

## GRANT AGREEMENT

THIS GRANT AGREEMENT is made as of **August 16, 2018**, between **Community Initiatives**, a California nonprofit public benefit corporation, tax –exempt from the Internal Revenue Service (IRS) and not classified as a private foundation under Section 509(a) of the Code (“Grantor”), on behalf of its fiscally sponsored project, Immigrants Rising and **Chabot College**, also a nonprofit public benefit corporation, tax-exempt from the IRS and not classified as a private foundation (“Grantee”), with respect to the following:

A. Grantee’s address is **25555 Hesperian Boulevard, Hayward, CA 94545**, and telephone number is **925-485-5207**. Grantee’s contact person for this grant is **Ronald Gerhard, Vice Chancellor of Business Services**.

B. Grantor makes this grant in furtherance of its charitable and educational purposes, in the amount and on the terms and conditions in this Agreement.

NOW, THEREFORE, in consideration of the mutual rights and obligations set forth herein, the parties to this Agreement hereby agree as follows:

1. The grant funds may only be expended for charitable or educational purposes. This grant is made only for the purposes stated in this letter and to support: **Overall project goal is to continue to make Chabot a place where undocumented students feel safe and supported as they pursue their academic and career goals; to establish a Dreamer Resource Center on campus; to focus on a three-tiered programming approach consisting of Access, Content Development, and New Initiatives. Access projects will focus on improving existing information and resources and expanding legal services supports via bi-monthly workshops. Content Development will focus on increasing and enhancing workshops (i.e. How to Pay for College, Understanding Transfer and Graduate School Pipelines). Promoting new initiatives on campus, centered around providing mental health training for counselors, providing mental health resources for students, and developing an UndocuAlly Training program.** As described in Grantee’s Information Request (Exhibit A).
2. The total amount of the grant contemplated by this Agreement is **one-hundred twenty-five thousand dollars (\$125,000)**, (the “Grant”) for the grant period of the **2018-2019 academic year (not to exceed the time period between August 20, 2018 to May 24, 2019)**. It is understood that these grant funds will be used for such purposes substantially in accordance with the attached approved budget (Exhibit B). It is also understood that no substantial variances will be made from the budget without Community

Initiative's prior approval in writing. Grantor shall pay to Grantee the full amount of the Grant of **\$125,000** in one total payment.

3. Any grant funds not expended or committed for the purposes of the grant, or within the period stated above, will be returned to Community Initiatives. Further, Grantee shall use the Grant solely for the purposes stated in paragraph 1, and Grantee shall repay to Grantor any portion of the Grant that is not used for those purposes, unless Grantor has agreed to the change in writing. Any significant changes in the purposes for which grant funds are spent must be approved in writing by Grantor before implementation.

4. Grantee will use the grant funds in compliance with all applicable anti-terrorists financing and asset control laws, regulations, rules, and executive orders, including, but not limited to the USA Patriot Act of 2001 and Executive Order 13224.

5. With regard to any subgrantees convenient or necessary to carry out the purposes of the Grant, Grantee shall retain full discretion and control over their selection, acting completely independently of Grantor. There is no agreement, written or oral, by which Grantor may cause Grantee to choose any particular subgrantee.

6. The Grant shall not be used in any attempt to influence legislation within the meaning of Code Section 4911(d) as interpreted by applicable Treasury Regulations and rulings of the Internal Revenue Service. Grantee shall not use any portion of the Grant to participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, to induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit to occur, nor to take any other action inconsistent with Section 501(c) (3) of the Code.

7. Grantee is solely responsible for the activity supported by the grant funds, the content of any product of the project, and the manner in which any such product may be disseminated. Grantee shall not transfer or assign this Agreement without the prior written consent of Grantor. This Agreement does not create any relationship of agency, partnership, or joint venture between the parties, and no party shall make any such representation to anyone.

8. Grantee shall notify Grantor immediately of any change in Grantee's executive staff or key staff responsible for achieving the Grant purposes.

9. Grantee hereby irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless Grantor, its officers, directors, trustees, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees), directly or indirectly, wholly or

partially, arising from or in connection with any act or omission of Grantee, its officers, directors, employees, or agents, in applying for or accepting the Grant, in expending or applying the proceeds of the Grant, or in carrying out the project to be funded by the Grant. This paragraph shall survive any termination of this Agreement.

10. For the first report, an initial written report is to be furnished 5 weeks prior to the end of the grant period (due **April 15, 2019**). This initial report should contain details pertaining to the financial accounting as of **March 15, 2019** to include (1) narrative account of what was accomplished by the expenditure of the funds, including a description of progress made toward achieving the goals of the grant; (2) a description of any obstacles that needed to be overcome and how you did that; and (3) a financial accounting, according to the line-item categories of the attached approved budget. The final period-ending report will be due **June 24, 2019**, 31 days after the close of the grant period, and will include details pertaining to the financial accounting as of **May 24, 2019** to include (1) narrative account of what was accomplished by the expenditure of the funds, including a description of progress made toward achieving the goals of the grant; (2) a description of any obstacles that needed to be overcome and how you did that; and (3) a financial accounting, according to the line-item categories of the attached approved budget. Report templates may be found in Exhibit D of this agreement. Both reports should be sent to Victor Garcia, Ed.D, Director of California Campus Catalyst Fund with Immigrants Rising at [victor@immigrantsrising.org](mailto:victor@immigrantsrising.org), cc: Amanda Tompkins, Client Services Manager with Community Initiatives at [atompkins@communityin.org](mailto:atompkins@communityin.org). At the end of the grant period, Grantor shall be furnished a copy of any relevant publications or research papers or other media products produced by Grantee under this Grant.

11. Grantor may monitor and conduct a review of operations under this grant, which may include a visit from Community Initiatives staff or Immigrants Rising leadership to observe your activities, discuss the program and finances with your staff and review financial and other records and materials connected with the activities financed by this Grant.

12. Grantor may include information on this grant in its periodic public reports. It may also publicize the grant using social media or other communication mediums, in which case you will be notified.

13. Failure to comply with the terms of this Agreement may result in the immediate cessation of funding and/or support from Grantor.

14. Unless you indicate a preference for paper documents, we will keep your records, including this Agreement, in electronic form. For contractual purposes, you consent to receive communications in electronic form via the email address you have provided us; you consent to use electronic signatures where signatures are necessary; and you agree that all notices, disclosures, agreements, and other communications we provide

to you electronically satisfy any legal requirement that those communications would satisfy if they were on paper. You may opt out of electronic communications and records at any time, or request a paper copy of your Agreement by contacting Community Initiatives.

IN WITNESS WHEREOF, the parties have executed or caused to be executed this Grant Agreement on the dates set forth opposite their signatures below.

**Community Initiatives**

DATED: \_\_\_\_\_

Signed: \_\_\_\_\_

Name: Ruth Williams

Title: President & CEO

**Immigrants Rising (formerly known as Educators for Fair Consideration)**

DATED: \_\_\_\_\_

Signed: \_\_\_\_\_

Name: Victor Garcia

Title: Director, CA Campus Catalyst Fund

**Chabot College**

DATED: \_\_\_\_\_

Signed: \_\_\_\_\_

Name: Ronald Gerhard

Title: Vice Chancellor of Business Services

EXHIBIT A: INFORMATION REQUEST

**California Campus Catalyst Fund**  
**Information Request Prior to Grant Agreement**

Chabot College - \$125,000 Grant

**Please complete and return in .doc or .docx format.**

<p><b>Primary Contacts:</b> Key Program Staff/Administrator in contact with Immigrants Rising regarding Catalyst Fund grant. Name/s &amp; Title/s</p>	<ul style="list-style-type: none"> <li>• Gabriel Chaparro: STEM Center Equity Director             <ul style="list-style-type: none"> <li>• <a href="mailto:gchaparro@chabotcollege.edu">gchaparro@chabotcollege.edu</a></li> </ul> </li> <li>• Katie Messina Silva: Counselor and Instructor             <ul style="list-style-type: none"> <li>• <a href="mailto:kmessina@chabotcollege.edu">kmessina@chabotcollege.edu</a></li> </ul> </li> </ul>
<p><b>Others</b> to keep in grant communications: Name/s &amp; Title/s</p>	<ul style="list-style-type: none"> <li>• Yvonne Wu-Craig: Director of Grants             <ul style="list-style-type: none"> <li>• <a href="mailto:ywu-craig@chabotcollege.edu">ywu-craig@chabotcollege.edu</a></li> </ul> </li> </ul>
<p><b>Estimated total #</b> of students and families you expect to serve through this grant support in Year 1 of implementation, AND in Years 2 and 3, if your grant is renewed.</p>	<ul style="list-style-type: none"> <li>• Year One             <ul style="list-style-type: none"> <li>• 50 Students and families (roughly 15 percent of our campus undocumented student community)</li> </ul> </li> <li>• Year Two             <ul style="list-style-type: none"> <li>• 75 Students and families (roughly 50 percent of our campus undocumented student community)</li> </ul> </li> <li>• Year Three             <ul style="list-style-type: none"> <li>• 150 Students and families (roughly 75 percent of our campus undocumented student community)</li> </ul> </li> </ul>
<p><b>Goals of your Catalyst Fund grant.</b> The verbiage in Row A to the right includes the proposed goals/activities which you indicated on your full proposal. Please organize these bullet points into a simple <b>NARRATIVE</b> and enter it in Row B (<b>do not</b> erase the content in row A). The entire narrative in Row B should not exceed 5-8 full sentences.</p>	<p>A.</p> <ul style="list-style-type: none"> <li>• Establish Dream Resource Center</li> <li>• Improve access to information and resources</li> <li>• Increase and enhance current dream team workshops (paying for college, transfer pipeline and graduate school)</li> <li>• Comprehensive UndocuALLY training</li> <li>• Mental health counselor training &amp; Mental Health resources</li> <li>• Expanded bimonthly legal aid workshops</li> </ul> <p>B.</p> <p>Overall project goal is to continue to make Chabot a place where undocumented students feel safe and supported as they pursue their academic and career goals; to establish a Dreamer Resource Center on campus; to focus on a three-tiered programming approach consisting of Access,</p>

	<p>Content Development, and New Initiatives. Access projects will focus on improving existing information and resources and expanding legal services supports via bi-monthly workshops. Content Development will focus on increasing and enhancing workshops (i.e. How to Pay for College, Understanding Transfer and Graduate School Pipelines). Promoting new initiatives on campus, centered around providing mental health training for counselors, providing mental health resources for students, and developing an UndocuAlly Training program.</p>
<p><b>Goals/Impact Metrics:</b>          What outcomes do you expect to meet during the Year 1 grant period? Provide 3-5 outcomes; Please indicate which outcomes will be quantitative and which will be qualitative. Use only 1-3 sentences to describe each outcome.</p>	<ul style="list-style-type: none"> <li>• Quantitative           <ul style="list-style-type: none"> <li>• The first Chabot UndocuAlly training will be a cohort of thirty Chabot faculty, classified professionals, and administrators</li> <li>• Expanding current workshops and establishing regular legal aid workshops</li> </ul> </li> <li>• Qualitative           <ul style="list-style-type: none"> <li>• Content for UndocuAlly training content will be completed and ready for presentation</li> <li>• Geographical space for The DREAM Resource Center will be identified and established</li> </ul> </li> </ul>
<p>List 2-3 questions that your campus/District hopes to explore over the course of this Year 1 grant period.</p>	<ol style="list-style-type: none"> <li>1. What forms of communication will draw students to the DREAM Resource Center?</li> <li>2. Amongst faculty, classified professionals, and administrators; where will we see the most participation in UndocuAlly training?</li> <li>3. What resources do students find most helpful?</li> <li>4. What resources do students say we need to develop/create?</li> <li>5. How do we best identify and outreach to undocumented students on campus and in the community to provide information and resources?</li> </ol>

**Please let me know if you have any immediate questions, and please return this completed form at your earliest convenience. Thank you.**

EXHIBIT B: PROJECT BUDGET

<b>2017-2018 Project Budget &amp; Budget Narrative</b>	
<b>Budget Item</b>	<b>Amount</b>
Faculty overload hours for coordination (5 hrs/wk)	\$ 5,000
Classified overtime staffing	\$ 400
Consolidated Fringe Benefits	\$ 400
Office Supplies	\$ 400
Materials Production	\$ 85
Food and meeting supplies for Dreamer workshops and events	\$ 2,100
Guest speakers for workshops: E4FC and Centro Legal de la Raza	\$ 300
College Tours and field trips for Dreamer students	\$ 1,000
Bookstore vouchers for Dreamer students	\$ 1,750
<b>Grand Total</b>	<b>\$ 11,435</b>
<b>2018-2019 Proposed Project Budget &amp; Budget Narrative</b>	
<b>Budget Item &amp; Narrative Description</b>	<b>Amount</b>
0.5 FTE Dream Center Counselor/Coordinator provides dedicated support and academic and mental health counseling to students visiting the Dream Center; coordinates and conducts Dream Center workshops, events and activities; develops outreach materials and resources; completes reporting requirements and serves as the primary contact to the CA Campus Catalyst program staff	\$ 50,000
0.25 FTE Dream Center Assistant (10 hrs/wk x \$11/hr x 40 weeks)	\$ 4,400
Overtime for Financial Aid Specialist to provide additional workshops for students and families during Early Decision, Raza College Day and throughout the school year (\$40/hr x 3 hrs/workshop x 10 workshops)	\$ 1,200
Childcare for evening Dreamer workshops (\$20 x 3 hours x 15 workshops)	\$ 900
Additional hours for developing UndocuAlly training, retreat planning and development of additional content and resources (\$47/hr x 30 hours x 5 Dream Team members)	\$ 7,050
Consolidated Fringe Benefits @ 35%	\$ 22,243
Meeting and Office Supplies, Printing of Outreach Materials, & Program Operating Supplies	\$ 2,903
Consultant contracts for Mental Health training (\$1000 x 3 days)	\$ 3,000
Guest speakers for workshops: 5 E4FC workshops and 20 Centro Legal de la Raza immigration lawyer consultations (\$300 x 25 workshops)	\$ 7,500
Laptops and software for Laptop Loan Program (\$1,000 x 8)	\$ 8,000
Office Equipment for Dream Center office	\$ 1,500
Total Direct Costs	\$ 108,696
Maximum Allowed Indirect Costs: 15%	\$ 16,304
<b>Grand Total:</b>	<b>\$ 125,000</b>



## EXHIBIT C: FUND APPLICATION

### California Campus Catalyst Fund Chabot College Full Application - Phase II Section

#### I. Applicant Information

##### 1. Campus or District Submitting Application:

Chabot College

##### 2. Location:

Hayward, CA

##### 3. Multi-campus program staff collaboration and involvement?

N/A

##### 4. Primary Contact Person/s:

Katie Messina Silva, Counselor/Instructor (maternity leave until Sept. 2018); Primary Contact while Ms. Messina Silva is on leave: Gabriel Chaparro, STEM Center Equity Director

##### 5. Email Addresses:

kmessina@chabotcollege.edu; [gchaparro@chabotcollege.edu](mailto:gchaparro@chabotcollege.edu)

##### 6. Primary Phone Number:

Katie: (510) 723-7597; Gabriel: (510) 723-6906

##### 7. Related Websites:

Dreamers' website: <http://www.chabotcollege.edu/dreamers/> DREAMers Club website: <https://www.chabotcollege.edu/dreamers/dreamers-club/>

##### 8. Overview of District and/or Campus/es in this Proposal (100-200 words):

Chabot College is an open-admission, public, urban community college located in Hayward at the mid-point between San Francisco/Oakland and San Jose in Southern Alameda County that serves the residents of the East Bay communities of Hayward, San Leandro, San Lorenzo, Union City, and Castro Valley. The college serves over 14,400 statewide and nationally. Chabot is home to other special programs for formerly incarcerated students, foster youth, ESL, and low-income, first-generation STEM students. According to the Chabot Office of Institutional Research (OIR), students organized by similar interests and provided additional supports have higher levels of course success, persistence and completion (OIR Summary of Research 1999-2013). (192 words)

#### Section II. Project Information

##### 1. Project Name:

## Developing the Chabot College Dream Center and UndocuAlly Training Series while Augmenting Services

### 2. Nos. of undocumented students on campus and service region (50-200 words):

According to the Pew Hispanic Center Metro-Area Estimates, the San Francisco – Oakland – Hayward metro area has an estimated 240,000 undocumented immigrants and is ranked #11 among 155 metropolitan areas derived from a sample of census data. MPI Unauthorized County Level Estimates rank Alameda County #17 in National and County Estimates of the Unauthorized Immigrant Population, 2010-14, and #19 in the DACAeligible population in 2017. Among Chabot students, the Chancellor's Office Data Mart indicates 431 students with Other Status in Fall 2017 and the Chabot OIR reports that there were 461 unduplicated undocumented students enrolled at Chabot in Fall 2016 based on any combination of Citizenship Code (Other Status or Undocumented) and Residency Code (California Resident, Exempt from Non-Resident Fee, Exempt-NonCitizen, or Foreign). However, since not all students qualify for or apply for AB540 status and some are hesitant to report their status, these numbers are likely underestimates and do not fully capture the total number of undocumented students which more likely approximates 600 students, based on faculty and staff estimates. (170 words)

### 3. Services and/or resources you currently offer (100-300 words):

Chabot College has a demonstrated commitment to undocumented students and their families and has 3 several existing services and resources on which to build CA Campus Catalyst Fund activities. Most notably, there are active student and employee groups, the DREAMers Club and the Dream Team, respectively. Both support outreach efforts and provide services. There are a Dreamers webpage and Dreamers Handbook that help students and their families navigate the enrollment process and provide information about one- and off-campus resources. These resources as well as college Flex Day trainings support all faculty/staff who wish to be allies. Previous Flex Day training has included strategies for implementing and enforcing district sanctuary policies and how to respond to ICE and other law enforcement officers.

Specialized services include Centro Legal de la Raza legal workshops and consultation (twice each semester). Chabot also provides mental health counseling which is open to all students (limited to 6 weekly 1-hour sessions per year) with several counselors who are knowledgeable about supporting undocumented students. There are also several opportunities for undocumented students and their families to engage with relevant content and with college allies. This includes Dream Team workshops twice each semester on topics such as Chabot College resources; how to complete the Dream Act application for state financial aid; E4FC resources; transfer options and support presented by CSU East Bay (CSUEB) GANAS program and the UCB Dream Center, and scholarship workshops. Undocumented students and their families also attend the annual La Bienvenida and Raza College Day college readiness workshops and Chicano Latino Graduation Ceremony that helps create a positive and welcoming climate. Finally, the Dream Team conducts student and parent outreach workshops to two local high schools and two adult schools designed to inform undocumented students on how to apply for college and financial aid. (297 words)

### 4. Statement of Need (100-300 words):

Undocumented students at Chabot lack a 4 clearly defined safe space at the college. These students live "in the shadows" and are often unclear about what services and aid they qualify for and which

faculty/staff they can talk to. Further, many faculty and staff are also unclear as to the various options and services available to students, and where to refer students for help. For example, confusion persists as to how to identify Dreamers vs. AB540 vs. DACA students. In addition, students and families face constant emotional stressors related to their undocumented status with a recent suicide of a Chabot student attributed to the deportation of the student's brother. Over the years, individual ad hoc efforts of college staff members have provided confidential support and services for undocumented students, but the recently hostile political climate targeting immigrants exacerbated by local ICE sweeps and raids hastened this group to form the Dream Team in Spring 2015, comprised of faculty, staff and administrators who address and advocate for the needs of undocumented students. Students formed the DREAMers Club who meet weekly to provide peer-to-peer support and supplemental activities for undocumented students and allies.

In December 2017, the district adopted a Sanctuary Campus Resolution supported by Chabot Academic, Classified and Student Senates.<sup>1</sup> This proposal is based on the active involvement and input of these groups as well as the knowledge and experience of other college staff working with this student population. In addition, proposed activities will further the Actions detailed in the Sanctuary Campus Resolution. (252 words)

#### 5. Proposed Project Description (200-500 words):

Chabot College builds on the strong foundation of existing efforts from Dream Team staff members, student engagement from the DREAMers Club, and is poised to expand and deepen the level of services and support provided to undocumented students and their families. We would like 1 <http://www.clpccd.org/board/documents/9.1BCChabotResolutionJointSanctuaryCampusAdopted20170503.pdf> 5 to expand the following strategies while new/nascent activities/services are described in further detail in the following section.

Improving access to information and resources: Chabot's CA Campus Catalyst project activities will include developing materials and content to improve the quality and quantity of resources for undocumented students. The Project Coordinator will organize an annual retreat and regular meetings with Dream Team members to develop and improve the quality and quantity of information. This content includes processes for making referrals from within student services to Dream Center staff and following up with services; integrating links to content, information and resources (e.g., Financial Aid info, DREAMers Club meetings, Dreamers website, workshop calendar, etc.) in the online Student Orientation materials, the ClassWeb enrollment system, and the Early Decision/Transition to College (PSCN 25) course materials.

Increasing and enhancing current Dream Team workshops: Funding will increase the capacity of project staff to increase the number of workshops for students and families from 2-3 times per semester to monthly. We will provide additional financial aid workshops for students and families on how to complete the California Dream Act applications and apply for scholarships with support from financial aid staff throughout the year. We would also like to develop new workshops for students and parents on how to fund and plan to transfer to 4-year institutions and for post-graduation occupations/career and graduate/professional schools. This would also leverage our existing partnerships with CSUEB and the UC Berkeley (UCB) Dream Center.

Expanded bi-monthly legal aid workshops with immigration lawyers: Previously, “Know Your Rights” workshops and individual consultations with an immigration attorney were offered on campus once per semester by Centro Legal de la Raza from Oakland. We would like to expand legal aid workshops to twice per month with alternating 6 mid-day and evening sessions (increase from 4 to 12 per year). Individual legal consultations would serve students and their families while workshops would be open to students, their families and the larger community. Additional training on the legal definitions and nuances will be provided to college staff. (381 words)

6. “New or nascent” aspects of your proposed project (200-500 words):

Undocumented students frequently experience socio-emotional stress from immigration-related issues such as separation from family, the migration process and U.S. immigration procedures such as detention and deportation. Therefore, these “new or nascent” activities aim to create a safe and welcoming environment that promotes a culture of open and transparent support for these students and their families.

Establishing a new Dream Center on campus: The Dream Center will be located within El Centro, a one-stop resource center for all students and their families. The Dream Center will be a safe, welcoming and inclusive space where undocumented students and their families can make appointments to meet confidentially with counselors and financial aid staff to discuss needs unique to their undocumented status. The Center will employ multilingual staff and also leverage the El Centro multilingual staff to provide information and services. There will also be informational resources, copies of the resource guides, and workshop schedules to take home. In addition, we will establish a Laptop Loan Program for undocumented students, starting with 8 laptops the first year and increasing in subsequent years.

A comprehensive UndocuAlly training program: This training program will be modeled after UndocuAlly training programs at UCB, SFSU, CSUEB and offered college-wide in two 4-hour segments, once each semester. Training topics include: 1) an overview of history, laws and policies affecting undocumented youth; 2) statistics on undocumented students at Chabot; 3) campus resources for undocumented students and their families; 4) speakers and content on the lived experiences of undocumented students and in the community; 5) discussions on what it means to be an ally; and 6) the opportunity to connect with other Chabot staff to share ideas on supporting undocumented students and their families. After completing the training, names and contact info of UndocuAlly faculty/staff would be posted on the Dreamers website. These staff members would display a symbol (e.g., sticker, button) to show completion of their safe-zone training to identify which campus employees are trained and available to support them. The first training series would target El Centro staff, student services personnel, mental health counselors and discipline faculty and serve at least 50 people. Collegewide faculty training would also include support for developing curricular units/lessons that emphasize migration as a human right, led by Kristin Land, Equity Inquiry Group faculty lead.

Mental Health Counselor Training and Mental Health Resources: The Project Coordinator will work with the college mental health counselors to select training on how to best support the social and emotional needs of undocumented students and/or students with undocumented family members; how to address deportation concerns; connecting Dreamer students with mental health resources such as Medi-Cal and county mental health services; and providing culturally competent care. We are considering two possible trainers: UC Berkeley Undocumented Student Program Psychologist, Diana Peña, and University

of San Francisco PhD Psychology Candidate, Liliana Campos. We will also update the Chabot Dreamers and Health Center websites with mental health resources for undocumented students and include resources for supporting undocumented students in the Distressed Student Guide. (500 words)

#### 7. Serving the varied needs of undoc students and their families (200-300 words):

Chabot's Campus Catalyst project has been informed by input from Dreamer Club students and Dream Team faculty/staff who understand the lived experiences of undocumented students. Both groups were involved with the development of this proposal. Furthermore, prior experience has shown that continued exposure to and relationship-building between college staff, students and their families builds trust. Parents have come to rely on these college staff members as advocates and advisors, often dropping by to ask for advice and becoming more engaged in college and/or Dreamer activities.

Activities also directly align with US Department of Education recommendations for higher education: 1) Create open and welcoming environments (e.g. Dream Center, campus UndocuAllies, Raza College Day, Family Nights); 2) Provide services and resources to guide undocumented students (e.g., legal consultation, laptop loan, new training content); 3) Communicate and demonstrate support for undocumented youth (e.g., UndocuAlly list, Sanctuary Campus Resolution, increased advertising of services); 4) Provide peer-to-peer support and relationship-building opportunities (e.g., DREAMers Club, Raza College Day workshops); and 5) Build staff capacity and knowledge of relevant issues (e.g., UndocuAlly training, Flex Day, Handbook).<sup>2</sup> Project efforts are comprehensive and go to address the varied socio-emotional, legal, financial and educational needs of undocumented students and their families while increasing Chabot's capacity to better serve them. (231 words)

#### 8. Multi-campus implementation plan –

N/A

#### 9. Single campus project implementation plan (200-500 words):

Chabot's CA Campus Catalyst project will be led by Counselor/Coordinator Katie Messina Silva, a leader in the Dream Team, who will be responsible for overseeing the project, coordinating and 2 Resource Guide: Supporting Undocumented Youth, a Guide for Secondary and Postsecondary Settings. US Department of Education, October 20, 2015, pp. 17-21. <https://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf> 9 implementing all project activities in collaboration with Dream Team members and project staff, and reporting on all project activities. An annual retreat will be held at the start of Year 1 to plan activities. She will also serve as the Dream Center Counselor, providing advisement to undocumented students directly. She reports to the Dean of Counseling who reports to the Vice President of Student Services who also oversees El Centro. Ms. Messina Silva, with support from the Dream Center Assistant, will track and report grant expenditures with the Dean maintaining primary budget oversight. The Grant Development Office will provide technical assistance on internal college processes, grant reporting and facilitating communication with the OIR, Chabot Business Office and any offices needed to support student tracking and grant reporting requirements. A Fiscal Coordinator of Grants supports fiscal reporting. We would like to increase the service of third party contractors such as E4FC and Centro Legal de la Raza which have already been providing services to Chabot. The aforementioned mental health training providers have been recommended by and/or have existing relationships with Dream Team members. Dream Team members and Chabot mental health counselors with input from DREAMers Club student will

discuss their needs related to specific content and training methodology to develop a scope of work to be included with all contract paperwork. Contractors will be secured using our standard district contracting procedures. (259 words)

10. Plan to reach additional students and families on campus. (100-400 words):

Given the large population of undocumented immigrants in the community, we recognize the need and importance of increasing services for undocumented students and their families. On-campus in-reach will include engaging students early on by sending targeted emails to AB540/Dream application students letting them know about activities and resources such as the Dreamers website and DREAMers Club. As indicated in the 10 Letter of Support, DREAMers Club members have committed to advertising project activities and events on campus and in the larger community. Efforts will also include developing new content that is integrated into existing communication and programming to all students. All announcements of workshops and events will be sent to the DREAMers Club distribution list. Taking into account that 71% of Chabot students live with their parents (Chabot Student Satisfaction Survey, 2015), increasing outreach to undocumented students on campus also increases the likelihood that students will share information with their families and bring them to Chabot Dreamer events and workshops. The Dreamers website content will be updated with a calendar of Dreamer events, workshops and activities and make it clear that families are welcome. Providing childcare for evening workshops at on- and off-campus events will also help increase participation. Chabot has developed strong external relationships that will help us reach population segments in our service area who might not otherwise receive services as well as incoming Chabot students. Through programs such as Early Decision Day, serving high school students with the intent of enrolling at Chabot, and the Mid-Alameda County Adult School Consortium, Dream Team staff will integrate content for undocumented students and families into Early Decision and college readiness workshops for all 25 local high schools and adult schools. These workshops cover college financial aid, registration processes, and planning for college. Additional workshops will be held on Family Nights and included in Noches de Familia as part of Raza College Day where over 120 students and their families attend each year. (321 words)

11. Project evaluation: use of services, challenges and gains (100-250 words):

SARSTrak is used to track student use of El Centro services and will also be used to track Dream Center usage including appointments with the counselor and financial aid advisor. Once students use their student ID number to check in on SARSTrak, they can be tagged in the student MIS system as an undocumented student in order to evaluate educational outcomes such as persistence and course success. Sign-in sheets at workshops and events will be used to track participation of family members in the Dream Center and in the community. Workshop evaluations will be used to gather feedback from participants. Monthly Dream Team meetings will serve as a Grant Advisory Committee. Ms. Messina Silva, who is also the DREAMers Club Advisor, will regularly gather student feedback evaluating grant implementation. Quantitative student outcome data, qualitative data from evaluation forms, and input from Dream Team and DREAMers Club students will be used to evaluate the overall effectiveness of project activities at monthly Dream Team meetings which will include a Club representative. Both groups will make recommendations for project modifications, as necessary, based on the data collected. As stated in the Board-adopted Sanctuary Campus Resolution, Chabot is committed to protecting sensitive personally identifiable student information including any data related to immigration status and will not release data without a judicial warrant, subpoena, or court order, unless authorized by the student or required by law. We reject any call to voluntarily cooperate with ICE to deport students, faculty, staff and other community members. (249 words)

12. Technical assistance needs (100-200 words):

A network or forum for sharing best practices with other colleges and universities, assistance with helping college staff interpret FERPA and IDEA requirements, referrals for "life after college" speakers/training for students and sharing models of UndocuAlly training programs from partners like E4FC, UCB or CSUEB would be helpful. (48 words)

13. Technical assistant our campus could provide (100-200 words) –

N/A

## EXHIBIT D: INITIAL AND FINAL REPORT TEMPLATE

Date Proposal Approved by Community Initiatives	
Date Report Submitted	
Organization's Legal Name	
Project Name	
Project Contact (Dr./Ms./Mr.)	
Telephone	Office:                      Mobile:
Address	
E-mail Address	
Web Address	
Report Dates: Entire term of grant (mm/dd/yyyy) to (mm/dd/yyyy)	

### GUIDELINES FOR INITIAL AND FINAL REPORTS

We are interested in learning about your experiences from this grant and ask that you be candid, reflective, and succinct in this initial or final report. Your report may include additional information and may disregard questions that do not apply to your grant. If you have any questions about this report, please contact your assigned contact at Community Initiatives.

**Project goals / activities and outcomes / impact metrics.** Please review your original proposal and describe whether the proposed goals / activities and objectives / impact metrics were met, and what outcomes were achieved as a result. Please state clearly, whether you did or did not meet individual performance goals. Note any unanticipated challenges and what you did in response. If you were unable to accomplish a specific outcome, please explain why. In addition to discussing individual performance measures, please provide a contextual discussion of overall project progress.

1. **Lessons Learned.** Describe the key lessons learned (a) during this grant period, and (b) during the project as a whole. Identify the critical factors that promoted and/or inhibited the successful implementation of the grant. Add any other activities or successes achieved, in addition to those outlined in the proposal. Indicate what changes you would make if you were to do this work again.
2. **The Future.** Describe whether the project will continue, how future funding will help and any expected changes to the project design.
3. **Expenditure Report – Current Project Budget.** Review the project budget and report actual expenditures for this final report.