Lessons from DACA’s Implementation and its Impact on Education and Training

Migration Policy Institute
January 7, 2015
Report Authors:

- Margie McHugh, MPI
- Sarah Hooker, MPI
- Angelo Mathay, MPI

With:

- Luis Narvaez, Chicago Public Schools
Logistics


- Slides and audio will be available at: [http://www.migrationpolicy.org/events](http://www.migrationpolicy.org/events)

- If you have any problems accessing this webinar, please contact us by email at [events@migrationpolicy.org](mailto:events@migrationpolicy.org) or call +1-202-266-1929.

- Use Q&A chat function on the right of the screen throughout webinar to write questions. Questions written in the chat function may be visible to other participants.

- Or send an email to [events@migrationpolicy.org](mailto:events@migrationpolicy.org) with your question.
About the National Center on Immigrant Integration Policy

Report Framing/ Overview

Sub-populations Potentially Eligible for DACA

Margie McHugh
Director
National Center on Immigrant Integration Policy
Migration Policy Institute
Areas of Work:

- Education:
  - Early Childhood
  - K-16
  - Adult Education and Workforce Development

- Language Access and Other Benefits

- Governance of Integration Policy

- *E Pluribus Unum* Prizes

www.migrationpolicy.org/integration
DACA—at the intersection of the immigration and education/training fields:

- DACA requires HS diploma/ equivalent or enrollment in adult education/ training (unprecedented)
- Postsecondary education could be a pre-requisite for future immigration legislation (DREAM Act)
- Educational institutions stand to play a valuable role in DACA outreach and application assistance
- Education/ career training is also critical for preparing DACA grantees for jobs with family-sustaining wages
Understand roles of key stakeholders: legal service providers, youth and other community groups, high schools, postsecondary education institutions, and adult education and training providers.

Deepen understanding of the challenges facing key subpopulations of DACA youth as they work towards secondary and postsecondary diplomas and degrees, and of effective/promising practices that support their education and career advancement.
702,485 applications accepted by USCIS as of 9/30/14

DACA Application Rate:

- 57% of “immediately eligible” youth (ages 15-30 and met DACA education requirements at program’s launch)
- 42% of all potentially eligible youth (ages 15-30 at DACA’s launch)
- 38% of potentially-eligible youth (“aged forward” to 2014)
Educational Needs of Key DACA Subgroups

- High School-Age Youth

- Individuals Over Age Limits of Traditional K-12 Schools (typically 19+) who Lack a High School Diploma/Equivalent

- Individuals with a High School Diploma/Equivalent but no Postsecondary Degree
## Fieldwork Sites

<table>
<thead>
<tr>
<th>State</th>
<th>Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>Central Valley, Los Angeles</td>
</tr>
<tr>
<td>Florida</td>
<td>Miami-Dade and Palm Beach Counties</td>
</tr>
<tr>
<td>Georgia</td>
<td>Atlanta metropolitan area</td>
</tr>
<tr>
<td>Illinois</td>
<td>Chicago</td>
</tr>
<tr>
<td>Maryland</td>
<td>Montgomery and Prince George’s Counties</td>
</tr>
<tr>
<td>New York</td>
<td>New York City</td>
</tr>
<tr>
<td>Texas</td>
<td>Austin, Dallas, Houston, San Antonio and Lower Rio Grande Valley region</td>
</tr>
</tbody>
</table>
Sarah Hooker
Policy Analyst
National Center on Immigrant Integration Policy
Migration Policy Institute

- High School Findings
- Postsecondary Education Findings
High School Findings

➢ Incentive for former dropouts to return to school

  • Dropout prevention/ recovery programs tailored to older immigrant youth
    - Liberty High School (Houston)
    - Pathways to Graduation (New York City)

➢ Unique needs of DACA youth in college/career planning process

  • Building capacity of counselors/educators to serve DACA youth
    - IL Dream Counselor Training (Chicago)
    - Educators for Fair Consideration (CA)
High School Findings

- Schools can serve as trusted sources of information on DACA—though staff do not always have technical knowledge to play this role

  - Importance of cross-sector partnerships
  - Expanded use of USCIS and US Department of Education experts
DACA’s impact on college-going and completion: dependent on presence or absence of supportive state policies & institutional practices

- In-state tuition legislation: wide variation in eligibility criteria across states
- State financial aid, state loan programs, etc.
- Private scholarship programs
- Innovative initiatives in states with more restrictive policies:
  - Freedom University (GA)
Postsecondary Education Findings

- DACA youth need assistance navigating college and addressing immigration-related challenges
  - DACA/DREAM resource centers
    - University of California $5 million initiative
  - Adapting existing campus services/ training staff

- Need for accelerated approaches to remediation for ELLs/ former ELLs
  - CUNY CLIP program
Luis Narváez was born and raised in Mexico City, Mexico, where he lived until the age of 15. In 1995 he came with his family to the Chicagoland area to attend high school. He graduated from the University of Illinois, where he also worked as a recruiter. In his current role, Luis provides support to the Chicago Public Schools’ 800 counselors around immigrant students and other represented populations. He is a reader for the Illinois Dream Fund Scholarship and a co-founder of his own district’s scholarship fund for immigrant children. In its inaugural year, the CPS Dream Fund Scholarship was able to provide tuition assistance to four deserving high school graduates during their first year of college.
Providing Systems of Support: CPS College Access to Special Populations

Best Practices, Policies & Resources

Luis Narvaez, Access for Special Populations Specialist
Office of College & Career Success
Office of School Counseling & Postsecondary Advising
Chicago Public Schools
Agenda

- Chicago Public Schools “At a Glance”
- 2011 Illinois DREAM Act
- Pioneering the DREAM Act in Chicago Public Schools
- Resources
- Contact Information
## CPS – Student Demographics

### Students
**Total: 400,545 (2013-2014 20th Day Enrollment)**

### Employees
**Total: 41,579 (2013-14)**

### Student enrollment
- Preschool: 23,671
- Kindergarten: 30,166
- Elementary (1-8): 234,679
- Secondary (9-12): 112,029

### Additional student information
- Students receiving free or reduced-price lunch: 85%
- English Language Learners (ELL): 16.3%

### Student racial makeup
- African American: 39.7%
- Asian: 3.5%
- Asian/Pacific Islander (retired): 0.32%
- Hawaiian/Pacific Islander: 0.1%
- Hispanic: 45.2%
- Multi-Racial: 1.1%
- Native American/Alaskan: 0.0%
- White: 9.2%
- Not Available: 0.8%
The 2003 HB60 legislation (also known as Acevedo Bill) provides In-State Tuition to residents of the state of Illinois, so long as the student graduates from a school within the state of Illinois, attends school in Illinois for at least 3 years, and completes an affidavit stating that he/she will file an application to become a permanent resident of the US;

The 2013 SB957 provides Temporary Visitors Driver’s Licenses (TVDL) to undocumented immigrants in Illinois, applicants have to schedule an appointment and will have to submit proof of residency dating back one year in Illinois.
2011 Illinois DREAM Act
Setting a Precedence

- The Illinois DREAM Act was signed into law by Governor Pat Quinn on August 1st, 2011, at Benito Juárez Community Academy High School, in Chicago’s Pilsen neighborhood, made up primarily of working class, immigrant families.

- The Bill required the establishment of an Illinois DREAM Fund Commission, with nine unpaid members appointed by Governor Quinn; the commission established the Illinois DREAM Fund Scholarship, providing a private scholarship fund for undocumented youth living in the state of Illinois.

- It allowed immigrant families to participate in the state’s prepaid college tuition payment plan and college savings plans.

- At the federal level, the DREAM Act (which stands for Development, Relief, and Education for Alien Minors) was first proposed in 2001.
The Illinois DREAM Act states that school service personnel seeking certification must "...address the needs of serving students who are the children of immigrants [and] if the certificate holder is employed as a counselor in an Illinois public or State-operated secondary school, provide opportunities for higher education for students who are undocumented immigrants."

In partnership with the City of Chicago Mayor’s Office, the Chicago Public Schools became the first school district in the State of Illinois to create a training module for counselors to understand the needs of undocumented youth and offer better services to them.
Pioneering the DREAM Act in Chicago Public Schools
These organizations have partnered with the Chicago Public Schools in the development and implementation of the Illinois DREAM Act Training.
CPS IL DREAM Act Training

TRAINEES:
School Counselors
College and Career Coaches
Teachers
Administrators
College Access Staff
Community Organizations
City Colleges

- Mental Health and Creating a Safe Space
- Navigating the College Application Process
- The Advantages of Community Colleges
- Legislative Updates
- Student Panel
- Deferred Action for Childhood Arrivals
- FAFSA & Financial Aid: Do’s and Don’ts
- Special Considerations, Advocacy and Resources

OCCS – Office of School Counseling & Postsecondary Advising
The work of the Office of School Counseling and Postsecondary Advising is possible due to the internal collaboration with multiple departments.
OSCPA also does extensive work with outside agencies in the support and advocacy of our undocumented student population.
Community Forums
In addition to training sessions, Chicago Public Schools also offers DREAMer friendly college and career information events throughout the City of Chicago. Events are open to ALL regardless of citizenship status; many US citizens have attended as allies for an undocumented friend or family member.

**These events provide the following:**

- Networking opportunities
- Legislative updates
- Geographically friendly immigrations services
- College admissions and financial aid practices
Resources
CPS Scholarship Guide 2013-2014

Scholarship Opportunities for DREAMers*

The majority of the listed scholarships are open to all U.S. citizens, however a few are exclusively for DREAMers.

*A DREAMer is defined as a non-U.S. citizen or permanent resident high school student who qualifies for in-state college tuition under the Illinois’ HB-60 State Legislation and who will benefit from the Illinois DREAM Act, a provision that supports children of immigrants in Illinois signed by Governor Pat Quinn in 2011.

<table>
<thead>
<tr>
<th>Scholarship/Program Name</th>
<th>Deadline</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. King Scholarship Initiative</td>
<td>August</td>
<td><a href="http://www.ichirscholarship.org/">http://www.ichirscholarship.org/</a></td>
</tr>
<tr>
<td>Que Luerva Café Scholarship for Undocumented Students</td>
<td>November</td>
<td><a href="http://www.usilu.org/student/scholarship.php">www.usilu.org/student/scholarship.php</a></td>
</tr>
<tr>
<td>Dr. Juan Andrade Scholarship for Young Hispanic Leaders</td>
<td>January</td>
<td>www3.davidson.edu/cms/118566.xml</td>
</tr>
<tr>
<td>Charles Scholarship</td>
<td>February</td>
<td><a href="http://www.100bnc.org/">http://www.100bnc.org/</a></td>
</tr>
<tr>
<td>100 MMA: Future Leader Scholarship</td>
<td>February</td>
<td><a href="http://www.taichicago.org">http://www.taichicago.org</a></td>
</tr>
<tr>
<td>Chicago (ODDOO) Chapter of Tuskegee Airmen, Inc.</td>
<td>February</td>
<td><a href="http://www.nasgy.org/leodef_app.html">www.nasgy.org/leodef_app.html</a></td>
</tr>
<tr>
<td>LeTendre Education Fund Scholarship</td>
<td>February</td>
<td><a href="http://www.nasa.org">www.nasa.org</a></td>
</tr>
<tr>
<td>NAHS Chicago Scholarship</td>
<td>February</td>
<td><a href="http://www.uic.edu/pec">www.uic.edu/pec</a></td>
</tr>
<tr>
<td>National Peace Essay Contest</td>
<td>February</td>
<td><a href="http://www.niu.edu/scholarships">www.niu.edu/scholarships</a></td>
</tr>
<tr>
<td>Northeastern Illinois University Presidential Scholarship</td>
<td>February</td>
<td><a href="http://www.passfound.org/">www.passfound.org/</a></td>
</tr>
<tr>
<td>Black at Microsoft Scholarship</td>
<td>March</td>
<td><a href="http://www.thewhic.org/teanleitung.org">http://www.thewhic.org/teanleitung.org</a></td>
</tr>
<tr>
<td>The Colonel Henry Crown Scholarship Fund</td>
<td>March</td>
<td><a href="http://www.educateexcels.org/join-programs/information-for-students/">www.educateexcels.org/join-programs/information-for-students/</a></td>
</tr>
<tr>
<td>Education for Excellence Scholarship</td>
<td>March</td>
<td><a href="http://www.nl.edu/harrisonfellow/">http://www.nl.edu/harrisonfellow/</a></td>
</tr>
<tr>
<td>Foster Care to Success</td>
<td>March</td>
<td><a href="http://webapp.ccsu.edu/fund/action/view.jsp?fundid=170">http://webapp.ccsu.edu/fund/action/view.jsp?fundid=170</a></td>
</tr>
<tr>
<td>Harrison Fellowship (National Lewis University)</td>
<td>March</td>
<td><a href="http://www.jesfoundation.org/">http://www.jesfoundation.org/</a></td>
</tr>
<tr>
<td>Humboldt Park Vocational Education Center Scholarship</td>
<td>March</td>
<td><a href="http://www.questbridge.org">www.questbridge.org</a></td>
</tr>
<tr>
<td>Josefa A. Owale Scholarship</td>
<td>March</td>
<td><a href="http://www.chicagodiadelosninios.com/">http://www.chicagodiadelosninios.com/</a></td>
</tr>
<tr>
<td>QuestBridge College Prep Scholarship</td>
<td>March</td>
<td><a href="http://webapp.ccsu.edu/fund/action/view.jsp?fundid=198">http://webapp.ccsu.edu/fund/action/view.jsp?fundid=198</a></td>
</tr>
<tr>
<td>Chicago Dia de Los Niños (CODOL)</td>
<td>April</td>
<td><a href="http://www.niu.edu/scholarships">http://www.niu.edu/scholarships</a></td>
</tr>
<tr>
<td>Mary H. Johnson Book Scholarship at Malcolm X College</td>
<td>May</td>
<td><a href="http://www.jsp.nedu.com/">http://www.jsp.nedu.com/</a></td>
</tr>
<tr>
<td>IFLAC Educational Foundation Scholarship</td>
<td>May</td>
<td><a href="http://www.jachicago.org/">www.jachicago.org/</a></td>
</tr>
<tr>
<td>Junior Achievement of Chicago Scholarship</td>
<td>May</td>
<td><a href="http://mnsac.org/blog/2859">http://mnsac.org/blog/2859</a></td>
</tr>
<tr>
<td>Korean Resource Center: Dream Scholarship Fund</td>
<td>May</td>
<td><a href="http://www.lacasscholarship.org">www.lacasscholarship.org</a></td>
</tr>
<tr>
<td>La Casa Student Housing Scholarship</td>
<td>June</td>
<td><a href="http://www.abottandformer.com/scholarships.htm">http://www.abottandformer.com/scholarships.htm</a></td>
</tr>
<tr>
<td>Abbott and Monnie Scholarship</td>
<td>June</td>
<td><a href="http://www.crouchlessscholarship.com/">http://www.crouchlessscholarship.com/</a></td>
</tr>
<tr>
<td>Car Outfit Community Scholarship</td>
<td>June</td>
<td><a href="http://www.chooseyourfuture.org/scholarships/strategic">www.chooseyourfuture.org/scholarships/strategic</a></td>
</tr>
<tr>
<td>CPS Dream Fund Scholarship</td>
<td>June</td>
<td><a href="http://www.calshfounation.org">www.calshfounation.org</a></td>
</tr>
<tr>
<td>Edward and Shirley Calahan Scholarship Fund</td>
<td>June</td>
<td><a href="http://fasinospo.org/">http://fasinospo.org/</a></td>
</tr>
<tr>
<td>Latinas Progrociantes Dr. Angela Perez Miller Scholarship</td>
<td>June</td>
<td><a href="http://webapp.ccsu.edu/fund/action/view.jsp?fundid=159">http://webapp.ccsu.edu/fund/action/view.jsp?fundid=159</a></td>
</tr>
<tr>
<td>Olive-Harvey College Scholarship Fund</td>
<td>June</td>
<td><a href="http://www.bcoggs.com/">http://www.bcoggs.com/</a></td>
</tr>
<tr>
<td>Phi Beta Sigma, Inc. Illinois 2014 Essay Scholarship</td>
<td>July</td>
<td><a href="http://liau@delko.org/scholarship/">http://liau@delko.org/scholarship/</a></td>
</tr>
<tr>
<td>Harold Washington College Scholarship Fund</td>
<td>July</td>
<td><a href="http://www.citynet/highschoolscholarshipapplication.aspx">http://www.citynet/highschoolscholarshipapplication.aspx</a></td>
</tr>
</tbody>
</table>
CPS Dream Fund Scholarship

If you are looking to help the Chicago Public Schools, you’ve come to the right place! Here are the Top 3 ways to get involved:

1. Make a monetary donation
2. Donate items to CPS or a school
3. Volunteer

Additional ways to help CPS include:

- Your company or organization can partner with CPS or a school
- Other

Please give us call at 773-553-1540.
For more information please contact:
Luis Narváez
Access for Special Populations Specialist
Office of School Counseling & Postsecondary Advising
Office of College & Career Success
Chicago Public Schools
lnarvaez2@cps.edu
(773) 553-2077
Presenter

Angelo Mathay
Associate Policy Analyst
National Center on Immigrant Integration Policy
Migration Policy Institute

➢ Adult Education Findings
➢ Legal Services Findings
Adult education programs are critical for DACA eligibility—but face capacity challenges.

Some programs are unfamiliar with DACA and their role in supporting applicants.

- Mexican Consulate in Sacramento

Lack of navigation assistance for those seeking to enroll in a program.

- NYC DACA Initiative: expanded program capacity; created a coordinated referral system between adult education and other providers
Adult Education Findings

Need for relevant programs for learners with a variety of ability levels and career goals.

- **Spanish-language high school equivalency programs**
  - Union Settlement Association (New York City)

- **Bridge programs/integrated instruction providing accelerated path to postsecondary ed**
  - City Colleges of Chicago

- **Workforce training programs**
  - Building Skills Partnership and Proteus, Inc. (CA)
Legal Services Findings

- Large legal clinics: very successful with younger, in-school youth with routine DACA cases; less effective with hard-to-reach/serve groups (e.g., older individuals, farmworkers).

- Collaboration is essential for those “eligible but for education” and to reach potential applicants more generally; however, there is an unmet need for navigation assistance to help legal service providers refer applicants to programs that match their needs and goals.
Promising Practices:

- Important convening and organizing role played by trusted intermediaries with local groups
  - California Community Foundation: “DACA 100” Taskforce

- Local government efforts to coordinate services
  - New York City DACA Initiative
New Administrative Relief: Announced Nov. 2014

DACA Expansion

- Age ceiling removed
- Required date of entry changed from 2007 to 2010
- Relief expanded to 3 years

Deferred Action for Parental Accountability (DAPA)

- Parents of USCs and LPRs; in the US since 2010
- Relief for 3 years
- Does not include an education requirement

Some overlap between the DACA and DAPA populations
Lessons for Administrative Relief from DACA’s First Phase

Education institutions have an important role:

- Ideal sites of outreach to *parents* of USC and LPR children.
- Older DACA population: many do not meet the education requirements and need to enroll in adult education/training.
- Advancing the educational attainment of DACA grantees:
  - Critical to meet potential requirements of future DREAM Act-like legislation

Popular narratives/images must broaden to include non-traditional DREAMers.
Lessons for Administrative Relief from DACA’s First Phase

- Importance of collaborative local approaches for implementation and integration success
  - Maximize resources and reach
  - Identify capacity gaps and find solutions
  - Identify harder-to-reach groups and tailored strategies for them
Use Q&A chat function to write questions

Or email events@migrationpolicy.org with your questions

- Slides and audio will be available at: http://www.migrationpolicy.org/events
- The report is available at: www.bit.ly/DACAfield
- If you have any questions about the report, please email communications@migrationpolicy.org
Thank You For Joining Us!

For more information:

Margie McHugh  
Director of NCIIP  
Migration Policy Institute  
mmchugh@migrationpolicy.org

Sarah Hooker  
Policy Analyst  
Migration Policy Institute  
shooker@migrationpolicy.org

Angelo Mathay  
Associate Policy Analyst  
Migration Policy Institute  
amathay@migrationpolicy.org

Luis Narvaez  
College Access for Special Populations Specialist  
Chicago Public Schools  
lnarvaez2@cps.edu

For additional information and to receive updates:  
www.migrationpolicy.org  
www.migrationpolicy.org/integration