

DAY 1: SESSION A

9:30 am to 10:30 am

LOCATION	PRESENTER(S)	WORKSHOP TITLE AND DESCRIPTION
Ballroom A	Sylvia Juarez-Magana Educational Consultant Juarez Consulting Inc.	<p><i>Launching a DREAMERS/Immigrant Resource Center</i></p> <p>The session will provide an overview of how to establish a center that serves undocumented and DACA students. This includes identifying space for the center, creating a campus and community taskforce to engage all stakeholders. The project's progress and activities that promote the awareness need to include students who need to self-identify due to their immigration issues. Presenters will share a timeline that covers determining physical location, campus liaisons, services needed and legal recourse for those who visit the center.</p>
Ballroom B	<p>Amie Scully Attorney Students Without Limits</p> <p>Kevin Scully, School Psychologist and Education Consultant</p>	<p><i>Understanding the Laws and Rights of Immigrant and Undocumented Students</i></p> <p>Attorney Amie Scully left big law to dedicate her life to undocumented youth. Through her organization, Amie works directly with high school and college Dreamers and educates them about legal options, continuing their education and financial aid. She and her husband Kevin, a school psychologist/education consultant, work as a team to support this vulnerable population. School counselors and college access partners will (1) have a useful knowledge of the laws and rights of undocumented youth, (2) have a clear understanding of the impact of the new administration, (3) be able to clarify common misunderstandings for their colleagues and students</p>
Library	Cynthia Torres Advisor, Education Without Borders San Diego State University	<p><i>The Journey of a Dreamer at SDSU by Education Without Borders</i></p> <p>School counselors and college access partners will be introduced to the many services and resources available at SDSU and how to maneuver through the institution in an effort to have a satisfactory educational journey. SDSU students will share their personal experiences and provide an in-depth understanding for participants. Education Without Borders (EWB) at San Diego State University is a student organization that aims to highlight the issues affecting, and create a support system for, undocumented and other marginalized students which encourages diversity and the right to equal access of education. We do so by providing networking resources such as community service, social events, fundraisers, and other leadership opportunities.</p>
Boardroom	<p>Polly Card Learning Media Coordinator San Diego State University</p> <p>Michelle Ruiz Ph.D Student San Diego State University at Claremont</p>	<p><i>'The Ideological Clarity Machine'—a 360 Virtual Reality film</i> <i>Understanding Latino Male Transborder Students</i></p> <p>The purpose of this session is to learn how to support Latino male transborder students, ELL's, of low SES, through new insights and understanding of their experiences. The aim is to enhance access, achievement and success among ELL's who have been historically underrepresented and underserved in postsecondary education. By the end of this session participants will develop critical consciousness. We hope to affect participants beyond the 360 film event, by building on equity and social justice issues through their classroom practices and interactions with students.</p>

DAY 1: WORKSHOP SESSION B

10:45 am to 11:45 am

LOCATION	PRESENTER(S)	WORKSHOP TITLE AND DESCRIPTION
Ballroom A	Neffisatu Dambo <i>Assistant Professor Southern Illinois University at Carbondale</i> Louis Akainya Ackah <i>PhD Candidate Southern Illinois University at Carbondale</i>	<i>Supporting the Successful Transitions of Immigrant Students through Collaborative Expertise</i> This presentation identifies major challenges that can temporarily impede the successful transition and long-term development of immigrant children, identifies coping strategies used to counteract these problems and their long-term effects, and present interventions that may help with the transition process. Presenters will examine causes of maladjustment among immigrant children which pose a number of risks to their healthy development and transition. Although some students adjust well to the K–12 education system, others battle with various maladjustment factors; mainly, language, cultural, financial, communication, discrimination etc.
Ballroom B	Catalina Mistler <i>California Student Aid Commission</i>	<i>California Dream Act Application</i> This presentation will give school counselors and college access partners a strong understanding of the California Dream Act Application and its benefits for undocumented and nonresident documented students. There will also be the opportunity for the audience to ask questions during a Q & A at the end of the presentation.
Library	Laura Tovar <i>IJP Paralegal American Bar Association Immigration Justice Project</i> Karla Rodriguez <i>Paralegal American Bar Association Immigration Justice Project</i>	<i>What to Do If A Student is Detained By Immigration & Customs Enforcement</i> School counselors and college access partners will be provided with information on how to prepare students in the event they are detained by ICE and how to better assist these students facing removal proceedings. Attendees will gain knowledge on how to prepare a student in the event ICE shows up at their house, what immediate steps to take if a student is detained by ICE, and have a clear comprehension of removal proceedings.
Boardroom	Mark P. Boggie M.Ed. <i>Assistant Dean Student Services Cochise College</i> Eric R. Blanco, M.S., P.P.S. <i>CASC President 2016-2017 School Counselor Ernest Righetti H.S.</i>	<i>The School Counselor and Working with Undocumented Students</i> School counselors and college access partners will review and discuss the final draft of the position statement "Working with Undocumented Student" for the American School Counselor Association (ASCA). The final draft will be presented at the ASCA Delegate Assembly July 7, 2017. Presenters will outline the committee process, content development and resources consulted. Participants are encouraged to provide input regarding this important role. Note: This session will be offered on Day 2 at 9:45 am.

For additional information and downloadable presentation documents,
Visit the conference website at:

<http://go.sdsu.edu/education/cescal-conference/>

Day 1: WORKSHOP SESSION C

1:30 pm to 2:30 pm

LOCATION	PRESENTER(S)	WORKSHOP TITLE AND DESCRIPTION
Ballroom A	<p>Casey McCullough CSU STEM AmeriCorps VISTA</p> <p>Dale Stoker Employer Relations Specialist</p>	<p><i>UndocuAlly Training 1: Foundational Knowledge</i></p> <p>The Undocumented Student Working Group at Cal Poly San Luis Obispo presents the first session of our 3-part 5-hour UndocuAlly Training series. Over 600 campus and community partners have received at least part of this training series. School counselor and college access partners will learn what undocumented students want their faculty/staff to know; distinguish between inclusive and exclusive language; examine the context of undocumented students in higher education; receive basic knowledge on laws that impact undocumented students; and identify next steps in supporting undocumented students at their schools</p>
Ballroom B	<p>Nancy Jodaitis Director of Higher Education Initiatives Educators for Fair Consideration</p> <p>Rose Carmona-Arbulu Dream Act Coordinator and Financial Aid Counselor San Francisco State University</p>	<p><i>Maximizing Success Rates for the CA Dream Act</i></p> <p>An overview of the CA Dream application process, eligibility requirements including AB 540 or AB 2000, differences in aid across educational systems, important priority deadlines, residency requirements, common pitfalls that can prevent funds from being awarded, and strategies for meeting college costs not covered by CA Dream Act. School counselors and college access partners will be able to identify and navigate of four stages of applying for CA Dream Act and be able to effectively problem solve using E4FC's CA Dream Act Map, become familiar with the library of materials available to support educators and undocumented students in successfully applying for the CA Dream Act, be aware of common pitfalls and avoid them, and understand steps necessary for students from mixed-family status households</p>
Library	<p>Juan M. Chavez, M.A. Eneilia Medina School Counselor Norte Vista High School Alvord Unified School District</p>	<p><i>Building a Bridge for DREAMERS</i></p> <p>The workshop will provide an understanding of the work required, value and challenges of establishing DREAM Clubs. This session will provide and understanding of the roles of educators, alumni, allies, and self-advocates as they work to create a safe space in which students can develop their skills in communication, leadership, and academics. Main points covered in this presentation are: discuss the current situation dreamers are experiencing, discuss resources, administration support, and what is working, provide a brief description for each role (educator, alumni, ally, and self-advocates). Various presenters will share their experiences and also how educators can assist each role to establish effective clubs.</p>
Boardroom	<p>Ed Devine Regional Director of Admissions West Coast Lafayette College</p>	<p>College Search with a Focus on College Completion</p> <p>What do first generation college students need to know about the search process that will land them at a best fit school with the preparation and mindset to complete their degrees? This session will look at strategies to create options for students, and also strategies that empower them. We will share search strategies, tips on completing the application and insight on financial aid and scholarships. Additionally, an outline of programs that help in this process will be shared.</p>

Day 1: INFO AND COLLEGE FAIR

1:00 PM to 4:00 PM

ORGANIZATION

San Diego State University
UC San Diego
Saint Mary's College in Notre Dame

ORGANIZATION

Point Loma Nazarene
Lafayette College
University of Rochester

ORGANIZATION

California Association of School Counselors
Immigration Justice Project

Day 1: WORKSHOP SESSION D

2:45 pm to 3:45 pm

LOCATION	PRESENTER(S)	WORKSHOP TITLE AND DESCRIPTION
Ballroom A	Casey McCullough <i>CSU STEM AmeriCorps VISTA</i> Dale Stoker <i>Employer Relations Specialist</i>	<i>Beyond DACA: Identifying Academic and Professional Opportunities for Undocumented Students</i> This workshop shares how Cal Poly San Luis Obispo has identified strategies and best practices for identifying academic and professional opportunities for undocumented students that do not rely on DACA as a mechanism of access. Topics include accessing study away opportunities that enhance career exploration; internship & research opportunities; & graduate school options for undocumented students. Presenters will share the history of undocumented student support and the successes of our UndocuAlly Training Series, in hopes that attendees see our group as a model for their institutions. School counselors and college access partners will also leave with more knowledge of career, graduate school, and other post-undergraduate options for undocumented students.
Ballroom B	Mario Deleon <i>Dream Summer Coordinator</i> <i>UCLA Labor Center</i>	<i>UCLA Labor Center</i> The UCLA Labor Center believes that a public university belongs to the people and should advance quality education and employment for all. Every day we bring together workers, students, faculty, and policymakers to address the most critical issues facing working people today. Our research, education, and policy work lifts industry standards, creates jobs that are good for communities, and strengthens immigrant rights, especially for students and youth. Major projects include: Dream Resource Center, the Global Solidarity Project, the Re:Work Institute for Worker Justice, and the UCLA Labor and Workplace Studies Minor. Specific attention will be provided to Dream Resource Center which advances the leadership of students to promote equal access to higher education and pathways to citizenship.
Library	Italia Garcia <i>Civic Engagement Coordinator</i> <i>Center for Community Action and</i> <i>Environmental Justice</i>	<i>Working with Students to Increase Advocacy</i> School counselors and college access partners will learn about Italia's work as a college access partner throughout Riverside. As an undocumented and unafraid advocate, Italia was featured in a documentary and was also on national television on MSNBC for attending the State of the Union Address with Congressman Takano where she advocated for undocumented students. Italia created the first S.A.F.E. (Student Alliance for Education) Club at RCC where she created and fundraised for scholarships to assist undocumented students go on for more education or training. Italia has led student forums and protest and continues to help with legislative updates for dreamers. In 2010, she was referred to Referral for Reform Immigration America which was a campaign program that taught her how to campaign. She was the first Dreamer to be the Student Body President at RCC. She then transferred to UC Riverside and did an internship for Congressman Takano to support the Dreamers and DACA.
Boardroom	Katrina Buchta <i>AmeriCorps College & Career</i> <i>Aspirations Counselor</i> <i>Lewiston High School</i>	<i>Understanding Access to Higher Education for African Asylum Seeking Students in Lewiston, Maine</i> Since 2001, the small post-industrial mill city of Lewiston, Maine has experienced a rapidly growing population of African immigrants, refugees, and asylum seekers. Located in one of the whitest states in the nation, Lewiston faced a rapid shift in demographics and gained racial, ethnic, linguistic, and religious diversity. For asylum seeking students, the path to higher education is filled with obstacles. This presentation will provide an overview of the evolution of the city of Lewiston, the history of its immigrant population, and the complex process of seeking asylum. Specific asylum seeking students will be highlighted along with their stories of triumph, defeat, and hope. Barriers to higher education, and the strategies and efforts to overcome these barriers, for asylum seeking students will be discussed. This presentation attempts to spark dialogue and bring light to this marginalized population of students in Maine – a vulnerable population that not many people even know exists

DAY 2: ANSWERING THE CALL TO ACTION

8:00 am to 9:30 am



Aaron I. Bruce, MIBA, Ph.D.

*Chief Diversity Officer
San Diego State University*

Dr. Aaron Bruce, serves as the Chief Diversity Officer at San Diego State University, where he focuses on campus-wide multicultural understanding, social justice, and strategies related to diversity and inclusion. In addition to developing ways improve campus climate, Dr. Bruce helps strengthen the university's connections to San Diego's diverse local and global communities. His experience in the advertising and marketing affords him with the creative energy to promote diversity in a variety of ways. He presently is an active member of the National Association for Diversity Officers in Higher Education (NADOHE), President of the Southern California Association of Diversity Officers in Higher Education (SCADOHE) and is a International Multicultural Institute certified diversity trainer, who has facilitated numerous professional development seminars in the U.S. and abroad.



Juan Manuel Garcia

*Senior Director
ACT Center for Equity in Learning
equityinlearning.act.org*

Juan Garcia oversees the Strategic Partnerships for the Center for Equity in Learning at ACT, working with existing and new partnerships fulfilling ACT's mission of helping people achieve education and workplace success.

Mr. Garcia has served as a champion of college access and readiness for the Iowa College Access Network (ICAN), where he established relationships with school, district administration, state and local leaders, as well as other nonprofits to reach at-risk students, ensuring that these students were aware of the support that was available to them for pursuit of higher education. Prior to his work in improving education opportunities for our students, Mr. Garcia led marketing and promotions for the launch of a new Spanish magazine published by Meredith Corporation and served as an Account Executive in Latin America for the Hispanic Marketing Division of Donnelley Marketing, Inc. In November 2016, Mr. Garcia graduated from the Harvard University Business School program of Leadership Best Practices. In 2015, he received the award for Diversity and Inclusion from ACT, Inc. nominated and selected among all company employees (more than 1,300). Mr. Garcia is originally from Lima, Peru.



Carolina Valdivia

*Founder
My(Un)Documented Life
mydocumentedlife.org*

Carolina is the creator of My Undocumented Life blog: one of a very few websites that provides a platform where undocumented communities can obtain up-to-date information about the public policies affecting their everyday lives. The website also provides the community with a sense of belonging and a place where people can share their stories. My Undocumented Life blog has received more than a quarter of a million views (August 2011-Present). Carolina Valdivia is a doctoral candidate in Education at Harvard University. She is a recipient of the Ford Foundation Pre-Doctoral Fellowship. Her research interests include immigration, law and society, race and ethnicity, and social movements. Her work explores the ways through which illegality impacts the lives of immigrant youth and their families, including their educational trajectories and political participation. Her current project explores how deportation and its omnipresent threat shape the life trajectories of immigrant young adults.



Jin Park

Executive Director Higher Dreams

Jin Park is the founder and executive director of HigherDreams and a junior at Harvard University. As a Deferred Action for Childhood Arrivals (DACA) recipient applying to college, Jin experienced the daunting challenges that many undocumented students face while applying to and funding their college education. Driven by his experiences, Jin founded Higher Dreams, a nonprofit that seeks to help the 65,000 undocumented high school graduates reach their potential. Higher Dreams has worked to consolidate resources for applying to college from the perspective of an undocumented student, and is currently doing direct outreach to high schools in Boston and NYC to make higher education more accessible for low-income and undocumented students. At Harvard, Jin is the campus coordinator of the "Define American" movement, which seeks to elevate the conversation surrounding immigration through storytelling, and also directs Harvard's "Chinatown Citizenship," a naturalization assistance program for immigrants in the greater Boston area. Jin has also been recognized by the White House as a Champion of Change, featured on the NY Times, and is currently working with Boston Public Schools to develop a training manual that can be used when training staff to work with immigrant/undocumented students.

Day 2: SESSION A

9:45 am to 10:45 am

LOCATION	PRESENTER(S)	WORKSHOP TITLE AND DESCRIPTION
Ballroom A	Jin Park Executive Director Higher Dreams	HigherDreams: Removing Barriers to College Access for Undocumented Students In the United States there are an estimated 65,000 undocumented students who graduate high school each year. Since immigration status plays out differently for every student, undocumented students face unique barriers when it comes to college access, persistence and job attainment. This session will address the crucial background that sets the context for the work of HigherDreams, a nonprofit that seeks to improve access to higher education for Dreamers.
Ballroom B	Carolina Valdivia Founder My(Un)Documented Life myundocumentedlife.org	The Mental Health Consequences of Growing Up Undocumented During this session, we will discuss the experiences of undocumented young adults with an emphasis on the mental health issues they face. We will examine the ways in which the current political climate is exacerbating young adults' feelings of depression, stress, and anxiety. We will also identify practical steps that school personnel can take to best support undocumented young adults
Library	Juan Manuel Garcia Senior Director ACT Center for Equity in Learning equityinlearning.act.org	Removing Barriers for Underserved Learners...Making Equity in Education Everyone's Business! In this session we will discuss ACT's new initiative to help ELL students with accommodations for testing. The session includes a discussion on the importance of working in the earlier grades to make sure students are taking rigorous classes and preparing themselves to succeed in high school. We will also review the findings of the newly released 2017 report and discuss the changes from the 2016 results from the report Condition of College and Career Readiness among minority U.S. high school graduates who took the ACT test, which shows slow but steady improvement, particularly in the key areas of math and science. This has occurred as the number of test-takers continues to dramatically increase.
Boardroom	Mark P. Boggie M.Ed. Assistant Dean Student Services Cochise College Eric R. Blanco, M.S., P.P.S. CASC President 2016-2017 School Counselor Ernest Righetti H.S	The School Counselor and Working with Undocumented Students School counselors and college access partners will review and discuss the final draft of the position statement "Working with Undocumented Student" for the American School Counselor Association (ASCA). The final draft will be presented at the ASCA Delegate Assembly July 7, 2017. Presenters will outline the committee process, content development and resources consulted. Participants will be able to provide input.

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Day 2: WORKSHOP SESSION B

11 am to 12:00 pm

LOCATION	PRESENTER(S)	WORKSHOP TITLE AND DESCRIPTION
Ballroom A	<p>Jessica Resendez College Advisor The Preuss School UCSD</p>	<p><i>Supporting Undocumented Students and their Families through the College Application Process</i></p> <p>Undocumented students face a unique set of challenges in the college and financial aid application process. Students who have undocumented parents/legal guardians may also encounter challenges. This session will review common roadblocks and how school counselors and college access partners can assist students and parents through the process. We will review four main areas: College Awareness, College Application Process, Financial Aid Application Process, and College Enrollment & Success. Participants will receive resources to support this special population and there will be time for Q & A at the end of the presentation.</p>
Ballroom B	<p>Nancy Jodaitis Director of Higher Education Initiatives Educators for Fair Consideration</p>	<p><i>Understanding the Sanctuary School & Safe Zone Movement</i></p> <p>Understanding the Sanctuary School & Safe Zone Movement will provide an overview of the key protections educators should be fighting for to ensure undocumented students are not targeted at their college or university, an explanation about why sanctuary school and safe zones are vital at this time, legal protections that are already in place through FERPA and the U.S. Constitution, specific suggestions about how to get started, and strategies for ensuring that key protections from any resolution are effectively implemented. In addition, educators will be exposed to many valuable resources to support their work including educational guides, sample resolutions, webinars and more.</p>
Library	<p>Sylvia Juarez-Magana Educational Consultant Juarez Consulting Inc.</p>	<p><i>Launching a DREAMERS/Immigrant Resource Center</i></p> <p>The session will provide an overview of how to establish a center that serves undocumented and DACA students. This includes identifying space for the center, creating a campus and community taskforce to engage all stakeholders. The project's progress and activities that promote the awareness need to include students who need to self-identify due to their immigration issues. Presenters will share a timeline that covers determining physical location, campus liaisons, services needed and legal recourse for those who visit the center.</p>
Boardroom	<p>Laura Tovar IJP Paralegal American Bar Association Immigration Justice Project</p> <p>Karla Rodriguez Paralegal American Bar Association Immigration Justice Project</p>	<p><i>What to Do If A Student is Detained By Immigration & Customs Enforcement</i></p> <p>School counselors and college access partners will be provided with information on how to prepare students in the event they are detained by ICE and how to better assist these students facing removal proceedings. Attendees will gain knowledge on how to prepare a student in the event ICE shows up at their house, what immediate steps to take if a student is detained by ICE, and have a clear comprehension of removal proceedings.</p>

Day 2: ROUNDTABLE CAFÉ

1:15 pm to 3:15 pm

Boardroom

Round table café is a self-organizing practice of inner discipline and collective activity which releases the inherent creativity and leadership in individuals. By inviting people to take responsibility for what they care about, Roundtable Café establishes a marketplace of inquiry, reflection and learning, and bringing out the best in both individuals and the whole.

PROBABLE OUTCOMES:

- Builds energy, commitment and shared leadership
- Participants accept responsibility for what does or doesn't happen
- Action plans and recommendations emerge from discussions as appropriate
- You create a record of the entire proceedings as you go along

FOUR PRINCIPLES TO NAVIGATE THE ROUNDTABLE CAFÉ

- *Whoever comes is the right people.* Whoever is attracted to the same conversation are the people who can contribute most to that conversation because they care. So they are the ones for the whole group, who are capable of initiating action.
- *Whatever happens is the only thing that could've.* This principle acknowledges we'll all do our best to focus on NOW, the present time and place, and not get bogged down in what could've or should've happened.
- *When it starts is the right time.* The creative spirit has its own time, and our task is to make our best contribution and enter the flow of creativity when it starts.
- *When it's over, it's over.* Creativity has its own rhythm. So do groups. Just a reminder to pay attention to the flow of creativity, not the clock. When you think it is over, ask: *Is it over?* And if it is, go on to the next thing you have passion for. If it's not, make plans for continuing the conversation.

Day 2: FILM VIEWING: 'THE IDEOLOGICAL CLARITY MACHINE'— A 360 VIRTUAL REALITY FILM

1:45 pm to 3:10 pm

Library

Participants will be able to view the film. Presenters hope to elicit the audience's greater commitment to supporting Latino male transborder students, ELL's, of low SES, through new insights and understanding of their experiences. The aim is to enhance access, achievement and success among ELL's who have been historically underrepresented and underserved in postsecondary education. By the end of this session participants will develop critical consciousness. We hope to affect participants beyond the 360 film event, by building on equity and social justice issues through their classroom practices and interactions with students.

Day 2: SAN DIEGO STATE UNIVERSITY CAMPUS TOUR

1:45 pm to 3:00 pm

Foyer

Join us for a walking tour of San Diego State University. This tour includes an admissions information session followed by a one hour and fifteen-minute campus tour.

Day 2: DEBRIEF AND NEXT STEPS

3:20 pm to 4:00 pm

Boardroom

Please join us for an informal debrief session in Ballroom B. We would love to hear your feedback and recommendations for 2018!