

# American Sign Language (ASL) Interpreter

**Valerie McMillan**

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

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

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## Undocumented?

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



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## Maria's Story



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## Mirella's Story



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## Background

- Greene County Schools
- Our work as principals



**GREENE COUNTY SCHOOLS**  
Educating Greene County's Tomorrow Today



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## 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



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## Context of the Problem

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



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## 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



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## 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



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# 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



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# Rodney's Study

Participant	Gender	Country of Origin	Reason for Leaving	Age of Arrival	Immigration Pattern	Number of States Lived in	Native Language
<ul style="list-style-type: none"> <li>• Maluma</li> <li>• Jessie</li> <li>• Paloma</li> <li>• Camila</li> <li>• Patricia</li> <li>• Gabriel</li> <li>• Alexandria</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Females</li> <li>• 1 Male</li> </ul>	<ul style="list-style-type: none"> <li>• El Salvador</li> <li>• Mexico</li> <li>• Mexico City</li> <li>• Guatemala</li> <li>• Aguascalientes</li> <li>• Matamoros, Tamaulipas</li> <li>• Not disclosed</li> </ul>	<ul style="list-style-type: none"> <li>• To find work</li> <li>• Better Life</li> <li>• Better life; financial stability</li> <li>• For a better life; financial stability; food security</li> <li>• Mother had children at an early age, father worked in US and sent money back home, mom decided they all needed to stay together and moved to US</li> <li>• Opportunities; work</li> </ul>	<ul style="list-style-type: none"> <li>• 13 years old</li> <li>• 3 years old (x2)</li> <li>• Two and a half years old</li> <li>• One year old (x2)</li> <li>• 3 months old</li> </ul>	<ul style="list-style-type: none"> <li>• Mom first, then remainder of family</li> <li>• Entire family together (x3)</li> <li>• Mom and uncles first, then rest of family</li> <li>• Dad first (back and forth for work), then rest of family</li> <li>• Couple cousins, then dad, myself and mom, then aunts</li> </ul>	<ul style="list-style-type: none"> <li>• One state, multiple cities</li> <li>• Three states (x 3)</li> <li>• One state (x 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish (x7)</li> </ul>



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## 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).



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## 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?



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# 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).



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# Patrick's Study

Author/Year	Title	Findings
Olivas (2012)	<i>No undocumented child left behind: Plyer v. Doe and the education of undocumented schoolchildren</i>	<i>Plyer vs Doe</i> 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.



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## Patrick's Study

- Patrick's study examined how access to social capital impacts a student's ability to go to college.



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## 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**



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## 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



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## 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



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## 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



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## 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



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## Supportive Organizations

- ◉ North Carolina Society of Hispanic Professionals - <https://www.thencshp.org/>
- ◉ LatinxED - <https://latinxed.org/about-us/>
- ◉ ImmSchools - <https://www.immschools.org/>



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