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

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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.

SUCCESSFULLY NAVIGATING
NEW FUTURO COLLEGE PLAN

- Culturally relevant and bilingual
- Designed for students and their parents
- Easy to access
- Simple to use
Choose your career path.

Identify your interests.
Find your talents.
Match your talents with your interests.
1. CHOOSE YOUR CAREER PATH

HIGH SCHOOL

- Technical school
- Community college
- Online university
- Four-year university

**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. 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 an Architect; major: environmental design.

Fill in your career here.
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.

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

La Casa | Live. Learn. Thrive.
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

La Casa | Live. Learn. Thrive.
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

- Campus Connection: Goal 2013 (80%), Actual (75%)
- Social Programs: Goal 2013 (80%), Actual (90%)
- Mentor Nights: Goal 2013 (80%), Actual (80%)
- Student Support Services: Goal 2013 (80%), Actual (85%)
- Service Learning: Goal 2013 (50%), Actual (70%)

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

La Casa | Live.Learn.Thrive.
# College Persistence & Graduation Outcomes, 2012-2013

<table>
<thead>
<tr>
<th>Students attending 4-year colleges included in the Barron’s Ratings</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>College Enrollment</td>
<td>73%</td>
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<tr>
<td>Match-College Enrollment</td>
<td>32%</td>
</tr>
<tr>
<td>On-Track for College Graduation – 4 Yr</td>
<td>50%</td>
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<tr>
<td>On-track for College Graduation – 6 Yrs</td>
<td>77%</td>
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<table>
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<tr>
<th>Students attending 2-year public community colleges</th>
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<tbody>
<tr>
<td>Community College Enrollment</td>
<td>27%</td>
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<tr>
<td>Community College Persistence</td>
<td>27%</td>
</tr>
<tr>
<td>Community College Graduation</td>
<td>18%</td>
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**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.

La Casa | Live.Learn.Thrive.
Lessons Learned

What are the common characteristics of exemplary programs?

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

Tanya Cabrera
Chair - Illinois Dream Fund
www.illinoisdreamfund.org
“In order to support the next generation of leaders in this country, we need to create access in the P-20 pipeline across the board - regardless of citizenship status. This is the civil rights movement of our time. If we are to be true to our word as Americans, then let us stand for liberty and justice for all and pass CIR.”

Senator Durbin
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.
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.
“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.
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? 

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Luis Roberto Caballero
Specialist, Student Recruitment & Outreach
Oakton Community College
www.iacac.org
College Advising Guide for Undocumented Students

www.chooseyourfuture.org
Tool kit and Resources for Undocumented Students and Allies

http://www.e4fc.org/
Scholars Program * Outreach Programs * Educational Materials

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.

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

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.

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

http://www.nasfaa.org/
*Undocumented Student Policies by State
*State Financial Aid Programs
*Advocacy, Policy & Research
*Counseling Resources
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

<table>
<thead>
<tr>
<th>When Chicago…</th>
<th>…the City will greatly benefit</th>
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<tbody>
<tr>
<td>Helps immigrant-owned businesses flourish</td>
<td>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.</td>
</tr>
<tr>
<td>Doubles the exports from immigrant-owned businesses</td>
<td>Doubling immigrant-owned business exports could produce an additional 24,000 to 30,000 jobs.</td>
</tr>
<tr>
<td>Becomes a more attractive city for high-skilled, foreign-born workers</td>
<td>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.</td>
</tr>
<tr>
<td>Increases graduation rates for high school immigrant students and helps more immigrants earn their GED certificate</td>
<td>For every additional high school diploma earned by Chicago students, gross state product could increase by $15,000.</td>
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<tr>
<td>Increases immigrant participation in early childhood programs</td>
<td>For every dollar invested in early childhood education, Chicago could save seven dollars in government spending.</td>
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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!

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