

Undocumented Students Cal Poly Pomona

TLG Presentation
November 4, 2015



“ Undocumented students represent one of the most vulnerable groups served by U.S. schools.”

**U.S. Department of
Education
October 20, 2015**



Terminology

- **Undocumented**
 - Individuals who do not have legal documents which verify their residency - came to the U.S. without documentation, or have overcome their visa status
- **Dreamers**
 - Undocumented youth recognized to desire a college education, professional and civic engagement
- **AB**
 - Assembly Bill (540, 130, 131, 2000, ...)
- **DACA**
 - Deferred Action for Childhood Arrivals
 - DACAmented: Those who have been granted immigration relief through DACA
- **ICE**
 - Immigration and Customs Enforcement
- **USCIS**
 - United States Citizenship and Immigration Services

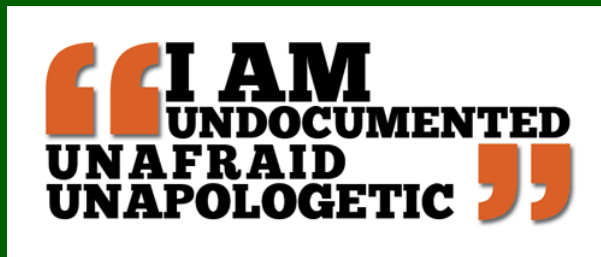
National Statistics

- **Approximately 65,000 graduate from high school every year**
- **54% with high school diploma compared to 82% of their U.S. born peers**
- **5-10% continue to higher education**
- **About 2% of all undocumented youth earn a college degree**
 - **Resiliency, leadership, and civic engagement are at their core**



The movement - background

- Student Activism Crucial
- “Undocumented and Unafraid” in 2010
- United We Dream – student lead, largely responsible for DACA
- AB 540 and DACA as sources of empowerment and engagement



Political/Legal Implications

Federal & State Laws

AB 540
In state Tuition

AB 130/131
California Dream Act

DACA

AB 2000
Expansion of AB 540

AB 60
Driver License
Implementation

SB 1159
Professional
Licenses for 2016

SB 1210
CA DREAM Loan
Program

AB 206
California DREAM
work-study program

Political/Legal Implications

- **Social identities and implications**
 - “illegal” and “alien” – people are not illegal or aliens
 - “Dreamer” and “DACAmended” – exclusion of other undocumented immigrants who also have dreams, work hard, and contribute
 - Language matters! Inclusive language and campus communication
 - Not just a “hot topic” but a real and persistent life experience



History of Immigration

- Immigrants and the United States have always had a tenuous relationship
 - Irish – 1850's
 - Chinese – 1880's
 - Italians – 1890's
 - Mexicans – 1930's
 - Japanese – 1940's



History of Legislation

- 1982-Plyler v. Doe
- 1985-Leticia A. v. UC Regents
- 1986-IIRCA
- 1991-Bradford
- 2001-AB540
- 2013-AB130, 131



Marco Antonio Firebaugh
CA Assembly Member
Author of AB 540

CPP History

- **Prior to Spring 2006**

- Undocumented student movement was silent

- **Spring 2006**

- Student Ricardo Ortega - Dream Scholarship (with MASA)
- Dream Scholarship in CPP Foundation
 - Started by President Ortiz, administered by the César E. Chávez Center for Higher Education
- Other scholarships
 - Hilda Solis Scholarship and LFSSA Scholarship
- President Ortiz appoints University Liaison

CPP History

- **Spring 2006**

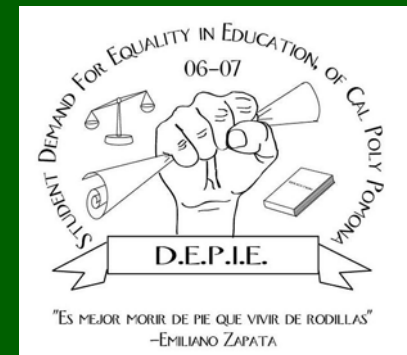
- DEPIE (Demanda Estudiantil Para Igualdad Educacional; Student Demand for Educational Equality) is founded

- **2010-2011**

- Greek Council begins their support of the Dream Scholarship
- Greek Quarterly hosts undocumented student storytelling

- **2012**

- DEPIE, César Chávez Center for Higher Education, and ASI MCC Senator start the Dreamers Ally Network
- ASI formally drops the word “illegal” from use on campus through a student government resolution



CPP History

• 2009

- La Union student clubs & organizations Fundraising Support
 - Dia de los Muertos
 - Quermes – End of the Year Chian@/Latin@ Celebration

• 2013

- Established Undocumented Students Support and Advocacy Committee (USSAC) with professional staff from SSEP, OSLCC & Housing
 - Formed the Undocumented Students Liaisons Council



Demographics

- **Exact number of undocumented students at Cal Poly Pomona is unknown**
- **About 550 new and continuing AB540 students in Fall 2015**
 - **Ethnicity**
 - Asian 112 (20%)
 - Black/African American 2 (.3%)
 - Hispanic/Latino 422 (77%)
 - White 4 (1%)
 - Not Specified 10 (2%)
 - **Student Level**
 - Undergrad 536 (97%)
 - Grad/Credential (3%)
 - **Gender**
 - Female 239 (43%)
 - Male 311 (57%)



Financial Aid

- **About 550 new and continuing AB540 students in Fall 2015**
 - **Financial Aid Status**
 - Yes, receiving FA 399 (73%)
 - No 151 (27%)
- **A little over \$2.5 million Dream Act funding was awarded in 2014-2015**

STUDENTS	DISB	DESCR	YE AR
17	\$88,920	Cal Grant A Dream	2015
127	\$659,832	Cal Grant B Dream	2015
178	\$277,556	Cal Grant B Sub Dream	2015
308	\$1,492,610	State Univ Grt-CA Dream	2015
2	\$4,414	Cal Poly Pomona Grant-CA Dream	2015
5	\$1,470	Middle Class Scholarship Dream	2015

STUDENTS	COLLEGE
23	Agriculture
103	Business Administration
16	Educ & Integrative Studies
114	Engineering
40	Environmental Design
22	Hospitality Management
59	Letters, Arts, & Social Sci
63	Science

STUDENT S	DISB	GENDER
196	1,148,262	F
244	1,376,540	M

STUDENTS	ACAD LEVEL
91	10
51	20
122	30
171	40
1	50
4	GR
440 Total	

Summary of CPP support

- University undocumented student liaison – 10% of work time
- Undocumented Students Support and Advocacy Committee (USSAC) staff
 - Dreamers Ally Network (trainings); website; respond to students
- Liaisons in different departments
- Processes (in response to state laws)
 - Admissions (AB 540)
 - Financial Aid (Dream Act)



Student Barriers

- **Academic**

- E.g., stresses on performance, restricted test requirements, cannot attend conferences, cannot participate in research that is federally funded, or programs, such as McNairs

- **Financial**

- Not enough aid, especially for the very poor; family is priority; students are not eligible for DACA or cannot afford the application fee (\$465); no work or low-wage, inflexible or excessive work hours

- **Social**

- Stigma, fear, and discrimination
- Cannot engage in certain social activities. E.g., going out with friends to public venues/events where an ID is required for entrance or to receive a service.

- **Personal**

- Threats to students and families. E.g., confidentiality, direct threats from people
- Limited staff support, especially under crisis situations. E.g., family deportation
- Limited ability to drive (without fear)
- Others not understanding the primacy of family in students' lives

Student Needs

- Culturally competent faculty/staff that know the unique needs of these students.
- Specialized advising and counseling.
- Access to information about campus and community resources.
- Advocacy and proper dissemination of information to the campus community.



Student Needs

- Workshops, trainings, and information on the following:
 - Scholarships
 - Financial aid
 - DACA application, traveling abroad, doing taxes
 - Academic resources on campus, professional development
 - National resources, conferences, and other support and advocacy opportunities
 - Interpretation of laws



Student Needs

- Someone trustworthy who understands
- Crisis response person available 24 hrs./day
- An opportunity to remain active and help those that come after them within their family and larger community.



California DREAM Network Retreat comes to CPP

More than 100 California community colleges and their members gathered at the University of California, Riverside campus for the annual retreat of the California DREAM Network. The retreat, which was held from October 10-12, 2013, was a significant event for the network, providing an opportunity for members to share their experiences and discuss ways to support undocumented students.

The retreat was held at the University of California, Riverside campus, and was attended by members from various community colleges across the state. The event was organized by the California DREAM Network, a coalition of community colleges and their members that works to support undocumented students.

During the retreat, members shared their experiences and discussed ways to support undocumented students. The event was a significant opportunity for members to connect with each other and discuss ways to support undocumented students.

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Advocate Challenges

- Funding
- Lack of time
- Departure of staff/faculty/students who have lead some of the initiatives
- Informal support (OSLCC; UHS)
- Limited formal support (University undocumented students liaison 10%)
- Response from other staff/campus community who are unsupportive
- Visibility



Campus Needs

- **Dedicated Time**
 - Keeping up to date with the movement, the laws, and the literature
 - Membership in and attendance at state and nation-wide conferences and initiatives
 - Coordination with local community
 - Workshops for students
 - Developing a more useful and dynamic website
 - Consistent and timely response to student needs
 - Be a resource for student activists
- **Funding for staff, trainings, materials, resources**

Impact of not responding at CPP

- **Being unresponsive to undocumented student needs while other state and national higher education institutions, including within the CSU system, are taking the lead in addressing the needs of these students**
- **Merely react to state and federal laws vs. being proactive**
- **Maintain low attendance, persistence, and graduation rates of undocumented students**
- **Not supporting our CPP mission nor the commitment made to admitted students**

CSU system

Institutions	Dedicated Staff	Type of Center	Department	Funding
Cal State Fullerton	Coordinator and Student Staff	Resource Center	Student Affairs	
Cal State Long Beach	Coordinator and 2 student assistants	Office	Student Affairs	\$90,000 including salary
Cal State Northridge	Coordinator and 8 Student Interns	Office	EOP-Academic Affairs	Campus quality fee (3-year) \$99,000
Cal State Los Angeles	Coordinator/Academic Counselor and Peer Mentor Advisors	Center-EOP Office	Student Affairs	
Cal State San Bernardino	Coordinator and Student Staff	Resource Center	Student Affairs	Requested \$60,000

Recommendations

- **From Students**

- Promote a sense of belonging (through inclusive language, advocacy, welcoming environment) for self and families
- Provide supportive, understanding, knowledgeable, trustworthy staff
- Safe space to engage, grow, be active, support each other
- Increase visibility – include undocumented students in the narrative; e.g., in orientation, recruitment presentations, etc.

Recommendations

- **From USSAC and Advocates**

- Full-time coordinator*
- Dream Center (undocumented students center)
 - For students and their families to receive staff and peer support*
 - Space that clearly affirms and supports students, connects them to resources, and provides them with a sense of belonging*
 - Public demonstration of support*
- Train all staff on unique needs of students to help provide additional support, welcoming environment, and sensitivity to youths' concerns*
- University Task Force to move along initiatives (inter-divisional if possible)
- Follow-up to this presentation at TLG

* Included in the U.S. Department of Education Guide (October, 2015)

Questions

*A winner is a dreamer
who never gives up.*
Nelson Mandela

*... All undocumented
immigrants are dreamers. . .*