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EXAMINING EDUCATORS' PERCEPTIONS AND PREPAREDNESS ON THE NEEDS OF UNDOCUMENTED STUDENTS

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EXAMINING EDUCATORS' PERCEPTIONS AND PREPAREDNESS ON THE
NEEDS OF UNDOCUMENTED 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
Imelda Duran Herrera

May 2023

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ABSTRACT

This study explored educator perspectives on the needs that undocumented students have and perceived preparedness on supporting students in this population. This study arose from the need to further explore how prepared educators are to address the many barriers that undocumented students face in navigating school and their home lives. Using a mixed-methods research approach, this study gathered educator perceptions through quantitative survey data and qualitative interviews. Survey data used descriptive statistics to analyze demographic data and used statistical correlational analyses between variables to explore the question of educator's perceptions of undocumented students' needs and preparedness. Thematic analysis of gathered interview data further informed this exploratory query. A total of 58 K-12 public school teachers across California were surveyed, from which 6 participants were also interviewed. The exploratory results from this study indicated that teachers, on average, held a moderate understanding of undocumented student needs but conveyed having insufficient support and training to address those needs. The findings of this research study contribute to social work practice by providing insight on possible deficiencies in the support systems that exist for individuals of undocumented status and help to demonstrate where school based social workers can work collaboratively with educators to improve services for undocumented students and families.

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CHAPTER ONE

INTRODUCTION

Problem Formulation

California is home to about a fourth of the immigrant population in the United States, the largest share than any other state, with an estimated 11 million immigrants (Johnson et al., 2021). Based on 2019 data, as reported by the Public Policy Institute of California, it is estimated that 22% maintain undocumented status (Johnson et al., 2021). Due to the significant number of immigrants who hold undocumented status in CA, care should be exercised to examine the unique needs that this population may have, and of particular interest, school-aged children and their families. The Migration Policy Institute (2019) reports an estimated 146,000 undocumented children from ages 3 to 17 enrolled in schools across California. Additionally, the Pew Research Center Hispanic Trends Project (2019) estimates that 13.3% of California K-12 students have parent(s) who are also undocumented. Given that public schools are a guaranteed service to families with school-aged children regardless of legal status (*Plyer v. Doe*, 1982), it may be useful to examine what these needs are understood to be by educators and how prepared they feel to address them in order to grasp if there are gaps in support.

Undocumented students and their families can experience several difficulties that require special attention. Among these is the psychological stress

that students and their families experience due to fears of deportation, separation from parents, school authorities, or of their status becoming public knowledge (Lad and Braganza, 2013; Waters, 2015). Undocumented students and their families may also have mental health concerns in the form of trauma, increased anxiety, and depressive behaviors develop from the difficult journeys of coming to the United States, having to leave behind other family and their homes, and adapting to a new place (Breslau et al., 2011; Garcini et al., 2017; Hasson et al., 2019; Kim et al., 2018; Terrio, 2015).

There are also challenges that present themselves in navigating the U.S. education system, assimilating to new customs, and accessing social services due to language barriers, distrust of school personnel, unawareness of resources, and lack of financial and social capital (Lad & Braganza, 2013). These factors can affect how well a student is able to integrate and manage the expectations placed upon them both at school at a home. Other concerns revolve around the unawareness of the rights that undocumented students hold as well as the lack of human rights that students and their families may be experiencing because of inadequate housing, access to healthcare, and exploitative work practices including poverty-level wages (Lad & Braganza, 2013).

The school environment is also a barrier that undocumented students are presented with. While California Assembly Bill 699, Educational Equity: immigration and citizenship status, was signed into law in 2017 to improve immigrant students' ability to access and have educational success and guides

do exist for schools to follow (Californians Together, 2018), it must still be explored whether school personnel have been adequately trained to recognize the needs and understand the unique experiences of this population. Some research indicates that there is a current deficit in viewing undocumented student's challenges through a holistic perspective that does not only focus on academics (Lad & Braganza, 2013; Rodriguez et al., 2020). Students may also be affected by the way information is presented in their classrooms that affect their perception of belonging and the self, which calls for a need of educator's socio-political awareness (Connery & Weiner, 2021; Cuevas & Cheung, 2016; Turner & Mangual Figueroa, 2019).

Purpose of the Study

The purpose of the research study was to examine the limits of educators' understanding of what the needs of undocumented students are in both the classroom and at home. The undocumented student population is unique in their needs that spread along socio-political realms, which can present differently than the general student population. In order to assess whether there is an awareness deficiency among educators who have contact with undocumented students, research needed to be further conducted to see where this awareness may be falling short or if there was indeed an adequate understanding and preparedness to meet these needs. Given the constant contact students have with educators and because schools are often the first point of contact that students have in

being discovered to need additional resources, examining possible deficiencies for undocumented students through this lens was useful to examine.

The research method used in this research study was a mixed-methods research design. The study was a self-administered survey questionnaire design, followed by individual interviews to a smaller select number of participants. A mixed-methods research design was selected because it lends itself to gaining a general sense of educators' understanding at a larger scale first with a survey, and then allowed for more in-depth perceptions from respondents on questions asked in the survey at a smaller scale for greater insight on the understanding of the topic. This method allowed for the study's findings to reflect on educator's experiences more comprehensively.

Significance of the Project for Social Work

This study arose from the need to further explore how prepared educators are to address the many barriers that undocumented students face in navigating school and their home lives. This is of importance in California, specifically, given the large number of undocumented families that reside in the state (Johnson et al., 2021). These families present with their own specific social needs that the social work field can help address. The findings of examining how educators understand the needs of undocumented students to be both in the classroom and at home further contributes to social work practice by providing insight on possible deficiencies in the support systems that exist in California's communities

for individuals who hold undocumented immigrant status. Assessing the extent of this understanding may show that the needs of this population are being underserved through the interactions that undocumented students have with the personnel of the institutions in the public school system.

There are also micro and mezzo level practice implications for school social workers to implement services where there is found to be a need with this special population. Casework and clinical services can be provided to families experiencing stress caused by these fears, for addressing trauma and other mental health concerns, and for offering information on available social resources. The findings of this research study may also contribute to the profession of school-based social work by showing where there needs to be a greater increase in awareness to educators in how to work with undocumented students. Accordingly, a school setting is appropriate in the context of social work practice at the mezzo level to work in conjunction with educators to help them better understand the populations they are serving and to ensure that the appropriate services are being provided to all types of students and their families. To this end, educators may also be more aware on when they might need to refer a student for extra services.

This study's research question was: What do public school K-12 educators in California understand of the needs undocumented students have in the classroom and at home, and how prepared do they feel to offer support to students in this population?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter consists of an overview of the research that is relevant to the obstacles that undocumented children face. The first subsection includes a general examination of a subset of barriers, including mental health and social and political determinants. The next subsection discusses the barriers that undocumented students experience in education. The final subsection comprises the socio-ecological perspective relevant to examining the systems that interact with this population and cause possible barriers.

Barriers Faced by Undocumented Children

Undocumented immigrant children in the U.S. are vulnerable to various socio-political factors that can affect their development, including mental health. Research has shown that the mental health of undocumented children can be affected by stress caused by migration changes, adaptations to new locales, economic and health barriers, and the insecurity of navigating fears and constraints due to their legal status (Gonzales et al., 2013; Lad & Braganza, 2013; Stacciarini et al., 2015). Children who immigrated to the U.S. prior to age 13 were found to have a greater risk of developing anxiety and mood disorders than those immigrating at a later age and than non-migrant family members

(Breslau et al., 2011). Similarly, children of immigrants, compared to children of non-immigrants, also have shown more indicators of depressive and disruptive behaviors (Kim et al., 2018). These studies show that the risk factor of being undocumented can bring along increased consequences to mental health status.

Social Determinants

Among the barriers faced by undocumented students are those in their social environments. At the family level, students may face clashing expectations between their culture of origin and US customs. Reports show that there can often be an imbalance between how immigrant students are socialized and assimilated at school and how they navigate these experiences at home (Dryden-Peterson, 2018; Garrison et al., 1999; Gonzales et al., 2013). Traversing between two cultures can also have implications towards the typical identity formation of youth (Gonzales et al., 2013). For newcomers to the U.S., language may be an immediate barrier in integrating and creating social capital; English speaking children; however, may also take on additional roles helping their families with translation, understanding social cues and services, or by working due to limited financial resources (Garrison et al., 1999; Lad & Braganza, 2013).

Political Determinants

Undocumented students are also presented with political barriers that guide fears and how they react to their environment. Immigration laws and practices over the last two decades have contributed to the fears that undocumented immigrants face. Significant increases in the removal of

unauthorized immigrants were carried out by CBP and ICE, peaking at 430,281 removals in 2013, then steadily remaining between 300-400 thousand removals in following years (Gramlich, 2020). The fear of their undocumented status and consequent deportation is something that is often cited as a chronic stress factor for children and their families (Brabeck et al., 2010; Garcini et al., 2017; Gonzales et al., 2013; Lad & Braganza, 2013; Stacciarini et al., 2015).

Students in this population are also often exposed to experiences of discrimination and stigmatizing perceptions of political and social conversations regarding immigration that can create fear, anxiety, and negative internalized perceptions of not belonging (Gonzales et al., 2013; Stacciarini et al., 2015; Turner & Mangual Figueroa, 2019). Consequently, it is noted that these internalizations can create negative self-views of decreased worth and motivation. Political discourse of being referred to as “illegal” also can create narratives of exclusion and distorted self-views surrounding immigrant identity (Gonzalez et al, 2013). This theme is present throughout the literature as a contributor to the difficulties that undocumented youth have with integrating, seeking out opportunities, and creating social capital (Gonzales et al., 2013; Lad & Braganza, 2013; Stacciarini et al., 2015; Turner & Mangual Figueroa, 2019).

The Undocumented Children Experience in Education

The research looking at the extent to which educators understand the needs of undocumented students through the provider lens needs exploring.

Presently, this study will discuss previous research surrounding the experiences that undocumented children have in school settings and the ways in which their interactions with school personnel are shaped by their immigration status.

Undocumented children are presented with many environmental factors that affect how they interact with various systems, the school environment included.

Current research indicates that undocumented students may feel disengaged from their peers and teachers. Students can have difficulty forming relationships because of language barriers, increased mobility from possible family deportation, and fear of disclosing their status to classmates and school adults (Lad & Braganza, 2013). Some may experience detachment from school activities due to an alternative focus on working to support their family and the disillusionment of prospects after high school (Lad & Braganza, 2013; Stacciarini et al., 2015). These findings demonstrate that the social-emotional toll a student's undocumented status takes can manifest itself in appearing disinterested in their education due to the uncertainty and precariousness of their position.

Another barrier that undocumented students face is a need for educators to develop a greater socio-political awareness of the difficulties that these students face (Dryden-Peterson, 2018; Lad & Braganza, 2013; Rodriguez et al., 2020; Turner & Mangual Figueroa, 2019). Rodriguez et al. (2020) discuss a previous focus on looking at the undocumented student experience through a deficit-centered approach, including an emphasis on language acquisition rather than a holistic view of assessing challenges. This observation aligns with Lad

and Braganza's (2013) study, noting a lack of attention to other support services that would have benefitted undocumented students in increasing academic and socio-economic opportunities. Given that students and their families may also be facing socio-economic disparities and possible trauma from their migration journey, other services may be required beyond individual academic support.

Immigration policy and education has also shown to be intertwined with how discourse is presented in the classroom (Turner and Mangual Figueroa, 2019). Educators' dialogue on topics such as citizenship can affect a student's feelings of belonging (Connery & Weiner, 2021; Cuevas & Cheung, 2015; Rodriguez et al., 2020; Turner & Mangual Figueroa; 2019), and therefore, exists a need for educators to have socio-political awareness and empathy to present lessons and provide an inclusive environment. Cuevas and Cheung (2015) also add to this discourse on inclusivity by presenting how for undocumented youth, opening up about their experiences and status can also be affected by the safe spaces that teachers and schools create. The authors in this research thus present that a lack of awareness on how to be socio-politically inclusive can affect an undocumented student by effectively silencing their lived experiences.

Navigating the educational system has also been challenging for families of undocumented students. One contributing factor is the cultural differences between an immigrant family's country of origin and the U.S. in who plays a role in the child's education (Dryden-Peterson, 2018; Lad & Braganza, 2013). Deficiency in parent knowledge about opportunities for their children and

guidance for students regarding seeking out higher education and other prospects were also found (Lad & Braganza, 2013). Coupled with unawareness of additional resources that could be provided, some families also maintain fear and distrust in schools keeping their status confidential from immigration, further limiting their interactions (Lad & Braganza, 2013). Thus, there is an incongruence in the ability for parents to adequately engage in their children's education.

Thus far, it has been established that the existing research demonstrates a need for educators to acknowledge and be aware of the various barriers that undocumented youth and their families experience that can directly affect students and their success in school. However, there seems to be scant research regarding to what degree educators are perceiving these barriers to be and on preparedness to support these students. There appears to be a need to look at it from the provider lens to recognize the limitations and degree of understanding that educators have on the needs of the undocumented student population. The present study's aim was to further add to the literature in assessing the limits and existing understanding of educators and to assess their preparedness in an effort to decrease the barriers that undocumented students face.

Theories Guiding Conceptualization

The conceptual framework guiding the present study was framed within the context of the socio-ecological perspective. Undocumented students and

their families are affected by various systems that surround them and influence how they relate to their environment.

The socio-ecological model aims to understand human development through examining the multiple layers and systems that an individual can interact with and that can exist within a setting (Bronfenbrenner, 1979). Bronfenbrenner's (1979) socio-ecological framework takes an approach of looking at the individual experience as placed within a microsystem, mesosystem, exosystem, macrosystem, and chronosystem model. For the purposes of the present study, which aimed to look at how educators understand and foster an environment that is inclusive to the undocumented student population, perceiving how there exists various levels that influence a student's life experience is appropriate. Allen et al. (2016) also conceptualize the framework as relevant for school personnel to be able to understand and intervene at various levels to increase student belonging.

Using the socio-ecological framework is in line with the research on the barriers that undocumented students face, such that it is inclusive of the factors that present themselves in their unique experiences. Micro level factors are shown in the self-perceptions, fears, language barriers, and mental health limitations that a child can exhibit. The relationships with family (mesosystem) are relevant in identity issues with clashing cultures and the responsibilities that an undocumented child may take on. At the community level (exosystem), school interactions and social and political discourse can also affect the way that undocumented students interact with their surroundings. Equally, social-political

deterrents of macro level immigration laws directly impact undocumented students and families, including the services and interactions they can have with other systems. Chronosystemic changes that occur throughout the lifespan of undocumented individuals, in which key life events like migration, deportation, or the coming of age from childhood to adulthood also influence barriers faced.

Therefore, for examining the limits of school personnel's understanding of the undocumented student experience and for assessing what are needed services for schools to offer this population, the literature has shown that it is appropriate to consider a Socio-Ecological framework that encompasses the various systems that interact with an individual.

Summary

This study explored the understanding of educators on the barriers that undocumented students face and assessed their perceived preparedness to offer support. The existing literature shows that undocumented students may face challenges at various system levels including those caused by their socio-economic status, family customs, political environment, and school and community interactions, among others, that affect how they engage with each system. The Socio-Ecological framework can help professionals in an educational setting to better understand the various levels of support beyond educational that this population may require given the unique barriers they face. This study sought to add to the knowledge on how social workers can best

support educators and undocumented students based on the understanding, or lack thereof, that educators may have on these students' needs.

CHAPTER THREE

METHODS

Introduction

This study examined the limits that educators in California public K-12 schools have in understanding the needs of undocumented students and explored how prepared educators felt to support students in this population. This chapter delineates a description of how this study was conducted. The sections that follow include the study design, sampling methods, data collection instruments, procedures, protection of human subjects, and data analysis.

Study Design

This study's purpose was to explore whether educators are prepared to work with undocumented students to gauge whether there is a need for more educator training and resources for this student population. This research project is exploratory because it aimed to gather information from the educator perspective on their understanding of undocumented student needs, a lens that is not deeply explored in the literature. This research used a mixed-methods approach using qualitative and quantitative data to get a broad overview of educator perceptions and explored the experiences that educators have in working with undocumented students. This mixed-methods study utilized a Qualtrics survey to gather demographic information and educator perceptions

based on broad questions related to the topic. The study also used open-ended questions during one-on-one interviews to collect data related to the survey questions more in depth.

A mixed-methods approach allows research to be presented both broadly and in depth. The quantitative portion provided a larger number of participants to give input on educator perceptions, and the qualitative portion allowed for educators to elucidate further on personal experiences in working with undocumented students. Qualitative data compliments the quantitative by elaborating or clarifying what is seen in the data. To explore and add to the research as presented through the educator lens, using both methods was appropriate for getting a more well-rounded perception of the topic. Using different methods also allows for increased confirmation of the results.

There are however limitations to a mixed-methods approach. Using qualitative data in addition to quantitative data removes the anonymity provided by survey only research since the researcher meets with some participants to conduct interviews. Further, removing this anonymity may give rise to interviewer effects, which may alter data given that participants may feel a need to answer in certain ways or be influenced by the way the researcher presents questions. Possible discrepancies between data sets may also make it difficult for the researcher to come to a consensual conclusion on the findings.

Sampling

The participants of this study were of a non-random quota sampling and snowball convenience sampling. Participants of interest were CA public school K-12 educators. Researcher's colleagues who fit this criterion were asked to participate and were snowballed to colleagues of these participants. The study also sought participants through social media platforms to reach educators where participants self-selected into the study. Participants for the interviews, based upon interest indicated at the end of the survey, were contacted via email in random order. Those participants who followed-up were interviewed.

Data Collection and Instruments

The quantitative portion of the study was collected using a Qualtrics survey (see Appendix A) that ran from February 2022 to August 2022. The survey began with a notice of informed consent (see Appendix B) and continued onto the survey. The survey asked for participant demographics include age, gender, ethnicity, education level, type of educator, years worked in current role and with undocumented students, ideological affiliation, and school setting. Questions associated to educator self-efficacy, competency, preparedness, and knowledge on immigrant student needs followed. Questions on educator self-efficacy were adapted from the Teacher Self-efficacy Scale, with Cronbach's alpha values between 0.76 – 0.82 (Schwarzer et al., 1999); questions on competency were adapted from an instrument developed by Humboldt State

University for Undocumented Student Ally Training for faculty, students, and staff (Sanchez, 2020). Questions on educator preparedness and knowledge on student needs were adapted from an instrument developed on a study of teacher perceptions about teaching refugee and immigrant students, with Cronbach's alpha values of 0.79 and 0.85 for preparedness and knowledge questions, respectively (Kurbegovic, 2015). All survey questions were discussed and reviewed with research supervisor to ensure validity and reliability.

The qualitative portion of the study was collected via live, video-recorded one on one interviews on a Zoom platform that took place from July to August 2022. Informed consent and confidentiality were provided prior to beginning the interview (Appendix C). Questions, as outlined in the interview guide (Appendix D), were developed by the researcher to elaborate further on those that were asked in the survey to elicit personal experiences. Questions expanded on topics of general educator understanding of undocumented student needs, experiences in working with this population, preparedness to support undocumented students, and viewpoints on appropriateness of schools as a resource for these students. Interview questions were informed by the literature and those asked in the survey. To ensure validity and reliability, interview questions were also discussed and reviewed with research supervisor. During the interviews, questions were expanded upon to elicit further conversation, to gain clarity, or to expand upon participant answers.

Procedures

For the quantitative portion of the study, messages were sent out to researcher's colleagues asking them to be a part of the study. Correspondence explained the study, followed with a link to a Qualtrics survey for the participant to click on, should they wish to take part. The message included contact information of the researcher in case the potential participant had any questions. This contact information was also included within the link to the survey where the participant encountered a notice of informed consent and confidentiality before beginning the survey. After participant consent was given, the survey started with a question asking if the participant is an educator, based in California, and of at least 18 years of age. In the affirmative, the survey continued with demographic questions. For those negating, the survey ended.

The researcher also asked for participation on personal social media accounts including Facebook, Instagram, Twitter, and Reddit. The posts explained the study, asked for participation from those who fit the desired participant description, and contained researcher contact information. At the end of the survey, there was a question asking for participation for interviews, with a raffle gift card incentive. Those who self-selected in were asked to provide an e-mail where the researcher could reach them to set up a meeting for the interview. Participants were randomly contacted to be interviewed for the qualitative portion of the study.

The researcher reached out to interview participants via provided e-mails and set up an appointment. In this e-mail, the researcher explained the purpose of the interview, that the meeting was to be recorded, and laid out the efforts made to keep their confidentiality. Participants who agreed to meet with researcher met via Zoom, were thanked for participating, and received a review of their consent and confidentiality. The study then proceeded following the questions of the interview guide and were adjusted as appropriate to respondents. At the close of the interview, the researcher thanked participants again for their time and reminded participants that they could contact the researcher should any questions or concerns come up regarding the study.

Protection of Human Subjects

Participants' identity in the survey portion remained anonymous, as they were not asked to provide identifying information. Settings in Qualtrics for survey were set to anonymize responses, in which all personally identifiable information including IP addresses were removed. Contact information was only collected from those participants who voluntarily wished to participate in the interview part of the study. Participants were given an informed consent notice prior to starting the survey and by clicking to continue to the survey, indicated their consent to the study. When conducting interviews, anonymity was not maintained as the researcher met via Zoom. However, the researcher took steps to ensure confidentiality. Interview participants were asked not to mention identifying

information and were told any mention would be removed. Participants were read an informed consent notice prior to beginning the interview and were asked to ascertain their approval to be recorded through verbal consent. Identities were kept confidential by providing a number to each participant. Only voice recordings and transcriptions of recordings were saved and kept safe on a password-enabled computer inside a password-enabled folder. The audio files and transcriptions will be deleted from the computer a year after the study is completed. There were no health risks related to COVID-19 as survey and interviews were conducted virtually via online platforms.

Data Analysis

Survey data collected was analyzed using descriptive statistics to display and summarize demographic information obtained and measures of central tendency of the independent variable categories of interest. In addition, the researcher also conducted a series of statistical analyses to assess educator preparedness and knowledge of working with undocumented students.

Correlational analysis was conducted between the four independent variable categories (self-efficacy, competency, preparedness, and needs) and between the categories and various demographic variables. This exploratory analysis was done with the intention of assessing any associations related to educator's perceptions of undocumented student needs and their own preparedness.

The data collected from interviews was analyzed using thematic analysis. After each interview, audio recordings were transcribed to script and assigned a code to distinguish interviewees. The researcher coded and categorized statements made by respondents based on four themes inquired about in the survey questionnaire: self-efficacy, competency, preparedness, and knowledge on immigrant student needs. The researcher also made note when respondents indicated they did not have an answer to a question. The researcher re-read transcripts to check for accuracy and ensure thoroughness. By aligning survey themes with the interview themes, insight was gained on how educator's experiences influence their perceptions on their own preparedness and knowledge of working with undocumented students.

Summary

This study aimed to explore the limits and perceptions of educators on the needs of undocumented students, to examine their preparedness to work with this population, and assess the current efforts being made by school districts to offer resources for students and educators to meet undocumented student needs. These perspectives and data aided in gauging whether greater efforts should be made to improve educators' understanding of how to best support undocumented students and whether a need exists to expand resource offerings. A mixed methods approach of gathering qualitative and quantitative information in this study was most appropriate for exploring these possible limitations.

CHAPTER FOUR

DATA ANALYSIS

Introduction

This chapter presents an analysis of the data collected from survey and interview responses from K-12 CA public school educators for the purpose of examining educator perspectives on the needs of undocumented students and their perceived preparedness to support this population. A total of 58 participants anonymously participated in the survey portion of this study, with 51 participants who completed or almost completed the entire survey. Participants self-selected into the study through social media posts and requests for participation to researcher's colleagues who fit the participant requirements. The data collection period occurred from February 2022 to August 2022. The first section of this chapter provides descriptive statistics obtained from the survey data, including participant demographics. The second section discusses the survey's key variables and how participants scored, followed by a presentation of findings of interview data.

The next section of this chapter discusses the findings of the research project obtained from participant interviews. The information described includes participant demographic information and a description of the themes that built on the survey previously administered to participants. The data collected from interviews was gathered from educators who indicated they were willing to be

interviewed at the conclusion of the survey they completed. A total of 6 participants participated in the interview portion of the study who indicated interest to be interviewed and responded to a follow-up request for participation. Data was gathered from individual interviews conducted via Zoom, and themes were established through those expressed in the surveys. These themes include teacher self-efficacy, preparedness to work with undocumented students, understanding of undocumented student needs, and competency in working with undocumented students. These themes were established in the administered survey and questions related to these themes were asked to participants to gather deeper insight into each topic. This chapter concludes with a summary of the results of the survey and interview data gathered.

Descriptive Statistics (Survey)

Participant Demographics

A total of 58 California K-12 educators participated in the study. Table 1 demonstrates the demographic breakdowns of the study participants. The table includes, gender, race/ethnicity, highest level of education, values and beliefs, subject taught, level of students taught, community school setting, majority ethnic breakdown of teacher's school, age, years teaching, and years teaching undocumented students. In the sample collected, 34 (58.6%) identified as female and 24 (41.4%) identified as male. Race and ethnicity breakdown of participants included 20 (34.5%) who identified as Hispanic or Latino, 2 (3.4%) as American

Indian or Native American, 31 (53.4%) as White/Caucasian, 1 (1.7%) Black/African American, 8 (13.8%) Asian American or Pacific Islander, 1 (1.7%) as other, and 2 (3.4%) who preferred not to state their ethnicity/race. Participants were allowed to select more than one option on how they identified in this category. The age of participants (N=57) who shared their age ranged from age 22 to age 63 with a mean age of 35.25 years (SD = 9.8).

Participants' highest level of education included 16 (27.6%) with a bachelor's degree, 41 (70.7%) with a master's degree or higher, and 1 (1.7%) who preferred not to state. The values and beliefs breakdown of participants was 3 (5.2%) who identified as very conservative, 2 (3.4%) as slightly conservative, 6 (10.3%) as neutral/neither conservative nor liberal, 20 (34.5%) as slightly liberal, 25 (43.1%) as very liberal, and 2 (3.4%) who preferred not to state. Educator's subjects taught included 13 (22.4%) who teach multi-subject elementary, 15 (25.9%) math, 9 (15.5%) science, 7 (12.1%) language arts/English, 9 (15.5%) social studies/history, 3 (5.2%) foreign language, 4 (6.9%) performing arts, 7 (12.1%) special education, 0 (0%) vocational, 1 (1.7%) health/physical education, and 6 (10.3%) other subject. The age group school level that participants taught were 13 (22.4%) elementary school, 20 (34.5%) middle school, and 25 (43.1%) high school.

The community school setting that participants taught in were 29 (50.0%) urban, 18 (31.0%) suburban, and 10 (17.2%) rural. Participants were asked to select what the majority student ethnic breakdown was at their schools with 2

(3.4%) teachers stating Black/African American, 1 (1.7%) native Hawaiian or Pacific Islander, 2 (3.4%) Asian, 41 (70.7%) Latino/Hispanic, 7 (12.1%) White/Caucasian/European descent, and 5 (8.6%) who stated equivalent representation and wrote in that breakdown. One participant wrote in 40% Hispanic, 40% Asian, 20% Black; another stated 40% white and 40% Asian; the third stated there was a mixed group of ethnicities with majority white and Hispanic; another simply stated their school had a mix of students; and the fifth stated that most students were Caucasian but native and Puerto Rican as well.

Participants' (N=55) years teaching ranged from a minimum of 1 year to a maximum of 38 years (M=9.20, SD = 7.86). Participants were also asked to state how many years of experience they believed to have teaching undocumented students. Participants' (N=52) years of experience ranged from 0 years to 38 years of experience with a mean of 7.63 years (SD = 7.90).

Table 1. Demographics

Variable	Frequency (N)	Percentage (%)
Gender		
Female	34	58.6%
Male	24	41.4%
Non-Binary	0	0.0%
Prefer Not to State	0	0.0%
Race/Ethnicity		
Hispanic or Latino	20	34.5%
American Indian or other Native American	2	3.4%
White/Caucasian	31	53.4%
Black/African American	1	1.7%
Asian American or Pacific Islander	8	13.8%
Other	1	1.7%
Prefer Not to State	2	3.4%
Highest Level of Education		
High School	0	0.0%
Associate degree	0	0.0%
Bachelor's Degree	16	27.6%
Master's degree or above	41	70.7%
Prefer not to State	1	1.7%
Values and Beliefs		
Very Conservative	3	5.2%
Slightly Conservative	2	3.4%
Neutral/Neither Conservative nor Liberal	6	10.3%
Slightly Liberal	20	34.5%
Very Liberal	25	43.1%
Prefer Not to State	2	3.4%
Subject Taught		
Multi-Subject Elementary	13	22.4%
Math	15	25.9%
Science	9	15.5%
Language Arts/English	7	12.1%
Social Studies/History	9	15.5%
Foreign Language	3	5.2%
Performing Arts	4	6.9%
Special Education	7	12.1%
Vocational	0	0.0%
Health/Physical Education	1	1.7%
Other	6	10.3%

Level of Students Taught			
	Elementary School	13	22.4%
	Middle School	20	34.5%
	High School	25	43.1%
Community School Setting			
	Urban	29	50.0%
	Suburban	18	31.0%
	Rural	10	17.2%
Majority Student Ethnic Breakdown of Teacher's School			
	Black/African American	2	3.4%
	Native Hawaiian or Pacific Islander	1	1.7%
	Asian	2	3.4%
	Latino/Hispanic	41	70.7%
	White/Caucasian/European Descent	7	12.1%
	Equivalent Representation	5	8.6%

Variable | Frequency (N) | Mean | Median | Minimum | Maximum | Std. Deviation

Age	57	35.25	34.00	22	63	9.8
Years Teaching	55	9.20	7.00	1	38	7.86
Years Teaching Undocumented Students	52	7.63	5.00	0	38	7.90

Presentation of Findings (Survey)

Survey questions consisted of four categories associated to educator self-efficacy, competency, preparedness, and knowledge on immigrant student needs. Questions on educator self-efficacy were adapted from the Teacher Self-efficacy Scale. Questions on competency were adapted from an instrument developed by Humboldt State University for Undocumented Student Ally Training for faculty, students, and staff (Sanchez, 2020). Questions on educator preparedness and knowledge on student needs were adapted from an instrument developed on a study of teacher perceptions about teaching refugee and immigrant students, (Kurbegovic, 2015). Participants were asked to score themselves on a four level Likert scale to the degree they agreed with each statement provided in the aforementioned categories. To summarize responses to the statements in each of the four categories, the variables for the Likert scale were coded as follows: “Not at all” = 1; “To a Slight Extent” = 2; “To a Moderate Extent” = 3; and “To a Great Extent” = 4. Lower scores indicate less knowledge, preparation, or understanding of topics discussed in each category.

Tables 2 to 5 and Figures 1 through 4 below summarize the results of the frequency to how participants responded to statements in each category. Of the respondents (N=50) who ranked the statements in the self-efficacy category (Table 2), the responses produced $M = 3.328$ and $SD = 0.510$. This suggests that respondents on average felt themselves to have moderate to high levels of self-efficacy when it comes to teaching undocumented students. Of the respondents

(N=50) who ranked the statements in the competency category (Table 3), the responses produced $M = 2.873$ and $SD = 0.619$. This suggests that respondents on average felt themselves to have low to moderate competence of undocumented student experiences and related topics such as immigration laws and available resources, with a skew towards moderate. Of the respondents (N=49) who ranked the preparedness category (Table 4), the responses produced $M = 2.476$ and $SD = 0.542$. This suggests that respondents on average felt themselves to have lower levels of preparation to work with undocumented students. Of the respondents (N=47) who ranked the statements in the needs category (Table 4), the responses produced $M = 2.8$ and $SD = 0.54$. This suggests that respondents on average demonstrated a low to moderate understanding of certain needs undocumented students might present, with a skew towards moderate.

Table 2. Survey Questions: Self Efficacy Responses

Variable	Frequency (N)	(%)
I am convinced that I am able to successfully teach all relevant subjects to undocumented students.	Not at all - 1	1.7%
	Slight Extent - 6	10.3%
	Moderate Extent - 26	44.8%
	Great Extent - 18	31.0%
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address undocumented student needs.	Not at all - 1	1.7%
	Slight Extent - 5	8.6%
	Moderate Extent - 19	32.8%
	Great Extent - 7	44.8%
I am confident in my ability to be responsive to my undocumented students' needs even if I am having a bad day.	Not at all - 1	1.7%
	Slight Extent - 5	8.6%
	Moderate Extent - 20	34.5%
	Great Extent - 25	43.1%
If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my undocumented students.	Not at all - 0	0.0%
	Slight Extent - 1	1.7%
	Moderate Extent - 18	31.0%
	Great Extent - 31	53.4%
I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach undocumented students well.	Not at all - 0	0.0%
	Slight Extent - 11	19.0%
	Moderate Extent - 20	34.5%
	Great Extent - 20	34.5%

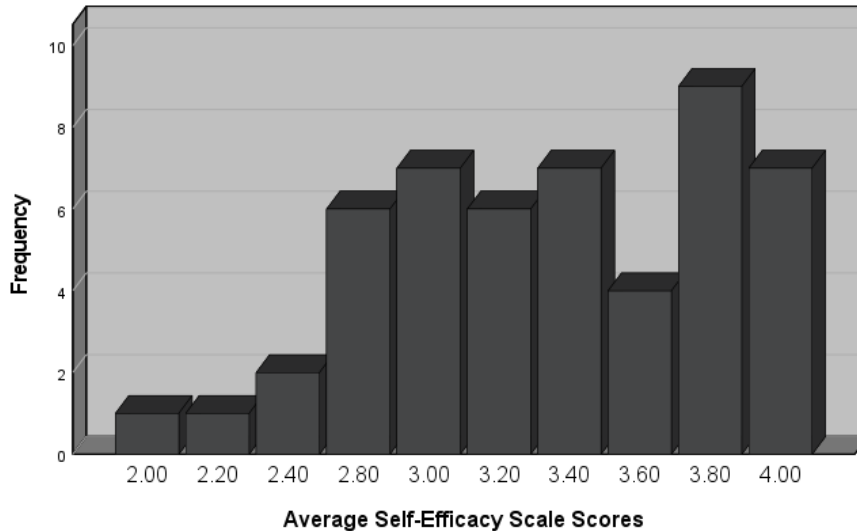


Figure 1. Average Self-Efficacy Scale Scores

Table 3. Survey Questions: Competency Responses

Variable	Frequency (N)	(%)
I am familiar with contemporary US immigration policy?	Not at all - 2	3.4%
	Slight Extent - 14	24.1%
	Moderate Extent - 29	50.0%
	Great Extent - 5	8.6%
I understand what Deferred Action for Childhood Arrivals (DACA) is.	Not at all - 1	1.7%
	Slight Extent - 8	13.8%
	Moderate Extent - 23	39.7%
	Great Extent - 18	31.0%
I know how to find resources for undocumented students.	Not at all - 7	12.1%
	Slight Extent - 14	24.1%
	Moderate Extent - 21	36.2%
	Great Extent - 8	13.8%
I recognize what kind of support undocumented students need.	Not at all - 3	5.2%
	Slight Extent - 21	36.2%
	Moderate Extent - 15	25.9%
	Great Extent - 11	19.0%
I understand the unique experience and needs of undocumented students.	Not at all - 1	1.7%
	Slight Extent - 19	32.8%
	Moderate Extent - 20	34.5%
	Great Extent - 10	17.2%
I know the basic premise of privacy and confidentiality when working with undocumented students.	Not at all - 3	5.2%
	Slight Extent - 6	10.3%
	Moderate Extent - 15	25.9%
	Great Extent - 26	44.8%

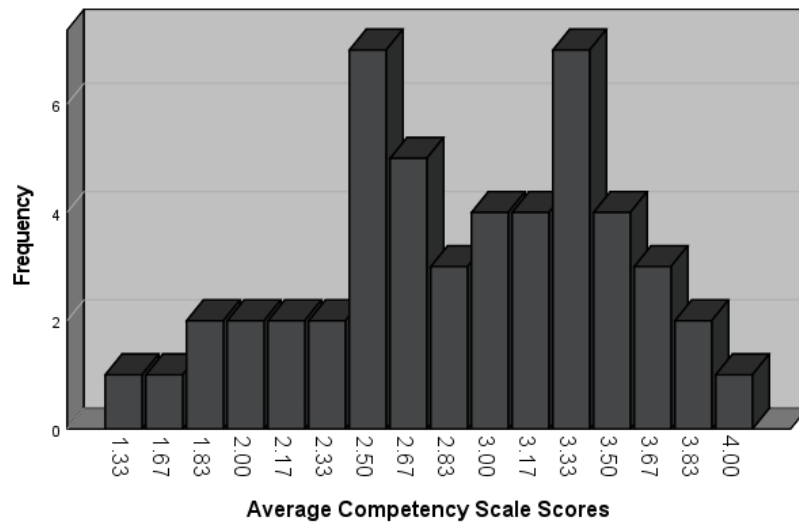


Figure 2. Average Competency Scale Scores

Table 4. Survey Questions: Preparedness Responses

Variable	Frequency (N)	(%)
I have received adequate preparation in my university program to meet the needs of undocumented students.	Not at all - 17	29.3%
	Slight Extent - 18	31.0%
	Moderate Extent - 9	15.5%
	Great Extent - 6	10.3%
I have received sufficient professional development and training by my organization to best support undocumented students.	Not at all - 18	31.0%
	Slight Extent - 19	32.8%
	Moderate Extent - 10	17.2%
	Great Extent - 3	5.2%
I have valuable experience working with undocumented students.	Not at all - 2	3.4%
	Slight Extent - 13	22.4%
	Moderate Extent - 20	34.5%
	Great Extent - 14	24.1%
I have adequate educational coursework that focuses on culturally appropriate teaching practices for students of diverse backgrounds.	Not at all - 2	3.4%
	Slight Extent - 14	24.1%
	Moderate Extent - 19	32.8%
	Great Extent - 15	25.9%
My employment has devoted time and energy to discuss effective practices for promoting the well-being of undocumented students.	Not at all - 16	27.6%
	Slight Extent - 15	25.9%
	Moderate Extent - 16	27.6%
	Great Extent - 3	5.2%
I feel prepared to support a student who confides in me with issues regarding their undocumented status.	Not at all - 2	3.4%
	Slight Extent - 15	25.9%
	Moderate Extent - 17	29.3%
	Great Extent - 16	27.6%

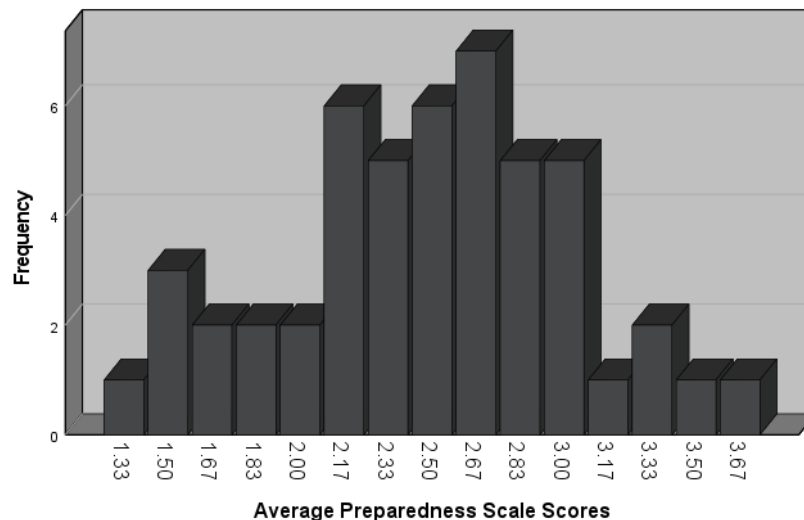


Figure 3. Average Preparedness Scale Scores

Table 5. Survey Questions: Needs Responses

Variable	Frequency (N)	(%)
Undocumented students have unique social and emotional needs compared to other students.	Not at all - 0	0.0%
	Slight Extent - 3	31.0%
	Moderate Extent - 18	46.6%
	Great Extent - 27	17.2%
Undocumented students seem to experience more social problems than other students.	Not at all - 0	0.0%
	Slight Extent - 20	31.0%
	Moderate Extent - 18	19.0%
	Great Extent - 11	15.5%
Undocumented students seem more anxious or nervous than other students.	Not at all - 2	3.4%
	Slight Extent - 18	31.0%
	Moderate Extent - 19	32.8%
	Great Extent - 9	15.5%
Undocumented students seem to be more depressed or sad than other students.	Not at all - 6	10.3%
	Slight Extent - 27	46.6%
	Moderate Extent - 14	24.1%
	Great Extent - 1	1.7%
Undocumented students seem to require greater support and guidance compared to other students.	Not at all - 1	1.7%
	Slight Extent - 19	32.8%
	Moderate Extent - 20	34.5%
	Great Extent - 8	13.8%

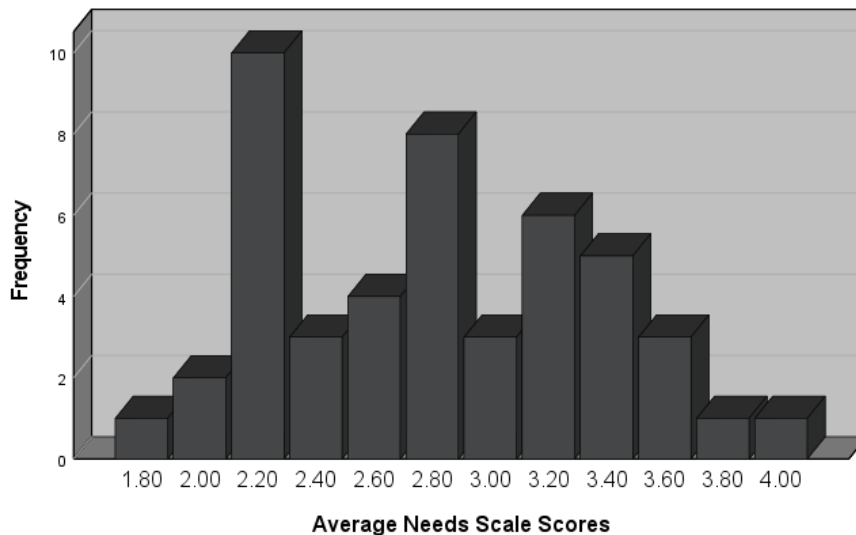


Figure 4. Average Needs Scale Scores

Correlation tests were generated to observe any relationship between the independent variables of the four categories that respondents were asked to score their agreement with (self-efficacy, competency, preparedness, and needs). Scores were added up for each variable category and an average taken. The Pearson correlation t-test resulted that there was a positive correlation between a teacher's perceived self-efficacy to work with undocumented students with competency of undocumented student experiences and related topics [$r(49) = .416, p = .003$]. The positive Pearson coefficient indicates that higher perceived levels of self-efficacy to work with undocumented students was linked with higher levels of competency of the experiences and other factors association with undocumented students. There also appeared to be a positive correlation between a teacher's preparation to work with undocumented students and competency of undocumented student experiences and related topics [$r(49) = .569, p = < .001$]. The positive Pearson coefficient indicates that higher perceived levels of preparation for working with undocumented students was associated with a teacher's level of competency for working with this population. No other correlations resulted between the four independent variables.

Independent sample t-tests were also generated to observe possible relationships between the four independent variables (self-efficacy, competency, preparedness, and needs) and demographic questions 2, 3, 5, 10, and 11 (Appendix A). Question 2 asked participants about their age which had no significance with any of the independent variables but followed a positive

correlation with years teaching [$r(55) = .862, p < .001$] and years teaching undocumented students [$r(51) = .780, p < .001$]. This positive Pearson coefficient simply indicated that the older the participant was, the greater the numbers of years they had experience in teaching and in teaching undocumented students. Question 3 asked participants to identify their ethnic/racial identity. For the purposes of this analysis, the variables of question 3 were redefined as “Hispanic/Latino” ($N=20$) or “other” ($N=38$), given the distribution of the identities selected. No significant findings were found between ethnic/racial identity and the four categorical independent variables. Question 5 asked participants to identify their political values/beliefs orientation. No significant findings were found between political orientation and the four categorical independent variables. Question 10 asked participants to state the number of years they have been teaching where there resulted a positive correlation between years teaching and the preparation independent variable category [$r(48) = 0.365, p = .011$]. The positive Pearson coefficient indicates that the greater number of years a participant had teaching, the greater the preparation they had to work with undocumented students. Equally, question 11, which asked participants for the number of years they had experience teaching undocumented students, demonstrated a positive correlation with the preparation independent variable category [$r(46) = 0.357, p = .015$], with the positive Pearson coefficient indicating that the greater number of years that a participant had in teaching undocumented students, the greater the preparation they had to

work with this population. No other significant findings were found between the variables.

Presentation of Findings (Interviews)

Following the survey portion of the study, a total of six participants responded to follow-ups for continued participation and were interviewed for the qualitative portion of the study. All participants were teachers within the state of California. Participants ranged from ages 26 to 44 years old. Half of the participants identified as male and the other half as female. Half of the participants identified their race/ethnicity as Hispanic/Latino and the other half as White/Caucasian. Four of the participants taught in urban located schools, and the other two taught in rural locations. Three of the participants taught high school children, two taught middle school, and one taught elementary school. The years that participants have been teaching ranged from 3 to 16 years. There was a range of subjects taught between participants that included special education, performing arts, math, foreign language, history, and multi-subject elementary. Half of the participants indicated that the ethnic/racial makeup of the students at the schools they taught was predominantly Hispanic/Latino and the other half of participants expressed some variation of ethnic makeup within students as indicated in Table 6. The table below summarizes the participants demographic information discussed.

The participants were asked a total of nine pre-determined open-ended questions with some variation as the conversations with participants naturally proceeded. The interview times ranged from fifteen to forty-five minutes. Participants were asked questions associated to the survey they had previously taken that inquired about teachers' experiences with working with undocumented students and their preparedness to work with this population.

Table 6. Demographic Information of Interview Study Participants

Participant	Years Teaching	Subject	School Ethnicities	School Setting	Grade Level	Age	Race/ Ethnicity	Gender
Participant 1	9 years	Special Education	80-90% Hispanic; 10-15% White; 5% other	Urban	High School /Adult	34	Hisp/Lat	F
Participant 2	6 Years	Music	98% Hispanic; 2% other	Rural	High School	28	White	M
Participant 3	7 Years	Multi-subject Elementary	68% Black; 30% Latino; 2% other	Urban	Elementary	26	Hisp/Lat	M
Participant 4	3 Years	Math	60% Hispanic; 30% Black; 10% Other	Urban	Middle School	28	Hisp/Lat	F
Participant 5	16 Years	Foreign Language	50%+ White; 35% Hispanic; 15% Other	Urban	High School	44	White	F
Participant 6	6 Years	History	99% Hispanic	Rural	Middle School	35	White	M

Themes

The themes of focus throughout the interviews were guided by the research study's survey. These themes were utilized in the questions asked in the interviews to expand upon the perceptions of educators on the four categories related to teachers' perception of needs and readiness to support undocumented students. These themes are as follows: 1) educator self-efficacy for working with undocumented students, 2) competency on undocumented students experiences and related topics, 3) preparedness for working with undocumented students, and 4) knowledge on undocumented student needs.

Educator Self-Efficacy for Working with Undocumented Students

In sharing their experiences with working with undocumented students and in discussing the questions regarding their capability to work with and make their classroom inclusive for students, participants shared their feelings of self-efficacy to work with this population. One factor that most participants brought up as something that is important for helping them develop connections with students of different backgrounds and cultures, including those who come from immigrant backgrounds is to show cultural humility and interest in the cultures of their students. Participant 5 shared that this is something that is practiced on a daily basis in their foreign language class, in which they often strive to look at the similarities and differences of the cultures students practice and those that are being discussed in their assignments. Additionally, they shared that they personally take an interest in learning about students' cultural backgrounds as

well. Participant 2, who teaches music shared that it was important for them to use music of various genres and ethnicities to connect with students of different backgrounds and world cultures. Participant 3, who teaches elementary, explained that at their school they strive to use “culturally responsive lessons” in which they acknowledge the students’ home language and encourage students and families to share about their backgrounds. Finally, participant 6, who teaches history, also shared that they cater their lessons to histories that may be relevant to their students and also strive to give their students a sense of self-determination stating, “I want the kids to learn about the human experience in history, and every...every time I have a diverse group, I try to make sure that every kid feels some sense of agency in the learning.”

Another factor that the participants shared that builds on their self-efficacy to connect with students is the importance of building trust with students in order to better understand what their needs are. Participant 1 shared that they do this by showing genuine interest in the lives of their students and trying to see things from their students’ point of view. They explained that through doing this, students increase their feelings of being heard and cared for by their teachers, which builds collaboration in achieving student goals. Participant 3 shared that in their classrooms they also strive to build a “community of trust” by allowing a space and time for students to share their feelings and thoughts without judgement for the purpose of building a sense of safety and feelings of being understood. They do this by implementing what they call “restorative justice

circles” where they advocate for students to: “Listen to our hearts. Speak from the heart. Listen with respect. Speak with respect.”

Teachers also shared about their resourcefulness in being able to support their undocumented students. Participant 6 shared that language barriers between themselves and a newcomer student can be challenging but with the support of other students who help translate, they “always made it work” and do their best to still communicate with parents. Participant 5 shared how they’ve attempted to research on their own what resources are available for their undocumented students when needed since it’s not something that is provided for by their school. Participant 3 shared that even though they have felt worried about the situations their undocumented students and their families sometimes present, they still do their best to be a source of comfort that students can depend on even when they themselves are stressed about not being able to do more given their limited resources.

Competency On Undocumented Students’ Experiences and Related Topics

In answering the questions of their experiences with undocumented students, the preparation they have to work with this population, and the discussion of the resources their schools offer or what they feel are missing, participants demonstrated their levels of competence on the topics surrounding these students. One common response among participants was their limited knowledge of where to find resources for students of this population. Participant one shared that they personally didn’t have any information on how to get

resources for undocumented students and would refer them to a school counselor but was unsure of what they might offer. Participant 4 also shared similarly that they were unaware of the type of resources to suggest for a student who may need help due to their status but also stated they would refer them to one of the campus program specialists to support them. Participant 5, while commenting that in the past they have researched on their own what resources are available to undocumented students, they stated that this is still something they have a lot of difficulty with:

It was...it was hard to get information. Like I said, I had to go, you know, I had to get online and Google things and try and find websites that would have information to, you know, help guide the students of what their options were... what...what they were eligible for. What they, you know, weren't eligible for. Programs that...that would accept them...that wouldn't. And so it was very confusing trying to find information.

All three of these participants had some difficulty identifying what the current eligibility was for programs or resources undocumented students can qualify for due to their status.

There were also varying degrees of knowledge on the types of things teachers may like to see their schools provide them with based on their experiences with undocumented students. Many of the participants identified trainings such as skill building for availability of resources for this population, language learning resources, and cultural awareness trainings. Some identified

many options, while a couple identified one or two on what might be helpful. Participant 6, however, shared that they weren't informed enough to say what types of trainings would be good for them to receive to better support this population to know how to find these resources. Instead, they suggested that someone better connected to the undocumented community would be better able to say what might be needed for teachers to be trained in.

Based on their experiences with working with undocumented students, all participants were also able to grow their level of competence on what they've noticed the hardships that these students face. All participants identified that students of this population experience difficulties that are different from the general student population that range in many different areas of their lives. They also identified that because of their status, students and families also experience limited opportunities. Some participants discussed economic hardships, others discussed language limitations, a few talked about the challenges that students have in looking for jobs or going to college, many talked about the limited availability with school involvement that parents have, one participant talked about the distrust that some parents may have with government agencies such as schools, and most talked about the need to have cultural awareness in the lessons provided to students. Generally, all participants were able to discuss a variety of challenges, with some providing more than other participants.

Preparedness For Working with Undocumented Students

Questions about how prepared participants felt to support undocumented students were also asked, including whether they had any training at the schools they worked at or if they felt their places of employment offered enough resources to feel prepared to support their students or for students to seek out. All participants shared that they had very limited to no direct training received from their places of employment on how to work with this population. Participant 3 shared that his site had received a brief professional development video on how to respond to certain situations and stated, “But it wasn’t as in depth, and it wasn’t as involved as I would like.” This limitation of training was also shared by participant 4, where they stated that their training was limited to professional development centered around language learning for non-English speakers, adding:

But that’s the only support that we’ve received. We haven’t received anything along the lines of, “Hey if anyone asks you for...find out if anyone’s in need of financial support, this is what you need.” So just based on the language, but not anything else.

Many participants also expressed the need for additional school guidance in being able to provide resources and support to their students. Participant 1 shared that they weren’t aware about what is available for this population at their school site and would like to know more about what is offered, any programs that are available, and just general support about how to help undocumented

students with processes, such as getting work documents, and whether that is even an option. Participant 4 also expressed a similar sentiment, stating that they felt they did not have the tools to provide undocumented students with help right away, had no guidance on where to reach out, and would have to research things on their own. They expressed the following:

I just think if there was like a very central place where all of this information and different resources were regularly available, I think that would be really helpful, cause otherwise you're either stuck digging or maybe not even asking at all.

Participant 5 also shared that they had to conduct a lot of information seeking on their end when they worked with undocumented students and felt like the support their school site gave them was insufficient, stating the following when speaking about resources and support:

They did not offer enough.... Which doesn't make sense in a school where you...you do have a large undocumented population. Why isn't that just part of your standard information being given out to your staff and to your students? Why do they have to go and seek it out? You know, if you...if you only had 3 undocumented kids in an entire school...okay. But when you have hundreds, it should be part of the standard...here's the information you guys need.

Participant 6 also felt that there needed to be a designated informed staff member where undocumented students could be directed to for asking questions

and receiving support as they felt that it was outside of their scope of taking on this role.

Beyond receiving guidance of availability of resources, many participants also shared on what they felt was missing in their schools in order to be prepared to support undocumented students better. While Participant 2's school site did do a better job at outreach with students, they felt there was a need for more support such as more translators in order to build better connections with students' parents. Furthermore, participant 2 added that some bilingual training for themselves would also be a benefit in being better prepared to work with undocumented families. Participant 6 also shared the sentiment of language development resources being a need, such as more ESL staff members to not only help the students with language skills but also literacy coaches as support for teachers in developing lessons to help develop students' writing and comprehension skills.

In addition to language resources, participants also expressed other ideas on what they felt would be useful for the school sites to be prepared to help undocumented students. Interestingly, both Participant 2 and 6, brought up the idea of having established community liaisons frequent the schools who have lived the undocumented or immigrant student experience to offer support and information to students as someone who has lived through what current students are living. Participant 3 also expressed the desire for more community building through greater school support for families through the use of "parent centers"

where parents could receive services ranging from language classes, mental health support, to resources for socio-economic difficulties and, therefore, have a centralized place where families could receive guidance. Participant 3 and 5 both also desired seminars and professional development trainings that were more in depth beyond “calling a number” but rather in knowing about relevant immigration laws and knowing the processes of what undocumented students qualify for. Participant 5 expressed the need for ongoing training for teachers on how to best communicate with students in a culturally appropriate way that considers the use of language, given that what was accepted before may not be appropriate now.

Finally, when asked whether they felt prepared to support this population, Participant 6 directly stated that they did not feel well-equipped and expressed their deep dissatisfaction with the scarcity of resources in schools for teachers and students, expressing the following:

No! No way. No way. I mean I’m gonna try. And I’m gonna give them empathy and, you know, I want them to feel like the classroom is a safe space. But I know I’m not equipped. And in general, whether it's dealing with undocumented or other students, there is a severe lack of resources in every damn school in this country, and that is why I wanted to talk to you in general was because like, this affects every child, and even harder for these kids who are trying to adapt and be a part of the school when they have so much facing against them.

Knowledge On Immigrant Student Needs

Participants were asked to share about any knowledge or understanding that they had about the difficulties that undocumented students face.

Undocumented students face many barriers, of which participants were able to identify in their experiences with these students. Several of the participants identified the limitations that are placed on undocumented students when it comes to the opportunities that they can have, specifically in education and work prospects. Participant 4 shared that not having the proper documentation becomes a factor to consider in everything the student can do once they become an adult, whether that is getting a job or finding out what kind of financial assistance they can receive for higher education. They indicated that as the students are nearing adulthood, the reality of their situation becomes more apparent stating, "I want to say that more hardships pop up...I want to say in the in last two years of high school, once you start to realize that you're going to be an adult and that you have to get a job or do many adult things."

Participant 1 also shared a similar story of difficulties arising as undocumented students reach adulthood. They stated that an issue they've run into in their experience with undocumented students is that the student cannot participate in job training programs that their school partners with because the student does not have the proper documents to get a work permit. The participant shared their disappointment with this limitation because the student shows a lot of promise in being able to train well but is not able to do so.

Participant 2 also shared his experience with a student who excelled academically but would be limited in college choices because of the inability to apply for loans, detailing that it consequently becomes a more difficult choice about their options upon graduation due to the student's lack of documentation. They explained these conflicting choices further:

...a lot of them are kind of caught between whether they want to follow what their parents did, which is working in the fields all day every day or go into a gang. Or if they want to like plug...plug away and...and try to get like a college and career. They're...they're kind of caught between those things and a lot them don't have the financial support from their parents to kinda...to make like, you know good choices there.

This economic hardship was also identified by other participants as a barrier that undocumented families face. Participant 3 shared that food scarcity was one thing he noticed with working with young undocumented children, who would often take more food during lunch time to take some home. They expressed that they would show behaviors of feeling like they require not only basic needs like food but more attention from their teachers as well. This economic hardship was also apparent with a parent that Participant 3 had encountered who had asked Participant 3 if they could claim their child in their taxes in order to get the tax return funds, as they were struggling financially. Additionally, Participant 3 shared that undocumented parents tend to send their kids to school even when the kids are sick, where parents have stated that they

need to go to work and therefore their child needs to be at school to learn but also to have a “daycare,” as the participant stated. Participant 4 also shared this economic hardship with the limited flexibility that undocumented parents have with taking time off for meeting with teachers or ensuring that their child is keeping up with schoolwork, in comparison to parents of other students they have encountered. Participants 2 and 6 also shared a similar understanding where undocumented parents may find themselves in a position where they need to work and therefore is part of the reason why they have little availability or energy to come to the school to meet with teachers or be more involved in their children’s education.

Other discussions on the needs of undocumented students centered around the emotional and psychological tolls that these students’ backgrounds bring. Participant 6 shared an experience of a student who was succeeding at school but suddenly had to leave but did not want to go. Participant 6 explained that this instability in their personal lives is difficult for students to manage. Furthermore, they discussed the necessity of providing more counseling for students of undocumented backgrounds where they stated:

They need more people who are there to support their emotional well-being...where you have a higher rate of trauma. You have all kinds of home life issues. You have it because parents are overworked. They’re stretched thin. They’re sharing homes with other families. Like, nothing is easy for this group of people.

They also added that in a school they worked, that temporarily had counseling services for their students, it had been effective in helping students manage some of the trauma they had experienced. Participant 3 also shared in the opinion of the necessity to have on-site school psychologists not only for students but also for parents to access.

Another immediate need that some participants identified for undocumented students was their language limitations when they are newcomers to their schools. Participant 3 shared that in his work with young children, he notices that they seek safety through identifying someone who also speaks their language, which can be a challenge if the teacher or adult the child has interaction at school with does not know the language. Participant 3 does, however, find that the children are resourceful and are always looking for “ways to bridge the gap” in their communication. Participant 4 also discussed that language acquisition seems to be the priority more often for younger undocumented children rather than on other concerns that older children begin to think about more, such as what their work prospects might be. This participant shared as well that they have noticed because of the hardship of learning a new language, it also affects them academically in the beginning as newcomers tended to have lower grades.

Summary

This chapter presented data results gathered from surveys and individual interviews. Demographic information for each data modality was presented. A total of 58 participants anonymously participated in the survey portion of this study, with 51 participants who completed or almost completed the entire survey. Of those participants, a total of 6 participants were interviewed. Survey questions consisted of four categories associated to educator self-efficacy, competency, preparedness, and knowledge on immigrant student needs, where the survey was adapted from the Teacher Self-efficacy Scale; from Humboldt State University's Undocumented Student Ally training for faculty, students, and staff; and from an instrument developed on a study of teacher perceptions about teaching refugee and immigrant students (Kurbegovic, 2015). Using a four level Likert scale, participants scored themselves on statements within each category where lower scores indicated less knowledge, preparation, or understanding of topics discussed in each category. For the survey analysis, correlation tests and independent sample t-tests were generated between the independent variables to examine any possible relationships between variables. Thematic analysis was completed on the interviews conducted using the four pre-established category themes used in the survey. The researcher used this mixed-methods approach of survey and interview data to gather information on the educator perspective and preparedness for working with undocumented students.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter will discuss a summary of the results as reported in chapter 4 in relation to the purpose of the current study. The current research study intended to explore the degree to which educators in California's K-12 public schools understood the needs of undocumented students to be and how prepared they felt to support this population for the purpose of exploring whether any provisions were missing for supporting this population. To this end, the present study surveyed public school teachers across different disciplines and grades on four categories associated to educator self-efficacy, competency, preparedness, and knowledge on undocumented immigrant student needs. Through a Likert scale ranking, participants were asked to indicate their agreement with various statements in each category to assess their comfort and knowledge with topics pertaining to each category. In addition, participants also had the opportunity to share their experiences with working with undocumented students through interviews with the researcher. Using qualitative analysis, the researcher used the four categorical themes previously established in the surveys to conceptualize the interview study's findings alongside the data collected from the surveys. A summary of the results will be presented in the discussion; followed by strengths and limitations of the present study; and

discuss recommendations for social work practice, policy, and future research related to the present topic. The chapter will conclude with a summary of the present research study.

Discussion

The findings of this study are descriptive in nature and not explanatory. Through this study it was explored what teachers understood of the undocumented student experience and how well they felt to support these students. The survey data, as reported in chapter 4, indicated that, generally, teachers felt themselves to be moderately to highly self-efficacious in teaching undocumented students. The interview data further demonstrated teachers' ability to adapt to trying to meet students needs despite limitations in knowledge of what to offer. Teachers, during the interviews, related that they still did their best to work with students despite language limits, limited parent involvement, and other presenting socio-economic factors. Most of the interviewed participants also shared that they would often take it upon themselves to find resources for their undocumented students but did feel unsure of where to look or what to offer. This also aligns with the survey results of having low to moderate competence on the laws and available resources for undocumented students. These findings suggest that there appears to be a scarcity of readily available resources for teachers and undocumented students to access when the need arises, and that teachers are often left responsible for having to work within these limitations.

In chapter two, it was noted that previous research has found an increased need for educators to develop socio-political awareness on the barriers that undocumented students face (Dryden-Peterson, 2018; Lad & Braganza, 2013; Rodriguez et al., 2020; Turner & Mangual Figueroa, 2019). The findings of the present study showed a mixed result on the degree of this awareness. Interviewed participants were able to identify many of the barriers that undocumented students face to varying degrees, with some participants touching on related topics more than others. It cannot be generalized across interview participants whether enough had an adequate assessment of these needs given the sample size of six interview participants; however, the survey data suggested that participants, which had a larger sample size of about 50 participants demonstrated a moderate understanding of undocumented student needs. Therefore, it aligns with the mixed responses of interviewees who were able to identify varying numbers of barriers these students face based on their experiences in working with them.

As also seen in the research discussing the needs of undocumented students, teachers in aggregate reported similar observations including limited opportunities for work and education (Lad & Braganza, 2013; Stacciarini et al., 2015), limited parent engagement in their children's education (Dryden-Peterson, 2018; Lad & Braganza, 2013), the need for culturally aware lessons (Connery & Winer, 2021), the necessity of social-emotional mental health support for immigrant students (Gonzales et al., 2013; Lad & Braganza, 2013; Stacciarini et

al., 2015), economic hardships and language barriers (Garrison et al., 1999; Lad & Braganza, 2013), and the family distrust of government agencies (Lad & Braganza, 2013). As some of the research also demonstrated, a few of the teachers did focus partial attention (Rodriguez et al., 2020; Lad and Braganza 2013); on language acquisition as one of the primary needs of students in this population, of which the research has indicated limits the alternative holistic approach to assessing students' challenges.

Through both the interviews and the survey data collected, it was also observed that participants felt that their training and preparation to work with the undocumented student population was insufficient. The survey data indicated lower levels of agreement with having the preparation to work with these students. Those who were interviewed, further detailed that they had received either very little or no training in working with this population and expressed the need for more support from their work sites. Most participants were unaware or felt very limited on what to offer to their students of this population as they were unsure about what their undocumented students qualified for or of what resources their schools had to offer them. This preparation factor was also present in the resources that were given to teachers to work with students including language barrier difficulties that affected how students performed in their classes but also on how much support teachers could offer their students. These observations align with Connery and Weiner's (2021) research which equally found patterns where teachers often had little to no formal education and

professional development on issues surrounding immigration as concerned to the school and teacher role for working with this population.

What this indicates is that there may be a need for schools to provide increased and specific trainings to support teachers with many of the needs that undocumented students present with. A scarcity of information and trainings for working with this population is the norm based on what was examined in the present study. This may also indicate that many schools are currently not equipped with the appropriate personnel who can provide these supports to both students and teachers. Further exploration at the school and district-wide level may be required to assess how extensive the necessity to increase resources is for meeting the needs of undocumented students.

In concluding the discussion of the results, the current exploratory study also did not find any significant correlations between teachers' demographic variables and the four thematic variable factors being examined in this study to determine understanding of needs and preparedness to support students. This indicates that for the present survey data collected, demographics such as race and political ideology did not show a relationship in how participants answered on their levels of agreement on their ability to work with undocumented students. Correlations were demonstrated, however, in the number of years teaching an educator had and their degree of preparedness to work with undocumented students. This would simply suggest that greater years of experience teaching may just increase preparedness that a teacher has with working with this

population as their potential for interactions with this population increases throughout their years of teaching.

Strengths and Limitations of the Study

A strength of this study includes the use of a mixed methods approach to gather insight on the study's topic. Through the use of surveys, the researcher was able to gather a general overview of how educators perceived their own awareness of working with undocumented students. The interviews allowed further insight on these perceptions through the gathering of greater detail on the firsthand experiences that teachers had with working with this population. The inclusion of a qualitative method to the research study also allowed the researcher to better understand the data that was collected from the survey data.

Another strength of the study was the variation of respondents from a variety of demographic backgrounds. While the researcher began recruiting survey participants within the researcher's own personal circles, the researcher also used public social media posts that allowed the survey to reach CA educators across the state. Through this, an adequate variation of participants was gathered, namely in the variety of subjects taught by educators, the community setting of their schools, the ages and years teaching of participants, and the school levels taught (elementary, middle and high school). This allowed for representation of participant viewpoints to be greater across different demographics and school settings.

The study, however, is not without its limitations, which are important to consider in the future development of further studies related to the topic of undocumented students and education. The sample size of the study was one limitation that hindered the study from being generalized to the larger population as the sample size for survey respondents was 58 educators and only 6 for the interview portion of the study. In the first few months of data collection there were barriers to getting participants to engage with the survey through only using the researcher's personal and professional contacts and social media. However, moving towards public social media posts did garner increased participation and variability of respondents. Another limitation in recruiting participants was the limited response of those who indicated they would like to also participate to be interviewed. Despite about half of the respondents indicating in the survey that they would like to be interviewed, only six participants followed through when contacted to schedule an interview. Further incentives for participation or quicker contact between the survey and interview requests may have been helpful for increasing participation. The timing of the year when interviews were being requested with teachers was also during the summer break, during which some participants may have been away from their e-mails.

Another limitation of the study was that because of limited resources and time, the most practical and feasible method for distributing the survey to participants was through social media and snowball sampling through the researcher's own social circles. While this can be a strength in the reach that the

survey could have across the state, it also allowed participants to self-select into the study, which opens up the possibility for respondents to fill out the survey who may not fit the study's criteria despite the precautions the researcher took to only engage those who fit the description of the study. Non-response bias may have also occurred through this modality, where the characteristics of non-participants to the study may have been different from those who did choose to participate and therefore may not be representative of the experiences of the general teacher population. This method may have also limited educator's from responding who may not participate in social media or have much time to respond to an online survey during the school year, when the survey was posted. While the researcher limited the number of questions to assess each thematic category of interest, the survey took several minutes to finish; therefore, could introduce respondent fatigue among participants and less desirability to engage with the survey. However, adapting the survey to a reduced number of questions may have also limited the reliability of the survey for each category of interest.

Recommendations for Social Work Practice, Policy, and Research

Social Work Practice

Based on the participants' contributions of this study, recommendations for social work practice include greater interdisciplinary collaboration between social workers and school educators in being able to meet the needs of undocumented students and their families. Teachers require greater support to

have the tools to adequately engage with all their students. The development of formal guides and trainings to help teachers familiarize themselves with the different experiences that this special population can face, may better prepare teachers to understand and identify the difficulties that undocumented students face. Further, social workers are expected to be able to work with diverse populations and have a general understanding of the barriers that different communities face. Having cultural competency and humility are benchmarks of social work practice; therefore, leading trainings with educators on how this can be practiced in the classroom may be beneficial towards improved engagement with students not only of undocumented immigrant background but with those who come from other communities as well.

In addition to these trainings, social workers can play an increased role in ensuring that resources are available for both educators and students of undocumented status to find, should the need arise. There appears to be a deficiency in preparedness for educators to know what supports or resources to offer to students of this background as it is something that is not often or scarcely touched upon in their educational or employment trainings. Social work practice comes directly into play here as social workers act in the role of case managers to connect students and families with community resources and knowledge. As a standard practice for social workers who work within a school setting, social workers should be prepared to offer support for those students and families who are undocumented. Additionally, some education for teachers imparted by the

social worker on what resources are pertinent to students of this population may also be beneficial as teachers may be the first point of contact that a student engages with for support. Having knowledge of what is available may at least be helpful for a teacher in knowing that they could refer the student to the social worker for their particular need.

Clinical social workers based in schools also can play a large role in the social-emotional well being of students of undocumented status who may be experiencing responses of trauma due to previous and current circumstances associated to their migration histories. Teachers are limited in what they can offer within the classroom, but social work clinicians can help support educators and school learning by offering an alternative space to help students process their experiences so that the focus in the classroom is not disrupted. The clinician can offer individual counseling but can also offer support groups for students identified as newcomers. These groups can work as a way of building communities within the school for students to share similar experiences, and it can also provide a space to empower students on their identities and share resources and knowledge pertinent to them. A couple of respondents in the study identified that community liaisons who shared similar migration backgrounds with students would greatly benefit students for building community ties; these liaisons could be great assets in joining the support groups as well.

Policy

The first policy recommendation in meeting the aforementioned social work proposals comes at the statewide level in increasing the funding that is offered to public schools at various levels. Evidently, there would need to be greater resources allocated for increased personnel for school districts to utilize in hiring social workers to fill the roles as stated above. Respondents in this study shared throughout the interviews that having a designated person to reach out to for resources, language support, and general competency trainings would benefit their teaching and increase student support. Policy should as a standard, thus enforce that there be a certain number of designated staff to meet these needs at each school district to an adequate degree, not just one overburdened individual, as teachers often find themselves being. Prioritizing students' mental health is increasing with more mental health departments becoming available in schools but requires standardizing in state policies across school districts, as it is not yet the standard across the board.

Returning to the role that social workers may play in supporting this vulnerable population, this role requires that social workers also receive training and education in working with immigrant populations. Schools of social work do well in introducing topics within coursework for working with diverse populations, but it may not be the standard to touch upon working with undocumented individuals in particular. Further education or specialized trainings to work with this population may be helpful especially for those who may be following

concentrations that are related to immigration, school-based, or international social work. Other specialties, however, will find themselves encountering members of this population in communities with higher numbers of immigrants and may also benefit from participating in receiving education on working with these populations.

Future Research

Undocumented students are faced with many challenges in the United States due to their migration backgrounds, including navigating the U.S. education system. Students of this population are faced with a myriad of obstacles, of which teachers in California are often faced with encountering in their classrooms in trying to support their students. Further research conducting needs assessments across schools in CA to assess what resources teachers are lacking to support this population would continue to shed light on where school districts are falling short in having the adequate supports put in place that students of this population need. California is the state with the largest undocumented population, but other states with large undocumented populations could also benefit from seeing where student's needs for this population are being unmet.

Continuing to look at the research from the teacher perspective can be highly beneficial towards assessing these needs because teachers are the first point of contact that students have at schools and are able to gauge where they feel supports are missing for both themselves and undocumented students.

Looking at this issue through this lens may also continue to explore as well whether adequate preparation has been given to teachers in their educational and employment trainings. Through this research, policy makers may be able to establish that further funding to support this vulnerable population may be necessary through the means of support for added personnel to help students and families, program development for working with undocumented students, and increased resources for educational materials within classrooms.

Conclusion

As we work towards developing better practices within the field of social work for meeting the needs of vulnerable populations, it is important to explore where supports may be falling short. The purpose of this study was to explore the degree of understanding by educators in California's public schools on the barriers undocumented students face and whether they felt themselves prepared to support these students in order to assess whether there was a deficiency on the supports being given to this population of focus. The undocumented immigrant population is faced with a myriad of socio-political-economic barriers, which can in turn affect how undocumented students engage in schools and how they are supported. This exploratory study contributed to providing a lens into how our educators in CA experience working with these students and found that those who participated had a moderate understanding of the barriers faced but required increased support by their employers to meeting all the needs that these

students face. To this end, this study recognizes the necessity of continued exploration on how far these deficiencies go to get a more accurate needs assessment on this issue at a statewide level. Additionally, these studies are also needed to gather evidentiary support for advocating for the addition of more social work professionals in schools to support undocumented students and the teachers who are faced with meeting their students' needs.

APPENDIX A
SURVEY DATA COLLECTION TOOL

Survey Questions

1. Are you a K-12 public school educator in California of at least 18 years of age?

Yes _____ No _____

*survey will end if answer is "No"

Demographic Questions:

1. What is your gender?

Male _____ Female _____ Non-Binary _____ Prefer not to State _____

2. What is your age (in years)? _____

3. What is your racial or ethnic identification? (select all that apply)

_____ Hispanic or Latino _____ Black/ African American
_____ American Indian or other Native American _____ Asian American or Pacific Islander
_____ White/Caucasian _____ Other
_____ Prefer not to state

4. What is your highest completed level of education?

_____ Master's degree or above _____ High School
_____ Associate's Degree
_____ Bachelor's degree _____ Prefer not to state

5. How would you consider your values and beliefs on the following scale?

_____ Very conservative _____ Slightly Liberal
_____ Slightly conservative _____ Very Liberal
_____ Neutral/Neither conservative nor liberal _____ I prefer not to state

6. What subject matter do you teach? (select all that apply)

_____ Multi-subject Elementary _____ Social Studies _____ Special Education
_____ Math _____ Foreign Language _____ Health and Phys. Ed.
_____ Science _____ Performing Arts _____ Vocational
_____ Language arts _____ Other

7. What level do you currently teach?

_____ Elementary _____ Middle School _____ High School

8. What is the community setting of your school?

_____ Urban _____ Suburban _____ Rural

9. Which of the following best describes the majority of the student body at your school?

_____ American Indian or Alaskan Native _____ Asian
_____ Black or African American _____ Latino or Hispanic
_____ Native Hawaiian or Pacific Islander _____ White / Caucasian / European descent
_____ Equivalent representation (Please identify): _____

10. How many years have you taught?

_____ (type in answer)

11. To your knowledge, of your years teaching, how many years have you had experience teaching students of undocumented status?

_____ (type in answer)

CATEGORY 1: Self-Efficacy To what extent are each of the following statements true?	Not at All	To a Slight Extent	To a Moderate Extent	To a Great Extent
1. I am convinced that I am able to successfully teach all relevant subjects to undocumented students.	1	2	3	4
2. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address undocumented student needs.	1	2	3	4
3. I am confident in my ability to be responsive to my undocumented students' needs even if I am having a bad day.	1	2	3	4
4. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my undocumented students.	1	2	3	4
5. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach undocumented students well.	1	2	3	4

CATEGORY 2: Competency To what extent are each of the following statements true?	Not at All	To a Slight Extent	To a Moderate Extent	To a Great Extent
1. I am familiar with contemporary US immigration policy?	1	2	3	4
2. I understand what Deferred Action for Childhood Arrivals (DACA) is	1	2	3	4
3. I know how to find resources for undocumented students	1	2	3	4
4. I recognize what kind of support undocumented students need	1	2	3	4
5. I understand the unique experience and needs of undocumented students	1	2	3	4
6. I know the basic premise of privacy and confidentiality when working with undocumented students.	1	2	3	4

CATEGORY 3: Preparedness To what extent are each of the following statements true?	Not at All	To a Slight Extent	To a Moderate Extent	To a Great Extent
1. I have received adequate preparation in my university program to meet the needs of undocumented students.	1	2	3	4
2. I have received sufficient professional development and training by my organization to best support undocumented students.	1	2	3	4
3. I have valuable experience working with undocumented students.	1	2	3	4
4. I have adequate educational coursework that focuses on culturally appropriate teaching practices for students of diverse backgrounds.	1	2	3	4
5. My employment has devoted time and energy to discuss effective practices for promoting the well-being of undocumented students.	1	2	3	4
6. I feel prepared to support a student who confides in me with issues regarding their undocumented status.	1	2	3	4

CATEGORY 4: Needs To what extent do you agree with the following statements?	Not at All	To a Slight Extent	To a Moderate Extent	To a Great Extent
1. Undocumented students have unique social and emotional needs compared to other students.	1	2	3	4
2. Undocumented students seem to experience more social problems than other students.	1	2	3	4
3. Undocumented students seem more anxious or nervous than other students.	1	2	3	4
4. Undocumented students seem to be more depressed or sad than other students.	1	2	3	4
5. Undocumented students seem to require greater support and guidance compared to other students.	1	2	3	4

Final question:

As part of this study, the researcher would like to interview participants for the purpose of gaining a greater understanding of the educator experience and perspective in working with undocumented students. If you would like to be eligible to participate, please indicate your email below to receive a potential follow-up if randomly selected. All randomly selected participants will be placed in a random computer-generated drawing for one of two \$50 Amazon gift cards. Your participation in this study is greatly appreciated.

_____ (type e-mail here)

Survey questions were adapted from the following sources:

Kurbegovic, D. (2016). *A survey study examining teachers' perceptions in teaching refugee and immigrant students* [University of Washington].

https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/36592/Kurbegovic_washington_0250E_15812.pdf?sequence=1

Sánchez, C. A. (2020). *Strengthening the capacity to serve undocumented students in a rural California State University* [Humboldt State University].

<https://digitalcommons.humboldt.edu/cgi/viewcontent.cgi?article=1440&context=etd>

Schwarzer, R., Schmitz, G.S., & Daytner, G.T. (1999). *The Teacher Self-Efficacy scale* [On-line publication].

Available at: http://userpage.fu-berlin.de/~health/teacher_se.htm

APPENDIX B
SURVEY INFORMED CONSENT FORM

Examining Educators' Perceptions and Preparedness on the Needs of Undocumented Students Informed Consent

The study in which you are asked to participate is designed to examine how CA educators perceive the needs of undocumented students to be and how prepared they feel to support students of this population. The study is being conducted by Imelda Duran, a graduate student, under the supervision of under the supervision of Dr. Carolyn McAllister, Professor and Director in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB.

PURPOSE: The purpose of the study is to examine how educators perceive the needs of undocumented students to be and how well prepared they feel to work with these students. These findings will further contribute to social work practice by providing insight on possible deficiencies in the support systems that exist in California's communities, especially those with higher populations of undocumented immigrants and help to pinpoint where more support could be offered in the public school system.

DESCRIPTION: Participants will be asked a few questions on their knowledge and perceived understanding of undocumented students' needs and questions related to participant preparedness to work with undocumented students, and some demographics.

PARTICIPATION: Your participation in this the study is completely voluntary. You can refuse to participate in the study or discontinue your participation at any time without consequences.

CONFIDENTIALITY: Your responses will remain anonymous, and data will be reported in aggregate form only.

DURATION: It will take 6-8 minutes to complete the survey.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the questions or end your participation.

BENEFITS: There will not be any direct benefits to the participants. However, findings from the study will contribute to our knowledge in this area of research.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Carolyn McAllister: cmcallis@csusb.edu.

RESULTS: Results of this study can be obtained from the Pfau Library ScholarWorks database (<https://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2023.

By clicking to continue you certify that you are 18 years of age or older, have read and understand the consent document, and agree to participate in this study.

APPENDIX C
INTERVIEW INFORMED CONSENT FORM

Examining Educators' Perceptions and Preparedness on the Needs of Undocumented Students Informed Consent

The study in which you are asked to participate is designed to examine how CA educators perceive the needs of undocumented students to be and how prepared they feel to support students of this population. The study is being conducted by Imelda Duran, a graduate student, under the supervision of Dr. Carolyn McAllister, Professor and Director in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB.

PURPOSE: The purpose of the study is to examine how educators perceive the needs of undocumented students to be and how well prepared they feel to work with these students. These findings will further contribute to social work practice by providing insight on possible deficiencies in the support systems that exist in California's communities, especially those with higher populations of undocumented immigrants and help to pinpoint where more support could be offered in the public school system.

DESCRIPTION: Participants will meet via Zoom. During the interview, participants will be asked a few questions related to their general understanding of undocumented students' needs and difficulties, their experiences in working with this population, the types of resources their schools offer to educators and undocumented students, their perspectives on schools as a resource for undocumented students and their families, and some demographics.

PARTICIPATION: Your participation in this the study is completely voluntary. You can refuse to participate in the study or discontinue your participation at any time without consequences.

CONFIDENTIALITY: Your responses will remain confidential and identifiable information will be removed. Interviews will be recorded, but only voice recordings and transcripts of recordings will be stored and deleted a year after the completion of the study. Data files will be password protected.

DURATION: Interviews are expected to last about 30 to 40 minutes and will be scheduled to accommodate your schedule.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the questions or end your participation.

BENEFITS: There will not be any direct benefits to the participants. However, findings from the study will contribute to our knowledge in this area of research.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Carolyn McAllister: cmcallis@csusb.edu.

RESULTS: Results of this study can be obtained from the Pfau Library ScholarWorks database (<https://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2023.

I agree to have this interview be recorded _____ Yes _____ No

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

_____ Place an X mark here

_____ Date

APPENDIX D
INTERVIEW GUIDE DATA COLLECTION TOOL

Interview Questions

Questions for Educators' Perspectives on Undocumented Students' Needs

1. Can you give me a little background on your history as a teacher such as how long you've been teaching and which subjects/ages you've taught.
2. What is the demographic breakdown of staff and students at your school? And is it urban, suburban, or rurally located?
3. What is your general understanding of the difficulties/hardships undocumented students might face?
4. Have you ever had experience working with undocumented students?
 - A. If yes, what did you notice was different in working with undocumented students/families in comparison to other students and their families?
5. Have you ever had a student confide in you about their status or any difficulties they and their family have faced because of it?
 - A. If yes, did you feel like you were able to support them adequately? Why or why not?
6. Do you feel like your school offers enough resources for students and families in this population to seek out?
 - A. If yes, do they seem to be utilized?
 - B. If no, what types of supports do you feel are missing?
7. As an educator, do you think that schools are an appropriate place to help support and offer resources for students and families who hold undocumented status?
8. Have you received direct training at your place of employment on how to work and support this population?
 - A. If yes, what did it involve?
 - B. If no, what type of training would you like to receive?
9. Personally, in which ways do you try to make your class culturally inclusive to all students, if your subject matter that you teach lends itself to this?
 - A. Do you feel that teachers should make an effort to be cognizant of the language they use in the classroom to be inclusive and a safe space for all students to discuss and learn about topics.

Interview questions were developed by the researcher of this current study.

APPENDIX E
INSTITUTIONAL REVIEW BOARD APPROVAL LETTERS

Approval Letter

January 11, 2022

CSUSB INSTITUTIONAL REVIEW BOARD
Administrative/Exempt Review Determination
Status: Determined Exempt
IRB-FY2022-91

Armando Barragan Jr. Imelda Duran Herrera
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Armando Barragan Jr. Imelda Duran Herrera:

Your application to use human subjects, titled “Examining educators' perceptions and preparedness on the needs of undocumented students” has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has weighed the risks and benefits of the study to ensure the protection of human participants.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the

Cayuse IRB system to keep your protocol current and active unless you have completed your study.

- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2022-91 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board
ND/MG

Approval Letter for Modification

October 25, 2022

CSUSB INSTITUTIONAL REVIEW BOARD

Protocol Change/Modification

IRB-FY2022-91

Status: Approved

Armando Barragan Jr. Imelda Duran Herrera
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Armando Barragan Jr. Imelda Duran Herrera:

The protocol change/modification to your application to use human subjects, titled "Examining educators' perceptions and preparedness on the needs of undocumented students" has been reviewed and approved by the Chair of the Institutional Review Board (IRB). A change in your informed consent requires resubmission of your protocol as amended. Please ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study. A lapse in your approval may result in your not being able to use the data collected during the lapse in your approval.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following by submitting the appropriate form (modification, unanticipated/adverse event, renewal, study closure) through the online Cayuse IRB Submission System.

1. If you need to make any changes/modifications to your protocol submit a modification form as the IRB must review all changes before implementing them in your study to ensure the degree of risk has not changed.

- 2. If any unanticipated adverse events are experienced by subjects during your research study or project.**
- 3. If your study has not been completed submit a renewal to the IRB.**
- 4. If you are no longer conducting the study or project submit a study closure.**

You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, Research Compliance Officer. Mr. Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2022-91 in all correspondence.

Best of luck with your research.

Sincerely,

King-To Yeung

King-To Yeung, Ph.D., IRB Chair
CSUSB Institutional Review Board

KY/MG

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