

The background features abstract, overlapping green geometric shapes in various shades, creating a modern and dynamic feel. The shapes are primarily triangles and polygons, some solid and some semi-transparent, arranged in a way that suggests movement and depth. The colors range from light lime green to deep forest green.

Institutionalizing Support for Undocumented Latina/o Students in American Higher Education

By Dr. Ryan Evely Gildersleeve & Darsella Vigil

University of Denver

Morgridge College of Education

Outline of Paper

- ▶ Introduction
- ▶ Problem
- ▶ Purpose
- ▶ Promising Practices

Introduction & Lit Review

- ▶ Current literature on undocumented students
 - ▶ Challenges: Legal, Financial, and Institutional
 - ▶ Leads to systemic exclusion
- ▶ How policy shapes the participation of undocumented students on college campuses
 - ▶ DACA
 - ▶ In-State Resident Tuition (ISRT) policies (20 states extend benefits, 8 explicitly deny these benefits, while 22 remain policy ambiguous)
- ▶ Limited literature on how services are institutionalized for undocumented students
 - ▶ Positive impact that institutional support has on undoc students' success and college completion

Purpose of Chapter

- ▶ Synthesize research literature about the institutionalization of support for undocumented students
 - ▶ Must attend to different state policy context
- ▶ In examining these support structures, we identify promising practices that institutions might consider

Promising Practices that Institutionalize Support for Undoc College Students

Extend In-state Resident Tuition

- ▶ Two flagship institutions in Texas and California
- ▶ Long-standing ISRT policies that extend benefits
- ▶ Offer some state financial aid
- ▶ Both have large immigrant populations
- ▶ Extensive online presence

Restrict In-state Resident Tuition

- ▶ Two flagship institutions in Arizona and Georgia
- ▶ Deny in-state resident tuition
- ▶ Offer no form of state financial aid
- ▶ Have significant immigrant populations
- ▶ Anti-immigrant

“Supportive” State Contexts

University of Texas Austin

- ▶ Largest Campus in UT system
- ▶ Longhorn Dreamers Project
- ▶ International Office
- ▶ Offers comprehensive support including admin, academic, and wellness services
- ▶ Provides resources before during and after college
- ▶ Disseminating informed resources to advisors and counselors that impact undoc students

University of California Los Angeles

- ▶ Home to largest concentration of undoc immigrants
- ▶ IDEAS & Undoc Student Program at UCLA
- ▶ Undocumented student program
- ▶ Staffed with full-time coordinator
- ▶ Office partners with various offices on campus
- ▶ Houses open house events, orientations, other events
- ▶ Student center welcomes undoc students in mission and vision statements

“Unsupportive” State Contexts

- ▶ University of Arizona and University of Georgia
- ▶ Both States have extreme anti-immigrant legislation and enforcement practices limiting participation for undoc students
- ▶ Georgia adopted a policy that restricts undoc students from attending the five most competitive institutions
- ▶ Populist responses
 - ▶ ScholarshipsAZ in Arizona (personal advising and trainings on relevant law and policies)
 - ▶ Freedom University (free courses for undoc students)

Promising Practices

- ▶ 1. Trainings for all front line admin, staff, and faculty
 - ▶ Undocumented students rights
 - ▶ Cultural sensitivity (microaggressions)
- ▶ 2. Designate staff members to serve undoc students within diversity or like offices
- ▶ 3. Dedicated undoc staff members can reach out, inform, and partner with other offices on campus and community orgs outside of campus
- ▶ 4. Updated online resources and social media presence

References

- ▶ Gildersleeve, R. E., Rumann, C., & Mondragón, R. (2010). Serving undocumented students: Current law and policy. In J. Price (Ed.) *New Directions in Student Services: Understanding and Supporting Undocumented Students*, pp. 5-18. San Francisco: Jossey-Bass Publishers.
- ▶ Gonzales, R., (2009). "Young Lives on Hold: The College Dreams of Undocumented Students." The College Board.
- ▶ Passel, J. S., & Gonzales-Barrera, A. (2013). Population Decline of Unauthorized Immigrants Stalls, May Have Reversed: New Estimate: 11.7 million in 2012. Pew Research Center. Retrieved April 27, 2014 from < <http://www.pewhispanic.org/2013/09/23/population-decline-of-unauthorized-immigrants-stalls-may-have-reversed/>>.
- ▶ Perez, W., Espinoza, R., Ramos, K., Coronado, H. M., & Cortes, R. (2009). Academic resilience among undocumented Latino students. *Hispanic Journal of Behavioral Sciences*, 31(2), 149-181.
- ▶ Perez, W., Cortes, R. D., Ramos, K., & Coronado, H. (2010). "Cursed and blessed": Examining the socioemotional and academic experiences of undocumented Latina and Latino college students. *New Directions for Student Services*, (131), 35-51.
- ▶ Suarez-Orozco, C., Suarez-Orozco, M., and Todorova, I. (2008). *Learning a New Land: Immigrant Students in American Society*. The Belknap Press of Harvard University Press.