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## Introductory Pages

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# Journal of College Access

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Special Edition  
College Access and Success for Undocumented Students



September 2021 | Volume 6 | Issue 2

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\* This paper co-authored by Clark-Ibáñez went through the blind peer review process facilitated by Camilo, the guest editor. Clark-Ibáñez was not involved in the review nor selection of the published article.



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\* Clark-Ibáñez excused herself from the review of the Immigrant Rising submission due to an affiliation with Immigrant Rising.



# About the Journal



An Overview

The *Journal of College Access* (JCA) focuses on the current trends, research, practices, and development of all types of programs, policies, and activities related to the access of and success in postsecondary education. Issues of college aspiration, qualification, application, enrollment, and persistence are the primary emphases.

The Journal was co-founded by Dr. Patrick O'Connor and Dr. Christopher Tremblay. O'Connor is Chief Strategist and CEO of College is Yours, an organization dedicated to expanding college opportunity. He is a board member and past chair of the Michigan College Access Network (MCAN). Tremblay is Director of Admissions and Recruiting for the Taubman College of Architecture and Urban Planning at the University of Michigan.

Launched in March 2014, JCA is a part of Western Michigan University's ScholarWorks, a digital showcase of research, scholarly and creative output.



**CALL FOR SUBMISSIONS**

We accept submissions year round.

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# Affiliations



The *Journal of College Access* is affiliated with the Michigan College Access Network, the Center for Postsecondary Readiness and Success (CPRS) and the Center for Equity and Postsecondary Attainment (CEPA).



MICHIGAN COLLEGE ACCESS NETWORK

MCAN is a statewide non-profit organization with a mission to increase college readiness, participation, and completion in Michigan, particularly among low-income students, first-generation college going students, and students of color.

[micollegeaccess.org](http://micollegeaccess.org)



**The Center for  
Postsecondary  
Readiness and Success**

The goal of the Center for Postsecondary Readiness and Success is to increase equitable and accessible pathways to postsecondary success for all people. Located at American University in Washington, D.C., the Center creates aligned systems, driven by student outcomes to disseminate new knowledge and discovery of college and career readiness and persistence models, while simultaneously connecting this new knowledge to K-12 and higher education policy formation.

[american.edu/centers/cprs](http://american.edu/centers/cprs)



**SAN DIEGO STATE  
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**Center for Equity and  
Postsecondary Attainment**

The Center for Equity and Postsecondary Attainment (CEPA) focuses on promoting equitable access to viable postsecondary pathways and opportunities. Guided by diverse student and parent perspectives, CEPA aims to create college and career counseling and advising practices that reconnect with and elevate the voices of those who have been historically marginalized and excluded. All students deserve access to high quality guidance that supports both individual and collective needs, challenges inequitable and racist school-based systems and policies, and promotes postsecondary opportunities.

[education.sdsu.edu/cepa](http://education.sdsu.edu/cepa)

# Guest Editors



**Diana Camilo, Ed.D., NCC, LPC**  
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**Marisol Clark-Ibáñez, Ph.D.**  
Chair and Professor, Department of Sociology  
California State University San Marcos

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# Coming Soon: Special Issues



We have two additional special issues in progress focused on these important topics:

## **Access and Blackness: Antiracist College Counseling and Advising**

This issue will offer innovative perspectives or interventions in the context of college and career readiness, as it pertains to antiracist counseling and advising and postsecondary access of Black students. To combat the racist structures which pervade the career counseling and college counseling/advising fields, and disproportionately marginalize Black students, practitioners working with Black youth must be equipped with Antiracist frameworks.

*Guest Editors:*

*Ian P. Levy, Manhattan College*

*Caroline Lopez-Perry, California State University  
Long Beach*

## **Equity-Based Career Development and Postsecondary Readiness**

The special issue will focus on manuscripts using an equity-based career development lens to prepare at-risk, minoritized, special needs, and vulnerable populations for postsecondary opportunities. The former first lady of the United States, Michelle Obama, created two initiatives (Reach Higher Initiative and Better Make Room) aimed at exposing young people to college and career planning as well as emphasizing the need for everyone to obtain additional education and training beyond a high school diploma. This special edition will build on these two initiatives and focus on preparing students from vulnerable populations for optimal career and postsecondary outcomes.

*Guest Editors:*

*Erik Hines, Associate Professor, Florida State  
University*

*Renae Mayes, Associate Professor, University of  
Arizona*



# From the Guest Editors



Authored by  
Diana Camilo  
California State University San Bernardino

Marisol Clark-Ibáñez  
California State University San Marcos

Welcome to the special issue of “College Access and Success for Undocumented Students.” This edition invited authors to submit manuscripts that offered innovative perspectives and interventions in the context of college and career readiness, and post-secondary access for undocumented students. This special issue also seeks to increase awareness and deepen understanding about sustainable frameworks that support the success of undocumented students.

We were delighted to receive numerous manuscripts from researchers, counselor educators, practitioners, educational leaders, college access partners, and doctorate candidates. We selected papers for this issue that represent an array of research-driven approaches, best practices, and policies at the district or college level. Our goal was to offer a significant contribution to the fields of secondary education, sociology, higher education, counselor education, student services, and educational leadership. We hope service providers, educators, other advocates, and those interested in utilizing research to inform their policy work will gain further insight as they lead the efforts to create institutional and systemic change for undocumented students. This issue will further enhance the professional development

for those directly working with undocumented students.



The first five articles feature the experiences of undocumented students and their loved ones.

*Hyein Lee* draws from TheDream.US’ latest survey data of 2,681 undocumented students surveyed during the COVID-19 pandemic to identify their specific needs for college completion and career readiness, and institutional supports for equitable access to social mobility.

*Carolina Valdivia, Marisol Clark-Ibáñez, Lucas Schacht, Juan Duran, and Sussana Mendoza* (members of the UndocuResearch Project) discuss how the political terrain impacted high school undocumented students and they share key recommendations for educators and counselors.

*Stephany Cuevas*, through the ecological systems theory, highlights the significant impact the political climate in the United States has on undocumented Latinx parents’ engagement in their children’s education.



## From the Guest Editors

*Brianna R. Ramirez* describes five particular ways in which racist nativism underlies undocumented Latinx college access experiences.

*Rachel E. Freeman and Carolina Valdivia* focus on undocumented graduate students, specifically the imperative for colleges and universities to build equitable programs at the graduate and professional degree levels. The authors share what they learned working with *My Undocumented Life* and their facilitation of dozens of UndocuGrads Workshops.

The next six articles highlight effective interventions and approaches for impactful advocacy.

*Katherine Bernal-Arevalo, Sergio Pereyra, Dominiqua M. Griffin, and Gitima Sharma* share school counselors' perspectives about the experiences of undocumented student and highlight how school counselors can implement programs that tackle the barriers that make college inaccessible for undocumented students.

*Keisha Chin Goobsy* addresses the need for mentoring undocumented students using cultural wealth mentoring model and other impactful strategies.

*Nicholas Tapia-Fuselier* examines the ways in which Undocumented Student Resource Centers (USRCs) support undocumented

students and contribute to institutional efforts to enhance undocu-competence.

*Patty Witkowsky, Jennifer Alanis, and Nicholas Tapia-Fuselier* discuss how intentionally engaging undocumented students and equipping faculty and staff creates an undocu-competent culture that promotes and sustains students' success.

*Rachel E. Freeman, Daniela Iniestra Varelas, and Daniel Castillo* showcase university presidents featured in the film *College Presidents with Undocumented Students* to demonstrate their leadership in building equity with undocumented students.

*John A. Vasquez, Alejandra Acosta, Rosario Torres, and Melissa Hernandez* describe how a group of undergraduate and graduate University of Michigan student researchers, both documented and undocumented, developed an instrument and website (<https://uleadnet.org/mi-undocu-map>) to analyze institutional policies related to in-state resident tuition, admission, and financial aid in the state of Michigan.

*Iliana Perez, Nancy Jodaitis, and Victor Garcia* from Immigrants Rising (IR) highlight lessons and best practices from the California Campus Catalyst Fund (CCCCF), supports programs for undocumented students at 32 campuses within each of the public higher education segments in California (University of California, California State University, and California Community Colleges).

## From the Guest Editors

Reflecting on these diverse contributions, we call for further research and policy inquiry. Many authors were from undocu-friendly states and institutions, and further research and legislation must be created to improve the educational trajectories for undocumented students across the United States.

Additionally, in many states, undocumented students attend community colleges at higher rates than 4-year universities. Therefore, we call for more research on the pathways to and through community college that include non-credit courses, technical education (also known as vocational), and general education or transfer pathways. We hope this issue will lead to new research and also create change at local levels and beyond.

Finally, we would like to thank all the scholars and practitioners who continue to advocate for the social and racial equity of undocumented students. We also thank the guest editorial board who provided valuable feedback to strengthen the scope of the work presented. We especially thank undocumented students and their loved ones who continue to engage in their educational dreams, and to the educators who support them on this journey. 