

Serving Undocumented Students: Identifying micro and macro barriers to create an inclusive campus



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Agenda

- Introduction
- Webinar Goals
- Institutional Approach
- Context Matters
- Financial Barriers
- Student Perspectives
- Student Takeaways
- Recommendations

Context Matters

Lucero Aradillas

Georgia Southern University

- Public Research University
- 27,000 students
- Georgia legislature outlawed sanctuary cities in 2009
- University System of Georgia: Restrictive admission policies
- University System of Georgia: Restrictive tuition policies

Gerardo Ochoa

Linfield College

- Private Liberal Arts College
- 1,700 students
- Oregon is a “sanctuary” state
- Open admission
- Open institutional financial aid policies

About the Webinar Participants

On a scale of 1 - 10 how well versed do you feel about this topic? **5.1 Average**

What questions do you have for the presenters?

1. What are some of the barriers DACA/undocumented students face in and outside of college?
2. How can we as a college accommodate the needs of students and their families?
3. What steps can we take to start conversations and train our faculty and staff about daca and undocumented students?

Webinar Participants



Webinar Goals

- Identify strategies on campus to help students
- Addressing financial barriers
- Building “community” on and off campus

Brief Federal Legislation History

1982: Plyler v. Wade

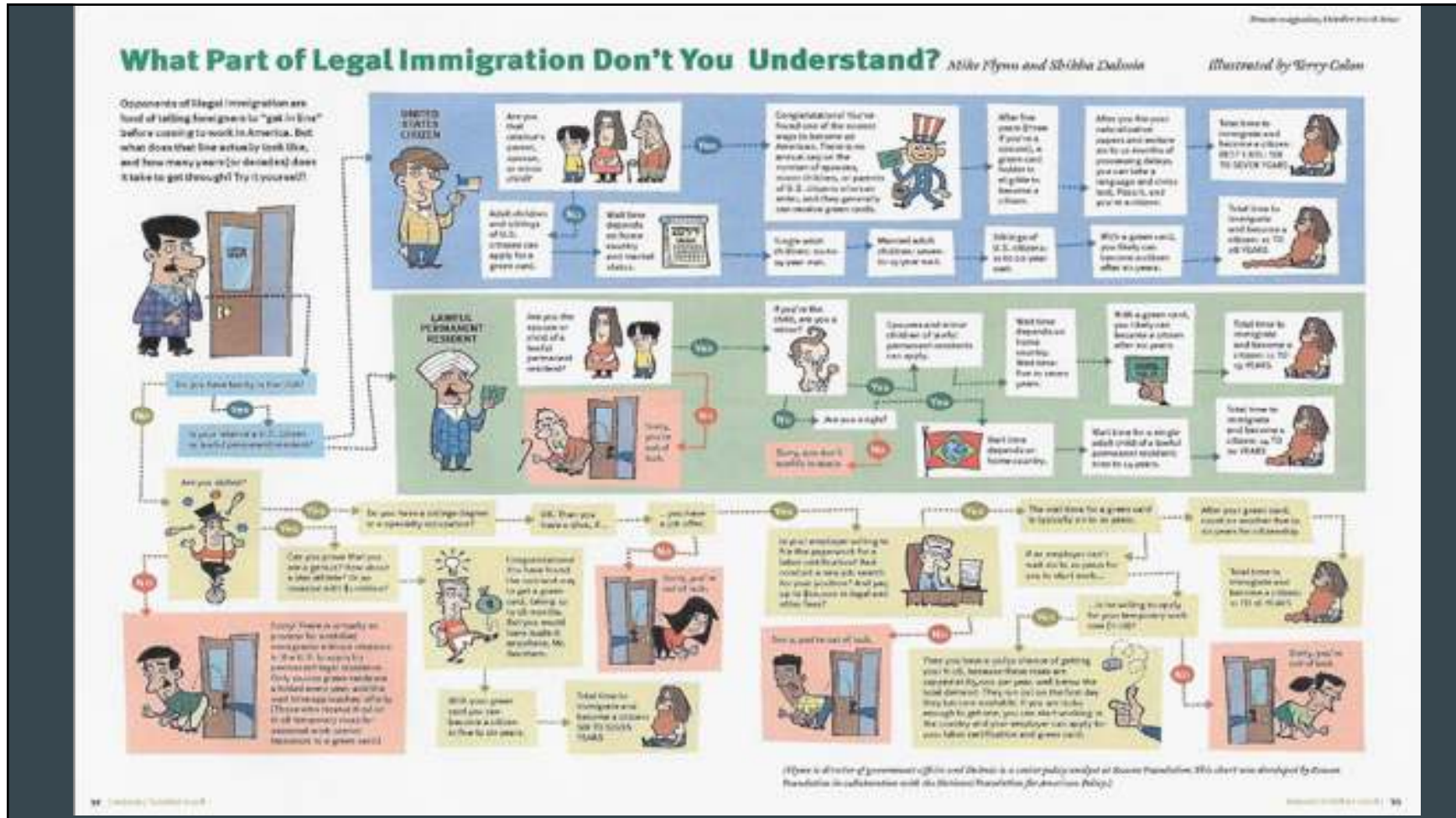
- Stipulates that undocumented children must be provided a public education. That benefit ends at HS graduation.

1996: PRWORA

- Defined public benefit: any grant, contract, loan, professional license, and postsecondary education.
- Bars states from providing state benefits to undocumented people unless states enact legislation that “affirmatively” states their eligibility.

1996: IIRIRA

- Barred states from providing higher education benefits to undocumented people based on their state residency, unless U.S. Citizens are also eligible for the benefits



Terminology

Undocumented - A person who does not have legal status in the country. It usually means they entered without inspection or held a visa that is now expired.

DREAM Act

- Development, Relief and Education for Alien Minors Act (2001)
- Came before age of 16
- Graduated High School or Equivalent
- 12-30 years old at point of solicitation
- 5 consecutive years in the United States
- Good moral character

Terminology

DACA - Deferred Action for Childhood Arrivals

- Established in June of 2012 via Executive Order
- Under prosecutorial discretion, deferred action delays an individual's removal or deportation for a period of two years
- Grants a two year (renewable) work permit:
 - Came before age of 16
 - Continuously resided in and physically present in US since June 15, 2007
 - Under the age of 31 as of June 15, 2012
 - Graduated HS, GED, or honorably discharged from armed forces
 - No felony or three of more misdemeanor convictions
 - Did not have a lawful immigration status on or it expired by June 15, 2012

What DACA is not



**Legal Immigration Status
Green Card
Pathway to Citizenship
The DREAM Act
Legalization
Amnesty**

Top 15 Countries of Origin of DACA recipients

1. Mexico
2. El Salvador
3. Guatemala
4. Honduras
5. Peru
6. South Korea
7. Brazil
8. Ecuador
9. Colombia
10. Philippines
11. Argentina
12. India
13. Jamaica
14. Venezuela
15. Dominican Republic



USCIS Quarterly Report as of August 31, 2018

The Numbers

- 12M Undocumented people live in the US
- 1.3M are under the age of 18
- 1.6M are between the ages of 18 - 24
- 12% of undocumented student population is of traditional college-going age

U.S. Department of Homeland Security, 2013
ASHE Higher Education Report, Vol. 38, No. 6. (2013)

Financial Barriers

- Ineligible for federal financial aid
- At some state schools, increased cost of tuition (four times more)
- Eligibility for state grants vary by state
- Limited scholarship opportunities
- Professional Licensing limitations

Financial Strategies

- Individual Development Accounts (IDA)
- Campus-based student employment
- Scholarship match agreements with scholarship providers
- Fin. Aid. Professional Judgement on a case by case basis
- Dedicated fund for DACA application and legal fees
- Scholarship essay writing workshops
- Dedicated fund for DREAMers

Student Perspectives

Georgia Southern, Armstrong Campus - 3rd year DACA Student

- Importance of community outreach for parental involvement - HOLA
- Admissions Counselor connections
- Financial Aid - Be upfront about the cost

Student Perspectives

Georgia Southern, Armstrong Campus - 4th year DACA Student (Permanent Resident)

- Mandatory Housing Policies = Burden
- Student Involvement is “not what you see in the movies”
- Multicultural Affairs provides a home away from home

Takeaways for administrators

- Collaboration between departments is key when supporting students (Admissions, Financial Aid, University Foundation, Multicultural Affairs, Student Life, etc..)
- Ensure students are educated on pertinent information, like tuition bills and housing policies, before orientation to avoid surprises
- If possible, have housing waivers available for those unable to receive any kind of aid.
- “Put your money where your mouth is”

Student Perspectives

Linfield College - DACA student, graduated in May '18

- Confidentiality is both good and bad, it protects you but also does not allow staff to disclose information from one staff member to another.
- The president sending campus-wide emails in support of DACA and Undocumented students was affirming their “belonging” on campus.
- It would have been nice to have someone on campus dedicated to ensure that training, policies, and procedures are designed so students don't have to go through more barriers.

Student Perspectives

Linfield College - Current Student, Class of '21

- Checking in with students so that they know someone on campus cares and is looking out for them is very important.
- “I would recommend bringing more awareness to campus about the challenges students face.”
- Students want someone to confide in.

Takeaways for Administrators

- Training, Confidentiality, and Affirming messaging is important.
- Trust, Awareness, and Relationship-building are important.

Key questions to ask internally:

- What does trust look like on our campus?
- What relevant local, statewide, and national training do faculty, staff, and students need?
- What is the proper balance of messaging for campus leaders to share internally with current students and externally with potential students?
- Which organizations should be considered for partnership? What does that partnership look like?

Recommendations

- Evaluate existing mission and values
 - Campuswide initiatives should align with mission and values
- Analyze and update policies
 - Admission, financial aid, housing, study abroad, wellness center, etc.
- Provide on-campus support
 - Training, awareness, localized effective practices
- Create rapid response teams
 - Leverage allies, faculty, staff, and communications dept to support students
- Partner with community-based organizations
 - Scholarship, legal, advocacy

Ochoa, G., Perez, J. (2018). *Pursuing the Dream: Policy, Practice, and Broken Promises for Undocumented Students*

Questions?

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