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

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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.
Change Model

Policy

Institutional Practice

Public Will
POLICY CONTEXT
## Federal Policy Context

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

Map Key:
- Inclusive
- Restrictive
- Unstipulated

National Forum
on Higher Education for the Public Good
RESEARCH AND PRACTICE
# Insight From Previous Research

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Method</th>
<th>Major Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ortega</td>
<td>2011</td>
<td>Qualitative Content Analysis</td>
<td></td>
</tr>
<tr>
<td>Burkhardt et al.</td>
<td>2011</td>
<td>Mixed Methods</td>
<td>Quant - Survey Qual - Interviews</td>
</tr>
<tr>
<td>Barnhardt, Reyes, &amp; Ramos</td>
<td>2012</td>
<td>Qualitative</td>
<td>Case Studies</td>
</tr>
</tbody>
</table>
Relationship Between Policy & Inclusive Practice

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.
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?
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
Dissemination

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