

**COLLEGE CHANGES EVERYTHING™
CONFERENCE**

July 11, 2013
Tinley Park,
Illinois

**“Scalable Solutions for
First-Generation & Undocumented
College Students”**

Lorena Villa Parkman, Content Copy Editor, New Futuro

Tanya Cabrera, Chairperson, Illinois Dream Fund Commission

Maria Bucio, Director of La Casa Student Housing,
The Resurrection Project

Adolfo Hernandez, Director of Office of New Americans
Mayor's Office, City of Chicago

New Futuro



Helping Latino families get their students into college and beyond.

A College Plan in the Hand of Every Latino Student in the U.S.



Students who enter high school with a plan for any type of postsecondary study are far more likely to graduate college than those who do not have a plan.



Swail, W. S., A. F. Cabrera, et al. (2005). Latino Students and the Educational Pipeline. Washington, DC. Educational Policy Institute.

SUCCESSFULLY NAVIGATING NEW FUTURO COLLEGE PLAN



- Culturally relevant and bilingual
- Designed for students and their parents
- Easy to access
- Simple to use

1

**CHOOSE YOUR
CAREER PATH**



Identify your interests.



New Future

1 CHOOSE YOUR CAREER PATH

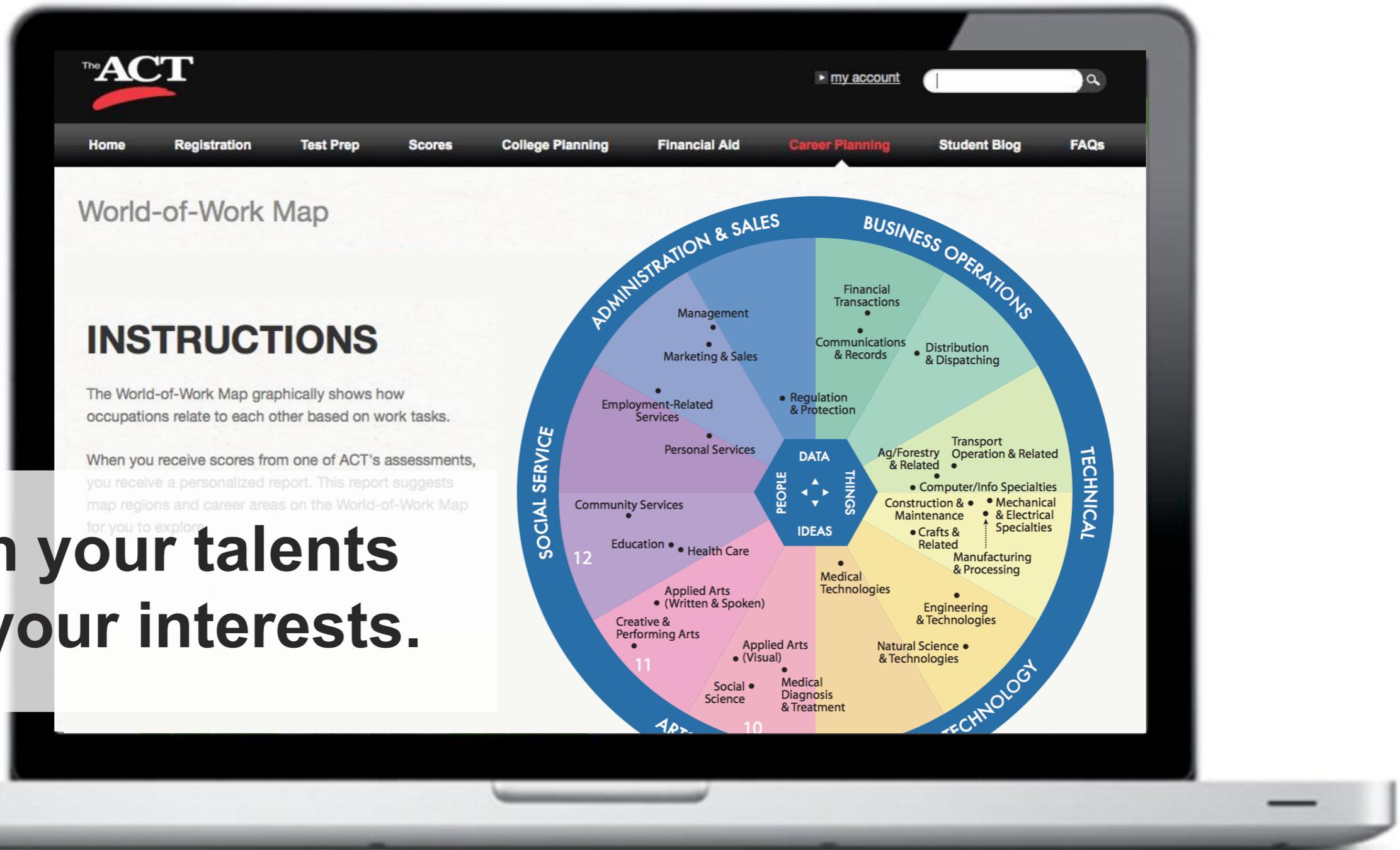
Find your talents.

New Future 



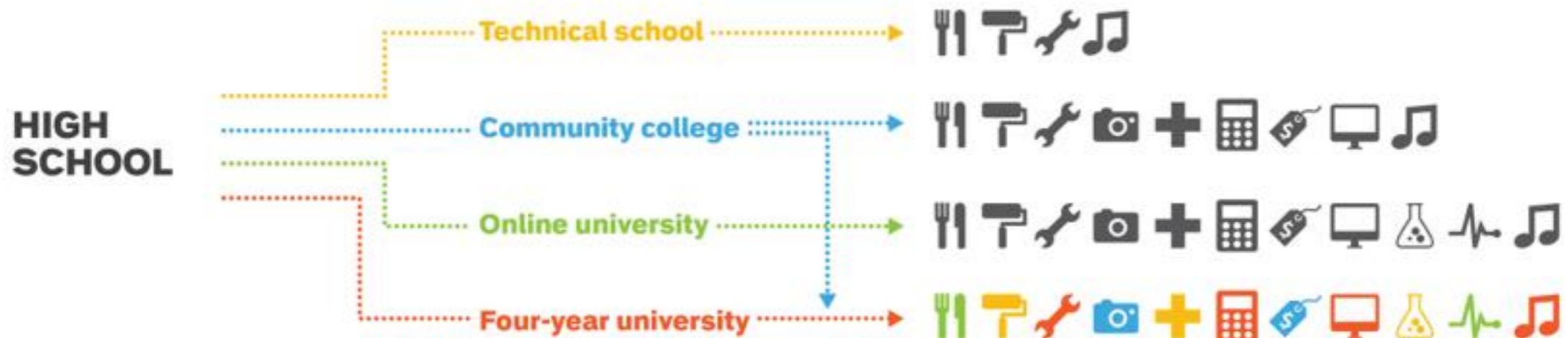
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CHOOSE YOUR CAREER PATH



Match your talents with your interests.

1 CHOOSE YOUR CAREER PATH



Technical school

- Trade certificate
- Enter job market quickly
- High demand as "boomers" retire

Community college

- First two years
- Associate's degree
- Open enrollment

Online university

- Classes online & face-to-face
- Work full-time and go to school
- Very disciplined
- Open enrollment

Four-year university

- Bachelor's degree
- Network/lifelong friends

1 CHOOSE YOUR CAREER PATH

I AM HERE NOW

- 1 I need help figuring out where to start exploring my career options.
- 2 I have a good idea of what I want to be but need help planning a career path.
- 3 Done! I want to be a(n) Architect; major: environmental design.

FILL IN YOUR CAREER HERE

Turn this in at a New Futuro College Prep Fair 2012 and enter to win an iPad.
 Entrega este talón en la Feria Educativa de New Futuro 2012 y entra al sorteo de un iPad.

Complete the 10 steps in your College Plan and copy your responses in the corresponding spaces below.
 Completa los 10 pasos de tu Plan para la Universidad y copia tus respuestas en los espacios correspondientes.

| STEP 1 | STEP 2 | STEP 3 | STEP 4 | STEP 5 | STEP 6 | STEP 7 | STEP 8 | STEP 9 | STEP 10 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 3 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 2 | 2 |

Juan Chavez M 01/25/95
FIRST NAME/NOMBRE LAST NAME/APELLIDO GENDER/GÉNERO BIRTHDATE/FECHA DE NACIMIENTO
 Juan.d.chavez@gmail.com 312-917-8354 60632 English
EMAIL/CORREO ELECTRÓNICO PHONE NUMBER/TELÉFONO ZIP/CÓDIGO LANGUAGE PREFERENCE/IDIOMA PREFERIDO

I AM NOW A FRESHMAN SOPHOMORE JUNIOR SENIOR OTHER

WHAT ORGANIZATION REFERRED YOU?

By submitting this form you will receive free privileges of New Futuro membership. / Entregando este formulario recibirás los privilegios de la membresía de New Futuro completamente gratis.

www.NewFuturo.com/careers

You may not know exactly what you want to be but you probably have an idea of what you're interested in. The goal is to have a career path in mind, ideally by your Sophomore year. To figure out what you want to be, start by dreaming big, following your passions and most importantly, believing in yourself. You can always change your mind, but it's important to start somewhere.

I AM HERE NOW

- I need help figuring out where to start exploring my career options.
- I have a good idea of what I want to be but need help planning a career path.
- Done! I want to be a(n) _____

PAUSE IN YOUR CAREER HERE

Tip: Narrow down your interests and search for college majors that support them. Think about people that have inspired you or about your favorite subject in school that help you explore career options.

BUILD YOUR SUPPORT TEAM
www.NewFuturo.com/careers

Surround yourself with people who can help you get into college, as well as those who can help you along your career path.

I AM HERE NOW

- I need help knowing people that can support me getting to college.
- I have a good idea of who can be part of my team, but need help talking to them about supporting me.
- Done! I have my support team and I am ready for what's next.

Tip: Talk to your teacher, mentor, advisor, school counselor, coach, employer, and youth or church leader about what you want to be and ask them how they can support you getting there.

New Futuro COLLEGE PLAN

OUR STRATEGY

...cial-aid

...ess out about applying

...our family to create a

...ch they will be able to

...d Paying for College

...ication,

...paring my

...including extended family members in your strategy and consider

...t time jobs that can help you put some money aside for college.

GOAL 2025

5 TAKE THE RIGHT CLASSES
www.NewFuturo.com/college

Learn about the specific classes you need to take in high school to get into the colleges you are applying to. Talk to your support team about high school courses that will build strong language, math and reasoning skills. Your goal is to have a list of high school courses to take ideally by the beginning of your Freshman year.

I AM HERE NOW

- I need help deciding what courses I should take.
- I have an idea of courses I want to take but need help making sure I'm on track to attend the college of my choice.
- Done! I have a list of courses I need to take in high school.

Tip: Taking Honors-level, AP, Dual-Credit, and IB courses can save you money and better prepare you for your college experience.

6 GET THE GPA YOU NEED
www.NewFuturo.com/college

Your Grade Point Average (GPA) matters. Find out the GPA you need to get into your dream college and start tracking your grades. Knowing you need a high GPA keeps you focused. Use available online resources and hit those books!

I AM HERE NOW

- I don't know how to calculate my GPA.
- Almost there. I need help with my study skills to get my GPA higher.
- Right on track! I'll make sure to keep my GPA up.

Tip: Take some risk and balance your chances of getting a good grade in Honors-level, AP, Dual-Credit, and IB courses as those courses can help you raise your GPA faster.

7 GET INVOLVED
www.NewFuturo.com/college

Colleges value a well-rounded person, so be sure to get involved in extracurricular and community activities. Join clubs, play sports, and volunteer. Contribute to the organizations you join and have fun doing it! Your goal is to start a portfolio at the beginning of your Freshman year and keep updating it every year. It's never too late to get started!

I AM HERE NOW

- I need help identifying what kind of activities and organizations I can get involved with.
- I know how I want to get involved but I need help getting connected.
- Done! I keep a record of my activities and the way I contribute.

Tip: Colleges prefer to see the impact that you made in your extracurricular activities rather than the amount of activities you were involved with so keep track of the contributions you make.

8 TAKE THE COLLEGE ENTRANCE EXAMS
www.NewFuturo.com/college

ACT and SAT are tests required by most colleges for admission. Your goal is to take the test(s) and have your scores sent to the colleges on your final list. Apply early in your Senior year to take these tests.

I AM HERE NOW

- I need help deciding which test I need to take and resources to prepare for it.
- I have registered but I need resources to help prepare for the test.
- Done! I have taken the test I need and requested the results to be sent to the colleges of my choice.

Tip: Get some practice! Take the ACT EXPLORE test in 8th or 9th grade. Then take the PLAN or PSAT tests in 10th grade to prepare for the ACT and SAT exams.

9 APPLY TO COLLEGE
www.NewFuturo.com/college

Double check your list of colleges and make a final decision on which ones you will be applying to. Be aware of deadlines, make sure you meet all the requirements, and write your best essays ever! Your goal is to apply to at least the top 5 colleges on your final list.

I AM HERE NOW

- I need help with my applications and writing my essays.
- I have completed the college applications but need help writing my essays.

10 GET MONEY FOR COLLEGE
www.NewFuturo.com/financial-aid

There's a lot of financial aid out there! The trick is to get your Free Application for Federal Student Aid (FAFSA) form sent in as early as possible! Your goal is to submit your FAFSA and then complete 10 scholarship applications for every \$1,000 you need to pay for college each year. Keep a copy of your applications and go for it!

I AM HERE NOW

1

CHOOSE YOUR CAREER PATH



2

BUILD YOUR SUPPORT TEAM



3

MAKE YOUR COLLEGE LIST



4

CREATE YOUR FINANCIAL STRATEGY



5

TAKE THE RIGHT CLASSES



6

GET THE GPA YOU NEED



7

GET INVOLVED



8

TAKE THE COLLEGE ENTRANCE EXAMS



9

APPLY TO COLLEGE



10

GET MONEY FOR COLLEGE





Considerations for Undocumented students

- Step 1
- Step 3
- Step 4
- Step 9
- Step 10



Student Housing

in Pilsen

La Casa | Live.Learn.Thrive.

a Resurrection Project initiative

The Resurrection Project

To build relationships and challenge people to act on their faith and values to create healthy communities.

- Mission

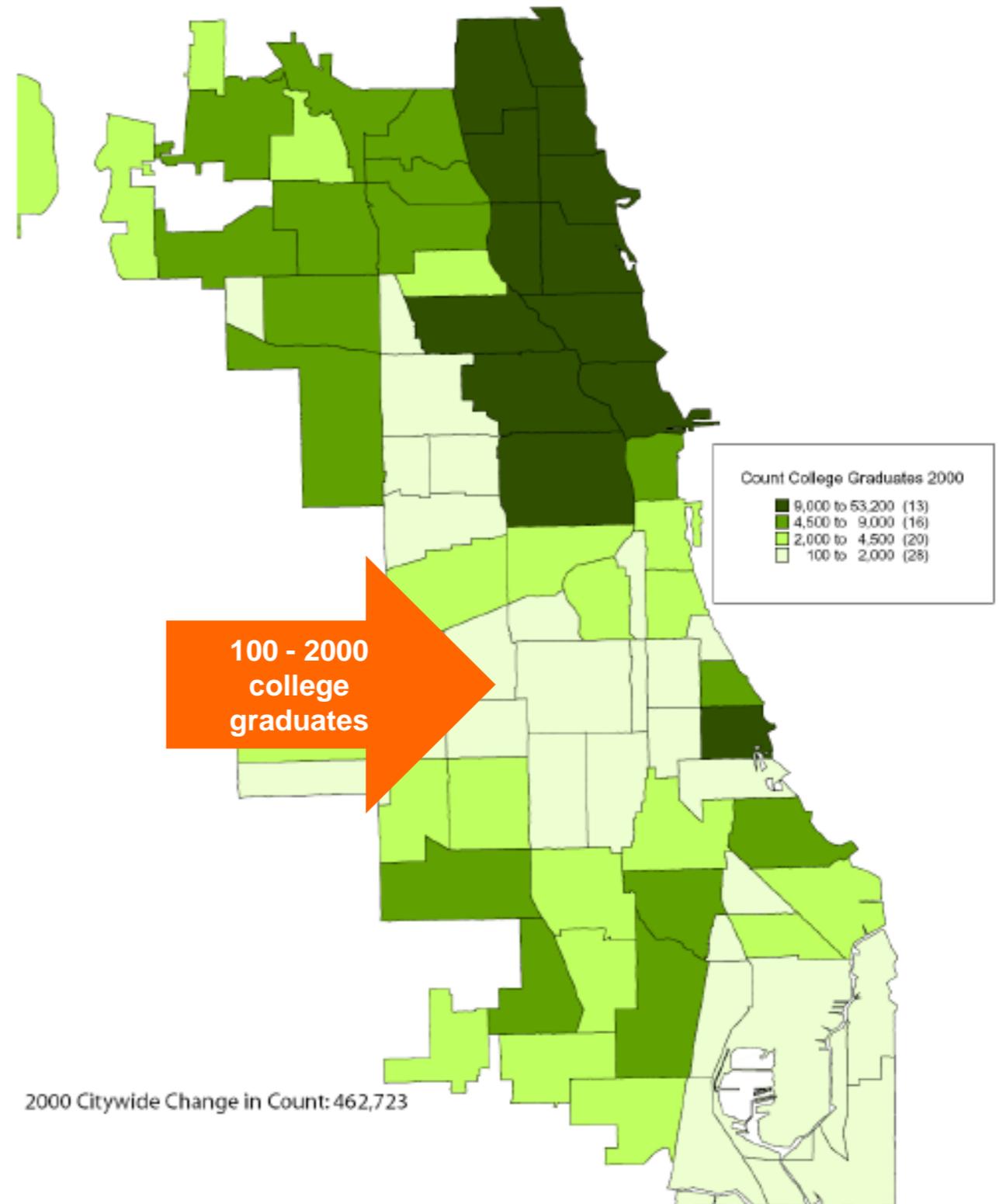
WHO

- The concept for La Casa came about through the leadership of community members particularly **young adults** that faced *significant hardships* in being the first in their families to go to college.

WHY

- Illinois' economic future depends on producing more **college graduates**.
- Community leaders wanted to address the fact that only 10% to 13% of community residents have a *bachelor's degree*.

Number Of Adults Who Are College Graduates (2000 CENSUS)



CCSR Web Data Brief: http://ccsrwiki/web_reports/Schoolageenvironment/front.html

Target Audience

Who can live at La Casa?



Undergraduate-level college students



University and community college students in pursuit of their *first* **bachelor level degree**



Willing to live with a **roommate**



Maintain **full-time college enrollment** status during residence at La Casa

Approach

Why live with other students?

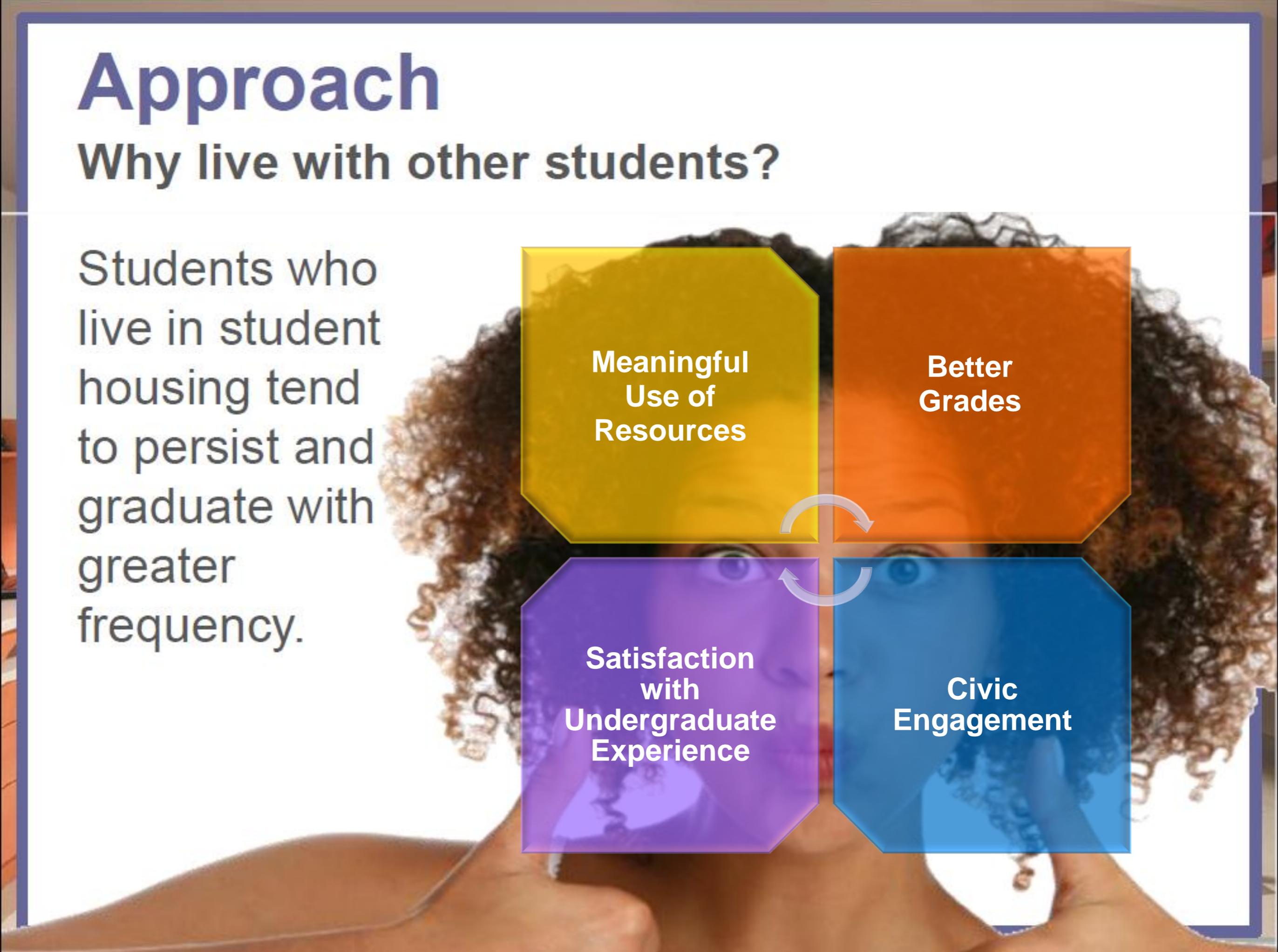
Students who live in student housing tend to persist and graduate with greater frequency.

Meaningful
Use of
Resources

Better
Grades

Satisfaction
with
Undergraduate
Experience

Civic
Engagement



Programs & Services

What type of support?

Special emphasis is placed on assisting students with academic, personal and leadership development as well as access to mentorship, internship, social, and service opportunities.



**Living Space
& Resource
Center**



**Campus
Connection**



Social Programs



Student Supports



Workshop Series



**Service
Opportunities**



Sample Efforts

What works?

“Start Where You Are” Approach

La Casa residents and community members get individualized support.

Campus Connection

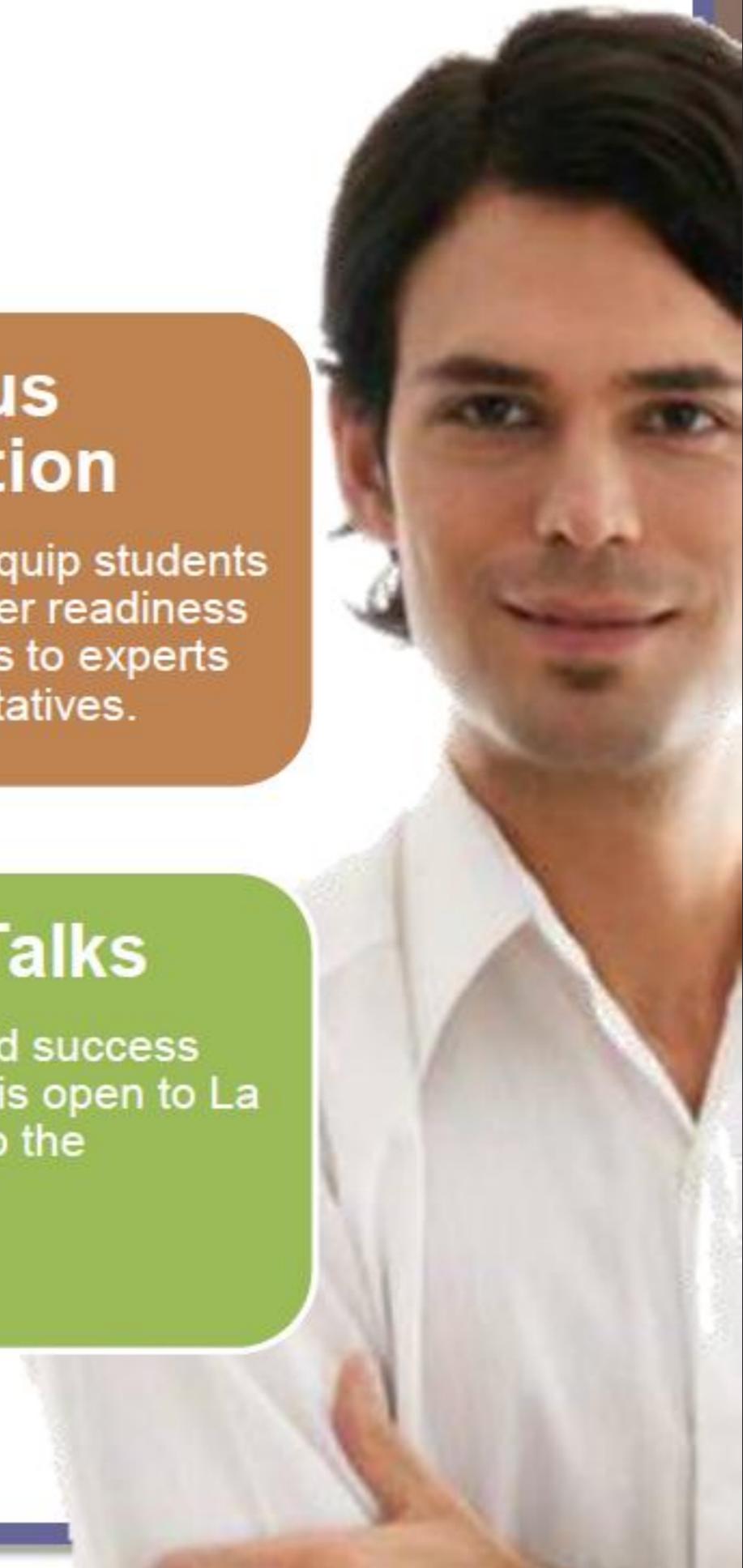
Space dedicated to equip students with college and career readiness tools and easy access to experts and college representatives.

Mentor Nights

Bi-weekly round table discussions with peer and career mentors who speak on topics selected by students.

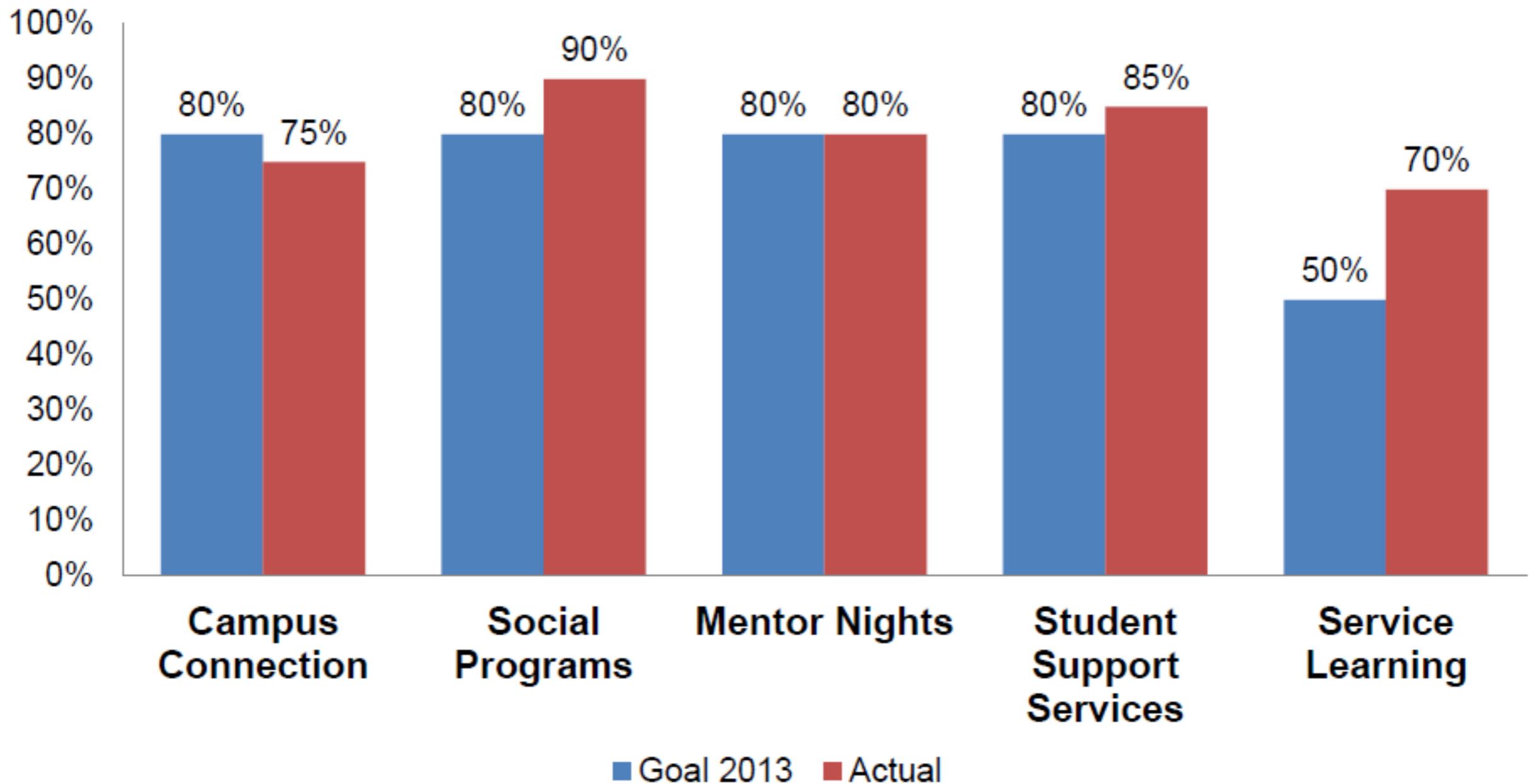
College Talks

College readiness and success workshop series that is open to La Casa residents and to the community.



Student Participation

Outcomes 2012-2013



Note: Data reflects impact on individuals as of close of day on March 31, 2013.

College Persistence & Graduation

Outcomes, 2012-2013

Students attending 4-year colleges included in the Barron's Ratings

| | Percent |
|---|---------|
| College Enrollment | 73% |
| Match-College Enrollment | 32% |
| On-Track for College Graduation – 4 Yr | 50% |
| On-track for College Graduation – 6 Yrs | 77% |

Students attending 2-year public community colleges

| | |
|-------------------------------|-----|
| Community College Enrollment | 27% |
| Community College Persistence | 27% |
| Community College Graduation | 18% |

Note: In 2013-2014, 86% of our current students will be enrolled in a 4-year college. Additionally, 41% will go to "Match" or "Above Match" colleges.

Lessons Learned

What are the common characteristics of exemplary programs?

- ✓ Committed Program Champions
- ✓ Cultural Considerations
- ✓ Stable Funding Sources
- ✓ Successful Partnerships
- ✓ Program Evaluation

Source: Torres, C. and Marquez, A. (2005) *Reaching Higher Ground: Parental Outreach Programs at the Postsecondary Level*. Retrieved from www.trpi.org



Tanya Cabrera
Chair - Illinois Dream Fund
www.illinoisdreamfund.org



LEGISLATION

1882

Chinese Exclusion Act

10 yr. Moratorium of Chinese Labor Immigrants

1891

Administration of Immigration

Congress has the right to regulate immigration because of the Commerce Clause. This created the Immigration and Naturalization Service (INS).

1917

Immigration Act

Congress enacted literacy test to prohibit illiterate immigrants from entering **the country.**

May 19, 1921

Quota Act

Placed a limit on the number of immigrants permitted from each country in the Western Hemisphere.

Immigration Act of 1924

Johnson -Reed Act

Set annual quotas for immigration from certain countries. Preference given to family members of citizens and skilled agricultural workers.

1965 Immigration Act

President Johnson stated that previous immigration legislation was "Un-American." It removed quotas and established the basis for today's immigration laws. It serves as a symbolic extension of civil rights to the rest of the world.

Immigration Reform & Control Act of 1986

Passes to provide undocumented immigrants who has been in the U.S. since 1982. The first legislation to spell out sanctions for employers who knowingly hire undocumented workers.

Immigration Act of 1990

The most drastic changes in legislation since 1965.

Three categories: Priority workers/research professors, those talent with degrees in Science, Arts, Business and those immigrants who have made substantial investments in the U.S.

1996 Illegal Immigration

Reform & Immigrant Responsibility Act

Promoted as a way to limit illegal immigration, however the policies enacted had serious effects on legal immigration.

Chicago Tribune Magazine

JULY 23, 2006 • SECTION 10



ALL-AMERICAN GIRLS

These three friends graduated at or near the top of their high school class. Two of them may soon be declared felons.



THE INS AND OUTS OF LEARNING TO SEW

AT HOME WITH ARCHITECT





“My parents didn’t know how to help me, my counselors felt sorry for me and I couldn’t share my issues with my friends. They wouldn’t understand and worse, how would they react? I wish I knew someone, I wish someone would have been there to guide me or connect me to someone who did. If I had that sense of support, I wouldn’t have been so depressed and lost.”
Elgin - ILDF Recipient

Make Students Aware of Allies & Resources

- Orientation, Workshops, Displaying signage
- Connecting with students early on in the academic year to make sure they take advantage of rigorous courses, dual enrollment programs, internships and scholarships.
- Many students suffer from depression but remain silent about their issues for fear of judgement.
- Stay up to date on current immigration issues, so that you can work with your students and administration to work collectively.



COLLEGE ACCESS 2YR V. 4YR

1) Staff & Faculty Competencies

- What is the level of awareness on these issues among administration, faculty, staff?
- Are employees trained on these issues?
- **Who on campus directly works with these students?**
- Is there a support network for undocumented students? (*Undocumented Student Liaison*)

2) Admissions & Recruitment Practices

- How do you reach out to these students before enrollment? **How do you promote your resources?**
- How do you promote your transfer articulation agreements between 2yr/4yr partners?
- Does your admission application require a SSN?
- **Does an Affidavit have to be completed in order for a students application to be reviewed?**
- Do students file applications on-line or on paper?

3) Tuition-related Policies

- What do you require to show proof of residency?
- **What type of tax documents are needed to create an award packet?**
- How does your institution determine need? **Is there an appeal process?**
- What do you require to create a tuition payment plan? **Are institutional loans available?**

4) Financial Aid Policies

- **NO UNDOCUMENTED STUDENT SHOULD COMPLETE A FAFSA.**
- What kind of institutional aid is available?
- Are there any policies **in writing** anywhere, such as in your Foundation's bylaws, which forbid undocumented students from earning scholarships? **Private scholarships?**
- How will undocumented students **know** they can apply for institutional aid?
- Can you award tuition waivers to student employees?





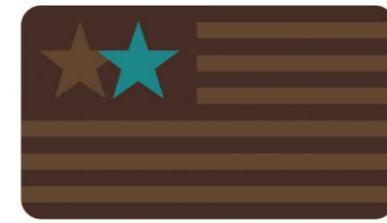
www.iacac.org

College Advising Guide for Undocumented Students



www.chooseyourfuture.org

Tool kit and Resources for Undocumented Students and Allies



EDUCATORS FOR FAIR CONSIDERATION

<http://www.e4fc.org/>

*Scholars Program * Outreach Programs * Educational Materials*



**ILLINOIS
BUSINESS
IMMIGRATION
COALITION**

<http://www.illinoisbic.biz/>

Common sense immigration reform with a path to permanent legal status would boost the U.S. economy \$1.5 trillion over ten years.



www.iyjl.org

Led by undocumented organizers working towards full recognition of the rights and contributions of all immigrants.



ICIRR ILLINOIS COALITION FOR IMMIGRANT AND REFUGEE RIGHTS

<http://icirr.org/>

In partnership with member organizations the Coalition, works with immigrant & refugee communities to assert their rights; promotes citizenship and civic participation; and advocates on immigrant-related issues.



<http://www.nasfaa.org/>

- *Undocumented Student Policies by State*
- *State Financial Aid Programs*
- *Advocacy, Policy & Research*
- *Counseling Resources*

**NATIONAL
IMMIGRANT
JUSTICE CENTER**

A HEARTLAND ALLIANCE PROGRAM

www.immigrantjustice.org/

Provides direct legal services to and advocates for immigrants, refugees and asylum seekers.



FREE Legal Clinic for Immigrant Youth Seeking Deferred Action

**NATIONAL
IMMIGRANT
JUSTICE CENTER**
A HEARTLAND ALLIANCE PROGRAM

When: July 19, 2013 at 9:30 a.m.

Where: Chicago loop close to many “L” stops. We will send you the address when your registration is confirmed.

Join attorneys from a top Chicago law firm and corporation and the National Immigrant Justice Center to complete and file your application for Deferred Action for Childhood Arrivals (DACA).

What does Deferred Action provide?

Deferred action will allow you to work lawfully in the United States for two years, and to get a social security number and a state ID or Driver’s license in Illinois.

How do I register for the free legal clinic?

Go to www.immigrantjustice.org/dacaclinic and complete the requested registration.



THE CHICAGO NEW AMERICANS PLAN

BUILDING A THRIVING AND WELCOMING CITY



Chicago New Americans Plan

The plan's focus is on...

Enabling and promoting the City's economic growth

Making sure Chicago has the human capital to compete in the global economy

Valuing and framing the economic contributions of immigrants

Improving day-to-day experiences of immigrants

Ensuring immigrants feel welcome, understood, and appreciated in Chicago

- **The plan is not about...**
- Supporting specific immigration bills
- 'Defending' the presence of immigrants in the US or Chicago
- Analyzing federal legislation or recommending changes to that legislation

Introduction

Look around the streets of Chicago: from our world-famous St. Patrick's Day parade to our Mexican community in Little Village, from the world's second largest Polish population to the nation's award-winning Confucius Institute, immigrants have helped to shape our city in countless ways. With residents from over 140 countries and more than 100 languages spoken in our city, Chicago is a city of immigrants. They are vital to our local economy, contributing billions of dollars annually.



Potential economic impact from the Chicago New Americans Plan initiatives

When Chicago...

...the City will greatly benefit

Helps immigrant-owned businesses flourish

Immigrant-owned businesses could create 10,000 to 20,000 more jobs if Chicago increased its job growth rate from small and medium-sized businesses to match the highest-performing U.S. city.

Doubles the exports from immigrant-owned businesses

Doubling immigrant-owned business exports could produce an additional 24,000 to 30,000 jobs.

Becomes a more attractive city for high-skilled, foreign-born workers

For every 100 additional high-skilled foreign-born workers who work in science, technology, engineering or math fields, 260 jobs could be created for U.S.-born workers.

Increases graduation rates for high school immigrant students and helps more immigrants earn their GED certificate

For every additional high school diploma earned by Chicago students, gross state product could increase by \$15,000.

Increases immigrant participation in early childhood programs

For every dollar invested in early childhood education, Chicago could save seven dollars in government spending.

The plan identifies 27 initiatives in three categories

OUR GROWTH

- A. Immigrant-owned businesses
- B. Human capital



OUR YOUTH

- C. Children of immigrants
- D. Parents and schools



OUR COMMUNITIES

- E. Public safety
- F. Access to services
- G. Civic engagement



D. Parents and schools

- 12 Increase access to college savings programs:** The City will work with Chicago Public Schools and Bank-On Chicago to host workshops for immigrant parents on financial literacy and college savings programs.
-
- 13 Expand parent mentor programs:** Chicago Public Schools will expand its parent mentor program to additional schools. This program brings parents into classrooms to assist teachers, engages parents in parent-to-parent mentoring, and provides leadership development opportunities for parents.
-
- 14 Create more parent engagement centers:** Chicago Public Schools will expand the number of drop-in parent engagement centers in immigrant neighborhoods. At these centers, parents can access information on topics like parenting skills, learn about services available to them, and develop technology skills.
-
- 15 Provide specialized training for school personnel:** The City and Chicago Public Schools will partner with community-based organizations to train teachers, counselors, and other school administrators about the challenges immigrants face and the resources available to students.

Thank You!

PRESENTERS:

Lorena Villa Parkman

Content Copy Editor

New Futuro

lorena@newfuturo.com

Tanya Cabrera

Chairperson

Illinois Dream Fund Commission

info@illinoisdreamfund.org

María Bucio

Director of La Casa Student Housing & Resource Center

The Resurrection Project

mbucio@resurrectionproject.org

www.lacasastudenthousing.org

Adolfo Hernandez

Director of Office of New Americans

Mayor's Office, City of Chicago

Adolfo.Hernandez@cityofchicago.org

