



Learning Objectives

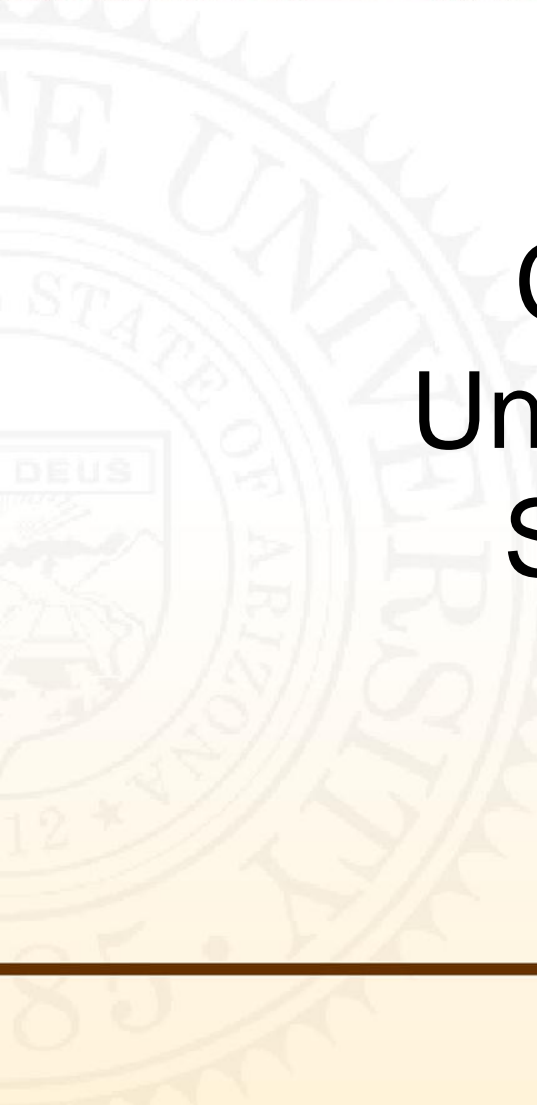


This session is designed to help you:

1. Contextualize the undocumented college student experience within the United States
2. Analyze Arizona State University as a case study for developing visible, supportive structures at institutions of higher education
3. Acquire the tools, knowledge, and resources necessary to effectively implement a DREAMzone ally development program at your institution



Contextualizing the Undocumented College Student Experience



Who Are Undocumented Students?





Content Knowledge



Undocumented Students



- Persons who do not hold U.S. citizenship, permanent residency, or who have fallen out of status
- Status does not come about through their own volition
- Have grown up in the U.S. and completed a significant amount of their education in U.S. institutions
- Emotionally may feel shame, trepidation, anger, despair, marginalization or uncertainty

Demographics



- 2.5 million youth live in the U.S.
- About 65,000 graduate from U.S. high schools each year
- Approximately 5-10% enroll in public colleges and universities across the country
- Many do not know they are undocumented until they begin the college process
- Rely on peer social networks to navigate through higher education

State Climate

- State DREAM Acts
 - In-state tuition
 - California, Colorado, Connecticut, Hawaii, Illinois, Kansas, Maryland, Massachusetts, Nebraska, New Mexico, New York, Oklahoma, Oregon, Rhode Island, Texas, Utah, Washington
 - State-based financial aid
 - Texas, New Mexico, California
- Anti-immigrant legislation
 - Georgia, South Carolina, Alabama
 - Arizona
 - Executive Order 2012-06
 - Senate Bill 1070
 - Proposition 300
 - House Bill 2008
 - Proposition 200
 - House Bill 2281

Disconnected Youth in Phoenix



- “Measure of America” Report defines as those 16-24 who are not working nor in school
- Phoenix ranked 25th out of 25 largest metropolitan areas in U.S. For highest % of disconnected youth
- 18.8% or 1 in 5 Phoenix youth
- 24% of Latinos are disconnected (compared to 13% of Whites)

RANK	METRO AREA	DISCONNECTED YOUTH (%)				
		ALL	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
	United States	14.7	22.5	8.0	18.5	11.7
1	Boston	9.0	13.1	...	20.2	6.6
2	Minneapolis–St. Paul	9.3	22.5	...	...	7.2
3	San Diego	11.1	12.1	5.7	13.3	9.1
4	Washington, DC	11.3	19.0	7.6	11.7	7.0
5	Philadelphia	11.9	19.7	...	19.2	8.0
6	Pittsburgh	11.9	26.3	...	...	9.4
7	San Francisco	12.4	19.7	7.1	17.9	7.9
8	Chicago	13.3	24.0	...	16.1	8.1
9	Denver	13.4	15.8	...	19.1	11.0
10	St. Louis	13.4	23.1	...	...	10.6
11	Dallas–Ft. Worth	14.2	21.4	...	16.5	10.3
12	Los Angeles	14.2	21.0	7.6	17.1	10.2
13	Baltimore	14.2	22.1	...	18.4	9.7
14	Sacramento	14.3	17.9	...	18.8	12.3
15	Portland	14.3	...	...	18.0	13.5
16	Seattle	14.7	26.9	...	19.5	13.3
17	New York	15.2	21.7	9.8	20.6	9.8
18	Tampa–St. Petersburg	15.7	16.8	...	19.7	13.3
19	Houston	15.7	20.6	8.5	17.2	12.2
20	San Antonio	15.9	...	...	17.2	11.6
21	Atlanta	16.9	23.2	...	19.4	12.0
22	Riverside–San Bernardino	16.9	21.4	...	18.5	14.5
23	Detroit	17.0	25.3	...	19.2	13.5
24	Miami	17.1	23.3	...	17.0	12.5
25	Phoenix	18.8	28.2	...	23.5	13.3

Institutional Climate



- Lack of awareness and misinformation
- Invisibility
- Anti-immigrant sentiment
 - fear, uncertainty, shame, anxiety, **distrust of authority**
- Academic
 - Not eligible for careers that require licensure, back ground checks, or SSN
 - Cannot travel to conferences, field trips, and research colloquiums when official identification is required
 - Inability to take standardized tests held off campus because they do not have the required identification
- Financial

ASU Case Study



at

Arizona State University

DREAMzone

Responding to the presence and needs of students:

- Moving In
- Moving Through →
- Moving Out



Schlossberg's Theory of Transition



Transition - any event, or non-event, that results in changed relationships, routines, assumptions, and roles

Factors that influence coping with a transition: (4 S's)

1. Situation	2. Self
3. Support -partner -family -network of friends <u>-institutions/ communities</u>	4. Strategies -modify the situation -control meaning of problem -aid in managing the stress of the aftermath

Pop Quiz!

Are DACA recipients allowed
to study abroad?

YES!

“Advanced Parole”

- Educational purposes, such as semester abroad programs or academic research;
- Employment purposes, such as overseas assignments, interviews, conferences, training, or meetings with clients; or
- Humanitarian purposes, such as travel to obtain medical treatment, attend funeral services for a family member, or visit an ailing relative.

Learning Objectives



DREAMzone is designed to help you:

1. Discuss biases and misconceptions regarding the undocumented experience
2. Demonstrate knowledge of current state and federal immigration legislation and its impact on the lives of undocumented students
3. Develop a network of allies
4. Share tools, contacts and resources available to support undocumented students through their college persistence
5. Acquire skills and best practices for working with undocumented students and serving as allies

Curriculum

1. Challenging Dominant Perspectives
2. Content Knowledge
3. Student Narratives
4. Becoming an Ally





Becoming an Ally



Skills



- Demonstrate support
 - Listen, Affirm, Assist, Refer
- Appreciate the student's courage to disclose
- Clarify level of confidentiality
- Understand that not all undocumented students are DACA or DREAM Act eligible
- Refer students to qualified legal counsel

Coming Out



A student may come out to you because:

- You are a member of their own ethnic/racial group
- They feel you will be understanding and accepting
- They are unable to fulfill specific university requirements due to their immigration status
- You are in a position to assist them with a concern or provide them access to specific information and resources
- Another student or staff referred them to you

Ally Network



<http://sts.asu.edu/DREAMzone>



DREAMzone: How to?



Implementation Components



- Institutional Support
- Funding and Sponsorships
- Research
- Marketing and Outreach
- Panelist Recruitment and Retention
- Assessment Instrument
- Graphic and Web Design
- Registration System
- Coordination and Facilitation

Preliminary Findings



- High Demand
- Participant Demographics
 - 500+ allies
 - Approximately 70% staff, 20% students, 5% faculty, 5% other
- Practitioner Anxiety
- Hidden Resources
- Participants' Reasons for Attending
- Limitations

Discussion



1. What is the context of your institution with regard to undocumented student issues?
2. What are the potential needs of your student body?
 - Demographics
 - Campus climate
 - Policy
 - Organizations
 - Resources
 - Formal
3. How can a DREAMzone ally program equip your faculty, staff, and students to be responsive?

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