

# A GUIDE TO BUILDING ON-CAMPUS UNDOCUMENTED STUDENT PROGRAMS

IMMIGRANTS  
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TRANSFORMING LIVES THROUGH EDUCATION

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# INTRODUCTION

The idea of creating an undocumented student program can often seem cost-prohibitive and overwhelming. However, there are many tangible steps that individuals or groups can take to kickstart programming for undocumented students. We created this guide for campuses that do not yet have dedicated funding or staffing but need a place to start. In this guide, we map out incremental benchmarks that campuses can strive for in developing in their programming and eventually advocate for a dedicated coordinator and physical space for the program.

# BACKGROUND

Having an undocumented student program (USP) on campus is vital to the retention and success of undocumented students. Unfortunately, a lot of college campuses do not even attempt to develop programming in the absence of a dedicated coordinator position, program budget, or designated space. And yet, it is entirely possible to start developing programming while in the process of securing the above-mentioned components.

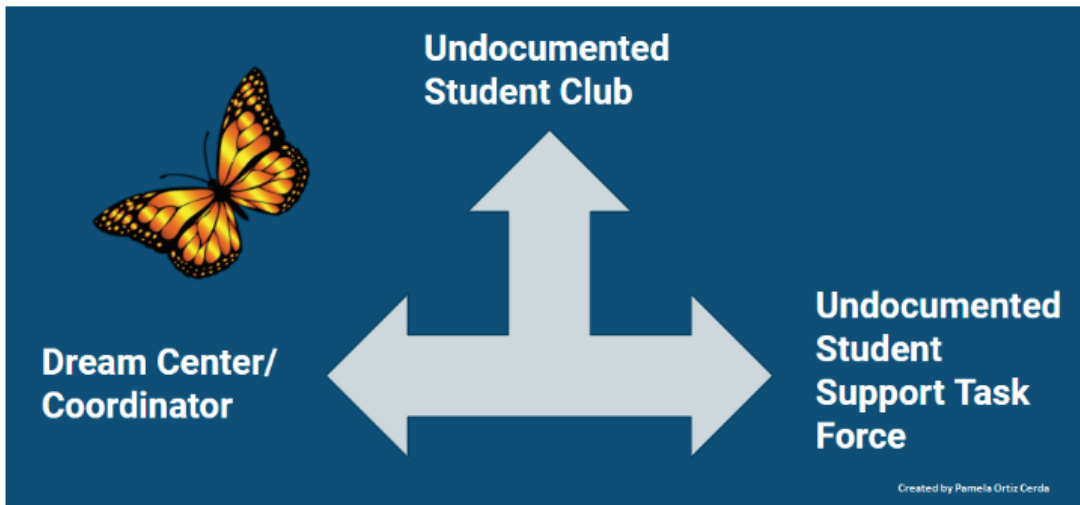
The recommendations in this guide are based on learnings from the undocumented student programs that were built from the ground up at San Francisco State University and Skyline College. Prior to having any institutional funding, a designated space, or a full-time coordinator, San Francisco State developed a successful task force, supported an undocumented student club, hosted year-round events, and even created a scholarship specifically for undocumented students. Prior to hiring a full-time coordinator, Skyline College started a Dream Center with a short-term, part-time assistant and no programming budget. After a year of successful programming, data collection, and campus-wide advocacy, the Dream Center was able to secure institutional support to hire a permanent, full-time assistant who was later reclassified as a coordinator.

# THREE PILLARS OF A SUCCESSFUL UNDOCUMENTED STUDENT PROGRAM

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We see three essential components to building an undocumented student program: 1) a Dream Center/Coordinator, 2) an Undocumented Student Club, and 3) an Undocumented Student Support Task Force. We call these the “Three Pillars of a Successful Undocumented Student Program.”

## The Three Pillars of a Strong Undocumented Student Support Program



The **Undocumented Student Club** gives the students a voice and provides guidance to address their needs.; the **Undocumented Student Support Task Force** supports with institutional barriers and programming; and the **Dream Center Coordinator** takes care of day-to-day support and case management. The formation and collaboration between all three pillars is key to building strong programming, securing institutional support, and creating a solid foundation to support students holistically with student voice at the forefront.

# BENCHMARKS\* FOR BUILDING A STRONG UNDOCUMENTED STUDENT PROGRAM

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

Next, we map out incremental benchmarks that campuses should strive to achieve when developing their undocumented student program. We identify the active role that each of the “Three Pillars of Successful Undocumented Student Programming”– the Undocumented Student Task Force, the Undocumented Student Club, and the Dream Center Coordinator–play in achieving each of these benchmarks.

## Benchmark 1: Host UndocuAlly Trainings

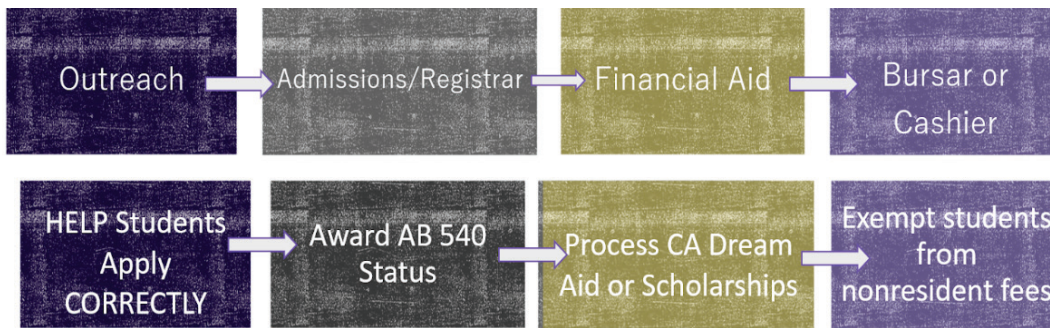
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**Actors:** Any staff, faculty, or administrator who can coordinate the invitations to the training for both the trainer and campus partners or dedicated staff member/coordinator if the position exists on your campus. See Appendix A for more Key Campus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

It’s important to host an initial “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.

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, fostering 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.



©UndocuCollege Guide & Equity Tool: California 2016

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

## Benchmark 2: Create an Undocumented Student Task Force with Key Campus Partners\*

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Actors: Staff, faculty, and administrators who were trained in Benchmark 1 (or dedicated staff member/coordinator, 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 an USP because it gets folks from across campus involved and informed.

Duties that Task Force members can share 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\*

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Actors: Members of the Task Force from Benchmark 2 (or dedicated staff member/coordinator, 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 the energy of students who 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 an USP, I recommended that the undocumented student club advisor not be the school's Dream Center coordinator or the "go-to" person for USP. 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 while still giving the club a voice that is separate from that of the program.

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

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

## Benchmark 4: Conduct Targeted & Protected Outreach and Data Collection\*

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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/coordinator, 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 the retention of students who are facing financial and institutional barriers. Work with the admissions department, institutional research or a campus communications analyst to help you send pertinent information to current or incoming students. Just remember that student privacy must always be considered. See Appendix C 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 (unless a judicial warrant is produced). However, this data can be used to provide student services, as long as privacy precautions are taken. Such precautions might include protecting identifiable student information with password protection measures and using BCC when sending emails to multiple students at once.

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

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

## Benchmark 5: Build an Online Presence for Undocumented Students\*

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

These days, 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 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.). Once that has been accomplished, the actors mentioned above should work on creating an undocumented student specific web page that could include news updates, campus policies, hyperlinked PDFs of important documents (like the AB 540 affidavit), a contact list of allies on campus, a calendar of undocumented student events, and 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 J for sample websites and social media accounts.

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

## **Benchmark 6: Host Undocumented Student Events\***

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Actors: Members of the Task Force from Benchmark 2 (and dedicated staff member/coordinator, 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, and creating awareness regarding support services, and building community. Regular programming will provide visibility to your USP, 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 not want to attend for fear of being “outed,” however, regularly occurring events will show students that the campus is supportive, as well as create spaces where students who feel comfortable attending can bring 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 F for more event suggestions.

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

## **Benchmark 7: Create Campus Scholarships for Undocumented Students\***

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Actors: Members of the Task Force from Benchmark 2, campus foundation, financial aid department (and dedicated staff member/coordinator, 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 for scholarships may be an arbitrary stipulations that can be reversed, creating more access for undocumented students.

Speak to your campus foundation about the possibility of partnering to create and fundraise for a dedicated scholarship for undocumented students. Staff and faculty often sign up for monthly paycheck deductions for scholarship funds. 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 an Undocumented Student Program Coordinator\*

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

Conduct research on the ideal position for a coordinator on your campus (i.e. program coordinator, student services specialist, etc.). Create a job description tailored to your campus' mission detailing the events, programs and services you would like to provide as well as the outcomes that would result from them. Tailor the job description to fit the duties of the position level that you are aiming to fill.

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

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

## Benchmark 9: Create a Strategic Plan

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

Create a strategic plan for your undocumented student program to present to campus leadership (VP of Student Affairs/Student Life, VP of Enrollment, or VP of Student Services, etc)\*

A strategic plan illustrates the benefits of having USP 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 DACAmented 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 Undocumented Student Space

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

It may take a long time to secure an adequate space, as most campuses have limited spaces available. Advocating should be a collaboration between staff, faculty, and students with student voices taking the lead. It can be helpful to take a tour around the campus and identify spaces that are not being used or ones that seem ideal for your needs. Additionally, consider what kind of spaces similar programs use 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.

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

## ACKNOWLEDGMENTS

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We wish to thank Pamela Ortiz Cerda, Dream Center Program Services Coordinator at Skyline College and a member of the California Community College's Advisory Group for Undocumented Students, for her support in editing this resource. She has been active in undocumented student support and advocacy since 2010.

## ABOUT US

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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](http://www.immigrantsrising.org)

For inquiries regarding this resource, please contact Nancy Jodaitis, Director of Higher Education, at [nancy@immigrantsrising.org](mailto:nancy@immigrantsrising.org).

## Appendix A: Developing campus partnerships

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<b>Campus Partner</b>	<b>Reasons for Partnership</b>
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 on 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.

## Appendix B: Developing 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 care
Local Adult Schools	Prospective SB 68 Students
Local High Schools	Prospective undocumented students

## Appendix C: Conducting outreach to undocumented students

### 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 (unless a judicial warrant is produced). However, it can be used to provide student services, as long as precautions are taken. Such precautions might include protecting identifiable information with password protection measures and using BCC 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 students 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.

## Appendix D: Building an undocumented student club

Fostering student voice, leadership, and participation is pivotal to a successful USP 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 students may immediately gravitate toward activism, other students may feel that their biggest need at school is a place for community and healing, and will shape the club accordingly. 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 conduct weekly meetings.

The list-serv from Appendix C 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 schools' undocumented student club models and brainstorm as a group about their vision for the club and how it 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.

## Appendix E: Implementing policy 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 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

## Appendix F: Organizing undocumented student events

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- 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 Shows
- UndocuWeek (A week-long series of undocumented students support, awareness, advocacy, and healing events)
- Undocumented Student Orientation
- Undocumented Student Welcome Night
- Undocumented Student Graduation

## Appendix G: Tracking student data

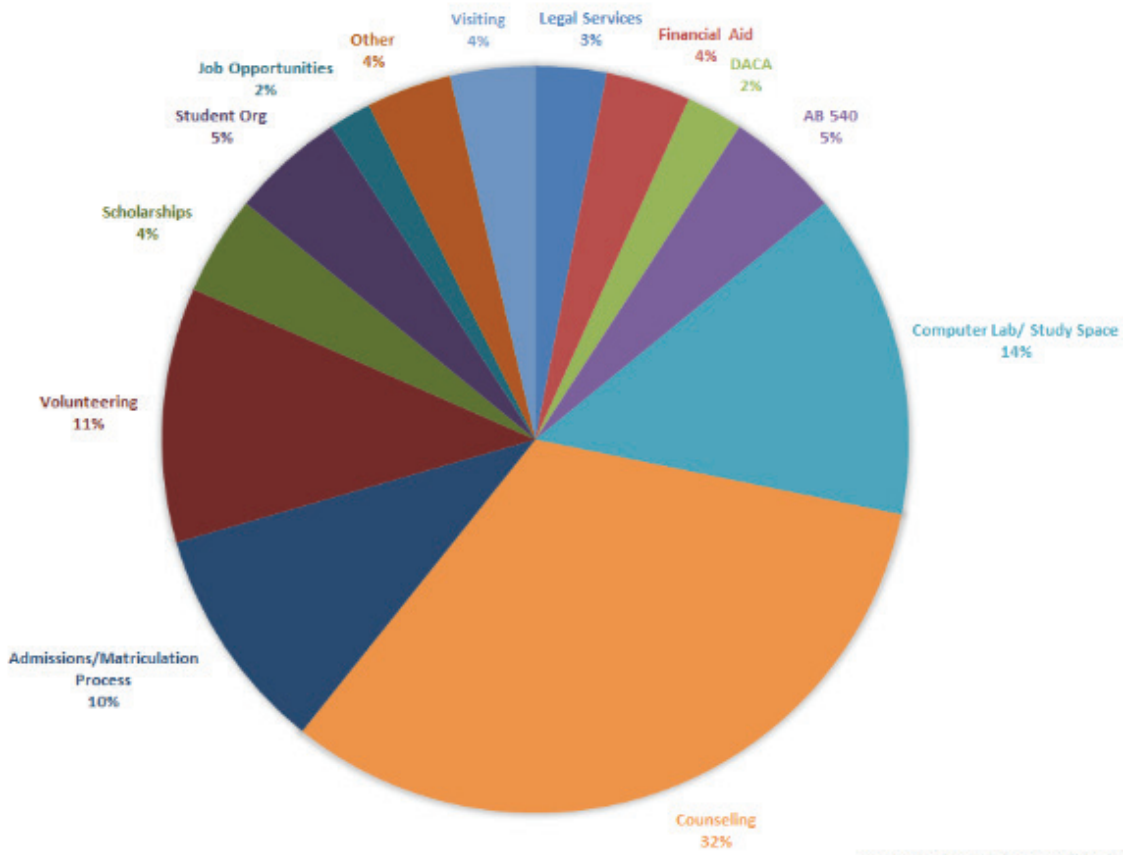
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A simple way to track “foot traffic” is through programs that use student IDs. However, students may feel hesitant to share their name and student ID number. An effective alternative is the use of a Google form on a stationary computer or tablet that only requires 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:



### DREAM CENTER REASONS FOR STUDENT VISITS



Skyline College, Spring 2018

# Dream Center Sign In

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This information will be kept private and confidential.

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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  
.....

# Appendix H: Developing a strategic plan

Prepared by Pamela Ortiz Cerda

## Work Plan

Project Proposal Title: Skyline College Dream Center Strategic Plan

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

Supporting the undocumented community members with financial need	<p>Dream Center:</p> <ul style="list-style-type: none"> <li>Scholarship Workshops</li> <li>CA Dream Act Workshops</li> <li>Customized Workshops</li> <li>Referrals</li> <li>Food Distribution</li> <li>Entrepreneurship Workshop</li> <li>Drop-in financial aid support</li> <li>Establishing a campus scholarship for undocumented students</li> </ul>	Ongoing, Yearly	<p>PSC</p> <p>Partner with:</p> <ul style="list-style-type: none"> <li>Financial Aid Department</li> <li>SparkPoint</li> <li>Food Pantry</li> <li>Financial Coaching</li> <li>EOPS</li> <li>BAEC</li> </ul>	<p>Event/Activity participation/Evaluation</p> <p>Qualitative Data</p> <p>Scholarship Achievement</p> <p>Scholarship Application Numbers</p>	<ul style="list-style-type: none"> <li>Supplies</li> <li>Conferences Expenses</li> <li>Student Assistants</li> <li>Food</li> </ul>
Provide culturally relevant trainings to create a climate of understanding throughout campus regarding the undocumented community	<ul style="list-style-type: none"> <li>Introducing Dream Center Workshop</li> <li>Train the Trainer Trainings</li> <li>UndocuAlly Training</li> <li>UndocuLiteracy Training</li> <li>DACA 101</li> <li>Classroom presentations/ facilitating classroom discussions</li> </ul>	Ongoing, Yearly	<p>PSC,</p> <p>Partner with:</p> <ul style="list-style-type: none"> <li>Equity Division</li> <li>SEED</li> </ul>	<p>UndocuAlly Commitment Sheets</p> <p>Training Attendance</p> <p>Classroom Surveys</p> <p>Continued collaboration with Staff and Faculty</p>	<ul style="list-style-type: none"> <li>Supplies</li> <li>Student Assistants</li> <li>Food</li> </ul>
Foster student leadership and	<ul style="list-style-type: none"> <li>Train student assistants and student volunteers</li> </ul>	Spring 2018, Ongoing Yearly	<p>PSC</p> <p>Partner with:</p>	<p>Persistence, Retention, Completion rates of</p>	<ul style="list-style-type: none"> <li>Student Assistants</li> <li>Travel Expenses</li> </ul>

provide a safe space and support through peer to peer empowerment	<ul style="list-style-type: none"> <li>provide leadership opportunities using a Social Justice framework</li> <li>Peer mentor program</li> <li>Create and maintain undocumented student organization</li> </ul>		<ul style="list-style-type: none"> <li>President's Innovation Fund</li> <li>Center for Student Life and Leadership Development</li> <li>Leigh Anne Shaw</li> </ul>	<p>students who participate in program</p> <p>Increase in participation of undocumented students in campus events</p> <p>Attendance for undocumented student club meetings</p>	
Provide up-to-date information and regular communication with undocumented community members	<ul style="list-style-type: none"> <li>Emails/Mailing List</li> <li>Flyers, Brochures</li> <li>Facebook</li> <li>Printed Resources</li> <li>TV Screens</li> <li>Event Calendar</li> <li>Website</li> </ul>	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> <li>Marketing</li> </ul>	<p>Email responses/ students dropping in due to emails</p> <p>Facebook posts interaction</p> <p>Click Data</p>	<ul style="list-style-type: none"> <li>Production of Copies</li> <li>Office Supplies</li> </ul>
Establishing strong campus and district-wide connections through the Dream Center Task Force and the SMCCCD Dream Centers Task Force	<ul style="list-style-type: none"> <li>Hosting monthly meetings on campus for the Dream Center Task Force</li> <li>Meeting regularly with Cañada &amp; CSM</li> </ul>	Ongoing, Yearly	PSC Partner with: <ul style="list-style-type: none"> <li>Other on-campus departments</li> <li>CSM &amp; Cañada undocumented student support leaders</li> </ul>	<p>Task Force Meeting Attendance</p> <p>Collaborative events</p>	<ul style="list-style-type: none"> <li>Mileage</li> <li>Food</li> </ul>

<p>Create and update resources and curricula.</p>	<ul style="list-style-type: none"> <li>• Dream Center Resource Binder</li> <li>• Dream Center resource table</li> <li>• Dream Center presentations and class discussions</li> </ul>	<p>Ongoing, yearly</p>	<p>PSC Partner with:</p> <ul style="list-style-type: none"> <li>• E4FC (Nancy)</li> </ul>	<p>Students who visit the center leave with specific and up-to-date resources.</p>	<ul style="list-style-type: none"> <li>• Office Supplies</li> <li>• Copies/Production</li> </ul>
<p>Create/Upkeep network of undocumented community support.</p>	<ul style="list-style-type: none"> <li>• Dream Center Coordinator's Facebook group and List Serve</li> <li>• Local non-profits</li> </ul>	<p>Ongoing, yearly</p>	<p>PSC Partner with:</p> <ul style="list-style-type: none"> <li>• California Dream network</li> <li>• United We Dream</li> <li>• E4FC</li> <li>• La Raza Centro Legal</li> <li>• Local Dream Centers (SFSU, CCSF)</li> </ul>	<p>Collaborative Events Participation in Facebook Group List Serve Communication</p>	<ul style="list-style-type: none"> <li>• Office Supplies</li> <li>• Mileage</li> </ul>

**Budget Worksheet**

	<b>Description</b>	<b>2017-18</b>	<b>2018-19</b>
<b>2130/3801</b> (Classified Salary)	Program Services Coordinator (Step 1-3) Includes salary and benefits.	\$44,222.54-\$48,780.90	\$88,445.07-\$97,561.80
<b>4510/4580</b> (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, E4FC/ United We Dream Events)	\$1000	\$1000
<b>Total</b>		\$50,722.54-\$55,280.90	\$94,945.07-\$104,061.80

**Dream Center Workshops/Trainings:**

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



## Appendix I: Developing an undocumented student website

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These undocumented student webpages contain a broad array 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	<a href="https://skylinecollege.edu/dreamcenter/">https://skylinecollege.edu/dreamcenter/</a>
Modesto Junior College	Community College	<a href="https://www.mjc.edu/student-services/undocumented/">https://www.mjc.edu/student-services/undocumented/</a>
CSU Long Beach	4 Year University	<a href="http://web.csulb.edu/divisions/students/dream/">http://web.csulb.edu/divisions/students/dream/</a>
San Francisco State University	4 Year University	<a href="https://undocugators.sfsu.edu/">https://undocugators.sfsu.edu/</a>
CSU Fullerton	4 Year University	<a href="https://www.fullerton.edu/tidrc/">https://www.fullerton.edu/tidrc/</a>

## Appendix J: Connecting students to online resources

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