

# California Community Colleges **Dreamers Project**

Strengthening Institutional Practices  
To Support Undocumented Student Success

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## **COMPLETE REPORT**



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California  
Community  
Colleges



FOUNDATION *for* CALIFORNIA  
COMMUNITY COLLEGES

**IMMIGRANTS  
RISING**  
TRANSFORMING LIVES THROUGH EDUCATION

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## INTRODUCTION

The largest system of higher education in the nation serving over 2.1 million students, California Community Colleges (CCC) are designed around the idea that higher education should be available to everyone. With low tuition and a longstanding policy of full and open access, CCCs are an accessible entry point to degree programs and a feeder for the state's workforce. The Campaign for College Opportunity 2018 Report Card notes that by 2030, California will likely have a shortfall of 1.65 million college degrees and credentials needed for an educated workforce that keeps California's economy and its global standing strong.<sup>1</sup> With an estimated 50,000-70,000 undocumented students enrolled at CCCs, and an estimated 80% of undocumented adults in California not having attended college, the system has an opportunity to meet its workforce demands and serve its communities by improving enrollment, retention, and graduation of undocumented students.<sup>2</sup>

In today's tense political climate, the fate of undocumented students within U.S. higher education has gained national attention. Undocumented immigrant youth, collectively known as DREAMers under the Development, Relief, and Education for Alien Minors (DREAM) Act introduced in 2001, must navigate a web of challenges in accessing higher education opportunities, complicated by their non-citizen status, national and state laws, institutional policies, and differing levels of campus support. To be as inclusive as possible, the term undocumented students will be used in lieu of Dreamers throughout this report.

As institutions of higher education continue to enroll undocumented students, colleges and universities must build institutional capacity for their success by creating and implementing comprehensive policies and practices aligning with their institutional mission and vision. Facilitating equal access, affordability, and establishing academic support systems throughout all institutions of higher education has the potential to benefit all.

This report discusses the state of CCC undocumented students, incorporating findings from a landscape analysis to identify shared challenges in serving this vulnerable population. Recommendations about how to better serve undocumented students, paired with promising practices already underway, are provided for implementation at the individual, group, and institutional levels for systemic change that benefits California.



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1 Campaign for College Opportunity, Report Card, 2018.

2 Campaign for College Opportunity, Higher Education Affordability for Undocumented Students in California, 2018.

Butterfly image above credited to: Favianna Rodriguez  
website: <https://favianna.com/>

## CHANCELLOR'S OFFICE HISTORY OF SUPPORT OF UNDOCUMENTED STUDENTS

The California Community Colleges Chancellor's Office (CCCCO) has a long history of supporting undocumented students, dating back to the 2001 passage of AB 540. Following the Trump Administration's September 2017 announcement to rescind the Deferred Action for Childhood Arrivals program (DACA), the Chancellor's Office took swift action to advocate for undocumented students, including passing a resolution in support of DACA recipients and calling on Congress to preserve the program, maintaining a webpage with briefings, encouraging students to apply for emergency DACA renewal funds, and declaring a week of advocacy.<sup>3</sup>

In September 2018, the Board of Governors declared October 15-19, 2018 as "Undocumented Students Week of Action." A student-led campaign coordinated activities and resources to advocate for permanent DACA codification including a pathway to citizenship alongside student support and resources. The Chancellor's Office again demonstrated its ongoing support by encouraging its campuses and partners to participate in the week of action by increasing awareness and circulating resources for undocumented students.<sup>4</sup>



<sup>3</sup> California Community Colleges Resources for Undocumented Students, <https://bit.ly/2vC3BsR>

<sup>4</sup> Press Release: California Community Colleges Continues Advocacy for Undocumented Students, October 9, 2018, <https://bit.ly/2DryZAH>

## CALIFORNIA COMMUNITY COLLEGES DREAMERS PROJECT OVERVIEW

Understanding and anticipating the threat to undocumented students under the Trump administration, the CCCCCO partnered with the Foundation for California Community Colleges (Foundation) to request and procure funding in October 2017. The California Community Colleges Dreamers Project is supported by a grant from The James Irvine Foundation<sup>5</sup>. A collaborative effort between the CCCCCO, Immigrants Rising, and the Foundation, the project lays the groundwork for a longer-term program or initiatives to meet undocumented students' needs. The project includes a landscape analysis undertaken through an online survey of community colleges and four regional meetings, as well as guidance from an Advisory Group and a final report submitted to the CCCCCO.

### Project Goals

1. To initiate a collaborative planning process that allows the CCC system to respond nimbly to the evolving needs of undocumented students given recent changes to and uncertainties about DACA policies.
2. To elevate promising practices and resources that help colleges better serve their undocumented students, and also identify and address shared challenges.

By bringing together diverse voices in a collaborative planning process, the system will be better positioned to ensure continuity of student success. Additionally, this report provides colleges with promising practices to increase institutional support to help undocumented students and their families understand the resources available to them on campus and in their surrounding communities. Diverse funding streams including philanthropic will be sought for additional support and implementation.

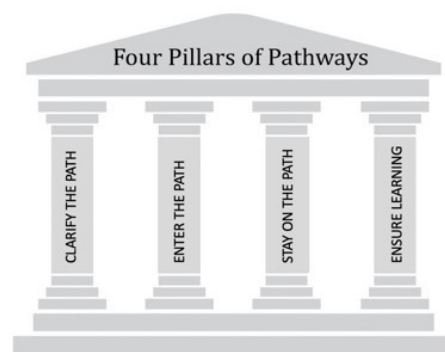
<sup>5</sup> The opinions expressed in this report are those of the authors and do not necessarily reflect the views of The James Irvine Foundation.

## Alignment with Existing System Initiatives

The original purpose of the Dreamers Project was for the CCC system to effectively respond to the impact of DACA on undocumented students. Undocumented students face multiple system barriers beyond the threat of losing these protections, necessitating a more comprehensive approach. Therefore, the project shifted to more broadly address the most pressing challenges facing undocumented students' ability to pursue and continue their postsecondary education. It also directly aligns the project to the CCC system's strategic vision, *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*, released in July 2017 and funded in part by The James Irvine Foundation.<sup>6</sup>

The *Vision for Success* goals seek to increase the number and percentage of students who reach a defined educational goal while decreasing the time and costs to do so. It also seeks to eliminate achievement gaps experienced by some students and regions. In particular, the Vision for Success focuses on the success of traditionally underrepresented groups, to include undocumented students.

Better serving undocumented students can be integrated into the four pillared Guided Pathways framework (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning) in support of the Vision for Success. Guided Pathways can be used to map out undocumented students' pathways to success, including clarifying curricular pathways to and from community colleges, raising awareness of financial support and information protection, improving direct services to ensure retention, and offering opportunities to further develop as students and professionals.



The Student-Centered Funding Formula provides funding based on enrollment (base allocation), equity (supplemental allocation), and student success (student success allocation),<sup>7</sup> and it is one of many tools being used in Vision for Success implementation. The supplemental allocation provides additional funding for students receiving an AB 540/SB 68 waiver, the majority of whom are undocumented students. If an AB 540/SB 68 student is also eligible for the Promise grant and over 25 years old, the district would receive a second allocation. Having the proper tools to identify and match undocumented students with available resources, is vital for gaining access to new funding and student retention.

## Methodology of Survey & Regional Meetings

The CCC Dreamer Project consisted of:

1. Creation of a Dreamer Advisory Group (DAG);
2. Development of a quantitative survey, The California Community Colleges Dreamers Survey; and
3. Regional meetings across the state with Undocumented Student Advocates from the California Community Colleges.

<sup>6</sup> Vision for Success, <https://vision.foundationccc.org/>

<sup>7</sup> Non-Technical Student Centered Funding Formula Frequently Asked Questions, [http://extranet.cccco.edu/Portals/1/CFFP/Fiscal\\_Services/SCFF/NonTechFAQsAugust17Version.pdf](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/SCFF/NonTechFAQsAugust17Version.pdf)

## **Dreamer Advisory Group**

The Dreamer Advisory Group was formed to identify the most pressing concerns and challenges facing undocumented students and colleges; resources for eligible students; and effective strategies for college implementation. The 14-member advisory group was comprised of a college president, two CCC student advocates, a Dream Resource Center consultant, two Dream Resource coordinators, an UndocuAlly trainer, members of the Chancellor's Office governmental relations team, an immigrant rights activist, an immigration legal expert, and the Director of Higher Education from Immigrants Rising. The group convened on three occasions between September 2018 and January 2019 to guide work, advise on priorities, analyze survey and regional meeting data, and champion the final recommendations and report.

## **CCC Dreamers Survey**

A comprehensive 52-question online survey was developed by project partners to gain a clear, data-driven understanding of how colleges currently serve undocumented students and how the CCCCCO can reinforce and bolster those efforts. The survey requested information about the college's campus and district, undocumented students, primary contacts, resource centers, student services and organizations, faculty and staff training and advocacy, departmental websites and contact information, student data, visible support, institutional challenges and promising practices, and future regional meeting interest. Refer to the appendix for a full list of survey questions.

On September 10, 2018, the CCCCCO and project partners began distributing the survey via email to community colleges, and multiple reminders were sent to increase completion rates. Colleges were encouraged to have more than one individual complete the survey, particularly those most knowledgeable about services for undocumented students. The survey closed on November 16, 2018.

Immigrants Rising conducted data analysis of the 212 valid responses received. A total of 111 CCCs completed the survey, a 97 percent response rate, and responses were analyzed per institution and respondent. Individual responses were designated as the institutional response if the individual was indicated as the point person on the survey or because the survey had the most complete responses. Despite reminders from different parties, three colleges did not respond to requests to complete the survey.

## **CCC Dreamers Project Regional Meetings**

The regional meetings created space for identification of challenges and elevation of promising practices that support CCC undocumented students. Although not formal focus groups, the meetings were held for exploratory purposes to better understand the landscape of support. They also served as a place to connect those supporting undocumented students. Four regional meetings were hosted across the state between October 9, 2018 and November 14, 2018, covering Northern California and the Bay Area, Los Angeles and the Imperial Valley, San Diego, and the Central Valley. Meetings were held at Berkeley City College, Mount San Antonio College, San Diego City College, and Fresno City College respectively.

A total of 87 representatives participated from 50 colleges. Individuals were invited to participate through the survey as well as referrals from colleagues. The majority of participants were counselors, deans, coordinators, undocumented student leaders, and directors from departments including student services, equity, financial aid, admissions, Extended Opportunities Programs & Services (EOPS), dream resource centers, and student leaders from the host campus, who participated in every meeting. Participation from all 114 colleges was unlikely, due to scheduling or convenience issues.

## INSTITUTIONAL CHALLENGES IN EFFECTIVELY SERVING UNDOCUMENTED CCC STUDENTS

Six main categories of challenges related to serving undocumented students surfaced through the research, including:

1. Inadequate ability to outreach to undocumented students and protect student data
2. Insufficient institutional support/campus wide training
3. Need for dedicated stakeholders, staff, and space at each campus
4. Need for better access to financial support
5. Need for increased student engagement and direct services to increase student retention
6. Need for definitive guidance from CCC Chancellor's Office

While these challenges have been validated, participants recommended triangulating the data with an undocumented student survey and focus groups to best identify specific needs and build collaborative solutions that would increase student retention.

To build systemic solutions, it is imperative that there is an understanding of the challenges undocumented students face in earning certificates, associates degrees, and/or transferring to a four-year university as well as challenges educators face in best serving these students. Following that understanding comes development of processes and policies to reduce institutional roadblocks to increase enrollment and graduation rates.



Information from the survey and regional meetings illustrated the importance of conducting cross campus events, showing that several challenges had been addressed, at least to some level, by other campuses. However, even institutions that have built creative solutions are still struggling to ensure those solutions are both scalable and sustainable. Therefore, each challenge below is paired with recommendations developed through careful data analysis and refined by the Dreamer Advisory Group. In addition, below we highlight promising practices from the field to provide possible solutions. A number of different parties will need to collaborate to create systemic change, including the CCCCO, legislators, philanthropic organizations, administrators, faculty, staff, and student leaders, thus the following recommendations are directed to the spectrum of interested parties to collectively move their colleges to the next level.



## CHALLENGE 1

### Inadequate Ability to Outreach to Undocumented Students and Protect Student Data

#### Identifying Students

Survey data revealed that one of the most significant challenges CCCs face in effectively serving undocumented students is an inability to identify incoming and current students. More than three quarters of participating colleges indicated that that calculation of undocumented students was done by counting AB 540/SB 68 Nonresident Tuition Exemption Affidavits on File, which is problematic for several reasons:

1. Not all undocumented students are eligible for AB 540 or SB 68;
2. Not all students who are eligible actually fill out an affidavit; and
3. Citizens and eligible noncitizens are both required to fill out the affidavit.<sup>8</sup>

The second most frequent calculation method is through counting the number of California Dream Act applications (CADAA) on file. However, not all students who attend CCCs fill out the CADAA, and many colleges do not require the CADAA to receive the CA Promise Grant. The third most frequent calculation method is through data from the Office of Institutional Research, but in most cases those data are not available to individuals working directly with undocumented students, including Dream Center coordinators, counselors, admissions and records, and financial aid. Additionally, a number of participating colleges specifically stated that they did not collect these data, and a high number of colleges skipped this question.



Student queries provide a more accurate number of undocumented students on each campus and can capture students who might meet eligibility for AB 540/SB 68 and/or those who did not file a CA Dream Act application. Queries also provide a safer way to conduct outreach to undocumented students because they can easily filter out sensitive information, and offer a more secure way of storing information that is not dependent on a student database. They also remove the burden of having students self-identify and allow schools to be more proactive in providing support directly. Nonetheless, only a few survey participants indicated using the query method.

Accurately identifying undocumented students makes it easier for colleges to connect them to relevant resources and services. Without an institutional approach to identify undocumented students, CCCs cannot effectively provide support nor achieve increased enrollment goals.

<sup>8</sup> Benefits from AB 540/SB 68 are available to undocumented individuals, individuals with nonimmigrant visas, citizens, and legal permanent residents.

## Using Protections When Identifying Students

Student data within California colleges and universities have additional layers of protections beyond the standard FERPA regulations, which indicate that student data cannot be released without the student's permission, except in very specific circumstances. "Guidance and Model Policies to Assist California's Colleges and Universities in Responding to Immigration Issues"<sup>9</sup> increased FERPA protections by providing specific guidelines each campus must take to ensure student data cannot be used for immigration enforcement purposes.

However, survey findings indicated a lack of knowledge among campus personnel and students regarding the rights and responsibilities of higher education institutions to protect student data. Need for greater awareness in this area is heightened by the current political climate. Despite these new policies, only 26 participating CCCs reported conducting a student record protection training in the past year. Furthermore, only 50 of the participating CCCs indicated awareness of the mandatory annual notice or email sent to enrolled students. Forty-one of the participating colleges reported having signage within the admissions or financial aid offices regarding student data protection.

## Outreach

At every regional meeting, participants indicated that the difficulty colleges faced in identifying and conducting outreach to undocumented students was a primary concern. When college-ready undocumented students are not made aware of in-state tuition, financial aid, and student protections, they do not enroll due to the cost of non-resident fees, an inability to pay for college, and/or fear. In turn, many students cannot begin their academic journeys in higher education, and colleges miss out on vital funds such as the new supplemental funding state-based financial aid and private scholarship dollars.

Additionally, the financial barrier causes some students to stop attending altogether without properly withdrawing, leading to an outstanding balance that could prevent them from re-enrolling. With effective outreach strategies for reaching undocumented students provided to both high school and community college personnel, these numbers could be reduced. For example, presentations to a wide range of institutions (i.e., high schools, vocational schools, etc.) would allow colleges to reach prospective students and become known for being undocu-friendly.

Outreach should be varied depending on campus climate and need. Passive outreach does not require active identification of undocumented students and has the potential to reach more individuals. An example would be placement of undocu-specific flyers in offices with high traffic to promote resources and services, which does not require students to reveal their status.

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9 CA Attorney General Website: <https://oag.ca.gov/sites/all/files/agweb/pdfs/immigration/higher-education-guidance.pdf>

## Inadequate Online Support

Colleges can also leverage their online presence as another form of outreach. The internet is often the first place prospective and current students look for information. The lack of uniformity regarding online information for undocumented students at the CCCs became apparent through the survey. While the majority of participating CCCs (75%) do include some level of information, there is a wide spectrum of information (accuracy, timeliness, and depth) provided regarding AB 540/SB 68/in-state tuition, the CA Dream Act, and more. Furthermore, 25% of participating colleges did not indicate having any website information.

Colleges with a strong online presence for undocumented student services include both a dedicated webpage and relevant information in individual department pages. For example, a school's website may include a CA Dream Act section on its financial aid page and AB 540/SB 68 information on its admissions page, as well another page for its Dream Center. Some colleges have developed excellent templates highlighted in the promising practices section below that could be replicated.

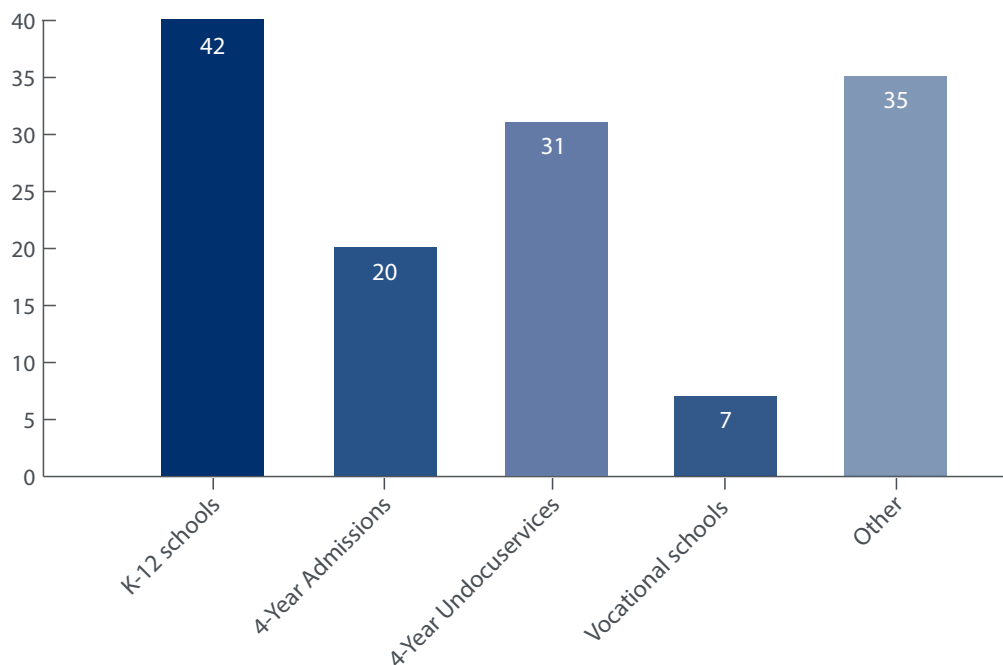
## Need for Academic Pipelines

Navigating the intricacies of going to college remains a pressing challenge for undocumented students, evidenced by the regional meeting and survey participant references to the importance of strengthening academic pipelines between K-12 schools, vocational schools, and noncredit programs. Only 42 of participating CCCs have access programs for undocumented students from K-12 schools, and just 7 have an access program with a career or technical school. The passage of SB 68 expanded options for in-state tuition beyond high school (AB 540), rendering a need to broaden career/technical school, adult school, and non credit program pipelines.

Research findings indicated that targeted support for undocumented student transfers is also needed, as the application process and four-year university funding are quite different from the CCCs and only a small percentage of undocumented students eventually transfer. Survey results showed that only 31 of participating CCCs have pipeline programs with a four-year undocumented student center or program and just 20 have pipeline programs with four-year admissions personnel.

## Academic Pipelines With CCCs

Number of Colleges



## RECOMMENDATIONS & PROMISING PRACTICES

### Improve Identification, Student Data Protection, and Outreach

Reduce equity gaps in undocumented student enrollment by building pathways that increase service awareness and reduce fear.

<p>a. Institutionalize methods to effectively conduct outreach to current and incoming undocumented students, while protecting student data, to make them aware of appropriate resources.</p>	<p><b>Bakersfield College</b> uses an <a href="#">early identification process</a> (See Appendix) using Management Information Services (MIS) and CCCApply data elements to identify incoming undocumented students. Once identified, its outreach department connects students with campus resources and works with other departments to ensure a smooth student transition.</p> <p><b>Skyline College’s Dream Center sign-in form</b> anonymously tracks the number of and reason for visits. A Google form on a stationary tablet only requires students’ initials and records number of visitors and usage.</p>
<p>b. Increase current and prospective students’ awareness of FERPA and SB 54 protections as outlined in the model policies created by the Attorney General (AB 21).</p>	<p><b>San Diego City College</b> co-hosted an event with the California Immigrant Policy Center <b>to publicize the protections under SB 54</b> among undocumented students and community members.</p>
<p>c. Implement and strengthen outreach and academic pathways at high schools, adult schools, career education programs, and transfer institutions.</p>	<p><b>Mt. San Antonio College</b> uses an <b>outreach folder with undocu-specific campus and community resources</b> when doing informational, high school-based workshops.</p> <p><b>Fresno City College</b> has strong <b>partnerships with local high schools</b> and conducts outreach to recent high school graduates about its Dream Center services.</p> <p><b>Cypress</b> and <b>Fullerton Colleges</b> collaborate with <b>North Orange Continuing Education (NOCE)</b> to build a <b>pipeline for continuing education students</b>. NOCE also provides counseling to transition its students from non-credit to credit courses.</p>
<p>d. Campus administration should promote an inclusive and welcoming campus through usage of supportive, multilingual signage, as well as incorporation of undocumented student resources and protections in the college’s catalog, class schedules, and all course syllabi, etc.</p>	<p><b>Southwestern College</b> and <b>Monterey Peninsula College</b> employ <b>well-known symbols like the monarch butterfly in posters</b> to promote campus-wide support of undocumented students.</p> <p><b>Los Angeles Pierce College</b> includes information about AB 540 and the CA Dream Act in its <a href="#">General Catalog</a> (See Appendix).</p> <p><b>Miracosta College</b> provides a <b>syllabus blurb</b> for UndocuAlly trained faculty to demonstrate their support and share campus resources: <i>“I am an unapologetic and unafraid trained ally to undocumented students and their families. Please do not hesitate to contact me should you have questions or concerns about your status or would like guidance toward resources to ensure your success.”</i></p> <p><b>Sacramento City College</b> promotes a <a href="#">“Steps to Success for Undocumented and AB 540 Students”</a> (See Appendix) that includes an enrollment process checklist, terminology, and additional resources on campus.</p>

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e. Mandate that all campuses have at least one webpage with key resources to foster enrollment and retention of undocumented students.

**Cosumnes River College's Dream Center [homepage](#)** publicizes its services, provides news updates, and links to other campus and community resources, and its [district's dedicated undocumented student webpage](#). Its [admissions](#), [financial aid](#), and [residency](#) pages include information about in-state tuition and the CA Dream Act.

**Cabrillo College's [Dream Resource Program](#)** page features its services and provides legislative news, scholarship and transfer information, and resources for faculty and staff. Its website also provides information such as [AB 540 exemptions for high school students](#) and [protections under FERPA](#).

**Santa Rosa Junior College's** website contains a [dedicated Dream Center](#) page and also includes AB 540 information in [admissions](#), [financial aid](#), and [Extended Opportunities Program and Services \(EOPS\)](#).

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## CHALLENGE 2

### Insufficient Institutional Support/ Campus Wide Training

Campus climate is a strong barometer of institutional support, and climate is directly affected by existent or non-existent campus policies, knowledge of campus front-line staff, faculty, and administrators regarding supportive legislation and available services for undocumented students, and regional factors. Survey data indicated a dramatic disparity in the level of institutional support available across the 111 participating colleges.

“**My college is a member of a citywide sanctuary task force coordinated by the mayor’s office.**”

Due to California’s geographic diversity, many regional factors affect each campus’ level of support for undocumented students including but not limited to local ordinances that support or marginalize immigrant communities and the presence of anti- or pro-immigrant sentiment. Of survey participants, 42% categorized their city or town as friendly/open to undocumented students; 58% categorized their city or town as mixed; and 5% categorized their city or town as hostile. Quotes from survey participants that show the spectrum of support are displayed on this page.

“**Our districts and cities are sanctuary cities, but our campuses do not truly have set undocumented student services.**”

Regional factors directly influence how demonstrative CCCs can be in showing support for undocumented students. However, CA state laws and educational codes require that all CCCs build institutional practices that are nondiscriminatory and effectively promote the availability of in-state tuition, state-based financial aid, and access to all students - regardless of immigration status.

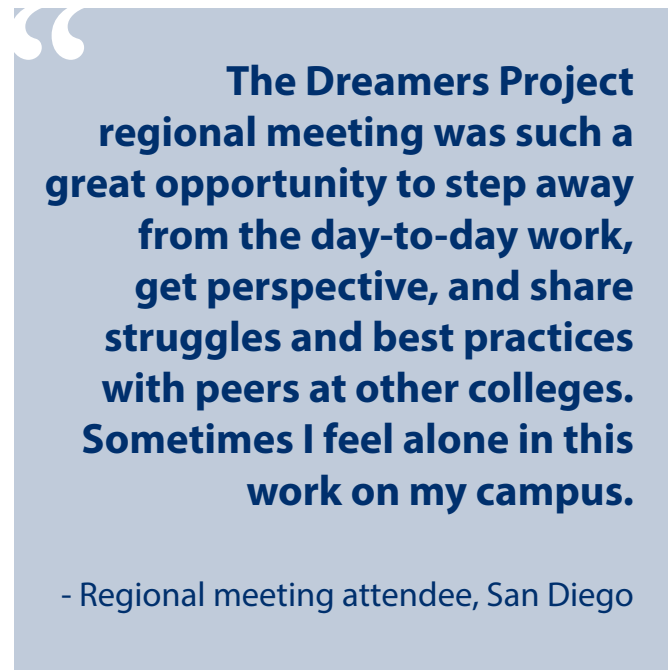
The vast majority of faculty, staff, and administrators within the CCC system remain unaware of, or provide incorrect information about, AB 540/SB 68, the California Dream Act, DACA, and available scholarships and support for undocumented students. While the number of individuals who have received training on these issues has increased over the past five years, only 4% of the CCC staff, faculty, and administrators at participating colleges have been trained.

“**Our city just voted to be a non-sanctuary city.**”

California public and private universities have used UndocuAlly trainings and department specific training for faculty, staff, and administrators. Generally, UndocuAlly trainings are offered to the entire campus population, but individuals self-select to participate. Survey data indicate that 70 of the participating CCCs reported offering UndocuAlly trainings, and 46 colleges reported that an estimated 3,682 individuals had been trained. It is important to note that these trainings varied widely in terms of content, length, etc. Comparatively, 30 participating colleges indicated not having hosted UndocuAlly trainings, and 11 participating colleges skipped the question.

Department specific trainings are offered to an entire department to strengthen their ability to create and/or improve departmental practices and better serve undocumented students overall. UndocuAlly trainings tend to attract staff, faculty, and administrators already committed to supporting undocumented students, whereas departmental trainings target personnel from admissions and records, financial aid, outreach, and counseling who are often the first point of contact for undocumented students and therefore need far more hands-on training. Of participating colleges, 37 reported hosting departmental trainings reaching 11 different departments: academic senate, administrators, admissions, associated students, counseling, EOP&S, enrollment, financial aid, new faculty, student ambassadors, and student services. Departments that received the highest number of field specific trainings included counseling, student services, and financial aid. None of the participating colleges indicated training for mental health professionals, and only three colleges identified field specific trainings for admissions and records.

One of the major findings from the regional meetings was the importance of professional development to identify shared challenges, obtain specialized training and support, and participate in cross-campus learning opportunities. Most participants indicated they had not had this type of professional development prior to the regional meetings and expressed interest in having them continue.



**The Dreamers Project regional meeting was such a great opportunity to step away from the day-to-day work, get perspective, and share struggles and best practices with peers at other colleges. Sometimes I feel alone in this work on my campus.**

- Regional meeting attendee, San Diego

## RECOMMENDATIONS & PROMISING PRACTICES

### Increase Staff Training & Support: Ensure all CCC personnel are adequately trained to build institutional practices that promote compliance with California state laws and educational codes.

<p>a. Institutionalize consistent and up-to-date training at individual colleges (annually, at minimum) for faculty, staff, administration, and Board of Trustees to ensure the necessary knowledge, competency, and skills to effectively serve undocumented students.</p> <p>i. Provide trainings for financial aid, admissions &amp; records, cashier, outreach, counselors, career center, faculty, campus police, and mental health/wellness professionals as well as Student Senate members each semester or quarter.</p> <p>ii. Require trainings as part of onboarding process for new employees to adequately support undocumented students and ensure cultural competency.</p> <p>iii. Ensure all college departments are aware of institutional rights and responsibilities pertaining to FERPA, SB 54, and model policies (AB 21) to enable them to implement procedures to proactively protect students and inform them of their rights and available protections.</p> <p>iv. Provide annual report to CCCCO on number of trainings and participants.</p>	<p><b>College of Marin</b> and <b>El Camino College</b> have invited <b>Immigrants Rising to lead</b> regular and up-to-date UndocuAlly trainings.</p> <p><b>Monterey Peninsula College, Cerritos College,</b> and <b>Chaffey College</b> offer <a href="#">UndocuAlly trainings</a> (See Appendix) during <b>flex days</b> to encourage staff participation.</p> <p><b>Laney College</b> hosts a <b>district-wide UndocuAlly training</b> as part of its faculty professional development.</p> <p><b>College of the Canyons, Ohlone College, Cañada College,</b> and <b>San Diego Continuing Education</b> conducted a <b>Student Records Protections (FERPA/SB 54) training</b> for faculty and student-facing staff this academic year.</p>
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- b. Provide ongoing professional development and support for counselors, Dream Resource Center coordinators, and other staff supporting undocumented students including but not limited to:
- i. Identifying subject-matter experts to provide up-to-date resources and education for front-line staff regarding in-state tuition (AB 540/SB 68), financial aid, data protection, mental health, etc.
  - ii. Partnering with local mental health practitioners to provide support to address second hand trauma.
  - iii. Initiating cross-campus learning and networking through consistent ongoing regional meetings.
  - iv. Promoting a systemwide digital hub to address training needs and promote promising practices.

**Miracosta College** hosts UndocuAlly trainings with Dr. Elena Macias ([ab540.com](http://ab540.com)), using a **train the trainer model** that elevates campus understanding of undocumented student issues and expands training capacity.

**Immigrants Rising** provides an [educational resource binder](#) with accurate, up-to-date information to increase college access and undocumented student success. Its [website also features different resources](#) on attending and paying for college, entrepreneurship, immigration policy, and arts and empowerment.

Available at no cost through the CCC Student Mental Health Program, the [Kognito training simulation](#) helps **educate faculty, staff, and students** about promising practices in supporting students struggling with psychological distress.

The **four regional meetings organized through the CCC Dreamers Project** gave undocumented student advocates from many campuses the opportunity to come together, identify common challenges, and elevate promising practices.

The [Vision Resource Center](#) is an online hub for all CCC members, and it includes communities (or forums) to facilitate collaboration and knowledge sharing. Users can join a specific community for supporting undocumented students.

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## CHALLENGE 3

### Need for Dedicated Stakeholders, Staff & Space at Each Campus

#### Undocumented Student Task Force

Another important component of expanding institutional support for undocumented students to fully integrate into college is through the creation of a campus-wide task force. A task force allows the campus community to increase awareness of issues faced by undocumented students and build interdepartmental cohesion to address institutional barriers and create a more undocu-friendly campus climate. When support for undocumented students takes place in isolated pockets, it is harder for them to become aware, or take advantage of, the available services, and it's much harder for the colleges to develop solutions that address institutional roadblocks.

A growing number of participating CCCs (48 colleges) did report the presence of an Undocumented Student Task Force, including both task forces that were formally appointed by administration and those formed by small groups of individuals. Almost half of reported task forces were formed in 2017 or 2018. However, many participating CCCs reported not having a task force (50) or did not answer the question (16).

“ **I try my best to help students with outside scholarships, legal resources off campus, emotional support and other resources that may be beneficial, though it becomes difficult at times because I need to ensure I stay on track with my work. I think if we had a resource office dedicated to these students with someone full time, we'd be able to better support our students.**

-Undocumented student advocate  
(from survey)

#### Dedicated Staff & Space

While formal CCC support for undocumented students has expanded following the 2016 election, there have been educators supporting undocumented students in California for many years. Most notably, the Leticia A. Network formed in the late 1980s after a court order allowed undocumented students to meet residency requirements for tuition purposes. However, the majority of these efforts have been undertaken voluntarily by faculty, frontline staff, or student leaders. With the 2011 passage of the California Dream Act, state-based financial aid opened up, and since then the number of undocumented students has dramatically outpaced the CCCs' ability to meet their needs.

Two main challenges surfaced through the collective research: 1) the need to increase the number of faculty or staff with duties as part of their job title by designating a dedicated staff or faculty member to support undocumented students on each campus; and 2) the importance of creating dream resource centers or undocumented student programs throughout the state to provide a safe place on campus with culturally competent staff.

“ **We need funding for dedicated personnel and our students need a point of contact – a coordinator to connect them to resources and provide needed support services.**

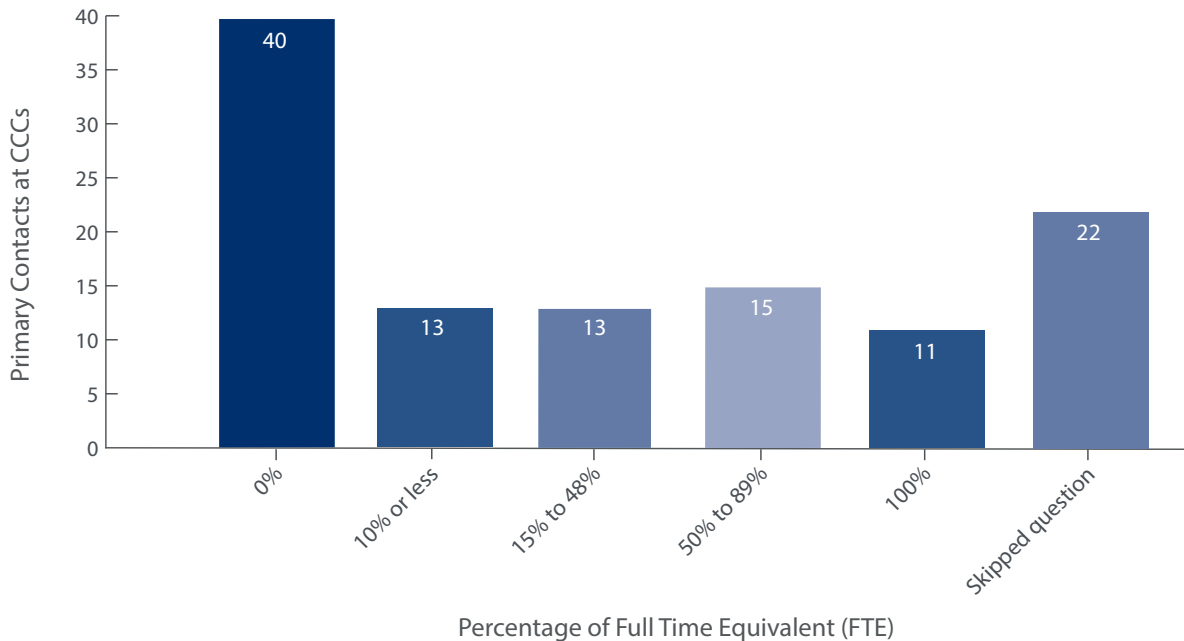
-Undocumented student advocate  
(from survey)

The CCC Dreamers Survey asked colleges to identify their primary contact(s) for undocumented students and indicate the percentage of FTEs officially designated for that work. Forty of the participating colleges indicated 0% FTE, and 11 colleges indicated 100% FTE. The full results shown below demonstrate how the majority of the primary contacts identified in the survey are supporting undocumented students on top of their regular job duties. This doubled workload is problematic because the time required to develop and implement direct services, provide necessary case management, and build institutional practices across departments is not sustainable on top of a full-time job.

The survey also indicated that only 35 of the participating CCCs have a Dream Resource Center or Undocumented Student Program, but just 19 of those have a coordinator. The other 16 CCC centers or programs do not any have dedicated staff due to a lack of funding. Furthermore, 69 of the participating colleges do not have a Dream Resource Center. It is important to note that having a Dream Resource Center or Undocumented Student Program did not correlate directly to the number of undocumented students at the school.

### Primary Contact for Undocumented Students

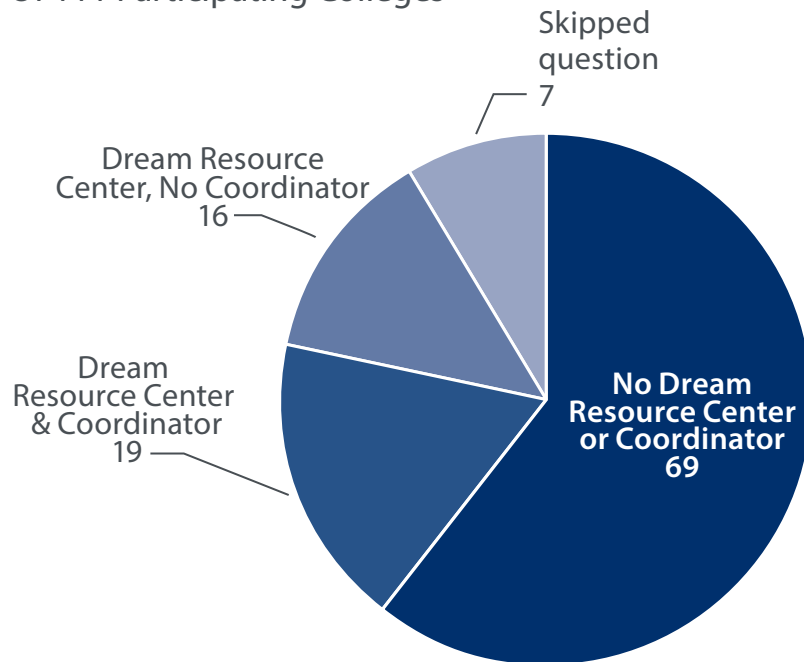
Percentage of FTE Time Dedicated to Undocumented Student Services



The lack of a dedicated funding stream was identified as one of the main factors in preventing the necessary staffing and space on all CCC campuses. Although a small number of campuses have been able to obtain funding through equity funds, student support services grants, or private funding, the majority have been unable to serve a large number of students or sustain these efforts. With adequate education and training, the new supplemental funding allocation has the opportunity to improve funding streams, but the combination of its complicated formula and the distinct needs of undocumented students render it likely that additional funding will be needed.

## Dream Resource Centers at CCCs

Of 111 Participating Colleges



## RECOMMENDATIONS & PROMISING PRACTICES

### Formalize Support for More Dedicated Stakeholders, Staff & Space at Each Campus

Expand and formalize campuswide support and retention of undocumented students through the creation of a task force, a dedicated position, and measurable benchmarks.

<p>a. Ensure formation or continuation of an ongoing campus-wide task force (comprised of faculty, staff, administrators, and students) that meets regularly to address undocumented student needs and advocate for systemic solutions.</p>	<p><b>Sierra College, City College of San Francisco, Merced College, Glendale Community College, and Cuyamaca College</b> have <b>campus-wide task forces</b>; some were established as far back as 2003 and others as recent as 2017.</p> <p><b>Los Angeles</b> and <b>San Mateo Community College Districts</b> have <b>district-wide task forces</b> that work regionally to enact systemwide change.</p>
<p>b. Expand and formalize a position in support of undocumented students. At minimum, each campus should have a full-time position with undocumented student support as the majority of their job description. (Ideally, programmatic models similar to EOP&amp;S or Disabled Student Programs &amp; Services should be developed).</p>	<p><b>Los Angeles Valley College</b> has a <b>full-time coordinator</b> and is <a href="#">hiring a full-time counselor</a> for its Dream Resource Center housed within <b>Student Affairs</b>.</p>
<p>c. Ensure there is an Undocumented Student Program or Resource Center with measurable benchmarks on each campus as identified in <a href="#">De-Mystifying Dream Resource Centers</a>.</p>	<p><b>Mt. San Antonio College's <a href="#">Dream Program</a></b> (See Appendix) provides students with academic, personal, and career counseling, health and legal referrals, scholarship resources, and other relevant support. The office offers a community space staffed by a full-time coordinator, academic counselor, and undocumented student peer mentors.</p> <p><b>San Diego City College's <a href="#">Dreamer Resource Center</a></b> (See Appendix) is a physical space where students can access academic counseling, financial aid support, legal service referrals, and peer mentoring, and it works closely with related campus programs including the ¡SUBIR! (Students Uplifted By Institutional Reform) Cultural Center.</p> <p><b>Berkeley City College</b> has an <b>Undocumented Community Resource Center</b> that offers academic, financial, and mental health support for undocumented students and community members staffed by a full-time coordinator and undocumented student leaders.</p>
<p>d. Use dedicated and sustainable funding streams including the Supplemental Allocation, Equity Funds, or others for programmatic support and staff.</p>	<p><b>Cerritos College</b> receives funding for its Dream Center programming and staff through <b>Student Affairs</b>.</p> <p><b>Berkeley City College</b> uses funds from its <b>First Year Experience Center</b> for support services and staffing.</p>



## Students from Mixed Family Households

Another area of concern that surfaced in the research is the lack of institutional understanding about how to support students who are citizens but whose parents are undocumented. These students are required to fill out a federal financial aid application and often meet the residency and AB 540/SB 68 requirements, but they are often at the mercy of uninformed admissions or financial aid personnel who are not aware of the proper procedures to process their applications. These students are often given misinformation at their high schools and the CCCs, resulting in confusion and delays or inaccuracies in their financial aid and residency status.



**During my first semester, I got asked to send verification of my undocumented parents' taxes. That alarmed me to say the least, because I didn't want to place my parents in any sort of danger. I went to the financial aid office and they didn't know how to help me. They instead told me to just apply for the BOG fee waiver, which helped pay for my classes but not for my textbooks. So I struggled during my first year because I wasn't able to have all the needed supplies for my classes.**

**-Andrea, CCC Student**

## Students Who Do Not Meet AB 540/SB 68 Eligibility

The need for broader support and increased awareness among the campus community regarding options for students who did not meet eligibility for AB 540/SB 68 or aged out of DACA also surfaced in the survey and regional meetings findings. Students who do not meet in-state tuition eligibility are required to pay fees 5-6 times the price a resident would pay, and the issue is compounded by their being prohibited from accessing the CA Promise Grant, Cal Grants, and in the majority of cases, eligibility for "Free" Community College Access programs. Lack of awareness of and understanding how to access additional funding options beyond the CA Dream Act continues to have detrimental effects on undocumented student enrollment and retention.

Although scholarships are the main option for students who do not meet AB 540/SB 68 eligibility, most participants from the survey and regional meetings were unaware about where to refer students to find scholarships that do not require proof of citizenship. Furthermore, only 37 participating colleges indicated having a dedicated scholarship for undocumented students. Further complicating the issue, all participating colleges that provide a dedicated scholarship indicated that only a very small percentage of students were able to receive financial support through these efforts. Many participants highlighted the importance of not just providing a list of scholarships, but wanting tools to help undocumented students increase their ability to successfully apply for and be awarded scholarships to meet the full cost of attendance, regardless of their CA Dream Act eligibility. Moreover, each college indicated a need to increase capacity to serve a larger number of students.

Another barrier to supporting students who do not meet the in-state tuition or the CA Dream Act eligibility requirements is the campus community's lack of knowledge regarding Educational Code 76140143, which allows colleges to charge resident fees to non resident students (excluding international students) enrolled for 6 units or less. This practice, already implemented at several CCCs, was not well known among advocates supporting undocumented students across the state. Regional meeting participants expressed a desire for more information and training, which would provide a more affordable option for undocumented students in the short run and become a pathway to in-state tuition long-term.

## RECOMMENDATIONS & PROMISING PRACTICES

### Improve Access to Financial Support for All Undocumented Students

Increase undocumented students' ability to receive all financial aid and scholarships for which they are eligible.

#### AB 540/SB 68 Eligible

<p>a. Increase award rates for Cal Grants and CA Promise Grants through:</p> <ul style="list-style-type: none"> <li>i. Guaranteed trainings (twice a year) for all front-line enrollment staff regarding in-state tuition &amp; CA Dream Act eligibility.</li> <li>ii. Mandated interdepartmental trainings and increased communication between admissions, financial aid, and outreach staff.</li> <li>iii. Creation and/or dissemination of financial aid checklists for CA Dream Act.</li> <li>iv. Outreach materials pertaining to financial aid that include "FAFSA or DREAM" verbiage.</li> <li>v. Increased promotion of the March 2 deadline for Cal Grants.</li> </ul>	<p><b>Gavilan College</b> has <b>trained liaisons</b> in different campus departments, enhancing the scope of its institutional support.</p> <p><b>Sacramento City College</b> offers a "Financial Aid Checklist for Undocumented and AB-540 Students" that includes information on the CA Dream Act, Cal Grants, College Promise Grant, and a district-wide grant.</p> <p><b>Los Angeles Trade Tech College</b> creates and disseminates <a href="#">flyers regarding the CA Dream Act</a>, (See Appendix) <b>in-state tuition, and Dream Center services</b> along with information for mixed status families in several campus departments.</p> <p><b>Immigrants Rising</b> has a <a href="#">CA Dream Act Map</a> that outlines the process in applying and receiving all the financial aid for which students are eligible, as well as a timeline for submitting the application and claiming aid.</p>
<p>b. Use the CA Dream Act, in lieu of the FAFSA, to determine financial need for scholarships, when required.</p>	<p><b>Golden West College's Golden Promise Program</b> (See Appendix) offers eligible students free tuition for their first year. The program does not take citizenship status into account and allows the use of the CA Dream Act to demonstrate financial need.</p>



**Non AB 540/SB 68 Eligible**

<p>a. Increase campus ability to implement Educational Code 76140-76143, Article 9, to allow Non-AB 540/SB 68 students to pay resident fees, if enrolled for 6 units or less.</p>	<p><b>Hartnell College's</b> Board of Trustees approved <b>implementation of the educational code</b> to allow non-resident students to pay in-state tuition if enrolled in 6 units or less.</p>
<p>b. Ensure campus scholarships are open to all undocumented students.</p>	<p><b>Allan Hancock College</b> grants financial assistance to non-credit students transitioning into credit courses through its <a href="#">AIM Fund</a>, but eligible students must not qualify for other forms of financial aid.</p>
<p>c. Create a dedicated scholarship fund through innovative fundraising.</p>	<p><b>Chabot College</b> and <b>Santa Monica College</b> both have a <b>dedicated scholarship</b> for undocumented students funded by internal fundraising.</p> <p><b>Miracosta College</b> organizes <b>community fundraising events</b> along with conducting an <b>online fundraising campaign</b> for its undocumented student fund.</p> <p><b>Skyline College</b> allows staff and faculty to do <b>monthly paycheck deductions</b> for donations to its undocumented student scholarship fund.</p>
<p>d. Promote a scholarship culture on campus by increasing awareness of available scholarships and offering assistance to increase award rates.</p>	<p><b>San Diego City College</b> has paired its dedicated scholarship with semesterly <b>workshops that provides general scholarship application information</b> to strengthen campus scholarship culture.</p>
<p>e. Ensure students have access to necessary supplies to complete academic requirements.</p>	<p><b>Pasadena City College</b> has a <b>laptop lending program</b> open to all students regardless of financial aid. Students only need a school ID to access the program.</p> <p><b>Irvine Valley College</b> offers a yearly <b>laptop lending program</b> through its Equity and Promise department that is open to all students.</p>

## CHALLENGE 5

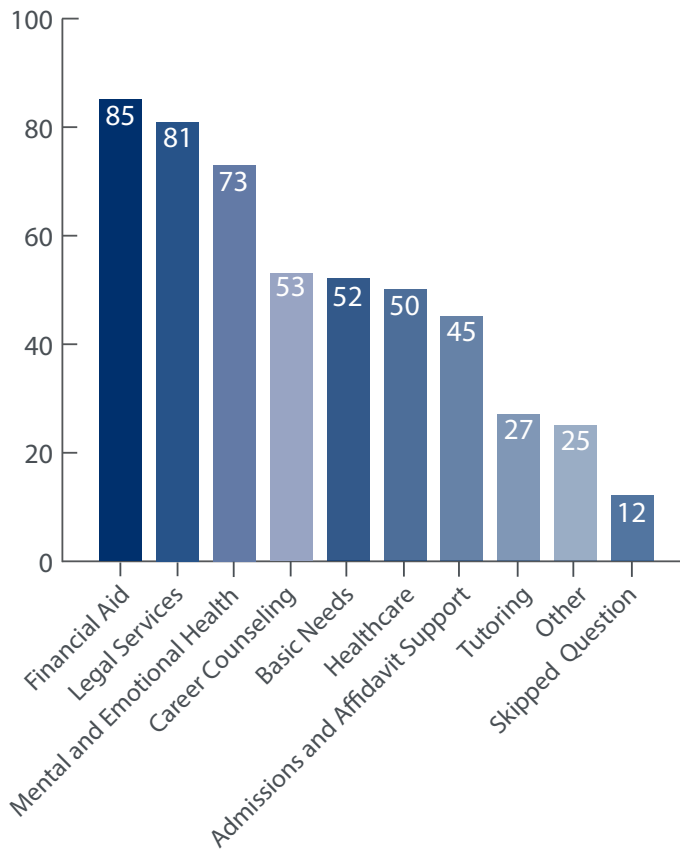
### Lack of Student Engagement and Direct Services to Increase Student Retention

The CCCs are facing significant challenges in being able to address the unique needs of undocumented students. Through the CCC Dreamers Project, educators overwhelmingly identified three challenges that undocumented CCC students face: 1) limited access to financial aid; 2) high yet unmet need for reputable legal services; and 3) insufficient access to culturally competent mental health services. Each of these challenges directly affect the ability of undocumented students to be able to focus on their potential and achieve academic success.

Other needs identified were strategies to address basic needs, increased opportunities for student engagement, and stronger institutional support such as dedicated counselors, academic pipelines, and Dream Resource Centers.

### Undocumented Students' Most Pressing Needs

Among 111 Participating Colleges Surveyed



### Student Engagement and Empowerment

Participants discussed how student clubs and peer mentoring opportunities tend to increase undocumented student engagement and retention:

“**Having undocumented student clubs helps foster student leadership, involvement, and empowerment. Undocumented student clubs also create a space where students can freely discuss undocumented student issues and experiences without having to explain or justify their experiences, thoughts, and feelings.**<sup>12</sup>

Safety and a sense of belonging have been shown to dramatically increase undocumented student retention and resilience. Yet, only 53 participating colleges reported having an undocumented student club, while another three colleges reported having a supportive ally club.

Participants indicated that peer mentor programs were also a strong tool for building student leadership and engagement, and 26 participating colleges reported having a formalized undocumented student peer mentor program, with a total of 83 peer mentors statewide. An additional five colleges reported having an informal undocumented student peer mentor program, and one college reported that it allows undocumented students to participate in existing peer mentor programs. Eighty two colleges stated that no undocumented student peer mentor programs existed yet.

Undocumented student clubs and peer mentor programs are limited in scope, and survey and regional meeting data demonstrate that only a few colleges have been able to work consistently with a broad number of undocumented students. Most participating colleges reported not having the capacity to scale these services.

<sup>12</sup> Ortiz Cerda, P. Demystifying Dream Centers. Immigrants Rising. (2019) <https://immigrantsrising.org/resources>

## Legal Services

Undocumented students and their families are facing increasingly complex legal concerns due to media portrayal of immigrants, accompanied by rapidly changing immigration and economic policies. The current U.S. immigration system, including the recent DACA rescission, termination of Temporary Protected Status (TPS), and proposed public charge regulations, have dramatically increased the need for low or no cost legal consultations or representation by vetted, reliable, and affordable legal professionals. This need is particularly true for families with mixed statuses where some members have documentation and others do not.

Despite these concerns and increased anxiety, there are limited options for undocumented students and their families to access low cost or no cost legal services at a trusted organization. While 65 participating colleges indicated offering referral services to reliable sources, the total number of students served was very low, and no mechanism was in place to track if and how services were accessed. Comparatively, 17 of the participating colleges indicated providing legal services on campus. Ten colleges reported screening and triage services being offered; six colleges indicated collaborations with a local law school; and a few colleges also provided Know Your Rights workshops and general immigration forums.

Some participants reported being aware that the California Legislature approved \$50 million for Immigration Legal Services in 2017 (including \$10 million for the CCCs<sup>13</sup>), coordinated through the Department of Social Services. However, many regional meeting participants either had not heard of this initiative nor understood its scope. In sum, significantly more needs to be done to address the complex legal concerns that undocumented students face. By partnering with trusted legal professionals, CCCs can become even stronger community access points and increase student retention.

## Mental Health Services

Mental and emotional wellness are also vital to undocumented students' academic success, especially in today's political climate. Though many colleges do offer mental health services, these providers are not always equipped to serve the unique needs of undocumented students, which became apparent during the four regional meetings.

Thirty-two participating colleges sought to build creative solutions to provide mental and emotional support to undocumented students. One tactic colleges employed was hosting UndocuTalks led by a staff member, which are talking circles for undocumented students to discuss common experiences in a safe, supportive community environment. However, many facilitators reported not receiving adequate training to address long-term issues requiring ongoing culturally competent services, preparation for properly handling crises, and/or appropriate supervision and support to reduce their secondary trauma.

Providing professional development to campus mental health providers proved to be an additional challenge; only a small number of participating colleges indicated having cultural competency trainings for their counselors/mental health providers to increase their ability to appropriately serve a diverse undocumented student population.

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13 Ulloa, J. LA Times, June 15, 2017 <https://lat.ms/2Ubc0QG>

## RECOMMENDATIONS & PROMISING PRACTICES

### Expand Strategies to Promote Student Retention

Promote undocumented student certificate or degree completion through increased opportunities for student leadership, as well as access to credible legal and mental health services.

#### Student Engagement and Empowerment

<p>a. Promote a safe space on campus through fostering or expansion of undocumented student and ally clubs.</p>	<p><b>American River College, East Los Angeles College, San Diego Mesa College, and West Hills Lemoore College</b> all have undocumented student and allies clubs.</p>
<p>b. Develop and strengthen student leadership through undocumented student peer mentor programs.</p>	<p><b>Fullerton College</b> and <b>Fresno City College</b> have <b>undocumented student peer mentor programs</b> where mentors not only receive leadership development but also contribute to campus support services.</p> <p><b>Santiago Canyon College</b> have undocumented leaders participate in its <b>Dreamer Advisory Group</b>.</p>
<p>c. Coordinate regular activities to engage with undocumented and ally students such as welcome nights, storytelling workshops, pop-up art shows, movie screenings, etc.</p>	<p><b>Irvine Valley College</b> hosts <b>Monarch Nights</b>, a series of monthly workshops for students, families, faculty, and staff to discuss topics like student resources, self-care, stress reduction techniques, financial aid, and legal rights.</p> <p><b>Rio Hondo College</b> provides a <a href="#">Career Exploration and Life Planning class</a> (See Appendix) <b>for undocumented students</b> within its counseling department, which covers techniques for college success, life planning, and professional development.</p> <p><b>Cosumnes River College</b> has a yearly <b>Beyond the Dream Conference</b> for undocumented students and community members that provides resources and support and targets local high schools.</p>

#### Legal Service

<p>a. Promote effective screening and triage methods alongside a trusted legal provider for all undocumented students and their immediate families to determine potential immigration remedies.</p>	<p><b>Immigrants Rising's <a href="#">Immigration Legal Intake Service (ILIS)</a></b> is a free, anonymous, and confidential online questionnaire connecting undocumented people with possible immigration options. Cases are assessed by a trained legal team, and participants receive information for exploring immigration options with a trusted local legal provider.</p>
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<p>b. Implement regular immigration forums on all campuses including Know Your Rights workshops, immigration relief screenings, DACA clinics, etc.</p>	<p><b>Los Angeles Trade Tech College</b> partners <b>with the Central American Resource Center (CARECEN)</b>, an L.A.-based immigrant rights organization, to host <b>free immigration legal clinics</b> in its Dream Resource Center, providing legal consultations, screenings, DACA application renewals, and other resources to undocumented students and community members.</p> <p><b>Grossmont College</b> and <b>Riverside City College</b> hold regular <b>Know Your Rights workshops</b> for campus and community members. Attendees learn their rights and receive tips for interacting with law enforcement.</p> <p><b>San Joaquin Delta College</b> hosts <b>free legal consultations with the California Rural Legal Assistance Fund (CRLAF)</b> for undocumented and mixed status students and community members. CRLAF offers pro-bono services and outside referrals on a case-by-case basis.</p>
<p>c. Increase dissemination of available low or no-cost legal resources including referral lists of reputable legal providers.</p>	<p><b>Immigration Legal Resource Center (ILRC)</b> published a <a href="#">trusted legal provider list</a> (See Appendix) with One Justice for regions in Sacramento and the Central Valley.</p> <p><b>Skyline College</b> creates and disseminates legal resources out of its Dream Center, including distribution of a <b>legal advisory regarding marijuana use</b> and <b>Bay Area Rapid Response hotlines</b> on the back of its business cards.</p>
<p>d. Partner with local community-based organizations to provide undocumented students with access to credible legal services.</p>	<p><b>Barstow College, College of the Desert, and Victor Valley College</b> all collaborate with the <b>Training Occupational Development Educating Communities (TODEC) Legal Center</b> to provide free on-campus services and off-site referrals.</p> <p><b>Modesto Junior College</b> collaborates with the <b>Immigrant Legal Resource Center</b> to host <b>naturalization sessions</b> for campus and community members to learn more about the citizenship application process, and it also uses the Center's <b>legal materials</b>, including red cards that detail what to do in case of an immigration raid.</p>

### Mental Health Services

<p>a. Require in-service trainings for campus mental health providers to ensure provision of culturally competent services for undocumented students, including trauma therapy.</p>	<p>During the Undocumented Student Week of Action, Doctoral Candidate Lily Campos and Dr. Esmeralda Zamudio offered a <a href="#">Prioritize Mental Health Training</a> to address undocumented students' mental health needs.</p>
<p>b. Develop and promote referral lists and partnerships with culturally competent and low or no-cost local mental health providers.</p>	<p><a href="#">LawHelpCA.org</a> provides a <b>directory based on location and needs</b>, which could be used as a model for mental health providers.</p>
<p>c. Partner with existing culturally competent and low or no-cost mental health providers to improve well-being of undocumented students.</p>	<p>The <a href="#">California Department of Social Services</a>, Immigration Branch <b>funds qualified nonprofit organizations to provide services to immigrants residing in California</b>, a model that could be replicated by campus mental health providers</p>

## CHALLENGE 6

### Definitive Need for Guidance from CCC Chancellor's Office

Immigrants have always been an integral part of California's social, economic, and cultural fabric, and supporting undocumented students and their families benefits all Californians socially, economically, and culturally. The CCCs are not alone in facing significant challenges to building institutional capacity for supporting undocumented students' academic success. Nevertheless, in California, CCCs serve the largest number of undocumented youth: five times more than the CSU system and ten times more than the UC system. Therefore, strong CCCCCO oversight and guidance, increased faculty and staff capacity and training, the creation and implementation of data-driven promising practices, and sustainable funding must be expanded and fully integrated systemwide to enact change.

For the growing number of undocumented students entering CCCs to meet their educational goals, it is imperative that the CCCCCO understand the breadth of these challenges to create and effectively implement systemic solutions. While individual students, faculty, staff, and administrators have undertaken many valiant efforts across the state to support undocumented students, this piecemeal approach cannot guarantee individual student safety, equitable implementation of comprehensive in-state tuition and financial aid legislation, increased retention and matriculation, and an overall inclusive campus climate. Furthermore, it has prevented high retention and graduation rates of college ready and resilient youth from California's diverse communities.

Across the state, CCCs were unified at the regional meetings in asking the CCCCCO for more guidance and systemwide consistency on how to interpret and implement legislation pertaining to undocumented students. A large number of colleges spoke of specific circumstances in which laws pertaining to in-state tuition, the CA Dream Act, and FERPA/SB 54 protections were not being accurately implemented on campuses, which resulted in students being denied services or protections legally available to them. Moreover, regional meeting attendees indicated that there was nowhere to turn if the director of admissions or financial aid staff did not see or understand the discrepancy.

Another frequent request by survey and regional meeting participants was the need for sustainable funding to build institutional practices that serve undocumented students. This is especially pertinent with the new supplemental funding formula and is also inclusive of the need for external funding. In addition, participants expressed a desire for the CCCCCO to:

- Streamline the CCCApply process systemwide for all students' ease of use;
- Play a stronger role in creating system wide initiatives to deliver consistent, multi-disciplinary trainings that include strategies for effectively conducting outreach to undocumented students while ensuring their data are protected; and
- Expand opportunities for professional development, including but extending beyond regular regional meetings.

Nearly every regional meeting participant pointed to institutional barriers that could have been prevented if there had been more CCCCCO oversight and leadership to help the colleges better serve undocumented students. Without a systemic approach that institutionalizes dedicated resources and sustained support for undocumented students, the CCCs will not be able to scale and sustain expanded educational access for marginalized populations and increase its statewide enrollment.

## RECOMMENDATIONS

### Ensure CCCCCO's Statewide Guidance and Policy Support

Provide systemic oversight regarding equitable implementation of state laws, alignment with CCCCCO initiatives, and sustained advocacy to improve all campus climates for undocumented students.

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### SYSTEMIC OVERSIGHT

- a. Ensure adequate, dedicated, and sustainable staff, centralized within the system and spearheaded by the Chancellor's Office, to ensure all campuses are compliant with state laws and education codes as well as promote undocumented student success.
- b. Ensure campuses are compliant with immigration model policies by the California Attorney General (AB 21).
- c. Create a training module for onboarding new CCC staff to support undocumented students' success.
- d. Encourage and support procurement of dedicated and sustainable funding for undocumented student programming through Supplemental Allocation, equity funds, private grants, etc.
- e. Inform colleges about implementation of Educational Code 76140-76143 Article 9 to increase accessible pathways for Non-AB 540/SB 68 students.
- f. Collaborate with California Student Aid Commission to analyze Cal Grant and CA Promise Grants disbursements to increase award rates.

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### ENROLLMENT

- g. Standardize the CCCApply application process regarding citizenship including clarification of software requirements to inform potential students about AB 540/SB 68 eligibility.
- h. Develop and share early identification promising practices for incoming undocumented students to provide guidance to all CCCs regarding effective outreach strategies while protecting student data.

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### ADVOCACY

- i. Advocate for statewide legislation supporting undocumented students, including statewide fellowship model, increased financial support, creation of Dream Resource Centers and support services, etc.
- j. Ensure continuation of Dreamer Advisory Group to inform CCCCCO on policy issues and serve as system wide advocates and liaisons.

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### INCREASE STUDENT AWARENESS OF AVAILABLE SUPPORT AND RESOURCES

- k. Produce CCC systemwide messaging targeting undocumented students to create welcoming and empowering messages for usage at each college.
  - l. Declare annual Undocumented Student Week of Action during third week of October.
  - m. Undertake a statewide survey of CCC undocumented students to identify pressing needs and effective resources, triangulating that with data from this survey and regional meetings.
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## IMPLEMENTATION GUIDE

Systemic change requires multi-stakeholder collaboration, including but not limited to the CCCCCO; college administrators, faculty, staff, and student leaders, legislators, community-based organizations, and private philanthropists.

Consider the following questions for reflection:

- Do the report and recommendations resonate with the circumstances on your campus?
- What would an action plan look like for your college, including identifying priorities and timeline?
- What are the current challenges that might impact taking action?
- What information, resources, and/or funding is needed to take action?
- Who are the stakeholders needed for college approval and implementation?

### CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

The Chancellor's Office should review the recommendations as the report is being disseminated to the field. After thoroughly reviewing this report, the CCCCCO should collaborate with stakeholders to identify priorities, determine leads for each area, establish a timeline for implementation, and then promulgate a comprehensive plan to the field. This process may include presentations to the Board of Governors, press releases, and plan dissemination through existing listservs (presidents, vice president of student services, admissions, financial aid, counseling, Dream Resource Centers, campus foundations, associated students, etc.) or individual campus visits.

### CALIFORNIA COMMUNITY COLLEGES

After thoroughly reviewing this report, each college should devise an action plan for its campus, considering the questions in the previous section. Plans should include collaboration with administrators, admissions, financial aid, and Dream Resource Center staff (or whomever is the primary contact for undocumented students), student leaders, local community partners, and other key stakeholders.

### PRIVATE PHILANTHROPY

While this report was prepared for the Chancellor's Office, it also presents many opportunities for private philanthropic funders to make an impact. This ground-breaking research and resulting report were made possible through the support of The James Irvine Foundation, and this report provides data-driven recommendations and next steps that require partnership between both the public and private sectors to implement.

### LEGISLATORS

California legislators can continue leading the nation in support of undocumented immigrants by utilizing this report to create targeted legislation with funding attached that will enable the Chancellor's Office and colleges to better serve undocumented students. The existing services and structure for serving undocumented students have been implemented by the Chancellor's Office and community colleges through innovative solutions, but they have not been able to adequately address the needs of undocumented students without additional state funding.

### COMMUNITY BASED ORGANIZATIONS

Many of the opportunities currently available to undocumented students would not be possible without the support of local, state, and national community based organizations. In order to build upon the collective missions of the community-based organizations and the CCCs, it is important to engage in a dialogue and create a systemwide strategic plan that will improve the scope and geographic reach of these initiatives.



## CONCLUSION

While the status and support of undocumented immigrants wavers federally, California continues to lead the way in serving this vulnerable population. Individuals, groups, and institutions within the CCC system have made great strides toward serving the largest number of undocumented students in California with limited funding and resources. Future research and reports would serve the field by highlighting institutional challenges and documenting the growing number of resources available at all higher education institutions in California. It is important to recognize the work done thus far across the state, and encourage all key players to take necessary steps to continue improving how undocumented students are served.

Undocumented students should be given the resources and support needed to pursue higher education, which is a requirement for both economic and social mobility in the state and the country. With collegiate microcredentials, certificates, and degrees, undocumented students can pursue a wider range of and higher paying employment opportunities, to in turn better support their families and contribute more substantially to California's tax base. By providing undocumented students with the means to pursue higher education in alignment with the CCCCCO's Vision for Success, the CCCs are building on the primary and secondary educational investments and positioning them to contribute meaningfully to California's economic, social, and cultural fabric.

Funded by The James Irvine Foundation, this report was a multi-organizational collaboration, from data collection through documentation of actionable, multi-stakeholder recommendations and promising practices to better serve CCC undocumented students statewide. Without question, undocumented young people enrich the CCC campuses with their resilience, creativity, and leadership, and it is vital that the Chancellor's Office take a leadership role and set the agenda to create solutions that will better serve California's undocumented students.



# Appendix

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## GLOSSARY for CCC Dreamers Project Report

**AB 21:** Assembly Bill 21 (Kalra, 2017) seeks to mitigate the impacts of potential federal changes to immigration enforcement policies, to ensure students have access to their financial aid, legal representation and their constitutional right to due process. AB 21 also required that the CA Attorney General and the higher education segments (including private universities) adopt a model policy developed by the Attorney General or an equivalent policy, limiting assistance with immigration enforcement to the fullest extent possible consistent with federal and state law.

**AB 540:** Assembly Bill 540, passed in 2001, grants students meeting certain criteria an exemption from paying non-resident tuition.

**AB 2000:** Assembly Bill 2000, passed in 2014, expands AB 540 by honoring three years of cumulative attendance at California High Schools, middle school and elementary schools, under certain criteria.

**CA Dream Act:** The California Dream Act (Assembly Bills 130 and 131) were signed into law in 2011 and give AB 540 / AB 2000 / SB 68 students the right to apply for state financial aid, including Cal Grant A & B Entitlement awards, Cal Grant C awards, institutional grants and community college fee waivers.

**CA DREAM Act Application:** Students who are undocumented, have a U Visa, or TPS status use this application to apply for state-based financial aid in California. It is administered by the California Student Aid Commission (CSAC).

**CA Promise Grant:** The California College Promise Grant (formerly known as the BOG Fee Waiver) permits enrollment fees to be waived for eligible California residents.

**DACA:** In 2012, Deferred Action for Childhood Arrivals (DACA) became an immigration option for undocumented immigrants who came to the United States before the age of 16. Although DACA does not provide a pathway to lawful permanent residence, it does provide a renewable two-year period of deferred action from deportation, work authorization, and the ability to apply for a social security number.

**Dreamer:** The Development, Relief, and Education for Alien Minors (DREAM) Act (S.1291) legislation was introduced in 2001 as a bipartisan bill in the Senate. The legislative goal was to provide a means for undocumented immigrants who arrived in the U.S. as children to gain a pathway to permanent legal status, provided those individuals achieved certain milestones.

**FAFSA:** Students use the Free Application for Federal Student Aid (FAFSA®) form to apply for federal and state financial aid for college or graduate school. Undocumented students are not eligible for federal financial aid.

**FERPA:** The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

**Guided Pathways:** The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

**Leticia A. Network:** The Leticia A. Network formed in the late 1980s after a court order allowed undocumented students to meet residency requirements for tuition purposes.

**Mixed Status Families:** Mixed-status families include members with different immigration statuses. For example, a common family combination in the United States includes undocumented parents and citizen children.

**Monarch butterfly:** The monarch butterfly has become an immigration rights movement symbol to humanize the undocumented individuals living in the United States.

**Public Charge:** Public charge means an individual who is likely to become primarily dependent on the government for subsistence, as demonstrated by either receipt of public cash assistance for income maintenance or institutionalization for long-term care at government expense.

**SB 54:** Senate Bill 54 (De Leon, 2017) ensures that no state or local resources are diverted to fuel any attempt by the federal government to carry out mass deportations and that schools, hospitals, and courthouses are safe spaces for everyone in the community.

**SB 68:** Senate Bill 68 (Lara, 2017) expands the requirements of AB 540 / AB 2000 to include attendance at California adult schools and Community Colleges to meet the three years attendance requirements as well as completion of an Associate's Degree or satisfaction of the minimum transfer requirements to the California State University (CSU) or University of California (UC) to meet the degree or units requirements.

**Student Centered Formula Funding:** The objective of the Student Centered Funding Formula is to address long-standing issues through a system that focuses on rewarding equity and success. The new funding formula will help students by prioritizing their success and specifically by targeting access and success for disadvantaged students.

**Supplemental Allocation:** The Supplemental Allocation is calculated by distributing 20% of total systemwide revenue to districts based on their unduplicated headcounts of Pell, AB 540, and College Promise Grant students.

**TPS:** Temporary protected status ("TPS") is a temporary status given to eligible nationals of designated countries who are present in the United States. The status, afforded to nationals from some countries affected by armed conflict or natural disaster, allows persons to live and work in the United States for limited times.

**UndocuAlly:** UndocuAlly is a term adopted to refer to allies for undocumented young people.

**Undocu-friendly:** This term refers to institutions that have policies or systems in place that aim to support undocumented students.

**Undocumented:** An individual who entered without authorization, entered with a visa and overstayed their visa, or is currently in the process of legalizing.

## Promising Practices

Through the regional meetings, CCCs from across the state highlighted some of the promising practices they had developed to increase institutional support for undocumented students on their campus. This is a small sample of those identified within the report. CCC employees can obtain a fuller listing through the 'Supporting Undocumented Students' topic within the Equity Community in the CCCCO Vision Resource Center at <https://visionresourcecenter.cccco.edu/>

If not associated with a CCC, contact [nancy@immigrantsrising.org](mailto:nancy@immigrantsrising.org) for more information.

## AB540 EARLY IDENTIFICATION & OUTREACH



1. Contact enrollment services and/or institutional research to set up access to the data and create a data report.
2. The MIS data elements that you need:
  - a. SB 06 – Student Citizenship  
[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB06.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB06.pdf)
  - b. SB 09 – Student Residency  
[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB09.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB09.pdf)
  - c. SB 11 – Education Status  
[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB11.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB11.pdf)
  - d. SB 12 – Student High School Last  
[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB12.df](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB12.df)
3. The CCCApply data elements that would be helpful:
  - a. cahs\_3year “Have you attended high school in California for three or more years?”
  - b. SB 68 now allows students who attend as little as one year in a California high school they can get in-state tuition
  - c. So, need to also inquire about enrollment at the CC
    - i. Possibly recommend taking non-credit for a year or two to establish eligibility under SB 68.
4. Access report with specified indicators example: In-State or Out-of-State residency for tuition purposes, Citizenship status (U.S. Citizen, Permanent Resident, R/A, SV, Other), & Students High School.
5. Pre-screen for AB540/AB200/SB68 Eligibility based on reported information on the CCCApply.
6. Communicate with the students via email with a graphic showing the differences between In-State vs. Out-of-State tuition rates for someone enrolled full-time at your college.
7. Collaborate with: A/R to ensure proper classification of AB540, Financial Aid to ensure CADAA on file, & EOP&S office to ensure students gets admitted to program.



*Pedro L. Ramirez, Bakersfield College*



## THE APPLICANT MUST PROVIDE:

1. International student on-line application.
2. Application Processing Fee.
3. Financial affidavit of support and official bank verification letter.
4. Official transcripts of all high schools and colleges/universities attended in all countries, including the U.S. Transcripts must include high school graduation certification. Minimum 2.0 GPA, or "C" average, required for admission eligibility.
5. Proof of English proficiency. Please visit our website for a complete list of acceptable documents.
6. A copy of your valid passport ID page.
7. Students applying from within the U.S. must provide a copy of their current visa and I-94.
8. Students transferring from a school within the U.S. must have our Student Status Verification Form completed by their current school.
9. Students transferring from a school within the U.S. must provide copies of all previous issued I-20s.
10. One (1) passport-sized photograph.

Applicants currently in the U.S. on another visa who are applying for a change of status to F-1 Student Visa are advised to consult with an immigration attorney for detailed information about the change of status process.

All applicants are evaluated on their potential to be successful at this college. Upon admission, an I-20 is issued to the student by the International Student Services Office. This document can be used by the student to apply for an F-1 Visa from a United States Embassy outside of the United States. Students who are already in this country will use the new I-20 to change their visa status or complete their transfer process from another educational institution.

## Procedures for Admission and Registration

### Admission

#### APPLY ONLINE ON THE PIERCE HOME PAGE

The Admissions & Records Office is located in the Student Services Building. Office hours: Monday through Thursday, 8:30 a.m. - 6:30 p.m. and Friday, 8:30 a.m. - 12:00 p.m.

Every student will be assigned a student ID number when they apply. Providing your Social Security number is optional. It is only required for students applying for financial aid and/or who will be eligible for student tax credits.

#### COMPLETE ALL REQUIRED INFORMATION ON THE ONLINE APPLICATION

All information requested on the application must be provided. The applicant must declare under penalty of perjury that all information on the application is correct. All information is subject to verification; falsification or withholding of information shall constitute grounds for dismissal.

## Residence Requirements

### California Residence Requirement

To attend any of the Los Angeles Community Colleges as a resident of California, a student is required to have been a California resident for more than one year immediately preceding the Residence Determination Date. The "Residence Determination Date" is that day immediately preceding the opening day of instruction of the semester, winter, or summer session. Residence is defined as a union of act and intent.

### Non-Resident

A non-resident student is one who has not had residence in the State of California for more than one year immediately preceding the Residence Determination Date. Physical presence alone is not sufficient to establish California residency nor is intent when not coupled with continuous physical presence in the State. Certain non-U.S. citizens are permitted to establish residency and certain others are not. Check with the Admissions & Records Office regarding your particular status.

Residency classification is made when the application is accepted. Students may petition for a change of classification before the semester/session in question.

A student classified as a non-resident will be required to pay non-resident tuition fees as established by the District Board of Trustees.

### Non-Resident Fee Waiver (AB540) & (AB669)

Students who are classified as non-residents may be eligible for a waiver of non-resident tuition if they meet the following criteria:

- 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
- and do not have a non-immigrant visa status with U.S. Citizenship and Immigration Services. (USCIS)

Students in the Foster Youth may qualify for In State residency with Assembly Bill 669.

A waiver form is available on-line under forms of Admissions & Records.

### Residence Reclassification

Students who have been classified as non-residents may petition to be reclassified before the start of any semester/session if they feel their status has changed. Non-resident students applying for reclassification as residents must also show financial independence for the past three years. The Residence Reclassification form is available online at [www.piercecollege.edu](http://www.piercecollege.edu) under Admissions & Records/Residency.

### Residence Appeal

A student may appeal the residence classification determined by the College. The appeal must be made within 30 calendar days of receipt of notification of the residence classification from the Admissions Office.





### Full-Time Student Success Grant (FTSSG)

This grant is available for Cal Grant B recipients who are enrolled full-time in the fall and/or spring semesters.

### Community College Completion Grant (CCCG)

This grant is awarded to Cal Grant B or C recipients who are disbursed an FTSSG award for the same term and must be attending 15 or more units and complete their educational program in the timeframe set up in their Student Educational Plan.

### California Dream Act

Students who have been determined to be AB540 by the Admissions Office and are recent high school graduates may apply for the Entitlement Cal Grant Program by completing the California Dream Application at <https://dream.csac.ca.gov>. The deadline to apply for the Entitlement Cal Grant for 2017-2018 is March 2, 2017.

AB540 students are not eligible for the Competitive Cal Grant.

For additional information and resources, contact the California Student Aid Commission at (888) 224-7268 or visit their website at [www.csac.ca.gov/dream\\_act.asp](http://www.csac.ca.gov/dream_act.asp).

### Chafee Grant

The California Chafee Grant is a federal grant administered by the California Student Aid Commission and provides assistance to current or former foster youth to use for college courses or vocational school training. Eligible students may receive up to \$5,000 per academic year. To learn more about this program and to apply online, go to [www.chafee.csac.ca.gov/default.aspx](http://www.chafee.csac.ca.gov/default.aspx)

### Law Enforcement Personnel Dependents Grant Program (LEPD)

This grant program provides need-based educational grants to the dependents and spouses of California peace officers (Highway Patrol, Marshals, Sheriffs, Police Officers), Department of Corrections and California Youth Authority employees, and permanent/full-time firefighters employed by public entities who have been killed in the performance of duty or disabled as a result of an accident or injury caused by external violence or physical force incurred in the performance of duty.

Grant awards match the amount of a Cal Grant award and range from \$100 to \$11,259 for up to four years.

For more information and application materials, write directly to: California Student Aid Commission, Specialized Programs, P.O. Box 419029, Rancho Cordova, CA 95741-9029 or call (888) 224-7268 Option #3.

### Child Development Grant Program

This program is a need-based grant designed to encourage students to enter the field of child care and development in a licensed children's center. Students who plan to enroll at least half-time in coursework leading to a Child Development Permit as a teacher, master teacher, site supervisor, or program director, are eligible to apply through the college they plan to attend. For more information, go to [www.csac.ca.gov](http://www.csac.ca.gov) or call (888) 224-7268 Option #3.

### California National Guard Education Assistance Award Program (CNG EAAP)

This state-funded program designed to provide an educational incentive to improve skills, competencies, and abilities for up to 1,000 services members who remain active in the National Guard, the State Military Reserve, or the Naval Militia. This program authorizes the

California Student Aid Commission to make payments to eligible program participants. Participants can receive up to the amount of the Cal Grant A award for attending the University of California or California State University, up to the Cal Grant B award for attending a community college, up to the University Cal Grant A amount for attending a non-public institution, or up to the Cal Grant A award plus \$500 for books and supplies for graduate students. To learn more about the program, visit the California Student Aid Commission website at [www.csac.ca.gov](http://www.csac.ca.gov).

### FEDERAL STUDENT LOANS (AID THAT YOU HAVE TO PAY BACK)

CAUTION ABOUT STUDENT LOANS: It takes time for a loan application to be processed by the college, lender and/or the government. It may be several weeks after an application has been accepted in the Financial Aid Office before the student receives the loan funds. Student loan funds are delivered to the student after enrollment and satisfactory academic progress requirements have been verified. All loans require a minimum of six (6) approved units. Check with the Financial Aid Office or visit the website at [www.piercecollege.edu/offices/financial\\_aid](http://www.piercecollege.edu/offices/financial_aid) for deadlines to request for a student loan.

### LOS ANGELES PIERCE COLLEGE PARTICIPATES IN THE FOLLOWING LOAN PROGRAMS:

#### Federal Direct Loan

The Federal Direct Loan Program is a low-interest loan program for students and parents to help pay for the cost of higher education. Loans are made by the federal government. The following are types of Direct Loans:

- Subsidized Loans - students must demonstrate financial need; no interest is charged while in school or attending college at least half-time.
- Unsubsidized Loans - this loan is not based on financial need; interest is charged during all periods.
- PLUS Loan - Unsubsidized loans for parents of dependent students and for graduate/professional students. Interest is charged during all periods.

To learn more about the federal student loan program, visit the US Department of Education at [www.studentloans.gov](http://www.studentloans.gov).

### PART-TIME EMPLOYMENT

#### Federal Work-Study (FWS)

The FWS program enables students to earn part of their financial aid award through part-time employment either on or off campus. To be eligible, a student must meet the eligibility requirements for federal financial aid and must maintain a good academic standing while employed under the program. Students must be enrolled in a minimum of six (6) approved units to be considered for this program. Since this is a limited funded program, priority will be awarded to students who are enrolled in at least six (6) approved units at Los Angeles Pierce College.


#### Scholarships

Throughout the year, the college receives announcements on scholarship opportunities. The focus of each scholarship is different; some require good grades, some require financial need, and some are awarded to students who are majoring in certain area of study. The Financial Aid Office has a listing of current scholarship offerings.

# SACRAMENTO CITY COLLEGE

## STEPS to SUCCESS

for undocumented and AB 540 students



- Online Application** [www.scc.losrios.edu/apply](http://www.scc.losrios.edu/apply)  
**Part A** Provide your Deferred Action for Childhood Arrivals (DACA) or Taxpayer Identification Number (ITIN) on your California Community College Application (CCCApply). If you do not have a DACA or ITIN, check the corresponding box(es) on the CCCApply application.  
**Part B** Complete the application for Sacramento City College.
  - Mark 'other' as your citizenship
  - If you are Undocumented, select "no documents" for your status.

California Dream Act Applicants: It is crucial that the name you provide on this application be the same name on your Dream Act application.

- Los Rios ID Number** <https://www.losrios.edu/cgi-bin/lrc/lookup.cgi>  
If you provided your DACA or ITIN on your application, you will receive an email with your Los Rios ID number. If you did not receive an email with your Los Rios ID number OR you did not provide a Workers Authorization Number or ITIN on your CCCApply application, you will need to come in person to Sacramento City College Admissions and Records office (STS 103) to retrieve your Los Rios ID number. *Remember: Bring your ID and high school transcript with you to the Admissions and Records office.*
- AB 540 and AB 2000 California Nonresident Tuition Exemption Affidavit**  
Complete the form and submit it to Admissions & Records with a copy of your unofficial high school transcripts. Transcripts must include the years you attended school, date of birth, and your high school graduation date. <http://bit.ly/ab540affidavit>
- Online or In-Person Orientation** [www.scc.losrios.edu/outreach/roar](http://www.scc.losrios.edu/outreach/roar)  
All new students are required to complete the New Student Orientation which provides you with important information about financial aid, support services, counseling, and more.
- Student Gmail Account** <https://apps.losrios.edu>  
Once you have received your Los Rios ID #, set up your Student Gmail account to receive important campus communications.
- Placement and/or Assessment** [www.scc.losrios.edu/assessment](http://www.scc.losrios.edu/assessment)  
We will use your high school transcript information (course completion and GPA) to help place you in the right level of English and Math. You may be required to take your English, ESL, and/or Math assessment test for specific majors, see SCC Counselors for more specific information regarding assessment testing and placement. The highest placement/assessment will be used to help place you in classes.
- First Time in College Counseling Workshop** <http://bit.ly/sccfirsttime>  
All first-time-in-college students are required to attend an FTIC Counseling Workshop. These workshops are offered by Academic Counselors who will assist with the planning for your first semester of classes at Sacramento City College. It is imperative to complete this step to achieve priority registration.
- Registration** [http://www.losrios.edu/lrc/current\\_students.php](http://www.losrios.edu/lrc/current_students.php)  
Make sure to enroll on your specified date and time for the best class selection. You will receive your enrollment date and time via E-Services.

## Promising Practices (1d) | Sacramento City College

### Terminology



**Undocumented:** Refers to people who are not U.S. citizens or Permanent Residents of the United States, who do not hold a current visa to reside in the U.S. and who have not been approved for legal residency in the U.S.

**DREAMer:** Students who are undocumented and are also part of the DREAM Act movement. DREAMer is a term commonly used by students who connect with the DREAM Act movement, and sometimes used as a way to navigate connotations given to terms such as, undocumented, immigrant, and non-U.S. citizen.

**Deferred Action for Childhood Arrivals (DACA):** People who came to the United States as children and meet several guidelines may request consideration of deferred action for a period of two years, subject to renewal. Deferred action is a use of prosecutorial discretion to defer removal action against an individual for a certain period of time, it does not provide lawful status. DACA recipients are also eligible for work authorization. For more information regarding DACA visit: <https://www.uscis.gov/archive/renew-your-daca>

*\*Verify if eligible for DACA renewal*

**In-State Tuition (AB 540, AB 2000, SB68):**

CA law that allows qualifying students, who would otherwise not be eligible for in-state tuition, to pay in-state tuition at UC, CSU, or CA Community Colleges. AB2000 (allows years in an elementary/secondary school to be considered in establishing AB540 eligibility) and SB68 (allows community college years/time in meeting AB540 eligibility).

**CA DREAM ACT (AB130 & 131):** The California Dream Act allows undocumented and nonresident documented students who meet certain provisions to apply for and receive private scholarships funded through public universities, state administered financial aid, university grants, community college fee waivers, and Cal Grants. *Ensure your high school has verified your GPA, for questions call 1-888-224-7268. [www.csac.ca.gov](http://www.csac.ca.gov)*

**Temporary Protected Status (TPS):** The Secretary of Homeland Security may designate a foreign country for TPS due to conditions in the country that temporarily prevent the country's nationals from returning safely, or in certain circumstances, where the country is unable to handle the return of its nationals adequately. USCIS may grant TPS to eligible nationals of certain countries (or parts of countries), who are already in the United States. Eligible individuals without nationality who last resided in the designated country may also be granted TPS.

### Additional Resources

**Admissions & Records:**

Eduardo Osorio  
OsorioE@scc.losrios.edu  
(916) 558-2053

**Counseling:**

Marisela Hernandez  
HernanM@scc.losrios.edu  
(916) 558-2506

**EOP&S:**

Sandra Ruedas  
RuedasR@scc.losrios.edu  
(916) 558- 2523

**Financial Aid:**

Ruben Ruiz  
RuizR@scc.losrios.edu  
(916) 558-2170

**Outreach & Recruitment:**

Tania Hernandez  
HernanT2@scc.losrios.edu  
(916) 558-2059  
Amy Eberhardt  
eberhaa@scc.losrios.edu  
(916) 558-2530

**Undocumented Student Club Advisors:**

Mauricio Gonzalez  
GonzalM@scc.losrios.edu  
(916) 558-2117

Belinda Lum  
LumB@scc.losrios.edu  
(916) 650-2940

**Undocu-Resource Program:**

Nilsen Gomez  
GomezTN@scc.losrios.edu  
(916) 558-2640

**Hispanic Serving Institution (HSI):**

Martin Ramirez  
RamireM2@scc.losrios.edu  
(916) 558-2136

**Puente Coordinator/Counselor**

Sandra Guzman  
GuzmanS@scc.losrios.edu  
(916) 558-2455

**Davis Center**

Andrea Gaytan  
GaytanA@scc.losrios.edu  
(530) 747-5220

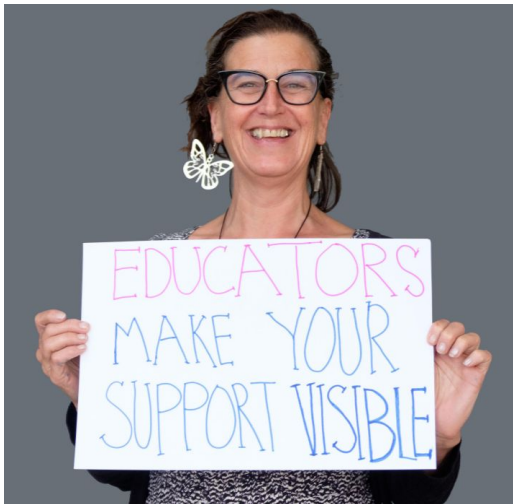
**West Sacramento Center**

Art Pimentel  
PimentA@scc.losrios.edu  
(916) 375-5513



# UNDOCUALLY TRAINING:

## Effective Practices To Support Undocumented Students in College



Educators are critical to helping undocumented students realize their full potential and succeed in college. This presentation will give you a better understanding of the challenges that many undocumented students face and the resources available to support them. We'll also discuss effective practices to increase individual and institutional support for undocumented students on your campus.

**Date: January 24, 2019**

**Time: 9:35-10:35 am**

**Location: Monterey Peninsula College, LTC  
216**



[www.immigrantsrising.org](http://www.immigrantsrising.org)



# The DREAM Program



## What is the DREAM Program?

**DREAM** – Developing Readiness for Educational Advancement through Mentorship

The Dream Program provides support services to **DREAMers** (Undocumented Students) at Mt. San Antonio College (Mt. SAC). Its purpose is to increase the personal growth and development of **DREAMer** students through academic, career, personal support, and guidance.

## Program Eligibility

- ◆ Currently Enrolled credit students Or incoming students
- ◆ Undocumented/DREAMer Students
- ◆ Maintain satisfactory academic progress of 2.00 GPA or higher

## Program Requirements

- ◆ Meet with a DREAM counselor at least once per semester
- ◆ Meet with a Peer Mentor at least once per semester
- ◆ Have an updated Educational Plan on file
- ◆ Utilize the center at least 3 times per semester
- ◆ Attend at least 1 DREAM Program sponsored activity/workshop/event
- ◆ Maintain satisfactory academic progress of 2.00 GPA or higher



## Program Benefits

- ◆ Counseling (*Academic, Career, and Personal*)
- ◆ Educational Field Trips
- ◆ Peer to Peer Mentoring
- ◆ Book Loan Service
- ◆ CA Dream Act/Financial Aid Information/ Resources
- ◆ Study and Computer Area
- ◆ Scholarship Resources (TheDream.US)
- ◆ Free printing Services
- ◆ Legal and Health Referrals
- ◆ Counseling Courses
- ◆ Personal Growth and Educational Workshops



**Elmer Rodriguez, M.S.**  
DREAM Program Coordinator

**Contact us at:**  
**Dream Office:** (909) 274 -5596  
**Location:** Equity Center, Bldg 16E  
**Email us at:** dreamprogram@mtsac.edu  
**Office Hours:**  
**Monday-Thursday:**  
8 am - 7 pm  
**Friday:** 8 am - 4:30pm  
\*Hours can vary by semester  
**Follow us on Instagram:**  
 Mtsacdream\_program



**Laura Muniz, M.S.**  
DREAM Program Counselor

## WHO WE ARE

The Dreamer Resource Center is a welcoming space for undocumented students and their allies. Come celebrate an inclusive campus culture in a safe space.

## WHAT WE DO

We provide a safe space where DREAMer students and their allies can;

- Study
- Recharge
- Get Support & build a community
- Obtain information on DREAMer Resources such as: AB540, California Dream act Application, referral to legal services, peer mentoring and one on one counseling

# DREAMer Resource Center



SAN DIEGO  
CITY COLLEGE

**AH-200A  
HOURS:**

**MON-THUR:  
10:00 AM-4:00 PM**

**FRIDAY:  
10:00 AM-2:00 PM**



**619-388-4435**

# Promising Practices (4a) | Los Angeles Trade Tech College

CALIFORNIA DREAM ACT

## CA DREAM ACT

### WHAT IS CA DREAM ACT?

THE CALIFORNIA DREAM ACT IS THE NAME GIVEN TO ASSEMBLY BILLS 130 & 131, WHICH ALLOW SOME UNDOCUMENTED STUDENTS TO APPLY FOR AND RECEIVE STATE-BASED FINANCIAL AID AND INSTITUTIONAL SCHOLARSHIPS.

### ELIGIBILITY

- NOT ELIGIBLE TO FILE THE FAFSA
- MEETS AB540 ELIGIBILITY

### BY COMPLETING AND SUBMITTING THE CA DREAM ACT BY MARCH 2ND, YOU ARE ELIGIBLE FOR:

AT CALIFORNIA COMMUNITY COLLEGES (CCC)

- CAL GRANT A (HELD IN RESERVE UNTIL YOU TRANSFER TO A 4-YEAR UNIVERSITY)
- CAL GRANT B (FOR PROGRAMS AT LEAST 1 YEAR LONG)
- CAL GRANT C (FOR VOCATIONAL PROGRAMS 4 MONTHS OR LONGER)
- CALIFORNIA PROMISE GRANT (FORMERLY KNOW AS THE BOG WAIVER)
- COMMUNITY COLLEGE PRIVATE SCHOLARSHIPS (THROUGH AB 130)
- EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)
- CHAFEE FOSTER YOUTH GRANTS

### CA DREAM ACT CHECK LIST

- APPLY ONLINE: [DREAM.CSAC.CA.GOV](http://DREAM.CSAC.CA.GOV) BY MARCH 2ND
- SUBMIT AND CHECK FOR ERRORS ON CONFIRMATION PAGE
- COMPLETE PARENT SIGNATURE (IF APPLICABLE)
- COMPLETE AB540 FORM AND SUBMIT TO A&R
- REGISTER FOR SELECTIVE SERVICE (ONLY MALES 18-25 YRS)
- COMPLETE GPA VERIFICATION BY MARCH 2ND

*(Verify: [mygrantinfo.csac.ca.gov](http://mygrantinfo.csac.ca.gov))*



## DRC SERVICES

### INFORMATION AND ASSISTANCE AVAILABLE

Monday-Thursday | 8:00 am-4:00 pm  
Drop-Ins only



### QUESTIONS:

-  [DRC@lattc.edu](mailto:DRC@lattc.edu)
-  (213)763-5552

 @lattcdrc

 [fb.com/lattcdrc](https://fb.com/lattcdrc)

### CA DREAM ACT STATUS CHECKS

Tuesday | 12:00 pm-3:00 pm  
Appointments and Drop-Ins available

Source: Immigrants Rising rev 8/29/18

# Promising Practices (4a) | Los Angeles Trade Tech College

NONRESIDENT TUITION EXEMPTIONS

## AB540/AB2000/SB68 AFFIDAVIT

### ELIGIBILITY

*MUST SATISFY ONE REQUIREMENT FROM COLUMN A AND ONE FROM COLUMN B*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Attended a combination of California High School, adult school, and community college for the equivalent of three years or more</li> </ul>  | <ul style="list-style-type: none"> <li>Graduated or will graduate with a California high school diploma or have the equivalent (i.e. California-issued GED, CHSPE).</li> </ul> |
| or   |  |
| <ul style="list-style-type: none"> <li>Three or more years of California High school coursework and attended a combination of California elementary, secondary, and high school of three years or more</li> </ul>        | <ul style="list-style-type: none"> <li>Completed or will complete an associate's degree from a California Community College</li> </ul>   |
| or   |  |
| <ul style="list-style-type: none"> <li>Completed or will complete the minimum requirements at a California Community College for transfer to the California State University or the University of California.</li> </ul> |  |

### HOW TO APPLY

- Submit AB540 Affidavit
- Attach:
  - Official School Transcripts  
*If student has official transcripts was printed after graduation date, A&R can accept as proof.*
  - or
  - Unofficial School Transcript/School record and High School Diploma/ Certificate of completion (GED/AA/IGETC)

### FORM AVAILABLE

Students may pick up an AB540 application at one of the following offices:

- Dream Resource Center**  
Mariposa Hall room 109C
- Bridges to Success Center**  
Mariposa Hall room 105

**Form Drop Off**  
Admissions and Records  
Juniper Hall- 1st floor

## NONRESIDENT TUITION FEE WAIVER

### ELIGIBILITY

- Foreign Citizen (Not a United States Citizen)
- Legally prohibited from establishing residency in California
- Meets the financial assistance requirement
- Enrolled in at least 1 unit

### HOW TO APPLY

- Complete Non-Resident Fee Waiver Application
- Provide proof of income (one of the following)
  - Annual Taxes OR
  - Employer Letter stating annual earnings OR
  - Proof of general assistance received

### FORM AVAILABLE

Students may pick up an AB540 application at one of the following offices:

- Dream Resource Center**  
Mariposa Hall room 109C
- Bridges to Success Center**  
Mariposa Hall room 105

**Form Drop Off**  
Bridges to Success  
Mariposa Hall room 105



### QUESTIONS:

- [DRC@lattc.edu](mailto:DRC@lattc.edu)
- (213)763-5552

- @lattcdrc
- [fb.com/lattcdrc](https://fb.com/lattcdrc)

rev 8/29/18





# GOLDEN PROMISE PROGRAM



# FREE TUITION!

## + Up to \$2000/year

**ARE YOU**  
Eligible for the CA Dream Act  
& a first-time college student?

### SIGN-UP NOW!

[goldenwestcollege.edu/goldenpromise](https://goldenwestcollege.edu/goldenpromise)

1. Apply to GWC
2. Complete the Dream Act Application
3. Enroll full-time (at least 12 units)

Contact GWC Financial Aid  
Jessica Bravo: [jbravo4@gwc.cccd.edu](mailto:jbravo4@gwc.cccd.edu) / 714-892-7711 Ext. 55148



# UndocuScholars

## COUN: 151-Career Exploration &

**It will be offered  
in Spring!**

## Life Planning

**It will be offered  
in Spring!**

This course is tailored to Undocumented students in which we will examine student, career, and self-development theories to empower them to make effective decisions throughout their lifespan by engaging in the process of career and life planning from a psychological, sociological, and physiological perspective. UndocuScholars will compare and contrast human development and career theories, decision-making factors that contribute to college success, life skills, adult workplace competencies, values, interest, abilities, and personality, labor market trends in a global economy, and successful job search and workplace behaviors.

**Transfers to: UC (credit limit\*), CSU**

**(\*The UC will grant a maximum of 3 units credit for COUN 101, 101A, 101B and 151 combined)**

**Spring  
2019**

**CRN: TBA**

**3.0 units**

**Location: Rio Hondo Classroom**

**Time: TBA**

**Please note!** 

This class is only for UndocuScholar (undocumented), DACAmented, or Ally students. If you are an UndocuScholar, DACAmented, or identified as an Ally, please contact Edward Henderson or Angel Aguilar Garcia in the First-Year Success Center, LR 101 or by email in order to add the class. [Ehenderson@riohondo.edu](mailto:Ehenderson@riohondo.edu) and [Aagarcia@riohondo.edu](mailto:Aagarcia@riohondo.edu)



**For more information, call FYSC (562)463-7023**



## Central Valley Immigration Legal Referral List

Organization/ Law Firm	Brick & Mortar Location	Contact Information	Notes: Immigration-related services provided  (Subject to change; contact organization for most up-to-date information)
<b>Nonprofit Immigration Practitioners Based in the Central Valley</b>			
California Rural Legal Assistance, Inc. (CRLA) - Fresno Office	Fresno	(559) 441-8721	Limited U and T visa applications where the applicant is indigenous or LGBT or where the applicant works in agriculture and the crime is related to employment.
California Rural Legal Assistance Foundation (CRLAF)	Sacramento & Fresno	Sacramento: (916) 446-7901  Fresno: (559) 486-6278	<ul style="list-style-type: none"> <li>• Adjustment of Status</li> <li>• Citizenship/ Naturalization</li> <li>• DACA</li> <li>• Family petitions</li> <li>• Freedom of Information Act (FOIA)</li> <li>• General immigration consults</li> <li>• Removal Defense (Limited)</li> <li>• U Visa</li> <li>• T Visa</li> <li>• Temporary Protected Status (TPS)</li> <li>• VAWA</li> </ul>
Catholic Charities of Stockton	Stockton	(209) 444-5910	<ul style="list-style-type: none"> <li>• Adjustment of Status</li> <li>• Affidavit of support</li> <li>• Citizenship/ Naturalization</li> <li>• DACA</li> <li>• Extreme hardship waivers</li> <li>• Family petitions</li> <li>• Freedom of Information Act (FOIA)</li> <li>• General immigration consults</li> <li>• Permanent residency &amp; renewals</li> <li>• Temporary Protected Status (TPS)</li> <li>• Provide ESL/Civics classes (free) in Stockton and Modesto</li> <li>• Waivers</li> </ul>

**Rural Immigrant Connect**

Please contact Renée Schomp at OneJustice with any questions or revisions: [rschomp@one-justice.org](mailto:rschomp@one-justice.org)

Please contact Abraham Bedoy with any questions or revisions: [abedoy@ilrc.org](mailto:abedoy@ilrc.org)



## California Community Colleges Dreamer Survey Questions

1. What is your name?
2. I am employed by a...
  - a. California Community College
  - b. California Community College District
  - c. Community College Foundation/Non-profit
3. With which district are you employed?
4. What is your position/title?
5. With which college are you employed?
6. What is your position/title?
7. How many satellite campuses does your college/district have?
8. How many of your campuses have services available for undocumented students?
9. Is your city or town supportive of undocumented students?
  - a. Friendly/open
  - b. Mixed
  - c. Hostile
  - d. Please give examples
10. How do you identify the number of undocumented students on campus?
  - a. Institutional research
  - b. AB 540 affidavits on file
  - c. Number of California Dream Act applications
  - d. Other (please specify)
11. Estimate the number of undocumented students who attend your community college.
  - a. Unknown
  - b. Fewer than 50
  - c. 50-100
  - d. 101 - 249
  - e. 250 - 499
  - f. 250 - 499
  - g. 750 - 1000
  - h. 1,000 - 1,499
  - i. 1,500 - 2000
  - j. Over 2,000
12. Does your school have access programs for undocumented students with
  - a. K - 12 public schools
  - b. Four-year admissions personnel
  - c. Four-year undocumented student center or program
  - d. Vocational schools
  - e. Other (please specify)
13. Whom would you identify as the primary point of contact for undocumented students?
14. What is their title?
15. Is this work a part of their officially assigned duties?
  - a. Yes, it is a part of their assigned duties
  - b. No, it is outside of assigned duties
16. If yes, approximately what percentage of their FTE is officially designated to working with undocumented students?
17. What is their supervisor's title and department?
18. Do you have an Undocumented Student Resource Center on campus?
19. Where is the Undocumented Student Resource Center located?
20. When was the Center established?
21. Organizationally, where is the Center housed?
  - a. Student Affairs
  - b. Associated Students
  - c. EOP&S
  - d. Other (please specify)
22. Do you have a Coordinator or similar position at the Center?
23. What percentage of the coordinator's time within their job description is allocated to their work at the Dream Resource Center?
24. To which office or department do they report?

25. What sort of services do you offer your students?
  - a. Pre-admissions counseling
  - b. AB 540/SB 68 in-state tuition
  - c. CA Dream Act
  - d. UndocuTalks
  - e. Visual image for allies
  - f. Scholarships
  - g. Peer support
  - h. Other (please specify)
26. Do you have undocumented students who participate as peer mentors?
  - a. No
  - b. Yes. How many?
27. Do you have a Dream Act specialist, or similar position, in the Financial Aid department?
28. Do you have a contact in the Admissions department to help with in-state tuition questions?
29. How do students verify that they meet the attendance requirements for SB 68/AB 540?
  - a. Self Certification
  - b. School Certification
  - c. I do not know
30. Do you have a dedicated scholarship for undocumented students?
31. What legal services are available in your community for undocumented students?
  - a. Deportation Defense Network
  - b. Nonprofit legal services
  - c. Private attorneys
  - d. Notaries
  - e. Law school clinics
  - f. I do not know
  - g. Other legal services?
32. Does your campus provide any of these legal services?
  - a. Screening/Triage
  - b. On-site lawyers
  - c. Referrals off-site
  - d. Collaboration with a law school
  - e. I do not know
  - f. Other (please specify)
33. Has your college/district partnered with any legal service providers to provide legal services to undocumented students? Check all that apply.
  - a. Private law firms
  - b. Private attorneys
  - c. Non-profit legal services
  - d. Law school clinics
  - e. Other legal partnerships?
34. How does your college/district make students aware that their information is protected by FERPA and CSAC?
  - a. Emails to enrolled students
  - b. Emails to prospective students
  - c. Signage at admissions
  - d. Signage at financial aid
  - e. A&R provides the FERPA notification annually
  - f. Students are not made aware
  - g. Other methods (please specify)
35. Do you have a club that supports undocumented students?
36. What is the name of the club?
37. When was the club established?
38. Who is the advisor?
39. Are there any efforts to promote club membership?
  - a. No
  - b. Yes. Please describe.
40. Do you have a campus-wide task force to address undocumented student support?
  - a. Yes
  - b. No
  - c. If yes, when was it established?
41. Have you hosted trainings for faculty and staff to be able to effectively support undocumented students?
  - a. No
  - b. Yes. How many people per year have been trained?
42. Have you hosted department-specific trainings? If yes, how many per year? How many departments have been trained?
  - a. No
  - b. Yes. How many per year and how many departments?

43. Does your school and/or district's website include information for undocumented students?
  - a. Yes
  - b. No
  - c. If yes, please paste the link below.
44. Does your school offer dedicated phone or email support in any of these areas? If so, please share the contact information.
  - a. Financial Aid
  - b. Admissions
  - c. Undocumented Students
  - d. District-level Support
  - e. Other
45. Did your community college and/or district pass a resolution supporting undocumented students?
46. Has your college offered a Student Records Protection training (FERPA/SB 54) to faculty and student-facing staff this academic year?
47. Would you want your college/district to be included in a systemwide undocumented student support services map?
48. If applicable, would you like your student club(s) supporting undocumented students to be listed in the same support services map?
  - a. Yes
  - b. No
  - c. My campus does not have any student clubs supporting undocumented students
49. What are three to five things that your college does well in supporting undocumented students?
50. What are the biggest needs you've identified among your undocumented students?
  - a. Basic needs
  - b. Legal support
  - c. Financial aid support
  - d. Admission/affidavit support
  - e. Career guidance
  - f. Tutoring
  - g. Academic counseling
  - h. Mental/emotional health support
  - i. Healthcare
  - j. Other needs you've identified?
51. Would you be interested in participating in a regional meeting regarding undocumented student support at California Community Colleges?
52. If yes to the above, please share your preferred contact information. This will be used to contact you about meetings and events concerning undocumented students.

## Agenda for Regional Meeting

**California Community College Dreamers Project**  
Central Valley Regional Meeting  
Wednesday, November 14, 2018, 10:00pm – 3:00pm  
Fresno City College, Old Administration Building, Room 251 (OAB-251)

### Agenda

**Purpose:** Create a space to identify challenges and elevate promising practices that support undocumented students at the CCCs that will inform recommendations to the Chancellor's Office

**Outcomes:** Attendees will:

- Learn about challenges CCCs face across the state in supporting undocumented students
- Be exposed to promising practices that increase access & success for undocumented students
- Connect with an educator at another CCC to facilitate cross-campus learning on a specific topic

10:00 Welcome

10:10 Introductions

- Name and affiliation
- Six words describing the challenges of undocumented students in your campus

10:40 Statewide & Regional Challenges

- Preliminary survey findings of challenges
- Small group work
  - What resonates most about the survey findings?
  - Are there any areas that are not reflected or are missing?
  - What are the most pressing needs for the Chancellor's Office to address?

11:30 Hearing from the Front Lines: Student Success Panel

12:00 Lunch

12:30 Legislative Updates

12:40 Elevating Institutional Models of Success (90 mins)

- Preliminary survey findings of promising practices
- Share-out and Gallery Walk

2:10 Break

2:20 Continuing the Conversation: Vision Resource Center

2:30 Cross-Campus Learning: Putting Practice Into Action

2:50 Next Steps and Closing



FOUNDATION *for* CALIFORNIA  
COMMUNITY COLLEGES



## CCC Dreamer Project | Full Recommendations

### 1. Improve identification, student data protection, and outreach

Reduce equity gaps in undocumented student enrollment by building pathways that increase service awareness and reduce fear.

- a. Institutionalize methods to effectively conduct outreach to current and incoming undocumented students, while protecting student data, to make them aware of appropriate resources.
- b. Increase current and prospective students' awareness of FERPA and SB 54 protections as outlined in the model policies created by the Attorney General (AB 21).
- c. Implement and strengthen outreach and academic pathways at high schools, adult schools, career education programs, and transfer institutions.
- d. Campus administration should promote an inclusive and welcoming campus through usage of supportive, multilingual signage, as well as incorporation of undocumented student resources and protections in the college's catalog, class schedules, and all course syllabi etc.
- e. Mandate that all campuses have at least one webpage with key resources to foster enrollment and retention of undocumented students.

### 2. Increase staff training and support

Ensure all CCC personnel are adequately trained to build institutional practices that promote compliance with California state laws and educational codes.

- a. Institutionalize consistent and up-to-date training at individual colleges (annually, at minimum) for faculty, staff, administration, and Board of Trustees to ensure the necessary knowledge, competency, and skills to effectively serve undocumented students.
  - i. Provide trainings for financial aid, admissions & records, cashier, outreach, counselors, career center, faculty, campus police, and mental health/wellness professionals as well as Student Senate members each semester or quarter.
  - ii. Require trainings as part of onboarding process for new employees to adequately support undocumented students and ensure cultural competency.
  - iii. Ensure all college departments are aware of institutional rights and responsibilities pertaining to FERPA, SB 54, and model policies (AB 21) to enable them to implement procedures to proactively protect students and inform them of their rights and available protections.
  - iv. Provide annual report to CCCCO on number of trainings and participants.
- b. Provide ongoing professional development and support for counselors, Dream Resource Center coordinators, and other staff supporting undocumented students including but not limited to:
  - i. Identifying subject-matter experts to provide up-to-date resources and education for front-line staff regarding in-state tuition (AB 540/SB 68), financial aid, data protection, mental health, etc.
  - ii. Partnering with local mental health practitioners to provide support to address second hand trauma.
  - iii. Initiating cross-campus learning and networking through consistent ongoing regional meetings.
  - iv. Promoting a systemwide digital hub to address training needs and promote promising practices.



### **3. Formalize support for dedicated stakeholders, staff and space at each campus**

Expand and formalize campuswide support and retention of undocumented students through the creation of a task force, a dedicated position, and measurable benchmarks.

- a. Ensure formation or continuation of an ongoing campus-wide task force (comprised of faculty, staff, administrators, and students) that meets regularly to address undocumented student needs and advocate for systemic solutions.
- b. Expand and formalize a position in support of undocumented students. At minimum, each campus should have a full-time position with undocumented student support as the majority of their job description. Ideally, programmatic models similar to EOP&S or Disabled Student Programs & Services should be developed.
- c. Ensure there is an Undocumented Student Program or Resource Center with measurable benchmarks on each campus as identified in De-Mystifying Dream Resource Centers.
- d. Use dedicated and sustainable funding streams including the Supplemental Allocation, Equity Funds, or others for programmatic support and staff.

### **4. Improve access to financial support for all undocumented students**

Increase undocumented students' ability to receive all financial aid and scholarships for which they are eligible.

#### **AB 540/SB 68 Eligible**

- a. Increase award rates for Cal Grants and CA Promise Grants through:
  - i. Guaranteed trainings (twice a year) for all front-line enrollment staff regarding in-state tuition & CA Dream Act eligibility
  - ii. Mandated interdepartmental trainings and increased communication between admissions, financial aid, and outreach staff
  - iii. Creation and/or dissemination of financial aid checklists for CA Dream Act
  - iv. Outreach materials pertaining to financial aid that include "FAFSA or DREAM" verbiage
  - v. Increased promotion of the March 2 deadline for Cal Grants
- b. Use the CA Dream Act, in lieu of the FAFSA, to determine financial need for scholarships, when required.

#### **Non-AB 540/SB 68 Eligible**

- a. Increase campus ability to implement Educational Code 76140-76143, Article 9, to allow Non-AB 540/SB 68 students to pay resident fees, if enrolled for 6 units or less.
- b. Ensure campus scholarships are open to all undocumented students.
- c. Create a dedicated scholarship fund through innovative fundraising.
- d. Promote a scholarship culture on campus by increasing awareness of available scholarships and offering assistance to increase award rates.
- e. Ensure students have access to necessary supplies to complete academic requirements.

## **5. Expand strategies to promote student retention**

Promote undocumented student certificate or degree completion through increased opportunities for student leadership, as well as access to credible legal and mental health services.

### **Student Engagement**

- a. Promote a safe space on campus through fostering or expansion of undocumented student and ally clubs.
- b. Develop and strengthen student leadership through undocumented student peer mentor programs.
- c. Coordinate regular activities to engage with undocumented and ally students such as welcome nights, storytelling workshops, pop-up art shows, movie screenings, etc.

### **Legal Services**

- a. Promote effective screening and triage methods alongside a trusted legal provider for all undocumented students and their immediate families to determine potential immigration remedies.
- b. Implement regular immigration forums on all campuses including Know Your Rights workshops, immigration relief screenings, DACA clinics, etc.
- c. Increase dissemination of available low or no-cost legal resources including referral lists of reputable legal providers.
- d. Partner with local community-based organizations to provide undocumented students with access to credible legal services.

### **Mental Health Services**

- a. Require in-service trainings for campus mental health providers to ensure provision of culturally competent services for undocumented students, including trauma therapy.
- b. Develop and promote referral lists and partnerships with culturally competent and low or no-cost local mental health providers.
- c. Partner with existing culturally competent and low or no-cost mental health providers to improve well-being of undocumented students.

## **6. Ensure CCCCCO's statewide guidance and policy support**

Provide systemic oversight regarding equitable implementation of state laws, alignment with CCCCCO initiatives, and sustained advocacy to improve all campus climates for undocumented students.

### **Systemic Oversight**

- a. Ensure adequate, dedicated, and sustainable staff, centralized within the system and spearheaded by the Chancellor's Office, to ensure all campuses are compliant with state laws and education codes as well as promote undocumented student success.
- b. Ensure campuses are compliant with immigration model policies by the California Attorney General (AB 21).
- c. Create a training module for onboarding new CCC staff to support undocumented students' success.
- d. Encourage and support procurement of dedicated and sustainable funding for undocumented student programming through Supplemental Allocation, equity funds, private grants, etc.
- e. Inform colleges about implementation of Educational Code 76140-76143 Article 9 to increase accessible pathways for Non-AB 540/SB 68 students.
- f. Collaborate with California Student Aid Commission to analyze Cal Grant and CA Promise Grants disbursements to increase award rates.

### **Enrollment**

- g. Standardize the CCCApply application process regarding citizenship including clarification of software requirements to inform potential students about AB 540/SB 68 eligibility.
- h. Develop and share early identification promising practices for incoming undocumented students to provide guidance to all CCCs regarding effective outreach strategies while protecting student data.

### **Advocacy**

- i. Advocate for statewide legislation supporting undocumented students, including statewide fellowship model, increased financial support, creation of Dream Resource Centers and support services, etc.
- j. Ensure continuation of Dreamer Advisory Group to inform CCCCCO on policy issues and serve as system wide advocates and liaisons.

### **Increase Student Awareness of Available Support and Resources**

- k. Produce CCC systemwide messaging targeting undocumented students to create welcoming and empowering messages for usage at each college.
- l. Declare annual Undocumented Student Week of Action during third week of October.
- m. Undertake a statewide survey of CCC undocumented students to identify pressing needs and effective resources, triangulating that with data from this survey and regional meetings.

## Acknowledgments

### PROJECT PARTNERS

#### Foundation for California Community Colleges

<https://foundationccc.org>

The Foundation for California Community Colleges is a 501(c)(3) nonprofit organization founded in 1998 as the official auxiliary to the CCC Board of Governors and Chancellor's Office. Its mission is to benefit, support, and enhance the missions of the California Community College system.

#### Immigrants Rising

<https://immigrantsrising.org>

Immigrants Rising empowers undocumented young people to achieve educational and career goals through personal, institutional and policy transformation. We envision an America where all young people can pursue and complete an education with confidence and without constraint.

#### The James Irvine Foundation

<https://www.irvine.org/>

The James Irvine Foundation is a private, nonprofit grantmaking foundation dedicated to expanding opportunity for the people of California. The Foundation's grantmaking is committed to a California where all low-income workers have the power to advance economically. Since 1937 the Foundation has provided more than \$1.87 billion in grants to nonprofit organizations throughout California. With about \$2.3 billion in assets, the Foundation made grants of \$95.9 million in 2018.

### DREAMER ADVISORY GROUP (DAG) MEMBERS

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**Dr. Tammeil Gilkerson**, President, Laney College

**Nancy Jodaitis**, Director of Higher Education Initiatives, Immigrants Rising

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**Pedro L. Ramirez**, Adjunct Counselor EOP&S, Bakersfield College

**Madeleine Villanueva**, Higher Education Fellow, Immigrants Rising

#### Additionally,

The survey and regional meeting participants;

The countless staff, faculty, administrators and student leaders across the state who have been innovative and resourceful in addressing the needs of current, past, and future undocumented students entering their colleges;

The undocumented young people in California who have sought to build a brighter future for themselves, their families and their communities.

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# California Community Colleges **Dreamers Project**

Strengthening Institutional Practices  
To Support Undocumented Student Success