

# Request for Reassignment Proposal

*Instructions: Complete the following form, ask your dean to review and sign, and then submit it to the Office of Instruction. You can use the Tab key to move through the form fields.*

1. Term in which assignment would begin (*semester, year*) Fall, 2017
2. Application Date (*mm/dd/yyyy*) 01/26/2017
3. Author(s) Kristen Parks

## **Overview**

4. Type of Request:
  - New request for reassignment
  - Renewal of existing reassignment
  - Augmentation to existing reassignment
  - Revision to a previously submitted application
5. Position or Project Name:  
*Identify a "one line" description of the type of assignment (faculty leadership, coordinator, research, etc.)*  
DREAM Center/DREAMers Task Force Coordinator

## **Amount of Reassignment**

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week

6. Fall (*FTE*) 0.20      Spring (*FTE*) 0.20      Total Annual (*FTE*) 0.40
7. Duration of Reassignment  
*How many semesters of reassigned time are being requested? When is the end date? (Please note that if the request exceeds two years, a renewal RRP will be required.)*  
2 semesters, (after which the goal is to have a plan in place identifying designated staff for the DREAM Center, thereby reducing or eliminating the need for faculty reassigned time)
8. Commitment  
*Upon completion of the reassignment term:*
  - The work is complete and no further investment of reassigned time will be required.
  - The work will require an ongoing commitment of reassigned time or other staffing.
9. How will the part-time faculty replacement costs be funded?
  - Fund 1 PT faculty allocation
  - Grant funding, please specify
  - Categorical funding, please specify
  - Other, please specify

## **Justification**

10. Identify the duties to be performed and explain why they require reassigned time.  
We are lucky to have dozens of faculty and staff who volunteer their time to serve on the DREAMers Task Force (a sub-committee of ACES). These Task Force members support the DREAM Center in various ways and with differing levels of commitment--some members meet regularly in smaller working groups to support specific projects like planning and organizing campus-wide events/training, or maintaining and updating our website, while other

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members simply attend monthly meetings and share back information and updates with their colleagues/departments. However, as a committee of volunteers, the DREAMers Task Force cannot provide adequate day-to-day management of the DREAM Center and its sponsored activities, events, and resources. Task Force members agree that the DREAM Center needs a "point person" who can provide leadership, make budgetary and logistical decisions, and delegate tasks to others, including the Legal Clinic attorney and student assistants. The DREAM Center Coordinator/DREAMers Task Force Chair must also demonstrate expertise in the ever-changing federal, state and local policies that affect undocumented students at our college. Until such funding is available to hire designated staff, it is most appropriate for an experienced faculty member to serve in this leadership role.

The DREAM Center coordinator will:

- represent the DREAM Center on campus and in the community;
- develop and oversee the Center's budget; advocate for continued funding by submitting hiring requests, program review documentation, and grant proposals
- provide strategic leadership and vision as chair of the DREAMers Task Force; keep abreast of policy and program changes and help educate other faculty, staff and students through the production of print materials, web pages, presentations, workshops
- collaborate with each department/office on campus to review policies and services for undocumented students, ensure support for prospective and current student DREAMers and facilitate access to services and programs, especially campus services and support, but also community, state (AB540, AB60, the "Dream Act") and federal programs (DACA, DAPA)
- collaborate with campus & community partners to provide peer mentoring, free legal clinics, and mental health services for undocumented students
- play a lead role in providing culturally relevant social justice programming, such as the Undocumented Student Forum and "Migration is Beautiful" Art Workshops
- liaison with local community and educational organizations, including Sequoia High School, to ensure information sharing and service delivery to students and their families;
- assess the effectiveness of all of the above to ensure that the DREAM Center accomplishes its mission
- regularly report to the campus and community through presentations, online newsletters, and written reports

11. Identify how the activities align with the college's strategic plans and initiatives.
  - 1) EMP Global and Sustainable obj. 4.1: Create social justice interest groups to focus on issues and increase awareness on campus.
  - 2) EMP 2.8: Create faculty-student and student-student mentoring opportunities.
  - 3) Cañada Strategic plan goals #3 "Community Connections" and #4 "Global and Sustainable".
  - 4) District Strategic plan goals: Improved Outreach & Student Orientation / Build k-16 partnerships, enhanced transfer services, develop diversity framework to support success and access.
  - 5) Equity Plan Goals: Access, Success and Completion -- targeted to the population that we serve (see "Background" below), including: financial guidance, culturally responsive programming, professional development, "wrap-around support," maintaining HSI status, provide orientation and increase transfer rates).
  - 6) SEP "Community Goals" #3: Promote our college as a community resource specifically tied to the enhancement of the cultural, intellectual and physical well-being of our local residents.

**BACKGROUND:** According to a Spring 2016 survey of AB540 students, we learned more about the unmet needs of our students. The vast majority of survey respondents expressed concern about the possibility of detention or deportation for themselves or their families. While most cited immigration issues as top concerns, a majority also cited financial issues as top concerns. Of all the respondents, 25% reported not applying for financial aid. Non-DACA students were more likely to report not having applied for financial aid than DACA students (40% and 15%, respectively). Over one-third of respondents reported not having access to Mental Health services (38%), Dental care (36%), and immigration legal assistance (37%).

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12. Provide evidence that the quantity of reassigned time being requested is justified by the workload.  
*This might be accomplished by providing a schedule of work to be performed during a typical week. (1 unit = 2.5 hours per week)*  
124 hours per semester / 7.5 hours per week
- 1) Ensure/ coordinate access to services and support for students (40 hours per semester):
    - outreach & recruitment to prospective students (producing materials, tabling/organizing, coordinating w college recruiting dept.) (8+hrs per semester)
    - update and maintain Roadmap for new student orientation (4+hrs. per semester)
    - update & maintain AB540/DREAMers web pages (20 hrs initially, then 4+ hrs. per semester)
    - liason with Financial Aid, BTO, counseling, EOPS, SparkPoint (2+ hrs. per semester)
    - work with Transfer Center to provide Transfer Workshop for DREAMers (4+ hrs per year)
    - present / table at Transfer Discipline Parade, ASCC events & other campus events (8+ hrs per semester)
  - 2) Collaborate w BTO & community partners to provide one DACA clinic per semester (20 hours per semester)
    - outreach and promotion, collaboration time, meetings, advance logistics and registration (12+ hrs. per semester)
    - training session for volunteers (set-up, materials, training) (4 hrs. per semester)
    - participate in the clinic (4 hrs. per semester)
  - 3) Take a lead role in providing culturally responsive Social Justice programming -- one major event per semester (12 hours per semester)
    - collaboration, outreach and promotion, advance logistics, funding & planning (8 hrs. per semester)
    - work at the event/ day of (4hrs. per semester)
  - 4)keep abreast of policy and program changes and provide updates and educational / professional development opportunities for other faculty, staff and students (28 hours per semester)
    - participate in community and governmental information sharing, networks and list serves (8 hrs. per semester)
    - attend occasional Webinars, the bi-annual E4FC Conference, & other PD opportunities (variable, 8-16 or more hours per semester)
    - produce printed materials, give reportbacks, or other PD info. (4+ hrs per semester)
    - bring speakers to campus. (organize, outreach, attend) (4+ hrs per semester)
  - 5) meetings (Task Force, ACES, other) (12+ hrs. per semester)
  - 6) liason with local community and educational organizations including Sequoia High School
    - attend local events, tabling, meetings, visits (variable, 4 - 12 hrs or more)
  - 7) assess the effectiveness of all of the above. (4 hrs. per semester)
13. Nature, number and frequency of meeting (*if applicable*) Biweekly meeting with DREAM Center staff/volunteers and/or Task Force working groups; Monthly meeting with Task Force
14. Number of faculty directly served by this position annually (*if applicable*) ~40 faculty participate in professional development trainings provided by the DREAMers Task Force each year. ~10 faculty are active members of the DREAMers Task Force.
15. Number of students directly served by this position annually (*if applicable*) 400+ (Enrollment data show that our college serves a large AB540 student population. During the 2014-2015 academic year, 421 AB540 students were enrolled at Cañada College. The total number of

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undocumented students is likely to be higher, as not all undocumented students receive AB540 nonresident tuition exemption.)

### Assessment

#### 16. Outcomes

*List the outcomes that can be expected upon completion of the term of reassignment.*

- institutionalize/formalize Task Force structure and membership*
- identify clear responsibility for center and as appropriate, hire designated staff for center*
- document achievements and identify needs as they arise*
- develop and implement a plan for providing proactive student support each semester*
- collaborate with local and regional counterparts by developing a network—hold one regional consortium meeting*
- evaluate our work and institutionalize key areas—orientation or resource tour, legal clinics, transfer panel, etc.*
- Hold two professional development opportunities each year to ensure students are treated fairly and to empower faculty and staff with information and updates about changes to immigration laws and policies that affect our students*
- All current students will be given two opportunities to participate in culturally relevant social justice programming / special events.*
- The Cañada DREAMers web pages will be updated to reflect current policies and programs that affect our students.*
- All new and incoming students who attend Orientation will receive access to information about DREAMers programs and support. Leverage student engagement with EOPS and STEM to connect them with additional programs/services*
- To alleviate student concerns about the cost of college, provide direct outreach to AB540 students to ensure that an additional 40 students apply for financial aid*
- To increase access to legal assistance, provide informational workshops and weekly pro bono clinics for issues that affect our students*
- Offer a variety of culturally responsive mental health services (including support groups, workshops, drop-in hours, etc.) to address the unique needs of undocumented students; - launch student support group in collaboration with the Wellness Center*
- Consider referring students to or partnering with the Dental Assisting program at CSM to provide free cleanings*
- Host welcome event in Fall 2017 for AB540 students and their families*

#### 17. Accountability

*Describe how the activities performed under this assignment will be recorded and reported. Participate in the Program Review process to document successes and challenges facing the DREAM Center; report regularly to ACES; make annual presentation to the Board of Trustees; publish a bimonthly newsletter*

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Administrative Use Only

### Dean's Review:

- Fully support request
- Support with reservation
- Do not support (explanation required)

Explanation: This is extremely important work and given the political and social climate in which many of our most vulnerable students will be forced to educate themselves I think that having someone in this role is essential. The proposal is only for two semesters so that is also a consideration. My only question would be this: who would fill the role? I understand that proposal is

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for the position and not a specific person but depending on who applies other programs might be affected.

### VPI Action:

- |  |   |
|--|---|
| <input type="checkbox"/> Approve request as submitted                      | <input type="checkbox"/> Deny request with recommendation to revise |
| <input type="checkbox"/> Approve request but with less time than requested | <input type="checkbox"/> Deny request (explanation required)        |

Explanation:

### Recommendation for alternate funding:

- |  |  |
|--|--|
| <input type="checkbox"/> Professional Development        | <input type="checkbox"/> President's Innovation Fund           |
| <input type="checkbox"/> Grant/Categorical (specify)     | <input type="checkbox"/> Trustees Fund for Program Improvement |
| <input type="checkbox"/> Overload hourly special project | <input type="checkbox"/> Short-term hourly staff               |
| <input type="checkbox"/> Stipend                         |  |

Comments:

### Approved Duration of Assignment:

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### Outcomes and reporting requirements:

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