Understanding the Education Abroad Continuum for Undocumented Students:

Successful Practice for Inclusive Excellence

Forum 2017

Paige E. Butler, Asst. Professor, Middlebury Institute of International Studies
Meggan Madden, Asst. Professor, The George Washington University
Session Overview

• Welcome, Introductions & Research Overview
• Context: Understanding Undocumented Students
• Lessons Learned: Research Results & Findings
• Small-group discussions of successful practices and institutional climate analysis
• Discussion / Q & A and Concluding Remarks
A Quick Pulse

By a show of hands:

• How many of you have worked directly with undocumented students pursuing study abroad?

• How many of you work at an organization that offers dedicated services and support for undocumented students (e.g. Undocumented Student Program Office)?

• How many of you are from an institution or state that you would consider as “friendly” to undocumented students (in-state tuition, financial resources, generally welcoming climate)?

• How many of you consider yourselves pretty knowledgeable about DACA and Advanced Parole?

• How many of you have established organizational policies, procedures and practices for working with undocumented students?
Current state of DACA and Advanced Parole

Ex. DACA Travel Warning

Deferred Action for Childhood Arrivals & Study Abroad

Updated: January, 2017

At this time, there is a great deal of uncertainty as to whether DACA students will continue to be able to study abroad. While the Office of International Affairs will not prevent or hinder DACA students from participating in study abroad opportunities, it is our recommendation that students wait to commit to a study abroad program until the new presidential administration outlines its policies regarding DACA students and similar groups. Previous DACA information is listed below.

Previous update: December, 2014

DACA students can study abroad! There are some concerns we want to address but it is possible. Students who have received DACA can study abroad with advance parole.

Students who intend to study abroad with DACA will have to be organized. As part of the process, you will work with the Undocumented Students office and there will be a form and process established soon to connect DACA students to a base level of legal services for DACA and Study Abroad.
"From the perspectives of university students and staff, what are successful practices for supporting undocumented students studying abroad?"
Context: Federal, State & Institution
Undocumented Immigrants living in the U.S.

Federal Context
## Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Estimate</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unauthorized Population in USA</td>
<td>11,009,000</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Top Countries of Birth

<table>
<thead>
<tr>
<th>Country</th>
<th>Estimate</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>6,177,000</td>
<td>56%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>723,000</td>
<td>7%</td>
</tr>
<tr>
<td>El Salvador</td>
<td>465,000</td>
<td>4%</td>
</tr>
<tr>
<td>Honduras</td>
<td>337,000</td>
<td>3%</td>
</tr>
<tr>
<td>China</td>
<td>268,000</td>
<td>2%</td>
</tr>
</tbody>
</table>

### School/University Enrollment of Unauthorized Population

<table>
<thead>
<tr>
<th>Total youth population ages 18 to 24</th>
<th>1,390,000</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>408,000</td>
<td>29%</td>
</tr>
<tr>
<td>Not enrolled</td>
<td>982,000</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Family Income

| Below 50% of the poverty level       | 1,494,000  | 14%        |
| At or above 200% of the poverty level| 3,976,000  | 36%        |

**Source:** Migration Policy Institute (2014)  
http://www.migrationpolicy.org/data/unauthorized-immigrant-population/state/US
Context: Federal

- **1982 Plyler vs. Doe:** Public Schools required to provide access to education for undocumented children

- **2001 DREAM Act:** Development, Relief, and Education for Alien Minors – 2001 (unsuccessful in Congress 2001-2011)

- **Deferred Action for Childhood Arrivals (DACA):** Exec Order 2012
  - U.S. immigration policy, started in June 2012
  - Allows certain undocumented immigrants who entered the country as minors to receive a renewable 2 yr period of deferred action from deportation and eligibility for a work permit
  - Eligibility: Living in US before 16th birthday; in school/high school graduate/military service; < 31 yrs as of 6/5/2012; no lawful US status as of June 2012; no criminal record
DACA Benefits

The Benefits of Being DACAmented

- Work Permit
- Driver's License
- Higher Education
- Deportation Reprieve
- Social Security Card

FIGURE 3
DACA has had enormous benefits for undocumented young people
The benefits would be more expansive and profound if Congress passed immigration reform with a path to citizenship.

Since DACA, undocumented youth have reported:

- Getting their first job or starting a new job: 70%
- Earning higher wages: 45%
- Opening their first bank account: 50%
- No longer feeling afraid because of their immigration status: 66%
- Obtaining a driver’s license: 57%
- Contacting their member of Congress: 41%
- Enrolling in health insurance: 21%

Context: Federal

**Advanced Parole (AP):** Originally reserved for “Urgent Humanitarian Reasons” and expanded under Obama administration. AP expands travel eligibility for DACA recipients* for:

- **Educational purposes**, such as studying abroad;

- **Employment purposes**, such as overseas positions, interviews, training, or meetings with clients; or

- **Humanitarian purposes**, such as travel for medical reasons, attend funeral services for a family member, or visit an sick relative

*AP is available to other non-DACAmented immigrants as well, including Temporary Protected Status (TPS)

AP allows recipients “Early Permission” to be paroled into the U.S., but it is not a re-entry permit and does not guarantee admission. AP holders are subject to inspection at the port of entry. Managed by US Citizenship & Immigration Services (USCIS).
Current Stats – DACA & AP

**As of June 2016 - DACA**
- 844,931 DACA applicants (88% approval)
- Over 50% of applicants are from CA & TX

**As of December 31, 2015 – Advanced Parole**
- 22,340 DACA individuals approved for AP
- Post AP → Approx. 3,000 DACA recipients (of 5,068 applicants) approved for “adjustment of status” allowing them to receive green cards through the advanced parole program for “permanent” amnesty and a pathway to citizenship
  - This is controversial outcome that contradicted Obama administration promise that AP did not provide a path to citizenship; however, correlation is not the same as causation (e.g. extensive vetting, other discoveries, proper legal advice help with/without AP)
State policies for undocumented students in state Universities

- Offer in-state tuition and state financial aid for undocumented students
- Offer in-state tuition for undocumented students
- Access to in-state tuition varies by institution
- Prohibit undocumented students from paying in-state tuition, but DACA grantees may access in-state tuition at some institutions
- Prohibit undocumented students from attending state colleges or universities, but DACA grantees may enroll in some institutions.


State Higher Ed Public University Policies
### Institutional website analysis

Analyzing information relevant to undocumented students

<table>
<thead>
<tr>
<th>Top 100* US News &amp; World Report Universities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission or Financial Aid info for undoc students</strong></td>
<td>42</td>
<td>No Mention of Study Abroad for DACA students</td>
</tr>
<tr>
<td><strong>Dedicated campus resources/support for undoc students</strong></td>
<td>34</td>
<td>Study Abroad mention for DACA</td>
</tr>
<tr>
<td><strong>Some implied reference to undoc students</strong></td>
<td>18</td>
<td>Study Abroad Support Services posted for DACA</td>
</tr>
<tr>
<td><strong>No mention of DACA/undocumented students</strong></td>
<td>8</td>
<td>Discouraged DACA study abroad (pre-election)</td>
</tr>
<tr>
<td><strong>Undocumented students prohibited univ admission</strong></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*The US News and World report list has 53 national universities in the top 50 (due to ties) and 50 national liberal arts college, for a total of 103 institutions in the 2017 rankings.*
Undocumented immigrants living in California

State Context: California
State Context: Workforce

- Immigrant Friendly (generally speaking)

- Undocumented workers make up 1/10 of CA workforce, contribute $130 billion to CA GDP and pay billions in state & local taxes

- Current legislation under review to protect undocumented immigrants
  - SB 54 under review
    - Bans law enforcement from asking and collecting immigration status
    - Limits assistance of state and local law enforcement to aid in immigration enforcement
  - SB 6 under review
    - State program to fund legal representation for immigrants facing deportation
  - AB 3 under review
    - State-funded regional training centers for defense attorneys & public defenders offices on immigration law

“Immigrants are a part of California’s history, our culture, and our society. They pay taxes, sometimes more than billionaires, and they help drive the engine that makes California the 6th largest economy in the world. With this package of legislation we are telling the next Administration and Congress: if you want to get to them, you have to go through us.” - Speaker Anthony Rendon

“To the millions of undocumented residents pursuing and contributing to the California Dream, the State of California will be your wall of justice should the incoming Administration adopt an inhumane and over-reaching mass-deportation policy. We will not stand by and let the federal government use our state and local agencies to separate mothers from their children.” - Senator Kevin de Leon
State Context: Higher Ed

- Legislation, Benefits & Services include:
  - a state driver’s license;
  - MediCal –CA Medical Assistance Programs;
  - specific legal protections & limits on deportations
  - AB 540 created an exemption from payment of non-resident tuition for non-resident students who have attended school in CA for 3 or more years (2001)

- California DREAM Act provides specific laws for children brought to the US under age 16 without proper documentation certain benefits.
  - Introduced in 2006, bill passed and was signed into law in 2011

- Higher Education in California for undocumented students:
  - In-state tuition and fees for AB 540 status holding students
  - Access to financial aid through state/institution grants & scholarships institutional work-study and loans
Checking our Assumptions

• **Enrollment:** 29% of undocumented persons are enrolled in universities
  • What policies and practices might prevent undocumented students from enrolling at my institution?

• **Origin:** 56% of undocumented persons are from Mexico
  • Who are the undocumented students at my institution?
    • 46% are therefore not from Mexico – anticipate other undocumented students from other Central and South American countries, as well as Asia.

• **Poverty:** 14% undocumented students live below 50% of the poverty level
  • What are the financial needs of undocumented students at my institution? What is the financial profile across all students at my institution?
    • In 2014, 14.8% of all people in the US live in poverty; 24.2% of foreign-born non-citizens live in poverty in the US
  • What are the policy implications that offer financial support or create financial barriers for students with financial need?

• **Immigrant Status:** Advanced Parole is available to multiple immigrant status categories
  • While the majority of Advanced Parole study abroad participants hold DACA, other refugee statuses may also access AP (e.g. TPS). Are other immigration populations eligible for AP at my institution?

Source: http://npc.umich.edu/poverty/
Undocumented Students

Institutional Context
Context: Institutional Profile

Large, Public, Research University in California:

• LOCATION BENEFIT (Is this a benefit now?)
  • Located in a “Sanctuary City” immigrant friendly

• UNDOCUMENTED STUDENT PROGRAM:
  • Dedicated program for Undocumented Students including staff, academic success advisors, counselors, + financial and legal resources as well as peer support, student clubs and organizations

• STAFF & CAMPUS RESOURCES:
  • Diverse staff intentionally hired to reflect student body diversity
  • Dedicated community space for undocumented students on campus
  • Visible support of undocumented students through images, posters, borrowing library, resources, programming, etc.
Context: Institutional Profile

Large, Public, Research University in California:

- **LEGAL RESOURCES:**
  - IE Office provides access to a grant-funded community immigration attorney to provide free legal counseling to immigrant students, holding on-campus office hours
  - Grant funded and shared with local community

- **FINANCIAL RESOURCES:**
  - Institutional funding available to support undocumented students, including: Scholarships for AP-related fees available, fee waivers for hardship, access to study abroad scholarships and grants, payment plans
Theoretical Frameworks
I-E-O ASTIN’S MODEL

- **Input**: individual characteristics and family; background and preparation
- **Environment**: institutional practices and policies, programs, opportunities and resources
- **Outcomes**: knowledge, skills, attitudes and values

Conceptual framework that helps educators better understand the impact of college on students

IEO Framework in the Study Abroad Context

- **Inputs**: Students, families, values and beliefs → who chooses to participate, potential concerns or fears, decision-making process

- **Environment**: Federal and institutional policies and practices, programs and resources available to support study abroad → potential areas of need, support, potential barriers, etc.

- **Outcomes**: Benefits and growth of participation → short, mid and long term value of participation
## Capital Construct for Student Choice in Study Abroad

<table>
<thead>
<tr>
<th>Human Capital</th>
<th>Social Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge or skills that could be increased by studying abroad</td>
<td>• Information/networks to gain access to study abroad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Capital</th>
<th>Cultural Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Funds available to invest in study abroad</td>
<td>• Attitudes and values towards culture, cultural understanding and implications of culture that impact decision-making</td>
</tr>
</tbody>
</table>

Adapted from Salisbury, Umbach, Paulsen & Pascarella, 2008  
"Going Global: Understanding the Choice Process of the Intent to Study Abroad"
A New Model: IEO Capital Construct Framework

Combining the IEO Framework with the Capital Construct model allows practitioners and policy makers to better understand how students navigate complex systems and processes and identify factors that may predict success.

Adapted from Astin's IEO Model, 1991 and Salisbury et al, 2009
Research Design & Findings
Research Design & Data Collection

- Institutional Case Study: Large Public Research University of California
- 8 student interviews & 5 staff interviews
  - Semi-structured interviews
  - Analysis: Open and axial coding of interview transcripts using Dedoose
- Paper-based surveys & net-maps
  - Analysis: Cross-analysis of surveys and net-maps
- Limitations:
  - Small sample size, state & institutional context
  - Students: 5 women, 3 men; 1 heritage seeking
<table>
<thead>
<tr>
<th>Gender</th>
<th>Major</th>
<th>Country of origin</th>
<th>Destination country</th>
<th>Status</th>
<th>Type of EA program</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Political Science</td>
<td>Mexico</td>
<td>Brazil</td>
<td>DACA</td>
<td>Univ-program</td>
<td>NR</td>
</tr>
<tr>
<td>Male</td>
<td>Political Science</td>
<td>Mexico</td>
<td>Spain</td>
<td>DACA</td>
<td>Univ-program</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>Ethnic Studies</td>
<td>Mexico</td>
<td>Mexico</td>
<td>DACA</td>
<td>Faculty-led</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>Latin American Studies</td>
<td>Guatemala</td>
<td>Argentina</td>
<td>DACA</td>
<td>Univ-program</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>Social Welfare</td>
<td>Mexico</td>
<td>Benelux</td>
<td>DACA</td>
<td>Faculty-led</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>Political Science</td>
<td>Mexico</td>
<td>Italy</td>
<td>DACA</td>
<td>Faculty-led</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>Economics</td>
<td>Mexico</td>
<td>Argentina</td>
<td>DACA</td>
<td>Univ-program</td>
<td>19</td>
</tr>
<tr>
<td>Male</td>
<td>Mechanical Engineering</td>
<td>El Salvador</td>
<td>France &amp; Thailand</td>
<td>TPS</td>
<td>Univ-program</td>
<td>NR</td>
</tr>
<tr>
<td>Student Characteristics: Inputs</td>
<td>Institutional Support: Environment</td>
<td>Study Abroad Impact: Outcomes</td>
<td></td>
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<tr>
<td>Undocumented student identity; Independence; Resourcefulness; Having, fulfilling, and inspiring dreams</td>
<td>Undocumented Student Program; USP attorney; Study Abroad staff; Financial resources; General faculty &amp; staff support</td>
<td>Personal development; Career outcomes; Peer network; Academic outcomes Linking and delinking (privilege and limitation)</td>
<td></td>
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</table>

Navigating the environment:
- Managing parents/families expectations/fears;
- Independently dealing with decision-making, and at times uncertainty & fear;
- Process Challenges;
  - Federal Policy;
  - Finances;
  - Peer Support;
- Identity implications (privilege and limitation)
Student Findings: Immigrant Identity

Undocumented student identity: expressions of self-concept and seeking behaviors as related to being an undocumented immigrant.

- **“I'm really open** with letting people know, ‘Oh, I'm undocumented, like if it comes with questions or anything.” (093016B)
- **“...first of all, I don't share this with everyone,** so the people I told were people who knew I'm undocumented who are supportive already.” (093016C)
- **“...it was sort of uncomfortable** at times because all the time, they thought that I was an international student when it really wasn't the case.” (100416B)
- **“...If you do happen to drink over there, and you happen to get arrested, something happens to you, for x number of reasons, you still have to be careful. You can't do that. You can't do that .... under the protection that we're under, we have to have good moral standing. We can't really do those sort of things.” (100416B)**

Identity Privilege and Limitations: Encountering moments when immigrant identity allows new privileges and when identity presents limitations.

- **“My first time leaving the country, I remember leaving, like the plane lifted from SFO, and I started crying. I started crying.... I just started crying because I felt a sense of freedom. .... I wish I could just travel. There's so many opportunities outside of the U.S. when it comes to fellowships and things like that, that I'm limited.” (100116A)**
- **“There was some certain freedom that was given, but at the same time, you sort of had to make sure this paperwork that you had with you had to be with you at all times. You couldn't lose any of these papers that were given to you. You couldn't lose your passport; you had to have an ID.... There's still that additional stress that we are very limited to what we do, even though you're abroad. You still have limitations placed on you.” (100416B)**
Student Findings: Student Characteristics

Resourcefulness & Independence: Self-initiated action to seek out and secure information and to achieve goals.

- “...I just figure it out on my own.” (093016C)
- “I wasn't really vocal in regards to like, "Hey this is what's happening in my life right now." I think I only expressed the positive things about going abroad." (100416B)
- “I didn't feel like I learned anything, but now that I'm getting these questions, and I realize that I did a lot of those things by myself...I think I'm resourceful now, that I can look for things and figure things out. (093016C)

Managing parents/families: Holding a positive attitude and showing no fear toward families (until after).

- “I didn't actually tell my parents that I was applying to study abroad because one, I knew that they were going to get worried... (093016A)
- “My parents would come up with these crazy scenarios, ‘What if this happened? What if that happened?’ With them, I would always put a front of, ‘Oh, no, that's not going to happen.’ I would always have it in my mind. (100416A)

Having, fulfilling, and inspiring dreams: Student dreams that inspire action and growth.

- “it had always been a dream of mine to go abroad, to get out of the country, just because it’s been so limited. (100416B)
Summary of Salient Findings - Students

✓ Legal, Financial & Emotional Impact
✓ Students navigate process independently
✓ Major stressors: stress of navigating the unknown, lack of control in process (e.g. AP approval), timelines, financial (plane ticket)
✓ Single biggest stressor: Re-Entry to US and lack of understanding of what to expect and how to re-enter

✓ Students often take on emotional and logistical challenges on their own; navigate high stress situations independently or with a trusted peer
✓ Students seek to protect families from emotional stress; look for emotional support after difficult encounters
✓ Exploration of self related to citizenship and heritage
✓ De-emphasis of undocumented status, new privilege – own country’s passport entitled travel in Europe
# Staff Findings

## Profile of Staff Interviewed in this study

<table>
<thead>
<tr>
<th>Gender</th>
<th>Position</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Study Abroad Advisor</td>
<td>Advising students studying abroad</td>
</tr>
<tr>
<td>Female</td>
<td>Study Abroad Advisor</td>
<td>Advising students studying abroad</td>
</tr>
<tr>
<td>Male</td>
<td>Study Abroad Advisor</td>
<td>Advising students studying abroad</td>
</tr>
<tr>
<td>Female</td>
<td>Undocumented Student Advisor</td>
<td>Providing programming &amp; support for undocumented students</td>
</tr>
<tr>
<td>Female</td>
<td>Immigration Attorney</td>
<td>Providing legal advice for immigrant students and community members (1/2 time at University and 1/2 time in community)</td>
</tr>
</tbody>
</table>
## Key Findings - Staff

<table>
<thead>
<tr>
<th>Findings</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjective Interpretation of Administrative Duties</strong></td>
<td>Difficulty distinguishing between institutional policy, procedure &amp; practice; Lack of formalized roles and responsibilities or expectations around knowledge about how to support undocumented students.</td>
</tr>
<tr>
<td><strong>Institutional Resources</strong></td>
<td>Undocumented Student Resources/Programs/Staff on Campus; Referrals/Access to immigration legal support (grant funded), knowledgeable financial advising (embedded in Ed Abroad Office), knowledgeable and caring staff; having an office “expert” or “champion” for undocumented students for staff to check-in with as needed or to refer undocumented students directly</td>
</tr>
<tr>
<td><strong>Role Clarification and Authority</strong></td>
<td>Understanding where legal/financial advice starts &amp; stops and where Ed Abroad advising is needed; EA adviser authority to write/sign letters needed for AP applications; EA adviser/office authority to make exceptions</td>
</tr>
</tbody>
</table>
## Key Findings - Staff

<table>
<thead>
<tr>
<th>Findings</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Student Needs</strong></td>
<td>Providing a safe opportunity for student status disclosure; balancing treating the students “the same” while acknowledging different needs; recognizing students may not ask for help; connecting students with experienced peers</td>
</tr>
<tr>
<td><strong>Inclusivity in Marketing, Outreach &amp; Advising Practices</strong></td>
<td>Targeted marketing and outreach efforts, visibility of resources, peer influence; Information Sessions for Undocumented Students pre-departure; inclusive language (ex. FAFSA OR AB540) on forms; staff diversity and openness to disclose own identities and experiences; sensitivity and consideration of unique needs</td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>Ability to flex timelines, offer payment plans, address special needs (e.g. flight plans/dates), allow students to arrive late if needed; provide extra funding/loans; help with some steps (e.g. plane ticket purchase); etc.</td>
</tr>
</tbody>
</table>

Summary of Salient Findings - Staff

✓ State context/climate heavily influences ability to create a welcoming culture (e.g. financial aid, scholarships, hiring Dreamers)

✓ Ed Abroad Staff need a champion for Undocumented Students and staff diversity and willingness to disclose own identities helps build trust

✓ Having dedicated immigration and financial resources who are knowledgeable about undocumented students as integrated partners is critical to success

✓ Respect for students as “the same” while acknowledging differing needs is a balance

✓ Understanding policies, procedures and practice is important when it comes to working with undocumented students (what data is available, what data should you track or not, etc.)

✓ Understanding where legal advice and education abroad advising intersect is important (e.g. re-entry)
Successful Practices
<table>
<thead>
<tr>
<th>Inclusive practices</th>
<th>Exclusive practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal and financial support for application processes</td>
<td>Flexibility in deadlines not communicated with students</td>
</tr>
<tr>
<td>Diverse &amp; explicit staff identities to embrace students’ sense of belonging (Diversity Visibility)</td>
<td>Treating undocumented students the same</td>
</tr>
<tr>
<td>Treating undocumented students the same, yet with consideration for unique needs</td>
<td>Intentionality of not creating policies (there is no control/privacy concerns)</td>
</tr>
<tr>
<td>Programs that support geographic mobility (e.g. within Europe)</td>
<td>Gaps in helping students understand re-entry (legal and practical advice varies)</td>
</tr>
</tbody>
</table>
Small-group discussion: Institutional climate analysis (See Handout)

1. What offices, staff and resources are available to help undocumented students study abroad at your institution?

2. What do you know about the experience of undocumented students? What don't you know about the experience of undocumented students on your campus?

3. What are the main challenges undocumented students face on your campus who want to study abroad?

5. Which of the practices highlighted from the research do you currently have in place at your institution? Are these successful? Why/Why Not?

6. What other practices do you have in place that support or inhibit undocumented students studying abroad?

7. What questions do you need to ask on your campus to evaluate access, climate, support and the overall experience of undocumented students pursuing study abroad?
IEO Scan for Dreamers Studying Abroad

Feedback welcome DreamersStudyAbroad@gmail.com

QR Scan or Link to Presentation Materials: http://tinyurl.com/ForumDreamers
New Research Directions

Through this research we hope to utilize & translate findings in order to:

• Document 5 years of DACA & Advanced Parole practices and demonstrate successful practices
  • Expand current research to include more institutions to explore impact of state and institutional policies and context.
• Apply lessons to better support marginalized students who desire to study abroad
• Learn how to better support undocumented students through the higher education continuum in general
• Consider new ways to offer undocumented students international education opportunities at home through other High Impact Practices (HIPs) and consider the role of the Education Abroad Office in doing so
Questions?

For more information about this research; to share feedback about findings and good practices; and/or for interest in participating in this research study to examine experiences of undocumented students at your institution, please contact us at DreamersStudyAbroad@gmail.com.

PButler@miis.edu       Meggan_Madden@email.gwu.edu
Resources

- https://hispanicpoliticalcaucus.wordpress.com/2014/12/01/how-daca-has-improved-the-lives-of-undocumented-young-people/