YOUTH EMPOWERMENT ALLIANCE

Officer Manual

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Mission Statement

Youth Empowerment Alliance is an immigrant youth led organization that aims to improve the reality faced by undocumented students in this nation by providing leadership development, higher education resources, and amplifying the voices of undocumented youth.

Youth Empowerment Alliance is also a core affiliate of United We Dream. United We Dream is the largest immigrant youth-led organization in the nation. Their powerful nonpartisan network is made up of over 100,000 immigrant youth and allies and 55 affiliate organizations in 26 states. We organize and advocate for the dignity and fair treatment of immigrant youth and families, regardless of immigration status.

Goals

- ❏ To identify, educate and mobilize highly motivated individuals to become the leaders of our community.
- ❏ To serve as primary provider of higher education resources and support system for undocumented students in and out of campus.
- ❏ To be the voice of undocumented students and advocate for their issues.

Non-discrimination clause:

As a Registered Student Organization at the University of Houston we adhere to the University of Houston's Non-Discrimination Policy. The University of Houston is an Affirmative Action/Equal Opportunity institution. The university provides equal treatment and opportunity to all persons without regard to race, color, religion, national origin, sex, age, genetic information, disability, or veteran status except where such distinction is required by law. Additionally, the System prohibits discrimination on the basis of sexual orientation, gender identity or gender expression.

Anti-hazing clause:

This organization will not initiate, participate in, or be witness to any act that inflicts or intends to inflict physical or mental harm or discomfort or which may demean, disgrace, or degrade any person, regardless of location, intent, or consent of participant(s).

Organizational Structure

- **The *Youth Empowerment Alliance* is composed of 3 main decision-making bodies:**
  - The Executive Board, a central leadership body elected by the members who are in good standing on a yearly basis.
  - A number of committees with specific tasks that are led by officers of the Executive Board and/or members.
  - General membership.

- **The Executive Board**
  - The Executive Board is the leadership body of the organization and it consists of 6 officers: President, Vice-President, Public Relations, Treasurer, Historian, and Secretary. The officers serve one-year terms and are elected in a general election. Duties assigned to each position are as follows:

The President's duties are:

- Oversees Executive Board and organization.
- Provides the overall vision and sense of direction for the officers.
- Assists committee chairs and the work of all committees.
- Delegates appropriate responsibilities to committee chairs.
- Will preside over meetings.
- Serves as a role model to other officers and members.
- Makes the final decision in case of a tie.
- Calls meeting to order, maintain it in order, and adjourn.
- Spokesperson/representative/external liaison for the organization.
- Can delegate tasks among other members, but it is still his/her duty to ensure tasks get done.

The Vice-President's duties are:

- Assumes responsibility during absence of president.
- Research & report community events that have the potential to benefit immigrant students.
- In charge of ordering business cards for officers only.
- Check organization's mailbox.

- ❏ Can delegate tasks among other members, but it is still his/her duty to ensure tasks get done.

The Public Relations duties are:

- ❏ Recruits new members by tabling regularly and attending other university-wide events.
- ❏ Builds and strengthen relationships with other organizations within UH.
- ❏ Creates posters/flyers for events/brochures/tri-fold/buttons.
- ❏ Designs t-shirts as well as any other commercial items of the organization.
- ❏ Formulates a database of potential ally organizations with yearly updates.
- ❏ Tracks campus leaders and their contact information.
- ❏ Can delegate tasks among other members, but it is still his/her duty to ensure tasks get done.

The Treasurer's duties are:

- ❏ Reports the organization's financial status every 2 months but no less than 3 times per semester to organization's officers and members.
- ❏ Records and pays bills/reimbursements.
- ❏ Makes reimbursements during officer meetings and general meetings.
- ❏ Deposits/withdraws funds from the organization's bank account.
- ❏ Seeks potential campus funding.
- ❏ Creates a calendar with deadlines for funding, including grants.
- ❏ Organizes fundraising activities.
- ❏ Keeps track of paid dues.
- ❏ Sends thank you notes to donors within 2 weeks of donations.
- ❏ Can delegate tasks among other members, but it is still his/her duty to ensure tasks get done.

The Historian's duties are:

- ❏ Keeps account of organizational records and documents. (Charter, awards, newspaper clippings, flyers, etc.)
- ❏ Documents all events through photographs, video, or written descriptions.
- ❏ Creates yearly scrapbook or media book.
- ❏ Develops and updates website.
- ❏ Coordinates social media.

- ❏ Can delegate tasks among other members, but it is still his/her duty to ensure tasks get done.

The Secretary's duties are:

- ❏ Records and distributes all pertinent information to members, including meeting minutes, upcoming events and opportunities.
- ❏ Sends minutes within 48 hours of the meeting.
- ❏ Creates and sends a newsletter every week.
- ❏ Keeps accurate membership lists with names, phone numbers, and email addresses in excel format.
- ❏ Contacts members prior to special events.
- ❏ Ensures sign-up sheets ready for meetings.
- ❏ Tracks events/meetings that members attend in an excel format.
- ❏ Assures that organizational calendar is being followed and updated.
- ❏ Can delegate tasks among other members, but it is still his/her duty to ensure tasks get done.

Committee System

The organization administers its line of work through the use of a committee system. In order to offer members more opportunities to become involved, any member can become part of a committee. Committee chairs are standing members of the Executive Board, or any outstanding member approved by the committee. The number of committees and their responsibilities are defined by the Executive Board each year according to its needs.

Current Committees include but are not limited to:

- ❏ DEEP (Dream Educational Empowerment Program) Committee
- ❏ Own the Dream (Access to DACA Resources) Committee

Other committees may include a campaigns committee to participate in national United We Dream campaigns, in-state tuition committee, deportation defense committee, and others the current execurrent board may deem necessary at a given time.

Voting and Elections

- **Voting procedures among the Executive Board:**
    - The Executive Board is the leadership and decision making body of the organization. Its purpose is to provide the vision and direction of the organization. Therefore it votes on which projects, campaigns, and other important and necessary decisions. The voting procedures and rules of the Executive Board are as follows:
        - President can only vote in case of a tie.
        - In order for an official vote to be valid, quorum must be reached. This means 2/3 of the Executive Board membership (including the President) must be present.
        - When quorum is reached, a simple majority vote is needed for an official decision to be made.

- **General Elections**
    - Executive Board officers are elected for one-year terms. These elections are open to all members in good standing. Details are as follows:
        - General elections will be held at the end of the school year, sometime close to the end of the spring semester.
        - Nomination procedures and elections will be defined and administered by the Executive Board in place.
        - Members running for a position in the general election must be in good standing and be enrolled at the University of Houston during the year in which they will be officers.
        - Emergency procedure in case an elected officer resigns will be left to be defined by the elected Executive Board.

Good Standing (Officers and Members)

- ❑ **Members:**
  - ❑ Must pay dues.
  - ❑ Attend at least 10 general meetings or official events during the academic year.

- ❑ **Officers:**
  - ❑ Cannot miss more than 2 officer meetings per semester.
  - ❑ Cannot miss more than 3 general meetings per semester.

Impeachment Procedures

Officers must address any issues that arise amongst the membership or officer body. If an officer or member is unhappy by the behavior or actions of an officer, he/she must discuss the issue with an officer immediately. If the officer in question, has done or participated in one of the following actions:

A. Failed to fulfill his/her duty.
B. Irresponsibility.
C. Inappropriate behavior.
D. Theft from the organization.
E. Bullying.
F. Consciously misrepresenting the organization.
G. Not being professional and bringing personal issues.
H. Criminal actions.

The following steps (in this order) must be taken before the consideration of impeachment:

1. Have a 1-on-1 meeting between the officer in question and the president, if actions continue, then
2. An official email notice must be sent to the officer in question while including officer body. If actions continue, then
3. Officers and Executive Board must meet with individual to discuss future steps
4. If issues continue, officer may be impeached. Officers and Executive Board will be required to vote for this procedure.

Although the memberships must express their concerns, only officers can start the process of impeachment. The impeachment rule applies to all organization officers.

Membership Dues

One of the good standing requirements is for members to pay yearly or semester dues to the organization. Dues are either $20 a semester or $25 a year. Members who do not pay dues will not be considered in good standing, and as a result will not enjoy the benefits of that status.

Members may pay year-round, in person at a general meeting or online.

Miscellaneous

- ❏ Officers will order business cards every year. The following information will be on the cards in descending order:
    - ❏ Name of Organization
    - ❏ Email
    - ❏ Networking Sites Contact Information

At the end of every semester, an anonymous evaluation will be conducted by all members including the Executive Board. This evaluation will be specific to the officer board and the overall performance of the organization as a whole. The purpose of the evaluation is to help the officers identify specific areas of improvement and build upon successful strategies.

ORGANIZING

Presentations: Click the links to access the presentation from the New Organizing Institute.

- ❏ Story of Self
- ❏ One-on-Ones
- ❏ Building Relationships & Recruitment
- ❏ Theory of Change

NEW ORGANIZING INSTITUTE
www.neworganizing.com

Organizer's Toolkit - Tabling Guide

Before You Go

- **Pick a Good Spot** - Think about who you are trying to reach and where you are most likely to find them.
- **Decide on the Best Time** - When are the most people likely to be there? For example, at colleges, find out what the daily class schedule is and table at the times when the highest volume of students will be moving around.
- **Get Permission First** - Make sure you have the necessary permission before setting up shop. We can't talk to people if we get kicked out!
- **Gather all Necessary Materials** - Pens, clipboards, laptops/tablets are all basic materials you can you to have people sign up. Have something that can be used to identify your organization. A folding table—not always necessary, but sometimes helpful. Make sure to create a checklist of materials so you won't be missing anything.
- **Recruit and Train Volunteers to Staff the Table** - Make sure all volunteers know how to approach and engage folks walking by. Train them on how to fill out the signup form and any other materials you want folks to sign up for or take with them.

While You Are There

- **Talk to People!** Don't be shy. Engage and talk to people walking by. Smile and be confident!
- **Stay on Message** - Make sure you and everyone else staffing the table are on message. Remain non-partisan and focused on the issue. Stick to the facts. Don't answer questions if you don't know the answer! Say you'll get back to them.
- **Get People to Sign Up** - Try to get everyone you talk to fill out a response card. We want to be able follow up with everyone we talk to.

After The Event

- **Record the Date -** The goal after the tabling is to be able to provide timely and adequate follow-up with attendees. The best way to do this is to keep track of the information you collect from the tabling event. All sign-in sheets and commit cards need to be recorded.

- **Follow up** - Develop a follow-up plan. Call attendees a week after the tabling to invite them to your next event.
- **Debrief with your team!** Ask, what worked well? What could be have done better? What are some key learnings you had?

Tabling Best Practices

- Get out into the crowds! Get out in front of the table! Make eye contact with passers-by, and engage them in conversation. Be enthusiastic but not aggressive.
- Have high energy, and show your enthusiasm. This will make people more likely to approach you or come to your table, and you will have more fun!
- Be approachable but don't wait to be approached. Having a friendly demeanor goes a long way when it comes to engaging people.
- Make a clear ask.
- If possible, pair a new volunteer with more experienced volunteers so they can learn by example.
- If a supporter is especially interested in the organization, make a note on the sign-up form and invite him/her to an upcoming meeting or activity.
- Thank the supporter by name!

(EXAMPLE Day of Action)

Social Media Toolkit

Story & Vision:

DREAMers have been able to organize efforts to put a halt to bills threatening to repeal in-state tuition rates for undocumented youth in TX. With 4 weeks left in the legislative session we must keep the pressure up. We have organized a day of action where groups across Texas will be tabling on their campus or in their community to drive social media support. We can put pressure on the legislatures with support and stories from our classmates, coworkers, and neighbors. Below you will find a toolkit to help organize your efforts.

(This is from the In-State Tuition Campaign). You can create your own story and vision for your own event, using the paragraph above as guidance.

Goals & Metrics:

Our goals are to______________________. We can do this if we
where we have online pressure from around the _______________. We want to collect twitter pics, have ______ stories collected, and have _____ schools participate. It will be an opportunity for each team to recruit people to join in your next effort. At each school or community we want leaders to learn and grow. We also want new volunteers to participate!

Twitter Pic Message:

During your tabling you will be asking people to take a picture in support of HB1403 to post on twitter. Have them create their own message based of the template below.

> Template Message:
> I am a ___________ (DREAMer, Ally, Student, Educator) and I am from ________ (School or Community). I support HB 1403 because it works for TX. #TXTuitionEquity #TXDREAMers

Below we have a graphic you can use with the template message

Hashtag to use:

- ❏ Create simple & effective hashtags! Hashtags should not be too long (something short and sweet) and you should use them consistently.
- ❏ For Example: #RestoreRelief, #KeepHB1403, #DACAworks, etc.

Sample Tweets:

Your sample tweets should be no more than 140 characters and should include your hashtags. They should convey consistent messages & should also be short, sweet and to the point. Don't get off message! For example, mixing language about #DACAworks and "Immigration Reform Now!" It just doesn't go together. Stay on point and keep your hashtags and sample tweets on message.

Example Tweets with hashtags from our Texas Tuition Equity Campaign.

- ❏ ___________ is a (DREAMer, Ally, Student, Educator) and is from ________ (School or Community). They support HB 1403 because it works for TX. #TXTuitionEquity #TXDREAMers
- ❏ I am a ____________ (DREAMer, Ally, Student, Educator) and I am from ________ (School or Community). I support HB 1403 because it works for TX. #TXTuitionEquity #TXDREAMers
- ❏ I support HB 1403 because it works for TX. #TXTuitionEquity #TXDREAMers
- ❏ HB 1403 students contribute to TX. Protect education for all. #TXTuitionEquity #TXDREAMers
- ❏ Don't take away my chance at an education. #TXTuitionEquity #TXDREAMers
- ❏ I will graduate with a ________ degree and will give back to TX. #TXTuitionEquity #TXDREAMers
- ❏ An educated TX is a better TX. #TXTuitionEquity #TXDREAMers

Twitter Handles:

- ❏ @UH_YEA
- ❏ @UNITEDWEDREAM
- ❏ @AMERICASVOICE

You can tweet at these groups (or other immigrant rights supporters) during your actions, press conferences. You can also tweet at news stations and individuals who can help get the word out.

Instagram Video:

- ❏ Record a 15 second Instagram video asking participants why _________ is important to them
- ❏ Use a public Instagram account
- ❏ Make sure to use correct hashtags

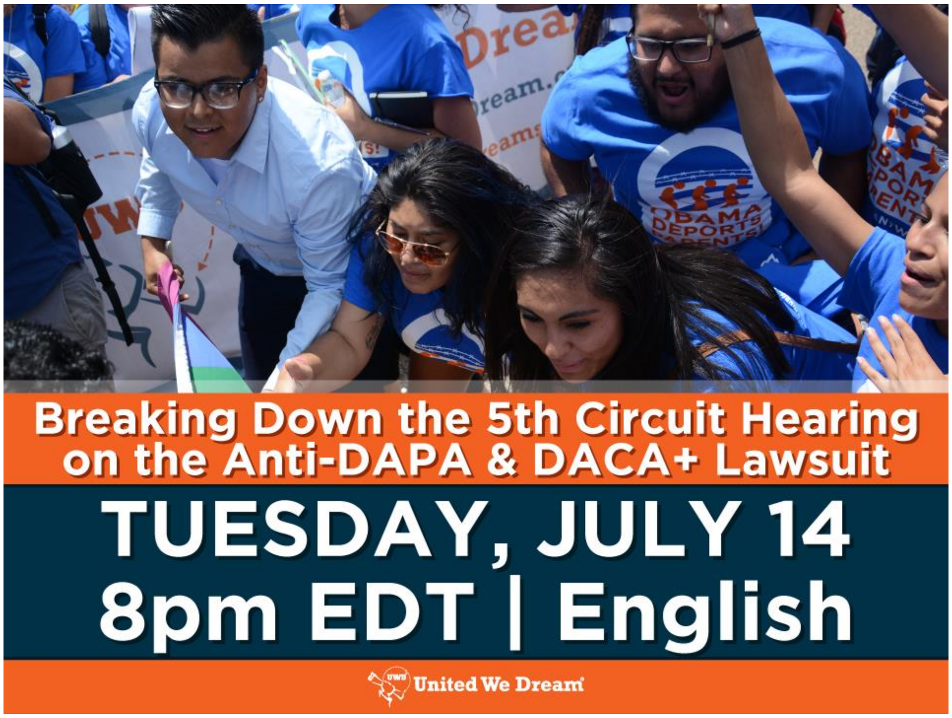
❑ Make sure your phones are charged

Graphic:

You should design clean graphics to use on social media. They should be PNG format and should not be blurry or grainy pictures.

Graphics Continued:

These are some good examples of clear and effective graphics (United We Dream has some really good ones you can use as examples of what to create).



OWN THE DREAM WORK AND IMMIGRATION

Rev. 12/22/2014

DACA Workshop Model Explained:

DACA Information Sessions and Workshops

Initial and renewal DACA applicants may be served through different legal service delivery models, including the DACA Workshop, in-office clinics, or one-to-one direct representation. DACA applicants' cases vary broadly in level of complexity and risk associated with filing an application. The workshop model is aimed at serving applicants with simple cases. Meanwhile, applicants with complex cases are best served through one-to-one direct representation services.

I. About This Format

In this format, both initial and renewal DACA applicants are served together at the same event. The workshop provides an opportunity for legal service providers, community organizers, volunteers, and other groups or entities to pool resources and skills. It also creates a safe space for members of the community to obtain useful information, learn about available services, and become more engaged in the community.

On November 20, 2014, President Obama announced executive action to expand DACA and to create a new deferred action program for the parents of U.S. citizens and lawful permanent residents, referred to as Deferred Action for Parental Accountability (DAPA). In your information sessions you may want provide an overview of the expanded DACA criteria and the new DAPA program, although applicants are not yet able to apply under the new guidelines.

Individuals may not apply for DACA under the new criteria, until a new process is created, by February 18, 2014. DAPA is a separate program that has different eligibility requirements and raises unique considerations. The DAPA application process will open by May 19, 2015. Consider adapting this model to include preliminary information on DAPA and, ultimately, to provide DAPA application assistance in future workshops.

A. This Workshop Model Includes Two Events

Information Session: The first event is a DACA information session. The purpose of this event is to prepare applicants and the community so they understand the eligibility requirements, benefits and risks of DACA, and are prepared to complete an application at the workshop event. Applicants should receive general information about the DACA application process, including an overview of the forms, filing fees, and documents needed so they can gather information and supporting evidence before the application workshop. DACA applicants may also qualify for DAPA or have family members who qualify for DAPA. Although the DAPA application process is not yet open, individuals can get information on which type of administrative relief may be best for them and how to prepare for the application process.

If there are ample organizers, information session attendees may be split into two groups: initial applicants and renewal applicants. Organizers can lead two separate sessions during one event, providing information and answering questions specific to a particular group's needs.

Application Workshop: The second event is the application workshop, where DACA requestors are screened for DACA eligibility and other forms of immigration relief, and are assisted with form completion and document organization. The application workshop is ideally held about two weeks after the information session so that applicants have enough time to gather supporting evidence and information. At this event, those who are ready to apply for DACA will also have their completed application packet reviewed by an attorney or Board of Immigration Appeals (BIA) Accredited Representative. Those who qualify for expanded DACA cannot apply until a new form is released, by February 18, 2014.

Both the information session and the application workshop should include an organizing component to promote community engagement. Organizers are encouraged to offer any services that the community needs. For example, if members of the community need affordable medical care, consider inviting local health care providers. If there's an upcoming election and you expect some citizens to attend the workshop, consider inviting people who work on voter registration. Be creative! Do what you think makes sense to benefit the community.

B. Planning Your Events

Take the following steps when planning your information sessions and workshops:

1. Evaluate your community's needs and the resources available. Determine whether your event will focus on DACA alone, or whether you will incorporate information on preparing for DAPA. Key sources of information include demographic data and stakeholders within the community. Assessing need allows workshop organizers to determine how many people to serve and informs decisions about the amount of resources that are needed. Evaluating resources involves identifying which local groups and/or individuals may be interested in becoming involved in the planning and implementation of a DACA workshop.

2. Identify potential partners and how you can collaborate. Different organizations within the community can offer their own expertise, resources, and staff. Have a candid conversation with partners about what resources each is willing/able to offer (i.e., staff members, volunteers, workshop supplies, media contacts, etc.). Clearly establishing the roles of each partner organization allows the collaboration to function smoothly. Involve partners in the planning process and communicate about workshop expectations, goals, and activities. You may want to contact the following potential partners:

- ❑ Members of the American Immigration Lawyers Association (AILA)
- ❑ Members of the National Immigration Project of the National Lawyers Guild (NIPNLG)
- ❑ Pro bono coordinators at local law firms
- ❑ State bar association pro bono staff
- ❑ Catholic Charities and other community-based organizations providing legal and other services for immigrants
- ❑ Local churches, synagogues, mosques and other houses of worship
- ❑ Local immigrant and immigrant-friendly radio and television stations
- ❑ School board members and teachers
- ❑ Immigrant-friendly elected officials
- ❑ Immigrant-friendly labor unions
- ❑ Farmworker advocacy groups
- ❑ Consular Officers
- ❑ USCIS Public Engagement Division
- ❑ Law schools

3. Recruit, train, and assign roles to volunteers. Recruiting volunteers (both legal and non-legal) involves contacting local legal service providers, such as non-profit organizations and private bar associations, as well as community organizations that foster volunteerism.

Train volunteers on DACA and DAPA eligibility requirements, the risks and benefits of filing, the DACA workshop model and the application process, the role of the attorney in the workshop, the line between legal advice and legal information, and provide a detailed explanation of how to complete the required forms.

The eligibility and evidentiary requirements will be different for initial and renewal DACA applicants and for DAPA. If possible, instruct volunteers to work only on one type of case during the workshop. This is particularly important in the Application Station. Although one application form is used for initial and renewal DACA, questions on the form may apply to initial applicants only, renewal applicants only, or both. Switching back and forth between initial and renewal applicants may lead to confusion. When the DAPA application process opens, it will require a separate application form and will have different evidence requirements. Volunteer attorneys and accredited representatives should be trained to review both initial and renewal DACA applications; to provide information on DAPA; and to identify whether an applicant may qualify for another form of immigration relief.

Identify a workshop manager who will make decisions about issues that arise during the event. Assign a team captain for each station. Team captains should be responsible for their station's materials and be able to assist others in their station or report to the manager when needed. Identify the managers and team captains to all organizers and volunteers so they understand who to approach with questions.

Assign volunteers to specific stations and ensure they understand their roles. In addition to volunteers for each station described below, consider volunteers for the following roles:

- ❑ Greeter
- ❑ Expert Floaters (legal service provider must be involved)
- ❑ Document translators
- ❑ Fee Exemption Preparers (if applicable)
- ❑ GED/College registration assistance
- ❑ Photographs
- ❑ Photocopies

4. Reserve a venue. Identify a location that can accommodate the anticipated number of applicants, is easy to find, located close to public transportation routes, provides affordable or free parking, and is accessible to those who are disabled. The ideal venue has tables, chairs, photocopier(s), computers, and a kitchen.

Consider venue setup and whether you will have access to separate rooms/spaces for renewal and initial applicants, or for different stations. Plan an orderly flow from station to station. Provide enough space for applicants and volunteers to review documents, to privately consult with a legal service provider, and to allow family members to join the applicant.

Arrange tables and chairs before the event. Place signs outside the location directing people to the event. Clearly identify each station using signs and creating separate areas. For example, use separate rooms for initial and renewal applicants; divide a room so that one side handles initial applicants and the other side handles renewal applicants; within one station, clearly identify separate areas for renewal and initial applicants, etc.

5. Develop an outreach plan. To get people to come to your clinic you have to spread the word. Outreach to the community includes promoting your event through various media outlets, community organizers, and legal service providers in multiple languages. It involves communicating with people who provide services to immigrants. Special attention should be given to reaching people in remote areas. Outreach also involves connecting with farm worker organizations, educators, community leaders, etc.

Workshop organizers should create and distribute flyers to schools, community leaders, and religious leaders/entities. Social media, listservs, and other web-based content should also be used to conduct outreach. Post information about your workshop on http://www.weownthedream.org/events/ (click “add event”). Since the expanded DACA program eliminates the age cap (and particularly if you also plan to provide information about DAPA), consider expanding outreach to target older communities by reaching out to labor unions, adult education programs, workplaces and utilizing ethnic newspapers, radio, and print media.

6. Gather workshop materials, application forms, and other supplies.

Own the DREAM DACA Workshop Toolkit:

a. Screening for DACA Eligibility (Initial and Renewal)
b. Screening for Other Forms of Relief
c. Clinic Tracking Form
d. Supporting Evidence Checklist (Initial and Renewal)

e. Physical Presence Worksheet
f. How to Write an Affidavit
g. How to Answer Certain DACA Application Questions
h. Fee Exemption Guide
i. Next Steps Guides for Initial and Renewal Applicants
j. Qualifying Alternative Education Programs
k. Attorney Final Review checklists for Initial and Renewal Applicants
l. Limited Legal Services Agreement
m. Workshop advisals for initial and renewal applicants
n. Overview of Administrative Relief for Community Members (CIRI)
o. Executive Action Document Checklist (CLINIC)

<u>USCIS forms:</u>

a. DACA application Form I-821D, employment authorization Form I-765, employment authorization worksheet Form I-765ws

<u>Other supplies</u>

a. Tables and chairs
b. Signs for outside and for each workshop station
c. Volunteer and applicant registration sheets
d. Workstation checklists
e. Clipboards, Notepads, pens, pencils, markers, post-it notes, white-out, paper clips, staplers
f. Laptops with wireless internet access
g. Flyers for future workshops
h. Referral lists for education assistance, ESL classes, additional legal consultations
i. Information on other sponsoring agency services (flyers, brochures)
j. Business cards
k. Camera(s), film, extra batteries, scissors
l. Portable photocopiers, toner, paper
m. Nametags for volunteers
n. Mailing envelopes, pre-printed labels, and USPS forms for certified mail and return receipt
o. Food, beverages, plates, cups, utensils

II. <u>Workshop Model</u>

This model covers the elements we think are necessary to a successful DACA workshop. This model may be adapted to fit your organization and community's needs and resources.

For both information session and application workshop:

1. Assign team leaders to be point persons for initial and renewal DACA applicants. Team leaders can be responsible for the materials needed for their section (appropriate checklists, registration sheets, directing traffic, able to inform attendees about requirements for initial or renewal applications, etc.).

2. Find efficient ways of directing people to the right space. Use signs placed outside the event location to help people find the right building and room. Reusable signs can be used to identify the registration area, initial or renewal sections, and any other stations you may set up.

3. Assign volunteers to greet and register applicants as they enter. These events may be an individual's first encounter with your organization. Display your organization's banners or posters. Create a welcoming and safe space. Greet people as they enter, explain what will happen at the event so they know what to expect. Collect contact information so that you can follow up with attendees after the event. Ask whether the attendee is a renewal or initial applicant and direct them to the appropriate room or gathering area.

A. Information Session

1. Hold one main event with two separate information sessions for initial and renewal applicants. Depending on how many initial or renewal applicants attend and organizer/volunteer capacity, you may want to split attendees into initial or renewal groups and have at least two organizers who are prepared to talk about the specific eligibility requirements and application process for either initial or renewal applicants. Explain what types of information and supporting documents applicants should bring to the next application workshops. You may also want to include information on DAPA during the same information session. Some DACA applicants may also qualify for DAPA or may have family members that qualify for DAPA.

2. Have applicants pre-screened and register them for the workshop to follow. Potential applicants can go through an initial screening to determine if they appear DACA eligible. Attorneys and accredited representatives will do a final screening at the application workshop if none are available to screen at the information session. Those who appear DACA eligible can be pre-registered for the upcoming application workshop. Pre-registering will help you identify how many initial or renewal applicants to expect and allow you to develop a plan for your application workshop. You may also assign different appointment times for attendees. For example, create appointment slots that are spread out through the day. Alternatively, give initial

applicants morning appointments and renewal applicants afternoon appointments. Giving applicants staggered appointment times can help you manage the flow of attendees. It also allows you to assign attorneys or accredited representatives to shifts rather than ask them to stay for the entire workshop. This may help to encourage attorney participation.

Collecting contact information will help you to follow up with applicants before the application workshop to make sure they have gathered necessary documents and information. This helps to ensure that workshop attendees will be prepared to complete their DACA applications at the next event.

3. Have written resources available for applicants. Information session attendees should leave with appropriate follow up documents. For example, an application form to complete as a draft, DACA eligibility handouts, DAPA eligibility handouts, and supporting evidence checklists. Referral information should be available for individuals who are identified as having complex case issues.

B. Application Workshop Outline

Station 1 – Registration

- ❑ Welcome and orientation – Greet people as they enter and create a welcoming space. Provide applicants with the appropriate materials (initial or renewal packet)
- ❑ Documents will include the application forms, screening questions, a tracking form, limited legal advice agreements and workshop advisals.
- ❑ The tracking form travels with the applicant from one station to the next and is used to ensure that the applicant goes through each required station. It is collected when the attendee checks out, as part of the quality control process.

- ❑ Limited legal service agreements and Understanding DACA advisals help protect staff and volunteers from liability and ensure that the applicant understands the terms of the services provided, the benefits and risks of applying for DACA, and his/her responsibilities in completing the application process. All DACA workshop participants must sign these agreements before moving on to the next station.

- ❑ Collect contact information and other important data. Confirm that all respective information is in the VAN.

Station 2 – Engagement #1

- ❑ Introduce your organization and your work
- ❑ Share stories of self

- ❏ Share the history of the immigrant youth movement and how DACA was won
- ❏ Explain the workshop process
- ❏ Have applicants sign the limited legal advice agreement and workshop advisal.

Station 3 – Screening for DACA eligibility (initial or continuing) and other forms of relief

- ❏ Legal screening is used to determine whether an individual is eligible to apply for DACA or another type of immigration relief. Screening involves eliciting information from the applicant about his/her immigration status and history, time spent in the U.S., contacts with law enforcement and immigration authorities, etc.
- ❏
- ❏ *Only attorneys or accredited representatives can make determinations about whether a given person is eligible for DACA or another form of relief. An attorney or accredited representative must review and approve the screening forms.*

Two options for conducting screenings:
Attorney volunteers ask all questions and screen applicants OR Non-legal volunteers help applicants to complete screening form and highlights red flag issues spotted. Attorney reviews the form with applicant and asks any follow up questions.

Station 4 – Application Assistance

- ❏ Renewal applicants and initial applicants see volunteers who are trained to help them review the application form questions and fill out the application. Renewal and initial applicants use the same form but are asked to complete different sections.

- ❏ Volunteers should be given materials to help them fill out the form, including OTD's How to Answer Certain DACA Application Questions (to be updated), Physical Presence Worksheets, U.S. Entries Worksheets, Address Worksheets, etc.

    - ❏ Volunteers should flag any areas where they have questions or concerns. A roaming attorney should be on hand to answer any questions as they arise.

Station 5 – Document Organization & Review

- ❑ Volunteers at this station help applicants organize any supporting documents according to the eligibility requirement. Cover sheets and/or folders can be used to separate documents by category.
- ❑ Give volunteers a Supporting Evidence Checklist for initial or renewal applicants. The checklist helps ensure that the applicant has provided evidence for each required category or identifies where there are gaps in evidence. Organize the documents and identify any gaps so that the reviewing attorney or accredited representative can quickly check through the documents.
- ❑ Initial applicants must provide more documents than renewal applicants, so this process should be much easier for renewal applicants to complete. Consider that when deciding how many initial/renewal volunteers to assign at this station.

Station 6 – Engagement / Waiting Area

- ❑ Create an area for applicants who are waiting for an available legal volunteer at the Final Review Station.
- ❑ Use this wait time as an opportunity to engage applicants and make a specific call to action.
- ❑ Assess what kinds of services are needed in the community. What kind of referrals can be made?

Station 7 – Final Review

- ❑ Volunteer attorneys and/or accredited representatives review final applications with any supporting materials. Ideally, have an experienced attorney available to assist with quality control and answer questions.
- ❑ A final review checklist can be used to ensure that the legal volunteers review all important issues. The legal workers should also complete the DACA Workshop Tracking form and indicate their recommendation: 1) the application is complete and ready to file; 2) the application is missing evidence; or 3) the applicant needs legal review outside of the workshop setting.

Station 8 – Check out/Close out

- ❑ Make sure that the applicant went to all appropriate stations by reviewing the tracking form and collecting it.
- ❑ Find out whether the individual completed the application and enter information into the VAN.
- ❑ If the application is complete and resources are available, provide the applicant with an envelope for mailing and a preaddressed mailing label.
- ❑ Provide follow up materials appropriate for initial/renewal applicants:
- ❑ Information about Next Steps, including how to submit the application and What to Expect Next

- ❑ Checklists for any additional evidence that is needed
- ❑ Information and/or registration for upcoming workshops or events
- ❑ Referrals for follow up legal review with an attorney or legal service provider outside of the workshop.

Station 9 – *Copy Station*
(Optional)

- ❑ Do not submit original supporting documents to USCIS!
- ❑ If copying services are available, volunteers can make copies of any original documents that the applicant will submit as supporting evidence.If resources are available, make a copy of the completed application with supporting documents for the applicant to retain.

LEGAL RESOURCES

- ❑ **Applying for DACA**
  - ❑ DACA Requirements & Flyer
  - ❑ DACA FAQs from USCIS (United States Citizenship & Immigration Service).
  - ❑ Proving that You Are Currently In School for DACA
- ❑ **DACA Renewals**
  - ❑ How to Renew DACA

- ❑ DACA Renewal Calculator

- ❑ **Life After DACA**
  - ❑ Dream University (Life After DACA Resources)
  - ❑ DACA & Taxes
  - ❑ DACA & Healthcare
  - ❑ DACA & Drivers Licenses
  - ❑ Your Workplace Rights with DACA
    - ❑ USCIS Information for Employers of DACA Beneficiaries

- ❑ **National Organizations for Immigrant Rights & Legal Help**
  - ❑ United We Dream
    - ❑ Own the Dream
  - ❑ National Immigration Law Center
  - ❑ America's Voice
  - ❑ American Immigration Lawyers Association

LEGAL RESOURCES

- ❑ **Helping community members and fellow students find help for immigration related matters.**
  - ❑ Remember, we are not attorneys and cannot provide legal advice. People will ask you but you can't give them legal advice. Unauthorized practice of law is a serious thing (click here to learn more about it) and we must always be careful to avoid UPL.
    - ❑ "I am not an attorney and cannot give you legal advice but I can connect you to honest immigration attorneys and resources who can help answer your questions".

- ❑ **Refer people seeking help to these organizations and individuals:**
  - ❑ For UH students who need help with DACA:
    - ❑ UHLC Immigration Clinic - (713) 743-2094.
      - ❑ We have a good relationship with the immigration clinic but they take a limited number of cases. You can ask to set up an appointment for a consultation to answer your questions. Please be sure to identify yourself as a current UH student.
    - ❑ United We Dream Houston - (713) 863-1422
      - ❑ UWDH offers free DACA help with their DACA Clinics. Oscar and Carolina are Board of Immigration Appeals Accredited Representatives, which means they are authorized to advise individuals about immigration law.
    - ❑ Neighborhood Centers, Inc. - (713) 273-3707
      - ❑ NCI, Inc. offers help with a wide range of immigration issues like DACA, U-Visas for victims of crime, and applying for citizenship.
- ❑ **Attorney Referrals:**
  - ❑ Raed Gonzalez: 713-481-3040
  - ❑ Susham Modi: (832) 422-7789
  - ❑ Frances Valdez: (713) 861-2725
  - ❑ Sebastian Simon: (888) 329-1396

DEEP & HIGHER EDUCATION RESOURCES

TEXAS TUITION EQUITY: IN-STATE
TUITION & TEXAS GRANTS
HOUSE BILL 1403 (2001) / SENATE BILL 1528 (2005) FACT SHEET

What it is:

- ❏ HB 1403 is a Texas law, passed in 2001 with overwhelming bipartisan support which ensures that Texas benefits from investing in Texas students regardless of immigration status. By allowing qualifying students access to instate tuition rates and state financial aid, this legislation makes higher education affordable and accessible to Texas students, allowing them to become productive contributors to their communities and the Texas economy as educated, taxpaying professionals. This piece of legislation ensures that no student in Texas is denied their dream of going to college if they are willing to work for it.

- ❏ Texas students eligible for instate tuition under HB 1403 must have (1) graduated from a Texas high school or received a GED, (2) resided in Texas for at least three continuous years leading to high school graduation, (3) lived in Texas at least a year before enrolling at a Texas public college or university, and (4) sign an affidavit indicating an intent to apply for permanent resident status as soon as they are able to do so.

- ❏ In 2005, the residency requirements in HB 1403 were amended through the passage of SB 1528 so that nonTexan U.S. citizens may also benefit from instate tuition. A U.S. Citizen may establish a claim to residency and instate tuition through oneself or a legal guardian (if dependent) establishing domicile by having gainful employment or property or business ownership in Texas and maintaining domicile for at least the 12 month period before a public higher education institution's semester census date.

- ❏ Without the ability to pay instate tuition rates, undocumented Texas students would need to pay three to four times more for nonresident tuition rates despite, in most cases, residing in Texas for the majority of their lives.

- ❏ According to the Texas Higher Education Coordinating Board (THECB), undocumented Texas students meeting statutory requirements for establishing Texas resident status under SB 1528 in FY 2013 totaled 24,770 students or about 1.9 percent of total public institution enrollment. Providing instate tuition rates to undocumented students is not ahandout ; THECB reported that these students paid $51.6 million in tuition and fees in FY 2013.

- ❏ In addition to instate tuition, undocumented Texas students who meet the above eligibility requirements may also apply to receive state financial aid. Undocumented Texas students, including those with Deferred Action for Childhood Arrivals (DACA), are currently ineligible to receive any federal financial aid, thus making state and institutional aid the only means of educational financial assistance available. According to THECB, in FY 2013 only 2,318 undocumented Texas resident students were awarded state sponsored grant aid. This represents 1.8 percent of students who received state supported grants & only 9.3 percent of undocumented students.

- ❏ Along with instate tuition that allows undocumented students to realistically afford a college education, students that have been approved for the Deferred Action for Childhood Arrivals (DACA) program can lawfully obtain gainful employment and put their degrees and education to work for Texas. DACA does not give undocumented individuals legal status but instead provides approved applicants with a renewable 2 year work authorization, protection from deportation, and a social security number to be used only for work purposes.

- ❏ On April 6, 2015, Texas DPS Director Steven McCraw testified in committee that the opportunity to receive instate tuition in Texas does not contribute to increased levels of illegal immigration. THECB also testified that there have been no problems with this policy throughout its implementation. Nearly every public university system chancellor, including those of the University of Texas, Texas State, Texas Tech, and University of Houston systems, have supported maintaining this policy and none have supported a repeal in any capacity. The Texas Association of Business also opposes a repeal of this law, which they say is crucial to contributing to the educated workforce of Texas.

- ❏ Texas was the first state to allow undocumented students to pay instate tuition rates and has inspired 17 other states to follow suit. Thanks to tuition equity in Texas, thousands of beneficiaries have earned associate, bachelor and master’s degrees since 2001 and been able to enter the Texas workforce. Therefore, Texas will continue to benefit socially, educationally, and economically by maintaining tuition equity for all Texas students.

Prepared by Evangelina Orozco, College Adviser for Immigrant Students, 2011. Edited by Karla Perez, 2015.

APPLYING TO COLLEGE STEP BY STEP
(For immigrant students who qualify under SB1528, formerly HB1403)

Before you apply, please make sure that you meet the requirements for SB1528. You must be graduating from a Texas high school or receiving a GED in Texas, have lived in Texas at least 3 consecutive years at the time of graduating from high school or receiving a GED, and you must fill out an affidavit of intent stating that you will apply to become a U.S. permanent resident as soon as you are eligible to do so. SB1528 applies to public colleges and universities only – private and out-of-state colleges have their own rules and policies for undocumented students. However, you can get state financial aid at public and private universities, and public community and technical colleges.

Step 1: Register for and take the SAT and the ACT college admission tests. These are offered several times throughout the year on Saturdays in area high schools. If possible, start taking these tests in the Spring semester of your Junior year. When you register, request that the scores be sent to the universities/colleges you are interested in. Registration deadlines for these tests are usually a month in advance from the test date, so make sure you find out when the registration deadlines are. For a good program to prepare and practice for these tests, go to www.number2.com. This is an online and completely free resource to prepare for the SAT and the ACT.

Step 2: Obtain an application for admission. If applying to various Texas universities you may want to use the ApplyTexas Application, which you can fill out online, even without a social security number. Go to www.applytexas.org. This is the best way to apply to most universities and some colleges in the State. For most private universities in the state of Texas, you will need to contact the admissions office to request a paper application, or check to see if you can complete the online application without a social security number. For many private universities around the country, you may need to apply using The Common App at www.commonapp.org.

Step 3: Complete the application for admission by the deadline. If using the ApplyTexas application:

A. Whenever it asks for a social security number, leave this blank unless you have a social security number through DACA (Deferred Action for Childhood Arrivals).

B. Where it asks for information about a visa, leave this blank.

C. Make sure you answer “yes” to the question about having resided in Texas for “at least 36 consecutive months”.

D. Where it asks if you are a legal Texas resident, always answer YES if you have been living here at least 12 months.

Make sure to complete all sections of ApplyTexas and submit essays, if required. Essays can be submitted electronically through www.applytexas.org.

Step 4: Print out the “SB1528 affidavit of intent”, which will become available when you are filling out the ApplyTexas Application online. Your school counselors and college advisors can provide you with a copy also. Some colleges have this form on their website also. Take the SB1528 affidavit of intent to a notary public and fill out all sections and sign. Your high school registrar or secretary can usually notarize the affidavit or you can take it to any notary public, usually found at shipping & mailing retail locations, tax assistance centers, etc. A notary on your high school campus should not charge you at all. A notary in another location may charge, but should not charge more than $6 per document, by law. Remember that if you do not turn this form in to each college/university that you are applying to the institution will not be able to classify you as a TEXAS RESIDENT, and you will have to pay out-of-state tuition (more expensive) and will not be eligible for state financial aid.

Step 5: Submit the completed application (including essay, if required), SB1528 affidavit of intent, application fee (or fee waiver), and an official sealed transcript from your high school registrar to each university you are applying to. Put all documents in an envelope and attach a note or letter to the admissions officer stating that you are a SB1528 student. Include your phone number and the number of a school contact, like your counselor or college advisor. If using ApplyTexas, submit application and essay(s) electronically, and mail in the SB1528 affidavit, application fee or fee waiver, and transcript.

Step 6: Most schools will assign you an account number for access to their online system as soon as you submit an application. You will need to check in on the status of your application and what steps you need to take after applying. You will probably get a Student ID#, user name and a password. You will either receive an email or a letter with this information. For each college/university you apply to, you will have different account information, so watch out for it, and as soon as you get it WRITE it down somewhere that you can find it later. It will also be helpful to put your Student ID # on your FAFSA or TASFA applications later on.

Step 7: Apply for scholarships. Most colleges have their freshman scholarship applications available through ApplyTexas. If your college of interest does not have a scholarship application in ApplyTexas, check the school's website for an online or a downloadable paper application. Note that often the scholarship application deadline is earlier than the admission deadline. Also, scholarship applications usually require additional essays and letters of recommendations. You should also apply for scholarships from scholarship organizations, community agencies, corporations, and state or federal government. You cannot apply for most scholarships through the FAFSA or TASFA – they require separate applications.

Step 8: After January 1st of your Senior year in high school, you will need to fill out a TASFA form. This is the state financial aid applications where you provide important information about your family's income and expenses. It is crucial that you fill out these forms to receive money from the government and from colleges/universities to pay for college. You must find out from each university which form they want you to use. For the TASFA, download an electronic application (also available in Spanish) from www.collegefortexans.com, fill it out on the computer and print copies to mail to each university.

Step 9: Four-year universities will usually mail you letters, or send you emails to let you know they've received your application and/or whether you are missing certain documents. If you do not hear back at all from a four-year university within four weeks, you should contact the admissions officer that has been helping you. If you hear that you are missing documents, please try to provide these documents as soon as possible, or contact the university if you have questions. You should also check your online account with each university as often as possible to make sure you are not missing anything. Most likely, this is also how you can first find out whether you have been admitted.

Step 10: If admitted, four-year universities will send you more information that will give you dates for orientation sessions in the summer, where you will learn very important things you need to know before you can start taking classes. Make sure you register to attend those sessions and provide all information the university requests. You may also receive information about how to reserve campus housing if you indicated you want to live on the university campus.

YOU CAN FIND THIS SHEET WITH ADDITIONAL TIPS BY CLICKING THIS LINK:

http://bit.ly/1N81sHA

PLEASE SHARE THIS WITH STUDENTS WHO NEED HELP APPLYING TO COLLEGE.

HIGHER EDUCATION RESOURCES

Must-have materials for DEEP Outreaches:

You should plan to take at least 30 copies of each handout listed below to each outreach. Sometimes you won't use them all but it's better to be on the safe side.

- ❑ Business cards and flyers with meeting dates.
- ❑ TASFA Application Copies
    - ❑ *You can print them out here:* http://www.aie.org/pay-for-college/apply-for-aid/a-quick-guide-to-the-texas-application-for-state-financial-aid.cfm
- ❑ DACA Guide for Educators
    - ❑ http://cccie.org/images/stories/pdf/daca%20guide%20for%20teachers%202014%20final.pdf
- ❑ Graduate! Una guía de ayuda financiera para el éxito (for parents)
    - ❑ http://www.ed.gov/edblogs/hispanic-initiative/files/2014/04/Spanish.pdf
        - ❑ NOTE: Be sure to make it clear to your audience that undocumented students cannot receive FASFA or federal aid.

Undocumented parents and students should ignore page 4 and especially focus on page 8.

- ❑ College Guide for Undocumented Students in Texas
- ❑ Using the FASFA for Undocumented Students
    - ❑ http://unitedwedream.org/wp-content/uploads/2014/04/DACAStepsforFAFSA2014_Final.pdf

Compilation of higher education resources for undocumented students. **IF THERE IS ANYTHING YOU NEED TO TAKE A LOOK AT, IT'S THIS LINK:**

- ❑ https://drive.google.com/open?id=1Js5HtqDnDSGefNgRpogY47osSp5_fpPhNSNMbyYTn9c

MANAGEMENT & DELEGATION RESOURCES

- ❑ **You can find these and more resources at the Management Center at http://www.managementcenter.org.**

Delegation Worksheet

Setting Your People Up For Success

I am assigning ______________ the responsibility of _________________.

Agree on expectations

1. WHAT does success look like on this assignment?

2. WHEN is the project due? How does this fit with other priorities?

3. WHERE might the staff member go for resources?

4. WHY does this work matter, and why is this staff person the one to make it happen?

5. WHO else should be involved?

The MOCHA for this task is:

Manager	Owner	Consulted(s)	Helper(s)	Approver(s)

6. Tips on HOW to do it (if any):

7. How will you make sure you and your staffer are aligned on key points and next steps? Verbal or written repeat-back? Project plan? Other ways?

Stay engaged

1. What specific products or activities (e.g., outlines, data, rehearsals, etc.) will you want to review or see in action to monitor progress?

Early on:

Midstream:

On the back end:

Create accountability and learning

1. When and how will you debrief how things went? Can you schedule that now?

Adapt your approach

1. Given the difficulty and importance of the task and my staff member's will and skill for this task, my approach should generally be: Very hands-on, Moderately hands-on, or Relatively hands-off?

Assigning Responsibilities

Progressive organizations often place high value on involving multiple stakeholders inside or outside the organization in its work. Such widespread involvement can generate greater buy-in and better outcomes, but it can also generate confusion about who is responsible for what. The "MOCHA" model[1] can help managers more clearly articulate who should play what role throughout the course of work and thereby generate better results.

MANAGER | Assigns responsibility and holds owner accountable. Makes suggestions, asks hard questions, reviews progress, serves as a resource, and intervenes if the work is off-track.

OWNER | Has overall responsibility for the success or failure of the project. Ensures that all the work gets done (directly or with helpers) and that others are involved appropriately. There should only be **one** owner.

CONSULTED | Should be asked for input or needs to be bought in to the project.

HELPER | Assists with or does some of the work.

APPROVER | Signs off on decisions before they're final. May be the manager, though might also be the executive director, external partner, or board chair.

Managers can use a very simple table to make clear who is assigned to what role. Note that the same individual might be assigned to more than one box:

Project: Setting agenda for annual convention

Manager	Owner	Consulted	Helper(s)	Approver
Ruth (Dep.	Carlos (Dir. of	Ray (board	Alex (on	Melissa (ED)

Director)	Programs)	chair), all program team members, Alex	logistics), Dean (for input from members)	

[1] We adapted this model from the “DARCI” model taught in some programs, which stands for: Decider, Accountable, Responsible, Consulted, Informed.

How To Set Up a Call/Meeting Agenda:

Purpose:

- ❏ Set up the purposes for the call or meeting. What do you hope to get accomplished during the call? Do you want to inform, get a decision on something or take another action as a team? There should be no more than 4-5 purposes listed for a call or meeting; otherwise it is too much information.

Outcomes:

- ❏ Set up outcomes that correspond to each purpose. For example, if one of your outcomes is to inform the team, then its corresponding purpose should be “team is informed about”. Outcomes are what you want to get out of your purposes.

Duration: How long will the meeting last? Be reasonable about your time and be sure to allot enough to conversations where you need feedback.

You will use this template to set up your agendas, which includes allocating a number of minutes to a section of your agenda and selecting a facilitator for each section.

The facilitator goes through their respective section of the agenda and is responsible for coordinating their segments.

Be sure to have a note taker and a timekeeper for each call and agenda. The timekeeper can message/text facilitators to remind them of their time constraints.

The notetaker will take down the roll and notes for the meeting and will share with the team.

Agenda for ________ Call or Meeting		
# of Minutes	● Check-In Question: ○ Always have a good check-in question to take down attendance and set the tone for the meeting.	Facilitator
# of Minutes	●	Facilitator
# of Minutes	●	Facilitator

# of Minutes	•	Facilitator
# of Minutes	Next steps: • Next steps must be set (deadline for item & who is doing it).	Facilitator

Sample Call Agenda (From Texas Tuition Equity Campaign)

Purpose:
- Get updates on areas of work from leads
- Get feedback on draft messaging
- Connect folks who need to work together for action/campaign
- Give general updates at end of call, things to put on radar.

Outcomes:
- Team is updated on what each lead has knocked out for the week
- Deborah get necessary feedback for messaging to complete it
- Leads who need to collaborate have set up space to do so
- Team is informed about April 9 action, upcoming calls.

Duration: 1 Hour on WebEx

Agenda for 3/27 Call		
5 Minutes	• Check-In Question: What has been your favorite moment when birddogging/lobbying? • Purpose of Call: Update each other, troubleshoot items in areas of work. • As we get further into the legislative session, we need to be having these weekly calls to keep in communication about what is happening. • Update from Skyler about what happened. • Condolences to Senator Lucio ○ Social Media with our condolences ○ Send a letter to Sen Lucio, Deliver in Person ○ & Rep Lucio (ULI - Will deliver & have other affiliates send in them also)	Karla
20 min	• DREAM Graduation with Hearing on April 6 ○ How are folks feeling about combining, moving action forward? ○ Plus & Drawbacks ○ Vision: What does it look like? ○ Next Steps to combine.	Roberto
15 minutes	• Updates from each lead on area of work	Team

(3 min per Lead)	○ Logistics ○ Legislative ○ Traditional Media ○ Social Media ○ Ally ● Distinguish: action and hearings, separate!	
10 minutes	● Feedback on Draft Messaging for DREAM Graduation ○ Figure out process for facilitation	Deborah
5 minutes	Next steps: ● Coalition call at 9am ● Announcement from Abraham ● DREAM Graduation on April 9th ○ TikTok has changed; please review and **inform your team**. ○ Get commitment to review. ● Next Call: Next Friday, April 3 ● Tuesday Check-in for action call. ● April 18th strategy session	Karla

<u>HOLDING YEA GENERAL MEETINGS</u>

- **BEFORE THE MEETING:**
    - Print any materials you plan on handing out to members, which include but are not limited to:
        - DACA Clinic/legal resources flyers & other resources for immigrant youth
        - Worksheets to be used during activities
        - Monthly Calendars
        - News Articles
    - Create a Prezi for the meeting!
        - We use Prezi because it holds people's attention more than a regular powerpoint.
        - You can find examples of past meeting Prezi's here: http://prezi.com/user/yk9ynyrvubdl

    - Set up the room! (30 min before meeting starts).
        - Make sure to have the meeting sign-in sheet ready to go on at least one laptop or tablet.
        - Desks or chairs should be set in a semi-circle, so everyone in the room is more engaged during the meeting.
        - Put out any food/handouts you plan on providing at the head of the room.
        - Write any big announcements on the dry erase board.
    - Engage members who come in earlier!
        - All officers should welcome members as they enter the meeting room, inviting them to sign in for the meeting, grab snacks & any handouts they want to take.
        - No one should be sitting alone! It is important that we create relationships with members and this will not be accomplished if we let people sit in the back by themselves.

- **DURING THE MEETING:**
    - Make sure everyone is signed-in before you start!
    - Begin with an icebreaker to loosen up your audience.
    - Get to the presentation and give an overview of what the meeting is about.
    - Have productive and relevant activities ready (a training, a breakout session).

- Have an energizer between parts of meetings that can get boring (talking about policy & legal updates).
- Finish strong! Have a chant ready or a strong message for the group after you have reviewed next steps (what is coming up for YEA).
  - Make clear "asks" when you ask the group about volunteering, remind them how important it is to do their part and fight with us, especially if they want to have something more than DACA, and relief for their parents/families.

- **AFTER THE MEETING:**
  - *Right after the meeting:*
    - Put desks and chairs back, make sure room is cleaner than when you first came in.
    - Invite the members to hang out! Go to Pink's Pizza, go dancing, whatever (safe) activity you want to do if you can get a group to go.
  - Follow up with any member who had individual questions (about DACA, TASFA, volunteering, etc) within 48 hours of the meeting.
  - Create a meeting recap from the meeting minutes, especially if it was a really important meeting.
  - Check meeting sign-in and see if you had any new members. If you did, email them or text them telling them you were glad they came to the meeting and remind them that we are here to help them & for resources.

Debriefing Template

Whether things went well or not-so-well on a project, both you and your staffer have likely learned from the experience. By debriefing at the end of a project, you can capture lessons learned to ensure even better results next time.

To ensure debriefs happen, get them on the calendar from the start! When you're planning out a project, include a reflection meeting at the end. (For smaller projects, you might just make a note to discuss the results at your next one-on-one check-in meeting with the staffer.)

Plan for your debrief!
Consider "when we'll debrief, who should attend."
Be sure to assign someone to lead the debrief.

What went well? (These are the plusses!) +
When things went well, why?

What didn't go so well? (These are the deltas!) □
When things didn't go well, what was the cause? *(Generally you'll get the best results if you approach this question without assigning blame.)*
What should we do differently in the future? How can we fix the delta?

How can we best capture that so that we remember it next time? *(Even just a quick bulleted list can be an invaluable resource to have on hand the next time you conduct a similar project.)* Use the template below to get down your plusses and deltas. Write them out on a flipchart or a dry erase board with your team as you go through them .

Debriefs should always happen immediately after an action, a press conference, an info session, etc.

Sample Plusses & Deltas Chart

Plusses (+)	Deltas (□)

UNITED WE DREAM & YEA

UWD's New Structure
Approved January 6, 2015

The following proposal for UWD's new membership structure was updated in December, 2014 to address the feedback received by UWD affiliates during the regional retreats. Changes were made to Section 3 of this proposal, including individual membership, organizational membership, affiliate standards and NCC.

1. Why is UWD changing its Membership Structure?

UWD was founded in 2008 with 7 affiliates. Today UWD is the largest immigrant youth network with 55 affiliates in 26 states. Over the last 6 years, UWD has operated as a coalition of immigrant youth groups who share UWD's commitment to organize and advocate for the dignity and fair treatment of immigrant youth and families.

We know that UWD and the immigrant rights movement need to build more power to achieve protection from deportation for our community and ultimately dignity and equal treatment. In order to build more power, UWD needs to grow by expanding its base and engaging thousands of new people across the country. Thus, a field and membership structure that enables UWD to increase membership and engage massive numbers of people is needed. The current structure is not set to achieve this vision of growth.

In addition to growing power, UWD needs to be a strong membership-led organization with a healthy internal democracy and robust campaign capacity. To this end, based on conversations with UWD affiliates during the regional retreats of 2013 and interviews led earlier this year, all stakeholders of UWD (affiliates, Board, NCC, and staff) agree that our current membership and field structure is not adequate for fostering a healthy and transparent participation and decision-making process on UWD's priorities and campaign strategies.

Thus, a membership and field structure that leads to a healthy democracy, including clear channels of communication, accountability and decision-making, is needed.

In summary, UWD is engaging in a restructuring process for two reasons:

1. The need to grow to scale and increase grassroots power in order to achieve vision of dignity and equal treatment for immigrant youth and families
2. The need to address inadequacies with current membership structure to ensure a healthy internal democracy that creates clear channels of communication, accountability, and decision making

Based on conversations with UWD's stakeholders (affiliates, Board, NCC, staff) the new membership structure of UWD should aim to:

- GROW BASE & POWER: Create a way for thousands of new people to find a "movement home" in the United We Dream Network by becoming individual members, who can be called upon to take action and exercise power locally. We already engage individuals outside of our affiliates via online platforms, so including individual membership, as part of our structure will formalize relationships we already have with individuals across the country.
- CREATE A HEALTHY INTERNAL DEMOCRACY: Create a set of affiliate-standards and an internal decision-making structure that ensures that the organizations that are part of UWD's network have a clear understanding of their role, capacity, and decision making power
- SEIZE THE MOMENT: Convert the thousands of contacts from the recent victory of broader administrative relief into sustained, long-term relationship with thousands of undocumented youth and their families who will "come knocking" on our doors seeking information and help.
- BE WHERE WE NEED TO BE: Create a mechanism for new people to join UWD even in places where there are no affiliates, or in places where it is politically important to build a base of activists that can be mobilized to push key targets.

2. Process for Adopting a New Structure

As a membership led organization UWD's commitment and vision is to lead a restructuring process that is inclusive of all stakeholders and that creates multiple spaces for input and feedback that would build alignment around a set of key changes to the structure. The Board of Directors, as the organization's governance body, is responsible for making a final decision on the new structure for UWD. On January 6, 2015, the board voted to approve this proposal.

In August of 2013, UWD field staff led in-depth check-ins and meetings over the phone and in person with all affiliates. This effort marked the launch of a plan to ensure that UWD had constant communication with affiliates and that affiliates had a clear way to get involved and to commit their capacity to campaigns and programmatic work. The conversations with UWD affiliates affirmed the need to change the structure. As a result UWD staff raised this need to the Board of Directors and the National Coordinating Committee (NCC), which decided to make the restructuring of our membership a priority for 2014.

Since August of last year we have led the following process:

Ø August-September: UWD organizing staff and NCC engaged in 1:1 conversations with all affiliates where campaign and challenges with our current structure were discussed

Ø November-January: UWD held regional retreats where leadership and affiliates reached alignment on prioritizing the restructuring process for 2014

Ø February-March: Board of Directors and staff led research on different models of membership structures and held interviews with different progressive membership organizations

Ø April: Managing Director and Board of Directors decided to hire a consultant to work on the restructuring process with UWD. Ana Maria Archila, Co-Executive Director of the Center for Popular Democracy (CPD) was hired as principal consultant on the restructuring process.

Ø April-May: CPD's research team conducted a total of 25 interviews. The interviews included affiliate leaders, NCC and Board members, and staff.

Ø June-August: Based on the information collected in the interviews CPD's consultant with the support of staff, Board, and NCC developed a proposal of key elements of the structure to be considered by the leadership

Ø August-September: CPD's consultant and Managing Director led consultation sessions with Board, NCC, and staff of UWD with the goal of gathering feedback to the proposal

Ø September: Staff updated the proposal based on feedback received by UWD's leadership

Ø October: NCC, Board, and staff held 1:1 meetings with affiliates to share the proposed recommendations and gather the feedback from affiliate leaders

Ø October-November: Finalized 1:1 with all affiliates and included a restructuring conversation in the regional retreats to continue to build alignment

Ø December: Staff and CPD updated the proposal based on feedback received by affiliates and NCC. NCC agreed with proposal and the Board of Directors voted to approve the new structure on January 4, 2015

3. Proposed Elements for New Structure

3.1. Individual Membership

Anyone who shares the values and vision of UWD should be able to become a member of the UWD community by completing a membership form or pledge offline and/or online. The individual membership process should be as open and inclusive as possible, thus it is recommended that a membership fee is not required to become a member. However, the organization should run sophisticated and effective digital and mobile strategies to move individual members to become UWD monthly sustainers.

The membership pledge should describe clearly what UWD's values are and who UWD represents, and serves as a threshold to ensure that only people who share our values and who are rooted in immigrant communities become members. The pledge is a tool to collect contact information, and to present a "values & vision" statement that allows people to understand the purpose of UWD. It could say something as simple as the following. The pledge can also include UWD's commitment.

Being an "activist" will not be a requirement of membership, but UWD should work to sustain the participation and engagement of every member at the grassroots level and online. Individual members will be encouraged and incentivized to form chapters and/or join existing chapters and affiliates. Members will be inspired, engaged, and nurtured. In order for the individual membership program to be successful UWD will need robust digital and mobile strategies to keep individual members engaged and increase their engagement over time.
Why Join UWD?

- Community of Shared Experience

UWD's members will be primarily, but not limited to, first or second generation immigrants whose families are impacted by unjust laws. That shared experience is what brings them together. But what they get from UWD is a way to feel powerful together.

So UWD members should get a steady diet of inspiring stories of people like themselves who are taking courageous actions to confront injustice, and they should feel like their membership and their participation make change possible. Members should be invited to join local affiliates or chapters, local events and gatherings, national mobilizations and other kinds of activities that bring them into the community of UWD fully.

- Community of Action

Membership should be easy, fun, and engaging. Signing the membership is the first, of hopefully many, actions that individuals will take to advance UWD's work. UWD, and its affiliates, will create many opportunities for members to take action by themselves or with others, on-line and off-line.

Joining UWD should NOT feel like just another generic list. UWD will make sure that everyone who becomes a member actually hears from UWD by phone, email and text. Even if people are not inclined to take action, we want them to stay connected to UWD.

And UWD will actually really work hard to make sure that members who take actions are supported to take even more, and working closely with affiliates, UWD will offer a "ladder of engagement" that builds their leadership and deepens their engagement.

- Community of Support

UWD will offer information and support. The most significant support initially will be related to the DACA, DAPA, and programs (DEEP, END, QUIP). UWD will offer individualized information and guidance to help folks access education, legal services and other types of support as part of DACA and DAPA implementation.

Overtime, once there are several thousand people who have joined as members, it is an option for UWD to consider further ideas for supporting and providing benefit to its members.

What are the Benefits for Individual Members?

Member benefits will evolve overtime. Initially member benefits will be:

- o Belonging to a community of inspiration & action. People will experience this community initially through phone calls, emails, texts to stay connected and involved in the fight.
- o Individualized information about DACA renewal, DACA expansion, and DAPA, and advanced knowledge about opportunities to access to legal clinics or other administrative relief related services.
- o Information about access to higher education, deportation rights, LGBTQ rights, etc
- o Opportunity to "vote" in polls and other types of non-binding consultations that UWD will do to understand member opinions on an issue or key question.
- o Individual members will NOT elect a governance or leadership body of UWD.
- o Opportunity to participate in UWD calls, National Congress, and some trainings and scholarships
- o Coaching and support from UWD staff to form chapter or local organize actions
- o Receive support from UWD programs : END, QUIP, DEEP
- o Individual members will NOT have access to regional retreats

What are the Responsibilities of Individual Members?

Members will have the primary responsibility of protecting, supporting and nurturing the UWD community and the organization. They will do that by:

- Being constructive members of the UWD community. Members should expect to be treated with respect, and treat others with respect, online and off-line.
- Supporting UWD's work by disseminating information about actions, by participating directly, and engaging locally with affiliates

How will Individual Members Have a Voice inside UWD?

Individual members will not sit in the NLC as individuals, or elect individual representatives of the "individual members". Only affiliates that meet organizational building standards will form part of the NLC, so to the extent that an individual has the drive and desire to form a group, and that group meets the affiliate standards, that's how individual members will have governance voice.

Individual members have two types of voice & representation:

1. Individual members will be consulted by UWD through polls. The polls will serve as both a form of engagement and a way to "check the temperature" of the membership. But they will not be binding decisions.

2. Only organizations will be part of the National Leadership Committee, not individuals. So individual members can be represented in the NLC if: a) they form a new local group, and that group meets organizational building standards of UWD affiliate; b) they are part of an existing UWD affiliate and participate in campaigns tables.

3.2 Organizational Membership: 3 Tiers

· **(THIS IS YEA)** UWD AFFILIATES BUILDING ORGANIZATIONS: Affiliates that are committed to UWD's vision and mission and to building organizations in their communities and meet standards related to their organizational growth plan. Each of these affiliates will have an NLC representative. Their participation in the NLC empowers these affiliates to have a voice in the process of setting yearly goals and priorities for UWD. In addition, these affiliates will be able to join campaign tables, programs, and advisory councils. Through the NLC these affiliates will nominate 3 seats to the Board of Directors.

· UWD AFFILIATES: Affiliates that participate in UWD and are committed to UWD's vision and mission, but don't meet organizational building standards. These affiliates will not have an NLC representative until they reach standards. These affiliates can join UWD campaigns tables and will be empowered to make campaign and strategy decisions. In addition, these affiliates will be able to join UWD programs and their respective advisory councils. Affiliates and chapters will nominate 3 at-large seats to the Board of Directors.

· UWD CHAPTERS: New local immigrant youth-led groups that will be formed by individual UWD members. These affiliates will not have NLC representative until they reach standards. Chapters can join UWD campaigns tables and will be empowered to make campaign and strategy decisions. In addition, chapters will be able to join UWD programs and their respective advisory councils. Affiliates and chapters will nominate 3 at-large seats to the Board of Directors.

Standards for All UWD Organizational Members: All organizations joining UWD should meet the following standards: **(THIS APPLIES TO YEA)**

· Shared vision: Groups should share UWD's vision and values and commit to building the base and growing power for the long-term.

· Clear leadership structure & decision making roles: it should be easy to understand who makes decisions, how decisions are made and how long it takes, who is an authorized representative able to make decisions on behalf of the affiliate, and who is accountable for carrying out work. Groups should provide a breakdown of their structure and decision making process and roles in writing. UWD should work with affiliates to standardize structure language.

· Commitment to building the strength of the network by participating actively and constructively in UWD. Being able to fulfill commitments as affiliates or chapters is essential to a healthy internal democracy. Affiliates and chapters should demonstrate ability to participate actively, fulfill their respective responsibilities and be constructive. There should be a transparent process in place to deal with disagreements and/or grievances.

Standards for Affiliates Building Organizations: The idea of developing standards for affiliates building organizations is primarily based on the principle that transparency & accountability are really important in the work of building a movement and building a healthy movement organization. There would be a process in place to evaluate whether or not affiliates meet standards on a yearly basis. The standards are as follows:

· Shared vision: Groups should share UWD's vision and values and commit to building the base and growing power for the long-term.

· Clear leadership structure & decision making roles: it should be easy to understand who makes decisions, how decisions are made and how long it takes, who is an authorized representative able to make decisions on behalf of the affiliate, and who is accountable for carrying out work. Groups should provide a breakdown of their structure and decision making process and roles in writing. Ideally UWD should work with affiliates to standardize structure language.

· Membership size: affiliate should have a list of members that participate regularly in activities of the organization. Affiliate should have the members' contact information for communication purposes. The size of membership should be at least of 20 members.

· Active Participation: Affiliates that have 30 members or less should have 15% participation rate in UWD activities. Affiliates that have 30 members or more should have 25% participation rate in UWD activities.

· Leadership development: supporting members to grow as leaders in the organization and in the movement is one of the most important things we do. Affiliates should participate in 2 UWD facilitated trainings per year, and should create opportunities for members to test their new skills and knowledge.

· Commitment to building the strength of the network by participating actively and constructively in UWD. Being able to fulfill commitments as affiliates is essential to a healthy internal democracy. Affiliates should demonstrate ability to participate actively, fulfill affiliate responsibilities and be constructive. There should be a transparent process in place to deal with disagreements and/or grievances.

· UWD Program Participation: affiliates should have at least one functional UWD program within their organizational structure

· UWD Campaign Participation: affiliates should be involved in at least one UWD local or federal campaigns

Every affiliate and chapter will sign a Memorandum of Understanding (MOU) with UWD to formalize the relationship. The MOU should include the following, but not limited to: UWD's mission, vision, commitment, NLC responsibilities and accountability, and any capacity building commitments from UWD. This MOU should be shared with affiliate's leadership and membership. Every year UWD should conduct an evaluation of its affiliates, individual membership and chapters. A committee comprised of NLC, Board, and staff members will conduct an evaluation to assess affiliates' standing with standards and commitments.

Membership Fees for Organizational Members: Affiliates and chapters should pay a yearly membership fee based on the tier system mentioned above. Affiliates and Chapters will still pay registration fees for our National Congress. Support and scholarships for transportation will be provided by UWD. The fee should be as follows:

· Affiliates building organizations: $150 per year

· Affiliates: $50 per year

· Chapters: $25 per year

3.3 Healthy NCC (NLC)

In order to create a healthy and functional leadership body UWD should clearly define the role and set of responsibilities for this body, change the name, and change the representation model from a regional one, to one where affiliates that meet organizational building standards will elect their own representative to this body. This will both lighten the current workload of NCC members, and ensure better and effective representation of affiliates, since they will now only have to communicate with and represent their own organization.

In addition, UWD should create advisory councils for UWD programs, including QUIP, Women's initiative, END, and DEEP. The changes to this leadership body are as follow:

o New Name: National Leadership Committee (NLC)
o Role & Responsibilities: The role of the NLC is to work with the Board of Directors to set the overall goals and direction for the network. The responsibilities should include:

§ Approve UWD proposed overall priorities and goals for the year.
· NLC and Board of Directors will review proposed priorities and goals. The staff is responsible for developing proposal. The NLC and Board of Directors will review and provide feedback. Both leadership bodies will work to reach alignment on proposal, but the Board of Directors has veto power.
§ Serve as ambassadors for UWD in external relations, including meetings with allies, agencies, policymakers, and conferences. Staff will work closely with NLC members to ensure they are fully prepared and equipped to represent UWD in these external spaces.
§ Convene affiliate leaders for regional gatherings and set goals and agenda for these meetings.
§ Nominate 3 board members. (The Board of Directors will approve nominations)
§ Attend 3 meetings per year. They will no longer be responsible for joining weekly calls. The meetings will be as follows:
· January leadership retreat
o Reach alignment on UWD goals and priorities
· Mid-year
o Review
o Prepare for regional gatherings
· End of the year
o Evaluation

Please Note: NLC members will NOT be responsible for making campaign decisions. Only affiliate leaders who are working on the campaigns will be responsible for making decisions for each of UWD's campaigns

o Composition: affiliates building organizations will elect their own representative to the NLC. One affiliate = One NLC representative. UWD will encourage affiliates to keep in mind the goal to have a diverse and representative NLC, which includes but is not limited to representatives who are immigrant youth, women, LGBTQ, etc.

o Criteria for NLC representatives: UWD affiliates that meet organizational building standards must follow this criteria to choose their NLC representative.
§ Leader is committed to affiliate and UWD's vision and mission
§ Leader is part of the core leadership of affiliate, including but not limited to President, Vice-President, Chair, Vice-Chair or where present, equivalent staff positions such as Executive Director, Program Director, etc.
§ Leader has authority to make decisions on behalf of affiliate
§ Leader is in good standing with affiliate and active participant of affiliate leadership meetings and overall activities
§ Leader has been involved in organizing and/or movement work for at least one year

The NLC will be evaluated at the end of 2015 to assess its functioning and effectiveness. At this point the Board of Directors may decide to set term-limits for NLC representatives. In order to keep consistency, but at the same time opportunity for new leadership, a term limit of 3 years may be considered.

3.4 Capacity Building: Nearly all of the affiliates that CPD interviewed expressed a strong desire for more support from UWD in building their own capacity. Because affiliates are so diverse in their goals and capacities, trainings that are extremely useful for some organizations will be totally pointless for others. Some possible categories of organizations include:

- Organizations that are interested in growing to be a full-fledged community organizing organizations.
- Organizations that are already well established and need help with more advanced capacity building
- Self-organized that are interested in in continuing to be volunteer-led
- Student groups at colleges

UWD should establish a capacity building program tailored to different cohorts by capacity or region. The details of this program are yet to be defined, but its goal should be to help all affiliates and chapters grow and become powerful in their geography and within the network.