Access for all Capable Students
Demographic Context
There are 11.2 million undocumented immigrants in the U.S.
77 percent of undocumented immigrants are Latinos.
1.1 million undocumented children are in the K-12 educational pipeline.
Every year 65,000 undocumented students graduate from high school college ready.
Between 5-10 percent continue onto college.
Model for Change
Awareness

Understanding

Action

Change Model

Commitment

Understanding
Approach to our Work
Policy
Seek progressive legislation and better alignment of policies at the State and Federal levels

Institutional Practice
Promote practices at the “boundary points” in the higher educational system and encourage leadership that supports access for all capable students

Public Will
Build awareness, understanding, and commitment to policies and practices that support educational access and higher levels of educational preparation as a public good
Policy
Seek progressive legislation and better alignment of policies at the State and Federal levels.

Institutional Practice
Promote practices at the "boundary points" in the higher educational system and encourage leadership that supports access and educational preparation as a public good.

Will
Foster awareness, understanding, and commitment to policies and practices that support educational access and higher levels of educational preparation as a public good.
Development, Relief, and Education for Alien Minors Act:
DREAM Act
Development, Relief and Education for Alien Minors Act: DREAM Act – Washington, DC
Congress
Washington, DC
"Iron Triangle"
Bureaucracy
Interest Groups
Congress

“Iron Triangle”

Higher Education Lobby

Interest Groups

Interest Groups

Bureaucracy
American Council on Education
Office of the President

March 24, 2006

The Honorable Richard Durbin
United States Senate
332 Dirksen Senate Building
Washington, DC 20510

Dear Senator Durbin:

On behalf of the American Council on Education and the higher education associations listed below, I write in support of the Development, Relief and Education for Alien Minors (DREAM) Act that you intend to introduce as an amendment to the comprehensive immigration reform legislation now under consideration. We hope the Senate Judiciary Committee will adopt this crucial legislation.

Increased access to higher education is a top priority for our associations and the institutions we represent. As the name of your legislation recognizes, higher education is becoming necessary to achieve the "American dream" that immigrants to this country have sought for centuries. The DREAM Act would remove some of the federal barriers to higher education for thousands of children that have grown up in this country, attend our schools, and have the desire and ability to make vital contributions to our society. Access to in-state tuition is essential for these students, as is the path to legal status that the DREAM Act establishes. As the DREAM Act moves through the legislative process, we would also urge Congress to extend federal grant aid to DREAM Act-eligible students, as the lack of access to these funds is also a significant barrier to higher education.

We recognize that the debate over illegal immigration is complex and evokes strong emotions. The DREAM Act, however, simply provides opportunities for young people who, through actions beyond their control, are already members of our communities. It is in our nation's best interests to ensure they have the same opportunities as everyone else to achieve their dreams.

Thank you for your leadership on this crucial legislation.

Sincerely,

David Ward
President
ACE Presidents of all Groups

“Big Six”

Peripheral Groups
Minority-Serving Groups
Professional Institutional Personnel
NAICU Independent Colleges & Universities
APLU Public & Land-grant Universities
AAU Research & Graduate Education
AACC Community Colleges
AASCU State Colleges & Universities
Professional Faculty & Learned Societies
Disciplinary Affiliated Groups
Student Groups
Government Agencies
National Higher Education Associations by Type and Groups, 2011 (n=68)

- AACC Community Colleges
- NAICU Independent Colleges & Universities
- AASCU State Colleges & Universities
- APLU Public & Land-grant Universities
- AAU Research & Graduate Education
- Professional Faculty & Learned Societies
- Student Groups
- Disciplinary Affiliated Groups
- Peripheral Groups
- Professional Institutional Personnel
- Minority-Serving Groups

67% of all groups are represented.

100% of the Big Six (2006, 2007, 2009) are represented.

Government Agencies
Bridging Associations

National Higher Education Associations by Type and Groups, 2011 (n=68)

- ACE Presidents of all Groups
- Peripheral Groups
- Professional Institutional Personnel
- Student Groups
- Minority-Serving Groups
- Disciplinary Affiliated Groups
- Government Agencies

Bonding Associations

- NAICU Independent Colleges & Universities
- AACC Community Colleges
- AASCU State Colleges & Universities
- AAU Research & Graduate Education
- Professional Faculty & Learned Societies
- Professional Institutional Personnel
- Disciplinary Affiliated Groups
- Government Agencies

- Bridging
  - 2006
  - 2007
  - 2009

- Bonding
  - 55%
  - 67%
  - 71%

- 55% of all Groups
On September 21, 2010
State Policy Environments
Mandates that undocumented immigrants “shall not be eligible on the basis of residence within a State (or a political subdivision) for any postsecondary education benefit unless a citizen or national of the U.S. is eligible for such a benefit (in no less amount, duration, and scope)....”

-Section 505, IIRIRA
State Policy Environments

In-State Residency Tuition
State Policy Environments, 2001
State Policy Environments, 2004
State Policy Environments, 2008
State Policy Environments, 2013
Legal Ambiguity
Institutional Practice
Promote practices at the “boundary points” in the higher educational system and encourage leadership that supports access for all capable students

Policy
Seek progressive legislation and better alignment of policies at the State and Federal levels
Systems of Higher Education

Boundary Organizations

- Higher ED Associations
- Financial Aid Officers
- Admissions Officers
- Institutional Policy
Does your institution have a policy for admitting undocumented students?
Does your institution offer financial assistance to undocumented students?
Does your institution have a policy for admitting undocumented students?
Institutional Financial Aid Policies (by Percent)

Inclusive Environments
- Public: 53% Yes, 47% No
- Private: 37% Yes, 63% No

Restrictive Environments
- Public: 88% Yes, 12% No
- Private: 37% Yes, 63% No

Unstipulated Environments
- Public: 85% Yes, 15% No
- Private: 51% Yes, 49% No
Policy
Seek progressive legislation and better alignment of policies at the State and Federal levels

Institutional Practice
Promote practices at the “boundary points” in the higher educational system and encourage leadership that supports access for all capable students

Public Will
Build awareness, understanding, and commitment to polices and practices that support educational access and higher levels of educational preparation as a public good
How many policy environments are we managing?
Veiled Activity

Documented

Undocumented
Case Studies
Institutions that successfully navigated the issue
Institutions that did not successfully navigate the issue
Likely to Respond  
(moderate Influence on the Field)

Action Inevitable  
(Substantial Influence on the Field)

Unlikely to Respond  
(Little Influence on the Field)

Unlikely to Respond  
(Substantial Influence on the Field)

Knowledge & Awareness

Proximity to the Public Sphere

Probability of Commitment to the Issue
Systems of Higher Education

Boundary Organizations

- Diversity Officers
- Financial Aid Officers
- Institutional Advancement
- Admissions Officers
- Student Groups
- Communications Officers
- General Counsel
- Institutional Policy

Higher ED Associations
Differences in professional training and norms
Awareness

Understanding

Action

Dialogic Model

Commitment

Understanding

Commitment

Awareness

Action
Alternative and Intersecting Frameworks

- Moral Philosophical
- Legal/Political
- Economic
- Educational
Sensemaking in Catholic Colleges and Universities
It is not our intention to compete with the established infrastructure of programs by creating a new leadership institute.

Instead, we seek to change the expectations that surround leaders, leadership, and leadership development across the profession.
Courage is trust in training and preparation
Coupled with integration of public and private commitments