

Educational Inequalities for Non-U.S. Citizen Students

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Learning outcomes

- **Purpose:**
 - To analyze how colleges/universities have been an advocate, oppressor, or both to the accessibility and retainment of non-U.S. citizen students in higher education.
- **Mission:**
 - To hold colleges/universities accountable to their institutional values of education; through direct and explicit plans of action and support, non-U.S. citizens will be reassured of the accessibility to higher education (in correlation to their citizenship status) and keep institutions accountable.
- **Thesis:**
 - Because the United States government is historically and currently anti-immigrant, institutions in higher education must have reformative and socially conscious policies or they will become an oppressor in educational injustices.



Literature review



Literature review

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Undocumented Students:

- Federal, state, and institutional inconsistencies regarding the rights of undocumented students
 - California Assembly Bill 540
- Lack of:
 - Emotional support
 - Faculty/staff encouragement and advocacy
 - Student resources
 - Dissemination of information
- Inequalities stemming since high school

DACA Students:

- DREAM Act
- DACAmended: “legally, illegal”
 - Concept by Mohan Sahay et al.
- Lack of financial support
 - Not eligible for FAFSA or any federal help
- Students must renew every 2 years
- Politically weaponized

Gonzales, R. (2010). On the Wrong Side of the Tracks: Understanding the Effects of School Structure and Social Capital in the Educational Pursuits of Undocumented Immigrant Students. *Peabody Journal of Education*, 85(4), 469-485.

Sahay, K., Thatcher, K., Núñez, C., & Lightfoot, A. (2016). "It's Like We Are Legally, Illegal": Latino/a Youth Emphasize Barriers to Higher Education Using Photovoice. *The High School Journal*, 100(1), 45-65.



Literature review

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Visa Recipient Students:

- F-1: International Academic Student
 - Strict requirements
- J-1: Exchange visitor
 - Diverse groups including students, physicians, and camp counselors,
 - Visitor programs approved by the Department of Homeland Security
- College success is rooted in:
 - Academic support by faculty
 - Social engagement
- Overall, lack of studies

U.S. Residents:

- Traditional process
 - Undocumented
 - Visa
 - Green card/U.S. residency
 - U.S. citizen
- Financial obligations
 - Pay nearly \$1,000 to apply for residency
- Extreme lack of studies

Mamiseishvili, K. (2012). International student persistence in U.S. postsecondary institutions. *Higher Education*, 64(1), 1-17.

Wood, J. (2013). Visa Basics for Solos. *GPSolo*, 30(5), 16-21.

Becoming a Lawful Permanent Resident (Green Card Holder) Through a Job Offer. (n.d.). Retrieved July 27, 2020, from <https://my.uscis.gov/exploremyoptions/green-card-through-job-offer>



Research Study



Methodology

- LatCrit: an extension of Critical Race Theory; emphasizes the experiences of Latinx communities
- Qualitative research methods



School profiles: Los Angeles University v. Wichita U

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- Location: Los Angeles, CA
 - Private college
 - Non-religious
 - Student population: 2,500
 - International/Dual citizens: 25%
 - Students born outside the U.S.: 65%
- Location: Wichita, KS
 - Public university
 - Non-religious
 - Student population: 10,000
 - International/Dual citizens: 15%
 - Students born outside the U.S.: 45%



Student Profiles

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Los Angeles University

- DACA:
 - Alex: male, born in Mexico
- Visa recipient:
 - Henry: male, born in southeast Asia
 - Nathan: male, born in southeast Asia
- U.S. resident:
 - Monica: female, born in Mexico
 - Ryan: male, born in south Asia

Wichita University

- Undocumented:
 - Bonnie: female, born in Mexico
- DACA:
 - Tony: male, born in Mexico
- U.S. resident:
 - Xiomarra: female, born in Central America



Limitations

- Research method: “quality over quantity”
- Financial limitations
- Lack of participants
 - Faculty/staff and specific student statuses
- Current events stressors
 - Mindfulness regarding communication



Results



The “immigrant” identity

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- Students who identified as immigrants experienced additional adversities in accessing education compared to visa students.
 - Both visa students, Nathan and Henry, felt disconnected to their status within the United States. They each planned and wished to go back to their home country after receiving their education. As such, their disconnection agrees with their legal status of being temporary visitors. In contrast, the other participants want to stay and create a life within the U.S. This, however, disagreed with the limitations of their status. For example, undocumented students were never meant to be inside the country. DACA/residents are protected legally but must still pay numerous fees, applications, and do not have the same resources as U.S. citizens. As such, undocumented, DACA, and residents are pushed out of the country and pushed out of attaining higher education.
 - “I feel like I lack the drive and the purpose of immigrants who came to the US. I mean, I just came here for a degree and you know, many, many people who came here, they wanted a lot more and you know, they want a proper future, they want a job, they really want a better future for themselves and their children” - Nathan (LAU)



Safety concerns in school environments

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- Undocumented students face chronic stress and anxiety (for fear of being deported), thus pushing them into survival mode in school/social environments.
 - This influences the social and academic capabilities of students. However, students cannot be blamed for any social and/or academic struggles. Instead, participants stated they are fighting a system that oppresses them.
 - In addition, the results of the study indicated that undocumented students are unseen on campus. Bonnie, for example, was taught to stay in the background when discussions of citizenship came up. Discussions with others (without knowing their beliefs) is dangerous whether it is with a faculty member or staff. Confidentiality pertaining to staff/faculty only works so far to prevent psychological and physical violence.
 - “Because my parents put that fear into my head: you’re not supposed to talk about this” - Bonnie (WU)



Safety concerns in school environments, cont.

- Because DACA students have constant stressors (e.g. constant attempts to remove DACA and family deportation), they have more difficulties accessing and staying in higher education.
 - “My mom’s undocumented and obviously they asked for her taxes. And so I’m like I’m not doing that. Like what if I give out her information and the next thing you know ICE is at our door” - Tony (WU)
- The conditional acceptance of immigrants is dictated by race and citizenship status (e.g. undocumented, DACA, U.S. residents).
 - “I told them ‘Oh, yeah, I moved from this country’, and they’re like, ‘Oh, so you’re an international student’. And I’m like, ‘No, I actually moved here’. So their faces went from like oh an international student to like oh, you’re an immigrant then.” -Xiomarra (WU)



Safety concerns in school environments, cont.

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- Because visa students are required (by the government and institution) to be financially secure, international students are largely treated according to their financial capabilities.
 - “A lot of them are need aware. [They] basically mark your application down if you request financial aid. You're held to higher standards for scholarships. It's a constant. I have to be more wary of my status because of these things. It's like I know I'm not a citizen but you don't need to remind me every step of the way” - Henry (LAU))



Resources and support

- WU's staff and student support
 - Categorized undocumented students as international students
 - Generally worked with students to provide more monetary support
 - Scholarships: lack of information and amount
 - Career training: training requiring social security and U.S. citizen status
 - Lack of training regarding different citizenships
- WU's students mobilized through a supportive network
 - Student organizations
 - Creating dialogue in safe environments
 - Faculty
 - Personal connections
- LAU staff and student support
 - Misunderstanding with paperwork
 - Different departments are flexible when working with students
 - Quick and helpful response during spring '20
 - Cultural miscommunications
- LAU's career training
 - Creates internships without requiring citizenship status
 - Outside of this, opportunities are limited
 - Visa students only have one year to gain career training



Discussion



Proactive v. reactive responses to social/systemic in

- Proactive: taking the steps to (1) recognize social injustices, (2) recognizing how it applies to students, campus life, and beyond, and (3) taking necessary steps to address injustices by educating oneself and offering students opportunities to share their input.
 - Students, faculty, and staff should not be the primary source of educating others.
 - This response should be conducted before any social media trends.
- Reactive: politically responding to injustices to appease those in power and/or those advocating against injustices
 - Reacts to trends rather than genuine concern
 - “Out of sight, out of mind”



Helping students through proactive initiatives

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- **Administrative responses**
 - Creating an environment that is socially conscious
 - Meeting students routinely
- **Financial aid**
 - Providing students with consistent financial aid
 - Creating scholarships specifically for non-U.S. citizen students
- **Staff support**
 - Cultural awareness
 - Career advising for specific statuses
 - Providing legal resources directly to students
- **Faculty support**
 - Not tolerating anti-immigrant and other racist/microaggressive/discriminative from students
- Reinforcing class as a safe space through explicit language



Conclusion:
Why does this matter?



Resources



Additional resources

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Scholarships/info. for non-U.S. citizens and minorities:

- California Dream Act Application. (2018, February 01). Retrieved July 27, 2020, from <https://www.csac.ca.gov/california-dream-act>.
- College Career Center / DREAMers. (n.d.). Retrieved July 27, 2020, from <https://www.usd259.org/Page/12378>.
- Kansas State University. (n.d.). Retrieved July 27, 2020, from <https://www.k-state.edu/diversity/dreamers/scholarships.html>
- Scholarships for Students. (n.d.). Retrieved July 27, 2020, from <https://www.ksmoda.org/scholarships>.
- Smith, L. (n.d.). Scholarships available for DACA recipients, undocumented students at WSU. Retrieved July 27, 2020, from <https://thesunflower.com/51575/uncategorized/scholarships-available-for-daca-recipients-undocumented-students-at-wsu/>.
- Stilt. (2020, February 08). Scholarships for Undocumented Students [2020]. Retrieved July 27, 2020, from <https://www.stilt.com/blog/2018/08/scholarships-for-undocumented-students/>.

COVID relief aid

<https://docs.google.com/spreadsheets/d/18p9OSILpSYanIoUC-gEbhVbRMYVUfw4wyrixa9ekGdc/edit?usp=sharing>

Additional resources, cont.

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Legal resources

- [CHIRLA Immigration Policy and Advocacy - Investing in Immigrants](#)
- [Mexican American Legal Defense and Educational Fund: MALDEF](#)

Resources for educators, undocumented students, and parents

- Undocumented Student, Parent & Educator Resources. (2018, October 18). Retrieved July 27, 2020, from <https://www.iacac.org/undocumented/resources/>.

Undocumented Students

- [LIFE AFTER COLLEGE: A GUIDE FOR UNDOCUMENTED STUDENTS](#)
- [NASFAA's Tips for Students: Tip Sheet for Undocumented Students](#)
- Writers, S. (2020, July 22). Undocumented Students College Guide: Expert Advice & Resources . Retrieved July 27, 2020, from <https://www.affordablecollegesonline.org/college-resource-center/undocumented-college-student-resources/>.