American Sign Language (ASL) Interpreter

Valerie McMillan

Please pin her box to your screen if you require an interpreter

1

Supporting Undocumented Students' High School Experiences and Access to Higher Education

Patrick Greene and Rodney McNeill Department of Educational Leadership College of Education East Carolina University



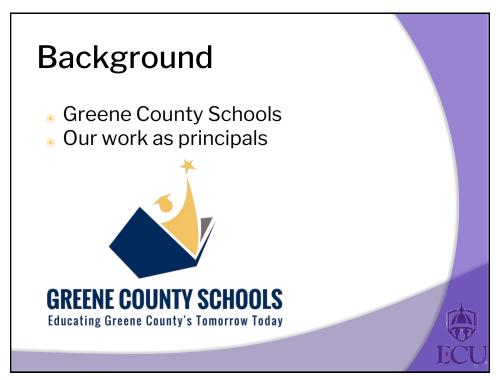
Undocumented?

- Foreign-born people who do not possess a valid visa or other immigration documentation
- No human being is illegal!



3





Context of the Problem

- 10-12 million undocumented immigrants live in the U.S.
 - 100,000 graduate from high school each year
 - States vary in support of access to higher education



7

Context of the Problem

- Plyler vs. Doe (1982)
 - Undocumented students have a right to K-12 education
 - No guarantee to higher education



Context of the Problem

- DREAM Act (2001)
 - Attempted to secure a path to citizenship and education - has not passed
- DACA (2012)
 - Provides some temporary protections
 - Suspended for new applicants



9

Impact for Students Today

- Undocumented students in NC
 - No access to federal aid
 - No access to in-state resident tuition (22 states do)
 - Impacts high school graduation rates
 - Social and emotional impacts



Rodney's Study

- Rodney's study seeks to evaluate the lived experiences of undocumented students to provide a more inclusive experience and advocacy
- Interviewed 7 undocumented students that have now all graduated from early college



11

Rodney's Study | Principal | Gender | Country of Organ | Research for Leaving | Age of Armial | Immigration Pattern | Michigan | - 10 Inflow work | - 3 years add (2nd years of Leaving | - 10 Inflow work | - 3 years add (2nd years of Leaving | - 10 Inflow work | - 3 years add (2nd years of Leaving | - 10 Inflow work | - 3 years add (2nd years of Leaving | - 10 Inflow work | - 3 years add (2nd years of Leaving | - 10 Inflow work | - 10 Inflow work

Rodney's Study

- Self-Affirmation Theory is the belief that people are motivated to maintain high levels of self-integrity (Steele, 1988).
- People overcome perceived attacks on self-identity by affirming other aspects of self that are of equal importance (Steele, 1988).



•()

13

Rodney's Study

- How has being an undocumented student impacted your life?
- What can schools and staff do to impact the dreams of attaining a college education and gainful employment?



Patrick's Study

Social Capital Theory

- The theory of social capital describes the **network of people** that an individual has and how that network can provide the individual with **resources through their connections** (Ruth, 2018).
- Individuals can "patchwork" information and resources from various members of the group (Enriquez, 2011).



15

Patrick's Study

Author/Year	Title	Findings
Olivas (2012)	No undocumented child left behind: Plyer v. Doe and the education of undocumented schoolchildren	Plyer vs Doe granted equal access to K- 12 education for undocumented immigrants, but not college.
Bozick and Miller (2014)	In-state college tuition policies for undocumented immigrants: Implications for high school enrollment among non- citizen Mexican youth	In-State Resident Tuition policies impact undocumented student success in high school and graduation rates.
Murillo (2017)	The art of the reveal: Undocumented high school students, institutional agents, and the disclosure of legal status	Reporting or not reporting legal status to school officials changes access to information about college.
Enriquez (2011)	Because we feel the pressure and we also feel the support	Most students use social capital to arrive at needed information.
Ruth (2018)	Attaining the college dream: The effects of politics on the social capital of first-generation undocumented immigrant students	Support systems from families, schools and communities can help immigrant, first-generation and minority students gain access to higher education.
Trivette and English (2017)	Finding freedom: Facilitating postsecondary pathways for undocumented students	School practices can either limit or provide access to social capital.



Patrick's Study

Author/Year	Title	Findings
Olivas (2012)	No undocumented child left behind: Plyer v. Doe and the education of undocumented schoolchildren	Plyer vs Doe granted equal access to K- 12 education for undocumented immigrants, but not college.
Bozick and Miller (2014)	In-state college tuition policies for undocumented immigrants: Implications for high school enrollment among non- citizen Mexican youth	In-State Resident Tuition policies impact undocumented student success in high school and graduation rates.
Murillo (2017)	The art of the reveal: Undocumented high school students, institutional agents, and the disclosure of legal status	Reporting or not reporting legal status to school officials changes access to information about college.
Enriquez (2011)	Because we feel the pressure and we also feel the support	Most students use social capital to arrive at needed information.
Ruth (2018)	Attaining the college dream: The effects of politics on the social capital of first-generation undocumented immigrant students	Support systems from families, schools and communities can help immigrant, first-generation and minority students gain access to higher education.
Trivette and English (2017)	Finding freedom: Facilitating postsecondary pathways for undocumented students	School practices can either limit or provide access to social capital.

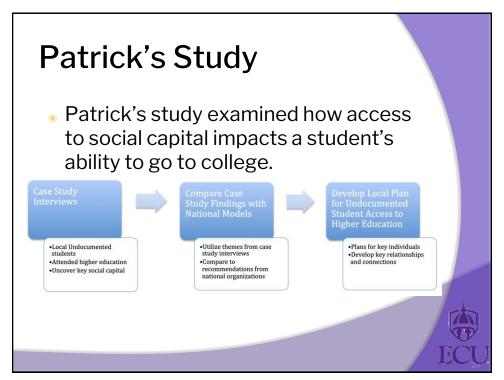
17

18

Patrick's Study

Author/Year	Title	Findings
Olivas (2012)	No undocumented child left behind: Plyer v. Doe and the education of undocumented schoolchildren	Plyer vs Doe granted equal access to K- 12 education for undocumented immigrants, but not college.
Bozick and Miller (2014)	In-state college tuition policies for undocumented immigrants: Implications for high school enrollment among non- citizen Mexican youth	In-State Resident Tuition policies impact undocumented student success in high school and graduation rates.
Murillo (2017)	The art of the reveal: Undocumented high school students, institutional agents, and the disclosure of legal status	Reporting or not reporting legal status to school officials changes access to information about college.
Enriquez (2011)	Because we feel the pressure and we also feel the support	Most students use social capital to arrive at needed information.
Ruth (2018)	Attaining the college dream: The effects of politics on the social capital of first-generation undocumented immigrant students	Support systems from families, schools and communities can help immigrant, first-generation and minority students gain access to higher education.
Trivette and English (2017)	Finding freedom: Facilitating postsecondary pathways for undocumented students	School practices can either limit or provide access to social capital.

Author/Year	Title	Findings
Olivas (2012)	No undocumented child left behind: Plyer v. Doe and the education of undocumented schoolchildren	Plyer vs Doe granted equal access to K- 12 education for undocumented immigrants, but not college.
Bozick and Miller (2014)	In-state college tuition policies for undocumented immigrants: Implications for high school enrollment among noncitizen Mexican youth	In-State Resident Tuition policies impact undocumented student success in high school and graduation rates.
Murillo (2017)	The art of the reveal: Undocumented high school students, institutional agents, and the disclosure of legal status	Reporting or not reporting legal status to school officials changes access to information about college.
Enriquez (2011)	Because we feel the pressure and we also feel the support	Most students use social capital to arrive at needed information.
Ruth (2018)	Attaining the college dream: The effects of politics on the social capital of first-generation undocumented immigrant students	Support systems from families, schools and communities can help immigrant, first-generation and minority students gain access to higher education.
Trivette and English (2017)	Finding freedom: Facilitating postsecondary pathways for undocumented students	School practices can either limit or provide access to social capital.



Findings

- Students are extremely resilient
- Live in **constant fear** for themselves and family members
- Limited opportunities "I have to pay three times the tuition to attend ECU as my brother"
- Acculturative Stress



21

Findings

- Safety and Security "Make us feel protected"
- Access to information relevant to their situation
- Share successes
- "Don't single us out"
- Representation matters
- Viewed based on content of character, not immigration status



Findings

- Connect school, family and community supports
- Educate students and families on laws and how support matters
- Educate teachers and counselors on their role
- Build a school environment that outwardly shows support
- Coach students on rigorous courses and self-determination



23

How You Can Help

- Support In-State tuition legislation for NC (HB-319)
- Support community advocates and schools that work with undocumented students and families
- Learn about current legislation and social biases that impact undocumented students



How You Can Help

- Support campus policies and initiatives that help undocumented students feel involved
- Partner with organizations that support undocumented students and can help guide our efforts
- Develop local initiatives to support undocumented students



25

Supportive Organizations

- North Carolina Society of Hispanic Professionals
 - https://www.thencshp.org/
- LatinxEd https://latinxed.org/about-us/
- ImmSchools https://www.immschools.org/

