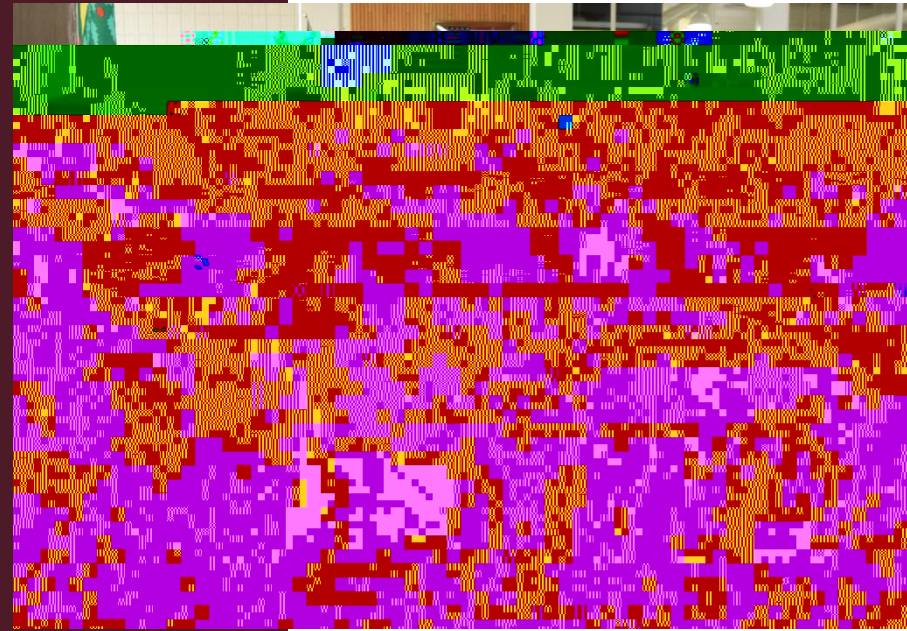


Becoming a Dreamer Ally:

Specific considerations for supporting Undocumented/AB540 students in higher education



Bronwyn Moreno

Director of Student Affairs Special Programs

January 18, 2017



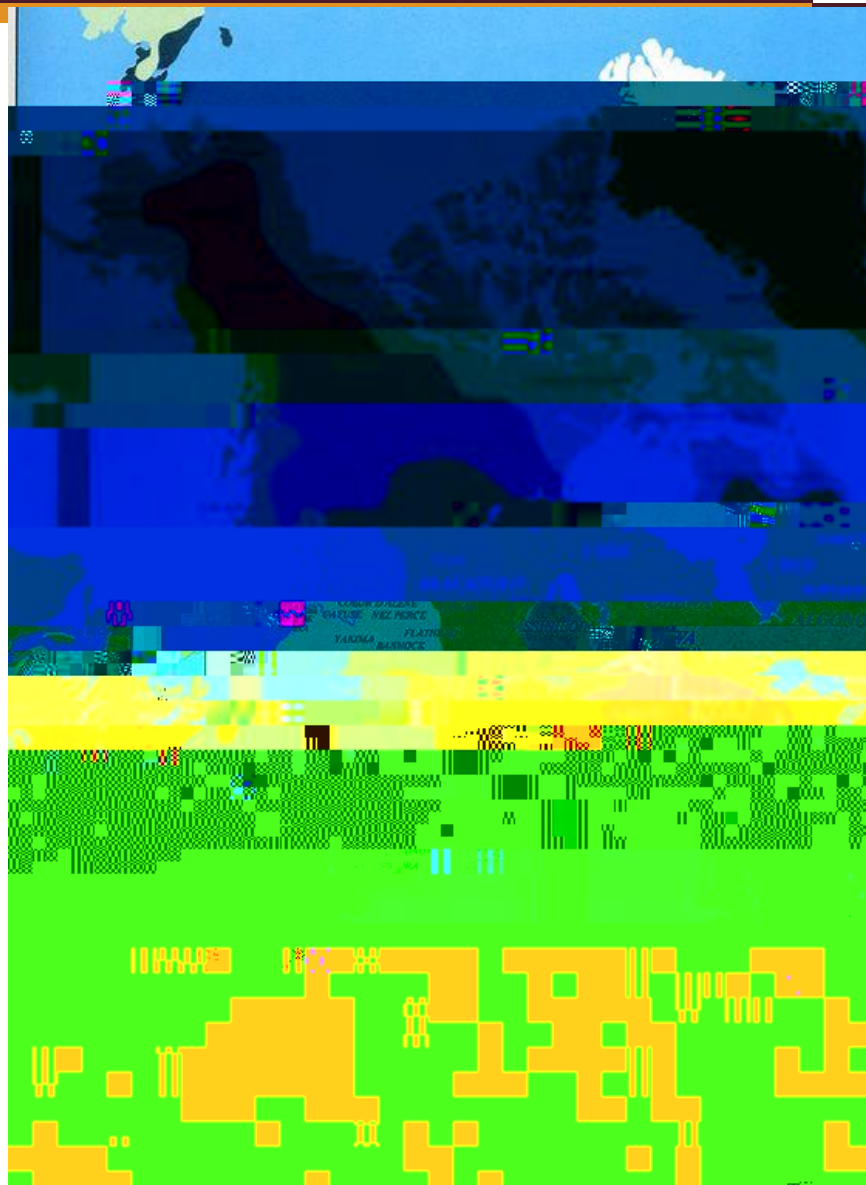
Ally Training Goals





Context

Immigration Patterns, Laws, and the Undocumented

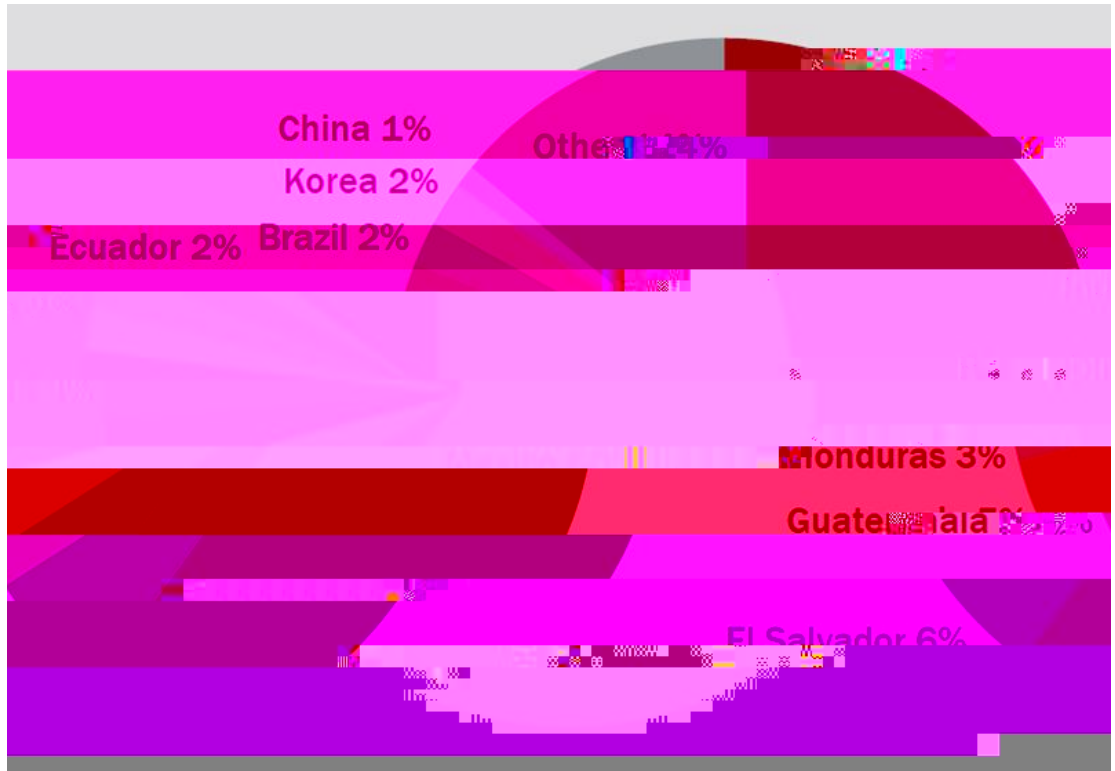




Changes in the global economy, and in U.S. immigration law, have dramatically shifted where U.S. immigrants come from.

A century ago, U.S. immigrants were overwhelmingly European. Today, Latin America and Asia are the big drivers of U.S. immigration, and Europe accounts for just a small fraction of the whole.

Undocumented Immigrants in the U.S.



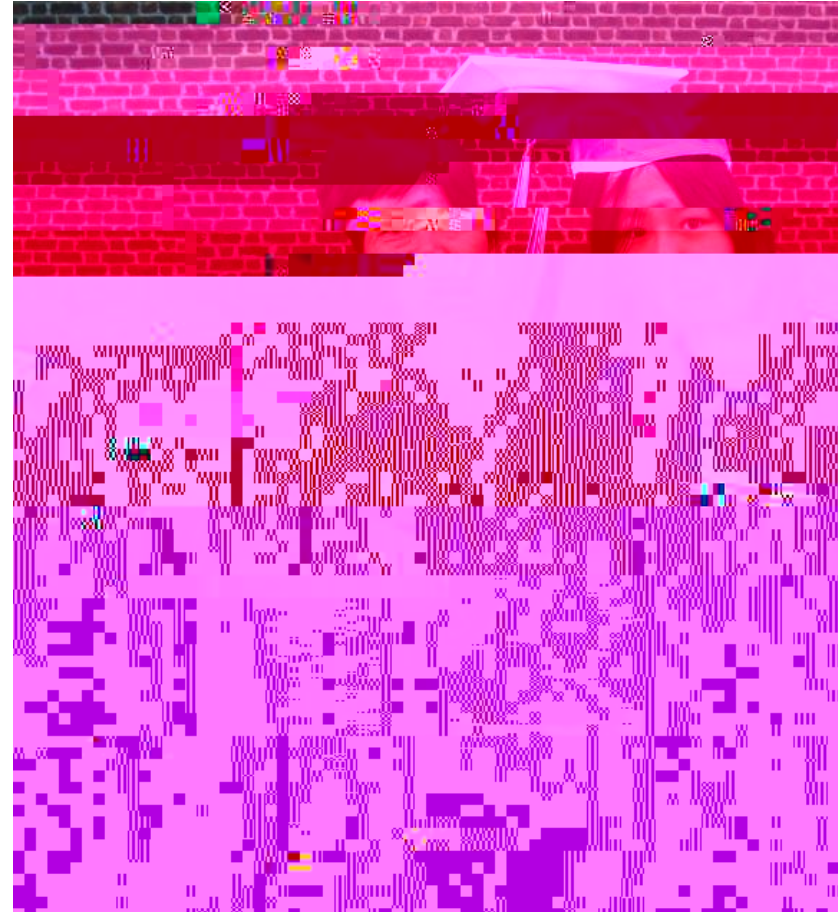
Source: Pew Hispanic Center and Department of Homeland Security







Reasons to immigrate include:

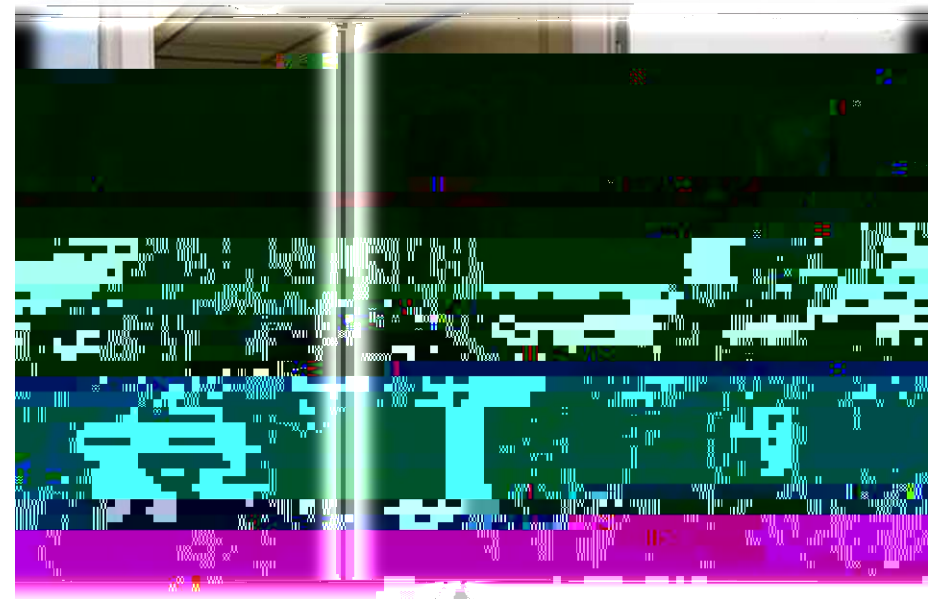








Allies are knowledgeable, empathic, and willing professionals who:



Political & Legal Context



HARTNELL COLLEGE

1986: Immigration

1996: Immigration
Reform and Immigrant

2012: DACA

Signed by President Reagan on

President's involvement

AB 540, DACA and the California Dream Act

Assembly Bill 540

Requirements

Deferred Action for Childhood Arrivals

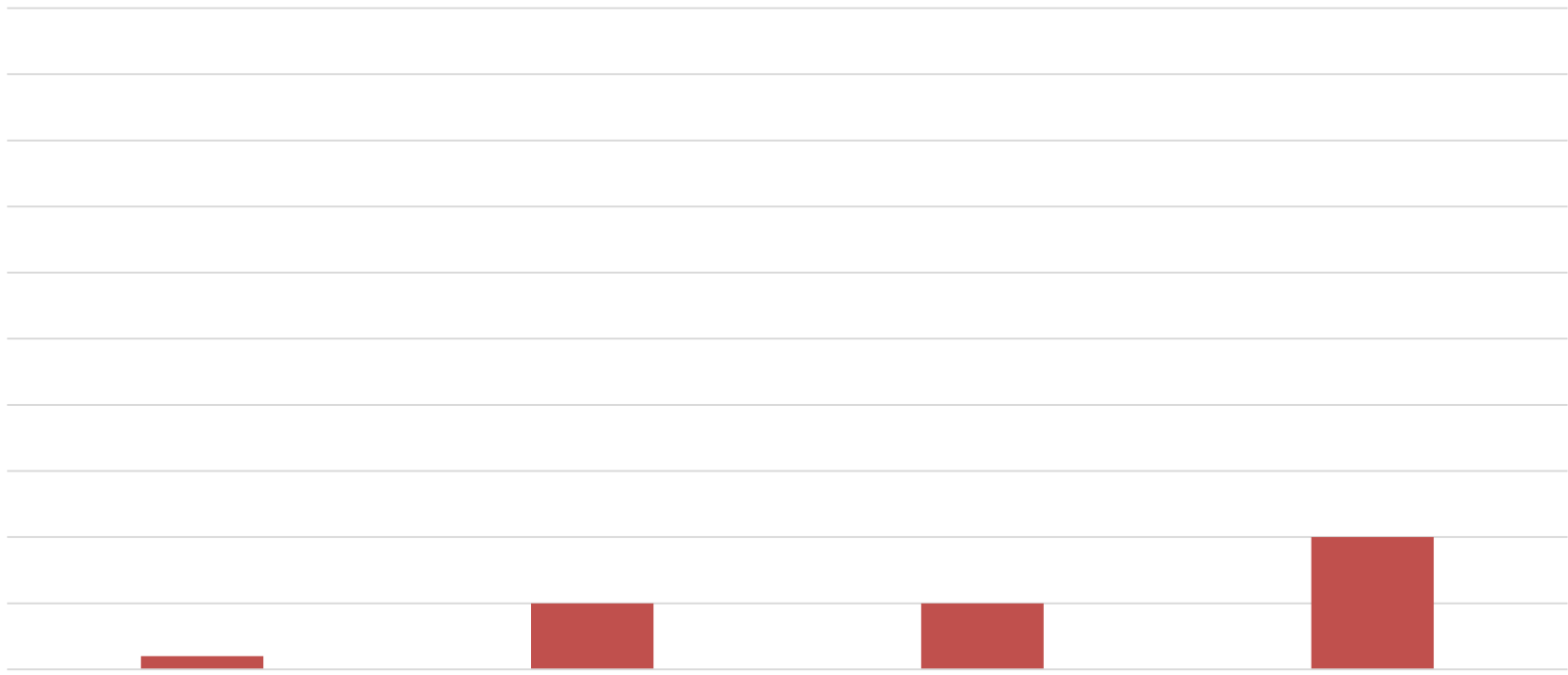
Requirements:

California Dream Act

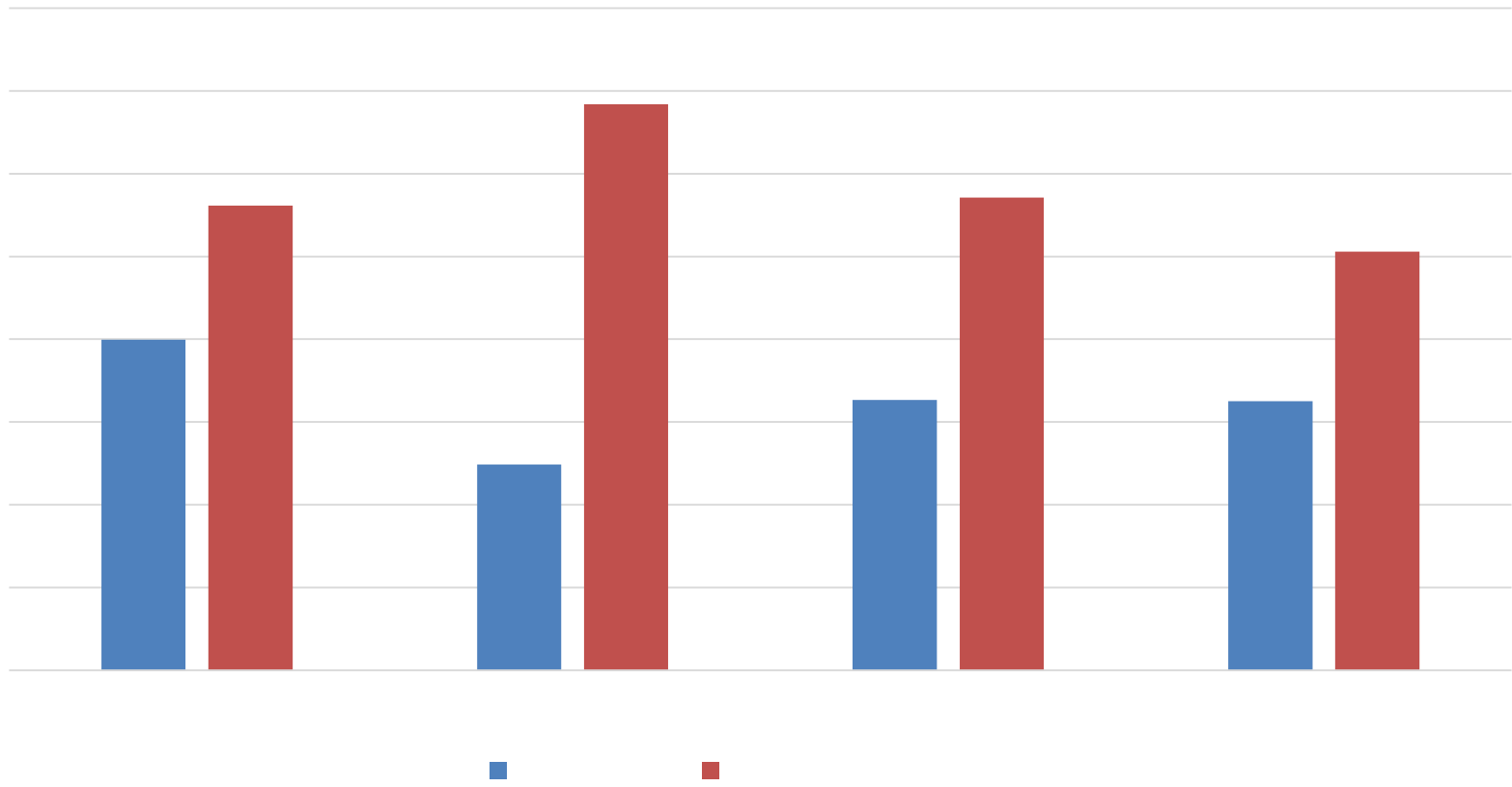


Source: Center for American Progress, Infographic: Inside the Labyrinth: Undocumented Students in Higher Education

Hartnell AB 540 Transfers by Year







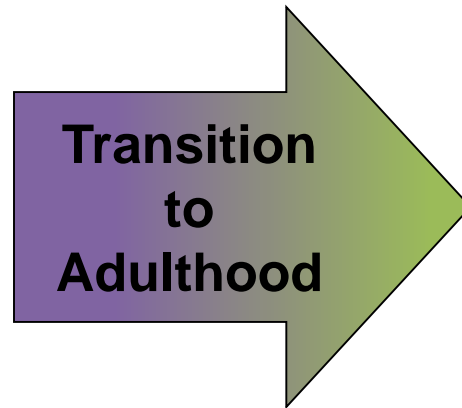
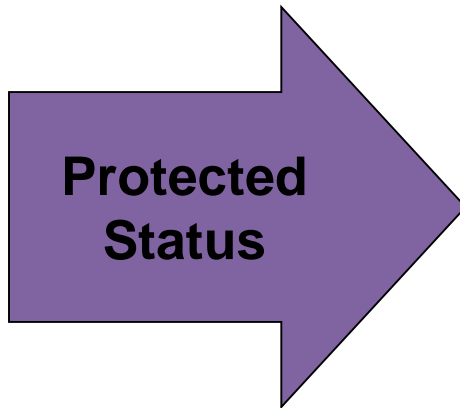












K-12 education is free and legal

Most institutions in childhood do not require legal status

Immigration status rarely limits activities

Late adolescence triggers legal limitations due to immigration laws

- Working
- Driving
- Education
- Financial Aid
- Socializing

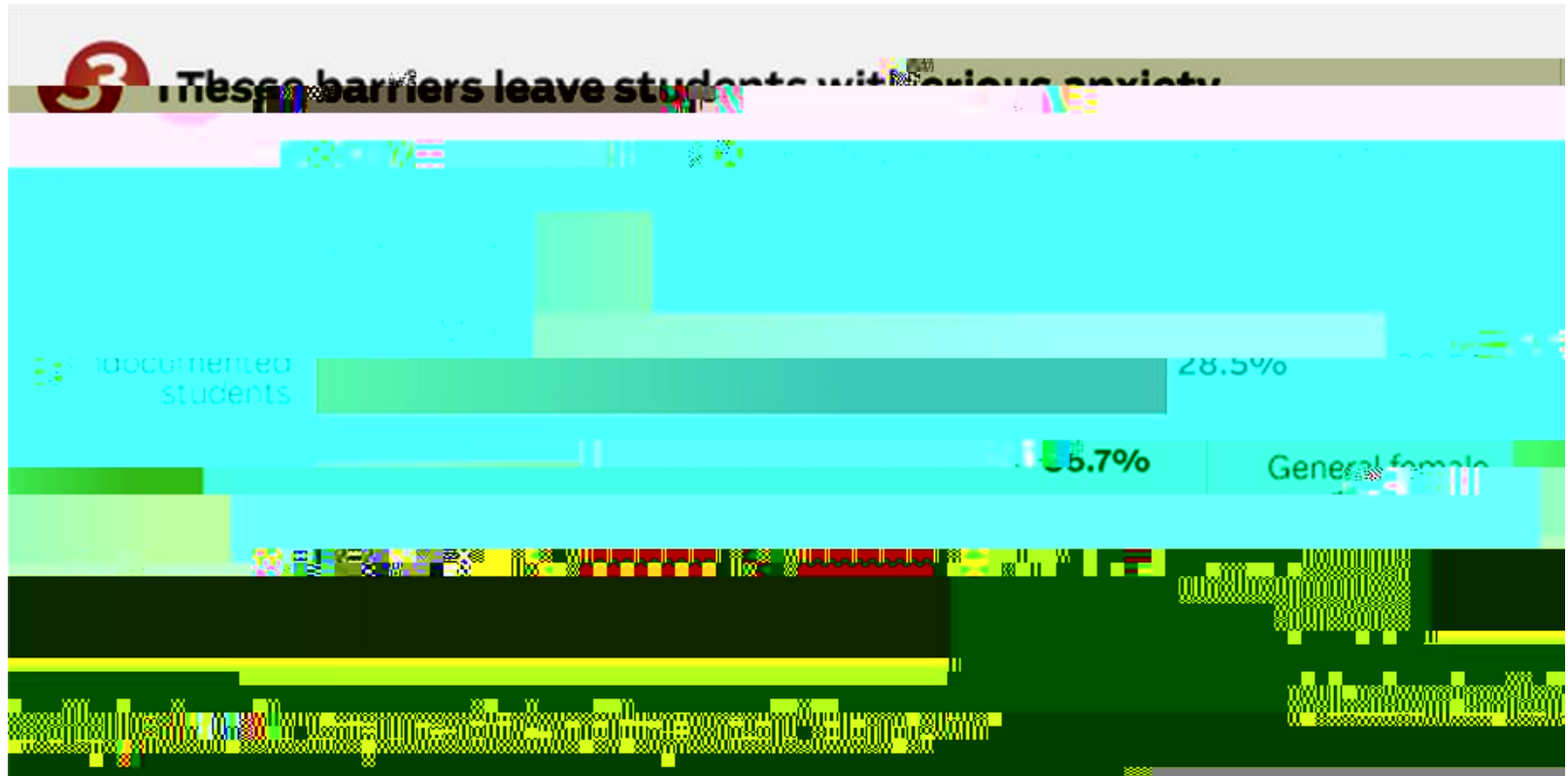
Succession of blocked opportunities

Fear, stigma, changed social patterns

Forced decisions reveal or conceal

Physical/ emotional manifestations





Source: Center for American progress,
Infographic: Inside the Labyrinth:
Undocumented Students in Higher Education

lack of knowledge regarding legislation

Lack of commitment by campuses to serve undocumented students

Insensitivity, rudeness and demeaning attitude

Students turned away or denied access for failure to provide unnecessary documentation such as a SSN, driver s license and/or residency documentation.

In a UCLA study of 909 students across 34 states, they reported experiences of being treated unfairly as follows:

Professors - 32.1%

Other students - 55.6%

Campus Admin - 36.5%

Counselors - 34%

Fin Aid Officials - 47.9%

Security/Police - 30.6%



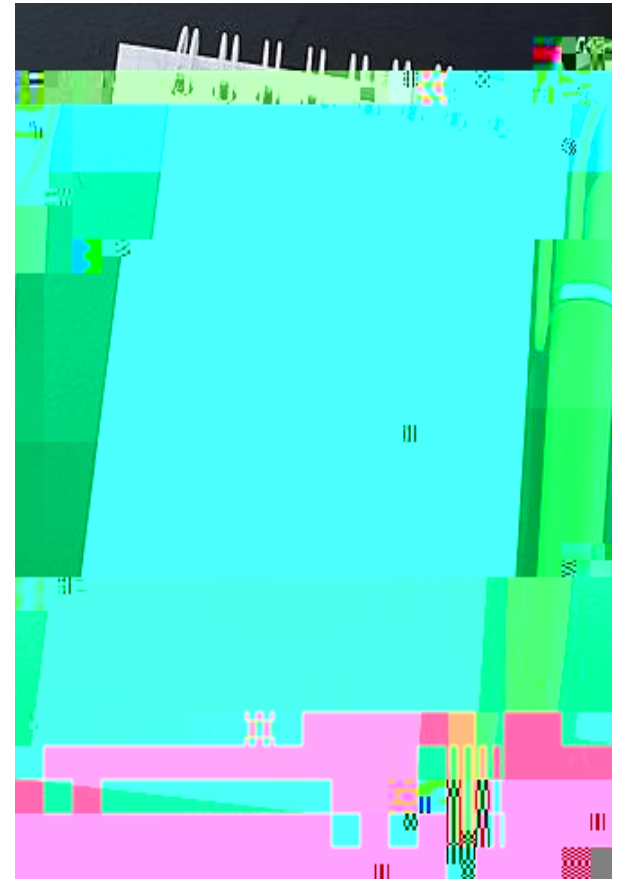
National Resources

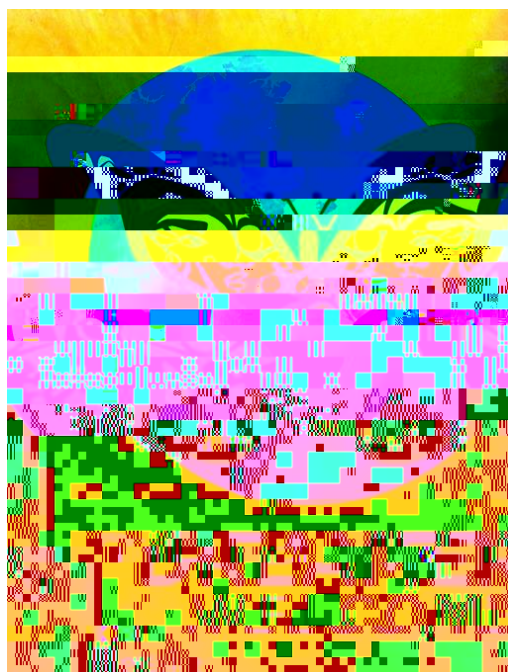


Effective



HARTNELL COLLEGE







Burning Q & A Evaluation