Retention and Post-Graduation
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Before we begin: Please tell us who you are!

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Facilitators

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U-FLi Center @ Brown

- The Undocumented, First-Generation College and Low-Income Student Center (U-FLi Center), founded in the fall of 2016, is a communal, learning, and advocacy center for members of the Brown community who identify with the undocumented, first-generation college and/or low-income student experience (U-FLi).

- The U-FLi Center aims to contribute to the endurance of U-FLi students by providing them with a dedicated space, programming, and advising that values their lived experiences as they navigate an elite, historically white institution and acknowledges the impact of the current socio-political climate on their academic well-being.

- Frameworks
  - Community Cultural Wealth
    - Aspirational, navigational, social, linguistic, familial, and resistant capital
  - Equity-Asset Based Approach
Retention Practices

● Consult w/ Graduate School & School of Professional Studies

● Migration Studies Initiative
  ○ Bridge between academics & center, migration-related issues
  ○ Networks & Connection

● Wellness & Community Programming
  ○ Graduate Coordinator
  ○ Programming
    ■ Sharing Stories, Creating Change: A Dinner Event with Undocu-Migrant Scholars
Office For Graduate Diversity: @ UC-Berkeley

Inclusive Excellence Hub:

- First campus-wide community space dedicated to UC Berkeley historically excluded Graduate students

- Offerings:
  - Study, reading, and meeting spaces
  - Student-centered programming
    - Community building opportunities
    - Dissertation Writing Workshops
    - Professional Development workshops
  - Lactation and family room
UndocuGrads seeks to address the unique challenges faced by undocumented graduate students and create a space where students can thrive academically and professionally regardless of immigration status.

- **UndocuGrads offerings:**
  - Community Engagement
  - Funding support + legal support in partnership with USP
  - DCF + TBB fellows
  - Monthly Wellness Support Circles
CASE STUDY 1
Retention
Clare is completing her master's in teaching, a one-year program in Rhode Island.

One of the degree requirements for the program is for students to obtain teaching credentials.

They are undocumented without DACA.

Rhode Island doesn't allow undocumented immigrants to obtain professional or occupational licensure.

Clare is concerned about fulfilling the graduation requirement. What are your next steps?
Best Practices (jamboard)
CASE STUDY 1
VARIATION
Retention
Clare is completing her master's in teaching, a one-year program in Rhode Island.

One of the degree requirements for the program is for students to obtain teaching credentials.

When Clare was a first-year undergrad, she received university-provided (free) immigration legal services.

Through these services, Clare was able to apply for Special Immigrant Juvenile Status (SIJS) and now has employment authorization.
Best Practices (jamboard)
CASE STUDY 2
Retention
Adrian is completing their Ph.d program in Education
Adrian is an AB540 student without DACA
Adrian is in their 3rd year Ph.D program and is now required to teach as part of their program requirements
Teaching requires employment authorization
How would you support Adrian in their career path?
Best Practices (jamboard)
Professional Licensure

- Some professions require a license
  - Examples include dentists, doctors, lawyers, veterinarians, barbers, manicurists, and others
- Rules around professional and occupational licensure vary by state
- Some states offer licenses without regard to the immigration status of the applicant
- Some states allow licenses to individuals with work authorization
- Silver lining: because licensing laws vary by state, there is room for advocacy
Inclusive Access to Healthcare Professions
Content Advisory

We will address the likelihood that DACA will end.

Please take care of your needs—leave the room, take a breath, ask for support.
Unfortunately, DACA was never intended to be a permanent solution, and the ongoing litigation challenging the program will likely permanently end the program and its related employment authorization, likely as early as 2025.

Some undocumented medical students and residents currently have work authorization via the DACA program.

Not all medical schools are accessible and equitable for undocumented students.

Some medical schools work to be inclusive of undocumented medical students and students with DACA.
  - Those schools typically admit students with DACA.
However, even if accepted to medical school, undocumented students will face an insurmountable hurdle in pursuing a career as a physician.  
- Post-graduate training (residency) for medical school graduates is required for licensure as a doctor.
- Medical residents are treated as employees of the institution at which they match for residency, and so must have work authorization.
- In 2023, 2,685 residency spots remained unfilled during the main match process.
- After the Supplemental Offer and Acceptance Program, 227 spots remained unfilled.
  - Undocumented medical residents could fill these spots.
In California, Senate Bill 1159 allows undocumented individuals to apply for and obtain a medical license, and so a licensed physician who is undocumented without work authorization may work as an independent contractor but not as an employee.

Not all states allow undocumented individuals to practice medicine.
● There is a national shortage of physicians.
● When doctors share both language and culture with their patients, there are 1) a reduction in serious safety concerns (including physical harm to patients caused by physician acts or omissions) and 2) improved patient outcomes.
● Undocumented physicians who speak non-English languages may better serve patients.
While the focus here is on medical residency, dentistry and other health professions have residency requirements that similarly make pursuing those careers difficult for undocumented individuals.

We recommend convening additional working groups to identify solutions to these barriers.
CASE STUDY 3
Pre-Med Student
- Roy is a third-year, pre-med biology major in California. He is undocumented without DACA.
- He plans to pursue a career in medicine in California, with a goal of attending medical school in New York.
- The pre-med group at his university doesn’t know how to advise undocumented individuals.
- His heart is set on medical school, but he is unsure about the following:
  - Which medical schools, if any, will accept him?
  - Can he participate in medical residency?
  - What are his options if he doesn’t complete residency?
Best Practices

Please use the jamboard!
Ari is a fourth-year Political Science Major at your university/college. They are undocumented without DACA.

They are pre-law and want to attend law school with the goal of working someday as a public defender.

You are their career counselor/advisor. What should they consider with respect to their career journey?
Best Practices

Please use the jamboard!
Contact Information

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Reminder: Large Group Picture Outside of The Building