

Final Report for NCHEA Grants

Within *two weeks* of the completion of the project, a Final Report and all support materials must be submitted to Elisa Grant-Vallone, NCHEA Director.

Please email this Final Report as a Word file (*not* as a pdf) to Elisa Grant-Vallone at evallone@csusm.edu and include items 8, 9, and 10 as email attachments. (If hard copies are the only available versions please mail them.)

Additionally, mail a hard copy of the Final Report and all *original* receipts, W-9 forms, etc. (item #11 on this form) to **Sonia Perez, NCHEA Coordinator, CSUSM Faculty Center, S. Twin Oaks Valley Rd San Marcos, CA 92096**. (We are unable to accept faxes or pdf files; original copies of these documents are required so please save copies for your records.)

1. Today's date: 11/7/2017
2. Project Title: Immigration and Immigrant Resources in North County
3. Project/Grant Director: Marisol Clark-Ibáñez
4. Description of project/objectives (in 250 words or less): UURISE, a local non-profit legal center, provided three 3-hour workshops that aimed to (a) provide an overview of pathways to citizenship for immigrants; (b) provide a basic understanding of immigration relief and benefits that some undocumented immigrants may be eligible; (c) explain the Emergency Safety Plan for immigrants related to deportation; and, (d) train participants to help identify resources in our region to assist immigrants (undocumented students and mixed status families). Active learning techniques and role-playing scenarios were the pedagogical approach for each workshop. Cultural sensitivity and ethics were featured in each workshop. Each campus hosted a workshop aimed to bring together different constituencies across all three campuses: (a) CSUSM hosted a workshop for students and faculty from all three campuses; (b) Palomar hosted Student Affairs and Student Services staff and administrators from all three campuses (e.g., admissions, outreach, financial aid); and (c) MiraCosta hosted a community and family member workshop for our region. This MiraCosta workshop specifically partnered with the MCC Community Learning Center (CLC) in Oceanside, which delivers important (credit and non-credit) classes to our communities. Each workshop included time for introductions, networking, and debriefing for participants to engage with each other across the colleges. The workshops were conducted in March 2017 (CSUSM) and April 2017 (Palomar/Miracosta).
5. Description of faculty/staff intercampus collaboration (in 250 words or less): The three collaborators from each campus, along with UURISE CEO/President, took the lead on shaping the agenda for the workshop each campus hosted. An initial meeting was held in October 2016. Given the election outcomes of November 2016, a second meeting to update and refine the agenda took place in January 2017. Each collaborator secured workshop rooms, arranged for parking, designed advertisement, and recruited workshop attendees. This means outreaching to significant stakeholders and accessing communication modes at each campus. Upon completion of each workshop, the collaborators solicited and reviewed feedback prior to the following workshop.

6. Number of students/faculty/staff served (broken down by institution):

Students' Training = 95 (complete attendance)

March 2 - CSUSM	Palomar	CSUSM	MiraCosta
Students	7	38	28
Faculty/Staff/admin	12	0	8
Community	0	2	0

Staff and Administrators Training = 99 (plus others who did not register or sign in)

April 7 - Palomar	Palomar	CSUSM	MiraCosta
Students			
Faculty/Staff/admin	61	5	28
Community	5		

Community Member Information Session = 11

April 8 - MiraCosta	Palomar	CSUSM	MiraCosta
Students			
Faculty/Staff/admin			
Community			11

7. Assessment of project outcome (in 250 words or less):

The student training and the session focuses on staff/faculty/administrators were very successful. We had high attendance for each and the evaluations were positive. **At the CSUSM training**, students from the various colleges attended but a special thanks goes to our colleagues at MCC who rented vans to bring students to the event. MCC students who attend the event at CSUSM and transferred to

CSUSM - they expressed gratitude for the ride to campus, for being integrated so closely with students from PC and CSUSM, and for additional exposure to the university. If we were to conduct another training, I would add a leadership development component to help students brainstorm how they can take the information they learned about and develop it into action items. The sessions was lively with lots of audience participation but mainly based on presentation. **The Palomar event** was extremely well attended - every seat was taken and folks were sitting in the aisles. Audience members were eager to learn how to be better informed “trusted narrators.” CSUSM attendance was low and so better recruitment at CSUSM would be a goal for next time. One reason for the lower attendance from CSUSM could be that there were some trainings and information sessions at CSUSM (yearly STAND student club sponsored Undocu-Ally training) which are attended by over 100 staff, faculty and administrators, along with the Cross Cultural Center and National Latino Research Center presentations about DACA and immigration changes.

While two of our trainings were excellent, we failed in reach our attendance goal for **the Community Information Session**. The UURISE brought a team of Spanish speaking attorneys and volunteers and we offered coffee and breakfast. Those who attended (three multigenerational *familias*) were able to have one-on-one attention and answers to complex legal questions. However, the very low attendance fell short of our goal. The session was held on a Saturday and we had hoped to take advantage of students attending classes that day - either with instructors bringing their students or students being allowed to attend. Due to various scheduling conflicts, the Community Information Session had to be moved several times; by the time we confirmed a date and time, there was one week to advertise the event. Unfortunately, students did not leave their classes and, during their classroom breaks when we talked to students, many had not heard about event but were very interested in the information. (We gave everyone interested who was on a classroom break packets of information that UURISE had provided and invited them to eat or take food.) As a team, we needed to greatly improve on several measures: (a) follow up personally with instructors after sending emails asking them to share the information with the students; (b) create a safe and trusted relationship with potential participants by visiting their classrooms and present about the event; (c) begin promoting the event much earlier; (d) have the event coincide with natural breaks in between classes or take place after classes end; and (e) establish a strong relationships with the front desk staff members to help us promote the event.

On a positive note, the Palomar College Escondido campus counselors and educators met with us and asked for information sessions to be done with their students. Taken into consideration the lessons learned, we will continue offering the trainings. Since then, UURISE has been able to provide numerous free events on each campus and connected with key colleagues.

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| 8. Signature list/sign-in sheet for the event – SUBMITTED PRIOR TO THIS REPORT AND ATTACHED AGAIN |
| 9. Flyer or advertisement for the event – SUBMITTED PRIOR TO THIS REPORT AND ATTACHED AGAIN |
| 10. Samples of photos taken at the event – SUBMITTED PRIOR TO THIS REPORT AND ATTACHED AGAIN |
| 11. Original receipts, W-9 forms, etc. (no faxes or pdfs)– please mail hard copies to above address; retain copies of these documents for your own records |