



DREAMER SUPPORT PROGRAM

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • COLLEGE OF CONTINUING EDUCATION

April 3, 2024

Strengthening Career Success for Undocumented Students



Strengthening Career Success for Undocumented Students

Overview and Goals

- Awareness of challenges faced with career planning, employment and income generation
- Best practices to keep in mind when advising undocumented students
- Partnership Spotlight
 - Miramar College Entrepreneurship Center and Miramar Dreamer Center
- Opportunities for intentional collaboration



Understanding the Undocumented Student Experience

- Thanks to widespread student advocacy efforts to pass legislation allowing undocumented students to pay instate tuition (AB540), get state financial aid (AB130-131) and apply for professional licensing (SB1159), higher education and career opportunities have become much more accessible for undocumented young people in California.
- After graduation, undocumented students must identify ways to utilize their degrees and earn a living. Being undocumented creates barriers to pursuing employment in the U.S., but there are many ways to earn a living through entrepreneurship regardless of status.



Things to Consider When Providing Career Support

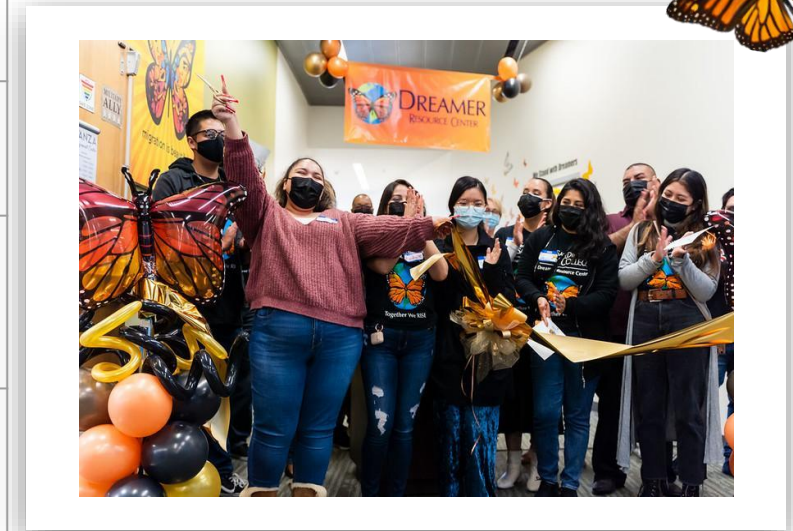
	With SSN and Employment Authorization Documents (EAD)	Without SSN nor EAD
Career Planning	<ul style="list-style-type: none"> • Uncertainty with DACA- may consider entrepreneurship option 	<ul style="list-style-type: none"> • Considering major and their options
Employment	<ul style="list-style-type: none"> • High Security Clearance Careers 	<ul style="list-style-type: none"> • Not able to be employed
Income Generating Opportunities	<ul style="list-style-type: none"> • Starting a business 	<ul style="list-style-type: none"> • Starting a business
Recommendations/Best Practices for Career Services Professionals	<ul style="list-style-type: none"> • Be familiar with policies or laws that may impact undocumented students as they relate to career services (e.g. Professional licenses). • Attend UndocuAlly trainings and work closely with Dream Programs. • Look at jobs and their requirements as it pertains to: citizenship, background checks, etc. • Know about DACA uncertainty—Be prepared to talk about income generating opportunities in case DACA goes away. 	<ul style="list-style-type: none"> • Be familiar with policies or laws that may impact undocumented students as they relate to career services (e.g. Professional licenses). • Attend UndocuAlly and work closely with Dream Programs. • Be familiar with self-employment opportunities such as independent contracting, small business development, entrepreneurship, and etc. and how ITINS can be used for these options. • Get ready to be creative to match income-generating opportunities with majors.



Things to Consider When Providing Career Support



	W/ DACA or EAD	W/ out DACA
Career Attainment	Can pursue most careers w/ a few exemptions ex) federal employment/ careers	Can intern, if available, but cannot apply for employment
Educational Opportunities	<ul style="list-style-type: none"> The CA Dream Act Service Incentive Grant (DSIG) Mesa Impactship Program (MIP) Small Business Incubator Program 	<ul style="list-style-type: none"> DSIG MIP Small Business Incubator Program
Personal Opportunities	<ul style="list-style-type: none"> Start a business Independent/ private contractor Freelancing Advance Parole 	<ul style="list-style-type: none"> Start a business Independent/ private contractor Freelancing
Important Notes to Consider	<ul style="list-style-type: none"> Planning with uncertainty due to DACA being in Limbo Modification of plans DACA Dependency 	<ul style="list-style-type: none"> What is the purpose obtaining a degree if I'm not going to be able to work in my career? Discouragement Often have difficult labor jobs / "paid under the table"





Requirements

- Identify as an underserved student
- Must be enrolled in the Occupational Work Experience Course (WORK 270) - 1 Unit
 - Transferable to a CSU
 - Submit video reflections through Canva

Steps

1. Complete MIP Intake Form
2. Enrolled to a 1-unit course (WORK 270)
 - Watch the online work experience orientation and complete quiz
3. Attend MIP mandatory kick-off event
4. Secure a site
 - Set a meeting with site supervisor
5. Complete 60-hours at the site
 - One-time \$1,000 stipend



Pros	Con
<ul style="list-style-type: none"> • Process is simple and quick (coordinators help to secure a site) • Student obtains a stipend • Student is engaged 	<ul style="list-style-type: none"> • Only one time stipend • Unit is only transferable to a CSU





Supporting San Diego College of Continuing Education Students

Overview

- Assists undocumented students in how they can navigate the educational system and advance in their careers
- Weekly student forums in English and Spanish to ask questions
- Supports undocumented students identify their strengths and interests for their career success
- Provides HSE/GED/HISET support so they can transition to college
- Identifies careers so students can work independently as licensed professionals, contractors, business owners or entrepreneurs
- Helps students apply to financial aid (CADAA) and to community college



Supporting San Diego College of Continuing Education Students

Student Support, Barriers and Support

- Need extra help with the English language (college level)
- Because students can't legally work, they require entrepreneurship training/funding projects/how to be a business owner/manage a business
- Students need to understand license process for them to work independently
- Students have been referred to SEED
grant course: <https://spark.immigrantsrising.org/module/starting-a-business/>



Opportunities to Support Undocumented Students

- [Senate Bill No. 1159 \(SB 1159\)](#): Allows undocumented individuals to apply for professional state licenses (e.g., nursing, barbering, auto repair) using an ITIN instead of a Social Security Number (SSN). [Access](#) a list of California state licenses.
- Work with community organizations to support placement for clinical hours (example CNA)
- Individual Taxpayer Identification Number (ITIN) awareness
- Help students develop non-traditional resumes
- [Income Generation Options for Undocumented Students Toolkit](#) (Immigrants Rising, University of California)
- Careers Regardless of Immigration Status (interactive database) <https://aabcris.wixsite.com/ucproject>



Partnership Spotlight: Miramar College

- Miramar Dreamers Support Office **Dream Team** (program staff)
- + Miramar Career Center **Career Counselors/Ambassadors**
- + Regional Entrepreneurship Center (REC) Innovation Lab **Director/Professors/Leads**
- + Higher Education Legal Services, JFS-SD, **Attorneys/Caseworkers**
- = **Undocu-preneur Success Team**





Miramar Partnership: a Brief History

- Apr 2021: "Entrepreneurship for Immigrants" **[DR]**
- Fall 2021: Career development workshop series (4; various topics) **[CD]**
- Oct 2022: "Becoming an Undocu-preneur: Making Money While Undocumented;" introduced Undocu-Hustle Workbook **[CDR]**
- Oct 2023: "Undocu-Hustle: Careers & Entrepreneurship" **[CDHR]**
- Spring 2024: Standardize workshop/workbook

KEY

C: Career Center

D: Dreamers Services

H: Higher Education Legal Services

R: REC Innovation Lab



We ALL have a role in shaping students' careers:

Assist students to...

- **Career Centers:** develop career goals, career exploration, resume and cover letter writing, etc.
- **Dreamer Centers:** align immigration status with income generating pathways; act as primary contact and facilitator for Undocu-students
- **Entrepreneurship Programs:** identify appropriate business structures; provide SB resources; act as marketplace for Undocu-preneurs
- **Legal Services Providers:** ensure legal compliance regarding EADs, etc.



Undocu-Hustle: Earning Money w/o Work Authorization

Framework

- Welcome & Agenda: introduce leads, programs/centers, workbook
- Overview Key Concepts: define terms, highlight immigration statuses' impact on income generation, & provide legal/tax advisory
- Highlight CA Dream Act Service Incentive Grant Program (DSIG)
- Overview independent contracting, gig economy, professional services, & entrepreneurship
- Workbook Activity, see next slide
- Ongoing contact w/ each program/center



Undocu-Hustle: Earning Money w/o Work Authorization

Workbook Activity

- Part 1: Self-Assessment
- Part 2: Work Exploration
- Part 3: Creating a Profile (e.g., LinkedIn, Upwork, FB Marketplace)
- Part 4: Marketing & Promotion

Source: immigrantsrising.org/wp-content/uploads/Immigrants-Rising-Independent-Contractor-Brainstorming-Worksheet.pdf



Undocu-Hustle: Earning Money as an Immigrant

Reimagining the Workbook

- Part 1: Self-Assessment
 - Incorporate Guided Pathways/ACP areas
- Part 2: Career Exploration
 - Focus on arts, CTE programs, humanities, interdisciplinary, STEM, etc.
 - Professional services, consulting
- Part 3: Networking
 - Leverage Dreamer, Career Centers, & entrepreneurship programs
- Part 4: Implementation
 - Completion pathway (partner w/ Academic Counseling, Transfer Centers)
 - Tax advising/education
 - Marketing and promotion



Thank you!



Questions?