



Student Services Council Meeting
 March 8, 2017 • 9:00 AM
 Room 2314

MINUTES

Committee Members Present					
	Stacey Bartlett	X	Sandra Hamilton Slane		Sheree Whaley
X	Sharon Brisolara	X	Tim Johnston	X	Leann Williams
X	Tina Duenas	X	Becky McCall	X	Jenna Barry Highfield - Guest
X	Nadia Elwood		Kevin O'Rorke		

CALL TO ORDER

The meeting was called to order by Tim at 9:00 a.m.

1. Approval of Minutes

It was moved by Sandra to approve the Student Services Council February 22, 2017 minutes. The motion passed unanimously.

2. Transcript Upgrade Process (Attachment)

Impetus is the 4 year degree, and in doing so has provided an opportunity to revise the form. IT has expressed a willingness to hire a consultant. Adjust orientation of transcript, as well as mailing envelopes. Next step is to bring a smaller group together to sort through everything and make decisions. Then will present the list to the IT department.

Additions from Council

- Add Unit bearing of a "W". If a student gets a W the number of units attached to that W are not currently listed. Request for number of units to be included.
- Question regarding future of colleges including on transcripts Place holder re: Title IX and discipline cases.
- Honors/PTK designation
- Honors course designation / program level designation

Anyone interested in participating please notify Michelle. Counselors reviewing today during meeting as well. Becky would like to be involved.

3. Noncredit Student Success and Support Program (SSSP) (Attachment)

Recommending to the Superintendent President that Shasta College withdraw from noncredit SSSP funding for the 2017-18 academic year. Would still continue to provide services to noncredit services through the use of credit SSSP. If the college continues to participate next year would require tracking and reporting of all services to noncredit students which includes assessments and ed planning. It would require a large number of staff hours for the reporting and audit portion. The college currently receives

\$31,000, but this would likely change and could decrease, as the dollar amount would start to be based on services provided. The Student Success Committee unanimously agreed to withdraw. Student Services Council agreed to withdraw. Next step is for Kevin to present to Cabinet.

4. Integrated Planning (Attachment)

Access & Equity, Basic Skills Initiative (BSI), Student Success and Support Program (SSSP)

Programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential. Integrated Plan must be submitted by December 1, 2017. Prior to submission it must go to the Board at the latest in November in order to meet the submission deadline. Suggested that colleges have some kind of advisory committee. Need to work out that structure.

5. Financial Aid Cohort Default Rate (CDR) – Program Update (PowerPoint Attachment)

Cohort Default Rate

- Tied to each college that administers federal student loans
- 3 year cohort
- Students in repayment of deferred vs. defaulted = cohort default rate
- Over 30% for three years in a row, lose all eligibility

Tips to Manage a CDR

- High quality / engaging entrance and exit counseling
- Offer budget/borrowing/planning/repayment options workshops
- College staff to reach out to borrowers entering repayment
- Enter into a DOE study (reduce loan amounts)
- Partner with a third party

Partnered with ECMC – Educational Credit Management Corporation

- Shasta partnered with ECMC on 1/6/2016
- Started working on late delinquencies (1 year cohort)
 - Hard to capture and correct
- Increased to working all three year groups (grace period, delinquent)

Default rate

2014	3 year Draft	Rate 22.7	process date 1/28/17
2013	3 year official	Rate 22	process date 8/6/16
2013	3 year draft	Rate 22.3	process date 1/23/16
2012	3 year official	Rate 19.2	Process date 8/8/15

Future Projections

Fiscal year	Current	Worst Case	Projected	Time to Correct
2014	22.85	22.85	22.85	Less than a month to challenge
2015	17.26	21	17.26	8 months
2016	3.35	27.37	15.92	19 months

Cannot release a student loan until 30 days into a semester. If we fall under 15% then we could release loans sooner to students.

Academic Year	Subsidized Loan	Loan Amount	
2015-16	484	\$1,692,870	323

6. BOG Programming

Staff will have to view BOG eligibility on the AIDE screen. One of the changes is that the Financial Aid office will be the only office that can apply the BOG onto the AIDE site. Extended Ed sites used to apply BOG for students, as did staff in the Student Success Center. IT request sent by Becky last Friday for all student services staff, administrative staff, and secretaries to have access to view the AIDE screen.

BOG B or C must have award greater than zero. New arrangement allows them to package all BOGS with a B or a C through the FAFSA. Cannot auto package BOG A because they need documentation / proof if for a student to be BOG A eligible. They would need to do the student

If they have a zero EFC they will get the BOG B. If they are a veteran and/or eligible for the Veteran Cal Vet Fee Waiver then they should complete the state application or they can bring/submit in the required document as proof. Dept. of Veteran's Affairs provides a document to the student.

Opened up paper BOG apps. As soon as electronic version is available in March they will move away from the paper version and encourage completing online.

Loss of BOG – James working on programming that will automate process of evaluating student eligibility and whether or not a student loses, keeps or regains the BOG. The programming will include a reconciliation report. They will continue to notify students.

Financial Aid Dept. was receiving two reports daily, but have increased reporting to hourly. Responsiveness should be within one to three hours.

7. Draft Retreat Agenda (Attachment)

Located at SCOE Trinity Room at 8:30 am

8. Deferred Action for Childhood Arrivals (DACA) (PowerPoint Attachment)

On June 15, 2012 former President Obama created a new policy called for deferred action for certain undocumented young people who came into the US as children. DACA applications started to be accepted on August 15, 2012.

Deferred Action:

- Deferred action is discretionary, limited immigration benefit by Dept. of Homeland Security.
- It is granted to individuals who are in removal proceedings, who have final order of removal, or who have never been in removal proceedings.
- If granted deferred action, individuals can apply for employment authorization, and are in the US under color of law.
- Note there is no direct path to permanent residency or citizenship through deferred action AND it can be revoked at any time.

Eligibility

- Under 31 years of age as of 6/15/12
- Came into US while under the age of 16
- Have continuously resided in the US from 6/15/07 – present
- Enter the US without inspection - fell out of lawful visa status before 6/15/12 Was physically present in the US on 6/15/12 and at the time of requesting consideration for deferred action
- Are currently in school, have graduated from high school, have obtained a GED, or have been honorably discharged from the US Coast Guard or armed forces

- Have not been convicted of a felony offense; a significant misdemeanor, or more than three misdemeanors of any kind,
- Do not pose a threat to national security of public safety.

Applicants must be at least 15 years old at the time of application, provide documentation, and pass a biographic and biometric background check.

DACA and Schooling

To be considered "currently in school" the individual must be enrolled in:

- A public or private elementary school, junior high or middle school, high school, or secondary school;
- An education, literacy, or career training program that is designed to lead to placement in post-secondary education, job training, or employment.
- An education program assisting students either in obtaining a regular high school diploma or its recognized equivalent under the state law.

How to apply

All applications are submitted directly to the USCIS lockbox on the DACA form found at:

<https://www.uscis.gov/i-821d>

See attachment for forms/documentation required.

DACA Approved

- Granted for 2 years and eligible for renewal.
- Lawfully eligible to work.
- Will not be accruing unlawful presence in the US during the time period when deferred action is in effect.
- Can only travel out of the US with proper advanced approval to travel; if travel occurs without approval, the individual will not be permitted back into the US.

DACA denied

- There are no appeals for DACA; however the individual can re-apply and pay the fees again.

What Is Known:

- Last DACA update on USCIS.OGV posted on 9/13/16.
- A lot of unknowns to the future of DACA.
- Students are encouraged to submit their application, and others are not.
- President Trump seems to be focused on undocumented individuals that have criminal records/pose a threat.
- New York Times and Wall Street Journal both reported on 2/21/17 that the DHS revealed the broad scope of the president's ambitions: "to publicize crimes by undocumented immigrants; strip such immigrants of privacy protections; enlist local police officers; erect new detention facilities; discourage asylum seekers; and, ultimately, speed up deportations."

TRiO cannot support DACA students due to federal funding, other programs like EOPS can still provide support.

9. CA Dream Act (CADA)

- Allows undocumented students to receive CA State administered grants and scholarships.

- To be eligible to apply, student must meet the AB540 eligibility requirement. Students need to be coded AB540 in order to qualify for the CA resident fees and could then qualify for the BOG fee waiver.

AB540 Requirement:

- Student has attended a California High School for at least three years or more years.
- Student has earned one of the following: CA High School Diploma, California High School Proficiency, General Education Development (GED), High School Equivalency Test (hiSET), Test Assessing Secondary Completion (TASC).
- Enrolled or will enroll in an accredited and qualifying CA college or university.
- Complete an affidavit to legalize immigration status as soon as eligible.
- Does not hold a valid non-immigrant visa (F,J, H, L, A, B < C, D, E, etc...)
 - If the student has a Temporary Protected Status or holds a U Visa, they may still be eligible.

How to Apply

- Submit the California Dream Act Application (CADA) found at: www.caldreamact.org
- Deadlines: March 2nd – CAL Grant Entitlement.
- BOG Fee Waiver: Until the last day of the semester can the BOG be issued.
- Scholarships: Vary.

Selective Service and CADA

- Males 18-25 are required to register for Selective Service System (SSS) to be eligible for State Aid.
- The SSS does not share immigration statuses.
- CADA has an option for males to register through a secure electronic data exchange or they can register by visiting www.sss.gov

SC FA Office Process

- Manually retrieve CADA ISIRS from webgrants.
- Manually request documents for verification CADA ISIRS. (Verification 1-Standard).
- Manually verify all ISIR date (similar process to FAFSA).
- Once verified, verify eligibility and award one of the following:
 - Bog B or C (year round)
 - Cal A, B, or C (must be entitlement Cal Gran and meet the March 2nd deadline.)

SC CADA Stats – see handout

10. Other / Announcements

- Five students submitted personal statements and applications for the Regional CalWORKs Annual Scholarship.
- Kathy Buckley presentations this afternoon and morning of Flex Day.
- Poverty simulation tomorrow as part of Flex Day. Nadia tons of work to organize. Nadia trained in St. Louis for the activity. Staff and faculty participation. Have 13 seat available. Activity taking place in the cafeteria and Student Center Stage.
- Moving away from the paper applications. Encouraging everyone to apply online.
- Scholarship deadline is March 12th.

NEXT MEETING

The next meeting is scheduled for Wednesday, March 22, 2017 at 9:00 a.m. in room 2314.

Recorded by:

Michelle Fairchild
Administrative Secretary
Enrollment Services

TRANSCRIPT FORM REVISION PROPOSALS


1. Off to the left of where courses are listed; add columns where if the course meets GEC and IGETC requirements, the area is listed.
2. Add Bachelor Degree numbers, i.e. Health Management, 400#'s
3. For transfer credit, post year, name of college and number of credits. The GPA cumulative totals should be worked in with the Shasta College cumulative totals—not have GPA's listed separate with each individual college.
4. Look at posting the degree somewhere at the top of the transcript rather than within the body (prefer top to bottom).
5. Finalize the posting of Advance Placement scores. (Please see below)
6. More clearly identify course repeats on the transcript.
7. Add degree applicable total units. (see below)
8. Add Shasta College cumulative total units. (see below)
9. Portrait orientation vs current landscape
10. Black block line directly under college name/address with headings in white print to include:
 - IGETC
 - GECSU
 - C-ID
 - Course Number
 - Course Title (description)
 - Grade
 - Units Attempted
 - Units Completed
 - Grade Points
 - GPA
 - Notations or Footnote Code
11. Degree awarded by Shasta College (if any)
12. Transfer and Non-Traditional Credits broadly referenced on top, right below SC degrees awarded. (Check legality / how FA needs/requirements factor into this area)

13. Consider course equivalencies below degree awarded
14. Each semester should be clearly delineated on transcript to allow for easier review
15. End of transcript list:
 - College totals
 - Degree applicable summary
 - Baccalaureate unit summary
 - Cumulative total
16. For consideration:
 - Box at very bottom of transcript that notes:
 - AP credit exam information but not unit equivalency
 - Computer literacy exam – date/score

When we evaluate transcripts during admissions, we evaluate each institution separately. We have seen schools who use combined transfer cumulative totals (UA, UC, GP = GPA) but this does not matter to us because often times the cumulative totals reflect non-transferable coursework. We do like to see the list of colleges attended on the transcript to help us determine if we truly have the student's entire academic record. This helps us when we compare transcript data to what the student self-reported on their application.

If Shasta College updates their transcripts to show CSU GE Breadth designators, this could be helpful. We will still refer to ASSIST because of possible catalog changes (i.e. CMST 10, F'14, no longer A1).

Hope this helps!
Jemie

California State University, Chico 

Jemie Rocca

Lead Admissions Transfer Advisor

jarocca@csuchico.edu

www.csuchico.edu/admissions

Noncredit Student Success and Support Program

1. Fundable categories

The following are the designated noncredit categories for which SSSP services should be provided:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

2. Certification of Eligibility to Receive Noncredit SSSP Funds

All colleges that offer noncredit programs must certify their eligibility on an annual basis to receive noncredit SSSP funds by submitting the Certification of Eligibility to Receive Noncredit SSSP Funds. This information will be used to determine which colleges will receive an allocation of the noncredit SSSP funding for the next fiscal year.

3. Current funding model = \$31,973

- Current formula is based 100 percent on a weighted noncredit student headcount.
- 207 students enrolled in 48+ hrs; 230 in less than 48 hrs; 322 weighted head count

4. New Noncredit Funding Formula Timeline

- The revised noncredit funding formula will be implemented in 2018-19 to allow the districts time to train relevant staff and implement budgetary changes and modifications to MIS due to the proposed new formula and required data collection.
- The corresponding MIS data elements have been introduced to the colleges and are optional for 2016-17. Colleges will be required to submit data for these elements beginning in 2017-18 as the data will be used to generate allocations, using the new funding formula, beginning in 2018-19.
- Funds from the Credit SSSP program may be used to fund the noncredit program.
- Beginning in 2017-18, funding will only be available to programs meeting the new qualifications.

5. New Noncredit Data Elements

The new funding formula will be calculated as follows:

- Base of 5 percent of the total allocated for noncredit SSSP divided by the number of eligible noncredit programs
- Thirty-five percent using unduplicated noncredit student headcount
- Sixty percent of the SSSP (credit) total state appropriation dedicated to colleges will be allocated based on core services provided to students:
 - 15 percent for initial orientation
 - 15 percent for initial assessment
 - 30 percent for noncredit SEP
 - 20 percent for counseling/advising
 - 20 percent for follow-up and other services

6. Approximately 14% of our noncredit headcount comes from approved programs. (643 / 4457 2016 enrollments in qualifying programs.)

Recommendation:

- Continue providing services to noncredit services through the use of credit SSSP.
- Recommend to the Superintendent President that Shasta College withdraw from noncredit SSSP funding for the 2017-18 academic year.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
 - c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i> Increase completion and persistence through the English Developmental Sequence	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the dev. ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the dev. ed. Sequence</i>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)
5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
6. Describe your professional development plans to achieve your student success goals. (100 words max)
7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

max)

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)
9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name _____

Title _____

Email Address _____

Phone _____

Alternate Point of Contact:

Name _____

Title _____



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Email Address _____

Phone _____

Part III – Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>



DATE: February 15, 2017

AA 17-12/SS 17-04
VIA EMAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers

FROM: Pamela Walker, Vice Chancellor, Educational Services

SUBJECT: **Basic Skills Initiative, Student Equity Program, and Student Success and Support Program Integrated Planning Documents**

Background

As you are aware, the Chancellor's Office has been undergoing an effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential for overlap between and among the programs. The first step in this effort was to request a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI) to assist the Chancellor's Office. The PRT was comprised of college faculty, staff, and administrators representing a broad range of expertise relevant to the integration objective. Over the course of several months, the PRT worked with Chancellor's Office staff to share their insights and assist in creating an action plan. This memo provides an update on the steps taken since then and introduces the new integrated planning documents that will be used beginning in 2017-2018.

Developing the Documents: A Collaborative Process

After several meetings with the PRT, a small group of Chancellor's Office staff began the work of integrating the three programs by first reviewing the relevant sections of California Education Code and the California Code of Regulations, title 5, as well as the previous program plans and guidance. This analysis of the program, expenditure, and reporting requirements for all three programs was the foundation for a first, very rough draft of an integrated plan document that focused on meeting the requirements of California Education Code and the California Code of Regulations, title 5, while also moving toward a more cohesive, integrated approach at the college and district levels.

The draft was then shared with several key groups with two requests: provide feedback on the draft and identify two representatives from each group to take part in face-to-face discussions at the Chancellor's Office. These groups included Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Chief Business Officers, the Academic Senate for California Community Colleges, the RP Group, the Basic Skills Advisory Committee, the Credit and Noncredit Student Success and Support Program Advisory Committees, and leaders in the field on Student Equity. The representatives from these groups met with Chancellor's Office staff on January 5 and again on January 23. In addition, a subgroup met twice between the larger group meetings, on January 12 and 19, to continue the discussion and revise the document.

These fruitful discussions allowed for input from multiple perspectives, which helped not only in achieving the goal of integrating the plans of the three programs, but also developing a planning document that meets the requirements of the law, the needs of the Chancellor's Office, and the needs of the colleges.

The Documents

These efforts resulted in three documents: an Integrated Plan for 2017-2019, an Integrated Budget Plan for 2017-2018, and revised Expenditure Guidelines. Note that the Expenditure Guidelines were released on February 14, 2017 under a separate memo since they are effective immediately for 2016-17.

The intent of these documents is threefold:

- Meet legislative requirements;
- Assist colleges in integrating and aligning efforts taking place across their campuses with the ultimate goal of operating programs as effectively and efficiently as possible;
- Reflect the focus at the Chancellor's Office on supporting colleges as they work to increase student success rates and close achievement gaps.

The two attached documents comply with the statutory and regulatory requirements associated with receiving BSI, SE, and SSSP funds. These documents are provided to colleges to begin their planning processes and discussions, as well as gather necessary information to be submitted when the plans are due in December 2017. However, the Chancellor's Office is creating an online portal that colleges will use to submit their information; details for this portal will be shared in the next couple of months.

To support the new integrated program model, the Chancellor's Office has developed a [BSI/SE/SSSP Integrated Planning webpage](#), which is also linked from the BSI, SE, and SSSP webpages; a FAQ that will be posted on the BSI/SE/SSSP Integrated Planning webpage; and a single email inbox for questions relating to the integrated planning documents: integratedplanning@cccco.edu.

Please note that these integrated planning documents are the first iteration of a larger integration effort on the part of the Chancellor's Office. In the coming months and years, we will continue to pursue additional policy changes that support the colleges in pursuing cohesive, integrated program strategies. As we pursue this objective, we welcome suggestions on how to refine this process. To that end, colleges are encouraged to send feedback on the documents either through stakeholder groups or directly to the Chancellor's Office at integratedplanning@cccco.edu.

Next Steps

The due date for the 2017-2019 Integrated Plan, which includes the 2017-2018 budget, is December 1, 2017. The Chancellor's Office will be developing and offering in-person and webinar training events to be held this spring.

Currently, two webinars have been scheduled specifically on the Expenditures Guidelines:

Monday, February 27, 2017
3:00pm to 4:30pm
888-886-3951
Participant PIN: 939875
[Webinar Link](#)

Thursday, March 2, 2017
10:00am to 11:30am
888-886-3951
Participant PIN: 506192
[Webinar Link](#)

Details on additional training events will be communicated to the field and posted on the Integrated Planning webpage. All webinars will be recorded, and links to the recordings will also be posted on the Integrated Planning webpage.

cc: Erik Skinner, Deputy Chancellor, California Community Colleges Chancellor's Office

Shasta College Cohort Default Rate Update

Presented by Becky McCall

Director of financial aid and veterans services

3/8/2017

What is a Cohort Default Rate?

- Tied to each college that administers federal student loans
- 3 year cohort
- Students in repayment or deferred vs. defaulted=cohort default rate
- If a college's CDR exceeds 30%=first year heavily monitored by the DOE and required to submit an official cohort default rate management plan
- If a college's CDR exceeds 30% for three years in a row=lose all eligibility to administer Title IV grants and loans

Tips to manage a CDR:

- High quality/engaging entrance and exit counseling
- Offer budgeting/borrowing/planning/repayment option workshops
- College staff to reach out to borrowers entering repayment
- Enter into a DOE study (reduce loan amounts)
- Partner with a third party

Educational Credit Management Corporation (ECMC)

- Shasta College partnered with ECMC on 1/6/2016
- Started working our late delinquencies (1 year cohort)
 - Hard to capture and correct
- Increased to working all three year groups (grace period, delinquent, late delinquency)
 - Best practice and results

What is our current CDR?

Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
2014	3 Year Draft	109	479	22.7	1/28/2017
2013	3 Year Official	91	412	22	8/6/2016
2013	3 Year Draft	92	412	22.3	1/23/2016
2012	3 Year Official	85	441	19.2	8/8/2015
2012	3 Year Draft	86	441	19.5	1/24/2015
2011	3 Year Official	55	413	13.3	7/27/2013
2011	3 Year Draft	77	412	18.6	1/11/2014
2010	3 Year Official	102	367	27.7	7/28/2013
2010	3 Year Draft	103	367	28	2/24/2013

What is our future CDR projections?

Fiscal Year	Current	Worst Case	Projected	Time to Correct
2014	22.85	22.85	22.85	Less than a month to challenge
2015	17.26	21	19.5	8 months
2016	3.35	27.37	15.92	19 months

How many loans are we issuing?

Academic Year	Subsidized Loan Number (Student Count)	Subsidized Loan Amount	Unsubsidized Loan Number (Student Count)	Unsubsidized Loan Amount	Total Student Count	Total Amount
2015-16	484	\$1,692,870	323	\$1,266,241	500	\$2,959,111
2014-15	389	\$1,412,052	294	\$1,065,338	412	\$2,477,390
2013-14	366	\$1,326,945	244	\$912,451	380	\$2,239,396
2012-13	729	\$2,501,481	492	\$1,597,994	763	\$4,099,475

The End





Student Services Council Meeting
Friday, March 10, 2017
9:00 AM - 3:00 PM
SCOE
Draft Agenda

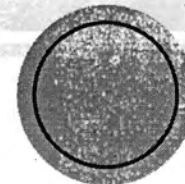
8:30 - 9:00	Continental Breakfast / Welcome
9:00 – 9:30	North State Together – Kevin
9:30 – 10:00	Learning Outcomes Handbook / SAO – SSLO evidence review and cycle of improvement (introduction)
10:00 – 12:00	Web Discovery Process
12:00 – 12:30	Lunch
12:30 – 2:00	ALFI, CCSSE, MMAP, Integrated Planning (SSSP, Equity, BSI)
2:00 – 3:00	SAO – SSLO evidence review and cycle of improvement (continued)

WHAT IS DACA?

Presented to: Student Services Council

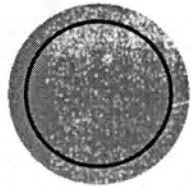
Presented on: 3/8/2017

Presented by: Becky McCall, Director of Financial Aid and Veteran Services



DACA DEFINED

Deferred Action for Childhood Arrivals:



On June 15th 2012, former President Obama created a new policy calling for deferred action for certain undocumented young people who came into the US as children.

DACA applications became live to submit August 15th 2012.

WHAT IS DEFERRED ACTION?

- Deferred action is a discretionary, limited immigration benefit by Department of Homeland Security.
- It is granted to individuals who are in removal proceedings, who have final order of removal, or who have never been in removal proceedings.
- If granted deferred action, individuals can apply for employment authorization, and are in the U.S. under color of law.

NOTE: There is no direct path to permanent residency or citizenship through deferred action AND it can be revoked at any time.



ELIGIBILITY OF DACA:

- Under 31 years of age as of 6/15/2012
- Came into the US while under the age of 16
- Have continuously resided in the US from 6/15/2007-present
- Entered the US without inspection or fell out of lawful visa status before 6/15/2012
- Was physically present in the US on 6/15/2012 and at the time of requesting consideration for deferred action
- **Are currently in school**, have graduated from high school, have obtained a GED, or have been honorably discharged from the US Coast Guard or armed forces
- **Have not been convicted of a felony offense, a significant misdemeanor, or more than three misdemeanors of any kind, and**
- **Do not pose a threat to national security of public safety.**

Applicants must be at least 15 years old at the time of application, provide documentation, and pass a biographic and biometric background check.

DACA AND SCHOOLING

- To be considered "currently in school" the individual must be enrolled in:
- a public or private elementary school, junior high or middle school, high school, or secondary school;
- an education, literacy, or career training program that is designed to lead to placement in post secondary education, job training, or employment;
- or an education program assisting students either in obtaining a regular high school diploma or its recognized equivalent under the state law



HOW TO APPLY:

All applications are submitted directly to the USCIS lockbox on the DACA form found at: <https://www.uscis.gov/i-821d>

The following forms/documentation is required:

- •Form I-821D Consideration of Deferred Action for Childhood Arrivals;
- •Form I-765 Application for Employment Authorization Document;
- •Form I-765 WS –EAD economic need supplement form
- •Additionally applicants will need to submit documentary evidence that they meet all of the criteria to qualify for deferred action (age; entry date; continuous presence; educational or military documentation; etc.)

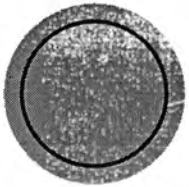
Total cost: \$465 (employment authorization document)

**There are some exemptions for this fee.*

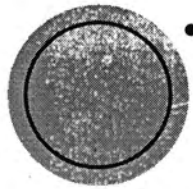


DACA APPROVED?

- Granted for 2 years and eligible for renewal
- Lawfully eligible to work
- Will not be accruing unlawful presence in the US during the time period when deferred action is in effect
- Can only travel out of the US with proper advanced approval to travel; if travel occurs without approval, the individual will not be permitted back into the US



DACA DENIED?



- There are no appeals for DACA; however the individual can re-apply and pay the fees again.

WHAT WE KNOW

- Last DACA update on USCIS.GOV posted on 9/13/16
- A lot of unknowns to the future of DACA
- Students are encouraged by the to submit their application, and others are not.
- President Trump seems to be focused on undocumented individuals that have criminal records/pose a threat.
- New York Times and Wall Street Journal both reported on 2/21/17 that the DHS revealed the broad scope of the president's ambitions: "to publicize crimes by undocumented immigrants; strip such immigrants of privacy protections; enlist local police officers as enforcers; erect new detention facilities; discourage asylum seekers; and, ultimately, speed up deportations,"
(<https://www.nytimes.com/2017/02/21/us/politics/dhs-immigration-trump.html>;
<https://www.wsj.com/articles/trump-administration-tightens-deportation-detention-rules-1487693476>)

RESOURCES:

US Citizenship and Immigration Services:

<https://www.uscis.gov/about-us/find-uscis-office/field-offices/california-sacramento-field-office>

The screenshot shows the USCIS website interface. At the top, there are navigation links for 'Español', 'About USCIS', and 'Contact Us'. Below this is a search bar and a 'Need Help? Ask Emma' button. The main navigation menu includes 'FORMS', 'NEWS', 'CITIZENSHIP', 'GREEN CARD', 'TOOLS', and 'LAWS'. The breadcrumb trail reads 'Home > ABOUT US > Find a USCIS Office > Field Offices'. The page title is 'California - Sacramento Field Office'. A notice states: '***Offices sometimes close because of bad weather or unexpected events. During bad weather, call 916-492-7390 before traveling to make sure we are open.***'. The District Director is identified as Monica Toro, Western Region. A table provides three types of addresses: Physical Address, Mailing Address, and Express Mail, all located at 650 Capitol Mall, Sacramento, CA 95814. A sidebar on the left contains a menu with items like 'Field Offices', 'USCIS Office Closings', 'International Offices', 'Budget, Planning & Performance', and 'Citizenship and Integration'.

Home > ABOUT US > Find a USCIS Office > Field Offices

California - Sacramento Field Office

Offices sometimes close because of bad weather or unexpected events. During bad weather, call 916-492-7390 before traveling to make sure we are open.

District Director: Monica Toro
Western Region

	Physical Address	Mailing Address	Express Mail
	650 Capitol Mall Sacramento, CA 95814	650 Capitol Mall Sacramento, CA 95814	650 Capitol Mall Sacramento, CA 95814



RESOURCES CONTINUED:

Consulate-General of Mexico in Sacramento:

[https://embassy-finder.com/mexico in sacramento usa](https://embassy-finder.com/mexico%20in%20sacramento%20usa)

World embassy page English | Español

THE MOST ACCURATE SOURCE FOR EMBASSY INFORMATION

HOME
RESOURCES
ABOUT THE SITE

OTHER MEXICAN POSTS IN USA

- » Albuquerque
- » Anchorage
- » Atlanta
- » Austin
- » Boston
- » Brownsville
- » Calexico
- » Chicago
- » Dallas
- » Del Rio
- » Denver
- » Detroit
- » Eagle Pass
- » El Paso
- » Fresno
- » Houston
- » Indianapolis
- » Kansas City
- » Laredo
- » Las Vegas
- » Little Rock
- » Los Angeles
- » Miami
- » Minneapolis

Consulate-General of Mexico in Sacramento G+1

Public Records: **Online** Status: Active Trust

This site contains REAL police records (court records of driving citations, speeding tickets, felonies, misdemeanors, offenses, mugshots, etc.), background reports, court documents, address information, phone numbers, and much more. **Enter Site**

ADDRESS 2093 Arena Blvd.
Sacramento, CA 95834
USA

PHONE LOCAL (916) 329-3500
INTERNATIONAL: +1-916-329-3500

FAX LOCAL (916) 441-3147
INTERNATIONAL: +1-916-441-3147

EMAIL sacramento@sre.goh.mx

WEB SITE <http://portal.sre.gob.mx/sacramento>

NOTES **iMucho ojo con los estafadores!**

Hay personas que usan los comentarios de esta página para hacerse pasar por trabajadores sociales o personal de los consulados o embajadas de México. No te dejes engañar. Más información

There are people using the comments section of this page to pose as social workers or Mexican Consulate and Embassy employees. Don't be fooled.

LOCAL RESOURCES:

Northern Valley Catholic Social Services

Mariela Hernandez-Torres

Immigration Legal Services

175 Solano Street

Corning, CA 96021

Front Desk: 530-824-7670

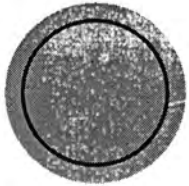
Direct Line: 530-824-4039

Fax: 530-824-7689

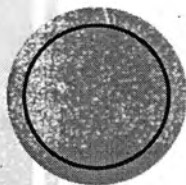
Email: mhernandez@nvcss.org

HOW CAN WE HELP STUDENTS?

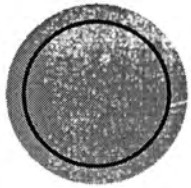
- Engage with an open mind
- Create Safe Space
- Learn about relevant Institutional Policies and Legislation
- Find and Advocate for Scholarships and Financial Support
- Provide resources
- Educate others



**WHAT IS THE CALIFORNIA
DREAM ACT?**

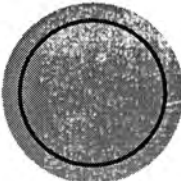


WHAT IS THE CA DREAM ACT (CADA)?



- Allows undocumented students to received California State administered grants and scholarships.
- To be eligible to apply, students must meet the AB540 eligibility requirement.

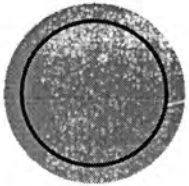
AB540 REQUIREMENT:

- 
- Student has attended a California High School for at least three or more years
 - Student has earned one of the following: CA High School Diploma, California High School Proficiency, General Education Development (GED), High School Equivalency Test (HiSET), Test Assessing Secondary Completion (TASC)
 - Enrolled or will enroll in an accredited and qualifying CA college or university
 - Complete an affidavit to legalize immigration status as soon as eligible
 - Does not hold a valid non-immigrant visa (F, J, H, L, A, B, C, D, E, etc...)
 - If the student has a Temporary Protected Status or hold a U Visa, they may still be eligible

HOW TO APPLY:

Submit the California Dream Act Application (CADA) found at:

www.caldreamact.org



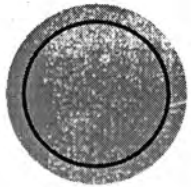
Deadlines:

March 2nd: Cal Grant Entitlement

BOG Fee Waiver: Until the last day of the semester can the BOG be issued

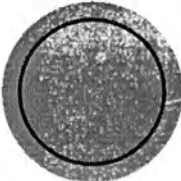
Scholarships: Vary

SELECTIVE SERVICE AND CADA

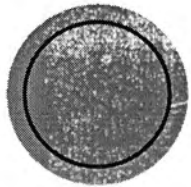


- Males 18-25 are required to register for Selective Service System (SSS) to be eligible for State Aid
- The SSS does not share immigration statuses
- CADA has an option for males to register through a secure electronic data exchange or they can register by visiting www.sss.gov.

SC FA OFFICE PROCESS

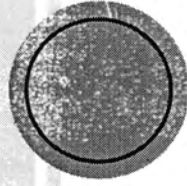
- 
- Manually retrieve CADA ISIRS from webgrants
 - Manually request documents for verification CADA ISIRS (Verification 1-Standard)
 - Manually verify all ISIR data (similar process to FAFSA)
 - Once verified, verify eligibility and award one of the following:
 - BOG B or C (year round)
 - Cal A, B, or C (must be entitlement Cal Grant and meet the March 2nd deadline)

SC CADA STATS:



	2014/15	2015/16	2016/17	2017/18
CADA ISIRS Submitted	15	32	35	28
CAL Grant Eligible students	12	3	13	X

THE END 😊



Resources in Support of Undocumented Students

Definitions

An **undocumented** person is a non-citizen who entered the United States without legal immigration status or who stayed after the period she or he was authorized to be here. Undocumented students in California represent many nationalities.

UCs and CSUs have published letters calling for the President to uphold and expand DACA (Deferred Action for Childhood Arrivals.) While there is not currently (March 2017) a focus on deportation of “Dreamers” or ending DACA, the future of DACA remains uncertain. A map of universities and colleges nationwide who have committed support to undocumented students or have declared themselves to be sanctuary institutions can be found [here](#).

Policies and Laws

There are currently several policies or laws that affect undocumented students in California:

- **AB540:** California State Law that allows eligible students to pay in state tuition. To qualify for state tuition under AB540 you must have
 1. Completed 3 years of high school in California
 2. Graduated or obtained the equivalent of a high school diploma
 3. Completed an AB540 affidavit (California Non-Resident Tuition Exemption Request form).
- **DACA (Deferred Action for Childhood Arrivals):** Federal DHS (Department of Homeland Security) policy that defers the removal of eligible undocumented youth and allows them to apply for work authorization if granted DACA. There are several requirements including entering the US before the age of 16, being younger than 31 as of 6/15/12 and having lived in the US continuously from 6/15/07 through 6/15/12. [After the election, students who had not yet filed for DACA were advised to not do so until presidential action on DACA was clarified.]
- **California Dream Act:** California State Law that allows undocumented students to apply for and receive private scholarships, state financial aid, university grants, and community college fee waivers.

Rights

Undocumented students can attend any college or university in California as long as they are admitted. Undocumented students who do not qualify for AB540 or not eligible for DACA face the most challenges in being able to go to college.

No federal law requires school districts to report undocumented students to immigration authorities and arguably school districts are prohibited from reporting them by the *Plyler* case which mandates that undocumented children have access to education.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties such as ICE information about students contained in student records. More specifically, FERPA prohibits school districts from disclosing personally identifiable information in a student’s “education records” to outside agencies without parental consent or a subpoena.

The Immigrant Legal Resource Center (ILRC) has further publicized the following: “According to the Department of Homeland Security’s longstanding policy, enforcement actions by immigration officials such as ICE or border patrol to apprehend, arrest, interview, or search an individual, or to surveil an individual for enforcement purposes should not take place at sensitive locations such as schools. . . .

Immigration enforcement actions may only take place at a school when (a) prior approval is obtained from an appropriate supervisory official, or (b) there are exigent circumstances necessitating immediate action without supervisor approval. Therefore, absent highly unusual circumstances, under current policy immigrant families should not fear encountering immigration officials engaging in raids at schools.”

Advice for Undocumented Students from the Immigrant Legal Resource Center ([ILRC](#)):

- Make a family plan, including a list of emergency contacts and back-up childcare in case a parent is detained. Contact a BIA (Bureau of Immigration Appeals) Accredited Organization for assistance.
- Keep a file of important documents. Carry a valid work permit or green card, if you have one. If you're undocumented, don't carry papers that show your country of origin.
- Consult an immigration attorney or a BIA Accredited Organization about your options, and carry his or her phone number with you.
- Know your rights [if you're stopped or questioned](#).

Finding Resources

- The ILRC has a wealth of information online, including [updated advice about DACA](#), legal rights, and special [information for LGBTQ immigrants](#). The center also has a [general resources](#) page, a [Family Preparedness Plan](#) for all families in English & Spanish, with additional information for immigrants and mixed family status households, and a [handbook for immigrant youth](#). Additional information related to education can be found at [Educators for Fair Consideration](#).
- FEMA's [Family Emergency Communication Plan](#) provides clear steps to collect and share all necessary information within the family, including guidelines to practice. Ready.Gov also has an [Emergency Communication Plan](#) to prepare your family in case of an emergency
- In California, families can also look for a community education event or legal services workshop through Ready California (<http://ready-california.org>), a statewide collaborative of service providers.
- Students can check out [E4FC's Scholarships That Don't Require Proof of Citizenship](#).
- A list of Board of Immigration Appeals (BIA) Recognized Organizations is attached. These organizations has access to free or low cost legal advice by a representative trained to provide immigration counsel and up to date information.

Shasta College Services and Resources

- **AB540 Status:** Helps with the ability to pay instate tuition. The Financial Aid office also has information on the California Dream Act which lets AB 540 students qualify for other state and non-state funded financial help at public colleges. Go to [the California Dream Act Page](#) or contact Alan Ulrey in the Financial Aid Office at 242.7710 (aulrey@shastacollege.edu).
- **Admissions and Records:** Undocumented students apply for admission as other students do by clicking on [the CCC Apply Link](#) and completing Shasta College's Online Application. Admissions and Records also has a staff member dedicated to helping undocumented students determine residency. Go to [California Nonresident Tuition Exemption Forms, AB540 and AB2000](#) or contact Rochelle Morris at 242.7664, rmorris@shastacollege.edu.
 - If you need additional help, please visit the Student Success Center in room 102, the same building as Admissions and Records and Financial Aid. Call Sharon Felder (sfelder@shastacollege.edu) at 242.7672 or James Konopitski (jkonopitski@shastacollege.edu) at 242.7671.

- **The Office of Access and Equity** has created a Fact Sheet for community members, prospective undocumented students, and their families. Visit [the Access and Equity Website](#) for a copy. Other supportive resources such as a food pantry, transportation services, occasional meal vouchers, possible assistance with textbooks, and connection with community agencies and legal assistance may also be available through the Office of Access and Equity. For more information, contact equity@shastacollege.edu, call Ramona at 242.7618 or Crystal at 242.7612. Para informes en español, llama 242.7625.
- You may be able to qualify for other programs or resources including EOPS, DSPS, SciFi (for foster youth), or other supportive programs. Learn more at the Student Success Center (room 102, 242.7672) or the Office of Access and Equity (rooms 2071a, 2067, 242.7618).
- Undocumented students are entitled to the same **protection against sexual harassment or sexual discrimination** guaranteed to everyone at Shasta College under [Title IX](#). Undocumented students are also entitled to and will receive the same safety protections as other students.

Steps to Admission for Undocumented Students from Shasta College's Financial Aid

1. Apply for [Admissions](#) at Shasta College and obtain access to your [MyShasta Account](#).
2. Apply for the [BOG Fee Waiver](#).
3. Complete the [California Dream Act Application](#). To help collect the required information on your Dream Act Application view the following:
 - [2017-18 CA Dream Act Instructions](#)
 - [2017-18 Dream Act Worksheet](#)
4. Submit your final High School Transcript to the Admissions and Records Office.
5. Complete the CA Non-Resident Tuition Exemption Request form and submit to the Admissions and Records Office. This form can be found on the [Admissions](#) click on Form choose AB540 Exemption Request.
6. Once your Dream Act Application has been received by Shasta College, you will receive notification via the email regarding documents required to determine your eligibility for all California State grants. The documents/forms required will also be viewable in your [MyShasta Account](#) under MyForms.
7. You will receive an email notification once your eligibility has been determined. Your award letter will be available to view in your [MyShasta Account](#) once final determination of award(s) have been confirmed.
8. Apply for scholarships at www.shastacollege.edu/fa_scholarships, by reviewing [Ayuda Financiera](#), clicking on [E4FC's Scholars program](#) and searching in the other resources they provide.

Board of Immigration Appeals (BIA) Recognized Organizations with Accredited Representatives

Organization	Phone	Website
*Northern Valley Catholic Social Service, Inc. Main Office Mariela Hernandez 175 Solano Street Corning, CA 96021	(530) 824-7670 (530) 824-4039 (Direct Line)	www.nvcss.org/tehama
Immigration Law Clinic, UC Davis King Hall, School of Law Davis CA 95616	(530) 752-7232	www.law.ucdavis.edu
International Institute of the Bay Area Fremont Branch 39155 Liberty St Suite D450 Fremont, CA 94538	(510) 894-3639	
Southeast Asian Christian Ministry (SEACM) Principal Office 2315 Placer Street Redding, CA 96001	(530) 241-5802	www.seacmission.org
California Rural Legal Assistance Foundation (CRLAF) Principal Office 2210 K Street, Suite 201 Sacramento, CA 95816	(916) 446-7901	www.crlaf.org
Catholic Charities of Sacramento, Inc. Principal Office 3308 Third Ave. Sacramento, CA 95817	(916) 313-7604	
Coalition of California Welfare Rights Organizations, Inc. Principal Office 1901 Alhambra Blvd. Sacramento, CA 95816	(916) 736-0616	
Hernandad Mexicana Transnacional Sacramento Branch 4905 Stockton Blvd Sacramento, CA 95820	(916) 454-3652	www.hernandadmexicantransnacional.org
International Rescue Committee Sacramento Branch 2020 Hurley Way Suite 395 Sacramento, CA 75825	(916) 482-0120	www.resuce.org
My Sister's House Principal Office 3053 Freeport Blvd No. 120 Sacramento, CA 95818	(916) 930-0626	www.my-sisiters-house.org
Opening Doors, Inc. Principal Office 1111 Howe Ave Suite 125 Sacramento, CA 95825	(916) 492-2591	www.openingdoorsinc.org

CaIWORKs

Congratulations to the following CaIWORKs students for their submissions and acceptance into the 2016-2017 Portraits of Student Success publication.



The Portraits of Student Success is a statewide publication that highlights successful Community College students who are parents first and students second. These students have persevered through trying life events yet remained focused and persistent with their education.