

DE-MYSTIFYING DREAM CENTERS: A Guide to Establishing Support Services for Undocumented Students (SSUS) on Your Campus

INTRODUCTION

The idea of a fully established Dream Center/Undocumented Student Support Services Program can often seem costly and overwhelming. However, there are many *free*, tangible steps that individuals and groups of individuals can take to build SSUS programs. The goal of this short guide is to provide campuses with benchmarks to establish their own SSUS.

This guide was created to share critical steps for building undocumented student support services with campuses who feel that they do not have the funding or staffing and need a place to start. The guide also aims to “De-Mystify” having a Dream Center/SSUS through the creation of tangible benchmarks. Campus partners will then be able to utilize these benchmarks to advocate for a coordinator and space, eventually building up to “The Three Pillars of a Successful Undocumented Student Support Services Program”, which is pictured below:



The importance of “The Three Pillars” is that collaboration is key to building a strong SSUS program with (among other things) the student club providing the student voice and guidance on student needs, the coordinator taking care of day-to-day support and case management, and the task force supporting with institutional barriers and programming.

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ABOUT THE AUTHOR

Undocumented student services on a campus can be vital to the retention and success of undocumented students. Unfortunately, I have found that a lot of college campuses do not implement services due to lack of a dedicated undocumented student coordinator position, program budget, or a designated space. However, it is entirely possible to build a program without any of the above-mentioned things. San Francisco State University was my first experience in seeing what a successful SSUS Program could look like. For years, they had run a successful Task Force, had an undocumented student club, year-round programming, and even a scholarship designated just for undocumented students-and all of this was done without institutional funding, a designated space, or a full-time coordinator.

Shortly after I left San Francisco State, I was hired as a short-term, temporary “Dream Center Staff Assistant” at Skyline College. I was lucky to have a dedicated space, but I was working part-time with no benefits and no budget. Thankfully, I was able to use a lot of the lessons I had learned from San Francisco State to build up a strong SSUS Program without funding or full-time hours. Eventually, through using the benchmarks detailed in this guide, the program was strong enough for me to advocate for the Dream Center Staff Assistant position to be reclassified as full-time staff in a coordinator position. However, it took over a year of programming, data tracking, and utilizing many of the other steps in this guide to get to that point. Through the establishment of the three pillars, my program now has the steady foundation to support students more holistically with student voice at the forefront.

I also currently facilitate a group for undocumented educators working in higher education as first-generation professionals. This group utilizes collective knowledge to create a space of healing and share strategies for self-care and professional development. I hope to continue working to empower undocumented students through my work now and in the future.

-Pamela Ortiz-Cerda, Dream Center Coordinator, Skyline College

BENCHMARKS* FOR BUILDING A STRONG SSUS PROGRAM

*These benchmarks are in a suggested order but do not have to take place in a linear fashion.

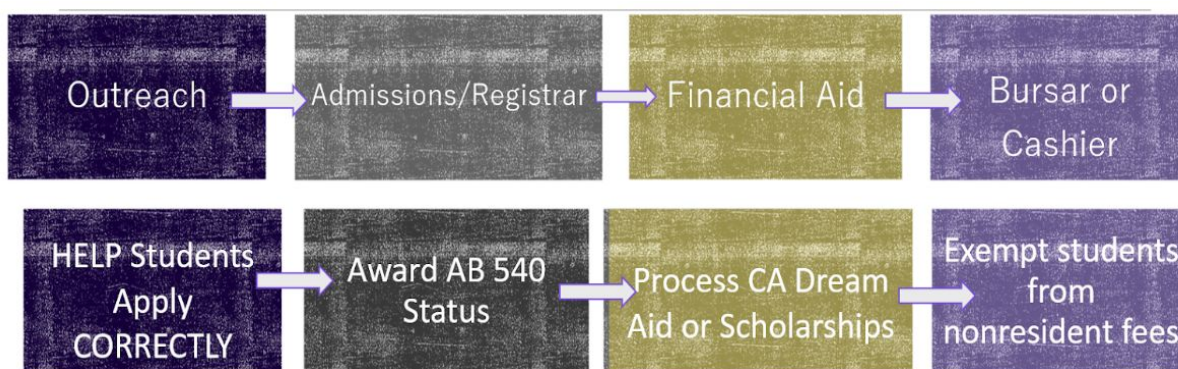
BENCHMARK 1

Host a “Train the Trainer” UndocuAlly training on your campus and invite key campus partners.* Continue to host regular UndocuAlly trainings on your campus, including departmental trainings.

Actors: Any staff, faculty, or administrator who can coordinate the invitations to the training for both the trainer and campus partners *or* dedicated staff member if the position exists on your campus. See Appendix I for more Key Campus Partners.

These trainings serve multiple purposes. First, they provide staff, faculty, and administrators across campus with the basic knowledge they need to support undocumented and mixed-status family students. Second, they are a great way to transform the campus climate over time by increasing awareness, understanding, and debunking myths regarding undocumented students.

Be sure to invite representatives from all front-line departments that directly impact undocumented student matriculation including admissions and records, bursar/cashiers, financial aid, and outreach.



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*This step does not require a dedicated staff, budget, or dedicated space

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BENCHMARK 2

Create an Undocumented Student Task Force with key campus partners*

Actors: Staff, faculty, and administrators who were trained in Benchmark 1 (or dedicated staff member, if the position exists on your campus). See Appendix I for Key Campus Partners.

An undocumented student Task Force is a group of staff, faculty, and administrators who meet monthly to understand what challenges undocumented students face due to campus policies, campus climate, etc. They then work together to create solutions and increase campus accessibility for the undocumented community through advocacy, policy changes, programming, and other creative solutions. Task forces also help with the institutionalization of SSUS because it gets folks from across campus involved and informed.

Duties that Task Force members can share/split while establishing a program and advocating for a coordinator are outlined in subsequent benchmarks.

*This step does not require a dedicated staff, budget, or dedicated space

BENCHMARK 3

Establish an Undocumented Student Club*

Actors: Members of the Task Force from Benchmark 2 (or dedicated staff member, if the position exists on your campus) and student leaders. Emerging student leaders often show up to events and are eager to help. Tapping into students that regularly come for services can also be helpful. Although some students can seem shy and reserved at first, with guidance and support many can grow to be strong advocates and leaders.

While there are many club models that are allies/supportive of undocumented students (i.e. MECHA, Puente, Kababayan, etc.), having a club specifically for undocumented students is important. An undocumented student club helps foster student leadership, involvement, and empowerment. An undocumented student club also creates a space where students can freely discuss undocumented student issues and experiences without having to explain or justify their experiences, thoughts, and feelings. Through the undocumented student club, campuses can learn directly from students, and collaborate to create relevant and culturally competent programming. Additionally, it provides community and an additional place for students to find support.

For the purposes of institutionalizing SSUS, I recommended that the undocumented student club advisor not be the school's Dream Center coordinator or the "go-to" person for SSUS.

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Having an advisor who is part of another department will foster involvement from different areas of campus and allow the coordinator to support the club but still give the club a voice that is separate than that of the program.

See Appendix IV for steps on how to establish an undocumented student club.

*This step does not require a dedicated staff, budget, or dedicated space

BENCHMARK 4

Targeted & Protected Outreach and Data Collection*

Actors: Members of the Task Force from Benchmark 2, staff from institutional research or admissions, and/or a campus communications analyst (*and* a dedicated staff member, if the position exists on your campus).

Outreach is pivotal in supporting undocumented students. For students that are missed during the matriculation process, timely information about AB 540/SB 68, the California Dream Act, etc. can make a huge difference in retaining students who are facing financial and institutional barriers. Working with the Admissions Department, Institutional Research or a Campus Communications Analyst can help you send pertinent information to current or incoming students. However, student privacy must always be considered. See Appendix III for information about creating a student query.

Student information is protected by the Family Educational Rights and Privacy Act (FERPA) and the California Values Act (SB 54) and cannot be shared with outside entities without a student's consent. However, it can be used to provide student services, as long as precautions are taken. Privacy precautions such as protecting identifiable student information, using password protection and using a BCC should be used when sending emails to multiple students at once.

Data tracking is extremely useful for proving the necessity and successes of the SSUSS program. It can also be key when advocating for resources and staffing. See Appendix VII for information about data tracking.

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BENCHMARK 5

Build an Online Presence*

Actors: Campus marketing team in collaboration with members of the Task Force from Benchmark 2 (or dedicated staff member, if the position exists on your campus).

In this age, most students use the internet as their main source of information. Many prospective students use college websites to see which schools seem like a good fit, as well as to be able to find important information about their enrollment and matriculation process.

It is important to add undocumented student information to existing campus web pages with relevant student resources (Admissions, financial aid, etc.) Then work on creating an undocumented student specific web page that could include news updates, campus policies, hyperlinked PDF's of important documents (like the AB 540 affidavit), a contact list of allies on campus, a calendar of undocumented student events, undocumented student club information, etc.

It can also be helpful to create accounts on popular social media platforms like Instagram and Twitter to increase channels of communication with students.

See Appendix X for sample websites and social media accounts.

*This step does not require a dedicated staff, budget, or dedicated space

BENCHMARK 6

Host Undocumented Student Events*

Actors: Members of the Task Force from Benchmark 2 (and dedicated staff member, if the position exists on your campus), as well as members of the student club from Benchmark 3.

Undocumented student events are aimed at providing resources for and creating awareness regarding undocumented student support and allow for community building. Regular programming will provide visibility to your SSUS Program, as well as provide opportunities for institutionalization of undocumented student support through cross-departmental collaboration. The Task Force is a great resource for campus collaboration in event planning. Please note that turnout may be small for the first few events but it is important to persist and continue providing these community spaces for students. Students may feel afraid to attend and be "outed," however, regularly occurring events can show students that the campus is supportive, as well

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as create spaces where students that feel comfortable attending can start bringing in other students they may know.

Events like Know Your Rights workshops, healing circles, and student art shows can also empower students to attend future events. Please see section Appendix VI for more event suggestions.

*This step does not require a dedicated staff or dedicated space

BENCHMARK 7

Campus scholarships for undocumented students*

Actors: Members of the Task Force from Benchmark 2, campus foundation, financial aid department (*and* dedicated staff member, if the position exists on your campus).

Ensure that all campus scholarships are open to all students regardless of citizenship status and allow students to use the California Dream Act and not just the FAFSA to document financial need. Often times, scholarship requirements are copied and pasted from one scholarship to the next. Therefore, citizenship requirements on scholarships may be an arbitrary decision that can be reversed which will create more access for undocumented students.

Speak to your campus foundation about the possibility of having them create and partner in fundraising towards a dedicated scholarship for undocumented students. Staff & faculty often can do monthly paycheck deduction donations for the scholarship fund. Another potential funding source is the student government on campus. Additionally, the Task Force can collaborate on planning fundraising events throughout the year.

*This step does not require a dedicated staff, budget, or dedicated space

Benchmark 8

Advocate for a full-time SSUS coordinator*

Actors: Members of the Task Force from Benchmark 2 and student club members from Benchmark 3.

Involvement from students, staff, and faculty is pivotal in advocating for a dedicated position that has support for undocumented students written into their job description. Additionally, data tracking and accurate numbers are vital in proving the need for a position. Research what your

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campuses' version of the ideal position for a coordinator is (i.e. program coordinator, student services specialist, etc.) Create a strategic plan tailored to your campus' mission detailing the events, programs and services you would like to provide as well as the campus outcomes that would come from these. Tailor the strategic plan to fit the duties of the position level that you are aiming to fill. Utilize the data gathered from events, AB 540 Affidavits, California Dream Act Applications, and data from Benchmark 4 as solid evidence of the campus' need for this position. Student storytelling and testimony should also be presented, as it can often be incredibly powerful and illustrates the tangible need for SSUS.

*This step does not require a dedicated staff, budget, or dedicated space

BENCHMARK 9

Create a school strategic plan for SSUS to present to campus leadership (VP of Student Affairs/Student Life, VP of Enrollment, or VP of Student Services, etc)*

Actors: Members of the Task Force from Benchmark 2 (*or* dedicated staff member, if the position exists on your campus) and student club members from Benchmark 3

A strategic plan illustrates the benefits of having SSUS on campus, as well as the need for a coordinator. Include your objectives. For example: Provide culturally relevant and equity-minded student support services to ab 540, undocumented, and DACAmended students and community members; activities planned to meet the objective; the timeline to achieve these objectives; who the person responsible is (coordinator, task force, student club, etc.); measurable outcomes; and the resources you will need to accomplish them. *See section IX for an example.

*This step does not require a dedicated staff, budget, or dedicated space

BENCHMARK 10

Advocate for a dedicated space for on campus*

Actors: Members of the Task Force from Benchmark 2 (*and* dedicated staff member if the position exists on your campus) and student club members from Benchmark 3.

It may take a long time to be able to get an adequate space, as most campuses have limited spaces available. Advocating should be a collaboration between staff, faculty, and students with student voices being the biggest component. It can be helpful to take a tour around the campus and identify spaces that are not being used and spaces that are ideal. Additionally, consider



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what kind of spaces similar programs have on campus, if any. It is also important to consider campus climate and what type of space the students need to feel both safe and empowered.

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APPENDIX:

I. Key Campus Partners

Campus Partner	Reasons for Partnership
Admissions and Records	AB 540/ SB 68 and Matriculation, Residency Queries for Outreach
Financial Aid	California Dream Act, Scholarships
Cashier's Office/Bursar	Tuition payments and reimbursements
Outreach	Connections with local high schools and opportunities
ESL	Shared students
Career Center	Entrepreneurship Guidance
Psychological Services	Culturally competent mental health support
Student Life	Collaboration for campus programming and events
EOPS	Additional support available for AB 540 students
Equity	Programming collaboration and possible funding source
Academic Counselors	Have key interactions with students, especially regarding transfer and financial aid
Transfer Center	Navigating transferring for undocumented students
Learning Communities (If any)	(Ex: Puente, Kababayan) Intentional campus inreach.
Adult School Liaison (If any)	Facilitate support and collaboration regarding incoming SB 68 students.
Campus Basic Needs Support (If any)	Supports like food pantry and other basic needs that low-income undocumented students may need
Legal/Paralegal Program (If any)	Support in creating a legal clinic or events like "Know Your Rights" Trainings
Campus Crisis Manager (If any)	Can support in case of detention/deportation of a student or their family member
Administration, Especially in Student Affairs	Support in advocating for campus policy changes
Academic and Classified Senate representatives	Support in advocating for campus policy changes
Associated Students	Support with student engagement, funding, student organizations.

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II. Key Community Partners

Community Partner	Reason For Partnership
Trusted Legal Agency	Free/ low-cost, accessible legal support, DACA support
Local Health Clinic	Free/low-cost health care/ mental health
Local Adult Schools	Prospective SB 68 Students
Local High Schools	Prospective undocumented students

III. Undocumented Student Outreach

Creating a List-Serv Of Undocumented Students.

In California, Student information is protected by the Family Educational Rights and Privacy Act (FERPA) and the California Values Act (SB 54) and cannot be shared with outside entities without a student's consent. However, it can be used to provide student services, as long as precautions are taken. Privacy precautions such as protecting identifiable student information, using password protection and using a BCC should be used when sending emails to multiple students at once.

Method	Upside	Downside
Using CA Dream Act Data	Easily accessible for FinAid staff	Many students do not apply for the CA Dream Act
Using AB 540/SB 68 Data	Easily accessible for admissions and records staff	Not all student are aware they have to submit an affidavit. Some AB 540/ SB 68 applicants are US citizens. Not all undocumented students qualify for AB 540/SB 68.
Using residency queries or information from Institutional Research	More accurate, includes non AB 540 students.	May require help from campus' institutional research office.

IV. Building an Undocumented Student Club

Fostering student voice, leadership, and participation is pivotal to a successful SSUS program. An undocumented student club is a great way to begin building student engagement and empowering the on-campus undocumented community. While we as service providers may want the club to function in a specific way or serve a specific purpose, it is important to allow the students to have agency over how they want the club to function. For example, while some

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students may immediately gravitate towards activism, other students may feel that their biggest need at school is a place for community and healing and tailor the club to function in that way.

If your campus does not have a Dream Center, it is important to allocate a classroom or space from a reliable campus ally that will allow the club to have weekly meetings.

The list-serv from section IV can be extremely helpful in the outreach necessary for a student club. One way to gain interest is to have an “informational event” with food where students can learn about other school’s undocumented student club models and brainstorm as a group for what they want their club to look like and identify how the club can best serve their needs.

If you are working at a California Community College, because there is such quick student turnaround, it is important to work with students to create a strong constitution and bylaws that will allow the club to be sustainable. It is also important that the person who becomes the advisor is able to actively participate in the meetings and help advocate with the students as well as provide stable guidance and support. See Appendix X for a sample club constitution.

V. Effectively Implementing Legislation

Legislation	In Effect Since	Corresponding Department	Legislation Benefits:
AB 540 AB 2000 SB 68	2001 2014 2018	Admissions and Records, Bursar/Cashier	-In-state tuition for those who have completed 3 full-time years in CA schools and have a GED or High School Diploma or associate’s degree and minimum transfer requirements. -Possible access to state financial aid.
AB 343	2018	Admissions and Records	Allows students who have refugee status or special immigrant visas to receive in-state tuition. Waives 1 year+1 day requirements.
California Education Code Sections 76140-76143 Article 9	2010	Admissions and Records	Community college districts may choose to waive non-resident fees to students who take 6 units or less (not including international students).
AB 130 AB 131 “CA Dream Act”	2011	Financial Aid	Access to EOP&S, EOP, state-based financial aid including Cal Grants, Middle Class Scholarships, CA Promise Waiver, State University Grants, UC Grants and scholarships held by the college or

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			university. *Must qualify for in-state tuition to apply
SB 1210 “Dream Loan”	2014	Financial Aid	Access to small, subsidized loans at the CSU and UC. *Must qualify for in-state tuition to apply
SB 1159	2014	Career Services, Programs that culminate in professional licenses (Cosmetology, Medicine, Law, Automotive, etc.)	Allows undocumented immigrants to legally obtain professional licenses.
Family Educational Rights and Privacy Act (FERPA)	1974	Any department that handles student records.	Protects the privacy of student records
California Values Act (SB 54)	2018	Any department that handles student records.	Protects the privacy of student records and prevents campus collaboration with ICE for enforcement purposes

VI. Campus Undocumented Student Support Services Event Suggestions

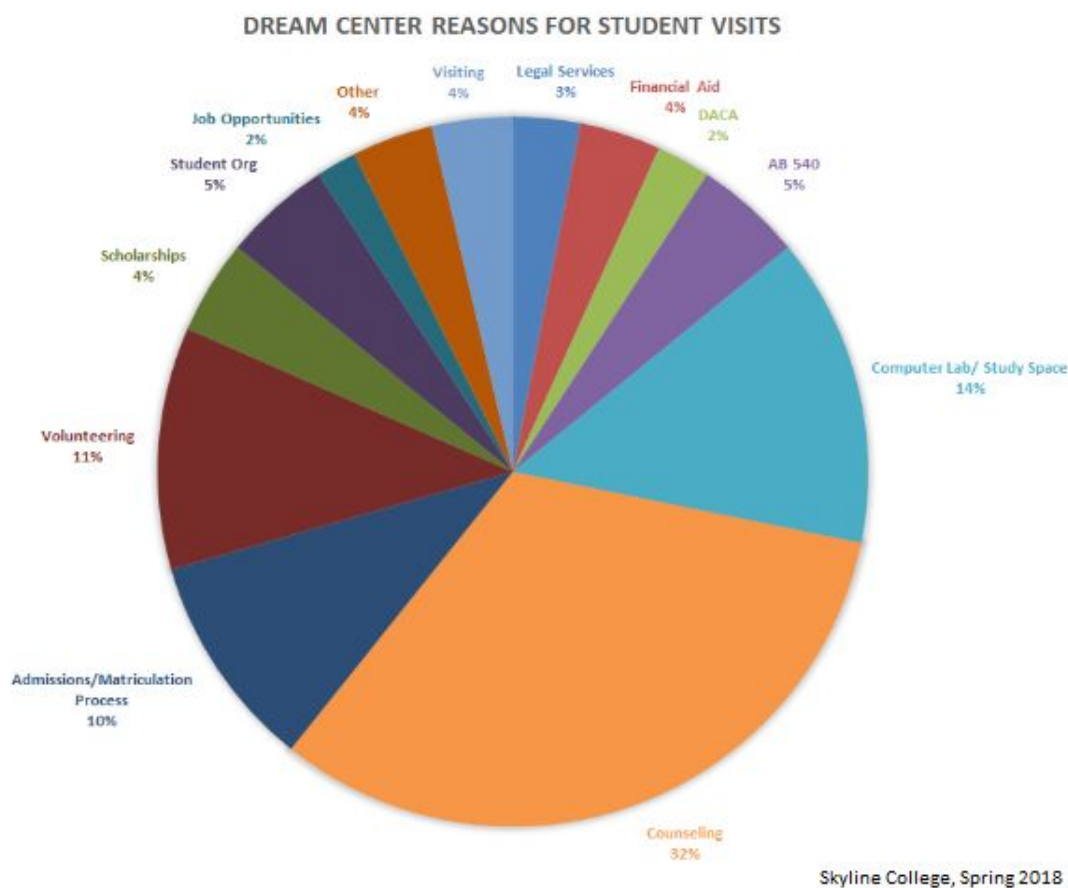
- UndocuTalks (Guided bi-weekly or monthly group conversations)
- Dream Act Drives
- Scholarship Workshops
- Know Your Rights/Deportation Defense Workshops
- Entrepreneurship Workshops
- Undocumented Student Transfer Workshops
- Pop-up Art Show
- UndocuWeek (A week-long series of undocumented students support, awareness, advocacy, and healing events)
- Undocumented Student Orientation
- Undocumented Student Welcome Night
- Undocumented Student Graduation

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VII. Data Tracking

A simple way to track “foot traffic” is through programs that use student IDs. However, students may feel hesitant to leave their name and student ID number. An effective alternative can be to use a Google form on a stationary computer or tablet that only requires using a student’s initials. Google form answers immediately upload and sort responses into an online excel sheet, making it easy to sort through data and create regularly updated charts and graphs.

Below you will find examples of a) Chart Generated by a Google Form and b) Dream Center Sign In By Initials Google Form that I created:



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Dream Center Sign In

This information will be kept private and confidential.

What are your initials? (Example: AE, JS)

Short answer text

Reason(s) for visit?

- ☐ Financial Aid (Dream Act, Scholarships)
- ☐ DACA
- ☐ Admissions (AB 540, SB 68, Applying to School)
- ☐ Computers/ Study Space/ Safe Space
- ☐ Information
- ☐ Student Club
- ☐ Volunteer/ Service Learning
- ☐ Legal Clinic
- ☐ Other...

I am a

- ☐ Current Student
- ☐ Incoming Student
- ☐ Staff/Faculty/Administrator
- ☐ Community Member
- ☐ Visitor
- ☐ Other...

OPTIONAL- If you would like to make an appointment please list your email or phone number and what days/times are best for you.

Short answer text

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VIII. Sample SSUS Program Strategic Plan

Prepared by Pamela Ortiz Cerda

Work Plan

Project Proposal Title: Skyline College Dream Center Strategic Plan

Objective	Activities (What will you do to meet the objective?)	Timeline (What is your target date for completion?)	Person Responsible (Who is the responsible person for completing this objective?)	Measurable Outcomes (How will you know you have reached this goal?) What assessment tools will you use?	Resources Needed (What do you need to make this possible?)
Provide culturally relevant and equity-minded student support services to ab 540, undocumented, and <u>DACAmented</u> students and community members	Direct Services: <ul style="list-style-type: none"> Drop in Services <u>UndocuTrojans</u> Orientation Welcome Night Case Management Personal Counseling Matriculation Assistance 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> Financial Aid Legal Clinic EOPS Planning, Research and Institutional Effectiveness 	Persistence, Retention, Completion rates of students who use services Data Via Partners Surveys	<ul style="list-style-type: none"> Office Supplies Mileage Student Assistants Copies/Production Safe Space
Create programming that will support the special needs of the undocumented community	<ul style="list-style-type: none"> DACA Workshops Know Your Rights <u>UndocuTalks</u> California Dream Network <u>UndocuArt</u> Socials Legal Clinic 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> Skyline Legal Clinic Local non-profits 	Event Participation/Evaluation Qualitative Data Legal Clinic Data	<ul style="list-style-type: none"> Supplies Conference Expenses Student Assistants

Supporting the undocumented community members with financial need Breaking down financial barriers.	Dream Center: <ul style="list-style-type: none"> Scholarship Workshops CA Dream Act Workshops Customized Workshops Referrals Food Distribution Entrepreneurship Workshop Drop-in financial aid support Establishing a campus scholarship for undocumented students 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> Financial Aid Department <u>SparkPoint</u> Food Pantry Financial Coaching EOPS BAEC 	Event/Activity participation/Evaluation Qualitative Data Scholarship Achievement Scholarship Application Numbers	<ul style="list-style-type: none"> Supplies Conference Expenses Student Assistants Food
Provide culturally relevant trainings to create a climate of understanding throughout campus regarding the undocumented community	<ul style="list-style-type: none"> Introducing Dream Center Workshop Train the Trainer Trainings <u>UndocuAlly</u> Training <u>UndocuLiteracy</u> Training DACA 101 	Ongoing, Yearly	PSC, Partner with: <ul style="list-style-type: none"> Equity Division SEED 	<u>UndocuAlly</u> Commitment Sheets Training Attendance Classroom Surveys Continued collaboration with Staff and Faculty	<ul style="list-style-type: none"> Supplies Student Assistants Food

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Foster student leadership and provide a safe space and support through peer to peer empowerment	<ul style="list-style-type: none"> • Train student assistants and student volunteers • provide leadership opportunities using a Social Justice framework • Peer mentor program • Create and maintain undocumented student organization 	Spring 2018, Ongoing Yearly	PSC Partner with: <ul style="list-style-type: none"> • President's Innovation Fund • Center for Student Life and Leadership Development 	Persistence, Retention, Completion rates of students who participate in program Increase in participation of undocumented students in campus events Attendance for undocumented student club meetings	<ul style="list-style-type: none"> • Student Assistants • Travel Expenses
Provide up-to-date information and regular communication with undocumented community members	<ul style="list-style-type: none"> • Emails/Mailing List • Flyers, Brochures • Facebook • Printed Resources • TV Screens • Event Calendar • Website 	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> • Marketing 	Email responses/ students dropping in due to emails Facebook posts interaction Click Data	<ul style="list-style-type: none"> • Production of Copies • Office Supplies
Establishing strong campus and district-wide connections through the	<ul style="list-style-type: none"> • Hosting monthly meetings on campus for the Dream Center Task Force 	Ongoing, Yearly	PSC Partner with:	Task Force Meeting Attendance Collaborative events	<ul style="list-style-type: none"> • Mileage • Food

Dream Center Task Force and the SMCCCD Dream Centers Task Force	<ul style="list-style-type: none"> • Meeting regularly with <u>Cañada & CSM</u> 		<ul style="list-style-type: none"> • Other on-campus departments • <u>CSM & Cañada</u> undocumented student support leaders 		
Create and update resources and curricula.	<ul style="list-style-type: none"> • Dream Center Resource Binder • Dream Center resource table • Dream Center presentations and class discussions 	Ongoing, yearly	PSC Partner with: <ul style="list-style-type: none"> • Immigrants Rising 	Students who visit the center leave with specific and up-to-date resources.	<ul style="list-style-type: none"> • Office Supplies • Copies/Production
Create/Upkeep network of undocumented community support.	<ul style="list-style-type: none"> • Dream Center Coordinator's Facebook group and List Serve • Local non-profits 	Ongoing, yearly	PSC Partner with: <ul style="list-style-type: none"> • California Dream network • United We Dream • Immigrants Rising • La Raza Centro Legal • Local Dream Centers (SFSU, CCSF) 	Collaborative Events Participation in Facebook Group List Serve Communication	<ul style="list-style-type: none"> • Office Supplies • Mileage

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Dream Center Workshops/Trainings:

Date	Title or group/Duration	In attendance
June 14 th 2017	Soc. 100, Rika Fabian (45 min.)	33
August 14 th 2017	Flex Day "Introducing SMCCCD Dream Centers" (1 hour)	101
August 11 th 2017	Non-Resident Tuition Proposal (SMCCCD ESC)	16
August 28 th 2017	Soc. 100, Rika Fabian (45 min)	45
Sept. 6 th 2017	Eng. 105, Lucia Lachmayr (45 min)	27
Sept 6 th 2017	Eng. 105, Paula Silva (45 min)	27
Sept. 7 th 2017	Academic Senate	22
Sept 7 th 2017	Classified Senate	26
Sept. 11 th 2017	Counseling 100, Courtney Mogg (45 min)	27
Sept. 12 th 2017	Counseling 100, Virginia Rosales (45 min)	32
Sept. 19 th 2017	Train the Trainer UndocuAlly Training (3 hours)	18
Sept. 28 th 2017	History 235, Mustafa Popal (1 hour)	49
Oct. 11 th 2017	Flex Day "UndocuAlly Training" (3 hours)	31
Oct. 11 th 2017	Flex Day "DACA 101" Training (1 hour)	29
Oct. 17 th 2017	Supporting Undoc. Students at Skyline College Training (1.5 hours)	7
Running total:		490

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Budget Worksheet

	Description	2017-18	2018-19
2130/3801 (Classified Salary)	Program Services Coordinator (Step 1-3) Includes salary and benefits.	\$44,222.54- \$48,780.90	\$88,445.07- \$97,561.80
4510/4580 (Supplies & Materials)	Supplies Central Duplicating/Marketing (Brochures, Informational sheets, flyers) Programing for events and trainings (Food, supplies, etc.)	\$2000 \$1500 \$2000	\$2000 \$1500 \$2000
(Other Operating Expenses and Services)	Off Campus Events for Students (Conferences, Mileage, Student Conference attendance, California Dream Network, Immigrants Rising/ United We Dream Events)	\$1000	\$1000
Total		\$50,722.54- \$55,280.90	\$94,945.07- \$104,061.80

IX. Sample Undocumented Student Websites

These Undocumented Student Websites contain a broad display of important information and should be consulted as models of the key elements your online presence should include. If you want to use specific content, be sure to contact the schools to ask for permission and give them credit.

School Name	Type of School	Website
Skyline College	Community College	https://skylinecollege.edu/dreamcenter/
Modesto Junior College	Community College	https://www.mjc.edu/student-services/undocumented/
CSU Long Beach	4 Year University	http://web.csulb.edu/divisions/students/dream/
San Francisco State University	4 Year University	https://undocugators.sfsu.edu/
CSU Fullerton	4 Year University	https://www.fullerton.edu/tdrc/

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X. Sample Club Constitution:

IDEAS Student Club at San Francisco State University

Constitution of Improving Dreams, Equity, Access and Success

Article I. (Purpose)

- A. The main purpose of IDEAS is to encourage and empower immigrant students, especially AB540 students, to continue higher education by organizing events that provide them with information on scholarships, legislative updates and resources.

Article II. (Name)

- A. The name of this organization shall be Improving Dreams, Equity, Access and Success also known as IDEAS.

Article III. (Goals)

- A. Encourage and empower students in the continuation of higher education by creating a space where immigrant students are able to voice their concerns and find support among other students.
- B. Create and update an annual scholarship binder for AB 540 students.
- C. Provide legislative updates of issues that affect or benefit immigrant students.
- D. Educate members about the resources available to them and serve as a bridge to them.
- E. Advocate and support immigrant rights and equal access to higher education movements.

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Article IV. (Membership)

- A. Membership shall be reserved to any one who respects and believes in the purpose of IDEAS. Furthermore, membership is entitled to anyone attending three (3) consecutive meetings and /or two (2) IDEAS sponsored events.
- B. To be a member you must complete an application.
- C. Alumni are entitled to lifetime membership if they have been active in the organization for at least one semester.
- D. Only current SF State students who are in good standing with the University may be voting members. Faculty and staff can participate, but not have voting privileges.
- E. Membership in the organization will not be denied to anyone on the basis of race, religion, national origin, ethnicity, color, age, gender, marital status, citizenship, sexual orientation, or disability. The prohibition on discrimination on the basis of gender does not apply to social fraternities or sororities or to other university living groups. (Title 5, California Code of Regulations, Section 41500)
- F. No member of this organization shall engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending this institution (California Education Code, Article 8, Sections 10851-10853)

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Article V. (Officers)

- A. This organization will have the following officers: president, vice president, treasurer, fundraising coordinator, external affairs, and historian.
- B. Term of office shall be one semester, and an officer can serve for unlimited times in the same position.
- C. All officers of this organization are matriculated, currently enrolled students at San Francisco State University. The President and Treasurer of this organization must maintain a minimum overall 2.0 grade point average, must be enrolled in at least 6 units, and must be in good standing with San Francisco State University during their term of office.
- D. In order to remove an officer a simple majority is needed (51%), and must consult adviser before leaving officer position.

Article VI. (Duties of Officers)

- A. The President shall preside at all meetings, be responsible for the approval of any committee, appoint members to vacant officer positions, conduct meetings and delegate responsibilities to the members.
- B. The Vice President shall work along with the president and assume responsibility when the president is not on duty, always with the consent of the President.
- C. The Treasurer shall collect and disburse funds as directed by the organization, make weekly financial reports to the general membership, and strictly monitor the fundraising committee if one exists. The finance chair may not receive any funds under his or her name without prior consent of the officers. Any monetary donations received by the organization should be immediately deposited to this organization's account. If no bank account exists, no monetary donations shall be accepted or received until a bank account is activated. Failure to comply, without a valid excuse as deemed acceptable by the officers of the organization, shall result in impeachment of the finance chair.
- D. Fundraising coordinator shall work with the treasurer and oversee fundraising projects.
- E. External affairs shall be responsible for Associated Students updates in addition to potential allies and sponsors.
- F. The historian shall be responsible for all documentation of IDEAS activities, website and legislative updates.

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Article VII. (Nominations and Elections)

- A. Nominations for office positions will be by the voting members, and elections shall happen at least a week after nominations.
- B. Elections shall occur three weeks prior to the week of Finals of each semester. The election shall be by secret ballot.
- C. The officers shall be elected by plurality where the candidate with 2/3 votes wins the election.

Article VIII. (Advisors)

- A. The organization must have a University advisor. This person must hold at least a bachelors degree and be employed as a faculty or staff member by San Francisco State University. A Graduate Assistant/Intern may assume the advisor role if approved by the Associated Students.
- B. The advisor shall be a non-voting member of the organization.
- C. The duties of the advisor shall be to:
 - a. Assist the organization in fulfilling their mission and purpose.
 - b. Be knowledgeable of the organization's constitution and bylaws and assist the organization's members in interpreting them.
 - c. Be aware of the organization's activities.
 - d. Have one mandatory meeting twice a month with the officers of the organization.

Article IX. (Meetings)

- A. Meetings shall occur at least once a week. The meeting time and date for meetings will be established by the members in each given semester.
- B. Officers may call an emergency meeting when necessary for the completion of unfinished business in addition to the weekly meetings.
- C. Board members (President, Vice President, Treasurer, Fundraiser Coordinator, Historian, and External Affairs) must meet once every two weeks during each school semester to discuss previous work and strategies for future growth.

Article X. (Amendments)

- A. At least two members and one officer shall propose an amendment.
- B. The amendment shall be presented in written form and discussed to the organization two meetings preceding a vote.
- C. Two-thirds of the active membership is required to adopt the amendment.
- D. An amendment may become effective immediately.

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XI. Resources

Name	Website	Resources Offered
Immigrants Rising	immigrantsrising.org	College access, entrepreneurship, Immigration legal intake service, storytelling, fellowships, scholarships
My Undocumented Life	myundocumentedlife.org	Scholarships, college access, general information regarding undocumented issues
DREAMers Roadmap	Mobile App	Scholarships
Immigrant Legal Resource Center	ilrc.org	Legal information and updates, family preparedness plan (deportation defense)
National Immigration Law Center	www.nilc.org	Legal information including red cards, KYR, and family preparedness plan
United We Dream	unitedwedream.org	Resources for educators and undocumented students, leadership development, advocacy

ABOUT THE AUTHOR

Pamela Ortiz Cerda is the Dream Center Program Services Coordinator at Skyline College and is a member of the California Community College's Advisory Group for Undocumented Students. She has been active in undocumented student support and advocacy since 2010.

ABOUT US

Founded in 2006, Immigrants Rising transforms individuals and fuels broader changes. With resources and support, undocumented young people are able to get an education, pursue careers, and build a brighter future for themselves and their community. Immigrants Rising is a fiscally-sponsored project of Community Initiatives. For more information, visit www.immigrantsrising.org