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A DREAM IN LIMBO: THE CHALLENGES AMONG
UNDOCUMENTED LATINO COLLEGE STUDENTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Liset Salcedo
Aleena Maria Vargas
June 2013

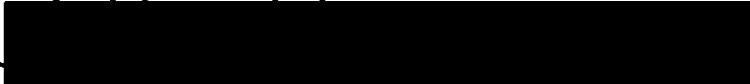
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Approved by:


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ABSTRACT

The purpose of this study was to examine the proposed DREAM Act legislation and gain an awareness into the challenges among undocumented Latino college students. A post-positivist methodology was used to qualitatively collect data that would identify the unique challenges of being an undocumented Latino college student. The researchers implemented a post positivist approach by interviewing eight undocumented Latino college students. Research results indicated that undocumented Latino college students remain hopeful and motivated, despite their challenges and uncertainties. Research results also indicate how social workers can better serve undocumented Latino students on a personal and a legislative level. This study recommends that future researchers study various subcultures within the Latino community for a more complete understanding of this population.

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I would like to thank Dr. Tom Davis, my advisor, for advising me throughout this project, for making me laugh during stressful times, and for providing me with much needed encouragement and guidance. I would also like to thank my family and friends for their unwavering support and patience with me as locked myself away in order to complete this research. I honestly do not think I could have done any of this without any of you. Your belief in me is what pushed me over the finish line. To my wonderful cohort, I cannot even imagine what the last two years would have been like without the mutual support. Our experiences together have produced a wonderful bond and I would like to thank you all from the bottom of my heart. Finally, I would like to thank my research partner, Liset Salcedo. It was a pleasure sharing this project with someone who is equally invested in fighting for social justice for all. I could not have asked for a better research partner.

Aleena Vargas

I would like to thank my parents for always instilling the importance of education in my life and for constantly pushing me to attain something greater. To my

family and friends, thank you for your understanding during this time. Your constant words of encouragement and support have truly made all the difference. This research project would have not been possible without the support of my advisor Dr. Tom Davis. Dr. Davis, thank you for your guidance and encouragement during this process and of course for all the laughs that got me through those particularly tough days. Aleena Vargas, I am grateful to have gotten to share this research project with you. I truly admire your passion in the fight for equality and social justice. Finally, I would like to thank my cohort for being a constant source of support throughout my MSW program. I was lucky to have been part of the "best cohort ever."

Liset Salcedo

DEDICATION

This research project is dedicated to all of the undocumented Latino college students (DREAMers) who are seeking justice and equality.

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CHAPTER ONE

ASSESSMENT

Introduction

The purpose of this research project was to gain insight into the challenges of undocumented Latino college students. Undocumented college students are foreign nationals who illegally arrived in the United States and continue to reside in the United States without legal documentation (Albrecht, 2007). This chapter highlights the post positivist paradigm that will be applied to this study. Essential elements of the paradigm are addressed, as well as the rationale behind choosing the post positivist paradigm. Collected literature on the experiences of undocumented Latino students and their challenges are also discussed. Overall, this chapter will sum up the potential contributions of this study using micro and macro social work practices.

Research Focus

The objective of the study was to ascertain the challenges among undocumented Latino college students. This research project seeks to understand the challenges,

struggles, and strengths within undocumented Latino college students.

Paradigm and Rationale for Chosen Paradigm

The post positivist approach was used in completing the research project. Post positivism takes an inductive approach to research (Morris, 2006). When using the post positivist approach, the study begins with a problem focus, and as the focus develops, a more thorough understanding of the issue will reveal itself with continued engagement of the study participants.

Qualitative data is implemented in post positivism. Qualitative data allows for the data to be captured in language (Morris, 2006). The research focus of undocumented Latino students will require in depth interviews in order to fully understand the students' experience. Data collection using qualitative measures will be able to better capture the complexities of the lives of undocumented students.

Post positivism provides a flexible research paradigm. The study is allowed to fluctuate if information from key informants and the study participants deem such a fluctuation necessary.

Literature Review

Undocumented Latino students continue to be an understudied group (Garcia & Tierney, 2011). Undocumented college students are foreign nationals who illegally arrived in the United States, most commonly with their parents, and continue to reside in the United States without legal documentation (Albrecht, 2007). Although literature exists on the experiences of Latino students, there is a lack of literature that examines the complexities and unique experiences of undocumented Latino students (Perez-Huber, 2010b). The undocumented status of Latino students continues to be an ongoing political debate in America. Many of these undocumented Latino students have lived a majority of their lives in the United States and in some instances, these students do not learn about their undocumented status until they enter their college years (Garcia & Tierney, 2011). According to Seif (2004), "Since the 1970 s, proponents of immigration restriction have attempted to use the unauthorized federal status of undocumented immigrants to deny their belonging at the state and local levels, where public schooling takes place" (p. 218). In 1982 the supreme court heard Plyler v. Doe. As a result, the

Supreme Court held that it was illegal for a state to deny school-aged undocumented students the right to a free education (Badger & Yale-Loehr, 2002).

Unfortunately, equal access to education ends as soon as students graduate from high school. This makes it impossible for thousands of college-eligible undocumented Latino students to pursue higher education because of their legal status, federal law, and limited financial resources (Perez, Cortes, Ramos & Coronado, 2010).

The Development, Relief, and Education for Alien Minors Act (DREAM Act) was first introduced in the Senate in 2001. The DREAM Act is intended to provide a path toward legal U.S. residency for undocumented youth if they meet educational or militarily criteria (Anguiano, 2011). If the DREAM Act is signed into law, many undocumented Latino students will benefit from its passage. Exploring the DREAM Act is one of the methods used to examine the challenges of undocumented Latino college students. Supporters of the DREAM Act argue that undocumented Latino students were brought to this country at a very young age and should not be held responsible for a decision they had little to no control over. Most undocumented Latino students have spent most of their

lives in the United States and have few, if any, ties to their home country. Supporters argue that such circumstances calls for humanitarian relief in the form of legal permanent residency status (Bruno, 2012). The most current draft of the DREAM Act states that undocumented students are required to complete at least two years of college or serve two years in the United States military; must have lived in the United states for at least five years; have good moral character; be between 12-29 years old at the time of enactment; and have no criminal record (Anguiano, 2011). The military option replaced a community service provision included in earlier versions of the DREAM Act (Zimmerman, 2011). The military option was added as an effort to increase bipartisan support (Zimmerman, 2010). However, many people have criticized the military option by expressing that it is being used to pressure undocumented students to join the military (2010). After the DREAM Act was reintroduced with the military option, many advocacy groups expressed their concern. VAMOS Unidos Youth, a nonprofit organization in the Bronx, New York withdrew their support of the DREAM Act and they stated that the DREAM Act was, "a de facto military draft, forcing

undocumented youth to fight in unjust wars in exchange for the recognition as human beings" (Zimmerman, 2011, p. 15). Unfortunately, due to the polarizing political climate, the DREAM Act has not garnered enough votes to pass. The DREAM Act was last voted by the Senate in 2010, but it failed to pass on a 55-41 vote (Bruno, 2012).

In recent years some states have taken a very hostile approach to undocumented Latino students. The states and people who oppose the passage of the DREAM Act claim that granting legal status to undocumented students is a burden to taxpayers, unfair, and sends the signal that one can be rewarded for breaking the law (Bruno, 2010). Opponents of the DREAM Act believe it is the responsibility of the parents and the home country of the undocumented students to pay for their education expenses (Bruno, 2012). According to Olivás (2009):

The Missouri Senate Committee on Pensions, Veterans' Affairs, and General Laws heard testimony on March 14, 2007, on five proposed bills, including one to ban all undocumented students from public institutions (HB 269). In August 2007, Virginia legislators introduced a similar bill. In 2008, South Carolina became the first state to enact a

statute barring these students from attending state institutions, and Alabama's higher education board acted through regulation to do the same. (p. 408)

Connecticut's Republican Governor M. Jodi Rell vetoed a bill that would have granted in-state tuition to undocumented students. Governor Rell stated he did so because,

I understand these students are not responsible for their undocumented status, having come to the United States with their parents. The fact remains, however, that these students and their parents are here illegally and neither sympathy nor good intentions can ameliorate that fact. (Horwedel, 2007, p. 16)

Arizona has also passed Proposition 300 by a margin of 71.4 percent that denied in-state tuition and financial aid to undocumented students attending public colleges in the state (Horwedel, 2007). Alabama, Alaska, Florida, Mississippi and North Carolina have all sought to pass legislation denying undocumented students in-state tuition benefits (Horwedel, Asquith, & Diverse, 2006). Not offering in-state tuition rates to undocumented students places a grand burden upon them. Often times in-state

tuition is as much as 75 percent cheaper than out-of-state tuition (Horwedel, Asquith, & Diverse, 2006). Fortunately, not all states have taken such a hard stance on undocumented students. California, Illinois, Kansas, New Mexico, New York, Oklahoma, Texas, Utah and Washington have passed laws to provide instate tuition benefits to undocumented students but undocumented students in many of these states continue to be ineligible to apply for federal aid and/or grants (Horwedel, Asquith, & Diverse, 2006). However, in 2011, Governor Jerry Brown of California passed the "California DREAM Act," known as AB 130 and AB 131. AB 130 allows for undocumented students who qualify for in state tuition to apply for private funded aid only, while the second part of the bill, AB 131 allows undocumented students to apply for publicly funded financial aid (Gerhart, 2011). These bills do not give undocumented students a path to citizenship, but it allows for undocumented students to apply for financial assistance.

Sadly, most states do not have laws that serve undocumented students. Even in states with in state tuition, due to the fact that they are ineligible to receive financial aid, many undocumented Latino students

have a difficult time affording college. According to Perez-Huber, Malagon, and Solorzano (2009), every student they interviewed expressed that their biggest concerns were related to financial aid and the legal employment needed to pay for their education. Unfortunately, there are many barriers to education that undocumented Latino students are faced with. Perez, Espinoza, Cortes, Ramos & Coronado (2010) explain the barriers of undocumented students by stating,

Not only do these students endure the same stressors and risk factors as other Latino and immigrant youth, they also face constant institutional and societal exclusion and rejection due to their undocumented status. They are not eligible for most scholarships, do not qualify for any form of government sponsored financial assistance, are not eligible to apply for a driver's license, are legally barred from formal employment, and may be deported at any time. (p. 150)

Latino students were also concerned with how their undocumented status would affect career opportunities after they completed school. Having spent most of their lives in the United States, undocumented Latino students

share the internalized US value that upward mobility, economic rewards, and stability are gained by those who succeed academically. Undocumented Latino students express a great deal of frustration at being barred from the opportunity to become fully integrated into US society (Abergo, 2006). According to Diaz-Strong et al. (2011), the median household income for Latino families is \$34,300 compared to the median household income of \$50,000 for all families. The household income may be even lower for those families with undocumented status. The low wages in household income can contribute to the difficult challenges that are experienced by undocumented Latino students. As Seif (2004) explains, "Most undocumented working adults labor daily at one or more poorly-paid jobs to which they are barred by federal immigration law yet obtain through the use of false papers or intermediary labor contractors" (p. 219). Undocumented status makes it impossible to obtain work authorization, which can cause undocumented Latino students to stay in bad working conditions because they are fearful of not being able to find another job (Perez, Espinoza, Cortes, Ramos & Coronado, 2010). Most Latino students have to work in order to pay for tuition and

other expenses, 60% of the undocumented Latino students interviewed reported working after school or on the weekends between 16 and 40 hours per week (Perez, Espinoza, Cortes, Ramos & Coronado, 2010). The jobs available to undocumented Latino students are not ideal. As Perez-Huber, Malagon, and Solorzano (2009) explain,

Students' inability to obtain legal status leaves them with no choice but to obtain employment that does not require documentation, which often limits them to jobs in the service sector, where they are not compensated for their education or their skills.

(p. 4)

Accepting jobs that do not require documentation and do not reward education can cause additional stressors and feelings of powerlessness among undocumented Latino college students.

The tuition cost of a four year university could force undocumented Latino students to choose community colleges over four year institutions (Diaz-Strong, Gómez, Luna-Duarte, & Meiners, 2011). Having undocumented Latino students attend community colleges is troublesome because as Perez (2010) explains, literature has consistently asserted that community colleges "cool out" the

aspirations of Latinos, which makes a transfer to a four-year college less likely. Fortunately, some undocumented Latino students may also get financial help from their families. According to Diaz-Strong, Gómez, Luna-Duarte and Meiners (2011), higher education for undocumented students often involves support from their families. Many students are worried and anxious about having their families help them financially, because they feel that they are stretching their families little resources.

Regardless of the opposition, the DREAM Act has inspired profound social movement and activism from undocumented students (Zimmerman, 2011), which includes undocumented Latino students. Undocumented students are no longer remaining silent. Many undocumented Latino students and their supporters have gone on hunger strikes, marched, lobbied, and have held conferences in order to provide awareness of the DREAM Act (Anguiano, 2011). In addition, because of the advancement of social media over the past few years, the movement is continuing to grow and create interest. Many undocumented Latino students grew up being intermediaries and translators for their parents in the English-speaking world. Undocumented

Latino students use these skills to engage in political action. Morales, Herrera, and Murry (2009) found that despite constant challenges, all but two of their undocumented Latino student participants were actively involved in supporting rights of the undocumented at a personal and political level. As one student explained:

I am very actively involved with the DREAM Act. I don't see how it could be any other way, after all I am so dependent on it. I can't just leave it up in the air and hope that it comes true. I need to fight for it. And that is what I am doing. (Morales, Herrera, & Murry, 2009, p. 278)

Undocumented Latino students feel a responsibility to fight for human rights and are gaining a sense of empowerment that comes from exercising the freedoms this country affords to them as undocumented Latino students.

Undocumented Latino college students have played a substantial role in the implementation of the Deferred Action for Childhood Arrivals (DACA) process (Preston, 2012). Undocumented Latino college students directly lobbied President Obama for an executive order that would stop the threat of deportation looming over them (Preston, 2012). DACA was first introduced by the Obama

administration in June 2011, and first DACA applications were accepted on August 15, 2011. An approved DACA application stops the threat of deportation and also allows for a two-year work permit. A valid social security number is also given with the work permit (Nevins, 2012). A valid work permit is an invaluable resource to undocumented Latino college students as they would be able to apply for any jobs without the fear of being rejected due to their residency status. Applicants must reapply for DACA every two years (Nevins, 2012). In California the possession of a social security number enables undocumented Latino college students the ability to attain a drivers license. The requirements for applying for DACA are the same guidelines used for the DREAM Act (Nevins, 2012). As of October 2012, the Department of Homeland Security has received about 180,000 DACA applications, and of those applications, only 4,591 cases have been approved (Jordan, 2012).

The constant rejection, extra barriers, feelings of powerlessness and uncertainty can put undocumented Latino students at risk for depression and other mental health disorders. According to Lopez (2010) undocumented Latino students are exposed to different psychological stressors

than the majority of students. In a study done by Del Pilar (2009), it was reported that 26.9% of Latino students reported a history of depression, compared to only 13.3% of Non-Latino students. However, there was not a meaningful difference for suicidal ideation between the Latino student groups versus the non-Latino student group in the same study. Consequently, these percentages do not differentiate between undocumented and documented students. Regardless of the circumstances, the National Alliance of Mental Illness (NAMI), reports that Latinos in general are at a high risk to develop depression and anxiety (2006). Unfortunately, there is a lack of reliable research regarding the mental health status of undocumented students. In fact, studies regarding the mental health of Latino students are sparse and often contradictory. This could be due to the culturally biased scales, language barriers and/or the reluctance of the Latino culture to provide accurate information, because of fears.

Through personal narratives, one can determine the anxiety experienced by undocumented Latino student. A young woman by the name of Esperanza expressed:

I get scared of applying for scholarships. I still haven't done my internship in broadcasting because I'm scared that whenever I get to go to a radio station, they might ask me for a social security card, and that I won't be able to get a job if I get to get my degree. That's my biggest thing. I do get depressed and I get disappointed that, you know, I am doing all this work, and for me to graduate and not be able to work in the field that I want.

(Perez, Cortes, Ramos & Coronado, 2010)

According to Albrecht (2007), many undocumented Latino students expressed frustration and uncertainty of not having the privilege of taking advantage of various opportunities. Although many undocumented Latino students are overwhelmed with feelings of anxiety and frustration, they are able to cope through the support of teachers, peers, campus support programs, civic engagement and through the support of family members (Enriquez, 2011). Family and community structure is a valuable resource to Latino undocumented students. Most of the information that undocumented Latino students received about applying to college, did not come from school personnel, but rather from family and adults in the community (Perez,

Espinoza, Cortes, Ramos & Coronado, 2010). Perez (2010) stated that familial, peer and school networks were instrumental in the Latino undocumented college choice process. Many undocumented students seek guidance and support from their Latino peers and others who share the same identity or interests (Perez, Espinoza, Cortes, Ramos & Coronado, 2010). Many students often state that they attribute their strong will to achieve their educational dreams to the sacrifices their parents have made to bring them to the United States (Perez, Cortes, Ramos & Coronado, 2010). Parents have a strong influence on their children's educational aspirations. Perez (2010) stated that parents were key in encouraging their undocumented Latina daughters to pursue higher education. Perez, Cortes, Ramos & Coronado, 2010 found:

Immigrant parents articulated high aspirations for their children even though many did not have the opportunity to attend school in their own country and were not able to help their children with academic material or navigating the educational system in the United States. (p. 156)

Parental, familial, and community support are essential to the success of undocumented students.

Many politicians and Americans argue that the economy would suffer if the DREAM Act becomes a law. Proponents express how providing aid to undocumented students would take away resources from documented students and would add to the debt of our economy. However, the North American Integration and Development Center at UCLA (Ojeda, Takash, Castillo, Flores, Monroy, & Sargeant, 2010) concluded that DREAMers are usually extremely educated and have a high earning likelihood, which can result in the addition of much needed revenue to the American economy. This article also estimates how legalizing 2.1 million undocumented students could potentially add 3.6 trillion dollars to the United States economy over the next 40 years. In conclusion, passing the DREAM Act not only promotes social justice, but it promotes the growth of the American economy as well.

Theoretical Orientation

Theoretical orientation refers to the theory that underlies the research project (Morris, 2006). Critical race theory (CRT) and its spinoff movement Latino critical race theory (LatCrit) were used in the research project. Critical race theory is interested in studying

and changing the relationships among race, racism, and power (Delgado & Stefancic, 2001). According to Delgado Bernal (2002), the frameworks of CRT and LatCrit, "...challenges dominant liberal ideas such as colorblindness and meritocracy and show how these ideas operate to disadvantage people of color and further advantage Whites" (Delgado Bernal, 2002, p. 108). The main task of a critical race theorist is to uncover and explore ways in which racial thinking operates (Delgado Bernal, 2002). LatCrit provides a point of view to thoroughly examine the subject. LatCrit examines the experiences that are unique to the Latino community such as immigration status, language, ethnicity, and culture (Perez-Huber, 2010a). According to Perez-Huber (2010a) using critical race theory provides the researchers with the ability to examine how oppression converges with the daily experiences of people of color, which can include undocumented Latino students. Delgado Bernal (2002) explains how CRT and LatCrit can be used to examine education:

CRT and LatCrit in education can be defined as a framework that challenges the dominant discourse on race, gender, and class as it relates to education

by examining how educational theory, policy, and practice subordinate certain racial and ethnic groups. (p. 109)

Overall, critical race theory and Latino critical race theory provided the researchers with the framework needed to examine the subject.

Contribution of Study to Micro and Macro Social Work Practice

According to Perez, Espinoza, Ramos, Coronado, and Cortes (2009), there are 1.8 million undocumented students under the age of 18 living in the United States. The undocumented Latino student population has an increasing need for social workers. The research study will provide valuable knowledge to the field of social work practice. At the micro level the knowledge from the research project will help social workers accurately provide services to the undocumented Latino student population. The research project will provide information of their greatest needs.

At the macro level the research project will bring awareness of the policy issues that affect undocumented college students. The macro level will also provide knowledge of the shared experience that undocumented

Latino college students have in their local community. The information gained from the research project can educate and encourage social workers to support legislation such as the "DREAM Act," which provides a path to citizenship for undocumented college students.

Summary

Chapter one covered the engagement phase of the research project. The post positivist approach was used to understand the challenges of undocumented Latino students. This chapter provided a literature review on challenges of the DREAM Act and the mental health of undocumented students. Some of the major themes found in the literature were legislation, cost constraints, familial support, and mental health issues. This chapter also discussed the theoretical orientations that were used for the project. Overall, the project will potentially contribute to both micro and macro social work practice.

CHAPTER TWO

ENGAGEMENT

Introduction

This chapter addresses the engagement strategies for the research study, as well as the engagement of the key participants and gatekeeper. Self-preparation, diversity issues, ethical issues, political issues, and the role of technology in engagement will also be examined throughout this chapter.

Engagement Strategies for Gatekeepers at Research Site

In social work practice the engagement phase is the initial period in which one becomes oriented with the problem and then begins to communicate with others who are also addressing the issue (Morris, 2006). In terms of research, engagement refers to methods used for gaining entrance to the research setting (Morris, 2006). The post positivist paradigm uses a literature review and qualitative data in the form of interviews in order to develop the research question and to understand the research focus (Morris, 2006).

Engaging the gatekeepers required the researchers to seek out those who have knowledge of the problem. The main gatekeepers for the research project were the undocumented Latino college students. Networking and strong micro skills were used in order to fully engage the gatekeepers. A review of ethics and diversity issues as well as politics was addressed before engaging the gatekeepers.

Self Preparation

Post positivist research requires an intense social engagement between study participants and the researchers. Self preparation needs to be addressed in order to be sensitive to the study participants. An extensive literature review was completed in order to understand what others have said regarding the topic. A literature review also allowed the researchers to become familiar with the topics and issues that are most important to undocumented Latino college students. Becoming familiar with such issues allowed the researchers to prepare themselves to become sensitive to study participants.

Diversity Issues

In order for a post positivist researcher to fully commit to this research paradigm, a high level of engagement is needed for the study participants to be fully engaged and open in the interviews. It is of vast importance for the study participants to address any diversity issues. Differences in appearance, power assumptions, norms of appropriate behavior, and language are key diversity issues that will need to be addressed (Morris, 2006). While many of the study participants came from a Mexican background, this will not be the case for all participants. An awareness of different cultures within the Latino culture was essential in carrying out the research project. A diversity assessment of literature was also conducted in order to gain a better understanding of different cultures.

Overall, the biggest diversity issue in the research project was in the differences of residency status between the undocumented Latino college students and the researchers.

Ethical Issues

According to Morris (in press, p. 11), "Post positivist research requires an intense social involvement for both the participants and the researchers." Since there was such a strong involvement between the researchers and students, all ethical issues were addressed. The research project underwent a human subjects review in order to assess any potential harm to study participants. An informed consent was developed in order for the participant to be fully aware of the research project. The informed consent included the subject of the interviews as well as the length of interviews. Post positivist research requires direct contact with the study participants and because of this, the confidentiality and anonymity of the study participants was addressed in the informed consent.

Political Issues

The political issues regarding the post positivist approach relates to the idea that the positivist view allows for the researcher to have more power than the participant (Morris, 2006). Post positivist researchers engage in an intense social engagement with the study

participants, which implies a partnership between the two (Morris, 2006). However, the researcher in post positivism does retain a certain degree of power over the study participant because he or she chooses what data will be collected and how the data will be used (Morris, 2006). In order to address the issue of influencing the research project with personal values, the participants were viewed as a source of data and not project collaborators (Morris, 2006).

The Role of Technology in Engagement

Technology played a vital role in the engagement phase of the research project. In an effort to start building a foundation of trust and commitment, email and phone contact was used in the initial stages of engagement.

Summary

Self-preparation and tactics for engaging the research sites, gatekeepers, and participants were addressed in this chapter. Diversity, ethical, political issues were highlighted, as well as discussing possible risk factors. The use of modern technology as supplemental tools was also addressed in this chapter.

CHAPTER THREE

IMPLEMENTATION

Introduction

This chapter covers where and with whom the research project took place, how the data was gathered, recorded, and analyzed. This chapter also highlights how the findings were communicated. Suggestions for termination, follow up, and a dissemination plan will conclude this chapter.

Research Site

Since undocumented Latino students are not an easily accessible population, and due to the fact that many undocumented Latino students may be hidden in various colleges because of their lack of documentation, a specific study site will not be used. The participants were put at ease by meeting the researchers at locations they deemed as comfortable. Support groups for undocumented students and conferences associated with the DREAM Act were locations used to conduct interviews.

Study Participants

Study participants were interviewed throughout the southern California region. The participants were between the ages of nineteen to late twenties. The participants interviewed were undocumented Latino students who will benefit from the passage of the DREAM Act.

Selection of Participants

The objective of this study was to ascertain the challenges among undocumented Latino college students. The selection of participants were implemented by using the purposive sampling method termed Snowball or Chain Sampling (Morris, 2006). Snowball Sampling is when the participants identify other people that could potentially be an asset in the study. The purpose, timeline, and benefits of the research project were discussed during the initial contact with interested undocumented Latino college students. The prerequisites for joining the study were the following: undocumented status as a college student, the willingness to meet for an interview, and consider yourself a Latino/a. Southern California has a vast amount of undocumented Latino students, and different experiences were gathered by choosing

participants from different colleges and Universities throughout southern California.

Data Gathering

Data was gathered through research and interviews. The aim of interviews in post positivism is to search for regularities and patterns in the data. A post positivist researcher must be knowledgeable about the studied topic and must continually work to keep his or her biases and values from having a grand affect on the research project.

A structured set of questions was taken into each interview. A structured set of questions enabled each participant to have the same or similar interview. Similar interviews are needed in order to find patterns (Morris, 2006). A post positivist researcher has to be able to identify any patterns or regularities found from the interviews. Descriptive, structural, and contrast questions were included in the interviews, in order to identify the patterns and regularities. Descriptive questions can be over arching questions; structured questions seek to expand understanding on a topic; and contrast questions helps to develop criteria for

inclusion or exclusion for a category of information (Morris, 2006).

Phases of Data Collection

In an effort to provide comfort, the interview is divided into phases (Morris, 2006). According to Morris (2006), these phases are engagement, development of focus, maintaining focus and termination. Throughout the engagement phase, the researchers made the participants feel comfortable by allowing the undocumented Latino college students to choose interview locations that they deemed as comfortable. As previously discussed, these locations included support groups for undocumented students and conferences relating to the DREAM Act. Prior to the interviews, the researchers continued promoting a comfort level by releasing a consent form, which asked the participants for their approval to audio record the interview sessions. The release form also explained how aliases would be used to ensure additional privacy. Overall, the researchers understood that participants are more likely to be fully engaged in the study if they feel a sense of comfort.

Using the post positivism paradigm, the development of focus and maintaining the focus (Morris, 2006) are interwoven activities. According to Berg (as cited in Morris, in press), essential, extra, throw away, and probing questions should be used in order to collect complete data. An essential question focuses on the research topic. The researchers in this study asked the essential question, "Are you familiar with the DREAM Act?" Extra questions are comparable to essential questions, but they are worded differently to check on the consistency of the replies. An example of an extra question is, "What is the DREAM Act?" A throw away question is utilized in an effort to build rapport with participants such as, "What is your major?" Lastly, probing questions can be used to encourage participants to elaborate on their responses (Morris, 2006). Although it is suggested that each of these types of questions should be used, they do not have to be used in any particular order.

Termination is the last phase of data collection. During this phase, the researchers provided a general synopsis of the interview and asked the participants if they have any concerns they would like to address.

According to Morris (2006), it is vital that the researchers ease out of the interview, just as the researchers eased into the interview. For instance, additional throw way questions can be used during this phase, and if appropriate, the researchers may use humor to gently end the interview. To conclude this phase of data collection, the researchers provided the participants with the researchers' contact information and clarified to the participants that they are more than welcome to contact the researchers if they have any questions regarding the research.

Data Recording

In order to attain the most accurate recording of the interview, a sound recorder was used. Note taking was not used during the interview, as it may have caused the participant to become uneasy throughout the duration of the interview. Note taking also allows for information to be missed. Study participants were made aware that the interview would be recorded for sound. Video recording was not a viable option because protecting the anonymity of study participants was the utmost importance. Following each interview, the researchers used a journal

to record their thoughts, feelings, and overall reflections of the interview.

Data Analysis Procedures

There will be four steps to analyzing the data: open coding, axial coding, and selective coding. In open coding the narrative text is broken down by themes or categories. In axial coding the previously found themes and categories are grouped by proposed relationships. Selective coding integrates and refines the categories and their dimensions in order to develop a theory (Morris, 2006). There are three different steps needed in selective coding. First, a core category needs to be identified; then a theory will need to be developed and refined; and finally the theory will need to be built (Morris, 2006).

Summary

Chapter three addressed the issues in the implementation phase of the research project. Snowball sampling was used to gather undocumented Latino student participants throughout southern California. Data was gathered through research and interviews. The phases of data collection were thoroughly addressed. This chapter

discussed how the data was recorded through audio recordings and research journals, and then analyzed by using open, axial, and selective coding.

CHAPTER FOUR

RESULTS

Introduction

Chapter four will discuss the analysis and the interpretation of the findings of the data. This chapter will explain how the researchers developed the data using open, axial, and selective coding. After the researchers analyze and interpret the data, they will discuss how they built their theory. This chapter will also examine the limitations and implications of findings for micro and macro practice.

Data Analysis

The researchers utilized the post positivist data analysis. The researchers collected information from their interviews and then analyzed the data. Open coding was used to analyze the data by taking segments of the narrative and breaking it down into themes. The researchers then used axial coding to link themes and categories. In conclusion, selective coding was used to polish the themes and develop a theory (Morris, 2006). The researchers developed raw data by using the categories of people, places, things, and ideas to

initiate the coding method. The raw data is a visualization of the coding process. A breakdown of the raw data is located in Appedix D.

The following tables are the demographics and the core themes found from the researchers. The data from these tables will be interpreted later in the research study.

Table 1. Demographics

Variables	
Gender	
Female	8
Male	0
Nationality	
Mexican	7
El Salvadorian	1
Age	
19	1
20	1
21	3
22	2
27	1

Variables

Age when first arrived to United States

1	1
2	1
3	1
4	1
5	1
7	1
8	2

Grade Level

Undergraduate	6
Graduate	2

Core Themes

Table 2. Family

Family
Participant #4: "My family motivates me because I know a lot of my family in Mexico struggle, and ever since I came here I was told that I am supposed to try to help them financially and get them to a better place" (Participant 4, interview, February, 2013).
Participant #5: "My motivation for going to college is to be a role model for my brothers because I am the first one to go to college" (Participant 5, interview, February, 2013).

Participant #6:

"One of my motivations for going to college is to help my family."

"My parents came here with nothing but their clothes on their backs, and they came here because of me. I was born with a medical condition. My parents could not accept that, so they brought me here for the medical attention. They gave up everything. My dad lost his entire family. My dad has no family here" (Participant 6, interview, February, 2013).

Participant #7:

"If the DREAM Act passes I can help my parents" (Participant 7, interview, February, 2013).

Participant #8:

"My motivation for going to college is that I really want to raise my family with out the same struggles and I want to be able to help my parents" (Participant 8, interview, February, 2013).

Participant #3:

"My parents are always taking specific steps to be careful."

"My parents use to be really overprotective in the sense of me going out and they always wanted to be in control of everything and certain field trips, sometimes they were just cautious of going to them."

"I have been here for almost 17 years and not being able to have a connection with our family in Mexico has always been really hard and you always feel like something is missing from your life."

"I never held it against my parents but it has been a struggle."

"Knowing other individuals are going through the same thing its like a family in that you share a certain experience with them and they understand."

"Leaving Mexico was something that we had to do in order to better our future and it was just a family decision" (Participant 3, interview, February, 2013).

Table 3. Hopeful

Hopeful
<p>Participant #5: "I always remain positive" (Participant 5, interview, February, 2013).</p>
<p>Participant #6: "I handle the uncertainty with a smile on my face." "I have had a good life compared to others. Some people have lost their homes, some peoples families have got deported because of this so I've been lucky considering everything" (Participant 6, interview, February, 2013).</p>
<p>Participant #7: "I want to create non profits that help underserved Latinos or minorities to help them achieve their future life goals" (Participant 7, interview, February, 2013).</p>
<p>Participant #8: "The passage of the DREAM Act would mean opportunities and a lot of hope and acceptance cause I feel like a lot of times that I cant's tell people I am undocumented. A lot of freedom I think and the chance to be able to give to the place that I call my home." "I handle the uncertainty of my status by working hard and keeping hope alive" (Participant 8, interview, February, 2013).</p>
<p>Participant #1: "I would benefit a lot from the DREAM Act as would all the other students that are in the same situation as I am." "It had been tough, but then I started to meet other people that were like me so they helped and gave me hope." "I knew that my mom had friends with kids in my situation and they were going to school so I knew I had a chance." "I did go see a counselor a lot in community college, I think that is when I had a lot more hope because I had a really good counselor that helped me the whole way and she was really supportive and she would outline everything for me and really help me out." "I plan on going to grad school. I plan on getting my license as an MFT and eventually getting my own practice." "Going to college was my only opportunity because I knew that I couldn't work, so the only way that I could better</p>

myself and provide for this country was to go to school" (Participant 1, interview, February, 2013).

Participant #2:

"I always knew what I wanted to do. It didn't matter what obstacles I was going to face. I was still going to go. I wanted a better life for myself and that is why my mom brought me here."

"I never let my status get in the way. I am getting my masters and I am not going to let it stop me"

(Participant 2, interview, February, 2013).

Table 4. Ambiguity

Ambiguity
Participant #4: "Sometimes I have mixed feelings over documented students. I feel like some people take advantage of their opportunities and the privileges that they have, but others do not. It frustrates me because there is so much that documented students can do with those papers and social security number." "Sometimes documented students are ignorant to the fact that people don't have papers and they come from another country" (Participant 4, interview, February, 2013).
Participant #5: "I feel documented students are really lucky, and I feel if they were undocumented they would appreciate what they have" (Participant 5, interview, February, 2013).
Participant #6: "I have hard feelings. I really envy those students and I am really pissed off at students who waste it. There are so many students who have the ability to go to college and who have no excuse not to go to college" (Participant 6, interview, February, 2013).

Participant #7:

"I do have mixed feelings towards people who are undocumented. Especially when they get their money for school and they go and spend it somewhere else"
(Participant 7, interview, February, 2013).

Participant #2:

"I used to get mad at the documented students that didn't take education seriously. I mean you are given everything and you are still not doing anything with your life? You have everything going for you, take advantage of everything that this country can provide. So many documented students still don't take advantage of all the opportunities we pray to have one day" (Participant 2, interview, February, 2013).

Participant #3:

"You would hear your friends say, "oh I am going to use my fin aid to put down a down payment on a car or I bought a car with my fin aid." I always wondered how does that work. Then often hearing these individuals complain about oh I got \$16,000 last year and this year I only got \$10,000, when you only need \$4,000 for school. Those were the only feelings that I would say that at times came off as unappreciated of their circumstances of what they did have."

"How come the individuals around me like are getting this and I know I deserve that but yet I do not have the same opportunities. It did turn into a bit of a depression"
(Participant 3, interview, February, 2013).

Table 5. Support System

Support System
<p>Participant #4: "I don't go to counseling, but I attend support groups and workshops about being undocumented." " I belong to a support group for undocumented students" (Participant 4, interview, February, 2013).</p>
<p>Participant #6: "I go to a support group at my school" (Participant 6, interview, February, 2013).</p>
<p>Participant #7: "I have attended groups for undocumented students" (Participant 7, interview, February, 2013). Participant #8: "I attend a support group on campus and it has been very helpful" (Participant 8, interview, February, 2013).</p>
<p>Participant #5: " I belong to a support group for undocumented students" (Participant 5, interview, February, 2013).</p>
<p>Participant #1: "Every time I was struggling with anything personal she my college counselor would talk it through with me." "Many of my close friends and family are documented and know what I go through so they empathize a lot with me but I don't want to get their pity or their sorry. I want to see them work as hard as we do I guess because they have all the opportunities." "I went to community college first and I meet a lot of people I was involved in a lot of programs and groups I attended the circle project it was for undocumented students and undocumented allies. We would go and talk about everything we go through all of our struggles" (Participant 1, interview, February, 2013).</p>
<p>Participant #2: "I have a great support system. A lot of my friends are undocumented. We were always there for each other. Many of them are activists so they are very well aware of what is going on" (Participant 2, interview, February, 2013).</p>

Participant #3:

"I had to go to the counselor and talk and try to figure out what was the best way to get around my situation."

"Counselors were definitely a great part of my experience in high school."

"And they got to know me and we got attached and they were definitely willing to find out, they didn't have many students going through that at that time but they knew that they eventually would and that it was important and they were invested in my education and would try to find new ways and would take me to colleges and when I would go to those colleges they would actually always set up like a separate person that I could take to."

"So that was always big for me and I am really thankful for them and I am still in contact with them now. They know how I am doing and what I am doing. Sometimes I get invited to go talk and they will bring those students to me. And they will ask if I can talk to them because that student is struggling and they don't know what to do. That relationship that I built with them is permanent know. I hope to do that for individuals in the future."

"Knowing other individuals are going through the same thing its like a family in that you share a certain experience with them and they understand."

"When we shared our experiences we saw a lot of college personnel come out and ask, "well how do we help these students, how do we get them resources?" That helped me to see that people really did care and that people really did want to make a difference and wanted to create change. That is what I feel got me through for the most part."

"I would say that I have always had people that have always been really supportive of me, even down to my neighborhood I grew up in" (Participant 3, interview, February, 2013).

Table 6. Proud

Proud
<p>Participant #6: "I haven't had time to feel ashamed" (Participant 6, interview, February, 2013).</p>
<p>Participant #7: "I never felt ashamed. I kind of feel proud. I don't care if people know that I'm undocumented" (Participant 7, interview, February, 2013).</p>
<p>Participant #5: "When I was younger I used to hide my status, but I let people know I am undocumented now" (Participant 5, interview, February, 2013).</p>
<p>Participant #3: "I never felt any shame about being undocumented and I am proud that my parents came here, where we came from and our history." "I think now I actually wear it as a badge of honor. I am undocumented and I am fine with that. I live a good life, I am productive, I go to school, and I work two jobs. Not many people can say that, I definitely wear it as a badge of honor" (Participant 3, interview, February, 2013).</p>
<p>Participant #2: "When I was in high school I was really ashamed about being undocumented. In high school you really didn't know, you didn't really understand it. You are just learning how it makes you different from other people. But that was just at the beginning, I am over that part now. I feel no shame now" (Participant 2, interview, February, 2013).</p>

Table 7. Fears

Fears
<p>Participant #7: "Going back to Mexico is my biggest fear" (Participant 7, interview, February, 2013).</p>
<p>Participant #5: "My biggest fear about being undocumented is finding a job because you need a social security number" (Participant 5, interview, February, 2013).</p>
<p>Participant #6: "To be honest, fears are something that is with you all of the time. I remember having a breakdown a few months ago. I was with my girlfriend, it was late and we were outside walking and we just got come back from a part and we were walking back to the car and I was scared because she was trashed and a cop car that looked like a cop car, but was not a cop car drove by and it freaked me out because I knew that if I had something on my record that I would be directed to ICE and I did not know what would happen. It's still that fear that something could happen" (Participant 6, interview, February, 2013).</p>
<p>Participant #4: "I never really thought that I was fearful of anything until something that happened recently. An individual basically made a remark towards me and I was afraid of what he would do because he did mention ICE (Immigration Control Enforcement) and he mentioned getting a lawyer and figuring out what he could do in order to make sure that I wasn't in school" (Participant 4, interview, February, 2013).</p>
<p>Participant #3: "The biggest fear is my parents and being separated from them." "My biggest fear now is that my parents are not protected. Just hearing them now as the years have gone by and knowing they are getting tired of it. It is just scary to hear them say "Oh we want to go back." I know I don't want to go back and it's really hard to hear them talk that way, for so long they were optimistic." "I can say that a lot of my fears have been diminished as a result of being protected by deferred action" (Participant #3, interview, February, 2013).</p>

Participant #1:

"Having my dad or my mom be separated from me, that's my biggest fear. I think about that a lot."

"My biggest fear is having to leave the country. Or having my family leave the country."

"There is the fear of getting pulled over because I don't have a drivers license" (Participant 1, interview, February, 2013).

Participant #2:

"I guess my biggest fear is that my status will in certain senses continue to hold me back. I want to go to medical school and I can't go yet" (Participant 2, interview, February, 2013).

Data Interpretation

The core themes discovered by the researchers included family, ambiguity, hopefulness, support systems, pride, and fears. Throughout this chapter, the researchers will review and discuss these core themes.

Family

"Family" is one of the first core themes the study found. This finding might suggest how motivation and loyalty play a significant role when it comes to family. Despite the fact that the researchers did not ask any questions about family, the participants mentioned their families in many of their responses. This core theme was exhibited when participant #4 stated,

My family motivates me because I know a lot of my family in Mexico struggle, and ever since I came here I was told that I am supposed to try to help them financially and get them to a better place.

(participant 4, interview, February 2013)

Another demonstration of this theme was when participant #6 expressed,

One of my motivations for going to college is to help my family...My parents came here with nothing but their clothes on their backs, and they came here because of me. I was born with a medical condition. My parents could not accept that, so they brought me here for the medical attention. They gave up everything. My dad lost his entire family. My dad has no family here. (participant 6, interview, February 2013)

The core theme of "family" was also demonstrated when participant #3 stated, "Leaving Mexico was something that we had to do in order to better our future and it was just a family decision" (participant 3, interview, February 2013). Participant #7 also expressed that her family is a priority by stating, "If the DREAM Act passes, I can help my parents" (participant 7, interview,

February 2013). Generally, most of the undocumented students interviewed were extremely motivated and felt a sense of loyalty to their families because they felt that their families scarified a lot in order for their children to have better lives.

Ambiguity

"Ambiguity" signifies the mixed feelings that undocumented Latino students have towards documented students. The researchers decided on this core theme because many of the undocumented students expressed their feelings of uneasiness towards documented students.

Participant #6 stated,

I have hard feelings. I really envy those students and I am really pissed off, at students who waste it. There are so many students who have the ability to go to college and who have no excuse not to go to college. (participant 6, interview, February 2013)

Another demonstration of this theme is when participant #4 stated,

Sometimes I have mixed feelings over documented students. I feel like some people take advantage of their opportunities and the privileges that they

have, but others do not. It frustrates me because there is so much that documented students can do with those papers and social security number.

(participant 4, interview, February 2013)

Participant #5 also expressed her mixed feelings by stating, "I feel documented students are really lucky, and I feel if they were undocumented they would appreciate what they have" (Participant 5, interview, February, 2013).

Participant #2 explained,

I used to get mad at the documented students that didn't take education seriously. I mean, you are given everything and you are still not doing anything with your life? You have everything going for you; take advantage of everything that this country can provide. So many documented students still don't take advantage of all the opportunities we pray to have one day. (participant 2, interview, 2013)

Overall, many of the study participants emphasized how they believe that documented students should take advantage of the endless possibilities that they are given.

Hopeful

The core theme "Hopeful" was chosen because many participants expressed confident feelings regarding their futures and the possible passage of the DREAM Act. Participant #2 shared her feelings of hopefulness by stating, "I never let my status get in the way. I am getting my masters and I am not going to let it stop me" (participant 2, interview, February 2013). Participant #6 also described feelings of hopefulness by stating, "I have had a good life compared to others. Some people have lost their homes, some peoples families have got deported because of this so I've been lucky considering everything." Participant #8 echoed feelings of hope by stating,

The passage of the DREAM Act would mean opportunities and a lot of hope and acceptance cause I feel like a lot of times that I can't tell people I am undocumented. A lot of freedom I think and the chance to be able to give to the place that I call my home... I handle the uncertainty of my status by working hard and keeping hope alive. (participant 8, interview, February 2013)

Some undocumented students felt hopeful by knowing that they were not alone, as shown by participant #1 stating, "It had been tough, but then I started to meet other people that were like me so they helped and gave me hope" (Participant 1, interview, February, 2013). Because of the obstacles undocumented Latino students face, the researchers were surprised to discover that most of the participants were extremely hopeful and positive, despite the uncertainties that they are currently confronting.

Support System

The study suggests that "support system" is a core theme. Although the researchers did not specifically ask about support systems, the study participants continuously brought up this theme in interviews. This core theme might suggest that support systems work as a way to belong to a unified group for undocumented Latino college students. Participant #4 stated, "I don't go to counseling, but I attend support groups and workshops about being undocumented" (Participant #4, February, 2013). Participant #7 reiterated the same action, "I have attended groups for undocumented students" (Participant #7, interview, February, 2013). Further, participant #8

stated, "I attend a support group on campus and it has been very helpful" (Participant #8, interview, February, 2013). "Support system" as a core theme seems to suggest that the participants view support systems as a means to openly express themselves. Participant #3 voiced this by explaining, "Knowing other individuals are going through the same thing, it's like a family in that you share a certain experience with them and they understand" (Participant 1, interview, February, 2013). Support systems seem to provide the ability for participants to talk openly about the struggles they face as undocumented Latina college students.

Fears

The researchers chose "fears" as a core theme because of the participants' honesty in examining the implications of being an undocumented Latina college student. Being forcefully separated from family was a sentiment shared by a number of participants. Participant #3 stated, "The biggest fear is my parents and being separated from them" (Participant 3, interview, February, 2013). Furthering this concern was participant #1 who stated, "Having my dad or my mom be separated from me,

that's my biggest fear. I think about that a lot"

(Participant 1, interview, February, 2013). "Fears" as a core theme also seems to suggest that undocumented Latina college students deal with a constant threat of immigration enforcement. Participant #6 stated,

To be honest, fears are something that is with you all of the time. I remember having a breakdown a few months ago. I was with my girlfriend, it was late and we were outside walking and we just got back from a party and we were walking back to the car and I was scared because she was trashed and a cop car that looked like a cop car, but was not a cop car drove by and it freaked me out because I knew that if I had something on my record that I would be directed to ICE and I did not know what would happen. It's still that fear that something could happen. (Participant 6, interview, February, 2013)

Participant #4 also expressed,

I never really thought that I was fearful of anything until something that happened recently. An individual basically made a remark towards me and I was afraid of what he would do because he did mention ICE (Immigration Control Enforcement) and he

mentioned getting a lawyer and figuring out what he could do in order to make sure that I wasn't in school. (Participant 4, interview, February, 2013)

Participants also expressed the belief that their undocumented status may impede their future plans. Participant #5 explained, "My biggest fear about being undocumented is finding a job, because you need a social security number" (Participant 5, interview, February, 2013). Also addressing this fear was participant #2, "I guess my biggest fear is that my status will in certain senses continue to hold me back. I want to go to medical school and I can't go yet" (Participant 2, interview, February, 2013). "Fears" seems to suggest that undocumented Latino college students live life with certain worries that the average documented college student will never experience.

Proud

"Proud" as a core theme refers to the idea of participants not being ashamed of their undocumented status. This core theme seems to suggest that there is a process to becoming comfortable with undocumented status. Participant #2 explained,

When I was in high school I was really ashamed about being undocumented. In high school you really didn't know, you didn't really understand it. You are just learning how it makes you different from other people. But that was just at the beginning, I am over that part now. I feel no shame now.

(Participant 2, interview, February, 2013)

Furthering this idea was participant #5, "When I was younger I used to hide my status, but I let people know I am undocumented now" (Participant 5, interview, February, 2013). This core theme possibly means that there is a sense of pride in being "undocumented," once one is comfortable with undocumented status. Participant #3 explained,

I think now I actually wear it as a badge of honor. I am undocumented and I am fine with that. I live a good life, I am productive, I go to school, and I work two jobs. Not many people can say that, I definitely wear it as a badge of honor. (Participant 3, interview, February, 2013)

Participant #7 also expressed, "I never felt ashamed. I kind of feel proud. I don't care if people know that I'm undocumented" (Participant 7, interview, February, 2013).

The core theme of "Proud" is especially important, as it seems to illustrate the resiliency seen in this population. Although there may be instances of frustrations in having to live with the complexities of being an undocumented Latino college student, the study participants stated that they have a sense of who they are, and they believe in the idea that they are not defined by their undocumented status.

As the data was carefully analyzed, the theory was discovered that the participants remain optimistic and motivated, although they face numerous challenges and remain in a state of limbo over the uncertainty surrounding the DREAM Act legislation. This theory suggests that undocumented Latino college students share common feelings of promise and determination. This theory was established by the core themes, "hopeful" and "proud." The researchers identified that a majority of the participants chose to focus on the positive rather than the negative aspects of their college careers. Also, regardless of their undocumented statuses, many of the participants expressed that their families motivated them to remain hopeful and proud. Overall, the researchers were surprised, but admired the fact that a majority of

the participants were able to remain focused on their dreams, even though they are currently living in a state of limbo.

Implications of Findings for Micro and Macro Practice

From a micro practice standpoint, this research study has added to professionals developing a greater understanding of how to work with undocumented Latino college students. The previous literature from a micro perspective has been very limited; however, this research has provided a greater insight into the challenges of undocumented Latino students. The knowledge gained from this research can assist professionals with developing specific and individualized interventions for this particular population.

From a macro practice view, this research study can aid professionals with developing programs to assist undocumented Latino college students. The research study can also aid professionals with backing important immigration reform legislation. Finally, professionals can advocate for the undocumented Latino population by providing education to the public about the benefits of

passing the DREAM Act and other forms of immigration reform.

Summary

Chapter four discussed the steps used to analyze and interpret the data. Charts were used to illustrate the open, axial, and selective coding process. During the coding process, six core themes emerged: family, hopeful, ambiguity, support system, and proud. A discussion of each core theme was completed. This chapter also explained the theory that was built. Lastly, implications of study findings for micro and macro social work practice was addressed.

CHAPTER FIVE

TERMINATION AND FOLLOW UP

Introduction

This chapter explains the researchers plans for ending their relationships with the study participants. This chapter also explains the limitations and how the findings of the study will be communicated. To conclude, the researchers will provide a thorough dissemination plan for the study findings.

Termination of Study

Termination was done at the end of the interview with study participants. A small token of appreciation in the form of a gift card was given to each of the study participants to thank them for their time and honesty. Each study participant was also given a debriefing statement. The debriefing statement included contact information and information on where and how they can view the final research project.

Limitations

Limitations were discovered during and after the research study. One limitation is that the entire study

sample was female. Another limitation was the over sampling of undocumented Mexican students. The researchers understand that not all Latino populations might have similar experiences; however, a majority of undocumented Latino students in southern California are from Mexico.

Time restrictions caused a series of limitations in this study. For instance, the researchers only had a few weeks to gather data, which may be why the sample size is small. The researchers also only had a few weeks to analyze the data. Overall, the study could have been more thorough if the researchers were given more time to conduct their study.

A significant limitation is how all of the students who were interviewed were from undocumented college student support groups. Because of this, all of the study participants were knowledgeable of current legislation and were more self-aware. It would have added to the study if the researchers were able to compare and contrast the challenges and feelings of the students who are aware of current legislation versus the students who are unaware of current legislation. Finally, the researchers should have followed up by asking the

participants about the emotional process of discovering that they were undocumented, and the researchers should have inquired about what the students would do if the DREAM Act does not pass.

Communicating Findings to Study Site and Study Participants

The California State University, San Bernardino will have a copy of the completed research project in their library that will be available for check out. A poster board outlining the findings of the research will be presented to students and faculty at California State University San Bernardino. Study participants will also be asked whether they would like to be contacted at the completion of the research project. A PowerPoint presentation will be emailed to the participants who would like to be contacted.

Ongoing Relationship with Study Participants

Follow up with the study participants is not anticipated. However, follow up will be made at the study participants' request.

Dissemination Plan

Since both of the researchers for this study have a vested interest in the DREAM Act and the overall well being of undocumented Latino college students, the researchers will demonstrate the social work core values of service and social justice by addressing this social problem by seeking social change on behalf of undocumented Latino students. The researchers will continue to disseminate their findings through contacting various media outlets and by presenting their findings to state legislatures. Reporting the findings to the people who influence the public, as well as the people who have the authority to pass laws can promote the change that the undocumented Latino college students have been pursuing.

Summary

Chapter five discussed the issues in the termination stage of the study. The researchers addressed how termination took place at the end of the interview, with the addition of a small gift and debriefing statement. The limitations of research study were thoroughly discussed. The researchers plan for

communicating study findings to participants was reviewed. This chapter also explained that any ongoing relationship between the researchers and study participants is not anticipated. In conclusion, a dissemination plan for study findings was discussed.

APPENDIX A
QUESTIONNAIRE

Questions Proposed to Undocumented Latino Students

- 1) What nationality are you and how old are you?
- 2) Are you familiar with the DREAM Act?
- 3) What is the DREAM Act?
- 4) What is your major?
- 5) Why do you think the DREAM Act has not passed so far?
- 6) Do you think the DREAM Act will become law?
- 7) Did you ever think that your undocumented status would stop you from attending college?
- 8) At what age did you arrive to the U.S.?
- 9) Did you ever think that your undocumented status would stop you from attending college?
- 10) Do you avoid any people or places because of your undocumented status?
- 11) How did you find out about your undocumented status?
- 12) What would the passage of the DREAM Act mean to you?
- 13) What are some of your biggest fears about being undocumented?
- 14) What is your motivation for going to college?
- 15) How do you handle the uncertainty of your status?
- 16) Have you sought any type of counseling while in college?
- 17) Do you attend any support groups for undocumented students?
- 18) Do you have mixed feelings toward documented students?
- 19) Have you ever felt ashamed because of your undocumented status?
- 20) What are your plans after you graduate from college?

Developed by Liset Salcedo & Aleena Vargas

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are being asked to participate is designed to investigate the challenges among undocumented Latino college students. This study is being conducted by Liset Salcedo and Aleena Vargas under the supervision of Dr. Tom Davis, Professor at California State University, San Bernardino.

In this study you will be asked to participate in an interview, which will ask you a series of questions about the challenges and obstacles you have faced as an undocumented Latino college student. With your permission, this interview will be audio recorded. Once the study is complete, the audio recording of the interview will be destroyed. The interview should take about 45 to 60 minutes to complete. All of the information you provide during the interview will be kept strictly confidential. Your name will not appear within the report. There are no foreseeable risks of participating in this study.

Your participation in this study is completely voluntary. You are free to decline to answer any question or withdraw from the study at any time. Participation in this study will contribute to social work research. Your responses will help create a better understanding of the obstacles and challenges faced by undocumented Latino college students.

If you have any questions or concerns about this study, please feel free to contact Tom Davis at 909-537-3839.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age

Place check mark here

Today's Date _____

APPENDIX C
DEBRIEFING STATEMENT

Debriefing Statement

Thank you for your participation in this research study. The study you have just completed sought to investigate the challenges and obstacles you have faced as an undocumented Latino college student.

If you have any questions about the study, please feel free to contact Professor Tom Davis at 909-537-3839. If you would like to obtain a copy of this study, please refer to the California State University, San Bernardino, John M. Pfau Library after September 2013.

APPENDIX D

RAW DATA

Figure 1

People
<p>Participant #1:</p> <p>"I would benefit a lot from the DREAM Act as would all the other students that are in the same situation as I am."</p> <p>"From the political stand point I don't think that the average American thinks that it is as important as it should be. I don't think the DREAM Act has as much support from Americans that are not undocumented."</p> <p>"In high school when I went to go talk to my counselor and I told her, my situation she was unsure, I am guessing she had never talked to a student in my situation. She wasn't trained so she in a way tried to kill all my hopes. She told me I was not going to do anything with my life because I will not really have any opportunities."</p> <p>"It had been tough, but then I started to meet other people that were like me so they helped and gave me hope."</p> <p>"I knew that my mom had friends with kids in my situation and they were going to school so I knew I had a chance."</p> <p>"I did go see a counselor a lot in community college, I think that is when I had a lot more hope because I had a really good counselor that helped me the whole way and she was really supportive and she would outline everything for me and really help me out."</p> <p>"Having my dad or my mom be separated from me, that's my biggest fear. I think about that a lot."</p> <p>"Every time I was struggling with anything personal my college counselor could talk it through with me."</p> <p>"Many of my close friends and family are documented and know what I go through so they empathize a lot with me but I don't want to get their pity or their sorry. I want to see them work as hard as we do I guess because they have all the opportunities."</p> <p>"I guess talking about being undocumented is just something that I just need to grow comfortable with and to share with my friends. I really look up to the people that do feel comfortable with being undocumented because I feel like it is empowering. I just don't know how to get to that point yet" (Participant 1, interview, February, 2013).</p>
<p>Participant #2:</p> <p>"It is giving millions of productive people the path to citizenship. It is intended for people that came here when they were children. We had no say in coming here or even knowing that we were breaking laws."</p> <p>"Republicans are not going to let it pass that easily. There is a lot of legislation that goes with it and to many republicans that will stop it. It passed the house it couldn't clear the senate. Republicans are not going to make it as easy as it should be."</p> <p>"My mom didn't know English so I was also the translator so I was very aware</p>

of all that was going on.”

“I have a great support system. A lot of my friends are undocumented. We were always there for each other. Many of them are activists so they are very well aware of what is going on.”

“I used to get mad at the documented students that didn’t take education seriously. I mean you are given everything and you are still not doing anything with your life? You have everything going for you, take advantage of everything that this country can provide. So many documented students still don’t take advantage of all the opportunities we pray to have one day”(Participant 2, interview, February, 2013).

Participant #3:

“I had to go to the counselor and talk and try to figure out what was the best way to get around my situation.”

“My parents are always taking specific steps to be careful.”

“My parents use to be really overprotective in the sense of me going out and they always wanted to be in control of everything and certain field trips, sometimes they were just cautious of going to them.”

“Counselors were definitely a great part of my experience in high school.”

“And the got to know me and we got attached and they were definitely willing to find out, they didn’t have many students going through that at that time but they knew that they eventually would and that it was important and they were invested in my education and would try to find new ways and would take me to colleges and when I would go to those colleges they would actually always set up like a separate person that I could take to.”

“So that was always big for me and I am really thankful for them and I am still in contact with them now. They know how I am doing and what I am doing. Sometimes I get invited to go talk and they will bring those students to me. And they will ask if I can talk to them because that student is struggling and they don’t know what to do. That relationship that I built with them is permanent know. I hope to do that for individuals in the future.”

“For me I would just say that the DREAM Act wouldn’t be enough because we do have a lot of the privileges that DACA gives you know and my concern is my parents.”

“Our parents are the ones that are pushing us to continue, we feel really indebted to our families. Our families gave up so much to come here.”

“If these parents have never made that decision to come here illegally we wouldn’t have these contributing members of society.”

“I am closely attached to my parents and how can you be completely happy and satisfied when you know that you wish your parents were also able to enjoy the benefits?”

“The biggest fear is my parents and being separated from them.”

“My biggest fear now is that my parents are not protected. Just hearing them now as the years have gone by and knowing they are getting tired of it. It is just scary to hear them say “Oh we want to go back.” I know I don’t want to go

back and it's really hard to hear them talk that way, for so long they were optimistic and would say "something is going to change."

"I have been here for almost 17 years and not being able to have a connection with our family in Mexico has always been really hard and you always feel like something is missing from your life."

"I never held it against my parents but it has been a struggle."

"Knowing other individuals are going through the same thing its like a family in that you share a certain experience with them and they understand."

"This is not just about me, this is about how a lot of people who are being affected severely."

"When we shared our experiences we saw a lot of college personnel come out and ask, "well how do we help these students, how do we get them resources?" That helped me to see that people really did care and that people really did want to make a difference and wanted to create change. That is what I feel got me through for the most part."

"I would say that I have always had people that have always been really supportive of me, even down to my neighborhood I grew up in."

"Not everyone is willing to talk about there status and they are not at that level yet. It's a process and I think once you get to that point its then that you start to realize that there are people out there that can help you. It is hard to help if nobody knows."

"I never felt any shame about being undocumented and I am proud that my parents came here, where we came from and our history."

"I want to encourage students to look farther than their associate's degree farther than their bachelor's degree and start hearing about graduate school early on"(Participant 3, interview, February, 2013).

Participant #4:

"I do not feel that the DREAM act has passed because a lot of individuals in the government may not be fully in support of the DREAM act and what it entails, like the requirements or what the benefits they will get once it gets approved."

"I remember my mom saying to me that I needed to go to college in order to get a better job because we were not born here and the chances of us getting a good career would be really low if we did not go to college."

"There are students who just bash on our community because they don't think we belong here and they don't see that we are human. It's disappointing because we are all human."

"My family motivates me because I know a lot of my family in Mexico struggle, and ever since I came here I was told that I am supposed to try to help them financially and get them to a better place."

"I have a sister that has been right next to me and has always told me to keep going and to not be afraid and that she will always be there to support me."

"Sometimes I have mixed feelings over documented students. I feel like some people take advantage of their opportunities and the privileges that they have,

but others do not. It frustrates me because there is so much that documented students can do with those papers and social security number.”

“Sometimes documented students are ignorant to the fact that people don’t have papers and they come from another country.”

“People have discriminated against me, but I just ignore it because I know that violence or talking back is not going to solve anything. Sometimes I educate them, but you can’t teach somebody who doesn’t want to learn”(Participant 4, interview, February, 2013).

Participant #5:

“My motivation for going to college is to be a role model for my brothers because I am the first one to go to college.”

“I feel documented students are really lucky, and I feel if they were undocumented they would appreciate what they have”(Participant 5, interview, February, 2013).

Participant #6:

“I found out that I was undocumented my sophomore year. My counselor told me you need a social security number. I told my parents we went through the application and they stopped and looked at me and told me that I do not have a social security number.”

“I am the epitome of minorities, I’m Hispanic, I’m first generation, I’m disabled, I’m gay, and I’m a woman who majored in science.”

“My parents applied for residency in 1995 and we have been waiting for 18 years and nothing has happened.”

“One of my motivations for going to college is to help my family.”

“My parents came here with nothing but their clothes on their backs, and they came here because of me. I was born with a medical condition. My parents could not accept that, so they brought me here for the medical attention. They gave up everything. My dad lost his entire family. My dad has no family here.”

“My parents have always been here for me, so I don’t really feel I ever need therapy”(Participant 6, interview, February, 2013).”

Participant #7:

“My parents have always been vocal that I wasn’t born here.”

“If the DREAM Act passes I can help my parents.”

“I do have mixed feelings towards people who are undocumented. Especially when they get their money for school and they go and spend it somewhere else”(Participant 7, interview, February, 2013).

Participant #8:

“My dad kind of told me I was undocumented and I did not think it was true, until I went to talk to my counselor for college and she told me that I could not apply for FAFSA, and that is when I realized what it was like to be undocumented.”

“My motivation for going to college is that I really want to raise my family with out the same struggles and I want to be able to help my parents”(Participant 8, interview, February, 2013).

Figure 2

Places
<p>Participant #3: “I arrived here at the age of 5 to the United States.” “Leaving Mexico was something that we had to do in order to better our future and it was just a family decision.” “I went to community college, I actually went on a full ride as a presidents scholar.” “I started to get really involved in my community and on campus and I started hosted a lot of events, that really started to change things around for me because I was able to have that community and college support. When I transferred to university it was that same process of who do you know that you can trust and who can you talk to about these things”(Participant 3, interview, February, 2013).</p>
<p>Participant #2: “I was 7 when I came to the United States” (Participant 2, interview, February, 2013).</p>
<p>Participant #1: “I was two years old when I came to the United States.” “Going to college was my only opportunity because I knew that I couldn’t work, so the only way that I could better myself and provide for this country was to go to school.” “I went to community college first and I meet a lot of people I was involved in a lot of programs and groups.” “I attended the circle project it was for undocumented students and undocumented allies. We would go and talk about everything we go through all of our struggles.” “Even know when someone that knows my situation and brings it up somewhere public, I’m like ahh(sigh) because I kinda get scared at times because I am not use to it.” “If I wanted to go to college I needed to figure it out on my own.” “My biggest fear is having to leave the country. Or having my family leave the country” (Participant 1, interview, February, 2013).</p>
<p>Participant #4: “I haven’t avoided any places, not even people because I have always been open about my status.” “I found out I was undocumented by having a conversation with my mom about visiting Mexico, and she said I wouldn’t be able to go there because I wouldn’t be able to come back.” “I don’t go to counseling, but I attend support groups and workshops about being undocumented” (Participant 4, interview, February, 2013).</p>
<p>Participant #5: “I always knew that I was undocumented because when we had to hide when</p>

we were coming here. We came in from Tijuana and I was separated from my mom and I knew there was something wrong with that.”

“I belong to a support group for undocumented students” (Participant 5, interview, February, 2013).

Participant #7:

“Going back to Mexico is my biggest fear because I don’t really know much about Mexico, because I came when I was small. All of my family is there, but I don’t know my family so it’s kind of like I’m going back to a place where I really don’t know. I wouldn’t know how to live there because this is all I know.

“I have attended groups for undocumented students” (Participant 7, interview, February, 2013).

Participant #6:

“The passage of the DREAM Act would mean that I could go to college without any worry.”

“My parents brought me here for the medical attention. They gave up everything. My dad lost his entire family. My dad has no family here.”

“I go to a support group at my school” (Participant 6, interview, February, 2013).

Participant #8:

“Some schools don’t take students unless you are a legal resident.”

“I attend a support group on campus and it has been very helpful” (Participant 8, interview, February, 2013).

Figure 3

Things

Participant #1:

“I am waiting on the DREAM Act so I can get my license and truly start my adult life.”

“There is the fear of getting pulled over because I don’t have a drivers license.”

“The DREAM Act will help a lot because I can get a professional job, a license, a social security card. It’s a step in the right direction” (Participant 1, interview, February, 2013).

Participant #3:

“So that when you know you start to realize all the things you like cant get a license, you cant get a summer job like your friends, and even just getting like a nine digit social security number on the application was difficult.”

“I have my concerns about the DREAM Act. Like right now I have been granted deferred action so I do have a license now and I have a work permit and I just have more opportunities available to me now.”

“You would hear your friends say, “oh I am going to use my fin aid to put down a down payment on a car or I bought a car with my fin aid.” I always wondered how does that work. Then often hearing these individuals complain

about oh I got \$16,000 last year and this year I only got \$10,000, when you only need \$4,000 for school. Those were the only feelings that I would say that at times came off as unappreciated of their circumstances of what they did have" (Participant 3, interview, February, 2013).

Participant #2:

"Yeah I mean definitely you are just really cautious. Like when you are driving because of course you are driving without a license" (Participant 2, interview, February, 2013).

Participant #4:

"In the seventh grade I found out that people had to have a social security number to apply for college and also to get financial help."

"The passage of the DREAM Act would save a lot of money and time" (Participant 4, interview, February, 2013).

Participant #5:

"The passage of the DREAM Act would help me with financial aid."

"My biggest fear about being undocumented is finding a job because you need a social security number" (Participant 5, interview, February, 2013).

Participant #7:

"Even though I always knew that I was undocumented, it really hit me that I could not get financial aid."

"The passage of the DREAM Act would allow me to finish school and have a license because I don't drive now" (Participant 7, interview, February, 2013).

Participant #6:

"I got one scholarship out of all of the applications that I looked at and I looked at over a hundred of them."

"Recently I have been looking for summer programs for medicine and I could not apply to any of them. You need that one little detail, a social security number."

"Unfortunately this world is ruled with money and power and that's something I don't have."

Rachel:

"I found out I was undocumented when I went to get driver's license."

"I'm worried about being undocumented because there are so many disadvantages that come along with not having the right papers" (Participant 6, interview, February, 2013).

Figure 4

Ideas

Participant #3:

"I was actually aware like all along, since I came here as a young child. I was aware throughout the process. That we were coming here and that we were coming here illegally."

"Definitely it would be when I started to apply to colleges and universities. I mean the process was a lot more difficult than I initially thought."

"You start to question what kind of opportunities you are actually going to be able to have and you just didn't realize before how limited you were."

"But you don't realize what big of an impact that has on your future. Until you know you start thinking about your future."

"I would be more supportive of a comprehensive immigration reform."

"So what tends to happen is that society as a whole says well lets give these students a chance because they are not to blame the parents are."

"Which is why I would really push to have something that includes and isn't so exclusive. Even deferred action is rigid in its guidelines."

"Right now I don't even think that the DREAM act would go through by itself unless it was a component of the reform. Right now the politics are changing and opinions are really changing so I mean what benefits the most is being able to permanently stay here you know and having the ability to you know visit back home."

"I can say that a lot of my fears have been diminished as a result of being protected by deferred action."

"Where initially I was distraught because I had gotten into the UC system and I was not able to go because of the cost."

"I was really upset and didn't understand it."

"How come the individuals around me like are getting this and I know I deserve that but yet I do not have the same opportunities. It did turn into a bit of a depression."

"It ignited my passion even more, people need to know about these issues."

"Just hearing these stories and you think, oh my goodness how come there isn't any help."

"That is how I dealt with it knowing that I was not the only one. By getting out there and sharing your experiences you grow from that and you keep moving forward and you keep fighting."

"That really helped me cope, knowing that I could help other students."

"I don't think I have and I can say that it's a process and even when I was having a hard time with it and it was difficult but I was never ashamed of it."

"I think now I actually wear it as a badge of honor. I am undocumented and I am fine with that. I live a good life, I am productive, I go to school, and I work two jobs. Not many people can say that, I definitely wear it as a badge of honor."

"I want to teach as an adjunct faculty while I wait to hear back from doctoral programs. I want to apply to a PHD in clinical psychology with an emphasis on PTSD for victims of rape, domestic abuse, sexual violence, refugees, and immigrants. I want to continue to impact my community on top of owning my private practice I want to teach at community college because it was such an integral part of my educational aspirations" (Participant 3, interview, February, 2013).

Participant #2:

"The DREAM Act is what we have all been waiting for. It is giving us the path to citizenship."

"I think a version of the DREAM Act will pass. Not how it's written up now. There is a lot of work to be done still. If it took 10 years to get to the house there is no telling how long it will take to get it signed."

"You know back in high school I didn't think my status would affect me and then I graduated and I was applying to college it started to bite me in the ass. I never let my status get in the way. I am getting my masters and I am not going to let it stop me."

"I always knew of my status, I just didn't know what it meant to be undocumented until later on. I didn't realize how much of a big deal it was until I got older."

"I guess my biggest fear is that my status will in certain senses continue to hold me back. I want to go to medical school and I can't go yet."

"I always knew what I wanted to do. It didn't matter what obstacles I was going to face. I was still going to go. I wanted a better life for myself and that is why my mom brought me here."

"When I was in high school I was really ashamed about being undocumented. In high school you really didn't know, you didn't really understand it. You are

just learning how it makes you different from other people. But that was just at the beginning, I am over that part now. I feel no shame now" (Participant 2, interview, February, 2013).

Participant #1:

"The DREAM Act would change my whole life because especially being a college student my graduation date is getting closer and I wouldn't be able to do anything with my degree unless I got the opportunity to get a social security number and to be hired and get a background check and get hired. I am majoring in psychology and for anything I need to get a background check and if the DREAM act were to pass it would open up every single door out there for me."

"The DREAM act is not as inclusive as it should be."

"I think I just don't talk about it, with other people I don't really bring it up."

"It is kinda my own inner struggle and I don't really get other people involved in it unless they ask."

"I was always told since I was little that it was something you don't talk about."

"So I always grew up with the idea that it is kinda taboo I guess."

"You don't speak about it, you don't share it."

"I hope that the DREAM act will pass. I think that it should and it will eventually maybe not too soon but they have to deal with us at some point."

"Sometimes I get really angry about it, like its not fair."

"It is something that I personally still don't feel comfortable with. It is something that I struggle with everyday its not something that I can just let people know."

"I plan on going to grad school. I plan on getting my license as an MFT and eventually getting my own practice."

"The DREAM Act would get me closer to being a citizen and closer to being counted for in this country" (Participant 1, interview, February, 2013).

Participant #4:

"The DREAM Act would help a lot of students, but not the families of the students."

"In 7th grade I was feeling like I wasn't going to go to college, because as I was getting informed about the requirements to go to college and the cost, I felt like I wasn't going to attend college because I did not have the financial support from my parents and I did not know that there were scholarship options."

"I explain to some people about my status, but some people that I have encountered do not accept me for who I am, but that is just their opinions and I do not stay around those individuals who are negative about it."

"The passage of the DREAM act would mean a step further towards making my dreams come true."

"I never really thought that I was fearful of anything until something that happened recently. An individual basically made a remark towards me and I was afraid of what he would do because he did mention ICE (Immigration

Control Enforcement) and he mentioned getting a lawyer and figuring out what he could do in order to make sure that I wasn't in school."

"I want to be a teacher" (Participant 4, interview, February, 2013).

Participant #5:

"When I was younger I used to hide my status, but I let people know I am undocumented now" (Participant 5, interview, February, 2013).

Participant #6:

"It really is a journey. It's a different kind of emotional process that you have to go through."

"To be honest, fears are something that is with you all of the time. I remember having a breakdown a few months ago. I was with my girlfriend, it was late and we were outside walking and we just got come back from a part and we were walking back to the car and I was scared because she was trashed and a cop car that looked like a cop car, but was not a cop car drove by and it freaked me out because I knew that if I had something on my record that I would be directed to ICE and I did not know what would happen. It's still that fear that something could happen."

"I handle the uncertainty with a smile on my face" (Participant 6, interview, February, 2013).

Participant #7:

"The passage of the DREAM Act would mean everything, because I kind of consider myself American already because I have been here most of my life."

"I want to motivate others and work in non profit."

"It's just an obstacle."

"I never felt ashamed. I kind of feel proud. I don't care if people know that I'm undocumented."

"I want to create non profits that help underserved Latinos or minorities to help them achieve their future life goals" (Participant 7, interview, February, 2013).

Participant #8:

"The passage of the DREAM Act would mean opportunities and a lot of hope and acceptance cause I feel like a lot of times that I cant's tell people I am undocumented. A lot of freedom I think and the chance to be able to give to the place that I call my home."

"I handle the uncertainty of my status by working hard and keeping hope alive."

"I have felt ashamed, because being undocumented is very stigmatizing."

"I want to work as a dental assistant. There are some dental schools that will accept me so it's not like it's impossible. I can do it" (Participant 8, interview, February, 2013).

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ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:

Team Effort: Liset Salcedo & Aleena Vargas

2. Data Entry and Analysis:

Team Effort: Liset Salcedo & Aleena Vargas

3. Writing Report and Presentation of Findings:

a. Introduction and Literature

Team Effort: Liset Salcedo & Aleena Vargas

b. Methods

Team Effort: Liset Salcedo & Aleena Vargas

c. Results

Team Effort: Liset Salcedo & Aleena Vargas

d. Discussion

Team Effort: Liset Salcedo & Aleena Vargas

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