

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION
November 8, 2017
Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.
District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
 - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
 - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
 - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three-day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
 - *Regular Board meetings are recorded; recordings are kept for one month.*
 - *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*
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5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel Regarding Four Cases of Existing Litigation:
 - a. San Mateo County Community College District v LocusPoint Networks, LLC, et al, Case No. 17CIV01534
 - b. LocusPoint Networks, LLC, et al v San Mateo County Community College District, Case No. 17CIV01550
 - c. LocusPoint Networks, LLC, et al. v San Mateo County Community College District, Case No. 17CIV04899
 - d. San Mateo County Community College District vs. Segue Construction Co., Case No. CIV534343
2. Conference with Legal Counsel Regarding Two Cases of Potential Litigation Pursuant to Subdivision (c) of Section 54956.9
3. Student Discipline – One Case
4. Employee Discipline, Dismissal, Release

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. **Call to Order/Roll Call**

Pledge of Allegiance

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

17-11-1 Approval of the Minutes of the Regular Meeting of October 25, 2017

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

17-11-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

STUDY SESSION

17-11-1C Amicus Brief in Support of Litigation Opposing the Rescission of DACA

17-11-2C Public Safety Study Overview and Preliminary Recommendations

17-11-3C Continued Exploration of Community, Continuing and Corporate Education Programs

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION
(if necessary)

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
October 25, 2017, San Mateo, CA**

The meeting was called to order at 4:00 p.m.

Board Members Present: President Thomas Mohr, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Mohr said that during closed session, the Board will (1) consider the recommendation for student expulsion, (2) hold a conference with legal counsel regarding three cases of existing litigation and two cases of potential litigation as listed on the printed agenda, and (3) consider public employee discipline, dismissal, release.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 4:03 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:21 p.m.

Board Members Present: President Thomas Mohr, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Karen Schwarz, Student Trustee Alfredo Olguin Jr.

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

PLEDGE OF ALLEGIANCE

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Mohr said that during closed session, the Board considered the expulsion of a student as recommended by the administration at College of San Mateo. The decision of the Board, with a vote of three in favor and one opposed, is to suspend the student for the remainder of the semester. When the student returns, a behavioral contract will be required and the student will be disallowed from participating on any athletic team. There will also be a community service requirement.

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Trustee Schwarz and seconded by Trustee Goodman to approve the minutes of the meeting of October 11, 2017. Trustee Holober corrected the statement that someone who was close to him died in the shooting incident in Las Vegas. He said the shooting touched someone who is close to him whose teammate's mother was killed. With this correction, the motion carried, all members present voting Aye.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Chancellor Galatolo said staff requests that this meeting be adjourned in memory of Jim Comstock who passed away on August 31. Jim was a long-time member of the Skyline College President's Council and a contributor to the President's Innovation Fund. As a Director at Seton Medical Center, he was supportive of the Respiratory Care program at Skyline College.

District Academic Senate President Leigh Anne Shaw said the three College Academic Senates have had robust conversations about equity and have embarked on very courageous and admirable work. The Skyline College Academic Senate has passed a resolution stating their commitment to equity for all and supporting the intent of the presentation made at the Board meeting of August 23 which focused on curricular and professional development changes. The

resolution has been forwarded to the other two College Senates and President Shaw hopes to share it with the Board at their next meeting. The College of San Mateo Academic Senate is reviewing campus policies in the 10 + 1 areas within faculty purview, focusing on where an intentional focus on equity can be infused. The many equity-related flex activities at College of San Mateo have seen high attendance and positive feedback. Cañada College has been involved in many equity activities through forums on the campus during the past few weeks. The District Academic Senate has added a standing agenda item titled “Equity Matters” to continue the discussion and stay updated with progress. President Shaw said faculty have indicated a need and desire for more training surrounding equity. She said faculty take seriously the matters that were revealed to them at the Board meeting of August 23 and they are responding with professionalism and a commitment to quality education.

Lenadro Torres Mantilla, President of the Associated Students of Skyline College (ASSC), and Christine Abella, ASSC Vice President, presented the student report. The presentation included:

- Students serve on District and College governance committees, task forces and operational work groups
- There are more than 36 active clubs on campus as well as seven new clubs
- Events during the current semester have included Welcome Week; LatinX Heritage Month: Political Awareness; College Lecture Series: A Call to Consciousness with Dr. Victor Rios; Escalation Workshop; and Domestic Violence Awareness Month
- Future events include Skyllooween; Breast Cancer Fundraiser; and Native American Heritage Month
- ASSC committees are:
 - Student Equity Committee – to promote equity from the student perspective and ensure that each student feels safe and protected on the Skyline campus
 - Programming Board Committee – to propose and design new events for the student population during the entire academic year
 - Fundraiser Committee – to create activities for those affected by natural disasters such as hurricanes and wildfires

President Mohr said there are many great things happening on the campus and he thanked Mr. Torres Mantilla and Ms. Abella for their report.

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: INNOVATIVE INTERSECTIONS OF INSTRUCTION AND STUDENT SUPPORT IN CAÑADA COLLEGE’S ESL PROGRAM (17-10-2C)

Phillip King, Interim Vice President of Student Services at Cañada College, introduced ESL Professor Jenny Castello who has been at the College for more than 40 years and will retire in December. Professor Castello introduced Diana Viscarra, a former off-campus ESL student, Diana Espinoza, ESL Retention Specialist, and Alicia Aguirre, ESL Professor and Professor of Spanish, who will take over as Coordinator of the ESL program, a position which she created, in December.

Professor Castello said the ESL Department supports access to college by taking classes out into the communities where students live. Classes are currently held in North Fair Oaks, East Menlo Park, Pescadero, East Palo Alto and Half Moon Bay. The program partners with school districts and community organizations which provide the classrooms. The program also provides support services. Staff helps every new student with application and financial aid paperwork. Every student is given a copy of the ESL pathway and students are systematically reminded where they are on the pathway and what their goal is. Students understand that transitioning to the campus is a large part of their goal and they, along with their families, are invited to the campus every semester to take a tour, receive orientation, pay their fees and get their college IDs. Becoming familiar with the campus helps students feel more comfortable when they transition and helps them see themselves as college students.

Professor Castello said the ESL program supports success and completion for students. The Department partners with the STEM Center, College for Working Adults and career-technical programs to present information to students so that they are well-informed as they go through the program and are thinking about their college and career goals. Through a strategy called Proactive Registration, staff goes into classrooms at the end of the semester and helps students register for the next semester. Professor Castello said it is important to recognize students’ progress and momentum. There are two Department awards; one is presented when students transition to the campus and the other when students finish the non-degree applicable, non-transferable ESL program. In addition, Cañada College is one of the few colleges, along

with Skyline College, that has a certificate for ESL learners specifically designed to be presented when students reach the transfer level. An event is held each May where students and their families celebrate their success.

Professor Castello discussed success, retention and completion rates for ESL students. She said ESL students comprise approximately 10% of the Cañada College unique headcount. Over the past three years, the success rate has improved and ESL students are now almost on par with the College success rate. The retention rate for ESL students has matched and become slightly better than the College retention rate. Students who have taken ESL are overrepresented at graduation in terms of the number of certificate and degree earners. The percentage of ESL students who transition from off-campus to on-campus classes has increased to 78% in fall of 2016.

Professor Castello said recent innovations in the ESL program include partnering with the Redwood City and Cañada College SparkPoint Centers to incorporate financial literacy in ESL classes, as well as piloting a new project with the Welcome Center to provide special Transition to College presentations for students who will be transitioning to on-campus classes the following semester.

Former ESL student Diana Viscarra said the program at Cañada College opened many doors to her and helped her overcome her fears. She started at the Sequoia Adult School in 2012 with the sole purpose of earning a GED. However, thanks to the advice of retention specialists and counselors in the ESL program, she began to dream about a better future for herself and her family. She completed the ESL program, earned a class certificate and participated in the recognition ceremony in 2017. She is currently working to complete general education courses and plans to graduate in fall of 2019 with a Paralegal Associate of Science degree. She is considering transferring to a four-year university. Ms. Viscarra said she now works with other ESL students to help them overcome their fears because she understands the struggles many of them face. She said learning a new language is not easy, especially when people have other concerns and responsibilities. She said programs like the ESL program at Cañada College can offer a sense of hope in people's lives.

Trustee Goodman thanked Professor Castello for her years of service and wished Ms. Viscarra the best in her future endeavors.

Trustee Schwarz congratulated Ms. Viscarra on her perseverance and accomplishments. She said Professor Castello has opened many doors and created pathways for ESL students. She said Professor Castello will be missed and will be remembered and talked about for years to come. Professor Castello, quoting President Mohr when he was President of Cañada College, said all work is with and through others.

Vice President Holoher said he enjoyed the presentation and appreciated the documentation of results in terms of success, retention and superior graduation and certificate rates. He said he is pleased to hear that financial literacy is incorporated into the program and asked if this curriculum is designed and taught by District staff or by someone else. Professor Castello said the ESL professor in the class has some experience in the field and an individual from the Redwood City SparkPoint Center works as a financial coach. She said the information provided at this level is very basic. The hope is that students who transition to on-campus classes will have a fairly strong background in the basics of financial literacy and will move from being participants to being clients who receive regular financial coaching.

President Mohr said he does not believe there are programs that are more transformative than ESL when done in a professional, carefully planned and structured way. He said the ESL program at Cañada College is admirable and transformative. He said Professor Castello has been an avatar of ESL and has been both the heart and mind of the ESL program. He said she is a team builder, partnering well with other people and always giving credit to others. President Mohr said Professor Castello has a vision for the College and has always been clear about what people at the College should expect from one another. He said she has impacted countless people in her magnificent career.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS – None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (17-10-2A)

It was moved by Trustee Holoher and seconded by Trustee Schwarz to approve the items in the board report. Trustee Holoher asked if the "Director of Community and Government Relations" position, listed under short-term, non-

continuing positions, is an existing permanent position in the District Office. Vice Chancellor Eugene Whitlock said this was the title of Barbara Christensen's former position and is being requested as a short-term position in order to provide for consulting services by Ms. Christensen in connection with the Skyline College housing project. The motion to approve the items in the report carried, all members present voting Aye.

APPROVAL OF CONSENT AGENDA

President Mohr said the consent agenda consists of board reports 17-10-1CA through 17-10-6CA as listed on the printed agenda. It was moved by Trustee Schwarz and seconded by Trustee Goodman to approve the items on the consent agenda. Trustee Holober asked that item 17-10-2CA be removed from the consent agenda for discussion. With this item removed, the motion to approve the consent agenda carried, all members present voting Aye.

APPROVAL OF COMMUNITY SERVICES CLASSES, SPRING 2018 – CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE (17-10-2CA)

It was moved by Trustee Goodman and seconded by Trustee Schwarz to approve the classes as presented in the report. Vice President Holober said a number of the classes are entitled certificate programs and seem to be stand-alone courses. He said others seem to suggest that there is more curriculum than in a stand-alone course; one example is the certificate in Gerontology, which is an entire baccalaureate if not graduate program. He asked if this certificate program consists of one course or a broader curriculum. Jonathan Bissell, Executive Director of Community, Continuing and Corporate Education, said this is an online program offered through Ed2Go. He said that these programs typically are comprised of several components rather than one particular course, with experts from around the country contributing to the development of the curriculum. Tom Bauer, Vice Chancellor of Community, Continuing and Corporate Education, clarified that students who complete these programs receive a certificate of completion. Vice President Holober asked if the certificate is awarded by the online provider. Mr. Bissell said the certificate would generally come from Community, Continuing and Corporate Education and would reflect the hours that the student has completed in the online program.

Regarding the new culinary program, Vice President Holober said he has a recollection that the District at one time had a culinary program at one of the Colleges. He said City College of San Francisco has a very highly regarded culinary apprenticeship program with Local 2 of the Hotel and Restaurant Employees Union, through which a student in effect becomes a journeyman and can get hired by hotels and restaurants throughout the industry. Vice President Holober said it troubles him that this seems to be another example of a program that was within the academic curriculum – with all that entails, including transfer, guarantees of employment, etc. – moving into non-credit status. President Stanback Stroud said the District has never had a culinary program at any of the Colleges. She said there was previously a hospitality management program geared toward training hotel workers and Skyline College currently offers a Hospitality and Tourism Management program which is part of the Workforce and Economic Development initiative. She said the culinary programs at City College, Mission College and Laney College have test kitchens and restaurants. She said none of the District's Colleges has the required infrastructure and it would likely need to be included in a future capital improvement program if the District decided to develop a culinary program. Vice President Holober asked if the feasibility of a culinary program as an academic offering has been considered. President Stanback Stroud said the Colleges typically do regional collaboration and since there are multiple culinary programs in the region, labor market research would be necessary to determine whether the demand would support a program. She said the hospitality management program struggled because of market forces and was phased out when only six students remained in the program. Chancellor Galatolo said the Foothill-DeAnza District had a culinary program that did not last because the demand did not meet the high capital expenditures and overhead involved. He said the Culinary Program through Community, Continuing and Corporate Education is a good way to test market forces before considering an academic program because the local partnerships allow students to complete the live component of the program at external commercial kitchens.

After this discussion, the motion to approve the Community Services classes carried, all members present voting Aye.

Other Recommendations

RESCISSION OF THE REVISED ADDENDUM TO THE 2006 INITIAL STUDY/MITIGATED NEGATIVE DECLARATION ADOPTED AUGUST 24, 2011 AND RELATED BUILDING 20 DEMOLITION/EDISON PARKING LOT CONSTRUCTION APPROVALS (17-10-102B)

It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the rescission as detailed in the report. The motion carried, all members present voting Aye.

ACCEPTANCE OF DISTRICT ACTUARIAL STUDY (17-10-103B)

It was moved by Trustee Holoher and seconded by Trustee Goodman to accept the actuarial study. The motion carried, all members present voting Aye.

APPROVAL OF CONTRACT AWARD FOR DISTRICTWIDE FIRE ALARM PANELS UPGRADE PROJECT (17-10-104B)

It was moved by Trustee Goodman and seconded by Trustee Holoher to approve the contract award. The motion carried, all members present voting Aye.

NOMINATION OF CANDIDATES TO SERVE ON COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION (17-10-105B)

It was moved by Trustee Schwarz and seconded by Trustee Holoher to open discussion. The motion carried, all members voting Aye. President Mohr asked if any Board members wished to nominate a candidate to serve on the County Committee. There were no nominations.

INFORMATION REPORTS**REPORT ON CERTIFIED NURSING ASSISTANT PROGRAM (17-10-3C)**

Vice Chancellor Bauer said the request for this program came to Mr. Bissell by the Director of the Nursing program at College of San Mateo. Mr. Bissell forwarded the request to Vice Chancellor Bauer. Vice Chancellor Bauer then informed President Claire who discussed it with his Cabinet. Vice Chancellor Bauer said there will be an information report on Community, Continuing and Corporate Education at the meeting of November 29. At that time, there will also be a request for the Board to approve the Certified Nursing Assistant program.

Trustee Holoher said he appreciates that the request for the program came from the Director of Nursing, but he also thinks about career pathways. He said many Licensed Vocational Nurses go on to become Registered Nurses. He said this is a good, solid pathway that allows someone who is already in the occupation and sees opportunities to do higher level work to move up the pathway. He said that while a Certified Nursing Assistant is at the base level, he would imagine that some CNAs would aspire to go on to become LVNs and perhaps then to become RNs. He said that not having credits that are transferable would be of concern. Trustee Holoher said he is not saying that he is against the program, but hopes that as the Colleges consider which programs to place on the Community Education side, they do not lose sight of pathways and of making sure students are getting opportunities not only to work in their field of study, but also the opportunity to open doors.

President Claire said there is an LVN to RN program at College of San Mateo. He said he understands that Vice President Holoher's statement is broader than just this particular item. He said all three Colleges have partnered with other organizations in the past; for example, a pathway was established through an articulation agreement with the County Regional Occupational Program's CNA program which was offered in the past. He said that in the case of nursing, he believes it is critical to let people in the CNA/LVN pipeline know what the requirements are to get into an RN program. President Claire said Vice President Holoher's point is well-taken and is important to keep in mind as the District builds a partnership with Community Education for the CNA program.

President Mohr said he appreciates Vice Chancellor Bauer's initiative and leadership in reaching out to members of the community who have a broader range of needs than the District is able to deliver in the regular college programs. He said he was asked to attend a meeting of an advisory committee regarding a new Community Education leadership program. He said he was impressed with the level of detail and consideration that were involved in working to develop the program. He said the advisory committee included members from many aspects of San Mateo County governance. President Mohr encouraged Vice Chancellor Bauer to continue taking the initiative to discover the community's needs and to bring forward ideas for programs that will serve people who would not be served in any other way. Vice Chancellor Bauer said the leadership program, which was requested by members of the community, is still being developed and will be brought to the Board in December. He said Mr. Bissell deserves credit for moving ideas forward. He said he considers Community Education to be a pathway, introducing students to programs at the Colleges. Vice Chancellor Bauer said all Community Education programs are geared to fulfill a need that is not already being fulfilled.

Trustee Schwarz complimented Vice Chancellor Bauer on his initiative and leadership as well. She said Community Education has evolved and moved forward because of that attitude. She also complimented Vice Chancellor Bauer on his flexibility, saying she has seen his willingness to make changes when needed. Trustee Schwarz said the Community

Education program has blossomed and provides the District with an enhanced program that is getting better all the time. She said she looks forward to the upcoming information report.

COMMUNICATIONS

President Mohr said the Board received a communication from an employee expressing appreciation for his excellent medical benefits package that allowed him to purchase needed equipment that was fully covered.

STATEMENTS FROM BOARD MEMBERS

Trustee Schwarz said she attended Project Read's Trivia Bee which was held at Cañada College. She said the connections that Cañada College makes with the community are very important. She said she knows the other Colleges make connections with the community as well.

Vice President Holober said he will be unable to attend the Board meeting of November 29. Staff will work with the Board to see if an alternate date is possible for the meeting.

Trustee Goodman said he had the opportunity to join faculty, staff and administrators at a two-day workshop at the Museum of Tolerance. He said members of the group learned how to look inward in a collective effort to be more understanding of others and to gain skills to serve students in a responsible yet socially conscious manner. Trustee Goodman said that during the debrief, the group discussed how to get students involved and will explore the idea of having students join faculty, staff and administrators for the two-day workshop. The group will also address the opportunity to have stronger dialogue on the campuses about differences of opinion.

Student Trustee Olguin expressed appreciation for the ESL program. He said he was an ESL student and knows many others who have had to take time out of their lives to learn a new language. Student Trustee Olguin said Día de los Muertos is coming up and he will let the Board know where the altars and events will be on the campuses. Student Trustee Olguin reminded everyone of the importance of having student participation in discussions. He said students can provide a different and important vision.

President Mohr said he dropped by a Phi Theta Kappa meeting at Cañada College and witnessed bright young students discussing the meaning and impact of the First Amendment on college campuses. He said students will have the opportunity to discuss this issue with faculty and move in an educated way on something that is very important to democracy. He said he was impressed with how articulate, insightful and concerned the students were.

RECESS TO CONTINUATION OF CLOSED SESSION

The Board recessed to closed session at 7:26 p.m. to hold a conference with legal counsel regarding three cases of existing litigation and two cases of potential litigation as listed on the printed agenda.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 9:05 p.m. President Mohr announced that no action was taken during this portion of the closed session.

ADJOURNMENT

The meeting was adjourned by consensus at 9:06 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the November 8, 2017 meeting.

Richard Holober
Vice President-Clerk

BOARD REPORT NO. 17-11-1A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel
(650) 358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

**A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT
(NP = New position, * = New Employee)**

None

B. PUBLIC EMPLOYMENT

1. New Hires (NP = New Position, * = New Employee)

Cañada College

Liliana Garcia-Arteaga *	Admissions and Records Assistant III	Enrollment Services
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New full-time, 12-month classified employment, effective November 6, 2017, replacing Chantal Sosa who was reassigned through the hiring process.

District Office

Alexis Lora Pena*	Custodian (NP)	Facilities
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New full-time, 12-month classified employment, effective October 27, 2017. This is a new position that was Board approved on October 25, 2017.

Andrea Perez*	Custodian	Facilities
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New full-time, 12-month classified employment, effective October 20, 2017, replacing Hugo Zarco Vargas who was reassigned through the hiring process.

Jasmeet Singh* Human Resources Representative Human Resources

New full-time, 12-month classified employment, effective November 7, 2017, replacing Jim Vlahos who was reassigned through the hiring process.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

District Office

Tibor Andrejka Utility Engineer Facilities

Reassignment from a full-time, 12-month Groundskeeper position (Grade BA of the Buildings and Grounds Salary Schedule (70)), into this full-time, 12-month position at Grade DD of the same salary schedule, effective October 23, 2017, replacing James Blanchard who was reassigned through the hiring process.

Hugo Zarco Vargas Utility Engineer Facilities

Reassignment from a full-time, 12-month Custodian position (Grade AA of the Buildings and Grounds Salary Schedule (70)), into this full-time, 12-month position at Grade DD of the same salary schedule, effective October 23, 2017, replacing Miguel Melgoza who was reassigned through the hiring process.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

College of San Mateo

Gwendolynn Kenny Program Services Coordinator Counseling/EOPS

Transferred from a full-time, 12-month Program Services Coordinator-Degree Audit position at College of San Mateo into this full-time, 12-month position at College of San Mateo, effective September 18, 2017.

E. CHANGES IN STAFF ALLOCATION

Cañada College

1. Recommend a change in title from Director of Post-Secondary Success and Completion (Funded by the ESO Adelante Project Grant) to Director of Student Success & Equity (Funded by the ESO Adelante Project Grant), effective November 9, 2017. In addition, recommend a change in grade from grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule (35) to grade 193E of the same salary schedule, effective November 9, 2017. The incumbent is Valencia Nenaji Jackson.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****College of San Mateo****Jennifer Hughes**

Vice President of Student Services

Student Services

Retiring effective November 30, 2017 with 17.5 years of service. Eligible for District retiree benefits.

2. Resignation**College of San Mateo****Melina Boyd**

Transition Coordinator

Academic Support and
Learning Technologies

Resigned effective October 17, 2018.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

<i>Location</i>	<i>Division/ Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Skyline College	Health Services	1	10/16/2017	06/30/2018	Professional Expert: (Health Services Physician) Provide medical services to the Health Center.

K. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada College	Student Services/ESO Adelante	1	10/30/2017	12/31/2017	Office Assistant II: Assist project personnel on grant projects related to Peer Mentorship component. Assist with coordination and facilitation of various workshops for the ESO Adelante Community. Support a group of student mentees in their college experience.
Cañada College	Vice President of Student Services	1	11/1/2017	6/30/2018	Retention Specialist: Will partner and support work of general counseling for students on academic probation, dismissal, and suspension. Will also assist in priority registration, COLTS events, transfer days, and in general support of Promise program students.
Cañada College	Vice President of Student Services	1	11/1/2017	6/30/2018	College Recruiter (Promise Focus): Partner with Promise team and admissions/outreach team to conduct outreach with a focus on new markets and increasing Promise program student populations. Will conduct tabling events at regional recruitment fairs, partner with financial aid staff for FAFSA outreach, assist with priority registration events, and facilitate the transmission of information regarding Cañada's programs.
Cañada College	Counseling	1	11/1/2017	6/30/2018	Promise Program Supervisor: This position will develop, coordinate, and supervise the intake and delivery of a Cañada Promise Scholars program. This person will develop program materials, work in consultation with financial, marketing and outreach, counseling and assessment to assure timely information to our community related to Cañada Promise Program. Will have oversight to achieve increased enrollment in program, assure mobile connections of Cañada team to service areas, manage (with outreach) achieving enrollment targets, assure set up of system for the matriculation process (in cooperation with Counseling), conduct follow up with students, and

					manage programming and events. Will also conduct research into best practice related to Promise Programs.
Cañada College	Counseling/Student Services	1	10/2/2017	2/28/2018	Office Assistant II: Welcome Center OAI assisting with the following: answer main phone line for main campus and for counseling department: first point of contact for in person traffic for the college; maintain SARS scheduling of counseling, orientations and assessment appointments; give individual assessment results (staff only); assist in the increase of Jams and special assessments; assist with online and paper college applications; assist with welcome center activities.
College of San Mateo	Enrollment Services/Admissions & Records	2	1/02/2018 4/09/2018	1/31/2018 6/30/3018	Admissions & Records Assistant II: Seasoned, experienced staff needed during peak cycles, as services increase exponentially. Duties include: Front Desk (all tasks); Admissions phones and email accounts, correspondence with students, staff and general public; collection, processing, scanning and indexing of registration and confidential documents, processing of prior SMCCD transcript to Webxtender and all general documents relating to student records. Short-term staff limited to 3 days a week.
District Office	Facilities	1	11/01/2017	6/30/2018	Project Coordinator II (Measure H): There is currently a variety of short term projects that need the assistance of a temporary Project Coordinator to handle. We only need 0.50 FTE.
Skyline College	TRIO Program/SESP	3	1/1/2018	6/30/2018	Instructional Aide II: Provide individualized and small group tutorial serices to students in specific subject areas (i.e., Math, English, ESOL, Chemistry, Biology, Accounting and Social Science).

BOARD REPORT NO. 17-11-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources & General Counsel
358-6883

AMICUS BRIEF IN SUPPORT OF LITIGATION OPPOSING THE RESCISSION OF DACA

The California and New York Attorneys General have asked colleges and universities to come together and submit amicus briefs in the pending litigation surrounding the rescission of DACA. These efforts are being led by the law firm Jenner & Block, which is based in Washington D.C. The purpose of the Amicus Briefs is to explain the significance of DACA to colleges and universities.

Consistent with this Board's Core Values and Principles, and its Commitment to Social Justice, the Board gave direction for the District to join the Amicus effort. A copy of the Amicus Brief filed on November 1, 2017 in *State of California et al. v. Department of Homeland Security et al.*, Case No. 3:17-cv-05245 (N.D. Cal. 2017) is attached to this board report.

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11
 12 **UNITED STATES DISTRICT COURT**
 13 **NORTHERN DISTRICT OF CALIFORNIA**
 14 **SAN FRANCISCO DIVISION**

15 THE REGENTS OF THE UNIVERSITY OF
 CALIFORNIA and JANET NAPOLITANO,
 16 in her official capacity as President of the
 University of California,

17 Plaintiffs,

18 v.

19 US DEPARTMENT OF HOMELAND
 20 SECURITY and ELAINE DUKE, in her
 official capacity as Acting Secretary of the
 21 Department of Homeland Security,

22 Defendants.

Case No. 17-cv-05211-WHA; consolidated
 with Case Nos. 17-cv-05235-WHA; 17-cv-
 05329-WHA; 17-cv-05380-WHA; 17-cv-
 05813-WHA.

**BRIEF AMICI CURIAE OF
 INSTITUTIONS OF HIGHER
 EDUCATION IN SUPPORT OF
 PLAINTIFFS' MOTION FOR
 PRELIMINARY RELIEF.**

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27
28

Table of Contents

TABLE OF AUTHORITIES ii

INTRODUCTION 1

ARGUMENT 3

I. DACA Has Allowed Tens of Thousands of Previously Undocumented Youth To Pursue Higher Education. 3

II. DACA Students Contribute Immeasurably to Our Campuses..... 5

 a. DACA Students Have Had Great Academic and Extra-Curricular Success At Our Schools..... 6

 b. DACA Students Contribute to Campus Diversity, A Key Component of the Educational Experience. 10

III. The Rescission of DACA Will Harm American Colleges and Universities. 11

CONCLUSION..... 13

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
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INTRODUCTION1
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Amici are institutions of higher education from across the country: Amherst College, Asnuntuck Community College, Barnard College, Board of Governors of the California Community Colleges, Boston University, Bowdoin College, Brandeis University, Bucknell University, Capital Community College, Carnegie Mellon University, Case Western Reserve University, Central Connecticut State University, Charter Oak State College, Colby College, Colgate University, University of Connecticut, Eastern Connecticut State University, Emerson College, Gateway Community College, Hampshire College, Housatonic Community College, Lawrence University, Los Angeles Community College District, Los Rios Community College District, Manchester Community College, University of Maryland, University of Michigan, Middlebury College, Middlesex Community College, Mount Holyoke College, Naugatuck Valley Community College, Northeastern University, Northwestern Community College, Norwalk Community College, Pace University, Quinebaug Valley Community College, Rice University, Riverside Community College District, San Francisco Community College District, San Mateo Community College District, Smith College, Southern Connecticut State University, State Center Community College District, Three Rivers Community College, Tufts University, Tunxis Community College, Vassar College, Wellesley College, Western Connecticut State University, and Williams College.

American institutions of higher education benefit profoundly from the presence of immigrant students on our campuses. Whether they attend large public universities, private research universities and liberal arts colleges, or community colleges, these students contribute a perspective and experience that is unique and important. That is especially true of Dreamers— that is, undocumented young people who were brought to the United States as children.

Through no choice of their own, Dreamers were raised and educated in this country as Americans. They have worked and studied in American schools; have prepared and trained for all manner of careers; and have strived to innovate, achieve, and serve their communities. Yet, until the government announced the Deferred Action for Childhood Arrivals (“DACA”) program

1 in 2012, they lived under the threat that the government might one day come calling, to remove
2 them from the country that has become their home. Though they might have dreamed of bright
3 futures, for many their undocumented status stood as an impenetrable roadblock to one of the
4 most fundamental tools for a successful future: Of the 65,000 undocumented youth who
5 graduate from U.S. high schools each year, historically only approximately 5 to 10 percent were
6 able to enroll in college.¹

7 DACA changed all of this and has provided up to 2 million Dreamers with an opportunity
8 to apply for temporary protection from removal, an opportunity to pursue their education, and
9 the authorization to work legally. To qualify for DACA, Dreamers are required to meet strict
10 conditions, including having completed high school or a GED in the United States, or being
11 currently enrolled in school. In addition, Dreamers are required to pay a significant application
12 fee and provide detailed personal information to the government—a significant request given the
13 hesitancy of undocumented persons to have any interaction with the government whatsoever.
14 But the students who have signed up and placed their trust in the government received, in
15 exchange, the opportunity to pursue higher education. They have done so in unprecedented
16 numbers.

17 On September 5, 2017, Defendants announced they were rescinding DACA. This
18 misguided, arbitrary and capricious decision will harm millions of remarkable young people.
19 But, critically, it will also harm the country, which will be deprived of the many contributions
20 Dreamers would otherwise be able to make. *Amici* collectively have educated thousands of
21 DACA beneficiaries, and we have benefited from their talents and the passion they bring to our
22 campuses. Even those *amici* who have no DACA beneficiaries currently on campus view
23 DACA as core to their educational missions. In this brief, we explain how we will be harmed if

24

25 ¹ Inst. for Immigration, Globalization, & Educ., *In the Shadows of the Ivory Tower: Undocumented Undergraduates and the Liminal State of Immigration Reform* 1 (2015),
26 <http://www.undocuscholars.org/assets/undocuscholarsreport2015.pdf>; Immigration Policy
27 Center, *The DREAM Act: Creating Opportunities for Immigrant Students and Supporting the*
28 *U.S. Economy* (2010),
http://www.mygreencard.com/downloads.php?file=Dream_Act_January2011.pdf.

1 Defendants' action is not reversed and, for that reason, *amici* support Plaintiffs and respectfully
2 urge the Court to grant Plaintiffs' motion for preliminary relief.

3 **ARGUMENT**

4 **I. DACA Has Allowed Tens of Thousands of Previously Undocumented Youth
5 To Pursue Higher Education.**

6 DACA has enabled previously undocumented students to pursue higher education in
7 several important ways.

8 *First*, in order to qualify for deferred action under DACA, an applicant must generally
9 obtain a high school diploma or GED certificate. The possibility of securing deferred action
10 provides a powerful incentive for students to stay in school, increasing the likelihood that they
11 will pursue postsecondary education, and become taxpayers and significant contributors to our
12 society.

13 *Second*, prior to DACA, undocumented students felt the need to hide their status from
14 others, which constrained their access to academic resources and their desire to apply to college.²
15 Not surprisingly, undocumented students who felt the need to hide their status from school
16 personnel or peers during high school are significantly less likely even to think college is a
17 possibility.³

18 *Third*, DACA enables students to secure social security numbers and photo identification.
19 Something as simple as flying on an airplane was previously all but impossible for
20 undocumented youth. With DACA, they can fly across the country to visit campuses, attend
21 school and academic conferences, and even obtain authorization to study abroad. Likewise, with
22 a social security number, they can apply for financial aid and fee waivers that were previously
23 unobtainable and secure credit to fund other education-related expenses. Given that DACA
24 students come from families whose parents lack legal status—and thus frequently are unable to

25
26 ² Caitlin Patler & Jorge A. Cabrera, *From Undocumented to DACAdmented: Impacts of the*
27 *Deferred Action for Childhood Arrivals (DACA) Program Three Years Following its*
Announcement at 15 (June 2015),
http://www.chicano.ucla.edu/files/Patler_DACA_Report_061515.pdf.

28 ³ *Id.* at 16.

1 secure high-paying jobs—the availability of financial aid is all the more crucial to their ability to
2 attend college or university.

3 *Fourth*, DACA enables students to secure work authorization. With the ability to work
4 part-time jobs and participate in work-study programs, undocumented students can better afford
5 school—something previously made difficult or impossible by the inability to work lawfully.⁴
6 Likewise, the ability to secure a legitimate job following graduation from college provides a
7 powerful incentive to pursue a college education; and the inability to secure such a job likewise
8 dissuades promising students from pursuing higher education. DACA thus increases the value of
9 higher education itself for undocumented students.

10 *Fifth*, DACA has enabled students to overcome state laws that impede their ability to
11 pursue higher education. For example, DACA recipients may enroll in public colleges and
12 universities in states where they would otherwise be barred from attending,⁵ and may apply for
13 in-state tuition in others, making it far easier for them to afford a college education.⁶ *Sixth*,
14 DACA enables students to envision a future for themselves in this country, providing the
15 incentive to pursue a degree, develop skills and expertise, and invest in their future here.

16 *Finally*, because of DACA, *amici* have made extensive investments in the education of
17 DACA beneficiaries, facilitating their access to higher education like never before. Among
18 other things, *amici* have provided DACA students with financial aid, housing benefits,
19 counseling, faculty time and attention, and graduate and research assistant positions, all in
20 reliance on the DACA program. Some *amici* even provide legal services. *Amici* made these
21 investments with the expectation that those students would be able to pursue their education and
22 career in this country, in furtherance of *amici*'s educational missions, and the public interest.

23

24

25

26 ⁴ See Zenén Jaimes Pérez, Center for American Progress, *How DACA Has Improved the Lives of*
Undocumented Young People, at 5 (Nov. 19, 2014), [https://cdn.americanprogress.org/wp-](https://cdn.americanprogress.org/wp-content/uploads/2014/11/BenefitsOfDACABrief2.pdf)
27 [content/uploads/2014/11/BenefitsOfDACABrief2.pdf](https://cdn.americanprogress.org/wp-content/uploads/2014/11/BenefitsOfDACABrief2.pdf); Patler, *supra*, at 18.

28 ⁵ See, e.g., Ala. Code § 31-13-8; S.C. Code Ann. § 59-101-430.

⁶ See Pérez, *supra*, at 4.

1 DACA has accomplished what it was intended to do: In a 2017 survey of more than
 2 3,000 DACA recipients, 45% are currently in school.⁷ And, among those who are in school,
 3 94% said that, because of DACA, they “[p]ursued educational opportunities that I previously
 4 could not.”⁸ In a different study, nearly four-fifths of DACA recipients (78%) reported that
 5 DACA made it easier to pay for school.⁹ Three-quarters of current students said DACA made it
 6 easier to attend school and to stay in school.¹⁰ These studies and *amici*’s experience confirm
 7 what should be obvious: once young people are able to come out of the shadows and avail
 8 themselves of programs available to countless other American youth, they seize and benefit from
 9 the opportunity.

10 But, while Dreamers and their families have benefited greatly from the DACA program,
 11 colleges and universities have benefited as well.

12 **II. DACA Students Contribute Immeasurably to Our Campuses.**

13 American colleges and universities have benefited immeasurably from DACA. As
 14 *amicus* Amherst’s President, Bidly Martin, wrote in a letter to the President, “[o]ur classrooms
 15 at Amherst are enriched by the academic talent, hard work, and perspectives of DACA students
 16 who go on to become doctors, teachers, engineers, and artists.”¹¹ And President Martin is far
 17 from alone. Hundreds of other university presidents have echoed those sentiments, issuing
 18 public statements on DACA’s importance to American colleges and universities, including many
 19 whose institutions have signed this brief.¹²

20
 21 ⁷ Tom K. Wong, 2017 National DACA Study, <https://cdn.americanprogress.org/content/uploads/2017/08/27164928/Wong-Et-Al-New-DACA-Survey-2017-Codebook.pdf>.

22 ⁸ *Id.* at 7.

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24 ¹⁰ *Id.* at 18.

25 ¹¹ Letter from Bidly Martin, Amherst College to Donald J. Trump, President (Aug. 30, 2017), <https://www.amherst.edu/amherst-story/president/statements/node/689036>.

26 ¹² See Pomona College: Statement in Support of the Deferred Action for Childhood Arrivals (DACA) Program and Our Undocumented Students, <https://www.pomona.edu/news/2016/11/21-college-university-presidents-call-us-uphold-and-continue-daca> (last visited Oct. 30, 2017) (letter opposing the nonrenewal of DACA signed by over 700 university and college presidents and chancellors); see also, e.g., Letter from Andrew D. Hamilton, New York University to Donald J. Trump, President (Sept. 1, 2017), <http://www.nyu.edu/content/dam/nyu/president/documents/09-01-17-daca-letter.pdf>; Letter from

1 **a. DACA Students Have Had Great Academic and Extra-Curricular**
 2 **Success At Our Schools.**

3 Dreamers are invaluable members of our academic communities. DACA recipients serve
 4 as the president¹³ and vice-president¹⁴ of student government, publish research in top academic
 5 journals,¹⁵ innovate and apply for patents,¹⁶ earn inclusion on the Dean's List¹⁷ and graduate
 6 *summa cum laude*,¹⁸ and serve as tutors and research assistants.¹⁹ They have won Soros

7 Vincent E. Price, President Duke University, to Donald J. Trump, President (Aug. 30, 2017),
 8 <https://today.duke.edu/2017/08/duke-university-letter-support-daca>; Letter from Drew Gilpin
 9 Faust, Harvard, to Donald J. Trump, President (Aug. 28, 2017),
 10 <https://www.harvard.edu/president/news/2017/letter-to-president-trump-regarding-daca>; Letter
 11 from Ron Liebowitz, President, Brandeis University, to Donald J. Trump, President (Sept. 5,
 12 2017), <http://www.brandeis.edu/president/letters/2017-09-05.html>; Statement on DACA from
 13 President, University of Michigan, Mark Schlissel (Sept. 3, 2017),
 14 [https://president.umich.edu/news-communications/statements/statement-on-daca-from-president-](https://president.umich.edu/news-communications/statements/statement-on-daca-from-president-mark-schlissel/)
 15 [mark-schlissel/](https://president.umich.edu/news-communications/statements/statement-on-daca-from-president-mark-schlissel/); Letter from Adam Falk, President, Williams, to the Williams Community,
 16 <https://president.williams.edu/writings/caring-for-our-undocumented-students/> (last visited Oct.
 17 29, 2017); Statement of Kathleen McCartney, President, Smith College, to Students, Staff and
 18 Faculty (Sept. 5, 2017), [https://smith.edu/president-kathleen-mccartney/letters/2017-](https://smith.edu/president-kathleen-mccartney/letters/2017-18/responding-to-daca-decision)
 19 [18/](https://smith.edu/president-kathleen-mccartney/letters/2017-18/responding-to-daca-decision)
 20 [responding-to-daca-decision](https://smith.edu/president-kathleen-mccartney/letters/2017-18/responding-to-daca-decision); Letter from Lee Pelton, President, Emerson College, to
 21 Emerson Community (Sept. 6, 2017) [http://www.emerson.edu/news-events/emerson-college-](http://www.emerson.edu/news-events/emerson-college-today/pelton-reaffirms-support-emerson-daca-students#.We5Ui2you70)
 22 [today/pelton-reaffirms-support-emerson-daca-students#.We5Ui2you70](http://www.emerson.edu/news-events/emerson-college-today/pelton-reaffirms-support-emerson-daca-students#.We5Ui2you70); Resolutions of the Board
 23 of Governors, California Community Colleges, Nos. 2017-04 (Sept. 18, 2017), 2017-01 (Jan. 18,
 24 2017) [http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2017_agendas/September/2.2-](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2017_agendas/September/2.2-Resolution-DACA.pdf)
 25 [Resolution-DACA.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2017_agendas/September/2.2-Resolution-DACA.pdf); Statement of Susan Herbst, President, University of Connecticut (Sept. 5,
 26 2017), <https://today.uconn.edu/2017/09/president-herbst-responds-daca-decision/>; Letter from
 27 David W. Leebron, President, Rice University (Sept. 5, 2017),
 28 <https://president.rice.edu/presidents-office/remarks/DACA-announcement>; Letter of Joseph E.
 Aoun, President, Northeastern University, to all members of the Northeastern Community (Sept.
 4, 2017), <http://www.northeastern.edu/president/2017/09/04/turning-ideals-into-action/>;
 Association of Vermont Independent Colleges, Statement on the Revocation of the Deferred
 Action for Childhood Arrivals (DACA) Program, [http://www.vermont-](http://www.vermont-colleges.org/Documents/DACAFinal2017.pdf)
[colleges.org/Documents/DACAFinal2017.pdf](http://www.vermont-colleges.org/Documents/DACAFinal2017.pdf).

¹³ See Jose Herrera, *DACA student leads by example*, Los Angeles Pierce College Roundup (Sept. 13, 2017), <http://theroundupnews.com/2017/09/13/daca-student-leads-example/>.

¹⁴ Monica Scott, *Undocumented: One immigrant's story of life under DACA*, MLive (Aug. 29, 2017), http://www.mlive.com/news/grand-rapids/index.ssf/2017/08/one_daca_students_story_about.html.

¹⁵ America's Voice Online (Oct. 3, 2017), <https://americasvoice.org/blog/name-denisse-rojas-marquez-28-years-old-old-proud-undocumented-american-soon-doctor/>.

¹⁶ *American Dreamers: Kok-Leong Seow*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/kok-leong-seow> (last visited Oct. 29, 2017).

¹⁷ E.g., *American Dreamers: Anayancy Ramos*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/anayancy-ramos> (last visited Oct. 29, 2017).

¹⁸ *American Dreamers: Carlos Adolfo Gonzalez Sierra*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/carlos-adolfo-gonzalez-sierra> (last visited Oct. 29, 2017).

1 Fellowships²⁰ and been named Gates Cambridge Scholars and Schwarzman Scholars.²¹ They
 2 have graduated with honors and received admission to serve others in the Team for America²²
 3 and AmeriCorps VISTA²³ programs. They have founded national organizations to assist other
 4 undocumented youth.²⁴ They have pursued careers in a wide variety of fields, including health
 5 care²⁵ and service to low-income veterans.²⁶ The following are but a few examples of current
 6 and past DACA students at *amici* and other institutions of higher education who are brave
 7 enough to share their stories, and whose remarkable achievements serve as a reminder of why
 8 DACA benefits *both* students and the institutions lucky enough to have them:

- 9 • Elias Rosenfeld, now a sophomore at Brandeis University, was brought to the
 10 United States at age 6 from Venezuela by his mother who was a media executive
 11 and came on an L1 visa. His mother died when he was in fifth grade, and it was
 12 only in high school when he tried to apply for a driver's license that he learned he
 13 was undocumented because his mother's death voided her (and his) visas. Elias
 14 excelled in high school, completing 13 AP classes and ranking in the top 10% of
 15 his class. At Brandeis he is studying political science, sociology and law. When

14 ¹⁹ *E.g., American Dreamers: Gargi Y. Purohit*, N.Y. Times,
 15 <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/gargiy-purohit> (last visited Oct. 29, 2017).

16 ²⁰ *American Dreamers: Denisse Rojas Marquez, 2016*, N.Y. Times,
 17 <https://www.pdsoros.org/meet-the-fellows/denisse-rojas-marquez> (last visited Oct. 29, 2017).

18 ²¹ *American Dreamers: Carlos Adolfo Gonzalez Sierra*, N.Y. Times,
 19 <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/carlos-adolfo-gonzalez-sierra> (last visited Oct. 29, 2017).

20 ²² *American Dreamers: Julia Verzbickis*, N.Y. Times,
 21 <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/julia-verzbickis> (last visited Oct. 29, 2017).

22 ²³ *American Dreamers: Brisa E. Ramirez*, N.Y. Times,
 23 <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/brisa-ramirez> (last visited Oct. 29, 2017).

24 ²⁴ America's Voice (Oct. 3, 2017), <https://americasvoice.org/blog/name-denisse-rojas-marquez-28-years-old-old-proud-undocumented-american-soon-doctor>; *see also American Dreamers: Jin Park*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/jin-park> (last visited Oct. 29, 2017); Penny Schwartz, *A Jewish 'Dreamer' is scared, but refuses to despair*, Jewish Telegraphic Agency (Sept. 6, 2017), <https://www.jta.org/2017/09/06/news-opinion/united-states/a-jewish-dreamer-is-scared-but-refuses-to-despair>.

25 ²⁵ America's Voice (Oct. 3, 2017), <https://americasvoice.org/blog/name-denisse-rojas-marquez-28-years-old-old-proud-undocumented-american-soon-doctor/>; *American Dreamers: Betsy Garcia*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/betsy-garcia> (last visited Oct. 29, 2017).

26 ²⁶ *American Dreamers: Isabelle Muhlbauer*, N.Y. Times,
 27 <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/isabelle-muhlbauer> (last visited Oct. 29, 2017).

1 asked what America means to him, he responded: “It means my country. It’s my
2 home. There’s a connection. I want to contribute.”²⁷

- 3 • Anayancy Ramos is a student at Eastern Connecticut State University who will
4 graduate with a double major in Biology and Computer Science and a minor in
5 Bioinformatics. Before matriculating at ECSU, she attended a community college
6 where she was a Dean’s List scholar, was inducted into the Phi Theta Kappa
7 honor society, was the president of the Alpha Beta Gamma chapter, and worked
8 full time at an animal hospital. She notes that through DACA she’s been able to
9 achieve an education and a future she never thought possible, but that those
10 dreams will die if DACA forces her to retreat once more into the shadows.²⁸
- 11 • Carlos Adolfo Gonzalez Sierra came to the United States from the Dominican
12 Republic when he was eleven. Carlos graduated *summa cum laude* from Amherst
13 and studied as a Gates Scholar at Cambridge University and a Schwarzman
14 Scholar in China. Carlos emphasizes that his desire to stay is not economic: “The
15 United States is my home. It is where I feel the most comfortable.” Moreover,
16 given the education he’s received, he expresses an “inconsolable desire to
17 contribute to the country that has given me so much.”²⁹
- 18 • Eduardo Solis was brought to the United States when he was 1-month old from
19 Mexico. He is a student at UCLA, aspiring to major in either psychology or
20 sociology. At the age of 11 he founded a blog to help fellow children deal with
21 bullying. He has gained over 30,000 followers, from all over the world, and has
22 won awards recognizing his role as a teen activist. Although worried about the
23 end of DACA, Eduardo says that “[f]or now, I will continue on pledging
24 allegiance to the only flag I know and love; the American Flag.”³⁰
- 25 • Nancy A. was brought to the United States from Togo as a child. When she
26 entered high school at 13 she realized she was undocumented and, shortly
27 thereafter both she and her parents were put in deportation proceedings. Despite
28 being in these proceedings, she graduated as the valedictorian of her high school
class and then became the youngest graduate of her masters programs. She is
currently due to graduate with her Doctorate at age 27 and is a professor of
Political Science and Education at a university and community college. She
describes receiving DACA at age 23 as being “finally forgiven for a sin I had no
control over when I was a child.”³¹

27 See Penny Schwartz, *A Jewish ‘Dreamer’ is scared, but refuses to despair*, Jewish Telegraphic Agency (Sept. 6, 2017), <https://www.jta.org/2017/09/06/news-opinion/united-states/a-jewish-dreamer-is-scared-but-refuses-to-despair> (last visited Oct. 29, 2017).

28 See *American Dreamers: Anayancy Ramos*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/anayancy-ramos> (last visited Oct. 29, 2017). *Amicus* Eastern Connecticut State University has provided updated details about Ramos’s course of study, with her consent.

29 See *American Dreamers: Carlos Adolfo Gonzalez Sierra*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/carlos-adolfo-gonzalez-sierra> (last visited Oct. 29, 2017).

30 See *American Dreamers: Eduardo Solis*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/eduardo-solis> (last visited Oct. 29, 2017).

31 See *American Dreamers: Nancy A.*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/nancy-a> (last visited Oct. 29, 2017).

- 1
- 2 • Alfredo Avila was brought to the U.S. when he was just a child, and despite
3 neither of his parents being able to speak English, they managed to send Alfredo
4 and his siblings to school where they all learned English. Despite having to move
5 around a number of times out of a fear of deportation, Alfredo excelled in school
6 and is now a student in the Honors College at the University of Texas at San
7 Antonio, majoring in Electrical Engineering. Alfredo works part-time as a math
8 and science tutor and is involved with many student organizations, including
9 serving as the President of the professional engineering student organization. His
10 dream is to one day build and manage his own technology company that thrives
11 off diversity and inclusion.³²

12 The success of DACA students in college and university should come as no surprise.
13 These students have overcome innumerable hardships simply to be able to apply and enroll in an
14 institute of higher education. For many of our students (whether U.S. citizens or from other
15 countries), matriculation in college or university is a natural progression after attending high
16 school and taking standardized tests. But this is not the case for DACA students. Those students
17 must perform well in school and on tests while at the same time living under the constant threat
18 that they and their families may be deported. Moreover, until DACA these students could not
19 get work authorization, and most of their parents still cannot.³³ Thus, DACA students frequently
20 have had to work multiple, poorly-paid jobs in order to help put food on the table while at the
21 same time trying to maintain their focus and performance in school and apply to college. The
22 sacrifices these students and their families have had to make simply to enroll as students at our
23 institutions are legion, and their commitment to bettering themselves and getting the most out of
24 their education is unwavering. These extraordinary young people should be cherished and
25 celebrated, so that they can achieve their dreams and contribute to the fullest for our country.
26 Banishing them once more to immigration limbo—a predicament they had no part in creating—
27 is not merely cruel, but irrational. DACA students are the ideal candidates for prosecutorial
28 discretion, which the government formerly recognized and exercised for those who applied and

³² See *American Dreamers: Alfredo Avila*, N.Y. Times, <https://www.nytimes.com/interactive/projects/storywall/american-dreamers/stories/alfredo-avila> (last visited Oct. 29, 2017).

³³ Most DACA students are raised in households with incomes well below the federal poverty line. See Inst. for Immigration, Globalization, & Educ., *supra*, 7 (in a survey of undocumented students, 61.3% had annual household incomes below \$30,000 and 29% had annual household incomes between \$30,000 and \$50,000).

1 were accepted. DACA’s rescission is not based on any different conclusion about those eligible;
2 rather, it appears to reflect an arbitrary and capricious policy shift for which talented young
3 people will bear the brunt of the harm. If such an unlawful decision is allowed to stand—and
4 these young people take their tremendous talent, enthusiasm, and skills elsewhere—we (both
5 *amici* and the country as a whole) will be the losers.

6 **b. DACA Students Contribute to Campus Diversity, A Key Component of**
7 **the Educational Experience.**

8 The Supreme Court has time and again noted the myriad benefits that a diverse student
9 body yields for institutes of higher education. *First*, the Court has recognized “the educational
10 benefits that flow from student body diversity,” *Fisher v. University of Texas at Austin*, 133 S.
11 Ct. 2411, 2419 (2013) (*Fisher I*) (quotation marks omitted), namely the deeper understanding
12 students and professors achieve when an issue or problem is analyzed by individuals who bring
13 differing perspectives and backgrounds to the question. *See also Grutter v. Bollinger*, 539 U.S.
14 306, 330 (2003) (noting that the “educational benefits that diversity is designed to produce . . .
15 [are] substantial”). *Second*, “enrolling a diverse student body ‘promotes cross-racial
16 understanding, helps to break down racial stereotypes, and enables students to better understand
17 persons of different races.’” *Fisher v. Univ. of Texas at Austin (Fisher II)*, 136 S. Ct. 2198, 2210
18 (2016) (quoting *Fisher I*, 133 S. Ct. at 2427; *see also Grutter*, 539 U.S. at 328, 330). While this
19 obviously has a direct benefit to students, it also is a key component in creating a dynamic and
20 integrated campus environment. *Third*, and “[e]qually important, student body diversity
21 promotes learning outcomes, and better prepares students for an increasingly diverse workforce
22 and society.” *Fisher II*, 136 S. Ct. at 2210 (internal quotation marks omitted).

23 The Supreme Court’s observations in this respect are well taken. Diversity on campus is
24 amongst the highest priorities for *amici*, and we have seen the benefits in practice that the
25 Supreme Court has highlighted in theory. For example, *amicus* Rice University’s mission
26 statement notes that it seeks to fulfill its mission “by cultivating a diverse community of learning
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28

1 and discovery that produces leaders across the spectrum of human endeavor.”³⁴ Likewise,
 2 *amicus* Middlebury College explains its commitment to “full and equal participation for all
 3 individuals and groups” by noting evidence that “groups of people from a variety of backgrounds
 4 and with differing viewpoints are often more resilient and adaptive in solving problems and
 5 reaching complex goals than more homogenous groups.”³⁵ These are but two examples of
 6 many.³⁶

7 The DACA students attending our schools play a significant role in fostering the
 8 inclusive and diverse on-campus atmosphere we strive to create. As reported by the United
 9 States Citizenship and Immigration Services, the 689,900 DACA recipients as of September
 10 2017 come from over 150 countries spanning every continent except Antarctica.³⁷ And, this
 11 diversity of backgrounds and ethnicities is reflected in the thousands of DACA recipients, and
 12 undocumented students, who study on our campuses.³⁸ Indeed, in many ways DACA students
 13 bring a special form of diversity to our campuses in that they are neither traditionally domestic
 14 nor traditionally international students. They have an entirely different perspective and they
 15 bring that in addition to their compelling life stories to our schools.

16 **III. The Rescission of DACA Will Harm American Colleges and Universities.**

17 If DACA’s rescission is allowed to stand, the greatest harm will of course be suffered by
 18 DACA recipients and their families. But American colleges and universities will be harmed as
 19 well.

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21 ³⁴ Rice University, Statement of Office of Diversity and Inclusion, <http://diversity.rice.edu/> (last
 22 visited Oct. 29, 2017).

23 ³⁵ Middlebury College, Diversity and Inclusion, [http://www.middlebury.edu/student-
 24 life/community-living/diversity-inclusivity](http://www.middlebury.edu/student-life/community-living/diversity-inclusivity) (last visited Oct. 29, 2017).

25 ³⁶ *See, e.g.*, Vision, Mission, & Equity, Folsom Lake College, [http://www.flc.losrios.edu/about-
 26 us/vision-mission-and-equity](http://www.flc.losrios.edu/about-us/vision-mission-and-equity) (last visited Oct. 29, 2017); Mission & Diversity Statements,
 27 Brandeis University, <http://www.brandeis.edu/about/mission.html> (last visited Oct. 29, 2017).

28 ³⁷ *See* DACA Population Data, USCIS (Sept. 4, 2017),
[https://www.uscis.gov/sites/default/files/USCIS/Resources/Reports%20and%20Studies/Immigra-
 tion%20Forms%20Data/All%20Form%20Types/DACA/daca_population_data.pdf](https://www.uscis.gov/sites/default/files/USCIS/Resources/Reports%20and%20Studies/Immigration%20Forms%20Data/All%20Form%20Types/DACA/daca_population_data.pdf).

³⁸ *See* Jerome Dineen, *If Trump Ends DACA, Here’s How Many Students Could Be Affected*,
 USA Today College (Feb. 8, 2017), [http://college.usatoday.com/2017/02/08/if-trump-ends-daca-
 heres-how-many-students-could-be-affected/](http://college.usatoday.com/2017/02/08/if-trump-ends-daca-heres-how-many-students-could-be-affected/) (estimating that 10,000 undocumented students
 graduate from undergraduate institutions in the United States annually).

1 *First*, and foremost, we will lose important members of our academic communities. The
2 few examples cited above are not anomalous; rather, they exemplify the talent and
3 accomplishment of the thousands of DACA students we have on our campuses. As many
4 students may be forced to withdraw, *amici* will be deprived of some of our most accomplished
5 students. These students contribute not only to the diversity of perspectives in our classrooms
6 but also to the student leadership of social action initiatives in our communities. Our campuses
7 will be noticeably poorer places without those substantial contributions.

8 *Second*, the education we provide our students is a valuable commodity, and we have
9 finite resources to provide it. If DACA students lose their status and, with it, the ability to pay
10 for tuition or living expenses, they may well not be able to continue with their education. And,
11 even for those students who have saved enough money to continue, the value of an education
12 may decrease if they will be unable to secure lawful employment upon graduation. As a result,
13 *amici* will almost certainly lose students mid-way through their degree programs, and the
14 retention rate for this population will drop dramatically and beyond what institutions are
15 prepared to accommodate through normal attrition cycles. *Amici* have devoted valuable, and in
16 many cases limited, enrollment spaces to this student population that will not continue in their
17 education and cannot be replaced during a mid-point of their progression in their degree
18 program.

19 *Third*, some of our DACA students work in a variety of positions on campus, and many
20 are already trained for these positions and performing well. With the loss of employment
21 authorization, *amici* will lose these valuable contributions. The cost of refilling and retraining
22 for these roles, if we can even find adequate replacements, represents measurable harm to the
23 institutions. More broadly, the loss of work authorization will also mean that our DACA
24 students will be unable to secure stable jobs upon graduation. While of course this is primarily a
25 harm to them, given that our DACA students are among the most committed of our alumni, we
26 too will lose an important source of support (both financial and otherwise).

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1 their dreams. Indeed, it defies rationality to prevent the government from utilizing its discretion
2 to protect this set of young people from removal. For these reasons, we urge the Court to grant
3 the Plaintiffs' motion for provision relief.

4

5 Dated: November 1, 2017

Respectfully submitted,

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7

JENNER & BLOCK LLP

8

/s/ Brian Hauck

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Brian Hauck

Counsel for *Amici Curiae* Institutions of Higher Education

Email: bhauck@jenner.com

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protect-undocumented-students.

BOARD REPORT NO. 17-11-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jose Nunez, Vice Chancellor, Facilities Planning, Maintenance & Operations,
Public Safety, 650-358-6836

PUBLIC SAFETY STUDY OVERVIEW AND PRELIMINARY RECOMMENDATIONS

With nearly 40,000 students attending the District's colleges each year, and with several thousand employees and thousands of visitors on the three campuses throughout the year, the safety of students, employees and members of the community is paramount. Each year, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the District regularly provides information regarding crime statistics and security measures. For the most recent reporting year (2016), there were no violent crimes to report and less than 20 total crimes (generally petty in nature) across the whole District. This trend of minimal, non-violent crimes has been consistent year over year. Again, our campuses are safe learning environments where minimal criminal activity occurs.

While the District's crime statistics reflect minimal – and mostly petty – crimes committed each year, unfortunately, there have been violent events at colleges and universities across the nation that focus our attention on local safety, awareness and response.

In October 2015, the District's Board of Trustees directed staff to explore "best practices" in public safety with the goal of improving the role and function of that department on all of our campuses. To that end, a Public Safety Services Committee was formed to help guide the District's research process and coordinate broad engagement with various stakeholders to discuss all aspects of public safety districtwide. This Committee is comprised of faculty, staff and student representatives.

In May 2016, the Committee recommended and the Board approved a comprehensive, districtwide public safety study, to be conducted by Margolis Healy and Associates, LLC, a nationally-recognized campus safety consulting firm. Margolis Healey is finalizing their report and that document is being used as the foundation for staff's development of recommendations to the Board.

Staff will present the Board with an overview of the Public Safety Study and outline preliminary recommendations for their review and discussion.

BOARD REPORT NO. 17-11-3C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tom Bauer, Vice Chancellor of Auxiliary Services, 358-6782
Jonathan Bissell, Executive Director, Community, Continuing and Corporate Education, 574-6179

CONTINUED EXPLORATION OF COMMUNITY, CONTINUING AND CORPORATE EDUCATION PROGRAMS

Community, Continuing and Corporate Education (CCCE) provides dynamic programs through a variety of classes and intensive trainings to the broader Bay Area community. Additionally, CCCE has a global presence through its integration with online program providers such as Ed-2-Go and U-Got-Class. At previous Study Sessions on April 5, 2016 and March 8, 2017, staff presented the Board with a comprehensive overview of the entire operation, introduced our mission and vision, reviewed our strategic goals, explained how each of our goals ties to the overall District Strategic Plan and discussed future growth of the program. During these sessions, staff highlighted two new signature programs (BAPA and SVIEP) and ensured our program's alignment with Community Service program guidelines issued by the State Chancellor's Office.

This evening, we plan to continue our discussion of the important programs and services provided by our CCCE innovative team. In order for the department to achieve its goals, we need to react to trends and design/develop programs that meet the needs of everyone – from the person who wants to learn more about everyday topics like gardening, fishing or sustainability, to individuals who seek workforce training courses to quickly improve their job skills, to intensive programs developed by request to provide customized training in an intense, condensed timeframe. To accomplish these objectives, staff needs to work closely with all stakeholders in an open and collaborative manner. The program needs to be nimble, agile and quick to react, utilizing the talents of the skilled instructors to deliver these programs. Included in this report are letters of support from local workforce giants and foundations including NOVA, SAMCEDA, Center for Excellence in Non-Profits (CEN) that emphatically express their support for CCCE and the partnership formed with their organization.

One such innovative program that the team is working to develop is the DevJobs Academy. This is a concept brought directly to us by industry and our team is working with industry to research and build that program. The goal of the academy is to provide accessible coding training for diverse individuals currently underrepresented in the tech industry. Staff has been working with industry leaders to gain the insight required to build this critically important, high-demand program. The initial program concept along with the research conducted to help in the development of the program appends this report. Also included are letters of support for the DevJobs Academy concept from the Omidyar Network and the CEO of Lex Machina.

CCCE prides itself on opening doors for all who seek to enroll in our unique learning programs. All of the programs operating in Auxiliary Services, including those in CCCE, the Silicon Valley Intensive English

Program, Bay Area Pathways Academy, San Mateo Athletic Club and Bayview Dining events, provide an introduction to the District's colleges. Many of our programs provide pathways to the colleges that would have been otherwise unknown to our learners. Our programs should not be viewed as competing with the exceptional legacy instructional programs currently offered at the colleges. Rather, CCCE offerings should be viewed as complementary programs that provide access, exposure and meaningful pathways to careers and personal growth.

Lastly, included in the packet is a draft of the proposed changes to Board Policy 6.90 on Community Education Classes that was initially revised in 10/09 and reviewed in 3/15. The proposed changes are currently being considered in District Participatory Governance and are based largely on the State Chancellor's Office Recommendations for Community Services Programs. The draft proposed language is included in this report for Board feedback.

ITEMS ATTACHED TO THIS REPORT:

- Exhibit A – Whitepaper: Community, Continuing and Corporate Education
- Exhibit B – Letters of Program Support from SAMCEDA, NOVA Workforce Development and the Center for Excellence in Nonprofits
- Exhibit C – Initial Concept Description of DevJobs Academy
- Exhibit D – Research on DevJobs Concept conducted by Aditi Goel (Harvard University Graduate School of Education, M.Ed. Education Policy & Management)
- Exhibit E – Letters of Support for DevJobs Concept from Omidyar Network and Lex Machina
- Exhibit F – Draft proposed changes to Board Policy 6.90 Community Education Classes



WHITEPAPER: COMMUNITY, CONTINUING AND CORPORATE EDUCATION

Established to Serve All Members

The California Community College system established Community Education for the specific purpose of offering additional educational opportunities to members of the local community other than for-credit instruction. The intention of building robust and effective Community Services Education programs, therefore, was to create opportunities for colleges to address the needs of all members of their community.

Charged with Addressing All Needs

Pursuant to its purpose, Community Education in our district has evolved over the years and in 2015, the program known as Community Education was rebranded Community, Continuing and Corporate Education (CCCE) and charged with expanding upon prior efforts to address the needs of all members of the community – including serving as an alternative to for-profit educational providers for underserved residents.

Alignment with District Strategic Plan

In fulfillment of its charge, and in alignment with the District Strategic Plan adopted by the District Board of Trustees on September 30, 2015, CCCE collaborated with the Interim Vice Chancellor of Educational Services to develop its mission and to create strategic goals based on the District Strategic Plan, with particular emphasis on Strategic Goal #4.

- **Mission:** Community, Continuing and Corporate Education (CCCE) seeks to educate and enhance the lives of San Mateo County residents, families, businesses, nonprofits, government agencies, and internationals through self-supporting innovative educational programs and partnerships, renowned signature programs, and global impact initiatives.
- **2015-2020 Strategic Goals:**
 1. Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and businesses through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations.
 2. Increase revenue-generating contract training for public and private-sector organizations.
 3. Develop internationally-recognized, revenue-generating Intensive English Programs serving a wide range of learners, from high school students to businesses.
 4. Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
 5. Increase enrollments through new credit/not-for-credit hybrid programming.
 6. Create or expand revenue-generating programs in collaboration with the San Mateo Athletic Club.

Stakeholder Partnerships, Catalysts for Impact

San Mateo County Community College District is located in Silicon Valley between San Jose and San Francisco, home to an ever-increasing number of residents and families in need of robust community college services.

While major community stakeholders in the region are many, there are a special few whose work yields tremendous impact on the success of San Mateo County’s efforts to effect change and create impact on major economic, workforce, and empowerment issues facing our region. These include SAMCEDA (San Mateo Economic Development Agency), NOVA (a nonprofit, federally funded employment and training agency that provides customer-focused workforce development services in both San Mateo and Santa Clara Counties to address the workforce needs of Silicon Valley), and CEN (Center for Excellence in Nonprofits), which seeks to support the nonprofit community in San Mateo County and the region by improving the long-term sustainability of nonprofit leaders and organizations.

Each of these select community stakeholders, like the District, see their role as one of a catalyst for enhancing workforce and economic development in San Mateo County, and for championing the needs of the underserved in the community often left unnoticed in the robust job statistics of Silicon Valley. As recognized in the attached letters of support, it is of special importance, therefore, for CCCE to maintain these robust collaborative partnerships with community stakeholders such as SAMCEDA, NOVA, and CEN – and for the District to support CCCE’s willingness and capacity to closely partner with these critical stakeholders as a means of bringing to life the District’s firm commitment to serving the needs of all members of its local communities.

Critical Success Factors

The hallmarks of relevant and impactful Community Services Education programs such as CCCE are their external community focus and attendant ability to bridge the gap between education and business, and their internal drive and capacity to create flexible, on-demand, just-in-time training and programs, as well as their ability to create innovative not for credit programs such as BAPA, which serves over 400 middle school students annually and provides scholarships to underserved students, and SVIEP, which recently matriculated 24 F-1 international students into our three colleges.

Through ongoing District support for CCCE’s ability to operate flexibly in developing and delivering on-demand, Just-in-Time not for credit programming, CCCE will remain increasingly nimble and poised to meet evolving community needs and adjust to changing market conditions, as well as to provide underserved members of the community with innovative not for credit CCCE programming that can serve as an alternative to the debt-inducing offerings of for-profit providers.

Moreover, District support for CCCE’s ability to operate flexibly in its development and delivery of on-demand, Just-in-Time training and programs will better enable CCCE to support the colleges’ efforts to meet the needs of all members of the community.

SAMCEDA

“SAMCEDA stands in full support of the wonderful work being accomplished by CCCE under the leadership of Jonathan Bissell, and applauds the District for supporting CCCE’s flexibility and capacity to increase workforce and economic development in San Mateo County.”

Rosanne Foust
President & CEO
SAMCEDA

NOVA

“We are very thankful for CCCE’s not-for-credit programs and the staff’s flexibility, creativity and relentless customer focus. We look forward to collaborating with CCCE to serve the San Mateo County business community and leverage CCCE’s capacity to provide on-demand, just in time training.”

Kris Stadelman
Director
NOVA

Hubs of Innovation, Bridges to Industry

The notion of not for credit program providers leveraging their capacity for rapid development, innovation, and bridge building with industry is not unique to CCCE, nor is it surprising. Indeed, it was this very capacity to leverage not for credit programming for the greater good of the community that was envisioned by the founders of Community Services Education programs in the California Community College system.

In his August 2016 article, “Why Continuing Education Programs are Poised to Become Hubs of Innovation”, columnist Michael Horn (co-author of “Disrupting Class: How Disruptive Education will Change the Way the World Learns”, – named by BusinessWeek as one of the 10 Best Innovation & Design Books of 2008) writes that, **“Because of their mission and relative autonomy on university campuses, continuing education programs...are well positioned to experiment with different student-centered learning models, create innovative programs that generate new revenue streams, and build bridges with industry partners.”**

Peer Community Colleges

CCCE shares a common framework with peer Community Education programs at colleges around the state, such as Foothill-DeAnza, Mira Costa, Santa Rosa, Ohlone, Pasadena, Sierra, and Contra Costa – as well as with community colleges across the state who are following the “Doing What Matters” approach to leveraging rapid response capacity to meet the changing needs of the communities they serve. While specific offerings vary at each institution, similarities with CCCE offerings found from amongst these peer Community Education program offerings are many and include a common need to operate flexibly and rapidly to meet community needs.

Realizing Our Mission, Serving Our Community

As described at the outset of this report, CCCE’s six strategic goals for 2015-2020 were developed in alignment with the District Strategic Plan adopted by the Board of Trustees on September 30, 2015. Through this and previous reports to the Board of Trustees, and as demonstrated by the attached letters of support in Appendix A, CCCE is fully willing and fully capable of achieving its strategic goals – and has indeed done much in fulfillment of these goals during its brief, nearly three years of operation.

However, despite its successful partnerships with community stakeholders, its external community focus and bridge building with industry, and its proven support of workforce and economic development for San Mateo County, CCCE’s continued capacity to provide on-demand, Just-in-Time, not for credit training and programs for the community is dependent upon ongoing District support of several critical success factors. These include: the ability to operate nimbly and flexibly, to be market-driven rather than constrained by academic deadlines, and the freedom to build working partnerships with unique educational providers that seek to serve the greater good of the community as an alternative to for-profit providers.

In summary, CCCE exists to create opportunities for the District and colleges to address the needs of all members of their community through a broad array of learning modalities. The District’s recognition and support of CCCE’s role, which CCCE has already earned from major community stakeholders, will go far in ensuring a more successful and healthy San Mateo County.

CEN

“It is CEN’s mission to improve the long-term sustainability of nonprofit leaders and organizations by offering the highest quality programs, consultation, training and community-building networks. CCCE has been an amazing partner in fulfilling that mission.”

**Larissa Robideaux
Executive Director
Center for Excellence
in Nonprofits**

SVIEP

“We were very excited to have 9 SVIEP students matriculate into our Cañada degree program for AY 2017-18, which is almost 25% of our new Fall international enrollees at Cañada. It’s also inspiring to see that students like Marie P. who started at Level 1 SVIEP a year ago with very little English skills, have the proficiency to begin an Associate’s degree at Cañada in just a year.”

**Kathy Kohut
Int’l Program Manager**



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Foster Enterprises

Paul Shepherd
Cargill (Retired)

October 24, 2017

To Whom It May Concern:

SAMCEDA (San Mateo County Economic Development Association) is thrilled with the San Mateo County Community College District's support for workforce and economic development in San Mateo County as evidenced by the impactful and thoughtful work being carried out by Community, Continuing and Corporate Education (CCCE) under the strategic leadership of Executive Director Jonathan Bissell.

SAMCEDA was founded in 1953 to promote business issues that enhance and sustain the economic prosperity of our region and its local communities. The rapid pace of change locally, regionally, statewide, nationally and globally demands that SAMCEDA meet an ever-changing environment with information, ideas and tools our members can utilize to remain on step ahead. As a result, SAMCEDA is always delighted when major community stakeholders such as the District and its colleges embrace and support the business needs of our region that impact economic development and job growth in the community.

Given our founding mission to support economic prosperity in our region and in our local communities, I would like to commend the District for the fantastic work being done by Jonathan Bissell and his CCCE team. Their continued efforts to develop collaborative and dynamic regional partnerships, to create on-demand customized trainings for local businesses, and to design innovative not for credit educational programs that can rapidly evolve to meet the changing needs of our region are a testament to the District's desire to support economic prosperity for all members of San Mateo County. This is particularly important in light of the persistence of poverty in our region even in the face of surging job growth.

We are excited to continue our partnership with Jonathan and with CCCE to serve our region, and we look forward to the many exciting opportunities that lie ahead to meet the evolving needs of San Mateo County. The flexibility and capacity of CCCE to adapt quickly to these evolving market conditions through Just-in-Time not for credit programming will remain critical to its success in continuing to serve the region and community with excellence and impact.

SAMCEDA stands in full support of the wonderful work being accomplished by CCCE under the leadership of Jonathan Bissell, and applauds the District for supporting CCCE's flexibility and capacity to increase workforce and economic development in San Mateo County.

Sincerely,

Rosanne Foust
President & CEO



WORKFORCE DEVELOPMENT

October 24, 2017

To Whom it May Concern:

On behalf of NOVA Workforce Development, I would like to sincerely thank you for the ongoing support of the college district's office of Community, Continuing and Corporate Education (CCCE) under Jonathan Bissell's leadership.

Over the last year NOVA has embarked on bold initiatives to create accessible educational and career pathways for underserved and at-risk communities into the heart of the Silicon Valley's innovation economy. The SlingShot initiative is building digital advertising and DevOps pathways. The Tech Ladder initiative, funded by Google.org, is building pathways for 60 low-income young adults.

Our partnership with CCCE has been critical to the success so far of both of these initiatives. We are very thankful for CCCE's not-for-credit programs and the staff's flexibility, creativity and relentless customer focus. We look forward to collaborating with CCCE to serve the San Mateo County business community and leverage CCCE's capacity to provide on-demand, just in time training.

We are particularly thankful for Jonathan's ongoing partnership. In an era when foundations and governments are increasingly stressing the importance of inter-agency collaboration and innovation in solving complex society challenges, Jonathan stands out for his skillful and enthusiastic boundary crossing. He is a tireless, passionate and thoughtful advocate for students, the college district and diverse communities throughout the Bay Area.

We remain appreciative of our fruitful partnership with the San Mateo County Community College District and look forward to engaging in future initiatives that serve the needs of San Mateo County students, job seekers and employers.

Thank you for your consideration.

Sincerely,

Kris Stadelman
Director

- Amazon
- Applied Materials
- Dr. Frank Benest Consulting
- Carobar Business Solutions
- CA Technologies
- California Department of Rehabilitation
- California Employment Development Dept.
- Cenetri Group
- Center for Continuing Study of the California Economy
- Code Name Collective
- County of Santa Clara
- Foothill - De Anza Community College District
- Housing Authority of the County of Santa Clara
- LinkedIn Corporation
- MM Hamilton Financial Group
- NASA Ames Research Center
- Peninsula Family Service
- Pipe Trades Training Center
- Proofpoint Systems, Inc.
- RemX Specialty Staffing
- Sacred Heart Community Service
- Sequoia District Adult School
- San Mateo County Building & Construction Trades Council
- San Mateo County Economic Development Association
- Santa Clara and San Benito Counties Building & Construction Trades Council
- South Bay Labor Council
- Ten-X

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CEN

Center for Excellence in Nonprofits

Fostering highly effective leaders and vibrant nonprofit organizations throughout Silicon Valley

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October 24, 2017

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College Education

Sharon Williams
JobTrain (Retired)

Larissa Robideaux
Executive Director

To Whom It May Concern:

On behalf of the Center for Excellence in Nonprofits, I am pleased to share my strong support for Community, Continuing and Corporate Education (CCCE) of the San Mateo County Community College District. It is CEN's mission to improve the long-term sustainability of nonprofit leaders and organizations by offering the highest quality programs, consultation, training and community-building networks. CCCE has been an amazing partner in fulfilling that mission.

Since the beginning we have worked with Jonathan and CCCE to create a flexible, nimble partnership that supports the nonprofit community in San Mateo County and the region. Together we have created a Nonprofit Leadership Program, a not-for-credit certificate course intended for new executives, managers and emerging professionals from the nonprofit sector who wish to enhance their ability to lead and manage. This 13-week program is comprised of 39 total required hours, including 30 hours of core course content and 9 hours of special topic content. Recently, we added a "boot camp" intensive version of the course that can be taken over three days.

"This was a real-world training for executives and managers. it was interesting, fun and highly informative. The networking was an added benefit. it was an excellent investment in my leadership and I am looking forward to additional training through CEN."

As can be seen in the embedded chart, the Nonprofit Leadership Program has served over 85 nonprofit leaders, the vast majority of them being emerging leaders. When we touch one person in a nonprofit we are in turn impacting all of the underserved and at-risk communities that the program participants serve through their nonprofits.

The time spent together to design the program, recruit for it, implement it, and support it has been one marked by outstanding partnership with and support from CCCE. Our entire organization is grateful for the opportunity to partner with Jonathan and the CCCE team to continue to create lasting value for the nonprofit leaders who support the communities we live in and serve!



85+ Leaders Served

- Emerging Nonprofit Leaders
- New Executive Directors
- Board Members
- Sector Switchers & Founders

Sincerely,

Larissa Robideaux, Executive Director
Center for Excellence in Nonprofits
330 Twin Dolphin Drive # 151, Redwood City, CA 94065
Telephone: 650.517.5855

Accessible Coding Training for Diverse Individuals.

Half Tuition Upfront. Half After Securing a Job.

DevJobs Academy

Job-Ready Dev Education.
Increased Diversity in Tech.

CCCE of SMCCCD

DevJobs Academy

Increased Tech Diversity. Job-Ready Dev Education.
Located in San Mateo between San Francisco and San Jose.

Our Mission

Job-Ready Dev Education. Increased Diversity in Tech.
Half Tuition Up Front. Half After You Secure a Job.

DevJobs Academy at SMCCCD is an immersive full-stack program for diverse individuals seeking to hit the ground running as Junior Web or Software Developers.

Our mission is to increase diversity in Tech.

We do this by empowering diverse individuals with high-quality instruction and career preparation support in order to hit the ground running in a new career. Our immersive and supportive learning environment features a high-quality curriculum taught by experienced instructors and mentors rooting for your career success.

Successful applicants pay half upfront, and half after securing a job.

DevJobs Academy is an 18-week immersive program. Beginning with a 4-week online Cornerstone Course, accepted applicants (Fellows) continue into a 14-week immersive campus experience.

During the immersion portion, Fellows learn in-demand programming skills, work on projects to gain practical technical skills and build a portfolio, develop key communication and people skills for team and career success, hone resumes and practice mock interviewing, and present projects on Demo Day to potential employers.

DevJobs Academy helps diverse career changers bridge the gap between college and career in order to hit the ground running in a new career in web design or programming.

Our Program

GUEST SPEAKERS & CAREER COACHING PROVIDED THROUGHOUT THE PROGRAM



DevJobs Academy

Increased Tech Diversity. Job-Ready Dev Education.

Located in San Mateo between San Francisco and San Jose.

Cornerstone Course (online – 4 weeks)

The Cornerstone Course is open to the public and covers 4 weeks (10 hours/week) of learning on topics such as HTML5 and CSS, basic tools and frameworks, organizing code and programming logic, version control, as well as how to apply for DevJobs Academy.

Cost of this course is \$495.* **Fee will be applied toward DevJobs Academy tuition for accepted applicants.*

DevJobs Academy (immersion – 14 weeks)

The DevJobs Academy is open to accepted applicants and covers 14 weeks (45 hours/week) of programming including Computer Science Basics, Learning Labs & Mentoring, Learning Labs & Projects, and Career Readiness.

Cost of this program is \$13,995.* **Cornerstone Course fee will be applied to tuition for accepted applicants.*

DevJobs Academy Syllabus Overview				
Classes run Monday through Friday, 9:00 am – 6:00 pm				
Cornerstone Course	CS Basics	Learning Labs & Mentoring	Learning Labs & Projects	Career Readiness
1. Cornerstone Course (4 weeks) <ul style="list-style-type: none"> HTML5 and CSS Basic tools and frameworks Organizing code and programming logic Version control Applying to DevJobs Academy 	2. Computer Science Basics (2 weeks) <ul style="list-style-type: none"> Database & SQL Object Oriented Development Object Oriented Design Data Structures and APIs Algorithms 	3. Learning Labs & Mentoring (5 weeks) <ul style="list-style-type: none"> JavaScript Python Mentoring 	4. Learning Labs & Projects (5 weeks) <ul style="list-style-type: none"> JavaScript continued Python continued Project development 	5. Career Readiness (2 weeks) <ul style="list-style-type: none"> Communication and people skills Resume writing and online profile Mock interviews Project presentations Demo Day
Our Approach <ul style="list-style-type: none"> Job-ready skills development Expert Instruction Pair Programming Code Reviews Project Planning 				

**Accepted applicants must successfully complete each module in order to continue. Modules may be repeated once at no cost. Failure to successfully complete a module after 2 attempts will result in being dropped from program.*

DevJobs Academy

Increased Tech Diversity. Job-Ready Dev Education.

Located in San Mateo between San Francisco and San Jose.

Application Requirements for DevJobs Academy

Applicants must successfully complete the four-week Cornerstone Course in order to apply for the program. Completed applications will be reviewed for readiness and fit. Cornerstone Course fees will be applied to DevJobs Academy tuition for accepted applicants.

Acceptance Criteria includes:

1. Successful completion of online Cornerstone Course
2. Application Form and Letter of Intent
3. Interview

Program tuition is \$13,500 after deducting Cornerstone Course fee (\$13,995 - \$495 = \$13,995).

Half payment (\$6,750) due upfront. Half payment (\$6,750) due after securing a job! Contact us for payment options. **Cornerstone fee will be applied to DevJobs Academy tuition for accepted applicants. Applicants must bring their own laptop.*

Our Value to Employers



DevJobs Academy graduates (DevJobbers) are ready to add value to your organization on Day 1. Here are great four reasons you should hire a DevJobber:

1. Hire Local

DevJobbers call the Bay Area home. They don't need to be relocated and don't want to leave!

2. Hire Diverse

DevJobbers are a diverse group of women and men. They bring innovative and exciting perspectives to expand your team's vision and opportunities!

3. Hire Ready

DevJobbers are equipped with practical technical and project development skills and a can-do spirit. They love a great challenge and are ready to hit the ground running!

4. Hire Teachable

DevJobbers are teachable and ready to learn. They are eager to fit into your culture and workflow and begin adding value to your organization!

In other words, DevJobs Academy graduates are local, diverse, ready, and teachable. Hire a DevJobber and add value to your organization on Day 1.

DEVJOBS ACADEMY INITIAL CONCEPT RESEARCH

It has been illuminating to have spent the last 2 months engaged in garnering feedback from local employers and industry experts about DevJobs Academy and I would like to share with you some insights gained from these interviews along with my recommendations for consideration.

This was an exciting project. San Mateo Community College District (SMCCD) wants to build stronger relationships with local employers so that its graduates find employment and add value to employers. To that end, the SMCCD is designing a full stack DevJobs Academy to train aspiring entry-level web developers and software developers and as a first step, SMCCD wants to have a clear understanding of what type and what specific companies it should connect with to build a strong partnership and to determine how aligned the new boot camp is to employer hiring goals. I hope that this memo not only helps clarify how some local employers view your initial design but also engages them from program iteration to launch.

Before I dive into summaries, highlights and considerations, I want to set context for the process and agenda.

- I have interviewed leading experts in the field and conducted online research to learn more about the requirements for entry-level web and software developers, probe experts for feedback on the Academy curriculum, explore the fit between DevJobs Academy graduates and hiring needs, and generate engagement for future phases of work.
- I reached out to 17 industry experts and hiring managers but due to summer holidays and work travel schedules could not get most interviews scheduled before deliverable deadline. I recommend we continue outreach with these folks even after this first phase of work is complete.
- I interviewed 8 experts for 30-minute phone calls where I asked interviewees to focus on a) feedback on the Cornerstone Course (Cornerstone) and the DevJobs Academy (Academy) and b) sharing what their entry-level hiring needs were.

I thought it would be helpful to share project highlights and my recommendations, along with a reminder of the guiding questions that drove this project, questions that I have for SMCCD regarding goals and future work, highlights from the interviews, initial outreach ideas for whom to connect with, and an appendix with some useful resources.

This memo is organized as follows.

Links are hyperlinked to bookmarks within this memo for ease of search.

- [Project Highlights & Recommendations](#) - A summary of the project, the boot camp marketplace, and some recommendations for SMCCD to consider for future program iterations.
- [My recommendations](#) - Specific recommendations I have for SMCCD to consider, based upon interviews and boot camp research.
- [Project questions](#) - SMCCD set forth specific questions that they wanted answered within the scope of this project. In this section, I have reiterated those questions as well as briefly answered them.
- [My questions](#) - Outlined here are some questions that I have for SMCCD to think about as it thinks about future iteration, curriculum, content scaffolding and, ultimately, program launch.
- [Interview highlights](#) - 8 interviews were conducted and the highlights of these conversations can be found here.

- **Outreach** - As we think about the next phases of work, SMCCD will need to expand its pool of friends, community partners, and corporate advisors and engage them in the work of DevJobs Academy. I have begun brainstorming a few candidates that we could consider reaching out to.
- **Appendix** - Here is where I have added some interesting resources for exploring other boot camps as comparison and also a list of potential employers by sector located regionally for which we could develop an outreach plan.

Project Highlights & Recommendations

The marketplace for boot camps and other programs to quickly upskill workers in web and software development is vast and varies in content, time allocation, and quality. In an effort to be more responsive to local labor market needs and to equip its students with employable skills, SMCCD wants to create DevJobs Academy - an 18 week program that blends online learning with in-person classroom experiences and couples critical content with project-based learning.

There does not seem to be any direct competition to DevJobs Academy in the current marketplace. I spent some time doing a quick scan of the other players in this space and found that while there are [a host of other local coding boot camps](#) that appear to offer similar services - HackBright Academy, Dev Boot camp, Hack Reactor, General Assembly - none of them match all of the features of DevJobs Academy. Most of these existing boot camps are more expensive, longer in duration, take place in-person, and require prior coding experience. An important value proposition for SMCCD - and one that should be marketed to potential applicants, corporate sponsors, and teaching staff - is that DevJobs Academy in its current form is open to all community college students, requires no prior experience, and covers both frontend and backend languages to create a full-stack, employable web or software developer.

Based on the interviews and my experience, I want to spotlight a few recommendations that I hope will influence the next iteration of this program.

Here are my recommendations for considerations:

- **Projects** - Project-based learning is one of the best ways to apply learnings to something that can be demonstrated. I highly recommend that SMCCD consider embedding projects and other demonstrable activities and exercises throughout both Cornerstone and the Academy from Day 1 until graduation.
- **Time allocation** - Particularly for Cornerstone - and assuming no prior experience - 10 hours a week for 4 weeks is simply not enough time to conceptually grasp HTML5, CSS and JavaScript let alone understand it deeply enough to demonstrate proficiency. Every person I interviewed shared that learning coding for the first time is difficult, intensive, and unlike anything they had ever done before. They all felt strongly that 40 hours across 4 weeks is an inadequate amount of time to learn - even quickly - these languages and concepts and that the initial learning curve takes a long time. Several interviewees suggested doubling the time across both Cornerstone and Academy.
- **Career Readiness content** - In addition to the resume writing and interview preparation, I would want to see students contributing to open-source projects by opening a GitHub account and actively seeking out, contributing to, and having their source code accepted. In addition, the SMCCD should also ensure that students create and/or update their LinkedIn profile that displays

their Learning Lab projects as well as outlining their coding proficiency so that employers and recruiters can connect to them.

- **Restructuring Career Readiness** - From my experience working with engineers, coders, and developers, I know that soft skills are critical to success in the workplace and often are the deciding factor in companies offering employment. I believe strongly that much of the Career Readiness content needs to be overlaid and embedded throughout the Academy from Day 1. Not only will this ensure that these soft skills are being ramped up and scaffolded appropriately, but it also may free up some additional time to redistribute earlier in the program when challenging content is initially being taught. Specifically, communication and collaboration skills, mock interviews (non-technical), and practice with project presentations need to take place starting Day 1 of Academy. After Demo Day, the SMCCD probably needs no more than 1 week to focus on resume writing, building a LinkedIn profile, and preparing for technical interviews.
- **Corporate partners** - I believe, based on the time it takes to initiate and secure sponsorship and partnership, that large, global companies like Google and Facebook should not be the priority partners for this program. Instead, I recommend focusing on small and mid-tier companies, as well as startups, to develop strong, meaningful relationships where, ideally, SMCCD is able to leverage not only the company's financial investment but perhaps more importantly their expertise through mentorship and coaching.
- **Cost** - While Cornerstone seems very reasonably priced at \$495, DevJobs Academy is far more expensive at \$13,995. Even with the Cornerstone fee deducted (\$13,500) and half of the remaining cost to be paid upon employment (\$6750), paying \$6750 upfront seems like it would be challenging for most SMCCD students. SMCCD should consider alternative ways to offsetting costs - be it corporate sponsors that pay for materials and lend expertise, grants and philanthropic donations, and/or corporate partnerships that cover tuition fees in exchange for guaranteed employment for graduates.
- **Prerequisite skills** - For entry into DevJobs Academy, SMCCD may want to consider non-Cornerstone applicants who can demonstrate proficiency/mastery in Cornerstone content.

SMCCD PROJECT QUESTIONS

SMCCD had some specific questions that it wanted me to address. While I aim to do a deeper dive throughout this memo, I would like to quickly address them here.

1) Who are the local employers the SMCCD desires to partner with?

- While there are a host of local employers - across sectors - that have hiring needs in web and software development, the SMCCD wants to focus on a handful of specific sectors, namely tech, software and e-commerce.
- Given the arduous sales cycle to close a partnership in global companies - and that most entry level work at Google and Facebook comes from outsourced contract workers - I believe the SMCCD should focus on small to mid-tier companies that are based regionally, looking to hire locally, and are interested in community college efforts. These companies include startups and others like Synopsys, Meru Networks, Brocade, LAM Research, Infinera, Solar City, Neustar, and Marvel.

2) Within these companies, what are the specific requirements for entry-level web and software developers?

For entry-level work, most of these companies require the following. Companies seemed less concerned about an entry-level developer knowing multiple specific coding languages but rather were more interested in knowing that a baseline proficiency is established from a reputable source, that there is a strong portfolio of work, and that the person is motivated to learn more, eager to contribute, and coachable. The feeling across the board was that employers will train its workers in specific coding languages that fit best with their products and that employees simply need to have the eagerness and aptitude to learn.

Across most companies, these are the critical requirements for entry-level web and software developers:

- Analytical skills
 - Ability to problem-solve
 - Ability to critically think through challenges
- Coding proficiency
 - JavaScript and other frontend languages
 - SQL and other backend languages
- Portfolio of work
 - Online projects
 - For developers, open-source work via GitHub account
 - Samples of code
- Education:
 - College and degree
 - If coming from a boot camp, then an accredited boot camp or one with a strong brand
- Prior relevant work experience
 - Internships,
 - Volunteer opportunities, and/or
 - Paid work experience
- Soft skills
 - Collaborative
 - Adaptable and flexible
 - Coachable / teachable / trainable
 - Is this person a hard worker?
 - Is this person highly motivated and eager to learn and contribute?

3) How aligned to those requirements is the SMCCD boot camp?

It seems like the DevJobs Academy is a good fit and well-aligned in concept to the requirements that companies have. The DevJobs Academy certainly covers most of these concepts so the challenge will be to ensure that these are taught by industry experts in an engaging way, that all of the concepts are covered, and that along the way there are demonstrations of understanding that students can use for their portfolio. Overlaying the curricular structure is the career readiness piece which is critical - every interviewee mentioned how "fit" is a determining factor and that being articulate, friendly, motivated, and coachable is key to adding value.

As it currently stands, in order to perfectly align to employer needs, DevJobs Academy needs to include open-source work via GitHub, determine a way for students to collect and save their projects and samples of code to create a portfolio of work, and ensure that teacher quality across the board is strong and deeply connected to industry practices.

4) What other insights can we learn that can better inform this work?

While I've addressed most of this earlier, I think it's important for SMCCD to realize that designing such a program is truly incredible and positions SMCCD really well for corporate partnerships and community engagement. Industry experts were delighted to see that in general, the content was strong and progressed well from frontend to backend and was coupled with projects and soft skills. The challenge, however, will be to offer high-quality programming within a very short amount of time to students with no prior experience.

MY QUESTIONS

Stepping away from the interviews, the research and my own experience, a few questions start to emerge that I include here for SMCCD to consider.

- What online provider will be used to teach Cornerstone and what support services will SMCCD provide to ensure success?
- What will the application process look like for DevJobs Academy? Who will be screening the applications? How transparent will the selection process be (i.e. are you trying to accept as many students as possible or weed students out)?
- How have you built time into the infrastructure to develop corporate relationships and outreach to experts for mentorship and career guidance *prior* to the program launch?
- Do you plan to have 1:1 mentoring? Will it be online or in-person? How will mentorship be set up - will there be choice by both mentor and mentee?
- Is there infrastructure capability to collect, save and display student projects and samples of code? Could these portfolios of work be used for fundraising and corporate outreach? Who might SMCCD want to share these with?
- What corporate relationships does SMCCD, its Board of Trustees, and other friends of the CCD have already in place that DevJobs Academy can leverage?
- What does a "north star" for this work look like?
- Are there targets or goals for number of students, graduates or employed graduates in place? If so, what are these benchmarked against?

Interview Highlights

The interviews provided insights from a variety of companies, thought leaders, and product teams. Below is a list of the people I spoke with and the organizations they represented.

Interviews At - A - Glance	
Total number of interviews completed: 8	
SECTOR	CONTACT
Tech: Global	Gracie Elqura Technical Program Manager @ Google Former Engineering Education Lead @ General Assembly Former Software Engineer @ Intuit
	Lorne Needle Curriculum Development / People Programs Manager @ Google
	Stephanie Shum Product Manager @ Facebook Former Director of Product Management, Yahoo! (10 years at Yahoo! starting as an engineer)
	Tara Dhillon Former VP of Investor Relations @ NetApp
Tech: Startup - Small Size	Priya Ravindhran Enterprise Sales @ Domo Former Sales Engineer @ Micro Strategy Former Senior Manager of Technical Product @ Neustar Majored in EECS @ UCLA
	DJ Karrenbeld Chief Technology Officer @ Verecho Lead Web Developer @ XP Bytes Full-stack expert
	Marco Wirasinghe VP of Product Management @ LifeLock Former Senior Director of Product Management @ Yahoo!
Ed Tech	Josh Salcman Chief Product Officer @ Practice Former Director of Product Strategy @ Pearson Former CEO of Virtual Nerd

Across the interviews, some common themes and specific highlights emerged that I wanted to share.

- Initial reaction** - “Don’t call it a boot camp” was the main initial response as a reaction to the boot camp marketplace that varies dramatically in quality and does not always have the strongest reputation, so it seems like DevJobs Academy is a strong name to use. Lorne Needle (Google) says that “short-term intensive is a good concept and label. Boot camp is not a good word because the industry in general is not producing ‘Google-ready grads’ so the SMCCD should consider labeling their program as a way to ‘skill up quickly’”. “Aside from naming this program, experts expressed that the curriculum looked comprehensive and graduates would be well-equipped for the workforce. DJ Karrenbeld (Verecho) felt that exposing students to “frontend, backend, basic computer science like data structures, algorithms and SQL is great”. Gracie Elqura (Google, ex-General Assembly) immediately said “this is a really cool program, especially if it’s so accessible and open to everyone.” She also felt that the content was on par with other

- competitive boot camps but that DevJobs Academy seemed more ambitious given the amount of content and limited time, coupled with students coming in with no prior experience. “If people have never seen or touched computer science or code, then this is really tough”, she says. Priya Ravindhran (Domo) was delighted with the program design. She feels that HTML5, CSS, and JavaScript are “the easiest three languages for frontend and usability” and then it makes sense to progress into backend and demonstrate learning through applicable use cases (projects). Lorne Needle (Google) agreed and said that SMCCD is “well positioned” to lead this work since the community colleges have such a strong history of designing programs that are responsive to local labor market needs.

- **Time allocation** - DJ Kerrenbeld (Verecho) felt that for Cornerstone “Two weeks is too short; you might want to combine course 2 and 3 and have back to back education and pair programming.” Priya Ravindhran (Domo) felt that this sounds “really intense” and “overly ambitious” and that DevJobs Academy needs to double the time of the entire program in order to teach this effectively. As she said “The initial learning curve takes a long time. While the first three languages [in Cornerstone] are pretty basic, if you’re not a programmer then it’s really tough.” She would like to see the program restructured so that 8 weeks (frontend) is spent on HTML5, CSS, JavaScript, applicable use cases, and web programming, another 8 weeks (backend) is spent on Python, SQL and applicable use cases and then mentorship and technical interview training takes place in the final 2 weeks. Lorne Needle (Google) felt that the Academy was not long enough for the heavy content being taught.

- **Cornerstone** - As DJ Karrenbeld (Verecho) said “the program will rise or fall based upon how rigorously you are assessing your students. An online course is fine for [learning the] basics but you need to ensure that [students] have fully understood and demonstrated mastery in basic languages before moving on.”
 - **Time** - Gracie Elqura (Google, ex-General Assembly) feels strongly that Cornerstone needs to be a fulltime, all-day, everyday program. In her words, “Four weeks is fine but they need more hours.” She shared how General Assembly’s web development class was completely immersive for students and that it was all day, every day, for 12 weeks, covering similar content

 - **Content** - Josh Salcman (Practice) would want to change the emphasis and order of languages taught. His first recommendation is to not lead with HTML5 and CSS, because “if the goal is to be a developer, then HTML5 and CSS are not the things they’ll spend time using...it’s not really code but more of a markup and frontend structure and styling and not functional data processing...if you use Bootstrap [which many companies use], you don’t need to know any of this.” His advice, then, is to lead with JavaScript basics and then do a deeper dive into the Basic Tools and Frameworks where he thinks HTML5 and CSS could be included at a high-level. Gracie Elqura (Google, ex-General Assembly) feels that while HTML5, CSS and JavaScript are essential, it might be a good idea for students to also learn Ruby and Ruby on Rails (which could be interchanged for other backend technology like Python and Django).

- **DevJobs Academy** - In general, feedback on the Academy was positive with people expressing that the order of learning from frontend to backend seemed like a reasonable progression.

- **Time** - Gracie Elqura (Google, ex-General Assembly) feels that Computer Science Basics is “really short” and that two weeks is “really pushing it”, but she felt that the 5 week Learning Lab was an appropriate amount of time to create a strong project.
- **Content** - Josh Salcman (Practice) was curious about why mentoring was called out specifically in “Learning Labs and Mentoring” as he feels strongly that mentoring should be overlaid throughout the program. Gracie Elqura (Google, ex-General Assembly) feels that the Academy begins on the right note with Computer Science Basics. She says the biggest feedback she would get from employers who hired General Assembly graduates was that students did not know computer science fundamentals. Students knew how to code and use specific languages but they did not have a foundation of data structures and algorithms, so she is happy to see that included in the Academy. She also thinks that “Database and SQL” does not need to be taught separately but can be merged into the backend technology part of the course. Priya Ravindhran (Domo) wants to caution the SMCCD that Python and SQL are “heavy-duty” languages that would be even more challenging for students with no prior experience.
- **Progression** - Josh Salcman (Practice) feels that APIs do not belong in the beginning of the course unless it is presented in a very basic way with an introduction to what an API conceptually is. He feels like an “Intro to APIs” could even be moved into Cornerstone and/or that the program should revisit APIs once coding proficiency has been established. As he says, “You can’t make use of an API unless you’ve done more coding.” He would also include Intro to Agile / UX in the Learning Labs & Mentoring program and asks that the projects utilize agile methodologies and UX.
- **Projects** - Every interviewee wants to see projects embedded more deeply into the program from Day 1. Marco Wirasinghe (LifeLock) says “There should be project-based learning from the start [so that] students have the chance to create, learn, and demonstrate their knowledge and that [SMCCD] can see how effective it has been in teaching concepts”.
- **Gaps** - Josh Salcman (Practice) felt that there were big gaps in agile workflow, UX, and QA. He said that the students “don’t need to be awesome at this but they need the introduction so that when they’re working they can interact with designers, QA folks and other teams involved in the process...Plus, they need to develop judgement and a baseline understanding of these basic principles.” Stephanie Shum (Facebook) asks that SMCCD consider adding additional concepts to the curriculum to help ensure that companies like Facebook take a closer look at these applicants. She mentioned that she would like to see the following added: Ethics and Privacy, Security Basics, and Site Reliability.
- **Career readiness / soft skills** - Every interviewee was appreciative of the fact that there was such focus on preparing students for employment. However, several people mentioned that SMCCD should interweave the soft skills throughout the program and not just tack it on at the end. Gracie Elqura (Google, ex-General Assembly) felt that this would help students “ramp up throughout the program and not have to scramble at the end.” Priya Ravindhran (Domo) says, “too often, career readiness is in a corner divorced from the technical rigors of the role, so we need to embed it better.”

Outreach

I have started brainstorming potential industry experts who could be strong partners to DevJobs Academy and to its students.

ADVISORY	HIRING	MENTORSHIP
Kimberly Meek VP Executive Office @ SAP	Mike Winston , Director of Kids Technology Innovation @ Google	DJ Patil U.S. Chief Data Scientist @ The White House (Obama administration)
Mo Fong Director of K12 Education @ Google	Stephanie Shum Product Manager @ Facebook	Josh Salcman Chief Technology Officer @ Practice
Amir Rao CEO and Studio Director, Supergiant Games	Anna Binder Head of People Operations @ Asana	Anisha Vaswani Vice President of Enterprise Systems @ Box
Gracie Elqura Technical Program Manager @ Google	Guy Berger Economist @ LinkedIn	Ken Ebbitt Cloud Product Manager @ Google (will start October end)
Marisa Kaplan Research Project Manager @ EdSurge	Maneesh Arora Product Manager @ Lyft	AJ Thomas Senior Director of Talent @ Ten-X

In summary, this has been a unique opportunity to have shared this initial program design with experts in the field to garner their feedback and engage them in this work. I look forward to your feedback and seeing how this helps shape future strategy.

Appendix

1) Resources to explore

- Google's developer training site [web developer section](#). At quick glance it looks like it assumes learners have completed certain pre-reqs (i.e. what DevJobs Academy would teach), but may be worth drilling down to specifics.
- [Udacity's front-end web developer nanodegree](#) to compare curricula.
- Here's the first course Google (led by Lorne Needle) built on [Coursera with Duke, Programming Foundations with JavaScript, HTML and CSS](#). Click on 'More details' to see the week by week syllabus.

2) List of local employers by sector

SECTOR	EMPLOYER
Tech	LinkedIn Synopsys Polycom Asana Apple KLA Tencor Box VMWare Okta SAP Supergiant Games
Education	Coursera Udacity Santa Clara County Office of Education San Mateo County Office of Education
Energy	Solar City SunRun Tesla
Finance	Technology Credit Union Wells Fargo Bank of America
E-Commerce	Sephora Amazon



OMIDYAR NETWORK

A WORLD OF POSITIVE RETURNS

October 31, 2017

Tom Bauer, Vice Chancellor
Enterprise Operations
San Mateo County Community College District

Dear Tom:

On behalf of Omidyar Network, I am pleased to provide this letter for Jonathan Bissell and Aditi Goel in support of the work they are doing through Community, Continuing and Corporate Education to design and launch DevJobs Academy.

Omidyar Network is a philanthropic investment firm that invests in entrepreneurs and their visionary ideas to create opportunities for people to improve their own lives, their communities and the world around them. As such, we are often presented with completely formed concepts that do not allow for iterative feedback and improvement. We are particularly pleased, therefore, with Jonathan and Aditi's openness to industry feedback and input, and their commitment to designing an industry-informed Academy. We are confident that their approach will go far in providing the tech sector with a much-needed, diverse talent pipeline of students. We are also pleased with their plans to equip Academy participants with both technical and soft skills, giving them the career readiness and job placement support needed for gainful employment and meaningful impact within the industry. Those elements, combined with student mentoring by engaged employer partners and critical pedagogy in tech's ethical responsibilities to society, will make DevJobs Academy an outstanding communal resource.

ON takes calculated risks at the early stages of innovation, investing in both non-profits and for-profits, helping to transform promising ideas into successful ventures. We believe DevJobs Academy to be just such a promising idea. As an active investor, we are able to offer more than just financial support. We provide vital human capital capabilities, from serving on boards to consulting on strategy, and coaching executives to recruiting new talent. We connect promising investees to entrepreneurial visionaries with business know-how. We also leverage the tremendous capacity of technology to go beyond incremental improvement and make significant, widespread impact.

As we delve deeper into DevJobs Academy, we are excited to explore support for this initiative, to increase employer engagement opportunities for the Academy and to shape both the program participants and the industry into which they will eventually be placed.

Thank you for the work you are doing through Community, Continuing and Corporate Education on behalf of underrepresented members of our community. We look forward to seeing the fruits of your efforts.

Sincerely,

Yoav Schlesinger
Chief of Staff | Technology and Society

¹ Research shows that more diverse teams deliver higher profits, more creative and ethical products, and more innovative offerings – all critical elements of a thriving technology sector.



October 31, 2017

Tom Bauer, Vice Chancellor
Enterprise Operations
San Mateo County Community College District

Dear Tom:

I am writing in support of Jonathan Bissell and DevJobs Academy, an initiative of the office of Community, Continuing and Corporate Education (CCEE).

As CEO of a local tech company and a member of the California Workforce Development Board I have seen firsthand the desperate need for more programs like this.

Competition for developers and other tech professionals is fierce throughout the Bay Area. There is a shortage of professionals that have the skills tech companies are looking for today. Additionally, we need programs that focus on students from diverse backgrounds especially those underrepresented in the tech industry today. My company, Lex Machina, for example has hired four women through Hackbright Academy which takes women with little or no coding backgrounds and trains them. All four are now among our best engineers.

DevJobs is well thought through and is the product of a tremendous amount of research and conversations with industry to make sure the program is aligned with the hiring needs of local companies.

I enthusiastically support this effort and any others like it to build the career pathways for diverse communities into the local tech economy.

Sincerely,

Josh

A handwritten signature in blue ink, appearing to read 'Josh Becker'. The signature is fluid and extends across the width of the page.

Josh Becker, CEO

**CHAPTER 6: Educational Program
BOARD POLICY NO. 6.90 (BP 4400)**

**BOARD POLICY
San Mateo County Community College District**

Subject: 6.90 Community Education Classes
Revision Date: 10/09; Reviewed 3/15
Policy Reference: Education Code Section 78300

1. The Board of Trustees authorizes the offering of fee-based ~~community education~~ courses and programs in a “not ~~for credit + for credit~~” mode to respond to community and institutional needs through the Community, Continuing and Corporate Education Department.
 2. The ~~Colleges of the~~ District may offer community, continuing and corporate education or personal enrichment classes in subject matter areas that, in content or depth of treatment, are appropriate to supplement not appropriate for college credit but are appropriate to the functions and academic mission of the Colleges and District, and have broad community appeal or fulfill a specific and significant community ~~educational, educational~~ or service need.
 3. A ~~community~~ Community, Continuing and Corporate Education class may qualify for continuing education units (CEUs) upon certification of a specified minimum number of hours of instruction approved or accepted by State licensing or regulatory agencies and/or professional associations.
 4. ~~Community, Continuing and Corporate Education~~ classes, programs and activities shall be adapted to the needs, interests and desires of various segments of the community served by the District and shall draw upon the various resources represented in the total academic community of each College. ~~Close liaison and cooperation shall be maintained with interested community groups in the planning, organization and implementation of these programs.~~
 4. A list of new Community, Continuing and Corporate Education classes and programs will be provided to the District Academic Senate president by the Executive Director or their designee via e-mail.
 5. Community, Continuing and Corporate Education offerings shall be closely coordinated with the College President to avoid unnecessary duplication and to prevent problems relating to the use of facilities. Potential conflicts between the programs that cannot be resolved by the College President and the Vice Chancellor of Auxiliary Services and Enterprise Operations will be referred to the Chancellor.
- 5.6. Criteria for Community, Continuing and Corporate Education ~~community education~~ classes:
- a. The community education program determines that the instructor ~~of record~~ has a demonstrated expertise in the subject.
 - b. The class shall not require an official student performance evaluation although student evaluations are often conducted at the conclusion of each class, program or activity.
 - e. ~~The class shall be coordinated with appropriate College administrators.~~

~~d. The class shall not unnecessarily duplicate local adult education and recreational programs.~~

~~e.c.~~ The class shall require formal registration.

~~6.7. Classes and programs Community education~~ may be offered at various locations in the county to achieve geographical balance in program offerings.

~~7. Fee-based community education classes, programs and activities shall be self-supporting. Students involved in community education classes shall be charged a fee(s) for the class, program or activity not to exceed the cost of maintaining the classes, to ensure the overall viability of the program. Classes may also be offered for remuneration by contract or with contributions or donations of individuals or groups.~~

~~Registration fees and instructor remuneration shall be calculated based upon total direct and indirect costs of the program involved and the anticipated enrollment.~~

~~8. Instructor compensation, class fees and any materials fees will be negotiated with the instructor and established by Community, Continuing and Corporate Education.~~

~~9. Community education offerings shall be closely coordinated with appropriate College administrators to avoid unnecessary duplication and to prevent problems relating to the use of facilities.~~

~~9. Community, Continuing and Corporate Education may provide customized training to companies, organizations or cohorts. The process may involve creation of new courses, revision of existing course outlines, special assistance with registration and assessment, or consultation to define specific training needs. In recognition of these special activities, the College may contract with the company or organization to deliver specified services. These contract education activities are generally closed to the public.~~

~~10. Community, Continuing and Corporate Education will offer not-for-credit, customized programs to support workforce development efforts at the colleges including the creation of programs working with college staff that begin as not-for-credit programs and development into credit programs offered by the college.~~

~~10.11. The Board shall approve community education offerings each semester. The Board shall approve Community, Continuing and Corporate Education offerings. Additionally, the Chancellor or his/her designee shall establish procedures to provide guidance on the day to day operational guidelines for the program.~~