



DreamZone Allyship Program: Creating Safe Spaces for Undocumented Students

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Welcome

- Introductions and Role
 - Joél Orozco Almeida, M.A.
 - Program Coordinator
 - Office of Academic Success and Intercultural Services (OASIS)



Preview

- Objectives and Expectations
- Perceptions
- Terminology
- Demographics
- Climate
- Impact on mental health
- Becoming an Ally



Objectives

- Discuss biases and misconceptions regarding the undocumented experience.
- Demonstrate knowledge of current state and federal immigration legislation and its impact on the lives of undocumented young adults.
- Share tools, contacts and resources available to support undocumented young adults through their college persistence.
- Acquire skills and best practices for working with undocumented young adults and serving allies.



Community Expectations

- Brave space
- Challenge by choice
- It is okay for us all to be at different places with the things we will be discussing today
- Respect for one another's beliefs, values, and experiences
- Feel free to ask questions at any time
- Participate



Perceptions

- What have the following institutions taught you about undocumented students?
- Family
- Friends
- Colleagues/peers
- Media
- Leaders/politicians
- Communities/organizations of affiliation
- University
- Yourself



Terminology

- Undocumented:
 - *Entered the U.S. without inspection or legal permission or through the use of false papers.*
 - *Being undocumented can also refer to a person with expired paperwork or a person in deportation proceedings*
- DREAMer:
 - *An undocumented young adult or student who would benefit from the passing of the DREAM Act*



Terminology Cont'd

- Intersectionality:
 - *examines multiple forms of oppression and discrimination that result from biological, social, and cultural categories (race, gender, class, ability, sexual orientation, and other identity markers) that interact on multiple and simultaneous levels*
- Safe space:
 - *description of a classroom or campus climate that allows students to feel secure enough to take risks, honestly express their views, and share and explore their knowledge, attitudes, and behaviors*



Demographics

- 1.5 million undocumented youth live in the U.S.
- About 65,000 graduate from U.S. high schools each year
- Approximately 5-10% enroll in public colleges and universities across the country
- Many do not know they are undocumented until they begin the college process
- Rely on peer social networks to navigate through higher education



Federal Climate

- Development, Relief, and Education for Alien Minors Act (DREAM Act)
 - Absence of federal legislation
 - Inconsistent state policies
 - Provides pathway to citizenship
- Deferred Action for Childhood/ Parental Arrivals (DACA, 2012) (DAPA, 2014)
 - Presidential Executive Action on Immigration
 - Extensive list of qualifications
 - Work authorization on a 2 to 3 year contingent basis
 - Protection from deportation
 - Does not provide pathway to citizenship



State Climate

- State DREAM Acts
 - In-state tuition (16)
 - California, Colorado, Connecticut, Florida, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oregon, Texas, Utah, Washington
 - Board or Regents decisions: Oklahoma, Rhode Island
 - DACA recipients only: Virginia, Massachusetts
 - Specific institutions only: Hawaii, Michigan, Arizona
 - State-based financial aid (4)
 - Texas, New Mexico, California, Washington



State Climate Cont'd

Anti-immigrant legislation

- Georgia, South Carolina, Alabama, Indiana, Arizona
- Executive Order 2012-06
- Senate Bill 1070
- Proposition 300
- House Bill 2008
- Proposition 200
- House Bill 2281



Institutional Climate

- Invisibility / Lack of awareness and misinformation
- Anti-immigrant sentiment
 - fear, uncertainty, shame, anxiety, distrust of authority
- Academic
 - Not eligible for certain careers
 - Travel
 - Identification
- Financial
 - Not eligible for federal financial aid



Home Climate

- Low wage, low benefit jobs
- Interdependence
- Mixed-status family
- Language
- First-generation
- Other salient visible and invisible identities



Impact on Mental Health

- Lack of Security
- Fear
- Separation of love ones
- Depression
- Anxiety
- Substance Use
- Adjustment



Becoming an Ally

- Four Basic Levels
 - Awareness
 - Knowledge
 - Skills
 - Action



Skills

Demonstrate support

– Listen, Affirm/Validate, Assist, Refer

- Appreciate the students' courage to disclose
- Clarify level of confidentiality
- Understand that not all undocumented students are DREAM Act, DAPA, or DACA eligible
- Refer students to qualified legal counsel or other campus resources



Action

Campus Strategies

- Examine policies on campus that require a SS# to determine if they are necessary
- Inform others that they may be working with undocumented students
- Network with other individuals and organizations
- Make yourself available **



Coming out process

- A student may come out to you because:
 - You are a member of their own ethnic/racial group
 - They feel you will be understanding and accepting
 - They are unable to fulfill specific university requirements due to their immigration status
 - You are in a position to assist them with a concern or provide them access to specific information and resources
 - Another student or staff referred them to you



Things to Remember

- Members of groups who face oppression:
 - Do not represent all members of a particular group (tokenism)
 - May be members of more than one group that faces oppression
 - Know what it feels like to be both targeted & made “invisible”
 - Are NOT experts on their own status, culture or oppression
 - Tired of and resent stereotyping



Special Visas

Special Visas for extreme hardship situations

- The U Visa
 - Temporarily lawful status and work eligibility for qualifying victims of criminal activity
- The T Visa
 - Temporarily lawful status and work eligibility for those who are or were victims of human trafficking
- The Special Immigrant Juvenile (SIJ) Visa
 - Temporarily lawful status and work eligibility to anyone younger than 21 years old; who were abandoned, abused, or neglected and are a parent or legal guardian of a minor



Resources



#ASUDREAMzone

<http://sts.asu.edu/DREAMzone>



UNL Resources

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- Sign up for e-mail Listserv
 - Get additional resources at go.unl.edu/dreamzone
 - Get this presentation via e-mail as well
- Like Facebook Page
 - www.facebook.com/UNLDREAMZone



Online Resources

United States Citizenship and Immigration
Services (USCIS)

www.uscis.gov

United We Dream

www.unitedwedream.org



Being an Ally

- Risks
 - Assumed political stance
 - Accused of being political
 - Resistance/negative response from colleagues
 - Tension with supervisor
- Benefits
 - Develop trust with students
 - Support students
 - Prevent potential negative behaviors in students
 - Establish a safe space
 - Personal sense of pride



Communicating You Are An Ally

- Place Ally placard on your door so others can easily see
- Attend events about undocumented students and immigration
- Display status-friendly materials in your office (art, books, magazines, etc.)
- Interrupt offensive jokes or language
- Practice culturally-sensitive language
- Educate your peers, colleagues, supervisors, and supervisees
- Come out as an Ally!



The Place Card



Ally Confidentiality Statement

One of the most important aspects of being a DREAMzone Ally is that you are entrusted with providing an atmosphere of safety to those that come to you

By posting a DREAMzone decal, you are sending the message that information shared with you will not be shared with others, unless the student has given you permission to do so



Final Thoughts

Further Questions, Comments, or
Concerns



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Thank you!

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