The background of the slide is a stylized American flag. The top half is dark blue with white stars, and the bottom half is white with red stripes. The text is centered on the white stripe.

Tuition Assistance for Undocumented Students: How The U.S. Benefits From Investing on the Best and the Brightest

William Perez, Ph.D.

March 27, 2010

Undocumented Students

- 3.2 million undocumented children and young adults under the age of 24
- 1.5 million were enrolled in grades K-12 in 2008
 - 65,000 high school graduates a year
- Among undocumented youths ages 18-24, 40% have less than a high school education compared to 8% for U.S.-born counterparts.

Background Characteristics

	%	M
Age		19.97
Age when immigrated to the U.S.		6.97
English proficiency ^a	99	3.78
Spanish proficiency ^a	88	3.63
% Mother's with a high school diploma or less	83	
% Fathers with a high school diploma or less	73	
Hours worked per week in high school		12.74
% Working more than 20 hrs/wk in high school	42	
% Working more than 30 hrs/wk in high school	11	
Hours worked per week in college		25.22
% working more than 20 hrs/wk in college	66	
% Working more than 30 hrs/wk in college	41	

Background Characteristics

	%	M
Grade when enrolled in GATE ^a	36%	6.38
Honors and AP Courses ^b	71%	4.40
High School GPA		3.48
College GPA		3.10
Elementary school awards ^b	67%	1.44
Middle school awards ^b	79%	1.63
High school awards ^b	85%	1.80
College awards ^b	45%	.61
Total academic awards ^b	94%	5.47
Educational Aspirations ^c	90%	5.51

The background of the slide is a close-up, slightly blurred image of the American flag, showing the stars and stripes in shades of blue, white, and red.

Finding a way to pay for school

FINANCIAL CONCERNS

Financial Concerns

- Financial challenges are the most frequently cited obstacles by undocumented students.
 - Transferring to quarter-based schools will often pose hardships to undocumented students since they have to raise/save money in a shorter time span.

College Choice driven by financial concerns

- Community Colleges are an important gateway to higher education for undocumented students due to their affordable tuition.
 - 46% of college students interviewed are either currently community college students or began their higher education studies at the community college level.
 - In our survey data 45% of participants also began their higher education studies at the community college.

Student Clubs & Social Networking Sites

- Undocumented student clubs play a critical role for students
 - Helps students develop connections with other AB540 clubs at 4-year universities
 - Access to peer role models who have successfully transferred
 - Students are able to share information with each other and with clubs from other colleges
 - Clubs do extensive fundraising for scholarships
 - Provides a sense of empowerment and official recognition from the institution
 - Vehicle for student activism and advocacy

Fundraising Activities

- Food sales (tamales, burritos)
- Fundraising dinners with keynote speakers
- Book sales
- T-shirts, merchandise
- Fundraising partnerships with restaurants
- Informational play
- Scavenger hunt
- Show tapings
- Raffles
 - Businesses or individuals donate products to raffle
- Social networking websites
- Film screenings
- Art Silent auctions
 - Artists donate their art
- Car washes
- Yard sales
- Baseball game tickets

Policy Change Arenas

- Federal policy
- State policy
- Institutional policy
 - Scholarship/financial assistance

Organizations Supporting DREAM Act

- National Association for College Admissions Counseling (NACAC)
- American Association of State Colleges and Universities (AASCU)
- National PTA
- AFL-CIO
- National Education Association
- Microsoft Corporation
- The College Board
- Harvard University
- Stanford University
- UC University System

State Legislation

- Since 2001, 11 states have passed laws permitting certain undocumented students who have attended and graduated from their primary and secondary schools to pay the same tuition as their classmates at public institutions of higher education.
 - The states are Texas, California, Utah, Washington, New York, Oklahoma, Illinois, Kansas, New Mexico, Nebraska, and Wisconsin.
 - Texas and New Mexico are the only states that provide state funding in addition to in-state tuition to undocumented students.

University Institutional Policies

- the governance structure for higher education often gives considerable autonomy to institutions to act on their own accord.
- In Texas, a number of community colleges, which are governed by local boards, offered in-state tuition to undocumented students long before it became a state law.

Institutional Funding at Private Colleges

- Harvard University
- Stanford University
- Pomona College
- Occidental College
- Pitzer College
- Claremont McKenna College
- Loyola Marymount
- Chapman University

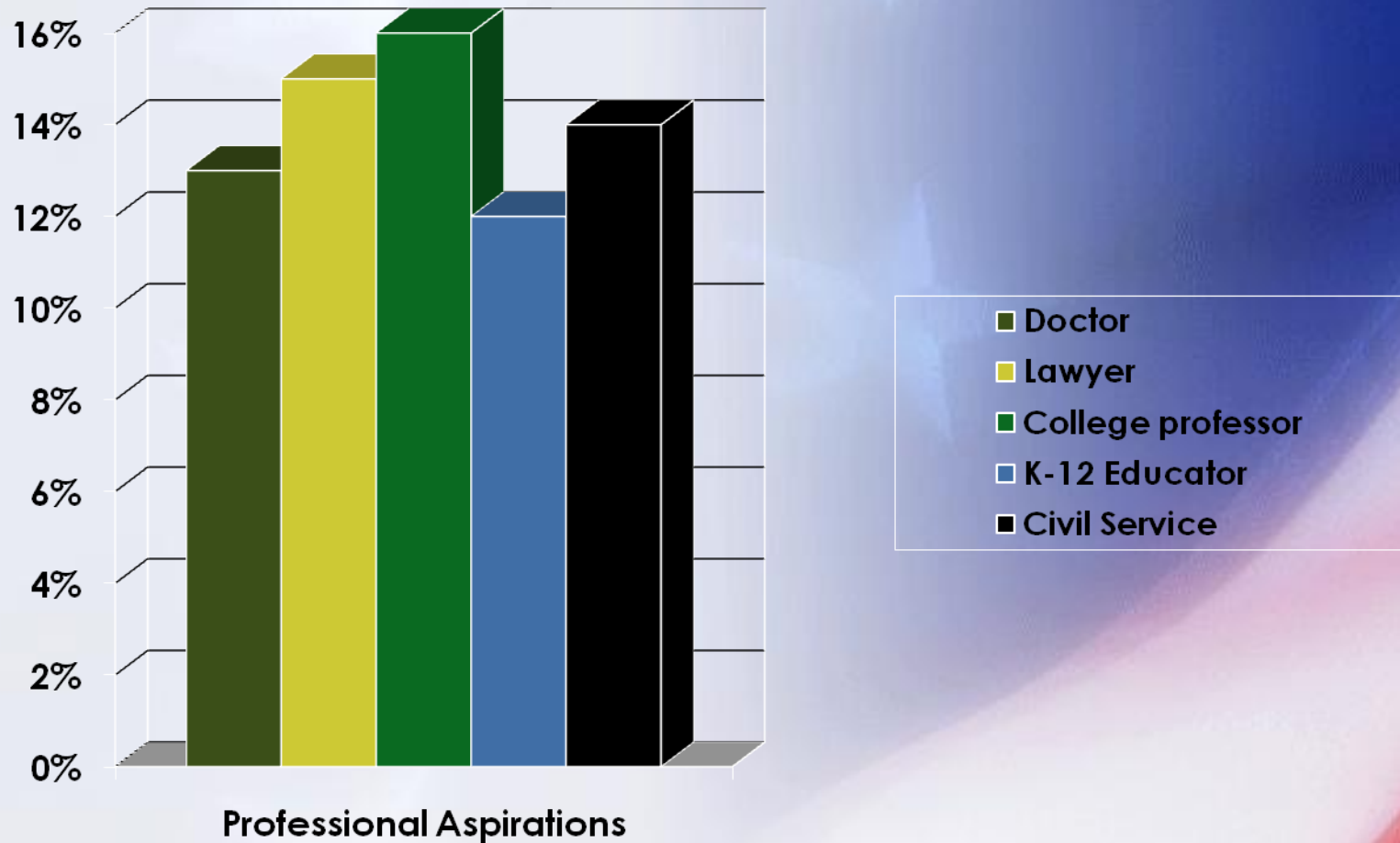
Institutional Funding at Public Colleges & Universities

- Santa Monica City College
 - Book voucher programs and reserves textbooks in the library.
- Glendale City College
 - Faculty have the option of a monthly deduction from their paycheck for the AB540 scholarship fund.
- Santa Ana College
 - Institutional scholarships that do not exclude undocumented students.
- California State University Fullerton
 - Faculty have the option of a monthly deduction from their paycheck for the AB540 scholarship fund.

Economic Impact

- The obstacles to post-secondary education inherent in current federal law is creating a subclass of citizens who otherwise are fully capable of becoming successful individuals-i.e. skilled professionals-and thus, significant taxpayers.
- Instead of gaining advanced educations and contributing richly to the U.S. economy, undocumented children are caught in a cycle of perpetual poverty, rather than contributing tax revenues.

Professional Aspirations



Higher Education Benefits

	PUBLIC	PRIVATE
ECONOMIC	Increased Tax Revenues	Higher Salaries and Benefits
	Greater Productivity	Employment
	Increased Consumption	Higher Savings Levels
	Decreased Reliance on Government Financial Support	Personal/Professional Mobility
	Reduced Crime Rates	Improved Health/Life Expectancy
SOCIAL	Increased Charitable Giving/Community Service	Improved Quality of Life for Offspring
	Increased Quality of Civic Life	Better Consumer Decision Making
	Improved Ability to Adapt to and Use Technology	More Hobbies, Leisure Activities

SOURCE: Institute for Higher Education Policy. 1998. *Reaping the Benefits: Defining the Public and Private Value of Going to College*.

Contact Information

William Perez, Ph.D.

Assistant Professor

CLAREMONT GRADUATE UNIVERSITY

150 East Tenth Street, Harper 212

Claremont, California 91711

323-610-2074 Phone

William.Perez@cgu.edu

www.williamperezphd.com

www.cgu.edu/faculty/perezw

