

*They came or were brought to this country with the brightest of hopes for a better life,
but may feel forced to live in the shadows.*

Listening to Dreamer Students

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Listening to Dreamer Students...

“I chose to write that I am a dream act student. I am living in America illegally. I have been here for most of my life (from Scotland). It is embarrassing, and sets me out from everyone else.

I feel that there is not enough information in the campus for dream act students. I was recently rejected for volunteering for a festival on campus because I didn’t have an SSN. Due to this, I was unable to receive the only extra credit my professor offered.

I think the campus should have more awareness for Dream Act students.”

—a dream act student

“I feel welcomed because of the diversity here at Sacramento State. I’ve had a good experience at Sacramento State so far. Every time I ask for help there is always a staff or faculty addressing my needs.

-I like the diversity the most.

-Offers a lot of services for minorities

-Offers numerous of organizations & clubs for students.”

—Hispanic/Latino-Female-23 yrs old-undocumented

“It has been a challenge, especially being the first one in my family to go to college. Also being a DACA student there’s many concerns which I have as a student.

When I first arrived at Sacramento State a person that works in (Lassen) gave me a difficult time because he did not understand what DACA was. I had to change my status 3 times before he got it right, he also told me not to complain about my tuition or financial aid.

There are faculty members who are culturally diversified and understand where students are coming from.

(I don’t like that) Not everyone who is a faculty member understands what DACA is.”

—Hispanic, male, 27 years old. Dreamer

“To be an undocumented student is and has not been easy. The uncertainty of one’s future as a DREAMER is definitely not easy. It seems that each time things are looking up, something or someone pulls you back down. Born in Michoacan, Mexico and arriving into a new culture was not easy because everything was different (language, culture, traditions, school, and the environment) adjusting was not easy. I would say that being an undocumented student is like going up electric stairs but the stairs are going the opposite way. I also believe it’s empowering in how it has help build me into the person that I am today.

I have had nothing but great experiences here at Sac State. President Nelsen, Ed Mills, Marcellene, Dr. Viridiana Diaz and so many others have made Sac State feel like a second home. Being able to lobby with President Nelsen was an experience to keep for the records.

Sac State has been really accepting of many of us with same/similar circumstances. I would say Sac State is inclusive.

What I like about Sac State is the River Front Center and the great programs they have that help minority and under-represented students. I think that they have helped me not only have a job and helped grow as a student, individually and professionally but they have also helped me in building connections/networks.

At Sac State what I haven’t liked has been the prices for parking passes & books at the book store.... I feel that as students we need help to move forward not to set us back. If students received more help with these prices I feel like students would better be able to succeed, and help our society prosper. By helping students succeed we are helping our society have a brighter future.”

—undocumented student

Dreamer Students

Between 11 to 12 million undocumented immigrants live in the United States. California is home to the largest population of undocumented immigrants, at about a quarter of the national number, and 6% of the state's population, with approximately 80,000 living in the Sacramento region, according to the Public Policy Institute of California.

In education, an estimated 365,000 undocumented high school students graduate each year across the nation, according to the Migration Policy Institute.

Close to a quarter million undocumented immigrants are enrolled in postsecondary institutions nationally, about 2% of all college students. This number is much lower than their peers' rate of enrollment—only about 10% undocumented immigrants are in college compared to 25-30% of all 16-24 year olds, according to the Pew Research Center.

With over 1,000 Dreamers estimated on our campus, Sacramento State University has a much higher population than many of the other institutions in the CSU system, estimated at 8,000 Dreamer students total on the 23 campuses.

Latino and Asian American/Pacific Islanders are the largest groups, but Dreamer students also come from a range of other places around the world.

An understanding of Dreamer students necessarily begins with discussion of the terms and legalities of being an undocumented immigrant and student.

Undocumented Immigrants

An undocumented immigrant is a person living in the United States who either (1) entered without official immigration inspection and has no official documentation of entry, or (2) entered with a valid visa or equivalent granting temporary entry, but overstayed the time limit stipulated. Either the person has no legal immigration status documentation or the documentation has expired.

In either case, an undocumented immigrant does not have citizen status and, consequently:

- Is subject to potential detainment and deportation
- Does not have permission to work
- Cannot obtain a social security number
- Is not eligible for most public benefits
- Cannot petition for family members to come to the U.S.
- Cannot leave the country and return legally, as citizens may
- Cannot vote in elections or serve on juries
- Cannot obtain a driver's licenses in most states (excluding California, which allows one)
- Cannot go to college (unless the state allows enrollment regardless of immigration status, as California does), but may attend public K-12 education

Undocumented Students

Undocumented immigrants may be currently attending college under one or more of the following federal and/or state legislation provisions regarding college enrollment and affordability: DACA, AB 540, and the California Dream Act and Loan Program.

Deferred Action for Childhood Arrivals (DACA)

What it is— DACA is a federal program initiated by President Obama in June, 2012 that offers authorization to work and study in the country for two years to qualifying undocumented youth of a certain age, who have been in the country a certain amount of time, and who meet certain other eligibility requirements. It is important to note that DACA does not provide a permanent path to citizenship, but does offer temporary protection from deportation and legal right for employment and college, again, though, only to certain undocumented youth who apply for and meet the eligibility requirements.

Where it stands now— On September 5, 2017, DACA was rescinded under the current presidential administration. During the phasing-out period, only pending applications for DACA received prior to that date would be considered and only applications for renewal within a month deadline would be considered. Only those granted new DACA status from this group, and other individuals with current DACA status (granted prior to rescission or granted after to those applying for renewal within that deadline) would have until the end of that DACA expiration date (two years from the date it was granted). *In January of 2018, however, the government announced it will be accepting requests to renew DACA until further notice, in light of a federal court injunction to allow individuals with DACA to retain their work permits and protection from deportation while a lawsuit challenging the decision to end the program moves forward. As of this writing, that decision remains in place.* Several lawsuits against the rescission have been filed at the state and federal level, and new national legislation proposed and state legislation passed in attempt to redress this situation for DACA students and undocumented youth.

What the consequences may be— The end of DACA would chiefly impact the right to stay and live in the country lawfully and work authorization for employment to pay for living expenses and college, with other direct and indirect adverse consequences, as well. The end of DACA would not impact students' right to enroll in college or obtain state financial aid to do so in California, one of about 20 states with "tuition equity" laws or policies to help undocumented students who meet eligibility requirements to qualify for in-state tuition rates.

Who it affects— Approximately 800,000 young people brought to the U.S. as children now have DACA, with over 200,000 living in California, the state with the largest number of DACA recipients, according to U.S. Citizenship and Immigration Services reports. At Sacramento State, 65 students have DACA status. More broadly speaking, the rescission of DACA impacts all, regardless of immigration status, for a number of reasons, one being the economic consequences to California, one of the largest economies in the world, strengthened by a more diverse workforce and greater employee numbers.

Undocumented immigrants in the nation may not qualify for in-state college tuition prices or federal financial aid to make college affordable.

In California, however, the following state legislation helps to make college more affordable for undocumented college students:

AB 540

A California state law passed in 2001 that makes higher education much more affordable for California high school graduates who meet eligibility criteria by exempting them from paying out-of-state tuition and qualifying them for in-state tuition prices for state colleges and universities. At a university such as Sacramento State, for example, the difference would be about \$6,000 per semester (from \$9,500 to \$3,500).

California DREAM Act (AB 130 and AB 131)

California state legislation passed in 2011 that makes undocumented students who meet AB 540 criteria eligible for (1) some state-funded financial aid (e.g., Cal Grants, Equal Opportunity Program, fee waivers, and University of California grants and community college Board of Governors fee waivers) and (2) institutional scholarships (e.g., all CSU, UC, and CCC sponsored scholarships).

California Dream Loan Program (SB 1210)

California state legislation passed in 2015 that offers state-based educational loans for qualifying AB 540 students attending state public universities. Because loans requirement repayment, and employment is difficult to guarantee for undocumented students, even with DACA status, many may be hesitant to go this route.

Students may have both DACA and AB 540 status, or just one or the other, and students with AB 540 status may or may not be receiving financial assistance through the California Dream Act or California Dream Loan Program.

Please note that none of the state legislation above provides a path to citizenship, a common misconception, and, again, nor does DACA.

As of this writing, there are a handful of legislative proposals in Congress for undocumented youth to achieve permanent or temporary resident status. Principally, The Dream Act of 2017 is bipartisan legislation that would give conditional resident status for eight years, with the opportunity thereafter to apply for permanent resident status, to individuals who entered the country at age of 17 or younger and who meet the eligibility requirements. A letter of endorsement for this legislation was signed by the top leaders in higher education in the state, including Chancellor Timothy White of our California State University system.

Coming Here

They come from different places around the world, and they may have been brought here as babies, small children, or teens. The reasons for coming are many, including the need to escape poverty, political oppression, or other life-threatening situations in their country of origin, the desire for a more stable and better life, or to unite with family members already living in the U.S.

They may have come on a plane, train, or by car, or they may have walked or been carried by their parents. Depending on if and what they remember, there may be different emotions in recalling their past life or the journey coming over into this country, including sadness or trauma.

Being an Immigrant

Once they're here, immigrants face the tremendous challenges of a new home and new people, places, norms, and customs. There will likely be culture shock, language barriers, acculturation pressures, and encounters with prejudice or stigma.

Parents may find it hard to obtain work, resulting in hardship of housing and living conditions, and children might find their new school difficult, in terms of learning and interactions with their American classmates. In some cases, children may be without parents, siblings, or other family members who were left behind or sent back, and missing terribly these loved ones. Such stressors may make family life harder in the struggle to acclimate, and all of this, too, may be experienced and remembered as a time of real upheaval, upset, and ordeal.

Being Undocumented

Some were told at an early age their immigration status, and lived their years with this knowledge and the growing understanding of the many limitations of being undocumented. Others may have only more recently discovered they are undocumented when they applied for college admission exams, enrollment, and/or financial aid and scholarships, only to be told by their parents that they don't have the required social security number. Some describe the shock of this as your whole world coming crashing down as you realize you are undocumented and all that means.

Undocumented immigration status can greatly impact one's sense of self, making one feel sidelined, invisible, ostracized, stigmatized, "other than," "less than." You feel the significant and multiple limitations on you of freedom, rights, and opportunities that others have, so many doors shut to you, paths blocked, options limited. You feel the uncertainty of how to obtain work, get into college, find help, and of what the future holds for you and your family. You feel the disappointment and sense of divide in not being able to celebrate the milestones in growing up that your peers do, such as getting to vote or getting into places that require identification with proof of age over 18 or 21. You feel the weight of secrecy, a barrier between you and those you haven't told, some whom you have known for years. There are so many emotions you may feel when undocumented, including guilt, self-blame, shame, anger, isolation, helplessness, hopelessness, anxiety, dread, depression, and fear.

Living in Fear

If you are undocumented, and/or have family and friends who are, then you live with the imminent threat of being caught. The consequences could be detainment, in prison-like conditions for sometimes months in duration, and deportation, forcible removal back to the country of origin, even if the person was brought here as a baby and would be leaving the only country they have really ever known. Deportation would mean being sent back to a country that you may not remember, where you may not have people you know, a place to live, or speak the language there. These are things you fear for yourself and the people you love—your mother, father, sister, brother, other family members, and friends. The thought of losing any one is terrifying, and each day, throughout the day, you check calls and texts to make sure everyone got home or to work or school safely and without incident. The fear is always there, but never more so than now, in light of the escalating anti-immigrant sentiment throughout the nation and rescission of DACA.

And you fear others. You don't want anyone to discover you or family members are undocumented, and then alert authorities—or discriminate, harass, or exploit you in threat of revealing your secret. This can make you uncertain of whom to trust and very guarded. You go about your life looking over your shoulder much of the time, knowing that one misstep could bring attention to you and discovery of undocumented immigrant status. You know if pulled over or stopped for any reason by law enforcement, you will be exposed. This may make you feel like a criminal or reluctant to report any incidents that happen to you or your family to authorities, which can result in greater victimization by others.

The fear is always there, even if you have current DACA status, that temporary authorization to live in the country.

Being a Dreamer

The Dream Act is a bipartisan federal bill introduced in 2001 in Congress that would provide a path to citizenship for those undocumented who came to this country very young and grew up here, and go to college or into the military. Different versions of the bill have been re-introduced over the years, none of which has yet passed, with the most current version being The Dream Act of 2017, discussed prior.

The name “Dreamer” comes from that first Dream Act legislation, and this is the common one used for and by undocumented youth. However, it should be noted that some may object to the term, or, more specifically, to the fourth word comprising the acronym (Development, Relief and Education for Alien Minors Act). It is also important to acknowledge that not all undocumented students in higher education are youths, making the term less accurate, in the view of some.

That said, the broader meaning for the term, “Dreamers,” is the one that most embrace, including this work:

*Those brought into this country with cherished hopes and dreams
for a better life and bright future for them and their future generations.*

Being in College

A landmark study was conducted recently of close to 1,000 undocumented college students across the nation, *In the Shadows of the Ivory Tower: Undocumented Undergraduates and the Liminal State of Immigration Reform*, by the Undocuscholars Project and the Institute for Immigration, Globalization, and Education, at the University of California, Los Angeles.

The findings provide a snapshot into one of the least visible, most marginalized student populations:

The students were from 55 different countries of origin, and reported 33 different primary languages spoken at home.

They have lived in the U.S. an average of 15 years, in most cases, for the majority of their lives. Over a third came over before the age of five, with the average age of entry into the U.S. at 6½ years old.

Most came from a family with an annual income below \$30,000 (61%) or between \$30,000 and \$50,000 (29%).

Almost three-fourths worked while in college (72%).

Over two-thirds were first generation college students (68%).

The great majority of the undocumented students worry about deportation or detainment (over 75%), and over half knew someone who had been deported (56%), including a parent (6%) or sibling (3%).

Family separation was common, with almost one in ten without their mother living in the U.S. (9%), and one in five without their father (20%).

Stress and worry are common, and for some, quite high: About one-third of the students, on average, had significantly higher levels of anxiety, above the clinical cut-off level (in contrast to 4-9% of a norm population).

They experienced feelings of isolation and uncertainty about whom to trust in their campus communities, and reports of unfair or negative treatment due to their immigration status from other students (56%), faculty (32%), counselors (34%), financial aid officers (48%), college administrators (37%), and campus police (31%).

They wanted to feel they belonged in American society, with almost all saying they would become a citizen if they could (over 90%).

Growing up in a lower-income household, struggling to pay for college, and working throughout their college years, these and the other findings are consistent themes in the literature on undocumented students.

(Taken from [In the Shadows of the Ivory Tower: Undocumented Undergraduates and the Liminal State of Immigration Reform](https://escholarship.org/content/qt2hq679z4/qt2hq679z4.pdf?t=n14td8), by the Undocuscholars Project and the Institute for Immigration, Globalization, and Education, at the University of California, Los Angeles, found at <https://escholarship.org/content/qt2hq679z4/qt2hq679z4.pdf?t=n14td8>)

The Limitations

Paying for College and Getting Work

Some students don't have current DACA status or qualify for AB 540, making low to no resources available to them to finance their education, some paying the much steeper out-of-state tuition rates. Not all of the scholarship opportunities are available to them as are to their peers who are citizens, either, and, of course, they aren't eligible for credit cards or bank loans, to help pay for college or living expenses.

If they don't have DACA, they are unable to obtain lawful employment to pay for school. Even those who still have current work authorization through DACA may struggle to find work, because employers are hesitant when seeing that immigration status, knowing it will expire in two years or less. Practically speaking, then, these students often have to work at labor-intensive jobs with lower pay, which means they have to work typically longer hours than their peers. The work isn't usually related to their major, either, which limits their resume history and work experience, all so necessary to obtaining a good future career and livelihood.

Coursework, Career Choices, and Campus Activities

You don't qualify for federally funded college programs when you are undocumented, such as the McNair Scholars Program or College Assistance Migrant Program (CAMP).

You also may not work for the federal government, which may cut off the viability of certain internships and majors (Criminal Justice, for example). Some professions require legal resident status, as well, which would also shape educational paths and experiences.

You cannot study abroad. Temporary travel was granted under DACA, but that was taken away when the program was rescinded. Even existing approval granted for travel outside the U.S. (called travel with advance parole) brings great uncertainty regarding re-entry into the country for the DACA-holder.

You cannot vote to affect positive change, nor might you feel you can safely engage in activist work to improve the plight of undocumented immigrants, no matter how full of fight and injustice your heart may be. Undocumented students may worry about the risk of scrutiny from law enforcement, and even those with current DACA status know the eligibility requirements include no illegal activities, and activism may be seen as domestic terrorism and used against a student activist (which is why students who still choose to engage in activism will sometimes cover their faces).

The Pressure

There is often great pressure and burden to succeed to make their family's sacrifice worth it, and they may have all of the first generation college students' pressure to succeed as well. For some, furthermore, a new term has been coined, "hyper-documented," in reference to students who become super over-achievers because they feel like they have so much more to prove as an undocumented student, to justify their presence in higher education.

So much pressure, in so many forms, can create anxiety and exhaustion, on top of the many other worries of the Dreamer student.

What We Can Do

Their educational journey is a very different one than the majority of their peers, and it can be hard and lonely, fraught with uncertainty and obstacles. There are, however, things that faculty and staff can do to lessen the hardship and heartache.

Protect Them Against Anti-Immigrant Talk

Ignorance and bias in the classroom or out on campus can cause the student to feel unsafe and shut down. This country may be your new home or all that you have ever known, but you look around and sometimes see or hear anti-immigrant discourse, and feel saddened, horrified, or angry.

Migration is the age-old story of humankind, of generation upon generation of peoples' need and desire for the right to move, and then the right to remain, in lands all over this Earth of ours.

And we are a nation built on immigrants. Almost all of us are here because of ancestors who made their way to America. The nation has benefited from immigration to this day, making the United States a richer nation in economic and countless other ways.

Immigration has also made the U.S. one of the most culturally diverse countries in the world, California one of the most culturally diverse states therein, and greater Sacramento one of the state's most culturally diverse regions.

For immigrants, this country is the beacon around the world for greater safety and prosperity for their future generations. They came for a better life—and, in some cases, to stay alive.

*“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”*

—from Emma Lazarus' poem written for Statue of Liberty

Protect Them Against Ignorance Regarding Undocumented Status

In addition to anti-immigrant sentiment, some students also face stigma associated with undocumented status. There are decided misconceptions regarding not paying taxes, using public assistance, committing crimes, and being bad for the economy.

One key area of ignorance is acquiring citizenship. Many people don't realize how very difficult, complex, costly, and time-consuming the path to citizenship can be, or the sacrifice, sometimes family separation, this might require, with no guarantee of success. Immigration practices have been deemed one of the most important Civil Rights issues of the 21st century for this very reason. DACA, as discussed previously, offers only temporary authorization to work and study in the country for two years to qualifying undocumented youth, but, again, this has been rescinded, with no new applications accepted, with the success of legislative challenges to its recession and passage of federal legislation for Dreamers uncertain, as of this writing. None

of the California state legislation for undocumented students provides a path to citizenship either (e.g., AB 540, the California Dream Act).

Another area of ignorance comes in the terms “illegal” or “alien,” used by many in society, including governmental institutions. The term “illegal,” when used as a noun (e.g., “an illegal”) is simply wrong in that actions may be illegal, but human beings never so. Even when used as an adjective (e.g., “an illegal immigrant”), the term is suggestive of heinous criminal behavior such as assault or theft, rather than something more non-injurious, like driving over the speed limit, and unauthorized presence in the country is more akin to civil law, such as copyright infringement. “Alien” is a word that connotes strange, bizarre, non-human, even extraterrestrial, and implicitly may suggest threat of (alien) invasion, and, thus, danger. Words such as these offend and distress an undocumented student and any student with loved ones who are undocumented. The words also hurt all others and our society as a whole: Words are powerful in shaping how we see, think, feel, understand, and ultimately act in relation to what we are talking about, and those two words can obscure the intrinsic worth and dignity of people who have strived and sacrificed so very much to come to this country, and blind us to the realities and complexities of their lives before and here now.

Understand the Common Triggers of Alarm or Anxiety

In addition to anti-immigrant and undocumented immigrant discourse, there are further factors that citizens take for granted, but that may flood the undocumented student with fear.

It is important we understand what common triggers are for undocumented students to help to prevent or minimize the impact of these in the lives of students who are under a great deal of anxiety already.

Forms to fill out can spark apprehension, even before the student looks at it to see if it requires that social security number or other key information that may reveal undocumented status. This may also sometimes cause procrastination in submission of the paperwork, so great can the stress be that the student doesn’t even want to have to face it or think about it.

Announcement of field trips or off-campus events that may require identification or are in locations that are seen to pose threat of detection can similarly cause uncertainty or apprehension, should the student determine the risk of attending too great. In their mind, the dilemma may be the missed assignment or opportunity or their lives here.

The mere sight of any law enforcement or security officer can strike fear in the hearts of the undocumented students who live with the constant threat of detainment or deportation. They may see any such authorities in uniform as a threat, without full understanding of the different occupations, jurisdictions, and legalities of different positions, or awareness of the campus policy in place to help them to feel safe. As stated by the CSU system Chancellor, and endorsed by our university President for this campus: “Our university policy departments will not honor immigration hold requests, and our university police will not contact, detain, question, or arrest individuals solely on the basis of being –or suspected of being— a person who lacks documentation.”

Make Sure They Know How Much Support They Have Here

The Dreamer Resource Center provides a number of programs, events, and services, including a large directory of faculty, staff, and student employees on campus who serve as allies for Dreamer students to turn to at any time for support or assistance. You will find further information regarding the Dreamer Resource Center at the end of this work.

The University President, Robert Nelsen, has issued several statements in explicit support of undocumented and immigrant students. “We are a Hornet Family and are committed to ensuring that our undocumented, international, and DACA students can continue their studies without fear,” he has written, regarding University policy for making campus a safe place for students. He, along with key leaders of the higher educational institutions in the region, also wrote in a piece for the *Sacramento Bee* last year that, “the success of DREAMers is vital to the future of California. In a very real sense, they are the future of California.” More recently, he, along with hundreds of college presidents, signed an open letter advocating for the DACA program that said, in part: “These students...represent what is best about America, and as scholars and leaders they are essential to the future.” At the start of the Spring 2018 semester, he wrote to the campus community: “To our DACA recipients, our Dreamers, our undocumented students, and those living with the anguish of a mixed-status family, we support you. You are important members of the Hornet Family, and we will continue advocating for you during this time of uncertainty.”

The California State University Chancellor, Timothy White, has also been vocal in support of undocumented students and in opposition to immigration changes proposed and implemented by the presidential administration. Last year, he and the leaders of the University of California and Community College system in the state wrote an open letter urging continuance of DACA, saying: “These sons and daughters of undocumented immigrants are as American as any other child across the nation, in all but in the letter of the law.... They represent some of the best our nation has to offer.” More recently, he and other top leaders in higher education in the state signed a letter of endorsement for the proposed Dream Act of 2017, to “protect our nation’s Dreamers” and “provide long-term security for Dreamers to continue to live and contribute to their local communities and, following a rigorous process, be eligible to apply for American citizenship.”

It should also be noted that this university resides within the city of Sacramento, which became a “sanctuary city” for undocumented immigrants in 1985, which speaks to the decades-long strong level of support for undocumented immigrants in the region.

Let Them Know You Are Here For Them

These are difficult times for students who are immigrants, documented or undocumented, fraught with anxiety and apprehension. They might be really struggling with family situations, emotions, academics, and more. Fear and distrust may be frequent feelings as they go about their lives in the community, for all of the reasons stated prior and more, and this makes it especially imperative that we make our classrooms, offices, and campus spaces as welcoming and reassuring as possible for our Dreamer students.

A warm, approachable personal manner can encourage students in need to reach out to you when they need help, rather than struggling alone, and statements of support for immigrant and undocumented students in course syllabi, campus materials, and spoken remarks can reassure students that you are someone they can trust. Your presence at campus events for Dreamer students, or the Dreamer Ally sticker shown that you receive after taking the campus training, can similarly help students to see that you support them.

Just having someone to talk to can be an enormous source of comfort for the student who turns to you. Create an open communication climate, listen quietly, help the student to talk through emotions or work through problems, assure confidentiality regarding immigrant status, and ask what you can do to support the student. Faculty and staff may be such significant sources of help and encouragement to a student in need, and, of course, the student may also be referred to the Dreamer Resource Center and Counseling and Psychological Services (CAPS).

Knowing the basic facts of immigration and undocumented student legislation, as laid out in this work and elsewhere, can also be helpful to give students. Their stress is high, their mind on college life and coursework, and the legislation is complex and confusing, with a lot of misconceptions out there. Advising students regarding the many legalities of their different situations, however, is best left to the experts. Students may obtain free legal consultation for themselves or their family members through the Dreamer Resource Center on campus.

Remind Them How Strong They Are

Studies have shown higher levels of resiliency in Dreamer students. Resiliency is seen in their determination to stay the course and overcome great struggles to achieve their degree, and in their continual hope and optimism for a better future. Resiliency isn't a trait, it's something developed over time and through trials, and it will see them through. The students, too, will tell you that their struggles have helped them to build strength and character.

For this reason, the Dreamer Resource Center specifically chose the image of a hummingbird for its logo, as the website explains:

The Dreamer Resource Center adopted the image of the hummingbird because it is a symbolic representation of the unwavering energy that undocumented students exhibit in pursuit of their dreams, despite the many obstacles they face. Hummingbirds, which are known for being able to overcome many daunting challenges during their migration journeys, are the embodiment of endurance and perseverance. Like hummingbirds, undocumented students redefine the possible by accomplishing the seemingly impossible. They do not stop at the face of economic, immigration, or social barriers, but instead remain persistent.... Thus, the hummingbird honors the lived experiences of immigrant students at Sacramento State and celebrates their tenacity and determination to succeed.

As faculty and staff, we can help them to see this strength and resilient spirit in themselves and their community, and remind them that they are paving the way for their future generations and all Dreamer students.

(With appreciation to all who work with our Dreamer students here at Sacramento State, and especially to Norma Mendoza, Program Coordinator for the Dreamer Resource Center, for assistance with this section.)

Campus Resources

Dreamer Resource Center (DRC)—

Helps undocumented students and students with mixed-status families to overcome challenges that get in the way of academic, personal, and professional excellence. Services include financial and academic guidance, support, events, a Dream Connections support group, the Dream Leader Internship Program, DRC Student Emergency Grant, a Dreamer Experience Seminar to help students navigate college life as an undocumented student, and more. The DRC also provides a free legal Immigration Clinic, described below. Faculty, staff, and others may also be interested in the Dreamer Ally Training to learn more how to support undocumented students in their college journey.

Location: River Front Center 1022

Phone: (916) 278-7241

[DRC Website](https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/) <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>

Dreamer Resource Center (DRC) Immigration Clinic Legal Services—

Offers free immigration legal consultation to undocumented students, students with mixed-status families, family members and/or any student in need of the services, every Friday from 12 to 5pm. Appointments are encouraged, but not required.

Location: Riverfront Center 1022

Phone: (916) 278-7241

[DRC Services Website](https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/services.html) <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/services.html>

DEGREES Project (Dedicated to Educating, Graduating, and Retaining Educational Equity Students)—

Connects students, with a focus on underrepresented students, with a variety of resources to promote their success in college, including: early intervention, academic advising, graduation support, mentoring, and referral to other valuable campus resources. Students and faculty may look on the website listed below to find DEGREES Project Advisors and Coaches and their contact information for emailing, calling, dropping by, or making an appointment to meet.

Location: Lassen Hall 2302

Phone: (916) 278-7017

[DEGREES Website](https://www.csus.edu/student-affairs/centers-programs/degrees-project/) <https://www.csus.edu/student-affairs/centers-programs/degrees-project/>

Student Academic Success and Educational Equity Programs (SASEEP) Office—

Encourages and supports students in persisting toward their educational goals to ensure the success of all students on campus while closing the achievement gap. The office has an “open door” policy—students may come on in or call.

Location: Lassen Hall 2205

Phone: (916) 278-6183

[SASEEP Website](https://www.csus.edu/student-affairs/retention-academic-success/) <https://www.csus.edu/student-affairs/retention-academic-success/>

Counseling (Student Health and Counseling Services)—

Helps students to cope with such things as stress, academic difficulties, cultural adjustment, anxiety, depression, post-traumatic symptoms. The privacy and confidentiality of all who use Counseling Services is maintained fully within the bounds of law and professional ethics.

Location of Counseling Services: The WELL, Second Floor Phone: (916) 278-6461

Location of Urgent Care Clinic: The WELL, First Floor

[Counseling Services Website](https://www.csus.edu/student-life/health-counseling/counseling/) <https://www.csus.edu/student-life/health-counseling/counseling/>

Students in an immediate crisis should contact 911 or the Suicide Hotline at 1-800-273-TALK (8255).

Students with urgent concerns who would like to see someone right away may walk in to receive counseling at the Urgent Care Clinic (WELL, First Floor) any time during its hours of operation or call to speak with the After Hours Nurse at: (916) 278-6461.

Students who want to receive counseling or explore if counseling is right for them may schedule an appointment by calling or coming in Counseling Services, or going online through the Patient Portal. This typically begins with a consultation appointment, where the student can talk about their concerns and receive support and feedback. Many students find that they feel better and their needs are met in just one session. Students who want to continue counseling may choose individual counseling in follow-up single session appointments (to meet their needs in the moment) or short-term individual therapy (more than one session with the same mental health clinician). Students may also join group therapy (with five to ten other students).