




DREAMS ACHIEVABLE – DREAMS DEFERRED

SUCCESS STORIES OF GCC'S DISADVANTAGED
IMMIGRANTS AND THE DREAM ACT

- AB 540 students are undocumented immigrants who are products of California's K-12 schools and who are as culturally identified with America as our own sons and daughters.
- AB 540 students identify as being "Americans" and often live in the same home with US citizen/permanent resident kith and kin.

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- We live in an era of globalization and global migration. The categories of “legal” and “illegal” immigrants are no longer neatly bound into binary opposites. Thousands of young people who share almost the same life experiences are separated by starkly different residency statuses

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- Ten states across the nation have recognized the importance of providing access to higher education for certain classes of undocumented students based on local high school graduation.
 - About 2.4 million children or youth under the age of 24 are undocumented and approximately 65,000 have graduated from high school each of the past few years.

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- According to recent census studies, the fastest growing sector of the child population will be the children of first generation immigrants, and very significant numbers of these are children of undocumented parents.

AB 540 population at GCC

- Fall 2006

276 **AB 540** students enrolled

2% - total students

- Fall 2007

355 AB 540 students enrolled

2% - total students

Fall 2008

347 AB 540 students enrolled

2% - total students

Fall 2009


373 AB 540 students enrolled

2% - total students

DIVERSITY OF AB540 at GCC

- SPRING 2009

- *Total of AB 540 students - 348*
- *Armenian AB 540 students - 10%*
- *Anglo Caucasian AB 540 - 4%*
- *Filipino AB 540 students - 9%*
- *Korean/ other East Asian AB 540 - 13%*
- *Latino/Hispanic AB 540 - 60%*
- *Others - 6%*

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- A 2008 study by the President's Council of Economic Advisors estimates that, although there are significant costs to society for the education and social services provided for these children, they also document a modest economic surplus benefiting our society due to the positive economic contributions of this sector of the population.

“ Education is a child’s strongest barrier against poverty.”

United Nations – 2004 UNICEF REPORT on The State of the World’s Children –

- “ It is the ‘ Camino Real ‘ to human development for all low income children – and the best way to counter the inequalities that threaten the social health of our society. “ - the College Board 2008

- By 2025 California will have one million fewer university and college graduates than the labor force needs will require if current trends of low achievement continue.
 - Institute for Higher Education Leadership and Policy report Aug. 2009
- January 2009 Pres. Obama challenged us to have the highest proportion of university graduates in the world by 2020.

- As a nation that has relied on immigrants to create new businesses and scientific discoveries, how will the United States invest in its human capital over the next two decades?
- American Council on Ed. Issue brief – “ Educating the Nation’s Immigrants – June 2009
- “Industry is scared about the skills gap in our workforce . Higher Education doesn’t seem to have the same sense of urgency about this issue”
Phyllis Eisen, President of the Eisen Group

- More than 50% of K - 12 children of Latino immigrants have parents with less than high school diploma and with poverty level incomes.
- The same children have the highest percentage of limited English proficiency and the highest drop out rates.
- - Nat'l Center for Education Statistics , 2008

- The College Board, the American Council on Education and others warn “ . . . We are losing a generation of promise and in the process run the risk of dragging down entire communities. On the other hand if we make it possible for them to attain legal status and complete their education . . . we enhance the nation’s social and economic security. “
- - CEEB 2009 “ Young Lives on Hold “

ERICK TOSS

Pre – Architecture transfer and
Alliance for Minority Participation
Scholar at GCC 2002 – 2005
3.6 GPA - SI Leader for Calculus
and Algebra .

AMP and MASTER Program
Summer Bridge Math Instructor.

Graduated with honors USC
BS in Architecture 2009

Study Abroad in Italy Spring 2009
Featured in Special Exhibit at
USC School of Architecture
Fall 2009.

Current Graduate study – USC?
MIT? Harvard?



YESSENIA RIVERA

- Graduated GCC 1998 with honors - 4.0 GPA.
- Graduated USC 2002 with honors - Pre- Medical Biology
- Graduated University of California , San Francisco School of Medicine 2009
- Currently completing her residency in internal medicine .
- Plans to serve in rural communities in the Bakersfield area. Also interested in a career in Global Health .



LATIFFE AMADO

Graduated with Honors
GCC 2003 - Alliance for
Minority Participation and
Scholars Program , Science
Academy

Graduated UCLA 2005
BS in Biochemistry

Science Teacher Gertz –
Ressler Charter School
Los Angeles , CA
2008 to present .

Plans to continue graduate
Study in infectious diseases
and global health.



Raquel Monterrosas

- B.A. Mathematics
UCLA 2006
- High School
Mathematics teacher
2006 – present
- GCC 2001 – 2004
AMP and Scholars
Program.



OMAR

Founding Co - President
GCC Voces del Manana
original AB 540 support
group in Fall 2005 *and*
winner of the Most
Outstanding Club Award.

Graduated with AA from
GCC - 1st recipient of
the Angela & Edward
Perkins Memorial Scholarship
2006

Mechanical Engineering
Major Cal Poly Pomona
2006 to present .

Leader of California Dream
Network



- Many undocumented students report a sudden plunge into despair and profound depression when they discover , usually in their junior or senior year of high school, that they are ostracized as “aliens” rather than being the sons and daughters of the “American Dream” on which they had been reared.
- AB 540 students range from average students to valedictorians, they all have a contribution.
- The lack of a social security number becomes the ubiquitous barrier to access and opportunity.

1999 RAND CORP. STUDY ON EDUCATIONAL ATTAINMENT

- Over the course of the working life, a college graduate earns in excess of 60 % more than a typical high school graduate. Advanced degree grads earn 2 to 3 times more than the high school graduate.
- The Rand Study – the cost of raising Latino college graduation rates to the national average would require a 20 % spending increase. These costs would be more than offset by lower expenditures on social welfare programs and increased tax revenues from the higher earnings of more highly educated students.

Economic Benefits

- The Dream Act will improve the educational and career attainment – increasing the taxes raised for safety - net programs – Social Security – Medicare
- A single person with a bachelor's degree can be expected to earn \$ 60,000 of taxable income within five to ten years of graduation .
- This person will contribute approximately \$ 9,000 to \$10,000 in taxes annually – over \$ 350,000 during the work life .
- If we have invested so much in their K -12 education why would we not finish the investment to benefit?

Legal Challenges to In-State Tuition

- Kansas –2005 (Day v. Seleclius)
 - Case thrown out of court, no standing, plaintiffs could not show they were “injured”
- CA (Martinez v. Regents)
 - 2006 trial court dismissed case and found AB 540 consistent with federal law
 - October 2008 State Court of Appeals finds federal law does apply in this case and refers case back to trial court for resolution.
 - Nov. 2009 this case remains a serious threat to the continued existence of AB 540 - We need the DREAM Act to secure access to higher education .

THE DREAM ACT

- First introduced in Congress as the Children Adjustment and Relief Education (CARE) Act by Sen. Durbin (D- Ill.) and Sen. Orin Hatch (R – Utah) in 2001.
- The original bill gained support quickly by both parties until the 9/11/01 - Debate over dreams turns to a nightmare of insecurity over the presence of non – resident students who might secretly be terrorists.
- 9/11 ushered in a wave of anti –immigrant feeling.

THE DREAM ACT

- - The Development, Relief and Education for Alien Minors Act introduced under its current name in 2003 by 17 Republicans and 18 Democrats . By the end of the session the bill gains 48 Senate sponsors and 150 in the House.
- - In 2006 the Dream Act passes the Senate along with the more controversial Comprehensive Immigration Reform Act, but it cannot be reconciled with the conservative House version of C.I.R.A.
- The Dream suffers a temporary defeat.

THE DREAM ACT

- The current DREAM Act will create an opportunity for "conditional legal residency" and eventual citizenship
 - if the immigrant completes a college degree and performs community service or
 - if they serve in the military for two years.
 - Potential immediate benefit to 360,000 undocumented high school grads nationwide
 - For the first time since 2001 support of all relevant committee chairs and of President Barack Obama, a former Senate sponsor.

DREAM ACT

- - The DREAM Act revived in March 2009 with broad endorsements by the presidents of numerous prestigious universities, the College Board, the California Federation of Teachers and the AFT (Glendale's faculty union).
- - The DREAM Act currently has almost as many co – sponsors as it did in 2006 when it nearly passed the Congress. But it needs your support to bring it to the finish line.

GCC V.O.I.C.E.S.

- In 2005, Voices Organizing Immigrant Communities for Educational Success originally was organized under the name *Voces del Manana* (Voices of the Future) by a small group of AB 540 students who had participated in UCLA's summer enrichment SITE program and had been inspired by UCLA's successful IDEAS AB 540 student organization.

V.O.I.C.E.S.

- The group of seven or eight quickly grew through outreach and educational activities – e.g. showing films about immigration issues open to the entire campus - and through working with EOPS counselors and GCC School Outreach Office staff to recruit and inspire high school students from our feeder schools to follow their dreams of higher education.



V.O.I.C.E.S.

- As Voces grew to forty plus members and as they recognized the diversity of Armenian, Persian, Korean and Filipino students in GCC's AB 540 population, they changed their name to VOICES.
- VOICES continues to perform educational outreach to GCC and high school students, to raise thousands of dollars in scholarship funds and to win awards as the Most Outstanding Club or (M.O.C.A) through the ASGCC.

*THE AB 540 SUPPORT COMMITTEE and
The Glendale College Community Service Scholarships
The GCC Dream scholarships*

- More than \$ 22,000 in GCC Service Scholarship awarded to more than 100 different students over the past four years.
- The Dream scholarships, endowed funds through the GCC Foundation, awarded to ten different students for the past two years at the annual GCC Scholarship Banquet.
- The AB 540 committee members mentor more than 20 AB 540 students in addition to supporting the VOICES club.

*AB 540 Support Committee
GCC Service Scholarship Committee*

- Hoover Zariani co – chairperson
- Andra Verstraete founder of original ctte.
- Sue Borquez tireless Scholarship Dir.
- Lin Griffith Secretary/Prof. ESL
- Richard Cortes Published research AB540
- Elodia Collins Garfield AB 540 liaison
- David Attyah Funding \$ & Creativity
- Armineh Gourgian Outreach Office & high school liaison
- Richard Kamei Professor of Sociology

Additional AB 540 Active Allies

- Jorge Mena Soccer Coach – Volunteer referee
- David Rodriguez Track Coach
- Ramona Barrio – Sotillo - founding member
- Sarkis Ghazarian - founding member
- Kevin Meza Transfer Ctr. /founding member
- Paris Noori Persian Club/founding member
- Piper Rooney Prof. of English/ mentor
- Jeanette Stirdivant - founding member
- Fabiola Torres - Wine Tasting Event Coord.

A.M.P. to MASTER

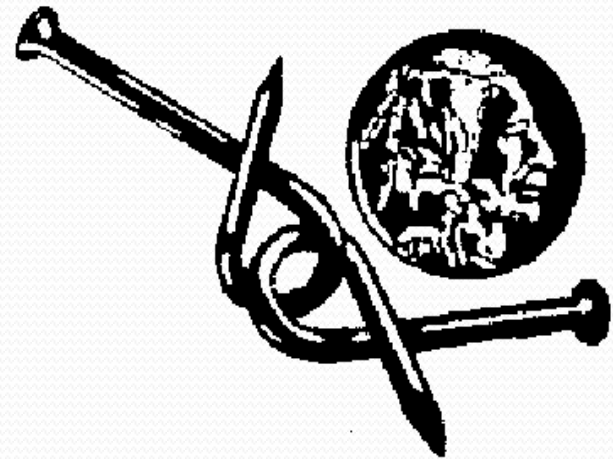
- Beyond passing the DREAM Act we need to:
- support all the special student support services programs that are endangered by harsh budget environments.
- most of our student success stories highly valued the mentoring, peer support groups, tutoring and S.I.'s that distinguished their AMP experience at GCC.
- the MASTER Program continues that heritage

E.O.P & S

EOPS started at most community colleges in the early 1970's after legislation passed in 1969 - grew out of civil rights and student movements of the 1960's

EOPS - model for most matriculation & student support service programs for disadvantaged students.

Provides assistance and mentoring for immigrants and other educationally disadvantaged students .



Current Cutbacks

- EOPS has worked under the motto “ *Keepers of the Dream* “
- 2009 California State Legislature celebrates EOPS 40th anniversary by passing congratulatory resolutions for its outstanding results in their students’ success in pursuit of their dreams
- and imposes a 40% budget cut on the Dream Keepers services to these students .

WHAT'S NEXT ?

- Volunteer to mentor students and raise more scholarship funds to keep up with rapidly rising fees for higher education
- Advocate fervently and often for continued funding for support services including EOPS and NSF or DOE sponsored retention services.
- Advocate for passage of the DREAM Act within the coming year!
- Always inspire your students to follow their dreams!

*BECOME AN AB 540 ALLY!
BECOME A MENTOR!*

- For Mentor training or a copy of the AB 540 Handbook contact Hoover Zariani hzariani@glendale.edu or Greg Perkins gperkins@glendale.edu
- To donate to the GCC Service Scholarship, receive updates on the DREAM Act and AB 540 issues or to participate in our wine tasting scholarship fundraiser – Nov 20th contact Hoover X 5789 or Greg X 5571