

Best Practices for Supporting Undocumented Students

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The logo for NACAC (National Association of College Access Counselors) is located in the bottom right corner. It features the letters 'NACAC' in a blue, sans-serif font. The letter 'A' is stylized with a blue swoosh that extends from the top left of the 'A' and curves under the 'C's.

Language and terminology

Undocumented – Lacking appropriate documentation to establish permanent residency (Green Card)

–Technically DACA students are still undocumented

Unauthorized – Lacking authorization to be present and/or living in the United States

Dreamers – Youth who would benefit from enactment of the U.S. DREAM Act

Generation 1.5 – current conversations, especially in research

Illegals – Very negative; demonizes & dehumanizes

DACAmented – undocumented students with DACA status

Who is undocumented?

Any individual currently in the United States who:

- entered without inspection
- entered with false documents
- entered on a legal visa but the visa has since expired

Undocumented population in the United States

11.1 million total

- 58% from Mexico
- 23% other countries in Latin America
- 11% from Asia
- 4% from Europe and Canada
- 3% from African countries and other nations

(Passel & Cohn, 2011)

NACAC

Who are our undocumented students?

- Students who immigrated recently with parents and all are undocumented
- Students who immigrated recently without parents and are here with "guardians" (Homeless assessment as needed)
- Students who immigrated recently unaccompanied to reunite with parents
- Students who immigrated at a very early age with parents and all are undocumented (DREAMERS)

The undocumented student experience

The psychological impacts of immigration status:

- Constant fear of deportation (whether their own deportation or deportation of loved ones)
- Secrecy and trust
- Higher levels of stress due to financial barriers
- Anxiety about the future
- Unprecedentedly high occurrences of depression, anxiety, substance use/abuse, and suicidal ideation

Dra. Aurora Chang, PhD & Padraic Stanley, MSW
Share The Dream Conference 2015

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Undocumented student needs

Compassion

Support

Recognition

Lightness

Financial assistance

Safe spaces

Empowerment

Opportunities

Respect

Dra. Aurora Chang 2015

The logo for NACAC (National Association of College Access Centers) is displayed in blue. It features the letters 'NACAC' in a bold, sans-serif font. A stylized blue arc is positioned behind the 'A' and 'C' characters, creating a sense of movement and connection.

Deferred Action for Childhood Arrivals (DACA)

- A form of protection from deportation that lasts for two years and can be renewed.
- Can obtain a work permit, a social security number, and a driver's license (in some states).
 - Can also possibly travel outside the U.S., with advance parole (AFTER approval, WITH permission based on separate application).
- This executive memo is not a pathway to citizenship or a green card.
- Does not offer students the ability to receive federal or state financial aid.

Deferred Action for Childhood Arrivals (DACA)

ELIGIBILITY:

Arrived in the U.S. before 16th birthday

Currently 15 years old or older

Under the age of 31 on June 15, 2012

Continuously resided in the US since June 15, 2007

Present in the US on June 15, 2012

Entered without inspection or lawful immigration status expired as of June 15, 2012

Currently in school or have received a high school diploma/GED

Criminal record clear of felony convictions, “significant misdemeanors,” or multiple misdemeanor offenses

Why are we talking about this?

- Many undocumented students experience discrimination and prejudice from high school and college faculty and staff, either due to ignorance or personal biases (Castro-Salazar & Bagley, 2010; Pérez, Cortés et al., 2010)
- Teachers and counselors are often not the primary source of college information (Muñoz, 2008)
- Students who succeed in higher education credit high school and college agents for their encouragement and guidance (Abrego & Gonzales, 2010; Perez Huber & Malagon, 2007)

K-12 Context

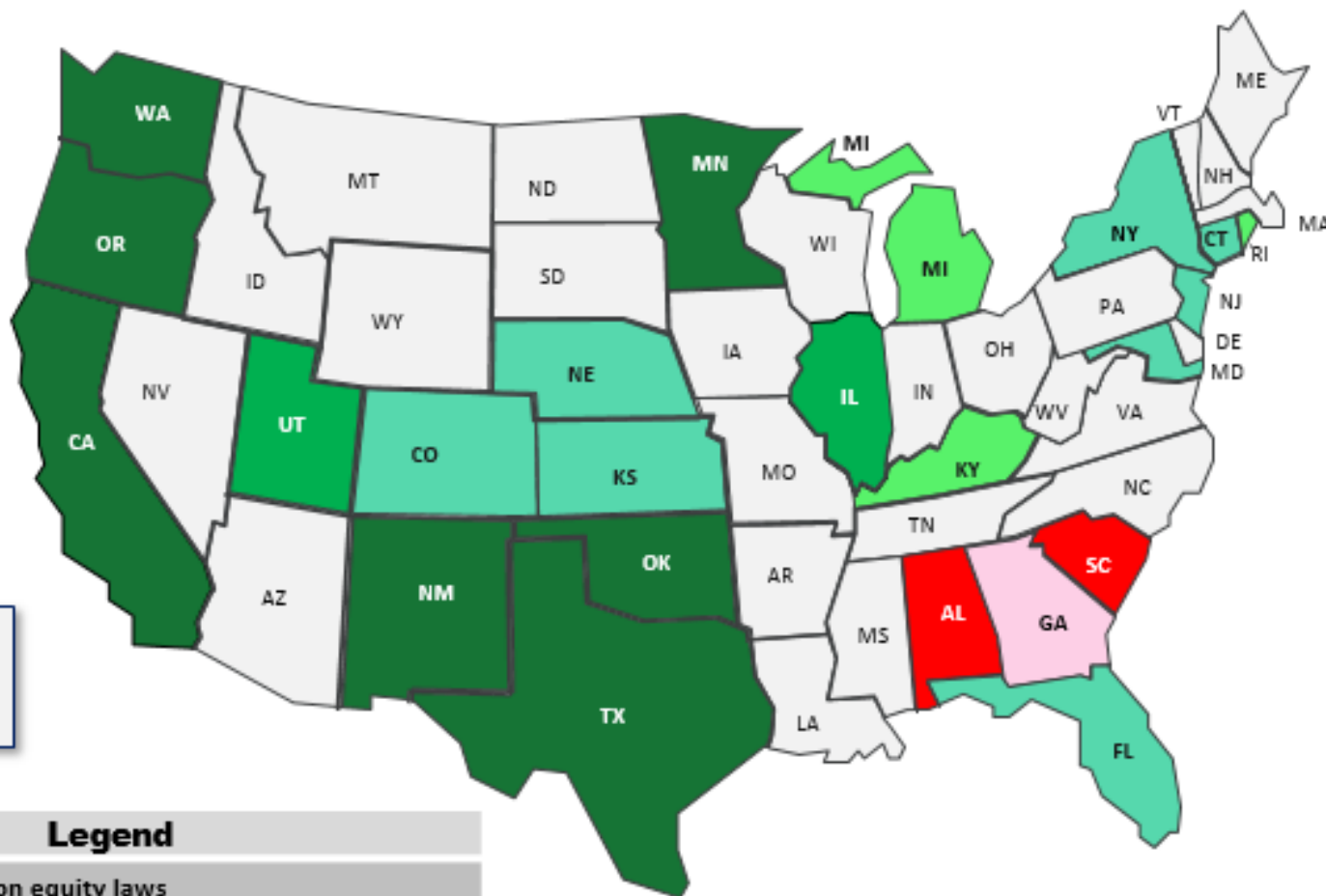
- 1 million of the undocumented population in the U.S. are children under the age of 18 (Passel & Cohn, 2011)
- 40% of undocumented students ages 18-24 have not graduated from high school (Passel & Cohn, 2009)
- 8% of all children born in the U.S. are born to at least one undocumented parent (Passel & Cohn, 2011)

Postsecondary context

- Fewer than 10% of undocumented students attend college immediately after high school (Gonzales, 2007)
- Fewer than half of all undocumented adults ages 18-24 with a high school degree have attended any college (Passel & Cohn, 2009)
- Most undocumented students who pursue higher education will enroll in a community college due to cost (Abrego, 2006; Castro-Salazar & Bagley, 2010; Perez Huber & Malagon, 2007).

K-16 opportunities

- *Plyler v. Doe* (1982) grants undocumented students right to a K-12 education.
- Right does not extend to post-secondary education.
- No federal law specifically prohibits undocumented students from attending a public college or university.
- Private colleges have the right to admit or deny any student.
- State legislation and policies both support and restrict access.



Legend

| | |
|--|--|
| | States with tuition equity laws |
| | States with tuition equity policies at major institutions |
| | States with tuition equity laws and scholarships |
| | States with tuition equity laws or policies and some state financial aid |
| | States that ban enrollment to undocumented students |
| | States where some college systems deny enrollment |



Things to consider when choosing a college

- Friendly versus unfriendly states
- Travel restrictions
- Campus climate
- Knowledgeable admission staff
- Support on campus (student activities, residence life, counseling center, career development)
- College costs and aid opportunities
- Don't just assume community college is the only option

Evaluating campus climate and support

Office of Admissions and Financial Aid

- Website info
- Contact person
- Listed in the College Advising Guide for Undocumented Students
- Separate fin aid form
- Do they admit but aren't really sure how to help?

Support Services

- Student affairs
- Student groups
- Community Outreach
- Legal references
- Scholarships
- DACA renewal assistance
- Health insurance

Challenges completing applications

- Request for social security number
- Citizenship question
- Paying application fee and/or fee waivers
- Dilemma regarding disclosure of undocumented status

Challenges applying for financial aid and scholarships

- Biggest barrier is paying for college:
 - Limited availability of institutional aid
 - Lack of transparency in regard to merit scholarship eligibility
- Uncertainty regarding form completion
 - FAFSA – not usually recommended (even if have DACA)
 - CSS Profile or Institutional Form are better options

Challenges in determining financial need

- Lack of taxes
- Verification issues (issue also for citizens/permanent residents with undocumented parents)

Considerations when selecting a major

- Restrictions in choosing a major are easing due to DACA
 - Still a great deal of uncertainty
- Balancing “want” with what is possible
- Advising and career development support on campus

Role of high schools

Improve identification of students

- Students with birth places outside of the U.S.
 - Smart kids with poor grades who have bad attitudes toward school. Some are bitter.*
 - High achieving students who don't engage in the college process and ultimately never apply.*

How do you ask without asking?

*Yes, these are generalizations!

Role of high schools

- Outreach to ELL teachers, other students, past graduates
- Create opportunities for students to self-disclose status
- Revise presentations to include the terms: *citizens, permanent residents and undocumented students*

Role of high schools

Help students navigate college costs

- Don't assume a community college is the only option
- Talk about costs early on and have a plan B if plan A is not affordable
 - Discuss option of attending college part-time vs. full-time
 - Explain payment plans
 - Develop outside scholarship opportunities

Get the message out that college is possible

- Include relevant information in all printed materials
 - college planning handbook
 - financial aid handouts
 - college counseling website
- Educate all high school faculty and staff that undocumented students can go to college

Individual and Institutional Commitment



- Becoming an agent of change
- Building a framework
- Creating a network of change agents
- Seeking other advocates and allies on campus
- Customizing a program of support and success
- Remain current with relevant legislation both at the national and state level

Invite self disclosure

educationvotes.nea.org
(downloadable jpeg)



e4fc.org
order posters



When a student reveals status

Situations in which a student might disclose to you.

- You are a member of his or her own ethnic/racial group
- You are a trusted mentor
- You have imposed requirements that they cannot complete without telling you of their inability to comply
- You are in a position to assist with a concern
- You have been referred by another student

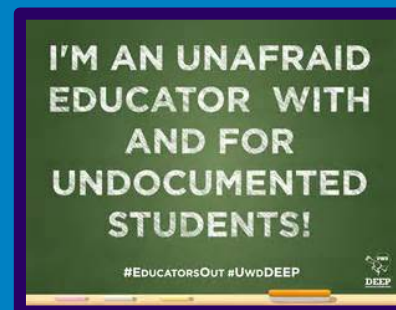
Students have no way of knowing whether your reaction will be positive or negative.

Adapted from California State University (2009). AB540 Ally Training Project Facilitator Handbook., 20

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Other ways to support undocumented students

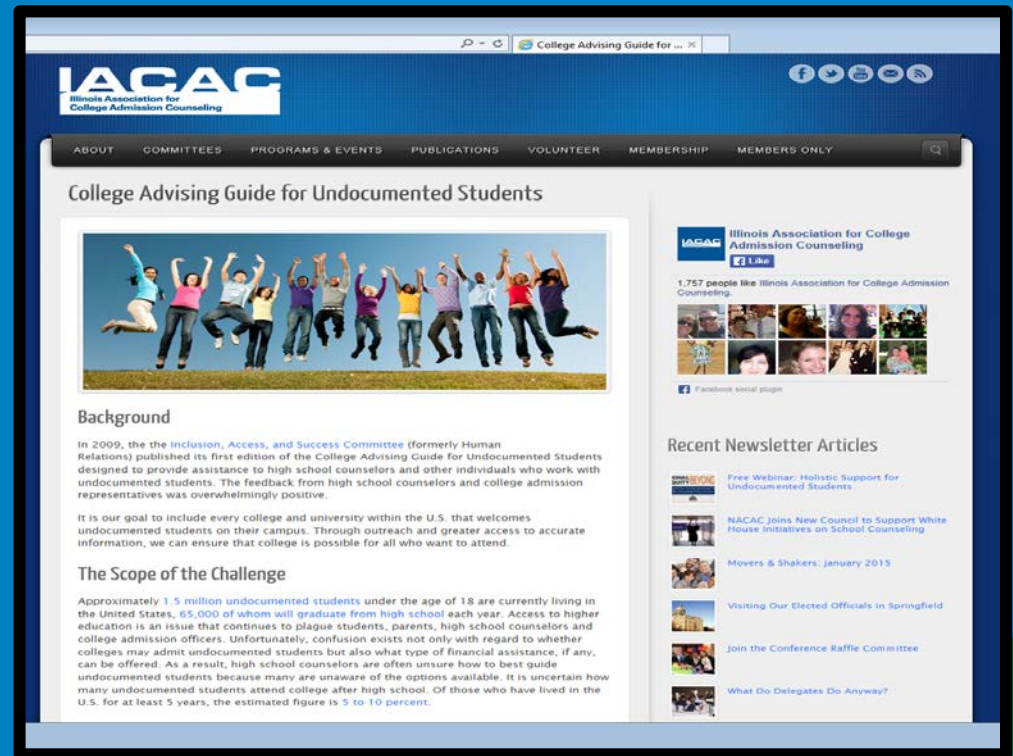
- United We Dream (UWD)
 - National Educators Coming Out Day
 - Ally Training
- Support Undocumented & Unafraid Campaigns
- DREAMERS clubs and student support groups



College Advising Guide for Undocumented Students

www.iacac.org/undocumented/

- 2 year and 4 year college information
- Questions for students to ask
- Financial aid and scholarships
- Resources for parents, students, educators and college grads
- Federal and state legislation
- Career info (coming soon)




The screenshot displays the IACAC website interface. At the top, the IACAC logo is visible, along with navigation links for ABOUT, COMMITTEES, PROGRAMS & EVENTS, PUBLICATIONS, VOLUNTEER, MEMBERSHIP, and MEMBERS ONLY. The main heading is 'College Advising Guide for Undocumented Students'. Below this is a large image of a diverse group of young people jumping joyfully in a field. To the right of the image is a Facebook social plugin showing the IACAC page with 1,757 likes and a grid of profile pictures. Below the image, the 'Background' section contains text about the 2009 publication of the guide by the Inclusion, Access, and Success Committee. The 'The Scope of the Challenge' section provides statistics on the number of undocumented students in the U.S. and the challenges they face in higher education.

IACAC
Illinois Association for College Admission Counseling

ABOUT COMMITTEES PROGRAMS & EVENTS PUBLICATIONS VOLUNTEER MEMBERSHIP MEMBERS ONLY

College Advising Guide for Undocumented Students



Background

In 2009, the Inclusion, Access, and Success Committee (formerly Human Relations) published its first edition of the College Advising Guide for Undocumented Students designed to provide assistance to high school counselors and other individuals who work with undocumented students. The feedback from high school counselors and college admission representatives was overwhelmingly positive.

It is our goal to include every college and university within the U.S. that welcomes undocumented students on their campus. Through outreach and greater access to accurate information, we can ensure that college is possible for all who want to attend.

The Scope of the Challenge

Approximately 1.5 million undocumented students under the age of 18 are currently living in the United States, 65,000 of whom will graduate from high school each year. Access to higher education is an issue that continues to plague students, parents, high school counselors and college admission officers. Unfortunately, confusion exists not only with regard to whether colleges may admit undocumented students but also what type of financial assistance, if any, can be offered. As a result, high school counselors are often unsure how to best guide undocumented students because many are unaware of the options available. It is uncertain how many undocumented students attend college after high school. Of those who have lived in the U.S. for at least 5 years, the estimated figure is 5 to 10 percent.

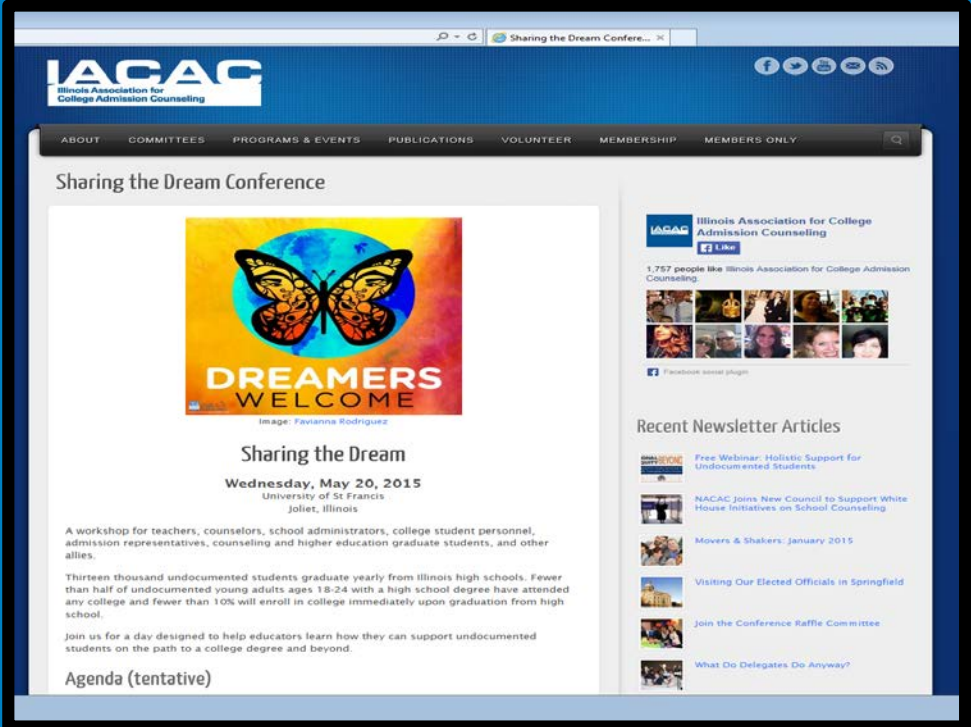
Recent Newsletter Articles

- Free Webinar: Holistic Support for Undocumented Students
- NACAC Joins New Council to Support White House Initiatives on School Counseling
- Movers & Shakers: January 2015
- Visiting Our Elected Officials in Springfield
- Join the Conference Raffle Committee
- What Do Delegates Do Anyway?

Sharing the Dream Educators Conference

www.iacac.org/undocumented/

- Being an effective ally for high school & college students
- Paying for college
- Engaging parents
- Beyond the degree –career and employment
- Myths & misconceptions
- Mental & emotional health issues
- 2 to 4 yr college transition
- Keynote by Roberto Gonzales, Harvard University



The screenshot shows the IACAC website for the 'Sharing the Dream Conference'. The header includes the IACAC logo (Illinois Association for College Admission Counseling) and navigation links: ABOUT, COMMITTEES, PROGRAMS & EVENTS, PUBLICATIONS, VOLUNTEER, MEMBERSHIP, MEMBERS ONLY. The main content area features a large graphic of a butterfly with the text 'DREAMERS WELCOME' and 'Sharing the Dream Wednesday, May 20, 2015 University of St Francis Joliet, Illinois'. Below the graphic, there is a description of the workshop and a tentative agenda. On the right side, there is a Facebook widget for IACAC with 1,757 likes and a 'Recent Newsletter Articles' section with several article thumbnails and titles.

Questions?

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