

ABSTRACT

PAKORNSAWAT, TRACY LORRAINE. DREAMing of a Better Life: A Policy Delphi Study on Skill Development and Accessing Legal Employment for Undocumented Deferred Action for Childhood Arrival (DACA) Immigrants. (Under the direction of Dr. Diane D. Chapman).

Young adults between the ages of 16 and 30 are typically at the stage of their life when they should be transitioning from school, gaining employability skills, and entering the workforce (Settersten et al., 2005; van Genneep, 1960). An estimated 1.3 million undocumented, DACA eligible youth are currently in this transitional life stage (Hipsman, Gómez-Aguñaga, & Capps, 2016), and another 80,000-90,000 will enter this stage each year (Batalova et al., 2014) where their opportunities for gaining skills and quality legal employment will impact their futures (Becker, 1992; Schultz, 1961). Struggling to find a path towards meaningful careers, these young adults know that if they are not able to gain additional education, training, and quality work they will be trapped in an underground society, working in under-the-table jobs that are way below their potential, education, and skills abilities, and are ultimately unable to escape poverty and support themselves and their families (Anguiano, 2011; Bank-Muñoz, 2009; Bernstein & Blazer, 2008; Burman, 2013; Gildersleeve, 2010; Gonzales, 2007, 2008, 2009b, 2011a; Gonzales & Chavez, 2012; Hudson, 2012; Padrón, 2007/2008; Snyder, 2013).

In lieu of comprehensive immigration reform, this study sought to identify policy recommendations that would assist the DACA youth to develop skills, continue with their education, and ultimately enter into the workforce in legal employment opportunities. Two theories framed this study and a third was used as a lens in which to view the issues. These

theories are human capital theory, national human resource development (NHRD), and Kingdon's multiple streams theory. The intersection of these three theories brings together (a) the traditional economic foundation of how organizations make determinations regarding who and when to invest in the skill development of individuals, or whether the investments should be made by the individuals themselves (human capital theory), (b) what interventions can be utilized to develop skills and how policy should be used to promote those interventions (national human resource development), and (c) how these elements are brought together to formulate policy (Kingdon, 2003).

Using an iterative survey methodology called a Policy Delphi this study obtained a compendium of viewpoints from the diverse perspectives of the stakeholders represented and identified 94 specific policy recommendations. There are five barriers to skill development (transportation, education, access to information, families and first-generation issues, and hopes, dreams and fears) and four barriers to accessing legal employment opportunities (knowledge of jobs available, employability skills, a lack of having credentials and experience, and the behavior and practices of employers). There are three facilitators to skill development (attaining higher education credentials, the importance of advising, and motivation) and five facilitators to employment (work authorization, bilingual proficiency, educational credentials, internships, and mentoring). These barriers and facilitators led to the identification of 94 policy recommendations which were ranked by desirability, importance, and feasibility/likelihood. Greater than 80% of the policy recommendations were desirable or very desirable and all 94 recommendations were important or very important. However, out of the 94 recommendations there is only a moderate belief that any of the policy suggestions are feasible or likely to be addressed despite their desirability or importance.

Beyond the rhetoric surrounding immigration and who is and is not desirable to be a part of the U.S. workforce, there is a more nuanced and subdued element that emerged through this study that is more salient than any others, and that is the issue of addressing social inequalities on a broad scale.

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DREAMing of a Better Life: A Policy Delphi Study Exploring Skill Development and
Employment for Undocumented Deferred Action for Childhood Arrival
(DACA) Immigrants

by
Tracy Lorraine Pakornsawat

A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Educational Research and Policy Analysis

Raleigh, NC

2017

APPROVED BY:

Dr. Diane D. Chapman
Committee Chair

Dr. Paul Mulvey

Dr. Lance D. Fusarelli

Dr. Alyssa Rockenbach

DEDICATION

To all the undocumented immigrants in the U.S., and abroad: May your dreams come true by overcoming the barriers and embracing the facilitators to achieve your better life.

BIOGRAPHY

Tracy Lorraine Pakornsawat is dedicated to improving employment research, information, and access for all. She is a former Peace Corps Volunteer focusing on community-based organizational development and employment for women and youth. Working internationally and domestically with diverse individuals, she has helped others develop skills through a broad-based human resource development and human resource management background including training, organizational development, and international development. Tracy believes that truly diverse and sustainable workforce solutions for all (locally, regionally, nationally, and internationally) can be found by bringing together business and industry, education, non-profits, and public entities.

ACKNOWLEDGMENTS

Knowing where to start with acknowledging everyone who helped make this dissertation a reality comes with an overwhelming number of people. With that also comes with an overwhelming fear that I might forget someone. Therefore, to avoid leaving anyone out I will thank everyone in broad strokes. First and foremost in making this project a reality is my family. Without their patience and understanding over the last several years I would not have been able to do the things necessary to finish. As part of that family is my “extended family” who inspired this entire endeavor as I watched you struggle after graduating from high school. Next, I want to thank my fellow students. We’ve shared many joys, tears, dreams, and accomplishments. I am lucky to have been on this journey with all of you. I also want to thank my committee, and especially my Chair, Diane Chapman. It’s been a long journey since 2007 when I started the Master’s program and your guidance and encouragement has kept me moving forward. I want to thank everyone who participated in my study, who spoke with me about my study, and connected me with some very amazing people. You brought all the final pieces together for me. I can’t thank all of you enough for being a part of this project and making it a reality. Finally, there is one special person that I want to thank, Jennifer Stanigar. You and I have been in lock-step for nearly 10 years now and I am very lucky to have you as my friend, ally, motivator, shoulder, co-dreamer, and all-around inspirer. We made it! Thank you for everything!

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Chapter 1

Introduction

Imagine 2.1 million people under age 30 in one place that consider themselves as genuine Americans, but don't have the same rights as other citizens. A population this size is just slightly larger than the total of the 2010 census population of Houston, TX (United States Census Bureau, 2011). These 2.1 million individuals represent only a small percentage (3%) of the total foreign-born population in the U.S. (American Community Survey, 2013; Passel, Lopez, Cohn, & Rohal, 2014) and all of them are undocumented immigrants. This population of individuals qualifies for the Obama administration program entitled Deferred Action for Childhood Arrival (DACA) which was enacted in 2012 (Napolitano, 2012).

Graduating from high school, and entering the workforce, in ever increasing numbers, this population of DACA eligible undocumented immigrants wants and needs to gain employability skills, enter the legal workforce, and become full contributors to society (American Immigration Council, 2012; Bank Muñoz, 2009; Batalova, Hooker Capps, & Bachmeier, 2014; Gleeson & Gonzales, 2012; Gonzales, 2007, 2008, 2009b, 2010, 2011a, 2011b; Gonzales & Bautista-Chavez, 2014; Gonzales & Chavez, 2012). Struggling to find a path towards meaningful careers, these young adults know that if they are not able to gain additional education, training, and quality work they will be trapped in an underground society, working in under-the-table jobs that are way below their potential, education, and skills abilities, and are ultimately unable to escape poverty and support themselves and their families (Anguiano, 2011; Bank-Muñoz, 2009; Bernstein & Blazer, 2008; Burman, 2013;

Gildersleeve, 2010; Gonzales, 2007, 2008, 2009b, 2011a; Gonzales & Chavez, 2012; Hudson, 2012; Padrón, 2007/2008; Snyder, 2013). Worst of all, they continually look over their shoulders in fear of being deported for the slightest of offenses (Anguiano, 2011; Bloch, 2013; Chavez, 2013; Gleeson & Gonzales, 2012; Gonzales, 2008, 2011a).

Skill development and legal employment are critical for immigrants to overcome the risks of being trapped in a cycle of poverty and to contribute to the overall U.S. economy (American Immigration Council, 2012; Bernstein & Blazer, 2008; Hincosa-Ojeda, 2012; Kasarda & Johnson, 2006; Lynch & Oakford, 2013). In lieu of comprehensive immigration reform, this study sought to identify possible options for making policy changes at local, state, and national levels, in a variety of environments that would assist the DACA youth to develop skills, continue with their education, and ultimately enter into the workforce in legal employment opportunities by exploring the barriers and facilitators to these issues.

Chapter one provides the background and introduction for the study including a discussion of the nature of the problem, the problem statement, a rationale for conducting the research, and a description of the theoretical and conceptual frameworks that support the research. Chapter two provides an in-depth review of the literature supporting the study, specifically focusing on the context of the problem, connection of the theoretical and conceptual frameworks, and relevant other studies that help to inform this study. Chapter three describes the Policy Delphi approach that was used to explore the skills and employment issues facing DACA eligible immigrants. Study findings are discussed in

chapter four, and finally, chapter five summarizes the findings in the current context and makes recommendations for future actions and research.

Nature of Problem

The United States is well known as a country of immigrants, but throughout the history there have been disagreements about who should, or should not, be allowed to emigrate to the U.S. and for what purposes. The controversies surrounding labor migration, immigration, undocumented immigrants, and the employment of immigrants in the United States are not new but go back to the beginning of our country's history (Batalova et al., 2014; Chavez, 2013; Conde, 2013, Gildersleeve & Hernandez, 2012; Gonzales, 2008; Herrera, Garibay, Garcia, & Johnson, 2013; Rincón, 2008). Laws have been passed that have either opened up the U.S. border and welcomed immigrants, or slammed the border shut. When the U.S. needs cheap workers, it is usually more welcoming (e.g., Bracero Program), but as economic and security conditions become tighter, the country is less friendly (e.g., Illegal Immigration Reform and Immigrant Responsibility Act, House Resolution to restrict access of Syrian refugees, etc.) (Chavez, 2013; H.R. 4038, 2015; Madera et al, 2008). There is also an issue of country of origin. Europeans have generally had an easier time, but immigrants with different physical features who come from less thought of places such as low income or developing countries have received a much colder reception (Chavez, 2013; Madera et al, 2008). Chapter 2 provides examples of specific laws describing these differing perspectives.

DACA and the DREAMers. The undocumented youth of today are facing a wide variety of challenges as they leave the protected environment of school and enter the adult world (Anguiano, 2011; Gonzales, 2008, 2011a; Settersten, Furstenberg, & Rumbaut, 2005). The challenges they face transitioning to adulthood include the inability to get driver's licenses in many states, the inability to get any photo identification, the inability to obtain legal employment, and many others, and all of this happens at the time that they are leaving the one legally protected environment that they have – school (Gonzales, 2008, 2011a; Gonzales & Bautista-Chavez, 2014; Gonzales & Chavez, 2012; Madera et al., 2008; Snyder, 2013; Storlie, 2013). The young adults facing these challenges as they leave school have mounted an organized, vocal, and concerted effort to emphasize a path to legalization and improved educational access over the last decade and a half (Anguiano, 2011; Madera et al., 2008; Wong et al., 2012). As a result of their efforts, these young adults have been the subject of various versions of DREAM Act bills submitted in various states and in the U.S. Congress, and are therefore commonly referred to as DREAMers. The Development, Relief, and Education for Alien Minors Act (DREAM Act) is legislation that was initially introduced in Congress in 2001 which would have provided a path to citizenship for undocumented immigrants who arrived in the U.S. as children, had clean criminal records (with specific conditions) and met a range of residency and education requirements (S. 1291). The 2001 DREAM Act failed to receive enough votes to be passed into law leading to additional legal and social action. More detailed information regarding the DREAM Act is discussed in Chapter 2.

Through efforts connected to the University of California system, and more specifically the UCLA Center for Labor Research and Education, many DREAMers found avenues to become more organized and vocal regarding their needs. One of the first publications focusing on the undocumented youth entitled *Underground Undergrads: UCLA Undocumented Students Speak Out* (Madera et al., 2008) provided an introduction to immigration situations specifically facing California, identifying legislative initiatives that address access to education for undocumented youth, as well as stories of some students. These student stories provide insight into the range of issues facing them (e.g., inability to find funding for college, the need to find employment to either support the family or to pay for college, the multi-hour commutes students endure just to go to school or work, the lack of coordinated efforts to support the students, and the limiting choices that they are presented) (Madera et al., 2008). In addition, the stories also describe an array of demographic backgrounds of the students illustrating that the issue is not just a “Mexican problem” but affects youth from countries all over the world (e.g., Korea, Vietnam, El Salvador, Argentina, etc.) who came to the U.S. for many reasons, with or without authorization, and reasons explaining their current situation of being undocumented (e.g., giving up student visa status to qualify for financial aid, escaping wars and becoming child soldiers, extremely long timeframes and cost-prohibitive processes to apply for permanent residency status, encountering unscrupulous employers, pursuing economic opportunities, being a refugee, etc.) (Madera et al., 2008). No one reason for coming to the United States and ending up in

an undocumented status can describe the population and a nuanced understanding of their individual situation is necessary.

Another publication through the UCLA Center for Labor Research and Education entitled *Undocumented and Unafraid: Tam Tran, Cinthya Felix, and the Immigrant Youth Movement* (Wong et al., 2012) traced several undocumented students in their efforts to change the status quo by focusing extensively on the experiences of Tam Tran and Cinthya Felix as they crossed the country, attended graduate school and ultimately testified in front of Congress, and then died in a car accident before their dreams could be realized. Both Tam Tran and Cinthya Felix were considered “trailblazers” in the undocumented immigration rights movement through their efforts and documenting their experiences, engaging in civil disobedience, starting organizations to support undocumented immigrants, traveling across the U.S. to share their experiences, engaging with lawmakers, and pushing for the rights of undocumented immigrants (Undocumented Unafraid, 2012; Wong et al., 2012). The efforts of these students, modeled on the efforts of the Civil Rights Movement, garnered significant press coverage ultimately resulting in an increasingly coordinated movement that pressured local, state, and federal organizations to take notice and change policies (Wong et al., 2012).

As a result of the increasing pressure from the DREAMer immigrants, and other immigration rights groups, as well as the lack of movement by Congress to address comprehensive immigration reform, and an inability to get enough votes by both chambers of Congress resulting in the failure to pass any DREAM Act legislation, President Barack Obama issued an executive memorandum announcing the Deferred Action for Childhood

Arrivals (DACA) program (Napolitano, 2012). Although the DREAM Act would have provided a path to citizenship and encompassed a broader scope of immigration reform, DACA is more limited and provides an opportunity for a limited number of undocumented youth, who meet very stringent requirements, to receive deferred action from deportation, as well as an opportunity to obtain work authorization, and does not grant a path to citizenship (Napolitano, 2012). Chapter 2 discusses the requirements to qualify for DACA status.

Passage of the DREAM Act, or any other comprehensive immigration reform, would have been preferred by the Obama administration and the DREAMers and would have prevented the need for the DACA executive action (Obama, 2014). As of the writing of this study, Congress has openly refused to address comprehensive immigration reform (Ryan, 2015) leaving few options for the Obama administration to address the situation the immigrants face. Youth that qualify for the Deferred Action for Childhood Arrivals program are referred to as DACA immigrants or DACA eligible immigrants, but are also commonly referred to as DREAMers. This study will use these terms interchangeably.

Skill development and employment of DACA immigrants. Young adults between the ages of 16 and 30 are typically at the stage of their life when they should be transitioning from school, gaining employability skills, and entering the workforce (Settersten et al., 2005; van Gennep, 1960). Studies have shown that this is a critical time in a person's life that sets the stage for their success in the future and overall economic stability (Becker, 1992; Gonzales, 2008; Schultz, 1961; Settersten et al., 2005). An estimated 1.3 million DACA eligible youth are currently in this transitional life stage (Hipsman, Gómez-Aguñaga, &

Capps, 2016), and another 80,000-90,000 will enter this stage each year (Batalova et al., 2014) where their opportunities for gaining skills and quality legal employment will impact their futures (Becker, 1992; Schultz, 1961). Access to opportunities and the development of employability skills, and ultimately entering the workforce, is not only an important issue for these youth, it is also an important issue for the overall U.S. economy and society (American Immigration Council, 2012; Becker 1992; Hinojosa-Ojeda, 2012; Kasarda & Johnson, 2006; Singer & Svajlenka, 2013).

In terms of the economic impact, employers are in need of skilled employees to fill their current and projected job vacancies and some organizations note that they are struggling to hire enough qualified people (Cappelli, 2014; Greenstone & Looney, 2010; Neumark, Johnson, & Mejia, 2011). On a national level, the Conference Board released a report indicating that there has been a shift from not enough jobs, to not enough workers in certain fields due to the retiring of baby boomers who possess not only technical, but institutional knowledge and skills (Levanon, Colijn, Cheng, & Pattera, 2014). On a more local level in one state, the North Carolina Department of Commerce released a report of employer needs and found that approximately 45% of manufacturers and non-manufacturers had difficulty hiring employees with the right mix of technical and soft skills (N.C. Department of Commerce, 2014). Overcoming poor economic cycles with sufficient employees is of critical importance to the government, employers, employees, consumers, and society, in order to maintain a healthy and growing economy (Hinojosa-Ojeda, 2012; Kasarda & Johnson, 2006; Lynch & Oakford, 2013; OECD, 2011).

In terms of societal impacts, youth such as the DREAMers, who have limited access to developing employability skills and thus, finding jobs, long term societal challenges can emerge (Gonzales, Suarez-Orozoco, & Dedios-Sanguinetti, 2013; Settersten et al., 2005). One of the major societal challenges to overcome is fighting poverty (Bernstein & Blazer, 2008; Greenstone & Looney, 2010; Hinjosa-Ojeda, 2012; Zhou, 1997). Historically immigrants have been disproportionately represented as low income (Bernstein & Blazer, 2008; Capps et al., 2005) and by obtaining higher skill levels they can access better paying jobs ultimately breaking the cycles of poverty (Becker, 1992). A second challenge is that youth who do not have access to employment opportunities may resort to negative social behaviors such as participating in criminal activities (Carr & Kefalas, 2011). A third challenge links to the emotional wellbeing of the youth which affects how they approach life (Gonzales et al., 2013). These challenges have a direct negative impact on society such as increased crime rates, violence, and the creation of a permanent underclass draining social public resources which is of importance to the same stakeholders as economic impacts (i.e., governments, employers, employees, consumers, and society) (Settersten et al., 2005).

One way of overcoming the potentially negative economic and social impacts is to find ways of integrating these DREAMers into legal forms of employment with the skills necessary to be successful, whereby they can formally contribute to the economy and society as a whole. These young adults are acculturated to the U.S., are typically bilingual, have a U.S. education, and have a drive and desire to be fully participating citizens (Gonzales, 2008). Tapping into the resources that these youth can provide, and enabling them to access

legal employment, can provide opportunities for improving their own social and economic situations as well as their families, and ultimately contributing to social and economic benefits for local communities, states, and the U.S. as a whole (Becker, 1992; Gonzales, 2007, 2008; Portes & Rumbaut, 2006).

Statement of Problem

The challenges that DACA immigrants face may seem insurmountable, but studies have shown that progress is being made, and more progress needs to be made (Batalova et al., 2014; Gonzales & Bautista-Chavez, 2014). These two studies will be discussed in more detail in Chapter 2, but the overarching conclusion is that a range of policies, and more specifically, immigration policies, are needed to continue the progress. Also, because of the newness of the specific population (DACA youth) there is very little research that has been conducted. Therefore, this study will focus specifically on the skill development and access to legal employment of DACA eligible youth through policy measures that can be implemented, in lieu of comprehensive immigration reform. The problem that this study sought to address is what can be done via policy interventions to help DACA eligible immigrants gain employability skills and access legal employment opportunities knowing that they intend to remain in the United States as it is their home.

Purpose of the Study

In order to address this problem the purposes of this study were (1) to identify the barriers and facilitators of skill development, (2) to identify the barriers and facilitators of accessing and entering legal employment opportunities, and (3) to use this information to

inform policy through the identification of specific policy issues that can address these barriers and facilitators, by ranking the policy issues by which ones are most desirable, important, and feasible/likely to be implemented.

Theoretical Framework

Two theories were used to frame this study and a third was used as a lens in which to view the issues. These theories are human capital theory, national human resource development (NHRD), and Kingdon's multiple streams theory. Based on the premise that employers or individuals must invest in skill development that will lead to increased earnings potential in the future, human capital theory (Becker, 1962, 1992; Schultz, 1961) was used to focus on the skills development of DREAMers, the connection of the development of these skills to employability of the youth, and a determination of who will make the investments. National human resource development (Cho & McLean, 2002) was used to focus on skill development, employer needs, and how skill development and employer needs link to policies at the local, state, regional, national, and potentially international levels. Because the ultimate purpose of this study is to be able to influence policy, Kingdon's multiple streams framework (Kingdon, 2003) was used as a lens to view the issue because it incorporates the participants involved in policy and the various process streams, including the problem, the political, and the policy streams, all of which are necessary to formulate policies. The intersection of these three theories brings together (a) the traditional economic foundation of how organizations make determinations regarding who and when to invest in the skill development of individuals, or whether the investments should be made by the individuals

themselves (human capital theory), (b) what interventions can be utilized to develop skills and how policy should be used to promote those interventions (national human resource development), and (c) how these elements are brought together to formulate policy (Kingdon, 2003). The next sections provide an introduction to these theoretical constructs which will then be explained in more detail in Chapter 2.

Human capital theory. Gary Becker (1962, 1993) is credited with introducing the concept of human capital and describes it as the investments in people that “influence future real income through the imbedding of resources in people” (Becker, 1962, p. 9). These investments can take the form of schooling, on-the-job training, health care, and other forms of information acquisition with the ultimate objective of improving physical and mental abilities that ultimately raise real income prospects (Becker, 1962, 1992; Finegold, 1995). DREAMers struggle to take advantage of these investments to improve their future potential. They have essentially been isolated from access to higher education due to cost and other constraints (Gonzales, 2007, 2008, 2009a, 2009b, 2012; Madera et al., 2008; Wong et al., 2012). Due to limited access to paid and unpaid workplace environments these youth have also been isolated from employment specific training that would enable them to gain other employability skills (Gleeson & Gonzales, 2012; Gonzales, 2007,2008, 2011, 2012). In addition, due to the lack of legalized status these individuals have limited access to information on jobs which then results in an inability to enter into many job markets (Portes & Rumbaut, 2006; Wong et al., 2012). The inability to invest in these types of human capital

according to human capital theory will result in limitations in future earnings prospects (Becker, 1962, 1993; Schultz, 1961).

The focus of this study is on the education, training, and access to information elements of human capital theory. Preliminary studies of a five-year online survey and follow-up project with DACA immigrants entitled the National UnDACAmented Research Project, or NURP (<https://www.facebook.com/NURPsurvey>), shows that since the enactment of the program in 2012 the youth who have received DACA status are slowly increasing their human capital but significant advancements, particularly in policy arenas, are necessary to make true gains in attaining the levels of human capital that can translate into increased future earnings prospects (Gonzales & Bautista-Chavez, 2014).

National human resource development (NHRD). The concept of National Human Resource Development (NHRD) is a fairly recent theory in the human resource development (HRD) literature, surfacing as a primary strand of research in 2004 that specifically centers on HRD as it is applied within national policy contexts. Cho and McLean (2002) are credited with one of the original definitions of NHRD where they define it as “every effort, such as education, training, cultural activities, and institutional improvements at national and societal levels for the purpose of efficient development and utilization of national human resources” (p. 255). McLean (2004) says that NHRD “goes beyond employment and preparation for employment issues to include health, culture, safety, community, and a host of other considerations that have not typically been perceived as manpower planning or human capital investment” (p. 269). Sleezer, Conti, and Nolan (2004) note that NHRD

incorporates a range of HRD interventions that span from micro (e.g., individuals/groups of individuals, local/community-based, etc.), to meso (e.g., organizations/groups of organizations, state/regional, etc.), to macro (e.g., industries, nations, international, etc.) levels. In the context of DACA eligible youth NHRD is an important theory that links to human capital theory (Becker 1962, 1993) and positions skill development and entry into legal employment issues within national and societal policy levels. The connection is important because in human capital theory decisions are made by individuals to determine whether to invest in themselves, and by employers to determine who will receive investments and when, which then informs NHRD to help determine what types of development interventions are needed, by what types of organizations, and the types of policies that are required to promote the development for the good of individuals, organizations and society.

Kingdon's multiple streams framework. Kingdon (2003) describes three separate streams that comprise the "labyrinth of policy formation" (p. 18). These three streams are the problem, political, and policy streams, all of which are impacted by a range of participants. The problem stream focuses on those issues that capture the attention of, and are of importance to citizens as well as policy makers (Kingdon, 2003). The political stream focuses on the national political environment which includes elements such as a national mood, public opinions, ideologies, and changes in administrations (Kingdon, 2003; Nowlin, 2011). The policy stream comprises ideas and solutions developed from experts and policy bureaucrats that are waiting for a problem that their solution can be applied to and implemented (Kingdon, 2003; Nowlin, 2011). Kingdon (2003) argues that the three streams

operate independently of each other until a “window” of opportunity opens in which the political stream (e.g., national mood) is receptive to presenting solutions from the policy stream to a particular issue in the problem stream by a policy entrepreneur. In the case of this study, the national mood is rapidly changing and conversations surrounding immigration, undocumented youth, the DREAM Act, and DACA are surfacing a range of issues (i.e. problems) and solutions (i.e., policies) that may have an opportunity to be connected by various participants (i.e., local, state and national organizations and legislative bodies). This study explores the issues (i.e., barriers and facilitators to skill development and access to legal employment), and solutions (i.e., policy possibilities), and identify those solutions that are most desirable, important, and feasible/likely to be implemented through policy initiatives. Kingdon’s (2003) framework is a lens in which to view human capital theory and NHRD because depending on the viewpoint of who does the investing in development, the purposes of the development, and the types of investments that are made, different policies will be formulated that will affect certain stakeholders in specific ways. As the viewpoints change the policies that are formulated and implemented will differ.

Conceptual Framework

In order to explore the ways that DACA eligible youth can develop needed skills and make the transition into legal employment it is important to understand the environment in which this issue is situated. The context is highly complex, controversial, and multi-dimensional including not only immigration policy issues (Brown, 2012; Chavez, 2013; Conde, 2013; Gildersleeve & Hernandez, 2012; Immigrant Rights & Immigrant

Enforcement, 2013; Olivero, 2013; Zhou, 1997) , but also the state of the U.S. and global economies (American Immigration Council, 2012; Greenstone & Looney, 2010; Hinojosa-Ojeda, 2012; Kasarda & Johnson, 2006; Lynch & Oakford, 2013), demographics that affect the job market supply and demand (Bloch, 2013; Iskander & Lowe, 2010; Neumark et al., 2011), educational environments (Burman, 2013; Capps et al., 2005; Dozier, 2001; Gildersleeve, 2010; Gildersleeve & Hernandez, 2012; Gonzales, 2010; Herrera et al., 2013; Laurin, 2013; Martin, 2008, 2014), poverty (Bernstein & Blazer, 2008), and globalization (Chavez, 2013; Portes & Rumbaut, 2006), to name a few. These are all external factors that exert influences on the youth and their future opportunities. In addition, there are psychological elements that must also be considered which include both external factors as well as internal aspirations of the youth (Gonzales et al., 2013; Phinney, Torres Campos, Padilla Kallemeyn, & Kim, 2011; Storlie, 2013). Within this highly complex, controversial, and multi-dimensional environment there are barriers and facilitators to skill development and access to legalized employment that are influenced by a range of related and unrelated problems, the political environment, and the policy agendas of a range of participants.

A visualization of the conceptual framework is displayed in Figure 1. In order for DACA eligible youth to enter legalized employment, skill development and access issues, both of which have barriers and facilitators, must be considered, and these issues are all seen through the lens of the problem, politics, and policy streams, and all are approached from a range of perspectives of different participants. An example of how this conceptual framework is applied is described next.

At the top of the figure is the DACA immigrant who has an ultimate goal of entering legal employment which is shown at the bottom of the figure. The skill development barriers shown on the left side of the figure can include elements such as having difficulties accessing higher education opportunities due to financial challenges as a result of being charged out-of-state tuition rates (politics and problem stream) which then restricts the ability to receive a credential that might be required for a specific job (problems stream) which then needs a possible intervention to overcome the barrier (policy stream). Skill development facilitators can include elements such as the development and funding (policy stream) of education and training programs for school support staff in ways to help the immigrants (problem stream). Access barriers and facilitators to legal employment can include access to information about career options (problem stream) and internship opportunities with organizations (policy stream) while also educating individuals, organizations, and communities about the economic benefits of incorporating the immigrants into the labor market (politics stream).

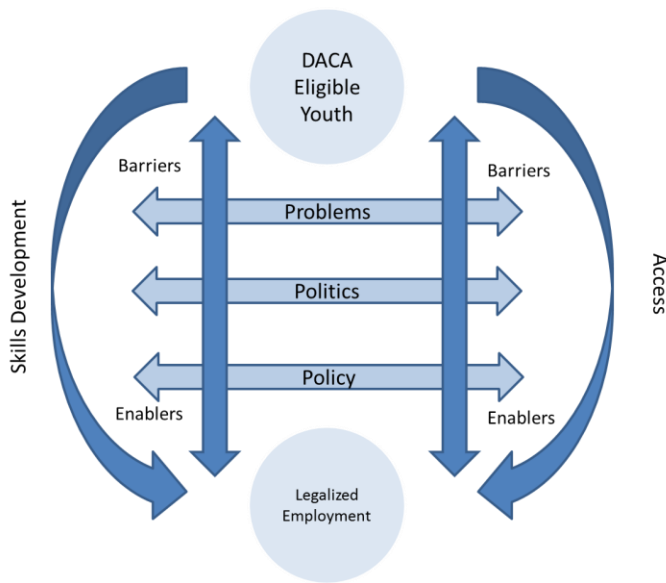


Figure 1. Conceptual Framework. Integrating national human resource development, human capital, and multiple streams theory and addressing the barriers and facilitators to access and skill development of DACA eligible youth that leads to legalized employment.

Study Significance

As a result of the work authorization component of DACA, young undocumented immigrants are now eligible to access legal employment opportunities that they were previously denied. The ability to have legalized status for employment purposes alters the options of the types of jobs that might have been considered previously and therefore alters the type of skills that must be acquired to be able to successfully enter these employment opportunities. This study is significant because of the timing of the study, the potential to add to a very limited literature base, linking the topic to the HRD field specifically through NHRD, and the unique use of a Policy Delphi methodology to conduct the study. In

addition, this study was affected by the current changes and proposed changes in policies that affect this population and other immigrants, documented and undocumented. Each of these items will be discussed next.

Because of the newness of DACA and the limited amount of research that has been conducted this study has the ability to fill gaps in the literature for this population specifically. In addition, only a handful of studies have been conducted on the DREAMer population. These studies have only tangentially addressed skill development and employment issues through topics such as the DREAMer movement (Anguiano, 201; Brown, 2012; Gonzales, 2011; Snyder, 2013) and higher education issues (Albrecht, 2008; Burman, 2013; Gildersleeve & Hernandez, 2012; Hudson, 2012; Laurin, 2013; Rincón, 2008; Woodruff, 2013). DACA and DREAMers have not been included in the HRD literature and this topic provides an opportunity to add to the HRD literature specifically through the policy components of NHRD.

Finally, this study is significant because the use of NHRD in the theoretical framework presents an opportunity to use a Policy Delphi methodology to add to the Delphi studies already mentioned in the HRD literature. Garavan and Carbery (2014) state that “the world within which HRD operates has become more complex, and this changed world is a source of new questions that HRD researchers are challenged to address” (p. 263). They also note that “contributions that propose new concepts, paradigms, theories, and conceptual frameworks represent the lifeblood of the field” (Garavan & Carbery, 2014, p. 262). This study will contribute to the literature by providing an empirical approach to connecting a

methodology that has never been used in the field of HRD (i.e., Policy Delphi), to the unique focus of using HRD to inform policy (i.e., NHRD) all through new concepts, paradigms, and conceptual frameworks (i.e., undocumented immigration and Kingdon's multiple streams).

As of the writing of this study the Obama administration announced additional changes to immigration policy related to undocumented immigrants which could have potential impacts for the significance of this study. The suggested changes would expand the population of undocumented immigrants who could receive deferred deportation status and receive work authorization from the current population of 1.2 million to over 5.2 million individuals (Migration Policy Institute, 2014; Obama, 2014) which is "nearly half of the U.S. unauthorized population" (Migration Policy Institute, 2014, para 1). However, Congress and several states expressed discontent with these actions and threatened punitive actions including impeachment, defunding of the Department of Homeland Security, or shutting down the government (Gibson, 2014). In fact, over half of the states have filed a lawsuit against the Obama administration seeking to stop the expansion of DACA, and cancelling the current authorization, citing that the executive actions taken thus far overstep the presidential constitutional authority on addressing immigration (Foley, 2015). On June 23, 2013 the Supreme Court ruled on the appeal from the Fifth Circuit with a 4-4 split upholding the lower court ruling to keep the injunction in place (*U.S. v. Texas*, 2015). The case has been refiled to be heard again when a 9th Supreme Court Justice is appointed. This study's significance could be expanded to impact an ever larger population of immigrants, or it could be minimized by the removal of work authorization rights and potential deportation for some or

all of the undocumented immigrants who currently qualify for DACA and others who could benefit by the additional announced executive actions, or even possibly the passage of comprehensive immigration reform.

Policy briefs, editorials, presentations, and other information dissemination tools can be utilized to bring greater attention to the issues raised throughout the study, present the findings, and to pursue implementation of the recommendations for policy changes. The target audiences for this information include educational institutions that work with the population, employers seeking to hire the youth, community organizations that assist in a range of manners, and ultimately lawmakers who have the potential of impacting legislation for this population specifically as well as other similar populations. It is expected that the findings of the study can be used not only locally, but also at state and national levels, and in a range of settings.

Study Methodology

This study used an iterative survey methodology called a Policy Delphi which will be discussed in detail in Chapter 3. This methodology provides a form of communication that allows for the sharing of opinions and viewpoints in a confidential setting (Bolger & Wright, 2011; Gnatzy, Warth, von der Gracht, & Darkow, 2011; Nowak, Endrikat, & Guenther, 2011; Okoli & Pawlowski, 2004; Rowe, Wright, & Bolger, 1991; Turoff & Hiltz, 1996). This setting allows for undocumented immigrants themselves, and individuals who work with DACA undocumented immigrants as advocates, referees, or stakeholders, to participate and provide a range of viewpoints on potential policy options that can inform policymakers

and organizations in their legislative decision-making process. The objective of this study was to obtain a compendium of these viewpoints from the diverse perspectives of each of the stakeholders represented, that can lead to policy developments that address the skill development and entry into legal employment opportunities for DACA eligible youth. Because of the diverse viewpoints there was an opportunity to see many more sides of the issue beyond solely considering the option of comprehensive immigration reform. Findings from the study are found in chapter 4.

Research Questions

Based on the unique characteristics of a Policy Delphi method, which is discussed in Chapter 3, there are seven research questions this study sought to answer which are:

1. What are the barriers to skills development that can lead to legal employment opportunities for DACA eligible youth?
2. What are the barriers to accessing legal employment for DACA eligible youth?
3. What has supported and/or enabled DACA eligible youth to gain skills that can lead to legal employment opportunities?
4. What has supported and/or enabled DACA eligible youth to access legal employment?
5. What policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most desirable to be addressed through policy?

6. What policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most important to be addressed through policy?
7. What policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most feasible/likely to be addressed through policy?

Limitations

At the outset, and throughout the study, there were several limitations that affected the study and the findings. These limitations link to the possible bias of the study through the nature of the topic, the number and types of participants, and the researcher approach. In terms of the nature of the topic, the issue of DACA immigrants receiving special consideration for skill development and access to employment opportunities was considered to be controversial by the participants. This resulted in some of the participants being measured in their responses. The measured responses created potential bias by not providing a full reflection of the participant's perspectives on the issues, as well as possibly not bringing forth a full list of all the issues and possible approaches to be considered and reviewed by the other participants throughout the study. It also created an inability to get a truly diverse population of participants that would represent a wide range of stakeholder groups and viewpoints. Instead, stakeholders who are passionate about the topic were the ones who participated. For those who did participate, there was still a limitation because of the need to have more individuals participate due to the high attrition levels. Some

stakeholder groups (e.g., policy, employers, and organizations) experienced greater attrition levels than others (DACA immigrant, individual assisting, and education). For those who did participate, there was a limitation as to their diversity for representation outside North Carolina and for including non-Hispanic participants and viewpoints. These limitations are discussed in more detail in Chapter 3 including the methods utilized to minimize them.

Delimitations

Delimitations are necessary to limit the scope of a study, and this study has imposed three which will be described in detail in Chapter 3. The delimitations are that this study is specifically focusing on currently eligible DACA youth and not those who will become eligible over the next several years, nor those who could potentially become eligible through the expansion of DACA currently being considered by the courts; the human capital constructs used as part of the theoretical framework will only focus primarily on those related to access to information and the knowledge and skill development targeted towards gaining employability skills and accessing legal employment opportunities, and finally, the participants selected for the panel were limited to undocumented immigrants with DACA authorization and those that have a direct connection to the population.

Definition of Terms

DACA – This acronym stands for Deferred Action for Childhood Arrivals and applies to undocumented immigrants who were under the age of 31 as of June 15, 2012; who arrived in the United States prior to reaching their 16th birthday and entered the U.S. without inspection or their lawful immigration status has expired; were physically

present in the U.S. on June 15, 2012 and have continuously resided in the U.S. since June 15, 2007; are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety (Napolitano, 2012).

Deferred Action – This is the delaying, or deferring of, deportation proceedings for immigrants without legal authorization to be in the United States.

Delphi Study – A study methodology for “structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 1975, p. 3).

First Generation Immigrant – immigrants who chose to migrate to another country as adults for specific purposes (e.g., employment, family, etc.) (Rumbaut, 2004; Zhou, 1997)

Foreign Born or Immigrant – “an individual who is not a U.S. citizen at birth or who, in other words, is born outside the U.S., Puerto Rico or other U.S. territories and whose parents are not U.S. citizens” (Passel et al., 2014, p. 1)

Generation 1.5 – This is a description of immigrants who were born in a foreign country and migrated due to the choices of others and have spent the majority of their formative years growing up here. They are not first generation immigrants because they did not

- choose to migrate, nor are they second generation immigrants because they were not born here. Typically they arrive prior to the age of 15 (Rumbaut, 2004; Zhou, 1997).
- Illegal immigrant or unauthorized immigrant – any individuals who are foreign-born non-citizens residing in the country and does not meet the definition of legal immigrant.
- Legal immigrant – an individual “granted legal permanent resident; those granted asylum; people admitted as refugees; and people admitted under a set of specific authorized statuses for longer-term residence and work” (Passel et al., 2014, p. 1). Includes naturalized citizens, legal permanent resident aliens, and legal temporary migrants.
- Legal permanent resident alien – individuals “who have been granted permission to stay indefinitely in the U.S. as permanent residents, asylees, or refugees” (Passel et al., 2014, p. 1).
- Legal temporary migrants – individuals “allowed to live and, in some cases, work in the U.S. for specific periods of time (usually longer than one year)” (Passel et al., 2014, p. 1).
- Matrícula – A document issued by Mexican consulates for 131 years to Mexican citizens living abroad enabling the Mexican government to track citizens for consular and tax purposes, collect data on them, and provide them with what the government considers to be a basic human right: the ability to identify oneself (O’Neil, 2003)
- National Human Resource Development – “every effort, such as education, training, cultural activities, and institutional improvements at national and societal levels for the purpose of efficient development and utilization of national human resources” (Cho & McLean, 2002, p. 255)

Naturalized citizen – “legal immigrants who have become U.S. citizens through naturalization” (Passel et al., 2014, p. 1).

Policy Delphi – “an organized method for correlating views and information pertaining to a specific policy area and for allowing the respondents representing such views and information the opportunity to react to and assess differing viewpoints” (Turoff, 1970, p. 153).

Second Generation Immigrant – Children of first generation immigrants who were born in this country (Rumbaut, 2004; Zhou, 1997).

Undocumented – Lacking documents that provide legal status for being in the country. A term used interchangeably with unauthorized or illegal immigrant.

U.S. Born – “an individual who is a U.S. citizen at birth, including people born in the United States, Puerto Rico or other U.S. territories, as well as those born elsewhere to parents who are U.S. citizens” (Passel et al., 2014, p. 1)

Chapter Summary

This chapter has covered the introduction to the study. A context was established leading to an explanation of the need for policy initiatives to help with skill development and access to legal employment. These needs were connected to the theoretical and conceptual frameworks which provided the basis for using the Policy Delphi method.

In chapter two the literature surrounding NHRD, human capital theory, and Kingdon’s multiple streams framework will be discussed as well as how they specifically connect to the DACA eligible immigrants and their skill development and legal employment

opportunities. In addition, to explain how the DACA program came about, a brief review of immigration policy will be provided, followed by a detailed description of the DACA policy itself. Finally, various studies that support this study will be discussed.

In chapter three the methodology is discussed in detail including a review of the Delphi and Policy Delphi literature providing the rationale for this study. The specific steps this study incorporated will be discussed, including the selection of participants, the data collection plan, and a description of how the data was reviewed and analyzed.

Chapter four provides the specific findings from the study which include a breakdown by research question. Research questions 1 through 4 are discussed from the first iteration and describe the specific themes that represented the barriers and facilitators to both skill development and employment. Research questions 5 through 7 are discussed in the third iteration and provides the rankings of the various policy suggestions recommended by the participants into their view of how desirable, important, and feasible/likely the policy recommendation is of being implemented.

Chapter five summarizes the findings from the study and connects them to the current context, literature, and conceptual frameworks that form the basis for the study. In addition, the implications for policy, research, and practice are examined, followed by recommendations for future research studies and overall concluding thoughts about the study.

Chapter 2 - Review of Literature

Introduction

This study explored the skill development and integration into legalized employment opportunities of a narrow population of immigrants: DACA eligible undocumented youth. To give context to this study, this literature review first provides a brief historical review of immigration in the United States as it relates to how and why these youth are in their current situation, followed by a description of the specific characteristics that define the DACA eligible undocumented youth. Following the review of literature specifically focused on immigration and DACA youth, the literature review connects the theoretical foundations of national human resource development (NHRD) and human capital theory viewed through the lens of Kingdon's multiple streams framework.

Legislative Transitions

*From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"*

Emma Lazarus (1903), from the *New Colossus*

Comprehensive immigration reform. The poem by Emma Lazarus which is on the base of the Statue of Liberty in New York harbor describes a welcoming beacon to immigrants coming to American shores. However, over time the U.S. has changed its message to immigrants depending on conditions and circumstances of the times in ways that

are not always as welcoming or accepting of immigrants as the message and image portrayed by the Statue of Liberty. These changing messages have resulted in the alteration of immigration laws that either opened the U.S. border welcoming immigrants, or slamming the border shut and demonizing immigrants. Table 1 provides samples of immigration laws that have either opened U.S. borders, or closed them, to certain immigrant populations. These laws have defined who is and is not a U.S. citizen, who is desirable for various types of employment opportunities (e.g., manual laborers vs. technology experts), and quotas on how many immigrants can come from any part of the world. These are examples of the various laws that have been mentioned in the literature pertaining to the DACA population and are not meant to be all inclusive.

Table 1

Samples of Immigration Laws that Opened or Closed Access to the U.S.

Law	Description
14 th Amendment (1868)	Allowed for anyone born within the United States to be considered a U.S. Citizen
Chinese Exclusion Act (1882)	Prohibited the immigration of all Chinese laborers
Immigration Act of 1924, also known as the Reed-Johnson Act (1924)	Set annual limitations, or quotas, on the numbers of immigrants allowed based on nationality and completely banned the immigration of Asians.
Bracero Program (1942-1964)	Allowed for temporary worker immigration of Mexican primarily for those working in agriculture.
Immigration and Nationality Act Amendments (Hart-Celler Act) (1965)	Eliminated quotas by nationality and instead set quotas based on hemisphere of origin. Also established the H-1B visa program promoting the immigration of highly-skilled technical workers.
Immigration Reform and Control Act (IRCA) (1986)	Provided amnesty for certain undocumented immigrants, established penalties for employers hiring undocumented workers, made working without documentation a crime, and intensified Border Patrol activities.
Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) (1996)	Prohibited states from offering higher education benefits to undocumented students without offering the same benefits to US citizens, and established Section 287(g) which allowed for local law enforcement to be deputized to perform immigration enforcement activities.
Development, Relief, and Education for Alien Minors (DREAM) Act (2001-2014)	Provided mechanisms for certain undocumented youth to maintain legal permission to reside in the U.S. and work.

Note. These immigration laws are a sample of those listed in Chavez, 2013; Gonzales, 2008; and Madera et al, 2008 and are not meant to be all inclusive.

The DREAM Act. Legislation specifically focusing on the young immigrants who arrived in the U.S. as children began gaining traction in 2001 and was titled the Development, Relief, and Education for Alien Minors (DREAM) Act. Unfortunately, the DREAM Act has never acquired enough votes in Congress to become law despite being introduced by either the House or the Senate at least once per year in one format or another. Each version of the DREAM Act included a range of eligibility requirements, and rights that would be afforded to young undocumented immigrants who arrived in the U.S. prior to age 16. Most versions required that the immigrants live in the U.S. for at least 5 years and graduate from a U.S. high school or receive a GED. Table 2 provides a brief summary of bills introduced in Congress that included either an explicit inclusion of a DREAM Act or was included in other related bills but noted the inclusion of DREAM Act components. The introductions alternated between versions introduced by the House, and other versions introduced by the Senate, while other versions were included in other legislation that targeted broader immigration reforms beyond these young individuals. Despite the claims that the elected officials are sensitive to the special situation of the DREAMers, and claim that comprehensive immigration reform has had bipartisan support, neither party, nor branch of Congress has been able to attain enough votes to pass the bills into law. In fact, the partisan politics has ended up in a stalemate whereby Congress has openly refused to address any immigration reform proposals (Ryan, 2015).

Table 2

Introductions of the DREAM Act in Congress

Bill Number and Title	Date Introduced	Status
S.1291 - DREAM Act	08/01/2001	Introduced
S.1545 - DREAM Act	07/31/2003	Introduced
S.2075 - DREAM Act of 2005	11/18/2005	Introduced
H.R.5131 - American Dream Act	04/06/2006	Introduced
S.2611 - Comprehensive Immigration Reform Act of 2006	04/07/2006	Passed Senate
S.2612 - Comprehensive Immigration Reform Act of 2006	04/07/2006	Introduced
H.R.1275 - American Dream Act	03/1/2007	Introduced
S.774 - Development, Relief, and Education for Alien Minors Act of 2007	03/06/2007	Introduced
H.R.1645 - STRIVE Act of 2007	03/22/2007	Introduced
S.1348 - Comprehensive Immigration Reform Act of 2007	05/09/2007	Introduced
S.1639 — 110th Congress (2007-2008) - A bill to provide for comprehensive immigration reform and for other purposes	06/18/2007	Introduced
S.2205 - DREAM Act of 2007	10/18/2007	Introduced
S.729 - DREAM Act of 2009	03/26/2009	Introduced
H.R.5281 - Removal Clarification Act of 2010	05/12/2010	Passed House, Passed Senate, Resolving Differences
S.3827 - DREAM Act of 2010	09/22/2010	Introduced
S.3932 - Comprehensive Immigration Reform Act of 2010	09/29/2010	Introduced
S.3962 - DREAM Act of 2010	11/17/2010	Introduced
S.3963 - DREAM Act of 2010	11/17/2010	Introduced
S.3992 - DREAM Act of 2010	11/30/2010	Introduced
H.R.6497 - DREAM Act of 2010	12/07/2010	Introduced
S.6 - Reform America's Broken Immigration System Act	01/25/2011	Introduced
S.952 - DREAM Act of 2011	05/11/2011	Introduced
H.R.1842 - Development, Relief, and Education for Alien Minors Act of 2011	05/11/2011	Introduced
S.1258 — 112th Congress (2011-2012)	06/22/2011	Introduced
S.744 — 113th Congress (2013-2014)	04/16/2013	Passed Senate
H.R.15 - Border Security, Economic Opportunity, and Immigration Modernization Act	10/02/2013	Discharged

Note. The source is the Library of Congress website at <https://beta.congress.gov/>

Immigration is essentially regulated at the federal level and the U.S. Congress has the control and responsibility for passing immigration legislation (S. 1200, 1986). However, in the absence of immigration reform at the federal level the states began taking matters into their own hands and passing their own legislation regarding the DREAMers. Table 3 lists the state versions of DREAM Acts that provides access to a range of state rights such as in-state tuition, driver's licenses, and financial assistance for post-secondary education, in addition to state legislation that explicitly denies rights to undocumented immigrants. Some of the states tend to be more welcoming of the immigrants and supportive of their needs such as California which was the first to push for greater rights and support for the immigrants. Other states passed laws that are more restrictive such as those in Arizona and Alabama that created hostile environments.

Table 3

DREAM Act Legislation by State

State	Year Passed	Rights Provided	Rights Denied
California	2001	In-state tuition, state financial aid, driver's license	
Texas	2001	In-state tuition, state financial aid	
New York	2002	In-state tuition	
Utah	2002	In-state tuition	
Washington	2003	In-state tuition, state financial aid	
Illinois	2003	In-state tuition	
Oklahoma	2003	In-state tuition	
Kansas	2004	In-state tuition	
New Mexico	2005	In-state tuition, state financial aid	
Arizona	2006		In-state tuition
Nebraska	2006	In-state tuition	
South Carolina	2008		Enrollment in state post-secondary education institutions
North Carolina	2009		In-state tuition (prior to 2009 prohibited enrollment in Community Colleges)
Wisconsin	2009	In-state tuition (Revoked in 2011)	In-state tuition
Alabama	2011		Enrollment in state post-secondary education institutions
Connecticut	2011	In-state tuition	
Indiana	2011		In-state tuition
Maryland	2011	In-state tuition (Community College Only)	
Rhode Island	2011	In-state tuition	
Massachusetts	2012	In-state tuition	
Colorado	2013	In-state tuition	
Hawaii	2013	In-state tuition	
Minnesota	2013	In-state tuition, state financial aid	
New Jersey	2013	In-state tuition	
Oregon	2013	In-state tuition, state financial aid	
Florida	2014	In-state tuition	
Michigan	2014	In-state tuition	

Note. Source: the National Conference of State Legislatures (<http://www.ncsl.org/research/education/undocumented-student-tuition-overview.aspx>)

Deferred Action for Childhood Arrival (DACA). Due to the lack of agreement in Congress to pass comprehensive immigration reform, or any variation of the DREAM Act, President Barack Obama took executive action of his own to address the needs of undocumented immigrants who arrived in the United States as children. In May 2012 President Obama's administration authored an executive memorandum entitled Deferred Action for Childhood Arrival (DACA) providing employment authorization and deferred deportation status to undocumented immigrants brought to the United States as children who meet specific criteria (Napolitano, 2012). Deferred action is defined as "a discretionary determination to defer removal action of an individual as an act of prosecutorial discretion" (USCIS DACA, n.d.). The DACA memorandum was announced on June 12, 2012 and became effective on August 15, 2012 under the authorization and administration of the Department of Homeland Security and is implemented through the various agencies in the Department including Immigration and Customs Enforcement (ICE), Customs and Border Patrol (CBP), and U.S. Citizenship and Immigration Services (USCIS) (Napolitano, 2012).

The unique characteristics of the DACA program are that it not only provides relief for eligible youth to defer deportation, but it also provides an opportunity to apply for employment authorization. At the same time it is not considered immigration reform because it does not provide individuals with a path to citizenship which can only be done through Congressional legislation. Although the deferral of deportation and employment authorization only lasts for a period of two years it may be extended pending renewal approval at the end of each two year period and provides a stop-gap measure to enable the

eligible youth an opportunity to gain education and employment opportunities that can help them better support themselves and their families.

To qualify for DACA status undocumented youth must have entered the U.S. either without inspection of authorized status, or have lost lawful immigration status, were under the age of 31 as of June 15, 2012, arrived in the United States prior to reaching their 16th birthday, are able to provide *documented* proof that they have maintained continuous presence in the United States from June 15, 2007 to the time of making a request for deferred action with USCIS, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and lastly, have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety. (Napolitano, 2012). The first approvals for the program were granted in August 2012 and began to expire in September 2014 requiring renewals. In August 2016 the original DACA approved youth were beginning their second round of renewals (Hipsman et al., 2016).

August 14, 2014 marked the second anniversary of the enactment, and the first date for renewals, of the DACA program (Napolitano, 2012). In order to qualify for a renewal the DACA authorized youth must meet additional criteria beyond those that provided them with the initial DACA status. These new requirements include not departing the United States on or after Aug. 15, 2012, without advance permission from the Department of Homeland Security, have maintained continuous residence in the U.S. since their initial approval, and as

of the date of renewal still have not been convicted of a felony, a significant misdemeanor or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety (USCIS DACA, n.d.). All renewals since the two year anniversary have the same additional requirements that must be met. Since March 27, 2015 all DACA recipients are sent renewal notices 180 days before their authorization expires and USCIS suggests that the renewal documents be submitted between 120 and 150 days prior to the expiration date (USCIS DACA, n.d.).

Marking the two year anniversary two organizations, the American Immigration Council and the Migration Policy Institute, released status reports providing glimpses into the initial outcomes of the program (Batalova et al., 2014; Gonzales & Bautista-Chavez, 2014). What they found was that the program was working well but that more help was needed in finding, navigating, and participating in the various opportunities. Some DACA eligible youth were also concerned that participating meant making their presence, and their families' presence, known to the Federal government which has unknown consequences. Therefore, these reports included recommendations to enhance the support organizations, and policy mechanisms, that can enable more immigrants to qualify for DACA, and to assist current DACA beneficiaries to maximize their potential academically and economically (Batalova et al., 2014; Gonzales & Bautista-Chavez, 2014).

These studies also highlighted other areas in which the DACA program benefited the youth who were approved for DACA status. These benefits included the ability to open bank accounts where they can legally process their earnings without fear of being accused of

fraudulent activities that could lead to a felony conviction (Gonzales, 2008; Gonzales & Chavez, 2012), the ability to receive drivers licenses and not fear deportation for a minor traffic violation (Anguiano, 2011; Gonzales & Chavez, 2012), and the ability to apply for employment opportunities with greater earnings potential to better support themselves and their families (Anguiano, 2011; Gonzales, 2008; Gonzales & Chavez, 2012; Wong et al., 2012). However, the studies also found that overall we are not tapping into the full potential of the youth and significantly more needs to be done. Beyond the benefits noted, the studies also highlighted barriers that exist to developing this potential, as well as the primary advocates and referees that were helping to enable the development. Both studies noted that one component of policy change needs to be comprehensive immigration reform (Batalova et al., 2014; Gonzales & Bautista-Chavez, 2014), but, comprehensive immigration reform is beyond the scope of this study, while at the same time noting that the overall issue of reform could impact the study depending on the perspective of the participants.

Two years later in August 2016 the four year anniversary was marked with even greater uncertainty. Those DREAMers who were applying for their second round of renewals found themselves in between policies and at the centerpiece of American politics. As part of the attempted expansion of DACA (Obama, 2014) 108,000 individuals received 3-year work permits, but had to return them in exchange for a 2-year permit (Hipsman et al., 2016). As part of the case before the Supreme Court (*U.S. v. Texas*, 2015) the Fifth Circuit judge who imposed the injunction on the expansion ordered the U.S. Department of Justice to provide “all personal identifiers and locators including names, addresses, ‘A’ file numbers,

and all available contact information, together with the date of the three-year renewal or approval” (State of Texas et al. v. U.S., 2015, p. 23). “Should the [Department of Justice] ultimately be forced to produce this list, DACA beneficiaries could face a variety of risks associated with being identified as unauthorized to state officials or to the public” (Hipsman et al., 2016, p. 4). In addition, 2016 is a presidential election year and Democratic nominee Hillary Clinton has vowed to uphold DACA (Hillary Clinton Campaign, n.d.), whereas Republican nominee Donald Trump has promised to terminate the program (Jaffe, 2015).

The DACA program is important to the undocumented immigrants who qualify because it not only allows them some freedom from the constant fear of deportation, but it also provides an element of legitimization of presence in U.S. society by providing them with documents (photo identification and Social Security Card). These documents are a first step in enabling them to potentially normalize their lives in the U.S. such as completing basic rites of passage including getting a driver’s license (in some states), opening a bank account, or even checking out a library book (Gonzales, 2011a). However, because the program is an executive order rather than a law enacted by Congress the youth remain on the edge of certainty and uncertainty.

Immigration Demographics

The composition of the immigrant population of today differs from past populations reflecting changing countries of origin, reductions in the age of the immigrants, and increases in the numbers of new immigrants (Grieco et al., 2012). During the last 50 years these changes included a “shifting from an older, predominantly European population settled in the

Northeast and Midwest to a younger, predominantly Latin American and Asian population settled in the West and South” (Grieco et al. 2012, p. 2). Most notable is the increased volume of in-flows during the 1990’s whereby the U.S. experienced the largest growth of foreign-born immigration in the nation’s history adding 700,000 to 1 million legal, and an estimated 500,000 undocumented, immigrants each year (Capps et al., 2005).

These increases resulted in an estimated foreign-born population equal to 12 percent of the overall American population (Greenstone & Looney, 2010). The increases include an estimated total foreign-born immigrant population of 41.3 million (American Community Survey, 2013). Approximately 11.3 million (27%) of the foreign-born are undocumented (Passel et al., 2014). Not all of the undocumented immigrants are eligible for DACA. Passel et al. (2014) estimate that only 2.1 million (19%) of the 11.3 million undocumented immigrants could be eligible for DACA. Due to the qualifying requirements for DACA related to the educational attainment and age requirements, only 1.2 million (57%) were immediately DACA eligible as of the implementation of the program in August 2012 and the remaining 900,000 will age into the program over the next several years (Passel et al., 2014). Figure 2 provides a visual representation of the current foreign-born population in the U.S. by documented and undocumented status.

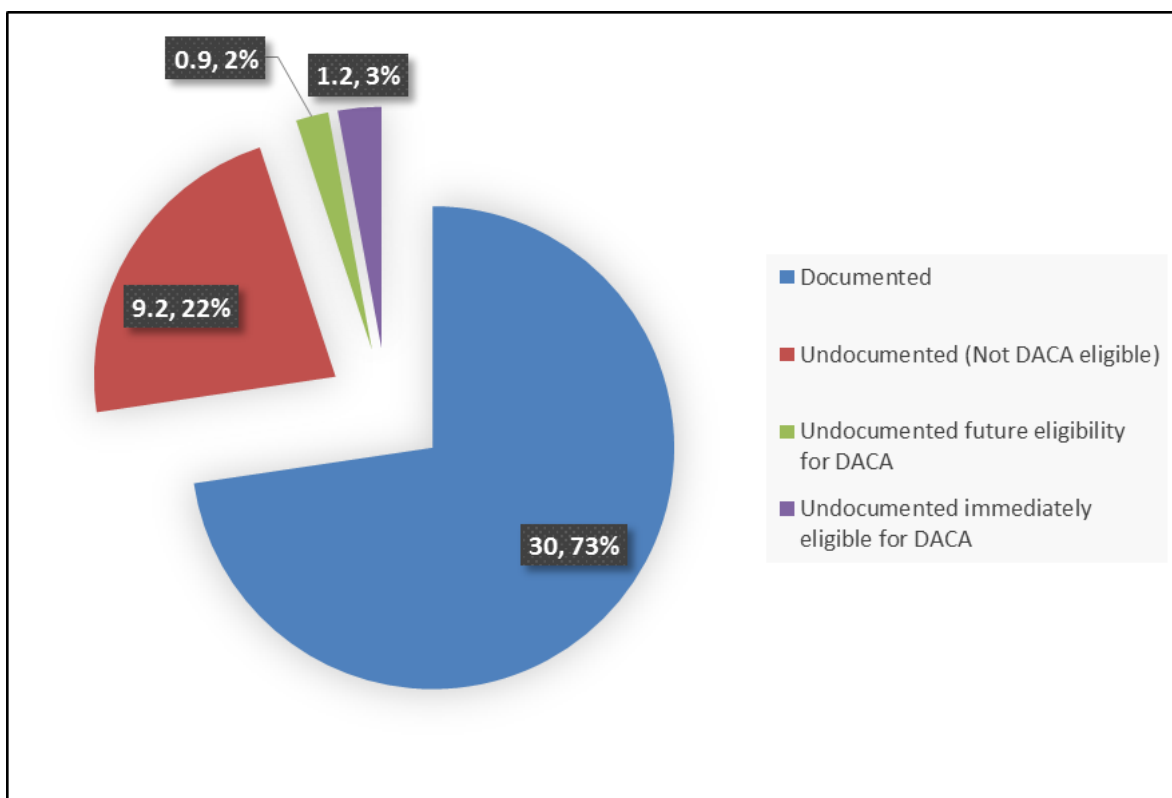


Figure 2. Foreign-Born Population in the U.S.in Millions (Source: American Community Survey, 2013 and Passel et al., 2014).

As noted previously the immigrants of today are primarily from Latin American or Asian countries and tend to settle predominantly in the south and west (Grieco et al., 2012). To gain a better understanding of the specific characteristics of the immigrants that have applied for DACA status the U.S. Census and Immigration Services track DACA application data on a quarterly basis. The most recent data available is the third quarter of 2016 which provides DACA application data through June 30, 2016. These reports confirm patterns of settlement that are consistent with the overall immigrant population as reported in the

American Community Survey (2013). Figure 3 shows the top 20 countries of origin for all DACA applications received between August 2012 and June 2016. The majority of the applicants come from Latin American or Caribbean countries (1 out of the top 20), and the remaining are of Asian. What is especially noticeable in Figure 3 is that the majority of all applications (77%) are from Mexican immigrants which explains why on the surface many people view undocumented immigration issues as “Mexican issues” (Madera et al., 2008). When excluding Mexico from the data it becomes clearer that DACA is an issue that impacts immigrants from around the world (see Figure 4). Understanding countries of origin is important because it provides a picture of the primary demographic groups that may need special consideration in policy initiatives, such as information provided in particular languages if the individuals are of Limited English Proficiency (LEP) or to address cultural elements that may work for individuals of one cultural background but not another.

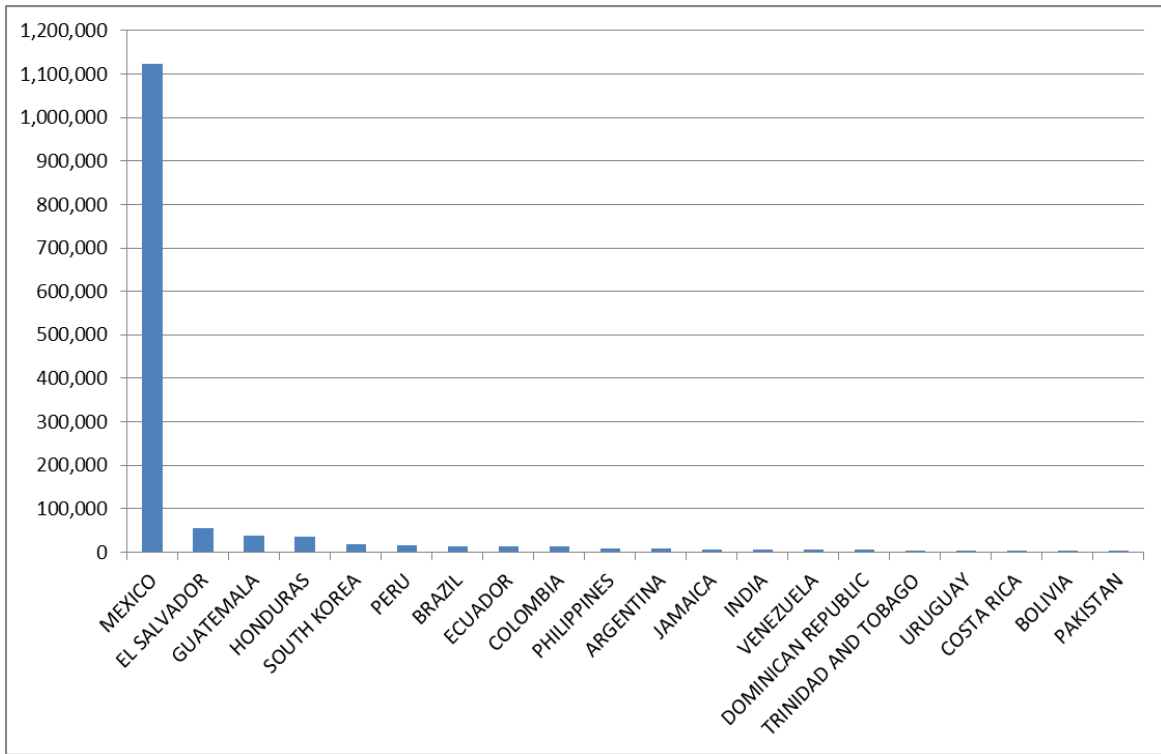


Figure 3. DACA Applications Accepted - Top 20 Countries of Origin (Source: U.S. Citizenship and Immigration Services 3rd Quarter 2016 I-821D Consideration of Deferred Action for Childhood Arrivals by Fiscal Year, Quarter, Intake, Biometrics and Case Status report).

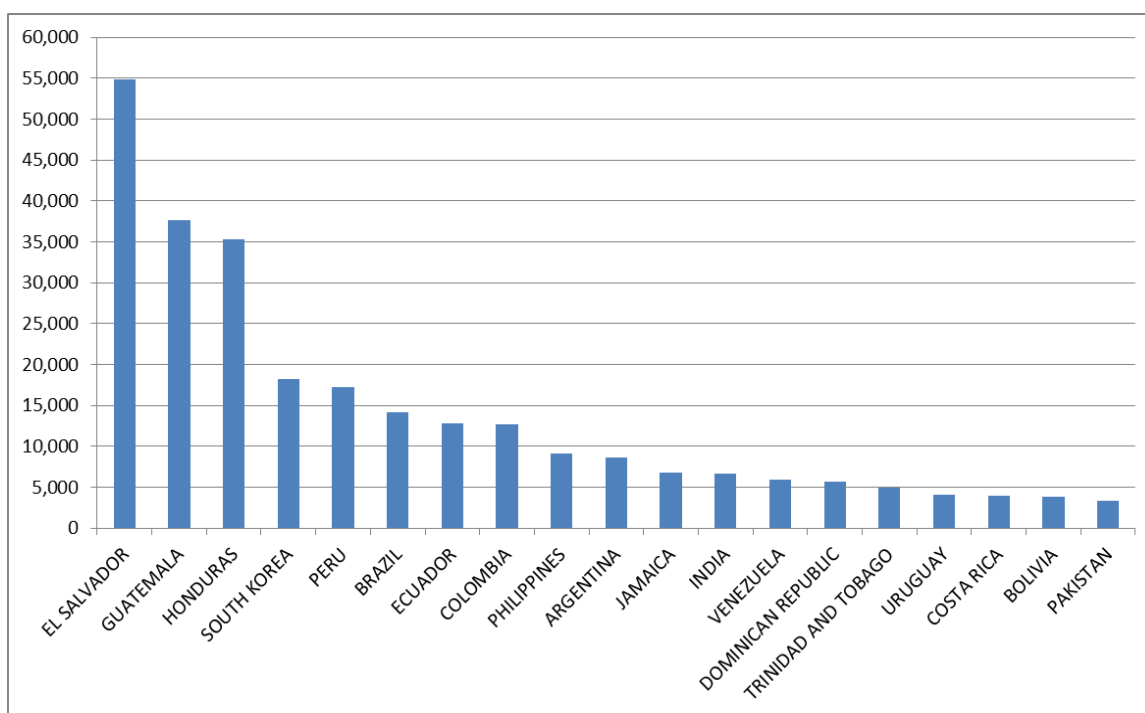


Figure 4. DACA Applications Accepted - Top 20 Countries of Origin Excluding Mexico (Source: U.S. Citizenship and Immigration Services 3rd Quarter 2016 I-821D Consideration of Deferred Action for Childhood Arrivals by Fiscal Year, Quarter, Intake, Biometrics and Case Status report).

The DACA applications received between August 2012 and June 2016 reflect a settlement pattern that does include many southern and western states, but also includes other states that were not primary destinations of choice for previous immigrant populations. Figure 5 shows the top 20 states of settlement of the accepted DACA applications. Based on the large number of applications for California and Texas it is clear why there is a focus on research that has been conducted on undocumented immigrants in those two states (e.g.,

Gildersleeve, 2010; Gleeson & Gonzales, 2012; Gonzales, 2008; Oseguera, Flores, & Burciaga, 2010; Rincón, 2008, Rodríguez, 2013; Woodruff, 2013) which significantly receives greater numbers of DACA youth. However, states stretching from coast-to-coast are impacted by the immigration of these youth. Over the last several years research on undocumented immigrants in other states has been surfacing, including Virginia (Snyder, 2013), New York (Muñoz, 2009), North Carolina (Oseguera, Flores, & Burciaga, 2010), Maryland, and Georgia (Brown, 2012). The states of settlement are important to understand because each state has varying degrees of acceptance of immigrants with some states more restrictive than others. For example, California passed several laws to help undocumented youth gain eligibility for financial assistance for higher education (e.g., AB 540), whereas other states such as North Carolina are more restrictive by attempting to prohibit undocumented youth from even attending community colleges (Martin, 2008, NC H.R. 218 Bill, 2014), or completely limiting the access to community colleges altogether (Martin, 2014).

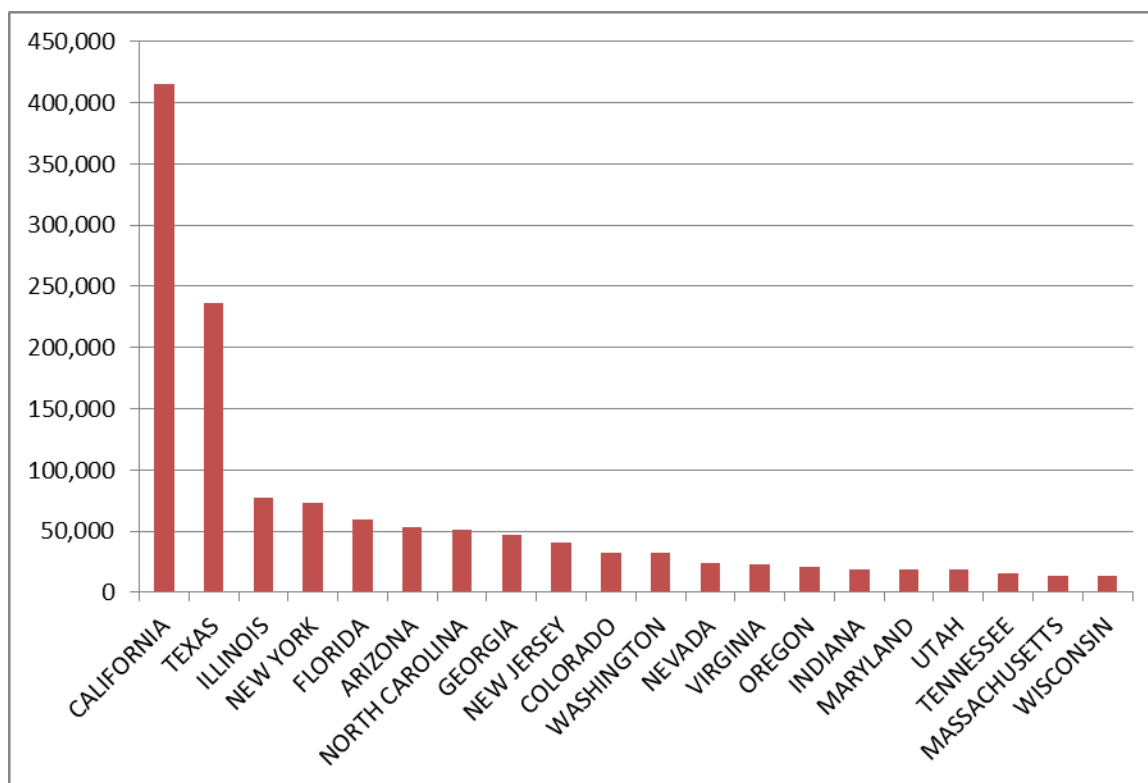


Figure 5. DACA Applications Accepted – Top 20 States of Settlement. (Source: U.S. Citizenship and Immigration Services 4th Quarter 2015 I-821D Consideration of Deferred Action for Childhood Arrivals by Fiscal Year, Quarter, Intake, Biometrics and Case Status report).

DACA and Human Capital

Gary Becker (1962, 1993) is credited with introducing the concept of human capital and describes it as the investments in people that “influence future real income through the imbedding of resources in people” (Becker, 1962, p. 9). These investments are an aggregation of knowledge, skills, and abilities (KSA’s) made over the lifetime of an

individual and are “developed through participation in various forms of formal and informal education and training” (Ardichvili, Zavyalova, & Minina, 2012, p. 213). The Organization for Economic Cooperation and Development (2001) focuses on the idea of how these KSA’s can be used for producing wealth by defining human capital as the “productive wealth embodied in labour, skills, and knowledge.” These investments can take the form of schooling, on-the-job training, health care, and other forms of information acquisition with the ultimate objective of improving physical and mental abilities that ultimately raise real income prospects (Becker, 1962, 1964; Finegold, 1995). The common assumptions of human capital have been that individuals gain knowledge and skills through education and training (formal or informal) which ultimately increases productivity at work, resulting in higher salaries (Tan, 2014). Based on this assumption investments in human capital will be made up to a point where private benefits equal private costs (Becker, 1962, 1993).

When considering the DACA population, investments have been made in their education up through 12th grade as a result of *Plyler v. Doe* (457 U.S. 202). However, beyond high school the DACA eligible youth have essentially been isolated from access to higher education due to cost and other constraints (Gonzales, 2007, 2008, 2009a, 2009b, 2012; Madera et al., 2008; Wong et al., 2012). Employment specific training has been restricted due to limited access to paid and unpaid workplace environments that would enable them to gain specific formal and informal employability skills (Gleeson & Gonzales, 2012; Gonzales, 2007, 2008, 2011, 2012). These restrictions limit the ability of DACA youth to

acquire human capital and this lack of investment in skills development will ultimately result in limitations in future earnings prospects (Becker, 1962, 1993).

Due to the lack of legalized status, these individuals also have limited access to information on jobs, and result in an inability to enter into many job markets (Portes & Rumbaut, 2006; Wong et al., 2012). This lack of job information potentially limits future earnings prospects due to not pursuing job opportunities that could have higher earnings potential (Becker, 1962, 1993). As a result of the lack of information and access Batalova et al. (2013) view the deferred action and employment authorization focus of DACA as a human capital issue. The deferred action and employment authorization status of DACA eligible youth is a human capital issue because the youth who qualify are at the prime age for engaging in education, training, and/or employment activities (Becker, 1975, 1993; Gleeson & Gonzales, 2012; Gonzales, 2008, 2009b, 2011a; Settersten et al., 2005; van Gennep, 1960) and therefore it is a prime time to make investments that will have economic benefits for the individuals, organizations, and communities (Settersten et al., 2005; van Gennep, 1960). The issues that then arises are who will invest in these individuals to develop the human capital and what policies affect these investments? Will it and should it be employers who invest? Will it and should it be the immigrants themselves who invest? Will it and should it be publicly funded investments? What policy initiatives can or should be pursued to enable skill development and entry into legal employment while at the same time removing barriers?

Human capital theory is a “comprehensive approach to analyze a broad spectrum of human affairs in light of a particular mindset and propose policies accordingly” (Tan, 2014,

p. 411). Hartog (2000) states that human capital is a supply side characteristic that is a measurement or valuation of individual people's skills. "A simple definition specifies it as the value of a person's productive, marketable skills" (Hartog, 2000, p. 7). DACA youth, due to their employment experiences, varying English language proficiencies, educational attainment levels, and socio-economic status-levels experience many barriers that limit their access to, and development of, their human capital. (Gonzales, 2008; Chavez, 2013) resulting in a limited supply of human capital. Specifically, Batalova et al. (2014) found that 52 percent of DACA eligible youth live in families with incomes below the federal poverty level and 53 percent are participating in the labor force by being either employed or actively looking for work. Without financial means to invest in the development of their own human capital there is a limited ability to achieve the gains that result from the investments. If the DACA youth cannot afford to invest in the skills themselves, then the investment must come from other sources including organizations and governments.

Greenstone and Looney (2010) argue that one of the best ways to understand immigration is by situating it in an objective economic framework as it relates to wages, jobs, budgets and the overall economy. Much of the literature combines "immigrants" into one larger bucket, however, it is important to differentiate types of immigrants to examine their impact on the economy, and as Greenstone and Looney (2010) note, the type of immigrant (skilled or unskilled, documented or undocumented) will have dramatically different impacts to the economy. The labor market in which immigrants interact affects the types of skills gained and how those skills are obtained (Iskander & Lowe, 2010) which ultimately affects

whether employers or individuals will invest in the development of those skills and what level of investment will be considered. Finegold (1995) states that

the theory suggests that in a perfectly functioning labor market there will be an optimum amount of investment in human capital. Individuals will pay for general skills that can be transferred from one company to another, since they will be compensated through improved future earnings, while firms and their employees will share the costs of developing skills specific to that enterprise. (p. 5)

Studies (Greenstone & Looney, 2010; Hinojosa-Ojeda, 2012; Karsada & Johnson, 2006; Lynch & Oakford, 2013) show that immigrants raise the overall standard of living of Americans by increasing wages for some workers (e.g., those with post-secondary degrees) and lowering prices on immigrant-intensive goods (e.g., child care services and gardening). As DACA youth transition from high school into higher education or the workplace the types of employment opportunities these youth will have access to as a result of their acquired human capital will have an effect on not only their own individual situations, but also on the overall economy for our states and nation. If organizations and governments (local, state and federal) choose to invest in the human capital development of these immigrants it is expected that overall societal benefits can be obtained, but, policies are necessary to make this happen.

DACA and National Human Resource Development (NHRD)

The concept of national human resource development (NHRD) centers on HRD as it is applied within national policy contexts. Cho and McLean (2002) are credited with one of

the original definitions of NHRD where they define it as “every effort, such as education, training, cultural activities, and institutional improvements at national and societal levels for the purpose of efficient development and utilization of national human resources” (p. 255). McLean (2004) adds that NHRD “goes beyond employment and preparation for employment issues to include health, culture, safety, community, and a host of other considerations that have not typically been perceived as manpower planning or human capital investment” (p. 269). Sleezer et al. (2004) add that NHRD incorporates a range of HRD interventions that span from micro (e.g., individuals/groups of individuals, local/community-based, etc.), to meso (e.g., organizations/groups of organizations, state/regional, etc.), to macro (e.g., industries, nations, international, etc.) levels.

NHRD focuses on different aspects and application. Lutta-Mukhebi (2004) explored NHRD to address a range of activities enabling full participation in economic well-being of a nation and personal well-being through initiatives on “population, human resource planning and development, education, manpower training, employment and labor market policies, poverty interventions, youth development, health, shelter and housing, and other welfare perspectives” (p. 327). Scotland (2004) conceptualized NHRD as “a process whereby the private, public, and other sectors collectively implement programs directed at the development of workforce skills, knowledge, and attitudes that are driven by national development goals...reforming the education system and the development of the workforce” (p. 359). Cox, Al Arkoubi, & Estrada (2006) applied NHRD to “activities and efforts that contribute to the understanding and development of human expertise, that improve workplace

learning and performance, and that yield individual, organizational and national benefits, within the context of overall economic, social and human development” (p. 439). Hasler, Thompson and Schuler (2006) considered NHRD as

the systematic development of human skills, capabilities, and knowledge through multilevel learning processes directed by an organizational, community, and national mission and strategy for the purpose of performance improvement as evidenced in the well-being and growth of individuals and the organizations, communities, and nation of which they are an integral part. (p. 108)

What is consistent in each of these applications of NHRD is the consideration of the big picture of individuals contributing to overall economic and social well-being of individuals, organizations, communities, and nations, all through the development of human capital. NHRD provides a way of viewing the types of interventions that are made, by whom, and the policies needed to support the development of individuals for the betterment of individuals, organizations, and society. Although much of the NHRD literature has been focused on developing economies as seen in the special issues of the *Advances in Developing Human Resources* (2004, 2006) the concepts can be applied in any economy. Lynham and Cunningham (2006) propose that NHRD be reviewed through a theoretical framework encompassing four dimensions: the political, economic, social, and education systems noting that “each of these dimensions, separately and together, informs the needs and necessary goals of NHRD” (Lynham & Cunningham, 2006, p. 124). It is through this

framework that this study connects the study population of DACA immigrants' human capital development to NHRD all seen through the lens of Kingdon's multiple streams framework (Kingdon, 2003).

DACA and Kingdon's Multiple Streams Framework

Kingdon (2003) describes three separate streams that comprise the "labyrinth of policy formation" (p. 18). These three streams are the problem, political, and policy streams, all of which are impacted by a range of participants. The problem stream focuses on those issues that capture the attention of and are of importance to citizens as well as policy makers (Kingdon, 2003). The political stream focuses on the national political environment which includes the national mood, public opinions, ideologies, and changes in administrations (Kingdon, 2003; Nowlin, 2011). The policy stream comprises ideas and solutions developed from experts and policy bureaucrats that are waiting for a problem that their solution can be applied to and implemented (Kingdon, 2003; Nowlin, 2011). Kingdon (2003) argues that the three streams operate independently of each other until a "window" of opportunity opens in which the political stream (e.g., national mood) is receptive to presenting solutions from the policy stream to a particular issue in the problem stream by a policy entrepreneur.

The problem stream for this study is very complex. As noted throughout this study, DACA eligible youth who are coming of age, or are already of age, to leave the educational environment and enter the workforce face significant hurdles. The overarching hurdle is gaining a stable, long-term legalized status through comprehensive immigration reforms, but addressing the problem of immigration reform is outside the scope of this study. Instead, the

hurdles this study considered are those that specifically focused on skill development and access into legal employment opportunities for those undocumented immigrants that qualify for DACA and have legalized authority to work in the U.S. for at least two years.

In the case of this study, the political stream is very active and controversial. The national mood is rapidly changing and conversations surrounding immigration, undocumented youth, the DREAM Act, and the DACA are surfacing a range of issues (i.e. problems) and solutions (i.e., policies) that may have an opportunity to be connected by various participants (i.e., local, state, and national organizations and legislative bodies). As noted in Chapter 1 the DREAM Act has been introduced in Congress repeatedly over the last 16 years and has always failed to pass both the House and the Senate leading the President to introduce DACA. Although the DREAM Act has at time had broad bipartisan support, and support from businesses and labor unions, but there has not been enough support from all members of Congress and their constituents to be able to pass the reforms (Madera et al, 2008). On one side individuals and activists have been mobilizing to support the DREAMers by creating support organizations and activities such as Improving Dreams, Equality, Access and Success (IDEAS) at UCLA, Define American, Trail of Dreams, The North Carolina Dream Team, Asian Students Promoting Immigrant Rights through Education, Dreamactivist.org, United We Dream, North Carolina One State One Rate campaign, Scholars Latino Initiative, The Dream Graduation, and many, many more. On the other side opposition to immigration and the access of immigrants to full participation in U.S. social and economic activities is just as active. These activities have included the creation of the

Minutemen militias to round up and deport immigrants, protesters blocking busses of unaccompanied underage immigrants at the border, and a host of anti-immigration legislation in states such as Arizona, Alabama, North Carolina, and Texas, and others.

The policy stream has had a range of successes. On one side legislation supporting undocumented immigrants has cleared legislative hurdles and become law. Examples of this include the California DREAM Act, Deferred Action for Childhood Arrivals (DACA), AB540 in California, “sanctuary cities,” and a host of other policies in states and communities across the country. On the other side legislation has been passed or introduced to limit the range of participation in which immigrants in U.S. society can engage. For example, passing legislation to either prohibit or limit access to higher education, instituting out-of-state tuition rates for undocumented immigrants in various states, limiting the types of identifications that can be used with law enforcement, authorizing local law enforcement agencies to engage in Immigration and Customs Bureau activities, and passing legislation that focuses on reinforcing and militarizing border enforcement.

In many ways there is a battle between bringing undocumented immigrants openly into full social participation, while on the opposite side there are efforts to criminalize them. Given that these immigrants are leaving the protection of schooling as afforded under *Plyler vs. Doe* (457 U.S. 202) and entering the workforce, and they seek to improve economic conditions for themselves, their families, and the overall economy, this study explored the issues (barriers and facilitators to skill development and entry into legal employment), and solutions (policy possibilities), and identified those solutions that are most desirable, feasible,

important, and likely to be implemented through policy. There are many policy options that have no possibility of being implemented and others could more easily be implemented, therefore this study sought to identify those that have the greatest ability for gaining traction for a policy entrepreneur to capitalize on for the benefit of everyone involved.

Related Studies

DACA is a relatively new program, beginning in 2012, therefore, there has been little time to conduct and publish studies on the population thus resulting in a severely limited number of empirical studies on or about this specific population. In addition, the DREAM Act has been in the national immigration conversation only since 2001 which also results in a limited number of studies. In addition, most studies that have been written did not focus on skills acquisition and attainment of employment opportunities. Although there are a limited number of studies specifically related to the DACA or DREAMer population the volume of studies has increased with the majority appearing between 2008 and 2013. Studies of undocumented immigrants that discuss a transition from education to employment where employment or skills development was mentioned, or policy recommendations were suggested, were reviewed for this study. These studies included five peer-review journal studies, and eight doctoral dissertations. An overview of these studies is listed in Table 4 (in date order from oldest to newest) listing the methodology, type of study, and author(s) recommendations. A discussion of the studies follows the listings in Table 4 and include an overview of each study and a synthesis of how they directly inform this study.

Table 4

Related Studies

Author	Year	Methodology	Participants	Recommendations
Dozier	2001	Mixed Methods – Peer Review Journal	294 documented and 246 undocumented immigrants from multiple nationalities in a NY Community College	Provide resources for undocumented immigrants in a confidential and secure place allowing for self-disclosure to receive academic support services
Olivérez	2006	Qualitative – Doctoral Dissertation	10 Latino/a undocumented 12 th graders in Los Angeles, CA	Provide social capital resources to encourage college attendance and access to additional information on applications, financial aid, etc., changes to immigration and right-to-work policies
Albrecht	2007	Qualitative – Doctoral Dissertation	Mexican females	Evaluate institutional practices, to train university administrators and staff on the unique needs of undocumented students, to provide visible institutional support for the students, and to elevate the awareness of the benefits of providing higher education to undocumented students
Gonzales	2008	Qualitative – Doctoral Dissertation	102 Mexican participants (36:1.5 generation entered as unauthorized and remain unauthorized, 33: 1.5 generation entered as unauthorized and are now legal, and 33: 2 nd generation U.S. born)	Focus additional studies on policy implications especially related to comprehensive immigration reform including a pathway to legalization accompanied by proactive community agendas that aim to prevent the growth of a sub-class of disenfranchised and frustrated youth
Iskanker & Lowe	2010	Qualitative – Peer Review Journal	275 participants (70 employers / industry leaders / government officials, 100 Latino immigrants in Philadelphia, 105 Latino immigrants in Raleigh-Durham)	Pathways to skill development and improved employment opportunity programs should incorporate social capital connections, local employment contexts and labor market conditions that strengthen advocacy and planning efforts for immigrant and non-immigrant marginalized workers.

Table 4 Continued

Author	Year	Methodology	Participants	Recommendations
Anguiano	2011	Qualitative – Doctoral Dissertation	10 undocumented youth of varying ages and races	Passing comprehensive immigration reform that allows for a path to legalization, while at the same time understanding the current political climate and polarizing structural and institutional forces
Gonzales	2011	Qualitative – Peer Review Journal	150 Latinos from the 1.5 generation in Southern California	Address policies and consequences of the collision of public schooling and immigration laws during the transition period
Brown	2012	Qualitative – Doctoral Dissertation	22 interviews of interest group and public opinion stakeholders	Incorporate strong participation from interest groups as well as coalition building, clear framing of the issues, and consideration of impacts on other communities
Gildersleeve & Hernandez	2012	Literature Review – Peer Review Journal	12 state statutes extending in-state tuition for undocumented students	Avoid objectifying language and encourage collaborations among diverse stakeholders
Hudson	2012	Qualitative – Doctoral Dissertation	11 Latino college students in CA	Review internal policies and procedures, and conduct training, specifically focusing on providing access to information and resources related to campus organizations, advising and academic support, financial assistance, internships, career counseling and placement
Bloch	2013	Qualitative – Peer Review Journal	75 undocumented youth living in England	Focus on policy considerations and enforcement of a range of issues regarding employment and human rights including minimum wage standards, terms and conditions of employment, and safety and health requirements

Table 4 Continued

Author	Year	Methodology	Participants	Recommendations
Snyder	2013	Qualitative – Doctoral Dissertation	8 Latino undocumented youth in Virginia 5 immigrant advocates	Create mechanisms for clear and accessible information to educational options, financial aid, advocacy groups, and emotional and academic support groups, speak openly and often about the challenges the undocumented immigrants face, create support systems to obtain skill development and employment opportunities, raise funds for scholarships
Storlie	2013	Qualitative – Doctoral Dissertation	16 national board certified school counselors from 10 most populated states containing undocumented Latino immigrants	Develop processes for self- identification of immigration status and collect data to develop programs addressing poverty, language, citizenship, culture, and family needs

Education-oriented studies. Dozier (2001) conducted a comparative study of documented and undocumented immigrants at community colleges in New York for the purpose of distinguishing the needs of the different groups. The goal was to identify the needs so administrators could prepare and meet the needs of both populations. The study consisted of 294 documented and 264 undocumented immigrants and found that overall both populations needed additional support to be successful academically, especially with language skills. However, the two populations had significantly different characteristics and Dozier (2001) recommended that the two populations should not be classified as a single population so that the educational institutions can develop targeted interventions to assist the

specific needs of each group. Needs specifically mentioned for the undocumented immigrants included support in the development of language and mathematics skills, development of academic skills such as note and test-taking skills, and the implementation of services that allow for confidentiality in disclosing their immigration status. In addition, Dozier (2001) suggested that systems be established to enable undocumented students to self-identify in confidential and secure environments that would allow the staff to better serve the students.

Olivérez (2006) conducted a qualitative narrative study of 10 undocumented Latina/o immigrants in the 12th grade with intentions to enter college. The study sought to review policy-related and procedural difficulties of the students. The findings of the study highlighted the need to understand several barriers that the students faced including (a) an understanding of the common challenges of an undocumented status among the participants that included housing, employment, driving, health insurance, mixed-status families, and poverty (b) an understanding that college aspirations were dependent upon knowledge about college options, academic preparation to enter college, an ability to perform academically, understanding the cost and career options of the colleges and weighing the options, and knowing their career options, (c) navigating college choice depended on the application processes, required fees, financial limitations and scholarship opportunities, timing of admission processes of the colleges and universities, cost-benefit analysis between community colleges and universities, and the ability to work while in school. These findings led to recommendations to increase social capital for the youth to encourage more of the

students to attend college, resources to assist in the application process including financial aid, changes to immigration legislation regarding tuition policies, granting all students the right to work, and the right to attend colleges and universities anywhere in the U.S.

Albrecht's (2007) grounded theory study explored the needs of Mexican undocumented undergraduate students at selective 4-year colleges and universities and the administrators' perceptions of the students' needs. Albrecht (2007) found several challenges for the undocumented students in her study including a struggle to succeed academically, pressures from family and peers to be a role model, coping with frustrations and uncertainties for their future, managing their role as a "hidden" member of society, missing opportunities that could enhance academic or employment prospects (e.g., international study-abroad, internships, participation in student organizations, etc.), and complications with accessing and utilizing campus services. The administrator perceptions included similar elements mentioned by the students including the challenges related to managing a life that is "hidden" from society, the challenges of coping with frustration and uncertainty about future prospects, missing out on employment and academic opportunities, and challenges with accessing and utilizing campus services especially those related to financial aid. Albrecht's (2007) policy and practice recommendations include a need to evaluate institutional practices, to train university administrators and staff on the unique needs of undocumented students, to provide visible institutional support for the students, and to elevate the awareness of the benefits of providing higher education to undocumented students.

Hudson (2012) explored the educational experiences and persistence to graduate of 11 Latino students from a large California university who were within one year of graduating. Using Latino Critical Race theory Hudson (2012) sought to understand how the students negotiated U.S. immigration policy and the challenges the policy disconnects created in their attempts to “persist academically and prepare for meaningful professional opportunities upon graduation” (p. 5). The findings of the study note a need to provide support strategies that incorporate elements of emotional and moral support, information and financial resources, and the creation of an inclusive diverse campus climate. These strategies should be achieved through the review of internal policies and procedures that can create a supportive culture specifically focusing on providing access to information and resources related to campus organizations, advising and academic support, financial assistance, internship opportunities, career counseling and placement assistance. Lastly, training should be provided to institutional administrators, staff, and faculty regarding the unique support needs of the undocumented student population encouraging a culture of caring.

Dozier (2001), Olivérez (2006), Albrecht (2007), and Hudson (2012) all centered their studies on educational environments. Dozier (2001) focused on both documented and undocumented student needs at the community college level. Olivérez (2006) was concerned with the policy-related and procedural aspects of transitioning from the K-12 system into college. Albrecht (2007) explored the needs of both undocumented immigrants and administrators at 4-year colleges and universities. Hudson (2012) considered how students in their final year of studies maintained persistence to graduation while navigating the various

policy challenges and disconnects. These four studies inform this study by specifically considering the post-secondary educational settings and the intersection of policy in these environments. The findings of these studies highlight the specific challenges that immigrants have when entering and completing higher education which provides an framework through which policies might be formulated to address the challenges to remove barriers. The studies also noted how some of the students were able to overcome the challenges which can also be used to help inform policy. Becker (1972, 1992) emphasizes the importance of higher education in gaining human capital and these studies recognize the unique circumstances undocumented immigrants face in attaining human capital through higher education which provides insight into the types of policies which might be considered to enhance the ability of the immigrants to develop skills through higher education pursuits.

Lived experiences and transition to adulthood studies. Gonzales' (2008) study focuses on the lived experiences of 102 adult children of unauthorized Mexican migrants who are categorized in the 1.5 or 2.0 generations. The study was wide-reaching as an ethnography and sought to understand how the young adults in his study were incorporated into American society, and the role that immigrant status (i.e., undocumented/illegal versus documented/legal) plays in determining social and economic outcomes. In addition, he sought to understand the challenges and obstacles faced by those 1.5 generation unauthorized youth who were still unauthorized at the time of the study, and the various strategies these youth employed to navigate their unauthorized status. Lastly, Gonzales (2008) sought to understand what the lived experiences of his participants tell about the broader world in

which they live. This study contributed to the literature by highlighting the importance of understanding “the ways in which laws, access to jobs, and schools shape [the youths’] experiences and circumscribe their choices” (Gonzales, 2008, p. 348). Gonzales (2008) notes that his study raised additional questions regarding the need to conduct additional studies focusing on policy implications especially related to comprehensive immigration reform which includes a pathway to legalization accompanied by proactive community agendas that prevent the growth of a sub-class of disenfranchised and frustrated youth.

In *Learning to Be Illegal* Gonzales (2011) highlights the transition of 150, primarily Mexican, undocumented 1.5 generation Latino young adults in Southern California from the K-12 educational system into adulthood. The study focuses on undocumented immigrants who migrated to the US before the age of 20 and were between the ages of 20 and 34 at the time of the study. The youth were then classified into two groups: college-going and early-exiters (those who completely exit the educational system after high school). The study found that the transition as marked by the exit from a legally protected status within the school system into adult roles is precarious and consists of very limited opportunities due to a lack of documented status. During the transition these young adults must learn new daily routines, survival skills, and altered social patterns, all of which are designed to minimize risk of deportation for themselves and their families. In addition, the turbulence of the change also produces a redefining of identity, place in society, and an alteration of overall aspirations for the future. Finally, the findings from the study highlight how policies

surrounding public schooling and immigration laws collide forcing new ways of navigating the new status for these youth and the consequences non-legal status brings to their lives.

Using a Latino/a Critical Race framework Anguiano (2011) studies the advocacy of undocumented immigrant youth in their efforts to pass the DREAM Act during the 2001-2010 time period. The study included over 400 hours of fieldwork by participating in activities of DREAM activist groups in California, New Mexico, and other states, as well as interviews of 10 undocumented youth who participated in the grassroots DREAM social movement. Focusing on how undocumented youth communicate their identity given their legal restrictions and how they communicate their demands, Anguiano (2011) highlights the various activities utilized by the youth to petition for the passage of the DREAM Act from storytelling aimed at legislators to acts of civil disobedience. These activities have been persistent and have become increasingly vocal over the decade. A unique perspective of this study is the author's own activist-scholar perspective as a former undocumented immigrant herself studying a movement in which she was actively participating. The study findings focus on the importance of passing the DREAM Act, or other comprehensive immigration reform that allows for a path to legalization, while at the same time understanding that the passage of this type of reforms are very limited in the current political climate. Understanding that there are challenges does not mean that the efforts should not be pursued, but instead a clear understanding of the polarizing structural and institutional forces is necessary to move forward.

The purpose of Snyder's (2013) study was to analyze acculturation, experiences, and action (educational and civic) of undocumented Latino youth in Virginia as they come of age and leave the K-12 system with the intent on providing recommendations for educators and allies on ways to assist the youth with career and educational aspirations. The first recommendation focuses on educational institutions and includes creating mechanisms that allow for clear and easily accessible information to educational options, financial aid, advocacy groups, and emotional and academic support groups without having to self-identify as undocumented. The second set of recommendations focuses on ally and advocacy groups and include (1) speaking openly and often about the challenges the undocumented immigrants face especially related to tuition, financial aid, access to higher education, and ultimately immigration reform that leads to a path to citizenship, (2) creating support systems to obtain skill development and employment opportunities, (3) raise funds to create scholarships, and (4) educate and share resources.

Gonzales (2008, 2011), Anguiano (2011), and Snyder (2013) centered their studies on a broader perspective of lived experiences as undocumented immigrants and the transition into adulthood. Gonzales' (2008) study considers the incorporation of undocumented immigrants into American society, and more specifically the role that immigrant status plays in social and economic outcomes. In the 2011 study Gonzales focused on college-going and early-exiter undocumented immigrants and how policies surrounding public schooling and immigration laws collide with the daily routines, survival skills, and altered social patterns. Anguiano (2011) uses her perspective as an activist-scholar to study the advocacy of

undocumented immigrant youth pursuing efforts to pass the DREAM Act as well as the identities these youth claim in the process. Finally, Snyder (2013) considers the career and educational aspirations of young undocumented immigrants as they come of age and exit the K-12 system. These studies inform this study by providing a broad perspective of the population as the youth transition out of the K-12 system and consider career options, daily routines, and the policy navigation that is required to achieve their desired identities. In addition, each of these studies provides policy recommendations for future studies.

Understanding the lived experiences of the undocumented immigrants, especially as they are transitioning into the adult world, highlights the specific areas in which policies might be developed to remove barriers for a range of issues. This study can use the information about the lived experiences to focus on addressing those issues that prevent the development of employability skills and ultimately pursuing employment opportunities that allow the use of the skills, as well as understanding how the immigrants have navigated the challenges to help formulate policy alternatives.

Employment and skill studies. Iskander and Lowe's (2010) study directly focuses on skills development and employment of immigrants. Their study explored the informal training and skill development pathways of 205 Latino immigrants (primarily Mexican) working in the residential and commercial construction industry in Philadelphia, PA and Raleigh-Durham, NC. In addition, the role of local institutions in the skill development was explored through interviews with 70 employers, industry leaders, and government officials in the construction industry in these two cities. The findings from this study highlight that skills

development depends on institutional differences across labor markets and the how the social capital structures create or remove obstacles for skill development and career advancement. The authors recommend that when designing local training and credentialing programs the local labor market context and social structures be considered in ways that enable a strengthening of advocacy and planning efforts that target overall improved opportunities for all immigrant and non-immigrant marginalized workers in the construction fields.

The majority of the undocumented immigrant studies incorporating policy initiatives for acquisition of skills for employment tend to be U.S.-centric. However, Bloch (2013) studied 75 undocumented immigrant youth in England who were from Brazil, China, Kurds from Turkey, Ukraine, and Zimbabwe. This study considered the working lives, decision making related to job seeking strategies, and the role and use of social capital networks. Bloch (2013) found that regardless of language or employment sector, undocumented immigrants live and work in vulnerable and precarious environments and rely very heavily on social networks when making decisions on who to trust and where to work. The findings from the study lead to recommendations to include policy considerations and enforcement of a range of issues regarding employment and human rights including minimum wage standards, terms and conditions of employment, and safety and health requirements.

Addressing the issue of career development for undocumented immigrants from a different perspective, Storlie (2013) considers the experiences of 16 school counselors who have had encounters with career counseling for undocumented Latino students. The counselors are presented with several challenges in working with these students due to the

unconventional career trajectories and lack of legal employment options for the youth. Contrary to the recommendations of other studies (e.g., Dozier, 2001) that focus on confidentiality and limiting of self-identification as undocumented, the findings in Storlie's (2013) study included the development of streamlined processes whereby the students, particularly those seeking citizenship status, can self-identify to counselors so that they may be better assisted at earlier stages in their educational pursuits with targeted and tailored interventions. In addition, the findings include recommendations to collect data on the undocumented students so that programs could be developed to address poverty, language, citizenship, culture, and family needs.

Iskander and Lowe (2010), Bloch (2013), and Storlie (2013) all specifically target work and skills development for employment purposes. Iskander and Lowe (2010) explored the informal training and skill development pathways of immigrants working in the residential and commercial construction industry specifically noting the social capital networks and the importance of local labor market structures. Bloch (2013) considers the skill development and entry into employment for immigrants in Europe specifically targeting understanding the working lives, decision making related to job seeking strategies, and the role and use of social capital networks. Storlie's (2013) approach of career and skill development comes from the perspective of career counselors rather than the immigrants themselves which provides a different perspective. Each of these studies informs this study through the consideration of human capital theory specifically in terms of skill development in the workplace, the networks necessary to attain jobs and skills, as well as the career

counseling needed to provide guidance for non-traditional career trajectories. These studies highlighted the dearth of studies that address the skill development and employment of undocumented immigrants in general and the DACA and DREAMer population specifically. This dearth provides an opportunity for this study to specifically focus on skill development and employment and more specifically to consider how policy can be used to enhance the opportunities.

Policy related studies. Gildersleeve and Hernandez (2012) conducted a review of 12 state statutes concerning in-state tuition for undocumented students highlighting the various ambiguities and contradictions they contained. As a result of the failure of the U.S. Congress to pass comprehensive immigration reform the states have resorted to passing their own policies surrounding undocumented immigrants, and one of those policy areas includes whether the state will or will not grant in-state status for tuition purposes at institutions of higher education. Using a Critical Discourse Analysis and Policy Discourse Analysis framework the authors focused on the 12 states that extended in-state tuition to undocumented students with the effort to inform policy-making “that seeks to effect more systemic change in supporting undocumented students’ access and opportunity” (Gildersleeve & Hernandez, 2012, p. 4). The statutes reviewed found a range of perspectives in identifying and classifying inclusion and exclusion criteria and the authors recommend that as policy is considered language that objectifies the individuals should be avoided to avoid situations whereby “real people lose opportunity” (Gildersleeve & Hernandez, 2012, p. 15), and collaborations among diverse stakeholders in policy-making should be encouraged.

Much of the research has focused on the experiences of undocumented immigrants who would benefit from the passage of the DREAM Act, or similar legislation, however, Brown (2012) focused on interest groups and public opinion stakeholders involved the in-state DREAM Act initiatives in Maryland and Georgia. The purpose of Brown's (2012) study was to explore what contributed to the passage of pro-DREAM Act (or anti-DREAM Act) legislation and what contributed to the policy development process at the state level, and ultimately considering how the legislation impacted immigration policy at the national level. The research focused on five factors commonly found in legislative practices, namely the legislative agenda, interests groups, existing policy, public opinion, and the beneficiaries of policy changes. The study findings showed that interest groups play a larger role in policy reform than public opinion, therefore, for both supporters and opponents of legislation coalition building, clear framing of the issues, and impacts on other communities must be considered as policy initiatives are pursued.

The Gildersleeve and Hernandez (2012) and Brown (2012) studies inform this study through the targeted focus on policy perspectives. Gildersleeve and Hernandez (2012) reflect on pro and con arguments related to in-state tuition legislation for undocumented immigrants and classifying the inclusion and exclusion criteria that each of 12 states considered in their laws. Brown (2012) also looked at in-state tuition legislation, however, from the perspective of the stakeholders and how legislation was passed through the various involved parties. These two studies inform this study through their focus on policy, but more specifically considering elements of inclusion and exclusion criteria that allow for legislation to be

passed as well as the various stakeholders that are necessary to ensure passage. These studies inform this study by providing a connection to how Kingdon's (2003) multiple streams framework can be beneficial to help identify the policy areas in which the population faces the greatest challenges, who should be included in the formulation of policy, and the perspectives in which the stakeholders may approach any suggested policies. These studies specifically focused on state DREAM Acts which only incorporate in-state tuition policies for higher education which leaves an opening to explore other areas of skill development of undocumented immigrants and ultimately their entry into the legal labor market.

Chapter Summary

This chapter provided a review of the literature relevant to supporting this study's focus on skill development and access to legal employment for DACA eligible undocumented immigrants. This review started with an introduction to the current immigration conditions including a description of current immigration demographics, a brief historical review of immigration in the U.S. to situate the DACA eligible population into the current conversation, and a discussion of the specific characteristics that define the DACA undocumented youth. Following this introduction to the immigration context, this chapter connected the literature pertaining to human capital, national human resource development, and Kingdon's multiple streams framework to the DACA population which provided the details supporting the theoretical and conceptual frameworks for the study. Finally, this chapter reviewed the related studies that supported the framing of this study specifically highlighting those that were education related, explored the lived experiences and transition

to adulthood of the population, then narrowing into the employment and skill development studies, and finally, highlighting studies that had specific policy related connections. The findings and recommendations from these studies exposed the need to conduct studies specifically focused on policy. In addition, the lived experiences, educationally-focused, and work and skill development studies, provide a range of challenges that exist and methods of overcoming barriers the immigrants possess as they transition into adulthood pointing to an opportunity to incorporate these barriers and facilitators into a study that can lead to policy recommendations for this population.

In Chapter 3, the Delphi and a special type of Delphi called a Policy Delphi method will be explained. Following the description of the Policy Delphi method the rationale for using this research method will be discussed. Next, the research design will be explained including the integration of this study into the specific characteristics of a Policy Delphi study, a description of how data was analyzed, and a description of reliability, validity, and trustworthiness. The chapter will finish with a recap of the critical assumptions that form this study which leads to specific limitations and delimitations, and the researcher subjectivity statement within the context of the study.

Chapter 3 – Methodology

The previous chapter provided a review of the literature relevant to skill development and access to legal employment opportunities for DACA immigrants. The review included literature pertaining to human capital, national human resource development, and Kingdon's Multiple Streams Framework and the connection of these theories to the DACA population. Finally, the chapter reviewed several studies that approached the lived experiences, transitions to adulthood, education, skill development, and policy topics of documented and undocumented immigrants.

This chapter explains the Delphi and Policy Delphi methods. First, a rationale for this research approach is discussed. Then, the history and methods of the Delphi and Policy Delphi methods are described. This history will specifically note the unique components of the study method, the Policy Delphi, compared to the broader traditional Delphi method. Next, a description of the rationale for using the more tailored Policy Delphi method will be provided. This will then be followed by a discussion of the specific research design of this study, including a description of how participants were selected, how data was analyzed, and a discussion of reliability, validity, and trustworthiness. Finally, the chapter identifies the critical assumptions, study limitations, study delimitations, and provides the researcher's subjectivity statement.

Rationale for the Research Approach

As noted in Chapter 1 the problem this study seeks to address is what can be done via policy interventions to help DACA youth gain employability skills and access legal

employment opportunities under the assumption that they intend to remain in the country that they call home. To address the problem this study utilizes a Policy Delphi method to explore the controversial topic of skill development and access to legalized employment of DACA eligible undocumented immigrants.

The Policy Delphi method was selected for this study for several reasons. These reasons are tied specifically to the characteristics of Policy Delphi studies and to the nature of the research questions. This study meets many of the criteria that are commonly cited in the literature supporting the use of the Policy Delphi method. The first criteria that it addresses is the complexity of an issue. Skill development and integration into legalized employment are not self-standing issues, but are impacted by many other aspects and are therefore highly complex. The issues are affected by other related issues such as overall comprehensive immigration reform, conditions in other countries, globalization, the nature of job markets, other economic conditions, labor markets, and laws, among others. The next criteria is access to information. Limited information is available for this population because the youth that are the subject of this study are typically hidden. This is due to the possibility of deportation for themselves and their families, therefore, little hard data is available and must be inferred from other data sources (Gonzales, 2011; Passel, 2007; Passel & Cohn, 2008; Passel, Cohn & Gonzalez-Barrera, 2013; Passel et al., 2014). Another criteria is the subjective nature of the issues. Policy issues can be emotionally charged and are not always tied to direct objective information, but also includes subjective elements that differ from one individual or group to another. As seen by the inability of Congress to pass comprehensive

immigration reform legislation and the establishment of conflicting state regulations affecting immigrants that have been passed and revoked over the years, it is evident that the issues which this study explores are highly controversial, emotional, and have a range of subjective inputs. Ultimately, policies can potentially be formulated that can be addressed and passed. This subjectivity also presents an opportunity to explore the personal values and social goals which may not be able to be tapped into through an objective data-focused topic or methodology. The final criteria is the study participants that are necessary to inform the possible approaches to the issue. The issues considered in this study affect many different stakeholders who are not necessarily experts, but instead are advocates or referees who are impacted by any policy decision that ends up being made and therefore they need to have their voices heard as well.

Delphi Method

Delphi studies “draw on a wide reservoir of knowledge, experience and expertise” (Ziglio, 1996, p. 21) that handles “opinions rather than objective facts” (Schmidt, 1997, p. 764). Named after the ancient oracles at Apollo’s shrine in Delphi, Greece (Brockhaus, 1975; Gupta & Clarke, 1996; Woudenberg, 1991), the method originally focused on forecasting and envisioning various future scenarios (Gupta & Clarke, 1996; Murray, 1979). Delphi studies are commonly noted to have originated in the 1950’s with studies conducted by Olaf Helmer, Norman Dalkey, and Ted Gordon at the RAND corporation (Delbecq, Van de Ven, & Gustafson, 1975; Gordon & Pease, 2006; Landeta, 2006; Linstone & Turoff, 2011; Okoli & Pawlowski, 2004; Rowe et al., 1991; Schmidt, 1997; Ziglio, 1996). In fact, the first

Delphi study was reportedly conducted in 1948 (Dalkey & Helmer, 1963), but was not published until many years later due to the sensitive and top-secret nature of the study (Gupta & Clarke, 1996). These initial studies conducted by the RAND corporation focused on military defense purposes (Landeta, 2006; Nowak, Endrikat, & Guenther, 2011) and sought to collect and synthesize expert judgments (Gordon & Pease, 2006), achieve convergence (Brockhaus, 1975), or consensus of opinion with a diverse group of experts (Rowe et al., 1991), as well as to improve the accuracy of the experts' predictions (Woudenberg, 1991). In addition to the military planning purposes the RAND corporation also used the Delphi method to explore "long-term forecasts of change, particularly in science and technology" (Rowe et al., 1991, p. 236) and the probable effects of science and technology on society (Ziglio, 1996).

One of the earliest definitions of the Delphi method in the literature is from Turoff (1970) who defined Delphi as "a method for the systematic solicitation and collation of informed judgments on a particular topic" (p. 149). Delbecq et al. (1975) defined Delphi as "a method for the systematic solicitation and collation of judgments on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses" (p. 10). Both definitions are almost identical. The Delbecq et al. (1975) definition differentiates from the Turoff (1970) definition by incorporating and focusing primarily on the various steps of a Delphi study to define the method, which provides a glimpse into the actual process. Although these definitions focus on a more literal description of the method, the definition

that is most widely accepted and cited is Linstone and Turoff's (1975) which states that a Delphi is "a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (p. 3). It is this definition provided by Linstone and Turoff (1975) that will frame the methodology of this study with the particular application of the Policy Delphi form.

Policy Delphi. According to Turoff (1970) policy is "an issue for which rational individuals advocate differing resolutions" (p. 149). When a policy question exists there are typically no experts on all aspects of the issue, but instead have multiple stakeholders including advocates and referees interested in the issue (Turoff, 1970). Turoff (1970) notes, an expert or analyst may contribute a quantifiable or analytical estimation of some effect resulting from a particular resolution of a policy issue, but it is unlikely that a clear-cut (to all concerned) resolution of a policy issue will result from such analysis; the issue then ceases to be one of policy. In the face of the policy issue, systems analysis can do no more than supply a factual basis for advocacy. Or, from another view, the expert becomes an advocate for the effectiveness or efficiency and must compete with the advocates for concerned interest groups in society. (p. 151)

Policy Delphi studies are a specialized form of the Delphi method which specifically focuses on policy issues as defined by Turoff (1970). A Policy Delphi has different underlying goals from the traditional Delphi (Spickermann, Zimmermann, & von der Gracht, In Press; Turoff, 1970, 1975; Turoff & Hiltz, 1996) and is used as a tool for the exploration,

evaluation, and analysis of policy issues (Turoff, 1970, 1975; Ziglio, 1996). In addition it is expected that there is no clear-cut policy resolution option, therefore it is necessary to bring in advocates with competing interests in the policy resolution with the purpose of generating “the strongest possible opposing views on the potential resolution of [the] major policy issue” (Turoff, 1975, p. 84). This generation of diverse policy viewpoints involves discussing and estimating elements of impact and consequences of a policy choice as well as the estimation of the acceptability of a particular choice by different stakeholders (Turoff, 1970). Therefore, a Policy Delphi provides an organized and structured “method of correlating views and information pertaining to a specific policy area and for allowing the respondents representing such views and information the opportunity to react to and assess differing viewpoints” (Turoff, 1970, p. 153). “The Policy Delphi rests on the premise that decision makers are interested in gaining insights into the different options and the supporting evidence for different courses of action” (Klenk & Hickey, 2011, p. 154).

A Policy Delphi is also different from a traditional Delphi because it is not one whereby the objective is to obtain consent or consensus among the participants, nor is it to make a decision, but instead is a method in which participants should take “extreme views instead of aiming for neutral answers” (Spickermann et al., In Press, pp. 1-2). Turoff (1970) notes that the goal of a policy Delphi is “to establish all the differing positions advocated and the principal pro and con arguments for these positions” (p. 153). “The Policy Delphi proposed by Turoff (1970) seeks opposing views on the topic at hand” (Nowack, Endrikat, & Guenther, 2011, p. 1607) which follows with the purpose of a Policy Delphi being one where

ideas are generated on a broad spectrum of possible opposing views (Hasson & Kenney, 2011; Nowack et al., 2011) with the aim of generating potential policy solutions (Hasson & Kenney, 2011). Table 5 highlights a side-by-side comparison of the various differences between a traditional Delphi and Policy Delphi method.

Table 5

Differences Between Delphi and Policy Delphi Methods

	Delphi Method	Policy Delphi Method
Who participates?	Diverse, informed experts on the specific topic of study	Diverse advocates, referees, and multiple stakeholders, with an interest in the policy issue
What is the topic/context?	Complex problems	Complex policy issues with no clear-cut resolution option
What is collected?	Expert opinions and judgments	Competing interests, positions, and viewpoints
What is the purpose of collection?	Achieve convergence or consensus	Achieve strongest possible opposing views
Why is the method important?	Improve predictions and forecasts, make a decision	Estimate desirability, importance, feasibility, and likelihood to inform policy
How is the process structured?	Systematic solicitation, collection and synthesis with structured feedback	Systematic solicitation, collection, exploration, evaluation, and analysis with structured feedback

When to use a Policy Delphi. The main criterion that should be used when determining whether to employ the Policy Delphi methodology mirror many of the criterion considered in traditional Delphi studies including highly complex situations where accurate information is unavailable, information is expensive to obtain, subjective inputs are necessary, no historical data exists, options need to be identified (policy options in the Policy Delphi method), personal values and social goals are explored, issues where validity of judgment is less important, and subjective moral or ethical viewpoints are more important than objective technical viewpoints (Brockhaus, 1975; Gupta & Clarke, 1996; Linstone & Turoff, 1975; Murray, 1979; Rowe et al., 1991; Spickermann et al., In Press; Tapio, 2002; Tapio, Paloniemi, Varho & Vinnari, 2011). In addition, traditional and Policy Delphi studies are appropriate when participants are geographically dispersed (de Loe, 1995), and when the research question requires inputs from “multiple, different, and often conflicting points of view” (Klenk & Hickey, 2011, p. 154).

Delphi and Policy Delphi studies are similar, except a Policy Delphi is used for situations that involve complex *policy* issues (de Loe, 1995) and when advocates rather than experts can provide more informative perspectives (Turoff, 1970, 1975). In a Policy Delphi the objective is not necessarily to make a decision, but rather to inform policy, therefore the ranking of options for feasibility, desirability, importance, likelihood, and validity are commonly seen to explore and analyze policy questions (Klenk & Hickey, 2011). In these situations dissensus is more appropriate than consensus (Klenk & Hickey, 2011) which is another feature that is important when deciding whether to use a Policy Delphi.

Characteristics of Policy Delphi studies. The unique combination of characteristics provides the framework for the “systematic solicitation and collation of informed judgments on a particular topic” (Turoff, 1970, p. 149) and allows for the voices of a wide variety of individuals to contribute to a communication process on complex issues, providing their viewpoints, and revising those viewpoints (Linstone & Turoff, 1975, Turoff, 1970). Policy Delphi studies have four key characteristics which can be adapted to meet the specific purposes of individual studies. The four characteristics are: (a) anonymity of panel participants, (b) controlled feedback, (c) iteration of refined opinions, and (d) a final analysis of group responses (Ecken, Gnatzy, & von der Gracht, 2011; Gupta & Clarke, 1996; Klenk & Hickey, 2011; Landeta, Barrutia, & Lertxundi, 2011; Linstone & Turoff, 1975; Nowak, Endrikat, & Guenther, 2011; Spickermann et al., In Press). Each of these characteristics are discussed in more detail below.

Anonymity/confidentiality. Panel participants are typically kept anonymous to each other throughout the course of the study, but are not anonymous to the researcher (Okoli & Pawlowski, 2004). This feature is due to the need to overcome the negative challenges that exist in face-to-face group decision-making processes such as dominant individuals pressuring others to conform to theirs, or a majority opinion (Bolger & Wright, 2011; Nowak, Endrikat, & Guenther, 2011), distracting personality styles that detract from the conversation (Turoff & Hiltz, 1996), social pressures to silence the expression of ideas (Gnatzy et al., 2011), pressure to make quick decisions without time to consider the merits of the ideas (Rowe et al., 1991), risk of losing face with others in the group (Rowe et al., 1991;

Turoff & Hiltz, 1996), feelings of inadequacy due to the status of others in the group (Rowe et al., 1991), and hostilities between members (Turoff & Hiltz, 1996). These negative challenges can result in bias in the study which can invalidate study findings and decisions made as a result of the findings.

Depending on the nature of the study, the level of anonymity can be altered, and may include some face-to-face elements or the revealing of some information about the panel participants (Turoff & Hiltz, 1996). Anonymity is of particular concern in Policy Delphi studies because the nature of the study emphasizes and encourages extreme and divergent views to get as many options on the table as possible (Spickermann et al., In Press). These viewpoints may cause others to become uncomfortable and it is critical that the “respondents are anonymous, [so that] fears of potential repercussions and embarrassment are removed and no single individual need commit himself publicly to a particular view until after the alternatives have been put on the table” (Turoff, 1975, p. 87).

Iteration. “One of the most prominent characteristics of the Delphi is its iterative process” (Klenk & Hickey, 2011, p. 1607) whereby panel participants are asked questions using a series of questionnaires that are summarized and sent back out to the participants with an analysis of the prior responses. Participants are allowed to review the results of the prior questionnaires and are provided an opportunity to change their opinions with explanations (Rowe et al., 1991). Typically there are between three and five iterations (Nowak, Endrikat & Guenther, 2011), but the number of iterations that occur will depend on

the purpose of the study and a decision by the researcher that a “pre-determined criterion [has been] met (Klenk & Hickey, 2011, p. 154).

Controlled Feedback. The key characteristic that differentiates a Delphi study from other polling or questionnaire studies is the “feedback of information gathered from the group and the opportunity of the individuals to modify or refine their judgments based upon their reaction to the collective views of the group” (Mitroff & Turoff, 1975, p. 22). The researcher collects and reviews the responses of each questionnaire iteration and develops a subsequent questionnaire that provides an analysis of the group’s prior responses in a form that could include a statistical summary (e.g., means, probabilities, deviations from prior iterations, outliers, etc.), or in a qualitative format of the various responses with the synthesized arguments (Linstone & Turoff, 1975; Mitroff & Turoff, 1975; Nowak, Endrikat, & Guenther, 2011; Rowe et al., 1991). When participants receive subsequent questionnaires with prior iteration feedback all participants are provided an opportunity to make an informed decision based on the responses of other participants and decide whether or not to change his/her position and to provide a rationale for that change or lack of change (Linstone & Turoff, 1975; Rowe et al., 1991; Woudenberg, 1991). The nature and amount of feedback will depend upon the study design but emphasis should be on limiting researcher and participant bias that would ultimately affect the findings of the study.

Final analysis of group responses. As noted in the iteration description the process stops when a “pre-determined criterion [has been] met (Klenk & Hickey, 2011, p. 154). When this pre-determined criteria is reached the panel participants are provided with a final

analysis of the results of the study (Rowe et al., 1991). This final analysis provides for a sense of finality and accomplishment that may not be present in traditional questionnaire studies (Delbecq et al., 1975). The researcher not only has a final report of the study, but also a “set of reasons behind the responses” (Gordon & Pease, 2006, p. 322) that can be used in supporting decisions and actions taken as a result.

Summary of characteristics. Hasson and Keeney (2011) note that “within each Delphi type the characteristics...can differ, for example, the number of rounds, the level of anonymity and feedback given, as well as the inclusion criteria, sampling approach or method of analysis” (p. 1698).

Policy Delphi steps. Each study tends to follow similar steps, but the literature identifies a range of methodologies with varying levels of rigor. For example, Sproull (2002) recommends a 10-step process, while Schmidt, Lyytinen, Keil, and Cule (2001) recommend a 3-step process, whereas Bolger and Wright (2011) recommend a 5-step process. Regardless of how many steps are included in the process the key common element is that it is an iterative process that allows for feedback among participants.

After participants have been selected, Klenk & Hickey (2011) highlight the typical phases of a Policy Delphi encompassing the iterations which include “1) formulating the issues; 2) exposing the options; 3) determining initial positions on the issues; 4) exploring and obtaining the reasons for disagreements; 5) evaluating the underlying reasons; and 6) reevaluating the options” (p. 154). These phases are based on the most commonly cited steps developed by Turoff (1970) where he states that a

Policy Delphi requires at least four or five rounds as opposed to the two or three that are usually sufficient for the technological type Delphi. This is often the result of the necessity to reword some of the issues as suggested by the respondents and the inherent difficulty in common interpretation of written statements on policy issues.

(p. 161)

The beginning steps start with an initial open-ended questionnaire or an interview to gain understanding on specific research questions, followed by a narrowing down of responses to a set of core responses which are sent back out to the participants for review and feedback. Depending on the issue and the responses to the review this feedback loop may need to take place several times (Delbecq et al., 1975; Gordon & Pease, 2006; Klenk & Hickey, 2011; Turoff, 1970). Depending on the purpose of the study, once the final list of responses is compiled it is sent back to the participants to rank in order of importance, relevance, desirability, and feasibility (Turoff, 1970).

Participant selection. Turoff (1970) notes that a Policy Delphi can include “ten to fifty people...commensurate with the number of differing interests that must often be considered in the increasingly complex issues” (p. 153). Since a policy Delphi seeks input from a diverse set of participants (Hussler, Muller, & Ronde, 2011) it is suggested that relevant stakeholders and advocates rather than experts be a criteria for selection (Spickermann et al., In Press) following Turoff’s (1970) philosophy that “ a policy question is one for which there are no experts, only advocates and referees” (p. 151). Unlike studies

that rely on random selection and are intended to be generalized to other populations “the Delphi group size does not depend on statistical power, but rather on group dynamics” (Okoli & Pawlowski, 2004, p. 19) and the purpose is not to achieve any generalizability but instead to achieve divergence (Hasson & Kenney, 2001; Nowack et al., 2011; Spickermann et al., In Press; Turoff, 1970).

Research Design for this Study

The design of this study followed the Policy Delphi methods and recommendations identified in the literature. The specifics of this methodology as applied in this study are discussed next. First a review of the research questions is presented. Next the Policy Delphi characteristics of anonymity/confidentiality, iteration, feedback, and final analysis are expounded upon in the specific context of this study. The participant selection process follows next and then moves into a discussion of the data collection and analysis process. The study design concludes with a discussion of reliability, validity, trustworthiness, critical assumptions, limitations, delimitations, and the researcher subjectivity.

Research questions. A Policy Delphi study contains two elements: (1) the examination of differing subjective viewpoints and options of policy issues to ensure all possible options to a policy are identified, and (2) to examine and estimate those viewpoints and options for desirability, importance, feasibility, and likelihood of policy implementation (Klenk & Hickey, 2011; Turoff, 1970, 1975; Ziglio, 1996) . To incorporate both elements this study has seven research questions. The first four questions address the examination of viewpoints and options of policy issues related to the skill development and access to legal

employment opportunities for DACA eligible youth. The remaining three questions focus on the exploration and analysis of the desirability, importance, and feasibility/likelihood of policy implementation of the issues and options identified in the first four questions. For the purposes of this study desirability is defined as worth seeking or doing; would be advantageous or beneficial; worth having or getting; having good or pleasing qualities or properties. Importance is defined as indicates value or significance; has serious or considerable meaning or worth; deserving or requiring serious attention. Feasibility and likelihood are combined into one category due to the similarity of their definitions and for the purposes of this study are defined as possible to do; capable of being done or carried out; capable of being dealt with successfully; doable; or the chance that something will happen. Based on these descriptions, the specific research questions for this study are as follows:

1. What are the barriers to skills development that can lead to legal employment opportunities for DACA eligible youth?
2. What are the barriers to accessing legal employment for DACA eligible youth?
3. What has supported and/or enabled DACA eligible youth to gain skills that can lead to legal employment opportunities?
4. What has supported and/or enabled DACA eligible youth to access legal employment?
5. What policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most desirable to be addressed through policy?

6. What policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most important to be addressed through policy?
7. What policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most feasible/likely to be addressed through policy?

Study characteristics. This study incorporates the four characteristics common in Policy Delphi studies. The characteristics of anonymity, iterations, feedback, and final analysis of the findings are described as they relate to the specific study design. Each of these characteristics as used in this study are discussed below.

Anonymity. Anonymity of participants relative to one another is important in this study for several reasons. First and foremost, some of the participants were undocumented DACA authorized immigrants themselves and expressed being fearful of repercussions of what might happen if they or their family members were identified. Second, there was the potential that other participants who are not undocumented (stakeholders, advocates, and referees) also desired anonymity due to the possible repercussions of what might happen due to their assistance of undocumented immigrants in ways that might be considered as having questionable legality, or might be offensive to others involved in the issues from a variety of perspectives. Third, the study sought to include as many stakeholders, advocates, and referees from different sides of the issue as possible and differences of opinions between the

participants could have potentially created issues with openness and sharing of viewpoints. Because of these reasons it was of critical importance that the identity of the participants be kept anonymous from each other. However, in order to meet the needs of providing feedback in the iterations and tracking changing viewpoints, the participants and their responses were known to the researcher and kept confidential.

Iteration. This study consisted of four iterations. The first iteration collected as many participant viewpoints as possible in answer to the first four research questions using interviews and to collect the initial set of policy recommendations. The second iteration used a questionnaire to clarify the viewpoints, offered an opportunity for the participants to add any additional policy recommendations that they felt were missing from the list, and lastly to provide any commentary they felt was necessary to express their views. Because the majority of participants indicated that no changes needed to be made, only a few recommendations were made making minor changes to the recommendations, and only a handful of comments were provided in general, the researcher determined that there was no need to conduct an additional clarifying iteration. The third iteration answers research questions 5,6, and 7, and serves as the recommendation examination and analysis phase. Iteration four is the publication of this study and dissemination to the participants. The specific findings from the first three iterations is discussed in chapter 4. A visual description of this complete study process is illustrated in Figure 6.

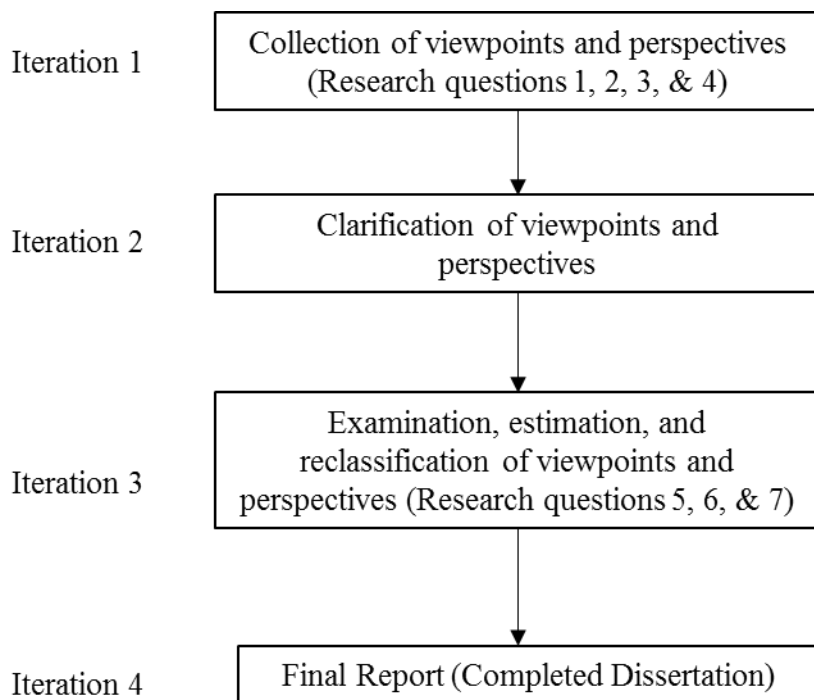


Figure 6. Iteration Process

Feedback. Initial feedback was provided at the conclusion of the first iteration in preparation for the second iteration to ensure that all of the various perspectives had been captured, and similar perspectives were combined together. The responses provided by the participants in the first iteration were also combined into thematic clusters to provide an overall view of the types of issues that emerged. Because one purpose of a Policy Delphi is to be expansive and collect as many diverse viewpoints as possible the participants were instructed in the second iteration to comment on how the combined responses are clustered, and to edit them as necessary, as well as to add any viewpoints that may not have been

captured and reported. The third iteration answers research questions 5, 6, and 7 by examining and analyzing the issues for importance, desirability, and feasibility/likelihood of addressing the issues via a policy change.

Final analysis. For this study the pre-determined criteria for stopping the number of iterations occurred when the participants did not add significantly different perspectives and did not provide any commentary that required additional feedback from the other participants. Therefore, after the second iteration the participants evaluated and analyzed the final recommendations providing their desired ordering of the classification of importance, desirability, and feasibility/likelihood of implementation for each of the issues identified. Study participants will all receive a summary of the findings from the iterations with the categorization of the recommendations in addition to the full findings of the study in the form of a copy of the study.

Participant selection. A Knowledge Resource Nomination Worksheet (KRNW) (Okoli & Pawlowski, 2004) process was used to determine the stakeholder categories, identify potential participants, place potential participants in a stakeholder category, and then to finally select and invite participation. The specific steps of the process followed in this study are illustrated in Table 6.

Table 6

Participant Selection Process

Step 1: Prepare Knowledge Resource Nomination Worksheet (KRNW)	Identify categories of stakeholders, advocates, and referees
Step 2: Populate KRNW with names	<p>Populate the categories with the names of personal contacts who may be interested in being a panel participant, and/or may recommend additional contacts</p> <p>Populate the categories with the names of potential individuals from organizations identified in the literature and other sources who may be interested in being a panel participant, and/or may recommend additional contacts</p>
Step 3: Obtain self-nomination for participation or recommendations	Contact personal connections and individuals cited in the literature and other sources and request self-nomination for participation or additional recommendations for participation
Step 4: Select and invite participants	Select and invite up to 30 individuals with at least 3 and up to 5 individuals to represent each category

Prepare KRNW. In the first step, categories of stakeholders, advocates, and referees are identified in the literature, and are then reviewed and interpreted into specific categories that encompass the range of groups that have direct knowledge and experience with the issues affecting skill development and access to legal employment opportunities for the DACA population. These categories were defined in this study as:

- DACA Immigrant – undocumented immigrants (over age 18) who have received DACA authorization,
- Individual Assisting – individuals who assist DACA immigrants on a personal basis such as mentors, friends, etc.,
- Organization – individuals from organizations assisting undocumented immigrants as part of their role in the organization,
- Employer – representatives from employers who have hired, or are seeking to hire DACA immigrants,
- Education – representatives from higher educational institutions where DACA immigrants are attending or attempting to attend, and
- Policy – representatives from legislative bodies such as the House of Representatives or Senate (state or federal level), legislative staffers, or others who work within the legislative process such as lobbyists or advocacy groups.

Populate KRNW. In step 2, specific names and organizations cited in the literature (e.g., professional associations, government organizations, non-profits, etc.), as well as my own personal connections, were populated in each of the six stakeholder categories. A sample Knowledge Resource Nomination Worksheet (KRNW) is displayed in Table 7. This second step resulted in a total of 73 names being collected initially which served as the starting point for the recommendation process which takes place in step 3 of the KRNW process. Out of the 73 names 10 people were identified from my own personal connections and an additional 63 were identified from the literature and various directories listing

individuals with vested interests in the policy topic, such as professional associations and government organizations.

Table 7

Sample Knowledge Resource Nomination Worksheet (KRNW)

DACA Immigrant	Individual Assisting	Org	Employer	Education	Policy
Name #1 & e-mail address	Name #1 & e-mail address	Organization Name, Representative Name #1 & e-mail address	Organization Name, Representative Name #1 & e-mail address	Organization Name, Representative Name #1 & e-mail address	Organization Name, Representative Name #1 & e-mail address
Name #2 & e-mail address	Name #2 & e-mail address	Organization Name, Representative Name #2 & e-mail address	Organization Name, Representative Name #2 & e-mail address	Organization Name, Representative Name #2 & e-mail address	Organization Name, Representative Name #2 & e-mail address
Name #3 & e-mail address	Name #3 & e-mail address	Organization Name, Representative Name #3 & e-mail address	Organization Name, Representative Name #3 & e-mail address	Organization Name, Representative Name #3 & e-mail address	Organization Name, Representative Name #3 & e-mail address
Name #4 & e-mail address	Name #4 & e-mail address	Organization Name, Representative Name #4 & e-mail address	Organization Name, Representative Name #4 & e-mail address	Organization Name, Representative Name #4 & e-mail address	Organization Name, Representative Name #4 & e-mail address
Name #5 & e-mail address	Name #5 & e-mail address	Organization Name, Representative Name #5 & e-mail address	Organization Name, Representative Name #5 & e-mail address	Organization Name, Representative Name #5 & e-mail address	Organization Name, Representative Name #5 & e-mail address

Self-nominate or recommend. Step 3 then utilized a recommendation process whereby the 73 individuals identified in step 2 were contacted via e-mail and asked to suggest specific individuals who might be interested in participating, as well as asking them if they would like to self-nominate their own participation. The nomination recommendation e-mail (see Appendix B) requested the names and contact e-mails of as many additional possible participants as possible. Out of the 10 personal contacts 9 individuals self-recommended their own participation and the remaining one individual provided additional contacts. Out of the 63 individuals contacted through the literature, 5 people self-nominated their participation, 7 others provided additional recommendations, and 51 failed to respond to the recommendation request. Out of the 22 total individuals who responded to the recommendation request an additional 48 names were suggested through the snowball recommendation process. All additional names obtained were added to the KRNW and contacted for participation or additional recommendations.

Select and invite. In step 4 individuals spread across the six stakeholder categories were contacted via e-mail formally requesting participation in the study. A copy of this request for participation e-mail is in Appendix C. Based on the recommendation in the literature for including 10-50 participants (Turoff, 1970), the population size for this study was estimated to be between 12 and 30 participants (2-5 per category). Due to the high attrition rate common with Delphi studies (Turoff, 1970) as many participants as possible were desired with the hopes that at least between 30% and 50% (10-15 participants) would be remaining by the end of the study which would still meet the minimum criteria of 10 to 50

participants as recommended by Turoff (1970). Formal invitations to participate in this study consisted of 62 individuals (9 from my own personal connections who self-selected, 5 from the literature who self-selected, and the 48 snowball recommendations). The 48 snowball recommendations resulted in 12 individuals agreeing to participate which brought the total number of participants to 26 out of a total of 121 people contacted. A visual depiction of how many people participated by source is in Figure 7. The key selection criteria for participation was the level of the individual's direct connection to the population, their knowledge of the issues the DACA population faces in developing skills and accessing legal employment, and their potential to maximize a contribution to the study as a stakeholder, advocate, or referee.

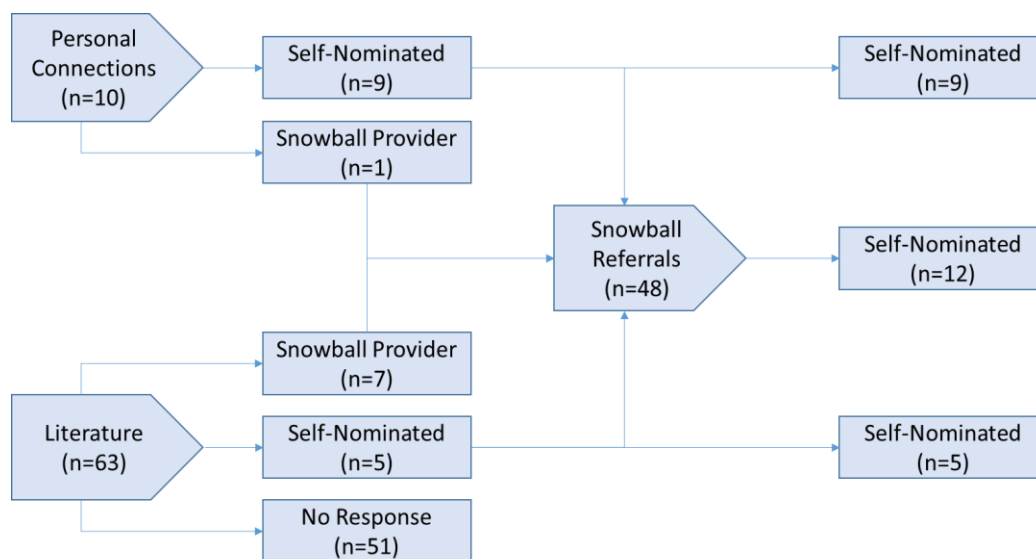


Figure 7. Number of Participants by Source

Participant demographics. Table 8 lists all of the participants of this study. The table is displayed using the participant's pseudonym, identification of the primary category in which they provided their viewpoints, gender, the state in which they currently support DACA immigrants, and the specific iterations in which they participated. A total of 11 men and 15 women participated. The majority of the participants are from North Carolina, but one individual each participated from Florida, Indiana, Oklahoma, and South Carolina. The DACA immigrant, individual assisting, organization, and education categories each had five participants, whereas the remaining two (employer and policy) only had three participants each. A full biographical sketch of each participant and the composition of the stakeholder categories is in Appendix E.

Table 8

Participant Demographics

Primary Stakeholder Category	Pseudonym	Gender	State	Iterations Completed		
				Iteration 1	Iteration 2	Iteration 3
DACA Immigrant	Donna	Female	North Carolina	X	X	X
	Edwin	Male	North Carolina	X		
	Jacob	Male	North Carolina	X		
	Martha	Female	North Carolina	X	X	X
	Whitley	Female	North Carolina	X	X	X
Individual Assisting	Felicity	Female	North Carolina	X	X	X
	Marilyn	Female	Florida	X	X	X
	Peter	Male	North Carolina	X		
	Saundra	Female	North Carolina	X	X	X
	Tony	Male	North Carolina	X	X	X
Organization	Elizabeth	Female	North Carolina	X	X	
	Lisa	Female	North Carolina	X	X	X
	Martin	Male	North Carolina	X		
	Molly	Female	North Carolina	X	X	
	Tom	Male	North Carolina	X		
Employer	Charles	Male	North Carolina	X		
	Karen	Female	South Carolina	X	X	X
	Robin	Female	North Carolina	X	X	X
Education	Lorraine	Female	Oklahoma	X	X	X
	Mary	Female	North Carolina	X	X	X
	Michael	Male	Indiana	X	X	X
	Michelle	Female	North Carolina	X	X	X
	Scott	Male	North Carolina	X		
Policy	Edgar	Male	North Carolina	X	X	
	George	Male	North Carolina	X	X	X
	Mark	Male	North Carolina	X	X	

Data collection and analysis. Data collection in a Policy Delphi study is completed in iterations and analysis occurs after each iteration, and each iterative analysis step impacts the data that can be collected in successive iterations (Turoff, 1970). Analysis of the data collected was done by incorporating the theories supporting the study and the application of

the conceptual framework. Human capital theory was considered when identifying comments made by the participants that addressed investments in the development of human capital. National human resource development was considered when exploring the possible types of interventions that were recommended by the study participants and elements of how policy at the local, state and national levels affect the interventions. Finally, multiple streams framework was used to capture the participants who need to be included in any policy recommendations, the range of issues that are identified, and possible recommended solutions. The procedures for the data collection and analysis for this study are described in this section. The specific findings from each iteration is discussed in chapter 4.

Pilot Study. Three individuals who did not come from the selected study population, but were individuals who had sufficient knowledge to provide feedback on the clarity of the questions themselves, and answer the questions participated in pilot testing each iteration. These individuals were selected using the KRNW but were individuals who did not want to participate in the full study. The interview protocol was adjusted based on the feedback of the pilot population. After all interviews were completed with the study population a second pilot study was conducted to test the second iteration questionnaire. Based on the pilot participant feedback adjustments to the questionnaire were made prior to sending it to the study participants. The final iteration questionnaire was also tested whereby the pilot test participants made recommendations for changes to wording, length, and format prior to sending it to the full study population. The iterations completed by the study participants are discussed next.

Iteration #1. Interviews were utilized to collect data in the first iteration. The context of the issues surrounding undocumented immigration are complex and controversial and interviews allowed for exploration of the myriad of issues that affected the acquisition of skills as well as the accessibility and entry into legal employment opportunities. The interviews also allowed for a deeper probing of the reasons behind the specific issues discussed to gain a better understanding as to why they felt the issues were of relevance. The use of interviews as the first iteration allowed for limiting the number of iterations that might have been required if the study only used an online questionnaire method in order to reach the full understanding of the issues revealed. The interviews enabled the collection of data that established a context around the various issues and kept the focus on skills development and access to employment. A copy of the interview questions is provided in Appendix F.

The interviews were recorded using a digital recorder and transcribed. The transcriptions were reviewed to identify the various themes and responses that clustered in each contextual theme. This analysis was completed in multiple steps. The generalized analysis process started with all transcript data from all participants being entered into one document and coded to recognize the individual participant responses.

To answer research questions 1-4 the transcript data was analyzed and sorted in several steps. First, because immigration reform was outside the scope of this study any text in the transcripts related to immigration were removed leaving only non-immigration content to analyze. Next, transcript data was reviewed for each research question that corresponded to the specific interview protocol question. Data from each of these questions was then

placed in its own document for review. Added to this new document was any remaining data that related to the question but was not a part of the specific question.

Analysis for identifying policy area clusters occurred in two steps. From the question specific document a line-by-line and sentence-by-sentence analysis of the transcript data was performed searching for commonalities and grouping identical or nearly identically stated items together. Next, sentences and phrases containing barriers with similarities were clustered. The comparison of sentences and phrases continued until all data that answered the research question could be placed in a cluster.

The final step was to label the clusters. In order to maintain a focus on the participants' own wording the labeling process began by entering the transcription data for each cluster into an online word count tool to identify key words. From the key word analysis terms that emerged were used to name the cluster where possible. For the clusters where no single word was identifiable as a descriptor for the cluster the data was interpreted using perspectives and terms from the human capital theory and national human resource development literature. If there was remaining data that was grouped but could not be named using the previous methods the text was analyzed in comparison to the additional literature supporting this study for themes. Chapter 4 will provide a detailed analysis of the interview findings including a detailed explanation of the data analysis process as it related to the specific research question. A visual representation of this analysis process is in Figure 8.

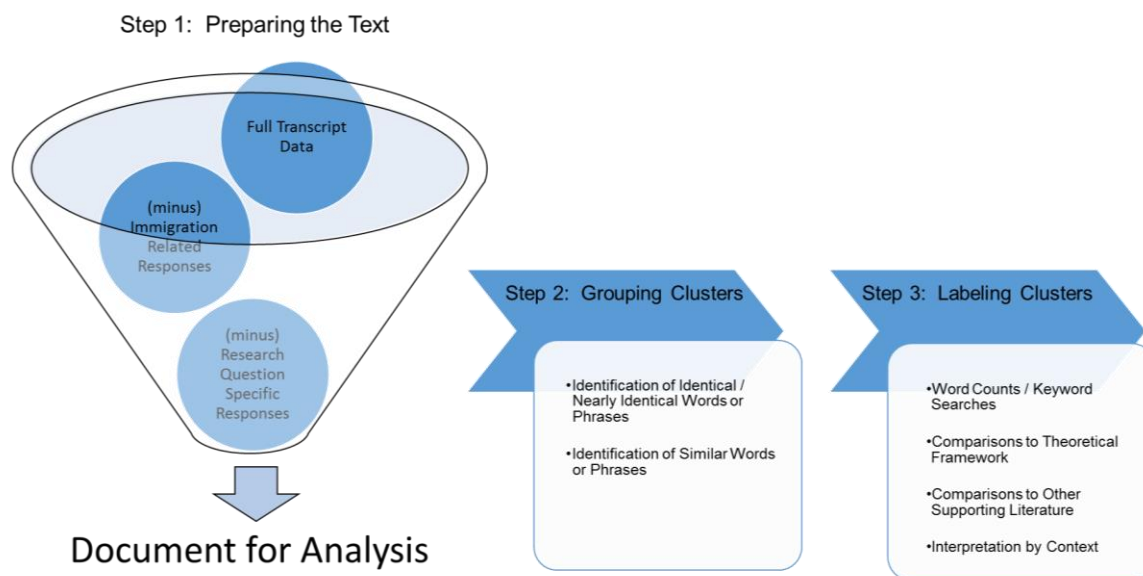


Figure 8. Research Question 1-4 Data Analysis Process

To analyze and identify the initial policy responses the process began by using the original document containing the transcript data from all participants coded to recognize the individual participant responses. First a line-by-line and sentence-by-sentence analysis of the full transcript was completed and any phrases referencing policy areas were identified. Duplicate answers were consolidated and the final analysis of the interviews resulted in a list of recommendations of issues which were used to create the questionnaire for the second iteration. Chapter 4 provides a detailed analysis of the interview findings. These findings will be presented by answering each of the first four research questions and then presenting the initial policy recommendations.

Iteration #2. Using the results from the first iteration the questionnaire for the second iteration was designed and a link was sent to the panelists via e-mail (see Appendix G).

Iteration 2 does not answer any research questions, but serves the purpose of clarifying the participant responses, enabling the participants to make changes, and to solicit additional policy suggestions not captured during the interviews. In this second iteration the participants validated the themes and categorized recommendations identified in the first iteration by asking them to “(a) verify that [I had] correctly interpreted their responses and placed them in an appropriate category; and (b) verify and refine the categorization” (Okoli & Pawlowski, 2004, p. 25). In addition to validating the recommendations the participants were asked to provide any additional items they might not have thought of or considered previously. Finally, participants were asked to provide any additional commentary on the items identified that might require changes to the language to improve clarity or might help to enhance the understanding of the specific topics.

When the responses were returned they were reviewed to confirm that the participants (a) agreed on the classification of the recommendations into clusters, (b) classified any additional recommendations provided into a cluster, (c) adjusted any recommendations (if necessary) for clarity, and (d) removed any recommendations (if necessary). The analysis of this information was used to create the questionnaire for the third iteration. In chapter 4 clarification of the recommendations is discussed providing the details for how the third iteration questionnaire was developed.

Iteration #3. In this iteration participants were sent a link to a questionnaire via e-mail (see Appendix I). This iteration asked the participants to rank each of the recommendations sorted in 10 categories on scales for importance, desirability, and

feasibility/likelihood of being addressed via a policy change. Each scale provided a definition of the criteria and a descriptor for the levels on the scale. The definitions for each criteria and the descriptors for the levels of the scale are in Table 9. There were a total of 94 policy recommendations in the final recommendation list. Each of these 94 recommendations was evaluated for importance, desirability, and feasibility/likelihood resulting in a ranking of 282 policy recommendations. Specific findings from the third iteration are discussed in chapter 4 by answering research question 5, 6 and 7.

Table 9

Ranking Descriptors and Definitions

Desirability: Worth seeking or doing; would be advantageous or beneficial; worth having or getting; having good or pleasing qualities or properties.				
Not desirable at all - Would not be advantageous or beneficial in any way to gaining skills or helping DACA recipients access legal employment opportunities if the policy / rule changes were made.	Not very desirable - Would be advantageous or beneficial to only a limited number of DACA recipients to gain skills or access legal employment opportunities if the policy / rule changes were made.	Moderately desirable - Would be advantageous or beneficial to a broad range of DACA recipients to gain skills or access legal employment opportunities, but would still leave many DACA recipients unaffected if changes were made to policies / rules.	Desirable - Would be advantageous or beneficial to a large number of DACA recipients to gain skills and access legal employment opportunities if the changes were made to the policies / rules.	Very desirable - Will definitely be advantageous or beneficial to a large number of DACA recipients to gain skills and access legal employment opportunities if the changes were made to the policies / rules.
Importance: Indicates value or significance; has serious or considerable meaning or worth; deserving or requiring serious attention.				
Not important at all - Would not have any value or significance in any way to helping DACA recipients gain skills or access legal employment opportunities if the policy / rule changes were made and therefore does not deserve or require attention.	Not very important - Would have limited value or significance to helping DACA recipients gain skills or access legal employment opportunities if the policy / rule changes were made and therefore deserves only limited attention.	Moderately important - Would have some value or significance to helping DACA recipients gain skills or access legal employment opportunities, but would still leave many DACA recipients unaffected if changes were made to policies / rules, and therefore deserves only moderate attention.	Important - Would have value or significance to helping a large number of DACA recipients gain skills or access legal employment opportunities if the changes were made to the policies / rules, and therefore deserves serious attention.	Very important - Will definitely have value or significance to helping a large number of DACA recipients gain skills or access legal employment opportunities if the changes were made to the policies / rules, and therefore must receive serious attention.
Feasibility/Likelihood: Possible to do; capable of being done or carried out; capable of being dealt with successfully; doable. The chance that something will happen.				
Not feasible / likely at all - There is no possibility that the policy / rule change can be done or carried out. There is no chance that the policy / rule changes will happen.	Not very feasible / likely - There is a limited possibility that the policy / rule change can be done or carried out. There is a limited chance that the policy / rule changes will happen.	Moderately feasible / likely - There is a moderate possibility that the policy / rule change can be done or carried out. There is a moderate chance that the policy / rule changes will happen.	Feasible / likely - There is a good possibility that the policy / rule change can be done or carried out. There is a good chance that the policy / rule changes will happen.	Very feasible / likely - There is a very strong possibility that the policy / rule change can be done or carried out. There is a very strong chance that the policy / rule changes will happen.

Reliability. Reliability refers to consistency within a study and gaining measurably similar results between multiple tests (Hasson & Keeney, 2011). However, reliability is not a concern for Delphi studies due to the expectation that respondents will revise their responses throughout the multiple iterations (Okoli & Pawlowski, 2004). Revisions of responses is a design feature of Delphi studies which makes reliability irrelevant.

Validity. Validity in a Delphi study is achieved by asking the participants “to validate the researcher’s interpretation and categorization of the variables. The fact that Delphi is not anonymous (to the researcher) permits this validation step, unlike many surveys” (Okoli & Pawlowski, 2004, p. 19). Validation is achieved in the clarification component of each iteration whereby the participants validate the researcher’s interpretation as well as the clarification of the participants’ contributions.

Trustworthiness. A Delphi study consists of an analysis of qualitative feedback between the researcher and the participants which can introduce bias into a study (Linstone & Turoff, 1975; Rowe et al., 1991; Woudenberg, 1991), therefore steps must be taken to ensure that the data and findings from the study are trustworthy and accurate. This is achieved through the iterative feedback process whereby the diverse participants, who are expected to have opposing views, confirm and clarify the data in each iteration serving as member checks and thereby providing trustworthiness (Hasson & Keeney, 2011).

Critical Assumptions

The primary assumption made in this study was that the DACA youth intend to remain in the United States regardless of their authorized status, nor on the status of

immigration reform legislation in Congress. Therefore, it was assumed that the responses of the participants would be based on the current environment rather than an imagined future environment.

Limitations

There are several limitations that apply to this study including those that concern the study topic, the participants, and the researcher. The specific limitations identified for this study are (a) the controversial nature of the topic, (b) access to study participants who represent diverse stakeholder groups, (c) study assumption that the DACA eligible immigrants are here to stay, (d) bias in the interpretation and response of the researcher and participants in each iteration, and (e) participant attrition.

The first limitation is the controversial nature of the topic. Immigration issues, and undocumented immigration issues in particular, are very sensitive topics in the current national mood of the U.S. Since September 11, 2001 when the Twin Towers were bombed in New York City the United States began more aggressively enforcing its immigration laws and placing more restrictions on immigrants (Chavez, 2013; Gleeson & Gonzales, 2012; Gonzales, 2007, 2008, 2009a; Olivero, 2013). As a result of the increased enforcement and restrictions of the policies the movement of immigrants based on historical patterns was reduced and the immigrants who were in the U.S. tended to become settlers rather than coming to the U.S. for temporary employment opportunities and returning to their home countries (Chavez, 2013; Passel et al., 2014). Both immigrants and U.S. citizens have strongly held beliefs about immigrants and immigration (Chavez, 2013; Olivero, 2013) and

in many cases these viewpoints are very highly emotionally charged (i.e., anger, fear, resentment, confusion, etc.) which creates a sensitivity to their viewpoints. Although it was not openly visible in most of the interactions, this emotional connection and sensitivity may have clouded the responses of the participants in the study, or may have caused some participants to be more or less vocal on their perspectives as they interacted with the other participants through each iteration.

The second limitation regarding access to study participants who represent the diverse stakeholder groups is noted because the Policy Delphi nature requires a wide range of diverse perspectives be presented so that all sides of the topic can be explored (Klenk & Hickey, 2011; Linstone, 1975; Turoff, 1970). This limitation is also linked to the prior limitation of the controversial nature of the topic. Ideally, a Policy Delphi should have participants from all sides of the issue (Klenk & Hickey, 2011; Turoff, 1970) but due to the controversial nature of the topic there may have been individuals who very strongly agreed or disagreed on policy initiatives to help DACA eligible youth to gain employability skills and to receive help in accessing legal employment options. These strong viewpoints may have influenced the decision to participate in the study potentially resulting in an imbalance of perspectives on one side of the issue or the other. In addition, because of snowball sampling process there was an inability to reach participants possessing truly diverse viewpoints because individuals tended to refer other potential study participants who had similar rather than diverse perspectives.

The third limitation of the study was the assumption that these young immigrants are here to stay. The current state of legislation is that certain immigrants are eligible to receive deferred status for a limit of two years and then must submit applications for renewal of their status. It is possible that deferred status may be initially granted and then revoked in the renewal process and deportation proceedings may potentially begin. In addition, this legislation is an Executive memorandum (Napolitano, 2012) rather than legislation passed by Congress and is subject to being cancelled at any time due to legislation passed, or when a new President is elected, opening the possibility that all of the youth who have received DACA may be subjected to immediate deportation. This lack of confidence in receiving long-term legalized status may have affected the types of issues raised and the policy recommendations suggested. It could be a possibility that the issues and policy suggestions made would have been different for those individuals looking at the issue from the perspective of the DACA eligible youth being here only a short period of time in a legalized status versus those that approached the topic from considering a long-term perspective.

Gaining clarity of perspectives due to researcher and participant bias in a Delphi study is one limitation noted in the literature (Linstone, 1975; Linstone & Turoff, 1975; Rowe et al., 1991; Woudenberg, 1991). Therefore, the fourth limitation is the potential for bias in the interpretation and response of the researcher and participants in each iteration. Each participant, and the researcher, had their own perspective from which they approached the topic and there was the potential for misrepresentation and misunderstandings. From the researcher side there may have been a misunderstanding of what the participant was trying to

express and therefore those misunderstandings may have resulted in a misrepresentation of the perspectives in the feedback provided to the participants in each iteration. From the participant side there may have been an inability to fully express his/her point of view to respond to the feedback provided by the researcher creating additional misunderstandings.

The final limitation to this study was the risk of participant attrition. Policy Delphi studies require participation from the same individuals throughout the study in order to maintain the same balance of viewpoints (Turoff, 1970). Policy Delphi studies require a long-term commitment of participation over several iterations which can be very demanding and time consuming and resulting in a risk of high attrition (Turoff, 1970). If study participants do not maintain participation throughout all iterations of the study there is a potential for an imbalance of perspectives which can affect the other participants responses ultimately resulting in differing study findings (Turoff, 1970). To limit the amount of attrition in the study, it was expected that the participants would be highly interested in the topic and willing to maintain participation throughout to receive the final analysis from the study. In addition, participants were provided details on the timing and process of the iterations including clear expectations regarding the time and effort commitments that were required. These details included the timing of when their contributions were needed, how quickly their responses were anticipated to be analyzed, and when the next iteration would be released. Finally, regular communication was maintained with the participants to keep them engaged and informed of the process and progress.

Delimitations

Delimitations are necessary to limit the scope of a study and this study has imposed three. First, the focus is on currently eligible DACA youth and not those who will become eligible in the future. The purpose of this delimitation is due to the specific focus on employability skills, access to, and entry into legal employment in the *current* environment. These issues will become important to younger immigrants who will age into DACA, but it is not as pressing of an issue as it is for those currently struggling. In addition, by looking at the current environment it is addressing the specific situation whereby comprehensive immigration reform is not in place which could have potentially changed the perspectives of the participants.

Second, human capital theory includes investments in many elements including schooling, training (general and specific), health and medical, migration, and access to information (Becker, 1962, 1992). This study will explore only the human capital constructs that focus on issues that affect skill development and accessing legal employment. Although this study is targeting immigrants the study will not consider migration itself as a human capital construct due to the study assumption that these youth are here to stay and therefore are not going to be migrating to other locations to improve future income prospects.

Finally, participants selected for the panel will be limited to DACA recipients over age 18 and those that have a direct connection to DACA eligible immigrants. This is a highly sensitive topic in the public dialogue and while it is important to gain perspectives of all stakeholders in a policy decision, the most valuable information will be from the DACA

youth themselves and those who have direct connections with them for the purpose of helping them gain skills and access to legal employment opportunities instead of from those who openly oppose the youth's presence altogether.

Role of the Researcher and Subjectivities

My role as a researcher in this study has very personal ties. I have been very involved with documented and undocumented immigrants in North Carolina and overseas, and have had a particularly close relationship with undocumented immigrants in the U.S. from Central America for more than 15 years. I have worked closely with youth who qualify for DACA and have seen first-hand what happens when they find out what being undocumented really means to them personally as they transition out of the protected environment of the K-12 educational system into the adult world. My connection to this issue and the population allows me to have many personal connections in which to select participants in the study and to have trust in the community which enhanced willingness to participate. I also understand that my personal connection brings with it certain biases towards the belief that these young individuals are entitled to gaining skills necessary to access legalized employment. While this may not be the belief of others who participate in this study, or the belief of those who read the findings of this study, I recognize that the study has been framed with these assumptions and biases in mind.

This study is designed to limit the amount of bias that my personal role can bring. The nature of a Policy Delphi is to be expansive and get as many issues from diverse perspectives as possible on the table rather than being selective in my own interpretation of

what should be included or excluded. Secondly, in each iteration the participants were able to check my biases by correcting or confirming my understanding of what they have contributed. Finally, the participants selected were from a wide range of stakeholders that approach the topic from different perspectives allowing for this expansive feature of the study and checking biases from one point of view or another.

Chapter Summary

This chapter explained the Delphi and Policy Delphi methods with an explanation of when it is appropriate to use the Policy Delphi method. It includes the characteristics and steps that support its usage in this study and provides the rationale for the study approach. The study design incorporated the Delphi characteristics (anonymity, iteration, feedback, and final analysis) providing additional support for using this method. The method of participant selection using a Knowledge Resource Nomination Worksheet (KRNW) was introduced, with a step-by-step description of the data collection and analysis process in each iteration. Reliability, validity, and trustworthiness were described noting that reliability is irrelevant and validity and trustworthiness are embedded throughout the iterative feedback process. The critical assumptions were noted as well as the study limitations and delimitations. Finally, the role of the researcher was explained providing the researcher's connection to the topic and the steps that were taken in the study design to overcome elements of bias. Chapter 4 will provide a detailed analysis of the study findings.

Chapter 4 - Findings

Chapter 1 introduced this study noting the nature of the problem and study purpose of exploring policy possibilities for skill development and access to legal employment for DACA eligible immigrants. The literature review in Chapter 2 elaborated on the purpose and nature of the problem through the introduction of specific and relevant studies, an introduction to the theories of human capital and national human resource development, and the linking of the two theories to the conceptual framework incorporating Kingdon's multiple streams theory. The study methodology is detailed in Chapter 3.

This chapter presents the study findings organized by each data collection iteration. The purpose of iteration one is to answer research questions 1, 2, 3, and 4 identifying the barriers and facilitators to skill development and access to legal employment opportunities. In addition, iteration one identifies the initial policy recommendations the study participants feel can address the barriers and facilitators. Iteration two does not speak to any specific research question, but serves the purpose of clarifying the policy recommendations identified in iteration one by verifying that the recommendations are worded correctly, represent what the study participants said, and ultimately confirming that all recommendations are captured. The purpose of iteration three is to rank the final policy recommendations by desirability, importance, and feasibility/likelihood answering research questions 5, 6, and 7. Additional findings revealed throughout the course of the study that did not directly answer a research questions are discussed in the additional findings section. The chapter concludes with a

summary of the overall findings. Analysis and discussion of the findings, implications, future research opportunities, and conclusions will be provided in chapter 5.

Iteration 1

This section discusses the findings from the interviews and is presented by answering research questions 1 through 4 (identifying the barriers and facilitators to skill development and access to legal employment opportunities) followed by the initial policy recommendations. All 26 participants stated that comprehensive immigration reform was the primary barrier to getting skills and employment, and if comprehensive immigration reform is undertaken the policies implemented could lead to possibilities for enabling skill development and access to employment. However, the participants were told that addressing comprehensive immigration reform was beyond the scope of this study. Using the interview protocol, follow-up questions, and probing deeper allowed for additional issues to surface.

To answer each research question the transcript data for all 26 participants was combined into a single document with each participant coded. This transcript document was initially analyzed by conducting a line-by-line and sentence-by-sentence analysis searching for any text mentioning immigration reform which was completely removed from the transcript. The revised document minus the immigration reform suggestions was saved and served as the analysis starting point for each research question.

Research question 1: Barriers to skill development. The first research question asks: what are the barriers to skills development that can lead to legal employment opportunities for DACA eligible youth? To answer this question the transcript data was

reviewed in several steps. First, the barriers identified in response to interview protocol question #3 that asked participants *what common barriers to gaining skills they had seen or experienced* and to provide details of specific situations or examples were extracted and placed in a separate document. Next a line-by-line and sentence-by-sentence analysis of the remaining transcript data was performed searching for any full sentences or phrases mentioning barriers in other parts of the interview. All additional identified barriers were added to document containing the previously separated data. The barrier to skill development data was saved into a separate file for a more detailed analysis.

Using the barriers to skill development document, the first step was to review the data and identify commonalities by grouping identical or nearly identical items together. Sentences and phrases containing barriers where the study participants used identical or nearly identical wording were clustered first (e.g., not able to get a driver's license vs. need a license, college vs. school, etc.). Next, sentences and phrases containing barriers with similarities (e.g., descriptions of a range of training programs in a variety of settings, descriptions of issues that affected parents or siblings, descriptions of actions of employers, etc.) were clustered. The comparison of sentences and phrases continued until all barrier to skill development data could be placed in a cluster.

To categorize and minimize duplication the sentences and phrases were labeled and placed in named clusters. In order to maintain a focus on the participants' own wording the labeling process began by entering the transcription data for each cluster into an online word count tool to identify key words. From the key word analysis two clusters were labeled as

“transportation” and “education” because these terms were the most commonly mentioned terms in their respective cluster. For the clusters where no single word was identifiable as a descriptor for the cluster analysis and interpretation of the context of the remaining words was performed to label the additional clusters. The interpretation was based on perspectives and terms from the human capital theory and national human resource development literature. This led to the labeling of the “access to information” cluster. The remaining two clusters did not match the terms in the theories supporting this study, but did fit descriptions in the additional literature supporting this study and these clusters were labeled “families and first generation,” and “hopes, dreams, and fears.” This labeling process resulted in naming five clusters which incorporated all of the barrier transcription data (education, transportation, access to information, families and first-generation issues, and hopes, dreams, and fears). Each cluster is discussed next in greater detail.

Education. In one form or another all 26 of the participants mentioned education issues, either at the K-12 or higher education levels. The K-12 level issues include the inability of school systems to meet the needs of students because of limited resources for programs, the performance and behaviors of guidance counselors, and institutionalized discriminatory practices. At the higher education levels the issues revolve around ways of financing a college degree and attendance or enrollment restrictions. The K-12 issues will be discussed next, followed by the higher education barriers.

K-12. Limited funding for K-12 public schools is a common topic of conversation at the local and state levels because the funding is heavily determined by policy decisions at

both these levels. Depending on the policy decisions that are made every year each school must make adjustments to the programs and services that they offer students. Karen noted that “many of the students are in low income/underrepresented school districts that have severe financial limitations and the schools cannot offer computer science or technology courses.” The lack of course and program offerings has an unintended consequence of not exposing students to subjects, limiting exposure and opportunities for students to gain an interest in pursuing skills in these fields, and potentially deterring students who could be interested in these fields as career paths (Felicity, Karen, Marilyn, Peter, Sandra, & Tony). Elizabeth noted that in many financially limited school districts that “there needs to be a focus on programs [in the school] to help kids finish and graduate and break out of the school-prison pipeline.” The lack of funding for programs and services in the schools can have a significant impact of the future trajectory of the students in pursuing opportunities to develop skills and enter a range of career possibilities (Charles, Sandra & Tony).

Elizabeth, Felicity, Marilyn, and Molly also linked the lack of skill development of DACA youth to the inabilities of guidance counselors in the schools. “Schools fail minorities in general in helping them get into college. The guidance counselors are not providing enough information and don’t have the information about helping undocumented students” (Elizabeth). Marilyn also stated that “high school counselors are uninformed about [DACA immigrants] and what they can and can’t do” resulting in incorrect or incomplete information as to the opportunities the youth can pursue. Felicity also expressed frustration with the guidance counselors in the schools that her clients’ children attend. Recounting one

situation where a student was struggling Felicity said “the guidance counselors just don’t get it. If I had not been there [the guidance counselor] wouldn’t have done anything to push that student to succeed. Letting her drop out. Just because she didn’t know what [undocumented students] need.” She continued and said “if it hadn’t been for me, that student wouldn’t have graduated” (Felicity) and in her point of view one of the main roles of a guidance counselor is to help the students graduate. As students navigate their future career opportunities and make decisions as to the skills needed to achieve these career goals students must have someone to guide them and the school counselors are not meeting their needs (Edwin, Martha, & Tony).

Institutionalized discrimination within school systems is a key element that limits the skill development of young adults according to Felicity, George, Marilyn, and Molly. Marilyn openly said that “there tends to be a racism or classism situation where they say ‘you’re not college material.’” In those situations Marilyn questioned “how can anyone succeed?” According to Molly “there’s a huge lack of communication,” a culture of “it’s not my problem, it’s the student’s problem,” and a pointed lack of support of parents who don’t speak English resulting in a lack of knowledge of American school systems and the steps necessary to help their children to move forward and become successful (Edwin, George, Marilyn, Martha, & Sandra). The students’ and family’s lack of English capabilities leads to a discriminatory tone in the school systems where teachers, guidance counselors and administrators “don’t really work with the kids...there’s not much interest in helping, and to be honest, I don’t think some of them even care” (Felicity). Because the teachers, guidance

counselors and administrators do not speak other languages there is a greater challenge in supporting the students (Martha). Beyond the language gap, George stated that “there is little understanding of others, of what it means to be bicultural” and that there is a need to find ways to “foster the potential of non-whites such as reducing suspensions from school, and reducing the overall achievement gap” and ultimately to “address the cultural norms and institutional practices that cause many of the problems” (George).

Higher Education. As noted previously, at the higher education levels the issues raised by the participants revolved around different ways of financing a college degree and attendance or enrollment restrictions. The financing of an education included topics such as tuition rates, financial aid, and alternative financing mechanisms. Attendance at specific institutions is limited to some DACA youth as is enrollment in courses restricting access to developing skills. The financing issues will be discussed first, followed by the restricted access issues.

The number one financing education issue, mentioned by two-thirds of the participants, is the inability of undocumented immigrants to receive in-state tuition rates in many states (Edgar, Edwin, Felicity, George, Karen, Lisa, Lorraine, Marilyn, Mark, Mary, Michelle, Molly, Peter, Sandra, Scott, Tom, & Tony). Although the participants in the study from Florida (Marilyn) and Oklahoma (Lorraine) note that their states do allow undocumented immigrants to qualify for in-state tuition rates they were very sensitive to the challenges that the out-of-state rates pose to any student attempting to attend college in other

states, including those represented in this study (Indiana, North Carolina, and South Carolina).

Felicity recounted the story of one student attending a community college and explained that “for one class it was almost \$1,000! [DACA immigrants] come from low income families, and to pay that amount for just one class is ridiculous! Especially when residents would pay about \$200.” The financial cost of attending a college or university can be difficult for many students regardless of immigration status, but “adding the out-of-state tuition rates on top of that for people who are already living in poverty makes it almost impossible” (Charles). The issue of allowing undocumented immigrants to qualify for in-state tuition rates was so important to Edgar that he initiated and led an organization with the specific purpose of actively lobbying elected officials and advocating in front of education administrators pushing for in-state tuition rates for undocumented immigrant students. Michelle described a situation with one of her students who thought that they would be eligible for in-state tuition once they received their DACA authorization saying,

I had one student march into my admissions office with their DACA card so excited, and had to tell them that it doesn't really change anything. It doesn't really change anything with federal grants or loans. It doesn't change any of those things that you felt so excited about. It was so hard to say. (Michelle)

Being required to pay out-of-state tuition rates is difficult enough, but adding to the complication is the limited access to other financial aid. All undocumented students

regardless of which state they live in are banned from receiving any federal financial aid and many states also prohibit state funded financial assistance to undocumented immigrants (see Table 3). The ineligibility for in-state tuition rates coupled with the lack of state or federal financial assistance adds additional barriers that many U.S. citizens don't face and force these students to pursue alternatives to financing their education. These alternatives include "stopping out," or taking fewer classes at one time which results in taking longer to finish or potentially dropping out altogether, or working while trying to study (Edgar, Michael, Michelle, Peter, & Tom,). These alternatives to financing an education are highlighted in the following reflections shared by the study participants.

Michelle described what happens to a student that stops out for a while and results in the student taking longer to finish a program:

They'll come for a semester and then they'll leave off a semester to work. Come for a semester. Leave for a semester. They can't really ever engage. They're not engaging with a curriculum the way they need to and sometimes it's hard because that curriculum may have classes that are only taught in the spring or fall and it takes them so much longer to finish. (Michelle).

The interruption of studies by stopping out "really presents problems with retention and keeping them in school" (Michael). Peter noted that to avoid interrupting studies by stopping out students can take fewer classes which might help the students to stay in school. Although it extends the time to complete a program "it's sort of doable sometimes if they can

plan this out right, if they can begin with low credits,” and then if they “make the first semester in a target range [they can] power through to the next semester” (Peter) all with the hopes of staying in school and completing a program.

When the students struggle to find and maintain consistent funding some students must pursue work in addition to their studies. Students who work while in school do so for different reasons. One reason is to pay tuition to attend school (Peter). Another reason students work is because of household finances (Martin & Michael):

They worry about the money. A lot of these students work for different reasons than my own children worked, you know, when they were in high school or college. The reason that these [DACA students] work is to put food on the table for their family. And when they decide to go to college, which is automatically introducing a large expense stream, you know, that's an issue. Now there's a trade-off. Putting food on the table and eating, or getting an education. Now they need to decide.” (Michael).

Even if the student is able to pay for his/her education additional barriers can be erected in accessing higher education. There are many rules that either limit or outright prohibit undocumented students from attending institutions of higher education or enrolling in courses. Sandra recounted a story of one student who encountered attendance challenges saying,

I was involved with one of the girls when she graduated from high school with high honors and got several awards. At the time one of the counties near us said that they

would accept undocumented kids at the community college. When I took her to school and she started they literally threw her out of school even though we paid for the semester and we paid for the books and everything. They just said ‘well, we’re very sorry but we changed our mind and we’re no longer going to allow undocumented students to go to the school.’ So this girl who had gotten awards was suddenly unable to do anything but work at a place that barely paid minimum wage and wouldn’t even give her full time hours. So without an education, or even a chance to go to school, they’re unable to improve their skills. (Saundra).

Attending a community college is difficult in many states due to outright bans on attendance or a limitation in who can attend (see Table 3). For example, in North Carolina at the time of writing this study, undocumented immigrants who graduate from high school can attend a community college in a degree seeking program, but “an undocumented GED recipient cannot access or enroll in curriculum classes [at any NC community college]. If they are a U.S. citizen with a GED they can take curriculum classes but if they aren’t they can’t” (Mary). To remedy this double-standard Scott emphasized the need to “have an open door policy to education so that anybody with a high school credential, diploma or GED, can attend any college.”

Even when an undocumented student is able to attend a NC community college because they meet the requirement of having a high school diploma and can pay tuition, one additional obstacle still exists for these students:

even if a student does have a high school diploma they still struggle with the community colleges. One of the rules our students faced was that DACA students have to register last so even if they had money they can't even get into the classes. They're put last on the list. I think that [the rule] was put into place to appease schools who wanted to say 'no go' at all to the DACA students. (Michelle).

Whether DACA students are still in the K-12 system, are trying to attend a 4-year college or university, or attend a community college they must overcome many hurdles. Whether it be limited funding for programs and services in the K-12 system, guidance counselor practices, institutionalized discrimination, out-of-state tuition rates, limited financial aid, or rules regarding attendance or enrollment these education related barriers impede the ability for these young adults to gain the skills necessary to pursue legal employment in careers of their choosing.

Transportation. Mentioned by more than half of the participants, the second most commonly noted barrier that DACA youth face when trying to get skills is transportation (Charles, Edgar, George, Jacob, Lisa, Mark, Martha, Martin, Michael, Michelle, Peter, Saundra, Tom, & Whitley). More specifically the issue is the ability to get a driver's license. In many states undocumented immigrants, DACA eligible and non-DACA eligible, were not allowed to have driver's licenses. However, with the implementation of DACA states have changed their laws enabling more DACA youth to get their license because they are able to provide the required documentation that establishes their age and identity, confirms their

residency, and temporarily legitimizes their presence through a social security number. One reason access to driver's licenses is mentioned as a barrier is because it lies at the heart of not being able to get to where you need to go legally and without fear (Saundra). There is a great anxiety that if you are caught in a traffic stop without a driver's license you could be arrested, detained, separated from your family, and put into proceedings for deportation (Charles, Edgar, George, Jacob, Lisa, Mark, Martha, Martin, Michael, Michelle, Peter, Saundra, Tom, & Whitley). This is not an issue faced by individuals who have a legal driver's license. A driver's license is just the starting point for getting to where you need to go (Peter & Saundra). Having a driver's license enables freedom of movement and allows for the individual to feel the freedom and security of getting back and forth to school without fear (George, Jacob, Martha, Martin, & Saundra).

Not all DACA immigrants get a driver's license, and many of them do not have a car of their own which means they must rely on public transportation. The DACA youth live in widely varying locations throughout the United States and unless they live in large cities with reliable and affordable public transportation systems the use of public transportation can turn into a grueling multiple hour ordeal which can limit the skill development opportunities that can be pursued (Lisa, Michael, & Tom). Lisa stated that taking a bus takes a lot of time and "you have to be there on time. If you miss the bus you probably can't take another one until many hours later. If you have to connect to another bus you really have a problem." The ability to use reliable transportation affects the ability to be where you need to be in a timely manner (Saundra). A late bus, a missed connection, or another unexpected public

transportation barrier can result in being late and in many cases being late can result in being kicked out of a program (Lisa, Martin, & Tom) or incurring other punishments for tardiness such as expulsion (Michael & Michelle).

Additional challenges for getting around exist especially for those individuals who do not have a driver's license, a car, or access to public transportation. If public transportation is not accessible the person may be subjected to other more dangerous or very time consuming transportation methods such as walking or riding bicycles for long distances. Michael recounted a story of one of his students that rode his bicycle 16 miles each way to school on a local highway in a large city. Not only was it a time intensive commute it was also dangerous and was greatly influenced by weather conditions. If reliable, affordable public transportation was available, or if Michael's student could have gotten a driver's license and ultimately the car that he desired, his ability to get back and forth to school would have been easier and more dependable.

A part of the American Dream has always included a possibility of having a driver's license at age 16, getting your first car, and being able to go where you want when you want as reinforced by the offering of driver's education classes in the high schools (Michael). The key message as to why transportation is such a huge barrier to skill development is because if you can't get to where you need to go you can't get the skills or education you need to move to the next life stage (George, Jacob, Lisa, Martha, Martin, & Sandra).

Access to information. Access to information increases opportunities, whereas lacking access to information creates barriers. Two key areas are noted by the participants

where access to information was lacking. The first area is a lack of information on the programs and processes of getting into higher education or specialized training programs. The second area pertained to the peer and community supports available to both DACA immigrants and those that advocate and support them.

DACA youth and those who advocate for them noted that there is a distinct lack of information specifically tailored to undocumented immigrants as to the educational programs available (Edgar, Edwin, Karen, & Martin). Edgar and Karen both noted a distinct lack of resources about schools that accept undocumented immigrants, programs that they can attend, and other training opportunities that can be pursued outside of formal educational institutions. Edgar cited a need for databases where DACA immigrants can find undocumented specific information, or to have the schools and programs specifically include information about who they will and will not accept. Edwin suggested that colleges, universities and technical program providers state clearly on their websites that they only accept certain types of students (e.g., US Citizens, Green Card holders, or students with approved student visas), or if they are willing to consider students from any background. Martin emphasized that information of this type can help the DACA youth as well as their advocates to navigate the various opportunities to further develop skills and pursue accessible employment by better understanding the available paths.

Peer and community supports are necessary for both the DACA immigrants and those that support and advocate for them (Edgar, Felicity, Karen, Lorraine, & Michelle). This support can come in many forms. First, the DACA youth themselves need supports that they

themselves can access. Lorraine stressed that “networking and peer support is critical. We need the students to network through the Hispanic Student Associations, or DREAMers groups...so they can get networked to, and meet others that they wouldn’t have met on their own.” These peer networks provide information that may not be readily accessible to the advocates who may be helping them because they are exclusively focused on the immigrants themselves (Edgar). The youth are “afraid sometimes to ask questions, or to go to meetings, because they think people are going to be pointing fingers at them or kind of putting them in a bad spot. So that right there, sets the students back from accomplishing all their goals so having a [peer] support system to access information is critical” (Felicity).

Second, those that support and advocate for the youth also need their own supports that enable them to provide the necessary help. Karen said that having a network of people who are involved in supporting undocumented students such as dream.us and E4FC.org was invaluable to connecting her to information and a support network. Michelle also expressed her needs to gain access and information to help the undocumented population as well as to help stay grounded herself. She indicated that there was a lack of people to talk to and ask questions, especially

other professionals who have an interest, to communicate my concerns and questions. Because a lot of times in State work you're kind of in this, in limbo on some of those things. I can't advocate in certain ways at my job. I can't say certain things in my job, but I can say them in my personal life. And so in the same way when I sit down at that table, there are people that do that every day, that are advocates every day, they

work in non-profits or they work in sectors where they can be more involved in the policy and advocacy. So they keep us informed of things. (Michelle).

It's difficult for everyone to know about all the resources (Lorraine) and accessing information can be overwhelming for both the immigrants and supporters (Edgar). When the information is not readily available or is difficult to find, barriers to gaining skills are erected and opportunities become more limited (Edgar, Elizabeth, Mark, & Tom).

Families and First Generation. Many undocumented students are the first person in their family to pursue education beyond high school and various barriers to skill development become apparent as a result of their status as a first generation student. Undocumented youth that are trying to go to college experience similar challenges that other first generation student might have including “a family who doesn't necessarily understand the system and can't really support in a way that a family who has already been through college can support” (Molly), lower level expectations from family members because of their own educational achievements (Martin & Michael), and competing priorities while trying to meet and maintain family expectations (Edwin, Martin, Michelle, Sandra, & Tom).

In the case of a family who doesn't understand the system Michael stated that “nobody in the family can tell them about how to do the transition [to college] because no one has done the transition themselves” (Michael). In many ways, this lack of ability to navigate the system is also linked to family educational expectations where the “education itself, or educational achievement [of family members], tends to be very, very low, meaning

not even high school and in many cases not even elementary school completion for the families of these students” (Michael). When there is a lack of knowledge from family members additional support from outside resources is necessary whether through guidance counselors or through personal support from mentors, friends, and other sources (Saundra & Tony) where they can turn to someone they can trust and ask “how does this work” (Michael).

Undocumented students may also receive mixed messages from their family members and encounter competing expectations of achieving something greater than what their parents had achieved (Edwin). Martin noted that “it depends on the family...[the youth] don’t have aspirations because their family thinks this is what they had and this is what they’re going to be doing their whole life” and there is an expectation that their children are going to follow in their footsteps (Tom). When the family does not openly support the pursuit of higher education “it’s really difficult to watch students decide to either drop out of school or just get through high school and make low level plans for themselves” (Michelle). Saundra discussed how breaking low level expectations can be difficult, especially when accessing higher education stating that “without an education their options are limited and it’s important to make sure the parents understand how important education is over work so [the youth] don’t have to struggle in the same ways.”

Hopes, Dreams and Fears. A loss of hope, a derailment of dreams, and fears of the present and for the future was an issue expressed by some of the participants as a barrier to developing skills (George, Karen, Lorraine, Michael, Michelle, Robin, & Whitley). Each of

these participants recounted stories that addressed different aspects of hopes, dreams, and fears. Their stories are described next.

Karen, Robin, and Michelle shared their perspectives on the loss of hope and derailment of dreams of the undocumented youth they personally have supported. Karen talked about the application process to the scholarship and internship opportunities her company sponsors and discussed what she saw was a loss of hope for the future and the dashing of dreams of what is possible. Robin approached the issue of loss of hopes and dreams from the perspective of self-esteem. Michelle shared her reflections of a loss of hope and derailment of dreams from her work with youth in middle and high school as they prepared for college. Karen's, Robin's, and Michelle's perspectives are illustrated in the comments below:

For those who don't know that they are undocumented until they get to high school and have strived for the 'American Dream' and suddenly realize [higher education and pursuing a career] can't happen they are devastated when they find out. There is a grief cycle when they find out. In some applications we would look at the student's transcripts and they would be doing really, really well and then somewhere around their junior year there would be this dip and then they would pick it up again later, so you can see the period of devastation when it hits them. (Karen)

It's more of a self-esteem issue just because they've been ignored for a long time. They've been marginalized for a long time and they've had to, you know, take

whatever they could find, so I think that has an impact on your self-esteem to some degree.” (Robin)

I started watching students who were 12, 13 have dreams and plans and purpose for their life, and as I tried to nurture those purposes I started to see some of my students shut down as they got older. They started to shut down big dreams. The abilities were still there, but the way they engaged with school changed. (Michelle)

Lorraine, Michael, and George talked about fear as a primary factor preventing skill development. Lorraine described how the fears experienced by these youth gets in the way of moving forward, saying that the youth are “concerned with families being deported, about filling out applications, and people asking questions” preventing them from truly focusing on getting an education. Michael also noted that fear was an issue stating that “there’s no commitment to any sense of stability anywhere in this, and that lack of stability creates fear for them, for their families, and people don’t know how to support it.” George also recognized the fear the youth face when their “ambitions are derailed because of their legal status where they feel internally conflicted and ask ‘why should I even try?’”

The perspectives above were shared by participants who support and advocate for the undocumented immigrants. However, one of the DACA youth in this study, Whitley, shared her personal experience and discussed how a loss of hope, a derailment of dreams and fear has had a long-lasting impact on her ability to gain skills and move forward. The story

Whitley shared recounts when she found out that she was not going to be able to go to community college even if she graduated from high school. She was faced with a choice, and the choice that she made has had a long-lasting impact on her options and ability to gain skills.

When I first started high school I was trying to go to college or any university after I finished high school...Everybody was talking about [going to college]. Well, I quit school...I was like 16 then. I told my mom, 'well, I think this is it. I'm not going to keep going to school because I'm not going to be able to go farther.' [My mom] encouraged me really, really not to drop out of school. But I ended up doing it because, like I said, there were no way for me to go to college or community college at least after I got out of high school. It was hard because now I had to start working. I had to start bringing some income home but all there was was manufacturers, low wage, bad environments...Later when I could go to college I finished up my GED. It was a very, very successful time...When they sent me that GED in the mail, I was jumping around, happy. However, when I tried to go farther than [my GED] the [community college] brought up again 'you cannot do it because you're still undocumented. Even if you have a Social Security number, you are not a legal resident or citizen.' Yeah, it was really hard. But I survived. I'm still here now.

(Whitley)

Summary of research question 1 findings. To recap research question 1 the barriers to skill development for DACA youth are transportation, education (K-12 and higher), access to information, families and first-generation issues, and hopes, dreams, and fears. The key components of each of these barriers are summarized below.

Lack of transportation is a barrier because it limits the ability to get to places in a safe, timely and efficient manner. Mishaps related to transportation can lead to unintended consequences such as deportation, tickets, court appearances, fees, and getting kicked out of programs for tardiness.

At the K-12 education level institutionalized opportunity and achievement gaps due to a lack of sufficient resources in the schools, and misdirected pursuits due to a lack of support from guidance counselors bolster an overall system that reinforces institutional discrimination, whether intentional or not. At the higher education level the lack of in-state tuition rates puts education way beyond the financial means for the majority of students, and the inability to access financial aid compounds the challenges of financing an education. This lack of financial support and reasonable tuition rates causes two problems: students either stop out or completely drop out. Either of these outcomes results in prolonging their educational pursuits or incurring a major loss of investment and return on investment for monies already spent. Beyond the financial issues in higher education enrollment restrictions and prohibitions from attendance in certain institutions and programs further limit options for developing skills.

A lack of access to information limits the ability to know what options are available and can result in inappropriate decisions based on the limited information. Families and first-generation issues present the challenge of not knowing how to go about the “college going” process and conflicting expectations within families. Finally the last barrier discussed the dashing of hopes and dreams and the instilling of fears causing the youth to shut down or not try which can have long-lasting consequences.

Research question 2: Barriers to employment. This section discusses the findings that answer research question two: what are the barriers to accessing legal employment for DACA eligible youth? To answer this question the transcript data followed the same analysis process as described under research question 1. First, the barriers to employment identified in response to interview protocol question #4, *what common barriers to accessing employment opportunities they had seen or experienced*, was removed from the starting document and added to a new document. Next, a line-by-line and sentence-by-sentence review of the remaining text was conducted seeking any mention of employment barriers discussed in the interviews beyond what was included in the interview protocol question. These identified barriers were also separated from the rest of the transcript data and placed in the newly created document.

Using the new barriers to employment document the first step was to review the data and identify sentences and phrases containing barriers where the study participants used identical or nearly identical wording. However, no identical or nearly identical terms were identified. Next, sentences and phrases containing barriers with similarities were clustered

(e.g., descriptions of knowing what types of jobs were available, descriptions of what employers have or have not done, types of skills needed in the workplace, required degrees or years of experience, etc.). This comparison of sentences and phrases continued until all barriers to employment could be placed in a cluster.

To categorize and minimize duplication the sentences and phrases were labeled and placed in named clusters. In order to maintain a focus on the participants' own wording the labeling process began by entering the transcript data for each cluster into an online word count tool to identify the most commonly mentioned terms. The terms identified were job, employer, and experience. However, these terms did not sufficiently describe the essence of the context in which the terms were mentioned. Therefore, the sentences and phrases were analyzed using the terms from the theoretical and conceptual literature supporting the study and the DACA specific literature as a basis. Human capital theory related concepts of investments in information about employment opportunities and schooling (Becker, 1962), and skills screening (Dobbs, Sun & Roberts, 2008) were used to name the clusters knowledge of jobs available, credentials and experience, and employability skills. The cluster labeled as behavior and practices of employers came from descriptions in the DACA specific literature. Each cluster is discussed in greater detail next.

Knowledge of jobs available. The DACA participants expressed that they have little knowledge of the career paths that are available, and the non-DACA participants confirmed that the youth lack career path knowledge. Without role models or career guidance it is difficult for the youth to know what the possibilities are and then know how to begin

pursuing those opportunities (Saundra). “People have not been taught about what the possibilities are for jobs. They don’t have long term aspirations for a career and they don’t have role models” (Karen). Tony noted that many of his students wanted to pursue well understood career paths such as doctors, nurses, police officers, or lawyers and were completely unaware of alternate career paths that could be pursued with the same skill sets. Karen explained the lack of knowledge of career paths saying

A lot of these students want to be like doctors or something in the medical field and I think it's because they have a limited understanding of what all is available. I think 80% of our students have come saying they want to be a doctor or an immigration lawyer. A lot of them know what a doctor is and you know what a lawyer is because that's what everybody wants to be. They don't know any CPAs. They don't know any professors, or whatever else. (Karen)

Tom also emphasized a need for the DACA youth to pursue different options citing one particular field stating “we hit a barrier when we started looking at the nursing.” When individuals approached Tom stating they wanted to be nurses he discussed alternatives such as “a bioprocess technology program which is kind of still sort of related to health and health fields where they make and produce vaccines and other things” (Tom). Tony recounted the story of one student who graduated from college with a degree in criminal justice and wanted to become a police officer or a sheriff. Unfortunately, because he was not allowed to carry a gun and law enforcement was a forbidden profession as an undocumented immigrant this

career path was not an option. Tony told the student “let’s reframe the whole idea of the criminal justice system. It doesn’t mean you have to work with criminals. You can actually work to help people from ever becoming criminals.” Tony said this helped the student refocus and pursue other job opportunities that he had not previously considered.

Credentials and experience. The ability to obtain credentials and experience are a primary barrier to employment for the DACA youth (Donna, George, Martha, Sandra, Tony, & Whitley). This category was very closely linked to research question one regarding the barriers to skill development because if you cannot get the skills, especially through education, you cannot get the credentials or the experience necessary to get jobs. The specific credentials and experience cited include attaining specific levels of education (Charles, Edgar, Felicity, Tom, & Whitley) and obtaining the necessary licensure to enter specific fields (Edwin, George, Martha, Michelle, Tom, Tony, & Whitley).

“Everywhere you go, they ask you for a GED or a high school diploma, no matter what kind of job you’re looking for. They are asking for that all the time” (Whitley) and without a [GED or high school diploma] many employers consider the individual to be unemployable (Charles, Felicity & Tom).

If they don’t go to college and they don’t have an education beyond high school a lot of jobs won’t take them. A lot of jobs now do require high school [education] but they can’t get the best jobs. They have to go further with their education. Even with people that are already established here and have an associate’s degree or a bachelor’s degree, they still struggle to find jobs because employers won’t hire them if they

don't have the experience. So I guess that's one of the major things. Employers will not hire you. (Felicity).

Taking the issue beyond just getting a GED, graduating from high school, or getting an associate's or bachelor's degree, many students do have aspirations to move into more advanced positions which require even higher levels of education. "Many jobs require a master's or a doctoral degree and it is extremely difficult to get that high. It's hard enough getting through high school, and associate's degree or a bachelor's degree, but it is virtually impossible for anything beyond" (Edgar). George notes that "without college it makes it very difficult to prepare for more advanced jobs."

For those individuals who are able to get skills and/or go to college, there are still barriers to employment due to licensure rules. Many fields such as healthcare (nurses, doctors, etc.), construction (journeyman), lawyers, CPA's, teachers, and police officers are out of reach due to immigration status. The licensure rules directly affected three of the immigrants in this study (Edwin, Martha & Whitley) who had plans to become nurses or doctors after graduating from high school. Martha was able to receive guidance from her mentors and college professors to help her find other professional options that did not require a nursing license but still kept her in the health field. Edwin completely changed career directions and chose to pursue a career in the arts instead. The licensure issue affected Whitley more acutely and she talked about her experience when she first found out that she was not going to be able to get a nursing degree or license.

It brought me down again. I was like, ‘Okay, what does that mean then?’ I was not sure about -- my thinking was like, ‘Why? If now they say we can go to college, we can do many things, why are they telling me this right now?’ I’m just going to wait and see what happens in the future. I hope -- I pray to God all the time, maybe one day I can become a resident or a citizen. That way I can finish up what I want to do in life. (Whitley).

Tom and Tony even referenced current immigration rules that recruit foreigners to be nurses while at the same time denying individuals who are currently here and have a desire to pursue the field. “We are importing nurses when we have a ready and willing population right here that is skilled, speaks two languages, and serves the local needs” (Tom). Tony stated that “we have taken just about every nurse that the Philippines produces. We have many of our Hispanic citizens who are interested in health careers, and specifically in nursing, and you cannot get a nursing license if you are undocumented.” No amount of desire or willpower can overcome the licensure rules for these fields which limit the career options available.

Students have to question if paying for school is worth it. We’ve had some very bright students that would be great and we’re losing them because they can’t sit for boards, they can’t sit for credentials. We’re talking about really bright people who would ace those exams and it’s really unfortunate. (Michelle).

Escaping the circular path of credentialing and experience that imposes barriers to the job opportunities DACA immigrants seek is essential for these youth. “Without a track record these young adults aren’t able to get their adult lives on track” (George).

Employability skills. Employers expect their employees to have a certain set of skills that enable them to be successful in their jobs (Charles, Donna, Edgar, Edwin, Elizabeth, George, Karen, Marilyn, Martin, Peter, Robin, Sandra, Tom & Tony). In many cases employers prefer to hire for certain skills, and in other cases they are willing to train employees (Becker, 1962). In this study, employability skills such as the soft skills of communicating either verbally or in a written form was identified as a barrier to employment, as was a lack of skills requiring certain technologies, and in some cases language proficiency.

In terms of the soft skills, Elizabeth noted that DACA immigrants face similar issues that all young people face when they are first trying to get out into the workforce. “They are not much different from any other American jobseeker. Many of them are missing the soft-skills: the ability to talk to an employer, the ability to prepare a professional email, or even how to talk on the phone” (Elizabeth). While some noted the lack of the development of soft skills through their experiences in high school or college (Charles, Marilyn, & Martin) others attributed it to family and socioeconomic backgrounds.

I think it’s not only because of their experience but it’s also just because of their socioeconomic upbringing that there’s no one at home necessarily to teach them those skills. They might be the first family members to go to college, get a degree or even

finish high school. So they're learning a lot of the stuff as they go along and they don't have, they didn't have, that example necessarily in the home. (Robin).

Without the soft skills, it becomes more difficult to find a job (George). In addition, hard skills such as technology are equally as important and without them job prospects are limited even further (Karen, Martin & Tom). Many of the DACA eligible youth are in an age category which would be defined as a millennial or as a technology native suggesting proficiency with technology (Karen). However, a different viewpoint was suggested noting a digital divide which affects employment possibilities by restricting access to developing certain technology skills (Molly & Scott). Citing a specific sub-population of undocumented immigrants, namely the children of migrant farmworkers, Scott stated that "this population is way, way, way behind technology speaking. Not only were there basic literacy skills [missing] because of interruptions in education, moving, and immigrant seasonal migrant farmworker status, you're not going to have continuous education." Molly also noted a technology divide for many DACA youth due to the cost of having internet access, saying that most of her clients cannot afford it so they miss developing the skills that come with internet access. When discussing the need for technology skills to get a job Edgar stated "I feel like having a lot of technical skills is really important. That's such a really useful skill. And a lot of [the technical skills] don't necessarily require a degree [to learn]. Organizations just need you to have these skills." Some of the specific technical skills that were mentioned as important to employers beyond basic computer skills and Microsoft Office programs

include web design, graphic design, conducting searches online, blogging, and the use of Social Media (Edgar, Edwin, & Elizabeth).

Language proficiency in both English and native languages was identified as a barrier to employment opportunities (Donna, Peter, Scott, & Tony). There is a need to be fluent (verbally as well as in writing) in English, but fluency in native languages can be important as well. For DACA immigrants who have focused on English and not their native tongue end up “under-educated in their native language. That’s a double whammy in terms of employability skills because then they’re handicapped both by their documentation and language” (Scott). An example of this was described by Donna when she began applying for different jobs.

When I graduated from high school my English skills were very good, but because of my status I wasn’t able to work in certain jobs and I ended up working in jobs with lots of Hispanics. It meant that I didn’t speak any English at work or at home which really pulled me back.” (Donna).

As the DACA youth pursue employment opportunities regardless of their academic achievements they must still possess a range of employability skills in order for employers to consider hiring them. Job prospects will be limited for DACA immigrants who lack the necessary technology skills (Edgar, & Scott), the ability to interact with employers, coworkers, and others in professional terms (Karen, Marilyn, & Robin), or the ability to be fluent in English and native languages (Donna & Elizabeth).

Employer behaviors and practices. The last barrier to employment cluster discussed by the participants related to employer behaviors and practices. On one end of the spectrum the participants described employers who were defined as being ignorant (Elizabeth, Felicity & Marty). However, on the other end of the spectrum employers were described as being outright discriminatory and even unscrupulous (Edgar, Jacob, Mark, Marilyn & Whitley). Many employers are unaware of DACA legislation in general (Charles, Elizabeth, Felicity, Karen, Mark, Martha, Molly, Peter, Robin, & Sandra) and others have heard about it but just don't understand what it means for their businesses (Martin & Tom). This lack of knowledge manifests itself in not knowing how to handle immigrants who apply for jobs and have temporary work permits that are valid for only two years.

Peter mentioned situations where “employers can freak out when someone presents a social security number and then a driver’s license that looks kind of different.” This freaking out behavior was witnessed by both Elizabeth as an individual trying to help people get jobs through her job placement responsibilities, and by Martha as she tried to get a summer internship. Their experiences are described next.

Some of my clients have been offered jobs, but when they begin completing the work authorization paperwork something always ‘comes up’ where the company won’t hire them. I’ve noticed a lot of businesses see a work visa and they see the expiration date and say ‘no’ because in 2-3 years it’s not guaranteed that the work authorization will be renewed and they are not willing to take the chance to invest in someone.

Employers want legal permanent residency or citizenship in order to work.

(Elizabeth).

I was offered a summer internship to work for a pharmaceutical company in their research department. They sent me everything, all the paperwork to sign, the job offer, everything. Then they asked me to send in my I-9 and documents. I sent a copy of my employment authorization card and social security card. My employment authorization card showed the expiration date which was in the middle of the summer. They told me they couldn't hire me unless I worked all summer. I told them I was renewing my paperwork and sent them a copy, but they still wouldn't take me. This lasted for weeks. When I actually got my renewal and I sent it to them they wouldn't reply to my e-mails. I found out from a friend that they just didn't want to 'hire someone like me.' (Martha).

In some cases this lack of information, knowledge, or ignorance of DACA rules as the participants called it, can, and has, led to discriminatory practices by employers (Charles, Elizabeth, & Sandra). Two of these discriminatory practices are described by Elizabeth and Sandra.

There are major corporations with white collar jobs [that] are the most common ones with hesitations – it's a form of discrimination. Many of these corporations intentionally bring in foreign workers on visas to do certain projects such as IT, but if

it's someone locally with a temporary visa then they are less likely to take the risk. For a lot of clients with the DACA authorization in the process of renewal the employers will fire the employee because they think the visa will expire. (Elizabeth).

Because of the situation where everything is very tentative as to whether this program is going to continue or not continue, they find themselves unable to go into the workplace and actually get a position. Employers are afraid that pretty soon they're not going to be able to have the DACA kids work because their papers might expire so they won't want to put the training in and they don't hire them at all. (Saundra).

Beyond being just ignorant or discriminatory, some employers were described as being outright unscrupulous and willing to "exploit and abuse workers by threatening workers with reporting them to immigration if [they] speak out" about the employer's bad behavior (Edgar) or by not following wage and employment laws (Lorraine, Mark, Mary & Whitley). Lorraine described some of the experiences her students faced, saying

a lot of them barely worked above minimum wage. They worked overtime. They wouldn't get overtime pay, and they would work in terrible work environments. And that was something that I heard from my students who have told me that they worked in situations such as this, with employers not following even the basic labor laws. So I know for a fact that they were most certainly underemployed in the last jobs. (Lorraine).

Employer behaviors that are intentionally or unintentionally discriminatory or employers who apply illegal employment practices add to the barriers that DACA youth experience when trying to become employed. Employment laws are established to protect both employers and employees, however, it becomes very difficult to overcome the barriers to employment when the laws are stacked in the favor of employers (Edgar & Marty).

Summary of research question 2. To recap, the barriers to employment included a lack of knowledge of jobs that are available, a lack of employability skills, a lack of credentials and experience required for desired jobs, and the ability to navigate the behaviors and practices of employers that limit options. In terms of the lack of knowledge of the jobs that are available the DACA youth don't know what options are available and which options to pursue limiting the pursuit of specific career paths and forcing them to consider different but related possibilities that they might not otherwise consider. Poorer employment opportunities become more likely due to a lack of certain employability skills namely communication soft skills, technology skills needed for 21st century jobs, and in some cases a sufficient language proficiency in English or in secondary languages. The third key area in which barriers to obtaining employment are visible is with the inability to attain needed credentials and experience. Finally, employer behaviors and practices create barriers because of their actions which can be viewed as outright discrimination or simply ignorance that results in not being willing to take a chance on the youth.

Research question 3: Facilitators to skill development. Research question three findings answer what has supported and/or enabled DACA eligible youth to gain skills that can lead to legal employment opportunities. These findings are presented in this section. When considering facilitators to skill development one perspective is to simply remove the barriers. However, beyond the removal of the barriers the participants provided some specific examples of elements that have enabled, or can enable, the DACA youth to receive skills. To identify the facilitators beyond the removal of the barriers the data analysis and cluster naming processed followed the same process as noted in research questions 1 and 2. Starting with the document that removed all references to comprehensive immigration reform the first step was to remove data and place in a new document any content that identified facilitators that emerged in response to interview protocol question #5, *what have you seen as areas in which the DACA youth have been able to gain skills, and to provide details of specific situations*. Next, a line-by-line and sentence-by-sentence review of the remaining text was conducted seeking any mention of other skill facilitators beyond the specific interview protocol questions. These were also separated from the rest of the transcript data and placed in the newly created document.

Using the new skill development facilitators document the first step was to review the data and identify commonalities by grouping identical and nearly identically stated items together. Sentences and phrases containing facilitators where the study participants used identical or nearly identical wording were looked for first. No identical or nearly identical words were identified. Next, the data were sorted by similarities. The similarities that

emerged included descriptions of education related topics, descriptions of personalized supports, and descriptions of what actually results in the skill development. To ensure that the participant's own words were used to the extent possible each similar topical grouping was entered into an online word count tool to identify the most commonly mentioned terms. The keywords that appeared included education, advising, and motivation. Because these terms were also common when the participants discussed the barriers to skill development they needed to be differentiated and as such terms were sought that described them in ways of enabling skill development and the terms of "attain," and "importance of" emerged from the word count. From this process the clusters were named: "attaining higher education credentials," "receiving advising," and "importance of motivation." These three clusters are discussed next.

Attaining higher education credentials. Financing and the ability to enroll in specific programs are two primary factors that enabled DACA youth to attain higher education credentials. Financing educations through sponsorships for in-state tuition and receiving scholarships enabled some DACA youth to attain higher education credentials (Jacob, Lorraine, Martha, Michael, Peter, Sandra, & Tony). Enrolling in programs that allow for completion of college credits while in high school was also mentioned as a way to attain higher education credentials (Michelle, Peter, & Tony). Both of these facilitators are discussed in more detail below.

Financing higher education was noted as one of the primary barriers to receiving skills, and those barriers mentioned related primarily to limited access to, or an inability to

receive, in-state tuition rates (Edgar, Edwin, Felicity, George, Karen, Lisa, Lorraine, Marilyn, Mark, Michelle, Molly, Peter, Saundra, Scott, & Tony) and an inability to receive financial aid (Edgar, Michael, Michelle, Peter, & Tom). Therefore, the facilitators identified in the study are ways to address in-state tuition restrictions through sponsorships and opportunities to obtain financial aid through scholarships. Some states do offer in-state tuition to undocumented immigrants, but others do not (See Chapter 2). Sponsorship from a private corporation or a non-profit organization is one method undocumented immigrants have used to receive in-state tuition (Peter & Tom). “If deferred action recipients work for an incorporated business, then that business could decide to sponsor that employee. And because a business is a state entity it’s eligible for in state tuition” (Tom) . Peter described the process as follows:

so if I’m an employer and you’re deferred action, I can sponsor you. I pay the school directly, but I pay the in-state rate, but you get to attend at that rate. And then you pay me or I take it out of your salary or do something like that. Community based organizations, not-for-profits, can also do the same. (Peter).

The overall cost of an education can be reduced for a DACA recipient when employers or community organizations sponsor them in order to receive in-state tuition (Peter & Tom). Students can also take more classes each term which leads to completing an education more quickly (Michelle). Tom noted the importance of employers sponsoring the DACA youth saying

the idea is that this is a workforce investment and so we're investing in our participants to create a better workforce. The more educated, the more trained, the more experience a person has, in theory, the better employee they're going to be when they get to that point. So that's really important. (Tom).

Scholarships dedicated to DACA immigrants are becoming more readily available, and five of the participants in this study are directly involved with scholarship programs of this nature (Karen, Lorraine, Michael, Peter, & Tony). The amount of funding is limited by the amounts provided by private donors thus limiting the number of people who can actually receive a scholarship and depending on how much is available through each scholarship program the amount provided to each recipient can vary (Karen, Michael, Peter, & Tony). Despite these limits, the scholarship providers are typically able to negotiate overall financing packages with different educational institutions based on the scholarship monies that are available (Karen, Peter, & Tony). Two examples of how these scholarship programs operate are described as follows:

We cut deals with different universities. We got basically a 50% tuition and cost of attendance reduction. And they give us slots. They say you can send two students here and we'll fund half of two students. So it allowed us to help a lot more people. We're really focused on expanding into states where there's no tuition equity (Karen).

We have placements in some universities where the university will provide financial assistance or forgiveness at a certain percentage and then the student and [the scholarship fund] may make up the rest. So in some schools we've had like 50/50 type of agreements. In other schools we've had 90/10, most of those have been in private institutions. And so we try and negotiate placements [and funding] of undocumented youth where everybody can have the best chance to be able to afford to go to school. (Peter).

When providing these scholarship awards to the students Tony notes that "it is too overwhelming for a 19-year-old to negotiate with the vice president of the university about how much scholarship money they should get so that's what I could do." Ultimately these scholarship funds provide additional financing to students that are "unable to get federal financial aid due to their immigration status" (Lorraine). These funds can provide a full-ride or partial-funding for higher education, which for those who receive the support, enables them to develop skills through the education that ultimately can put them on a career path (Lorraine, Michael, Peter, & Tom).

Outside of the direct financing of higher education, attainment of higher education credentials can also be enabled by enrolling in programs that allow for completion of college credits while in high school (Michelle, Peter, & Tony). These special programs are called early college or college and career promise programs and they "allow high school students to take college classes while in high school and they are 100% funded by the school district

including tuition, books, and fees” (Michelle). Students participating in these programs partially or fully achieve an associate’s degree from a community college at the same time that they graduate from high school (Michelle & Peter). If they complete the majority of their required courses for an associate’s degree they can then complete the remaining courses after graduating from high school much faster than if they were starting their classes directly after high school (Michelle).

Receiving advising. The lack of advising students receive from guidance counselors in high school was mentioned previously as a barrier to skill development (Elizabeth, Felicity, Marilyn, & Molly). Conversely, as an facilitator to skill development advising is important because it provides direction and support for the youth (Jacob, Martha, Michael, & Tony). Describing advising as an facilitator to skill development Martha and Jacob shared their personal experiences as a DACA immigrant.

My advisor was always helping me out with my classes and always looking out for me. She always pushed me to do my best in my classes. I know that someone’s always out there who knows what I’m struggling with, and I can talk to, and I always have that person to go to and tell them what’s going on, what I need help with. (Martha).

I started to notice that there are things I can do better on and having [an advisor] breathing down your neck, constantly checking on you, making sure everything’s alright, that everything is done, that you’re planning ahead, that you’re not just

cramming in the last day or week. It makes a big difference. I saw changes in how people and teachers saw me and I liked it, so I stayed in that gear because I know there's more out there for me. I just know it. (Jacob).

Two of the participants in the study serve in the role as an advisor and provided descriptions from their perspective as to how advising enables skill development. Tony approached the topic from the perspective of helping his students get into college and to complete their studies. "Individual determination is important but that doesn't mean you don't seek help. Part of that help is that there has to be an adult who's an advocate, otherwise the whole college piece is overwhelming" (Tony). Michael also discussed his role in working with students to gain skills saying "I've helped three of our students get good internships with really solid companies while they're in school." These examples directly from advisors reveal the types of benefits advising can have for DACA students who are trying to gain skills that can lead to employment opportunities.

Importance of motivation. In the face of all the obstacles that undocumented immigrants face when pursuing skill development opportunities motivation keeps them moving forward (Karen & Michelle). Whether it be trying to secure financial assistance, finding alternatives to access restrictions, lacking information, lacking reliable transportation, managing conflicting family dynamics, or any other the other barriers identified in this study, motivation keeps them moving forward (Edwin, Jacob, Karen, Martha, & Tony). Tony stated that it's not because "they woke up one June morning after their sophomore year and

said ‘gee, I think I’d better get my act together.’ They have said that for years without any assurance that there would be anything at the end.” Motivation has always been a factor for them to keep moving forward to keep striving for new skills and knowledge (Edwin & Martha). Karen said “they're so motivated. They're so hyper motivated to just overcome all these barriers.” When reflecting on her own time in high school Karen thought

if I had expected that when I graduated I was going to go into a minimum wage job would I have really tried harder to get good grades?...If I had no hope of going to college or didn't think there was any hope what would have happened? I think they just have this optimism or self-determination or something. (Karen)

Edwin’s perspective on motivation reinforced what others in the study said when he said “My mom inspired me to be very active. No matter what challenge you go through, there’s something else ahead. Keep working hard, no matter what. Don’t get stuck in something. If it doesn’t work, you move on to something else.” Motivation may end up being the only thing that keeps the youth moving forward when everything else fails, or a wall is put up at every turn (Edwin, Jacob, Karen, Martha, Michelle, Tony, & Whitley).

Summary of research question 3. Although one perspective of facilitators is simply the removal of barriers, the participants mentioned specific items that they considered to be facilitators beyond the removal of barriers. These facilitators included attaining higher education credentials, receiving advising, and the importance of the intrinsic motivation that the DACA youth possess. In terms of higher education, there was a clear belief that

receiving in-state tuition rates, receiving financial assistance through scholarships or sponsorships, participating in programs such as college and career promise or early college programs not only reduced the cost of attendance, but also sped up the time to degree. The participants in the study felt that receiving advising was important because it provided direction for the youth and provided a support system in determining how best to develop skills. Finally, the overwhelming factor for enabling skill development was in the intrinsic motivation of the youth themselves which prevented them from moving forward by becoming paralyzed or derailed.

Research question 4: Facilitators to employment. Research question four asks what has supported and/or enabled DACA eligible youth to access legal employment? As stated under research question 3, when considering facilitators one perspective is to simply remove the barriers, but upon further probing with the participants unique facilitators to employment surfaced. To identify the facilitators beyond the removal of the barriers the data analysis and cluster naming followed the same process as noted in the previous three research questions. Beginning with interview protocol question #6: *what have you seen as areas in which the DACA youth have been able to access legal employment opportunities and to give details of specific situations* the facilitators noted were removed and added to a new document. Next, a line-by-line and sentence-by-sentence review of the remaining text was conducted seeking any mention of how DACA immigrants have found or secured legal employment opportunities. This text data was also separated from the rest of the transcript data and placed in the newly created document.

Using the new document the most commonly mentioned legal employment facilitators or supports that used identical or nearly identical wording were looked for first. The only two terms that matched exactly or nearly exactly were internship and mentor. Next, the data were organized by similarities including descriptions of what legal means allowed them to work, descriptions of language skills, and descriptions of documents needed to get hired. With a goal of ensuring that the participants' own words were used in naming the clusters each topical grouping was entered into an online word count tool to identify the most commonly mentioned terms. The terms that appeared included English, papers, mentor, and internship. Interpreting the context of these terms, recognizing that the presence of these topics is what made them facilitators rather than barriers, and relating each of the terms to the literature supporting this study the clusters were named: "possessing work authorization," "achieving bilingual proficiency," "securing internships," and "receiving mentoring." One set of data remained that did not emerge from the keyword search and focused on the certificates that community colleges offer. Therefore, the final cluster was named "attaining certificates or certifications." These clusters are discussed next.

Possessing work authorization. Overwhelming the participants cited the work authorization component of the DACA program as being an obvious facilitator to accessing legal employment options because it is the one thing that gives the youth the necessary documentation to legally work (Edgar, Elizabeth, Karen, Michelle, Peter, Robin, Sandra, Tom, & Tony). In some aspects the work authorization provided under the DACA program is seen as a "badge of honor...They feel like they need to tell the employer...I have DACA"

(Robin). There is a certain level of security that comes with the work authorization where the youth are more willing to push the boundaries and ask questions and ask for jobs beyond the low paying, unskilled jobs that they would have been limited to before the program (Elizabeth). “The papers open doors and allows them to pursue careers they might not have had available” (Tom). Essentially many barriers to working legally are automatically removed by receiving the work authorization under DACA.

Achieving bilingual proficiency. When discussing the barriers to employment a lack of English proficiency was noted as a challenge (Donna, Peter, Scott, & Tony). However, when discussing language as an employment facilitator the ability to be fully fluent in more than one language was noted as being very important (Donna, Edgar, Edwin, Martin, Saundra, & Scott). “If they’re proficient in English and Spanish, many employers recognize [the] bilingual ability, and as the demographics are changing in this nation it is quite an asset...and can work to their advantage” (Scott). “Right now it’s helpful if you speak two languages, and it doesn’t matter if it’s Spanish or any other languages” (Martin) because with a global economy the ability to have language skills beyond the local community enables you to be marketable anywhere (Edwin & Mark). Edwin discussed the importance of being able to speak multiple languages in terms of seeking and finding employment when he said “if you speak English and Spanish well you can go and translate for some company that needs it, and there you go, you have a job right there!” This ability to speak two languages and translate was directly experienced by Donna stating that “in one of my jobs it was an advantage that I could speak English because I could help my boss translate stuff and he paid

me extra on the side just to translate the paperwork.” Being fluent in English is critical (Martin, Sandra, & Scott), but fluency in native, or other languages, will give an edge in employment opportunities (Donna, Edgar, Martin, & Sandra).

Attaining certificates or certifications. In research question 3 the participants cited accessing higher education as an facilitator in obtaining skills (Jacob, Lorraine, Martha, Michael, Peter, Sandra, & Tony). Once the educational credentials are actually received the participants noted that those credentials significantly improve employment options and help to open more doors (Donna, Michelle, Peter, Sandra, Tom, Tony, Travis & Whitley). In the interviews the participants focused heavily on certificates or certifications offered through the community college system rather than credentials received through a 4-year degree (Donna, Elizabeth, Michelle, Tom, & Whitley). Michelle described how the certificates work at her school.

There are a lot of programs at our community college that allow people to get continuing education certificates and short-term vocational training programs like phlebotomy where they can go to work faster. They don't have to have a degree to do these programs but they can do stackable credentials in things like welding where you could do a semester or two semesters, get a credential, then do another semester, get a second credential, and so you can be working all along. (Michelle).

For the two participants in the study who work for organizations that help individuals find employment the certificates have provided the edge needed for the DACA youth to get a

job (Elizabeth & Tom). “We’ve had some success with certifications” (Tom). Having the credential from a recognizable source means that the employer can trust that the individual has the abilities to do the job and they are more willing to take a risk and hire the person (Elizabeth). Donna and Whitley directly experienced how a credential helped them get a job. “I got one job through a connection because I had a certificate in CPR. A family needed someone to take care of their little girl that has disabilities. The agency hired me because of my 2-year CPR certificate” (Donna). Whitley got her CNA I and II from the local community college which has helped her get a job at a nursing facility and is now considering other certificates to help her move into new roles.

Securing internships. Internships provide opportunities to make connections with employers and showcase skills that are developed through the work experience making the DACA youth more desirable (Elizabeth, Michael, Peter, & Tony). As a result of one internship a student was invited to an professional event where a significant number of employers were present opening additional doors to potential employment (Tony). Beyond the connections and networking opportunity internships “provide an opportunity for [DACA immigrants] to receive additional vocational training and additional soft skills that will help them in the future” (Elizabeth). In one particular program “over 85 percent of the students who complete the internship are hired by our companies” (Elizabeth). Michael gave an example of one of his students who was able to showcase his education and skills through an internship to get a full time job. The student he described is “a mechanical engineering student who has an internship at a company that's a big engineering company, and he's in his

second year of that internship there now, and he was excited to tell me that he expects to get a job offer” (Michael).

Internships also provide opportunities for the youth to gain a greater appreciation for the world of work and to consider different career options (Jacob & Martha). Jacob discussed the impact of internships when he said “just learning all this stuff, you know, it kind of narrows down the job opportunities, the areas I’m interested in versus the areas I’m not.” Martha’s internship opened her eyes to the different paths that a healthcare career could take her. “I didn’t know that there were more branches out there that I could do different jobs with that degree...and [the internship] helped me realize what I did want to do and that helped me focus more into the different health careers” (Martha).

Receiving mentoring. Mentoring was mentioned as an facilitator to employment because of the role it can play in helping DACA youth enhance workplace skills and attitudes, identify the various career options and alternatives that are available, and facilitate networking connections (Karen, Mary, Michael, Robin, & Tony). Mentors can serve as coaches who can discuss and mirror appropriate behaviors in the workplace (Karen & Michael) and can be “the biggest stepping stone to realiz[ing], ‘these are the skills I can gain. I can learn from this person’” (Robin). Beyond developing skills and shaping work attitudes these discussions, observations, and realizations impact decision-making by providing options for the individual to see alternate paths and discuss possibilities (Karen, Michael & Tony). Michael stated that “this mentoring business is important...the ability to have a mentor who can at least weigh alternatives is a real valuable thing” (Michael). In addition,

mentoring can open doors and connect the youth to people who could have an influence on their career options (Elizabeth, Karen, Mary & Tony). “The biggest impact a mentor can have is help expose the students to people in various fields, make introductions, and to facilitate the process of connecting these individuals to students” (Karen).

Summary of research question 4 findings. The specific items the participants considered to be facilitators to employment beyond the removal of barriers (see research question 2) included possessing work authorization, achieving bilingual language proficiency, attaining educational certificates or certifications from community colleges that certify work abilities, securing internships, and receiving mentoring. Without authorization, employment is by definition not legal, however, the authorization to work legally through DACA opened employment doors and options not previously considered. Those with bilingual proficiency are positioned to gain employment with employers who engage with clients and customers who may not use English as the language of business and can be seen as more desirable by employers. Educational credentials are necessary because most employers require certain credentials for different positions and for those with the official credential employers are more willing to hire the DACA youth because they know they have the required skills for the position. Internships are also important to enable employment because they provide an opportunity to practice skills, meet potential employers, and gain exposure to the wider employment world than is seen from the educational experience. Finally, mentoring was seen as important because it allows for opportunities to weigh alternatives, navigate various possible career paths, and to facilitate connections and

introductions to individuals that can help link the immigrants to employment opportunities that might not be available outside this support system.

Initial policy recommendations. After answering the first four research questions, the next step in iteration one was to identify the first round of policy recommendations from the participants. To identify the initial policy recommendations the complete transcript from all 26 interviews incorporating all interview protocol questions were combined into a single document. From this master document answers to interview protocol question #7 (*if you could make a recommendation for making it easier for these youth to gain skills and access legal employment what would you suggest and why*) were removed and placed in a new document. Next a line-by-line and paragraph-by-paragraph analysis of the remaining data in the master document was performed. Any statements or phrases that stated or implied a policy recommendation were identified and placed in the new document. From this new document each policy recommendation was put into a list format. This list consisted of a total of 688 policy recommendations

The next step was to sort the list and combine similar ideas into groups. After the similar items were grouped the ideas were reworded into policy recommendations that encompassed the overall meaning of all the grouped ideas. For example, 15 of the participants discussed policy issues related to immigration reform and specifically mentioned citizenship for the immigrants. Some participants phrased their suggestion as having a “path” to citizenship while others phrased it as “being able to have citizenship,” and yet others as “having citizenship.” These sets of wording were combined into one

recommendation that said “passing federal legislation that provides a pathway to citizenship.” This process was used to consolidate all 688 recommendations and limit overlapping ideas.

The combining and rephrasing process refined the list 688 policy suggestions down to a total of 69 unique policy recommendations (see Appendix G). Thirty two of the 69 recommendations could be sorted into groupings that connected directly to the barriers or facilitators identified in research questions 1-4. However, these 32 recommendations fell into only three of the barrier and facilitator clusters. The grouping of recommendations that had the greatest overlap with the barriers and facilitators was education which had a total of 22 policy recommendations that fit. Families was next with 6 recommendations. The third grouping was transportation which had 4 recommendations.

The remaining 37 policy recommendations that did not fit into the education, family, or transportation barrier or facilitator groupings were reanalyzed. Following the same process of analysis in research questions 1-4, the groupings of similar recommendations were run through a word count tool to identify the words that the participants used most frequently. Through this word count analysis three words emerged: laws, employers, and training. Because the recommendations that fell within the laws category covered a range of laws and legislation, the grouping was named laws/legislation. The other two groupings were named employers and training programs. These three groupings covered another 31 of the recommendations with 14, 9, and 8 recommendations respectively.

The remaining 6 policy recommendations still did not fit into a specific barrier or facilitator cluster, nor the word count process. Therefore, the next step was to use the context of the recommendations in each of these groupings and identify a grouping name that captured the essence of the ideas and link them to the literature supporting the study. Following concepts from the national human resource development literature an additional four recommendations could be placed in a grouping named workforce development. The final two recommendations still did not fit into any of these naming methods, nor could they be captured under any of the groupings, therefore, the final grouping was named financial access which captured the essence of the two recommendations. Appendix G provides a complete listing of all 69 unique recommendations sorted by grouping. Table 10 provides a count of recommendations in each grouping sorted by the number of recommendations in each grouping from highest to lowest.

Table 10

Policy Recommendations by Grouping

Grouping	Number of Recommendations
Education	22
Laws/Legislation	14
Employers	9
Training Programs	8
Families	6
Transportation	4
Workforce Development	4
Financial Access	2
Total	69

Summary of iteration 1 findings. Iteration 1 consisted of interviews with 26 individuals from six different groups representing stakeholders, advocates, referees, and DACA immigrants. The purpose of iteration 1 was to answer the first four research questions by identifying the barriers and facilitators to skill development and access to legal employment opportunities, as well as to identify initial policy recommendations that the study participants felt could address these barriers and facilitators. Taken as a whole the participants described a range of barriers and facilitators to skill development and employment. Using the process described in the introduction to each research question the barriers and facilitators were distilled down to the seventeen clusters as described above. Five of the clusters answered research question 1 (barriers to skill development). Four of the clusters answered research question 2 (barriers to employment). Three clusters answered research question 3 (facilitators to skill development) and the final five answered research question 4 (facilitators to employment). These barrier and facilitator clusters are shown in Table 11.

Table 11

Barrier and Facilitator Clusters

	Skills Development	Employment
Barriers	<ul style="list-style-type: none"> • Education (K-12 and Higher Education) • Transportation • Access to Information • Families and First-Generation • Hopes, Dreams and Fears 	<ul style="list-style-type: none"> • Knowledge of the jobs available • Employability skills • Credentials and experience • Employer behavior and practices
Facilitators	<ul style="list-style-type: none"> • Attaining higher education credentials • Receiving advising • Importance of motivation 	<ul style="list-style-type: none"> • Possessing work authorization • Achieving bilingual proficiency • Attaining certificates or certifications • Securing internships • Receiving mentoring

After identifying the barriers and facilitators the data was analyzed to identify the initial policy suggestions. A total of 69 policy recommendations were identified and grouped under 8 main policy areas: education, laws/legislation, employers, training programs, families, transportation, workforce development, financial access. Three of these policy areas directly overlapped with the clusters identified in research questions 1-4 (education, families, and transportation). These 69 policy recommendations provide the starting point for iteration 2 which will be described in the next section.

Iteration 2

Iteration two does not speak to any specific research question, but serves the purpose of clarifying the policy recommendations identified in iteration one by verifying that they are worded correctly, that they accurately represent what the study participants said, and verifies

that all recommendations are captured by providing an opportunity for the participants to edit or add more policy recommendations to the list. This clarification and addition process was completed using an electronic questionnaire sent to the participants. The questionnaire creation and administration process is described first, followed by the changes to the policy recommendations recommended by the participants.

Questionnaire creation and administration. Iteration two begins by taking the 69 recommendations gathered in iteration one (see Appendix G) and developing an electronic questionnaire. This questionnaire initially consisted of a listing of each recommendation coded with a unique identification number (01 – 69) but were not grouped or categorized in any special format. The questionnaire was sent to a pilot group asking them to answer the questions as if they were the participants. The initial question asked them to make changes to any of the 69 recommendations that they felt would improve the individual recommendations and then to add any additional policy suggestions that were not listed. The pilot participants were given the opportunity to indicate “none” on each recommendation if they felt that there was no need to make changes. They were also given the opportunity to indicate “none” if they felt that there were no additional policy or rule changes to be added. This pilot test resulted in feedback recommending that the recommendations be grouped into categories rather than as a coded list. The questionnaire was adjusted by grouping the recommendations into the policy groupings identified at the end of iteration one and sent back to the pilot test participants. Feedback from the second pilot test indicated that the policy groups needed to be refined even further to keep the participant focused on the policy

area. Specific recommendations included separating the education group into several different categories (higher education financing, access to higher education, and K-12 education), separating the laws/legislation recommendations into employment and labor laws and law enforcement, and to rename the training programs group to community and community organizations to focus on the target audience and not just training which also fell into other categories. After a third pilot test the final grouping of recommendations was confirmed and is shown in Appendix H.

The questionnaire was administered to all 26 participants electronically using Qualtrics. Because it was important to track the identity of each participant as they proceeded through the study each participant was sent a unique link. Participants were asked to complete the questionnaire within two weeks. For those individuals who did not complete the questionnaire a reminder e-mails were sent out at the end of week 2 and again at the end of week 3. To ensure that the participants who had completed the questionnaire did not drop out for the third iteration, collection of additional data stopped at the end of week 3 and the data was analyzed.

Questionnaire findings. A total of 20 participants out of the original 26 completed iteration two. The specific individuals who completed the questionnaire are identified in Table 8 which is located in chapter 3. Out of these 20 participants, nine did not think any changes needed to be made to any of the recommendations or categories. For the eleven participants who did make comments their suggestions included adding recommendations, removing recommendations, or rewording of existing recommendations. A total of 30

recommendations were added and were spread across the groupings. The specific recommendations that were added are shown in Table 12.

Table 12

Policy Recommendations Added

Recommendation	Cluster
<p>Allow DACA recipients to qualify for the Affordable Care Act ("Obamacare")</p> <p>Allow DACA recipients to serve in the military and earn citizenship for service</p> <p>Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed</p>	Immigration
<p>Allow all undocumented immigrants to get driver's licenses</p> <p>Allow all undocumented immigrants to get car insurance</p>	Transportation
<p>Pass legislation that requires states to give DACA recipients in-state tuition</p> <p>Encourage all scholarship providers to accept applications from DACA students</p> <p>Expand and increase availability of programs addressing specific needs of undocumented students</p> <p>Designate a specialized counselor at all colleges and universities to provide undocumented students support for college and career related issues</p> <p>Expand Spanish language programs in the community college system</p> <p>Pass legislation requiring all states to allow undocumented students to attend college</p> <p>Pass legislation making it unconstitutional for any state, city, school, or other body to prevent undocumented students from attending college</p> <p>Allow DACA students to take classes from any certificate or certification programs at community colleges</p>	Higher Education
<p>Enforce laws ensuring that all workers have workers compensation and full OSHA safety protections</p> <p>Require employers to allow DACA immigrants to continue working while they are in the process of renewing their work authorization</p> <p>Require medical care for workers injured on the job</p>	Employment and Labor Laws

Table 12, Continued

Iteration 2 Policy Recommendations Added

Recommendation	Cluster
Establish programs and information campaigns to educate the general public about immigration policy and the economics of immigration (e.g., reinforce information that immigrants do not take jobs from citizens, immigration improves the economic condition of local communities and states, etc.)	Community and Community Organizations
<p>Provide access to general health care (e.g., doctors, hospitals, prescriptions, etc.) for family members of DACA recipients</p> <p>Provide mental health resources to DACA immigrants</p> <p>Expand mental health resources and provide access to undocumented immigrants</p>	Families
<p>Provide credit with reasonable rates</p> <p>Provide financial counseling and education for undocumented immigrants to get mortgage loans</p> <p>Provide opportunities for undocumented immigrants to get mortgage loans</p> <p>Provide access to emergency funding for unexpected events (e.g., car breaks down)</p>	Financial Access
<p>Educate undocumented students in middle and high school about DACA</p> <p>Educate parents of undocumented students in middle and high school about DACA</p> <p>Provide programs or outsource to other schools to let students obtain technical training</p> <p>Establish programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap)</p>	K-12 Education
<p>Change law enforcement practices related to setting up traffic checkpoints and raids to search for immigrants</p> <p>Exercise more control over detention centers, especially the for-profit jails and prisons</p>	Law Enforcement
Create connections with technical schools and certificate programs to the workforce	Workforce Development Systems

In addition to policy recommendations being added, the participants were also asked to improve the clarity of the recommendations by providing suggestions to change the wording. Five recommendations were reworded using the specific phrasing suggested by the participants. Per the Policy Delphi method, the participants provided their reasons for changing the recommendations to justify the changes. Table 13 provides the specific recommendations that were identified as needing changes, the revised recommendation wording, and the reason for the wording change. The final option was to remove recommendations. Three recommendations were removed because they closely resembled being duplicates of rephrased recommendations. These three policy recommendations are in Table 14.

Table 13

Modifications to Policy Recommendation Wording

Old Recommendation Wording	New Recommendation Wording	Reason for Wording Change
Passing federal legislation that provides a pathway to normalizing of status for periods longer than 2-5 years.	Pass legislation that provides a pathway to normalizing of status for periods longer than 2 years.	The participant felt that the 2-5 year wording would give the wrong impression that only time periods between 2 years and 5 years would be affected
Providing incentives to employers to be more involved in education	Provide incentives to employers to be more involved in education and educational programs	The participant felt that education was only one part of the issue and educational programs would be more inclusive of the idea.
Expanding public community services to parents of undocumented immigrants (e.g., health)	Expanding public community services to parents of undocumented immigrants (e.g., health, food, housing, etc.)	The participant felt that the additional examples could help to encapsulate overall issues of public services to the parents.
Providing mental health resources to DACA immigrants and their family members.	Providing mental health resources to DACA immigrants.	The participant felt it would be clearer to separate the one recommendation into two and clarify the distinction between DACA immigrants and undocumented immigrants in general.
	Expand mental health resources and provide access to undocumented immigrants.	
Expanding social programs to support the poor and working class populations.	Expanding social programs to support the poor and working class populations regardless of immigration status.	The participant felt that the immigration status needed to be mentioned so that it came back to the topic of the study.

Table 14

Policy Recommendations Removed

Recommendation Removed	Reason for Removal
Passing federal legislation that allows for a longer period of time between renewals for DACA (longer than 2-5 years)	Was a duplicate of a reworded recommendation.
Establishing programs and information campaigns to educate the public that immigrants are not taking jobs from citizens	Was a duplicate of a reworded recommendation.
Establishing programs and information campaigns that educate the general public on immigration policies	Was a duplicate of a reworded recommendation.

Beyond the specific changes listed in tables 12, 13, and 14 the participants recommended that the policy grouping names be changed for clarity purposes. Based on the participants' suggestions, and using their own words, higher education financing and higher education access were combined into one category entitled higher education, and employers and employment and labor law were combined and renamed employment and labor law. Due to the consolidation of policy groupings and the addition of recommendations the numbering sequences of recommendations changed between the first questionnaire and the final questionnaire. The number of policy groupings changed from 12 to 10 and the total number of recommendations across all categories changed from 69 to 94. Based on the extent of the suggestions mentioned above it was determined that the changes were not substantive enough to warrant an additional clarifying iteration, risking additional participant attrition, therefore iteration 3 became the final iteration and is discussed next.

Iteration 3

In iteration three participants completed an electronic questionnaire with the purpose of ranking the final 94 policy recommendations confirmed in iteration 2 by desirability, importance, and feasibility/likelihood. A description of the questionnaire creation and administration is provided in this section, followed by research questions 5, 6, and 7 findings.

Questionnaire creation and administration. The questionnaire was created by taking the recommendations from the prior iteration and incorporating the suggestions as noted in tables 12, 13 and 14. In order to ensure that each of the final 94 recommendations were ranked against each of the policy measurement criteria (desirability, importance, and feasibility/likelihood) the recommendations were repeated in each of three sections resulting in the ranking of a total of 282 statements. A description of the ranking for each criteria is shown in Table 15.

Table 15

Policy Recommendation Ranking Scales

1	2	3	4	5
Not at all desirable	Not very desirable	Moderately desirable	Desirable	Very desirable
Not at all important	Not very important	Moderately important	Important	Very important
Not at all feasible / likely	Not very feasible / likely	Moderately feasible / likely	Feasible / Likely	Very feasible / likely

Each recommendation was coded with a unique identification number within each policy grouping. The questionnaire was then administered electronically using Qualtrics and

a unique link was sent to each participant via email. A copy of the questionnaire sent to the participants is in Appendix I. This questionnaire was sent to all 26 participants with hopes that some who did not complete the second iteration might participate in the third iteration. Unfortunately, those individuals who did not participate in the second iteration clarifying phase also did not participate in the third iteration ranking phase. A total of 15 participants out of the original 26 completed portions of the third iteration representing an overall dropout rate of 42% from beginning to end of the study. In addition, only 13 participants answered all questions in the survey. 2 participants answered some, but not all of the questions. This large dropout rate was expected as noted in the limitations in chapter 3. Fortunately the total number of participants remaining in the study still met the recommended number of participants (10-50) cited in the literature (Turoff, 1970). The listing of individuals who participated in iteration three is in Table 8 located in chapter 3.

Research question 5 findings: Desirability. Research question five asks what policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most desirable to be addressed. Desirability for this study is defined as being something worth seeking or doing, being advantageous or beneficial, worth having or getting, or having good or pleasing qualities or properties. The participants were asked to rank each policy recommendation on a 5-point scale using the definition of desirability described previously and the scale definitions described below:

1. **Not desirable at all** - Would not be advantageous or beneficial in any way to gaining skills or helping DACA recipients access legal employment opportunities if the policy / rule changes were made.
2. **Not very desirable** - Would be advantageous or beneficial to only a limited number of DACA recipients to gain skills or access legal employment opportunities if the policy / rule changes were made.
3. **Moderately desirable** - Would be advantageous or beneficial to a broad range of DACA recipients to gain skills or access legal employment opportunities, but would still leave many DACA recipients unaffected if changes were made to policies / rules.
4. **Desirable** - Would be advantageous or beneficial to a large number of DACA recipients to gain skills and access legal employment opportunities if the changes were made to the policies / rules.
5. **Very desirable** - Will definitely be advantageous or beneficial to a large number of DACA recipients to gain skills and access legal employment opportunities if the changes were made to the policies / rules.

After all questionnaires were completed, the mean, median, and mode were calculated for each recommendation to find those that were most highly rated as desirable at the top end and the lowest rated ones at the bottom. Additional statistical tests were not conducted because the research questions did not focus on questions involving comparisons,

relationships, predictions, or generalization that could be answered by other statistical tests.

A full listing of the mean and mode for each policy recommendation is in Appendix J.

Based on the definition and measurement scale, the top ten (highest mean score) recommendations across all policy groupings are shown in Table 16. The mean scores in the top ten ranged from 4.64 to 4.87 indicating that these policy recommendations lean to the very desirable range. The top three recommendations (0101, 0315, and 0316) are tied with the same mean score of 4.87. Five of the top ten recommendations are linked to higher education issues (recommendations 0201, 0202, 0203, 0204, and 0219) indicating that policies related to higher education heavily dominate the issues that are very desirable to be addressed. The remaining issues are split between one recommendation in the employment and labor law group (0302) and one recommendation in the law enforcement group (0805). All of the top ten recommendations have a mode of 5 indicating that these policy recommendations are very desirable.

Table 16

Top 10 Policy Recommendations – Desirability

	Mean	Mode
0101 - Allow DACA recipients to receive driver's licenses in all states.	4.87	5
0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.	4.87	5
0316 - Require employers to allow DACA immigrants to continue working while they are in the process of renewing their work authorization.	4.87	5
0202 - Provide full access to federal financial aid for higher education.	4.80	5
0219 - Allow DACA students to take classes from any certificate or certification programs at community colleges.	4.80	5
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.	4.73	5
0204 - Encourage all scholarship providers to accept applications from DACA students.	4.73	5
0203 - Provide full access to state financial aid for higher education (in all states).	4.67	5
0302 - Enforce laws ensuring that all workers have workers compensation and full OSHA safety protections.	4.67	5
0805 - Change law enforcement practices related to setting up traffic checkpoints and raids to search for immigrants.	4.64	5

At the opposite end of desirability, the bottom ten policy recommendations ranked were spread across several categories and are shown in Table 17. They included one recommendation related to immigration (0007), one related to higher education (recommendation 0215), one community and community organization recommendation (0403), one financial access recommendation (0606), and two each for transportation (0105 and 0106), employment and labor laws (0310 and 0312), and K-12 education (0708 and 0705). The mean scores ranged from 3.27 to 3.80 indicating that the recommendations

although they were at the bottom of the desirability scale they were still at least moderately desirable or higher. Modes were more variable and ranged from 2 (not very desirable) to 5 (very desirable) indicating less consistency in desirability for these recommendations.

Table 17

Bottom 10 Policy Recommendations – Desirability

	Mean	Mode
0310 - Create a resource that identifies employers who want to hire DACA immigrants.	3.80	4
0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.	3.80	4
0708 - Provide programs or outsourcing to other schools to let students obtain technical training.	3.80	5
0105 - Expand public transportation systems.	3.79	4
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.	3.67	3
0312 - Provide incentives to employers to retrain employees rather than laying them off.	3.67	4
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).	3.67	3
0106 - Lower public transportation costs.	3.57	5
0215 - Expand Spanish language programs in the community college system.	3.33	4
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.	3.27	2

When mapping these recommendations back to the interviews conducted in iteration 1 links can be made to specific portion of the interviews. For the recommendations that fall

within the top ten ranking, 8 of the recommendations were noted as ones that could address barriers, 1 addressing facilitators, and 1 was mentioned when asked for any other recommendations. In addition, 6 of the recommendations were mentioned when discussing policies that could address skill development, 3 were mentioned when discussing how to address access to employment, and 1 when asked for any other recommendations.

For the recommendations that fall within the bottom ten ranking, 6 of the recommendations were discussed as ones that could address barriers, 0 to address facilitators, and 4 were mentioned when asked for any other recommendations. In addition, 7 of the recommendations were mentioned when discussing policies that could address skill development, 1 was mentioned when discussing how to address access to employment, and 2 when asked for any other recommendations. Table 18 displays the counts for policy recommendations that address barriers and facilitators, as well as skill development and employment in the top and bottom 10 rankings. These counts reflect that at the highest and lowest levels on the ranking scale policy recommendations addressing barriers outnumbered policy recommendations addressing facilitators, and the desirability of addressing skill development policies outnumbered addressing employment related policies.

Table 18

Recommendation Counts by Barrier, Facilitator, Skill Development and Employment (Top & Bottom 10) – Desirability

Policy Recommendation Focus	Top 10	Bottom 10
Barriers	8	6
Facilitators	1	0
Neither Barrier nor Facilitator	1	4
Skill development	6	7
Employment	3	1
Skill development & Employment	0	0
Issue Not Defined	1	2

In taking a broader view beyond the top or bottom 10 policy recommendations to include all policy recommendations, 80% of the 94 recommendations rank from desirable to very desirable based on a mean score of 4.00 or higher as shown in Figure 9. In addition, none of the recommendations had a mean score ranking below 3.0 indicating that at a minimum all of the policy recommendations suggested throughout the study are considered desirable.

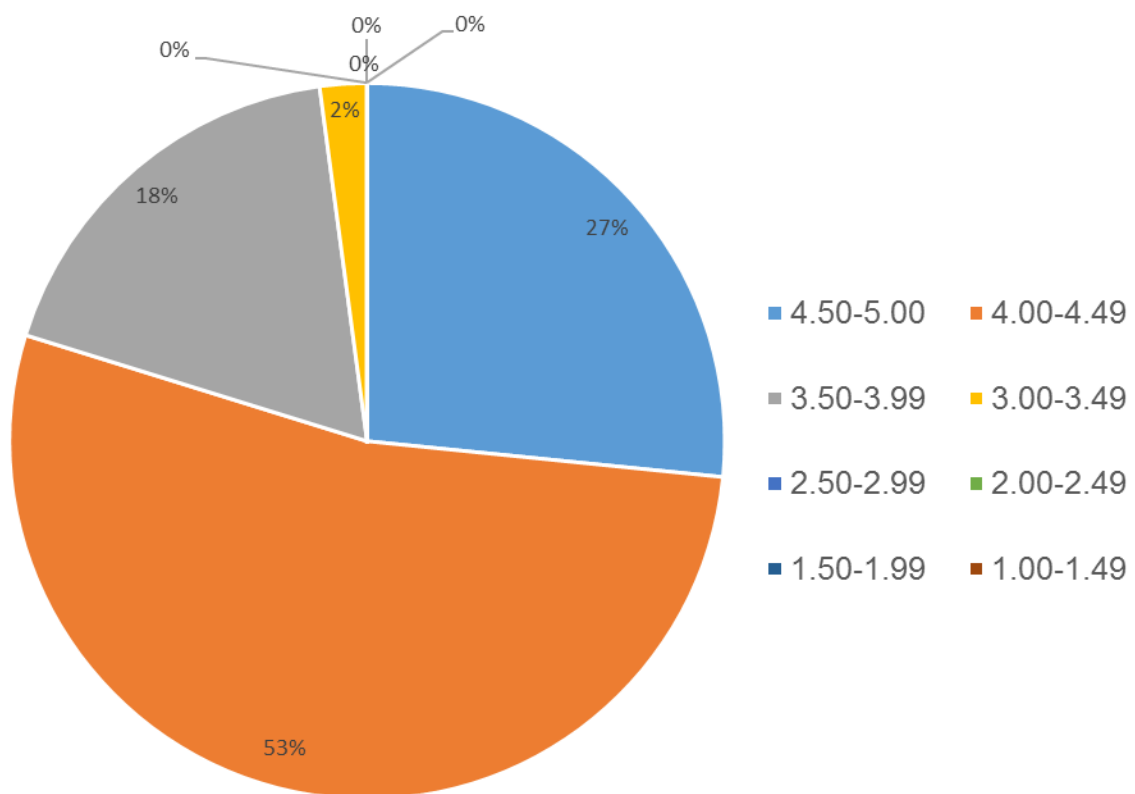


Figure 9. Percentage of Policy Recommendations by Mean Ranking – Desirability

The strong levels of desirability is confirmed by reviewing the mode rankings where 95% of the recommendations are ranked with a 4 or 5 indicating strong or very strong desirability as seen in Figure 10.

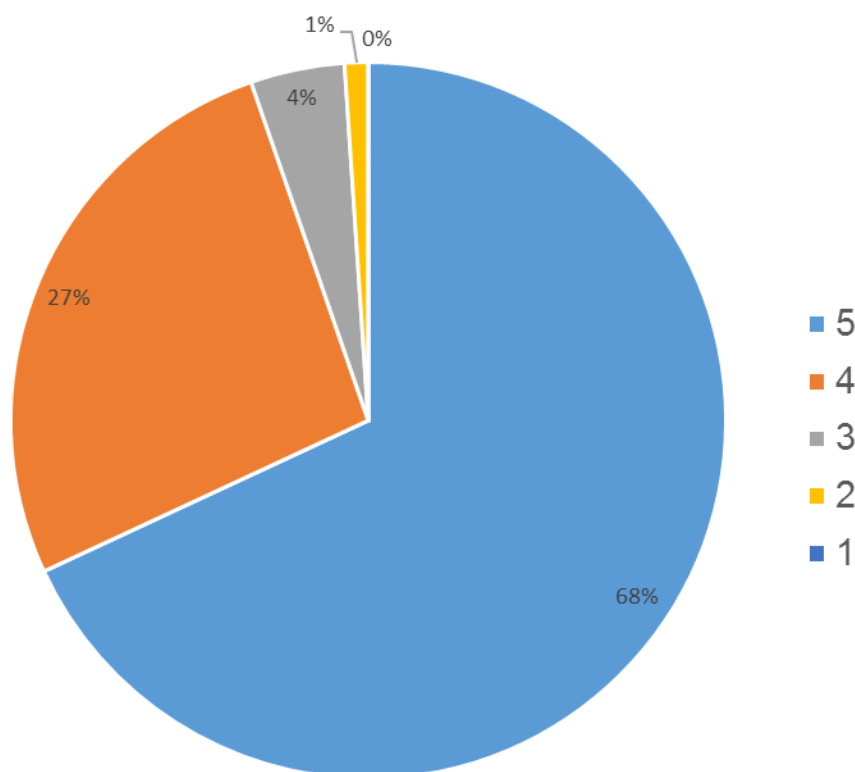


Figure 10. Percentage of Policy Recommendations by Mode Ranking – Desirability

Taken in the aggregate incorporating all 94 policy recommendations, a mapping of these recommendations to the interviews conducted in iteration one, and comparing the recommendations for those above the median and below the median it is possible to see a broader view of patterns within the policy recommendations. For the recommendations addressing barriers or facilitators that fall above the median, 27 of the recommendations are intended to address barriers, 10 to address facilitators, and 9 that fall within the any other recommendation category. For those that fall below the median, 26 of the recommendations were discussed as ones that could address barriers, 3 addressing facilitators, and 18 when

asked for any other recommendations. A visual comparison of these counts can be seen in Figure 11.

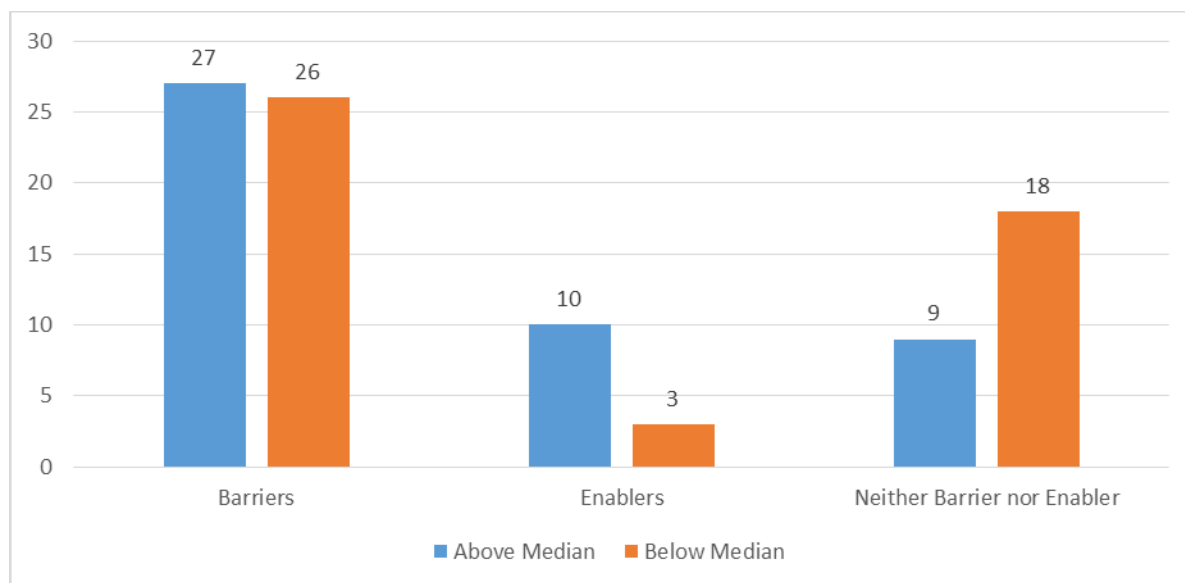


Figure 11. Recommendation Counts by Barrier and Facilitator (Above and Below the Median) – Desirability

Comparing the recommendations in the above the median range for addressing skill development versus accessing employment, 25 were mentioned when discussing policies that could address skill development, 13 were mentioned when discussing how to address access to employment, 2 were mentioned in both the skills development and access to employment conversations, and 6 when asked for any other recommendations. Below the median range the recommendations for addressing skill development versus accessing employment 20 were mentioned when discussing policies that could address skill development, 6 were mentioned

when discussing how to address access to employment, 1 was mentioned in both the skills development and access to employment conversations, and 20 when asked for any other recommendations. A visual display of these counts is shown in Figure 12.

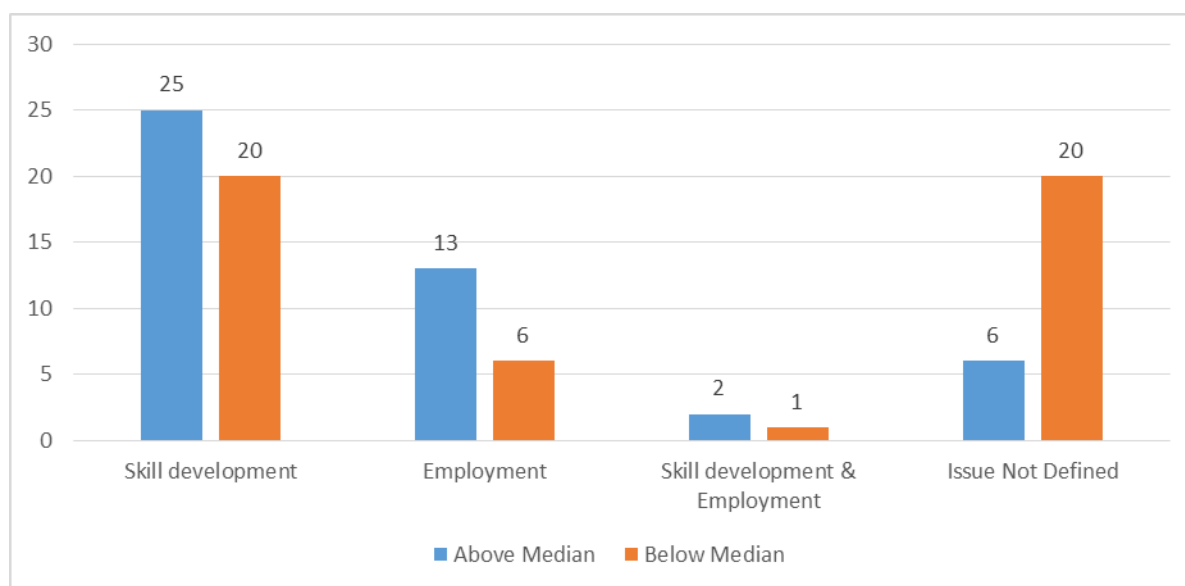


Figure 12. Recommendation Counts by Skill Development and Employment (Above and Below the Median) – Desirability

When comparing the counts of policy recommendations there are a significantly larger number of recommendations from the interviews that are intended to address barriers than recommendations to address facilitators. Considering that the mean scores for all policy recommendations fell into the desirable to very desirable range, there is no clear indication of a difference in how desirable it is to address the barriers because roughly an equal amount fell above and below the median. However, for the facilitators, out of the total

recommendations that addressed facilitators most of them fell above the median indicating a possible leaning towards a greater desirability to address the facilitators. As for the recommendations that were mentioned in the “any other” category, a larger number fell below the median than above indicating that these extra recommendations really weren’t very desirable at all.

When focusing on issues of skill development or access to employment there is a much clearer indication of the levels of desirability among the policy recommendations. The skill development recommendations mostly fell above the median (56%). The access to employment recommendations also leaned towards the higher end of the desirability scale with 68% of the 19 total employment recommendations falling above the median. However, for those recommendations that did not have a specific skill development or employment issue defined the majority (77% of the 26 total recommendations) fell below the median indicating a tendency to be less desirable.

An analysis of a count of the recommendations by policy grouping provides a few notable results. First, the higher education recommendations heavily dominate in the recommendations falling above the median (14 out of 18), as does the workforce development recommendations with all 5 of the recommendations being above the median. In the employment and labor law policy grouping 9 out of the 16 recommendations fell above the median while 7 fell below indicating a leaning towards the employment and labor law recommendations being more desirable than less desirable. Next, the K-12 education recommendations had an equal split of recommendations above and below the median with 7

each. Finally, the remaining policy groupings all had the majority of the recommendations falling below the median indicating that they were less desirable to be addressed than those that fell heavily above the median. A comparison of all the policy groupings and the counts that fall above and below the median can be seen in Figure 13.

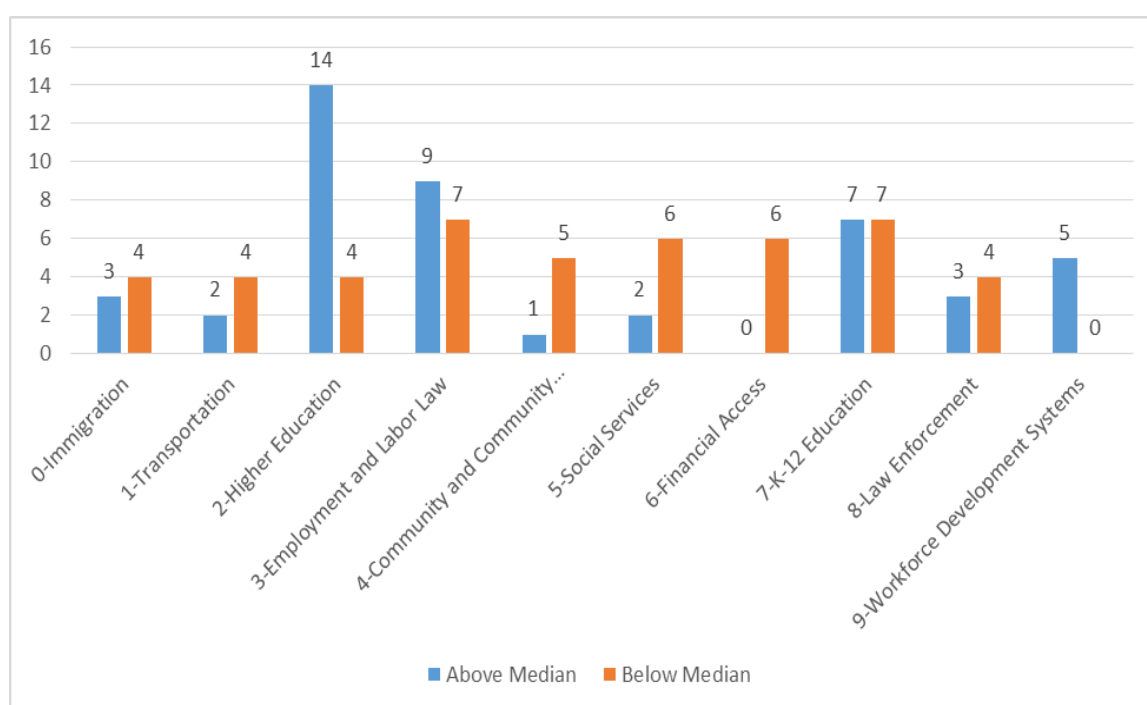


Figure 13. Total Recommendation Counts by Policy Grouping – Desirability

Recap of barrier rankings. This section answered research question 5 by providing the rankings of the policy recommendations by desirability. Overall the policy recommendations were all essentially desirable with 80% of the mean scores being desirable or very desirable. Patterns could be seen showing that some policy recommendations were more desirable than others, specifically recommendations to address barriers,

recommendations to address skill development, and recommendations to address higher education. In the next section, the findings to research question 6 will be presented with an analysis of the rankings by importance.

Research question 6 findings: Importance. Research question six asks what policy recommendations to address the barriers and facilitators to skill development and access to legal employment are most important to be addressed. The participants ranked each recommendation using the definition of importance as something that indicates value or significance; has serious or considerable meaning or worth; deserving or requiring serious attention. The specific 5-point measurement scale and definitions are as follows:

1. **Not important at all** - Would not have any value or significance in any way to helping DACA recipients gain skills or access legal employment opportunities if the policy / rule changes were made and therefore does not deserve or require attention.
2. **Not very important** - Would have limited value or significance to helping DACA recipients gain skills or access legal employment opportunities if the policy / rule changes were made and therefore deserves only limited attention.
3. **Moderately important** - Would have some value or significance to helping DACA recipients gain skills or access legal employment opportunities, but would still leave many DACA recipients unaffected if changes were made to policies / rules, and therefore deserves only moderate attention.

4. **Important** - Would have value or significance to helping a large number of DACA recipients gain skills or access legal employment opportunities if the changes were made to the policies / rules, and therefore deserves serious attention.
5. **Very important** - Will definitely have value or significance to helping a large number of DACA recipients gain skills or access legal employment opportunities if the changes were made to the policies / rules, and therefore must receive serious attention.

The mean, median, and mode for importance was also calculated for each recommendation identifying the most highly rated ones at the top end and the lowest rated ones at the bottom. The full listing of the mean and mode for each of the 94 policy recommendation is in Appendix J. Based on the definition and measurement scale, the top ten (highest mean score) recommendations across all policy groupings are in Table 19. The mean scores range from 4.64 to 4.87 indicating that they are leaning towards very important. The top rated recommendation was 0001 (passing legislation that provides a pathway to citizenship), followed by 0101 (allowing DACA recipients to receive driver's licenses). Three policy issues were identified for both higher education (recommendations 0202, 0201, and 0204) and workforce development systems (recommendations 0903, 0904, and 0905). One additional recommendation was identified for immigration issues (0002) and the final recommendation in the top 10 was for employment and labor laws (recommendation 0315). The mode for all of the top ten recommendations was a five indicating that all of the recommendations are very important.

Table 19

Top 10 Policy Recommendations – Importance

	Mean	Mode
0001 - Pass legislation that provides a pathway to citizenship.	4.87	5
0101 - Allow DACA recipients to receive driver’s licenses in all states.	4.86	5
0202 - Provide full access to federal financial aid for higher education.	4.79	5
0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.	4.79	5
0002 - Pass legislation that provides a pathway to normalizing of status for periods longer than 2 years.	4.71	5
0903 - Create systems of connecting higher education institutions to the workforce.	4.69	5
0904 - Create connections with technical schools and certificate programs to the workforce.	4.69	5
0905 - Create pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.	4.69	5
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.	4.64	5
0204 - Encourage all scholarship providers to accept applications from DACA students.	4.64	5

The mean scores for the bottom ten policy suggestions ranged from 3.23 to 3.45 falling within the range of moderately important and leaning towards important. The bottom ten (lowest mean score) recommendations are shown in Table 20. Three out of the ten recommendations fell in the financial access themed grouping (recommendations 0601, 0605, and 0606) and the remaining seven recommendations were spread across seven groupings: immigration (recommendation 0007), transportation (recommendation 0106), higher education (recommendation 0215), employment and labor laws (recommendation 0312),

community and community organizations (recommendation 0403), K-12 education (recommendation 0705), and law enforcement (recommendation 0807). The mode ranged from a low of 2 up to a high of 5 across the policy issues with the majority having a mode of 4 or 5 indicating a strong degree of importance.

Table 20

Bottom 10 Policy Recommendations – Importance

	Mean	Mode
0807 - Exercise more control over detention centers, especially the for-profit jails and prisons.	3.46	5
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.	3.36	3
0106 - Lower public transportation costs.	3.36	4
0312 - Provide incentives to employers to retrain employees rather than laying them off.	3.36	3
0601 - Provide easier access to opening bank accounts.	3.36	4
0605 - Provide opportunities for undocumented immigrants to get mortgage loans.	3.36	4
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).	3.36	4
0215 - Expand Spanish language programs in the community college system.	3.29	4
0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.	3.29	3
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.	3.23	2

When mapping these policy recommendations to the interviews conducted in iteration one links can be made to the interviews. For the recommendations that fall within the top ten

ranking, 5 of the recommendations were discussed as ones that could address barriers, 4 addressing facilitators, and 1 was mentioned when asked for any other recommendations. For the recommendations that fall within the bottom ten ranking based on mean scores 3 of the recommendations were discussed as ones that could address barriers, none to address facilitators, and 7 were mentioned when asked for any other recommendations. A side by side comparison of the top 10 and bottom 10 rankings for barriers and facilitators can be seen in Table 21. These counts reflect that addressing facilitators leaned towards more important because none of them ended up in the bottom 10. In addition, the bottom 10 was heavily dominated by recommendations that were not mentioned specifically as a barrier or an facilitator indicating that those recommendations that were provided when asked if there was anything else they wanted to add were less important.

When considering the skill development and employment policy recommendations in the top 10 ranking, 4 of the recommendations were mentioned when discussing policies that could address skill development, 4 were mentioned when discussing how to address access to employment, and 2 were mentioned in both skill development and employment issues. In the bottom 10 mean rankings, 5 of the recommendations were mentioned when discussing policies that could address skill development, none were mentioned when discussing how to address access to employment, and 5 were mentioned when asked for other recommendations. A side by side comparison of the top 10 and bottom 10 rankings for skill development and employment can be seen in Table 21. It is unclear whether policies to

address skill development or employment were more important because they both had equal numbers of policy recommendations in the top.

Table 21

Recommendation Counts by Barrier, Facilitator, Skill Development and Employment (Top & Bottom 10) – Importance

	Top 10	Bottom 10
Barriers	5	3
Facilitators	4	0
Neither Barrier nor Facilitator	1	7
Skill development	4	5
Employment	4	0
Skill development & Employment	2	0
Issue Not Defined	0	5

When taking a broader view beyond the top 10 or bottom 10 recommendations and incorporating all 94 policy recommendations, a majority of the recommendations are considered important or very important with 58.5% of the recommendations having a mean score above 4.0 as shown in Figure 14. In addition, 93.6% of the recommendations had a mode of a 4 or 5 (see Figure 15). Therefore, while the calculations of means and modes do provide a ranking in top and bottom levels, it is important to realize that none of the

recommendations fell below an importance ranking of “moderate” and almost exclusively the recommendations ranked as “important” or “very important.”

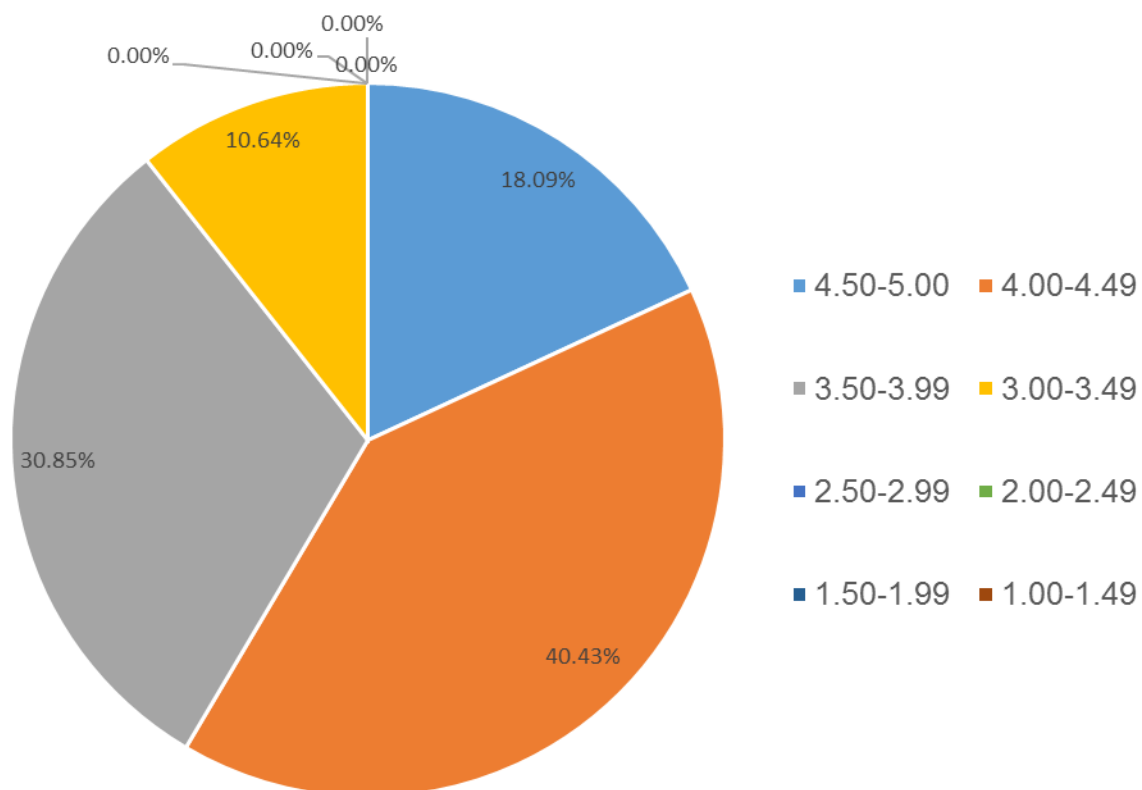


Figure 14. Percentage of Policy Recommendations by Mean Ranking – Importance

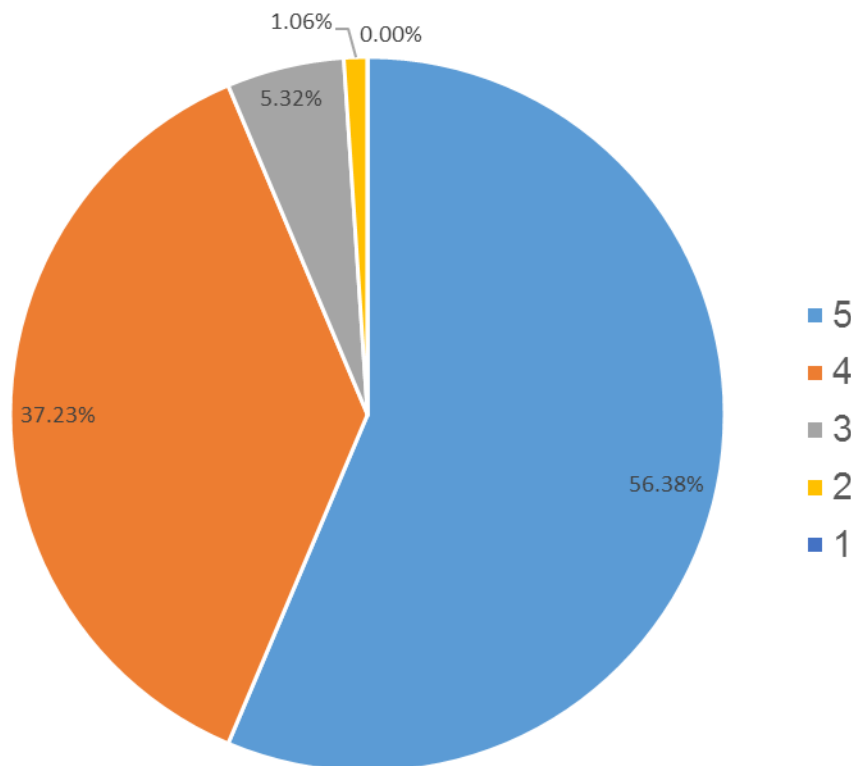


Figure 15. Percentage of Policy Recommendations by Mode Ranking – Importance

Taken in the aggregate, mapping the recommendations to the interviews conducted in iteration one, and comparing the recommendations for those above the median and below the median it is possible to take a broad view of the patterns within the recommendations that was not as visible when comparisons were made in the top or bottom 10. For the recommendations that fall above the median, 28 of the recommendations were discussed as ones that could address barriers, 11 addressing facilitators, and 7 when asked for any other recommendations. For the recommendations that fall below the median, 24 of the

recommendations were discussed as ones that could address barriers, 3 addressing facilitators, and 20 when asked for any other recommendations. The counts of the importance rankings for barriers and facilitators above and below the median can be seen in Figure 16.

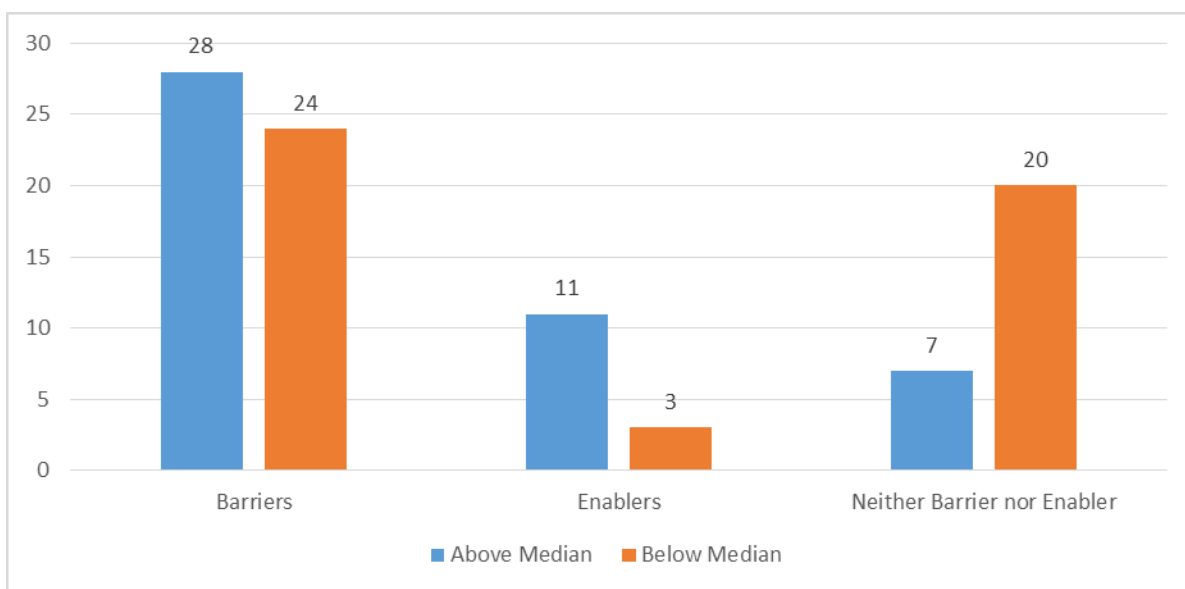


Figure 16. Recommendation Counts by Barrier and Facilitator (Above and Below the Median) – Importance

There is no clear indication of how important it is to address the barriers because roughly an equal amount fell above and below the median (28 versus 24 respectfully). However, for the facilitators, out of the total recommendations that addressed facilitators most of them fell above the median indicating a possible leaning towards a greater desirability to address the facilitators. As for the recommendations that were mentioned in

the “neither barrier nor facilitator” category, a larger number fell below the median than above indicating that these extra recommendations really weren’t very important at all.

When looking at a comparison of the recommendations for addressing skill development versus accessing employment above the median, 28 were mentioned when discussing policies that could address skill development, 12 were mentioned when discussing how to address access to employment, 3 were mentioned in both the skills development and access to employment conversations, and 3 when asked for any other recommendations. In a below the median comparison, 18 were mentioned when discussing policies that could address skill development, 6 were mentioned when discussing how to address access to employment, and 23 when asked for any other recommendations. A visual display of these counts is shown in Figure 17.

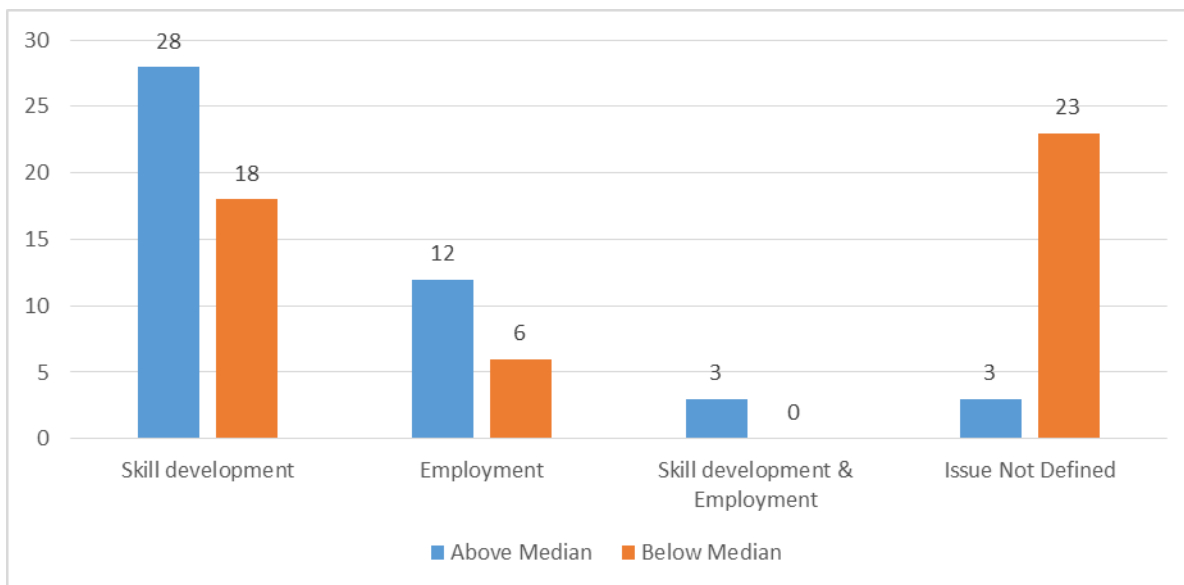


Figure 17. Recommendation Counts by Skill Development and Employment (Above and Below the Median) – Importance

When focusing on issues of skill development or access to employment there is a much clearer indication of the levels of importance. Two-thirds of the skill development recommendations out of the 46 total recommendations fell above the median indicating a greater leaning towards importance than non-importance. The access to employment recommendations was almost the opposite with approximately 2/3 of the recommendations falling below the median (6 out of 19 recommendations) possibly indicating that employment might not be as important as skill development. Finally, for those recommendations that did not have a specific skill development or employment issue defined the majority (88% of the 26 total recommendations) fell below the median indicating a tendency to be less important.

A few findings are worth noticing when analyzing the count of the recommendations by policy grouping. Similar to desirability, the higher education recommendations heavily dominate in the recommendations falling above the median (15 out of 19), as does the workforce development recommendations with all 5 of the recommendations again being above the median for importance. When considering policy groupings that fall below the median the groupings of employment and labor law, community and community organizations, social services, financial access, and law enforcement all fall with emphasis below the median for importance. Immigration, transportation, and K-12 education all fell with approximately equal numbers of policy recommendations above and below the median for importance showing no lean towards being more or less important. A comparison of all the policy groupings and the counts that fall above and below the median for importance can be seen in Figure 18.

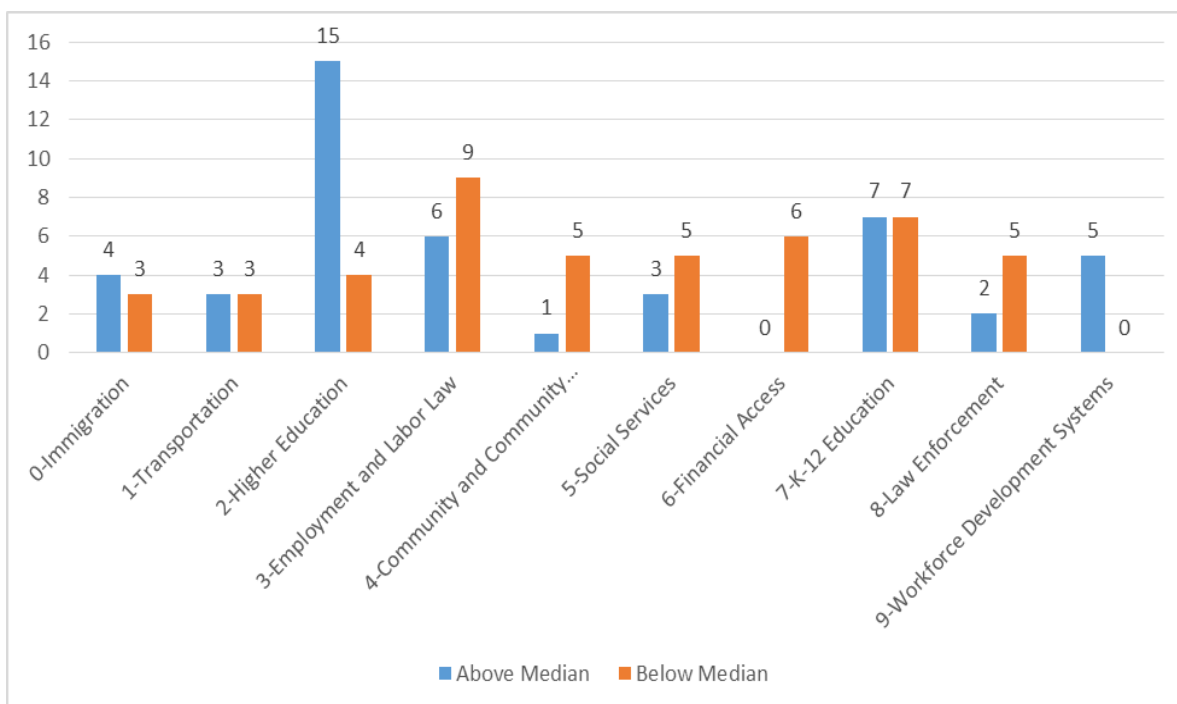


Figure 18. Total Recommendation Counts – Importance

This section answered research question 6 by providing the rankings of the policy recommendations by importance. Overall the policy recommendations were essentially all important, but patterns could be seen showing that some recommendations were more important than others, specifically recommendations to address barriers, recommendations to address skill development, and recommendations to address higher education. In the next section, the findings to research question 7 will be presented with an analysis of the rankings by feasibility/likelihood.

Research question 7 findings: Feasibility/likelihood. Research question seven asks what policy recommendations to address the barriers and facilitators to skill

development and access to legal employment are most feasible/likely to be addressed through policy. The participants ranked each of the 94 recommendations using the definition of likelihood/feasibility as possible to do; capable of being done or carried out; capable of being dealt with successfully, doable, or the chance that something will happen. The 5-point scale definitions are as follows:

1. **Not feasible/likely at all** - There is no possibility that the policy / rule change can be done or carried out. There is no chance that the policy / rule changes will happen.
2. **Not very feasible/likely** - There is a limited possibility that the policy / rule change can be done or carried out. There is a limited chance that the policy / rule changes will happen.
3. **Moderately feasible/likely** - There is a moderate possibility that the policy / rule change can be done or carried out. There is a moderate chance that the policy / rule changes will happen.
4. **Feasible/likely** - There is a good possibility that the policy / rule change can be done or carried out. There is a good chance that the policy / rule changes will happen.
5. **Very feasible/likely** - There is a very strong possibility that the policy / rule change can be done or carried out. There is a very strong chance that the policy / rule changes will happen.

Based on the definitions and measurement scales, the top ten (highest mean score) recommendations across all policy groupings for feasibility/likelihood are in Table 22. The

mean scores for those that are in the top ten range from 3.23 to 3.46 indicating that they are leaning towards being moderately feasible or likely to be addressed. The highest rated recommendation was 0703 with a mean of 3.46. The remaining feasible/likely recommendations were spread fairly evenly across three policy groupings with 3 additional recommendations in the K-12 education category (0701, 0702, and 0710), and three each in the employment and labor law (recommendations 0301, 0306, and 0308) and workforce development systems (0901, 0902, and 0904) categories. The mode for the top ten recommendations ranged from 3 to 4 with half of the recommendations with a mode of 3 and half with a mode of 4. Since all of the top 10 recommendations fell between 3.00 and 3.50 this suggests only a moderate belief that any of the policy recommendations suggested by the participants throughout this study and across all policy groupings have any likelihood of actually being addressed.

Table 22

Top 10 Policy Recommendations – Feasibility/Likelihood

	Mean	Mode
0703 - Educate middle and high school counselors on DACA.	3.46	4
0306 - Provide training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.	3.38	4
0701 - Educate undocumented students in middle and high school about DACA.	3.38	3
0702 - Educate parents of undocumented students in middle and high school about DACA.	3.31	4
0710 - Establish mentoring programs in middle school, high school, and college.	3.31	3
0901 - Create systems of connecting middle and high schools to higher education.	3.31	4
0902 - Create systems of connecting middle and high schools to the workforce.	3.31	3
0904 - Create connections with technical schools and certificate programs to the workforce.	3.31	3
0301 - Require medical care for workers injured on the job.	3.23	3
0308 - Provide training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.	3.23	3

The bottom ten (lowest mean score) recommendations across all policy groupings for feasibility/likelihood are in Table 23. The mean scores for those that are in the bottom ten range from 1.77 to 2.08 indicating that they are leaning from not very feasible/likely to not at all feasible or likely to be addressed. Three out of the ten recommendations in the bottom ten are in the higher education grouping (recommendations 0203, 0202, and 0217), and two are in the immigration grouping (recommendations 0007 and 0004). The remaining five recommendations are spread across five groupings with one recommendation representing each: transportation (recommendation 0106), social services (recommendation 0502),

financial access (recommendation 0606), K-12 education (recommendation 0705), and law enforcement (recommendation 0804). The mode for the bottom ten recommendations ranged between 1 and 2 with half of the recommendations indicating a mode of 1 and the other half a mode of 2 reinforcing the low level of feasibility/likelihood of the policy recommendations being addressed.

Table 23

Bottom 10 Policy Recommendations – Feasibility/Likelihood

	Mean	Mode
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).	2.08	1
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.	2.08	2
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.	2.00	2
0217 - Pass legislation requiring all states to allow undocumented students to attend college.	2.00	1
0804 - Change law enforcement policies to limit profiling.	2.00	2
0004 - Establish consistent state residency rules across the country for in-state tuition allowances.	1.92	1
0202 - Provide full access to federal financial aid for higher education.	1.92	2
0502 - Expand mental health resources and provide access to undocumented immigrants.	1.92	1
0203 - Provide full access to state financial aid for higher education (in all states).	1.85	2
0106 - Lower public transportation costs.	1.77	1

In contrast to the desirability or importance rankings, the feasibility/likelihood rankings were significantly lower reflecting a pessimism in the potential for actual policy traction on any of the suggested policy recommendations. First, there are no mean rankings above 3.5 (see Figure 19) indicating at best, there is only a moderate belief that any of the policy suggestions are feasible or likely to be addressed. In fact, Figure 19 shows that almost 2/3 of the recommendations had a mean score between 2.00 and 2.99 indicating that the policy suggestions were not very feasible/likely. When looking at the mode as shown in Figure 20, 53% of the recommendations are ranked with a 3 (moderately feasible/likely), another 27% ranked as a 2 (not very feasible/likely), and yet another 8.1% of the recommendations had a mode of 1 (not at all feasible) showing a heavy leaning of all policy recommendations toward the bottom of the feasibility/likelihood scale.

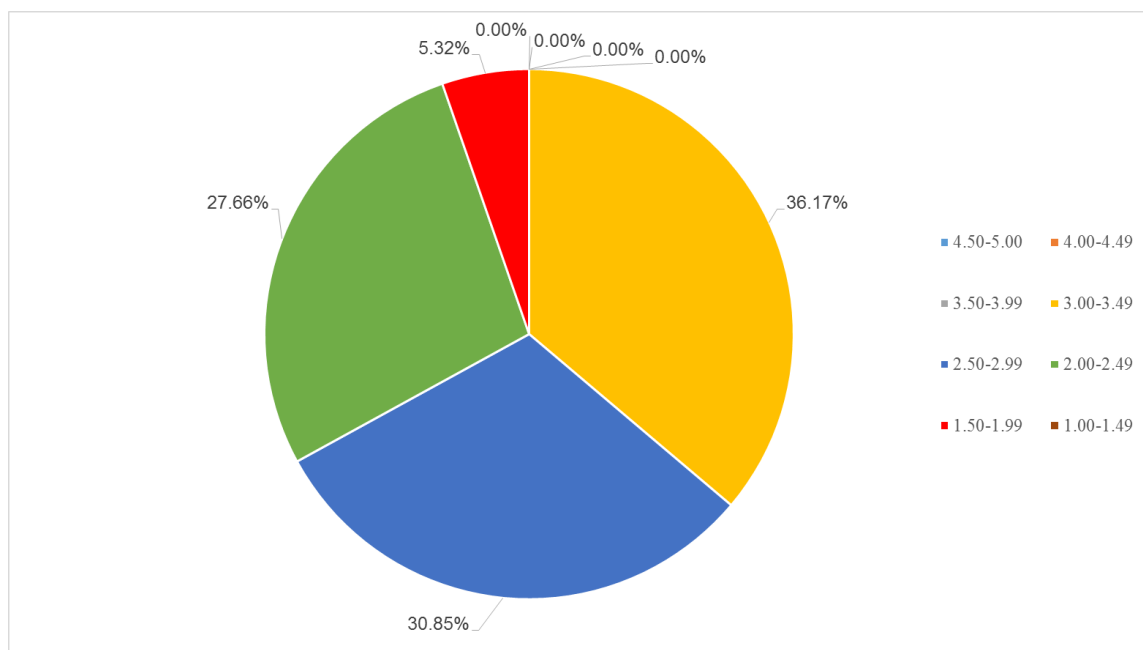


Figure 19. Percentage of Policy Recommendations by Mean Ranking –
Feasibility/Likelihood

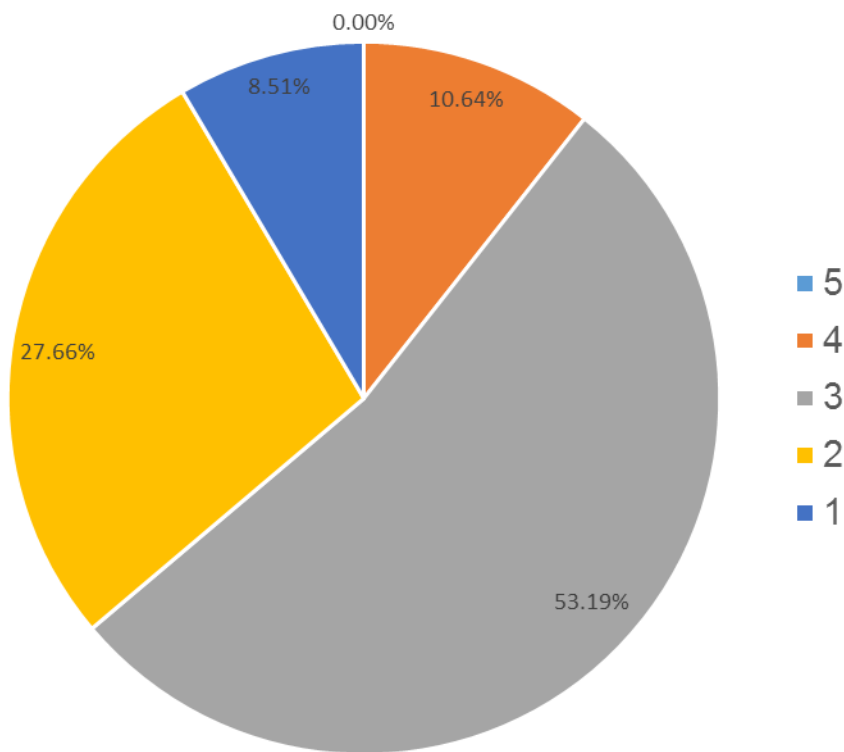


Figure 20. Percentage of Policy Recommendations by Mode Ranking – Feasibility/Likelihood

Similar to desirability and importance, links can be made to the specific portions of the interviews from iteration one. For the recommendations that fall within the top ten ranking based on mean scores 5 of the recommendations were discussed as ones that could address barriers, 4 addressing facilitators, and 1 was mentioned when asked for any other recommendations. For the recommendations that fall within the bottom ten ranking based on mean scores 7 of the recommendations were discussed as ones that could address barriers,

none to address facilitators, and 3 were mentioned when asked for any other recommendations. These counts are provided in Table 24.

Again looking at the top 10 mean score recommendations for feasibility/likelihood, 5 of the recommendations were mentioned when discussing policies that could address skill development, 3 that addressed employment and 2 when asked for any other recommendations. For the bottom 10 mean score recommendations, 7 were mentioned when discussing policies that could address skill development, none when discussing how to address access to employment, and 3 when asked for any other recommendations. These counts mirror the desirability and importance rankings reflecting that the feasibility/likelihood of addressing barriers tended to fall in the top 10, and the feasibility/likelihood of addressing skill development outnumbered addressing employment issues. The counts for comparisons between skill development and employment in the top 10 and bottom 10 mean scores are provided in Table 24.

Table 24

Recommendation Counts by Barrier, Facilitator, Skill Development and Employment (Top & Bottom 10) – Feasibility/Likelihood

	Top 10	Bottom 10
Barriers	5	7
Facilitators	4	0
Neither Barrier nor Facilitator	1	3
Skill development	5	7
Employment	3	0
Skill development & Employment	0	0
Issue Not Defined	2	3

It is possible to take a big picture view of patterns within the recommendations when mapping all 94 of these recommendations back to the interviews conducted in iteration one and comparing the recommendations based on those that fall above the median and below the median. For the recommendations that fall above the median, 25 of the recommendations were discussed as ones that could address barriers, 13 addressing facilitators, and 8 when asked for any other recommendations. Comparing the recommendations that fall below the median, 28 of the recommendations were discussed as ones that could address barriers, 1 addressing facilitators, and 18 when asked for any other recommendations. A visual display of these counts is shown in Figure 21.

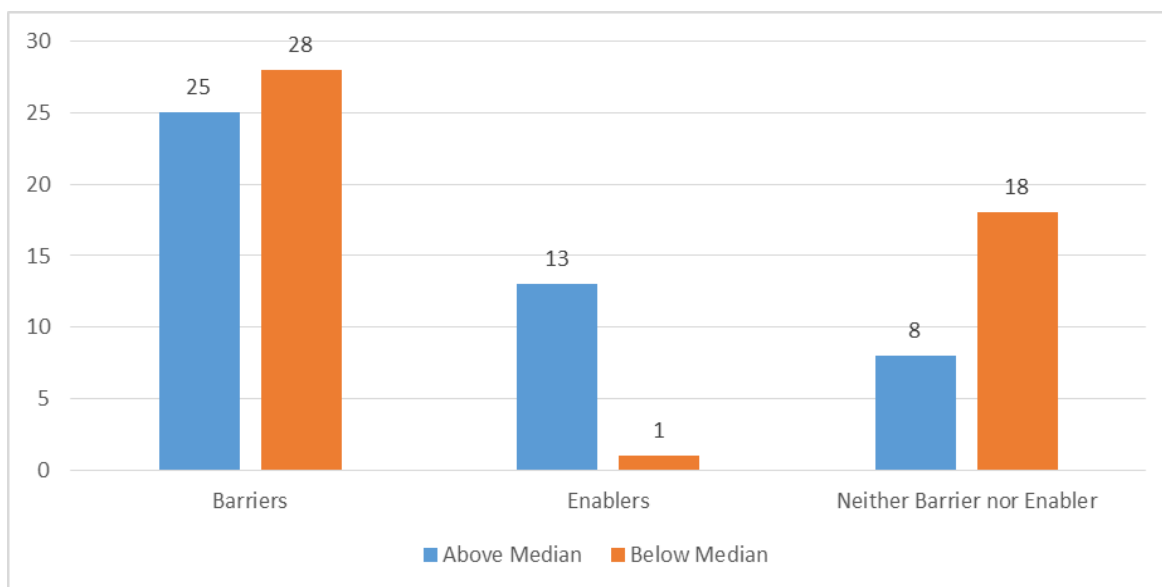


Figure 21. Recommendation Counts by Barriers and Facilitators (Above and Below the Median) – Feasibility/Likelihood

There is no clear indication of how feasible/likely it is to address the barriers because roughly an equal amount fell above and below the median (25 versus 28 respectfully). However, for the facilitators, out of the total recommendations that addressed facilitators most of them fell above the median indicating a possible leaning towards a greater feasibility/likelihood to address the facilitators. In fact, only one facilitator fell below the median indicating a greater feeling of feasibility/likelihood that the facilitator recommendations could be addressed through the policies suggested. As for the recommendations that were mentioned in the “neither barrier nor facilitator” category, a larger number fell below the median than above indicating that these extra recommendations really weren’t very feasible/likely at all.

For the recommendations above the median that address skill development versus accessing employment 24 were mentioned when discussing policies that could address skill development, 13 were mentioned when discussing how to address access to employment, 1 was mentioned in both the skills development and access to employment conversations, and 8 when asked for any other recommendations. Comparing the recommendations for addressing skill development versus accessing employment below the median 22 were mentioned when discussing policies that could address skill development, 5 were mentioned when discussing how to address access to employment, 2 were mentioned in both the skills development and access to employment conversations, and 18 when asked for any other recommendations. A visual display of these counts is shown in Figure 22.

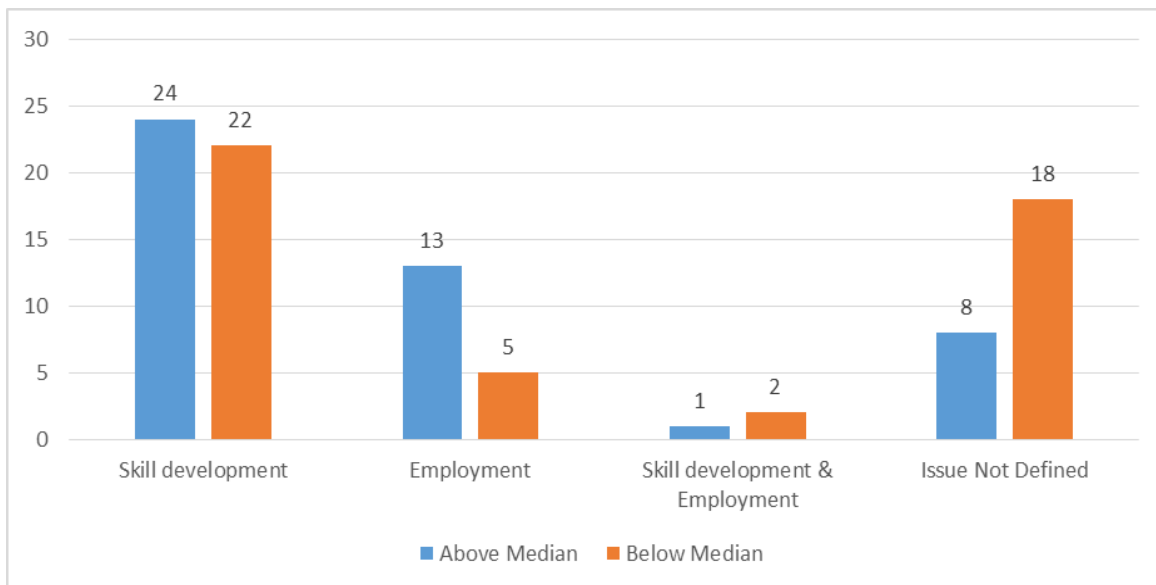


Figure 22. Recommendation Counts by Skill Development and Employment (Above and Below the Median) – Feasibility/Likelihood

When focusing on issues of skill development the policy recommendations fell almost equally above and below the median, with 24 recommendations out of the 46 total skill development recommendations above the median and 22 below indicating a roughly equal feasibility/likelihood of being addressed. The access to employment recommendations were more clear and leaned towards the higher end of the feasibility/likelihood scale with 68% of the 19 total employment recommendations falling above the median. However, for those recommendations that did not have a specific skill development or employment issue defined the majority (69% of the 26 total recommendations) fell below the median indicating a tendency to be less feasible/likely.

An analysis of a count of the recommendations by policy grouping provides a few prominent findings. Similar to desirability and importance all 5 of the workforce development recommendations were again all ranking above the median for feasibility/likelihood. However, instead of higher education also having a strong dominance above the median, the policy grouping of K-12 was dominating above the median. The only other two policy groupings that had more policy recommendations above the median than below are community and community organizations and employment and labor laws. All other policy groupings had more recommendations falling below the median than above. A comparison of all the policy groupings and the counts that fall above and below the median for feasibility/likelihood can be seen in Figure 23.

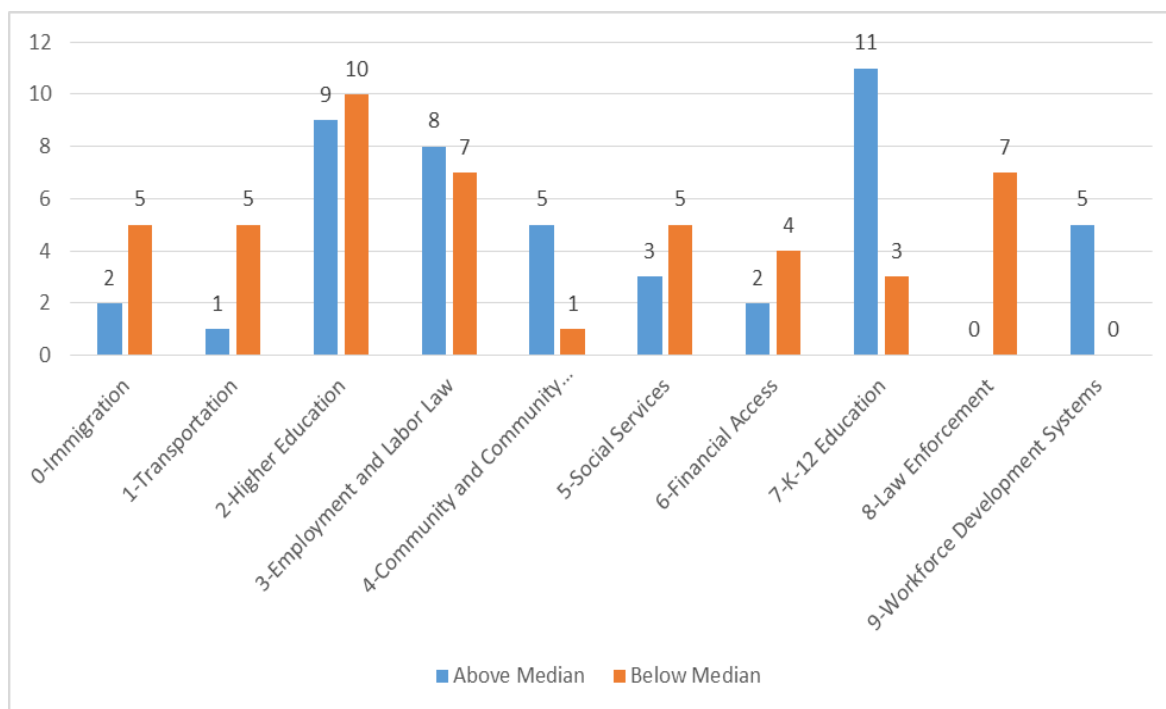


Figure 23. Total Recommendation Counts by Policy Grouping – Feasibility/Likelihood

This section answered research question 7 by providing the rankings of the policy recommendations by feasibility/likelihood. The feasibility/likelihood rankings reflected a pessimism in the potential for actual policy traction on any of the suggested policy recommendations. Policies to address facilitators appeared to be more likely than policies to address barriers to be address. In addition, access to employment policy recommendations, and recommendations focused on the K-12 educational system ranked higher in feasibility/likelihood of being addressed. In the next section, a summary of research question 5, 6, and 7 findings will be presented.

Summary of research question 5, 6, & 7 findings. Research questions 5, 6, and 7 consisted of the ranking of all 94 policy recommendations for desirability, importance, and feasibility/likelihood of the recommendations being addressed. A total of 53 out of the 94 policy recommendations address barriers (56%) and 14 out of the 94 recommendations (15%) address facilitators. The remaining 27 recommendations (29%) apply to the “anything else” that the participants wanted to mention as policies but do not directly link to developing skills or accessing legal employment, but instead are on the periphery because they do impact barriers and facilitators, just not directly. The differences in the numbers of policy recommendations is not unexpected considering the significant challenges all of the participants expressed that were difficult to overcome and how difficult it was for them to identify facilitators that were already helping. The number of recommendations that did not directly address barriers or facilitators was unexpected, but the participants felt that they needed to be included in the recommendation list and are therefore included in the study.

Some additional comparisons beyond just looking at barriers and facilitators in each of the three rankings of the recommendations can be seen. First, when comparing all 94 of the policy recommendations the findings show that all recommendations, whether barrier, facilitator, or other, were desirable and important. However, the feasibility/likelihood of the policies actually being addressed was ranked much lower and indicated a pessimism in the potential for actual policy traction. Nearly 2/3 of the 94 policy recommendations were identified as not very feasible/likely and none of the recommendations was higher than a moderately feasible/likely ranking. When comparing the desirability and importance of the

policy recommendations to the feasibility/likelihood of being address the policies fall on opposite ends of the scale leaving one to question what if anything can be done.

Interestingly, there was an almost equal split of the barrier policy recommendations falling above and below the median for desirability, importance and feasibility/likely, whereas the facilitators were predominantly seen above the median showing that the facilitators were desirable and important, but they were also mostly not likely to be addressed.

When comparing the specific policy recommendations across the three rankings there is some overlap between desirability and importance with 5 common recommendations matching in the top 10 (recommendations 0101, 0315, 0202, 0201, & 0204) and 7 common policy recommendations matching in the bottom 10 (0403, 0312, 0007, 0606, 0106, 0215, & 0705). However, there is only one overlap in the policy recommendations in the top 10 between the three rankings and that is recommendation 0904 and they match between importance and feasibility/likelihood. Comparisons of the policy recommendations by top 10 are displayed in Table 25 and by bottom 10 in Table 26. Table 25 shows that out of the top 10 statements for all rankings there are five common statements that appear in desirability and importance and only one common statement is identified between importance and feasibility/likelihood. In addition, there are no common statements between desirability and feasibility/likelihood. Table 26 shows that out of the bottom 10 statements for all rankings there are six statements that are common between desirability and importance and there are no commonalities among statements with feasibility/likelihood. These commonalities show that there is quite a bit of similarity between what the participants considered most and least

desirable and what they considered to be most and least important but there is little similarity between desirability and importance to feasible/likely except for the one recommendation between important and feasible/likely.

Table 25

Comparisons of Policy Recommendations across the Top 10 (all rankings)

Desirability	Importance	Feasibility/Likelihood
0101 - Allow DACA recipients to receive driver's licenses in all states.		
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.		
0202 - Provide full access to federal financial aid for higher education.		
0204 - Encourage all scholarship providers to accept applications from DACA students.		
0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.		
	0904 - Create connections with technical schools and certificate programs to the workforce.	

Table 26

Comparisons of Policy Recommendations across the Bottom 10 (all rankings)

Desirability	Importance	Feasibility/Likelihood
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.		
0106 - Lower public transportation costs.		
0215 - Expand Spanish language programs in the community college system.		
0312 - Provide incentives to employers to retrain employees rather than laying them off.		
0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.		
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.		

There is a greater divergence between desirability and importance to feasibility/likelihood when comparing the top 10 of desirability and importance to the bottom 10 of feasibility/likelihood. Policy recommendation 0203 is in the top 10 for desirability but bottom 10 for feasibility/likelihood and recommendation 0202 is in the top 10 for both desirability and important, but is in the bottom 10 for feasibility/likelihood. This stark contrast in what is desirable and/or important to feasibility/likelihood illustrates the difficulties of having any of the policy recommendations addressed. In addition, both of the policy recommendations that are mentioned tie to state or federal financial aid which is the most commonly mentioned barrier by all the participants. The diverging policy

recommendations for those in the top 10 for desirability and/or importance and the bottom 10 for feasibility/likelihood is displayed in Table 27.

Table 27

Comparisons of Policy Recommendations Top 10 Desirability and/or Importance to Feasibility/Likelihood

Desirability	Importance	Feasibility/Likelihood
0202 - Provide full access to federal financial aid for higher education.		
0203 - Provide full access to state financial aid for higher education (in all states).		0203 - Provide full access to state financial aid for higher education (in all states).

Additional Findings. In the prior sections, the specific findings were discussed related to answering the seven research questions posed by the study. Beyond answering these specific research questions there were additional findings that emerged throughout the study. These additional findings are a recognition of the internal conflicts about the topic by the participants, the need to come together, and the need to see a big picture view of the topic. As noted previously the clusters for research questions 1 through 4 were identified by sorting the data from the interview transcripts based on the specific questions from the interview protocol. The additional findings in this section came from the transcript data that was left over after answering those specific questions from the interview protocol that did not fit as being a barrier or facilitator to skills or employment. After sorting out the remaining data, analysis was conducted first by looking at word counts, but no predominant words were

revealed that could be seen as clear themes. The data was then sorted by similar items that captured the essence of the data. The themes that emerged from this process were named based on an interpretation of the transcript data, an interpretation of how the data connected back to the research questions, and an interpretation of the context of the data. Three themes emerged: internal conflict, coming together, and the big picture. These additional findings are discussed next.

Internal conflict. The participants in the study acknowledged their personal feelings and viewpoints about the undocumented population and the study topic based on their direct involvement. They also recognized that there are others who have differing viewpoints and attempted to reconcile these differences in some of their comments. Lorraine addressed this internal conflict when she said “advocating for more for [the DACA youth] creates a fear that what’s already been given can be taken away because it brings visibility, especially if you are operating on a loophole.” Robin also talked about the risk of the gains made so far being taken away if there is such an emphasis on advocating for the population when she said “we’re seeing this initial drive and excitement, but I think if they continue to be in this in-between state, they could be marginalized again. There is a constant fear they are going to take it all away again.” Scott discussed internal conflict in reference to one of his colleagues who quit his job because of fears for his life. Scott said “he had death threats because his name was in the paper, and the policies kept flipping back and forth. The public outcry, both pro and con, was just too much” and he worried about how much to be openly supportive himself.

In addition, some of the participants struggled with their own level of involvement and how much they contribute to helping or hindering the population as they navigate the various issues. Because the participants in this study are passionate about helping the population it was common to hear their desire to be open and encouraging. For example, Charles stressed the need to “encourage their ambition and give them a chance,” but on the other side some of the participants feared negative aspects of being so encouraging. For example, Lorraine talked about having to balance what she does to help her students and what she tells them about pursuing their dreams when she said

with any student in any situation having that balance between wanting to be encouraging and telling them that they can accomplish anything that they want to while having the realism of understanding that all the obstacles can't be removed based on optimism. When you constantly get told 'no,' that barrier of being told no all the time is hard for people to get past. When people say 'you can do anything you put your mind to' in reality you can't! I have to be careful of what I say. (Lorraine)

Michelle also discussed this contradiction of encouraging versus giving a realistic outlook when interacting with her students when she said

What value are we giving? What are we saying to students when we tell them all the way through high school and college not to drop out. We want you to graduate. And they say 'but now you're going to tell me I have to pay out-of-state tuition, and that I'm going to be under the radar, and I have to register last, and I can't get federal aid,

and I may not even be able to go on the career path that I want because I can't sit for the board or exam, or whatever! What's the point?' We're shutting down students before they even getting to us by telling them that those things are not available, but yet we encourage them all the way through that they should stick with it. (Michelle)

Even the DACA immigrants themselves mentioned internal conflicts around their own situations and the situations of their peers as seen by the larger U.S. population as a whole. Tom talked about one of his clients who told him that “they feel conflicted because they are here and they grew up here, and this is all they know, and they don't want special treatment, but they also don't want to be left behind.” Edwin stated that “I understand we're here illegally, I mean there is a process to get here legally. And for me it wouldn't be right to just legalize everybody.” But on the other side of the comment Edwin also acknowledged that there is a need to recognize the potential of immigrants and create opportunities for those that are here because “somebody that's illegal could have the potential to have a big company and hire hundreds, thousands of people, you know” (Edwin).

Coming together. The study participants recognized that the topic was very large and multifaceted and in order to resolve any of the issues there is a need to come together. Tom noted that “there are three sides to everything: this side, that side, and the middle ground. If we all came together and solved things on the common ground then there is a lot that can happen.” Jacob acknowledged that “we are big in numbers, but our voices don't really count because of our status” and that in order to gain traction and address the issues there is a need

to “have more people stand up with us, beside us, instead of against us. [Changes] would happen very quickly rather than hitting a brick wall (Jacob).” Martha also talked about the need for people to come together and said that “for those people who do have documents, if they don’t speak up, if they don’t vote, it isn’t going to help.”

The “Big Picture.” While the focus of the study was specifically on skills and employment for DACA eligible immigrants the participants noted that yes, there were challenges for these youth, but there was also a need to be attuned to a bigger picture of resources and the economy as a whole. Karen said “these [issues] are not necessarily unique to DACA youth.” George also stated similarly that “many of the issues facing the population go beyond their legal status and are issues that face all immigrants, the poor, and other working-class individuals.” The issues go beyond the DACA population, and immigrants as a whole, and are more closely linked with a bigger picture of economics in general. “The biggest issue is resources, but the undocumented piece just complicates the issues exponentially” (Karen).

Chapter Summary

This chapter presented the findings from each of the three Policy Delphi iterations. Iteration one discussed the face-to-face interviews with all 26 participants answering the first four research questions on the barriers and facilitators to developing skills and accessing legal employment opportunities. The interviews also provided an opportunity for the participants to recommend policies that could or should be addressed to help the population gain skills and access employment. Iteration two did not answer any specific research

questions, but instead served to confirm and clarify the findings from iteration one. Finally, the findings from the third iteration were discussed whereby the participants ranked the policy recommendations by desirability, importance, and feasibility/likelihood answering research questions 5, 6, and 7. In chapter 5, the study findings will be discussed with consideration of how they relate to the literature and to the conceptual and theoretical frameworks. In addition, the implications of the findings, and recommendations for future research will be discussed.

Chapter 5 – Discussion and Conclusions

The findings of this study include the identification of barriers and facilitators to skill development and access to legal employment opportunities for DACA eligible immigrants, a set of policy recommendations to address the barriers and facilitators, and finally a ranking of by desirability, importance, and feasibility/likelihood of each policy recommendation. A Policy Delphi method was used to engage with six diverse advocate, referee, and stakeholder groups who had a vested interest in the policy issues. A total of 26 stakeholders participated in the study including 5 DACA immigrants, 5 individuals who personally assist the immigrants, 5 individuals who engage through their organization with the immigrant community as a whole, including the DACA youth specifically, 3 individuals representing employers who have either hired or seek to hire the youth, 5 individuals from educational institutions where the immigrants attend school, and finally 3 individuals who are involved in the issues at the policy level. The Policy Delphi method included multiple iterations which combined interviews and questionnaires, resulting in the participants' ranking of the desirability, importance, and feasibility/likelihood of implementation of the 94 policy recommendations that surfaced. This chapter provides a summary of the research questions, an overall analysis of the findings connected to the study's conceptual and theoretical framework, then the implications for policy, research, and practice are examined, followed by a highlight of the specific contributions of the study to the literature, and finally, recommendations for future research and concluding thoughts.

Recap of Research Questions

The problem this study researched is what can be done via policy interventions to help DACA eligible immigrants gain employability skills and access legal employment opportunities knowing that they intend to remain in the United States as it is their home. Policy interventions can occur at local, state, and national levels, in a variety of environments, therefore the purpose of this study was to 1) identify barriers and facilitators to skill development, 2) identify barriers and facilitators to accessing legal employment opportunities, and 3) recommend and rank policies that could address the barriers and facilitators by desirability, importance, and feasibility/likelihood of being addressed. A summary of iteration 1 and iteration 3 is provided next with a recap of each of the research questions answered. Because iteration 2 was a clarifying iteration and did not include any research questions a summary will not be provided in this chapter but specific findings can be reviewed in chapter 4.

Summary of iteration 1 findings. Iteration 1 consisted of interviews with 26 individuals from six different groups representing stakeholders, advocates, referees, and DACA immigrants. The purpose of iteration 1 was to answer the first four research questions by identifying the barriers and facilitators to skill development and access to legal employment opportunities, as well as to identify initial policy recommendations that the study participants felt could address these barriers and facilitators.

Research question 1 identified the barriers to skill development and were categorized into five themes as described in chapter 4: transportation, education (K-12 and higher

education), access to information, families and first-generation issues, and hopes, dreams and fears. In terms of transportation the emphasis was on the ability to get where you need to go legally, safely, and efficiently. The education issues identified included both K-12 and higher education levels and emphasized the capabilities of school systems, guidance/career counselor challenges, access issues, and institutional discrimination that perpetuates and reinforces the barriers. Access to information creates barriers because of a lack of access especially on programs or schools that will accept undocumented students, scholarships and grants that are available, limited opportunities to network, and resources that provide a range of supports. Barriers crop up when dealing with families and first-generation issues especially when family members have expectations that are contrary to going to school and developing skills or if families do support it they simply do not know how to go through the process because they have not done it themselves. The derailment of dreams, loss of hope, and fearing what the future what the future holds creates barriers to developing skills by paralyzing the youth from moving forward and pursuing opportunities.

Research question 2 identified the barriers to accessing legal employment opportunities and were categorized into four themes described in chapter 4: knowledge of jobs available, employability skills, a lack of having credentials and experience, and the behavior and practices of employers. The lack of knowledge of the jobs that are available creates barriers by narrowing the possible career trajectories and exploring alternative, but related, possibilities. Employability skills span soft skills such as oral and written communication that is appropriate in a business setting to hard technical skills such as

specific computer skills, and when DACA youth lack these skills barriers to employment are erected. The ability to obtain specific credentials and experience in a career path can create barriers when the attainment is not possible due to restrictions in licensure or an inability to finance and pursue the necessary degrees or post-secondary credentials. The unscrupulous behavior and discriminatory practices of employers creates barriers and closes doors to employment violating employment and labor laws.

Research question 3 identified the facilitators to skill development and were categorized into three themes described in chapter 4: attaining higher education credentials, the importance of advising, and motivation. When financing is available through grants, scholarships, and sponsorships for in-state tuition, as well as access to specific programs during high school (e.g., College and Career Promise or Early College) the students are more readily able to attain credentials faster and more affordably which can then be used to qualify for jobs. Students who have strong advising relationships enable the DACA youth to gain skills by providing the necessary direction and support for particular career options, and can also help to open doors that might not have been available without the advisor. Strong motivation is also an facilitator to skill development because it provides the internal push to move forward regardless of the obstacles that are presented.

Research question 4 identified the facilitators to employment and were categorized into five themes described in chapter 4: work authorization, bilingual proficiency, educational credentials, internships, and mentoring. Possessing work authorization provides the necessary documentation to work legally as well as opening doors to a wider range of

career options. Many employers find bilingual proficiency an asset in employees and DACA youth who are proficient in their native language as well as in English are more desirable to employers. Receiving a post-secondary educational credential enables employment by providing documentation of specific skills and meeting minimum requirements for certain jobs. Internships help open doors to employment by providing a work history and a track record for future employment. Mentoring enables employment by facilitating connections and introductions to help the youth find employment as well as providing a support system to weigh alternatives and navigate the various possibilities that arise.

Summary of iteration 3 findings. The purpose of iteration 3 was to rank the final 94 policy recommendations confirmed in iteration 2 by desirability, importance, and feasibility/likelihood. The ranking of the recommendations was completed by 13 out of the original 26 participants and included at least one participant from each of the six stakeholder groups described in chapter 3.

Research question 5 answers how desirable the policy recommendations are to the development of skills and accessing employment. Essentially all of the policy recommendations were desirable with 80% of the mean scores being desirable or very desirable. Although there was strong evidence of the majority of the recommendations being desirable or very desirable the recommendations that tended to be most highly desirable related to higher education issues followed by employment and labor law issues. Patterns could be seen showing that some policy recommendations were more desirable than others,

specifically recommendations to address barriers, recommendations to address skill development, and recommendations to address higher education.

Research question 6 answers how important the policy recommendations are to the development of skills and accessing employment. Overall the policy recommendations were essentially all important, but patterns could be seen showing that some recommendations were more important than others, specifically recommendations to address barriers, recommendations to address skill development, and recommendations to address higher education. The recommendations related to higher education and workforce development dominated those policies that are most important and both are necessary for helping individuals gain skills and transfer those skills to the workplace.

Research question 7 answers how feasible or likely the policy recommendations are to the development of skills and accessing employment. In contrast to the desirability or importance rankings, the feasibility/likelihood rankings reflected significant pessimism. None of the 94 recommendations ranked above a mean score of 3.5 indicating at best there is only a moderate belief that any of the policy suggestions are feasible or likely to be addressed. Policies to address facilitators appeared to be more likely than policies to address barriers to be address. Workforce development and K-12 policy recommendations appeared to be most likely to be addressed.

Discussion of Findings

The findings are discussed in this section as they relate to the theoretical and conceptual frameworks supporting this study. The two primary theories supporting this

study are human capital theory and national human resource development. These theories are also seen through the lens of Kingdon's multiple streams theory (Kingdon, 2003). Although the first four research questions looked at barriers and facilitators to skill development and access to legal employment the discussion will focus on the policy recommendation findings since the ultimate goal of the study was to identify what kinds of policies could address the barriers and facilitators. This section will discuss the findings by policy group first and then will be followed by a discussion of how the theories framing this study connected to the findings.

Immigration Policies. As stated at the outset of this study the types of policy recommendations being sought were ones that could address barriers and facilitators to skill development and employment *in lieu of* immigration reform. Despite this stated objective, and reminders during the interviews, all 26 participants felt that immigration was the “elephant in the room” and had to be included in the policies. The primary immigration policies that were desirable and important were those that provided a pathway to citizenship or allowing more than two years between renewals of current status. At the core of this study is the DACA youth's legal status and all other policies are either dependent upon the legal status or are impacted by the status. Immigration reform could solve the problem of whether the DACA program will remain in effect or is at risk of being cancelled by a new administration. Immigration reform could also provide reassurances to employers, educational institutions, and a host of community organizations that there will be stability for their own efforts and investments in the youth.

The bulk of the studies in the literature supporting this study all have immigration as their foundation, therefore it is not surprising that these policies were recommended. Batalova et al. (2014) and Gonzales & Bautista-Chavez (2014) stated in their studies at the 2-year mark of the DACA program that regardless of the gains made (e.g., attending higher education institutions in greater numbers, obtaining driver's licenses, becoming legally employed, etc.) the one element that still needed to be addressed was comprehensive immigration reform. Greenstone and Looney's (2010) and Iskander & Lowe's (2010) studies situate immigration reform within the concepts of human capital theory whereby the type of immigrant (skilled or unskilled, documented or undocumented) will affect the labor market in which immigrants interact including determining the types of skills gained, how those skills are obtained, and who will make the investments in the development of the skills (Becker, 1962, 1993; Schultz, 1961). The connections to immigration reform and human capital help to explain the importance of the policy area, but also why there is a low belief that immigration reform can be passed, especially in the current political climate of a presidential election where immigration has been set at the forefront by either supporting or expanding DACA (Clinton, 2016), or banishing all immigrants from the US and putting up walls to keep them out (Trump, 2016).

Transportation. Getting where you need to go legally, without fear, safely, and in a timely manner is essential for getting to school or work and as such the participants suggested policies to address obtaining driver's licenses and in the absence of the licenses to expand public transportation and make it more affordable. The transportation

recommendations were not unexpected and support findings from the literature supporting this study, especially the issue of the ability to obtain driver's licenses (Gonzales, 2008, 2011a; Gonzales & Bautista-Chavez, 2014; Gonzales & Chavez, 2012; Madera et al., 2008; Snyder, 2013; Storlie, 2013). Luckily, as a result of the passage of DACA most states do now allow DACA immigrants to get driver's licenses (Hipsman et al., 2016) showing that at least one of the policy recommendations by the participants was actually feasible and was achieved during the time this study was conducted.

Education. Education policy recommendations at both the higher education level and at the K-12 level were not unexpected due to the heavy focus in the literature that incorporated an educational element (Albrecht, 2007; Dozier, 2001; Hudson, 2012; Madera et al., 2008; Olivérez, 2006; & Wong et al., 2012). A total of 33 recommendations out of the 94 focused on the educational side of skill development and employment and several of them confirmed the findings from the supporting literature. First, the findings by Dozier (2001) noting the need for undocumented immigrants to have a safe place to disclose their status and receive help within the educational system was confirmed in this study by recommending three policies: recommendation 0213 suggesting that programs should be offered to address DACA specific issues at the higher education level; recommendation 0214 suggesting that a specialized counselor is provided to support the youth at the higher education level; and recommendation 0704 suggesting the exact same recommendation of Dozier (2001) and Albrecht (2007) that a mechanism be provided whereby schools can identify students in safe settings to provide tailored assistance and guidance. Next, in-state tuition, access to state and

financial aid, and greater scholarship opportunities mentioned in this study also confirm findings from Gonzales (2008) and Olivérez (2006). Finally, the recommendations to provide more guidance counselors and advisors, to improve the quality of the support they provide, and to ensure that they are well versed in being able to provide career development guidance reinforce the findings from Storlie (2013). Despite the desirability and importance of these recommendations, and the confirmation to prior studies, the general assessment was that they were not feasible or likely to be implemented. However, out of all of the education recommendations three were deemed feasible (0701, 0702, and 0703), all of which pertain to educating the youth, the parents, and the school counselors on DACA. All those recommendations really achieve is making everyone aware of the situation but do not necessarily address ways of overcoming the obstacles of gaining skills or becoming employed. One of the most striking findings in this study is that the policies that the stakeholders found to be most desirable or important tended to be the same policies that are the least likely or feasible of being addressed. The two most notable recommendations are those related to providing financial aid at the state or federal level where 18 of the participants discussed this and ranked them as very desirable and important, but didn't have strong beliefs that it would ever happen.

Law enforcement. The law enforcement policy group also had direct links to the literature supporting this study and were not unexpected recommendations. Gonzales (2008, 2011) mentioned the challenges that undocumented immigrants experience when coming face-to-face with law enforcement and those challenges were confirmed in this study as

shown by the recommendations to train law enforcement on DACA (#0802), to train them to be more sensitive to the community needs and conditions (#0801), to limit profiling (#0804), and to change the practices related to traffic checkpoints and raids (#0805). These types of recommendations have become more high profile since starting this study whereby undocumented immigrants are now being picked up on their way to school, which was supposedly their one safe haven, and being held for deportation (Lee & Statio, 2016).

Employment and labor laws. Bloch (2013), Gonzales (2008, 2011), and Iskander & Lowe (2010) all mention similar issues in their studies which are confirmed by the recommendations in this study. The issues of cracking down on unscrupulous employers (#0303), enforcing labor laws (#0305), and providing training to immigrants on basic employment rights and processes (#0306) were the primary confirming policy areas. Setting a level playing field in employers following labor laws and immigrants understanding and being aware of labor laws is a necessary step in the population securing legal employment opportunities without being taken advantage of.

Community and community organizations. The inclusion of policy recommendations related to community and community organizations was also not an unexpected finding as part of this study. Throughout the literature there are many organizations that support undocumented immigrants, and the DACA youth in particular, and as such they were considered as one of the primary stakeholder groups participating in the study. In addition, the emphasis on general public relations and awareness campaigns

follows the actions that have already been taking place as discussed by Brown (2012), Gildersleve and Hernandez (2012), Olivérez (2006), Snyder (2013), and Wong et al. (2012).

Workforce development systems. Making connections between middle school, high school, higher education and the workforce were all policy recommendations that were considered very important as well as were ranked as being feasible of being implemented. While these policies were not mentioned in the specific studies that informed this research, workforce development systems is well connected to the NHRD literature. A core element of NHRD theory is the connection of system wide policies to efforts taking place in more local or regional settings, with individuals, organizations, and communities (McLean, 2004; Sleezer et al., 2004). While a high importance ranking is expected for these recommendations the high level of belief that system-wide policies could be implemented when much more micro-level policies mentioned earlier cannot is unexpected.

Social services. The social services policy recommendations on the surface to not appear to have a direct connection to skill development or employment until you take a deeper look at them. The areas of concern in these recommendations include mental health services, general health care, and social welfare support programs and all link directly to human capital theory (Becker, 1962, 1992; & Schultz, 1961). Becker (1962) discusses the need for individuals to have access to investments in physical and mental health in order to take advantage of opportunities to increase the potential for increasing future earnings prospects which is reinforced by the recommendations provided by the study participants.

Financial access. The financial access policy recommendations across the board had lower desirability, importance, and feasibility/likelihood rankings compared to the other policy recommendations. While having access to financial means to fund an education is important, the participants categorized those recommendations in the education group. The recommendations in the financial access policy group are more basic to simply developing a financial record and establishing a credit history which did not contribute to skill development or access to legal employment opportunities to the same level as other recommendations.

National human resource development (NHRD). The connection of NHRD to this study was intended to focus on skill development, employer needs, and how skill development and employer needs link to policies at the local, state, regional, national, and potentially international levels, by incorporating HRD practices applied in the realms of education, training, cultural activities, and institutional improvements (Cho & McLean, 2002). The findings from this study do support the perspectives of needing to take these macro, meso, and micro level interventions and approaches (Sleezer et al., 2004) and ultimately going beyond the pure scope of employment and preparation for employment (McLean, 2004) that commonly falls within the field of HRD. The various policy recommendations within employer organizations, community organizations, and educational institutions to focus efforts on training and organizational change initiatives show the connection of the importance of HRD to address the issues for the DREAMer population. By going beyond a purely employment oriented focus, the findings of this study confirmed that

the issues of health, safety, community, shelter and housing, and other poverty and welfare oriented issues (Lutta-Mukhebi, 2004; McLean, 2004) were needed to ensure that the population had the ability to pursue skill development and employment.

What is not found in the NHRD or HRD literature is the level of interconnection of policies and issues that directly and tangentially connect to, enable, or interfere with individuals receiving the skills needed to be successful and employed in their desired professions. Scotland (2004) hints at this connection by noting that NHRD is a process but what is necessary is that the varying stakeholders “collectively implement programs directed at the development of workforce skills, knowledge, and attitudes that are driven by national development goals” (p. 359). However, the collective implementation does not go into the depth or breadth of the policy intervention areas suggested by this study of everything from the local to the national level, all levels of the educational system, employers and the laws which are intended to protect employees and employers, antipoverty initiatives to help alleviate transportation, housing, and discrimination, and ultimately a law enforcement system that has the tendency to exacerbate the difficulties rather than alleviate them.

Human capital theory. This study found that there is a wide range of suggested investments in the development of human capital that have possible impacts on the influence of future income prospects and abilities of the DACA population (Becker, 1962). These investments suggested in the study do include those recommended in the literature such as schooling, on-the-job training, health care, and other forms of information acquisition with the ultimate objective of improving physical and mental abilities (Becker, 1962, 1992;

Finegold, 1995), but the suggestions go beyond these investments into policy intervention areas of investing in initiatives that require these investments in individuals other than the DACA youth themselves, but to those stakeholders with whom they interact.

This study confirms that the DREAMers do struggle to take advantage of a range of investments to improve their future potential by being isolated from access to higher education due to cost and being banned from accessing certain programs and institutions (Gonzales, 2007, 2008, 2009a, 2009b, 2012; Madera et al., 2008; Wong et al., 2012). One area of investment that was clearly noted was the lack of information that is available to the immigrants about the possible jobs that they can pursue based on their immigration status, but also on jobs in general. This confirms the findings in the literature that this lack of information is pervasive (Portes & Rumbaut, 2006; Wong et al., 2012).

Kingdon's multiple streams theory. Viewing the theories of human capital and NHRD through the lens of Kingdon's multiple streams (Kingdon, 2003) theory provided a unique opportunity to see how various issues intersect. Considering the issues through the three streams of problem (issues that capture the attention of, and are of importance to citizens as well as policy makers), political (national political environment which includes elements such as a national mood, public opinions, ideologies, and changes in administrations), and policy (ideas and solutions developed from experts and policy bureaucrats that are waiting for a problem that their solution can be applied to and implemented) (Kingdon, 2003; Nowlin, 2011) the participants identified a range of policy suggestions at local, state, and national levels within public, private, and non-profit

environments. From the problem stream the barriers and facilitators to skill development and employment highlighted many issues that were important, and they referenced throughout their participation that the national mood and public opinion affected how much they wanted to share and feared bringing issues to light for fear of having negative ramifications. Now all that waits is for someone (i.e., a policy bureaucrat or expert) to take these issues, and the suggested policy interventions and find a way of merging the problems with the solutions recommended by the stakeholders of this study.

Implications and Recommendations for Practice

This section discusses the implications for each of the stakeholder groups participating in this study if the policy recommendations are not addressed, and more importantly what could happen if DACA goes away as a result of the upcoming 2016 election or is kept in place or expanded.

DACA youth. The DACA youth that are at the center of this study are at a crossroads and are not sure of what their future holds. They can get skills and they can get legal employment as a result of the DACA program, but the main priority for them is addressing comprehensive immigration reform. Without immigration reform their path is unsteady and as Gonzales (2008) says their lives are in a “state of limbo” (p. 243). There are questions as to whether it is worth the efforts (Whitley). If the DACA program goes away without immigration reform providing them some stability these young adults will lose a path towards a meaningful career, are at risk for deportation, and are more likely to be unemployed or underemployed, having difficulty escaping poverty, and risking being

disenfranchised, making them susceptible to negative outcomes such as crime, gangs, or other illegal behaviors. If the DACA program stays their outlook is much more positive providing them with a sense of security for their futures, a possibility to escape poverty for themselves and their families, and become more integrated into the everyday world the documented immigrants and U.S. citizens experience.

In order to achieve the most positive outcome the DACA youth must remain vigilant and continue on a path of pursuing skills and employment regardless of what happens for immigration reform. Based on the findings from this study the areas that the youth can directly impact are in their local community and advocating at the national level. It is recommended that the youth work at their local level and partner with community organizations and schools to create resources that can be used to educate others on DACA, find financial assistance, and to share their own experiences of overcoming challenges. Capitalizing on and nurturing their own motivation can be a beacon for others in their communities to strive for their own dreams. To make impacts at the national level it is imperative that the youth advocate for themselves and others ensuring that the issues stay at the forefront of lawmakers agendas.

Individuals supporting the DACA youth. The implications for the stakeholder group of individuals who support the DACA youth is less clear than for the youth themselves. If the recommendations from this study are not implemented or the DACA program is discontinued then these individuals must become ever more creative to support the youth and must become well versed in a wide range of topics and issues so that they can

access necessary resources. In addition, they must be prepared to see the young adults that they had high hopes for deported. The implications are still unclear for these individuals if the DACA program is continued or expanded, however a more positive outcome could be seen where there will be fewer and fewer youth facing these challenges as the remaining potentially eligible population ages into the program and moving into careers and futures that they desire.

Individuals who support the DACA youth can engage in advocacy efforts and collaborate with local community organizations to move the policy agenda forward. It is also recommended that they contribute to the development of resources. The DACA youth will approach the resources from their own perspective, but the individuals who support them can add their own personal angle to the resources which can enable others to be aware of the resources as they apply to individuals supporting the youth. The development of the resource guides can also be used to create and provide access to moral and information support for themselves.

Organizations. There are a broad range of organizations that support the DACA youth. Some are dedicated to the DACA youth exclusively and others are involved only because the DACA youth are a part of a larger population that the organizations serve. The implications for organizations is their ability and potential need to become more organized and advocate at levels that they may not currently be involved in. They will need additional training and financial supports to continue their missions which may become more difficult if policy changes become stalled. If the DACA program ends up going away some of the

organizations may end up closing, especially if the undocumented and DACA immigrant populations are their main source of programmatic interventions. For other organizations they may need to refocus their efforts to different populations to serve. If the DACA program stays or is expanded then some of these organizations may see a greater need for their services, at least in the short-term until the last group of DACA eligible youth age into the program.

Recommendations for practice for the organizations supporting DACA youth include programmatic efforts, advocacy, and outreach. Organizations that support the population can have a very wide range of influence and have the ability to find resources to address some of the policy recommendations that other organizations such as schools might not be able to find. First, the organizations should work towards developing training programs on DACA for the youth themselves, schools, employers, law enforcement, etc. Additional training programs organizations should consider providing expand into areas such as career planning and guidance, employment law knowledge, and soft skills and partnering with schools to connect with the youth. In terms of advocacy and outreach, organizations can develop public service campaigns to increase broad awareness and understanding of the issues to the public at large. Finally, organizations that provide low-cost or free legal, interpretation, or other social services should partner with the schools helping them provide services that they cannot provide on their own.

Education. Educational institutions whether at the K-12 or higher education level have a lot to do regardless of whether the policy recommendations are implemented or

whether the DACA program stays, is expanded, or is cancelled. Educational institutions are the core place where people go to gain skills and prepare for the workplace. If the DACA program is cancelled then there may be some pressure lifted within the schools due to fewer undocumented students attending, or wanting to attend. In fact, some schools could be at risk of closing, especially in high immigrant communities where the undocumented population could be at risk of deportation. If the DACA program remains as is, or is expanded, then very little changes for the educational institutions. Their current environment will remain as is with the same challenges for meeting the needs of all their students, immigrant or citizen alike.

Because many of the policy recommendations that surfaced in this study affect not only the immigrants but will also affect the broader student base it is essential that educational systems step forward and be a core player in the policy initiatives. The primary recommendation for the educational systems is to have them examine their practices and curriculum to identify ways of integrating employment and employment skill development into the curriculum beginning as early as possible. Skills and employment are inextricably linked and if our society wants a skilled workforce that can compete today and in the future then investments must be made early and often, and the investments must not be left to the individual. Students must have an opportunity to see a range of career possibilities, understand how the subjects they are studying directly connect to those career possibilities, and then the students can begin to develop the hard/technical skills as well as the soft-skills necessary to become employable upon graduation.

It is recommended that the K-12 and higher education institutions become key and active players in establishing workforce development systems at least at the local level, but also informing national workforce development policies and initiatives. In the early K-12 years, such as primary school, recommendations include providing an introduction to a wide range of careers, and to linking those careers across disciplines. For example, in a particular grade the teachers can select a set of careers that can be used as an example in each of the classes. In the mid K-12 years, such as middle school, students should be encouraged to pick careers of their own interest which can then be supported by the teachers. In the higher K-12 years, such as high school, practical hands-on applications (e.g., internships, job shadowing, tours, etc.) should be incorporated from individuals and experts in a career field. One such example is a career of a meteorologist. In a science class the coursework can be connected to what a meteorologist will need to know from a science perspective. In math, specific calculations can be connected to how a meteorologist might use them in daily work. History can be connected by looking at different points in time and how meteorology might be viewed or used. In English, students can write about it and connect all of the classes together. This is only one possible example, but many others can be devised by the teachers and throughout the curriculum development process. The objective is to introduce students to as wide a range of career possibilities as possible and to link those careers as closely as possible to the coursework so students understand what is required.

At the higher education level, the linkages should be more tailored to the student's needs and interests. If the student has been exposed to a range of possibilities in earlier years

the student should be more aware of the possibilities that exist and what matches to his/her own interests. If these interests are known then the student can be guided to the appropriate training and educational options where they become more focused. For the community college level coursework and career guidance should focus on helping students gain the technical skills needed for career paths that are aligned with the local economy and close partnerships should be forged with local employers. For the 4-year colleges and universities there is a greater emphasis on providing a more “rounded” background that will bridge degree specific requirements to other overall requirements and clear lines need to be explored as to how this “rounded” background can be tailored to ensure students are still workforce ready upon graduation within their field of study. This focused approach on a career path can mirror what occurred in the K-12 system by linking the career to specific coursework, but there should also be an intentional approach to getting hands-on experience so that when the student graduates s/he can be more prepared to be successful in the workplace.

The experiences of the students and the teachers throughout the process of using careers as an integral part of the educational process creates opportunities for placing the educational institutions in key roles in workforce development. To ensure that the students are learning the most up-to-date skills the students and schools will need to work with business and industry and co-collaborate with each other and informing the other of the needs and possibilities for ensuring the students are prepared for the workforce. In addition, this collaboration can then be used to push for policy changes that are beneficial to all involved.

Employers. If the policy recommendations suggested in this study are not implemented, and the DACA program is still in place, then employers will need to make a choice. They have the opportunity to hire the youth to meet their business and talent needs, but they will need to be more willing to take risks on the youth and operate within the short renewal windows for the program rather than being fearful of investing in them and losing them during a renewal phase. In addition, employers should consider reviewing their hiring practices and determine how they can fill their hiring needs while looking at the local pool of potential employees (DACA immigrants) rather than focusing on importing a workforce from overseas (e.g., nurses from the Philippines, or engineers from India). For those employers that have a predominantly immigrant workforce they should be prepared to lose a significant number of employees if the DACA youth and their family members get deported if the program is not kept in place.

Based on the policy recommendations from this study employers have several areas in which they can have influence. First, employers must establish and expand internship opportunities for students as a key way of helping the youth develop both soft and technical skills for particular career paths. Second, employers are essential in establishing effective workforce development systems and to be effective they must collaborate more closely with educational institutions and influence the curriculum as early as possible. Finally, employers should be more open and willing to take risks on local candidates. Rather than being fearful of losing a potential employee and therefore not hiring the individual, employers should use

the opportunity to hire the DACA youth as a way of being innovative in their hiring practices and attracting a more diverse talent pool.

Policy. The final stakeholder group is the one group that actually works in the policy world which puts a heavy burden on their shoulders to initiate, push, and advocate for policies that are beneficial to the DACA population that can help them get skills and move into rewarding careers. Depending on what level the individual works within policy the implications may require more advocacy to push lawmakers to implement these recommendations, or if they are in legislative positions then they have a greater responsibility to introduce legislation and to make sure that their colleagues pass the legislation. They have in their hands the ability to move the recommendations suggested in this study forward. One thing that they need to be aware of is that they could be revered or reviled depending on which side of the issues they choose to support. There are people on both sides of the issue that can exert pressure on the policymakers and the policies that are pursued.

First and foremost policy makers must make the bold step to address comprehensive immigration reform. As noted earlier comprehensive immigration reform is the “elephant in the room” and unless changes are made to our current immigration policy no other policies as recommended in this study will be able to have a substantial impact to the DACA population. Beyond immigration reform, policy makers should address access and affordability policy changes at the higher education level. The access policy changes need to include opening avenues to academic programs such as allowing the undocumented youth who possess DACA to pursue programs that require credentials such as nursing, law enforcement, and

various trades. The affordability policy changes need to include addressing soaring tuition rates and reducing student loan debts. In order to meet the challenges of the future a strong, highly skilled workforce is needed and students must be able to gain those skills at the higher education levels, but if students cannot afford to attend or are unable to access higher education then it is more difficult for the U.S. to achieve the goals of a highly educated workforce. Finally, policy makers need to address who should make human capital investments and one way to do that is to pursue the policies recommended in this study of incentivizing employers to invest in training programs and to establish or expand internship programs. If employers want a highly skilled workforce then these recommendations provide one avenue for achieving that goal.

Future Research Directions

The findings from this study present a number of research paths within the field of HRD, business and economics, and other interdisciplinary social sciences. Since this study is the first of its kind to research specific barriers and facilitators to skill development and access to legal employment opportunities for the DACA eligible population in particular there are great opportunities for future research. The first possible research study would be to expand upon this particular study by taking the recommendations presented and have a large group of diverse stakeholders participate that would enable a range of additional statistical tests to be run that could focus on comparisons, relationships, predictions, generalizations between the stakeholder groups and the policy groupings. Larger numbers and greater diversity in the participants could help to determine whether the findings of this

study are able to be more broadly confirmed or denying the results found with this particular group of study participants. Next, by using the data collected as a part of this study additional analysis by looking at different research questions could provide insights by conducting a comparison between the stakeholder groups as a whole to the stakeholder groups individually and see if there are any specific differences or similarities of note. This can help to illuminate any differences or similarities that might be present in any one stakeholder group that can create a greater understanding of the specific policy recommendations. A third suggestion for future research recommended is to change the structure of the research design whereby interviews are repeated at the final iteration stage. This is recommended to gain a better understanding of why the participants rated the various policy recommendations certain ways. The participants in this study experienced questionnaire fatigue by the end of the 3rd iteration so it may be more illuminating to the findings to complete this stage via interviews instead, besides, interviews can keep the participants focused on the topic at hand (skills development and employment) rather than the general issue of inequities for DACA youth. Other research considerations include applying the findings from this study to other types of skills development and employment research fields such as youth employment, rural populations, disadvantaged inner city, African American or other minority populations and so forth to again confirm or disconfirm the findings and determine the generalizability of the findings. Within the field of HRD there are many possibilities for future research including more broad incorporation of workforce development studies, using the findings from this study and using human capital constructs

and other economic models to predict which of the policies are most likely to be addressed considering the theoretical and conceptual framework as defined, applying the findings more closely to the NHRD constructs to test their applicability and influence to this population specifically, but to broader contexts.

Conclusion

This study comes at a time of changing moods at local, state, and national levels regarding the issue of immigration. Since the start of this study, there have been surges of unaccompanied minors arriving in the U.S. in the tens of thousands, there has been a mass exodus of migrants out of Middle Eastern war torn countries in the millions, and a rhetoric of protectionist and isolationist behavior by countries around the world, including the United States as part of the 2016 presidential election cycle. All of this comes at a time when economies are sagging, growth is lackluster at best, and governments, politicians, and business and industry leaders are decrying the urgent need for a skilled workforce to fill the jobs of today and tomorrow. The immigrants who comprise the focus of this study are feeling the impact of these moods on a daily basis and are still trying to make their way through a complicated maze of challenges to contribute to the local and national economies and communities as Americans, not immigrants.

This study sought to identify the problems that affect undocumented DACA eligible youth gaining skills and accessing legal employment opportunities. The problems that the stakeholders in this study identified included the barriers and facilitators discussed in iteration 1 in chapter 4. The policy portion of Kingdon's (2003) model are the specific

recommendations made by the study participants. The challenge is to understand the barriers and facilitators, and then take the policy recommendations and connect them with an expert or policy bureaucrat that is waiting for a problem and a solution to conjoin. The challenge is getting through the political environment of a negative view of immigrants, a political campaign that is more about being elected or re-elected than actual policy and finding the right policy entrepreneur with the right window to make it all happen.

This study fills a gap in knowledge about how to address the needs not only of the DACA immigrants, but also the employers who could potentially hire them, the educational institutions that educate and train them, and the individuals and organizations who support them. Many of the policy recommendations in this study are confirmatory of prior studies regarding immigrant populations and more specifically the DREAMers. However, this study advances the knowledge by situating the topic and population (DACA immigrants) within a new field of study (NHRD) with a new methodology of study for the field (Policy Delphi).

Beyond the rhetoric surrounding immigration and who is and is not desirable to be a part of the U.S. workforce, there is a more nuanced and subdued element that emerged through this study that is more salient than any others, and that is the issue of addressing social inequalities on a broad scale. Social inequalities begin in the K-12 education system and become internalized and institutionalized which then manifests in long-term social challenges of poverty, crime and economic decline. George summarized this situation in his concluding comment of the interview where he said “of all the issues facing the DREAMers, it is depressing to say that the easiest one to solve is the comprehensive immigration hurdle.”

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APPENDICES

APPENDIX A – PROJECT TIMELINE

Proposal Defense	December 9, 2014
Submit IRB	January 9, 2015
Identify/Recruit Participants	January 2015 – May 2015
Round 1 Data Collection and Analysis	January 2015 – May 2015
Round 2 Data Collection and Analysis	May 2015 – August 2015
Round 3 Data Collection and Analysis	August 2015 – September 2015
Writing and Final Analysis	September 2015 – September 2016
Final Dissertation to Committee	October 2016
Final Dissertation Defense	November 7, 2016
Graduation	May 2017

APPENDIX B – RECOMMENDATION INVITATION

Sent via E-Mail

Date: [INSERT DATE]

To: [INSERT NAME], [COMPANY]

From: Tracy Pakornsawat

Re: Inviting your recommendations for participation in a research study on the skill development and entry into legal employment for DACA eligible immigrants

Dear [FIRST NAME],

I am contacting you to request your recommendations of individuals who might be interested in participating in a research study on policy options to help Deferred Action for Childhood Arrival (DACA) eligible immigrants attain employability skills and entry into legal employment opportunities. The purpose of this study is to (1) identify the barriers and facilitators to skill development and entry into employment, and (2) to identify which of those barriers and facilitators can be addressed by policy initiatives. You are being contacted because you/your organization has been identified as a stakeholder or advocate for this population and have knowledge of the challenges these individuals face.

The data collection for this research project will involve a multiple iteration process. The first iteration will involve an interview which will last between 30 and 60 minutes. The second iteration will involve confirmation of the items obtained from all participant interviews via an online questionnaire (approximately 15 minutes) to ensure all viewpoints have been captured. There may be two or three of these confirmation questionnaires (approximately 15 minutes each) to ensure a comprehensive collection of items. The final questionnaire will involve the ranking of the options by desirability, importance, feasibility, and likelihood of implementation via a policy initiative (approximately 30 minutes). The total amount of time expected for participation in this study is 1 ½ hours to 2 hours spread over a two month time period.

If you could provide names and contact information for individuals who would be interested in participating please let me know. I will reach out to these individuals with an invitation to participate and noting in my invitation that they were recommended for participation. I would also welcome a personal introduction if possible. If you yourself are interested in participating you may also let me know.

Thank you for your assistance in connecting me with individuals who have a vested interest in this topic. The perspectives and viewpoints from a diverse range of individuals will contribute unique insight into this topic. These perspectives and viewpoints will be useful for understanding the issues that support or inhibit the skills development and entry into

employment for this population as well as to provide guidance on what can and cannot be addressed through policy initiatives.

Thank you in advance!

Regards,
Tracy Pakornsawat
Ph.D. Candidate
North Carolina State University

APPENDIX C – PARTICIPATION REQUEST INVITATION

Sent via E-Mail

Date: [INSERT DATE]
To: [INSERT NAME], [COMPANY]
From: Tracy Pakornsawat
Re: DACA Research Study Invitation

Dear [FIRST NAME],

You are invited to participate in a research study on policy options to help Deferred Action for Childhood Arrival (DACA) eligible immigrants attain employability skills and entry into legal employment opportunities. The purpose of this study is to (1) identify the barriers and facilitators to skill development and entry into employment, and (2) to identify which of those barriers and facilitators can be addressed by policy initiatives.

You are being contacted because you/your organization has been recommended by [NAME] as being knowledgeable and having direct knowledge or experience of the challenges DACA eligible immigrants individuals face.

The data collection for this research project will involve a multiple iteration process. The first iteration will involve an interview which will last between 30 and 60 minutes. The second iteration will involve confirmation of the items obtained from all participant interviews via an online questionnaire (approximately 15 minutes) to ensure all viewpoints have been captured. There may be two or three of these confirmation questionnaires (approximately 15 minutes each) to ensure a comprehensive collection of items. The final questionnaire will involve the ranking of the options by desirability, importance, feasibility, and likelihood of implementation via a policy initiative (approximately 30 minutes). The total amount of time expected for participation in this study is 1 ½ hours to 2 hours spread over a two month time period.

Your perspective will contribute unique insight into this topic and will be useful for understanding the issues that support or inhibit the skills development and entry into employment for this population as well as to provide guidance on what can and cannot be addressed through policy initiatives.

The NC State University Institutional Review Board has approved this study. Attached to this email is an informed consent form that you will be asked to sign if you agree to participate. You do not have to answer any questions you do not want to answer and you may withdraw your participation at any time.

If you are willing to participate in this study, please let me know and I will contact you to make arrangements. Thank you in advance!

Regards,
Tracy Pakornsawat
Ph.D. Candidate
North Carolina State University

APPENDIX D – PARTICIPATION CONFIRMATION

Sent via E-Mail

Date: [INSERT DATE]
To: [INSERT NAME], [COMPANY]
From: Tracy Pakornsawat
Re: DACA Research Study Confirmation

Dear [FIRST NAME],

Thank you for agreeing to participate in my research study on policy options to help Deferred Action for Childhood Arrival (DACA) eligible immigrants attain employability skills and entry into legal employment opportunities. The purpose of this study is to (1) identify the barriers and facilitators to skill development and entry into employment, and (2) to identify which of those barriers and facilitators can be addressed by policy initiatives.

At this time I would like to schedule a time to conduct the interview phase of the study and I will contact you regarding your availability for an interview.

Thank you again for your willingness to participate. I look forward to speaking with you in more detail about the study.

Regards,
Tracy Pakornsawat
Ph.D. Candidate
North Carolina State University

APPENDIX E – BIOGRAPHICAL SKETCHES

DACA Immigrant Category. A total of seven individuals could be classified into the DACA immigrant category, however, only five were classified in this category as their primary placement. The five who were listed as primary are Donna, Edwin, Jacob, Martha, and Whitley. These five individuals were all chosen for this category because of their exclusive status of being undocumented, over the age of 18, having received their DACA authorization, and did not fit into any additional categories and therefore had a dedicated perspective from this one role. The two other individuals who participated in the study and are DACA immigrants are Martin and Edgar. However, they are placed in other categories as primary because at the time of their participation their undocumented status was unknown and they had agreed to participate as representatives of the organization (Martin) and policy (Edgar) categories that there were initially recommended and recruited under.

Donna, Edwin, Jacob, Martha, and Whitley are all Hispanic and arrived in the U.S. when they were in elementary school. Although they arrived at different ages, they all attended K-12 educational institutions in North Carolina. Each one of them represents a different stage of the education and employment pipeline including a high school dropout who is currently working (Whitley), a high school graduate who did not attend higher education and is currently working (Edwin), a high school graduate who is attending community college (Donna), and two high school graduates who are attending 4 year universities, one public (Jacob), and one private (Martha). All of them received their DACA authorization and have successfully gone through one renewal process.

Donna is an undocumented immigrant from Guatemala who came to the U.S. when she was in elementary school. She travelled to the U.S. as an unaccompanied minor at age 12 with her older brother (age 15) and younger sister (age 8). In 11th grade she began to understand what being undocumented meant. She began applying to a state university in North Carolina but when she began the application process college and financial aid kept finding closed doors she finally understood what her legal status meant for her future. She graduated from high school in 2008 and when she was unable to attend a 4-year university she attempted to attend community college instead. However, at the time that she began classes the State of North Carolina banned all undocumented immigrants from attending any community college in the state. She had started classes at the community college when the announcement was made and she was kicked out approximately 1 month into the term. Without an opportunity to go to school she worked under-the-table at several low wage, low-skill manufacturing jobs, taking any positions that she could without having work authorization. When she was approved for DACA in 2013 she was finally able to begin working in legal jobs earning more than minimum wage. North Carolina now allows undocumented students to attend community college, but they must pay out of state tuition. After being out of school for 4 years she did go back and is currently pursuing an Associate's degree in accounting. She still has to work part-time to pay for her tuition and other expenses, which means that she cannot take a full load resulting in it taking her more than the traditional 2 year time period to complete the degree. She hopes to finish her Associate's

degree in 4 years and then go on to complete a bachelor's degree in accounting and finance. Donna was a personal connection who self-nominated her participation in the study.

Edwin is an undocumented immigrant from Mexico who came to the U.S. when he was 9 years old. During high school, around his freshman year, when he started asking questions about colleges, he said that he began to understand that after he “was done with high school there was going to be a little challenge where [his] future was going to be.” As an only child he did not have the experiences of older siblings to help him understand the processes of growing up undocumented. His mother was a nurse in Mexico but ended up working in tobacco fields in North Carolina when she came to the US to live, and then started her own micro-enterprise in the informal economy selling food and other products through a sales network she developed. Edwin helped his mother with the sales work when he was not in school. His father worked at any jobs that he could find to try and make ends meet. During high school Edwin was a commander in his high school ROTC unit and his dream was initially to become a Marine. Upon graduation when he tried to enlist the recruiter told him that he had to be a citizen to apply. Edwin said “when that went down the drain and didn't work out” he decided to pursue other passions such as videography, music, and the arts, and is currently working part-time as a music teacher and part-time at a national chain fast-food restaurant. Edwin was a snowball referral recommendation.

Jacob is an undocumented immigrant from Guatemala who came to the United States when he was 5 years old. When he got ready to graduate from high school he planned on working in the local chicken processing plant. However, through a mentor at his high school

he was encouraged to apply to colleges and delay going to work. It wasn't until the time that he started filling out his college paperwork and the FAFSA forms that he realized that he was undocumented. To help his family financially he did work at a range of odd jobs which were primarily heavy manual labor positions which helped him decide on his ultimate career direction. Through the efforts of his mentor he was able to go to college and is currently a student at a public university in North Carolina studying social work and plans to work in a high school as a social worker if possible. He understands that he may not be able to work in the school systems because of his immigration status, but he desires giving back to his community and helping others who struggle with some of the same issues he faced going through school. Jacob is a snowball referral recommendation.

Martha is an undocumented immigrant who came to the U.S. from Guatemala when she was in 3rd grade and graduated from high school with honors. Although she always knew she was undocumented she didn't really know what that meant until high school when she was not able to receive a driver's license and encountered many obstacles while applying for college. Through her connections with the Advancement Via Individual Determination (AVID) program at her high school she was able to secure a scholarship to attend a private women's college and study for a double major in biochemistry and math. She is on track to graduate in May 2016. Her original career choice was to go into nursing, but because she is not allowed to get a nursing license she chose to pursue other STEM career possibilities. Martha said, "I want to pursue this career because I know that at some point in my life I will be earning more than my parents are and they won't have a retirement or pension so I'll be

taking care of them. That's my goal to help them get out of the bad jobs and for me to take care of them." Martha is participating in the study as a self-nominated personal connection.

Whitley is an undocumented immigrant from Guatemala who arrived in the US at age 11. She dropped out of high school in 10th grade at age 16 when she found out the North Carolina community colleges were not accepting undocumented students and heard that none of the 4-year colleges were accepting immigrants either. Although she was a good student, she felt that there was no reason to continue with her education if she couldn't continue beyond high school. For several years she worked under-the-table in a range low wage, low skill jobs at manufacturing plants including chicken processing, furniture, assembly, and textile. Her dream was to join the military or become a nurse, and possibly even a doctor, but she was told that because she was undocumented she couldn't pursue any of these professions. When DACA was announced in 2012 she did decide to go back and get her GED so she could qualify. After receiving her GED and her DACA authorization she was then able to take the Certified Nursing Assistant (CNA) certification and begin working in the healthcare field. She wants to continue her education at the community college but because she is undocumented with a GED the North Carolina system will not accept her limiting her options for future skill development and professional growth. At this point she is focusing on her current job and plans on pursuing career and professional development whenever opportunities are presented. Whitley is a participating in the study as a self-nominated personal connection of the researcher.

Individual assisting. The individual assisting category comprises people who have the most overlap in categories in their relationship to DACA immigrants. In addition to their personal connection to the topic and the immigrants, these individuals also have involvement with organizations that support immigrants (documented and undocumented), have worked, or are working, for educational institutions both at the K-12 level and higher education levels, and have had some involvement with policy through advocacy and lobbying efforts. All of the participants in this category are in North Carolina (Felicity, Peter, Sandra, and Tony), except one (Marilyn), and were asked to participate from the perspective of an individual assisting because it was how they most recently, and most frequently, interact with the DACA population regarding skill development and employment.

Felicity works for a program supporting immigrant workers through a North Carolina State government agency. Through that work she encounters undocumented immigrants with DACA authorization as well as undocumented immigrants who do not have the authorization. Her role at work is to help immigrant workers and their families find resources to help them with a range of needs including issues at school (K-12), college information, housing, etc. Felicity is connected to the issue of skill development and employment of DACA immigrants through working with children of her clients as well as friends and family who struggle with finishing high school, enrolling in college, and finding financial assistance to pay for college. Through her work she only encounters the issues when working with her clients but she is more actively connected to the issues by supporting

extended family members and friends in her community that are affected by the issues.

Felicity is participating in this study as a snowball referral recommendation.

Marilyn is a former Latina nun and social justice grassroots organizer originally from Cuba. She worked in Nebraska for many years as a director of a Latina resource center and volunteer for many community organizations. Through her work at the resource center she became familiar with the issues of the undocumented population which comprised 30%-40% of the graduating high school seniors in her community. In 2005 she joined a small private women's college specifically to work in admissions with the Latino population. Through her work in the admissions department she helped with the creation and administration of a scholarship program funded by grants through Catholic organizations, and other private donors that was specifically dedicated to helping undocumented Latina students attend college. She became a mentor and provided personal assistance to the girls she worked with at the college, through the Girl Scouts, and other community organizations. She recently retired and moved to Florida and is continuing her involvement with the documented and undocumented Latino population in her new community. Marilyn is a participant in the study through a snowball referral recommendation.

Peter is an author and university professor who is heavily involved in mentoring high school and college-age documented and undocumented Latino immigrants. His involvement with the DACA community has been as a mentor, assisting the youth with college access, entry and completion, helping the students with college placements and financial negotiations with financial aid offices, and providing recommendations for DACA and employment

applications. Peter became involved in the issues when he began working with students in his community through coaching sports and starting a college mentoring and college prep program for Latino youth. He has been actively involved in helping these Latino youth develop skills that help them successfully transition into higher education and to complete college. Peter is a personal connection who self-nominated for participation in the study.

Saundra became involved with the undocumented community in 2000 through a family that she connected with at her local church. She was sick at the time with cancer and unable to do things that she had been doing previously at home and on her farm and needed assistance. Through her church two individuals (a husband and wife) were recommended to help her around the house and on the farm. Over the years she became more involved with the family and more aware of the issues they faced when their five children came to the U.S. Saundra essentially “adopted” the entire family. When the two youngest girls graduated from high school she became very involved in helping them get into college and finding ways of paying for college. Saundra has also been very involved with the two girls as mentors helping them with identifying potential career paths, advising them on courses to take in college, and helping them find internships and other employment possibilities. Saundra is participating in the study as a personal connection who self-nominated to participate.

Tony is a former high school teacher who started an AVID program in a rural North Carolina community that works with students beginning in 9th grade to help them graduate from high school and move on to college. He also started a scholarship fund to help

undocumented immigrants go to college. This scholarship program helps fund students at colleges in North Carolina who are willing to provide matching scholarship funding that allow students to have all of their tuition and fees covered throughout their undergraduate degree programs. Tony actively mentors these youth helping them with issues at school, family situations, personal situations, getting jobs, and being productive citizens. Although he works with the DACA youth through AVID and the scholarship program he takes on a mentoring role well beyond his professional involvement and takes on personal involvement with the youth. He is participating in the study as a snowball referral recommendation.

Organizations. The individuals in this category all came from North Carolina, but they worked with the population from different roles. Elizabeth was a volunteer for a non-profit organization that provides employment services to documented and undocumented immigrants. Lisa, Molly, and Tom all have connections to various units within the state government and work on issues with immigrant families where there is a mixture of documented and undocumented individuals representing the family. Martin works for a non-profit that supports youth who have had encounters with law enforcement. These individuals all support transitions into employment opportunities, but also advocate for gaining skills either through higher education or through community organizations and civic engagement.

Elizabeth was an AmeriCorps volunteer working for a non-profit that assisted Latinos with resume preparation, job search skills, employment “soft skills” training, and employment/labor law training. This position was a one year volunteer assignment. Prior to her work at this organization she did not have any involvement with the DACA population

and had to learn many of the issues along the way as she tried to help them find jobs when they came to her office for assistance. Through her work she also tried to develop partnerships with local businesses who would be willing to hire the DACA immigrants in white collar roles that were more suited to their education and skill levels, rather than in the more commonly available low-wage, low-skill positions in service and manufacturing environments. Elizabeth participated in the study as a self-nomination who was identified through a directory of organizations as part of the KRNW initial search process.

Lisa worked for a state agency in North Carolina and interacted with undocumented immigrants at work if they came to her office looking for support in finding a job. In her role she is not able to ask the individuals about their immigration status, but based on conversations she has with them to identify their needs and purpose of coming to her office she is able to determine which ones have legal authorization to work and those that do not. Unfortunately being a state organization that is publicly funded she is not able to provide services to them unless they met certain criteria. However, she is familiar with other resources, primarily through her personal connections, to help provide referrals to resources that can help. She also works with Latino youth through community organizations that focus on leadership and soft-skill development that lead to community engagement. As a trainer in the community organizations she interacts directly with the DACA youth by helping them to develop these skills. Lisa participated in the study as a self-nominated personal connection.

Martin works for a non-profit community service agency helping kids, mostly Hispanic, stay in school and out of situations that would put them in trouble with law

enforcement officials. The organization he works for receives grant monies from state and federal agencies and he is unable have DACA youth participate in his programs. It is through the process of interviewing the young Latinos in an intake process that he finds out about their immigration status. When he has to turn them away from participation in his program he learns of the many challenges these individuals face and tries to help them with referrals to individuals and organizations that can help them. He is also acutely aware of the issues the population faces because several of his family members are undocumented. Some of them qualify for DACA, and others don't, so he is able to see many sides of the issues affecting the population. In addition, during the interview Martin self-identified as a DACA recipient himself. Martin participated in the study as a snowball referral recommendation.

Molly works for a program with a State of North Carolina agency and through that work she encounters undocumented immigrants with DACA authorization as well as undocumented immigrants who do not have the authorization. Some of her clients have children or family members who are undocumented and her clients ask for help with issues that affect their children. At work her role is to help immigrant workers and their families find resources to help them with a range of needs including issues at school (K-12), college information, housing, legal services, etc. She also has personal connections outside of work where she helps friends and family members understand labor laws, update resumes, find jobs, and help with college application processes. Molly participated in the study as a snowball referral recommendation.

Tom works for a small community non-profit organization that supports youth in finding jobs through Workforce Investment and Opportunity Act (WIOA) funding. This work includes doing career assessments, basic skills assessments, training soft skills for employability, resume assistance, and referral services for other issues (e.g., mental health, financial assistance, childcare, food assistance, etc.). Because the funding is public monies he cannot have undocumented immigrants participate in his programs. It is through the intake interview process to consider someone's eligibility that he finds out about the individual's circumstances, challenges, desires, and goals and ultimately has to turn them away from assistance. He also has connections to resources in the community where he can refer the undocumented immigrants who need assistance that do not qualify for his program. Tom participated as a snowball referral recommendation.

Employer. Only three individuals agreed to participate who represented an employer that is actively seeking to hire DACA immigrants or has hired them in the past. These individuals also support the population in other categories, but because of the limited number of people who represented this category their participation was approached primarily from the employer perspective. These individuals represented companies in North and South Carolina and included a small (less than 15 employees) (Charles), a medium (under 250 employees) (Robin), and a large (over 250 employees) (Karen) business. The industries represented trade, financial services, and high tech, respectively.

Charles is a small business owner in a skilled trade industry, and for over 20 years has provided a range of personal and professional support to both documented and

undocumented immigrants. He regularly hires immigrants to work in his shop to help with customers who came in and did not speak English. As DACA became available he was able to expand his employment options and hire DACA recipients and train them in his industry. Because immigrants are a main source of his customer base he became aware of the range of issues that they faced and worked to help them in any ways he could. This help included providing housing, financial assistance, transportation, and employment when possible. Charles was identified in the literature and contacted through the KRNW process and self-nominated his participation in the study.

Karen became involved in the issue of access to higher education and employment of DACA immigrants when her boss, of a high tech company in South Carolina, came to his employees to ask them if they wanted to help him figure out what to do to help undocumented immigrants who were high achievers in high school but weren't able to go to college because of financial roadblocks. She volunteered to help and ended up running a scholarship fund that was initially sponsored and funded by her boss and ultimately was supplemented by additional donations. In the first year they received over 500 applications and funded 13 students. In the second year they funded 18 students, and 16 students in the third year. Applications in the third year exceeded 1,300 and the number is expected to continue to climb each year. This scholarship process was the beginning of understanding the needs and challenges of undocumented immigrants. As Karen and her colleagues reviewed the applications they realized that they could expand their assistance to the DACA population by offering 12-week internships at the company. They began recruiting and

hiring interns through local high schools and online efforts. For individuals who excelled in the internship, and completed all requirements, they were offered full-time permanent positions with the company. The internship program also provided one-on-one mentoring with fellow employees, training to improve financial knowledge and budgeting skills, as well as more general professional development. During the first year of the internship program they had eight DACA immigrants start the program and four complete it. In the second year they had 12 interns start and 10 complete it. The goal is to continue to offer the opportunity each summer. Karen is the key individual managing both the scholarship and internship programs and was identified in the literature and self-nominated her participation in the study.

Robin works in human resources for a financial institution that supports immigrant populations (documented and undocumented). Through her work she has been involved in the hiring process of DACA recipients who applied for positions. As an employer she is unable to ask immigration status during the interview process, but many of the applicants openly self-identify as a DACA recipients. As an employer, her organization provides professional development opportunities for all employees, including the DACA employees, and Robin has the opportunity to directly engage with the immigrants through the training programs. This interaction has made her more aware of the issues they face as they try to build professional careers and advance in the workplace. Robin is a personal connection and self-nominated to participate in the study.

Education. The individuals representing educational institutions was the most geographically diverse stakeholder group. They came from North Carolina, Oklahoma, and Indiana, and represented GED completion programs (Scott and Mary – North Carolina), community colleges (Lorraine – Oklahoma; Michelle – North Carolina), and a 4-year university (Michael - Indiana). Prior to the implementation of the DACA program in 2012 none of them had any significant contact with the population or the challenges they face as they transition out of the K-12 system and move to higher education institutions and ultimately employment.

Lorraine an academic advisor at a community college outreach center in Oklahoma where over 60% of the students are Hispanic. She works with undocumented students at the college through a scholarship program created by an anonymous donor to fund scholarships specifically for individuals who could not get federal financial aid due to their immigration status. Through this scholarship program the college is able to fund approximately 40 students each year to study at the community college. Through her work as an academic advisor, and administrator of the scholarship fund, she interacts very closely with the DACA youth and has been exposed to the challenges they face getting into college, completing college, and moving on into careers. She also serves as a mentor for some of the students that she has come into contact with through her professional role. Lorraine participated as a snowball referral recommendation.

Mary is a coordinator and instructor in a High School Equivalency (HEP) program that works with both documented and undocumented immigrants, as well as non-immigrant

populations. When DACA was passed, and one of the criteria for eligibility included educational requirements, their program received a large surge in interest. As a Latina she began working very closely with the immigrant students in her program who were primarily of Hispanic origin and learned first-hand the issues and opportunities the undocumented immigrants face when trying to qualify for DACA authorization and to attain a high-school equivalency, and ultimately gain additional skills that help them qualify for the DACA authorization. Mary participated as a snowball referral recommendation.

Michael is in a senior administrative role at a 4-year public university in Indiana. He works with students at the university in a range of capacities. One of his primary roles is to manage a privately funded scholarship program specifically dedicated to helping undocumented students who have applied for DACA to attend college. Through this scholarship program he works with students who have received the funding and helps them to apply for and get into college. He also serves as a mentor to many of the scholarship recipients at his university. These mentoring relationships have included help with personal and family issues, financial issues, employment guidance, and simply staying in school and graduating. Prior to his work on the scholarship program he had no exposure to the undocumented population and the challenges DACA youth face in gaining skills and employment. However, he has become entrenched in learning about the issues and finding solutions to help as many of his students as he can. Michael participated in the study as a snowball referral recommendation.

Michelle is in a senior administrative position at a community college where her role focuses on enrollment and student success for all students of the college. She initially became involved with DACA students through this role as well as through her prior experiences with a U.S. Department of Education funded grant program designed to increase the number of low-income students to prepare, enter, and succeed in college. As an enrollment and academic advisor she is involved in many situations where students are applying to attend the college and are unable to qualify for residency for in-state tuition. She has become aware of various organizations and individuals in her community that help these young individuals find financial assistance to attend college and she is able to facilitate connections between the individuals. She has seen first-hand what happens when an undocumented student is unable to maintain enrollment due to financial issues and what happens to those who have to extend their time to completion while they try to work and go to school at the same time. Michelle was identified in the literature and self-nominated her participation in the study.

Scott is a director of workforce development and is involved with students attempting to attend his local community college. His work places him in contact with DACA recipients who are trying to obtain credentials to qualify them to attend community college. He also interacts with the DACA recipients through adult education programs that the workforce development unit provides to the community as a whole. When DACA was passed and one of the criteria for eligibility included enrollment in adult education courses his program received a large surge in interest. Adult education courses at the community college are open

to all individuals in the community regardless of immigration status and many immigrants began enrolling in the courses to be able to qualify for DACA. Scott participated in the study as a snowball referral recommendation.

Policy. The policy stakeholder group was the most difficult group to find participants who had the time or interest in participating. The policy arenas in which individuals in this study represent are a state legislator (George), an international labor union volunteer (Edgar), and a lawyer (Mark). All three are in North Carolina and have also had participation with the population from various perspectives including mentoring and community engagement (George & Edgar), and social support services (Mark).

Edgar is undocumented immigrant who has spent several years working with and for organizations that lobby local, state, and federal government officials to push for human rights and labor rights issues, especially for undocumented immigrants. He became involved in the issues affecting undocumented immigrants when his father was injured on the job and became permanently paralyzed and the company refused to pay for any of the medical costs through workers compensation because he was undocumented. The family ultimately sued the company and received some compensation. Through this experience, and his community service work while in high school, Edgar said “that if you actively talk about an issue you can make a difference in other’s lives...if you continue to pressure those that have power you might be able to change their minds.” He took this belief to heart and once in college turned his focus to the issue of in-state tuition for undocumented immigrants and led several initiatives lobbying elected officials to allow undocumented immigrants to receive in-state

tuition rates. As of the time of this study Edgar did not have DACA authorization but was still working through the process of applying. He is personally and professionally aware of what the issues are that help and hurt immigrants in the world of work. Edgar was identified in the literature and self-nominated his participation in the study.

George is an elected official at the state level and is very involved in local Latino issues. Prior to his tenure as a State House Representative he worked for a non-profit organization that focused on mentoring youth including services such as tutoring, advocacy, leadership development, and scholarship support services. Through the non-profit he encountered several undocumented immigrants which brought him in direct contact with the issues and challenges that they faced transitioning out of the K-12 system and into higher education or the workplace. He has advocated for supporting the immigrants through this organization and through his role as an elected official. George is participating as a snowball referral.

Mark is a university professor and an immigration and human rights attorney. He became involved in the DACA population when the program was announced and he was working at a small non-profit organization supporting the Latino community. He said that the “organization recognized that there was a lot of dis-information in the community, especially the Latino community” and he felt that he needed to become more involved. One of the organization’s main concerns was that *notarios*, or people who are not licensed to practice immigration law, were trying to exploit the situation by taking people’s money and making promises that couldn’t be kept. Before DACA was even enacted Mark said “these

less-than-honest attorneys who had never practiced immigration law, and didn't know anything about immigration, were charging exorbitant fees" and promising that individuals would receive DACA authorization. His organization quickly began an outreach program to help the local community by providing free information about DACA and consulting with individuals on their specific situations while advising what they could do while waiting for DACA to be officially enacted. The organization helped 325 people successfully receive DACA authorization in the first year. Mark was identified in the literature and self-nominated his participation in the study.

APPENDIX F – ITERATION #1 INTERVIEW PROTOCOL

Thank you for agreeing to participate in this study. You have been selected to participate due to your direct involvement with the DACA eligible youth and can provide a unique perspective on the various barriers and facilitators they face in gaining employability skills and accessing legal employment opportunities. This interview should take approximately an hour to complete. You do not have to answer any questions you do not want to answer and you may withdraw your participation at any time. Do you have any questions before we begin?

1. Can you tell me how you became involved with the DACA undocumented youth and what your current involvement entails?
2. Can you tell me how you have been involved with the DACA undocumented youth specifically related to their abilities and opportunities to gain skills specifically geared towards employment opportunities?
3. What have you seen as common barriers to gaining employment skills? Can you give me some details of specific situations?
4. What have you seen as common barriers to accessing employment opportunities for those who have received DACA status? Can you give me some details of specific situations?
5. What have you seen as areas in which the DACA youth have been able to gain skills? Can you give me some details of specific situations?
6. What have you seen as areas in which the DACA youth have been able to access legal employment opportunities? Can you give me some details of specific situations?
7. If you could make a recommendation for making it easier for these youth to gain skills and accessing legal employment what would you suggest and why?
8. Is there anything else you would like to share that you have not yet mentioned?

Thank you very much for your participation in this study. I will be conducting several interviews and as soon as those interviews are completed I will be sending you a survey that combines all of the information provided by all the participants regarding the barriers and facilitators of skill development and entry into legal employment. In the survey you will be asked to confirm that the information is correct from your perspective, that the list is all inclusive, and to request any changes. Your responses will be consolidated with other responses and phrased in a way that you cannot be identified. The next phase should require approximately 15-20 minutes to complete and I will contact you again when that phase will begin which should be within the next 4 weeks.

Do you have any questions at this time?

Thank you again for your participation in this study.

APPENDIX G – INITIAL POLICY RECOMMENDATIONS

Education

1. Providing more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.
2. Providing more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing,).
3. Increasing diversity of staffing in school systems and colleges to more accurately represent the student population.
4. Enhancing recruitment plans for increasing the number of bilingual employees at school systems.
5. Establishing family support programs in schools.
6. Establishing mentoring programs in middle school, high school, and college.
7. Implementing practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).
8. Providing a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.
9. Educating middle and high school counselors on DACA.
10. Establishing programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).
11. Requiring school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.
12. Providing full access to federal financial aid for higher education.
13. Providing full access to state financial aid for higher education (in all states).
14. Allowing DACA recipients access to low interest rate loans for higher education.
15. Lowering interest rates for all education related loans for all students.
16. Enhancing work-study options for college students.
17. Reducing tuition costs for higher education.
18. Expanding programs to encourage and assist individuals in pursuing higher education.
19. Establishing a policy that allows all students who have a high school equivalency to attend community colleges.
20. Expanding Career and College Promise programs.
21. Expanding Early College programs.
22. Expanding certificates offered at community colleges to show technical competence in a range of fields

Families

1. Establishing education programs for parents to understand the impact of education versus working.
2. Establishing education programs for parents of first-time college students.
3. Expanding public community services to parents of undocumented immigrants (e.g., health,).
4. Expanding social programs to support the poor and working class populations.
5. Providing mental health resources to DACA immigrants and their family members
6. Creating resources to improve advocacy and networking opportunities for DACA immigrants and their families.

Transportation

1. Allowing DACA recipients to receive driver's licenses in all states.
2. Establishing consistent driver's license laws across all states.
3. Expanding public transportation systems.
4. Lowering public transportation costs.

Laws/Legislation

1. Establishment of consistent state residency rules across the country.
2. Passing federal legislation that provides a pathway to normalizing of status for periods longer than 2-5 years.
3. Passing federal legislation that provides a pathway to citizenship.
4. Passing federal legislation that allows for a longer period of time between renewals for DACA (longer than 2-5 years).
5. Lowering the fees required to process DACA applications.
6. Providing training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.
7. Focusing on enforcement of labor laws with employers rather than on employees.
8. Providing greater resources to agencies tasked with enforcing labor laws with employers.
9. Cracking down on employers who have poor working conditions and take advantage of employees.
10. Changing law enforcement policies to limit profiling.
11. Changing law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).
12. Establishing training programs for law enforcement on DACA.
13. Establishing training programs for law enforcement to be more sensitive to community needs and conditions.
14. Establishing community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.

Employers

1. Providing training to employers to enhance awareness of DACA.
2. Providing training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.
3. Creating a resource that identifies employers who want to hire DACA immigrants.
4. Providing incentives to employers to establish and expand internship programs.
5. Changing professional licensure rules to allow DACA immigrants to obtain licensure (e.g., health care, construction, legal, law enforcement, child care, education, etc.)
6. Enhancing recruitment plans for increasing the number of bilingual employees in businesses.
7. Providing incentives to employers to be more involved in education
8. Providing incentives to employers to retrain employees rather than laying them off.
9. Providing incentives to employers to increase and improve training programs

Training Programs

1. Creating community resource guides for immigrants (documented and undocumented).
2. Establishing broad community awareness and education initiatives on DACA.
3. Establishing programs and information campaigns to educate the public that immigrants are not taking jobs from citizens.
4. Establishing programs and information campaigns that describe the value of immigration and immigrants to local, state, and national economies
5. Establishing programs and information campaigns that educate the general public on immigration policies.
6. Providing employability workshops and seminars with youth that focus on “soft-skills”.
7. Creating educational programs that focus on bi-cultural identity and bi-cultural understanding.
8. Providing training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.

Workforce Development

1. Creating systems of connecting middle and high schools to higher education.
2. Creating systems of connecting higher education institutions to the workforce.
3. Creating systems of connecting middle and high schools to the workforce.
4. Creating pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.

Financial Access

1. Providing easier access to opening bank accounts.
2. Providing easier access to developing a credit history.

APPENDIX H – ITERATION #2 QUESTIONNAIRE

Thank you for your continued participation in this study. Throughout the 22 interviews conducted for this study each individual described issues and ideas of things that can and should be addressed through a variety of policy or rule changes. Listed below is the cumulative list from all 22 individuals interviewed organized by topical categories. Please review the list and:

1. Add any additional issues and ideas you feel are missing
2. Make any modifications to the issues and ideas in the space below to make them clearer and more accurate

Immigration:

Changes to local, state, and national immigration policies and/or rules should include:

- 001 - Establishment of consistent state residency rules across the country
- 002 - Passing federal legislation that provides a pathway to normalizing of status for periods longer than 2-5 years
- 003 - Passing federal legislation that provides a pathway to citizenship
- 004 - Passing federal legislation that allows for a longer period of time between renewals for DACA (longer than 2-5 years)
- 005 - Lowering the fees required to process DACA applications

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national immigration issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Transportation:

Changes to local, state, and national immigration policies and/or rules should include:

- 0101 - Allowing DACA recipients to receive driver's licenses in all states
- 0102 - Establishing consistent driver's license laws across all states
- 0103 - Expanding public transportation systems
- 0104 - Lowering public transportation costs

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national transportation issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Higher Education Financing:

Changes to local, state, and national higher education financing policies and/or rules should include:

- 0201 - Providing full access to federal financial aid for higher education
- 0202 - Providing full access to state financial aid for higher education (in all states)
- 0203 - Allowing DACA recipients access to low interest rate loans for higher education
- 0204 - Lowering interest rates for all education related loans for all students
- 0205 - Enhancing work-study options for college students
- 0206 - Reducing tuition costs for higher education

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national higher education financing issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Access to Higher Education:

Changes to local, state, and national higher education access policies/rules should include:

- 0301 - Expanding programs to encourage and assist individuals in pursuing higher education
- 0302 - Establishing a policy that allows all students who have a high school equivalency to attend community colleges
- 0303 - Expanding Career and College Promise programs
- 0304 - Expanding Early College programs
- 0305 - Expanding certificates offered at community colleges to show technical competence in a range of fields

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national access to higher education issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Employers:

Changes to local, state, and national policies and/or rules concerning employer practices and policies and/or rules specifically focusing on employers should include:

- 0401 - Providing training to employers enhance awareness of DACA
- 0402 - Providing training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates
- 0403 - Creating a resource that identifies employers who want to hire DACA immigrants
- 0404 - Providing incentives to employers to establish and expand internship programs
- 0405 - Changing professional licensure rules to allow DACA immigrants to obtain licensure (e.g., health care, construction, legal, law enforcement, child care, education, etc.)
- 0406 - Enhancing recruitment plans for increasing the number of bilingual employees in businesses
- 0407 - Providing incentives to employers to be more involved in education
- 0408 - Providing incentives to employers to retrain employees rather than laying them off
- 0409 - Providing incentives to employers to increase and improve training programs

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national employer issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Community and Community Organizations:

Changes to local, state, and national policies and/or rules focusing on communities and community organizations should include:

- 0501 - Creating community resource guides for immigrants (documented and undocumented)
- 0502 - Establishing broad community awareness and education initiatives on DACA
- 0503 - Establishing programs and information campaigns to educate the public that immigrants are not taking jobs from citizens
- 0504 - Establishing programs and information campaigns that describe the value of immigration and immigrants to local, state, and national economies
- 0505 - Establishing programs and information campaigns that educate the general public on immigration policies
- 0506 - Providing employability workshops and seminars with youth that focus on “soft-skills”
- 0507 - Creating educational programs that focus on bicultural identity and bicultural understanding
- 0508 - Providing training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national community or community organization issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Family:

Changes to local, state, and national policies and/or rules targeting families should include:

0601 - Establishing education programs for parents to understand the impact of education versus working

0602 - Establishing education programs for parents of first-time college students

0603 - Expanding public community services to parents of undocumented immigrants (e.g., health)

0604 - Expanding social programs to support the poor and working class populations

0605 - Providing mental health resources to DACA immigrants and their family members

0606 - Creating resources to improve advocacy and networking opportunities for DACA immigrants and their families

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national family issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Employment and Labor Laws:

Changes to local, state, and national policies and/or rules focusing on employment and labor laws should include:

0701 - Providing training to DACA immigrants regarding worker rights, basic employment rights, and employment processes

0702 - Focusing on enforcement of labor laws with employers rather than on employees

0703 - Providing greater resources to agencies tasked with enforcing labor laws with employers

0704 - Cracking down on employers who have poor working conditions and take advantage of employees

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national employment and labor law issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Financial Access:

Changes to local, state, and national policies and/or rules focusing on access to financial resources should include:

- 0801 - Providing easier access to opening bank accounts
- 0802 - Providing easier access to developing a credit history

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national financial access issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

K-12 Education:

Changes to local, state, and national policies and/or rules concerning K-12 education system practices, and policies and/or rules specifically focusing on the K-12 education system should include:

- 0901 - Providing more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school
- 0902 - Providing more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing, etc.)
- 0903 - Increasing diversity of staffing in school systems and colleges to more accurately represent the student population
- 0904 - Enhancing recruitment plans for increasing the number of bilingual employees at school systems
- 0905 - Establishing family support programs in schools
- 0906 - Establishing mentoring programs in middle school, high school, and college
- 0907 - Implementing practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., "you're not college material")
- 0908 - Providing a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance
- 0909 - Educating middle and high school counselors on DACA

0910 - Establishing programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap)

0911 - Requiring school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national K-12 education issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Law Enforcement:

Changes to local, state, and national policies and/or rules concerning law enforcement practices, and policies and/or rules specifically focusing on law enforcement agencies should include:

1001 - Changing law enforcement policies to limit profiling

1002 - Changing law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask “where's your visa” or ask for other immigration documents)

1003 - Establishing training programs for law enforcement on DACA

1004 - Establishing training programs for law enforcement to be more sensitive to community needs and conditions

1005 - Establishing community organizations that have the ability to review law enforcement activities and provide feedback for better interactions

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national law enforcement issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Workforce Development Systems:

Changes to local, state, and national policies and/or rules concerning workforce development system policies and/or rules specifically focusing on workforce development systems should include:

1101 - Creating systems of connecting middle and high schools to higher education

1102 - Creating systems of connecting higher education institutions to the workforce

1103 - Creating systems of connecting middle and high schools to the workforce

1104 - Creating pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs

Are there any changes to the above policy or rule changes? If so, please list the item number and describe the change you suggest below. If you have no changes please type the word "NONE" in the space below.

Are there any additional policy or rule changes you would like to add to this list regarding local, state, or national workforce development system issues? If so, please describe those changes below. If you have no changes please type the word "NONE" in the space below.

Thank you for your participation!

Tracy Pakornsawat

APPENDIX I – POLICY RECOMMENDATION COUNTS

Transportation

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Allowing DACA recipients to receive driver's licenses in all states.	3	4	4		2	2	15
2. Establishing consistent driver's license laws across all states.		2	1		1		4
3. Expanding public transportation systems.		1	4		2		7
4. Lowering public transportation costs.						2	2

Education

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Providing full access to federal financial aid for higher education.	2	4	4	2	5	1	18
2. Providing full access to state financial aid for higher education (in all states).	2	4	4	2	5	1	18
3. Allowing DACA recipients access to low interest rate loans for higher education.	1	1			2		4
4. Lowering interest rates for all education related loans for all students.	1	1					2
5. Enhancing work-study options for college students.	1	2			1	2	6
6. Reducing tuition costs for higher education.	3	1	3		1	1	9
7. Expanding programs to encourage and assist individuals in pursuing higher education.	1	4	5	1	5	1	17

8.	Establishing a policy that allows all students who have a high school equivalency to attend community colleges.			1		3		4
9.	Expanding Career and College Promise programs.	1	1	2		4	1	9
10.	Expanding Early College programs.	1	1	2		4	1	9
11.	Expanding certificates offered at community colleges to show technical competence in a range of fields		1	1		3	1	6
12.	Providing more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.	2	2	4	1	1		10
13.	Providing more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing,).	2	3	3	3	1	2	14
14.	Increasing diversity of staffing in school systems and colleges to more accurately represent the student population.					2		2
15.	Enhancing recruitment plans for increasing the number of bilingual employees at school systems.					2		2
16.	Establishing family support programs in schools.	2	2	3	1			8
17.	Establishing mentoring programs in middle school, high school, and college.	1	3	3	2	3	2	14
18.	Implementing practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).		1	2		1	1	5
19.	Providing a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.	1	1	3	2	3	2	12

20. Educating middle and high school counselors on DACA.	2	2	3	2	1	2	12
21. Establishing programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).		1	2		1	1	5
22. Requiring school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.		1	1	1			3

Family

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Establishing education programs for parents to understand the impact of education versus working.			2	2	2	1	7
2. Establishing education programs for parents of first-time college students.	1	1	2	1	3		8
3. Expanding public community services to parents of undocumented immigrants (e.g., health.).		1	4	1			6
4. Expanding social programs to support the poor and working class populations.			2	2	1		5
5. Providing mental health resources to DACA immigrants and their family members			2	1			3
6. Creating resources to improve advocacy and networking opportunities for DACA immigrants and their families.		1	2		1	2	6

Immigration

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Establishment of consistent state residency rules across the country.		4	4		5	2	15
2. Passing federal legislation that provides a pathway to normalizing of status for periods longer than 2-5 years.	3	4	5	2	2	1	17
3. Passing federal legislation that provides a pathway to citizenship.	3	3	3	2	2	2	15
4. Passing federal legislation that allows for a longer period of time between renewals for DACA (longer than 2-5 years).		1	1	2		1	5
5. Lowering the fees required to process DACA applications.	3	1		1			5

Employers

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Providing training to employers to enhance awareness of DACA.		3	2	3	3	1	12
2. Providing training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.		1	1		1	1	4
3. Creating a resource that identifies employers who want to hire DACA immigrants.			2	1	3	1	7
4. Providing incentives to employers to establish and expand internship programs.			2	1	1	1	5

5. Changing professional licensure rules to allow DACA immigrants to obtain licensure (e.g., health care, construction, legal, law enforcement, child care, education, etc.)	1	2	3	1	5	3	15
6. Enhancing recruitment plans for increasing the number of bilingual employees in businesses.			2	1	3		6
7. Providing incentives to employers to be more involved in education			2	1	3	1	7
8. Providing incentives to employers to retrain employees rather than laying them off.			2	1		1	4
9. Providing incentives to employers to increase and improve training programs			2	1	1	1	5

Community and Community Organizations

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Creating community resource guides for immigrants (documented and undocumented).		1	3	1	3	2	10
2. Establishing broad community awareness and education initiatives on DACA.	1	3	3	2	5	2	16
3. Establishing programs and information campaigns to educate the public that immigrants are not taking jobs from citizens.	1	3	2	2	4	3	15
4. Establishing programs and information campaigns that describe the value of immigration and immigrants to local, state, and national economies		2	1	1	2	2	8
5. Establishing programs and information campaigns that educate the general public on immigration policies.		2	1		1	2	6
6. Providing employability workshops and seminars with youth that focus on “soft-skills”.		1	3	2	4	1	11
7. Creating educational programs that focus on bi-cultural identity and bi-cultural understanding.					1	1	2
8. Providing training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.		1	1		1		3

Employment and Labor Laws

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Providing training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.		2	3	1		1	7
2. Focusing on enforcement of labor laws with employers rather than on employees.			3	2		2	7
3. Providing greater resources to agencies tasked with enforcing labor laws with employers.			2	1		1	4
4. Cracking down on employers who have poor working conditions and take advantage of employees.	1		2	2		2	7

Financial Access

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Providing easier access to opening bank accounts.				1			1
2. Providing easier access to developing a credit history.				1			1

Law Enforcement

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Changing law enforcement policies to limit profiling.		2	3	1	2	1	9
2. Changing law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).		1	2	1		1	5
3. Establishing training programs for law enforcement on DACA.		1	3	1	2	1	8
4. Establishing training programs for law enforcement to be more sensitive to community needs and conditions.		1	3	1	2		7
5. Establishing community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.			2	1		1	4

Workforce Development Systems

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1. Creating systems of connecting middle and high schools to higher education.		1	1		3	2	7
2. Creating systems of connecting higher education institutions to the workforce.		2	1	1	4	2	10
3. Creating systems of connecting middle and high schools to the workforce.		1	2	1	3	2	9
4. Creating pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.		2	2	2	5	2	13

Employers

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
0401 - Providing training to employers to enhance awareness of DACA.		3	2	3	3	1	12
0402 - Providing training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.		1	1		1	1	4
0403 - Creating a resource that identifies employers who want to hire DACA immigrants.			2	1	3	1	7
0404 - Providing incentives to employers to establish and expand internship programs.			2	1	1	1	5
0405 - Changing professional licensure rules to allow DACA immigrants to obtain licensure (e.g., health care, construction, legal, law enforcement, child care, education, etc.)	1	2	3	1	5	3	15
0406 - Enhancing recruitment plans for increasing the number of bilingual employees in businesses.			2	1	3		6
0407 - Providing incentives to employers to be more involved in education			2	1	3	1	7
0408 - Providing incentives to employers to retrain employees rather than laying them off.			2	1		1	4
0409 – Providing incentives to employers to increase and improve training programs			2	1	1	1	5

Community and Community Organizations

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
0501 - Creating community resource guides for immigrants (documented and undocumented).		1	3	1	3	2	10
0502 - Establishing broad community awareness and education initiatives on DACA.	1	3	3	2	5	2	16
0503 - Establishing programs and information campaigns to educate the public that immigrants are not taking jobs from citizens.	1	3	2	2	4	3	15
0504 – Establishing programs and information campaigns that describe the value of immigration and immigrants to local, state, and national economies		2	1	1	2	2	8
0505 – Establishing programs and information campaigns that educate the general public on immigration policies.		2	1		1	2	6
0506 - Providing employability workshops and seminars with youth that focus on “soft-skills”.		1	3	2	4	1	11
0507 - Creating educational programs that focus on bi-cultural identity and bi-cultural understanding.					1	1	2
0508 - Providing training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.		1	1		1		3

Family

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
0601 - Establishing education programs for parents to understand the impact of education versus working.			2	2	2	1	7
0602 - Establishing education programs for parents of first-time college students.	1	1	2	1	3		8
0603 - Expanding public community services to parents of undocumented immigrants (e.g., health,).		1	4	1			6
0604 - Expanding social programs to support the poor and working class populations.			2	2	1		5
0605 - Providing mental health resources to DACA immigrants and their family members			2	1			3
0606 - Creating resources to improve advocacy and networking opportunities for DACA immigrants and their families.		1	2		1	2	6

Employment and Labor Laws

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
0701 - Providing training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.		2	3	1		1	7
0702 - Focusing on enforcement of labor laws with employers rather than on employees.			3	2		2	7
0703 - Providing greater resources to agencies tasked with enforcing labor laws with employers.			2	1		1	4
0704 - Cracking down on employers who have poor working conditions and take advantage of employees.	1		2	2		2	7

Financial Access

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
0801 - Providing easier access to opening bank accounts.				1			1
0802 - Providing easier access to developing a credit history.				1			1

K-12 Education

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
0901 - Providing more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.	2	2	4	1	1		10
0902 - Providing more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing.).	2	3	3	3	1	2	14
0903 - Increasing diversity of staffing in school systems and colleges to more accurately represent the student population.					2		2
0904 - Enhancing recruitment plans for increasing the number of bilingual employees at school systems.					2		2
0905 - Establishing family support programs in schools.	2	2	3	1			8
0906 - Establishing mentoring programs in middle school, high school, and college.	1	3	3	2	3	2	14
0907 - Implementing practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).		1	2		1	1	5
0908 - Providing a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.	1	1	3	2	3	2	12
0909 - Educating middle and high school counselors on DACA.	2	2	3	2	1	2	12
0910 - Establishing programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).		1	2		1	1	5

0911 - Requiring school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.	1	1	1				3
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Law Enforcement

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1001 - Changing law enforcement policies to limit profiling.		2	3	1	2	1	9
1002 - Changing law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).		1	2	1		1	5
1003 - Establishing training programs for law enforcement on DACA.		1	3	1	2	1	8
1004 - Establishing training programs for law enforcement to be more sensitive to community needs and conditions.		1	3	1	2		7
1005 - Establishing community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.			2	1		1	4

Workforce Development Systems

	DACA Immigrant (n=5)	Individual Assisting (n=5)	Org (n=5)	Employer (n=3)	Education (n=5)	Policy (n=3)	Total Count
1101 - Creating systems of connecting middle and high schools to higher education.		1	1		3	2	7
1102 - Creating systems of connecting higher education institutions to the workforce.		2	1	1	4	2	10
1103 - Creating systems of connecting middle and high schools to the workforce.		1	2	1	3	2	9
1104 - Creating pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.		2	2	2	5	2	13

APPENDIX J – ITERATION #3 QUESTIONNAIRE

Thank you for your continued participation in this study. This is the third and final stage of the Skill Development and Access to Legal Employment Opportunities for DACA recipients study. Using your feedback from the interviews and prior survey this one was created.

For each statement you will be asked to rank each statement on the desirability, importance, and feasibility/likelihood of it being addressed by a policy or rule change. Although there were many issues that were brought up that affect the DACA population as well as the documented and undocumented immigrant population as a whole, please answer the questions with the focus on skill development and accessing legal employment opportunities for DACA recipients.

It is expected that this survey will take approximately 30-45 minutes.

Desirability

This first set of questions takes the statements provided by all study participants combined. Please answer them based on the desirability of making the changes to local, state, or national policies to help DACA recipients gain skills and access legal employment opportunities. Please use the following definitions to answer the questions:

Desirability: worth seeking or doing; would be advantageous or beneficial; worth having or getting; having good or pleasing qualities or properties.

- **Not desirable at all** - Would not be advantageous or beneficial in any way to gaining skills or helping DACA recipients access legal employment opportunities if the policy / rule changes were made.
- **Not very desirable** - Would be advantageous or beneficial to only a limited number of DACA recipients to gain skills or access legal employment opportunities if the policy / rule changes were made.
- **Moderately desirable** - Would be advantageous or beneficial to a broad range of DACA recipients to gain skills or access legal employment opportunities, but would still leave many DACA recipients unaffected if changes were made to policies / rules.
- **Desirable** - Would be advantageous or beneficial to a large number of DACA recipients to gain skills and access legal employment opportunities if the changes were made to the policies / rules.
- **Very desirable** - Will definitely be advantageous or beneficial to a large number of DACA recipients to gain skills and access legal employment opportunities if the changes were made to the policies / rules.

Immigration –

How desirable is it to make changes to the following local, state, or national immigration policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
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0001 - Pass legislation that provides a pathway to citizenship.

0002 - Pass legislation that provides a pathway to normalizing of status for periods longer than 2 years.

0003 - Lower the fees required to process DACA applications.

0004 - Establish consistent state residency rules across the country for in-state tuition allowances.
0005 - Allow DACA recipients to qualify for the Affordable Care Act ("Obamacare").
0006 - Allow DACA recipients to serve in the military and earn citizenship for service.
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.

Immigration –

Are there any comments you would like to make regarding the desirability of immigration policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of immigration policy or rule specifically related to skill development or access to legal employment opportunities for DACA recipients?

Transportation - How desirable is it to make changes to the following local, state, or national transportation policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?	Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
0101 - Allow DACA recipients to receive driver's licenses in all states.					
0102 - Allow all undocumented immigrants to get driver's licenses.					
0103 - Establish consistent driver's license eligibility laws across all states.					
0104 - Allow all undocumented immigrants to get car insurance.					
0105 - Expand public transportation systems.					
0106 - Lower public transportation costs.					

Transportation –

Are there any comments you would like to make regarding the desirability of transportation policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of transportation policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Higher Education – How desirable is it to make changes to the following local, state, or national higher education policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?	Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.					
0202 - Provide full access to federal financial aid for higher education.					
0203 - Provide full access to state financial aid for higher education (in all states).					
0204 - Encourage all scholarship providers to accept applications from DACA students.					
0205 - Allow DACA recipients access to low interest rate loans for higher education.					
0206 - Lower interest rates for all education related loans for all students.					
0207 - Enhance work-study options for college students.					
0208 - Reduce tuition costs for higher education.					
0209 - Expand Career and College Promise programs.					
0210 - Expand Early College programs.					
0211 - Expand offerings of technical certificates for a wider range of fields at community colleges.					
0212 - Expand programs to encourage and assist individuals in pursuing higher education.					
0213 - Expand and increase availability of programs addressing specific needs of undocumented students.					
0214 - Designate a specialized counselor at all colleges and universities to provide undocumented students support for college and career related issues.					
0215 - Expand Spanish language programs in the community college system.					
0216 - Establish a policy that allows all students who have a high school equivalency to attend community colleges.					

- 0217 - Pass legislation requiring all states to allow undocumented students to attend college.

- 0218 - Pass legislation making it unconstitutional for any state, city, school, or other body to prevent undocumented students from attending college.

- 0219 - Allow DACA students to take classes from any certificate or certification programs at community colleges.

Higher Education –

Are there any comments you would like to make regarding the desirability of higher education policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of higher education policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

- | Employment and Labor Laws –
How desirable is it to make changes to the following local, state, or national employment and labor law policies and/or rules to help DACA recipients gain skills and access legal employment opportunities? | Not
Desirable | Not Very
Desirable | Moderately
Desirable | Desirable | Very
Desirable |
|---|------------------|-----------------------|-------------------------|-----------|-------------------|
| 0301 - Require medical care for workers injured on the job. | | | | | |
| 0302 - Enforce laws ensuring that all workers have workers compensation and full OSHA safety protections. | | | | | |
| 0303 - Crack down on employers who have poor working conditions and take advantage of employees. | | | | | |
| 0304 - Provide greater resources to agencies tasked with enforcing labor laws with employers. | | | | | |
| 0305 - Focus on enforcement of labor laws with employers rather than on employees. | | | | | |
| 0306 - Provide training to DACA immigrants regarding worker rights, basic employment rights, and employment processes. | | | | | |
| 0307 - Provide training to employers to enhance awareness of DACA. | | | | | |
| 0308 - Provide training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates. | | | | | |
| 0309 - Enhance recruitment plans for increasing the number of bilingual employees in businesses. | | | | | |

0310 - Create a resource that identifies employers who want to hire DACA immigrants.
0311 - Provide incentives to employers to increase and improve training programs.
0312 - Provide incentives to employers to retrain employees rather than laying them off.
0313 - Provide incentives to employers to be more involved in education and educational programs.
0314 - Provide incentives to employers to establish and expand internship programs.
0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.
0316 - Require employers to allow DACA immigrants to continue working while they are in the process of renewing their work authorization.

Employment and Labor Law –

Are there any comments you would like to make regarding the desirability of employment and labor law policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of employment and labor law policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Community and Community Organizations – How desirable is it to make changes to the following local, state, or national community and community organization policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?					
	Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
0401 - Establish programs and information campaigns to educate the general public about immigration policy and the economics of immigration (e.g., reinforce information that immigrants do not take jobs from citizens, immigration improves the economic condition of local communities and states, etc.).					

-
- 0402 - Establish broad community awareness and education initiatives on DACA.

 - 0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.

 - 0404 - Provide training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.

 - 0405 - Provide employability workshops and seminars with youth that focus on “soft-skills”.

 - 0406 - Create community resource guides for immigrants (documented and undocumented).
-

Community and Community Organizations –

Are there any comments you would like to make regarding the desirability of community or community organization policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of community or community organization policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Social Services –

How desirable is it to make changes to the following local, state, or national social services related policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

	Not Desirable	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
0501 - Provide mental health resources to DACA immigrants.	at All				
0502 - Expand mental health resources and provide access to undocumented immigrants.					
0503 - Provide access to general health care (e.g., doctors, hospitals, prescriptions, etc.) for family members of DACA recipients.					
0504 - Expand public community services to parents of undocumented immigrants (e.g., health, food, housing, etc.).					
0505 - Expand social programs to support the poor and working class populations regardless of immigration status.					
0506 - Establish education programs for parents to understand the impact of education versus working.					

0507 - Establish education programs for parents of first-time college students.
0508 - Create resources to improve advocacy and networking opportunities for DACA immigrants and their families.

Social Services –

Are there any comments you would like to make regarding the desirability of social services related policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of social services related policy or rule changes specifically related to the skill development or entry to legal employment opportunities for DACA recipients?

Financial Access – How desirable is it to make changes to the following local, state, or national financial access policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?	Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
0601 - Provide easier access to opening bank accounts.					
0602 - Provide easier access to developing a credit history.					
0603 - Provide credit with reasonable rates.					
0604 - Provide financial counseling and education for undocumented immigrants to get mortgage loans.					
0605 - Provide opportunities for undocumented immigrants to get mortgage loans.					
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).					

Financial Access –

Are there any comments you would like to make regarding the desirability of financial access policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of financial access policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

K-12 Education – How desirable is it to make changes to the following local, state, or national K-12 education policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?
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	Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
0701 - Educate undocumented students in middle and high school about DACA.					
0702 - Educate parents of undocumented students in middle and high school about DACA.					
0703 - Educate middle and high school counselors on DACA.					
0704 - Provide a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.					
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.					
0706 - Provide more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.					
0707 - Establish family support programs in schools.					
0708 - Provide programs or outsourcing to other schools to let students obtain technical training.					
0709 - Provide more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing, etc.).					
0710 - Establish mentoring programs in middle school, high school, and college.					
0711 - Establish programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).					
0712 - Implement practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).					
0713 - Increase diversity of staffing in school systems and colleges to more accurately represent the student population.					

0714 - Enhance recruitment plans for increasing the number of bilingual employees at school systems.

K-12 Education –

Are there any comments you would like to make regarding the desirability of K-12 education policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of K-12 education policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Law Enforcement –

How desirable is it to make changes to the following local, state, or national law enforcement policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

Not Desirable	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
at All				

0801 - Establish training programs for law enforcement to be more sensitive to community needs and conditions.

0802 - Establish training programs for law enforcement on DACA.

0803 - Establish community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.

0804 - Change law enforcement policies to limit profiling.

0805 - Change law enforcement practices related to setting up traffic checkpoints and raids to search for immigrants.

0806 - Change law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).

0807 - Exercise more control over detention centers, especially the for-profit jails and prisons.

Law Enforcement –

Are there any comments you would like to make regarding the desirability of law enforcement policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of law enforcement policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Workforce Development Systems –
How desirable is it to make changes to the following local, state, or national workforce development system policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

	Not Desirable at All	Not Very Desirable	Moderately Desirable	Desirable	Very Desirable
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0901 - Create systems of connecting middle and high schools to higher education.

0902 - Create systems of connecting middle and high schools to the workforce.

0903 - Create systems of connecting higher education institutions to the workforce.

0904 - Create connections with technical schools and certificate programs to the workforce.

0905 - Create pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.

Workforce Development Systems –

Are there any comments you would like to make regarding the desirability of workforce development system policy or rule changes in general?

Are there any comments you would like to make regarding the desirability of workforce development system policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Importance

This second set of questions takes the statements that are mentioned above, but in this section please answer them based on the importance of making the changes to local, state, or national policies to help DACA recipients gain skills and access legal employment opportunities. Please use the following definitions to answer the questions:

Importance: indicates value or significance; has serious or considerable meaning or worth; deserving or requiring serious attention.

- **Not important at all** - Would not have any value or significance in any way to helping DACA recipients gain skills or access legal employment opportunities if the policy / rule changes were made and therefore does not deserve or require attention.
- **Not very important** - Would have limited value or significance to helping DACA recipients gain skills or access legal employment opportunities if the policy / rule changes were made and therefore deserves only limited attention.

- **Moderately important** - Would have some value or significance to helping DACA recipients gain skills or access legal employment opportunities, but would still leave many DACA recipients unaffected if changes were made to policies / rules, and therefore deserves only moderate attention.
- **Important** - Would have value or significance to helping a large number of DACA recipients gain skills or access legal employment opportunities if the changes were made to the policies / rules, and therefore deserves serious attention.
- **Very important** - Will definitely have value or significance to helping a large number of DACA recipients gain skills or access legal employment opportunities if the changes were made to the policies / rules, and therefore must receive serious attention.

Immigration -

How important is it to make changes to the following local, state, or national immigration policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0001 - Pass legislation that provides a pathway to citizenship.					
0002 - Pass legislation that provides a pathway to normalizing of status for periods longer than 2 years.					
0003 - Lower the fees required to process DACA applications.					
0004 - Establish consistent state residency rules across the country for in-state tuition allowances.					
0005 - Allow DACA recipients to qualify for the Affordable Care Act ("Obamacare").					
0006 - Allow DACA recipients to serve in the military and earn citizenship for service.					
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.					

Immigration –

Are there any comments you would like to make regarding the importance of immigration policy or rule changes in general?

Are there any comments you would like to make regarding the importance of immigration policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Transportation –

How important is it to make changes to the following local, state, or national transportation policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0101 - Allow DACA recipients to receive driver's licenses in all states.					
0102 - Allow all undocumented immigrants to get driver's licenses.					
0103 - Establish consistent driver's license eligibility laws across all states.					
0104 - Allow all undocumented immigrants to get car insurance.					
0105 - Expand public transportation systems.					
0106 - Lower public transportation costs.					

Transportation –

Are there any comments you would like to make regarding the importance of transportation policy or rule changes in general?

Are there any comments you would like to make regarding the importance of transportation policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
Higher Education – How important is it to make changes to the following local, state, or national higher education policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?					
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.					
0202 - Provide full access to federal financial aid for higher education.					
0203 - Provide full access to state financial aid for higher education (in all states).					
0204 - Encourage all scholarship providers to accept applications from DACA students.					
0205 - Allow DACA recipients access to low interest rate loans for higher education.					
0206 - Lower interest rates for all education related loans for all students.					
0207 - Enhance work-study options for college students.					
0208 - Reduce tuition costs for higher education.					
0209 - Expand Career and College Promise programs.					

0210 - Expand Early College programs.
0211 - Expand offerings of technical certificates for a wider range of fields at community colleges.
0212 - Expand programs to encourage and assist individuals in pursuing higher education.
0213 - Expand and increase availability of programs addressing specific needs of undocumented students.
0214 - Designate a specialized counselor at all colleges and universities to provide undocumented students support for college and career related issues.
0215 - Expand Spanish language programs in the community college system.
0216 - Establish a policy that allows all students who have a high school equivalency to attend community colleges.
0217 - Pass legislation requiring all states to allow undocumented students to attend college.
0218 - Pass legislation making it unconstitutional for any state, city, school, or other body to prevent undocumented students from attending college.
0219 - Allow DACA students to take classes from any certificate or certification programs at community colleges.

Higher Education –

Are there any comments you would like to make regarding the importance of higher education policy or rule changes in general?

Are there any comments you would like to make regarding the importance of higher education policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Employment and Labor Laws –															
How important is it to make changes to the following local, state, or national employment and labor law policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?															
<table border="0"> <tr> <td>Not</td> <td>Not Very</td> <td>Moderately</td> <td>Important</td> <td>Very</td> </tr> <tr> <td>Important</td> <td>Important</td> <td>Important</td> <td></td> <td>Important</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>at All</td> </tr> </table>	Not	Not Very	Moderately	Important	Very	Important	Important	Important		Important					at All
Not	Not Very	Moderately	Important	Very											
Important	Important	Important		Important											
				at All											
0301 - Require medical care for workers injured on the job.															

0302 - Enforce laws ensuring that all workers have workers compensation and full OSHA safety protections.

0303 - Crack down on employers who have poor working conditions and take advantage of employees.

0304 - Provide greater resources to agencies tasked with enforcing labor laws with employers.

0305 - Focus on enforcement of labor laws with employers rather than on employees.

0306 - Provide training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.

0307 - Provide training to employers to enhance awareness of DACA.

0308 - Provide training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.

0309 - Enhance recruitment plans for increasing the number of bilingual employees in businesses.

0310 - Create a resource that identifies employers who want to hire DACA immigrants.

0311 - Provide incentives to employers to increase and improve training programs.

0312 - Provide incentives to employers to retrain employees rather than laying them off.

0313 - Provide incentives to employers to be more involved in education and educational programs.

0314 - Provide incentives to employers to establish and expand internship programs.

0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.

0316 - Require employers to allow DACA immigrants to continue working while they are in the process of renewing their work authorization.

Employment and Labor Laws –

Are there any comments you would like to make regarding the importance of employment and labor law policy or rule changes in general?

Are there any comments you would like to make regarding the importance of employment and labor law policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Community and Community Organizations –

How important is it to make changes to the following local, state, or national community and community organization policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0401 - Establish programs and information campaigns to educate the general public about immigration policy and the economics of immigration (e.g., reinforce information that immigrants do not take jobs from citizens, immigration improves the economic condition of local communities and states, etc.).					
0402 - Establish broad community awareness and education initiatives on DACA.					
0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.					
0404 - Provide training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.					
0405 - Provide employability workshops and seminars with youth that focus on “soft-skills”.					
0406 - Create community resource guides for immigrants (documented and undocumented).					

Community and Community Organizations -

Are there any comments you would like to make regarding the importance of community or community organization policy or rule changes in general?

Are there any comments you would like to make regarding the importance of community or community organization policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Social services –

How important is it to make changes to the following local, state, or national social services related policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0501 - Provide mental health resources to DACA immigrants.					
0502 - Expand mental health resources and provide access to undocumented immigrants.					
0503 - Provide access to general health care (e.g., doctors, hospitals, prescriptions, etc.) for family members of DACA recipients.					
0504 - Expand public community services to parents of undocumented immigrants (e.g., health, food, housing, etc.).					
0505 - Expand social programs to support the poor and working class populations regardless of immigration status.					
0506 - Establish education programs for parents to understand the impact of education versus working.					
0507 - Establish education programs for parents of first-time college students.					
0508 - Create resources to improve advocacy and networking opportunities for DACA immigrants and their families.					

Social services -

Are there any comments you would like to make regarding the importance of social services related policy or rule changes in general?

Are there any comments you would like to make regarding the importance of social services related policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Financial Access – How important is it to make changes to the following local, state, or national financial access policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0601 - Provide easier access to opening bank accounts.					
0602 - Provide easier access to developing a credit history.					
0603 - Provide credit with reasonable rates.					
0604 - Provide financial counseling and education for undocumented immigrants to get mortgage loans.					

0605 - Provide opportunities for undocumented immigrants to get mortgage loans.
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).

Financial Access -

Are there any comments you would like to make regarding the importance of financial access policy or rule changes in general?

Are there any comments you would like to make regarding the importance of financial access policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

K-12 Education – How important is it to make changes to the following local, state, or national K-12 education policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0701 - Educate undocumented students in middle and high school about DACA.					
0702 - Educate parents of undocumented students in middle and high school about DACA.					
0703 - Educate middle and high school counselors on DACA.					
0704 - Provide a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.					
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.					
0706 - Provide more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.					
0707 - Establish family support programs in schools.					
0708 - Provide programs or outsourcing to other schools to let students obtain technical training.					
0709 - Provide more career planning activities throughout middle and high school (career assessments, job					

discussions, company visits, job shadowing, etc.).
0710 - Establish mentoring programs in middle school, high school, and college.
0711 - Establish programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).
0712 - Implement practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).
0713 - Increase diversity of staffing in school systems and colleges to more accurately represent the student population.
0714 - Enhance recruitment plans for increasing the number of bilingual employees at school systems.

K-12 Education -

Are there any comments you would like to make regarding the importance of K-12 education policy or rule changes in general?

Are there any comments you would like to make regarding the importance of K-12 education policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Law Enforcement – How important is it to make changes to the following local, state, or national law enforcement policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?	Not Important at All	Not Very Important	Moderately Important	Important	Very Important
0801 - Establish training programs for law enforcement to be more sensitive to community needs and conditions.					
0802 - Establish training programs for law enforcement on DACA.					
0803 - Establish community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.					
0804 - Change law enforcement policies to limit profiling.					
0805 - Change law enforcement practices related to setting up traffic checkpoints and raids to search for immigrants.					

0806 - Change law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).

0807 - Exercise more control over detention centers, especially the for-profit jails and prisons.

Law Enforcement -

Are there any comments you would like to make regarding the importance of law enforcement policy or rule changes in general?

Are there any comments you would like to make regarding the importance of law enforcement policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Workforce Development Systems –
How important is it to make changes to the following local, state, or national workforce development system policies and/or rules to help DACA recipients gain skills and access legal employment opportunities?

Not Important at All	Not Very Important	Moderately Important	Important	Very Important
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0901 - Create systems of connecting middle and high schools to higher education.

0902 - Create systems of connecting middle and high schools to the workforce.

0903 - Create systems of connecting higher education institutions to the workforce.

0904 - Create connections with technical schools and certificate programs to the workforce.

0905 - Create pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.

Workforce Development Systems -

Are there any comments you would like to make regarding the importance of workforce development system policy or rule changes in general?

Are there any comments you would like to make regarding the importance of workforce development system policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Feasibility / Likelihood

This third and final set of questions takes the same statements that are mentioned above, but in this section please answer them based on the feasibility/likelihood of making the changes to local, state, or national policies whether in general or for the purpose of helping DACA recipients gain skills and access legal employment opportunities. Please use the following definitions to answer the questions:

Feasibility/Likelihood: possible to do; capable of being done or carried out; capable of being dealt with successfully; doable. The chance that something will happen.

- **Not feasible/likely at all** - There is no possibility that the policy / rule change can be done or carried out. There is no chance that the policy / rule changes will happen.
- **Not very feasible/likely** - There is a limited possibility that the policy / rule change can be done or carried out. There is a limited chance that the policy / rule changes will happen.
- **Moderately feasible/likely** - There is a moderate possibility that the policy / rule change can be done or carried out. There is a moderate chance that the policy / rule changes will happen.
- **Feasible/likely** - There is a good possibility that the policy / rule change can be done or carried out. There is a good chance that the policy / rule changes will happen.
- **Very feasible/likely** - There is a very strong possibility that the policy / rule change can be done or carried out. There is a very strong chance that the policy / rule changes will happen.

Immigration –
How feasible/likely is it that changes will be made to the following local, state, or national immigration policies and/or rules?

	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0001 - Pass legislation that provides a pathway to citizenship.					
0002 - Pass legislation that provides a pathway to normalizing of status for periods longer than 2 years.					
0003 - Lower the fees required to process DACA applications.					
0004 - Establish consistent state residency rules across the country for in-state tuition allowances.					
0005 - Allow DACA recipients to qualify for the Affordable Care Act ("Obamacare").					
0006 - Allow DACA recipients to serve in the military and earn citizenship for service.					
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.					

Immigration -

Are there any comments you would like to make regarding the feasibility / likelihood of immigration policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of immigration policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Transportation – How feasible/likely is it that changes will be made to the following local, state, or national transportation policies and/or rules?	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0101 - Allow DACA recipients to receive driver’s licenses in all states.					
0102 - Allow all undocumented immigrants to get driver's licenses.					
0103 - Establish consistent driver’s license eligibility laws across all states.					
0104 - Allow all undocumented immigrants to get car insurance.					
0105 - Expand public transportation systems.					
0106 - Lower public transportation costs.					

Transportation -
Are there any comments you would like to make regarding the feasibility / likelihood of transportation policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of transportation policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Higher Education – How feasible/likely is it that changes will be made to the following local, state, or national higher education policies and/or rules?	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.					
0202 - Provide full access to federal financial aid for higher education.					

0203 - Provide full access to state financial aid for higher education (in all states).

0204 - Encourage all scholarship providers to accept applications from DACA students.

0205 - Allow DACA recipients access to low interest rate loans for higher education.

0206 - Lower interest rates for all education related loans for all students.

0207 - Enhance work-study options for college students.

0208 - Reduce tuition costs for higher education.

0209 - Expand Career and College Promise programs.

0210 - Expand Early College programs.

0211 - Expand offerings of technical certificates for a wider range of fields at community colleges.

0212 - Expand programs to encourage and assist individuals in pursuing higher education.

0213 - Expand and increase availability of programs addressing specific needs of undocumented students.

0214 - Designate a specialized counselor at all colleges and universities to provide undocumented students support for college and career related issues.

0215 - Expand Spanish language programs in the community college system.

0216 - Establish a policy that allows all students who have a high school equivalency to attend community colleges.

0217 - Pass legislation requiring all states to allow undocumented students to attend college.

0218 - Pass legislation making it unconstitutional for any state, city, school, or other body to prevent undocumented students from attending college.

0219 - Allow DACA students to take classes from any certificate or certification programs at community colleges.

Higher Education -

Are there any comments you would like to make regarding the feasibility /likelihood of higher education policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of higher education policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Employment and Labor Laws –

How feasible/likely is it that changes will be made to the following local, state, or national employment and labor law policies and/or rules?

	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
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0301 - Require medical care for workers injured on the job.

0302 - Enforce laws ensuring that all workers have workers compensation and full OSHA safety protections.

0303 - Crack down on employers who have poor working conditions and take advantage of employees.

0304 - Provide greater resources to agencies tasked with enforcing labor laws with employers.

0305 - Focus on enforcement of labor laws with employers rather than on employees.

0306 - Provide training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.

0307 - Provide training to employers to enhance awareness of DACA.

0308 - Provide training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.

0309 - Enhance recruitment plans for increasing the number of bilingual employees in businesses.

0310 - Create a resource that identifies employers who want to hire DACA immigrants.

0311 - Provide incentives to employers to increase and improve training programs.

0312 - Provide incentives to employers to retrain employees rather than laying them off.
0313 - Provide incentives to employers to be more involved in education and educational programs.
0314 - Provide incentives to employers to establish and expand internship programs.
0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.
0316 - Require employers to allow DACA immigrants to continue working while they are in the process of renewing their work authorization.

Employment and Labor Laws –

Are there any comments you would like to make regarding the feasibility / likelihood of employment and labor law policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of employment and labor law policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Community and Community Organizations –					
How feasible/likely is it that changes will be made to the following local, state, or national community and community organization policies and/or rules?					
	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
<hr/>					
0401 - Establish programs and information campaigns to educate the general public about immigration policy and the economics of immigration (e.g., reinforce information that immigrants do not take jobs from citizens, immigration improves the economic condition of local communities and states, etc.).					
<hr/>					
0402 - Establish broad community awareness and education initiatives on DACA.					
<hr/>					
0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.					

- 0404 - Provide training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.
- 0405 - Provide employability workshops and seminars with youth that focus on “soft-skills”.
- 0406 - Create community resource guides for immigrants (documented and undocumented).

Community and Community Organizations -

Are there any comments you would like to make regarding the feasibility / likelihood of community or community organization policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of community or community organization policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Social services – How feasible/likely is it that changes will be made to the following local, state, or national social services policies and/or rules?	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0501 - Provide mental health resources to DACA immigrants.					
0502 - Expand mental health resources and provide access to undocumented immigrants.					
0503 - Provide access to general health care (e.g., doctors, hospitals, prescriptions, etc.) for family members of DACA recipients.					
0504 - Expand public community services to parents of undocumented immigrants (e.g., health, food, housing, etc.).					
0505 - Expand social programs to support the poor and working class populations regardless of immigration status.					
0506 - Establish education programs for parents to understand the impact of education versus working.					
0507 - Establish education programs for parents of first-time college students.					
0508 - Create resources to improve advocacy and networking opportunities for DACA immigrants and their families.					

Social services -

Are there any comments you would like to make regarding the feasibility / likelihood of social services policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of social services policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Financial Access – How feasible/likely is it that changes will be made to the following local, state, or national financial access policies and/or rules?	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0601 - Provide easier access to opening bank accounts.					
0602 - Provide easier access to developing a credit history.					
0603 - Provide credit with reasonable rates.					
0604 - Provide financial counseling and education for undocumented immigrants to get mortgage loans.					
0605 - Provide opportunities for undocumented immigrants to get mortgage loans.					
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).					

Financial Access -

Are there any comments you would like to make regarding the feasibility / likelihood of financial access policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of financial access policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

K-12 Education – How feasible/likely is it that changes will be made to the following local, state, or national K-12 education policies and/or rules?	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0701 - Educate undocumented students in middle and high school about DACA.					

0702 - Educate parents of undocumented students in middle and high school about DACA.

0703 - Educate middle and high school counselors on DACA.

0704 - Provide a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.

0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.

0706 - Provide more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.

0707 - Establish family support programs in schools.

0708 - Provide programs or outsourcing to other schools to let students obtain technical training.

0709 - Provide more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing, etc.).

0710 - Establish mentoring programs in middle school, high school, and college.

0711 - Establish programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).

0712 - Implement practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).

0713 - Increase diversity of staffing in school systems and colleges to more accurately represent the student population.

0714 - Enhance recruitment plans for increasing the number of bilingual employees at school systems.

K-12 Education -

Are there any comments you would like to make regarding the feasibility / likelihood of K-12 education policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of K-12 education policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Law Enforcement – How feasible/likely is it that changes will be made to the following local, state, or national law enforcement policies and/or rules?	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0801 - Establish training programs for law enforcement to be more sensitive to community needs and conditions.					
0802 - Establish training programs for law enforcement on DACA.					
0803 - Establish community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.					
0804 - Change law enforcement policies to limit profiling.					
0805 - Change law enforcement practices related to setting up traffic checkpoints and raids to search for immigrants.					
0806 - Change law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).					
0807 - Exercise more control over detention centers, especially the for-profit jails and prisons.					

Law Enforcement -

Are there any comments you would like to make regarding the feasibility / likelihood of law enforcement policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of law enforcement policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Workforce Development Systems – How feasible/likely is it that changes will be made to the following local, state, or national workforce development system policies and/or rules?

	Not Feasible / Likely at All	Not Very Feasible / Likely	Moderately Feasible / Likely	Feasible / Likely	Very Feasible / Likely
0901 - Create systems of connecting middle and high schools to higher education.					
0902 - Create systems of connecting middle and high schools to the workforce.					
0903 - Create systems of connecting higher education institutions to the workforce.					
0904 - Create connections with technical schools and certificate programs to the workforce.					
0905 - Create pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.					

Workforce Development Systems -

Are there any comments you would like to make regarding the feasibility / likelihood of workforce development system policy or rule changes in general?

Are there any comments you would like to make regarding the feasibility / likelihood of workforce development system policy or rule changes specifically related to the skill development or access to legal employment opportunities for DACA recipients?

Are there any other comments that you would like to provide regarding this study?

Thank you for your participation! I greatly appreciate your support and dedication to the topic and look forward to providing you the results once completed.

Tracy Pakornsawat

APPENDIX L – POLICY RECOMMENDATION RANKING: MEANS AND MODES BY POLICY GROUP

Immigration Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0001 - Pass legislation that provides a pathway to citizenship.	4.60	5	4.87 ^a	5	2.38	2
0002 - Pass legislation that provides a pathway to normalizing of status for periods longer than 2 years.	4.53	5	4.71	5	3.08	3
0003 - Lower the fees required to process DACA applications.	4.20	5	4.36	5	2.46	3
0004 - Establish consistent state residency rules across the country for in-state tuition allowances.	4.40	5	4.21	5	1.92	1
0005 - Allow DACA recipients to qualify for the Affordable Care Act ("Obamacare").	4.00	5	3.92	4	2.31	2
0006 - Allow DACA recipients to serve in the military and earn citizenship for service.	4.13	5	3.86	5	3.00	3
0007 - Pass legislation allowing close relatives (e.g., grandparents), to come to the United States while their relative's immigration applications are being reviewed.	3.67	3	3.36	3	2.00	2

^a n=15. One participant answered the first question in the category but no others

Transportation Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0101 - Allow DACA recipients to receive driver's licenses in all states.	4.87	5	4.86	5	3.00	3
0102 - Allow all undocumented immigrants to get driver's licenses.	4.27	4	4.29	5	2.15	2
0103 - Establish consistent driver's license eligibility laws across all states.	4.13	5	3.93	4	2.08	2
0104 - Allow all undocumented immigrants to get car insurance.	4.53	5	4.36	5	2.69	3
0105 - Expand public transportation systems.	3.79 ^a	4	3.57	3	2.08	1
0106 - Lower public transportation costs.	3.57 ^a	5	3.36	4	1.77	1

^a n=14. One participant did not answer this question.

Higher Education Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0201 - Pass legislation that requires states to give DACA recipients in-state tuition.	4.73	5	4.64	5	2.77	2
0202 - Provide full access to federal financial aid for higher education.	4.80	5	4.79	5	1.92	2
0203 - Provide full access to state financial aid for higher education (in all states).	4.67	5	4.57	5	1.85	2
0204 - Encourage all scholarship providers to accept applications from DACA students.	4.73	5	4.64	5	2.77	3
0205 - Allow DACA recipients access to low interest rate loans for higher education.	4.60	5	4.29	5	2.69	4
0206 - Lower interest rates for all education related loans for all students.	4.60	5	3.93	5	2.38	1
0207 - Enhance work-study options for college students.	4.60	5	4.21	5	3.08	3
0208 - Reduce tuition costs for higher education.	4.40	5	4.43	5	2.08	2
0209 - Expand Career and College Promise programs.	4.27	5	4.14	5	2.85	3
0210 - Expand Early College programs.	4.60	5	4.21	5	2.85	3
0211 - Expand offerings of technical certificates for a wider range of fields at community colleges.	4.33	5	4.07	5	3.15	3
0212 - Expand programs to encourage and assist individuals in pursuing higher education.	4.40	5	4.21	4	3.08	3
0213 - Expand and increase availability of programs addressing specific needs of undocumented students.	4.13	5	4.29	4	2.54	3
0214 - Designate a specialized counselor at all colleges and universities to provide undocumented students support for college and career related issues.	3.93	4	3.93	4	2.54	2
0215 - Expand Spanish language programs in the community college system.	3.33	4	3.29	4	3.00	3
0216 - Establish a policy that allows all students who have a high school equivalency to attend community colleges.	3.87	5	4.29	5	3.08	3
0217 - Pass legislation requiring all states to allow undocumented students to attend college.	4.33	5	4.29	5	2.00	1
0218 - Pass legislation making it unconstitutional for any state, city, school, or other body to prevent undocumented students from attending college.	4.33	5	4.36	5	2.08	1
0219 - Allow DACA students to take classes from any certificate or certification programs at community colleges.	4.80	5	4.50	5	2.62	2

Employment and Labor Law Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0301 - Require medical care for workers injured on the job.	4.33	5	3.79	5	3.23	3
0302 - Enforce laws ensuring that all workers have workers compensation and full OSHA safety protections.	4.67	5	4.14	5	2.77	2
0303 - Crack down on employers who have poor working conditions and take advantage of employees.	4.33	5	4.14	5	2.85	3
0304 - Provide greater resources to agencies tasked with enforcing labor laws with employers.	4.33	5	4.00	4	2.54	3
0305 - Focus on enforcement of labor laws with employers rather than on employees.	4.20	5	4.14	4	2.62	3
0306 - Provide training to DACA immigrants regarding worker rights, basic employment rights, and employment processes.	4.53	5	4.50	5	3.38	4
0307 - Provide training to employers to enhance awareness of DACA.	4.40	4	4.14	4	2.92	4
0308 - Provide training to employers on how to sponsor DACA immigrants so they can receive in-state tuition rates.	4.53	5	4.50	5	3.23	3
0309 - Enhance recruitment plans for increasing the number of bilingual employees in businesses.	3.93	5	3.64	4	3.00	3
0310 - Create a resource that identifies employers who want to hire DACA immigrants.	3.80	4	3.79	4	3.15	4
0311 - Provide incentives to employers to increase and improve training programs.	3.93	4	3.50	3	2.77	3
0312 - Provide incentives to employers to retrain employees rather than laying them off.	3.67	4	3.36	3	2.38	2
0313 - Provide incentives to employers to be more involved in education and educational programs.	3.87	4	3.57	4	2.46	3
0314 - Provide incentives to employers to establish and expand internship programs.	4.20	5	3.64	4	2.62	3
0315 - Change professional licensure rules to allow DACA immigrants to obtain licenses (e.g., health care, construction, legal, law enforcement, child care, education, etc.) and work in their licensed field.	4.87	5	4.79	5	2.62	2
0316 - Require employers to allow DACA immigrants to continue working while they are in the process of renewing their work authorization.	4.87	5	4.43	5	2.69	2

Community and Community Organizations Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0401 - Establish programs and information campaigns to educate the general public about immigration policy and the economics of immigration (e.g., reinforce information that immigrants do not take jobs from citizens, immigration improves the economic condition of local communities and states, etc.).	4.20	4	3.86	4	3.00	3
0402 - Establish broad community awareness and education initiatives on DACA.	4.13	4	3.57	4	3.00	3
0403 - Create educational programs that focus on bi-cultural identity and bi-cultural understanding.	3.80	4	3.29	3	2.62	3
0404 - Provide training to organizations on how to sponsor DACA immigrants so they can receive in-state tuition rates.	4.53	5	4.57	5	3.00	3
0405 - Provide employability workshops and seminars with youth that focus on “soft-skills”.	4.13	4	4.00	4	3.00	3
0406 - Create community resource guides for immigrants (documented and undocumented).	4.00	4	3.86	4	3.23	4

Social Services Policy Recommendations Mean and Mode

	Desirability (n=13)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0501 - Provide mental health resources to DACA immigrants.	4.20	4	3.71	4	2.31	2
0502 - Expand mental health resources and provide access to undocumented immigrants.	4.20	5	3.71	4	1.92	1
0503 - Provide access to general health care (e.g., doctors, hospitals, prescriptions, etc.) for family members of DACA recipients.	4.47	5	4.00	5	2.31	3
0504 - Expand public community services to parents of undocumented immigrants (e.g., health, food, housing, etc.).	4.07	5	3.79	4	2.15	2
0505 - Expand social programs to support the poor and working class populations regardless of immigration status.	3.93	4	3.64	4	2.08	2
0506 - Establish education programs for parents to understand the impact of education versus working.	4.27	5	4.29	4	3.00	4
0507 - Establish education programs for parents of first-time college students.	4.27	5	4.36	5	3.15	4
0508 - Create resources to improve advocacy and networking opportunities for DACA immigrants and their families.	4.33	5	4.36	5	3.00	3

Financial Access Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=14)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0601 - Provide easier access to opening bank accounts.	3.87	4	3.36	4	3.23	3
0602 - Provide easier access to developing a credit history.	4.13	5	3.86	5	2.85	3
0603 - Provide credit with reasonable rates.	4.00 ^a	3	3.79	5	2.54	2
0604 - Provide financial counseling and education for undocumented immigrants to get mortgage loans.	3.93	4	3.57	4	2.77	2
0605 - Provide opportunities for undocumented immigrants to get mortgage loans.	3.87	4	3.36	4	2.77	2
0606 - Provide access to emergency funding for unexpected events (e.g., car breaks down).	3.67	3	3.36	4	2.08	1

^a n=14. One participant did not answer this question

K-12 Education Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=13)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0701 - Educate undocumented students in middle and high school about DACA.	4.40	5	4.38	5	3.38	3
0702 - Educate parents of undocumented students in middle and high school about DACA.	4.60	5	4.46	5	3.31	4
0703 - Educate middle and high school counselors on DACA.	4.60	5	4.62	5	3.46	4
0704 - Provide a mechanism where middle and high schools can identify undocumented students in safe settings to provide tailored assistance and guidance.	4.40	5	3.92	4	3.08	3
0705 - Require school systems to provide attorneys to assist students with understanding their legal status and educate them on the processes they need to regularize their status.	3.27	2	3.23	2	2.08	2
0706 - Provide more interpreters in schools to help the parents of DACA immigrants understand more of what happens to their children in school.	4.33	5	4.15	4	2.77	3
0707 - Establish family support programs in schools.	4.00	3	3.69	4	2.92	3
0708 - Provide programs or outsourcing to other schools to let students obtain technical training.	3.80	5	4.23	5	2.77	3
0709 - Provide more career planning activities throughout middle and high school (career assessments, job discussions, company visits, job shadowing, etc.).	4.27	5	4.15	5	3.15	3
0710 - Establish mentoring programs in middle school, high school, and college.	4.27	4	4.00	4	3.31	3
0711 - Establish programs in schools that foster the potential of “non-whites” (e.g., reducing suspensions of minorities, finding alternatives to reducing the overall achievement gap).	4.07	4	3.77	4	2.54	3
0712 - Implement practices in middle and high schools that reduce and limit the institutionalization of racism and classism (e.g., “you’re not college material”).	4.53	5	4.23	5	2.77	2
0713 - Increase diversity of staffing in school systems and colleges to more accurately represent the student population.	4.33	4	4.08	4	3.00	3
0714 - Enhance recruitment plans for increasing the number of bilingual employees at school systems.	4.27	4	4.00	4	2.92	3

Law Enforcement Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=13)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0801 - Establish training programs for law enforcement to be more sensitive to community needs and conditions.	4.27	5	4.15	5	2.46	3
0802 - Establish training programs for law enforcement on DACA.	4.13	5	4.31	5	2.33 ^b	3
0803 - Establish community organizations that have the ability to review law enforcement activities and provide feedback for better interactions.	4.00	4	3.62	4	2.31	3
0804 - Change law enforcement policies to limit profiling.	4.43 ^a	5	3.69 ^b	5	2.00 ^b	2
0805 - Change law enforcement practices related to setting up traffic checkpoints and raids to search for immigrants.	4.64 ^a	5	3.77 ^b	5	2.15 ^b	2
0806 - Change law enforcement policies limiting what types of documents can be requested when interacting with an individual (e.g., can't ask "where's your visa" or ask for other immigration documents).	4.29 ^a	4	3.69 ^b	5	2.23 ^b	3
0807 - Exercise more control over detention centers, especially the for-profit jails and prisons.	4.21 ^a	5	3.46 ^b	5	2.15 ^b	2

^a n=14. One participant did not answer these questions.

^b n=12. One participant did not answer these questions.

Workforce Development Systems Policy Recommendations Mean and Mode

	Desirability (n=15)		Importance (n=13)		Feasibility / Likelihood (n=13)	
	Mean	Mode	Mean	Mode	Mean	Mode
0901 - Create systems of connecting middle and high schools to higher education.	4.33	5	4.54	5	3.31	4
0902 - Create systems of connecting middle and high schools to the workforce.	4.33	5	4.46	5	3.31	3
0903 - Create systems of connecting higher education institutions to the workforce.	4.53	5	4.69	5	3.23	3
0904 - Create connections with technical schools and certificate programs to the workforce.	4.47	5	4.69	5	3.31	3
0905 - Create pipelines of employment opportunities for students pursuing educational programs and employers supporting the programs.	4.60	5	4.69	5	3.15	3

APPENDIX L – IRB DOCUMENTATION

Project Title

“DREAM”ing for a Better Life: A Policy Delphi Study on Skill Development and Accessing Legal Employment for Undocumented Deferred Action for Childhood Arrival (DACA) Eligible Immigrants

Source of funding (if externally funded, enter PINS or RADAR number of funding proposal via 'Add New Sponsored Project Record' button below): None

Does any investigator associated with this project have a significant financial interest in, or other conflict of interest involving, the sponsor of this project? (Answer No if this project is not sponsored): No

For IRB Office use

Areas of regulatory concern: None recorded

Original Approval Date: 01/23/2015

Category: Exempt b.2

In lay language, provide a brief synopsis of the study (limit text to 1500 characters)

This study will explore the barriers and facilitators to skill development and entry into legal employment of Deferred Action for Childhood Arrival (DACA) eligible immigrants and consider which of the barriers and facilitators can be addressed through policy initiatives. The study will be conducted using a Delphi method which includes an interview and multiple questionnaire iterations. The participants will be individuals who have direct connection to DACA immigrants who are transitioning out of the K-12 system into employment and post-secondary educational environments. The individuals who are intended to participate in the study include the following groups: Individuals assisting

DACA immigrants Representatives from organizations involved in assisting DACA
 immigrants Representatives from Employers Representatives from educational institutions
 Representatives from legislative bodies

Briefly describe *in lay language* the purpose of the proposed research and why it is important.

The purpose of this study is to explore what can be done via policy interventions to help DACA eligible immigrants gain employability skills and enter legal employment opportunities. This exploration will be accomplished through (1) the identification of the barriers and facilitators of skill development, (2) the identification of the barriers and facilitators of accessing and entering legal employment opportunities, and (3) the use of this information to inform policy through the identification the barriers and facilitators that are the most desirable and important to be addressed by policy, as well as which of these barriers and facilitators are most feasible and likely to be implemented through a policy initiative. This study is important because ever increasing numbers of young undocumented immigrants are leaving the protected environment of the K-12 system and are entering the workforce and some of those immigrants are eligible for the DACA program which entitles them to receive work authorization. This is a new program that was initiated in 2012 and very little research has been done on this particular population to identify what can be done via policy interventions to help them gain employability skills and enter legal employment which will have economic impacts on the immigrants, their families, and the overall economy.

My research qualifies for Exemption. Exempt research is minimal risk and must fit into the categories b.1 - b.6 found

here:<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>

No

Is this research being conducted by a student?

Yes

Is this research for a thesis?

No

Is this research for a dissertation?

Yes

Is this independent research?

Yes

Is this research for a course?

No

If you anticipate additional NCSU-affiliated investigators (other than those listed on the Title tab) may be involved in this research, list them here indicating their name and department.

N/A

Will the investigators be collaborating with researchers at any institutions or organizations outside of NC State?

No

Is this international research?

No

General populations: Adults 18 - 64 in the general population

Yes

NCSU students, faculty or staff

No

Are you asking participants to disclose information about other individuals (e.g., friends, family, co-workers, etc.)?

No

Vulnerable populations (only if they are targeted groups for your study)

Adults age 65 and older

No

Minors (under age 18--be sure to include provision for parental consent and/or child assent)

No

Prisoners (any individual involuntarily confined or detained in a penal institution -- can be detained pending arraignment, trial or sentencing)

No

Pregnant women

No

Fetuses

No

Students

No

Employees

No

Impaired decision making capacity/Legally incompetent

No

Mental/emotional/developmental/psychiatric challenges

No

People with physical challenges

No

Economically or educationally disadvantaged

No

Racial, ethnic, religious and/or other minorities

No

Non-English speakers

No

Explain the necessity for the use of the vulnerable populations listed.

Provide a description of the consent process for each participant group, indicating how and when they will be provided information about the research. State how, where, when, and by whom consent will be obtained from each participant group. Identify the type of consent (e.g., written, verbal, electronic, etc.). Label and submit all consent forms.

All participants will be provided with an informed consent form during the interview and will be asked to read and sign the form. A copy of the informed consent is attached.

If any participants are minors, describe the process for obtaining parental consent and minor's assent (minor's agreement to participate).

No minors will be participating.

Are you applying for a waiver of the requirement for consent (no consent information of any kind provided to participants) for any participant group(s) in your study?

No

Are you applying for a waiver of signed consent (consent information is provided, but participant signatures are not collected)? A waiver of signed consent may be granted only if:

- The research involves no more than minimal risk
- The research involves no procedures for which consent is normally required outside of the research context.

No

Are you applying for an alteration (exclusion of one or more of the specific required elements) of consent for any participant group(s) in your study?

No

Is there any deception of the human subjects involved in this study?

No

Provide a description of *each participant group* involved in your study and address each item below for each of these groups (e.g. teachers and students, employees and supervisors).

For each participant group please indicate how many individuals from that group will be involved in the research. Estimates or ranges of the numbers of participants are acceptable. **Please be aware that participant numbers may affect study risk. If your participation totals differ by 10% from what was originally approved, notify the IRB.**

15-26 participants in total. 3-4 participants from each of the following groups: Individuals assisting DACA immigrants Representative from organizations involved in assisting DACA immigrants Representative from Employers Representative from educational institutions Representative from legislative bodies DACA immigrants who have been approved by the Department of Homeland Security

How will potential participants be found and selected for inclusion in the study?

Participants for this study will be recruited through snowball recommendations and individual volunteering. The steps involved in the selection process are as follows: Step 1: Identify categories of stakeholder advocates and referees from the literature and personal connections Step 2: Contact the identified stakeholders and ask for recommendations of

specific names and contact information for individuals who might be interested in participating in the study (see Recommendation Invitation) Step 3: Contact the recommended individuals and ask if they are interested in participating (see Participation Request Invitation) Step 4: Categorize the individuals who have agreed to participate into stakeholder groups and select 3-4 individuals from each group (see Knowledge Resource Nomination Worksheet) Step 5: Send formal invitation 3-4 people from each group until a total of up to 20 participants have agreed to participate. (see Participation Confirmation)

For each participant group, how will potential participants be approached about the research and invited to participate? Please upload necessary scripts, templates, talking points, flyers, blurbs, and announcements.

For each participant group individuals will first be identified through the literature and personal contacts. These individuals will be contacted via e-mail asking for recommendations for participation (see Recommendation Invitation). Once a list of recommendations is provided an invitation will be sent to the specific individuals requesting participation (see Participation Request Invitation).

Describe any inclusion and exclusion criteria for your participants and describe why those criteria are necessary (If your study concentrates on a particular population, you do not need to repeat your description of that population here.)

The individuals who participate must have direct knowledge or experience of the challenges Deferred Action for Childhood Arrival (DACA) eligible undocumented immigrants face when trying to gain employability skills and enter into legal employment opportunities. The five categories of participants include the following: • Individuals who directly assist DACA eligible immigrants with gaining employability skills and/or entering into legal employment opportunities (these individuals could include friends, mentors, lawyers, etc.) • Representatives from an organization that is directly involved in assisting undocumented immigrants with skill development and entry into legal employment (Examples from the literature include AVID, Latino Initiative, etc.) • Representatives from an employer (e.g., HR representative, hiring manager, recruiter, CEO, etc.) • Representatives from educational institutions (e.g., guidance counselors, career counselors, school administrators, etc.) • Representatives from Lawmakers offices (e.g., elected officials or aids) DACA immigrants who have been approved by the Department of Homeland Security. DACA immigrants who are eligible but have not been approved for deferred status by the Department of Homeland Security will not be used. Individuals who do not have direct access with the DACA eligible immigrants, or the policy issues pertaining to this population will not be considered for participation.

Is there any relationship between researcher and participants - such as teacher/student; employer/employee? No

In the following questions describe in lay terms all study procedures that will be experienced by each group of participants in this study.

For each group of participants in your study, provide a step-by-step description of what they will experience from beginning to end of the study activities.

The study will adhere to the following steps during the data collection and analysis phases: Participants will be interviewed (see Interview Protocol). These interviews should last between 30-60 minutes. After all interviews are completed participants will receive an e-mail with a Qualtrics survey asking them to confirm the data collected and to make any changes they feel are necessary (this may happen 2 or 3 times)(See Iteration Questionnaire) When the final list of statements and classifications of themes is complete the participants will be sent a final Qualtrics questionnaire via email (see Final Iteration Questionnaire) The total amount of time the participants will commit to will be 1 ½ hours to 2 hours over a 2-month time period Once each survey is created, I will submit those to the IRB for review and approval before they are implemented. These changes are accepted.

Describe how, where, when, and by whom data will be collected.

I will be conducting individual interviews either face-to-face or via Skype with the participants based on mutual availability for scheduling the interviews. The questionnaire/survey iterations of the study will be conducted online through Qualtrics and participants will receive the survey links via e-mail. The survey iterations will be done after all interviews are completed.

Describe data security during collection, storage and reporting

Mark all items below that apply to your study

Use of Existing Data

Will you be receiving already existing data without identifiers for this study? No

Will you be receiving already existing data which includes identifiers for this study? No

Means of Data Collection

Will data be collected anonymously (meaning that you do not ever collect data in a way that would allow you to link any identifying information to a participant)? No

Will identifiers be recorded with the data? Yes

Will you use a master list, crosswalk, or other means of linking a participant's identity to the data? Yes

Will it be possible to identify a participant indirectly from the data collected (i.e. indirect identification from demographic information)? No

Data Collection Methods

Audio recordings? Yes

Video recordings? No

Images? No

Digital/electronic files? No

Paper documents (including notes and journals)? No

Physiological Responses? No

Online survey? Yes

Protection of Data

Restricted Computer? Yes

Password Protected files? Yes

Firewall System? No

Locked Private Office? No

Locked Filing Cabinets? Yes

Encrypted Files? No

Describe all participant identifiers that will be collected (whether they will be retained or not) and explain why they are necessary.

In the first iteration of the study where interviews are conducted the interviews will be recorded using a digital recorder and the participant will be provided with a participant number which s/he will retain throughout the study. This participant number will not be recorded anywhere that the participant's name can be connected back to them other than on a spreadsheet which will remain on a separate password protected computer and file outside of where the interview data recordings and transcriptions are kept. The identifiers will be necessary to track the participants through all iterations of the study. Demographic information for the participant will not be collected.

If any links between data and participants are to be retained, how will you protect the confidentiality of the data?

All participants will be identified using a participant number. The participant number will be connected to the real participant only on a separate password protected computer and password protected file from the data obtained in the study.

If you are collecting data electronically, what (if any) identifiable information will be collected by the host site (such as email and/or IP address) and will this information be reported to you?

In the Qualtrics survey iterations participants will be asked to provide their participant number when submitting the survey, but any connection to an e-mail address or IP address will not be provided to me in the data collected.

Describe any ways that participants themselves or third parties discussed by participants could be identified indirectly from the data collected, and describe measures taken to protect identities.

Participants could be identified if they use a specific identifier (e.g., business name, or other name) but this information is not being requested. The responses in each iteration are analyzed and used in subsequent iterations in aggregate so there is little potential of being identified by others in the study. All files will be password protected to minimize the risks throughout the study.

For all recordings of any type:

- Describe the type of recording(s) to be made
- Describe the safe storage of recordings
- Who will have access to the recordings?
- Will recordings be used in publications or data reporting?
- Will images be altered to de-identify?
- Will recordings be transcribed and by whom?

Recordings will be used in the initial iteration of the study where interviews are conducted. The interviews will be recorded using an MP3 recording device and transcribed using a transcription service (unknown at this time but one that has been approved by the University in the past for other studies). The recordings will be kept on one password protected computer and the transcriptions will be kept on a separate password protected computer identified by the participant number only. Only I as the researcher will have access to the recordings and transcriptions after the transcriptions are completed. No recordings will be used in any publications or data reporting. No images will be collected as part of the recording process.

Describe how data will be reported (aggregate, individual responses, use of direct quotes) and describe how identities will be protected in study reports.

Data will be reported in aggregate in statements of barriers and facilitators without additional context or descriptions. Any individual responses will not have any identifying information attached. Any use of direct quotes in the final dissertation will be made without any connection to specific participants.

Will anyone besides the PI or the research team have access to the data (including completed surveys) from the moment they are collected until they are destroyed?

No

Potential Risks

Provide information about the risks to participants in your research. Risks can arise from recruitment, data collection, data analysis, and reporting. Take a minute and think about how your research and methods may impact your participants.

Please indicate any reasonable risks in the categories below:

General Risk Categories

Social	No
Psychological	No
Financial/Employability	No
Legal	Yes
Physical	No

Collecting Private Information

Academic	No
Employment	No
Financial	No
Medical	No

Collecting Personal or Sensitive Information

Private Behavior	No
Economic Status	No
Sexual Issues	No
Religious Issues/Beliefs	No

Describe the nature and degree of risk that this study poses. Describe the steps taken to minimize these risks. You CANNOT leave this blank, say 'N/A', none' or 'no risks'. You can say "There is minimal risk associated with this research."

The topic of this study discusses undocumented immigrants. During the interview phase of the study participants may share their experiences regarding their involvement with the DACA population, or their experiences as a DACA immigrant who has experiences the issues first-hand, which may include legal issues. No specific information will be asked for them to elaborate on their involvement, but it is possible that items of questionable legality

could be disclosed. All participants in the study will be identified using a participant number and will be held confidential so no one else in the study will know who is participating. There will be no direct interaction among the participants either, therefore the identity of individual participants, as well as their comments and stories, will be protected. All participants will be informed that they do not need to provide specifics (e.g., names, specific events, etc.) in their descriptions of barriers and facilitators. During the interview phase handwritten notes will be taken and only the participant ID will be listed. No names will be on the interview notes. No names will be attached to any recordings and any mention of names in any recording will be removed from the transcription with the notation in place of any names identified. All recordings will be kept on a separate password protected computer from the transcriptions which will also be password protected. The list which will have the matching of the names to the participant ID will not be kept in any electronic format and instead will be handwritten and kept in a locked cabinet which will be destroyed at the completion of the study.

If you are accessing private records, describe how you are gaining access to these records, what information you need from the records, and how you will receive/record data.

N/A

If you are collecting information that participants might consider personal or sensitive or that if revealed might cause embarrassment, harm to reputation or could reasonably place the subjects at risk of criminal or civil liability, what measures will you take to protect participants from those risks?

Because the topic of the study is undocumented immigrants and participants are asked about their connection to the population and the topic of skill development and employability issues for the population there may be sensitive elements revealed that could provide details about specific situations of certain undocumented immigrants. However, none of the details of the specific situations or events will be revealed to anyone other than me as the researcher. In addition, no identifying information will be linked to the participants other than a participant number to connect any participant to a particular comment or situation. Participants will be informed that they do not need to provide specifics as part of their descriptions of barriers and facilitators. Finally, all responses that are included in iterations past the interview phase will be aggregated so there will be no ability to isolate individuals, situations, or comments.

If any of the study procedures could be considered risky in and of themselves (e.g. study procedures involving upsetting questions, stressful situations, physical risks, etc.) what measures will you take to protect participants from those risks?

Only the initial question in the interview protocol where the participant is asked to describe their connection to the DACA immigrants and the barriers and facilitators to skill development and employment is likely to cause any stress. Participants will be told that they

do not have to reveal specific individuals, situations, or their role if they do not want to provide information. The goal of the study is to get to barriers and facilitators of skill development and access to legal employment for the DACA immigrants. In the data collection process individuals will not have any identifying information linked back to them other than the participant number and their comments (other than barriers and facilitators) will not be reported in the subsequent iterations. Finally, all responses that are included in iterations past the interview phase will be aggregated so there will be no ability to isolate individuals, situations, or comments.

Potential Benefits

(Potential benefits do not include any form of compensation for participation)

Describe the anticipated direct benefits to be gained by each group of participants in this study (**compensation is not a direct benefit**).

Study participants will receive a final report that summarizes the findings and categorizations of statements in the final iteration of the study that will be used to create a policy brief.

If no direct benefit is expected for participants describe any indirect benefits that may be expected, such as to the scientific community or to society.

An indirect benefit of the study is that participants may benefit from this study by providing a voice into the policy making process.

Describe any compensation that participants will be eligible to receive, including what the compensation is, any eligibility requirements, and how it will be delivered.

There will be no compensation for participation in this research.

Explain compensation provisions if the participant withdraws prior to completion of the study.

N/A

Please keep in mind that the logistics of providing compensation to your participants (e.g., if your business office requires names of participants who received compensation) may compromise anonymity or complicate confidentiality protections. If, while arranging for participant compensation, you must make changes to the anonymity or confidentiality provisions for your research, you must contact the IRB office prior to implementing those changes.

APPENDIX M – CONSENT FORM

North Carolina State University
INFORMED CONSENT FORM for RESEARCH

Title of Study: DREAMing for a Better Life: A Policy Delphi Study on Skill Development and Accessing Legal Employment for Undocumented Deferred Action for Childhood Arrival (DACA) Eligible Immigrants

Researcher: Tracy L. Pakornsawat, under the guidance of Dr. Diane D. Chapman

You are being asked to take part in a research study by participating in a multi-iteration process involving one interview and a series of online questionnaires. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of the phenomenon being examined. You are not guaranteed any personal benefits from being in this study. Research studies also may pose risks to those who participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. If you wish, a copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

Purpose of the Study: The purpose of this study is to explore what can be done via policy interventions to help DACA eligible immigrants gain employability skills and access legal employment opportunities. This exploration will be accomplished through (1) the identification of the barriers and facilitators of skill development, (2) the identification of the barriers and facilitators of accessing and accessing legal employment opportunities, and (3) the use of this information to inform policy through the identification the barriers and facilitators that are the most desirable and important to be addressed by policy, as well as which of these barriers and facilitators are most feasible and likely to be implemented through a policy initiative.

What will happen if you take part in the study? If you agree to participate in this stage of the study, you will be asked to participate in a 30-60 minute open-ended question interview and then to complete 3-4 online questionnaires. During the interview phase you will be asked about barriers and facilitators to skill development and access to employment opportunities for DACA eligible immigrant youth. During the online questionnaire phases you will be asked to confirm that the statements that were provided by yourself and other participants are clear, concise, and all-encompassing of the topic. In the final questionnaire you will be asked to rank the statements for desirability, importance, feasibility, and likelihood of

implementation through a policy initiative. Your responses to the interview and questionnaire phases will remain confidential.

Risks: The topic of this study discusses undocumented immigrants, but the actual participants in the study are not required to be undocumented, so there is very little risk. However, it is possible that an undocumented immigrant may volunteer to participate. All participants in the study will be identified using a participant number and will be held confidential so no one else in the study will know who is participating. There will be no direct interaction among the participants either, therefore the identity of any potential undocumented immigrants will be protected. No demographic data will be collected which will indicate whether the participant is or is not undocumented.

Benefits: Aside from adding to the body of knowledge about the topic participants may enjoy thinking about and expressing their own opinions as well as having the opportunity to potentially contribute to policy initiatives.

Confidentiality: The information collected will be kept confidential to the full extent allowed by law. Data will be stored securely on a password-protected computer and in a file cabinet of which only the researcher has access. No reference will be made in any oral or written reports that could link you to the study.

Compensation: You will not receive any compensation for your participation.

What if you have questions about the study? If you have questions at any time about the study or the procedures, you may contact the researcher, Tracy L. Pakornsawat.

What if you have questions about your rights as a research participant? If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Regulatory Compliance Administrator, NCSU Campus.

Consent to Participate: “I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject's signature _____ Date _____

Investigator's signature _____ Date _____