

Place Matters: Undocumented Latinx Students in College

Edelina M. Burciaga

Assistant Professor, Department of Sociology

University of Colorado, Denver

Faculty Affiliate, Immigration Law & Citizenship Program, Boulder Law &

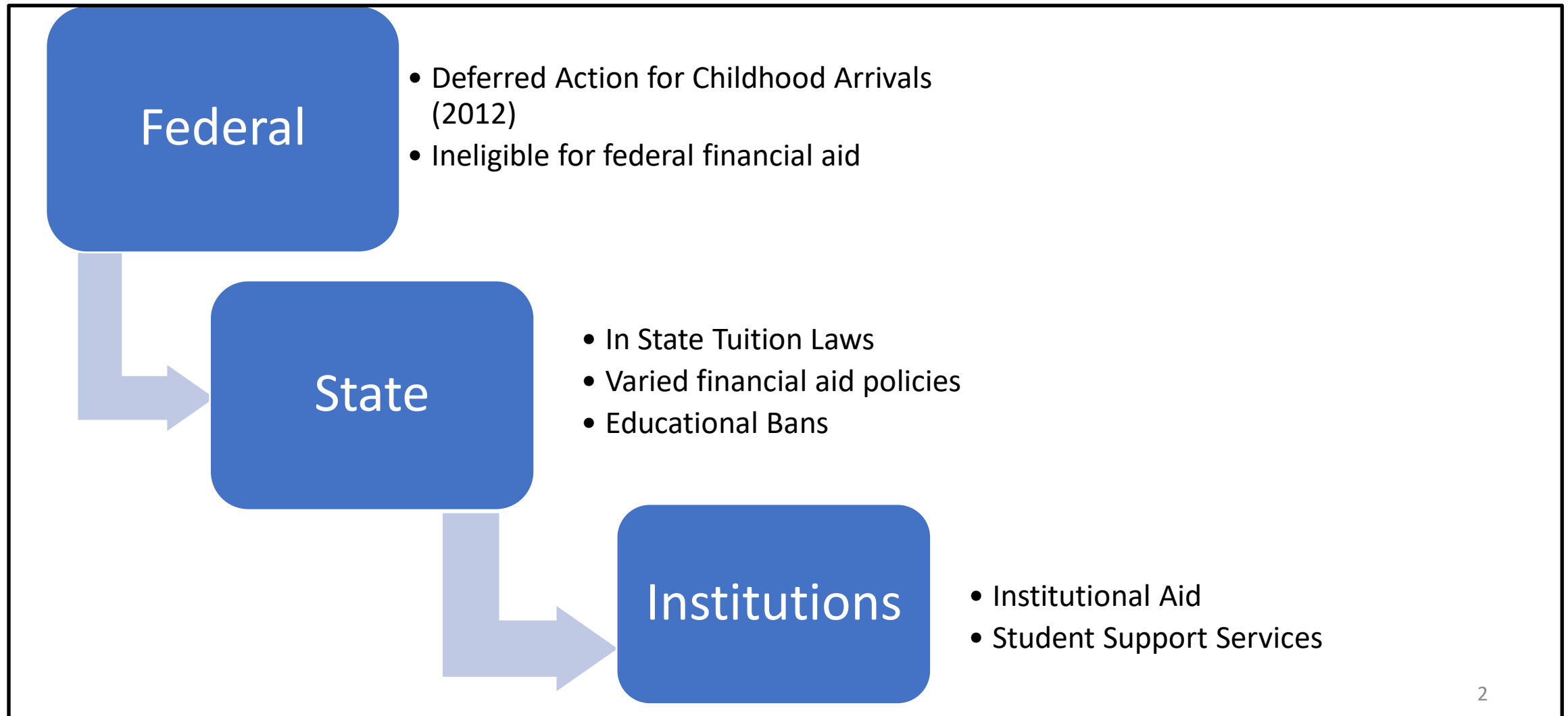
CU Population Center

Race and Class Inequalities in Higher Education Panel

Center for Poverty & Inequality Research

University of California, Davis

Undocumented Young Adults in a Shifting Legal Landscape



The role of place for college access and experiences in college for Latinx UYAs

Undocumented young adults beyond traditional immigrant gateways

(Morando Lakhani 2013; Martinez 2014; Cebulko & Silver 2016; Burciaga & Martinez 2017; Roth 2018; Silver 2018; Gomez Cervantes 2019)

Differential effects of undocumented status & DACA by place, by form (urban/rural) & other key factors such race/ethnicity, education

(Wong & Garcia, 2017; Martinez & Salazar, 2018; Flores, Escudero, and Burciaga, 2019; Gonzales & Burciaga 2018; Garcia & Schmalzbauer 2017)

The role of institutions in shaping the college-going experiences of undocumented students

(Golash-Boza and Valdez 2018; Hsin and Ortega 2018; Enriquez 2019)

Educational Belonging

Educational belonging/exclusion

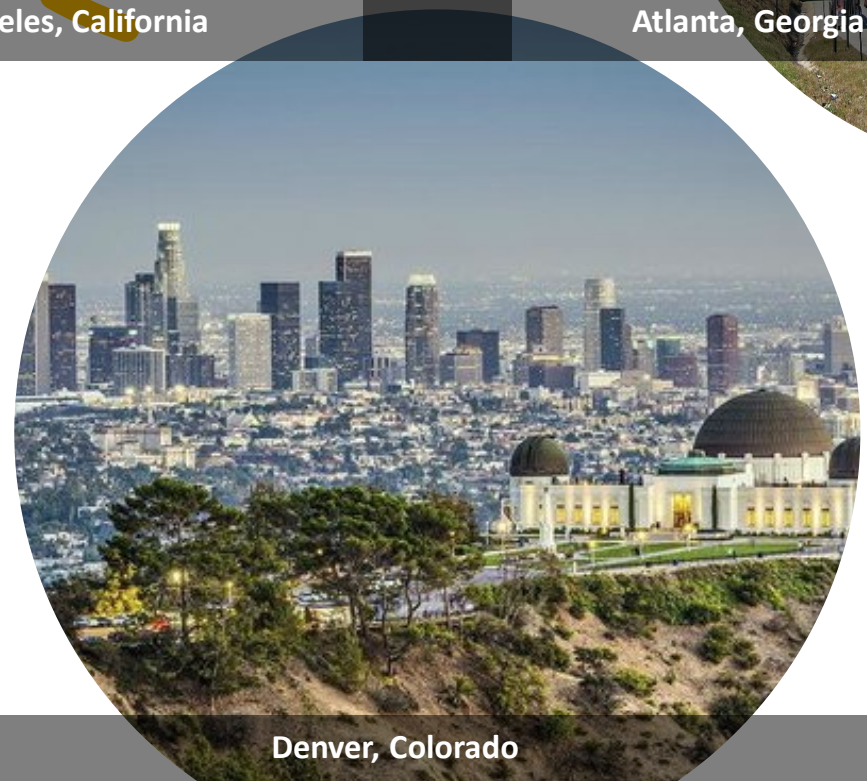
- Highlights the **presence** and **absence** of opportunities for full participation in the education system
- Captures a range of experiences that are shaped by **contextual differences**



Los Angeles, California



Atlanta, Georgia



Denver, Colorado

Educational belonging in California

Key Issue: Full participation in the college experience

College: Aspirations of participation → Blocked opportunity → Altered expectations → Incomplete sense of educational belonging

“My dream has always been to be able to represent the U.S. in another nation...I can't get internships to get any experience for that because I need to be a citizen.” (Maritza, 20)



Educational Belonging in Colorado

Key Issue: Financial aid & robust undocumented student support services

College: Aspirations for full participation → Blocked opportunity → Altered expectations → Incomplete educational belonging

“I would say the biggest way would be financially not receiving money from the government (*federal or state financial aid*) and not receiving financial aid from the school, that's been a challenge for my family.”
(Fernando, 20)



Educational belonging in Georgia

Key Issue: Access-Educational ban & Economic Ban

High School: College aspirations → Blocked opportunity → Altered expectations → Incomplete Educational Belonging

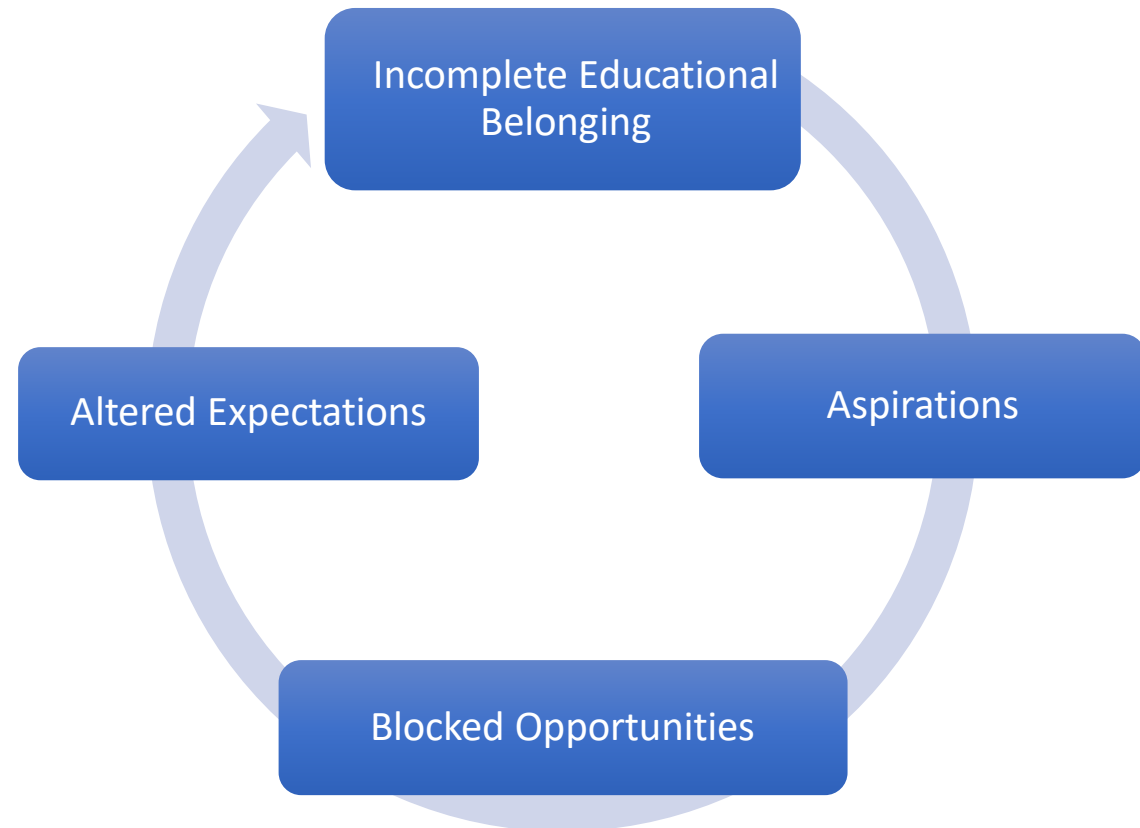
They came here to give us a better life, to get a better education. The fact that I can't get it frustrates me. It makes me angry....The fact that they're limiting me to not only my potential, my success, my education, my right as a human being to get that education frustrates me.

(Diana, 22)



Incomplete Educational Belonging at Different Points in the College Pipeline

- Highlights the **presence** and **absence** of opportunities for full participation in the education system
- Captures a range of experiences that are shaped by **contextual differences** by socio-political context and institutionally



Implications for Policy & Practice

- College Access Policies
- Financial aid: state & institutional
- Trainings for key student support offices
- Institutionalized spaces
- Vibrant undocumented immigrant movement and mobilization



Thank you!

Special Thanks:

Participants in California, Colorado, & Georgia

Laura E. Enriquez, University of California, Irvine

William Rosales, California State University, Los Angeles

Undocumented Student Equity Project-USEP

Undocumented Young Adult Project-CO Research Team