STRENGTHENING THE CAPACITY TO SERVE UNDOCUMENTED STUDENTS

IN A RURAL CALIFORNIA STATE UNIVERSITY

By

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Abstract

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Undocumented students face many obstacles while seeking a higher education degree. As undocumented students apply and are accepted to colleges and universities, they should have the means and resources to complete their higher education degree like all students. An array of strategies can be considered and implemented to have educators and school administrators in higher education be better equipped to serve all students, but specifically undocumented students.

Educators and administrators could continue their acquisition of knowledge base and comfortability about the different implications that surround undocumented students. Therefore, this thesis seeks to examine the efficacy of self-reports on a pre- and post-surveys before and after attending an Undocumented Student Ally Training (USAT). The training was delivered to students, staff, faculty, administrators and/or community members in the Spring and Fall semesters of 2018, and these provide a measurement of self-perception based on participants' information or knowledge on basic immigration concepts and policies. The training focuses on terminology, state and

federal legislation that directly affect undocumented students who are in or considering higher education, and identifies supports and resources to better serve these students.

This study hopes to contribute to the research about vulnerable populations, undocumented students, by adding a rural perspective by answering the following research questions:

1. Before the USAT training, what is the self-disclosed perception that participants have about their knowledge of undocumented students?

2. After the USAT training, what is the subjective perception among participants about their change in knowledge?

Acknowledgements

This study is dedicated to both of my parents whom did not get to experience the joyful sensation of the completion of this academic achievement. Mi madre que me dio la vida y que gracias a su valentía, compasión, y ternura llevo el corazón en la mano. Mi padre que dejó todo al emigrar para proveer un mejor futuro para nosotr@s y que me enseñó a guiar y vivir con empatía. A los dos una infinidad de gracias por darnos lo mejor a su alcance, sacrificaron su vida trabajando en el campo y eso llevó al desgaste de su salud y cuerpo. Que este trabajo académico sirva de inspiración para mis hermanxs como ellxs lo son para mi. Por que han estado cuando más los he necesitado.

I am thankful for the forward upward movement taught by my fellow mentors, teachers, and professors who did not gave up on my desire to quit numerous times. To the committee who guided me by providing educational navigation, academic support, and critical feedback. My friends, colleagues, business partners, and others who I might have missed, I am thankful for cheering me up. To those that did not believe in me, I am thankful and honored to prove you wrong!

Lastly, may this work be a continuum commitment of my duty, obligation, and responsibility to help the immigrant community. As a 1.5 Generation immigrant and a considered "failure statistic," I shall further the work that my parents initiated, and not let them down by complacently living a selfish comfortable life.

Table of Contents

List of Figures

List of Appendices

Introduction

Undocumented students are one of the most vulnerable student populations and receive a very limited financial aid that is dependent on the state and private funding. Most undocumented students are first-generation students who seek to obtain an educational degree to: 1) continue their learning and development of the academic or trade interests; 2) obtain employment that will make use of their knowledge, skills, and creativity; and 3) as a result be able to contribute back to their families and community.

Undocumented students on the path to higher education should have the needed resources to successfully navigate higher education. Undocumented students, because of their immigration status, have limited access to federal financial aid, housing options, sources of income, and school program participation. Furthermore, everyday stereotypical language may have negative effects on their sense of belonging. In order to fully serve undocumented students, student leaders, staff, faculty, and administrators should possess, the necessary knowledge to advocate for this vulnerable student population. However, not everyone is knowledgeable or even empathetic enough to understand the struggles and barriers of undocumented students. This may result in undocumented students not attending or dropping out of higher education (Valenzuela et al., 2015). This research seeks to educate individuals so that they can use knowledge obtained from the Undocumented Student Ally Training (USAT) to advocate for undocumented students in their respective positions.

While the USAT training has been delivered to a variety of individuals from students, staff, faculty, administrators and community members; a careful analysis has not been done on the effectiveness of it. This thesis will provide an initial analysis of the available data.

Literature Review

Introduction

Higher education brings many challenges to students seeking an education and/or a professional career. Data suggests that students from immigrant families are less likely to enroll in education courses, compared to students from non-immigrant families (Terriquez, 2015). The majority of undocumented students are first-generation in attending college and may have limited knowledge and experience navigating the bureaucracy maze of higher education and it can be particularly daunting (Kantamneni et al., 2016; Serna, Cohen, & Nguyen, 2017; Thangasamy & Horan, 2016). An undocumented person is defined as someone who entered the U.S. without proper immigration documents, also known as inspection, or someone who entered the country legally as a nonimmigrant, but later overstayed their visa and never exited the country (Internal Revenue Service, 2018). Federal, state, and university-adopted programs affect the success of undocumented students. Along with the importance of providing resources for students, the environment and capacity of the faculty and administration must be one that serves the needs of all students for undocumented students to succeed (Nguyen & Serna, 2014).

In order to close the achievement gap in higher education between traditional and non-traditional students, access to resources for acquiring a degree needs to be considered (Cahalan, Perna, Yamashita, Wright, & Santillan, 2018). The acquisition of

a higher education degree leads to better living circumstances and higher wages creating greater opportunity for future generations (Hui, 2017). Programs adopted by the federal, state, and the California State University (CSU) system can contribute to student success. For example, the CSU system offers resources to meet students' basic needs in financial aid, housing, and academic programs (Resource Center | CSU, n.d.-a). However, undocumented or mixed immigration status students are often limited in their access to these resources due to their immigration status/eligibility (Nguyen & Serna, 2014). The term "mixed status" in this context is defined as a student who may be undocumented but also have the Federal Deferred Action for Childhood Arrival (DACA) permit, or qualification under California Assembly Bill 540 (AB 540). While undocumented students try to secure limited resources, other important supports such as cultural spaces, knowledgeable and empathetic faculty, staff, or program directors, and institutionalized personal and professional development opportunities, are needed (Chen, 2013; Gámez, Lopez, & Overton, 2017; Valenzuela, Perez, Perez, Montiel, & Chaparro, 2015). These supports help alleviate the struggles that undocumented students may face some of which are due to being first in their family to go to college. Being a first-generation student brings another layer of complexity and considerations that need to be addressed in order to fully help the student (Cushman, 2007; Oldfield, 2007). The complexity of multiple layers or intersections of culture, cultural capital, identity and legal status makes the navigation for undocumented or mixed status students' educational experience more complex (Perez Huber, 2010).

To better assist undocumented students, this literature review will provide background information about programs, student resources to support successful higher education navigation, and academic support for career and graduate school attainment. In addition, it will examine self-reporting/self-perception pre- and post-surveys which can result in a shift in knowledge and dispositions. The complexity of having to maneuver higher education without necessary support is a daunting process. With the assistance provided by programs which are being adopted over time, students have an opportunity to achieve a higher education degree and overall success (Sanchez & So, 2015; Serna et al., 2017; Valenzuela et al., 2015).

Institutionalized Programs

Throughout history, betterment of life due to job opportunities has been the most often used narrative for individuals or families to migrate to the United States (McCorkle, 2018). Other influential aspects might include escaping economic and political turmoil, domestic violence, racism, job scarcity, and family reunification (Adelman & Taylor, 2015; Gildersleeve, 2010). The implication of immigrating and living in the United States includes the fact that families often face atypical challenges, based on the way they migrate to the U.S. including the fear of separation due to deportations (Dreby, 2012; Gallo & Link 2015). After families integrate into their communities and set down roots to raise their children, it is difficult to imagine their family being separated.

Furthermore, their familial aspect of a family is shattered with separation, and it affects the community as a whole (Gallo & Link, 2015). Because of the fear of deportations, undocumented immigrants and their families hide their immigration status out of fear of being "outed" (Kantamneni et al., 2016). The term "outed" is used to describe someone revealing a lack of legal immigration status. One of the most fearful implications of being outed is having your personal information turned over to the Immigration and Customs Enforcement (ICE) so deportation can occur (Kantamneni et al., 2016). This can result in fear and lack of trust in the police, because some police agencies work collaboratively with Immigration and Customs Enforcement (Gallo & Link, 2015).

Police and ICE officers are authority figures who wear similar uniforms and sometimes collaborate to identify, arrest, and deport individuals without immigration status. Due to the distrust this brings, immigrant communities have no or limited contact with police officers. This includes not calling the police in an emergency and/or abusive situations where a police officer might otherwise have been called (Dreby, 2012). This deportation fear extends broadly and immigrant children experience it first-hand, which often directly affects their school performance (Dreby, 2012; Gallo & Link, 2015). While at school, immigrant children may have on-going fears about the implication of their loved ones being undocumented (Gallo & Link, 2015).

In contrast, many immigrant children do not know they are undocumented until they are at or near high school graduation, or when a job is considered (Gildersleeve,

2010; Nguyen & Serna, 2014). This is especially true for those individuals who migrated at a very young age and have no memories of their lives in another country. Like their parents, undocumented children lack the documentation to live legally in the United States. Often children grow up believing that they are U.S. citizens and, thus, believe they are entitled to most benefits, including the belief that one can be anything. This implies the belief they will be able to get an education and claim opportunities to pursue a career after high school or attain permanent work (Nguyen & Serna, 2014).

An estimate of about 1.3 million undocumented students are enrolled in grades K-12 across the United States and, as these students approach high school graduation an emphasis is placed on higher education (Thangasamy & Horan, 2016). In any given year 50,000-60,000 undocumented high school students are estimated to graduate. Only 7,000-13,000, 20% compared to 60% overall enroll in college or universities (Gildersleeve, 2010; Nguyen & Serna, 2014; Thangasamy & Horan, 2016). When students get near high school graduation and consider factors such as financial means, familiarity with college process, restrictive policies, limited financial aid, and other limits to undocumented students pursuing higher education they often choose to forgo the opportunity (Gildersleeve, 2010; Thangasamy & Horan, 2016).

Undocumented students or students without a regularized immigration status have limited resources when pursuing a degree or higher education (Gildersleeve, 2010; Valenzuela et al., 2015). When pursuing higher education, the needs and challenges of undocumented students differ from other student groups due to limited resources and

classification. Some states have adopted legislation aimed to limit undocumented students from pursuing higher education (Nguyen & Serna, 2014). The 1982 Plyer v Doe court case, defined that all children are to be provided equal access to a free K-12 education regardless of documentation status (Nguyen & Serna, 2014). However, with the passing of the Illegal Immigration Reform and Immigration Responsibilities Act (IIRIRA) in 1996, the federal government prohibited states from aiding undocumented students seeking higher education. This act was passed on the basis that preference should be given to U.S. citizens or nationals over undocumented students given limited resources. However, if the state wants to offer in-state tuition, it can do so under the IIRIRA by passing state legislation (Nguyen & Serna, 2014). At the federal level, the Development Relief and Education for Alien Minors (DREAM) Act, has been up for consideration for the past 20 years. This act has been highly controversial, as it provides a clean pathway to residency and then citizenship status for qualifying individuals (Nguyen & Serna, 2014). Despite repeated efforts, the DREAM Act has not been passed even after a number of revisions.

While there is no federal program in place to help undocumented students in their higher education endeavors, the adoption of the Deferred Action for Childhood Arrival (DACA) program in 2012 by President Obama offered temporary protection against deportation, a renewable two-year work permit, and a valid social security number (University of Southern California, 2017; Venegas et al., 2017). According to the U.S. Citizenship and Immigration Services (USCIS), as of October 2019, there are

about 765,166 DACA requestors approved (*Immigration and Citizenship Data Page*, n.d.). The DACA program guidelines require that individuals be under the age of 31 as of June 15, 2012; have come to the U.S. before their 16th birthday; have continuously resided in the U.S. since June 15, 2007; were physically present in the U.S. on June 15, 2012 and at the time the application submitted; had no lawful status on June 15, 2012; were currently enrolled in school or had graduated or obtained a certificate of completion, or were an honorably discharged veteran of the Coast Guard or Armed Forces; have not been convicted of a felony or significant misdemeanor, or three or more other misdemeanors; and do not otherwise pose a threat to national security or public safety (*Deferred Action for Childhood Arrivals*, 2019). In addition to fulfillment of the requirements with documentary proof, an application fee of $495.00 is needed (*Deferred Action for Childhood Arrivals*, 2019). This fee includes the biometrics or fingerprints taken in order to confirm that no criminal record and/or national security threat exists (*Consideration of Deferred Action for Childhood Arrivals (DACA)*, 2018).

Due to a current administration's decision, no new DACA applications are currently being accepted, only renewals (*Deferred Action for Childhood Arrivals*, 2019). In concurrence with being able to obtain a DACA permit, the adoption of the term DACAmented has been used to establish one's identity as being undocumented but allowed to work legally (Huber et al., 2014). Having a DACA permit aids individuals by being able to have an income from a job, able to pass criminal

background checks, travel within the U.S. for educational or employment purposes, and ease the stress and fear of deportation (Huber et al., 2014).

The current political climate has placed DACA recipients on uneasy footing. On September 5, 2017, President Trump tried to rescind DACA, which created chaos for current recipients because their protective status would immediately come to an end (Ishiwata & Muñoz, 2018). Since the decision to end DACA, on two different occasions, federal court injunctions have made it possible for the USCIS to renew DACA permits (*Deferred Action for Childhood Arrivals*, 2019). The continued availability of renewals has created leverage for recipients and supports their accessibility to attain work, participate in higher education and avoid deportation (Huber et al., 2014; University of Southern California, 2017; Venegas et al., 2017). With no consensus on comprehensive federal immigration reform, states have taken initiatives to help ease the cost burden of undocumented students who are pursuing a postsecondary education (Nguyen & Serna, 2014; Thangasamy & Horan, 2016).

The passing of IIRIRA prompted states to adopt legislation that would establish special support for undocumented students such as eligibility to pay in-state tuition based on school attendance and state residency status (Davidson & Preciado, 2017; Nguyen & Serna, 2014; Thangasamy & Horan, 2016). California's Assembly Bill 540 (AB 540) passed in 2001 by Governor Davis, established in-state or residence tuition for undocumented California high school graduates entering college (*Admissions Process | CSU*, n.d.- a). AB 540 guidelines require that an individual graduate with a

California high school diploma or equivalent credit such as attendance at a high school in California for three or more years, as well as attain a high school full-time attendance credit (Oliverez, Chavez, Soriano, & Tierney, 2006). In addition to meeting the guidelines, individuals who qualify for AB 540 status need to sign and submit an AB 540 affidavit. The affidavit states that information provided to establish in-state tuition is true, it requires the applicant to declare their immigration status, and if an opportunity arises, to undertake an immigration status legalization process (*Admissions Process CSU*, n.d.-b).

AB 540 also gave some students the opportunity to pay in-state tuition, and in later years it broadened eligibility criteria requirements. More inclusivity came with expansions of AB 540 through Assembly Bill 2000 (AB 2000) which allowed the three or more years of attendance required to be met using a combination of elementary, middle and/or high schools in California (*Admissions Process* | CSU, n.d.-a; Oliverez et al., 2006). Senate Bill 68 (SB 68), effective 2018, has been the newest expansion of the three or more- year requirement to include California Community Colleges, California Adult Schools established under a county office of education, a unified school district, high school district, or the Department of Corrections and Rehabilitation (*Admissions Process* | CSU, n.d.-a). Being able to pay in-state tuition in California has lifted the burden of paying substantial out-of-state or non-resident tuition costs (Gámez et al., 2017; Thangasamy & Horan, 2016). When comparing CSU's in-state and out-of-state

tuition, the difference is about 60 percent more per semester units for non-residents (*CSU Tuition | CSU*, n.d.).

Since undocumented students are not able to obtain federal financial aid, certain states have made state funds available for undocumented students who meet certain criteria (Gámez et al., 2017; Thangasamy & Horan, 2016). In 2011, California passed Assembly Bills 130 and 131 (also known as AB 130, AB 131), often referred as the California Dream Act (*Admissions Process | CSU*, n.d.- b; Serna et al., 2017). This state legislation is not to be confused with the federal social policy proposed DREAM Act. The CA Dream Act application mirrors the Free Application for Federal Student Aid (FAFSA) and determines the financial need of undocumented students. It is critical to note the difference between AB 130 and AB 131. Under AB 130, students are able to apply and receive private scholarships and grants. AB 131 opened state-based scholarships, grants, and loans to undocumented students needing financial resources (*Admissions Process | CSU*, n.d.-b; Serna et al., 2017).

In October 2017, CA Assembly Bill 21 (AB 21) passed; which seeks to alleviate federal changes affecting immigration enforcement policies. AB 21 requires any private college or university, CSU's, and California Community Colleges (CCC), receiving state funds and requests that the UC's refrain from disclosing information and avoid immigration officer presence on campuses that concern students, faculty, and staff. Institutions are asked to advise all students, faculty, and staff responding to or having contact with an immigration officer executing federal immigration orders to promptly

refer the entity or individual to the office of the chancellor or president for purposes of verifying the legality of any warrants, court orders or subpoenas. In addition, institutions are required to designate a staff person to serve as a point of contact for those who might be subject to immigration actions, and maintain a contact list of immigration law services providers who could provide legal immigration representation, and provide it free of charge to any student that requests it (*Bill Text— AB-21 Public postsecondary education: Access to Higher Education for Every Student.*, n.d.). Among other provisions, this state legislation helps to mitigate the enforcement of federal law by being prepared to confront federal enforcement agents on any CSU campus.

The most recent state legislation passed on September 2018, Assembly Bill 1895 (AB 1895), otherwise known as the California DREAM Loan Program, alleviates the burden of immediate repayment of CA DREAM loans (*Bill Text—AB-1895 California DREAM Loan Program: Repayment, deferment, and forbearance.*, n.d.). The program provides students attending California State University (CSU) a six-month grace period that begins when the student graduates or ceases to maintain at least half-time enrollment in a degree or certificate program. It states, "The program requires a participating campus to determine eligibility for deferment or forbearance of a DREAM loan in accordance with the standards set forth in specified federal law" (*Bill Text—AB-1895 California DREAM Loan Program: Repayment, deferment, and forbearance.*, n.d.).

AB 1985 also requires that a participating campus adopt procedures allowing a student to select an income-based repayment plan for the repayment of a CA DREAM loan, on or before January 1, 2020. This newly passed state law gives immediate relief to students who have difficulty obtaining work after completing higher education. Since these students have the hardest time obtaining work due to lack of documentation, this law may allow them to reconfigure their standing in the work place. With financial support, one of the main concerns for undocumented students having been addressed through these legislative efforts, other student resources are needed to mitigate the other challenges of higher education for undocumented and first-generation students.

Student Resources

With passage of important state legislation that eased financial stress for undocumented students, across the CSU system an implementation of centers or programs help mitigate other important needs (*Resources for Undocumented Students | CSU*, n.d.). The adoption of DREAM/Dream Resource (DRC) or Dreamer Success Centers across the 23 campuses will strengthen and support academic, personal and professional development (*Resources for Undocumented Students | CSU*, n.d.).

A cultural center with knowledgeable staff members who advocate for undocumented students brings much assistance and empowerment to this group (Sanchez & So, 2015). Cultural centers provide students with safe spaces where they feel welcomed, empowered, and included (Patton, 2010). Having a space where students with similar cultural backgrounds and similar struggles can help anchor

students by developing individual and group relationships. Students who create community or find a place of belonging are more prone to succeed (Gildersleeve, 2010; Patton, 2010). Furthermore, while being anchored to a place through social entities, students can often explore an array of leadership positions, mentorships, and internships, sharing experiences and knowledge, as well as tips for academia and outside living (Patton, 2010, p. 86, 94-96).

The adoption of a DRC can build on the functions of a cultural center. "A cultural center provides a physical, epistemological, social, and academic counterpace for Students of Color to build a sense of community and nurture 'critical resistant navigational skills'" (Patton, 2010, p. 84). A DRC helps challenge the white privilege and sense of entitlement on historically white university campuses by providing a space of critical resistance and empowerment for students (p. 84-86). Critical resistance is needed in order to address socially constructed dehumanizing stigmas that are placed on minority students. With the current political climate and targeting of minority populations and the immigrant community, there is a misplaced notion that they are taking advantage of resources. The creation of safe pockets of empowerment and resistance are needed so students can voice and implement change (p. 86).

By providing a space of resistance and empowerment, students are able to have conversations that focus on the micro aggressions they experience. Being a student of color can result in an accumulation of racial microaggressions that result in a perceived rejection of their presence in higher education (p. 87). The different layers that

undocumented students experience may affect their motivation to finish higher education. A cultural center can serve to mitigate these cultural microaggressions and other barriers that students experience entering higher education (p. 93). Similarly, a DRC can operate to fulfill the void that undocumented students face when the majority of the student population does not know about their particular experience(s) (Davidson & Preciado, 2017). By providing proper training and community awareness a sense of belonging is more achievable (2017). The DRC can provide students space with a sense of community where students can share their experiences of being undocumented, learn what resources are available, and experience validation, as well as gain institutional knowledge (Patton, 2010; p. 93-96). In addition, students can have meaningful conversations that reflect the different experiential layers of being a first-generation student.

Some students feel a sense of guilt being at a higher education institution because of the amenities and privileges (Davidson & Preciado, 2017). Such privileges come from a housing situation that differs greatly from their home (2017). Cultural knowledge is needed to raise awareness and help expose the barriers and struggles that undocumented students face (Davidson & Preciado, 2017). Lack of financial aid and student support, micro aggressions, and the experiences and fears of the undocumented community can be a focus for increasing cultural understanding, which will can also help alleviate the lack of knowledgeable. Empathic proactive professional staff, faculty,

administrators and students are also needed to fully support undocumented students (Davidson & Preciado, 2017, Patton, 96).

With the need of a space for undocumented students in the different CSUs, there has been a progression of DRCs or crossovers from other programs (*Resource Center | CSU*, n.d.). Campuses that do not have a DRC rely on crossover support from other programs, such as the Educational Opportunity Program , University Cultural Centers, and student run clubs or programs (*Resource Center | CSU*, n.d.). However, a DRC in collaboration with other departments or programs can offer essential knowledgeable services (Gámez et al., 2017; Sanchez & So, 2015; Valenzuela et al., 2015).

Since undocumented students make up a small percentage of the CSU student population, professional staff are often not knowledgeable of how best to offer guidance and support (Davidson & Preciado, 2017; Valenzuela et al., 2015). The biggest misconception is that support for undocumented students fall under the broad umbrella of support for a general student. Being undocumented, as discussed earlier, limits financial aid, work opportunities, sense of belonging. As a result, earning a higher education degree and career attainment offer different challenges from students as a whole.

Higher education is an intricate and complex process that can be eased with knowing the inner mechanics of the process and available resources for successful degree attainment (Cushman, 2007; Oldfield, 2007, 2012). Analyzing different programs and resources enable us to better understand how to advance development of

knowledgeable capacity building, such that all students regardless of legal status can be supported (Valenzuela et al., 2015). The resources that each student population needs varies and a one model fits all cannot be relied on, since undocumented or mixed status students have different challenges that need to be taken into consideration for the successful completion of higher education (Perez Huber, 2010). The efficacious navigation of higher education depends on an array of resources that help alleviate the immediate barriers and struggles of undocumented students (Davidson & Preciado, 2017; Gámez et al., 2017; Terriquez, 2015).

Financial support is one of the top burdens that undocumented students face. Some federal and state adopted programs help alleviate this burden by allowing students to either have a job or pay in-state tuition. On the federal level, the implementation of DACA helps qualifying individuals apply for a two-year work permit (*Consideration of Deferred Action for Childhood Arrivals (DACA)*, 2018; Venegas et al., 2017). However, currently there are only 18 states, with specific criteria, that allow undocumented students to pay in-state tuition (Thangasamy & Horan, 2016). In addition to federal and state programs, the CSU provides programs that vary by educational institution to support undocumented students. The implementation and adoption of different academic and student support systems help institutions to better understand and serve undocumented students.

Self-Perception Knowledge

Self-perception, a sense of one's identity as a student, or self-efficacy, a sense that one can succeed with enough effort, varies with individuals and can affect the development of personal knowledge, skills or development (Guskey, 2005). "Self-efficacy, based on self-perceptions regarding particular behaviors, influences human functioning and is considered important for lifelong learning" (Mahmood, 2016, p 200)." Interestingly, self-perception reports are not reliable because people with lower ability [as defined by tests] tend to overestimate their abilities while higher performing participants underestimate their abilities. This cognitive bias stems from limited self-awareness of ability by the low performer and overestimating others' ability and has been coined the Dunning-Kruger Effect (Mahmood, 2016). Other researchers studying this phenomenon have questioned the universality of the Dunning-Kruger Effect across different fields, specifically in the area of Information Literacy.

However, with the right calibration in defining what to evaluate, the purpose of evaluation and defining a rubric for evaluation, personal development self-reports can provide useful measures of programs' success (Guskey, 2005). While the use of self-reporting tools may be inconclusive, and study findings vary, self-perception reports can suggest how well information might be transmitted. Different implications are considered and can affect the actual reports. Self-reports rely on the truthfulness and actual self-accountability of the participants. The review of these studies is important for this study as the pre- and post-test analyzed were based on both self-perception and

self-disclosure. While self-perception studies do not accurately assess the acquisition of

knowledge or information obtained from trainings or workshops, they do provide useful

information and insights that can effectively guide programmatic decisions.

Methods

Introduction

The Humboldt State University (HSU) Undocumented Student Ally Training (USAT) was adopted from California State University Long Beach (CSULB) and was modified to fit the specific needs of HSU students. The interactive, informational training is a tool for educating undocumented students' pro-active allies. The training has been successfully administered to students, staff, administrators, faculty and community members alike since 2015. The training has been delivered throughout Humboldt and Del Norte counties.

The data collected and analyzed for this project is drawn from six trainings: five where delivered at a rural university and one at a community college. All trainings were made available to students, faculty, staff, administrators, and community members alike and the attendance varied due to availability and time of the training. Half of the trainings included a combination of staff, faculty, students, administrators, or community members. The other half were made up solely of students.

USAT

The highly interactive USAT training provides foundational knowledge about the needs of undocumented students while they access higher education. One quarter of the training involves proper terminology about undocumented individuals. Half of the training is focused on giving a general overview of California and Federal legislation

that impacts undocumented or mixed legal status students directly. The remainder of the training focuses on applying the given information and becoming a pro-active ally. The training is facilitated by two to four presenters and delivering it live through a participant interaction presentation using PowerPoint. The training comes with resources that include copies of an UndocuSAT Handbook, UndocuSAT Handouts, and the PowerPoint Presentation, (see Appendix E). These materials are made available to participants electronically.

The UndocuSAT Handbook, last updated in 2017, was developed by the Undocumented Student Resource Project led by HSU's Finding Resources and Empowerment through Education (FREE) student club, Scholars Without Borders Center for Academic Excellence (SWB), and Faculty and Staff allies from HSU. The twenty-five-page handbook provides an overview of information about the policies relating to Undocumented Students, HSU University Policies and Procedures, the implications of becoming an ally, and strategies for cultural proficiency and inclusivity.

The UndocuSAT Handouts are composed of several parts: impact of Immigration Policy on Education and Child Well-Being, pre- and post-training surveys, descriptions of the Four Main Categories of Persons in the United States vis-a-vis Immigration Law, copies of the California Nonresident Tuition Exemption form, copies of the DACA work permit and DACA Social Security Card, and a bullet point list of responses from AB 540 students of their views of an ideal ally.

Training Overview

The training requires a minimum of one hour and thirty minutes. This gives enough time to present all the information. Handouts presented at the training are: pre- and post-training surveys presented in Appendix – A and Appendix – B respectively; Trauma and Loss icebreaker activity handout (Appendix – C); and the Undocumented Student Ally Contract/Placard, (Appendix – D). The surveys allow us to capture any self-perceived knowledge shifts related to participating in the training.

The straightforward training is designed be both informative and engaging. The different segments of the training are: welcoming, acknowledgement of the land; the Trauma and Loss icebreaker activity; pre-training survey; proper terminology and California and Federal Legislation; strategies to be an ally; and concludes with a post-training survey and signing of the Ally Contract/Placard.

The Trauma and Loss activity handout is used as an ice breaker to have participants think and possibly feel what it is like to leave everything behind. It touches on the birth place, elementary school, best friend(s) and special place(s) growing up, family foods or holidays celebrated, and immediate and extended family members. The participants take a few moments to write in the answers to the prompts. With each response the presenters emphasize the fact that when one is required to leave a certain place because of lack of political turmoil, lack of employment, or fear of an unknown life, leaving everything behind. This includes their birthplace, school, friends, special places, family foods and customs, and immediate and extended family members. At the

end of the journey one is left with oneself in a foreign place not knowing the language or customs. The presenters move to facilitate a dialogue about the emotional impact of the activity and how participants relate to it.

After the activity, the presenters pass out the pre-training survey, and the participants are assigned a number that is to be written at the top right corner where it reads "code: _____." Aside from the assigned number, participants are asked to note their classification as either: student, staff, faculty, or other. No personal information is collected, and the purpose of the number assigned is to match the pre- and post-surveys. After the pre-surveys are collected, the training moves into establishing ground rules for the space. Participants are asked to contribute and voice what type of space is desired. Setting ground rules, creates a thought-provoking learning environment.

Having a thought-provoking environment aids in understanding the negative implications that normalized word usage may have. By breaking down known words and their actual definitions, participants learn how words can be used to dehumanize individuals. This is done to unpack current knowledge, and to recognize or build on what is known. After learning the negative implications of certain terminology, the presenters move into California State and Federal legislation that affects undocumented individuals. This importance part of the training clarifies misconceptions regarding the different laws and programs that have been passed, modified or been rescinded targeting undocumented individuals. Furthermore, this part of the training exemplifies

the intricate inner mechanics of being an Undocumented, DACAmented, or AB 540 student.

Upon completion of the legislation portion, the presenters describe the role of being a pro-active ally. The participants learn the "Dos" and "Don'ts" and are taught the Collateral Support Model (CSM) that develops the notion of having the conscious ally. The CSM addresses the notion of effectively referring a person needing help to another appropriate program, person, or organization without losing contact or responsibility. The traditional referral process is often reduced to having the individual needing help become someone else's problem. The traditional approach continues the notion of being passive and not fully taking charge of the position to learn the necessary information in order to serve everyone. The CSM approach recognizes that most often, the individual needing help, has developed a relationship and trust with the person they first contact. From this experience, individuals feel they can confide in the perceived ally. In the traditional approach, when the referral is done, the individual needing help may feel "outed," ashamed, and not comfortable opening up to another person whom they have not met or know. The CSM is fairly simple and breaks down into six stages: Contact, Assessment, Plants, Support, Follow-up, and Closure. In all of the six parts the ally is held accountable to serve the individual and is in direct communication.

From presenting the CSM and "Dos" and "Don'ts" of being an ally the training moves forward to a staged role play and then group discussion of what can be done with the new information learned. Moreover, what immediate actions can the attendees

take and do to support undocumented students in their respected positions of power. The discussion is followed by the signing of the Undocumented Student Ally Contract/Placard.

The Ally Contract/Placard solicits accountability from participants as pro-active allies. The information learned about undocumented individuals can be used to help educate and advocate. The Ally Contract/Placard acknowledges that everyone is at different stages of being an ally, but also assures that everyone can do their part.

This new knowledge is valuable whether having critical conversations with family, friends, acquaintances, or work colleagues. Learning more about the implications that surround undocumented individuals, and advocating to develop, modify and implement programs that help the success of the career goals are part of an ally's obligations . Signing the Ally Contract/Placard indicates they have completed the training and can be displayed at the participant's work space. This will signify that the participant is an Undocumented Student Ally and undocumented individuals may seek help and confide in them. The expectation is that participants will become part of the institution's internal capacity to help serve and support all students, including undocumented students. With the conclusion of the signing of the Ally Contract/Placards, the presenters pass out the post-training survey. As the participants exit the surveys are collected.

Data Collected

Our way of collecting data was consistent as the pre- and post-surveys, (see appendix – A and appendix– B), are part of USAT's standard practices. Each USAT comes with a pre- and post-training survey questionnaire that collects no personal information. The survey questionnaire is an instrument that was developed by the original CSULB training. A total of ten questions ask about the respondent's knowledge of issues related to undocumented, DACAmented, or AB-540 persons. Each question has a 5-point Likert scale where a five rating indicates "Strongly Agree" and a one rating indicates "Strongly Disagree." At the beginning of each training, participants were made aware that the survey questionnaire was voluntary and anonymous.

Outreach

Participants were recruited using postings of flyers, mass emails, and internal university communication in electronic bulletin boards. The survey data analyzed are from six training sessions delivered to six different groups. Three trainings were coordinated with a center, program, or department director, and the other three trainings were a campus or community event. The size of groups varied from seven to 42.

Presenters

Each USAT was delivered by at least two and no more than four presenters that were directly affiliated with Scholars Without Borders (SWB). The trainer's cohort consisted of one volunteer faculty adviser, five undergraduate students, and one graduate student. Each presenter was knowledgeable enough about the content that they

could deliver the training by themselves. The decision to have at least two presenters and no more than four was based on content delivery efficiency and support of each other. While the presenter's delivery style varied, having a mix in the presenter's group helped develop, modify and reflect on various ways to effectively deliver the training.

Data: pre- and post-surveys

The data analyzed are the pre- and post-surveys that are both composed of ten questions. Each question is answered on a Likert scale from 1-5. Where one is "Strongly Disagree" and five is "Strongly Agree." The pre- and post-surveys have the same questions, but the post-survey the questions are in different order. The questions are basic but require enough knowledge to differentiate between being undocumented, DACAmented, or AB-540. Furthermore, it asks whether participants know what to do in case an undocumented student discloses their information.

For the six trainings there were a total of 137 surveys collected. The possibility of not participating in the pre- and post-surveys may have occurred due to a personal preference, or attendees arriving late or leaving early. From the 137 surveys, 19 (13.86%) surveys were not considered in the analysis due to not being able to identify the identifying code number, or questions of either survey left unanswered.

Results

Introduction

   Each of the questions pre- and post-response graphs show a self-perceived knowledge shift. The knowledge shift was more noticeable on several questions. In addition, when analyzing the pre- and post-responses as a group, an upward shift in self-perception is visible. All surveys relied on self-perception knowledge and the ability to self-report truthfully.

Individual Results

   Each participant attending the training had some type of prior knowledge about undocumented, DACAmented, or AB-540 Students or its implications. From the 10 different questions asked, answers provided a way to see if the training created a self-perceived knowledge shift. The following graphs display the pre-knowledge, blue color line, and post-knowledge, orange color line. With each of the graphs corresponding to the different questions, a keyword has been drawn from the question and used in the title of the graph. The vertical axis corresponds to the 5-point value of the questions. The horizontal axis corresponds to the total training participants. The total participants can be broken down into the individual groups. The range of the different groups are:

   Group 1 – 1-28;

   Group 2 – 29-47;

   Group 3 – 48-57;

Group 4 – 58-99,

Group 5 – 100-113,

Group 6 – 114-117.

The following graphs represents each of the questions asked.

Question 1: I know who an undocumented student is
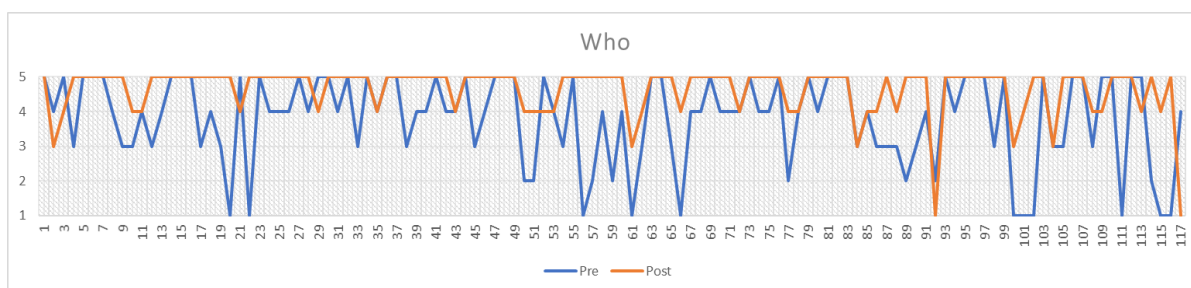
Figure 1 - Who

Figure 1 shows an overall upward self-perception knowledge shift from the pre- to post-results. There are vertical peaks that show upward significant growth and some that decreased as well. With the majority showing upward shift. About 48 had no change in response, this include respondents one, four, five, six, seven, and so on.

About nine participants seemed to have left the training with more questions about the level of their knowledge because their pre- to post-response number decreased. This can be seen from respondents two, three, 21, 29 and so on.

Question 2: I feel comfortable talking about my students' immigration status when they bring it up
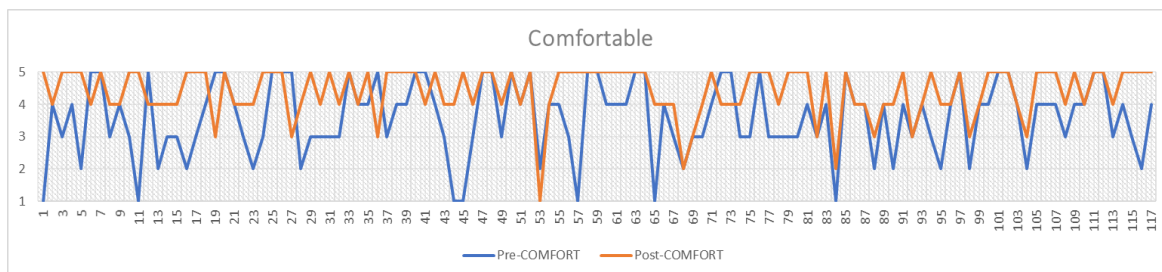
Figure 2 - Comfortable

Figure 2 shows overall upward self-perception knowledge shift from the pre- and post- results similar to Figure 1. There are some vertical peaks that show significant upward change and some that decreased as well. With the majority showing an up-growth shift in self-perceived knowledge, about 40 had no change in response, and about eight participants seemed to have left the training with lower confidence in their knowledge as their pre- to post- number response decreased.

Question 3: I am familiar with contemporary US immigration policy
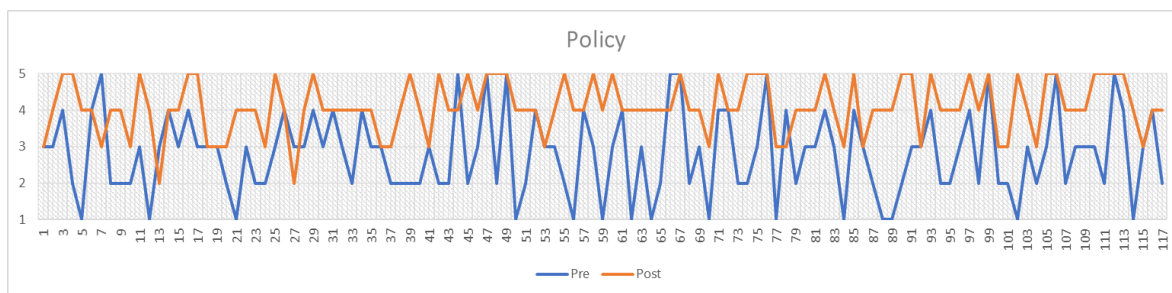
Figure 3 - Policy

Here Figure 3 shows overall upward self-perception knowledge shift from the pre- to post-results just as Figure 1 and 2, but this graph displays dramatic peaks. There

are a lot of vertical peaks that show significant upward shift in self-perceived

knowledge and some that decreased as well. About 26 had no change in response, and

six participants had their pre- to post-number decreased.

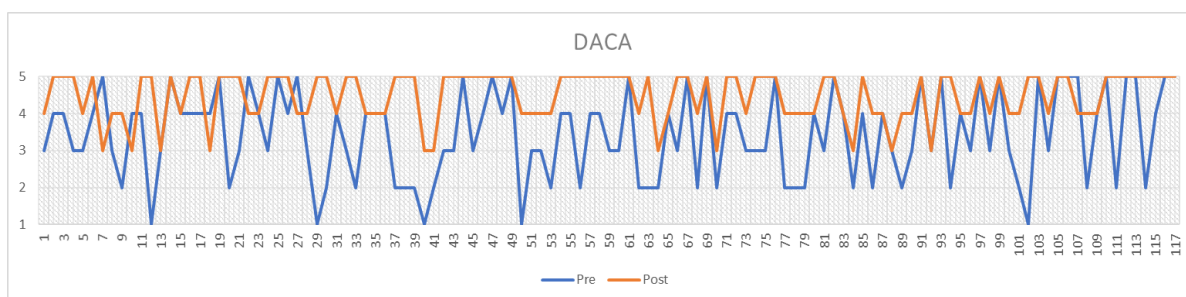Question 4: I understand what Deferred Action for Childhood Arrivals (DACA)

is

Figure 4 - DACA

Figure 4 shows overall upward self-perception knowledge shift from the pre- to

post- results just as the previous graphs. With the majority showing significant upward

shift. About 38 had no change in response, and six participants with pre- to post-

number decreased.

Question 5: I know how to find resources for undocumented students
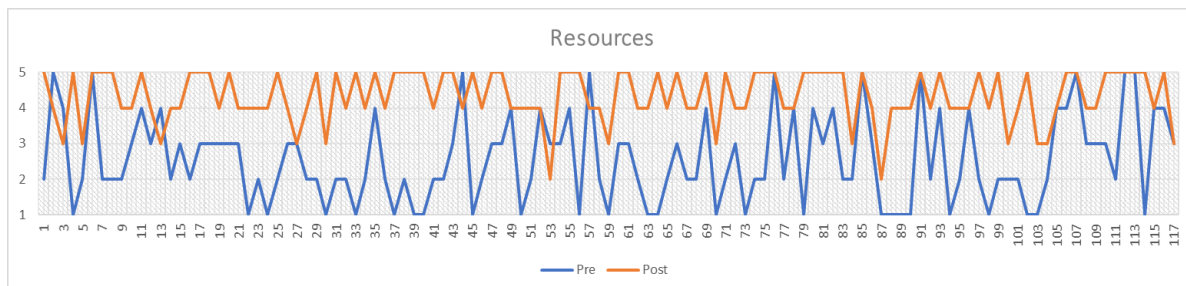
Figure 5 - Resources

Figure 5 shows overall upward self-perception shift from the pre- to post-results, but differs slightly from the previous due to displaying a distinct area in between the pre- and post-results. About 15 had no change in response, and six had pre- to post-number that decreased.

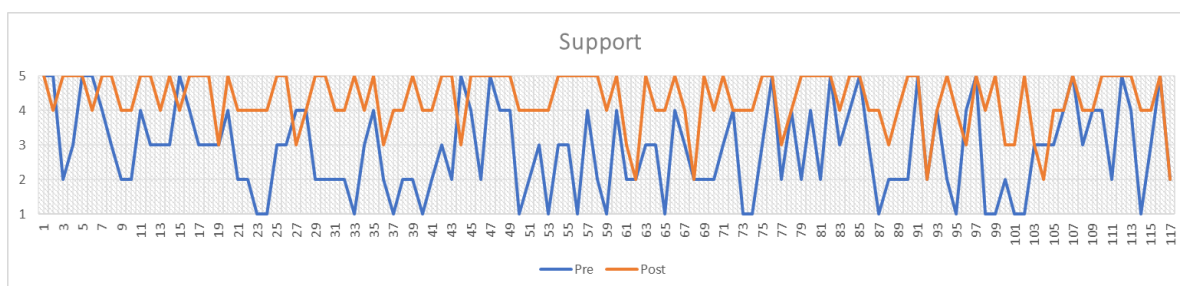Question 6: I recognize what kind of supports undocumented student need

Figure 6 - Support

Figure 6 graph shows overall upward self-perception knowledge shift from the pre- to post-results, and it is similar to the first four graphs. A lot of peaks seemed to start low and dramatically increase. About 15 had no change in response, and about seven participants had their pre- to post-number decreased.
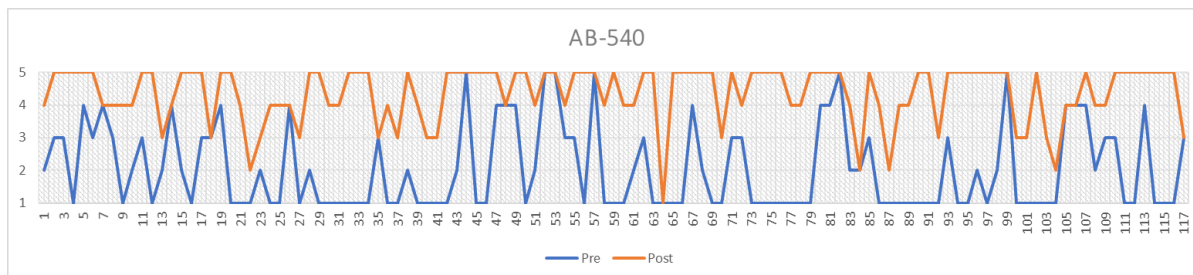
Question 7: I know who an AB 540 Student is

Figure 7 - AB 540

Figure 7 shows overall upward self-perception knowledge shift. Similar to Figure 5-Resources, this graph also has a greater area between the pre- and post-response. About 17 had no change in response, none had pre- to post-number decrease.

Question 8: I understand the unique experience and needs of undocumented students
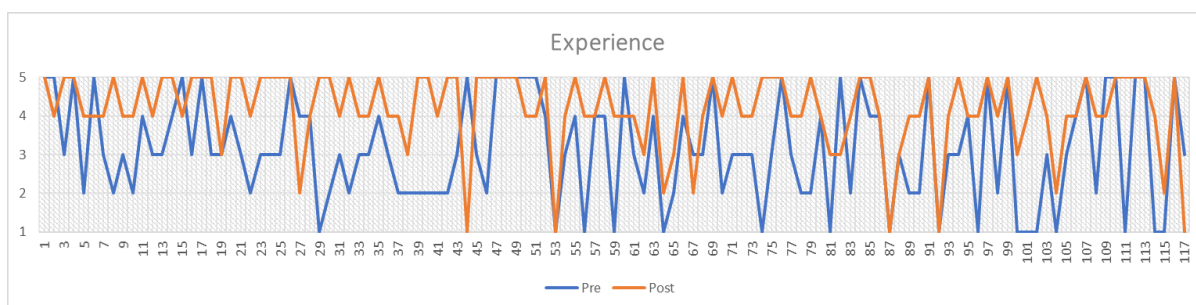

Figure 8 - Experience

Figure 8 shows overall upward self-perception knowledge shift. About 28 had no change in response, and about 12 participants had their pre- to post-number decrease.

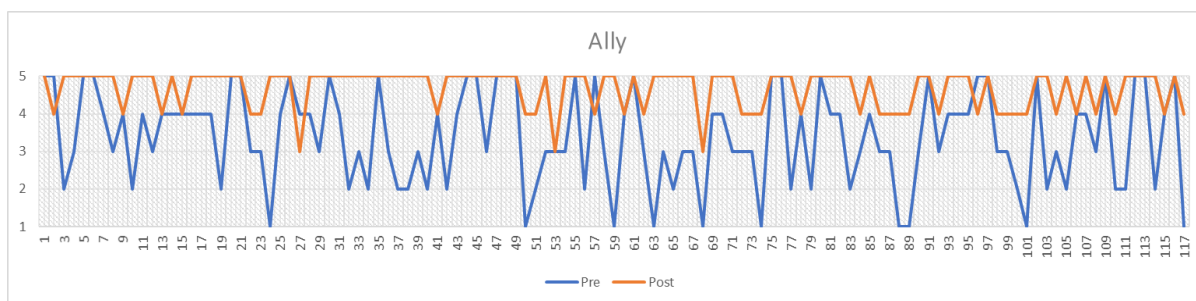Question 9: I am aware of the role and responsibilities of and ally

Figure 9 - Ally

Figure 9 graph shows overall upward self-perception knowledge shift from the pre- to post- results for 79 participants, 34 participants had no change in response, and four had their pre- to post-number decrease.

Question 10: I know the basic premise of privacy and confidentially when dealing with undocumented students
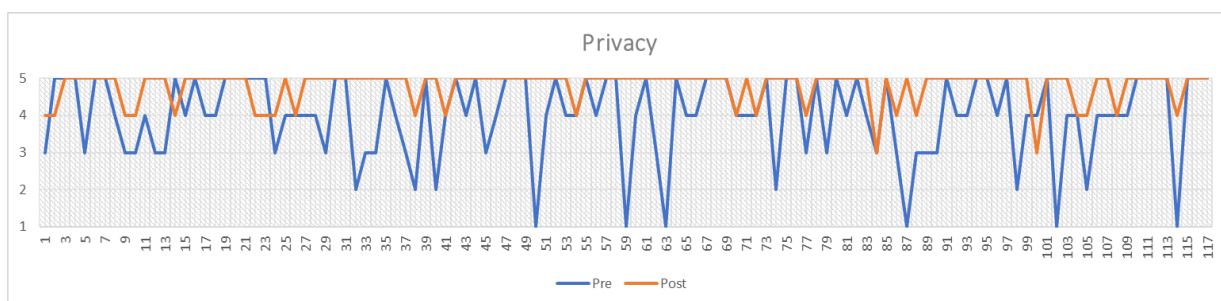

Figure 10 - Privacy

Figure 10 shows overall upward self-perception knowledge shift from the pre- to post- results. About 53 participants had no change in response, and five participants had their pre- to post-number decrease.

Average of whole group

The following graph, Figure 11-Whole Group Average, displays the average comparison between the pre- and post-responses as a whole group. The graph displays the average response to each of the questions. For example, the pre-Who question, the average response of 117 participants was a 3.62, compared to the post-Who of 4.51. The graph shows a significant upward shift for all question responses. AB-540; Resources; and Policy and Ally, show the greatest difference between the pre- and post-averages.
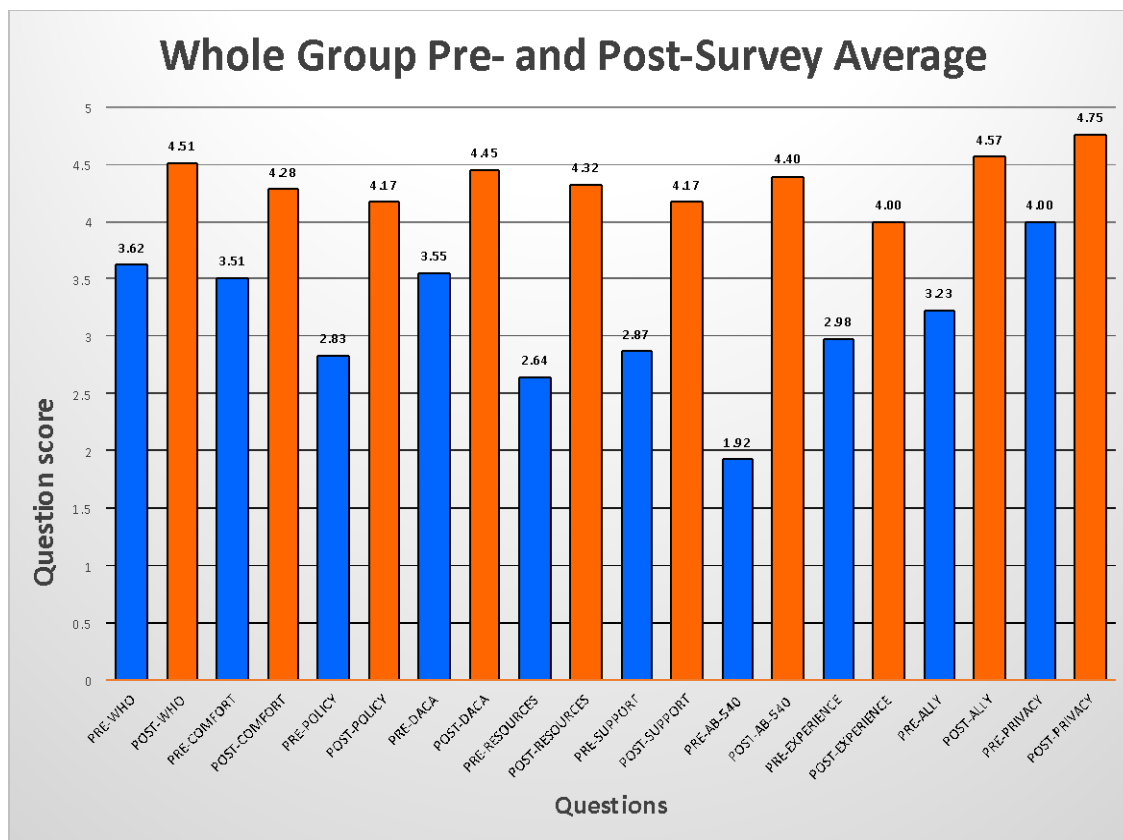
Figure 11 - Whole Group Average[1]

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[1] ANOVA was run and found a significant change between the pre and post-test. The probability was p< 0.001 and the F value of F<110.10

Conclusion

The data from the individual and group pre- to post-responses suggest that the Undocumented Student Ally Training (USAT) does have a significant effect on the participants self-perceived knowledge. This suggests that the USAT is a useful tool to help participants gain useful knowledge that better equips them to serve undocumented students.

Discussion

The data shows that there is a change in self-perceived knowledge from attending a USAT. An array of limitations have come to surface after reflecting on the study. Variation in presenters, participants, time of day and place of delivery, and the lack of demonstrated reliability of the measurement tool. These variations may have had an effect on the overall measurement of knowledge acquisition by the training participants. Having a cohort of presenters brings the limitations of the individual presenter's knowledge, enthusiasm, charisma, and other personal well beings that might affect the delivery.

The presenters' cohort was made up of individuals who are directly and indirectly affected by the circumstances of being undocumented. Moreover, other variations include: experience delivering the training, knowledge of the complex immigration legislation and CSU's policy on undocumented students, comfortability public speaking, and among other individual implications.

Participants' knowledge and experience on immigration may have also had an effect on the self-report survey results. Just as the presenters' cohort, some participants might have been directly affected by immigration policies so their knowledge shift could have been minimal given the high level of knowledge prior to the training.

The time of the day might have contributed to the results because both the presenters and participants might process information differently in accordance to the

time of day. The training was delivered in different classrooms and in two different

institutions. Since the training was delivered in different locations, this might also

affect the learning that is inspired. Both the time and location of training are potential

limitations on the interpretation of the results as it relates to the effectiveness of the

training.

The other important limitation to note are the pre- and post-surveys. The

surveys relied on a Likert scale from 1-5 and this measurement might vary by

participants. Since the surveys relied on self-report, participants might not have been

truthful, overemphasized answers, or self-perceived knowledge not having the same

value. The limitation of the Likert scale is that it hinders on capturing what is actually

learned. It provides a numerical value that is perceived different by every individual,

and this draws the limitation that the measurement varies. The last important limitation

of the surveys are the questions. Since the questions were basic in form and relied on

the Likert scale, the participants did not get to write in their perceived answers. Due to

this, explanations to answers are unknown.

Conclusion

The Undocumented Student Ally Training (USAT) conducted by Scholars Without Borders is greatly needed on campus and sought after by different members of the campus community. This study shows that the training was effective in having a positive impact on their self-perception in terms of their learning. Self-perception studies show that sometimes participants inflate or deflate their perception on what knowledge they have or not acquired through the training (Guskey, 2005; Mahmood, 2016). In order to accurately assess participants' learning a new tool needs to be developed. Hence, if Scholars Without Borders wants to solidify the USAT training they will need to accurately assess participants' acquisition of knowledge. A more powerful follow up to this study would be qualitative interviews which can demonstrate how participants are applying their knowledge obtained from USAT in their place of work, when interacting with students, or in their daily lives.

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Appendices

APPENDIX A - Pre-Training Survey

Code: _____

HSU Undocumented Students Ally Training

PRE-Training Survey

Participant: ☐ Student   ☐ Staff   ☐ Faculty   ☐ other:_____

Instructions: Please answer as accurate as possible.

	Strongly Disagree				Strongly Agree
I know who an undocumented student is	1	2	3	4	5
I feel comfortable talking about my students' immigration status when they bring it up	1	2	3	4	5
I am familiar with contemporary US immigration policy	1	2	3	4	5
I understand what Deferred Action for Childhood Arrivals (DACA) is	1	2	3	4	5
I know how to find resources for undocumented students	1	2	3	4	5
I recognize what kind of support undocumented students need	1	2	3	4	5
I know who a AB 540 Student is	1	2	3	4	5
I understand the unique experience and needs of undocumented students	1	2	3	4	5
I am aware of the role and responsibilities of an ally	1	2	3	4	5
I know the basic premise of privacy and confidentiality when dealing with undocumented students	1	2	3	4	5

Figure 12 - Pre-Training Survey

APPENDIX B - Post-Training Survey

HSU Undocumented Students Ally Training

POST-Training Survey

Participant: : ☐ Student   ☐ Staff   ☐ Faculty   ☐ other:_____

Instructions: Please answer as accurate as possible.

	Strongly Disagree				Strongly Agree
I know the basic premise of privacy and confidentiality when dealing with undocumented students	1	2	3	4	5
I know how to find resources for undocumented students	1	2	3	4	5
I am familiar with contemporary US immigration policy	1	2	3	4	5
I understand what the Deferred Action for Childhood Arrivals (DACA) is	1	2	3	4	5
I feel comfortable talking about my students' immigration status when they bring it up	1	2	3	4	5
I recognize what kind of support undocumented students need	1	2	3	4	5
I know who an undocumented student is	1	2	3	4	5
I understand the unique experience and needs of undocumented students	1	2	3	4	5
I am aware of the role and responsibilities of an ally	1	2	3	4	5
I know who a AB 540 Student is	1	2	3	4	5

Comments:

Figure 13 - Post-Training Survey

APPENDIX C - Trauma and Loss Ice Breaker Activity

Migration: Trauma and loss
Ice Breaker Exercise
HSU Scholars Without Borders
Instructions: Please write on this piece of paper *(you will not share it with anyone)*

Please write your name:

_____

Write the names of few members of your immediate and extended family:

_____

Write the name of special family foods/holidays:

_____

Write the name of a special place growing up:

_____

Write the name of your best friend(s) growing-up

_____

Write the name of your elementary school

_____

Write the name of where you were born:

_____

Figure 14 - Trauma and Loss Ice Breaker Activity Form

APPENDIX D - Ally Contract/Placard

ALLY CONTRACT - UNDOCUMENTED STUDENTS ALLY TRAINING

I agree to the following:

I will respect undocumented students' Right To Privacy and their ability to have their own voice.

I will refer students when appropriate to the proper individuals or resources that are known to me.

I will display my undocumented students ally decal in a visible place.

As an Undocumented Students Ally, I will do the following:

I,_____ hereby have permission to do my best when I encounter someone who is different from me.

It is acceptable that I do not know every resource or immigration policy. It is also acceptable that my lack of knowledge shows.

I will seek information to assist as much as possible and I will never advise students to compromise their status.

I have permission to ask questions and to be honest about my feelings. I have permission to struggle with these issues and be honest in my self-exploration.

I am committed to educate others and myself about the discrimination in all its forms, and to confront these prejudices in others.

I am committed to work towards providing a SAFE, CONFIDENTIAL, and RESPECTFUL classroom or office space for undocumented students.

I am committed to treat everyone with dignity and respect, as we are all human beings.

Name   **Signature**   **Date**

Figure 15 - Ally Contract/Placard

APPENDIX E – Undocumented Student Ally Training PowerPoint Presentation

Welcome and Introductions

Ice Breaker Exercise

Loss and Trauma

Training Evaluation Overview

Pre-survey

What kind of space do we want?

Who is an undocumented student?

Definition

- A person who was born somewhere other than US and lacks legal documentation for residing in the US
- A person who overstays their Visa (work, school, etc.)
- A person who was brought to the US as a young child without proper documentations

NOTE: Not all undocumented individuals are from Mexico or South American countries.

"I" vs. Undocumented

- What is an Undocumented person?

- Why Can't I use the "I" word?

- Why Can't they just fix their status?

- Drop the "I" Word Campaign

Legislation

Statewide & Nationwide

Assembly Bill 540 & 2000

- AB 540 signed into law in October 2001
    - ○ Exemption from non-resident tuition by elementary, secondary or high school attendance of 3 years
    - ○ Must file affidavit stating filer will apply for legal residency as soon as possible
    - ○ Must not hold non-immigrant visa (student, work, etc.)
    - ○ Must register/be enrolled in higher education (CSU)

- AB 2000 passed in 2014 as an extension of AB-540.
    - ○ Students who graduated early must have attended CA elementary or secondary school for 3 years

Handout: AB 540 Affidavit

CA Dream Act Application

- **AB 130:** Effective January 1, 2012. Allows eligible AB 540 students to apply for and receive scholarships at California public colleges and universities derived from non-state funds.
- **AB 131:** Effective January 1, 2013. Allows eligible AB 540 student to apply for and receive financial aid at California public colleges and universities partially derived from state funds beginning in the Spring 2013 semester.
  - Cal Grant, Chafee Grant, Middle Class Scholarship
  - UC Grants, State University Grants
  - California Community College (CCC) BOG Fee Waiver
  - EOP/EOPS
  - Some University scholarships
  - Some private scholarships administered by campuses
- Undocumented students are **NOT** eligible for federal aid.

CA Dream Act Application cont'd

- Funds for the Competitive Cal Grants A and B will not be made available to Undocumented students until after all other California students have received their aid.

NOTE: CA Dream Act Application is not related to the federal Dream Act.

14

DACA: Deferred Action for Childhood Arrivals (2012)

- **Requirements:**
  - Were under the age of 31 as of June 15, 2012
  - Came to the United States before reaching your 16th birthday
  - Are currently in school, have graduated or obtained a certificate of completion from high school
  - Have **NOT** been convicted of a felony, significant misdemeanor,or three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

15

DACA UPDATE: February 26, 2018

- Supreme Court declined to hear Trump's bid on immediately rescinding DACA
- Renewals are still being accepted, fee of $495 for two years
  - Closest USCIS biometrics office is in Santa Rosa
- **NO** first time applications

What does this mean for DACA recipient?

16

Handouts: Work Permit and Social Security Card

17

Dream Act: Development, Relief, and Education for Alien Minors Act

- 2001- The DREAM Act is introduced for the first time to the 107th congress as H.R. 1918 and S.1291 in the House of Representatives and Senate respectively

- 2002-2006- The republican party had control of congress, an due to their big opposition to the legislation, the bill was turned down every time it was introduced.

- 2010-The latest version of the bill was introduced On December, 2010, when the DREAM Act was brought up and passed in the House by a vote of 216-198 (H.R. 5281). However, when it reached the Senate on December 18, 2010, it fell five votes short of cloture, receiving 55 for and 41 against.

TPS: Temporary Protected Status

- Individuals who are granted TPS by the Department of Homeland Security (DHS) receive **two** main benefits:
  - A reprieve from deportation and an authorization to work.
  - TPS holders may also apply for special permission to travel internationally and return to the United States.
- TPS does not confer permanent residency, citizenship, or any right to ongoing immigration status.

TPS continued...

Country	Most Recent Designation Date	Secretary's Decision Due	Expiration Date
Sudan	5/3/2013	N/A	11/2/2018
Nicaragua	1/5/1999	N/A	1/5/2019
Haiti	7/23/2011	N/A	7/22/2019
El Salvador	3/9/2001	N/A	9/9/2019
Syria	8/1/2016	8/1/2019	9/30/2019
Nepal	6/24/2015	4/25/2018	6/24/2018
Honduras	1/5/1999	5/6/2018	7/5/2018
Yemen	3/4/2017	7/5/2018	9/3/2018
Somalia	9/18/2012	7/19/2018	9/17/2018
South Sudan	5/3/2016	3/3/2019	5/2/2019

Active Ally
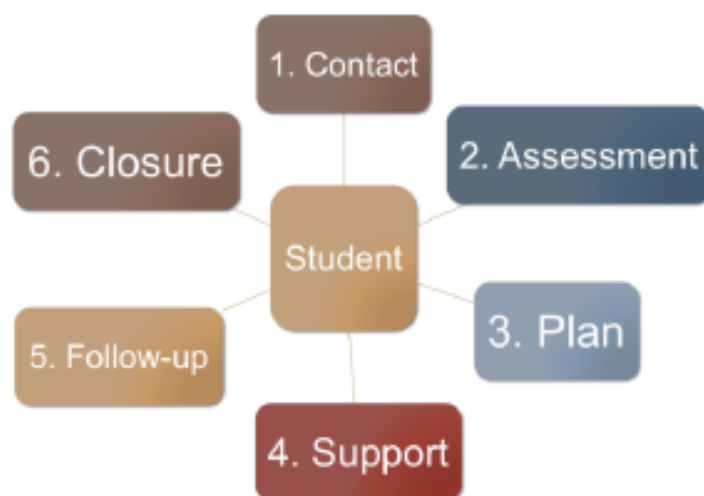
What does it mean?

What is an Active Ally?

- Coming Out Process & Support
- Do's & Don'ts
- Process of Becoming an Ally
- Undocumented Student All Trainings
  - Beginners
  - Intermediate
  - Advance
- Signing the Contract (basic training)
- Decal (pass at advanced training)

Role Play

Supporting Undocumented Students

Collateral Support Model

Support model explanations

1. **Contact**: opportunity to begin building a close relationship with the current or incoming student.
2. **Assessment:** figuring out the student's need, resource, or support sought.
3. **Plan**: identifying which program/project/department or specific individual or student group is needed to assist.
4. **Support:** Critical step where we want to be available to support the student and you.
5. **Follow-up:** After we support the student, please verify that the students received what they were looking for.
6. **Closure-** Document your experience for your project/program.

Policies at HSU

- Tuition (2017-2018)
  - $7,492 (every semester)
  - $29,968 (8 semesters)

- Out of State:
$32,290
Housing: (in-state Rates)
Room + Meal Plan Rates (2015-2016)
 $12,114 (for incoming Freshmen)
Room Only (No Meal Plan)
$6,030 (Double Occupancy)

HSU Programs

Scholars Without Borders (Since April 2017)
F.R.E.E. efforts on campus:
  AB 540 Task force (2013)
  Scholarships
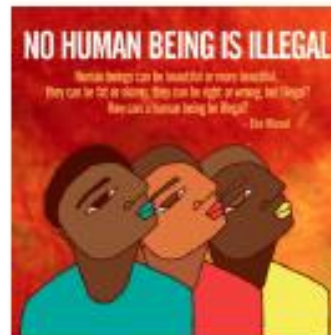 DACA Workshops and legal clinics
  UndocuWeek (2013, 2015)
- Latinx Academic Center of Excellence
- EOP
- INRSEP
- RAMP
- Multicultural Center
- Office of Diversity, Equity, and Inclusion

Group Discussion

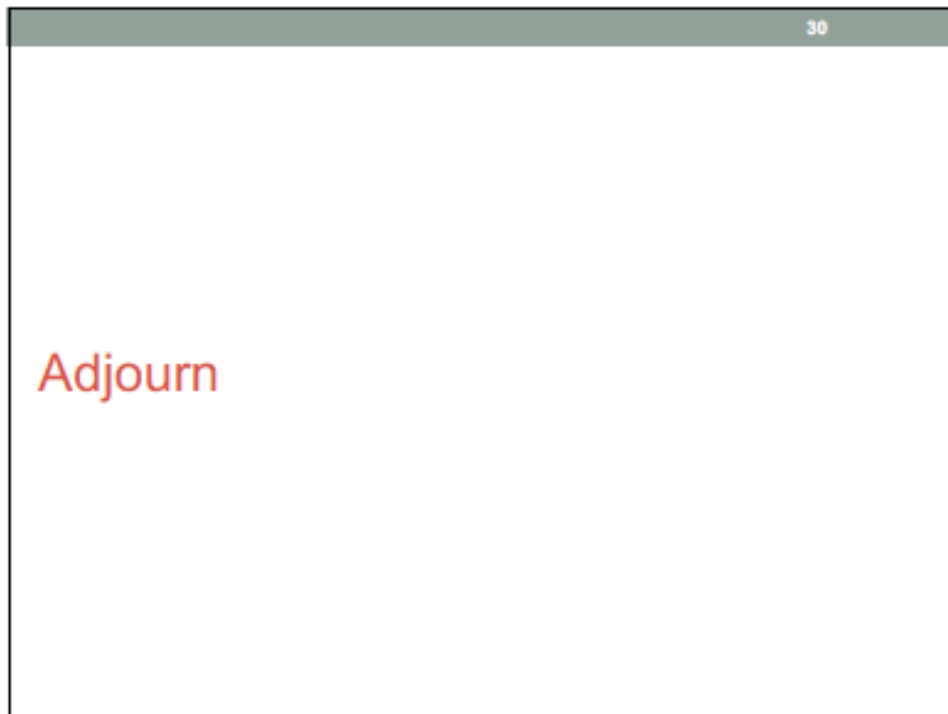**What I can do right now to support undocumented students in my major/program/job?**

Figure 16 - Undocumented Student Ally Training PowerPoint Presentation