Globalization and Education at UCLA by Roberto Suma, Mateo M. Suarez-Orozco and Stephanie L. Canzuk
Allies Challenged to Create a Safe Campus

- Openly acknowledge that undocumented students have a right to postsecondary education;
- Respect the students' confidentiality and never "out" a student;
- Identify allies for undocumented students; establish connections between allies to build a referral system for students; educate and provide ally training for staff and faculty; to be informed about the status of undocumented immigrant students and the laws that impinge upon student lives, and policies and practices that can contribute to their academic success;
- Lift institutional barriers such as burdensome rules that needlessly exclude the undocumented;
- Assist undocumented student affinity groups to organize and elevate their voices;
- Confront the stigma of the undocumented; and create safe spaces on campus, including physical spaces for students and allies;
- Create an accessible, visible portal for the public on the campus website;
- Create a campus wide comprehensive program to serve the various needs of undocumented students. For those campuses that employ one coordinator, it is insufficient for this position to be judged on the number of individual students seen. Rather it is necessary to judge this position on the number of faculty, staff and point persons that are trained and resourced to be effective allies;
- Appoint point persons for the university and in each academic and service units of the institution;
- Pay attention to language used in all aspects of the university life so that students are not stigmatized nor humiliated by unintended words;
- Invite other institutions, community groups, and individuals into the process of transforming the greater community to support undocumented students; invite parents and others to training by offering information in the native language of representative immigrant groups;
- Create opportunities for advocacy on campus and in the community.

Effective Mentoring

- Policy/Practice Barriers and Challenges
  
  - Paying for college is a paramount issue
  - A personal relationship with faculty/staff can motivate students to succeed
  - Students learn about AB 540 informally. Few learn it from a counselor
  - Student identification policies can adversely impact undocumented students if alternative ID is not accepted
  - Internships that require licensure or background checks are not available to undocumented students without DACA, so alternatives are needed
Effective Mentoring

- Policy/Practice Barriers and Challenges
  - AB 540 students don’t want pity; they want faculty/staff to do something to positively impact their success
  - Faculty and staff should understand what it means to be an AB 540 student
  - You can open wounds when you are ill informed about AB 540 issues, so keep alternatives in mind when determining class requirements
  - Students want to reveal, but it has to be safe
  - After-graduation questions must be dealt with honestly

Effective Mentoring

- Policy/Practice Barriers and Challenges
  - Faculty/staff need to learn what is going on with their students
  - The community political climate regarding immigration impacts AB 540 students’ emotional health and exacerbates their challenges
  - When asked a question and you do not know the answer, don’t make one up. It is better to take the time to get the correct answer so their immigration status is not compromised.
Effective Mentoring

- Students who have applied for LPR/Naturalization:
  - If an undocumented student has received the I-797 Notice of Action letter from the USCIS, the student may be eligible for some benefits. Students should speak to the campus Financial Aid Office and seek consultation with their attorney.
  - The ever present caution is that utilizing any public benefits, for which they are not entitled, while undocumented is grounds for automatic deportation.

Becoming an Ally

- In your same small groups discuss and then present some of the following topics or scenarios to the large group, asking the question, “How would an Ally handle the situation?” Consider the following:
  - Risks and Benefits of Becoming an Ally
  - Effective Ally Strategies
  - A Culturally Proficient Ally
  - Creating an Inclusive Climate
  - Creating alternative practices to assist students to meet academic prerequisites when students are excluded by law from regular participation or placed in a high risk situation
Cultural Proficiency is a Constant Process
Becoming an Ally is a Journey

Becoming an Ally
• Vital Advice & Informed Consent
  o Do not use someone else’s SSN
  o Do not complete a FAFSA
  o Do not apply for a public benefit for which the person is not entitled
  o Never claim to be a USA citizen
  o Individual and family should file federal and state taxes as appropriate
  o Do not lie on any application
• Displaying the AB 540 Ally Decal
  o The decal should be displayed in an area belonging solely to the individual who has received it. This will alleviate confusion for a student entering the office at large and allow them to confidently reveal their status to an ally.

• Ally Contract

• Burning Q & A

• Evaluation
Thank You

Elena Macias, Ph.D., M.S.W.
AB 540 Ally Training Project
elena.macias@ab540.com
AB 540.com
# Self-Administered Knowledge Inventory

**AB 540 Ally Training**  
Day, Date

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AB 540 allows a student that attends CA high school for three years and graduates to qualify for in-state tuition rather than out-of-state tuition.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>2.</td>
<td>Students file an affidavit only once as long as they maintain continuous enrollment</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>3.</td>
<td>The campus keeps all information provided by the student confidential.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>4.</td>
<td>The majority of UC AB 540 students are U.S. citizens.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>5.</td>
<td>Current nonimmigrant visa holders are not eligible for AB 540.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>6.</td>
<td>AB 540 does not qualify students for federal financial aid but may qualify one for CA financial aid.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>7.</td>
<td>AB 540 applies to students registered in any of the three California higher education institutions.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>8.</td>
<td>Deferred Action for Childhood Arrivals (DACA) means that a student is un-deportable as long as their DACA is valid.</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>9.</td>
<td>DACA is an Executive Order allowing a temporary work status for certain undocumented youth</td>
<td>□ True □ False</td>
</tr>
<tr>
<td>10.</td>
<td>Students with Deferred Action (DACA) can travel domestically but are cautioned regarding international travel.</td>
<td>□ True □ False</td>
</tr>
</tbody>
</table>

**Answers:** 1 T, 2 T, 3 T, 4 T, 5 T, 6 T, 7 T, 8 F, 9 T, 10 T.
Immigration Experiential

The purpose of this exercise is to help trainees get in touch with their conceptions about the undocumented and to “step into their shoes.”

Instructions: Participants will form groups according to count-off or the colored dots on their nametags. The groups will be assigned one of the following scenarios. The small groups will share their thoughts and feelings within the small group.

1. You are an undocumented immigrant and this morning upon arising from bed, you turned on the television and heard a news story that the Police and Immigration, Customs and Enforcement (ICE) is using your city as a “test area” to do random road stops and sweeps at places known to hire “illegal immigrants.” The reporter wonders if schools that admit large numbers of immigrants will again be targeted by anti-immigrant pickets. Your family members have already left the house. Your spouse is taking the small kids to school and then he/she catches the bus to go to work, your high school aged son is off to school, and your eldest is on her way to the campus. You have been driving to work without a license. You are due at your job in one hour, what do you do?

2. You are an undocumented student and you drive to school in a car registered to a family member. You are momentarily distracted and you rear-end the luxury car in front of you. You get out to see the damage and to talk to the driver. You explain that you are responsible and will pay for damages. At first the driver of the luxury car seems calm because the damage was minor, and you have taken responsibility for the damage. Then she asks you for your insurance and license. You have to own up to the fact that you have no driver’s license. The driver of the luxury vehicle starts to have a fit, yelling at you asking if you know how much her car is worth, and shouts, “Are you an illegal”, and starts to call the police on her cell. What do you do?

3. You applied to the United States Citizenship and Immigration Services (USCIS) for a green card and were on your way to becoming naturalized, but the process has taken a long time and your visa has now expired, rendering you an undocumented immigrant. Your employer cannot keep you on because your Social Security is no longer valid. You think that perhaps you can go to school and look for a part-time job, but the college program you want does not admit undocumented students, and you can’t find a job that will take you without a valid SSN. What do you do?

4. Your spouse is a US citizen. You have a very young child. You decided to leave your spouse because he/she has become increasingly abusive and his/her promises to help you get your immigration papers have gone unfulfilled. Now that you are on your own, paying your tuition will be difficult as your parents cannot help you financially. The semester is starting and your tuition is due. You had filed for graduation because you have only one semester left to complete your major. You dream is to go to graduate school so you can be a counselor. You have to find a job but you have no work authorization. What do you do?
5. You are going to be a high school senior soon, hoping to be the Valedictorian of your class, and looking forward to going to college and becoming independent. Your grades and test scores can qualify you for any school in the country. Just before school starts, your counselor calls you into the office and encourages you to take home the FAFSA form for your parents’ review and he wants you to start selecting which of the elite eastern campuses you want to apply. You have had your eye on Brandeis, but Harvard would be great, as would Yale. When you get home, you ask your parents to complete the form and they look at you with sadness, as if they have dreaded this day. You just sit there as they tell you that you are undocumented, have no social security number, so they cannot complete the FAFSA. All this time you thought you were born in Colorado. What you did not know was that you were born in Colorado, Mexico. They try to encourage you by telling you that you could still go to a community college near the house and that you could get a job helping your mother clean houses so you can afford your tuition. What do you do?

6. You were so happy to have received your Deferred Action for Childhood Arrival because it would open up so many opportunities for you, especially since you have been driving without a valid driver’s license for a year. You finally apply for a driver’s license, so you study and make an appointment at the DMV. It’s been a year now since you got your license and you are so much more relaxed. You even have a job that you enjoy. One Friday you go out with your colleagues for drinks to celebrate your promotion. They shower you with drinks and all is happy until you have to drive home. You wait an hour, drink coffee, eat, but eventually you decide to get in your car to drive home, being careful as you were before you got your license. When out of nowhere, you get sideswiped by a car and run off the road. The Police arrive shortly thereafter and both drivers are given a breathalyzer test. You still have alcohol on your breath. What do you do now?
What Part of Legal Immigration Don’t You Understand?

Mike Flynn and Shikha Dalmia

Illustrated by Terry Colón

Opponents of legal immigration are fond of telling foreigners to “get in line” before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!

UNITED STATES CITIZEN

Are you that relative’s parent, spouse, or minor child?

No

Are you the spouse or child of a lawful permanent resident?

Yes

United States citizens can apply for a green card.

Yes

Naturalization or Green Card Reversal:

Single/widowed citizens can apply after 5 years.

Married adult children, 21 to 25 years old, can apply.

If you are the child of a lawful permanent resident, you are eligible for a green card.

Yes

Are you the sponsor or child of a lawful permanent resident?

No

The wait time depends on your country and marital status.

Wait time is determined by your country of origin.

Wait time is five to seven years.

Are you still single?

No

Spouses and minor children of lawful permanent residents can apply.

Yes

Next time depends on your home country.

Wait time is five to seven years.

Are you still single?

No

Next time is five to seven years.

Are you still single?

No

Arrive single...

Sorry, you don’t qualify.

Are you skilled?

No

Sorry, you’re out of luck...

Are you an investor with $1 million?

Yes

Yes

Sorry, you’re out of luck...

Are you a college graduate or have a specialty occupation?

Yes

DE: Then you have a shot...

...and you have a shot...

Spouses and minor children of lawful permanent residents can apply.

Yes

Have you had your green card for at least 10 years?

Yes

Congratulations! You have found the quickest way to get a green card, taking up to 10 months. If you would have made it anywhere, this book.

Are you a U.S. citizen?

No

Green card is typically six to 10 years.

The wait time for a green card is typically six to 10 years.

After your green card, you’ll have another five to 10 years for citizenship.

Are you out of luck?

Yes

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Dear Student:

In accordance with AB 540 (effective January 1, 2002) and AB 2000 (approved September 27, 2014), certain nonresident students will qualify for in-state tuition. The laws do not provide resident status to students meeting its requirements, but rather they exempt certain nonresident students from paying nonresident tuition based on (1) their California high school attendance and graduation, or (2) California K-12 school attendance and California equivalent high school academic attainment.

The nonresident tuition exemption is available to certain nonresident students who meet the requirements described in the attached “California Nonresident Tuition Exemption Request and Affidavit.” Please review the general information and instructions carefully.

To be considered for the nonresident tuition exemption, the nonresident student must have applied for admission to, or be enrolled as a new or continuing student at, a CSU campus. The student must also submit the following documents:

1. Pages 3 and 4 of the completed “California Nonresident Tuition Exemption Request and Affidavit” (attached), and

2. A completed “Residency Questionnaire” (available on the Student Forms page at www.csun.edu/admissions-records/forms), and

3. One official copy of your high school transcript (if not previously submitted), or

4. One copy of the High School Equivalency Certificate or High School Proficiency Certificate issued by the State of California Department of Education, or GED with passing test score (required to verify graduation equivalent)

Note: The completed “California Nonresident Tuition Exemption Request and Student Affidavit” and “Residency Questionnaire” forms will remain confidential.

Send the completed forms and documents listed above in one envelope and mail to:

Nonresident Tuition Exemption Review
Admissions & Records
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8207

For assistance with completing the required forms, contact an Admissions & Records domestic admissions advisor at (818) 677-3700.

Sincerely,
Office of Admissions & Records
AB 540 and AB 2000
California Nonresident Tuition Exemption
For Eligible California High School Graduates

GENERAL INFORMATION

Any student, other than one with a USCIS nonimmigrant visa status (see exception below for students who have been granted T or U visa status), who meets all of the following requirements, shall be exempt from paying nonresident tuition at the California Community Colleges, the University of California, and the California State University (all public colleges and universities in California). ¹

- Requirements:
  - The student must have:
    - attended a high school (public or private) in California for three or more years, or
    - attained credits earned in California from a California high school equivalent to three or more years of full-time high school course work and attended a combination of elementary, middle and/or high schools in California for a total of three or more years. ²
  - The student must have graduated from a California high school or attained the equivalent prior to the start of the term (for example, passing the GED or California High School Proficiency exam) and
  - The student must file an affidavit with the college or university stating that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

- Students who are nonimmigrants who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status, under Title 8 of the United States Code, sections 1101(a)(15)(T) or (U) are eligible for this exemption. ³

- Students who are nonimmigrants, other than those with T or U visa status as noted above, [for example, those who hold F (student) visas, B (visitor) visas, etc.] are not eligible for this exemption.

- The student must file an exemption request including a signed affidavit with the college that indicates the student has met all applicable conditions described above. Student information obtained in this process is strictly confidential unless disclosure is required under law.

- Students eligible for this exemption who are transferring to another California public college or university must submit a new request (and documentation if required) to each college under consideration.

- Nonresident students meeting the criteria will be exempted from the payment of nonresident tuition, but they will not be classified as California residents. They continue to be “nonresidents”.

- The California Dream Act extends Cal Grant A and B Entitlement awards, Cal Grant C awards, Chaffee grants, and institutional financial aid to students that meet these criteria as well as the applicable criteria for eligibility for specific types of financial aid.

- AB540 does not provide federal student financial aid eligibility for undocumented students. These students remain ineligible for federal financial aid.

¹ This exemption to the requirement to pay the nonresident tuition fee is often referred to “AB 540” after the Assembly Bill which enacted the exemption. (Ed. Code, § 68130.5.)
² In 2014, Assembly Bill 2000 was enacted amending Education Code section 68130.5 to allow this additional flexibility in meeting the requirements for the exemption.
³ In 2012, Assembly Bill 1899 was enacted into law exempting holders of T and U visas from paying nonresident tuition. (Ed. Code, § 68122.)
PROCEDURES FOR REQUESTING THIS EXEMPTION FROM NONRESIDENT TUITION

California Community Colleges: Complete the form entitled California Nonresident Tuition Exemption Request. Submit it to the Admissions Office at the community college where you are enrolled or intend to enroll. You may be required to submit additional documentation. Call the college Admissions Office if you have questions.

University of California: The University of California (UC) campuses each have their own nonresident tuition exemption application and affidavit forms. Requests are not to be submitted until you have been admitted to a UC campus and have filed both a Statement of Intent to Register and also a Statement of Legal Residence. For campus-specific instructions regarding documentation and deadline dates, contact the campus personnel knowledgeable about AB 540 and AB 2000 classifications:
http://undoc.universityofcalifornia.edu/campus-support.html

California State University: Complete the form on California Nonresident Tuition Exemption Request. Contact the Office of Admission and Records at the CSU campus where you are enrolled or intend to enroll for instructions on submission, deadline information, and additional requirements. You will be required to submit final high school transcripts and appropriate records of high school graduation or the equivalent, if you have not done so already. Call the Office of Admissions and Records at the campus if you have questions.

Rev. 1/15
California Nonresident Tuition Exemption Request
For Eligible California High School Graduates

Note: This form is accepted by all California Community Colleges and all campuses in the California State University system; some University of California campuses will allow use of this form, but most require applicants to complete a campus-specific form to apply for AB 540 status.

Complete and sign this form to request an exemption from Nonresident Tuition. You must submit any documentation required by the College or University (for example, proof of high school attendance in California). Contact the California Community College, University of California, or California State University campus where you intend to enroll (or are enrolled) for instructions on required documentation, additional procedures and applicable deadlines.

ELIGIBILITY:

I, the undersigned, am applying for a California Nonresident Tuition Exemption for eligible California high school graduates at (specify the college or university) ___________ and I declare the following:

Check YES or NO boxes:

☐ Yes ☐ No I have graduated from a California high school or have attained the equivalent thereof, such as a High School Equivalency Certificate, issued by the California State GED Office or a Certificate of Proficiency, resulting from the California High School Proficiency Examination.

☐ Yes ☐ No I have either:

• attended high school in California for three or more years, or
• attained credits earned in California from a California high school equivalent to three or more years of full-time high school course work and attended a combination of elementary, middle, and/or high schools in California for a total of three or more years.

Specify the most recent three years of elementary, middle, and/or high schools you attended in California:

<table>
<thead>
<tr>
<th>School</th>
<th>City</th>
<th>State</th>
<th>Dates: From – Month/Year</th>
<th>To – Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
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</table>

Documentation of applicable school attendance and high school graduation (or its equivalent) is required by the University of California, The California State University and some California Community Colleges. Follow campus instructions.

Check the box that applies to you – check only one box:

☐ I am a nonimmigrant alien as defined by federal law and have been granted T or U visa status, under Title 8 of the United States Code, sections 1101(a)(15)(T) or (U).

OR

☐ I am NOT a nonimmigrant alien. [U.S. citizens, permanent residents, Deferred Action for Childhood Arrivals (DACA) grantees, or aliens without lawful immigration status, among others, should check this box.]

OR

☐ I am a nonimmigrant alien as defined by federal law. [Nonimmigrant aliens have been admitted to the United States temporarily and include, but are not limited to, foreign students (persons holding F visas) and exchange visitors (persons holding J visas)]. Do not check this box if you have been granted T or U visa status (check first box above).
AFFIDAVIT:

I, the undersigned, declare under penalty of perjury under the laws of the State of California that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for the nonresident tuition exemption for eligible California high school graduates. I hereby declare that, if I am an alien without lawful immigration status, I have filed an application to legalize my immigration status or will file an application as soon as I am eligible to do so. I further understand that if any of the above information is untrue, I will be liable for payment of all nonresident charges from which I was exempted and may be subject to disciplinary action by the College or University.

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<tr>
<th>Print Full Name (as it appears on your campus student records)</th>
<th>Campus/Student Identification Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Full Mailing Address (Number, Street, City, State, Zip Code)</td>
<td>Email Address (Optional)</td>
</tr>
<tr>
<td></td>
<td>Phone Number (Optional)</td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

RETURN THIS COMPLETED FORM TO THE CAMPUS ADMISSIONS OFFICE
Policy/Practice Barriers and Challenges

The participants will hear a Student Panel of current and/or former AB 540 students talk about their experiences. Participants will observe for the following:

**Identify** campus issues discussed by the students, such as inclusion, campus climate, access and retention practices, policies, etc.

1. Identify possible resolutions to the issues
2. Identify policies and practices that have already changed
3. Identify other policies and practices that may require vigilance
4. Identify strategies that create a safe and welcoming student advising environment
5. Identify do’s and don’ts in immigrant student advising

At the conclusion of the **Student Panel Q and A**, the facilitator will share the issues. Some of the issues may look like these:

- Paying for college is a paramount issue for undocumented students.
- A personal relationship with a faculty or staff person can motivate students to succeed.
- Students learn about AB 540 informally. Few learned about it from a counselor.
- Student identification policies can adversely impact AB 540 students if alternative identifications are not accepted.
- Internships that require licensure or have background checks are not available to AB 540 students, so alternatives are needed.
- AB 540 students don’t want pity; they want faculty and staff to do something to positively impact immigrant student success.
- Faculty and staff should understand what it means to be an AB 540 student.
- You can open wounds when you are ill informed about the limitations on AB 540 students, so keep alternatives in mind when determining class requirements.
- Students want to reveal but you have to make it safe for them to do so. All it takes is a welcoming environment.
- Faculty and staff need to learn what is going on with their students.
- The community political climate regarding immigration impacts AB 540 students and acerbates their challenges.
- When asked a question about campus resources and you don’t know the answer, don’t make one up. It is far better to make the time to get the correct answer for the student.
What is an Ally?

An Ally of AB 540 and other undocumented students is a person who:

- Acknowledges that AB 540 and other undocumented students have a right to be enrolled in the university
- Becomes informed about the rights afforded by law to AB 540 students
- Finds legal alternative ways that assist students meet academic requisites when the students are excluded by law from regular participation in employment, federal and state aid, federal programs, paid internships, travel, or the use of identification forms that they do not have, etc.
- Believes that children and youth ought not to be targets of anti-immigrant discrimination; i.e., children should be left out of the immigration “wars”
- Knows that because of negative attitudes toward illegal immigration and the lack of legal rights accorded to children and youth who are undocumented, that a person who has legal status has more power in initiating institutional support and can advocate against prejudice and discrimination
- Listens openly, yet does not interrogate the student on their immigration status
- Does not “out” the student to others, without the student’s permission
- Does not encourage students to act on matters that may compromise them when they have the opportunity to adjust their status
- Creates a climate of trust that allows the student to reveal their situation at their own pace
- Handles student’s emotions with reserve, empathy, and support, and refers to appropriate professional campus staff as needed.
- Follows up on referrals to assess the effectiveness of the referral
- Is clear about his or her own personal motivation in becoming an Ally
- Is committed to maintaining confidentiality and respecting the privacy of people who are undocumented\(^{16}\)

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\(^{16}\) Adapted from handouts developed by Shawn Eric Brooks and Vernon, A. Wall (1990) and by Velvet Miller and Christina Testa, based on materials from “Diversity Works” (1992) and from CSULB, Counseling and Psychological Services, Safe Zone, “Becoming an Ally”. 
Becoming an Ally

The four basic levels of becoming an Ally:
Awareness: Gain awareness by opening yourself to the possibility that some of the students in your class or program are undocumented. Attend training sessions on AB 540; go on-line and read about AB 540 and the DREAM Act.
Knowledge: Begin to understand policies, laws, and practices and how they affect the undocumented students. Educate yourself on the many communities of undocumented immigrants.
Skills: Take your awareness and knowledge and communicate it to others. You can acquire these skills by attending workshops, role-playing with friends and peers, and developing support networks.
Action: To effect change that improves undocumented immigrant student success, you must act. This can be as simple as allowing substitutes for paid internships, placements in non-public agencies where a background check is not required, to assisting students by getting to know them so that you can write effective letters of recommendations when they apply for the only financial aid available to them—scholarships.

Five points to remember:
One: Be aware of your own assumptions about the undocumented. AB 540 and other undocumented students are a diverse group who are not individually distinguishable from every other student. Each group has its own cultural tendencies about revealing themselves to others.
Two: It is better to be preemptive than reactive. Indicate in your course requirements that students who need alternative placements should talk privately with you, or openly offer alternatives to all students, including AB 540 students.
Three: If a student reveals that he or she is AB 540, do not interrogate them about their immigration status. Listen attentively. If you do not know how to help them, tell them that you will find out and then get back to that student.
Four: Recognize that some others may be intolerant of the undocumented and that you may be a target as well.
Five: Do not ever give immigration advice, or suggest that one can identify himself or herself as a US citizen, drive without a license, or use false identification. 17

17 Retrieved online from: www.salp.wmich.edu/lbg/GLB/Manuel/thingssally.html on 9/18/02 and CSULB Safe Zone Becoming an Ally.
Benefits & Risks of Becoming an Ally

Some benefits of being an Ally

- You learn accurate information about the undocumented
- You learn more about the residency and diversity of the AB 540 student population
- You have the opportunity to develop closer relationships with a wider range of people
- You may make a difference in the lives of young people who see you speak supportively of their population
- You empower yourself to take a more active role in creating a broader student success climate on campus
- You are a role model to others. Your actions may influence others and help them find the inner resources to speak and act in support of undocumented students

Some risks of being an Ally

- You may become the subject of gossip or rumors
- You may experience alienation from others who are not comfortable or tolerant of the undocumented
- Your patriotism, your politics, and your morality may be questioned by people who believe that the undocumented must be deported, even if the children are here through no fault of their own
- Others may speculate about your motivation and wonder what is in it for you
- You may become a target of discrimination
- Due to past negative experiences, undocumented students may not trust you and may question your motivation\(^\text{18}\)

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When a Student Reveals

When a student comes out to you, they share information about their immigration status with you with the keen awareness of the risks involved: the risk of jeopardizing their relationship with you, the risk of being rejected, and the risk of being denied success in your class or program. Unless you have given some indication of your feelings or beliefs about the undocumented, they may have no way of knowing in advance whether your reaction will be positive or negative.

What are some situations in which someone might come out to you?
- The student may come out to you because you are a member of his or her own ethnic/racial group.
- They feel that you are a person who will be understanding and accepting, and therefore trust you with very personal information.
- They may not know how you will react, but they cannot complete the course requirements without telling you of their inability to comply with the requirements due to their situation.
- They may come out to you because you are in a position to assist them with a concern, provide them information or access to certain resources.
- They may come out to you because another student gave them your name.

How might you feel after someone comes out to you?
- Surprised
- Not sure how to help
- Inquisitive
- Not sure what to say
- Impatient
- Not sure how to find out what to do about the matter
- Supportive
- Want to help them seek out alternatives
- Angry
- Upset about anti-immigrant sentiments

How you react to their disclosure is critical. It can potentially help them or discourage them enough that they will abandon seeking help from you. The more positively the person receives the information, the more comfortable he or she will make the student. The student may even share their ambivalence about telling you. Assure them of confidentiality, do not try to “fix” everything without knowing what could jeopardize a student’s immigration status, do not give them false hope or “guesstimates”.

What you should not say:
- Are you illegal?
- How did you get here?
- Tell me about your immigration status.
- So how do you live?
- Is your family illegal too?
- I can’t believe they let in illegals!
- There are no alternatives to my requirements.

Ways you can help when someone comes out to you:
Do not ask questions that would be considered rude. If you would like more information, ask in an honest and respectful way. If you show a genuine and respectful interest in their situation, they will most likely appreciate it. Some good questions are:

- Is there some way I can help you?
- If I do not have the answer to this, is it okay if I ask someone that does?
- How do you suggest we work this out?

Do not assume that you know what it means to be undocumented. They may not want you to do anything other than to ask for information or referral. The student may just want you to know that they are not slackers; for example, they may want you to know that they simply do not have the financial resources or the ability to travel by car or travel abroad.

- Consider it an honor that the student has trusted you with this very personal information. Thank them for trusting you.
- Clarify with them what level of confidentiality they expect from you. They may not want you to tell anyone.
- If you do not understand something or have questions, do not expect the student to be your informant on the undocumented.
- Remember that not all undocumented students are AB 540 eligible.
- If you find yourself reacting negatively, remember that your feelings may change. Try to leave the door open for future communications.19

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19 Adapted from Northern Illinois Safe Zone Ally Handbook and CSULB Safe Zone Becoming an Ally
Effective Ally Strategies

- Take responsibility for your own education on issues related to the undocumented. Take the initiative to become as knowledgeable as you can on issues of concern to students who are immigrants and who may be undocumented, a child of an undocumented parent, or US-born siblings of undocumented siblings.

- Assume that the issues of prejudice and discrimination of immigrants and others are everyone’s concern, not just the concern of those who are targets of prejudice and discrimination.

- Assume that young people have a right to education and they have done nothing wrong to become undocumented.

- Assume that immigration policy changes and it is just a matter of time before there is comprehensive immigration reform that gives law abiding, educated young people a pathway to legal residency and naturalization.

- Assume that US raised undocumented immigrant youth want to stay in the US and realize the “American Dream” as much as any other US born and raised youth.

- Avoid engaging in giving advice or assistance that would compromise their future pathway to citizenship.

- Create opportunities for allies to reduce xenophobia and create a welcoming campus climate.

- Get to know specific students so that you can honestly write them highly effective letters of recommendation that will help them apply for scholarships to finance their education.

- Within the spirit of academic standards and legal requirements, become flexible about course and program requirements so that they do not cause barriers for undocumented students’ academic success.

- Graciously accept any gratitude you may receive, but do not expect gratitude.  

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20 Adapted from Shervor-Marcuse, R (1990) Working assumptions and guidelines for alliance building. Presented as part of an Ally Program at the annual ACPA Conference, Atlanta, GA. and CSULB Safe Zone Becoming an Ally.
A Culturally Proficient Ally

Cultural proficiency is not an end state, but an ongoing process. A culturally proficient person acknowledges both individual and group differences. She or he does not walk around wondering or complaining, “Why can’t they be more like us.” Rather people striving toward cultural proficiency welcome and embrace opportunities to understand themselves as individuals, while at the same time embracing the opportunity to learn. Think of the process of striving toward cultural proficiency as being along the following continuum.

**Cultural Destructiveness:** the elimination of other people’s culture, either on an individual level or on a group level. Extremes include genocide and enslavement. Yet English-only policies or “renaming” a student because you cannot pronounce his or her name is culturally destructive.

“This is America, and everyone speaks English.”

**Cultural Incapacity:** the belief in the superiority of one’s own culture and behavior such that it disempowers another’s culture. Restrictive immigration laws, overt biases, and discriminatory hiring practices are culturally incapacitating.

“I didn’t know she was Mexican. She doesn’t look Mexican to me.”

**Cultural Blindness:** acting as if the cultural differences one sees do not matter, or not recognizing that there are differences among and between cultures.

“When a student walks in, I don’t see color or ability or gender. I only see a student.”

**Cultural Pre-competence:** an awareness of the limitations of one’s own skills or an organization’s practices when interacting with other cultural groups. This can happen when underrepresented groups are recruited to a campus/company/organization, but no support is extended, nor is there an effort made to learn more about the differences between groups.

“We need a Korean vice principal to help us with the Korean students.”

“During Black History month, we have “soul food” day.”

**Cultural Competence:** interacting with other cultural groups using the following:

- Acceptance and respect for differences
- Ongoing reflection on one’s own culture and cultural beliefs
- Model culturally inclusive behaviors (i.e. using Spanish pronunciations)
- Adapt one’s values and practices to acknowledge culture

*Let’s really look at how this school event might impact handicapped persons, immigrants, gay men and lesbians, and those students with no group representation.*
**Cultural Proficiency:** the culturally proficient person…

- Values diversity
- Assesses one’s own culture, and the impact of one’s culture on others
- Manages the dynamics of difference through effective conflict resolution styles
- Incorporates and integrates cultural knowledge into one’s practices, and educates others on the damage created by stereotypes, prejudices, and cultural ineptitude
- Adapts to diversity by developing cross-cultural skills and striving to understand the dynamics of cross-cultural differences\(^{21}\)

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Creating an Inclusive Climate

Chances are most of us know someone who is an immigrant and an unauthorized immigrant. The US population is approximately 320 million. 40 million are foreign born and an estimated 11 million are unauthorized (undocumented). In perspective, about 13 percent of the US population is foreign born and of that number about 3 percent are unauthorized. It is also possible for documented immigrants to become undocumented at one time or another during the years after they apply for citizenship and when they are naturalized. It is not unusual for immigrant families to have members who are documented and undocumented. AB 540 and other undocumented students look just like their peers and may be in your classes and in your programs. It is only when they feel comfortable with you that they will reveal their status. Therefore, it should be seen as a compliment to you and appreciated as an honor that these vulnerable students see you as a person who can give them honest, direct, and informed advice while protecting their confidentiality.

These guidelines provide some suggestions for creating an environment that is open, comfortable, respectful, and welcoming for students who are undocumented.

- Treat the topic of the student’s concern as you would any other human difference
- Avoid making assumptions about a student’s status based on their race, ethnicity, accent or appearance
- Avoid judgment language that creates barriers. Do not communicate that the student or their parents are at fault or should be ashamed of their status
- Refuse to tolerate derogatory or anti-immigrant jokes, name calling, or remarks
- Discourage others from assuming that immigrants are scapegoats for economic ills and burdens on society
- Do not grill the student to reveal the details of their immigration status. Respectfully ask for the information you need to find alternatives for the presented problem, but do not inquire into other private matters
- After coming out to the campus, some students are emboldened to become advocates. This is their choice. Advisors should avoid encouraging students to take risks that could jeopardize their future application for naturalization.

Inspired by “Becoming an Ally” Safe Zone Training, CSULB
Situational Role Play

Potential Dilemmas Faced by AB 540 Allies

1. Students are in your first semester orientation class and you announce that nursing is not available to illegal students. You do not know who in the group is undocumented but when you announce this, you see one or two faces turn from excitement to anger. What might be another way to let students know that majors that require licensure are not open to undocumented students? How could an Ally handle this situation differently?

2. You require that students attend a scheduled test. You are approached by a student who asks to be allowed to take the test before or after that date/time because of a personal situation. You inquire as to the excuse and finally the student shows you a letter from the immigration service that tells her that her interview is scheduled at the same time as your test. You push further and remark, “So you are illegal?” The student says she is undocumented but this appointment will result in her getting her green card. You allow the student to take the test a day before. When she comes back to class you announce gleefully to the class that Nelly is now a citizen and she should be congratulated. How could an ally handle this situation differently?

3. Your class requires an internship in a public agency that requires a background check. One student is reluctant to ask you for help so you approach him and he tells you that he cannot go through the background check. Ask him to explain. He tells you that he is an AB 540 student and he cannot do the internship as required. How could an Ally handle this situation?

4. Your class requires a field trip to the Port of Los Angeles and Long Beach. Students are told to take a valid California identification. A student tells you that he is an AB 540 student and his only ID is his student card and his passport. He asks if that would be sufficient. How could an Ally handle this situation?

5. It is the day for students to take the writing test. Most of the proctors are students unfamiliar with AB 540. When a student approaches the front of the line she is asked for valid ID. She produces her student ID and her Mexican Matricula. The student ID is not considered a valid ID and the proctor is not familiar with the Matricula. How could an Ally handle this situation differently?

6. You are the advisor of a student club that is planning a trip out of state for spring break. The students want to gamble, see the shows and have a good time. Some of the students in the group are undocumented. How should an Ally handle this situation?

7. A student tells you that he is using his father’s SSN card so he can apply for financial aid. He worries if he should apply because his own parents are undocumented. How should an Ally handle this situation?
8. A community college counselor has advised several students to use false SSN so they pay lower fees. They do not qualify for AB 540 because of the “seat time”. How should an Ally handle this situation?

9. You observe that some of the AB 540 students that you know are visibly distraught, depressed, or absent after a recent legislative setback to a bill that would have given AB 540 students a path toward legalization and made it easier to pay for college. After asking them about it, some of them tell you that they feel like giving up on getting their degrees –“It's pointless!” How could an ally respond to the students? How would your response be different if you did not personally know which students were undocumented?
Displaying the AB 540 Ally Decal

The AB 540 Ally decal was designed by an AB 540 student and accepted by the members of FUEL (Future Underrepresented Educated Leaders), a California State University, Long Beach university-recognized support group for undocumented students. The decal represents the outstretched arm of the Statue of Liberty, a symbol of welcoming of immigrants to the United States. The book is a symbol of education, the dream that AB 540 students pursue in order to achieve the “American Dream.”

The decal should be displayed in the office or immediate work area of the individual who has successfully completed the AB 540 Ally Training Project. It represents to AB 540 and other undocumented students that the individual who has the decal prominently displayed is an Ally, informed about the law and able to give competent and confidential advice.

The decal should not be displayed in an area where other employees may be confused with it. It belongs only to the individual who has received it and not the office at large.
Ally Confidentiality Statement

One of the most important aspects of being an AB 540 Ally is that you are entrusted with providing an atmosphere of safety to those that come to you. In the simplest of terms, AB 540 Ally confidentiality means that what a student says to you is confidential and stays with you.

By posting the AB 540 Ally decal, you are sending the message that information shared with you will not be shared with others, unless the student has given you permission to do so. This is important for students who have not openly declared that they are undocumented, since one of the most common concerns is whether they should even tell anyone, and subsequent fears that someone will “out” them. Outing someone refers to telling others about a person’s immigration status without that person’s permission. Moreover, confidentiality is essential in order for students to share their reactions, opinions, and feelings with you.

It is, however also important to recognize that there are limits to confidentiality. It would not be appropriate to maintain confidentiality if a person shares that they intend to physically harm one’s self or another person. Protecting the immediate safety of the individual becomes more important than protecting their confidentiality. If you have concerns or questions about what constitutes confidentiality or limits to confidentiality, please contact your campus Counseling and Psychological Services. 23

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23 Adapted from Prince, J (2002) Group Facilitator Training Workshop, unpublished document, and from Safe Zone Statement on Confidentiality, Counseling and Psychological Services, CSULB
CALIFORNIA STATE UNIVERSITY, LONG BEACH

Ally Contract

As an AB 540 Ally I agree to the following:
I will respect an individual’s right to privacy, as stipulated in the Confidentiality section of the AB 540 Ally Handbook.
I will refer individuals when appropriate to the proper resources and referrals that are known to me and follow through to make sure the referral was effective.
I will display my AB 540 Ally decal in a visible place.
I will not engage in inappropriate relationships with individuals seeking help through the AB 540 Ally Project.

As an AB 540 Ally, I aspire towards the following:

I, _______________________________ hereby have permission to be imperfect when I encounter someone who is different from me. It is OK that I do not know everything about immigration policies. It is also OK if, at times, my lack of knowledge shows. I know that I can seek information, other than from the students I serve and that I will never knowingly advise students to compromise their status.
I have permission to ask my peers questions that might appear naïve. I have permission to be honest with myself about my feelings. And I have permission to struggle with these issues and to be honest in my self-exploration.
I am committed to educating myself and others about discrimination in all its forms, and to combating these prejudices in others.
I am committed to working toward providing a safe, confidential support network for members of the undocumented community.
And, I am committed to treating everyone, regardless of their immigration status, gender, ethnicity, age, religion, SES status, physical or mental abilities, and sexual orientation, with the dignity and respect they are entitled to as human beings.

Printed Name  Signature  Date
Below are a number of statements for you to use in evaluating the instruction and materials presented during our training session today. Rate each item on a scale of 1 (strongly disagree) to 5 (strongly agree).

**What I learned from this session is important.**
1 – 2 – 3 – 4 – 5

**Overall, the information presented is useful to me.**
1 – 2 – 3 – 4 – 5

**What I learned in this session will be helpful and beneficial to my involvement with students.**
1 – 2 – 3 – 4 – 5

**The presenters were knowledgeable and well-prepared.**
1 – 2 – 3 – 4 – 5

**The presenters were effective in presenting the information to me.**
1 – 2 – 3 – 4 – 5

**After attending this training I feel that I have a better understanding of AB 540 student issues and concerns.**
1 – 2 – 3 – 4 – 5

**After attending this training I feel that I have a better understanding of issues associated with improving AB 540 student success.**
1 – 2 – 3 – 4 – 5

**The training was helpful in educating me about responding to the needs of immigrant students.**
1 – 2 – 3 – 4 – 5

**The Becoming an Ally section was very helpful and useful.**
1 – 2 – 3 – 4 – 5

**I learned a lot from the Student Panel about AB 540 students and what happens to them.**
1 – 2 – 3 – 4 – 5

**I learned a lot about the legislation.**
1 – 2 – 3 – 4 – 5

**I learned how my campus can improve services for undocumented immigrant students.**
1 – 2 – 3 – 4 – 5

What was the most valuable thing you gained from today’s session?

Would you recommend this training to others

Additional Comments (write on other side as needed):
Student Panel Instructions

Student Panel with Q & A

The purpose of this session is to hear from current students on campus and to allow the audience the opportunity to ask questions after their presentations.

Three or four undergraduate and graduate students will participate in a panel. The student will briefly state:

- First name only, age at which arrived in US, major in college, career dreams
- How you experience being undocumented
- Barriers you face to college access & success
- What support you need to access college & success
- What you would like to see in an Ally

At the conclusion of the presentations, the floor will be open to a brief question and answer period, facilitated by one of the trainers.

NOTE to Facilitator and Clerical Assistant: As soon as the student panelists are identified each should be interviewed individually to apprise them of the questions. Inform them that they do not have to answer any question that is asked during the Q&A session; allow time for them to rehearse their response prior to the panel. Remind them that each needs to stay to their prescribed timeline. They must be told that if time is exceeded by anyone person, that person will get a hand signal or gentle hint to close or move on to the next point.

Each of the students should be given a hard copy of the questions at the time of the rehearsal and when they arrive at the session.

At the beginning of the Student Panel, remind the audience of their commitment to the values they identified to create a safe environment.

At the conclusion of the panel, invite the students to stay for lunch. After the session, send each a thank you note. It is highly recommended that an honorarium be given to each student panelist. The honorarium can be cash, a check, or a food card.
**Clerical Support for Training**

**Training Set-Up Check-List for Training Room**

- Contact the individual in charge of room reservations by telephone or email to reserve the Training Room.
- Complete and return the Reservation Form. Include the use of the overhead projector. If there is no technical staff, be prepared to run the equipment before the training. In case of technical emergency know who to call for help. The PowerPoint presentation should be already saved on the laptop, and on a USB drive, in case there is a problem. The presentation clicker should be with the computer.
- To get the presentation to show up on the screen you must make sure the projector is connected to the computer before starting the computer up, if not you will need to restart the computer.
- Once the projector is connected, right click on the desktop and select “properties” from there click on “settings”. You may need to click on other settings in any central system. Know what these are before the training day.
- Also learn how to work the lights, the blinds so you can turn them down during the PowerPoint presentation
- Keep the room temperature from distracting the trainees to a comfortable level
- Order food and refreshments for the event at least two weeks beforehand
- Once food is set up, set aside water bottles (1 per presenters, 1 per student panelists)
- Make sure to have four chairs at the front of the room for the panelists
- There should be three chairs along the side wall for presenters to sit when waiting to present
- Lectern/podium at front to side of the screen
- Tissue box goes on the lectern/podium and also used for the student panel
- Boards of immigration definitions, if available, should be posted around the room using the BLUE painters tape (do not use Velcro tabs or clear tape)
- Registration table: have the sign in sheet there with 2 pens and separate and lay out the name tags (already in alphabetical order)
- Participant folders should be placed on the tables inside along with a pen and a few sheets of paper - for example there are 12 folders--10 for participants, 1 for each of the co-presenters to use during the presentation
- Easel should be set up at the front of the room near the podium with one of the newsprint pads and a marker
- The other newsprint pads should be set aside on the back wall with more markers for use during the training (be sure to test the markers beforehand)
- Place 1 postcard of the campus website on top of each participant folder and put extras and other resource material on the check-table in case trainees want extra
- Send invoice for food to appropriate budget office.
Advertising the Training Session, Preparing the Application, Sign-in Sheet, and Name Tags

Prepare the Training Application Form for distribution to Allies and the student lead organization of undocumented students and for inclusion on the campus website. The form must be in an accessible format for the seeing-imparted.

For purpose of this handbook, the spaces are condensed. The application is normally three pages. In the actual application sufficient room should be left for applicants to handwrite or type in their responses to the questions.

The same form is used for Ally and Champion training with some minor changes. The area of interest is left off and the intent statement is changed to “Summarize why you wish to be a Champion “. If you will open the Champion training to individuals who have not completed the Ally training, add the following to the end of the intent question, “if you have not complete the AB 540 Ally Training. “ Champions are Allies who wish to provide the training. They have a separate and more intense session, practicing the training script and receiving feedback from current Champions.

It is suggest that you select the best time for the audience you want to reach. You may want to try morning and after lunch sessions and different days of the week. If you have planned ahead of time, you can use the same form including all the training dates and times.

You may also want to set a deadline for the applications. The best size of a training group is no more than twenty participants. Once all the applications are in, copies of the application can be distributed to the trainers so that they become familiar with the applicants. This will also allow for the creation of the sign in sheet and name tags. Name tags normally have only the first and last name of the applicant and their home department. Titles are left off.
An Invitation to Participate

Improving Immigrant Student Success: AB 540 Ally Training Project

A Professional Development Project for Faculty and Staff

See Attached Application for Sessions Information

Project Goals

- Create a welcoming and supportive campus climate for undocumented immigrant students.
- Increase faculty and staff knowledge and effectiveness about the needs, concerns and issues of immigrant students and their families.
- Educate faculty and staff about relevant immigration laws and related student issues and challenges.

Participants will learn the following:

- What are the requirements for AB 540 and how does it impact the students?
- How do AB 540 students experience the campus?
- Which academic and out of the classroom practices show the most promise?
- What is DACA, the federal DREAM Act, and the California Dream Act?

Advanced registration is required with a completed application

Questions?
Please call Elena Macias at 562-860-4878
elena.macias@ab540.com
AB 540 Ally Training Application

(The application should be available online for completion and/or printed as needed)

Contact Information (* required)

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<thead>
<tr>
<th>Name*</th>
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<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Campus &amp; Department*</td>
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<tr>
<td>Campus Office Location*</td>
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<tr>
<td>Campus Work Phone*</td>
</tr>
<tr>
<td>Campus Fax Phone</td>
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<tr>
<td>Campus E-Mail Address*</td>
</tr>
</tbody>
</table>

___ Please check here if you wish your contact information included in the AB 540 Resource Guide.
___ If not at CSULB, indicate your campus or agency:

Session Registration (Please pick one)

___ August 19, 2015, Wednesday from 9:00 am to 3:00 pm, on the campus of CSU East Bay in the (indicate location, number and floor.) Please arrive a few minutes early to register and pick up your training packet. The training starts and ends promptly.

___ August 20, 2015, Thursday from 9:00 am to 3:00 pm, on the campus of (indicate location, number and floor.). Please arrive a few minutes early to register and pick up your training packet. The training starts and ends promptly.

Interests

Tell us which areas of the training most interest you. (indicate all you want)

___ 540 requirements

___ How AB 540 students experience the campus

___ Academic & out-of-the classroom support practices that show the most promise for immigrant students

___ The Federal DREAM Act

___ Deferred Action for Childhood Arrivals of 2012

___ The California Dream Act of 2011 and the Dream Application

___ AB 540 student panel describing what each seeks in an Ally

___ Policy barriers and challenges

___ History of immigration reforms and barriers

___ Other: Indicate
Special Skills or Qualifications
Summarize special skills and qualifications you have acquired that you may utilize to be an AB 540 Ally.

Previous Experience
Summarize your previous experience in working with AB 540 and other undocumented immigrant students.

Statement of Intent
Summarize why you wish to be an AB 540 Ally.

Agreement and Signature
By submitting this application, I affirm that the facts set forth are true and complete. I understand that if I am accepted I will attend the entire training session.

Name (printed)
Signature
Date

Our Policy
It is the policy of the AB 540 Ally Training Project to provide the AB 540 Decal only to individuals who successfully complete the training. The decision of the trainers about the awarding of the decal is final. Thank you for completing this application form and for your interest in learning about AB 540 students.

Return Application
Please scan and submit the completed application to Elena Macias @ elena.macias@ab540.com.
Materials Needed for Ally Training

1. A list of material, handouts to include in the trainee packet numbered by page; one copy per student of the student panel questions; and prepared packets
2. Name tags preprinted with full name, campus, title
4. Pens, pencils and paper, two labeled in-boxes to collect certificates and evaluations
5. Welcome signs
6. Equipment needed: One laptop, overhead projector and screen, clicker, microphones as needed, stand for post-it-newsprint, additional post-it-newsprint for group activities; and 6 chairs for student panel. Only enough chairs to accommodate the registered participants. Prefer classroom seating in a space where chairs can be moved for small group discussion.
7. Post-It Newsprint and one dozen large black markers
8. Instructions for Student Panelists
9. Food and Beverages, water throughout the event for the participants and water bottles for the presenters and panelists
10. Kleenex tissues at each table and one for student panel
11. AB 540 Ally Decals
12. See the Contents of Training Packet and prepare all items for inclusion in accordion folder:
   a. Every document on the list
   b. Flash Drive with all documents in their folders for prospective Champion
   c. Resource Guide and Facilitator’s Handbook*
13. Scholarship Center materials
14. Internships information
15. Table cloths as needed
16. At the conclusion of the training, put two file baskets with labels near exit or registration table to collect the Evaluations and the signed Ally Contracts from those that want to be considered for the Ally decal.
17. Compose a welcome letter and return it with the decal and the signed contract to each new Ally.

*Hardcopies will be optional if not available.
Elena Macías
AB 540 Training Project
CSU Long Beach
<table>
<thead>
<tr>
<th>Folder Labels</th>
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</thead>
<tbody>
<tr>
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<td>Training Project</td>
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<td>Date</td>
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</tbody>
</table>
AB 540 Decal

One original decal will be issued to an Ally after the training, receipt of the Ally Contract along with a welcome letter and information on the proper display of the decal. Allies may also get replacement decals and digital copies to use on web pages, class syllabus.

Displaying the AB 540 Ally Decal

The AB 540 Ally decal was designed by an AB 540 student and accepted by the members of a university recognized support group for undocumented students. The decal represents the outstretched arm of the Statue of Liberty, a symbol of welcoming of immigrants to the United States. The book is a symbol of education, the dream that AB 540 students pursue in order to achieve the “American Dream.”

The decal should be displayed in the office or immediate work area of the individual who has successfully completed the AB 540 Ally Training Project. It represents to AB 540 and other undocumented students that the individual who has the decal prominently displayed is an ally, informed about the law and able to give competent and confidential advice. The decal should not be displayed in an area where other employees may be confused with it. It belongs only to the individual who has received it and not the office at large.
Timekeeper Flash Cards

The Timekeeper and the Facilitator(s) prior to the beginning of the session must agree as to how to use the time cards; whether by section or by the assigned speaker segment. It is best if timekeeper is at the back of the room and keeps an eye on the trainer, the room temperature, and logistics. It is advisable that the Timekeeper or Clerical Assistant intervene when the food is delivered so as not to interrupt the program.

If the Facilitator is presenting and the student panelists arrive, the Clerical Assistant or someone else assigned should greet the students and take them to a location just outside the presentation room to brief them on the logistics. The student panelists enter the training room during the ten minute break. Make sure each has a bottle of water and a box of tissues is at hand. Once the panelists are seated the facilitator will call the audience to order.

Print these in single bold sheets in large fond for display as needed for speakers.

- 5 Minutes
- 1 Minute
- Stop
- Speak-Up Please
- Not Funny
- Move on
# Schedule for 5 Hour Session: adjust slide numbers and times as needed

<table>
<thead>
<tr>
<th>Topic</th>
<th>Slides</th>
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<td>Opening Remarks</td>
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<td>5</td>
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<tr>
<td>Agenda/Ground Rules / Goals &amp; Objectives</td>
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<td>6-7</td>
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<td>Social Context</td>
<td>8-24</td>
<td>20</td>
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<td>10:37</td>
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<tr>
<td>New Laws</td>
<td>38-44</td>
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<td>Stretch in place break</td>
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<td>DACA, DREAM ACT</td>
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<tr>
<td>Break</td>
<td>61</td>
<td>10</td>
<td>11:08</td>
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<tr>
<td>Student Panel</td>
<td>62</td>
<td>30</td>
<td>11:38</td>
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<tr>
<td>Q &amp; A of Panelists &amp; Presenters</td>
<td>62</td>
<td>15</td>
<td>11:53</td>
<td></td>
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<tr>
<td>Break to gather lunch &amp; return to place for next presentation</td>
<td></td>
<td>15</td>
<td>12:08</td>
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<tr>
<td>Effective Mentoring</td>
<td>63-70</td>
<td>25</td>
<td>12:23</td>
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<tr>
<td>Becoming an Ally</td>
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<td>60</td>
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<tr>
<td>Displaying the Decal</td>
<td>74</td>
<td>5</td>
<td>1:48</td>
<td></td>
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<tr>
<td>Ally Contract</td>
<td>74</td>
<td>5</td>
<td>1:53</td>
<td></td>
</tr>
<tr>
<td>Q&amp;A, Evaluation</td>
<td>75</td>
<td>5</td>
<td>1:58</td>
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<tr>
<td>Adjourn</td>
<td>76</td>
<td></td>
<td>2:00</td>
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</table>
Campus Specific Data

Suggested Research Sources
The data on the campus specific feeder school districts and the estimated number of undocumented immigrants in the feeder counties may be modified according to the campus sponsoring the training.

The Public Policy Institute of California (PPIC) is a good site for gathering data on the undocumented population. The research used in the current Power Point presentation is from the PPIC, Unauthorized Immigrants in California, Estimates for Counties, by Laura E. Hill and Hans P. Johnson with research support from David Ezekiel and Joseph M. Hayes, July 2011. http://ppic.org/main/home.asp

The PEW Research Center (http://www.pewresearch.org/) is an excellent source for data on the US immigrant and undocumented population. Allies and Champions will want to stay apprised of the many research findings that are now more common than just a decade ago.

The California Department of Education has an excellent website where queries may be run to obtain school district specific information on English Learners and Proficient English Learners which are good proxies for the potential pool of students from immigrant families. The URL for DataQuest is http://www.cde.ca.gov/ds/sd/cb/dataquest.asp .

Campuses are encouraged to provide information and training to Allies, AB 540 and other undocumented students, internship placements managers and employers associated with the Career Center on your respective campuses about DACAmented interns and hires and the following regarding immigrants’ rights:

- Workers’ Rights,
- Rights of DACAmented Workers and Interns
- Know Your Rights for Lawful and Unauthorized Immigrants

These materials are usually available from advocacy groups in the local community. They can also be found on line at the following websites:

Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA) http://www.chirla.org/
Mexican American Legal Defense and Education Fund (MALDEF) http://www.maldef.org/
National Immigration Law Center (NILC) http://nilc.org/
Immigrant Legal Resource Center http://www.ilrc.org/
Train the Trainer: Champion Training

AB 540 Champions Training

Individuals who have been trained may be invited or apply to be trained as Champions. The duties of the Champions are to train and support Allies. All of the same information is included in the training of Champions, except that after a brief opening, the participants are responsible for conducting the mock training before other Champions who lead the training. The only new form is the Self-Administered Champions Quiz. Champions are required to be experienced as Allies and demonstrate an in-depth scope of knowledge because of their experience in mentoring AB 540 and other undocumented students. Furthermore, they are expected to remain proficient in the political and educational policies that impact undocumented students.

The following quiz is used only in Champion training:

**Champion Self-Administered Knowledge Inventory**

Complete the questions below and we will discuss answers.

1. Under the new Deferred Action for Childhood Arrivals (DACA), which of the eligibility requirements below are true?
   a. Applicants must not be under the age of 15 now
   b. Applicants must be under the age of 15 when they arrived
   c. Applicants must be under the Age of 31 on June 15th
   d. All of the above
   e. None of the Above

2. What federal court decision serves as the foundation for providing immigrant youth with access to public education?
   a. Plessey vs. Fergusson
   b. Plyler vs. Doe
   c. Bradford vs. UC Regents
   d. Leticia A vs. UC Regents and the CSU Board of Trustees

3. According to AB 540, which of the following is true?
   a. documented students are the primary beneficiaries of the policy
   b. students must file an affidavit every year
   c. undocumented students can begin a path to legal residency
   d. students that graduate from high school in CA become state “residents.”

4. AB 131 only allows undocumented AB 540 students entering as first year students or transferring to a CSU or UC from a community college to apply for Cal Grants. (True or False)

5. The CA DREAM Application is available online and should be completed during which months:
   a. November – January
6. AB 130 allows undocumented youth to be eligible to apply for and receive institutional scholarships if:
   a. the student undergoes a background check
   b. the student makes good grades
   c. the scholarship donor does not specifically require legal residency at the time of the gift
   d. the scholarship is not for an academic program that is impacted.

7. When AB 540 took effect in 2002, it was the first time undocumented students were able to access higher education at in-state rates in California. (True or False)

Short Answer (allow enough writing space when form is printed.)

8. As student comes to you and asks you what documentation they need to compile to apply for Deferred Action. What would you tell them?

9. During trainings we are often asked why parents wait until their kids are young adults before telling them about their immigration status. If you were the parent of an undocumented youth, at what age would you disclose that and the implications of that to your child? Why?

10. During an AB 540 Training, one person in the group is clearly put off by the subject and asks many questions that seem less about learning and more about challenging the need for access to higher education for immigrant youth. How would you handle that situation?

11. Prior to an ally training, several students from another campus ask about attending the training so that they can report back to their group and campus allies about how to develop a training and supportive environment on their campus. How would you handle this?

12. What does Cultural Proficiency mean to you? How does one reach cultural proficiency?

13. A group of student leaders are frustrated after applying for AB 131 and not receiving any state aid? If they came to you, what would you tell them?

14. Through your role as an Ally, you have heard from students that certain community college counselors are encouraging students to use false information to apply for state and federal benefits. How would you handle that situation?

15. Through your role as an Ally you have heard from students that they were considered AB 540 in their community college but they are no longer considered AB 540. What additional questions do you ask?
References for Champions: Need for Further Study

Political and Legal Context of AB 540

The combined purpose of the two context posters is to remind participants of the early and current history of immigration and citizenship laws and practices discussed. In that first poster they learned the importance for Allies to have a sense of the social context for such laws, as a reflection of American, world events, as well as racial, economic, national security and other factors. Much of what we are currently experiencing is a reflection or the fruit of past policies and global events. Class, racial and ethnic characteristics continue to be a part of immigration and citizenship politics. These examples are shared because they are vital benchmarks in immigration policy history, but these are selective. If the presenter is a history enthusiast, the presenter may want to go into the conquest, colonial history, and 18th and 19th centuries to point out the origins of later policies. Selections in the AB 540 poster are from the 20th and 21st centuries. In this second poster on the political and legal context of AB 540 the presenter will focus on the more recent history in the state of California in the late 20th century by reviewing selected cases, propositions, legislation, and laws that impact unauthorized immigrant children and youth.

In 1982 MALDEF argued Plyer v Doe before the Supreme Court and won. The court held that children of unauthorized immigrants were protected under the due-process clause of the 14th Amendment and were entitled to a public education. The U.S. Supreme Court upheld the ruling by Judge William Wayne Justice Court ruling against a Texas law that would have forced out-of-status immigrant children to pay for primary education. The ruling supported that all students, including language minority students, migrant students, and homeless students, with meaningful and appropriate educational programs allowing all students the same benefits and rights of participation regardless of race, color, disability, sex, religion, national origin, or age.

The Immigration and Nationality Act of 1965 “(Pub.L. 89–236, 79 Stat. 911, enacted June 30, 1968), also known as the Hart–Celler Act,[1] abolished the National Origins Formula that had been in place in the United States since the Emergency Quota Act of 1921. It was proposed by Representative Emanuel Celler of New York, co-sponsored by Senator Philip Hart of Michigan, and promoted by Senator Ted Kennedy of Massachusetts.

The Hart-Celler Act abolished the national origins quota system that was American immigration policy since the 1920s, replacing it with a preference system that focused on immigrants' skills and family relationships with citizens or U.S. residents. Numerical restrictions on visas were set at 170,000 per year, with a per-country-of-origin quota, not including immediate relatives of U.S. citizens or "special immigrants" (including those born in "independent" nations in the Western Hemisphere, former citizens, ministers, and employees of the U.S. government abroad).

The 1965 act marked a radical break from the immigration policies of the past. The law as it stood then excluded Asians and Africans and preferred northern and western Europeans over southern and

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24 These handout and additional references are only for Champions presenting the Ally and Champion Training. It is intended as background information for the Champions so that they are inspired to read each of the laws, cases, and research. The material for this section is from several Wikipedia sources gathered over the years. Citations were left off.
eastern ones. President John F. Kennedy called the then-quota-system "nearly intolerable". After Kennedy's assassination, President Lyndon Johnson signed the bill at the foot of the Statue of Liberty as a symbolic foothold of signing the bill." [Scholars argue that pressure to change the law originated from international sources rather than the national civil rights movement. Mexico, other Latin American countries, China, Japan and other Asian countries pressured the US to remove adverse policies against their nationals. Other scholars applaud the joining of civil rights to immigrant rights, however, that movement has not significantly altered public policy against deportation of immigrants that increased significantly in the 1980's to the current administration. More recently the move to international human rights is winning converts for humane immigration detention, adjudication, and deportation practices that have removed millions for actions that prior to 1965 were not considered felonies. This law will likely make it very difficult to see humane immigration reform in the near future, given the mood in the US Congress and the extreme right. Although most Americans are sympatric toward immigration, there is likely little likelihood according to some scholars that the D.R.E.A.M. Act or other aspects of immigration, including detention and deportation are likely to change in the foreseeable future. Notes by Elena Macías]

“In order to convince the American people of the legislation's merits, its proponents assured that passage would not influence America's culture significantly. President Johnson called the bill "not a revolutionary bill. It does not affect the lives of millions", while Secretary of State Dean Rusk and other politicians, including Senator Ted Kennedy, hastened to reassure the populace that the demographic mix would not be affected; these assertions would later prove grossly inaccurate. [5]

In line with earlier immigration law, the bill also prohibited the entry into the country of "sexual deviants", including homosexuals. By doing so it crystallized the policy of the INS that had previously been rejecting homosexual immigrants on the grounds that they were "mentally defective" or had a "constitutional psychopathic inferiority". The provision discriminating against gay people was rescinded by the Immigration Act of 1990.”


- Required employers to attest to their employee immigration status
- Made it illegal to knowingly hire or recruit unauthorized immigrants
- Granted amnesty to certain seasonal agricultural illegal immigrants
- Granted amnesty to illegal immigrants who entered the US before January 1, 1982 and had resided there continuously.

Bill sold as hard as any now, but it gave the opportunity to approximately 4 million to gain legal permanent residency and eventually naturalization. Because of poverty, distrust, fear and high cost, and other issues, it is estimated that only 2.9 came forth to gain amnesty.

Leticia A 1986 argued by MALDEF

Before the Alameda County Superior Court, this ruling made it possible for undocumented Immigrants who had graduated from a CA high school to attend the University of California (UC) and California State University (CSU) and avoid out of state fees. The decision called Leticia A, allowed undocumented students to be treated as residents for tuition purposes and state financial aid

purposes. California Community Colleges (CCC) were not mentioned in the ruling, but the CCC implemented the policy.

1985-1991: The Alameda County Court ruling on Leticia A vs. UC Regents and the CSU establishes that undocumented students can be treated as residents for tuition and state financial aid. It allowed undocumented students to establish residency by demonstrating intent to reside in the state for more than a year. In addition, students were eligible to receive state aid.

1985-1991: The Alameda County Court ruling on Leticia A establishes that undocumented students can be treated as residents for tuition and state financial aid purposes.

1991 Bradford V. the UC Regents - A UC registrar employee sued the UC system after he was fired for not upholding the Leticia A order. In the spring of 1992, the Los Angeles Superior Court overturned the Leticia A court ruling for both the UC and the CSU. CCCs were not mentioned in the ruling, but they implemented the new ruling.

1992-2001: undocumented students attending the UC, CSU and CCC were charged out of state tuition. There were several attempts to propose legislation, but the opposition was too great in the CA legislative branch.

1996 Proposition 187 - Prop 187 was passed by the voters on Nov. 8, 1994 to deny public benefits to illegal aliens in California. The next day several lawsuits were filed in California state court (Mexican-American Legal Defense/Education Fund (MALDEF), League of Latin American Citizens (LULAC), ACLU, and others. On Nov. 11, 1994, a "temporary restraining order (TRO)" was issued by Federal Judge Matthew Byrne (it was filed in Federal Judge Marianna Pfaelzer's court, but she was out, so Byrne did the TRO. An answer was filed by Attorney General Dan Lungren in state court. Judge Pfaelzer came back and issued a permanent injunction pending trial. Her rationale was essentially a case in Texas in the 1980's (Plyler v. Doe). Texas tried to deny public education to illegal aliens. The Supreme Court ruled for the illegals, based on two pillars:

1) There were supposedly not enough illegal aliens students in Texas public schools to be a financial burden to Texas, and 2) Congress was contemplating an amnesty for illegal aliens in the U.S. (that occurred in 1986), and illegal alien students who were to be made legal would not be educated. Neither of those conditions existed in 1994.

The cases were consolidated into Judge Pfaelzer's court in 1995. There were hearings, filings, hearings, filings ... In 1996 California (Att'y Gen. Dan Lungren) said that Prop 187 was not in conflict with federal law. In September 1996 federal immigration law was enacted, and in 1997 Lungren asked Judge Pfaelzer for a summary dismissal. (The 1996 federal law included Sec. 133 - that local law enforcement can cooperate with the INS) Judge Pfaelzer said NO to summary dismissal and ruled for plaintiffs; Lungren said he'll appeal. Lungren appealed in 9th District Circuit Court in late 1997. FOR SIX MONTHS LUNGREN TOOK NO ACTION - IT SAT THERE. HE SHOULDN'T HAVE MOVED THE CASE ALONG! Then came the gubernatorial campaign of 1998, and

[26 History of Proposition 187, California Coalition for Immigration Reform, copied in whole from the URL: http://ccir.net/REFERENCE/187-History.html]
Gray Davis was elected in November. The appeal process was still sitting silently in court because Lungren had not moved it along.

(After) Davis was elected, “The plaintiffs requested "mediation" in the 9th District Court, the court agreed to "mediation". We know what happened then - Davis (who vehemently opposed Prop 187) "represented" FOR Prop 187. Neither the proponent of Prop 187 nor anyone else who co-sponsored Prop 187 was allowed in the bogus "mediation". Governor Davis refused to allow the appeal to proceed and dropped the appeal, essentially KILLING PROP 187 against the will of the voters. This occurred after having promised to support the appeal during his campaign. Even the most vocal plaintiffs against Prop 187 said they were afraid that if it went to the U.S. Supreme Court it would be held to be constitutional, reversing Plyler v. Doe.

1996 IIRIRA-Immigration Reform Law of 1996 created a bar for non-citizens from receiving public benefits. This law prevented non-citizens from receiving any type of a federal benefit (i.e. federal Financial Aid). It ended the quota system replacing it with numerical limits evenly divided by nations, instituted family unification policy and dramatically altered immigration by Asia and the American continent. In 2015, this policy change is contested by groups seeking to turn back family unification policies, focus rather on education and skills useful to the US. It also increased the focus on border security, significantly contributing to the increase in length of stay by Mexican immigrants, many who heretofore would have returned to Mexico after seasonal work or life experience in the US.

Then, on October 12, 2001, AB 540 was signed by Gov Gray Davis, allowing some undocumented students to pay in state tuition. AB 540 does not create a conflict to federal immigration law, because paying in-state tuition does not constitute a benefit, (i.e. CalWORKS, Food Stamps, GR) AB 540 is not about residency, rather seat time and graduation from a CA high school.

Law has been challenged in court twice. Both cases filed by same attorney, both cases tied to Congressional races (Kobach in Kansas; Bilbray in CA)

Martinez case: CSU Statement on Martinez v. Regents of the University of California (Nov. 15, 2010) – "The California Supreme Court has upheld California’s statute that allows students who have attended a California high school for three years to pay in-state tuition. The Court ruled that the high school attendance requirement does not involve residency, and therefore does not violate the federal immigration laws. This is the same argument that the California State University made in the case and in its implementation of AB 540 because it appropriately expands access and educational opportunities to all legitimate California high school graduates. The CSU continues to advocate that racially and ethnically inclusive college and universities better prepare students for the diverse workplace of the future."

More than four attempts to modify AB 540 so it serves more students
AB 2083 (Nuñez) 2009 LANGUAGE ALLOWS STUDENTS TO APPLY AND COMPETE FOR FINANCIAL AID WITHOUT THE USE OF THE FEDERAL APPLICATION FOR STUDENT AID. FAFSA BOG Waivers: Allows students to apply for CCC Board of Governor’s fee waiver, State University Grants, UC Grants, and CAL Grants, Clean up Language of AB 540 to delete the
term high school and substitute the term Secondary schools. Allow students to finish their three years at continuation high school or adult school. Bills failed three times.

18 states have passed legislation to allow undocumented students to enroll. Laws are similar to AB 540. (Texas 2001; CA 2001; Utah 2002; New York 2002; Washington 2003; Washington 2003; Illinois 2003; Oklahoma 2003; Kansas 2004; New Mexico 2005; Nebraska 2006; Wisconsin 2009; Oregon 2015. Downside of state legislation– limited scope, interpretation varies; proof of requirements varies; 3 year equivalency ruling varies, training is necessary to inform the public; some careers are not allowed.

Very small numbers of undocumented youth go to college. Estimates vary:
Less than 1% in a population of 2.5 million in early 2000 went to college; percent may be up to 5% in 2015 that go to college
Estimate 15% or 1.8 million are undocumented
65,000 undocumented students annually graduate high school in the USA
20,000 to 24,000 in California

AB 844 (2011 session) Allows AB 540 students to receive compensation for service as elected student body officers.

California Dream Act: AB 130 and AB 131 (2011 session)
Provide some state financial assistance to AB 540 students.

AB 2000 (2014 session) increased the scope of AB 540 that had been advocated since 2009.

2012 Executive Action: Deferred Action for Childhood Arrivals
2014 Executive Action: DACA expanded; DAPA, etc. Held in court, most likely until 2016
Summarize impact locally
Find latest BCIS data on impact nationally and in California

Federal Legislative Horizon
Comprehensive Immigration Reform (HR 4321) considered by Congress but not passed had the following elements:
Earned Legalization Program
Undocumented allowed to apply for temporary visa
Requires background check and $500 fine
Requires 6 year “backlog reduction” wait period before anyone with this visa can apply for LPR
Authorizes work, travel, education and protects from removal
Allows states to provide in-state tuition rates to undocumented youth

D.R.E.A.M Act
Introduced in the Senate by Richard Durbin (D-ILL)
Chuck Hagel (R – NE) and Richard Lugar (R-IN)
House introduced by Howard Berman (D-CA) and Lucille Roybal-Allard (D-CA)

Read new D.R.E.A.M. Act requirements if applicable
Impact If Passed
Estimate would help 360,000 K – 12 graduates with legal means to work. Estimate 715,000 children ages 5 to 17 would be motivated to finish high school.

Racial and Ethnic Breakdown (research more recent data)
56% Mexican
22% Latin America
13% Asia
6% Europe and Canada
3% Africa and other regions of the world
<table>
<thead>
<tr>
<th>TIME</th>
<th>YEARS</th>
<th>HISTORY &amp; LAWS</th>
<th>PATH TO CITIZENSHIP &amp; IMMIGRATION POLICIES</th>
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<tbody>
<tr>
<td>Colonial Period</td>
<td>1700</td>
<td>1822</td>
<td>Mexico ruled by Spain</td>
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<tr>
<td>Colonial Period</td>
<td>1700</td>
<td>1776</td>
<td>Nationality in the British Colonies in America</td>
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<td>1740</td>
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<td>Plantation Act</td>
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<td>1753</td>
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<td>Spain trades Florida to British</td>
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<td>TIME</td>
<td>YEARS</td>
<td>HISTORY &amp; LAWS</td>
<td>PATH TO CITIZENSHIP &amp; IMMIGRATION POLICIES</td>
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<tr>
<td>1776</td>
<td>1880s</td>
<td>First 85 years in USA:</td>
<td>Doors open to Western Europeans; process regulated till 1880s</td>
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<tr>
<td>1795</td>
<td>Naturalization Act</td>
<td>Set up a path to citizenship for free white men; 5 years &amp; allegiance to US; Others had no path</td>
<td></td>
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<tr>
<td>1798</td>
<td>Alien &amp; Sedition Acts</td>
<td>Residency grew to 14 yrs; back to 5 in 1802 and lengthen to 21 currently. Ability to speak English in 1906.</td>
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<tr>
<td>1802-1906</td>
<td>States courts determined citizenship</td>
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<td>1804</td>
<td>After centuries of alternating Spanish and French rule, the French sold Louisiana to the US</td>
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<td>1822</td>
<td>Mexican rule</td>
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<tr>
<td>1835</td>
<td>Texas Revolution</td>
<td>Slavery was a source of contention between Anglo and Mexico, which had abolished slavery in 1829. Called Anglos because they spoke English. Welcomed if they became Catholic and swore allegiance to Mexico.</td>
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<td>1840</td>
<td>First wave of Irish labor</td>
<td>Need for labor kept immigration wide open</td>
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<td>1842</td>
<td>US-Mexico War</td>
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<td>1848</td>
<td>Treaty of Guadalupe Hidalgo; Acreate &amp; Native American family members were in Texas &amp; southwest when Mexico lost half its land - TX, CA, parts of AZ, NV, UT, WY, CO, CA. 93% Mexicans stayed in US. February 11, 1858 the Rancho de Assacre was taken by Texas Law from Acreate family (Elena Macias' ancestors).</td>
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<td>1850</td>
<td>Indian land conflict</td>
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<td>1857</td>
<td>Dred Scott case</td>
<td><em>Dred Scott v. Sandford</em>, 60 U.S. 393 (1857), was a landmark decision by the U.S. Supreme Court in which the Court held that African Americans, whether enslaved or free, could not be American citizens and therefore had no standing to sue in federal court, and that the federal government had no power to regulate slavery in the federal territories acquired after the creation of the United States. Dred Scott, an enslaved African American man who had been brought by his owners to free states and territories, attempted to sue for his freedom. In a 7-2 decision written by Chief Justice Roger B. Taney, the Court denied Scott's request. For only the second time to that point in its history, the Supreme Court ruled an Act of Congress to be unconstitutional.</td>
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<td>1861-1900</td>
<td>First wave of Eastern &amp; Southern Europe</td>
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<td>1861</td>
<td>Civil War</td>
<td>Although Taney hoped that his ruling would finally settle the slavery question, the decision immediately spurred vehement dissent from anti-slavery elements in the North, especially Republicans. Many contemporary lawyers, and most modern legal scholars, consider the ruling regarding slavery in the territories to be dictum, not binding precedent. The decision proved to be an indirect catalyst for the American Civil War. It was functionally superseded by the Civil Rights Act of 1866 and by the Fourteenth Amendment to the United States Constitution, which gave African Americans full citizenship.</td>
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<td>1862</td>
<td>Homestead Act</td>
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<td>1865</td>
<td>Reconstruction</td>
<td>Consideration of Chinese to replace slaves</td>
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<td>1866</td>
<td>Civil Rights Act</td>
<td>Birthright citizenship: grants full &amp; equal rights &quot;as is enjoyed by white persons...&quot;</td>
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<td>1868</td>
<td>14th Amendment</td>
<td>Birthright citizenship took 30 years of court cases for natural-born children of people of color to be guaranteed citizenship</td>
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<td>1870</td>
<td>15th Amendment</td>
<td>African American men got the right to vote, although it took a century before it was realized</td>
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<td>TIME</td>
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<td>HISTORY &amp; LAWS</td>
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<td>Second Period:</td>
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<td>Ability to speak English to qualify for</td>
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<td>economic</td>
<td>1906</td>
<td>Naturalization</td>
<td>citizenship is added; established the</td>
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<td>conditions worsen</td>
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<td>Act</td>
<td>federal government as the arbiter of</td>
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<td>Congress begins</td>
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<td>naturalization policy; created the</td>
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<td>to pass</td>
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<td>Bureau of Immigration and Naturalization,</td>
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<td>immigration laws</td>
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<td>which provided for the first uniform</td>
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<td>to limit</td>
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<td>naturalization laws in the country. Prior</td>
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<td>competition for</td>
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<td>to 1906, an alien could be naturalized</td>
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<td>worker wages</td>
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<td>in any U.S. &quot;court of record.&quot; State-</td>
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<td>level naturalization courts managed</td>
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<td>proceedings and had varying standards</td>
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<td>across the country. After September 26,</td>
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<td>1906, naturalization could only be done</td>
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<td>in courts having a seal and a clerk, and</td>
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<td>exerting universal competence.</td>
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<td>&quot;In all of the naturalization acts from</td>
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<td>1790 to 1906 the privilege of naturaliza-</td>
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<td>tion was confined to white persons (with</td>
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<td>the addition in 1870 to those of African</td>
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<td>nativity and descent), although the exact</td>
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<td>wording of the various statutes were not</td>
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<td>always the same.&quot; Congress did not specify</td>
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<td>rule. It would come up in 1922 in the</td>
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<td>Ozawa court case that denied naturaliza-</td>
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<td>tion to a Japanese born man. &quot;In all of</td>
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<td>the naturalization acts from 1790 to 1906</td>
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<td>long established it may be assumed that</td>
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<td>its propose would have been definitely</td>
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<td>disclosed and its legislation to that end</td>
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<p>| 1914 | 1918 | WW I | Established a literacy test, barred Asian migration except Japanese. Filipinos, Chinese already excluded; 2% quota for each nationality as of 1890 national census; precursor to the 1924 National Origins Act. |
| 1917 | WW I |       | Prohibits any US citizen from being denied to vote on the basis of sex. |
| 1920 | WW I |       | The decision goes on to deny that the common population could construe O'Keefe, a man of Japanese descent, as white (thus, making him ineligible under section 2169 of the Revised Statutes of the United States).[10] Thus he could not be naturalized, under the current laws, in 1922. |
| 1922 | WW I |       | GATES were closed. Set up quotas: British, German, Scandinavian &amp; Irish okay; all others were undesirable; Act set up the wait-in-line position. |
| 1929 | 1939 |       | Mexican Repatriation Act | To open jobs for white unemployed |
| 1930 | 1939 |       | Great Depression | Jews escaping from Germany and Eastern Europe were denied access to the quota system. |</p>
<table>
<thead>
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<td></td>
<td>WW II</td>
<td>Alien Registration Act</td>
<td>Non-Citizens need &quot;Papers&quot; to live in the US</td>
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<td>1940</td>
<td></td>
<td>Communism Threat</td>
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<td>1942</td>
<td>1957</td>
<td>Operation Wetback</td>
<td>Launched targeted deportation</td>
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<tr>
<td>1952</td>
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<td>Immigration &amp; Nationality Act</td>
<td>Opened door to refugees from Communism; but people from Africa, Asia, Latin America still were out of luck.</td>
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<tr>
<td>1954</td>
<td></td>
<td>Cold War</td>
<td></td>
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<td>1957</td>
<td>1979</td>
<td>Immigration &amp; Nationality Act</td>
<td>Introduced numerical limits &amp; introduced border security; Opened doors to immigration from Latin America</td>
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<tr>
<td>1965</td>
<td></td>
<td>Immigration Falls</td>
<td></td>
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<tr>
<td>1965</td>
<td></td>
<td>Immigration Reform &amp; Immigrant Responsibility Act</td>
<td>Prohibited immigrants from accessing any postsecondary education benefits unless US citizen/national is eligible for same benefit.</td>
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<td>2001</td>
<td></td>
<td>9-11 Terrorist Attack of Twin Towers in New York</td>
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<td>2012</td>
<td></td>
<td>Executive Action: DACA</td>
<td>1.7 to 1.9 eligible; 664,607 cumulative total 2012-March 31, 2015</td>
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<tr>
<td>2014</td>
<td></td>
<td>Executive Action: Expanded DACA, DAPA, other reforms to aid LPR</td>
<td>Held up in Texas lead court case; unlikely to have final outcome until 2016.</td>
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<tr>
<td>Author</td>
<td>Title</td>
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<td>American Immigration Council</td>
<td>Executive Grants of Temporary Immigration Relief, 1956 - Present</td>
<td>American Immigration Council, October 2014</td>
<td><a href="http://www.americanimmigrationcouncil.org">www.americanimmigrationcouncil.org</a></td>
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<tr>
<td>Pérez, Zeren Jaimes</td>
<td>Removing Barriers to Higher Education for Undocumented Students</td>
<td>Center for American Progress, January 2015</td>
<td><a href="https://www.americanprogress.org/">https://www.americanprogress.org/</a></td>
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<td>Pérez, Zeren Jaimes</td>
<td>States Must Expand Higher Education Opportunities for Undocumented Students</td>
<td>Center for American Progress, March 13, 2015</td>
<td><a href="http://www.americanprogress.org/issue/">http://www.americanprogress.org/issue/</a></td>
</tr>
<tr>
<td>Mulhern, Kaitin</td>
<td>Study finds undocumented students face unique challenges</td>
<td>Inside Higher Education, January 26, 2015</td>
<td><a href="http://www.insidehighered.com">http://www.insidehighered.com</a></td>
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## Additional References

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<tr>
<td>Hooker, Sarah, Margie McHugh, and Angelo Mathy</td>
<td>Lessons from the Local Level, DACA’s Implementation and Impact on Education and Training Success</td>
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<td>MPI, Migration Policy Institute, Published on migrationpolicy.org, February 25, 2015</td>
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<td>Oregon Student Association, Support SB 932, Access to Opportunity, 2015</td>
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<td>Kohut, Andrew</td>
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<td>Pew Research Center, February 4, 2015</td>
<td><a href="http://pewresearch.org/fact-tank/2015/02/50-years-later-americans-give-thumbs-up-to-immigration-law-that-changes-the-nation/">http://pewresearch.org/fact-tank/2015/02/50-years-later-americans-give-thumbs-up-to-immigration-law-that-changes-the-nation/</a></td>
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<tr>
<td>Anderson, Monica, Mark Hugo Lopez, and Molly Rohal</td>
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<td>Pew Research Center, Numbers, Facts, and Trends Shaping the World, Washington, D.C., April 6, 2015</td>
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Literacy Training is for individuals that need to know the basic laws and situation of undocumented immigrants. The session normally is scheduled for 90 minutes. It includes only the following:

- Opening Remarks
- Self-Administered Knowledge Inventory
- Project Goals & Objectives
- Social Context
  - Policies, Numbers, Pathways, Political and Legal Context
- AB 540 Overview
  - AB 540/AB 2000
  - California Dream Act
  - California Laws
  - Deferred Action
  - Federal D.R.E.A.M. Act
- Self-Administered Impact Inventory
- Evaluation & Adjourn

The same Self-Administered Knowledge Inventory is used. It establishes the base line of knowledge for the trainee. At the conclusion of the training, the Self-Administered Impact Inventory can be used to allow the trainee to reflect on action items that could be follow up upon return to their respective units, department, division. Neither of the documents are collected or shared by the trainees.

An Evaluation form is collected to assess the training.
Below are a number of statements for you to use to reflect on the impact of the information presented during today’s training session. Reflect on each item and write down the thoughts that come to you. This information is yours and you do not have to share it in the training.

Does this information affect your work? If it does, how does it? If not, why not?

Do I believe that undocumented students should be allowed to go to college?

If I disagree with the AB 540 law, can I accept that I still have to provide service to undocumented students as I would with any student?

Is the campus prepared to help undocumented students succeed in college?

Are there things that my department can do to better serve undocumented students?

Are there things my department and I can do to better serve undocumented students?

To whom would I need to speak with about my ideas? By when?

I will make the following recommendations by___________(date) to ____________________ (name) that more effectively serve undocumented students:

(Use reverse side if needed)
AB 540 Literacy Training Evaluation

Below are a number of statements for you to use in evaluating the instruction and materials presented during our training session today. Rate each item on a scale of 1 (strongly disagree) to 5 (strongly agree).

**SD**
1 - 2 - 3 - 4 - 5

**SA**
1 - 2 - 3 - 4 - 5

What I learned from this session is important for university personnel to know.

Overall, the information presented is useful to me in my work.

What I learned in this session will be helpful and beneficial to my department.

The presenters were knowledgeable and well-prepared.

The presenters were effective in presenting the information to me.

After attending this training I feel that I have a better understanding of AB 540 and other undocumented student issues and concerns.

After attending this training I feel that I have a better understanding of issues associated with improving AB 540 and other undocumented student success.

The training was helpful in educating me about responding to the needs of AB 540 and other undocumented students.

I learned I can help improve services for AB540 and other undocumented students.

The training helped me to identify practices that may need to be modified to improve undocumented student success and I plan to follow-up with recommendations to my supervisor.

What was the most valuable thing you gained from today’s session?

What else should be included in the training?

Would you recommend this training to others?

Additional Comments (write on other side as needed):