

Broadening Access for Undocumented Students: The Role and Impact of Professional Collaborations

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The 2014 Ewingleben Lecture Symposium
Michigan State University
April 24, 2014



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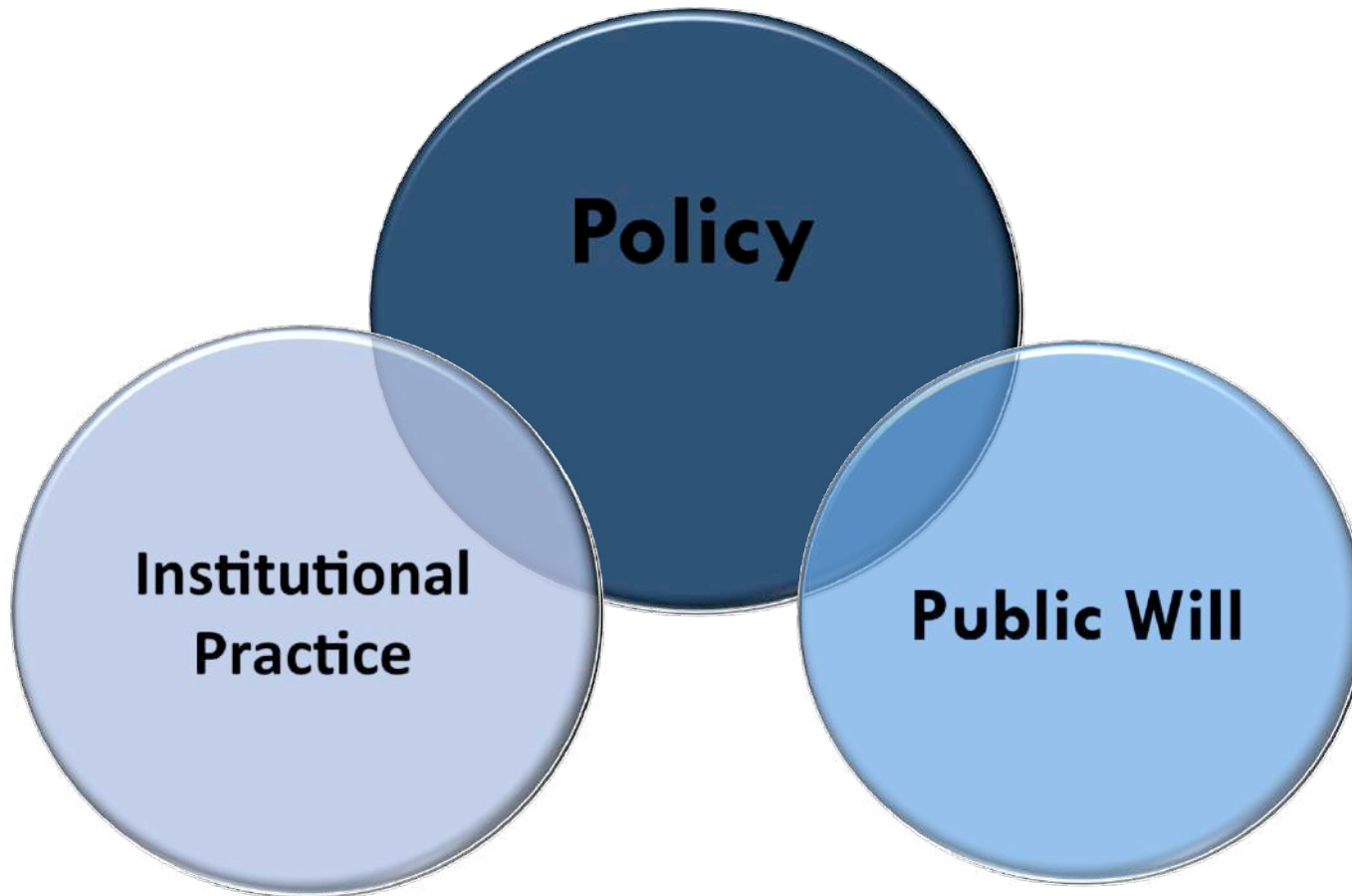


To significantly increase awareness, understanding, commitment, and action relative to the public service role of higher education in the United States.



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Change Model





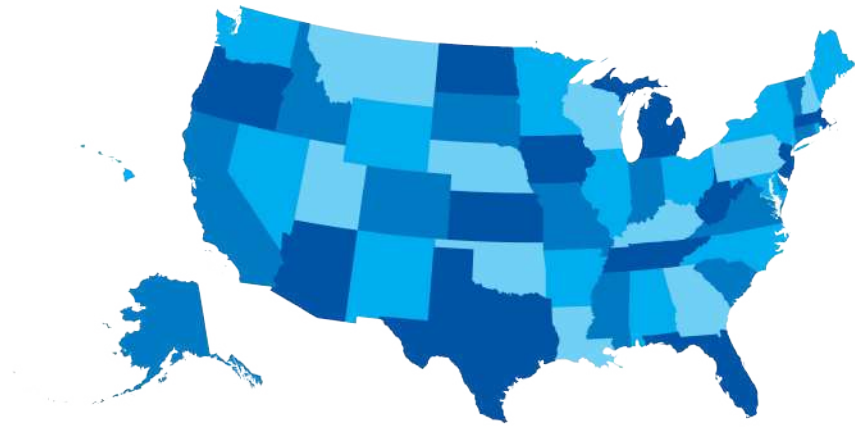
POLICY CONTEXT

Federal Policy Context

Year	Relevant Policy
1982	U.S. Supreme Court decision: <i>Plyler v. Doe</i> (Feder, 2010; Flores, 2010)
1996	Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) (Feder, 2006)
2001	Introduction of Development Relief Education for Alien Minors (DREAM) Act
2012	Deferred Action for Childhood Arrivals (DACA)



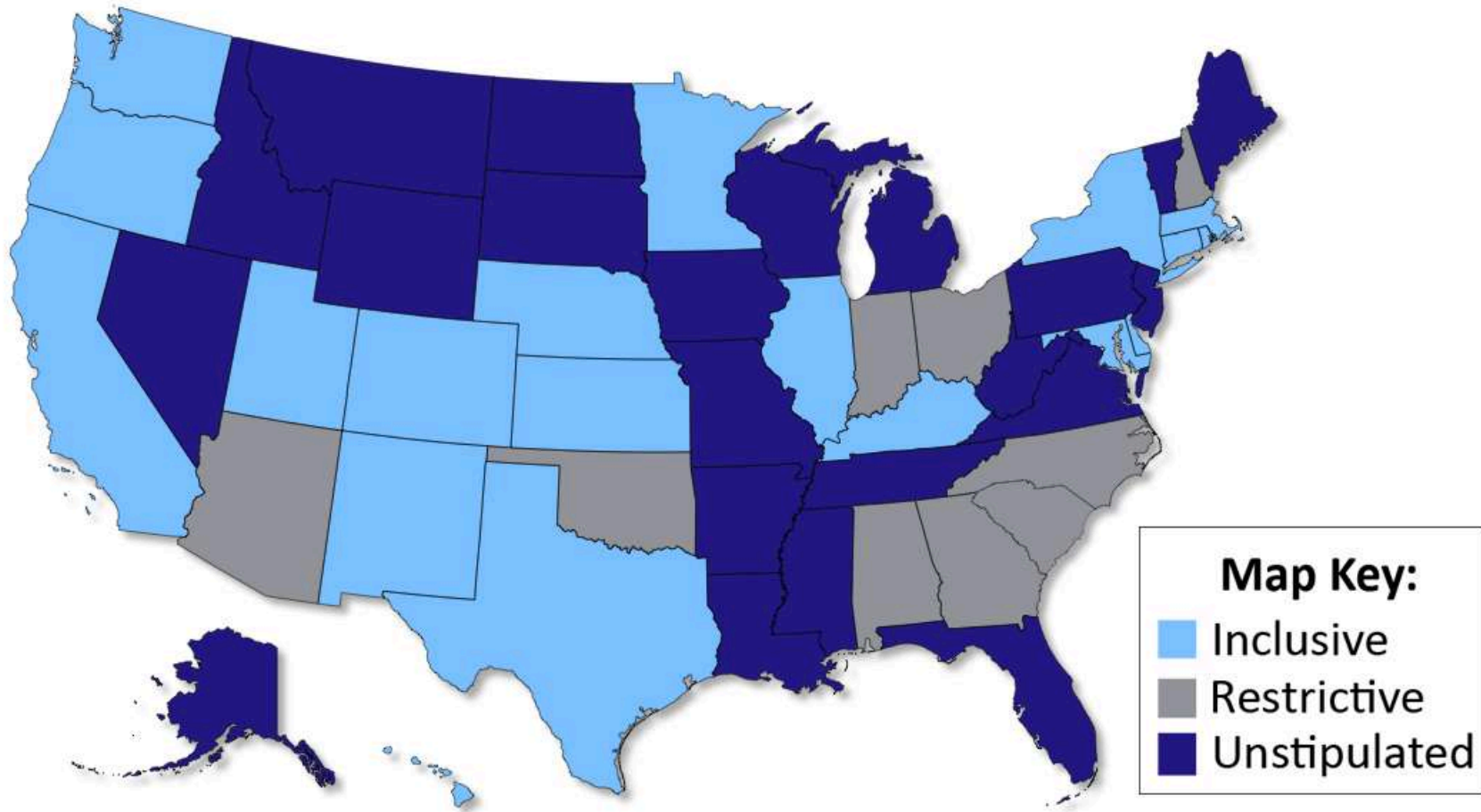
State Policy Context



- Role in determining institutional practice
- Acts as a filter for institutions as they mediate federal policy
- Source of legitimacy for institutional positions



State Policy Environments



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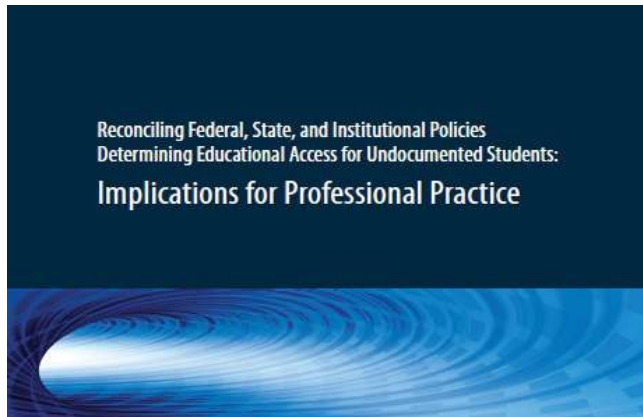
RESEARCH AND PRACTICE

Insight From Previous Research

Author(s)	Year	Method	Major Finding
Ortega	2011	Qualitative Content Analysis	
Burkhardt et al.	2011	Mixed Methods Quant - Survey Qual - Interviews	
Barnhardt, Reyes, & Ramos	2012	Qualitative Case Studies	



Relationship Between Policy & Inclusive Practice



Reconciling Federal, State, and Institutional Policies
Determining Educational Access for Undocumented Students:
Implications for Professional Practice

A Report Prepared by



Funded by
the TG Public Benefit Grant Program
February 2012

1. Campuses are more likely to act inclusively when state policy is also inclusive.
2. Campuses are more likely to act inclusively when administrators are aware of their professional association's position.



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Undocumented Student Movement

A Timeline



ULEAD NETWORK TOOLS



NACAC STUDY

College Counseling

- Postsecondary access heavily influenced by secondary school contexts
- Quality and availability of college counseling
- High schools and colleges each benefit from collaborative opportunities (Perna et al., 2008)
- Relationship/familiarity with NACAC
 - Unique community sample





How is information being authenticated and exchanged between admission counseling professionals as they reach decisions and provide guidance in this complicated environment?



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Data

- June 2013: exploratory survey sent to 7,389 active NACAC members and 707 NF partners
- Received 682 total responses
 - 53% from admission professionals
 - 44% from HS college counselors
- Restricted analytic sample to 47% of respondents who indicated they participate in collaborative efforts



Methodology

- Qualitative analysis – Summer 2013
- Coded responses to 2 open-ended survey questions:
 - Describe any engagement with collaborative efforts in support of broadening access and success for undocumented students
 - Describe how these collaborative efforts evolved and originated over time



Analysis: Emergent Themes

- Policy Environment
- Relational Components
- Communication about Resources
- Personal & Professional Commitment



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Dissemination



- “Practice” Briefs
 - Professionals Working with Each Other
 - Impact on Students and Families



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Collaboration among Higher Ed Professionals

- Action Items
 - Establish a personal circle of practice with trusted colleagues to address issues and brainstorm solutions
 - Increase information sharing within & between the communities of practice to which you belong
 - Develop forums and dialogues to critically evaluate the institutional and political context in which you work



Collaboration: Impact on Students and Families

- Action Items
 - Facilitate the process
 - Normalize the information
 - Be aware of off-campus resources
 - Engage in professional collaborations
 - Identify undocumented-friendly campuses
 - Practice holistic counseling



Questions and Comments

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