ABSTRACT

LATINO MIXED CITIZENSHIP STATUS FAMILIES AND ACCESS TO HIGHER EDUCATION

By

Vanessa Marroquin

May 2014

While research on undocumented students and access to higher education is of growing concern, it is equally important to examine mixed citizenship status families.

Mixed citizenship status families are families that consist of both documented and undocumented members. Passel and Cohn explain that the number of U.S.-born children in mixed citizenship status families has shown significant growth in recent years, from 2.7 million children in 2004 to 4 million in 2008.

This study utilizes Bronfenbrenner's Ecological Systems Theory as a lens to examine the different experiences that members in these families experience through their schooling and in accessing higher education.

This qualitative comparative case study examined the experiences of three Southern Californian families, consisting of one undocumented student in higher education, undocumented parents, and at least one documented student currently attending high school. This study examined, compared, and contrasted the experiences of 14 different participants and their schooling experiences.

Major findings in this study revealed that being in a mixed citizenship status family affects different relationship factors and experiences that ultimately impact the documented and undocumented individuals psychologically and academically. Such experiences have the potential of impacting their schooling experience and access to higher education. In this study, changes in policy have had ripple effects that are experienced by youth in very personal ways that have impacted their development and access to higher education. The study revealed that, whether documented or undocumented, all members experienced psychological effects that have affected their access to higher education.

Findings in this study discovered the impact of changes in policy, how mixed citizenship status families affect the educational trajectories for all members of the family, parental involvement in school, the psychological stressors that affect documented siblings, as well as undocumented, and the ways in which documented siblings may defer their own college experiences in order to keep a pace with their siblings among other findings.

This study concludes with recommendations for policy and practitioners in the educational field, including suggestions for a more comprehensive immigration policy to include citizenship access for undocumented students and their parents, improvements in the enforcement of labor laws, and professional development for teaching educators about the mixed citizenship status family, promoting home to school relationships, and supplying these families with resources to navigate and widen the pipeline into higher education.

LATINO MIXED CITIZENSHIP STATUS FAMILIES AND ACCESS TO HIGHER EDUCATION

A DISSERTATION

Presented to the Department of Educational Leadership

California State University, Long Beach

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
in Educational Leadership

Committee Members:

Leslie Reese, Ph.D. (Chair) Lindsey Pérez Huber, Ph.D. Ramon Zavala, Ed.D.

College Designee:

Marquita Grenot-Scheyer, Ph.D.

By Vanessa Marroquin

M.A., 2011, University of California, Los Angeles

May 2014

UMI Number: 3708288

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3708288

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.
All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Copyright 2014

Vanessa Marroquin

ALL RIGHTS RESERVED

ACKNOWLEDGEMENTS

The completion of this dissertation has been a meaningful struggle. I always knew that I would get here because of my friends and family. I have heard that this is the hardest part to writing a dissertation, and it was. These acknowledgements are my way of saying, "thank you" and "I love you" for your love and support for always believing in me.

To my committee Dr. Reese, Dr. Zavala, and Dr. Pérez Huber—without your feedback throughout this process I would not have a quality final project. To my chair, Dr. Reese, thank you for meeting with me so often. These meetings were encouraging and challenging, but I knew that it was only to provide me with an amazing study.

To my cohort V—we are finally here! This process would have been so much more difficult without you all. Thank you for making this a fun process and for the quality discussions we had throughout the courses. A special thank you to Dr. Scott, Sandra, Noemi, Letty, Alex, Alma, Steve, and lifelong friend Dorothy.

To my friends and family that think I am smart—to the Arauz Family, Tia Saydee, Tio Lando, Desiree, Chris, the Lopez family, Liza, and *mis abuelitas*. You have always made me feel like I could do this. I am so thankful to have an extended family that is so dear to my heart. I hope I have made you proud.

To my big brother William—I love you dearly. You have always looked out for me and fought for me even when I am wrong. I always cherish the times we shared

watching our shows and your unconditional love for me. Rosina, Rayleene, Jose, and Jeremiah—I love you guys so much! Let me serve as proof that you can make it above and beyond college.

To my *Hermana* Saydee—I know I always stress you about your education, but it is because I believe in you and your dreams. Let this be a testament to living out your dreams regardless of what may come. You and Steven have lived with me throughout this experience and have equally motivated me. You guys believe in me more than I did myself, thank you. I love you guys for taking us in as an extension to your family. What you guys do for us never goes unnoticed. To my baby Rodriguez—I cannot wait to meet you. I love you already!

My biggest cheerleader, Carol—you have always looked out for me, always. You have pushed and pushed me to get here. Like I have said before, I would have given up a long time ago if it was not for you. You brag about me to everyone and that makes me work harder. I never want to let you down, ever. Thank you for being my tough love and motivator. Joe, Jogi, and Antonio—without the craziness of your presence I would have not been able to smile. Thank you guys for treating Calin like a brother and son.

Mom and Pop. Es sólo por ustedes que estoy aquí. Ustedes son el mejor ejemplo de padres, amor, fe, y familia. Estoy muy bendecida porque soy su hija. No pasa un día que no pienso en todo el sacrificio que hicieron imigrando a los estados unidos. Dejaron todo por nosotros. Me han enseñado a trabajar duro y a amar mas. La única razón por la que he seguido mi educación es por ustedes. Quería demostrarles que toda su lucha y sacrificio valio la pena, ahora tienen a una doctora. Aún siendo una adulta a veces lo único que quiero es estar con ustedes. Me apoyan siempre. Son los mejores padres,

abuelos, pareja, y gente en todo el mundo. Si yo puedo ser por lo menos la mitad de madre a mi hijo que ustedes fueron conmigo estaré contenta. Espero que se sientan orgullosos de mi y que continúen sintiéndose así. Es lo menos que puedo hacer por los padres que me dieron el mundo.

To the love of my life, Calin—you are too young to understand any of this, but will. My life has been forever changed because of your presence. I have changed because of you into a better person in every aspect of my life, you saved my life. The countless hours, days, and weeks that have been taken away from you because of my work and schooling have been a sacrifice to show you by example what hard work can do. Never give up, baby. Thank you for teaching me so much. You are my biggest blessing, best friends forever!

To my Lord and Savior—for loving me unconditionally and for blessing me abundantly.

Writing these words have been tough and I am sobbing like a baby. I wish my words could match up to the support and love I have received from all of you, but they simply cannot. Thank you for the love you have shown me and especially, Calin. At some point or another you have all stepped up to help me get through school by helping with Calin. He is the luckiest kid in the world for having all of you. I love you!

I dedicate this dissertation to my son, Calin. Without you my world is meaningless. You are my heart always and forever.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	X
CHAPTER	
1. INTRODUCTION	1
Background	1
Problem Statement	6
Purpose Statement	9
Research Questions	10
Theoretical Framework	10
Operational Definitions	16
Assumptions and Delimitations	16
Conclusion	17
2. REVIEW OF LITERATURE	18
Introduction	18
Chronosystem	24
Macrosystem	38
Exosystem	44
Mesosystem	54
Microsystem	55
The Individual	60
Psychological Issues Undocumented Students Face	61
Conclusion	66
3. METHODOLOGY	71
Introduction	71
Setting	72
Sample	73

CHAPTER	Page
Data Collection Procedures	74
Interviews	76
Observational Log and Protocol	78
General Methodological Design and Defense of Method Chosen	79
Data Analysis	82
Protection of Subjects	83
Positionality	87
Trustworthiness	89
4. FINDINGS	93
Introduction	93
The Lopez Family	94
The Moreno Family	98
The Gonzalez Family	102
Chronosystem: Immigration Policy	
Macrosystem: Being Undocumented in America	
Exosystem: Educational Trajectories of Latino Mixed Citizenship	
Status Families	114
Mesosystem: Parent Involvement in School	
Microsystem: The Experiences of a Mixed Citizenship Status Family	122
Individual: At the Center of it All	
Conclusion	
5. CONCLUSION	137
Introduction	137
Summary of Findings	137
Limitations	143
Implications of this Research for Practitioners and Policy Makers	145
Recommendations for Educational Policy	151
Recommendations for Educational Practitioners	
Future Research	161
Closing Statement	
APPENDICES	165
A. FLYER WITH RESEARCHER CONTACT INFORMATION	166
B. EMAIL TO PERSONAL CONTACTS	168
C. INFORMED CONSENT FORM (UNDOCUMENTED STUDENT	170

APPENDICES	Page
D. INFORMED CONSENT FORM (PARENT)	174
E. INFORMED CONSENT FORM (PARENT FO MINOR)	182
F. ASSENT FORM (MINOR)	185
G. PRELIMINARY SCREENING PROTOCOL	193
H. FIRST INTERVIEW PROTOCOL FOR UNDOCUMENTED STUDENT IN HIGHER EDUCATION	195
I. SECOND INTERVIEW PROTOCOL FOR UNDOCUMENTED STUDENT IN HIGHER EDUCATION	198
J. PARENT INTERVIEW PROTOCOL	200
K. SIBLING INTERVIEW PROTOCOL	205
L. OBSERVATIONAL PROTOCOL	210
REFERENCES	. 212

LIST OF TABLES

ΓABLE		Page
	1. Themes, Codes, Definitions, and Examples	84
	2. The Lopez Family	94
	3. The Moreno Family	99
	4. The Gonzalez Family	102

LIST OF FIGURES

FIGURE	Page
Theoretical framework of Bronfenbrenner's Ecological Systems Theory with literature	21
Organizational alignment of findings to research questions and theoretical framework	107

CHAPTER 1

INTRODUCTION

Background

The impact of immigration policy and education is a controversial and integrated issue. R. Contreras (2002) states immigration policy affects education because it has led to an increase in enrollment by immigrant students. Furthermore, the presence of immigrant students is a major stimulus for school restructuring and curricular reform (R. Contreras, 2002). Many Latino immigrants leave to escape political violence, poverty, or the wake of a natural disaster that has destroyed jobs, communities and possibilities for advancement. There are also those who come as political refugees to escape war, persecution, and torture. "Even though they must overcome tremendous obstacles barbed wired fences, coast guard vessels, or armed militias, they still come, because for many, immigration offers the only possibility of hope" (R. Contreras, 2002, p. 314). Immigration into the United States has become an issue in need of attention. Immigration policy restriction patterns have resulted in large numbers of undocumented residents in our country. Of those undocumented adults many have children attending American schools. Some of these children are documented American citizens and some are not. The composition of a mixed citizenship status family does experience particular issues in their educational trajectories that are worthy of investigation.

Demographic Profile of the Undocumented and Mixed Citizenship Families

A growing body of research suggests that failed immigration policies, along with economic push and pull variables, played a key role in increasing the undocumented population in the United States to roughly 12 million as of 2006 (Passel, 2006). A large majority of the undocumented population are from Latino countries. About three-quarters (76%) of the nation's unauthorized immigrant population are Hispanics. The majority of undocumented immigrants (59%) are from Mexico, numbering 7 million. Significant regional sources of unauthorized immigrants include Asia (11%), Central America (11%), South America (7%), the Caribbean (4%) and the Middle East (less than 2%; Passel & Cohn, 2009). Nationwide, an estimated 360,000 high school graduates between the ages of 18 and 24, and another 715,000 children between the ages of 5 and 17, are considered undocumented youth (The Migration Policy Institute, 2010). A significant number of these graduates are located in California. A majority of immigrants, in fact two-thirds live in six states: California, Florida, Illinois, New Jersey, New York, and Texas.

While research on undocumented students and access to higher education is of growing concern, it is equally important to examine mixed citizenship status families because they are a family with a different set of barriers that they encounter. Not only are Latino mixed citizenship families growing in numbers, but there are also specific barriers that are associated with undocumented status that can affect documented family members as well. Mixed citizenship status families are families that consist of both documented and undocumented members. Passel and Cohn (2009) explain that the number of U.S.-born children in mixed citizenship status families has shown significant growth in the recent years. In 2004 it was about 2.7 million children to 4 million in 2008. Also, the

number of unauthorized children themselves has ultimately remained consistent over the past five years, remaining at about 1.5 million.

Passel and Cohn (2009) explain that mixed-status families that are made up of an unauthorized parent and U.S.-citizen children make up 8.8 million people. Of the 8.8 million people, 3.8 million are unauthorized immigrant adults and about half a million are unauthorized immigrant children. The remaining 4.5 million family members are U.S. citizens, which are primarily composed of children.

In addition, the share of children of unauthorized immigrants who are in mixed-status families has increased. In 2008, the 4.5 million children in mixed-status families represented 82% of the 5.5 million children of unauthorized immigrants—an increase from 76% in the 2003–05 period. In other words, 3.8 million unauthorized immigrants are parents of U.S.-citizen children (Pew Hispanic Center, 2010).

Myths of the Undocumented

Immigration in the United States is a controversial topic. Morales, Herrera, and Murray (2011) suggest that immigration is one of the most complex social issues in the United States today because of various social, political and economic factors. Socially, there are those that feel rewarding immigrants with an education serves as an incentive in committing an illegal act. Additionally, there is a belief that the undocumented are more costly to the government than what they contribute to the economy. This is in fact misguided, as Lipman (2006) concludes that the undocumented population contribute more than what they cost in social services. In addition, "The economic roundtable, a Los Angeles think tank, estimates that the 400,000 undocumented workers in Los Angeles County spend \$5.7 billion annually on food, rent, transportation and other

necessities" (W. Pérez, 2009, p. xv). Immigrants pay sales tax just as any other citizen on these goods and therefore contribute to the economy. Additionally, the same undocumented workers also pay into a social security fund that they will not receive any benefits from. The Social Security Administration (2002) reported a surplus of more than \$49 billion in 2000 from payroll collections from invalid social security identification numbers.

Undocumented students and their families not only face the constant scrutiny of others who believe that they do not deserve a free education in the United States, but also face barriers that further marginalize the group. These students enter the educational system behind their peers in readiness skills, such as reading, that are necessary to be successful in their educational experience (Gándara & Rumberger, 2009). These barriers disillusion many students and result in low numbers accessing a higher education.

It then becomes the responsibility of the schools to be inclusive and active in meeting the needs of undocumented students by providing students with the quality education necessary to fully participate in American society (Noguera, 2001). Oakes and Lipton (2007) explain that it is doubtful that any child may reasonably be expected to succeed in life if he or she is denied the opportunity of an education. Therefore, it is critical for educational leaders who advocate for social justice to ensure a quality education for every student. It is also in the best interest of all U.S. citizens to educate all youth in order to produce critical thinking citizens for the future of the United States.

Jefferies (2008) explains, "Access to higher education in the current economic context of the United States is of key importance for any individual to obtain access to a professional career and fully participate in society" (p. 249).

Proposed Forms of Alleviation

The following policies are especially important for the undocumented student in higher education, although as will be shown later, these policies have implications for other family members as well. As opposed to education for undocumented students from kindergarten through high school, which is free, the burden of financing their educational endeavors is an added component for undocumented students looking to further their higher education. Due to the financial and access to higher education challenges that face undocumented students, there have been attempts to alleviate barriers and increase access. One attempt in particular was to reduce the financial burden of higher education for undocumented students.

The Development, Relief, and Education for Alien Minors Act (DREAM Act) was first introduced in 2001. The DREAM Act was created to provide undocumented youth that have grown up in the United States with a pathway to legal residency if they serve in the military or graduate from college. If approved, the DREAM Act would allow undocumented youth who entered the United States before the age of 16, lived continuously in the United States for at least 5 years, and completed 2 years of college or military service, to begin the process of citizenship. It would also protect against deportation of students over the age of 12 who have not yet graduated from high school (Crosnoe & Turley, 2011).

Although the DREAM Act would be a great stride into the right direction for undocumented students, W. Pérez (2009) explains that this act would only benefit one-third of the undocumented population while excluding two-thirds because the majority will not be able to meet the criteria listed in the DREAM Act. Recently in June 2012 the

Obama Administration passed Deferred Action for Childhood Arrivals (DACA) that included some elements of the DREAM Act, but failed to address the citizenship component.

Another form of legislation specific to California provides another resolution to alleviate some financial burden. In 2001, Assembly Bill 540 was passed. AB 540 exempts undocumented immigrant students from paying out-of-state tuition if they have attended a California high school for 3 years and have graduated. AB 540 is a resource to help many students in this situation, but even positive resources could be intimidating to undocumented students. Undocumented students may know about this legislation but still may be hesitant to disclose their citizenship status on a formal application (Guillen, 2003). Students live with the fear of deportation to countries with which they have little familiarity and have vague remembrance of (W. Pérez, 2009).

Problem Statement

In a report for the Public Policy Institute of California, Johnson and Reed (2007) reported that by 2025, over 40% of jobs in the state will require a college degree.

Unfortunately, there will not be enough college educated residents in the state to meet the educational requirements of these jobs. This illustrates the need to educate California's youth to fill these positions. In order to fill such vacancies, access to education for undocumented students is essential.

Undocumented students have more difficulty finding employment, utilizing social service resources, and accessing their basic rights than citizens in the United States do (Gildersleeve, Rumann, & Mondragon, 2010). Despite recent efforts in the state and federal level, such as the DREAM Act and AB 540, the number of undocumented

students transitioning in higher education remains low. In fact, "Only one in five of those who graduate from high school continues to battle the daily challenges, the financial worries, and the ongoing pursuit of a higher education" (W. Pérez, 2009, p. 147). About 15% of undocumented high school graduates or 7,000 to 13,000, go onto college (W. Pérez, 2009). In California specifically, the numbers remain dismal. Freedberg (2006) describes the low numbers of higher education access in California in more detail. Approximately 25,000 undocumented high school students graduate from high school each year. Of those students less than 7,000 enroll into community college, which receives the highest numbers of undocumented students compared to the University of California and California State University systems. To draw a comparison to the general California population, 65.4% of California high school graduates go on to attend a higher education institution (Freedberg, 2006). In California alone approximately 264,088 high school graduates go onto higher education institutions. There is much to gain from undocumented students. The country has invested in their education through high school and without the legalization of undocumented students there will be no return in their educational investment (W. Pérez, 2009).

Mixed-Citizenship Status Families

The Hispanic Pew Center's Passel and Cohn (2009) found instrumental findings while researching mixed citizenship status families. They discovered that adult unauthorized immigrants are disproportionately likely to be poorly educated; 47% of undocumented adults have less than a high school education in contrast to U.S.-born adults, of whom only 8% that have not graduated high school. Additionally, in 2007 the average yearly income for immigrants was \$36,000, which is far below the average

\$50,000 income for U.S. citizens. Hence, one-third of the children of unauthorized immigrants and a fifth of adult unauthorized immigrants live in poverty. This is nearly double the poverty rate for children of U.S.-born parents (18%) or for U.S.-born adults (10%).

Furthermore, immigrant status has implications and can create conflict within the home for many reasons. Rivera et al. (2008) confirm that family cultural conflict may be a particular concern for families with members who were born outside the United States. As these families reconnect they begin to integrate the values, lifestyles, and norms of the host society. Cultural processes, such as acculturation, may lead to conflict in family relations because some members of the family begin to assimilate into a new culture and traditions, while other members may choose not to.

Family separation can also create conflict within the home. Suárez-Orozco, Todorova, and Louie (2002) explain that it is common for Mexican men and women to leave their families and go to the United States for work. These immigration patterns often create separation of the family and subsequently cause the reunification issues. This reunification can create tension, comparable to that of a stepparent incorporating into a new family. Even for families who move together to the United States, relocation disrupts social networks and may create more need for companionship and support from immediate family members, potentially increasing the reliance on these few individuals to meet multiple needs for support (Sluzki, 1979).

With these added dynamics of acculturation and lower parental education attainments, it is critical to look into how this may affect their higher education aspirations. There is a need to further investigate the ways in which mixed citizenship

status families confront higher education aspirations because it is likely that within a mixed status family stressors associated with acculturation and reunification will be experienced differently within the same family. Additionally, it is critical to understand the many barriers within mixed citizenship status families that can harm or hinder access to higher education for both documented and undocumented members alike.

Purpose Statement

The purpose of this case study is to understand the experiences of mixed citizenship status families. Though research has examined the lives of undocumented students, a study inclusive of Latino/a mixed citizenship status families is lacking. The status of being undocumented is not only one that affects the undocumented individual, but there are further implications for the family unit, particularly for siblings who are citizens and seeking to enter college. There is limited research taking into consideration how the issue of being undocumented affects the experiences of a family of mixed citizenship status. A study inclusive of all voices, documented and undocumented, can give further insight to the experiences of this particular population. For these reasons, exploring the experiences of these families is critical. It is important to understand that, although this study focuses on the family unit consisting of both documented and undocumented members, the literature on undocumented youth is utilized to understand the current understanding of undocumented students and their families and to frame issues facing mixed status families as well. Identifying barriers can allow for educators to alleviate or diminish such obstacles and encourage resiliency. Only through the identification of such barriers, can educators begin to transform the experiences of mixed citizenship status families and consequently widen the pipeline into a higher education.

Research Questions

The following research questions will guide the investigation of this study:

- 1. How has the issue of some family members being undocumented affected the educational trajectories and family dynamics of Latino/-a mixed citizenship status families?
- 2. How does the mixed citizenship status of a Latino/-a family influence experiences, aspirations, and expectations regarding higher education for all members of the family? (a) What are the specific barriers facing and resources supporting college access for college going members from Latino/-a mixed citizenship status families?; (b) How do educational experiences vary for undocumented and documented siblings in mixed citizenship status families?

Theoretical Framework

In a study on mixed citizenship status families and their aspirations towards a higher education, it is important to utilize a theoretical framework that incorporates a perspective of the different environments within a child's life that ultimately play a role in the adult one becomes. As a lens to examine Latino mixed citizenship status families, this study will utilize Bronfenbrenner's (1986) Ecological Systems theory. This theory is one that focuses upon the child's development within the context of relationships that form the environment of that particular child. According to Brofenbrenner (1986), the composition of the systems can help or hinder appropriate development. Utilizing this framework allows for the researcher to examine the environments and relationships in one's life and the development of self. This model is useful in envisioning the different

environments that are experienced by mixed citizenship status families and how they impact the members within the family.

Urie Bronfenbrenner (1994) argues that in order to understand human development, one must consider the entire ecological system in which growth occurs. The system is composed of five socially organized subsystems that help support and guide human growth. They range from the microsystem, which refers to the relationship between a developing person and the immediate environment, such as school and family, to the chronosystem, which refers to events over time.

In his theory, direct and indirect influences on the subsystems are defined and examined. Ecological Systems Theory offers a lens to examine the interrelations between the individual and his or her environment. The systems are: (a) microsystem, (b) mesosystem, (c) exosystem, (d) macrosystem, and (e) chronosystem. This model is useful in visualizing the different systems within an individual's environment.

Additionally, it shows how the interactions within each system integrate with one another. Bronfenbrenner's theory will be utilized as a framework to investigate the different environments that can ultimately affect the child in the center. Because there are multiple levels of influences on the developmental outcome of mixed citizenship status families, understanding the interrelationships between the individual and their surrounding environments is important.

Microsystem

The microsystem is closest to the child. This system is the one that is made up of the most direct relationships with the child. Microsystem consists of the interpersonal interactions in an individual's life. Feinstein, Driving-Hawk, and Baartman (2009)

explain, "Individuals have direct contact and interactions with this part of their environment. Examples include family, friends, school, and work. Traditionally, this has been the system examined exclusively by psychologists and educators" (p. 13). An example of microsystem relationships may include family, neighborhood, or childcare. "At this level, relationships have impact in two directions—both away from the child and toward the child. For example, a child's parents may affect his beliefs and behavior; however, the child also affects the behavior and beliefs of the parent" (p. 17).

Bronfenbrenner (1994) refers to this as *bi-directional influences*, and he shows how they occur among all levels of environment. Bi-directional influences are strongest and have the greatest impact on the child according to Bronfenbrenner (1994). However, outer environments (mesosystem, exosystem, macrosystem, and chronosystem) can always have implications on the microsystem.

Mesosystem

The mesosytem is composed of the interrelationships among the various settings of the individual's microsystem. Some example of this can include relationships between the parent and teacher or the relationship between parents and their teenager's friends. The mesosystem is focused upon how these relationships affect the individual (Berk, 2000). Therefore, the mesosystem and microsystem are very much parallel because it examines how the relationships within the microsystem interact. Examples of this are parent involvement and experiences in their children's schools, language barriers that arise when parents who speak a language other than English interact with American schools, and access and information in applying and navigating higher education. For example, it can be the language barrier that parents experience at their children's school

and as a result may impact their involvement in the school. This can impact the student and his or her interaction with the school and staff.

Exosystem

The exosystem is composed of external forces on an individual's life with which the child may not interact directly. These indirect forces include such factors as a parent's workplace, the school board decisions, or extended family such as distant relatives. School board decisions surrounding English language learners and the programs and opportunities awarded to students can impact them. Equally, the workplace of parents can impact whether parents have time off or make enough pay to take time off to volunteer at their children's schools. Feinstein et al. (2009) explain, "the student does not interact directly with the entities in the exosystem but is impacted by relationships and decisions made in the exosystem" (p. 13). The exosystem layer involves the larger social system in which the child does not function directly. It can also include parent workplace schedules or community-based family resources (Berk, 2000). In particular, the exosystem also includes the representations that the media may hold of undocumented individuals and mixed citizenship families.

Macrosystem

This layer is composed of the cultural values, customs, and societal laws of the individual's community. This is described as the more broad society and culture. Hong, Algood, Chiu, and Lee (2011) list examples of macrosystem as race and/or ethnicity and policies (p. 867). An example of this can be the term "undocumented" or "illegal alien" that some Latino undocumented people may be labeled because of their race. Labels such as these can ultimately affect a child and their development. This layer may be

considered the outermost layer in the child's environment. The effects of the macrosystem are known for having a ripple effect into the other layers. "For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents" (p. 867). This is an example in how the parents are affected by the structure (culture) that can control the way in which a parent functions. Therefore, the parents' decision for what is best for their child can affect that same child's microsystem. For undocumented families, there is the criminalization of the term "undocumented" that is a part of the macrosystem can affect their more immediate environment.

Chronosystem

The final level of Bronfenbrenner's (1994) ecological framework, the chronosystem, includes consistency or change over the life course. That would include historical or economic events that occur that can impact an individual. Some children may react differently to immigration policy and laws that have either affected them or other loved ones throughout the course of time. Thus, time changes how one may react or how things influence one. In the particular example of a mixed citizenship status family, their lives may be influenced by changes in immigration policy over time can affect the family composition due to deportation or stringent laws forbidding immigration. Additionally, the component of access to higher education over time can affect those students in pursuance of a higher education.

This theoretical framework is a model used in this study to examine the ways in which undocumented status affects the large number of families in today's day and age.

Using an ecological approach allows the researcher to consider a variety of

environmental factors shaping the day to day experiences of children and youth as they move through the developmental spectrum from birth to adulthood. Suárez-Orozco, Yoshikawa, Teranishi, and Suárez-Orozco (2011) state, "The social ecological perspective considers human development as unfolding in reciprocal interactions between individuals and their environments, varying as a function of the individual, his or her context and culture, and time" (p. 445). This study aims to examine the different environments through the lens of the theoretical framework that exist and can impact the individual.

Urie Brofenbrenner's Ecological Systems Theory allows for the researcher to look into how the relationships within the different five environments can ultimately impact and help or hinder a child's development. This study employs a particular application of Bronfenbrenner's Ecological Systems Theory. Rather than looking solely at one individual, this application places the family at the center of analysis and examines dynamics among the different individuals within the family. The utility of the model is to examine the different environments with each participant, documented or undocumented, and to allow the researcher the opportunity to compare and contrast the experiences of the different family members within family.

This study is twofold because the children studied include both an undocumented college student and this student's sibling who is a legal citizen. It is critical to discover the different relationships and environments within mixed citizenship status families that can create barriers in accessing higher education. Utilizing this framework allows the researcher to look deeply into those very systems.

Operational Definitions

Mixed citizenship status families: Mixed citizenship status families are families with members who are citizens or legal residents and members who are undocumented.

Undocumented students: Undocumented students refer to students who are not legal residents of the United States. The researcher has chosen to use the term "undocumented" strategically rather than other terms prevalent within immigration discourse such as "illegal" and "alien."

Latino/a: female and male persons of Latin American-origin living in the United States, regardless of immigration or generation status (Solórzano & Ornales, 2004).

Deferred Action of Childhood Arrivals (DACA): In June 2012 the Obama administration passed Deferred Action for Childhood Arrivals (DACA) and granted eligible participants employment authorization. This is an executive order to be renewed every two years. DACA does not include a pathway to legal citizenship.

Assumptions and Delimitations

This study is limited to reaching Latino participants in the Southern California region. As a result, the study will exclude the experiences of other families in different areas. Additionally, it is limited to sharing the experiences of families that have one member in a higher education institution. It will not address the families that do not have a member in higher education and therefore, lack the perspective of students that were so disillusioned that they did not attend institutions of higher education. The study is limited to Latino families and may not be reflective of other immigrant family experiences.

This study will also be limited to the three families interviewed. The goal of the study is to shed light upon some of the barriers these families experienced in their pursuance of a higher education and also how students were able to overcome those same barriers. Such a small sample is a glance into experiences of mixed citizenship status families.

Conclusion

The following chapter will provide a review of literature concerning barriers facing Latino mixed citizenship status families and their aspirations into higher education. The literature will introduce an historical context on immigration policy and education that is necessary to completely understand the immigrant experience in the realm of education. The remainder of the literature review will utilize Bronfenbrenner's Ecological Systems theory as a framework to conceptualize the environment and barriers facing these families and their aspirations to higher education.

CHAPTER 2

LITERATURE REVIEW

Introduction

The following literature review will explore social contextual, interpersonal, and intrapersonal barriers that undocumented students face in their pursuance of a higher education as well as the dynamics of Latino mixed citizenship status families utilizing Bronfenbrunner's different environments. Rather than looking solely at one individual, Bronfenbrenner's model is used to examine a few different individuals within the family. The utility of the model is to examine different environments with each participant, documented or undocumented, and allow the researcher the opportunity to compare and contrast the experiences of the different family members within family. This model helped the researcher understand the family dynamics.

The literature in the following section is focused undocumented students, and in the present study, the undocumented college student served as the focal family member and point of entry to the family. The undocumented students in these families served as the gatekeepers into the rest of the family, and understanding the literature and data surrounding the undocumented student was critical in understanding family dynamics.

The importance in Bronfenbrunner's framework is to understand that while these are defined as different systems, the model calls for the interactions within all systems.

Hence, some interactions within one system may, and often do, bleed into other systems.

The socio ecological framework is an opportunity to consider the multiple factors that can affect the potential responses and outcomes of children and young adults growing up in mixed citizenship status families.

The following literature review will focus upon significant factors that fit within each of the highlighted systems. The topics included in each system do not attempt to cover all aspects of the system, as described by Bronfenbrenner. Rather, the themes that emerged from a review of literature on undocumented students and youth as most salient for that population are addressed. Bronfenbrenner (1986) explains that an advanced study looks at how the impact of personal and historical events that a family experiences has received increasing attention. As a result, the chronosystem in this literature will focus on the trajectory of historical and political policies surrounding immigration and access to higher education facing mixed citizenship status families. The next system is the macro system. Macrosystems are the overarching institutions of the culture or subculture, which shape the attitudes and ideologies of the culture.

The exosystems are the "external" environments that exist within an individual's life. Bronfenbrenner (1986) explains,

The psychological development of children in the family is affected not only by what happens in the other environments in which children spend their time but also by what occurs in the other settings in which their parents live their lives, especially in a place that children seldom enter—the parents' world of work. (p. 273)

Bronfenbrenner (1976) explains the exosystem is an extension of themes that impose upon the individual. "These encompass, among others, the world of work, the neighborhood, mass media, agencies of government (local, state, and national), the

distribution of goods and services, communication and transportation facilities, and informal social networks" (Bronfenbrenner, 1976, p. 13).

The mesosystem is made up of the interactions between the microsystem. The mesosystem typically encompasses interactions among family, school, peer group, and so on. The difference between both the systems is that these interactions indirectly affect the child, whereas the effect is directly on/with the child in the microsystem. "In sum, stated succinctly, the mesosystem is the system of micro-systems" (Bronfenbrenner, 1976, p. 12). "A micro-system is an immediate setting containing the learner (e.g., home, daycare center, classroom, etc.)" (Bronfenbrenner, 1976, p. 11). Therefore, the literature in this review will address access the variety of relationships that exist within different environments. Lastly, the framework will examine how the relationships can affect the individual. In particular, these areas of research have been chosen to pinpoint the closest relationships to the individual. Bronfenbrenner's theory is a comprehensive framework and for the purpose of this study was not intended to replicate all of the components. Instead, study focused on the components suggested by the literature that are most likely to impact mixed status families. The elements highlighted in the following figure are those that will be discussed in greater depth in the review of literature. Below is a model of Bronfenbrenner's theory along with the themes the literature will examine in this study.

While one can argue there are more relationships to examine, because of the purpose of this study it chooses to focus on relationships within the five environments of Bronfenbrunner's theory that are hypothesized to have the most impact on the lives of mixed citizenship status families. For example, the chronosystem deals with changes

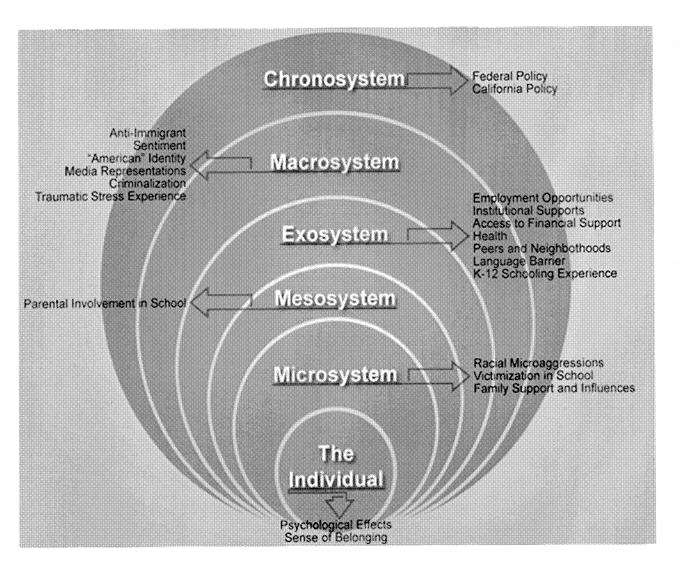


FIGURE 1. Theoretical framework of Bronfenbrenner's Ecological Systems Theory with themes from the literature.

overtime as a result the literature will focus upon immigration policy relevant to immigration. While there is more research surrounding mixed citizenship status families and different environments, for the purposes of this study, the researcher chooses to focus upon specific elements within Bronfenbrunner's model in the following literature review.

In this study the theoretical framework is being utilized to examine how the different systems can ultimately impact the individual. Often in educational research, the

focus is on the individual student. This study, however, looks at the family unit and different external environments of members within the family. The central premise of this study is examining the multiple systems that impact the development of the individual. To better conceptualize how the framework is intended to be used the following example will walk the reader through the interrelations among different environments.

For example, existing in the chronosystem are immigration policies that were strictly created and continue to impact undocumented students and their families today in the United States. Policies that are increasing border security and deportations are both reflective of and serve to reinforce feelings of anti-immigrant sentiment because of terms such as "illegal" or "alien" that are often referred to in media and immigration debates. Feelings of anti- immigrant sentiment would fall into the macrosystem because these are ideologies that have evolved throughout history. Following the model is the exosystem which can include employment and financial opportunities for mixed citizenship status families. The overall financial opportunties that the individual may experience is a result of the other systems. For example, policy that limits the access to financial aid for undocumented students as well as recent policies such as DACA and opportunities for employment that is has offered. These financial experiences also have influence on their school experiences and can be influenced in multiple ways by anti-immigrant sentiment in the macrosystem. For example, policies preventing students from receiving instruction in their primary language can ultimately impact the students' curriculum because schools are no longer investing into bilingual education forcing an English only curriculum. All the previous environments can impact the mesosystem, which includes the nature of

parental involvement in schools for mixed citizenship status students. Many Latino mixed citizenship status families make low wages and do not have the opportunities to take time off work to be physically present at schools. Lastly, the microsystem is the most immediate relationships like the family and experiences of racial microaggressions. The microsystem are the relationships with family and peers. Due to chronosystem and macrosystem environments, many Latino mixed citizenship status families do not share their families' status with peers or others. As a result, all these systems affect the individual and can cause traumatic stressors such as fear and even impact their health. The systems are domino effects that ultimately affect the individual in the center. This is just one example of how the different systems can play out, but there are many other scenarios.

This literature review, will organize the existing literature surrounding undocumented students and their families using the five systems in Bronfenbrenner's model. A critical component in reading this literature is to envision how these systems can begin to influence one another in the model. Additionally, it is equally important to notice that some aspects do not neatly fall into one system, but that they have implications for one another. Some themes in the literature can fall into more than one system because, but for organizational purposes are highlighted in one. Highlighted below are the specific features of the model that the literature will address in an attempt to illustrate a holistic picture of the environments facing Latino mixed citizenship status families.

Chronosystem

The purpose of the chronosystem section is to present the context of what undocumented students and their families face in relation to policy and history, and particularly how changes in these policies over time have affected individuals and families. The brief overview is given to shed light upon critical events leading to the current day. The impact of immigration policy and education is a controversial and integrated issue.

Latina/o immigrants are quickly becoming the nation's largest minority group. Additionally, they are least likely to attend high school and college. The concern lies in that, though this is the largest growing minority group, they are also the least educated and will have effects on the future of the United States' labor force and public services (R. Contreras, 2002). For years, Latina/o youth have had the highest high school dropout rates and lowest rates for college attendance (E. E. Garcia, 2001). In general, they are overrepresented in most categories of crisis and failure (i.e., suspensions and expulsions, special education placements), while underrepresented in those of success (i.e., honors, and gifted and talented courses; E. E. Garcia, 2001; Meier et al., 1989). Outside of schools, Latino youth find themselves more likely to be arrested and incarcerated than White youth, more likely to have children as teenagers, and less likely to graduate from college (Hayes-Bautista, 2002). Overall, there are overwhelming odds against Latino youth especially adding on the element of being undocumented.

Once examining the possible barriers of access to higher education that exist for Latino youth, it is impossible to ignore the implication of immigration policy on families. "Immigration policy has always had an impact on education, especially urban education

where immigrants first arrive in the largest numbers. It affects the numbers entering our schools and the rate at which they enter" (R. Contreras, 2002, p. 146). R. Contreras (2002) further explains that immigration trends have the possibility of affecting a child's social, physical, and economic well-being, as well as an effect on the schools and how well they can meet the needs and educate the children effectively. Furthermore, immigrant students are more likely to attend resource-poor, overcrowded, inner-city schools that do not have the means in providing additional educational services for this population.

Immigration has been a part of the United States since inception and policies have changed overtime, making immigration a chronosystem experience. For undocumented students, the contradictions between social values and immigration laws cause pain and frustration when they are blocked from full inclusion in U.S. society (Abrego, 2006).

Abrego (2008) explains

social values exalting meritocracy and education as the path to upward mobility live strongly in the minds and actions of these students. However, immigration laws, particularly as they determine these students' lives, stand squarely in contradiction. These contradictions open up spaces for undocumented students to make claims and stake their sense of belonging in the United States. (p. 731)

Therefore, the implications of policy can have profound effects on undocumented students and their families. In the following section the policies that have been created and ultimately affected education for undocumented and mixed citizenship status families will be examined. The literature will be organized starting with federal policy and then more specifically, the state of California policy. This is a direct experience of the chronosystem because immigration policy has implications on changes that occur overtime in one individual's life. The following policies highlight the contradictory

tendencies of policy overtime. The policies demonstrate restrictions being applied for Latino mixed citizenship status families as well as policies that are seeking greater equity and opportunity. The following policies at the federal level will be covered in this section: the *Plyler v. Doe* Supreme Court decision, the Immigration Reform and Control Act, the North American Free Trade Agreement, the Illegal Immigration Reform and Immigrant Responsibility Act, the Development, Relief, and Education for Alien Minors Act, and the Deferred Action for Childhood Arrivals executive order.

Plyler v. Doe (1982)

In the 1982 U.S. Supreme Court case *Plyler v. Doe*, the court held that states could not discriminate against students enrolling in K-12 public schools in the United States on the basis of their legal status (Diaz-Strong, Gomez, Luna-Duarte, & Meiners, 2010). *Plyler v. Doe* was a ground-breaking case that addressed the issue of granting a free education to undocumented students. This case used the Equal Protection Clause of the Fourteenth Amendment to constitute the right for all to a free education. This case was pivotal in that it reinforced that the Fourteenth Amendment was made to service all people including undocumented students in being protected under the law. Reaffirmed in this case was also the Equal Protection Clause (EEOA) that was passed in 1974. A section in this clause reads "No state shall deny equal educational opportunity to an individual on account of his or her race, sex, or national origin" (Biegel, 2006, p. 522). The case did not establish a "right" to education, but held that the state could not deny students enrollment. Education as a fundamental right has yet to be established by federal law.

Immigration Reform and Control Act (1986)

Subsequently, Congress set out to reduce the size of the undocumented population. The Immigration Reform and Control Act (IRCA), enacted in 1986, was one that granted legalization to approximately 2.8 million immigrants. The majority population that were impacted by IRCA Act had been in the United States for at least 5 years, and a large share had native-born U.S. children. Shortly thereafter, the 1990 Immigration Act expanded immigration about another 40%. The goal of this act was utilizing family reunification as the premise to granting citizenship. In fact, it seems the law was an acknowledgement of mixed status families that were separated due to the 1986 IRCA (R. Contreras, 2002). Congress granted work authorization to, and barred the deportation of, certain undocumented family members of immigrants who had been legalized under the 1986 IRCA (R. Contreras, 2002).

The North American Free Trade Agreement (NAFTA, 1994)

The North American Free Trade Agreement (NAFTA) was an agreement that fostered Mexican economic dependence on the United States in 1994. This particular treaty has implications for migration trends because Mexico faced such economic hardship as a result of the treaty. The purpose of the treaty was for the United States with Mexico (and Canada) to form an economic bloc to compete against Europe and Japan. González and Fernandez (2002) describe NAFTA as "the most recent and devastating example of how U.S. domination over Mexico continues to under develop and tear apart the socioeconomic integrity of that society" (p. 51). In particular, the NAFTA policy is in direct correlation of why people need to migrate.

Additionally, there were two major shifts the Mexican government made in order for NAFTA to come to life. First, the Mexican government has thousands of employees laid off because they broke up a wide range of government enterprises. As a result, many companies were either sold or became privatized. Second, the government enlisted laws to the labor market. These laws included "restricting wage increases, curtailing vacation and sick-leave time, extending the work-week, and increasing management powers over the hiring and hiring of temporary workers" (González & Fernandez, 2002, p. 52).

Ultimately, NAFTA lead to the deindustrialization of Mexico. "While manufacturing employment stood at 2,557,000 in 1981, it fell to 2,325,000 in 1993 and to 2,208,750 by 1997, a 13 percent drop from 1981. This brought with it lower living standards, as many workers moved from permanent to lower wage contingency work that lacked benefits and union protection" (González & Fernandez, 2002, p. 52). The implications of NAFTA were deeply felt by Mexican workers and their families. Policies such as NAFTA forced families to begin to move out of Mexico and migrate into other areas because of the economic downfall.

Illegal Immigration Reform and Immigrant Responsibility Act (IIRAIRA, 1996)

The IIRAIRA passed at the federal level in 1996 serves as the primary restriction to higher education for undocumented immigrants. Section 505 of the law, prevents states from offering in-state tuition rates to children of undocumented immigrants, unless they provide the same offer to legal citizens from other states (House of Representatives, 2001; NILC, 2008).

The National Conference of State Legislatures (2011) confirms that currently 12 states have adopted some sort of in-state resident tuition law after IIRIRA was passed.

The states include: California, Texas, New York, Utah, Washington, Oklahoma, Illinois, Kansas, New Mexico, Nebraska, Wisconsin, and Maryland. These laws are a state level attempt to alleviate some of the financial burden placed upon undocumented students and have given the freedom to allow permission for other states to pass laws that can offer instate tuition.

The Development, Relief, and Education for Alien Minors Act (DREAM Act, 2001)

The DREAM Act is a proposed federal law that attempts to provide a legal path to citizenship for undocumented youth. The DREAM Act was a bill first introduced in 2001 that has not yet passed. The requirements for the DREAM Act have changed with each introduction of the bill. The Immigrant Legal Resource Center (2012) states the basic requirements as (a) entered the United States at the age of 15 or younger, (b) present in the United States for 5 years, (c) graduated from high school or obtained a GED, and (d) under the age of 30 at the time of the bill.

To this day, even if the DREAM Act passes it would not help the families of undocumented students. Their parents and siblings who do not attend college would still find themselves with no way to legalize their status. It is critically important to note that the DREAM Act would also only address a particular period (Diaz-Strong et al., 2010). One of the provisions of the 2009 act required that students be between the ages of 12 and 35 at the time the bill was enacted. Consequently, that means that undocumented students graduating from high school in the future would once again have no pathway to legalization. For example, a child age 11 would not meet the criteria and the DREAM Act would not benefit that student (Diaz-Strong et al., 2010). Though the DREAM Act would make students eligible for some state and federal financial aid, it does not include

Pell Grants. Pell grants are grants awarded to qualifying participants and do not have to be paid back. These grants are typically awarded to undergraduate students who have not earned a bachelor's or professional degree. Currently, Pell Grants are most useful for low-income students and are directly correlated to a students' ability to pursue a higher education. Additionally, the DREAM Act would not require states to provide in-state tuition to undocumented students (Price, 2004). Altogether, the DREAM act would not alleviate the financial burden for undocumented students and their families.

Deferred Action for Childhood Arrivals (DACA, 2012)

Most recently, in June 2012 the Obama administration recently passed Deferred Action for Childhood Arrivals (DACA); however, DACA is not a law. It is an executive order to be renewed every 2 years. DACA does not include a pathway to legal citizenship. In a statement President Obama said if children of illegal immigrants "study in our schools, play in our neighborhoods, befriend our kids, pledge allegiance to our flag, it makes no sense to expel talented young people who are, for all intents and purposes, Americans" (Cohen, 2012, para. 5). DACA provides individuals with protection from being deported as well as the opportunity to be granted work authorization.

In addition, there will also be ways in which undocumented students will be able to access jobs. Former Homeland Security Secretary Janet Napolitano said, "This version of the DREAM Act will allow those meeting the requirements to apply for work permits if participants are currently in the United States able to prove they have been living in the country continuously for a minimum of five years" (Cohen, 2012, para. 7).

Opponents believe the recent change amounts to amnesty, which is incorrect.

There currently is no pathway to citizenship within DACA. Unfortunately, this will only open access to higher education, while still excluding citizenship.

On June 15, 2012, the Secretary of Homeland Security announced that certain immigrants that came to the United States as children may qualify for deferred action for 2 years and would then be granted work authorization within the United States (Cohen, 2012).

Deferred action is a discretionary determination to defer removal action of an individual as an act of prosecutorial discretion. Deferred action does not mean the individual has legal status. In order to qualify for DACA particular guidelines must be met. The U.S. Citizenship and Immigration Services (2013) list the following as the criteria:

- 1. Were under the age of 31 as of June 15, 2012;
- 2. Came to the United States before reaching your 16th birthday;
- 3. Have continuously resided in the United States since June 15, 2007, up to the present time;
- 4. Were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS;
- 5. Entered without inspection before June 15, 2012, or your lawful immigration status expired as of June 15, 2012;
- 6. Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
- 7. Have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

Once establishing that the individual has met the criteria, he or she can begin the application process with the hope of being granted a work authorization for 2 years. The major risk associated with DACA is that it is a temporary program that can be terminated

at any time. Specifically, in California there are additional policies surrounding undocumented students and access to higher education.

California Policy

This particular study is a case study that examines Latino mixed citizenship status families in California. As a result, the following California policies will be addressed below: Leticia A. v. Board of Regents of University of California, Regents of the University of California v. Superior Court (Bradford Order), California DREAM Act, and Propositions 187, 209, and 227. Lastly, the section will conclude with access to higher education and the impact on students that these policy structures have had.

Leticia A. v. Board of Regents of the University of California (1985)

Leticia A. Versus Board of Regents of the University of California (1985) was originally filed by plaintiff Leticia A., on behalf of undocumented college students in California. This was a case filed against the UC and CSU policies surrounding the ways in which the institutions determined student residency for undocumented students in California. Leticia argued that institutions should utilize the same criteria in considering residency for undocumented students as they did for their U.S. citizen counterparts. In 1985 the Superior Court of Alameda ruled in favor of Leticia to allow undocumented students in California to pay resident fees on the same terms as U.S. citizens. This decision also allowed for undocumented students in California to access to state financial aid. The case was a great stride in making college more accessible to undocumented students because some of the financial burden was lightened therefore widening the pipeline to higher education. Unfortunately, the Leticia A. case was challenged and defeated in 1990 (Ross, n.d.).

Regents of University of California v. Superior Court (Bradford Order, 1990)

In 1990, a second independent suit was filed. An employee of the University of California admissions, David Paul Bradford, refused to grant resident fee status to UC admitted undocumented students. David Paul Bradford filed a lawsuit against the University of California, which became known as the Bradford order. The Bradford order ultimately overruled the 1985 *Leticia A*. case and required all undocumented students enrolled at the University of California to pay non-resident tuition fees as of the fall semester in 1991. Shortly thereafter, the other higher education institutions (Community Colleges, California State, and University of California) followed suit in spring 1995. By spring 1995, undocumented students in higher education were all required to pay the non-resident fee, which is up to 3 times the resident fee to continue on with their education. The Bradford case ultimately once again created the financial barrier that was once diminished by *Leticia A*. case (Ross, n.d.).

California DREAM Act

The California DREAM Act was passed in 2011. The California DREAM Act consists of two separate bills, AB 130 and AB 131. Together both these bills allow undocumented students to apply for and receive private scholarships, state financial aid, university grants, and community college fee waivers (Immigrant Legal Resource Center, 2012). This allows certain students who meet the requirements to apply for and receive state financial aid at California public and private colleges and private scholarships administered by California public colleges. In order to qualify the students must meet the following:

Assembly Bill (AB) 540 qualifications:

- Attend a California high school for a minimum of three years;
- Graduate from a California high school or pass the California High School Proficiency Exam (CHSPE) or get a General Equivalency Diploma (GED);
- Enroll in an accredited and qualified California college or university; and,
- If applicable, fill out an affidavit to legalize immigration status as soon as eligible. (State of California, Student Aid Commission, 2013).

This version of the DREAM Act was reflective as of January 2013. Nonetheless, this piece of legislation is missing the pathway to citizenship for qualified applicants.

While eligible California DREAM Act students are eligible for financial support, there are still some undocumented students not eligible for federal or state financial aid. In addition, because some undocumented students do not have a social security number, it also becomes a difficult task to find a job in order to make the financial means of paying for tuition. In 2001, California AB 540 was passed to alleviate the financial burden of undocumented students in California. Under the legislation, students who (a) attended a California high school for at least 3 years; (b) graduated from a California high school or received an equivalent degree (GED); and (c) signed the California Nonresident Tuition Exemption Request were eligible to pay in-state tuition at University of California (UC), California State University (CSU), and California Community College (CCC) campuses (Pérez Huber, 2009).

Propositions 187, 209, and 227

In California there have been three major propositions that ultimately affect undocumented students. Propositions 187, 209, and 227 were all very heated policies that have plenty of consequences still playing out today. These propositions were introduced to ballots and had a profound impact on the lives of undocumented students.

In 1994, Proposition 187 (Save Our State Initiative) was a bill that proposed to enforce a strict state-run citizenship checking procedure that would eliminate illegal immigrants from utilizing public benefits, including healthcare and education. The proposition was passed by California voters initially but was later overturned by the federal court that deemed the proposition unconstitutional. This federal decision overruling the proposition reaffirmed that the state could not deny undocumented students enrollment (Gutierrez, Asato, Santos, & Gotanda, 2002).

In 1996, California proposed Proposition 209. Prop 209 proposed to prohibit public institutions from discriminating on the basis of race, sex, or ethnicity. This proposition was passed by California voters and is still being held today. The aftermath of Prop 209 is still talked about today. Opponents have argued that the elimination of affirmative action has harmed representations of minorities in higher institutions. In particular, many have discussed the lower rate of minority composition in University of California campuses (Beigel, 2006).

Lastly, Proposition 227, also known as the English for the Children Statute was approved in 1998. The law significantly limited the type of instruction that could be offered to English Language Learners (Beigel, 2006). This did not do away completely with bilingual education, but served to strictly design a plan of English instruction for students. The accumulation of policies and education eventually impact the student at the center.

Access to Higher Education

Unfortunately, the *Plyler v. Doe*, 1982, decision did not address public education beyond high school (Diaz-Strong et al., 2010). Though undocumented students have a

right to an education from Kindergarten through 12th grade, many face obstacles in admission to higher education. Currently, no federal mandate exists that requires institutions of higher education to accept undocumented students. Some schools require prospective students to provide proof of legal residency and restrict admissions to legal citizens, and others do not. Russell (2011) explains that North Carolina presented a bill in January of 2011 that would ban undocumented students from 2- and 4-year institutions of higher education. Additionally, Georgia was the second state in 2010 to deny admission to public 4-year institutions for undocumented students. Due to the ambiguity of access to higher education, the U.S. Department of Homeland Security, Immigration and Customs Enforcement indicated that: (a) enrollment of undocumented students does not violate federal law; (b) it is a matter left to the states to decide; and (c) in the absence of state law, it is a matter left to institutions to decide.

The Department of Homeland Security (DHS) does not require any school to determine a student's status (i.e., whether or not he or she is legally allowed to study). DHS also does not require any school to request immigration status information prior to enrolling students or to report to the government if they know a student is out of status, except in the case of those who came on student visas or for exchange purposes and are registered with the Student Exchange and Visitor Program. (U.S. Department of Homeland Security, Immigration and Customs Enforcement, 2008a, para. 4)

... individual states must decide for themselves whether or not to admit illegal aliens into their public post-secondary systems. States may bar or admit illegal aliens from enrolling in public post-secondary institutions either as a matter of policy or through legislation. ... In the absence of any state policy or legislation addressing this issue, it is up to the schools to decide whether or not to enroll illegal aliens ... (U.S. Department of Homeland Security, Immigration and Customs Enforcement, 2008b, para. 2)

Due to the ambiguity of determining a student's status across the United States, there is a lack in uniformity when it comes to admission practices across higher

education. Individual states are holding in their hands the opportunity to access higher education for undocumented individuals. A survey conducted by the American Association of Collegiate Registrars and Admissions Officers found that 53.6% of responding schools (613 respondents out of 2,000) knowingly admit undocumented students to their campus, while other institutions do not verify citizenship (Redding, 2009). The survey suggests that undocumented student admission needs consistency across different institutions on admission acceptance procedures for undocumented students.

Impact on Students

The political context from *Plyler v. Doe* to the most recent version of DACA that President Obama has passed all contribute to the chronosystem layer where undocumented students face the implications of policy. The accumulation of policies can ultimately have an effect on the individual, the student in the center of it all.

Noguera (2006) explains,

There is growing evidence that immigrant youth are susceptible to a variety of hardships and pressures that many adults, including their parents, do not fully understand. These challenges and hardships encountered by Latino immigrant youth living in a society where hostility toward their presence is growing must be a concern to educators, service providers, and policy-makers. (p. 313)

In fact, Abrego (2008) conducted a study with AB540 eligible students. The study found that several participants affirmed that AB 540 has reached its intent of making college accessible financially, at least at the community college level. Nonetheless, high tuition costs still obstruct undocumented students' access to 4-year institutions. Abrego (2008) further explains that according to the University of California (UC) Office of the President, in 2002–2003 (the last time they compiled statistics), within a system-wide

undergraduate student population of almost 160,000, the exemption was granted to 719 students (University of California, 2003). Of the 719 students, only 93 (13%) were potentially undocumented students.

Such policies are creating obstacles for mixed status families to face. Some may fear deportation, or have even been torn away from family members. Additionally, the fact that there is no immigration policy set in place to reunify families can be harmful for mixed citizenship status families. There can also be a potential impact on siblings in mixed status families because while one (undocumented individual) faces barriers to such issues as financial aid opportunities, the (documented) sibling may not.

The Macrosystem

The macrosystem is focused on societal influences on undocumented students.

These are the attitudes and ideologies of the culture that are the widespread in American society. The following section is focused upon those attitudes and ideologies that are associated with immigration and immigrants and, therefore, are likely to have the greatest impact on immigrant children and families. These attitudes include anti-immigrant sentiment and notions of what it means to have an "American" identity. These attitudes are reflected and reinforced through media representations of undocumented immigrants and communities. Associated with these societal attitudes are the criminalization experiences that are present in lives of undocumented students and their families.

Anti-Immigrant Sentiment

Lakoff and Ferguson (2006) explain how particular expressions are used as "surface" frames to reiterate a conceptual understanding of immigration. An example of a popular surface frame within the immigration controversy is the term "illegal."

"Illegals," "illegal immigrants," and "illegal aliens" are terms used to expose undocumented immigrants as criminals. Furthermore, "illegal alien" goes even further to frame immigrants as nonhuman.

Santa Ana (2002) explains that the posing of immigrants as criminal, dangerous, and threatening to an "American" way of life is perpetuated through different forms of media. Such anti-immigrant sentiments are associated with negative portrayals of Latina/o immigrants. Additionally, anti-immigrant sentiment is targeted at Latina/os because the majority of the undocumented population comes from Latino countries. Pérez Huber (2009) explains that "racist nativist framing of undocumented Latina/o immigrants as 'criminals' strips undocumented communities of their humanity, making illogical arguments for exclusion plausible and widely accepted" (p. 723). Such sentiments can ultimately affect the individual or family in substantial ways. Haas (2008) explains that utilizing the term "illegal" for immigrants hides our shared sense of humanity and opens up the opportunity for anti-immigrant sentiment, policies, and practices to become normalized ways of responding to undocumented immigration.

"American" Identity

Rincon (2010) notes that having grown up in this country, many undocumented students already are culturally assimilated, as measured by their English language proficiency as well as the abandonment of their national heritage. Supporters suggest that granting access to higher education can and will facilitate greater assimilation and adherence to the status quo. From this perspective, granting in-state tuition laws for undocumented students are a matter of good social policy—a means of preserving "American culture" and "sound values."

Stevenson (2004) explains one way in which the government has reassured that undocumented students are assimilating to the American culture. In a response to accusations that the DREAM Act would confer blanket amnesty, the Senate Judiciary Committee made it a point to assure opponents that in reality the act would simply allow some immigrants "who have been acculturated in the United States the privilege of earning the right to remain" (p. 574). This statement similarly is pacifying nativists' fears that immigrants do not assimilate is a priority for some supporters of undocumented students. Supporters of the Dream Act state, "it would provide a means for marginalized youth all across the country to assimilate into mainstream American society" (Stevenson, 2004, p. 555).

Other supporters like to depend on the beneficiaries of the bill. They note that the students "speak unaccented English [and] consider themselves American" (Yates, 2004, p. 601). Arguments like these make the mistake of presenting equal access to higher education as a "reward" that is "deserved" by students who demonstrate a high degree of assimilation (Rincon, 2010). This is all too troubling because the term "American" has paralleled with assimilation, or maintaining identification with one's own culture while adopting the American culture as well.

Abrego (2008) explains the implications of a label. "Participants' narratives reveal that the label as 'undocumented' or 'illegal' is a source of profound shame. Consequently, the most intriguing effect of Assembly Bill 540 in undocumented students' day-to-day lives is the employment of a new, neutral, and, therefore, more socially acceptable label and identity" (p. 726). The labels "illegal" and "undocumented" conflict with the students' perceptions of themselves as upstanding and productive members of

society. Once again, this reinforced the notion that becoming "American" was tied to assimilation to the American culture. Therefore, students prefer the label "AB 540 student" when referring to themselves and to their peers who share undocumented and student status.

Rincon (2010) challenges the public to think about those undocumented students that may still have trouble speaking English, or have an accent, and do not aspire to become valedictorians. Additionally, those students that were not given a choice to immigrate, students that do not want to assimilate but rather keep the origins of their own home countries, or students that are not academically advanced, now would those students be "American?" Rincon (2010) would suggest that "the goal then becomes to legalize the cream of the crop. They are presented as "criminals to be," unless educated. This is a modern incarnation of 19th-century "criminal class" theories in which all working-class people, including the native born, but immigrants in particular, were considered likely to engage in criminal behavior" (p. 16). The question becomes, where do these labels breed? The following section focuses on the representations of undocumented students in the media.

Media Representations of Undocumented Communities

At a very young age, undocumented immigrant children learn about discrimination, fear, and hatred (Chavez, 1994). The nativist attitudes of American society and the negative portrayal of undocumented residents in the media distort their opportunities for a healthy identity development. For example, Chavez (2007) has argued that undocumented immigrants are being misrepresented as "immoral criminals" and "social threats" to the United States rather than as contributing members of society.

Consequently, these labels particularly affect Latina and Latino immigrants because they are grossly overrepresented by media as "illegal aliens" (Portes & Rumbaut, 2006; Suárez-Orozco & Suárez-Orozco, 2001).

Popular media plays a significant role in portraying the issue of undocumented students and their families in the United States. Jeffries (2008) conducted an analysis on the narratives of proponents and opponents surrounding the issue of undocumented students' access to higher education. A common narrative was one that portrayed undocumented students as "hardworking, gifted, and overcoming insurmountable odds only to be disqualified from higher education and from their dream by an unjust law" (p. 250). Opponents of this measure argue that giving undocumented students access to instate tuition can deprive citizens from funds and will result in disqualifying citizens from their own dream of a higher education. Opponents also often use terms, such as *illegals* or *illegal aliens*, to assign a notion of criminality. On the other hand, proponents use terms like, *immigrants, undocumented students, noncitizens*, and *newcomers*. Proponents explain that most immigrants were brought to the United States when they were children and had no say in immigrating illegally (Jeffries, 2008). Media can also serve as a platform for people of power to vocalize and possibly impose onto a larger audience.

Santa Ana (2002) describes a time in California when Governor Wilson lashed out at immigrants. Governor Wilson began to advocate for stricter policies to be reinforced and not provide incentives for illegal immigrants to violate immigration laws in the United States. In August 1993, Wilson published a letter to the President which stated, "Massive illegal immigration will continue as long as the federal government continues to reward it. We must repeal the perverse incentives that now exist for people

to immigrate to this country illegally. To stem the flow, we must seal the border and turn off the magnet." Wilson's argument was that because federal mandates required the state to educate and provide healthcare to children of illegal immigrants, the state was indebted \$1.75 billion (Santa Ana, 2002).

As a result, Governor Wilson gained the votes of voters afraid of the economic hardship facing California. Ultimately, immigration became an even more emotionally controversial topic and the mood of the dominant constituencies of California political life became negative toward Latinos especially at the end of the cold war when economic times were more difficult. Santa Ana (2002) explains, "Once the governor expressed anti-Latino sentiments, xenophobia was no longer confined to private discussions. It became the stuff of public discourse" (p. 34). Media representations and ideologies can permeate into institutions of higher education. Also, such explicit media representations can create and perpetuate the feeling of criminalization.

Criminalization

Pérez Huber, Malagon, and Solórzano (2009) at the UCLA Chicano Studies Research Center revealed feelings of criminalization while interviewing Alma, an undocumented high school student.

Where we live, in . . . a predominately White [town], . . . there were not that many Latinos there so people would ask, how did you get here? How did you come? And we had to make up stories—you know, lie—and in a sense, we [Alma and her siblings] were kind of forced to grow up fast . . . our childhood, in a way . . . it want innocent . . . and there was always this, like, fear . . . of what was gonna happen. Who am I? What am I doing here? I know that I wouldn't have to live like a criminal, like I feel sometimes, how I live, like, hiding [pause] not being able to do a lot of things [cries] . . . I can't travel . . . I can't drive, I can't vote, I can't be involved in many social activities because of it [her undocumented status]. I can't apply for scholarships, I can't apply for financial aid, I can't apply for loans, I can't buy a home, I can't do anything . . . I'm just, like, non-existent in

a way, you know what I mean? As my senior year approaches, I'm, like, what am I going to do? (Huber, Malagon, Solórzano, & California University Los Angeles, Chicano Studies Center, 2009, p. 7)

Alma felt like a "criminal" because she was not able to partake in activities other United States citizens are able to partake in. Such sentiments construct and perpetuate stereotypical beliefs and imagery that falsely portray undocumented Latina/o immigrants as "criminal," "dangerous," and a drain on government resources, and are perceived as a threat to the "American" way of life (Santa Ana 2002). Pérez Huber (2011) reaffirms, "such false narratives fuel these negative perceptions and reify the ideological beliefs of Latina/o undocumented immigrants (and US-born Latinas/os racialized as immigrant) as nonnative and, thus, a subordinate group. Framing Latina/o undocumented immigrants in this way, is how most understand undocumented immigration in the United States" (p. 383). As mentioned previously, undocumented students are presented as criminals unless educated and "Americanized."

Policy within the United States can also tie in a pressure of criminalization of undocumented youth. Using the term *illegal alien* communicates the undocumented immigrant as an evildoer. "If we assume that undocumented immigrants are a criminal element, then we are automatically accepting that the existing . . . laws are just and fair" (R. J. Garcia, 1995, p. 118). Therefore, such restrictive language policies are further harmful to undocumented students in the United States.

Exosystem

The exosystem are the indirect or external forces that impact an individual. The following literature will address those exosystem components most likely to impact immigrant families. These include employment opportunities, institutional supports,

access to financial support, health, peers and neighborhoods, K-12 schooling experience, and low educational attainment of Latino immigrants.

Employment Opportunities

Another issue to take into consideration is undocumented immigrants are not permitted to "legally derive the fruits of their educational efforts because they cannot obtain employment that would pay them a salary equivalent to the credentials and the education they have earned, thus only increasing their links to the illegality chain they so desperately want to break away from" (Varela, 2011, p. 96). Finding work is critical to the survival of families, just as with anyone else. Those decisions are complicated by the need to make further choices about driving and working illegally. Specifically in Southern California driving is a key issue in, where mass transit is much more limited than many other urban areas in the United States. There is limited access to transit options, which poses more challenges for the undocumented individuals. "Especially when working and driving are necessities, the need to make such decisions forces these young people to confront their legal limitations and the constricted range of available choices" (Abrego & Gonzales, 2010, p. 151). A task as small as finding a job and mobility become larger issues for undocumented immigrants. Ultimately, undocumented students searching for ways in which to pay for school is a daunting task. Even for undocumented parents, the burden of looking for a job and transportation to provide for the family can be a burdensome task.

Additionally, their economic and social mobility is severely restricted by their undocumented status. Abrego and Gonzales (2010) state, that due to the many structural barriers facing undocumented immigrants, many chose to seek employment at a young

age and as a result, stay in low-income jobs. There are also others that choose to participate in activities that may cause them to break the law, like working and driving. Nonetheless, both options are not positive. All choices lead to negative consequences for these individual. These options lead to either sacrificing their aspirations as they work in low income jobs or engaging in criminal activity as they work under a different identity (Abrego & Gonzales, 2010).

<u>Institutional Supports</u>

Every institution of higher education provides different supports for students in higher education. Oseguera, Flores, and Burciaga (2010) identify three themes regarding undocumented students and institutional supports. The first theme that emerges from studies conducted about the experiences of undocumented students in community college is a general sense that front-line personnel such as admission and financial aid counselors, and records officers are not trained to handle the unique issues undocumented students bring with them (Huber & Malagon 2007). Without the knowledge of barriers and obstacles facing undocumented students, it becomes difficult, if not impossible to meet their needs and service these students.

Oseguera et al. (2010) identify a second theme as the verification process in which institutions of higher education verify information submitted by students. Drawing from a national survey administered by the American Association of College Registrars and Admissions Officers (AACRAO), Lee et al. (2009) concluded of the 11 states that currently have implemented a specific policy directed toward undocumented student admission at 2-year institutions, 80% reported that they did not have adequate staffing to

manage the verification process making it difficult to target students that may require assistance.

Lastly, Oseguera et al. (2010) explained that students' experiences and their ability to access campus resources and services is another issue. Because of their citizenship status, many students are afraid to disclose their status and are often the ones navigating their college experience on their own. Additionally, students report that they receive different messages across campus, which is a reflection of miscommunication within institutions' own infrastructures (Oseguera et al., 2010). Ultimately, these institutional barriers disenfranchise undocumented students and can hinder their access to higher education.

Access to Financial Support

Furthermore, there is an issue with access to financial aid and support. In California, in-state reduced tuition plays a major role in terms of access to higher education for undocumented students. As Flores (2010) explains "California has the largest percentage of undocumented immigrants, 24%" (p. 242). Flores (2010) conducted a quantitative study and found that In State Reduced Tuition (ISRT) policy significantly affects the decision of undocumented students and their decisions on continuing education, as can be seen in college enrollment rates. As a result, the main reason for not furthering their education was due to financial reasons. Undocumented students who have successfully completed high school, still have a barrier to overcome, financing a higher education (F. Contreras, 2009).

The most common gateway to higher education for undocumented students is through local community colleges because the financial expense in attending a university

is greater. The national average for in-state tuition for the 2009-10 academic year at a community college is \$2,544, compared with \$7,020 for a public 4-year university and \$26,273 for a private university. Even though undocumented students often must pay out-of-state tuition, a common policy for students who are not considered residents, community colleges continue to be the most affordable higher education option in the United States (Diaz-Strong et al., 2010).

In a study conducted by F. Contreras (2009), Nina, an 18 year old explains the difficulty associated with trying to find work to pay for her educational expenses as an undocumented student. In the following excerpt, she explains how her father discouraged her from working at all.

I am trying to ask people I trust if they know of a job that I can do that would be ok with my status. I have gone to my advisor to ask her. My dad just worries. He works long hours, clean carpets, and he does repair work—like a handyman. He says that "I worked really hard just to get us here for you to then just get deported back. (p. 619)

Revealing one's undocumented status may put one in danger of deportation, as Nina states. It becomes a difficult task to try and manage the finances of an education, while having the fear of deportation in outing one's status to a possible employer.

Health

Passel and Cohn (2009) explain that more than half of adult unauthorized immigrants (59%) had no health insurance during all of 2007. Among their children, nearly half of those who are unauthorized immigrants (45%) were uninsured and 25% of those who were born in the United States were uninsured. There is a direct connection with health and academic achievement.

Latino youth are at risk of health and educational marginalization (Peguero, 2009). Latino adolescents are consistently overrepresented among those at risk for poor behavioral and general physical and mental well-being (Vega & Rumbaut, 1991). Latino students are also found to have the lowest rates of college enrollment, the highest rates of high school and college attrition, relatively lower achievement scores, educational attainment, and aspirations in comparison to White American students and Latino students are 3 times more likely to drop out in comparison to White American students (Kaufman, Alt, & Chapman, 2001).

Being undocumented increases the likelihood that families will lack health insurance (Fortuny, Capps, & Passel, 2007) and lowers their chances of accessing bank accounts and other financial services. Due to the fear experienced by undocumented families, they are less prone to receiving additional services available as assistance to low-income families. In general, undocumented immigrants do not qualify for federal public benefits (social security, supplemental security income, and TANF, healthcare (Medicaid and Medicare) and food stamps. However, there are a few services that undocumented immigrants may qualify for, such as emergency health care services and Woman, Infants, and Children (WIC) that services low-income pregnant women with supplemental foods, health care referrals, and nutritional education (Xu & Brabeck, 2012).

Though these services are accessible for the undocumented population, it can become a fearful task to take advantage of them. Xu and Brabeck (2012) explain that thought undocumented parents may utilize services for their citizens children, a strong sense of fear is expereinced in the process of using the resources. Their study found that

undocumented immigrant parents reported a higher level of fear of the negative impacts of deportation on their service use. Essentially, the more the undocumented immigrants utilized the resources, the higher their fear of deportation.

Peers and Neighborhoods

Waters (1999) explains that racial segregation and limited opportunities have historically concentrated poverty in Black and Latino communities, subjecting residents to the structural effects of poverty. Growing up in a poor neighborhood "increases the likelihood of dropping out of high school, reduces the probability of attending college, lowers\ the likelihood of employment, reduces income earned as an adult, and increases the risk of teenage childbearing and unwed pregnancy" (Waters, 1999, p. 243). And, similar to other low-income children, children of undocumented immigrants also face high levels of street violence and generally ineffective schools that are at the core of "segregated inner-city residence" (Waters, 1999, p. 243).

Additionally, experiences of security and safety play important roles in a child's life, especially that of an undocumented student. Such experiences can shift the educational climate and have an effect on their schooling success. Vigil (2004) explains that gang membership is a feature found in lower socio economic neighborhoods. The presence of gangs can have an impact on their physical environment and safety. Ultimately, neighborhoods can have the ability to affect academic performance of a child and place one at risk for possible negative outcomes (Gándara & Contreras, 2009). Generally, low-income neighborhoods provide limited opportunities in terms of employment, and are associated with teenage pregnancy, juvenile delinquency, and promote a cycle of poverty and under-education (Gándara & Contreras, 2009).

Within schools there may be experiences that can be further marginalizing. For example, negative tracking systems and subtractive schooling (Valenzuela, 1999) face undocumented Latino students with a complicated maze of contradictions, misinformation, and numerous roadblocks to education and prosperity. Some examples of negative tracking systems are the procedures in which English language learners are identified and tracked. Flinders and Thornton (2013) explain English as a second language (ESL) youth, for example, are regarded as "limited English proficient" rather than "Spanish dominant" and/or potential bilingual. Their fluency in Spanish is construed as a "barrier" that needs to be "overcome" (p. 340). The very label given students that are bilingual is a deficit, subtractive take. Rather than viewing a second language as an asset, students are streamed into a negative tracking system because of their second language.

Seeking peer support is a common form of coping for undocumented Latina and Latino college students. It is not unusual for this student population to seek guidance and support from their Latina and Latino peers and others who share the same identity or interests (Cortes, 2008). Therefore, utilizing institutional supports is more rare because of their fear of exposing either their citizenship status of themselves or possibly other family members. Therefore, it is more likely to have undocumented students surround themselves with people that share similar identities.

K-12 Schooling Experience

Bernard (1995) concluded that supportive relationships, particularly encouragement from teachers, school personnel, and other adults, are a critical component in the development of resilience among immigrant students. Additionally,

understanding the composition of mixed citizenship status families is important. Like other members of the working poor, undocumented Latino immigrant youth are set to face additional roadblocks. Given their parents' job prospects and legal limitations, most undocumented youth end up in de facto segregated areas of dense poverty (Chavez, 1998). Abrego and Gonzales (2010) explain that such communities are generally composed of low-performing schools, high rates of crime, and few opportunities for their residents.

Poverty, low-resource schools, limited high school curricula, parents' low levels of educational attainment, and structural racism throughout the educational system are among the many factors that negatively affect Latino students' educational trajectories and hinder their college completion (Arbona & Nora, 2007; Solórzano, Villalpando, & Oseguera, 2005). Gonzales (2010) finds that most undocumented children grow up in cramped, overcrowded dwellings in increasingly overcrowded and segregated neighborhoods. More than often, these neighborhoods place these students in large school districts that have high student to teacher ratios. As a result, many students are susceptible to falling through the cracks. Especially in larger schools, students do not have the access and attention needed to overcome many of the problems students may face like gangs, large classrooms, and inadequate resources. Smaller ratios, would allow for professionals to meet some of these environmental needs.

In a study conducted by Gonzales (2010), a student, Zulima, spoke to the implications of attending a larger school.

At the time, it was the second-largest high school in the nation. We had around, I think, 5,400 students. When I started, my class was like 2,200, but by the time I graduated we were I think like 800. Within the school there are little mini-

schools. I was in Odyssey Academy. You have the same classes with the same students, all four years. You have to apply to get in and basically you have to take certain classes. I guess it's a division; it was more . . . like a tracking like system. You saw which students were bound for college. (p. 476)

The experience of this particular student is the obvious separation of college versus non college bound students. Most of the students in this study reported feeling disconnected to school and not having significant relationships with teachers. Among the general or lower tracks in the study, students felt as though "they were negatively labeled, left to fall through the cracks and shut out of many important services" (González, 2010, p. 476).

Low Educational Attainment of Latino Immigrants

Baum and Flores (2011) explain that similar to others in the United States who grow up in households with low educational attainment and low earnings, Latin American immigrants have, on average, relatively low rates of participation and success in postsecondary education. Language barriers and lack of familiarity with U.S. social institutions create additional barriers in accessing higher education.

Additionally, low educational attainment of Latino immigrant parents has a deep impact on the experiences of their children. Research has shown that parental education is a strong predictor of children's educational attainment (Baum & Flores, 2011).

According to 2006 American Community Survey data, 26% of children of immigrants, compared with only 8% of those with native-born parents, lived in families where no parent had completed high school or the equivalent. Almost half of Mexican-origin youth have parents with no high school degree. In addition, Rumbaut (2005) adds that Hispanic immigrants are more likely to enter the country as teenagers and young adults

than are other groups, which contributes to the gaps in the higher educational outcomes of Hispanics.

The Mesosystem

The mesosystem is comprised mainly of the interactions among elements in the the microsystem. For Bronfenbrenner, the microsystem includes the family, the school, the neighborhood, the church, and children's peers. In other words, the microsystem includes those settings in which the child participates directly and is directly influenced. The mesosystem includes relationships among individuals in these various contexts that may not directly include the child but nonetheless have an indirect impact on the child. In the section below, the literature focuses upon a key element in the mesosystem that emerged as significant for undocumented immigrants: parental involvement in schools.

Parental Involvement in School

Parental involvement in schools can also boost resiliency. Latino immigrant parents are less prone to physically walk onto school campus for involvement. In fact Gándara (2005) explains, Latino parents tend to avoid coming to school for various reasons, ranging from lack of Spanish-speaking school staff and logistical barriers to feelings of discomfort, shame, or alienation in dealing with educators. Therefore, the bulk of parental support comes from the home.

Parental support is essential in succeeding at school. W. Pérez, Espinoza, Ramos, Coronado, and Cortes (2009) found that students who had supportive parents who were involved in the school's extracurricular activities achieved higher levels of academic success compared to students that were not a part of those networks. In a study conducted by F. Contreras (2009), one emergent theme that was found with parents that

chose to migrate to the United States was "the desire to secure educational opportunities and economic mobility that did not exist in their home countries due to challenging economies, corruption, or limited social and economic mobility" (p. 618). This illustrates the importance education plays when parents chose to immigrate to the United States.

Microsystem

The microsystem is composed of the most immediate relationships to the individual. Those relationships that emerged as particularly important for the undocumented student include the family and personal schooling experiences. In the following section the literature will address family support and influences, racial microaggressions, and victimization in schools within the microsystem affecting Latinos in mixed citizenship status families.

Family Support and Influences

Auerbach (2006) concludes that moral support is mainly how Latino immigrant parents support their education from home. "Moral support for education is the foundation—perhaps the essence—of how Latino immigrant parents (here, mainly low socioeconomic status (SES) Mexican and Central American immigrants) participate in their children's schooling" (p. 276). Moral support is the effort parents take in reinforcing the importance of an education and working hard. Auerbach (2006) translated an excerpt from a parent portrait of José, an undocumented parent. This excerpt exemplifies the moral supporters' stance:

My son has always been very intelligent. When he was in kindergarten in Mexico, they let him out about four months early because there was nothing to teach him, nothing. The parent is the one who plants the seed. I tell him, "If you study, you are going to accomplish what you want. If you are going to let others [peers] guide you, forget it; things are going to go to hell." The parent's job is to

motivate him so he continues his education so he becomes something (*llegar a ser algo*). And then the student has to go his own way. I think he sees that we [his parents] are nothing; he wants to become something. He takes the initiative himself. He makes all his own decisions. The student knows more than us. One simply advises him to investigate [college options]; one can't do more than that. If the student is good, let him fly. (p. 280)

Considering that moral support is intangible and often takes place in the home, it becomes a misconception that Latino immigrant parents are not involved in their education.

Family is a very important factor in the development of resiliency in immigrant students (Siantz, 1997). Stanton-Salazar (2001) found that immigrant parents held high aspirations for their children. Even though many parents did not have the opportunity to attend school in their own country, were unable to help their children with academic content, or useful in helping their children navigate the educational system, they still were supportive of their educational endeavors.

W. Pérez et al. (2009) reported that undocumented Latino students benefitted from supportive relationships with friends and parents as well as school engagement.

Olivérez (2006) also noted that parents were supportive of their undocumented children pursuing higher education, but did not necessarily have the tools or resources to assist them. Though families supported the dream of going onto higher education, they were unable to inform or navigate their children. It also becomes difficult to answer questions regarding higher education when the families did not have the knowledge of higher education functionalities.

W. Pérez (2010) found that familial, peer and school networks played an important role in the selection of a postsecondary institution for Latino undocumented

students. In this study, participants that had older siblings that attended the school they were attending played a significant role in their selection of school. Older siblings serve as mentors and were able to navigate their younger siblings through higher education access. In her study older siblings were undocumented and were able to refer their younger siblings to their own previous set of contacts. Without that support it was unlikely and more difficult for students to navigate their way through higher education.

In a study conducted by P. A. Pérez and McDonough (2008), data revealed that just like familial contacts, peer networks also played were critical influences. Students were more prone to follow older friends who were already attending a particular college or decided to go along with a friend to their respective postsecondary institution.

P. A. Pérez and Rodriguez (2011) conducted a study with undocumented Latino students in higher education and found a few themes surrounding familial support factors. The study aimed to reveal the presence of informal, familial support factors. They found that familial support factors identified were embedded within the home/family context as opposed to the educational context. As a result of the study, three themes emerged: (a) listening and understanding; (b) goal-setting; and (c) motivation. The three themes discovered in the study provide insight into the psychological support families provide.

The three themes were expressed as informal support embedded within the family/home context where the family would communicate verbally the three themes.

Some example included sharing with their children that they want more for them out of life and opportunities.

P. A. Pérez and Rodriguez (2011) explain that while there are those systems of familial support, there is a lack of institutional support and as a result, "they continue to

be targets of misconceptions and stereotypes often resulting in exposure to ineffective educational, prevention, and intervention programs that are culturally insensitive" (p. 19). Similarly, P. A. Pérez and Rodriguez (2011) suggest that institution take advantage of the familial network and support

to further encourage college-going—generally cohesive family units and extensive fictive kin networks (i.e., cornpadrazgo) that can be targeted with college knowledge. Further, encouraging the family and especially young children to share college knowledge will increase the social capital of the family unit as well as the larger familial network. (p. 20)

Racial Microaggressions

Latinos have recently overtaken Blacks as the group most believed to be the target of discrimination, with 1 in 4 Americans reporting that Hispanics face "a lot" of discrimination (Pew Hispanic Center, 2010). Furthermore, one-third of Latinos (age 16 or older) report that they, a family member, or a close friend have experienced ethnic or racial discrimination in the previous 5 years (Pew Hispanic Center, 2010).

Microaggressions are forms of racism that people of color may experience.

Racial microaggressions can be expressed in a variety of ways. Pierce (1995) explains, racial microaggressions as:

Subtle, innocuous, preconscious, or unconscious degradations, and putdowns, often kinetic but capable of being verbal and/or kinetic. In and of itself a microagession may seem harmless, but the cumulative burden of a lifetime of microaggression can theoretically contribute to diminished mortality, augmented morbidity, and flattened confidence. (p. 281)

In a study conducted by Solórzano (1998), he documents microaggressions endured by Chicano scholars as stunning acts of disregard that included nonverbal gestures, stereotypical assumptions, lowered expectations, and racially assaultive remarks, such as:

"You're not like the rest of them. You're different."

"I don't think of you as a Mexican."

"You speak such good English."

"But you speak without an accent." (p. 125)

These microaggressions place yet another psychological burden on students.

Solórzano (1998) confirms through his studies that microaggressions, or forms of racism, cause students to lose motivation and grow frustrated. As a result of many systematic barriers that face these students, motivation is lost. The same racial microaggression experiences stem from media representations and racist nativism experienced by undocumented students. Pérez Huber (2009) defines racist nativism as "the assigning of values to real or imagined differences, in order to justify the superiority of the native, who is perceived to be white, over that of the non-native, who is perceived to be People and Immigrants of Color, and thereby defend the right of whites, or the natives, to dominance" (p. 43). Ultimately, racist nativism has the possibility of criminalizing undocumented immigrants.

Victimization in Schools

The children of immigrants, especially Latinos and Asian Americans, have confronted a reality of racial and ethnic marginalization in U.S. schools (Pang, 2006; Portes & Rumbaut, 2001; Waters, 1999; Zhou, 1997). Additionally, it is reported that Latino students are more likely to be victimized at school than White American students (Devoe et al., 2004). While Latinos reported being victimized at school, they also reported more important information. Peguero (2009) found that Latino first-generation students are more likely report their schools as unsafe in comparison to their Latino third-

plus generation immigrant counterparts. This information is important because studies on the correlation between how students feel with their schooling environment and low achievement have been linked. There is a strong relationship between students feeling safe in their learning environments and educational success (Kozol, 1991). Latino immigrant youth are attending schools that they believe to be unsafe. Because of the victimizations and fear that occurs at school for Latinos, their educational, social development, progress, and mobility within the educational system can be deterred (Peguero, 2009).

Social mobility is directly linked to the social, economic, historic, and political context. The assimilation process for some immigrants will result in improved life chances for upward mobility, whereas some others will experience downward social and economic mobility (Alba & Nee, 2003). Essentially, it is within schools that the children of Latino immigrants are exposed to mainstream American culture and where they learn and form beliefs about what society and persons outside of their families expect from them.

The Individual

The literature in the following section will focus upon the individual and psychological effects that can be present within mixed citizenship status families. Some examples of the psychological effects include acculturation, traumatic stress experiences, fear, and sense of belonging. W. Pérez, Espinoza, Ramos, Coronado, and Cortes (2009) explain that many undocumented students deal with issues that American born or legalized residents never have to face. The dehumanizing episodes these students experience and the overwhelming exposure to rejection often contribute to a great sense

of insecurity. Due to these experiences, these students are likely to develop high levels of fear and anxiety (Dozier, 1993). Many have fears of the unknown or anxieties over whom to trust or not to trust. As a result, their feelings will cause them to be cautious when sharing their undocumented status to peers and authority figures, which makes it difficult for professionals to aid them in maneuvering access to higher education.

Therefore, student affairs professionals have to work diligently to reach out to these students. Undocumented students constantly battle feelings of shame, trepidation, anger, despair, marginalization, and uncertainty (Cortes, 2008; Dozier, 1993). These socially driven emotions often are derived from experiences of discrimination, anti-immigrant sentiment, fear of deportation, and systemic barriers such as ineligibility for college financial assistance and federally sponsored support programs.

Psychological Issues Undocumented Students Face

Due to the array of obstacles, undocumented students are more apt to experience depression and other psychological effects. Diaz-Strong et al. (2010) claim that their research indicates that undocumented youth are under psychological stress. As children, they might not have fully experienced the impact of their immigration status, but during high school they become aware of the futures awaiting them in the United States.

Typically awaiting undocumented students are physically demanding low-wage jobs, with no opportunities for economic advancement, and sometimes even deportation.

Stress associated with the process of acculturation may also have significant effects on mental health among Latino immigrants (Rogler, Cortes, & Malgady, 1991; Sue & Chu, 2003). "Latinos face financial, occupational, and social hardships, cultural adaptation

challenges, and exposure to discrimination; they may be at increased risk for depression" (Mendelson, Rehkopf, & Kubzansky, 2008, p. 355).

Padilla examined Latinos as a sub population using the *Hispanic Children's*Stress Inventory. Padilla and his colleagues identified several potentially stressful events for Hispanic children and adolescents which included leaving relatives and friends behind when moving, feeling pressured to speak only Spanish at home, living in a home with many people, and feeling that other kids make fun of the way they speak English (Padilla, 1986). A significant portion of the Latino population was born outside of the United States (40.2%) relative to the total population (11.1%). Additionally, a greater percentage of Latino individuals speak a language other than English in their homes (78.5% as opposed to 17.9% among the total population), and 40.6% of Latinos report speaking English less than "very well" (U.S. Census Bureau, 2004).

One can only expect undocumented students to experience additional stressors.

Gildersleeve et al. (2010) and Rothenberg (1996) explain that the new environment,
expectations, and stressors of higher education can create difficulty for some students and
result in tension between family and higher education. Once the gap between stressors
and higher education are met, undocumented students can achieve at higher levels.

Lopez (2001) determined that once immigrant students' family needs are being met,
academic achievement improves.

Acculturation

Acculturation is the "adaptive process of cultural adjustment that takes the individual through several different phases" (Mena, Padilla, & Maldonado, 1987, p. 207). The acculturation process are the changes that groups or individuals encounter

when coming into contact with a different culture (Williams & Berry, 1991).

Acculturative stress refers to any decrease in the physical, psychological, or social status of an individual resulting from the acculturation process (Berry, 1990).

Different circumstances may breed acculturative stress such a lack of social support, the breakdown of ties with family and friends, and feelings of loss may contribute to acculturative stress (Hovey, 2000a). Additionally, adolescents may feel acculturative stress due to differences with their parents in the acculturation process (Gil, Vega, & Dimas, 1994) or as a result of perceived discrimination (Gil & Vega, 1996).

Additionally, acculturative stress has been found to be significantly associated with social anxiety and depressive symptoms for a Mexican-American early adolescent sample (Polo & Lopez, 2009). Explanation for this type of stress is because there is a sense of being caught in the middle of two cultures, discrimination, language and economic hardships, lack of community ties, and/or the loss of relationships with friends and family from one's country of origin (Hovey, 2000b). Individuals with high levels of these types of conflicts may be more vulnerable to the effects of poor academic achievement and less likely to avoid the negative consequences associated with poor performance, including depressive symptoms. Acculturation stressors can be associated with all immigrants, documented and undocumented alike. However, there are additional stressors associated with undocumented status. The next few sections highlight some of those additional stressors.

Traumatic Stress Experiences

Hegemony refers to the dominance of one social group over another (Carlson, 1997). Traumatic stress theory serves as a tool to identify the effects that ecosystemic

factors like hegemony have on students of color. Carlson (1997) defined *traumatic stress* experiences as events that are perceived as negative, sudden, and uncontrollable (Carlson, 1997). To further explain trauma and its relations to academic achievement researchers have conducted empirical studies on primary school children and trauma and have identified five common symptoms of traumatic stress: re-experiencing, avoidance, arousal, internalizing behaviors, and externalizing behaviors (Boney-McCoy & Finkelhor, 1995). One of the ways that racist nativist discourses have been institutionalized in education is through the hegemony of English (Macedo et al., 2003). Macedo and colleagues (2003) contend that the bilingual education debate in the United States is not about language itself, but with the underlying power, "to deny effective education to millions of immigrant children in their native languages" to achieve political, economic, and social domination (p. 9). Therefore, English only language policies are a way in which a dominant group can have hegemonic control.

A growing concern for Latino students are psychological effects on academic achievement. Academic achievement and depression have been found to be negatively associated with each other (Simonoff et al., 1997) illustrating a need to examine further the issues surrounding Latino youth. Latino youth have higher rates of depressive symptoms than children from other groups (Siegel, Yancey, Aneshensel, & Schuler, 1999). In an analysis of the Children's Depression Inventory (CDI), Twenge and Nolen-Hoeksema (2002) found that Latino children and adolescents rated higher scores on the CDI than children from other ethnic groups.

Fear

Abrego (2008) explains that the exclusivist nature of many immigration policies often lead to intense fear of deportation and a life of permanent anxiety for undocumented migrants. Therefore, a common thread shared among undocumented students is fear. Dozier (1993) found three central emotional concerns for undocumented college students: fear of deportation, loneliness, and depression. Dozier found that students' fear of deportation was so critical to undocumented students, that it influenced almost every aspect of their lives. Some students, reported being afraid of utilizing public services like a hospital because of worry that their immigration status would be revealed. It was also revealed that undocumented students were afraid of having close relationships in fear that their immigration status be questioned or revealed.

Sense of Belonging

Barred from most legal resources, undocumented immigrants often live in the shadows of society (Chavez, 1998). With limited access to jobs, education, and social services, undocumented immigrants are also restricted in their efforts for socioeconomic mobility and community development (Abrego, 2006; Chavez, 1998).

Abrego (2008) makes the comparison between adult and children immigrants. She explains because many children arrived in the United States as young children, they were able to learn the language, absorb the customs, and make the culture their own in ways that are not available to those who migrate as adults (Abrego, 2006; Fernández-Kelly & Curran, 2001). This is in contrast to adults that can generally signal to others through their clothing and language practices that they are outsiders. Undocumented students in the United States often dress and speak English in ways that make them

largely indistinguishable from their U.S.-born peers (Olivas, 1995). Because of the children's ability to assimilate, undocumented students can manipulate social assumptions to avoid questions about their legal status (Abrego 2006; Gonzales 2006). In this sense, undocumented students are simultaneously both included and excluded from U.S. society.

Conclusion

As presented in the literature undocumented students and their families face a multitude of obstacles to overcome prior to entering institutions of higher education, and continue to as they attempt to successfully enroll. Addressing the diverse needs of this marginalized group can begin to alleviate such barriers and increase access to higher education. Without addressing the social contextual, interpersonal, and intrapersonal needs of undocumented students access will remain limited.

If undocumented students are capable of navigating the application procedures for admission into higher education, they then face an array of additional barriers one being the challenge of financing college (Chavez et al., 2007). Additionally, undocumented students are not eligible for federal or state grants and loans and therefore must find the means of financing their own education (Olivas, 2009). Social contextual forces play a role in access as well. "Legal and financial constraints not only erect numerous barriers but also create added layers of need in navigating the successful completion of high school and the transition to postsecondary schooling" (Gonzales, 2010, p. 473). The social contextual component addresses external barriers such as laws and policies that limit access to higher education. Historically, access to postsecondary education remained severely constrained by federal laws. These laws prevented undocumented

students from receiving financial benefits to attend college. For example, Title IV of the Higher Education Act of 1965 disqualified undocumented students from receiving federal aid for postsecondary education. The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) and the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA), both enacted in 1996 aimed to exclude undocumented students from receiving state or local benefits for postsecondary education (Drachman, 2006). The implications of such policies have created obstacles for undocumented students to access higher education.

Social contextual forces begin to lead into intrapersonal factors like discrimination and have impact on access to higher education. A major obstacle undocumented students face are the institutional and legal structures that perpetuate racism, prejudice and discrimination (Castro-Salazar & Bagley, 2010). Furthermore, barriers that face undocumented students continue to disenfranchise them even more. Chen and Park-Taylor (2006) conclude that due to cultural and linguistic barriers as well as fear of deportation, undocumented immigrants have remained invisible to the general public and are often subject to the same, if not more, discrimination, exploitation, and marginalization as their legal counterparts.

Undocumented students not only face the same barriers as other Latinos but additionally face institutional and societal exclusion and rejection. W. Pérez et al. (2009) explain,

They are not eligible for most scholarships, do not qualify for any form of government sponsored financial assistance, are not eligible to apply for a driver's license, are legally barred from formal employment, and may be deported at any time. The social, educational, and psychological experiences of these immigrant youth raise a number of important questions. (p. 150)

Questions regarding access and promotion of resiliency among undocumented youth arise.

Amidst the numerous barriers that exist, undocumented students are overcoming such barriers, proving resiliency among this marginalized group.

A key requirement of resilience is the presence of both risk and protective factors that either help bring about a positive outcome or reduce and avoid a negative outcome. Resilience theory, though it is concerned with risk exposure among adolescents, is focused more on strengths rather than deficits and understanding healthy development in spite of high risk exposure. (W. Pérez et al., 2009, p. 154)

Positive outcomes are influenced by a few factors. Gordon (1996) found that faith in their own cognitive skills was one of the main differences between resilient Latino students.

Throughout the literature there were suggestions and forms of alleviation that school leaders can implement to provide equity. In fact, Romo and Falbo (1997) have found that the reasons why Latino students do not persevere in school are as a result of not being connected with their school and community environments. Public schools have been one of the most important institutions in the lives of immigrant children, wielding the power to either replicate social contextual inequalities or equalize the field (Gonzales, 2010). Stanton-Salazar and Dornbusch (1995) suggested that supportive ties with institutional agents can provide students with the necessary tools for engagement and advancement in the educational system and eventually within their careers. Creating an inclusive environment for undocumented students is a great step in the right direction.

W. Pérez (2010) confirms that social networks with peers and student support personnel play critical roles in informing and supporting higher education endeavors. In addition,

Gibson, Gándara, and Peterson-Koyama (2004) contended that when students feel disconnected from the schooling process, they have fewer opportunities to create relationships with people that can guide them access and information into higher education.

Yoshikawa (2011) explains that undocumented status is typically hidden from for the childhood experiences, but nonetheless has harmful consequences for development. Suárez-Orozco et al. (2011) explain,

As adolescents make their way into the public domain, the intermediate worlds of neighborhood, school, and eventually work begin to mold their experiences in new ways. As unauthorized youth pass into older adolescence and emerging adulthood, their awareness is awakened and they begin to experience increasing blocked access to expected normative rites of passage, identities, and ways of being. (p. 444)

These are the experiences this study seeks to discover for all members in the family both documented and undocumented.

While there is a lot of research in regards to Latino students and undocumented students, the experiences of mixed citizenship status families as a whole are missing from research. While research specifically from the Hispanic Pew Center has given statistical information on the number of mixed status families in the United States, other information is missing. Without illuminating the voices of members within those families, it is not clear what barriers are specific to mixed citizenship status families. This is a critical issue because there is more to study than solely the undocumented student in higher education. I hypothesize that there is more of a story to be told by others in the family because the issue of being undocumented is not only felt by that undocumented member of the family, but throughout different parties within the family.

This study proposes to discover what difference, if any, it makes for siblings' access to higher education when one is documented and the other is not. One cannot assume that what is true for an undocumented student is not equally true for undocumented students in mixed citizenship status families.

CHAPTER 3

METHODOLOGY

Introduction

While there is information on undocumented youth and their experiences in higher education, there is a lack of literature on the voices of members in mixed citizenship status families and their experiences in accessing higher education. The purpose of this study is to illuminate the experiences of mixed citizenship status families in accessing higher education. The following questions guide this study.

- 1. How has the issue of some family members being undocumented affected the educational trajectories and family dynamics of Latino/-a mixed citizenship status families? (a) How does the mixed citizenship status of a Latino/-a family influence experiences, aspirations, and expectations regarding higher education for all members of the family? (b) What are the specific barriers facing and resources supporting college access for college going members from Latino/-a mixed citizenship status families?
- b. How do educational experiences vary for undocumented and documented siblings in mixed citizenship status families?

A case study inquiry will be used to address the research questions.

Setting

The families selected in this study included one family in the greater Los Angeles area and two families in the Orange County area. Two of the three families resided in Anaheim, California in Orange County. Both the families lived in two-bedroom apartments. The first family, the Lopez family, lived in a part of Anaheim that has a large population of Latinos. It was evident through the signage displayed in the surrounding shops and visible when walking and driving through the area. In the residence of the Lopez family, there are two families that live there and space is limited. The Moreno family also resides in Anaheim, but in a different part. They also reside in a two-bedroom apartment, but their community is more racially mixed. They live near a newly renovated town center with popular chain restaurants and stores. The researcher noted a majority of Latino residents but also Caucasian and Asian residents in the apartment complex.

Both families live within the boundaries of the Anaheim high school district.

According to the California Department of Education site; 64% of students identify as

Hispanic/Latino in the local Anaheim school district. Additionally, 72% of students are
eligible to receive free or reduced lunch because of their low income qualification.

The Gonzalez family resides in Hawthorne, California which is located in Los Angeles County. They also stay in a two-bedroom apartment that is located in an urban area surrounded by apartment buildings. There is a strong presence of Latinos in the community and most, if not all, signage is in Spanish. The local Bank of America also has their advertisements in Spanish and the billboards on the main street are in Spanish as well. On the California Department of Education website site it describes the local

Hawthorne district as 70% of Hispanic/Latino and 88% of the students qualifying for free or reduced lunch. Though in different areas, all three families share that they are located in predominantly Latino communities that house families of low socio economic status.

Sample

Preliminary interviews were held in order to verify that participants met the specific qualifications for inclusion in the study. In order to participate in the study the following criteria had to be met. The families of the undocumented student in higher education are of mixed citizenship status, meaning there are some U.S. citizens and some undocumented members. Second, one of the children is undocumented and currently enrolled in college. Third, the undocumented student in higher education has a sibling currently enrolled in high school and who is a citizen. Fourth, the family is a Latino immigrant family. Fifth, participants were all willing to participate in an interview lasting about an hour and a half, with the exception of the undocumented student in college. The undocumented student in college agreed to two one and a half hour interviews. Lastly, the family was located in either the Los Angeles or Orange County area. All identified members of the family had to volunteer to participate in order for the family to be included in the study.

The family must consist of a minimum of three members: at least one parent or guardian, one sibling, and one undocumented sibling in higher education. However, if a family had more than one sibling in college or in high school, that member was interviewed as well. Additionally, if the household consisted of other adult influences (aunt, uncle, and grandparents) they were asked to be interviewed as well. In total there were 14 participants that agreed to a part of the study. That included three families; the

Lopez, Moreno, and Gonzalez family. There were six parents, two siblings from two families, and four siblings from the third family. All parents were interviewed and were undocumented.

Data Collection Procedures

Purposeful and snowball sampling (Creswell, 2007) were used to interview fourteen participants who meet the study's criteria. The researcher has worked closely with undocumented students in higher education in the course of her years studying access to higher education and has a heightened interest in undocumented families and accessing higher education. The researcher has held previous informational sessions on college access in urban areas in California and has since maintained personal relationships with families. As a result, she sent an email to undocumented college students to see if they were interested in participating in the study. Due to the vulnerability and status of these families, members verbally gave consent to participate in the study; no forms with their signature were required.

To limit coercion of participants, it was the obligation for willing participants to contact the researcher. Upon contact from interested families, the researcher conducted a preliminary screening interview to choose three families to participate in the study. The researcher confirmed with the undocumented student in college that all family members were willing to participate in the study. Prior to the interviews, the researcher spoke with the participants regarding the purpose of the study.

The first interview was with the undocumented student in college. Before beginning each interview, all participants were given two copies of the informed consent form, which included an explanation of any potential risks of the study and their ability to

end their participation at any time without consequence. At the first interview with participants, they were asked to choose a pseudonym for themselves. That same pseudonym was used for all data collection purposes. All participants were also asked to give permission to be audio-recorded on the informed consent. Only one participant declined and as a result all notes for that interview were limited to hand-written notes. The participants that agreed to be recorded verbally agreed to the researcher at the time of the interview. At the end of each interview, participants were given a \$15 Target gift card for their time and participation in the study.

The undocumented student agreed to two 90-minute interviews with the researcher. The first interview protocol was made up of questions surrounding their schooling experiences. The second interview asked questions surrounding their undocumented status and family dynamics. The second party interviewed was the parent(s), which lasted approximately an hour and a half. Questions surrounding their immigration story and educational aspirations for their children were asked. Prior to the last party (minor sibling) being interviewed, permission was granted by the parent(s) for the student to participate in the study. The minor sibling had an hour and a half interview with questions surrounding their schooling experience and family dynamics. In one family there were two younger siblings, one documented and one not that were interviewed to gain more insight into decisions that caused them to drop out of college.

The field research was conducted over the span of about two months. Interviews took place at the choice of the participants, with all families choosing to be interviewed within their homes. Having the opportunity to interview within the home of the

participants allowed for the researcher to add home observations to the observational log and protocol.

Interviews

The researcher used the general interview guide approach when conducting the interviews. According to McNamara (2009), the strength of the general interview guide approach is the ability of the researcher to ensure the same general areas of information are collected from each participant. Therefore, the researcher entered the interview with an interview protocol, but also allowed for the freedom in probing to find a deeper understanding. Patton (2002) explains that with this type of protocol the researcher is still very much directing the interview, with the flexibility of prompts to further respond to information from the participants. Individual sessions of in-depth, open-ended, semi-structured interviews were held with participants in the study. The researcher is fluent in both Spanish and English and felt comfortable conducting interviews in either language at the request of the interviewee.

Hesse-Biber and Leavy (2011) suggest that the transcription process is not one that is passive. Therefore, following the interviews, the researcher kept a reflection of the interview and processes in an annotated research log. Purposeful sampling was used because the individuals who fit the criteria of the study were capable of informing an understanding of the experiences faced by mixed citizenship status families (Creswell, 2007). Each interview was audio-taped to ensure accuracy with permission from participants. Shortly after each interview the data analysis began. All interviews were transcribed verbatim. A paid transcription service and the researcher aided in that

process. In order to ensure accuracy, each interview was listened to by the researcher in order to verify the accuracy of the transcripts.

The interview protocol was derived from the research questions, theoretical framework, and literature seeking to understand the experiences of mixed citizenship status in regards to accessing higher education. Hesse-Biber and Leavy (2011) describe in-depth interviews as an opportunity to uncover a particular research topic that the researcher wants to focus upon and gain information from particular individuals. The researcher's aim is to develop a telling interview, an interview inclusive of all the environments in their lives. To develop a trust relationship, Seidman (2006) suggested employing active listening, exploring laughter, and striking a balance between saying enough about oneself to be alive and responsive but little enough to keep the focus on the participant.

An in-depth interview study is a powerful research design method to gain insight into educational issues through understanding the experiences of the individuals whose lives constitute education (Seidman, 1998). Oftentimes, interviews are combined with other forms of data collection in order to provide the researcher with a well-rounded collection of information for data analysis purposes (Seidman, 1998; Turner, 2010).

Utilizing the theoretical framework to guide the development of the interview protocol, the questions focused mainly on their educational experiences and family dynamics. The parents were asked questions surrounding their parental involvement and knowledge of higher education attainment. Parents were also asked to describe their immigration story, educational aspirations for their children, and to compare their involvement and aspirations for their documented versus citizen children. The siblings in

the study were asked questions on higher education aspirations, access information, and their educational experiences. They were also asked questions on citizenship and how their status has impacted them or their family. The aim of the interview questions was to understand the different environments in the theoretical framework and how these environments have impacted the individuals in this study.

Observation Log and Protocol

As a result, the researcher kept a researcher log and observational note log throughout the interview, including but not limited to the setting and interviewee. The observational log was a chance for the researcher to take note of interactions and deeply describe the setting in which the interview was taking place. The observational protocol was a form filled in by the researcher to notate observations on the following: Community/Neighborhood/School Attendance Area, Facilities and Social Services, Commercial Resources, School (Community Schools), and any other observations providing insight into community and population were documented. The first domain of the log was the community and neighborhood. The researcher would list different observations approximately a two mile radius from the home. The researcher would note any community involvement noticeable, ethnicity, and safety of the community. The second domain was the facilities and social services. This was where the researcher would notate clinics, libraries, churches, recreations centers that were utilized by the community. The third domain was the commercial resources. Commercial resources refer to businesses, banks, and commercial resources utilized by the community. The last domain was the school. In this domain the researcher would note the physical look of the schools in the area, languages used, ethnicity, and other observations of the school community.

The researcher would drive the vicinity of the area in which the participants live and document onto the observational log shortly after interviews were completed. The researcher would revisit the observational log each time the interviews took place to add more information or new observations.

Additionally, the researcher kept an observation log. The researcher had the opportunity to interview the families in their home, so the researcher was able to incorporate information on familial relationships and home-life. The researcher would notate family interactions, space, and environment of the household. The observational protocol and log together provided information for the researcher to compose a thick description of their environment and interactions both inside and outside their home.

General Methodological Design

Yin (2009) explains, "A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). Qualitative case study methodology combines two distinct research strategies—case study design and qualitative methodology. Used together, these research strategies can provide a powerful tool for examining how people make sense of their lives within particular settings (Merriam, 1998; Yin, 1994). The justification for limiting a study to a single case rests in the ability of that case to reveal something about a broader phenomenon (Yin, 1994, p. 21). For my purposes here, these "cases" seek to discover ways in which Latina/o mixed citizenship status families experience access to higher education.

According to Yin (2003), "The case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena" (p. 1) and "the distinctive need for case studies arises out of the desire to understand complex social phenomena" (p. 2). In addition, Yin (2003) suggests, "You would use the case study method because you deliberately wanted to cover contextual conditions-believing that they might be highly pertinent to your phenomenon of study" (p. 13). Utilizing Bronfenbrunner's model as a theoretical model for this study is extremely useful in analyzing the contextual conditions and relationships in these case studies. Stake (1995) warned against a formal definition of case study and rather described the case under study as a system. "The case is an integrated system. The parts do not have to be working well, the purposes may be irrational, but it is a system thus, people and programs clearly are prospective cases" (p. 2). In this particular study people, in fact, families form the case, or unit of analysis. Merriam (1998) and Stake (1995, 2006) define the case as a unit that has boundaries making it different or unique in some way from other cases. The cases in this study are the three family units. In accordance with the definition of a case, it was expected that each of these factors (i.e., composition of family, family dynamics, experiences) has the potential to shape the participants' experiences in accessing higher education. Therefore, each family can be considered a unique case as defined by Merriam(1998) and Stake (1995, 2006).

Stake (2006) reminds researchers that the boundaries around and between cases can become blurry at times, such that it can be difficult to determine "where the case ends and where its environment begins" (p. 3). This "dynamic" nature of a case cannot be avoided, as it is happening "in real time" in real situations and environments (p. 3). In

case study research, it is essential that researcher not ignore the contexts in which cases are situated. A case study is utilized in this study because it enables the researcher to answer "how" and "why" type questions, while taking into consideration how a phenomenon is influenced by the context within which it is situated (Baxter & Jack, 2008). In this particular study, the context plays a particularly critical role as the researcher will document in an observational log and protocol context and setting.

Yin (2003) explained, "A research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of study" (p. 19). The research design selected for this study is what Yin (2003) called multiple case study or what Stake (1995) also referred to as collective case study (p. 4). The terms multi or multiple case study can be used interchangeably to refer to the research design in of people, activities, policies, strengths, problems, or relationships (p. vi). The study can also be classified as a cross-case or multiple case design because multiple cases—the composition of three mixed citizenship status families—will be examined (Stake, 2006; Yin, 2003). Yin (2003) explains the strength in a multiple case study design because they provide the opportunity for data and findings to be replicated and confirmed and for contrasts between cases to be identified, leading to a richer understanding of the phenomena under study. Similarly, Stake (1995) states that case study researchers should be focused on preserving the "multiple realities, the different and even contradictory views of what is happening" (p. 12), as revealed by unique cases. Stake (2006) explains, "If the study is designed as a qualitative multi-case study, then the individual cases should be studied to learn about their self-centering, complexity, and situational uniqueness. Thus, each case is to be understood in depth" (p. 6). Rather than utilizing a

sampling logic in selecting different cases, Yin (2003) explained that replication logic must be employed by stating "each individual case study consists of a 'whole' study, in which convergent evidence is sought regarding the facts and conclusions for the case; each case's conclusions are then considered to be the information needing replication by other individual cases" (p. 50). The multi- case design will allow for the researcher to analyze each case (family unit) and then analyze across cases where the researcher will be looking for convergent and variation evidence across cases.

Data Analysis

Hesse-Biber and Leavy (2011) explain that analysis usually begins with descriptive codes that in turn become categories and further themes. In order to start the initial coding process while listening and rereading transcriptions a "code book" was kept, as well as a researcher log to document ideas as they were generated.

The researcher's focus was on identifying a set of themes generated from the interviews to better understand the experiences of Latino mixed status families. Open coding was used to observe new themes that may have emerged throughout the interviews. Krueger (1994) suggested looking for the big ideas, or trends, that emerge across interviews. The researcher then created thick descriptions and quotes to illustrate the themes found, which will be presented in chapter 4.

A list of closed codes were utilized in order to begin analyzing and interpreting the data. Closed codes were derived from the theoretical framework utilized in the study, Bronfenbrenner's ecological systems theory. The preliminary set of codes included: immigration policy, media representations, language, financial aid, parental involvement, racism, and psychological effects. As the data were being read through and coded, a few

open codes were added. The following codes were added: labels, criminalization, employment, influences/peers, and bullying. The final set of codes can be found listed below with their accordance to theme, code, definition, and examples of items that respond to the given code.

From those codes, the researcher searched for emerging themes to communicate the findings of the interviews. The researcher utilized a computer software program, Nvivo to help with efficiency of the study. Furthermore, the researcher attended informational sessions on coding data to ensure accuracy.

Protection of Subjects

This study put confidentiality of the participants of the upmost concern. This is especially true in this study because some of the participants do not have legal status in the United States. As a result, audiotapes were destroyed immediately after they are transcribed and verified for accuracy by the researcher. When the findings of the study are published, no information identifying participants will be included. Only the researcher and the transcriptionist have listened to the tapes. Any information that is obtained in connection with this study and that can be identified with the participants will remain confidential and will be disclosed only with their permission or as required by law. Additionally, participation or non-participation did not affect participants' relationship with any person. Participants were free to choose whether to be in this study or not. If participants agreed to volunteer in the study, they were aware that they could withdrawal at any time without consequences.

TABLE 1. Themes, Codes, Definitions, and Examples

Themes	Codes	Definition	Example
Chronosystem [includes consistency or change over the life course. Also includes historical or economical events that occur that can impact an individual.]	Immigration Policy/ DACA	Laws enacted at the federal or state level relative to immigration.	DACA Dream Act CA Dream Act
Macrosystem [includes the cultural values, customs, and societal laws of the	Labels Media Representations	Terms used to refer to immigrants and other social groups Reference to TV,	"American" "illegal alien"
individual's community, as well as the broader society and culture]	Criminalization	movies, news articles in which immigrants or minorities are portrayed Reference to	Effects of Proposition
Fvocvetom	Hmalovment	encounters with the police or legal system	187 Using others identities to
[The exosystem is composed of external forces on an individual's life. These indirect forces include such factors as a parent's workplace, the school board decisions, or extended family]		that have or have not been bresented to the individual	work The necessity to work to help with finances

TABLE 1. Continued

Themes	Codes De	Definition	Example
	Language	Reference to times where language helped or hindered the individual	Language barriers presented while getting information at their children's schools
	Financial Aid	Opportunities to access financial aid at the college level	AB540 DACA FAFSA
	Educational Trajectories	Aspirations for students in terms of academic and career	Career University transfer
	Parental Perspective on Financial Stress	Parents shared their insight into their experiences with financial stress of funding a higher education	Loans Fees Working
Mesosystem [The mesosytem is composed of the	Parental Presence in School	This refers to the role parent(s) play in the lives of their children inside the	Parental Presence
interrelationships among the various settings of the individual's microsystem. Some example of this can include relationships		school and their relationship with the school.	
between the parent and teacher or the relationship between parents and their teenager's friends]			

TABLE 1. Continued

		1	
Microsystem	Peer Interactions	Has the individual	Making jokes about not
[The microsystem is closest	(Racism	experienced negative	knowing English
to the child. This system is	Bullying)	experiences based on their	Being called "Poche"
the one that consist of the		status (or family status).	
most direct relationships			
with the child. Microsystem			
consists of the interpersonal			
individual's life]			
	Parental involvement	This refers to the role	Importance of school
		parent(s) play in the lives of	Relationships
		their children outside the	Moral Support
		school.	Parental expectations
	Expectations	Parental expectation for their	Academic goals
		children	Pressure
Individual	Psychological effects	Individual experiencing	Fear
[The being in the center		moments that can ultimately	Stressed
(mom, dad, undocumented		affect them psychologically	Embarrassment
sibling, documented		either emotionally or	Exclusion
sibling)]		physically.	
	Effect on Academics	Students expressed if and	Working and School
		how their families' status	Delaying educational
		affected their academics	endeavors

While there were some risks or discomfort that participants may have experienced, the participants' well-being was critical. To protect or minimize this risk, the researcher did the following: reminded the participants that (a) they were free at all times to share or not share any information, (b) confidentiality would be maintained, (c) in the case of audio-recording, that the recorder would be turned off before the participant requested, and (d) the participant was free to stop the interview at any time without penalty.

Participants' names and identities were not recorded in the data transcripts.

Pseudonyms were chosen by participants in lieu of names, and the one document linking names with pseudonyms was seen only by the researcher and kept in a password protected computer.

Positionality

The process of working with mixed citizenship status families is one that is near to me, the researcher. I am the first generation in my family to attend and complete college. I have always viewed my education as a token for a better life than what I was raised in. Both my parents emigrated here during the 1960s from Central America. They came to the United States for the "American dream" to have an opportunity to raise a family and educate their kids. From a young age, my parents would continuously express to me that the problems they experienced would be much less had they had an education. I learned to value education and the platform it provides for change. As I worked on this study, listening to the experiences of mixed citizenship status families, I had a personal investment in their responses.

As a social justice educator I place importance in creating a pipeline into a higher education for all students. As an educator I also place importance in being proactive in providing the latest information regarding resources that can assist students and their families. I was careful to not play the role I usually play and offer resources, but to monitor myself to be the interviewer and listen actively. After my final interview with the family, if I had resources that might have aided them, at that time I offered a list for their usage.

I anticipated that the process would be a challenging one as I have an emotional interest in the mixed citizenship status family population. I am equally as passionate about education being a tool for all people, so this research has some sentimental meaning to me. I believe in making college accessible to all, inclusive of undocumented students and granting them citizenship upon completion. As the researcher, those were the positions I carried with me as I continued to research further my research questions. I was active in not adding any value judgment to what participants shared, even though I believe in the value of an education. There were times throughout the interview that I became emotional because the experiences shared were so graphic or representative of the experiences that I share. As the interviewer, I was able to connect with the participants and share empathy for their situations and experiences. This affected the overall study because I found myself sharing similar experiences, which made the participants share more information or feel more comfortable with sharing their experiences. Additionally, because I could relate to some of the experiences, it was an opportunity to ask more probing questions.

In this study these positions helped me by building trust with the participants and rapport and because those elements have been met, participants were able to provide me with honest and deep stories from their families. On the contrary, I had to make certain through trustworthiness strategies to check my biases and assumptions in the analysis procedure. While analyzing my data I had to do so in groups with other dissertation students. I would read responses that participants shared and ask others what codes they would assign to those responses. This gave me the opportunity to check my possible biases and validate codes that I once thought were present. In our group, we would also discuss the responses open group and as a result, would add more than one code for the responses. This group met biweekly to provide feedback and validation.

Trustworthiness

With the interview protocol, the researcher conducted two pilot interviews and received feedback from colleagues and a professor. As a result of the feedback, the researcher was able to make adjustments to the protocol. Other strategies used to achieve trustworthiness of this study were researcher log, dissertation chair debriefing, and triangulation. Triangulation was achieved through interviews with various family members and the observational logs and protocol of their home and community. Peer debriefing was completed with meetings with the dissertation chair on an ongoing basis. To ensure credibility the researcher attended dissertation support group that provided the researcher with opportunities of peer debriefing. This is a process designed to keep the researcher honest about the methods, interpretations, and other portions of the study (Lincoln & Guba, 1985). Equally important, it was important to have another person outside of the researcher's background to unlock any possible biases, what Creswell

(2007) refers to as "external audit." Peer debriefing allowed for the researcher to make certain that her own positionality was not injected into the study. This confirmed that the themes that emerged from the study are truly representative of the data collected.

The researcher also utilized member checking with participants to ensure the accuracy of transcriptions. The researcher sent transcriptions via email to participants for their review.

Participants were emailed a copy of their interviews once transcribed for accuracy. Specifically, in order to achieve trustworthiness in a rigorous qualitative study the researcher utilized concepts proposed by Guba (1981). Guba developed a model in which addressed four aspects of trustworthiness within a study (a) truth value, (b) applicability, (c) consistency, and (d) neutrality.

Truth Value

Truth value is achieved once the researcher has established confidence in the truth of the findings for the participants or informants and the context in which it was taken (Lincoln & Guba, 1985). Sandelowski (1986) explains that truth value is subject orientated. Sandeloski confirms that a study is credible when it is capable of presenting precise descriptions of participants in the study, where others who may share the same experiences will be able to recognize and identify with the participants' experiences. In order to best achieve this strategy of trustworthiness, the researcher has created an observational log and protocol in which the context of the environment was included in the analysis. It was also obtained through in-depth probing during the interview to provide thick description.

Applicability

Applicability is the manner in which findings can be applied to other contexts or settings. As discussed earlier these three families live in a similar context. All families live in predominant Latino communities, in apartments, and areas of low socio economic status. More specifically, it is the ability to generalize the findings from one study to a larger population (Krefting, 1991). Guba (1981) would refer to this as fittingness or transferability. Transferability is the responsibility of the researcher. The researcher is able to achieve transferability by providing thick descriptions of the context so that the reader is able to make the transferability of the findings to a similar context. Lincoln and Guba (1985) state that as long as the researcher is able to provide compelling and descriptive data, the issue of applicability has been addressed. In an effort to address applicability the researcher has interviewed three separate families and found convergent themes.

Consistency

Consistency refers to if the findings of the study will be replicated with another similar study (Krefting, 1991). In qualitative research, variability is expected and consistency is defined more as dependability. Guba (1981) explains dependability as tractable variability, or variability that can be ascribed to identified sources. Thus, the variability of the study can be consistent or ascribed to identified sources. Krefting (1991) explains that variability may stem from looking at the range of experiences rather than solely the atypical experience. In this study, that was achieved by looking at the experiences of mixed citizenship status families that may have variability, but offer the range of perspectives important in qualitative work. According to Plano-Clark and

Creswell (2010), reliability is accomplished through detailed field notes, audiorecordings, and transcriptions.

Neutrality

Neutrality is the checking of bias (Krefting, 1991) this can be achieved through making a distance between the researcher and participants. As a result, the researcher in the study conducted peer debriefing to check biases on an ongoing basis. In addition, a peer de-briefer helped ensure accuracy of the coding by reading short sections of the interview transcripts and cross-checking the codes with the researcher's codes (Creswell, 2007). Peer debriefing supports the credibility of the data in qualitative research and provides a means towards the establishment of the overall trustworthiness of the findings (Lincoln & Guba, 1985). In debriefing the researcher and impartial peer plan to engage in continuous conversations about the findings of a study. While debriefing, the peer asks questions to help the researcher understand how his or her personal perspectives and values affect the findings. This process is beneficial and minimizes bias as a result (Lincoln & Guba, 1989). Lastly, trustworthiness was obtained through triangulation by analyzing the interview transcripts, observational log and protocols.

CHAPTER 4

FINDINGS

Introduction

The following chapter will focus on the lives of three Latino mixed citizenship status families, their experiences with education, and the role that family dynamics has on their educational endeavors. There were a total of fourteen participants from three different families. The family participants included both parents, an undocumented student in higher education, a documented sibling in high school, and in one family two other siblings. Throughout the interviews, participants discussed their educational experiences, knowledge of accessing higher education, and the overall impact that being a part of a Latino mixed citizenship status family has had on their lives.

Many of the participants shared detailed insight into what their experiences entailed, this chapter will highlight the findings shared by participants. The chapter will begin with three separate descriptive cases for each family that participated in the study that include information on the neighborhood, inside the home, educational attainment, immigration story, and family theme. Thereafter, the chapter will highlight the experiences of the participants shared throughout the interviews. The theoretical framework served as the outline for themes that were discovered in the interviews. The findings are organized by themes suggested by the theoretical framework that emerged from the interviews. Bronfenbrenner's model was used to guide the examination of

different environments with both the documented and undocumented participants, and to facilitate the comparison of experiences within and across mixed status families.

The Lopez Family

The Lopez family is a family of six. The parents in the family are Manuel and Cristina. Both parents have worked and continue to work in two different popular fast food restaurants. Serena is the eldest of the family. She is currently 30 years old, married, and a mother to two young children ages 6 and 8. She just recently got a job at a local school district as an office assistant and attending school part time. The second eldest is Briana. Briana is currently 26 years old, married, and a stay at home mom with two younger children. Adriana is 21 years old, attending a community college full time, and working at a local amusement park full time. The youngest is Jon. He is currently 18 years old and a high school student at a local high school. He is very involved in extracurricular activities at his school including but not limited to track, national honors society and cross country.

TABLE 2. The Lopez Family

Participant	Status	School Level	Age	Educational
				Aspirations:
Manuel	Undocumented	Second Grade		N/A
Cristina	Undocumented	Junior High		N/A
*Serena	DACA	Part time College	30	Bachelor's
	Recipient			
Briana	DACA	High School Graduate	26	N/A
	Recipient	-		
Adriana	US Citizen	Full time college	21	Post Grad
		student		(Accounting)
Jon	US Citizen	High School Senior	18	Post Grad
		-		(Law)

^{*} Indicates target undocumented student interviewed twice.

Neighborhood

They currently reside in a two bedroom apartment in Anaheim, California. The surrounding area is a series of small business stores that cater to the Latino population. Many of the surrounding businesses have Spanish advertising. The apartment complex is in surrounded by many other small apartment complexes. The majority of the residents in the community are Latinos. The local district houses a large population of Latinos and low socio economic status families. The neighborhood seems heavily populated with families and young children. While driving into the neighborhood it is likely to see men outside in their garages conversing with others. Children are often observed playing outside in bikes or near the ally where the garages are located. The neighborhood is vibrant, in that one can hear the Latino music coming out from the garages and apartments. On the weekends, the community becomes that much more vibrant with party jumpers visible and large parties. The apartment complexes in the neighborhood are older buildings that were built around the 1960s.

Inside the Home

Serena and her family (husband and two young children), her parents, Adriana, and Jon all live in the two bedroom apartment. The home is decorated in a plethora of family pictures and memorabilia. The family is very close knit, and by the atmosphere of the apartment seems to be very inviting and proud of the family and their accomplishments. While their apartment may seem crowded, the family seems to enjoy each other's company. Due to the amount of people living in the home, most members stayed in their rooms throughout the interview so to allow the interview to move on

without interruption. Briana currently lives in Moreno Valley, California with her family. She is not enrolled in college and does not have plans to attend.

Educational Attainment

Manuel attended school until the second grade in Mexico and his wife Cristina completed junior high in Mexico. Serena, Briana, and Adriana all completed high school in California at Anaheim Union High School District. Adriana is a recent high school graduate that is a citizen of the United States. She is currently enrolled full time at Santa Ana College. Jon is currently a high school senior. He has high aspirations of attending a university in the fall and has currently applied to a few California State Universities and University of California Santa Barbara. Serena and Adriana are both currently enrolled at Santa Ana community college. Serena recently decided to reapply after receiving acceptance of DACA. Out of high school, she enrolled into college but because of a few obstacles and starting a family ultimately dropped out of college shortly thereafter. Serena has only recently returned to school and taking a part time load, while Adriana is taking a full time status. When asked in the interview of their academic success, all parties mentioned being good scholars with good standing in school though all mentioned in their interviews that their youngest sibling, Jon was the most book smart but lazy. Though Briana mentioned that she was a good student, she was transferred into an adult school shortly after finding out she was pregnant and falling behind in her studies. She completed her high school diploma there. Adriana and Jon were both well versed with university requirements and qualify for university admission. Serena and Briana were not as familiar but still expressed doing well in academics.

Immigration Story

The parents, Serena, and Brianna emigrated illegally from Mexico in 1989. The reason for their move was to come to America for a better opportunity of living. Serena vividly recalls her experience coming to the United States. She is the eldest and at the age of 5 recalls her mother making the decision to immigrate to America to join her husband and father of two girls in the United States. While interviewing the parents, Cristina and Manuel they did not speak much on their immigration story. Serena recalls in detail the story. She explained that at their first attempt to cross the border, she was with her mother and younger sister Brianna. She recalls her sister being the age of about two at the time. She shared the following:

I remember having to cross . . . I remember waiting at the top of a platform, like a building and then once the people they said, 'Now!' And everybody just took off running. I remember being a part of that group and we had to run through a field and we had to run through a field full of roses, kind of and I was four or five.

It was that field of roses and I was little and everybody's like running full speed to make sure they don't get caught by immigration to the point where my mom and one of her friends that was also crossing over had to practically drag me through there because my feet wouldn't go as fast as everybody. They couldn't stop for me, so I got dragged through these roses. So when we got out of them everything was poking. I had all the thorns in my pants. I remember being like, "it hurts, it hurts!"

They didn't fingerprint us because back in those days it was like if you got caught, you got sent back. Nowadays, you have to have everything; you get fingerprinted, picture taken, all your information so if you come back they already know you tried to cross. Back then it was just like send them back. The guy was telling my mom, "Why are you risking your daughters to go through this?" She was just like, "For our family, for a better life." I still remember the guy telling my mom in Spanish like, "Why are you putting your daughters through this?" Eventually, we were able to cross over. Eventually, some of the people that were crossing with us also got deported, so we kind of met up. Then when we finally crossed over.

Serena also reflected on how as a mother of two she can understand why her mom chooses not to speak about the experience of crossing the border. She understands that it can be difficult to recollect experiences that could have caused them their lives.

Family Theme

From the examination and analysis of all of the family interviews, an overall theme emerged for each family. For the Lopez family, the family expressed an ethos of family cohesion. All parties expressed the relationship that they have with one another and the importance in relying in each other as a family. They each in a way had their own role in the family. Serena had the role of keeping up to date on immigration policy and helping others in turning in paperwork. Adriana has the role of keeping up with the finances for the family and always takes charge in financial planning. Jon takes the role of being the student of the family. Members of the family look at Jon as the one that has the most opportunity to succeed in higher education, so he takes the role of being the quintessential candidate for a university.

Moreno Family

The Moreno family is a family of four consisting of Kat, Edward, and two parents Angelica and Oscar. Oscar currently works at a car wash and Angelica side jobs, house cleaning or seasonal jobs to help support some income. They both express having to work really hard in order to meet their needs because their jobs bring in minimal income. Edward is currently 19 and working part time at Coffee Bean while attending Santa Ana community college full-time. Kat is 17 years old and attending high school in the Anaheim School District. She is deeply involved in an after school program hosted by

the Santa Ana community that offers free tutoring and college related material. She attends the center nightly.

TABLE 3. The Moreno Family

Participant	Status	School Level	Age	Educational Aspirations
Oscar	Undocumented	Completed 11 th Grade		N/A
Angelica	Undocumented	Completed 11 th Grade		N/A
*Edward	DACA Recipient	Full time college	19	Bachelor's
				(Engineering)
Kat	US Citizen	High School Senior	17	Bachelor's
				(Criminal Justice)

^{*} Indicates target undocumented student interviewed twice.

Neighborhood

They live in Anaheim, California in a newly renovated large apartment complex. The apartment complex is made up of many different sections or buildings, so it houses many residents. The complex itself is surrounded by single family homes residential area. The environment was a quiet and not too busy community. The apartment complex is near a newly renovated town center with popular chain restaurants like Coffee Bean, Chipotle, Albertson's, and so on. The surrounding residents are mixed. Though there is a large population of Latinos in the community, there were other races as well (Caucasian and Asian). The apartment is a two bedroom and two bathroom apartment and seems to be fairly comfortable in regards to size and the family. The surrounding district currently serves a majority Latino population and low socio economic status families.

Inside the Home

The inside of the apartment did not display any décor or pictures and was fairly simple in terms of décor. The researcher noted that the family seemed like a close knit family. The siblings have a great relationship with one another and often referenced each other throughout their separate interviews. The inside and outside of the home was much more modern in regards to the building and blueprint of the apartment. They had a small patio that would also lead into walking distance of the apartment pool. While leaving one night, it was noted that there was a place where local restaurants and vendors set up tents for residents in the complex to purchase items in the luxury of their own complex. Most notably, there was a Domino's stand where families lined up to purchase and pick up their dinner for the night.

Educational Attainment

Oscar and his wife Angelica both attended school and completed the 11th grade in Mexico. Edward is a current DACA recipient and graduated high school at Anaheim Union High School District. He is currently enrolled as a full time student at Santa Ana community college after having to drop out of California State University, Fullerton a couple years ago because he was not receiving financial aid due to his status. Edward explains that California State University, Fullerton was his dream school in high school. Edward has now completed most of his general education courses and has applied to transfer back to California State University, Fullerton for the fall 2014 now that he is a DACA recipient and can qualify for financial aid. Kat is a charismatic high school senior at Anaheim Union high school district. She expressed that though she has met the requirements to apply to a university for the fall, she has decided to attend a community

college in the fall and did not apply to any universities during the November deadline.

Both students expressed to have performed academically well with over a 3.0 grade point average each semester, if not more. Throughout the interview both were very articulate in their responses.

Immigration Story

When interviewed on their immigration story Edward was too young to recall but both parents recalled their experience. The sole reason for their move to the United States was to provide their children with a better life with more opportunity. The father, Oscar immigrated to the United States 4 months before Angelica and their son Eduardo came to join him. Oscar shared that he had crossed the border quite a few times. Nineteen eighty seven was the first time he crossed the border and he would cross every six months. He explained the last time he came to the United States he risked losing his life twice. The group he was with was assaulted and had to run into incoming traffic on the freeway. His wife, Angelica had a different experience. Their son, Eduardo was about two months at the time. Angelica and Eduardo came to the United States a day apart. Angelica stayed in a hotel the first night as her son was brought into the United States. She and her son were smuggled into the United States with an American Family. Angelica explained that the American family was fair skinned with light hair. She remembered the family using a different identity for her son. The following day the family returned to cross the border with Angelica. She explained that it was not a challenge for them to come to the United States, it was more about the fear of being caught and being separated from her son for a night.

Family Theme

The consistent theme across the interviews in this family was pushing the importance of education. The family felt very adamant about using education as a tool in upward mobility. They believe that with an education more opportunities for citizenship and well paid jobs will flourish.

Gonzalez Family

The Gonzalez family is a family of four including; the parents Oswaldo and Mayra and students Alex and Monica. Both Mayra and Oswaldo explained that they work in blue collar jobs in a factory. Alex is 19 years old and works in a restaurant in Santa Monica, California and studies full time at Santa Monica community college. Monica is the youngest at age 17 and currently a high school senior at Magnet Math and Science Academy in the city of Hawthorne.

TABLE 4. The Gonzalez Family

Participant	Status	School Level	Age	Educational Aspirations
0 11	TT 1 1	G 11 G 1		
Oswaldo	Undocumented	College Graduate (Mexico)		N/A
Mayra	Undocumented	College Graduate (Mexico)		N/A
*Alex	DACA Recipient	Full Time College	19	Bachelors (Engineering)
Monica	US Citizen	High School Senior	17	Bachelors (Orthodontist)

^{*} Indicates target undocumented student interviewed twice.

Neighborhood

The family lives in a city heavily populated with Latinos. They live in an urban community surrounded by plenty apartment complexes. The apartment complex itself has about seven apartments and was built around the 1960s. Living spaces seem very tight and parking in the area is limited. The streets are crowded with cars lined up and it is difficult to find parking, suggesting the overcrowded make-up of the apartments.

Many of the local businesses are catered to the Latino population with signs in Spanish and small business, *Carnecerias*, and restaurants catering to the Latino population. In fact, most of the signage for local businesses is in Spanish.

Inside the Home

The Gonzalez family resides in a two bedroom apartment. The inside of the apartment was decorated in academic awards the children have received and pictures. Additionally, there were a lot of Christmas decorations throughout the living room and into the kitchen. The apartment was packed tightly with decorations and it seemed like a small living space for the family. The dining room housed a lot of tableware in shelves because the kitchen was relatively small. Amidst all the décor there was a warm holiday spirit in the home that was contagious upon entering. Though space was limited there was a large Christmas tree that was placed between the couch and dining room table. The family was very welcoming and offered breakfast upon arrival.

Educational Attainment

Alex is a DACA recipient and currently attending Santa Monica Community

College. He says his choice for attending Santa Monica community college was due to

financial reasons and not being able to afford to pay for classes prior to receiving his

DACA approval. He has great aspirations to become a space engineer. He is planning to transfer in the fall and has applied to University of California, Irvine, University of California, San Diego, University of California, Santa Barbara, Davis, University of California, Los Angeles, University of California, Berkeley, California State University, Long Beach, California State University, San Luis Obispo, California State University, San Jose, University of Boston, University of Southern California, and California State University, Pomona.

Monica is currently a high school senior and has applied to University of California, Irvine, University of California, Santa Cruz, University of California, Santa Cruz, University of California, San Diego, University of Southern California, California State University, Long Beach, California State University, Pomona, California State University, Northridge, California State University, La Verne, and St. Mary's Univerity. Both students explained they have always academically excelled in their academics. Both attended a Magnet Math and Science high school that requires all students to meet university requirements to apply. Additionally, all seniors are required to apply to universities in order to graduate.

Mayra and Oswaldo both graduated from the University of Mexico with a bachelor's degree. Parents shared a substantial amount of time in the interview touching upon how in Mexico they held well paid jobs that utilized their degree. They explained how it has been difficult to adjust to "factory" type work when they know they have great potential in their home country. Nonetheless, they agreed that coming to the United States was an opportunity for their children so they have put aside their ambitions and education.

Immigration Story

Similar to the other families, Oswaldo immigrated to the United States before the rest of the family. Mayra and Alex came shortly thereafter to join the father for a better chance of opportunity in the United States. Their immigration story was the most peaceful of all. The mother, Mayra described it as a "beautiful time." They came to the United States on visas so they took a flight into California and did not have to worry about "being caught." Mayra explained that she always knew the family would stay past the time allocated on their visa, but was very thankful that they did not have to cross the border under dangerous circumstances. Her husband, Oswaldo explained that at his time of immigration, he had to cross the border with the assistance of a *coyote*, or someone who makes a living guiding immigrants into the United States. He explained that time as a jeopardizing moment in his life. He stated in the interview that he definitely "risked his life" coming to the United States.

Family Theme

The theme of this family was their reference to faith and spirituality. As mentioned previously, their home was vibrant with Christmas décor and crosses.

Throughout the interviews the parents were very persistent in their referencing to faith.

They mentioned not being afraid of deportation or repercussions because they are faithful that all things would work out because of their faith in God.

The research questions in this study have been addressed in reference to the theoretical framework utilized. Salient themes that emerged from the interview and observational data were organized using the systems within Bronfenbrenner's model to facilitate analysis of interrelationships and impacts across systems. Presented on the next

page is a diagram of the research questions and their alignment to the theoretical framework, codes, and findings as they will be organized for the remainder of Chapter 4.

Chronosystem: The Role of Deferred Action for Childhood Arrivals (DACA)

The chronosystem in Brofenbrenner's ecological framework refers to change over a life course. In this study, change in policy has made a difference in the experiences of the families interviewed. A particular chronosystem finding was abundant across the interviews with all participants, undocumented and documented. This finding was a recent policy change, the Deferred Action for Childhood Arrivals (DACA). This policy was passed in June 2012 and has provided individuals that meet certain criteria with protection from deportation as well as the opportunity for work authorization. This particular executive order has impacted the lives of the families that were interviewed for this study. Findings that emerged from the interviews are as follows: applying for DACA and DACA through the eyes of the documented sibling.

Applying for DACA

The interview asked about immigration policy and how it has affected the individuals and their family. One common thread among all the interviews was the impact DACA has had on their lives as a family, especially for the undocumented individuals that found a world of new opportunities. Eduardo recalls hearing about DACA and the opportunities that opened as soon as he was granted approval.

When I was going to quit, just quit, I was tired because I tried over dramas, it just didn't work out. I remember my counselor called me and he also went through a situation that I went through. He said, "hey, look at the news. You might get your license." I was like what do you mean? I saw president Obama. It was like 7am, I was looking at it. I remember it was a Friday and I texted all my friends, "Julio, hey, look it's going to get better for me." So after that, I managed to get it really quick. I applied in August; I got the approval in September.

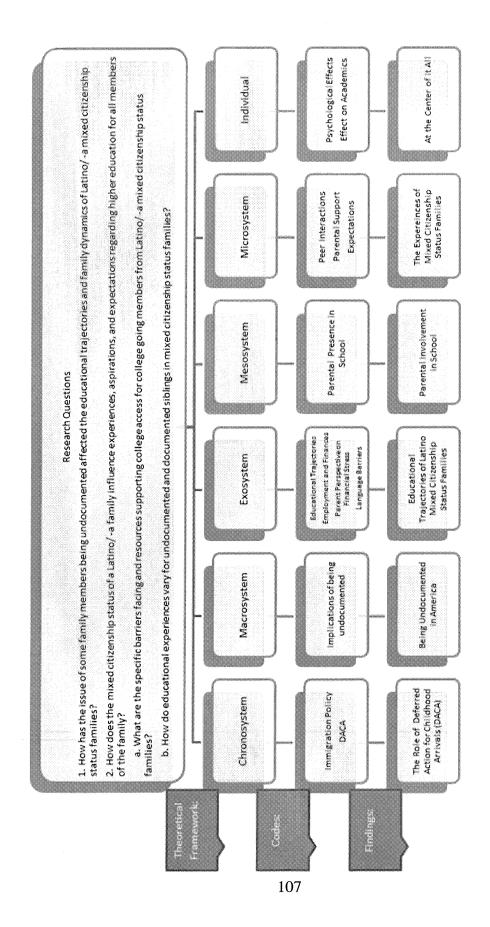


FIGURE 2. Organizational alignment of findings to research questions and theoretical framework.

You've been approved. Go get your fingerprints on October. I was so excited. I didn't want to go to class. My appointment was at 8am and I had class at 11am the following day. I got my license, my driver's license, in February of this year. Now I feel a part of the teens, because I remember when I was 19. Now I feel like a typical teenager; now I can drive and I can feel like some of my cousins who are privileged.

As Eduardo explained the approval of DACA was a relief for him following a time of difficulty. He shared being so eager to apply and go through with fingerprints because he was so happy. As a result, he began to feel like a typical teenager because those opportunities were granted to him.

Serena had a different experience with DACA, she remembered the fear associated with applying. She felt like there may be some risk with applying and outing oneself to possible deportation.

Everything was so blurry. Nobody really knew things. They kept changing. They said, you have three, what is it, misdemeanors, you're not qualified for it. I'm thinking, how are the two tickets that I have going to apply because I have the driving without a license ticket and the seatbelt one. I know that's a different one. I'm like dude, I'm not going to be able to qualify for it. I didn't want to risk it because when I looked into it, it said if you don't qualify, they could deport you. They already know, you applied, they know you are here. Right now, by me living here, nobody knows that I'm here. They don't know that I'm living here. There's nothing in the system that knows that I'm here. But once I submit an application, it's like, oh, okay, she's here. I was like, should I do it? I was like, I'm going to see what happens with the first few applicants because I knew there were people the next day with applications ready to submit when they were submitted in August. So then I waited a few months and that's when I realized, oh, I would talk to some attorneys that had a better understanding of it, what is really needed. They said that any traffic violation didn't count. Before, they were saying it did.

Serena recalled being hesitant to apply because of the fear of outing her status.

Additionally, she explained that she had traffic offenses in her record and was afraid that those events would disqualify her for approval. She shared searching for the answers because there was no consistency in what qualified as a disqualification when it came

down to checking their background history. Like Eduardo, Serena now has DACA approval and has since received her driver's license and currently got a job at a local school district.

Alex recounted a similar experience with DACA. While Alex was excited for the opportunities that a social security number can present, that was also accompanied by skeptical thoughts.

You are skeptical about like everything or like the president or like skeptical. Like, for example, when the whole like DACA came about, I was like, alright, what do I have to do, like four years in the military or something? Am I going to have to sign up for the reserve and actually serve or something or . . .? What is the catch? Like.

Nonetheless, Alex like the other undocumented students in the study was thankful and believed DACA was a giant leap in the right direction.

DACA Through the Eyes of the Documented Siblings

Something worth noting in the interviews was that all the siblings had something to say about DACA and how the process of applying was difficult for them at some point. Though they expressed some sort of fear, they have now seen the difference a social security number has made for their older siblings. Serena's youngest sibling Jon explained how he felt toward the release of DACA.

I was just . . . my little paranoid side . . . I was just like are they just collecting information from all the undocumented people living in the US to know where you are. What if you got denied, what happens then? Like, sorry you have been denied but we also know now that you are an undocumented citizen. That's what was worrying me.

Jon shared feeling a similar hesitant feeling that Serena also expressed except Jon was afraid for his sisters. Jon felt apprehensive about sharing information on where his sisters live because it could possibly place a target of deportation on their doorstep.

Similarly, Kat explained that once her brother Eduardo received DACA approval she was so excited to see her brother get the opportunities she has always had. She went further to explain that a big reason she does not hold a driver's license now is because she felt that she should not reach that milestone before her brother had the opportunity to do so. Therefore, she held back in getting her license until recently after her brother's approval.

The historical moment of the passing of DACA in the federal level has impacted these families' macrosystem environment. As reflected above, the participants and their families all had something to share in regards to DACA and how it has impacted themselves and their family. As we will see below this policy in the chronosystem has implications for other systems. DACA has opened opportunity for things like employment and financial aid, to name a few. In the following sections, participants continue to share how a policy-chronosystem structure has affected the family in many other systems.

Macrosystem: Being Undocumented in America

"Papers or being legal doesn't make you human"
-Eduardo

The macrosystem is the layer composed of the cultural values, customs, and societal laws in the individual's community. In this particular study, the participants shared experiences around the implications of being undocumented.

<u>Implications of Being Undocumented</u>

They shared experiences with labels, media representations, and criminalization they have experienced as a result of being in a Latino mixed citizenship status family.

The undocumented participants in higher education gave great insight into their struggles of living as America undocumented residents. These participants were asked what it is like being an undocumented immigrant in the United States. Eduardo reflected on a time in school where he experienced a discussion in class on immigrants.

They were making fun of immigrations . . . immigrants, that the typical Latino woman being pregnant at 14, the male drinking beer in the sombrero. That's not my idea of being Mexican or Central American, when I think of a Latino. When I took the Chicano's class the first thing that they taught was about how they were mocking the Chicano community and I thought it's always been about immigration.

Eduardo explained the typical stereotypes that are presented with the Latino community are bothersome to him, but stereotypes that he is well aware of. When Serena was asked about what it is like to be an immigrant in the United States she responded;

It's hard. It's a struggle. It's really hard and there are so many struggles to you, especially with anything you want to do. There's always some sort of limitation in everything. It's hard to think people could actually have a life without an illegal status, not being able rent an apartment at times because of illegal status. Everything like taking a driver's license . . . you need a driver's license to buy a car. You can't even buy a car through a dealership so everything is limited to you.

Serena expressed the limitations that have been set upon her prior to DACA approval and the obstacles it posed for her. Serena's brother Jon reminisced on a time where he was offended at school by something a teacher said to the class.

I started seeing things like I noticed my parents' jobs were never going to change. It wasn't necessarily their fault but that was just as far as society was going to let them go. Being undocumented they could only do so much and I remember my sixth grade teacher would always say . . . that's kind of funny because we were in sixth grade. Maybe it was okay but it was like the common thing in class to hear the teacher say, "Oh, if you guys aren't trying hard now, you aren't going to try hard in the future and what are you going to do with the rest of your life?" "Are you going to flip burgers?" and that was meant as an insult.

Jon's experience highlighted that some of the results of being a part of a mixed citizenship status family affect him as well. A decade later he can clearly recall an experience in elementary school where he felt the effect of his parents being undocumented immigrants and working fast food chain restaurant jobs. He recalled feeling insulted by the teacher's comment because his parents are hard workers and intelligent beings, but due to their status could not find or qualify for jobs outside the fast food chains.

As students talked about their experiences as undocumented immigrants a salient feature were the labels that have been applied to them. Eduardo has been called the term "Pocho" which refers to "white boy" by his Latino peers because he is assimilated to the "American" culture. On the other hand, Serena recalled being more discrete about her legal status because of the criminalization she was exposed to as a child.

I never really tell anybody just because you never know if someone that's racist or someone that really doesn't like you or whatever, they use it against you. You hear of the people about people calling the immigration officer just because. They don't have to have any good reason to call immigration. Immigration can come and ask you and then you are screwed.

Upon more prompting, she stated that she felt like she was living a double life.

Though she knew she and most her family members were undocumented, she also knew she was to remain quiet about their status in the United States to limit the risk of possible deportation. Furthermore, Serena recalls a more comical time on something she would refer to as American assimilation.

Everything that I did was completely different from the people I was around. Like how we eat, what we eat. I didn't know what a peanut butter and jelly sandwich was until I was in 4th grade. Every kid here, even before preschool, they have a peanut butter and jelly sandwich. Mine was jamon y jalapenos.

Serena's experience was one she would identify as American Culture that she was not a part of. Though she laughed while sharing the experience she used it as a time to highlight the difference between her culture and the American culture, even with something as small as a sandwich for lunch.

Alex explained in his interview that being undocumented in the United States meant having to prove oneself through working.

This is what I think about it. Just to stay in the class like everybody else, I have to work pretty hard or like, I mean not work hard, but like spend my time like working and not actually studying. And to actually do well in the class, I have to work even harder so I feel like I work harder than like other people just to like be normal. Honestly, like I said, I have to work twice as hard to be like at normal levels and I appreciate things more and I'm a lot more logic about how I spend my money. I see like my friends and they get their paychecks and it's oh, like they get it that day and they spend it on like dumb stuff. I'm more frugal about my money. My time too. Lately, actually this semester, once I... I dropped math, it got so hard.

Because Alex has to work so hard to overcome the financial barriers present, he has experienced how his status and label can affect him academically as well, by having to dis enroll himself from his Math class. Alex also shared that he has experienced his label affecting him outside of finances now that he is enrolled in college and searching for internships.

I- I don't know. It sucks, I mean I'm not saying I'm very capable, but like actually, there was this internship at UCLA and we were going to stay there for like a week and this other guy got it. The one thing that sucks more than not winning something is seeing somebody else win it or get it. Not that I'm more capable than him or anything, but . . . and it's for something that so stupid, like it's not even my choice. I didn't choose not to be born here, you know?

- V- Yea. And you think he got that over you because he is a citizen?
- I- Yea.
- V- You are confident of that?

I- Yea.

The experiences shared by the undocumented students portrayed experiences that they have had with criminalization and labels associated with being undocumented in the United States. The experiences shared in these findings were generated from the undocumented students in higher education. They shared these experiences and the internalization of what it is like being an undocumented student in the United States. These participants were asked about their conceptualization of being an undocumented student because the other family members cannot answer such a question. Though the participants were not specifically asked about criminalization and labels, these themes emerged from their responses.

Exosystem: Educational Trajectories of Latino Mixed Citizenship Status Families

The exosystem refers to the external forces on an individual's life. In this study, it includes educational trajectories, employment and finances, parental perspective on financial stress, and language barriers.

Educational Trajectories

All undocumented youth participants in the families interviewed were attending community colleges. One participant, Eduardo, actually began attending a local university straight out of high school, but later transferred to a community college. When asked about why the choice of attending a community college over a university, when all were well qualified candidates for universities, they responded about the financial restraints they experienced. Attending a community college was more feasible than attending a university. All participants had aspirations of attending a university, but

knew that financially it would be impossible to accomplish with their families' means.

Serena actually dropped out of college altogether. She explained that at Santa Ana

Community College they were giving her some sort of scholarship for attending and then
a few semesters in, the financial support was taken away and she was asked for her social
security number. At that time she knew she would not be able to afford continuing her
education and dropped out. It was not until recently that she has reapplied because of her

DACA approval; she can qualify for some aid and now has a social security number.

They basically said okay, if you are a student with that program . . . if you don't have your social, you no longer qualify for the fee waiver and you don't qualify for any financial aid. I didn't qualify for FAFSA. I didn't qualify for anything because I needed to have a social. I didn't qualify for any financial aid to go to school. Then, both of my parents were at minimum paid jobs. Both of them had to work in order to make it by paycheck by paycheck. I wasn't able to get a job because of the fact that I didn't have a social, so I couldn't just apply anywhere and be just like, oh, I want to work. (Serena)

This is an example of how the chronosystem has had implication into the exosystem. A policy like DACA has had implications on Serena's choice of returning to college. If DACA were not an option for Serena, then college would not be because financially DACA has impacted her possibility of receiving financial aid. As mentioned previously, policy has had a direct relation to these students' educational trajectories.

Employment and Finances

In addition, all participants expressed the same frustration about employment.

They mentioned that not being able to pay for college was very much linked to not being able to work. All participants wanted to work to supplement their schooling costs, but were faced with the obstacle of finding employment without a social security number.

All three target student participants at some point or another even mentioned working under a friend's identity.

Alex was recently working under a different identity because he was using a friend's social security number. His friend's name was Jose so they would call him "J" at work. After receiving DACA approval he approached his employer and was honest about the situation. The employer understood and has since rehired him with his new social. Alex commented that the people at his work still call him "J" and it is a consistent reminder to him of his undocumented identity. The parents in all of these families are working low wage jobs and keeping up with the cost of living is difficult for them. Therefore, all of the undocumented students feel an obligation to work and go to school. They work because they want to help with the financial strains that weigh upon their families. Once again, this exemplar shows how chronosystem and macrosystem issues have an impact that filters through multiple system layers—work, schooling, and the identity of undocumented students. A policy like DACA has implications on the undocumented student's decision on working and college choice. DACA has given opportunity to students like Serena to reapply to college because of the possibility of financial aid assistance.

All three undocumented participants enrolled in college explained that at one point they have taken on a different name and identity at work. Since their DACA approval, all participants are now working under their own identities, and feel relief being called by their own names at work.

They just thought I was that person. They didn't ask for the actual card. It was just a photocopy that I took them of her ID. I said, yes, my name is so and so. I worked, but then again it was a clothing store. It was minimum wage. It was five

hours a week or sometimes ten hours. I was straight out of high school, so it wasn't like they were giving me a full time job or anything like that. At that point, I was taking whatever I could get. (Serena)

Due to financial aid limitations and added circumstance that these students were unable to hold jobs that offered good pay or hours, the students chose to attend local community colleges. At some point they even decided to take on a part- time load just to attend college.

Interestingly enough, the documented siblings in the study did not mention financial obligations as their biggest stressor in higher education. Though they knew their parents work low wages, they all mentioned being willing to work to supplement their education or loans. Their biggest stressors were time management and academic related stressors like not doing well in college.

My biggest one. I guess it's . . . I wouldn't say paranoid, but if I . . . I'm always on my grades. If I do bad on a test I beat myself up about it. (Kat)

I guess time. They try to stress time management and how you should schedule everything so it fits into your day but they give us so much work or they gave us so much work that it was just like . . . it was too much to handle and I have my extracurriculars like my clubs and then I had track and cross-country right after school. I don't go home until like four or five and then I have like homework from four different classes and it doesn't take 30 minutes. (Jon)

Parental Perspective on Financial Stress

Additionally, parent participants explained that because they are not citizens of the United States, their jobs are not jobs that pay well. Though they emphasized what measures they would take to fund their children's college education, the parents encountered financial obstacles to fund their child's education. For example, Angelica and Oscar mentioned that they moved to Moreno Valley because the plan was that they would buy a home so that when it was time to fund Eduardo's college expenses, they

would refinance the house and be able to give him the money. Unfortunately, that plan did not work out for them because they lost their home. The undocumented target student participants all expressed that though they know their parents are willing to open lines of credit to fund their education, they would feel guilty taking away the money their parents do not have.

The Gonzalez parents recently opened a credit card for their children to use toward college applications. Since Alex is finishing up his last semester at a community college and Monica is getting ready to graduate high school, their parents wanted to make sure that money is not holding them back from applying to schools. They expressed that they want to have options for their children so they can make an educated decision about what the best university for them to attend will be. They have opened a line of credit because when Alex was a senior in high school they learned about the costs associated with applying, and this time around they did not want to let finances be a barrier to applying to a university.

Language Barrier

While asking questions surrounding their educational trajectories, a common theme expressed by participants both documented and undocumented was language. The Lopez and Moreno parents explained that at the time when their children were attending elementary school, there was not that large of a Latino population and not very many Latino teachers, and that would intimidate them from attending the school meetings or being present at the school. Not only did the language barrier keep parents from attending the school, but they also mentioned that it was difficult to take time off work to

go to the school because that time taken off work equated to less money they would see on their paychecks.

The Gonzalez family, on the other hand, has the youngest children and lives in a heavily populated Latino community. They mentioned that the high school that their younger daughter attends and there older son once attended requires that parents meet a certain amount of volunteer hours. They mentioned that many of the meetings are in Spanish, and if not, there is a translator present because most of the parents only speak Spanish. The Gonzalez parents expressed the same concern with taking time off their work, but know that it is a requirement for their children to attend this particular magnet school. The Gonzalez parents, Mayra and Oswaldo, described language as their largest barrier in their children's education.

Lots of people think we are dumb because we do not speak English. It's frustrating because all the information here is in English and the people we know here in the United States know what I already know. So that's what makes it hard and that's what makes it difficult.

Their frustration lies in not being knowledgeable in college access information.

Additionally, when they have tried to seek the answers to their questions their Spanish speaking friends and family do not have the answers. That is why they feel like all the information they need is in English, a language they do not know. Not only did the parents express a language barrier, but Serena did as well. Of all the student participants, she immigrated to the United States at the eldest age and had some things to say of acquiring the English language.

I was trying to pick up words here and there, but it was just hard. I remember I got picked on a lot because I didn't know English, by a few other girls who already knew English. They were Hispanic too but they knew the language.

I tried really, really hard, but it was hard because I think there was a point where everybody was already to an advanced point and I was always like one step behind. When they were already reading and writing, I had barely learned the language. When they were doing more complex work, I was catching up on the basics. I was always, I felt like I had worked every time just to get to the point where I had to be at. My grades were always good. My grades were good, but I feel like if I had known the language, they would have been better throughout elementary school.

Serena experienced a real disadvantage of not being a fluent English speaker, even bullying for not knowing the language. In this section employment, language, and financial aid were commonly touched upon throughout the interview in terms of their educational trajectories and how those components may or may not have influenced them in their educational endeavors. In one particular family, the Gonzalez family, because the parents were college graduates themselves, they shared from a young age challenging their children. Mayra shared that she always makes it a point to speak positive affirmations over her children from a very early age. She explained that she recalls going to the school Alex attended in Mexico and asking the director to place him in the toughest class. Additionally, she expressed that she has asked for teachers to send home more work if she found that the curriculum is not challenging her children enough. Their strategies were much different from the other families because though they recognize language as a barrier for them, both parents are adamant in providing challenges for their children which is why they applied and enrolled both into the magnet Science and Math high school. Oswaldo and Mayra recognize that in another high school their children may have an opportunity to take more elective courses and have a smaller load in terms of academics to carry, but agree that minimal expectations will not make their children successful college candidates. Their strategies and expectations for their children are

very high because they share that setting the bar high will encourage their kids to reach those expectations.

Mesosystem: Parental Involvement in School

The mesosytem layer includes the interrelationships among the various settings of the individual's microsystem. Examples in this study of mesosystem relationships were parental presence in the schools that their children attend. The researcher interviewed parents and students alike surrounding their parents' involvement in their educational endeavors.

Parental Presence in School

Parents were also very candid about being more present and aware for the younger, documented sibling. Across the three families the parents said they were more present and sought out informational groups or sessions on college access. As parents noticed and experienced the struggles their eldest children lived out, they became more aware and knowledgeable in making an effort to diminish those obstacles for their other children. Additionally, parents expressed becoming more familiar with the schooling system, supports or university requirements and were able to navigate younger children better through those systems. Essentially, it was about both birth order and legal status that parents became more knowledgeable and proactive in their schooling experience.

The Lopez parents said they saw the suffering that their three eldest experienced and made a decision to attend a Parent Institute for Quality Education (PIQE) to help navigate their youngest through the higher education pipeline. Similarly, the Moreno family put their youngest child, Kat through a program offered in Santa Ana that was an outreach group for students. The club met every day afterschool until late in the evening

and college mentees were there to mentor high school students through both finishing high school and the college application process. In the Gonzalez family, they expressed that the magnet high school is very supportive of college access. In fact, every student at the high school must apply to college in order to graduate high school. The parents explained that they became more involved after their first born because they have learned along the way about how to be a better parent and wished they were more active in informing themselves on higher education earlier.

Microsystem: The Experiences of a Latino Mixed Citizenship Status Family

The microsystem relationships are those that are the closest relationships to the individuals. This would include relationships with friends and family. In this study participants share their experiences peer interactions, parental support, and expectations.

Peer Interactions

The interview protocol asked for the families to share about what it has been like being a part of the educational system as a mixed status family in the United States. The undocumented students in the family recalled vivid examples of experiences in school. Serena spoke about a time when the passing of Proposition 187 was pending. She remembered that her parents had shared with her the repercussions if the bill were to pass. Serena shared an experience of a conversation she had with a classmate the day the bill was set to pass.

I remember an incident in elementary school because of the 187 law. It's funny because I had a friend in elementary school who was a white girl. She would talk to me and say, "oh my God!" 187 and if it goes through and illegals not supposed to be here get sent back to their home we will have computers in our classrooms.

Serena says she followed along with what her friend was saying because she did not want her to know that she was an "illegal" here. Serena also explained being bullied by others peers for speaking with an accent. In fact, all undocumented students expressed feeling excluded and different in a sense.

These experiences are termed by Solórzano (1998) as microaggressions.

Microaggressions are defined as acts of disregard that included nonverbal gestures, stereotypical assumptions, lowered expectations, and racially assaultive remarks. The microaggressions were experienced by all three families because they all shared a feeling of "living behind closed doors" out of fear of outing their status. The families all informed each other not to speak to others about the family's mixed status because there are people capable of reporting them. That made the students feel like there was always something they needed to protect in their family, the undocumented members within their own homes.

When asked questions surrounding their relationships with peers or other influencers, the undocumented students mentioned that they do not have a space that they feel "safe" to out their status. They have been told by their parents not to talk about their undocumented status. Therefore, they each had a couple friends that may know of their status and those friends are also undocumented, which is basically why they were able to speak about their situations. Eduardo and Alex also are members of the AB540 club on their campuses, but both mentioned that the club meets to discuss an array of issues, not necessarily their status.

Parental Support

All participants agreed that their parents were and remain a large influence on their choice of pursuing their education. While their parents may not have always been physically present at their schools, they always made it a point to stress to their children the importance of an education in the United States.

They just gave me that little feed in my head. You want to be better in life, you want to better yourself, you don't want to struggle, you want stability, you want to have that knowledge, you're the future. It's just always been there presented, if anything. Even being a kid everybody around you, being a family, they always want better for you. When my parents would tell me their stories they would say "Oh, when I was a kid . . . schools expensive. Sometimes we didn't have enough to pay . . . you have it good here. Just take advantage of that." (Kat)

The Gonzalez parents shared that from a very young age they were always speaking to their children about the importance of education. They recalled telling their children positive affirmations continuously like "One day you will graduate college" and "You are going to be something big . . . a lawyer, architect, something." Mayra also called herself an "over the phone parent." Due to her job constraints she explained she may not be present at the school in person as often as she would like, but that the office staff knows her voice right away when she calls because she stays in touch by constantly checking into the school.

Expectations

All participants also agreed that the expectation to finish college for the undocumented and documented member remains the same, graduate. While that is true, the documented siblings also explained that they feel more pressure because unlike their older siblings, they do not have to face such large obstacles.

Pressure. Yes, because they were like, "See what your brothers going through? Take advantage of it. Don't be stupid and blow it off." I felt pressure to be better. Do this, take every opportunity you have. Don't mess up. Something comes at you and your brother doesn't have that opportunity, take it because he doesn't have it kind of thing. At first I felt a lot of pressure to be good and have good grades and go to the most prestigious university because I had papers and he didn't and I should take advantage of it... not just only my parents. My parents would say that, but it was more family like, "Oh, because you need to. You have papers, take advantage of it. If I was in your situation ... you don't even know all the advantages I would have." (Kat)

Jon goes on to admit that he feels life has been easier for him and that is where the pressure comes in, mostly out of guilt.

I feel really bad sometimes because if my sister was in my shoes I know she would definitely be taking advantage of it, full advantage but she can't. I just feel like she could do so much more and she has so much more potential and sometimes I am like . . . she would definitely be somewhere right now if she had my opportunities. (Jon)

When Monica was asked if she felt there were different expectations for her versus her older brother she responded the following statement:

I think they do because they expect me to do better than, no, no, no, hold on. Let me rephrase that. I guess now that you think that everything will go easier for me than it has been for him, so in a way, yea, but not automatically.

In fact, the Gonzalez parents also said that while they do not have different expectations for their children and do not feel as though they add pressure to Monica, they believe she adds her very own pressure. They commented that they think she feels like she needs to take advantage of all the opportunities her brother did not have and therefore creates pressure on herself.

Individual: At the Center of it All

Throughout all the interviews, the majority of the conversation would move into the effect of being a member in a Latino mixed citizenship status family has had on them

psychologically. All members have been deeply affected in one way or another.

Participants shared their experiences with fear, anger, depression, guilt, and the effect that their experiences have had on their academics.

<u>Fear</u>

One of the main emotions present in the interviews was fear. Most participants, documented and undocumented siblings, spoke about the fear of some members of the family and being deported. The following illustrate a cross examination of a few of the responses the participants gave that reflected some sort of fear. This cross examination gives voice to the fear felt with both the documented and undocumented member(s) of the family. These exemplars further illustrate the effect that a chronosystem structure such as DACA has on the individual whether documented or not.

I always knew about kids in foster care. I knew about different things. That was my biggest fear was that they would be taken away and that we would have to go to foster care or something and we would be separated. I'm really close to my brother. We are like a year difference, so it's hard. I think that's always been my biggest fear. I remember one time we got pulled over. We were all heading to Vegas. I was so scared. I'm like, oh my God, my dad doesn't have a license. Is he going to go to jail? Are they going to deport him? All because I think one of the rental car's lights was out or something like that. That's been like my biggest fear. (Adrianna—Documented sibling in higher education)

I used to be scared I could get deported and have to go back to Mexico and now my concern is if I would be having to go to Mexico and leaving my family (kids and husband). (Brianna—Undocumented sibling of Serena)

Not seeing change. That's my fear. For them having so much faith and them just getting crushed. (Kat—Documented sibling in High School)

My biggest fear is for losing my parents if they got deported before they have US citizenship. It's so hard now for kids to petition their father or their mother. If they got deported or if their status gets to the point where they're going to get older and it's really not going to benefit them in any way. They don't qualify for an IRA because they don't have a social. They don't qualify for a 401(k) because

their employers don't offer that. They have no retirement fund. They're not going to get any social security benefits because of their social. So, that's my biggest worry is my parents and their status. (Serena—Undocumented student in higher education)

I was scared like, I'm still scared actually that like maybe one day, because you know they use my biometrics for that (future employment). So maybe one day if they like look me up when I'm an engineer or something and like I'm going to do better work or something, when they look me up, are they going to see some sketchy crap like that or like, oh this guy, he used another Social Security, is there a reason for that? (Alex—Undocumented student in higher education)

The fear each participant expressed in the excerpts above illustrate a different type of fear: the fear of family members being deported, to immigration policy not changing, to losing their parents because they have no income set aside for when they can no longer work. These families all expressed some sort of fear associated with living as undocumented immigrants in the United States. Nonetheless, parents acknowledged that this was a risk they were aware that would face them, but a small price to pay for the opportunity they would grant their children. Manuel and Cristina also added that while they believe their children are living a better life in the United States, they hope to see change in immigration policy to grant citizenship to their children born in Mexico. They are optimistic about the government granting DACA and hope to see a pathway to citizenship.

Anger

In addition to fear experienced in the families, a majority of the sibling participants both documented and undocumented spoke about anger. Eduardo spoke in detail about the anger he experienced when finding out he was undocumented. He was not told until the age of 17 in the heat of an argument with his dad. He explained that he had been pressing his dad to take him to the local Department of Motor Vehicles to take

his driver's license test. Out of frustration his dad told him he could not get a driver's license because he did not have a social and was not a citizen of the United States. Oscar and Angelica explained that to protect Eduardo, they chose to keep it a secret because they did not want him to feel different than his sister and they did not want Eduardo to tell anyone. That same fear drove Eduardo into anger and resentment that built up against his parents. He said shortly after finding out he would not be able to drive was the time he began the college application process and witnessed doors of opportunity closing on him because of his status. Eduardo still wishes that his parents would have told him sooner, and both his parents agreed that if given the chance they would have told him sooner.

Adrianna expressed some anger in her interview as well. She explained that as the first American citizen of her family she felt a lot of pressure to protect her family, which would drive anger.

I think it did have to do with them not having, them not being US Citizens. I feel like I would go places and you see how people kind of take advantage of people who are more oblivious to things. It's not their fault. They didn't grow up here. There are a lot of things that they are not aware of. There is kind of like a conduct of how things are done here and I think they are not used to that, so I think I've always had that fear of like someone's going to like, I mean, they've already been taken advantage of because they didn't go to school. I've always had to be make sure that nobody was taking advantage of my parents. I had to make sure that my sisters that nothing bad would happen to them. Even though they are my older sisters and I'm like my little brother. I wanted to make sure that he was more unaware of these situations so that he didn't have to worry about things.

Adrianna was in the living room when her younger brother, Jon was being interviewed. In Adrianna's interview she reflected upon how she was listening into her brother's interview. Her brother mentioned he did not know much about his parents and two eldest sisters' status. Adrianna mentioned that when she heard that she got some sort

of ease because she has always tried to hide issues from her younger brother so he does not have to worry, fear, or stress over it. She has always wanted him to focus on school. As much as Adrianna attempted to shield Jon from the realities of their situation, he did mention in the interview being emotionally impacted by the status of their family.

I guess just emotional. In school I would just . . . you meet other people in your circumstances and then you are not the only one. Your family is not the only one that has a mix of citizenship. It was these little fears in real life outside of education and outside of your home. It was just like there's always these certain restraints on your family that you have to look out for and you hope you never encounter.

The fears Jon was referring to are policy and immigration reform that have been on the forefront of his mind. While Adrianna attempted to hide the realities of living in a mixed status household, Jon was still very much aware of the barriers that face his family.

Depression

Of all the participants, Eduardo most notably suffered the most with his status. He admitted in the interview of contemplating suicide. He described being in such a state of depression that he could not seem to find pleasure in anything. He said he tried swimming and boxing to release, but eventually began attending therapy sessions. He was the California State University, Fullerton when he realized a semester in that he would not be able to continue his education because, financially, it was not a reality. At that time his depression reached a peak and his parents noticed and took action into seeking help. He says he is doing much better now, but does fear transferring back to California State University, Fullerton only to realize that once again he will not be able to

finish school. He fears that an event like that would cause for him to go back to the depression that had him thinking suicidal thoughts.

Similarly Serena also mentioned feeling depressed when finding out that attending a 4-year university was out of reach for her.

I did all of the requirements in high school. I took the classes I needed in order to get to that goal. If not, then I would have just taken the basics just to graduate and graduate okay. You know? That didn't happen. When I realized, okay, I can't apply to UCLA or I can't apply to Cal State. It was a bummer and I got depressed and stuff. Then someone told me to apply at community college. You can still go to college, but at community college.

She explained feeling depressed because she had worked so hard to be qualified to apply for a university and had to settle for a community college. Serena said that it was difficult to know that she had tried so hard to attend a university and would be attending a school that some of her peers that barely graduated high school were attending.

Guilt

Kat experienced a lot of guilt behind her brother's status. They are the two siblings that were most close in age and also seemed very close to one another. In the interview she reflected on the time when Eduardo found out he was not a citizen.

He was hurt. I would say hurt. Confused. Lost. He thought he was something else and turned out to be it was a lie. He was being lied to, kind of. I felt at first he was kind of mad, angry because he didn't know. Nobody told him. My parents didn't tell him. I felt like he was in shock, in a way. Not completely, but just took him back . . .

I felt bad. I felt really bad actually. I feel that at some point I kind of made it my problem in a way because I felt pressure since he was limited and I wasn't. . . . I felt more pressure and then I was really close to my brother. I would limit myself from things so that he wouldn't feel different in any way because he was at a

stand still. I didn't want that news to change who he was or feel discouraged and not trying because he was like "I don't have papers. I can't do that."

Other documented siblings expressed the same guilt over being the citizen in the family and not limited. That same guilt was what they felt drove the pressure to do more. Understandably, the citizens of the family would harvest the guilt they felt for being the one in the family to have opportunities that others did not. Adrianna remembered that when she voted at 18 her family had so many questions about the procedure and that her parents saved her "I voted" sticker. Siblings have noticed a kind of role reversal at some points because they are the first in their family to get a driver's license, vote, or work under their own social security number.

Effect of Status on Academics

Eventually both the documented and undocumented sibling participants were asked to comment on how they may have been impacted in their academics due to their family's mixed status. Every undocumented participant felt that they were affected in some way due to their status. Eduardo mentioned that shortly after he was informed about his undocumented status, it affected his grades. Additionally, as he experienced the deep depression his academics also suffered. Eduardo also shared that initially his goal was to be a medical doctor, but that dream was deferred.

At first, I lowered it (goal). Because when I first came to Cal State Fullerton I was like I want to be a doctor, a medical doctor. I went to the little department that helps students be a doctor; they said that because of not being a resident or not being a US citizen I probably wouldn't benefit from all the things and they just going to deny it. At first I thought it was out of my choice because it's at a federal level, you have to get licensed and I thought oh that makes sense it's not as easy as it looks like. (Eduardo)

Alex noticed that his academics have suffered more so in college because he has to hold a steady job to supplement his educational costs. He shared that his biggest stressor is the financial aspect in higher education. Additionally, Alex and his parents both recalled that in his senior year of high school they noticed that his grades began to drop. His parents both felt that it was because Alex hit a realization that he was not going to be able to attend a university because of financial reasons, and therefore figured it would not matter if he passed or barely passed the class. Similarly, Serena as a result of the obstacles that faced her status dropped out of college and only recently reenrolled.

While the voices of the undocumented students were critical in this study, it was equally notable the voices of the United States citizen siblings. They too have been deeply impacted by the status of their family. Adrianna shared that there was a point in her freshman year when she became angry with the difference her family had to experience and as a result her grades suffered. She also admitted that had things been different she would have attended a university out of high school, but she was too preoccupied looking out for everyone and protecting them. She explained that she felt it necessary to look at the finances and take on that responsibility because no one else in her family could work to help her parents. For that reason, she decided to enroll in a community college and work. She has set aside some money because she explains that if her parents were to lose their job or get sick she does not want them to worry about finances.

One of the participants who was impacted significantly was Kat. As stated before, she and her brother are close in age and share a great relationship. Her guilt for being a citizen drove her decisions to withdraw from milestones. Kat has been attending

a mentor program that aids students in applying and meeting university qualifications.

She is now in her senior year in high school. The time of the interview was shortly after the California deadline to apply. When asked about how the college application process had gone she responded:

I kept hearing, "you better enjoy summer because senior year is going to be applications, applications, applications . . . deadlines, deadlines, deadlines . . ." And I was like, "Okay, where am I going?" My dream school has always been Cal State or Chapman and with the grades I have and everything. All my mentors were like "You can do this, you have this. All you have to do is apply, get all your things done and we'll help you and you're going to be accepted." I was like "Okay, okay. Fine, let me do it." So, I saw things weren't changing. Things weren't going anywhere and I was like "I'm not going because I don't want him to have resentment and be like . . . wow, my sister, she's going where I use to go or where I really wanted to go and look I'm stuck."

Kat ended up not applying anywhere. She explained that she would feel guilty going to a university when she knew that was her brother's goal as well, so has decided to attend a community college. Like her undocumented sibling, her dreams have been deferred as well.

Conclusion

Bronfenbrenner's ecological systems theory was utilized as a tool in this study to examine the different systems of relationships and how policy can ultimately impact the other systems and affect the individual. Utilizing this framework allowed for the researcher to examine the how chronosystem structures can ultimately impact the individual. Additionally, it allowed for the researcher to compare and contrast the experiences of the documented versus undocumented members in the family. This framework allowed the researcher to see how family dynamics are affected by the status of other members in the family. As a result, the researcher was able to see how members

in a Latino mixed citizenship status family are affected by citizenship status and how it relates to access to higher education opportunities.

The purpose of this study was to understand the experiences of Latino mixed citizenship status families. What characteristics or experiences may be unique to these families as opposed to undocumented or citizen families? Much was discovered through the case study of three different families. Many parallels have been drawn across all families. Though their stories may have differed in some areas, across all three families there were shared experiences among the parents, undocumented students, and high school siblings. The interviews showcased that although the members in the family experienced different stressors based on their status, their academics were ultimately affected by the status of their family. More notably, the psychological effects were experienced through all members of the family.

There is also something to be said about the feelings the documented versus undocumented siblings feel toward one another. The citizen siblings felt pressure to achieve more and guilt for having been given more opportunities. Kat mentioned that there were times that she felt like Eduardo had resentment against her because in his eyes she had it much easier than he did. The undocumented siblings shared feeling a bit of jealousy in some cases.

I wish I would have had that opportunity (Driver's License). I don't want to say jealousy because I don't think it was jealousy because I felt happy for them. But I do feel a little bit like if only I would have had that opportunity. If only I would have been able to do that. They were getting driver's license and everything and I was 20-something, close to my 30s and I still didn't have a driver's license. It's bittersweet because I'm happy for them but then it reminds me of my situation.

Alex also mentioned being sarcastic with his younger sister about her struggles.

Yea, I usually tell her like, like if she's complaining about something, I'm like, oh, I could only imagine how hard that is, you know? I'm very sarcastic so. I think things like that, but I mean I hope she gets a job and I hope she struggles so she appreciates, but she's like . . . I'm like so much more mature.

All three families could be described as loving and close families. As siblings would speak about each other, it was all done in a loving and caring way. Though each member may have experienced jealousy or resentment, it did not interfere in their familial relationships.

One shared theme across families was the psychological affects that were experienced by all members. The last question of the interview asked participants if there was one thing they could change, what it would be. Every participant gave the same response. All participants said they wish they would have come (or parents would have come) to the United States earlier so that at least all the siblings were citizens. Being a part of a mixed citizenship status family has posed different obstacles for the families to encounter in accessing higher education. All parent participants stressed the importance of an education for all their children and hold aspirations that one day they will complete a college education. Their immigration stories, though different in content, all included giving their children the opportunities that the United States offers to its citizens.

Additionally, while all 14 participants would agree that DACA has made a stride in the right direction for qualified participants to have gained work authorization, access to a driver's license, job, and financial aid, they feel that not only is the executive order is missing the pathway to citizenship. It is also missing something for their parents that call the United States of America their home. All participants regardless of their age

expressed their need for their parents in fact, most commented on their fear being having their parents deported to Mexico.

Throughout the dialogue with participants, they also expressed viewing education as a tool for upward mobility. The reason behind the parents push for finishing a degree is for their children to attain a better socioeconomic status than what they were able to offer. The students equally shared the same belief that completing a higher education will also give them more opportunity to advance economically.

CHAPTER 5

CONCLUSION

Introduction

Findings from this study have yielded insightful information as to what mixed status Latino families experience in regards to accessing higher education. As a result there were six themes identified in the data collected (a) the role of Deferred Action for Childhood Arrivals (DACA), (b) being undocumented in America, (c) educational trajectories of Latino mixed citizenship status families, (d) parental involvement in school, (e) the experiences of mixed citizenship status families, and (f) "at the center of it all." This chapter will begin with the summary of findings, limitations, implications of this research for practitioners and policy makers, recommendations for educational policy, recommendations for educational practitioners, future research, and closing statement.

Summary of Findings

Immigration policy has a direct impact on education of undocumented students and their families (R. Contreras, 2002). A major contribution of this study is documentation of specific ways in which changes in policies over time, the purview of the chronosystem in Bronfenbrenner's ecological systems framework, impact the lives of the families that were interviewed. The first findings surrounded DACA and the experiences before and after DACA approval in 2012. The undocumented students in

higher education all experienced their senior year in high school and first year in college pre DACA approval. The driving reasons for why they decided to attend a community college over a university were because of the financial obstacles that faced them. In fact, Eduardo attended a university but had to transfer to a community college because of financial reasons. Because of DACA policy approval, there have been some opportunities that have opened up for these students have given a sense of relief to these students. They are now able to get a driver's license, work legally, and qualify for financial aid. All undocumented students in this study are currently working now in order to supplement their education funds and contribute to their families. In this study, the chronosystem plays a particularly important role because it offers a different experience that undocumented students in higher education are experiencing as a result of changes in policies. This study captured the voice of students that have experienced the limitations and freedoms associated with having a social security number.

The second set of findings were the experiences of being undocumented in the United States. Prevalent in these findings were anti-immigrant sentiment experienced by members in the family. These were the macrosystem experiences that the families experience as a result of being undocumented or having a family member that is undocumented. In the study, participants reflected on a time in which they felt anti-immigrant sentiment from others. Serena had a telling experience when she was in elementary school and a schoolmate was discussing how if undocumented immigrants were deported, then the school would benefit and each child would receive their own computer. Santa Ana (2002) would explain Serena's experiences as ones where she may have felt she was threatening the "American" way of life because her presence in the

school was taking away funds for computers. Labels that have been associated with participants in this study can have further implications on their self (Abrego, 2008). Experiences such as these can lead to the psychological affects that Serena expressed. Serena expressed in the interview feeling like an outcast or fearful of sharing her status because she felt like a criminal and did not belong.

These ideologies that were placed on a young child are perpetuated through adults that feel that way. The media and policy have portrayed undocumented immigrants as criminals or people that do not have permission to stay in the United States. In addition to that, there are many that believe undocumented immigrants are taking American jobs or not contributing to the American economy. These negative and deficit ideologies make their way into affecting individuals both documented and undocumented. This study, in particular had participants share their experiences of interacting with these labels as well as touching upon American assimilation.

The third findings surrounded the educational trajectories of Latino mixed citizenship status families, which is the exosystem in Bronfenbrenner's model. Findings in this study reflected on employment, language, and financial experiences that they experienced and therefore impacted their educational trajectories. All families shared the experience of struggling financially and working in low wage jobs because, due to their undocumented status, those jobs have been their only options. Most salient across all participants (parent and siblings) was the financial strain they have experienced. This is mostly due to their parents' low-income wage jobs, but these financial strains have been felt by the children as well. All undocumented student participants shared using a friend or family member's social security and identity at some point. Similar to Varela's (2011)

findings all undocumented students shared having to work in order to supplement their education as well as supplement the household income. Not only do the students in this study feel responsible for financing their own studies, but they also feel responsible for helping to meet the family's financial needs as well. Undocumented students expressed that prior to DACA they were unable to qualify for financial aid or grants, which caused their biggest obstacle in accessing higher education. The financial strains were also felt by the documented members in the family. This study also added the element of the documented sibling that also felt the financial burdens of the family to attend to. While higher education was on the documented participants' agenda, they also shared having a role to fill financially for the family as well.

In addition to the stressor of finances expressed in this study, parents shared the stress associated with the language barrier. Consistent with the findings by Baum and Flores (2011) parents shared their experiences with a language barrier between themselves and the schools that caused a lack of familiarity in accessing higher education. Even though all families were located in primarily Latino communities, many parents in the study shared that they often felt intimidated by the school because of their unfamiliarity and lack of English.

The fourth finding was surrounding parental involvement within the school. The relationships in the mesosystem that are particularly important for undocumented and mixed status families include parental involvement in their children's' school. A discovery in this study was that parental involvement at the school was limited due to financial strains. Taking time off of work was not an option to parents because it resulted in less pay. Another trend found in this study was that parents became more educated in

higher education and its requirements with their citizen child. After experiencing the obstacles that were faced by their first non-citizen child, they decided to become more proactive. In all three families, parents began attending meeting or clubs that were strictly related to college access.

The fifth finding was the experiences of mixed citizenship status families. These were findings identified in the microsystem. The microsystem is composed of the relationships that most directly influence the individual. Participants shared experiences of what Solórzano (1998) would term as microaggressions—racism or bullying that they experienced as a result of their status or their families' status. Families shared stories that reflected living in hiding. Additionally, participants shared parental involvement outside of the school and parental expectations for their children.

When undocumented students were asked to share about their peer relationships, they expressed have a close set of one to two friends. They explained that having friends that know about their status is difficult. They shared not being able to trust many people because they feel like they can be threatened with deportation. As a result, they only have a couple friends that they can share their status with.

Documented and undocumented members of the family both shared that they chose very wisely whom they would tell about their family's status. Parents from two of the families, in fact, advised their children not to tell anyone. The experiences shared in this study were telling in how open they were about their status. They treated their status as a family secret in order to protect the undocumented members of the family. Additionally, the documented siblings shared feeling sentiments of anger when educators or others made comments that were insensitive to their situations. For example, a sibling

shared getting upset by a comment a teacher made about flipping burgers for a living. He explained that because of his parents' status that is all they have been doing and should not be associated with laziness or incompetence.

Living within a mixed status family affected both the documented and undocumented members. The undocumented members were afraid of deportation and outing their status. The documented members were just a secretive because they wanted to protect the undocumented members in their family. Documented members also shared feelings of anger because of insensitive comments that related to their family's status.

Additionally, the interviews with participants paralleled work with Stanton-Salazar (2001) where it was revealed that while parents may not have been physically present at the school sites themselves; their support for education was done verbally. All sibling participants shared that their parents always mentioned how important school was. Many times, parents asked their children to look at their struggles that they faced and advised them to get an education. Education was discussed as a tool for upward mobility. Auerbach (2006) shared that moral support is mainly how Latino parents show support for education, which was found in this study. Parents feel strongly that an education would serve as a pathway to a better job and lifestyle.

The last finding was titled, "At the center of it all." This highlighted the psychological effects that trickle down from all the other systems to eventually impact the individual. Parallel to Dozier's (1993) findings, the experiences that these families experienced are likely to lead them to develop high levels of fear and anxiety. Similarly, Diaz-Strong et al. (2010) claim that their research indicates that undocumented youth are under psychological stress. In this study, the psychological stress of undocumented

members was also expressed in the interviews with documented siblings alike. The way in which their status has affected each member in the family differed, but all were ways in which they were affected psychologically. Sentiments like fear, anger, depression, and guilt were all salient among the interviews with documented siblings. Ultimately these psychological effects that have weighed upon the individual have an impact on their academics and access to higher education.

The mixed citizenship status family is very much present in today's society. These families are experiencing different dynamics than an undocumented family or citizen family. In fact Suárez-Orozco et al. (2011) share that approximately 5.5 million children and adolescents are growing up with unauthorized parents and are "experiencing multiple and yet unrecognized developmental consequences as a result of their family's existence in the shadow of the law" (p. 438). Children growing up in unauthorized homes face a number of uniquely complicated family dynamics (Yoshikawa, 2011). Not only are these families experiencing living in the shadow of the law, but they also experience threats of deportation that can ultimately separate and break apart families. A contribution of this study is documentation of how living in a Latino mixed citizenship status home has a psychological effect on the documented as well as the undocumented members.

Limitations

The case study approach used in this study allows one to examine the experiences within a family, but in this case was limited to the interviews with several family members and short home observations. A more in depth case study might have involved additional data collection components such as spending more time as a participant

observer during family interactions with members and in educational settings. The case study examined the lives of three Latino mixed citizenship status families. While 14 interviews in total were analyzed, it is still a limited number of participants. The researcher was the sole recruiter for the study and due to their undocumented status many families did not reply to the initial email sent during the recruitment period.

Second, in the criteria for the study there had to be one participant that was undocumented and attending higher education. This study is an example of undocumented students persevering past barriers and still choosing to attend college. This study did not shed light on undocumented students who did not attend college. Third, this study was inclusive of all family members but did not include the valuable insight of educational personal that may have interacted with these families. Perhaps a more comprehensive study could be conducted that is inclusive of their interactions with education related personnel.

Fourth, the families that participated in the study attend local districts with a high percentage of Latino population. Therefore, though there were three different families, all three were in Latino-dominated and low socio-economic districts. The study may have rendered different responses if the families attended schools in districts with different demographics. The generalizability of the findings is limited because the mixed citizenship status criteria that were set for this study were specific, and it is not known how representative these families in this study are of the larger group of Latino mixed status families. The undocumented Latino population is not easily accessible; it was only through previous relationships and community service that the researcher was able to contact families that met the qualifications for the study.

Implications of this Research for Practitioners and Policy Makers

Educational researchers have recently been studying undocumented students. It is important to understand the implications that surfaced from the three families interviewed. In this study, one can see how Bronfenbrenner's ecological systems theory exposes the different environments that a member in a Latino mixed citizenship status family may experience. In this study, changes in policy have had ripple effects through the various systems and have impacted youth in very personal ways that have impacted their development and access to higher education.

Research Question 1

How has the issue of some family members being undocumented affected the educational trajectories and family dynamics of Latino/-a mixed citizenship status families?

Throughout the interviews and interactions with the family, something came to the forefront of the conversations with the sibling participants: what some researchers have referred to as rites of passage. Van Gennep (1960) termed life demarking rituals as "rites of passage" (p. 1), which confer new roles, rights, and obligations on the participants. Suárez-Orozco et al. (2011) explained that one's life course is impacted by things such as religion, social and institutional practices, graduations, marriages, retirements, and milestone markings on one's life span.

Suárez-Orozco et al. (2011) associate rites of passage and not meeting those milestones as liminality. They explain liminality as

the transitional moment between spheres of belonging when social actors no longer belong to the group they are leaving behind and do not yet fully belong in their new social sphere. The liminal moment is a period of heightened danger and

ambiguity for the social orphan. The state of ambiguous belonging leaves him or her without the shared bundles of rights and obligations that structure social behavior and make it predictable. (p. 444)

In essence, the effect of not belonging or meeting such milestones can ultimately affect the individual.

In this study, the undocumented students in higher education shared experiences around not meeting the milestones that their peers were reaching. They shared how not meeting such milestones were associated with feelings of anger, resentment, or other negative emotions. Most undocumented students shared about the time when their peers were beginning to test for their driver's license. They were unable to belong at that time and this left them feeling excluded. Prior to the approval of DACA these students were not able to drive, work legally, or apply for financial aid. Many of their peers were moving on with these rites of passages that are associated with teenage and later high school years, and they were left behind. One participant was lead to suicidal thoughts as a result of finding out about his undocumented status.

Liminality affected not only undocumented students but their documented siblings as well. One participant in particular was Kat, a documented sibling currently enrolled in high school. Kat is currently a senior in high school and a qualified candidate for a 4-year university. She has good grades, met her university requirements to apply, and has joined a club that assists students with the application process. Kat's first college choice was to attend California State University, Fullerton. Since her older brother Eduardo had to drop out of California State University because of a lack of access to financial aid, she has decided to defer her dreams on attending a university. Kat explained not wanting to go to a university because she felt her brother should be there.

As a result, Kat did not apply to any schools and has decided to attend a community college in the fall. Kat's expereince is one example in the way that the issue of a Latino mixed citizenship status family can affect the educational trajectories of a member.

The effects varied, but in one way or another all were felt by the undocumented student. Likewise, their documented siblings were affected. Some siblings waited until their sibling was granted privileges from DACA before they took part in achieving their own milestones.

Suárez-Orozco (2001) explains that rites of passage are associated heavily with identity formation. Identity formation is partially achieved by mastering culturally marked rites of passage, like obtaining a driver's license, getting a first job, and, for many, going off to college. Undocumented students up until recently have not been granted these passages. "For many adolescents who are unauthorized or are living in mixed- status homes, adolescence is a time when liminality first comes to fully destabilize their fragile world" (Suárez-Orozco, 2001, p. 453). The students in this study in particular have all now received DACA approval and their experiences have shifted. This particular study reflects a critical time where policy has shifted the experiences of these families. Though these students experienced liminality, they have also experienced the freedom and opportunity that comes with a social security number.

Research Question 2

How does the mixed citizenship status of a Latino/-a family influence experiences, aspirations, and expectations regarding higher education for all members of the family?

- 1. What are the specific barriers facing and resources supporting college access for college going members from Latino/-a mixed citizenship status families?
- 2. How do educational experiences vary for undocumented and documented siblings in mixed citizenship status families?

Additionally, there are complications for the citizen siblings in the family. Suárez-Orozco et al. (2011) explain that there are definite consequences of living in a mixed status family.

The cumulative consequences of social disadvantage for lifelong health and mental health problems, such as heart disease, diabetes, and depression, are well established (Center on the Developing Child, 2010); they suggest that the costliest consequences of unauthorized status will emerge later in the life course, as current generations of unauthorized parents, children, and youth move into midlife and older age. (p. 457)

The theoretical framework served as an appropriate tool to guide how the different systems ultimately affect the individual in a mixed citizenship status family. The psychological effects experienced by different members are deeper than what can be seen or heard at a surface level and can eventually impact lifelong health.

There are also implications for children that are citizens but have family members that are not. Suárez-Orozco et al. (2011) explain that in those circumstances the citizen children may lose their sense of belonging. They lose this because they realize that they are living in a country that can deport their parent, siblings, and other close family members. The undocumented members themselves lose sense of belonging because they quickly realize the endless challenges they will face due to their status.

The educational aspirations and expectations for the documented versus undocumented students in this study were similar. Participants in this study expressed

aspirations for attending universities and graduating with a higher education degree. Both documented and undocumented students shared their drive for pursuing a higher education. Parents explained that their expectations for their undocumented children were also the same for their documented children; they expected them to go onto college and graduate. Though the parents shared the same expectations, there was an added pressure felt by the documented sibling(s) because of their status. The documented siblings shared that compared to their undocumented sibling; college access was easier for them. Because of that, the documented sibling(s) felt that graduating from college is more expected from them.

However, findings from this study also documented changes in expectations over time, as undocumented students adjusted their expectations in response to barriers in their post-university experiences. For example, Eduardo shared how his status of being undocumented has affected his career aspirations. He explained that when he began college he had dreams of becoming a medical doctor. He went on to explain that when he inquired at the college about becoming a doctor he realized that his goal was not as realistic as he thought. As a result, he decided that he would take on a career that does not require board certification. He believes that becoming a medical doctor in the United States will be difficult without gaining citizenship.

While research surrounding the undocumented population is still limited, research surrounding the experiences of Latino mixed citizenship status families and accessing higher education is much rarer. In 2011, Suárez-Orozco et al. investigated the same topic of mixed citizenship status families. Their study also utilized Brofenbrunner's ecological systems theory, but varied in use. Suárez-Orozco et al. (2011) were inclusive of other

immigrants outside the Latino population and did not include the chronosystem in their model.

Suárez-Orozco et al. (2011) conducted a similar study on mixed status family.

Their study did not include DACA and its implications on undocumented students.

Additionally, their work was not a case study that consisted of the family experiences, but rather individual experiences.

In this particular study, the researcher felt it necessary to include the chronosystem structure. Policy such as DACA, and changes in policy over time played a big role in the experiences that were shared. All undocumented students in this study have received DACA approval and therefore share very different and insightful experiences. Additionally, the present study was very much focused on the interplay of the family as a whole. This study aimed to address the experiences that the family unit has encountered. In this study, information on accessing college post-DACA was revealed. Lastly, the present study found the implications of being in a mixed citizenship status family also has psychological effects that the documented members experience.

The experiences shared in these case studies offers insight to practitioners and policy makers alike on the experiences of their mixed citizenship status families. This study has clear implications from early childhood to early adulthood educational environments. Since there is limited research in this realm, it is critical to host professional development around ways in which educators can be more educated and aware of the barriers facing some of their families and students. This opportunity for professional development could enlighten educators on the issues facing such families and provide the opportunity to serve these families more effectively. While this study

provided us with a variety of challenges in the everyday lives of the Latino mixed citizenship status family, there were some key implications derived from the findings. The study informed us that fear of deportation of family member(s) is a constant threat, parental involvement at school is limited due to financial strains and language barriers, and the lack of resources for parents and students alike are some of the ways in which educational practice and policy can be better informed. Given these findings, the subsequent paragraphs will discuss the recommendations for education policy and educational practitioners.

Recommendations for Educational Policy

The experiences shared by participants in this study highlighted the need for immigration policy reform. The following recommendations were suggested to be examined: next steps for DACA and DREAM Act, comprehensive immigration policy, and labor law enforcement.

Next Steps for DACA and DREAM Act

DACA has made great strides for the undocumented population that meets the qualification criteria. The U.S. Citizenship and Immigration Services (2013) lists the following as the criteria for qualification of the participant:

- 1. Were under the age of 31 as of June 15, 2012;
- 2. Came to the United States before reaching your 16th birthday;
- 3. Have continuously resided in the United States since June 15, 2007, up to the present time;
- 4. Were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS;
- 5. Entered without inspection before June 15, 2012, or your lawful immigration status expired as of June 15, 2012;
- 6. Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED)

- certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
- 7. Have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

Yet, the experiences shared in this study show that there is still uncertainty as to what opportunities DACA has opened for this particular population. Thus far, DACA recipients know that they need to reapply every two years for approval but there is no pathway for citizenship. DACA recipients are awaiting word on whether this will lead to citizenship, but almost 2 years have passed with no answer. The DACA policy is still not comprehensive; DACA needs to include a pathway to citizenship for these recipients that are applying every 2 years.

The federal DREAM Act is an attempt to allow undocumented students a pathway to citizenship if specific criteria are met. The DREAM Act would serve as the ticket to citizenship. Unfortunately, the DREAM Act has yet to pass. All students in this study are highly anticipating the results of the DREAM Act. Additionally, Diaz-Strong et al. (2010) advised that people begin to advocate for bills that allow in-state tuition for undocumented students. As of 2012, there were only 12 states that have such laws; there is a great need to spread advocacy. Undocumented students' ability to pay in-state tuition matters greatly in access to a higher education institution. Passing a federal DREAM Act would allow students to qualify for permanent residency or a pathway to citizenship. The passing of such a policy can begin to provide a level of security for undocumented students (F. Contreras, 2009).

Comprehensive Immigration Policy

Both bills do not address the comprehensive family unit. In fact, the average wait for Mexico and the Philippines is 4 to 6 years for spouses and children (Anderson, 2010). Additionally, the annual cap for visas of highly skilled foreign nationals is filled each year in a matter of days (Anderson, 2010). Over 100,000 citizen children have experienced their parents' deportation in the last decade (U.S. Department of Homeland Security, Immigration and Customs Enforcement, 2008a, 2008b). Even those families that have been fortunate enough not to share this experience live in the daily fear of knowing their parents may be swept away at any time. While these policies like the DREAM Act and DACA are addressing the members of the family that qualify, the reality is that not all undocumented people meet the highlighted criteria. In fact, in all three case study families in the present study there is no policy in sight that could lead to a pathway to citizenship for the parents. This particular study illustrates the importance in creating a pathway to citizenship for parents as well. In addition to the undocumented families' experiences within neighborhoods, schools, and families, their daily lives may reflect food and housing insecurities (Chaudry et al., 2010) and, the possibility of deportation of themselves or family member(s). Children and youth in households with undocumented members live in fear of being separated from parents or other family members (Capps, Castaneda, Chaudry, & Santos, 2007; Chaudry et al., 2010).

Many families shared not enrolling their children in health programs for the fear of outing themselves as undocumented residents. Undocumented parents themselves are currently ineligible from all health care except perinatal and emergency room care (Suárez-Orozco et al., 2011). So there is a need in providing citizenship for these

families to access healthcare. Suárez-Orozco et al. (2011) explain that granting parents citizenship would free unauthorized parents to enroll their children (documented and undocumented) into programs that can aid in their healthy development. If parents of the family unit are not being included in the conversations for immigration reform, we are missing the point. These children and young adults, like anyone, are in need of the presence of their parents. Immigration policy for parents would also address the issue of parents and mixed citizenship status families that are being supported through low wage jobs.

Labor Law Enforcement

Lastly, there should be a more comprehensive policy surrounding labor law enforcement. Suárez-Orozco et al. (2011) state that "correct wage violations would help address the disastrous work conditions of the unauthorized, which affect undocumented parents, citizen children, and undocumented youth and young adults alike" (p. 464). As DeSerf (2002) points out, family income is an important variable when considering children's educational attainment because it determines how and what resources are made available in the home to support educational pursuits and activities. This study found that the lack of or insufficient income negatively affected their children's access to higher education.

Suárez-Orozco et al. (2011) explain that "30 to 40 percent of unauthorized parents work at illegally low wage, a rate much higher than that among their authorized, low wage counterparts" (p. 448). As a result, due to their low wage exploitation many undocumented parents are working long hours, 6 days of the week to try and stay afloat.

Working these hours in order to make ends meet is a reason many of the parents cannot be physically present at the schools that their children are attending. In this study, parents shared the same frustration that time at school was the equivalent to loss of wages, which was not an option. Due to parents working longer hours in these families, older siblings often take on the responsibilities of child care, elder care, cooking and translation (Fuligni, 2010). These roles for older siblings have been linked to high levels of stress. It becomes an added stressor that members in the family, documented or not, take on. As a result, undocumented young adults find themselves tempted to use false social security cards or driver's licenses in order to find work. All the undocumented students in college in this study shared using a fake social security or identity at some point to supplement income. In order to combat this issue, labor law enforcement should correct wage violations for the undocumented population.

Recommendations for Educational Practitioners

In addition to the educational policy recommendations, this study sheds insight into recommendations for educational practitioners. The following recommendations were suggested to be examined: Informing educators, promoting home to school relationships, and providing resources.

Informing Educators

New arrivals most often find themselves in under resourced schools in low-income neighborhoods. These schools are typically highly segregated (Orfield & Lee, 2006) and provide limited engaging opportunities for students (Noguera, 2003; Suárez-Orozco et al., 2008). These very schools put students at academic risk (Orfield & Lee, 2006) and are often associated with a variety of negative characteristics, such as

overcrowding, high dropout rates, low teacher expectations, low assessments scores, and limited opportunities to enhance social capital to provide families with information for accessing higher education (Gándara & Contreras, 2009; Orfield & Lee, 2006; Weinstein, 2002). The findings in this study propose that a change in school climate is necessary for schools housing Latino mixed citizenship status families. Professional development around the areas listed below is critical in aiding educators when addressing this issue.

As mentioned before, the composition of a Latino mixed citizenship status family is very common in California schools, but often not recognized. Educators must first inform themselves on the variety of implications a mixed status home has on both the documented and undocumented members of the family. Without educating oneself of the different dynamics that can play out, offering assistance to these families is difficult. While there are studies that focus on undocumented families or the undocumented member of the family, the mixed status composition is different. And as we have seen in the study, this has implications for all members of the family.

Practitioners must be aware of potential stress associated with mixed status families. Students that show up in class and seem fine may be in a family that is experiencing psychological stress due to the status of family members. Pre-service teaching programs should include preparation in areas of mixed status families, just as they do with English language learners. Informing educators of the potential stressors such as fear of deportation, low socio-economic status, guilt, anger, and language barriers, can help educators address these issues early and build relationships with the families.

There is a need for professional development surrounding current policies and forms of alleviation for undocumented students. F. Contreras (2009) explains, "Staff members are responsible for conveying the most up-to-date and accurate information on their students. Advisors, college counselors, financial aid staff, and outreach personnel are all on the front line interaction with college students; a critical element of their position is to assist students with navigating college" (p. 628). Additionally, it is the role of educators to inform undocumented students and their families about the current pathways into successfully attending a higher education institution. This role can be implemented as soon as the k-12 pipeline with educating families and students of possibilities.

While educating undocumented students and their families about access to higher education, creating advocacy is equally important. Gildersleeve et al. (2010) recommend that the best way to service undocumented students is to be their advocates. Advocacy is "supporting and engaging in activities such as letter-writing campaigns in support of beneficial legislation, and providing evidence to undocumented students that student affairs professionals desire to support and assist them in their lives as college students" (p. 16). Furthermore, advocacy should take place beyond the school campus assisting undocumented students in an off-campus context.

Many children of immigrants attribute their academic success to their families, specifically their family's moral and emotional support (Gándara, 1995; Treviño, 2004). The study conducted by Auerbach (2006) concluded that educators need to honor the many ways that Latino immigrant parents are already involved in the education of their children rather than perpetuating the misconception that these parents are absent in their

educational endeavors. Educators should recognize moral support, the "invisible" sacrifices that come in forms of parent engagement that motivate and strengthen many students from the home. Rather than seeking to minimize or "fix" parents' moral support stance, much growth can occur from here. Educators should embrace it and find ways to build on that for the benefit of the students. One suggestion can be to encourage parents to be a part of the school community, ensuring them that their knowledge of another language is an asset to the school community.

Working with undocumented students requires knowledge of the barriers that these students face. W. Pérez (2010) offers strategies in working with undocumented students and their families to increase access to higher education. W. Pérez (2010) begins with informing faculty, staff, and administrators in being sensitive to the needs of the undocumented population. This is an opportunity for institutional agents to research current legislation and policy an inform students and their families. Additionally, providing students with personal development courses can be beneficial. Personal development courses can provide undocumented students with the platform to meet other undocumented students in a safe setting and create relationships. "The clubs also provide students with a sense of empowerment and official institutional recognition often serving as a platform for student activism and advocacy" (p. 35). Additionally, W. Pérez (2010) suggests that institutions employ counselors and psychologists that provide support for the different social and emotional experiences of undocumented students. Providing psycho-educational workshops surrounding topics like anxiety, alienation, depression, and stress management can allow for undocumented students to begin opening up about

stressors in their lives. Students with anxiety and fear are more likely to go where they sense comfort and ease (Dozier, 1993).

Promoting Home to School Relationships

Research is clear when it comes to showing that parent involvement in the educational life of their children serves as a strong predictor of their success in school (Ceballo, 2004; Xitao, 2001). Parental engagement with their child's school is found to be a positive predictor of academic achievement, higher self-esteem, greater academic achievement, and higher rates of high school completion and college enrollment (Hill & Taylor, 2004). This can also often be a challenge for immigrant families (Hill & Torres, 2010). Finding ways to support parental engagement is key for these families to increase success.

Latino immigrants may have had limited schooling in their home countries and lack familiarity with the U.S. educational system, which hinders not only their access to information, knowledge, and resources that can help them navigate the system but also their ability to facilitate their child's educational mobility (Teranishi, 2010). As we saw in the study, many of the parents felt intimidated by the schools because of their own unfamiliarity with practices or language. Language can be a significant barrier that can limit contact between parents and schools. Especially in the case of undocumented parents, they are afraid of the possibility of deportation if their status is recorded by the school (Suárez-Orozco et al., 2011). Creating a welcoming culture at the school can encourage parents to participate. If there is a language barrier present, schools can give parents the opportunity to participate in an area in which they feel comfortable. A great recommendation is for schools to inform themselves in the expertise of parents. While

some parents may not be successful in helping with academic content areas, they have other areas of expertise. Asking parents to come in to share their jobs or hobbies can solidify the importance of their presence in the school. Greater attention to language needs and communication strategies can improve the relationship between schools and the families they serve. For example, having specific meetings in Spanish to create a welcoming environment, as opposed to meetings where Spanish speaking parents are in the back receiving translation or headsets during English presentations can create for a welcoming environment. Additionally, schools with a dominant Spanish speaking population should provide Spanish translation for all documents sent home.

Providing Resources

Connecting mixed citizenship status families with resources and information, which the undocumented are either excluded from or reluctant to access, would also be a great way to build relationships with families. While immigrant parents have high educational aspirations and expectations for their children, many arrive in the United States with few resources and opportunities that can help them realize these educational goals (Ruiz-de-Velasco & Fix, 2000). In the study, parents often shared the motivational messages they shared with their children about going to college, but they were unaware of how to navigate that pathway. For a person that is unfamiliar with the educational system in the United States in general, college access is that much more difficult to navigate. Offering workshops or informational specifically for parents with these demographics would help facilitate this experience. Currently there are a variety of informational sessions held by high schools, but it needs to be explicitly stated what families with undocumented members must do in order to navigate the pathway into

higher education. It is especially important at a time like now, where so many opportunities are changing for undocumented students. Informational sessions inclusive of the most recent policy are needed.

Future Research

Research in the educational field is needed on how policy has affected the educational outcomes of mixed status families. In particular, research in how the most recent policies like California Dream Act and DACA have or have not addressed the barriers that face undocumented students. Because these are recent policies that have been passed, research is lacking in whether these policies have made college more accessible to undocumented students. We still do not know if undocumented students are accessing financial aid or jobs necessary to fund their education.

Additionally, more research is needed in how the mixed status of a family deters or motivates the documented members in these families to go onto higher education.

This can include families with undocumented non-college going youth and their families.

A study into the dynamics of that family and how a non-college undocumented youth has impacted the decision and experience of a documented sibling is needed. We still do not know if non-college going undocumented youth can positively or negatively affect a documented sibling.

Closing Statement

Ultimately the experiences of these mixed status families affect the individual at the center of it all. Suarez et al. (2011) explain, "the barrage of derogatory portraits of immigrants, particularly of unauthorized immigrants, in the media, school, and community settings, will shape at the individual level a number of critical developmental

outcomes for these children and youth" (p. 450). Through the experiences of the different environments from the chronosystem to the microsystem, no matter how close or distant from the individual, can affect individual development. This study was an opportunity to see how policy in the chronosystem plays itself out and can affect the individual and access to higher education. In this study, one was able to see how the lack of policy surrounding citizenship for the undocumented members in the family has affected all members in a variety of psychological manners. Whether it was fear, guilt, or anger, it has affected the documented and undocumented member alike.

The findings from this study show the effects that undocumented status can have across the development of an individual from birth to adulthood. The findings show that the undocumented status of a family harms the development of the individual. A similar study conducted by Suárez-Orozco et al. (2011) confirmed that the undocumented status of a family "restricts access to some of the most important pathways to adult well-being and productivity: early learning opportunities such as quality child care, preschool, and school as well as higher education and formal entry into the world of work" (p. 462). This topic is one of critical importance. In fact, one to two children per classroom are children that are touched directly by undocumented status (Suárez-Orozco et al., 2011). Addressing this composition of families that make up a significant percentage of families we service as educators is a must.

The purpose of this study was to explore the experiences of mixed citizenship status families and access to higher education. Though the *Plyler v. Doe* decision guaranteed undocumented students an education through high school, their educational paths remain uncertain beyond high school graduation (Kaushal, 2008). After reviewing

the literature surrounding undocumented students and their access to higher education, an array of social contextual, interpersonal, and intrapersonal barriers were discovered that continue to marginalize undocumented students.

The number of undocumented student accessing higher education is dismal, and change has to occur. Politically, immigration is a heated discussion and the country is on the brink of reform with legislation, such as the DREAM Act. Oseguera et al. (2010) explain that a key issue in undocumented students' access to higher education is how each state and institution interact and deal with the different laws and policies surround undocumented students. Multiple laws and policies create confusion over how to best serve undocumented students.

There are steps and change that can occur through providing support systems within institutions to begin to alleviate some of these obstacles. Social justice leaders have the opportunity to create equity for all. Recognizing and identifying barriers placed upon undocumented students and their family is the first step to dismantling obstacles and creating access to higher education. Mixed citizenship status families will benefit from supportive staff, student support personnel, and educators that are educated in alleviating barriers. Without comprehensive knowledge of the situation facing these families, no change can occur.

Furthermore, this study has shown that there is a different set of circumstances that face members in a mixed citizenship status household. Addressing solely the undocumented student in the family will not suffice. The study has shown that the status of members in the family is a dynamic that all members have been affected by in some way whether documented or not. This study set out to address specific questions

surrounding Latino mixed citizenship status families' experiences and its effect on their educational trajectories. It shed light on the aspirations and expectations that these families have as well as the obstacles they currently experience as a result of their status. While educators await immigration policy changes, this study offers ways in which we can begin to assist and address the challenges experienced by members of mixed status families.

APPENDICES

APPENDIX A

FLYER WITH RESEARCHER CONTACT INFORMATION

You have been invited to participate in a research study conducted by Vanessa Marroquin, M.A. from the College of Education at California State University, Long Beach in partial fulfillment for the Doctorate Degree in Educational Leadership.

The purpose of the research is to examine Experiences of Mixed Citizenship Status Families and Accessing Higher Education. This research will provide us with insight into how we support mixed citizenship status families in their pursuance of higher education and may inform policy decision such as access to higher education and immigration acts concerning mixed citizenship status families.

Please contact me at your earliest convenience at (xxx) xxx-xxxx or xxx@hotmail.com so we can talk further about what your participation entails.

I look forward to hearing from you! Vanessa Marroquin

APPENDIX B EMAIL TO PERSONAL CONTACTS

Dear	
Dear	

Good Afternoon! I am currently looking for participants that may want qualify and choose to volunteer their time in a study that I will be conducting on mixed citizenship status families and access to higher education. My study would require a family of mixed citizenship status. I require a member in higher education, sibling, and at least one parent all willing to participate in an interview. The higher education student will be required to participate in two one and a half hour interviews and the other participants (sibling and parent(s)) in one sixty minute interview. If you believe your family may be interested, please contact me as soon as possible so I can send you more information. Please feel free to contact me with any further concerns or questions. I look forward to hearing from you.

Thank you for your time, Vanessa Marroquin

APPENDIX C

INFORMED CONSENT FORM (UNDOCUMENTED STUDENT)

Dear Student,

You have been invited to participate in a research study conducted by Vanessa Marroquin, M.A. from the College of Education at California State University, Long Beach in partial fulfillment for the Doctorate Degree in Educational Leadership. You were selected as a possible participant in this study because, as a student, your information will provide a fuller description of the social, educational, and family dynamics of the experiences of mixed citizenship status families. Please know that your assistance in this study will contribute to a very limited body of research on Latino mixed citizenship status families. Your assistance will be greatly appreciated. Below is some very important information that you should know before accepting to participate.

Purpose and Title of the Study

The title of this study is **Experiences of Mixed Citizenship Status Families and Accessing Higher Education**. This purpose of this research is provide us with insight into how we support mixed citizenship status families in their pursuance of higher education and may inform policy decision such as access to higher education and immigration acts concerning mixed citizenship status families.

Procedures

If you volunteer to participate in this study, the following will be requested of you.

- Agree to two face to face, 60 to 90 minute interviews;
- With your permission, agree to have the interview audio- recorded. However, if you feel uncomfortable with a taped recording of the interview, you will be asked to allow the researcher to take handwritten notes;
- Note: The interview may be done at any location of your choosing.

Potential Risks and Discomforts

- 1. The discussion of their citizenship status may cause psychological discomfort on the part of the participants. Speaking about personal family dynamics may cause stress and possibly depression while recalling difficult experiences.
- 2. If a participant's comments are linked, this may have adverse implications for their citizenship status, work and school relationships and/or legal ramifications such as reporting to legal authorities, if required to do so.

While there is some risk that participants may experience some discomfort, the participants' well-being is of the utmost concern. To protect or minimize this risk, I will: remind the participants that (a) they are free at all times to share or not share any information, (b) confidentiality will be maintained, (c) in the case of audio-recording, that the recorder can be turned off before the participant responds if requested, and (d) the participant is free to stop the interview at any time without penalty, and (f) Participants will be given an opportunity to review a transcript of your interview.

To protect or minimize this risk of participants' loss of confidentiality:

Participants' names and identities will not be recorded in the data transcripts. Pseudonyms will be used in lieu of names, the information linking the participants' name with the pseudonym will be destroyed immediately after conducting the interview, and no data file will participant names will be maintained. In the case that the interview be held at their home the researcher will write their address on a piece of paper with no other identifying information (name, school, study topic) and shred after conducting the first interview.

Also, participants will be interviewed in locations that minimize the risk of being overheard. All confidentiality will be maintained unless required by law.

If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. You will be given an opportunity to review a transcript of your interview.

Potential Benefits to Subjects and/ or to Society

The research results will provide useful information about the impact of undocumented status on immigrant Latino families. The results could be useful for other undocumented groups and may inform future policy decisions. However, there are no direct benefits to you from participating in this research study.

Payment for Participation

As a token of appreciation for participating in this study, you will receive two fifteen dollar Target gift cards at the end of your second interview.

Confidentiality

The audiotapes will be destroyed immediately after they are transcribed. Only your pseudonym will appear in the transcripts. When the findings of this study are published, no information identifying you will be included. Only my assistant researcher and I will listen to the tapes. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. The interviews will be ninety minute, face-to-face, audio recorded interviews at a location of your choice. The interview will include 12-17 open ended questions and will be audio recorded with your permission only. Only my assistant researcher and I will listen to the tapes.

Participation and Withdrawal

Participation or non-participation will not affect your relationship with any person. You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdrawal at any time without consequences.

Identification of Investigators

If you have any questions or concerns about this research, feel free to contact Vanessa Marroquin at (xxx) xxx-xxxx or Dr. Leslie Reese, PhD at 562-985-1152.

Rights of Research Subjects

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office of University Research, CSU Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840; Telephone: (562) 985-5314 or email to research@csulb.edu.

Consent of Research Subject

I understand the procedure and conditions of my participation described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this letter. By answering the questions, I am indicating my informed consent to participate in this research study.

Statement and Signature of the Investigator

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of	the Investigat	or Date	

I wish to participate in the research study being condi- Mixed Citizenship Status Families and Accessing High	
I understand that: □my participation in this study is voluntary and university in any way; □all research records will be kept confidential a □I may independently decline to participate in question, decline to have interviews recorded, any time, without any penalty;	as required by law; the interviews, refuse to answer a
I have received a copy of this consent form to keep. I questions about this study and any questions I have h satisfaction.	·
Please consent separately (below) to participate in the study and to allow audio recording of interviews. You may consent to both, only to participating in the study, or neither. Consent to Participate in the Study My verbal consent indicates that:	Consent for Audio Recording My workel consent indicates that:
My verbal consent indicates that:	My verbal consent indicates that:
□ □ I wish to participate in this study. □ □ I understand the study outlined above.	$\square\square I$ agree to allow an audio recording made of interviews.

I would now like to ask if I can begin recording your response for your consent to participate in the interview. If you agree to have your consent recorded, you can still request not to have your interview recorded. Do you agree to having your consent recorded?

Participant answered (researcher will circle one): Yes No

Do you have any questions about anything I have just described to you in this consent form? Based on your understanding of the procedures and conditions of your participation I just described, do you agree to participate in this study? Participant answered (researcher will circle one): Yes No Date:

APPENDIX D INFORMED CONSENT FORM (PARENT)

Dear Parent,

You have been invited to participate in a research study conducted by Vanessa Marroquin, M.A. from the College of Education at California State University, Long Beach in partial fulfillment for the Doctorate Degree in Educational Leadership.

You were selected as a possible participant in this study because, as the parent, your information will provide a fuller description of the social, educational, and family dynamics of the experiences of mixed citizenship status families. Please know that your assistance in this study will contribute to a very limited body of research on Latino mixed citizenship status families. Your assistance will be greatly appreciated. Below is some very important information that you should know before accepting to participate.

Purpose and Title of the Study

The title of this study is **Experiences of Mixed Citizenship Status Families and Accessing Higher Education**. This purpose of this research is provide us with insight into how we support mixed citizenship status families in their pursuance of higher education and may inform policy decision such as access to higher education and immigration acts concerning mixed citizenship status families.

Procedures

If you volunteer to participate in this study, the following will be requested of you.

- Agree to a face to face, ninety minute interview;
- With your permission, agree to have the interview audio- recorded, but if you feel uncomfortable with a taped recording of the interview, will agree to allow the researcher to take handwritten notes;
- Note: The interview may be done at any location of your choosing.

Potential Risks and Discomforts

- 1. The discussion of their citizenship status may cause psychological discomfort on the part of the participants. Speaking about personal family dynamics may cause stress and possibly depression while recalling difficult experiences.
- 2. If a participant's comments are linked, this may have adverse implications for their citizenship status, work and school relationships and/or legal ramifications such as reporting to legal authorities, if required to do so.

While there is some risk that participants may experience some discomfort, the participants' well-being is of the utmost concern. To protect or minimize this risk, I will: remind the participants that (a) they are free at all times to share or not share any information, (b) confidentiality will be maintained, (c) in the case of audio-recording, that the recorder can be turned off before the participant responds if requested, and (d) the participant is free to stop the interview at any time without penalty, and (f) Participants will be given an opportunity to review a transcript of your interview.

To protect or minimize this risk of participants' loss of confidentiality:

Participants' names and identities will not be recorded in the data transcripts. Pseudonyms will be used in lieu of names, the information linking the participants' name with the pseudonym will be destroyed immediately after conducting the interview, and no data file will participant names will be maintained. In the case that the interview be held at their home the researcher will write their address on a piece of paper with no other identifying information (name, school, study topic) and shred after conducting the first interview. Also, participants will be interviewed in locations that minimize the risk of being overheard. All confidentiality will be maintained unless required by law.

If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. You will be given an opportunity to review a transcript of your interview.

Potential Benefits to Subjects and/ or to Society

The research results will provide useful information about the impact of undocumented status on immigrant Latino families. The results could be transferred to other undocumented groups and may inform future policy decisions. However, there are no direct benefits to you from participating in this research study.

Payment for Participation

As a token of appreciation for participating in this study, you will receive a fifteen dollar Target gift card at the end of the interview.

Confidentiality

The audiotapes will be destroyed immediately after they are transcribed. When the findings of this study are published, no information identifying you will be included. Only my assistant researcher and I will listen to the tapes. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

The interview will be a sixty minute, face-to-face, audio recorded interview at a location of your choice. The interview will include 10-13 open ended questions and will be audio recorded with your permission only. Only my assistant researcher and I will listen to the tapes.

Participation and Withdrawal

Participation or non-participation will not affect your relationship with any person. You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdrawal at any time without consequences.

Identification of Investigators

If you have any questions or concerns about this research, feel free to contact Vanessa Marroquin at (xxx) xxx-xxxx or Dr. Leslie Reese PhD at 562-985-1152.

Rights of Research Subjects

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office of University Research, CSU Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840; Telephone: (562) 985-5314 or email to research@csulb.edu.

Consent of Research Subject

I understand the procedure and conditions of my participation described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this letter. By answering the questions, I am indicating my informed consent to participate in this research study.

Statement and Signature of the Investigator

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of the Investigator Date	

I wish to participate in the research study being cond Mixed Citizenship Status Families and Accessing Hi	0 0 1
I understand that: □ my participation in this study is voluntary and university in any way; □ all research records will be kept confidential and understand in the study is voluntary and university in any way; □ all research records will be kept confidential and independently decline to participate in question, decline to have interviews recorded, any time, without any penalty;	as required by law; the interviews, refuse to answer a
I have received a copy of this consent form to keep. I questions about this study and any questions I have h satisfaction.	
Please consent separately (below) to participate in the study and to allow audio recording of interviews. You may consent to both, only to participating in the study, or neither.	Consent for Andia December
Consent to Participate in the Study	Consent for Audio Recording
My verbal consent indicates that:	My verbal consent indicates that:
□□I wish to participate in this study. □□I understand the study outlined above.	$\square\square I$ agree to allow an audio recording made of interviews.
I would now like to ask if I can begin recording your participate in the interview. If you agree to have your request not to have your interview recorded. Do you recorded?	consent recorded, you can still

Participant answered (researcher will circle one): Yes No

Do you have any questions about anything I have just described to you in this consent form? Based on your understanding of the procedures and conditions of your participation I just described, do you agree to participate in this study? Participant answered (researcher will circle one): Yes No Date:

Estimados padres,

Usted ha sido invitado a participar en un estudio de investigación realizado por Vanessa Marroquin, MA de la Facultad de Educación de la Universidad Estatal de California, Long Beach, en cumplimiento parcial para el Doctorado en Liderazgo Educativo. Usted

ha sido seleccionado como posible participante en este estudio porque, como padre, su información se proporcionará una descripción más completa de la dinámica social, educativa y familiar de las experiencias de familias de condición de ciudadanía mixtos. Por favor sepan que su ayuda en este estudio contribuya a un cuerpo muy limitada de investigación sobre las familias hispanas mixtas estatus de ciudadanía. Su ayuda será muy apreciada. A continuación se muestra una información muy importante que usted debe saber antes de aceptar participar.

Objeto y título del estudio

El título de este estudio es **de Experiencias Mixtas Ciudadanía Estado familias y acceso a la educación superior**. El propósito de esta investigación es darnos una idea de cómo apoyamos a las familias de estado de ciudadanía mixtos en su aplicación de la educación superior y puede informar a la decisión de política tales como el acceso a la educación superior y los actos de inmigración relativas a la familia el estatus de ciudadanía mixtos.

Procedimientos

Si usted es voluntario para participar en este estudio, el siguiente se le pedirá a usted.

- Acordar un encuentro cara a cara, entrevistas noventa minutos;
- Con su permiso, de acuerdo en que el audio de la entrevista grabada, pero si no se siente cómodo con una cinta grabada de la entrevista, se pondrán de acuerdo para permitir que el investigador tome notas escritas a mano;
- Nota: La entrevista se puede hacer en cualquier lugar de su elección.

Posibles riesgos y molestias

- 1. La discusión de su estatus de ciudadanía puede causar malestar psicológico por parte de los participantes. Hablando sobre la dinámica familiar personal puede provocar estrés y posiblemente depresión mientras recordando experiencias difíciles.
- 2. Si el comentario de un participante está vinculado, esto puede tener consecuencias adversas para su estado de ciudadanía, trabajo y relaciones de la escuela o ramificaciones legales tales como informar a las autoridades judiciales, si es necesario hacerlo. Aunque existe cierto riesgo de que los participantes pueden experimentar algo de incomodidad, el bienestar de los participantes es de la máxima preocupación. Para proteger o minimizar este riesgo, lo haré: recordar a los participantes que (a) son libres en todo momento para compartir o no compartir cualquier información, se mantendrá la confidencialidad (b), (c) en el caso de grabación de audio, que el registrador puede desactivarse antes el participante responde si solicita y (d) el participante es libre de dejar la entrevista en cualquier momento sin penalización, y (f) los participantes tendrán la oportunidad de revisar una transcripción de la entrevista.

Para proteger o reducir al mínimo el riesgo de pérdida de los participantes de confidencialidad:

Nombres e identidades de los participantes no será registradas en la transcripción de datos. Seudónimos se utilizará en lugar de nombres, la información enlazan a nombre de los participantes con la psuedonym será destruida inmediatamente después de realizar la entrevista y no hay ningún archivo de datos será a participante nombres se mantendrán. En el caso de que se celebre la entrevista en su hogar el investigador escribe su dirección en un pedazo de papel sin otra identificación información (nombre, escuela, tema de estudio) y triturar después de realizar la primera entrevista. Además, los participantes

serán entrevistados en ubicaciones que minimizan el riesgo de ser escuchado. Toda confidencialidad se mantendrá a menos que requerido por la ley.

Si en cualquier momento durante la entrevista que desea descontinuar el uso de la grabadora o la misma entrevista, sienta por favor libre de dejarme saber. Usted se dará la oportunidad de revisar una transcripción de la entrevista

Beneficios potenciales para los sujetos y / oa la sociedad

Los resultados de la investigación proporcionarán información útil sobre el impacto de la situación de indocumentados en las familias latinas inmigrantes. Los resultados podrían ser transferidos a otros grupos de indocumentados y pueden informar a las futuras decisiones políticas. Sin embargo, no hay beneficios directos por participar en este estudio de investigación.

El pago de la participación

Como muestra de agradecimiento por su participación en este estudio, usted recibirá un quince dolar tarjeta de regalo de Target.

Confidencialidad

Las grabaciones serán destruidas inmediatamente después de que se transcriben. Cuando se publiquen los resultados de este estudio, ninguna información de identificación que se incluirá. Sólo mi asistente de investigación y voy a escuchar las cintas. Cualquier información que se obtiene en relación con este estudio y que se pueden identificar con usted se mantendrá confidencial y será compartida solamente con su permiso o de lo requerido por la ley.

La entrevista será de sesenta minutos, cara a cara, entrevistas audio grabado en un lugar de su elección. La entrevista incluirá 10 a 13 preguntas abiertas y estará audio grabado con sólo su permiso. Sólo mi asistente de investigación y voy a escuchar las cintas.

Participación y Retiro

La participación o no participación no afectará a su relación con cualquier persona. Usted puede elegir si desea estar en este estudio o no. Si usted es voluntario para participar en este estudio, es posible retirada en cualquier momento sin consecuencias.

Identificación de los investigadores

Si usted tiene alguna pregunta o inquietud acerca de esta investigación, no dude en ponerse en contacto con Vanessa Marroquin al (xxx) xxx-xxxx o al Dr. Leslie Reese doctorado en 562-985-1152.

Derechos de los Sujetos de Investigación

Usted puede retirar su consentimiento en cualquier momento y dejar de participar sin cargo. Usted no renuncia a cualquier reclamación legal, derechos o recursos a causa de su participación en este estudio de investigación. Si usted tiene preguntas sobre sus derechos como sujeto de investigación, comuníquese con la Oficina de Investigación de la Universidad, CSU Long Beach, 1250 Bellflower Blvd, Long Beach, CA 90840, Teléfono:. (562) 985 a 5314 o por correo electrónico a research@csulb.edu.

El consentimiento del sujeto de investigación

Entiendo que el procedimiento y las condiciones de mi participación descritos anteriormente. Mis preguntas han sido contestadas a mi satisfacción, y estoy de acuerdo en participar en este estudio. Me han dado una copia de esta carta. Al responder a las preguntas, estoy indicando mi consentimiento informado para participar en este estudio de investigación.

Declaración y Firma del Investigador
A mi juicio, el tema es voluntaria y conscientemente dar su consentimiento informado y
posee la capacidad legal para dar su consentimiento informado para participar en este estudio de investigación.

Firma del Investigador Fecha

Deseo participar en el estudio de investigación está llevando a cabo en relación con las experiencias de familias mixtas Ciudadanía Estado y acceso a la educación superior.

Entiendo que:

- mi participación en este estudio es voluntaria y no afectará mi estado en la universidad de cualquier manera;
- todos los registros de la investigación serán confidenciales conforme a la ley;
- puedo rechazar de forma independiente para participar en las entrevistas, se niegan a responder a una pregunta, negarse a que las entrevistas grabadas, o dejar de participar en el estudio en cualquier momento y sin penalización alguna;

He recibido una copia de este formulario de consentimiento para mantener. He tenido la oportunidad de hacer preguntas acerca de este estudio y las preguntas que he tenido han sido contestadas a mi satisfacción.

Por favor consentimiento por separado (a continuación) para participar en el estudio y para permitir la grabación de audio de entrevistas. Usted puede dar su consentimiento para tanto, sólo para participar en el estudio, o ninguno.

Consentimiento para participar en el estudio Mi consentimiento verbal indica que:

El consentimiento para la grabación de audio Mi consentimiento verbal indica que:

-Estoy de acuerdo en permitir que una grabación de audio hecha de mis entrevistas.

- Entiendo el estudio descrito anteriormente.

Ahora me gustaría preguntarle si puedo comenzar a grabar su respuesta su consentimiento para participar en la entrevista. Si usted acepta que su consentimiento registra, puede solicitar no tener su entrevista grabada. ¿Está de acuerdo con que su consentimiento registró?

Participante respondió (investigador círculo uno): Sí No

¿Tiene alguna pregunta acerca de cualquier cosa que he descrito a usted en este formulario de consentimiento? Basado en su comprensión de los procedimientos y condiciones de la participación que acabo de describir, ¿estás de acuerdo en participar en este estudio?

Participante respondió (investigador círculo uno): Sí No Fecha:

⁻ Deseo participar en este estudio.

APPENDIX E

INFORMED CONSENT FORM (PARENT FO MINOR)

Dear Parent/ Guardian,

My name is Vanessa Marroquin and I am a doctoral candidate at California State University, Long Beach conducting a research project in partial fulfillment of the requirements for the doctorate degree in education.

The purpose of the research is to examine Experiences of Mixed Citizenship Status Families and Accessing Higher Education. This research will provide us with insight into how we support mixed citizenship status families in their pursuance of higher education and may inform policy decision such as access to higher education and immigration acts concerning mixed citizenship status families. I would like your permission to interview your son or daughter for my research.

Their story is so important to providing a fuller description of the social and educational experiences of the family. The study, which has been approved by the university, will ensure their protection as a participant. Therefore, I will not use any information identifying your son or daughter in my report. The interview, lasting no more than an hour, may be done at your home or any other public location that has been agreed upon. At the end of the interview, a small token of appreciation (a fifteen dollar gift card) will be presented to your son or daughter for participating in the study.

In addition to interviewing your son or daughter, I would also like to extend the same invitation to you- the parent or guardian. Your story is equally important because it also provides a fuller description of the social, educational, and family dynamics of the experiences of mixed citizenship status families. The interview can also be conducted at a place of your choice and will last no more than ninety minutes whereby you will also receive a token of appreciation for your time.

If you would like to have your son or daughter participate or have any questions about the study, you may call me at (xxx) xxx-xxxx, email me at xxx@hotmail.com. I hope you will consider contributing your time to this important effort.

Thank you for your time and attention. Sincerely,

Vanessa Marroquin Doctoral Candidate Dr. Leslie Reese, PhD Dissertation Chair

Consent of Parent/ Guardian

I understand the procedure and conditions of my participation described above. My questions have been answered to my satisfaction, and I give permission for my child to participate in this study, I have been given a copy of this letter.

Statement and Signature of the Investigator

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of the Investigator Date Estimado padre / tutor Mi nombre es Vanessa Marroquin y soy un estudiante de doctorado en la Universidad Estatal de California, Long Beach realización de un proyecto de investigación en cumplimiento parcial de los requisitos para el doctorado en educación.

El propósito de la investigación es examinar las experiencias de familias mixtas Ciudadanía Estado y acceso a la educación superior. Esta investigación nos dará una idea de cómo apoyamos a las familias de estado de ciudadanía mixtos en su aplicación de la educación superior y puede informar a la decisión de política tales como el acceso a la educación superior y los actos de inmigración relativas a la familia el estatus de ciudadanía mixtos. Me gustaría tener su permiso para entrevistar a su hijo o hija para mi investigación.

Su historia es tan importante para proporcionar una descripción más completa de las experiencias sociales y educativas de la familia. El estudio, que ha sido aprobado por la universidad, se asegurará su protección como participante. Por lo tanto, no voy a utilizar cualquier información que identifique a su hijo o hija en mi informe. La entrevista, que no duró más de una hora, se puede realizar en su casa o cualquier otro lugar público que se ha acordado. Al final de la entrevista, una pequeña muestra de agradecimiento (a quince tarjeta de regalo de dólar) se presentará a su hijo o hija para participar en el estudio.

Además de entrevistar a su hijo o hija, también me gustaría extender la misma invitación a usted, el padre, madre o tutor. Su historia es igualmente importante, ya que también proporciona una descripción más completa de la dinámica social, educativa y familiar de las experiencias de familias de condición de ciudadanía mixtos. La entrevista también puede llevarse a cabo en un lugar de su elección y tendrá una duración de no más de noventa minutos por lo que también recibirá una muestra de agradecimiento por su tiempo.

Si a usted le gustaría que su hijo o hija participe o tiene alguna pregunta sobre el estudio, puede llamarme al (xxx) xxx-xxxx, por correo electrónico me marroquin-v@hotmail.com. Espero que usted considere que contribuye a su vez a este importante esfuerzo.

Gracias por su tiempo y atención.

Atentamente,

Vanessa Marroquin Candidato Doctoral Dr. Leslie Reese, PhD Dissertation Presidente

Consentimiento del padre / tutor

Entiendo que el procedimiento y las condiciones de mi participación descritos anteriormente. Mis preguntas han sido contestadas a mi satisfacción, y doy permiso para que mi hijo participe en este estudio, he recibido una copia de esta carta.

Declaración y Firma del Investigador

A mi juicio, el tema es voluntaria y conscientemente dar su consentimiento informado y posee la capacidad legal para dar su consentimiento informado para participar en este estudio de investigación.

Firma del Investigador Fecha

APPENDIX F

ASSENT FORM (MINOR)

Dear Student,

You have been invited by Vanessa Marroquin to participate in her research study from the College of Education at California State University, Long Beach in partial fulfillment for the Doctorate Degree in Educational Leadership.

You were selected as a possible participant in this study because, as a sibling of an undocumented student, your information will provide a fuller description of the experiences of Latino mixed citizenship status families accessing higher education. Please know that your assistance in this study will contribute to a very limited body of information on the live of mixed citizenship status families. Your assistance will be greatly appreciated. Below is some very important information that you should know before accepting to participate.

Purpose and Title of the Study

The title of this study is Experiences of Mixed Citizenship Status Families and Accessing Higher Education. This purpose of this research is provide us with insight into how we support mixed citizenship status families in their pursuance of higher education and may inform policy decision such as access to higher education and immigration acts concerning mixed citizenship status families.

Procedures

If you volunteer to participate in this study, the following will be requested of you.

- Agree to a face to face, ninety minute interview;
- With your permission, agree to have the interview audio- recorded, but if you feel uncomfortable with a taped recording of the interview, will agree to allow the researcher to take handwritten notes;
- Note: The interview may be done at any location of your choosing.

Potential Risks and Discomforts

- 1. The discussion of their citizenship status may cause psychological discomfort on the part of the participants. Speaking about personal family dynamics may cause stress and possibly depression while recalling difficult experiences.
- 2. If a participant's comments are linked, this may have adverse implications for their citizenship status, work and school relationships and/or legal ramifications such as reporting to legal authorities, if required to do so.

While there is some risk that participants may experience some discomfort, the participants' well-being is of the utmost concern. To protect or minimize this risk, I will: remind the participants that (a) they are free at all times to share or not share any information, (b) confidentiality will be maintained, (c) in the case of audio-recording, that the recorder can be turned off before the participant responds if requested, and (d) the participant is free to stop the interview at any time without penalty, and (f) Participants will be given an opportunity to review a transcript of your interview.

To protect or minimize this risk of participants' loss of confidentiality:

Participants' names and identities will not be recorded in the data transcripts. Pseudonyms will be used in lieu of names, the information linking the participants' name with the psuedonym will be destroyed immediately after conducting the interview, and no data file will participant names will be maintained. In the case that the interview be held at their home the researcher will write their address on a piece of paper with no other identifying information (name, school, study topic) and shred after conducting the first interview. Also, participants will be interviewed in locations that minimize the risk of being overheard. All confidentiality will be maintained unless required by law.

If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. You will be given an opportunity to review a transcript of your interview.

Potential Benefits to Subjects and/ or to Society

The research results will provide useful information about the impact of undocumented status on immigrant Latino families. The results could be transferred to other undocumented groups and may inform future policy decisions. However, there are no direct benefits to you from participating in this research study.

Payment for Participation

As a token of appreciation for participating in this study, you will receive a fifteen dollar Target gift card at the end of the interview.

Confidentiality

The audiotapes will be destroyed immediately after they are transcribed. When the findings of this study are published, no information identifying you will be included. Only my assistant researcher and I will listen to the tapes. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

The interview will be a sixty minute, face-to-face, audio recorded interview at a location of your choice. The interview will include 10-13 open ended questions and will be audio recorded with your permission only. Only my assistant researcher and I will listen to the tapes.

Participation and Withdrawal

Participation or non participation will not affect your relationship with any person. You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdrawal at any time without consequences.

Identification of Investigators

If you have any questions or concerns about this research, feel free to contact Vanessa Marroquin at (xxx) xxx-xxxx or Dr. Leslie Reese PhD at 562-985-1152.

Rights of Research Subjects

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office of University Research, CSU Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840; Telephone: (562) 985-5314 or email to research@csulb.edu.

Assent of Research Subject

I understand the procedure and conditions of my participation described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this letter. By answering the questions, I am indicating my informed assent to participate in this research study.

Statement and Signature of the Investigator

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of the Investigator Date	

I wish to participate in the research study being condu Mixed Citizenship Status Families and Accessing Hig	ncted regarding Experiences of the Education.
I understand that: □my participation in this study is voluntary and university in any way; □all research records will be kept confidential a □I may independently decline to participate in t question, decline to have interviews recorded, any time, without any penalty;	s required by law; he interviews, refuse to answer a
I have received a copy of this assent form to keep. I h questions about this study and any questions I have has satisfaction.	ave had the opportunity to ask ad have been answered to my
Please assent separately (below) to participate in the study and to allow audio recording of interviews. You may consent to both, only to participating in the study, or neither.	Assent for Audio Recording
Assent to Participate in the Study	-
My assent consent indicates that:	My verbal assent indicates that:
□□I wish to participate in this study. □□I understand the study outlined above.	$\hfill\Box I$ agree to allow an audio recording made of interviews.
I would now like to ask if I can begin recording your participate in the interview. If you agree to have your request not to have your interview recorded. Do you a recorded?	consent recorded, you can still
Participant answered (researcher will circle one): Yes	s No
Do you have any questions about anything I have just form? Based on your understanding of the procedures participation I just described, do you agree to particip Participant answered (researcher will circle one): Yes Date: Estimado estudiante,	s and conditions of your eate in this study? s No
Usted ha sido invitado por Vanessa Marroquin a parti de la Facultad de Educación de la Universidad Estata cumplimiento parcial para el Doctorado en Liderazgo	l de California, Long Beach, en

seleccionado como posible participante en este estudio, ya que, como hermano de un estudiante indocumentado, su información se proporcionará una descripción más completa de las experiencias de los latinos mezclados familias estatus de ciudadanía acceder a la educación superior. Por favor sepan que su ayuda en este estudio contribuya a un cuerpo muy limitada de información sobre la vida de las familias de estado de ciudadanía mixtos. Su ayuda será muy apreciada. A continuación se muestra una información muy importante que usted debe saber antes de aceptar participar.

Objeto y título del estudio

El título de este estudio es **de Experiencias Mixtas Ciudadanía Estado familias y acceso a la educación superior**. El propósito de esta investigación es darnos una idea de cómo apoyamos a las familias de estado de ciudadanía mixtos en su aplicación de la educación superior y puede informar a la decisión de política tales como el acceso a la educación superior y los actos de inmigración relativas a la familia el estatus de ciudadanía mixtos.

Procedimientos

Si usted es voluntario para participar en este estudio, el siguiente se le pedirá a usted.

- Acordar un encuentro cara a cara, entrevistas noventa minutos;
- Con su permiso, de acuerdo en que el audio de la entrevista grabada, pero si no se siente cómodo con una cinta grabada de la entrevista, se pondrán de acuerdo para permitir que el investigador tome notas escritas a mano;
- Nota: La entrevista se puede hacer en cualquier lugar de su elección.

Posibles riesgos y molestias

- 1. La discusión de su estatus de ciudadanía puede causar malestar psicológico por parte de los participantes. Hablando sobre la dinámica familiar personal puede provocar estrés y posiblemente depresión mientras recordando experiencias difíciles.
- 2. Si el comentario de un participante está vinculado, esto puede tener consecuencias adversas para su estado de ciudadanía, trabajo y relaciones de la escuela o ramificaciones legales tales como informar a las autoridades judiciales, si es necesario hacerlo. Aunque existe cierto riesgo de que los participantes pueden experimentar algo de incomodidad, el bienestar de los participantes es de la máxima preocupación. Para proteger o minimizar este riesgo, lo haré: recordar a los participantes que (a) son libres en todo momento para compartir o no compartir cualquier información, se mantendrá la confidencialidad (b), (c) en el caso de grabación de audio, que el registrador puede desactivarse antes el participante responde si solicita y (d) el participante es libre de dejar la entrevista en cualquier momento sin penalización, y (f) los participantes tendrán la oportunidad de revisar una transcripción de la entrevista.

Para proteger o reducir al mínimo el riesgo de pérdida de los participantes de confidencialidad:

Nombres e identidades de los participantes no será registradas en la transcripción de datos. Seudónimos se utilizará en lugar de nombres, la información enlazan a nombre de los participantes con la psuedonym será destruida inmediatamente después de realizar la entrevista y no hay ningún archivo de datos será a participante nombres se mantendrán. En el caso de que se celebre la entrevista en su hogar el investigador escribe su dirección

en un pedazo de papel sin otra identificación información (nombre, escuela, tema de estudio) y triturar después de realizar la primera entrevista. Además, los participantes serán entrevistados en ubicaciones que minimizan el riesgo de ser escuchado. Toda confidencialidad se mantendrá a menos que requerido por la ley.

Si en cualquier momento durante la entrevista que desea descontinuar el uso de la grabadora o la misma entrevista, sienta por favor libre de dejarme saber. Usted se dará la oportunidad de revisar una transcripción de la entrevista.

Beneficios potenciales para los sujetos y / oa la sociedad

Los resultados de la investigación proporcionarán información útil sobre el impacto de la situación de indocumentados en las familias latinas inmigrantes. Los resultados podrían ser transferidos a otros grupos de indocumentados y pueden informar a las futuras decisiones políticas. Sin embargo, no hay beneficios directos por participar en este estudio de investigación.

El pago de la participación

Como muestra de agradecimiento por su participación en este estudio, usted recibirá un quince dólar tarjeta de regalo de Target.

Confidencialidad

Las grabaciones serán destruidas inmediatamente después de que se transcriben. Cuando se publiquen los resultados de este estudio, ninguna información de identificación que se incluirá. Sólo mi asistente de investigación y voy a escuchar las cintas. Cualquier información que se obtiene en relación con este estudio y que se pueden identificar con usted se mantendrá confidencial y será compartida solamente con su permiso o de lo requerido por la ley.

La entrevista será de sesenta minutos, cara a cara, entrevistas audio grabado en un lugar de su elección. La entrevista incluirá 10 a 13 preguntas abiertas y estará audio grabado con sólo su permiso. Sólo mi asistente de investigación y voy a escuchar las cintas.

Participación y Retiro

La participación o no participación no afectará a su relación con cualquier persona. Usted puede elegir si desea estar en este estudio o no. Si usted es voluntario para participar en este estudio, es posible retirada en cualquier momento sin consecuencias.

Identificación de los investigadores

Si usted tiene alguna pregunta o inquietud acerca de esta investigación, no dude en ponerse en contacto con Vanessa Marroquin al (xxx) xxx-xxxx o al Dr. Leslie Reese doctorado en 562-985-1152.

Derechos de los Sujetos de Investigación

Usted puede retirar su consentimiento en cualquier momento y dejar de participar sin cargo. Usted no renuncia a cualquier reclamación legal, derechos o recursos a causa de su participación en este estudio de investigación. Si usted tiene preguntas sobre sus derechos como sujeto de investigación, comuníquese con la Oficina de Investigación de la Universidad, CSU Long Beach, 1250 Bellflower Blvd, Long Beach, CA 90840, Teléfono:. (562) 985 a 5314 o por correo electrónico a research@csulb.edu.

Asentimiento del sujeto de investigación

Entiendo que el procedimiento y las condiciones de mi participación descritos anteriormente. Mis preguntas han sido contestadas a mi satisfacción, y estoy de acuerdo en participar en este estudio. Me han dado una copia de esta carta. Al responder a las

preguntas,	estoy	indicando	mi co	onsentimient	o informado	para	participar	en es	ste e	estudic
de investiga	ación.									

Declaración y Firma del Investigador

A mi juicio, el tema es voluntaria y conscientemente dar su consentimiento informado y
posee la capacidad legal para dar su consentimiento informado para participar en este
estudio de investigación.

Firma del Investigador Fecha

Deseo participar en el estudio de investigación está llevando a cabo en relación con las experiencias de familias mixtas Ciudadanía Estado y acceso a la educación superior.

Entiendo que:

- mi participación en este estudio es voluntaria y no afectará mi estado en la universidad de cualquier manera;
- todos los registros de la investigación serán confidenciales conforme a la ley:
- puedo rechazar de forma independiente para participar en las entrevistas, se niegan a responder a una pregunta, negarse a que las entrevistas grabadas, o dejar de participar en el estudio en cualquier momento y sin penalización alguna;

He recibido una copia de este formulario de consentimiento para mantener. He tenido la oportunidad de hacer preguntas acerca de este estudio y las preguntas que he tenido han sido contestadas a mi satisfacción.

Por favor consentimiento por separado (a continuación) para participar en el estudio y para permitir la grabación de audio de entrevistas. Usted puede dar su consentimiento para tanto, sólo para participar en el estudio, o ninguno.

Consentimiento para participar en el estudio Mi consentimiento verbal indica que:

El consentimiento para la grabación de audio Mi consentimiento verbal indica que:

- Entiendo el estudio descrito anteriormente.

Ahora me gustaría preguntarle si puedo comenzar a grabar su respuesta su consentimiento para participar en la entrevista. Si usted acepta que su consentimiento registra, puede solicitar no tener su entrevista grabada. ¿Está de acuerdo con que su consentimiento registró?

Participante respondió (investigador círculo uno): Sí No

¿Tiene alguna pregunta acerca de cualquier cosa que he descrito a usted en este formulario de consentimiento? Basado en su comprensión de los procedimientos y condiciones de la participación que acabo de describir, ¿estás de acuerdo en participar en este estudio?

Participante respondió (investigador círculo uno): Sí No Fecha:

⁻ Deseo participar en este estudio.

⁻Estoy de acuerdo en permitir que una grabación de audio hecha de mis entrevistas.

APPENDIX G PRELIMINARY SCREENING PROTOCOL

Screening Preliminary Protocol (Undocumented Student in Higher Education):

- 1. Is your family interested in participating in this study?
- 2. Have you given them the copies of the consent form I sent over to you?
- 3. Are you documented?
- 4. Do you have siblings? If so, are all of them documented?
- 5. What are the ages of your siblings?
- 6. What is your country of origin?
- 7. Are your parents residing in the United States?
- 8. Are your parents documented?
- 9. Do you agree to participate in two ninety minute interviews?

Screening Preliminary Protocol (Parent):

- 1. Did you express interest to your child in college to participate in this study?
- 2. Were you given the copies of the consent form I sent over to you?
- 3. Are you documented?
- 4. What is your country of origin?
- 5. Do you agree to participate in one ninety minute interview?

Screening Preliminary Protocol (Minor Sibling):

- 1. Did you express interest to your sibling in college to participate in this study?
- 2. Were you given the copies of the consent form I sent over to you?
- 3. Are you currently enrolled in a high school?
- 4. Are you documented?
- 5. What is your country of origin?
- 6. Do you agree to participate in one ninety minute interview?

Screening Preliminary Protocol (Adult Sibling):

- 1. Did you express interest to your sibling in college to participate in this study?
- 2. Were you given the copies of the consent form I sent over to you?
- 3. Are you documented?
- 4. What is your country of origin?
- 5. Do you agree to participate in one ninety minute interview?

APPENDIX H FIRST INTERVIEW PROTOCOL FOR UNDOCUMENTED STUDENT IN HIGHER EDUCATION

Undocumented Student in Higher Education:

Time and Date of Interview: TBA

Place: TBA

Interviewer: Vanessa Marroquin, Doctoral Candidate

Interviewee: Student

Position of Interviewee: Graduate Student Researcher

Script

Welcome and thank you for participating today. My name is Vanessa Marroquin and I am a doctoral candidate at California State University, Long Beach conducting research in partial fulfillment of the requirements for the doctorate degree in education.

The interview will take about one hour and will include about 10 questions. You will be asked question on your history, family, culture, and others in order to address the research questions of this study. If, at any point, you do not feel comfortable, or you do not understand, please feel free to stop me. Do you have any questions about this? I can also share with you the importance of research and its impact on public policy.

To facilitate my note-taking, I would like to audio tape our conversation today. For your information, only my assistant and I will listen to the tapes. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential. Your response will remain confidential and will be used to develop a better description of the social, educations, and family dynamics facing Latino mixed citizenship status families.

At this time, I would like to remind you of your signed consent to participate in this study, I am the responsible investigator. You have consented to continue this interview and that: (1) All information will be held confidential unless required by law, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) risks involved in participation. You may receive one copy and I will keep the other in a locked filing cabinet.

Do you have any questions or concerns? Thank you.

Undocumented Student in Higher Education: Questions reflecting college and schooling experience.

- 1. Tell me about your educational experiences from entry into school up until the present day.
- 2. What college do you attend?
- 3. Has your legal status influenced any choices you have made in regards to college?
 - If it was not for your legal status would you choose to attend another school?
- 4. How familiar do you think you were as a high school senior with accessing higher education?
- 4. What are your biggest stressors in regards to education?

- 5. What are your long term goals?
 - Educational?
 - Career?
- 7. What do you feel your family expects of you in terms of educational goals?
- 8. Have you ever felt excluded from the college due to your legal status? If so, can you explain the situation?
- 9. Do you share your legal status with anyone at the college? Why or why not? Who?
- 10. Are you currently utilizing any resources such as AB540 or DREAM Act eligibility?
- 11. Are you familiar with current legislation surrounding college access for undocumented students? If so, how do you retrieve that information?
- 12. What supports do you have access to within your institution?
- 13. How are you paying for your education?
- 14. Has your legal status influenced your behavior in college? If so, how?
- 15. How would you describe your relationship with your peers on campus?
 - Do you have a separate set of friends from school and outside of school?
- 16. How has your legal status influenced your confidence in school?
 - experiences in college?
 - Educational and career attainment?
- 17. Has your legal status influenced your relationships? If so, how?
- 18. Let's talk about the strategies you and/ or your family used to survive the in the U.S. as undocumented immigrants in school and in general.
 - How were these strategies taught in your home?

APPENDIX I SECOND INTERVIEW PROTOCOL FOR UNDOCUMENTED STUDENT IN HIGHER EDUCATION

Interview two:

Questions regarding family experiences.

- 1. What does being in a mixed citizenship status family mean to you?
- 2. How do you feel about your legal status?
- 3. When did you first learn about your status? Tell me about that time? What was your reaction?
- 4. What is it like to be an immigrant in this country?
- 5. Do you recall experiencing an obstacle because of your status? Tell me about it.
- 6. Do you discuss immigration issues at home? Do you recall your parents telling you about their illegal status? How did that happen? Do you recall your age? Tell me about that experience.
- 7. Can you give me an example of an experience in your life where being undocumented made a difference?
 - How does that make you feel?
- 8. Thinking about your overall experience as an undocumented immigrant parent/ student/ or child/ sibling of undocumented immigrants how do you see immigration or citizenship status impacting your life today?
- 9. What influence have your parents had on your decision to further your education?
- 10. What motivates you to succeed in school? Who or what are those influences that motivate you? Why?
- 11. How old are your siblings?
- 12. How do you feel toward your sibling that is documented?
- 13. Do you feel different for documented students? If so, how?
- 14. Do you or did you have any concerns or fears?
- 15. Have you ever been threatened with deportation?
- 16. If you could go back in your own family's history, would you change anything? Why or why not?

APPENDIX J PARENT INTERVIEW PROTOCOL

Time and Date of Interview: TBA

Place: TBA

Interviewer: Vanessa Marroquin, Doctoral Candidate

Interviewee: Parent/ Guardian

Position of Interviewee: Graduate Student Researcher

Script

Welcome and thank you for participating today. My name is Vanessa Marroquin and I am a doctoral candidate at California State University, Long Beach conducting research in partial fulfillment of the requirements for the doctorate degree in education.

The interview will take about one hour and will include about 10 questions. You will be asked question on your history, family, culture, and others in order to address the research questions of this study. If, at any point, you do not feel comfortable, or you do not understand, please feel free to stop me. Do you have any questions about this? I can also share with you the importance of research and its impact on public policy.

To facilitate my note-taking, I would like to audio tape our conversation today. For your information, only my assistant and I will listen to the tapes. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential. Your response will remain confidential and will be used to develop a better description of the social, educations, and family dynamics facing Latino mixed citizenship status families.

At this time, I would like to remind you of your signed consent to participate in this study, I am the responsible investigator. You have consented to continue this interview and that: (1) All information will be held confidential unless required by law, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) risks involved in participation. You may receive one copy and I will keep the other in a locked file cabinet.

Ouestions for Parents:

- 1. Can you tell me why you decided to immigrate to the United States?
- 2. Do you have family in the United States?
- 3. What was one reason holding you to your home country?
- 4. When did you first tell your child about your undocumented status? Retell the story to me.
- 5. When did you first tell your child they were undocumented? Retell the story for me.
 - What made you tell them?
 - How did your child react?
- 6. What advice do you give your child in relation to their status?
- 7. What importance does education play in your family?
 - How is that communicated?
- 8. How familiar are you with accessing higher education in the United States?

- 9. What have been the toughest obstacles for you in terms of accessing higher education for your child?
- 10. What are your goals for your children?
 - Educational?
 - Occupational?
- 11. Do they differ any for each child because of their citizenship?
- 12. How do you feel the experiences of your documented versus undocumented child have differed? How?

******Is there anything else you would like to tell me?

Hora y fecha de la entrevista: TBA

Lugar: A confirmar

Entrevistador: Vanessa Marroquin, Candidato Doctoral

Entrevistado: Padre / Tutor

Posición del Entrevistado: Investigador Estudiante de tercer ciclo

Guión

Bienvenidos y gracias por participar hoy. Mi nombre es Vanessa Marroquin y soy un estudiante de doctorado en la Universidad Estatal de California en Long Beach la realización de investigaciones en cumplimiento parcial de los requisitos para el doctorado en educación.

La entrevista durará aproximadamente una hora y contará con cerca de 10 preguntas. Se le pedirá que trate en su historia, la familia, la cultura, y otros con el fin de abordar las cuestiones de investigación de este estudio. Si, en cualquier momento, usted no se siente cómodo, o no entiende, no dude en dejar de complacer. ¿Tiene alguna pregunta acerca de esto? También puedo compartir con ustedes la importancia de la investigación y su impacto en las políticas públicas.

Para facilitar mi toma de notas, me gustaría grabar el audio de nuestra conversación de hoy. Para su información, sólo mi asistente y yo va a escuchar las cintas. Si en cualquier momento durante la entrevista que desea dejar de utilizar la grabadora o la entrevista en sí, no dude en hacérmelo saber. Todas sus respuestas son confidenciales. Su respuesta se mantendrá confidencial y se utilizará para desarrollar una mejor descripción de lo social, educación, y la dinámica familiar que enfrentan las familias hispanas mixtas estatus de ciudadanía.

En este momento, me gustaría recordarle su consentimiento por escrito para participar en este estudio, yo soy el investigador responsable. Usted ha dado su consentimiento para continuar esta entrevista y que: (1) Toda la información será confidencial a menos que exija la ley, (2) su participación es voluntaria y usted puede detener en cualquier momento si te sientes incómodo, y (3) los riesgos involucradosen en la participación. Es posible que reciba una copia y mantendré el otro en un archivador cerrado.

Preguntas para los Padres:

- 1. ¿Me puede decir por qué decidió emigrar a los Estados Unidos?
- 2. ¿Tiene familia en los Estados Unidos?
- 3. ¿Cuál fue la razón que sostiene a su país de origen?
- 4. ¿Cuándo empezó a decirle a su hijo acerca de su condición de indocumentados? Volver a contar la historia para mí.
- 5. ¿Cuándo empezó a decirle a su hijo que eran indocumentados? Volver a contar la historia para mí.
- ¿Qué hizo que usted les diga?
- ¿Cómo reacciona su hijo?
- 6. ¿Qué consejo le da a su hijo en relación con su estado?

- 7. ¿Qué importancia juega la educación en su familia?
- ¿Cómo es que los comunicados?
- 8. ¿Qué tan familiarizado está usted con el acceso a la educación superior en los Estados Unidos?
- 9. ¿Cuáles han sido los obstáculos más difíciles para usted en términos de acceso a la educación superior de su hijo?
- 10. ¿Cuáles son sus metas para sus hijos?
- Educación?
- Ocupacional?
- 11. ¿Difieren ninguna por cada hijo a causa de su nacionalidad?
- 12. ¿Cómo se siente la experiencia de su hijo documentada contra indocumentados han diferido? ¿Cómo?

***** ¿Hay algo más que quieras decirme?

APPENDIX K SIBLING INTERVIEW PROTOCOL

Time and Date of Interview: TBA

Place: TBA

Interviewer: Vanessa Marroquin, Doctoral Candidate

Interviewee: Sibling

Position of Interviewee: Graduate Student Researcher

Script

Welcome and thank you for participating today. My name is Vanessa Marroquin and I am a doctoral candidate at California State University, Long Beach conducting research in partial fulfillment of the requirements for the doctorate degree in education.

The interview will take about one hour and will include about 10 questions. You will be asked question on your history, family, culture, and others in order to address the research questions of this study. If, at any point, you do not feel comfortable, or you do not understand, please feel free to stop me. Do you have any questions about this? I can also share with you the importance of research and its impact on public policy.

To facilitate my note-taking, I would like to audio tape our conversation today. For your information, only my assistant and I will listen to the tapes. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential. Your response will remain confidential and will be used to develop a better description of the social, educations, and family dynamics facing Latino mixed citizenship status families.

At this time, I would like to remind you of your verbal consent to participate in this study, I am the responsible investigator. You have verbally assented to continue this interview and that: (1) All information will be held confidential unless required by law, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) risks involved. You may receive one copy and I will keep the other in locked filing cabinet.

Do you have any questions or concerns? Thank you.

Questions for sibling:

- 1. Tell me about your educational experiences. How well do you do in school?
- 2. How familiar are you with accessing higher education?
- 3. What are your biggest stressors in regards to education?
- 4. What are your long term goals?
 - Educational?
 - Career?
- 5. Do you plan on going to college? Why or why not?
- 6. What do you feel your family expects of you in terms of educational goals?
- 7. How has having undocumented members in your family affected you?
 - Your educational plans?
- 8. Do you discuss immigration issues at home? If so, what? If not, why not?

- 9. Do you think there are different expectations for you versus your undocumented sibling?
- 10. Thinking about your overall experiences as an undocumented immigrants parent/student or child/sibling of undocumented immigrants how do you see immigration or citizenship status impacting your life today?
- 11. If you could go back in your family's history, would you change anything? Why or why not?

******Is there anything else you would like to tell me?

Hora y fecha de la entrevista: TBA

Lugar: A confirmar

Entrevistador: Vanessa Marroquin, Candidato Doctoral

Entrevistado: Hermano

Posición del Entrevistado: Investigador Estudiante de tercer ciclo

Guión

Bienvenidos y gracias por participar hoy. Mi nombre es Vanessa Marroquin y soy un estudiante de doctorado en la Universidad Estatal de California en Long Beach la realización de investigaciones en cumplimiento parcial de los requisitos para el doctorado en educación.

La entrevista durará aproximadamente una hora y contará con cerca de 10 preguntas. Se le pedirá que trate en su historia, la familia, la cultura, y otros con el fin de abordar las cuestiones de investigación de este estudio. Si, en cualquier momento, usted no se siente cómodo, o no entiende, no dude en dejar de complacer. ¿Tiene alguna pregunta acerca de esto? También puedo compartir con ustedes la importancia de la investigación y su impacto en las políticas públicas.

Para facilitar mi toma de notas, me gustaría grabar el audio de nuestra conversación de hoy. Para su información, sólo mi asistente y yo va a escuchar las cintas. Si en cualquier momento durante la entrevista que desea dejar de utilizar la grabadora o la entrevista en sí, no dude en hacérmelo saber. Todas sus respuestas son confidenciales. Su respuesta se mantendrá confidencial y se utilizará para desarrollar una mejor descripción de lo social, educación, y la dinámica familiar que enfrentan las familias hispanas mixtas estatus de ciudadanía.

En este momento, me gustaría recordarle su consentimiento verbal para participar en este estudio, yo soy el investigador responsable. Usted verbalmente ha consentido que continúe esta entrevista y que: (1) Toda la información será confidencial a menos que exija la ley, (2) su participación es voluntaria y usted puede detener en cualquier momento si te sientes incómodo, y (3) los riesgos involucradosen en la participación. Es posible que reciba una copia y mantendré el otro en un archivador cerrado.

¿Tiene alguna pregunta o inquietud? Gracias.

Preguntas para los hermanos:

- 1. Hábleme de sus experiencias educativas. ¿Qué tan bien lo haces en la escuela?
- 2. ¿Qué tan familiarizado está usted con el acceso a la educación superior?
- 3. ¿Cuáles son sus principales factores de estrés en lo que respecta a la educación?
- 4. ¿Cuáles son sus metas a largo plazo?
- Educación?
- Carrera?
- 5. ¿Usted planea ir a la universidad? ¿Por qué o por qué no?
- 6. ¿Cuáles cree que su familia espera de usted en términos de metas educativas?

- 7. ¿Cómo se tiene miembros indocumentados de su familia lo ha afectado?
- Sus planes educativos?
- 8. ¿Habla temas de inmigración en el país? Si es así, ¿qué? Si no, ¿por qué no?
- 9. ¿Cree usted que hay diferentes expectativas de que frente a su hermano indocumentado?
- 10. Pensando en sus experiencias globales como inmigrantes padres / estudiantes o hijos / hermanos de los inmigrantes indocumentados, ¿cómo ve su estatus migratorio o de ciudadanía afecta su vida hoy sin papeles?
- 11. Si pudieras volver atrás en la historia de su familia, ¿cambiaría algo? ¿Por qué o por qué no?

***** ¿Hay algo más que quieras decirme?

APPENDIX L OBSERVATIONAL PROTOCOL

Observational Protocol

Domain I: Community/Neighborhood/School Attendance Area

- A. Community look
- B. SES
- C. Ethnicity
- D. Safety
- E. <u>Sense of Community</u>: Describe any evidence, give examples for community/neighborhood unity, spirit, volunteerism. Examples might include a notice at a rec center honoring a community member for volunteering at the center, an invitation to attend neighborhood watch meetings, or evidence or neighborhood clubs or teams. Evidence will not necessarily be present in every SAAS.

Domain II: Facilities and Social Services (formerly **Institutional Resources**)

- A. <u>Presence of facilities and social services</u> (parks, rec centers, clinics, legal servicess, libraries, churches, other facilities and services)
- B. Resource targeting (facilities and services targeted to Latino clientele)
- C. <u>Resource utilization</u> (to the extent this is possible to judge, the degree to which facilities and services seem to be used, by Latinos and non-Latinos)

Domain III: Commercial Resources

- A. <u>Presence of commercial resources</u> (businesses, banks, markets, retail outlets, other commercial resources)
- B. Resource targeting (commercial resources targeted to Latino clientele)
- C. <u>Resource utilization</u> (to the extent this is possible to judge, the degree to which commercial resources seem to be used, by Latinos and non-Latinos)

Domain IV: School (Community Schools)

For the SAA field note describe:

- Physical look of school and campus
- Language use heard/observed (written or oral) by parents, children, school personnel
- School population ethnic make-up
- Observable security or safety features –For example, is access to the school campus tightly controlled with locked gates and restricted passage? Or are gates open and entrance unrestricted? Are there signs warning of consequences for vandalism?
- Any other observations providing insight into community and population.

Additional notes and information: Describe any significant aspect(s) of the area not covered by the Observational Protocol or that you believe the survey will not adequately reflect.

Impressions, questions for future investigation, and/or hypotheses are all OK to include. Please enclosed them in brackets -- [] -- so they are clearly distinguished from direct observations.

REFERENCES

REFERENCES

- Abrego, L. (2006). "I can't go to college because I don't have papers": Incorporation patterns of undocumented youth. *Latino Studies*, 4(3), 212–231.
- Abrego, L. (2008). Legitimacy, social identity, and the mobilization of law: The effects of Assembly Bill 540 on undocumented students in California. *Law & Social Inquiry*, 33(3), 709–734.
- Abrego, L. J., & Gonzales, R. G. (2010). Blocked paths, uncertain futures: The postsecondary education and labor market prospects of undocumented Latino youth. *Journal of Education for Students Placed at Risk*, 15(1/2), 144–157.
- Alba, R., & Nee, V. (2003). Remaking the American mainstream: Assimilation and contemporary immigration. Cambridge, MA: Harvard University Press.
- Aleman, E., Jr., & Aleman, S. M. (2010). 'Do Latin@ interests always have to "converge" with White interests?': (Re)claiming racial realism and interest-convergence in critical race theory praxis. *Race, Ethnicity and Education, 13*(1), 1–21. doi:10.1080/13613320903549644
- Arbona, C., & Nora, A. (2007). The influence of academic and environmental factors on Hispanic college degree attainment. *Review of Higher Education*, 30, 247–269.
- Auerbach, S. (2006). "If the student is good, let him fly": Moral support for college among Latino immigrant parents. *Journal of Latinos & Education*, 5(4), 275–292.
- Baum, S., & Flores, S. M. (2011). Higher education and children in immigrant families. *Future of Children*, 21(1), 171–193.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559.
- Bernard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community. Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED335781).
- Bernard, B. (1995). Fostering resiliency in kids: Protective factors in the family school and community. San Francisco, CA: West Ed Regional Educational Laboratory.

- Berk, L. E. (2000). Child development (5th ed.). Boston, MA: Allyn and Bacon.
- Berry, J. W. (1990). Acculturation and adaptation: A general framework. In W. H. Holtzman & T. H. Bornemann (Eds.), *Mental health of immigrants and refugees* (pp. 90–102). Austin, TX: Hogg Foundation for Mental Health.
- Biegel, S. (2006). Education & the law. St. Paul, MN: Thomson/West.
- Boney-McCoy, S., & Finkelhor, D. (1995). Psychosocial sequelae of violent victimization in a national youth sample. *Journal of Consulting and Clinical Psychology*, 63(5), 726–736.
- Briggs, C. L. (1986). Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research. New York, NY: Cambridge University Press.
- Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child Development*, 45, 1–5.
- Bronfenbrenner, U. (1976). The experimental ecology of education. *Educational Researcher*, 5(9), 5–15.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513–531.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723–742.
- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (Vol. 3, 2nd ed., pp. 1643–1647). New York, NY: Elsevier Science.
- Capps, R., Castaneda, R. M., Chaudry, A., & Santos, R. (2007). Paying the price: The impact of immigration raids on America's children. Retrieved from http://www.urban.org/publications/411566.html
- Capps, R., Fix, M., Passel, J. S., Ost, J., & Pérez-Lopez, D. (2003). A profile of the low wage immigrant workforce (Issue Brief No. 4). Washington, DC: Urban Institute Immigration Studies Program.
- Carlson, E. B. (1997). *Trauma assessments: A clinician's guide*. New York, NY: Guildford Press.

- Castro-Salazar, R., & Bagley, C. (2010). "Ni De Aqui Ni from There". Navigating between contexts: Counter-narratives of undocumented Mexican students in the United States. *Race, Ethnicity and Education*, 13(1), 23–40.
- Ceballo, R. (2004). From barrios to Yale: The role of parenting strategies in Latino families. *Hispanic Journal of Behavioral Sciences*, 26(2), 171–186.
- Chaudry, A., Capps, R., Pedroza, J. M., Castaneda, R. M., Santos, R., & Scott, M. M. (2010). Facing our future: Children in the aftermath of immigration enforcement. Retrieved from the Urban Institute website: http://www.urban.org/UploadedPDF/412020_FacingOurFuture_final.pdf
- Chavez, L. R. (1994). The power of the imagined community: The settlement of undocumented Mexicans and Central Americans in the United States. *American Anthropologist*, 96, 52–73.
- Chavez, L. R. (1998). Shadowed lives: Undocumented immigrants in American society. Fort Worth, TX: Harcourt Brace.
- Chavez, L. R. (2007). The condition of illegality. *International Migration*, 45(3), 192–196.
- Chavez, M. L., Soriano, M., & Olivérez, P. (2007). Undocumented student's access to college: The American dream denied. *Latino Studies*, 5, 254–263.
- Chen, E. C., & Park-Taylor, J. (2006). Intersection of racism and immigration: Implications for educational and counseling practice. In M. G. Constantine & D. W. Sue (Eds.), Addressing racism: Facilitating cultural competence in mental health and educational settings (pp. 43–64). New York, NY: Wiley.
- Cicourel, A. (1964). *Method and measurement in sociology*. New York, NY: Free Press of Glencoe.
- Cohen, T. (2012). Obama administration to stop deporting some young illegal immigrants. Retrieved from http://www.cnn.com/2012/06/15/politics/immigration/index.html?hpt=hp_t1#
- Contreras, F. (2009). Sin papeles y rompiendo barreras: Latino students and the challenges of persisting in college. *Harvard Educational Review*, 79(4), 610–631.
- Contreras, F. (2011). Achieving equity for Latino students: Expanding the pathway to higher education through public policy. New York, NY: Teachers College Press.

- Contreras, R. (2002). The impact of immigration policy on education reform: Implications for the new millenium. *Education and Urban Society*, 34(2), 134–155. doi:10.1177/0013124502034002002
- Cortes, R. (2008). Cursed and blessed: Examining the socioemotional and academic experiences of undocumented Latina and Latino community college students (Unpublished doctoral dissertation). Claremont Graduate University, California.
- Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2006). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Crosnoe, R., & Turley, R. (2011). K-12 educational outcomes of immigrant youth. *Future of Children*, 21(1), 129–152.
- De Serf, M. (2002). The effects of family, social and background factors on children's educational attainment. Honors Projects. Paper 8. Retrieved from http://digitalcommons.iwu.edu/econ_honproj/8
- DeVoe, J., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T., & Baum, K. (2004). *Indicators of school crime and safety: 2004* (NCES 2005-002/NCJ 205290). Washington, DC: U.S. Government Printing Office.
- Diaz-Strong, D., Gomez, C., Luna-Duarte, M., & Meiners, E. R. (2010). Dreams deferred and dreams denied. *Academe*, 96(3), 28–31.
- Dozier, S. B. (1993). Emotional concerns of undocumented and out-of-status foreign students. *Community Review*, 13, 33–29.
- Drachman, E. (2006). Access to higher education for undocumented students. *Peace Review*, 18(1), 91–100. doi:10.1080/10402650500511667
- Feinstein, S., Driving-Hawk, C., & Baartman, J. (2009). Resiliency and Native American teenagers. *Reclaiming Children and Youth*, 18(2), 12–17.
- Fernández-Kelly, P., & Curran, S. (2001). Nicaraguans: Voices lost, voices. Found. In R. G. Rumbaut & A. Portes (Eds.), *Ethnicities: Children of immigrants in America* (pp. 127–155). Berkeley, CA: University of California Press and Russell Sage Foundation.
- Flinders, D. J., & Thornton, S. J. (Eds.). (2013). *The curriculum studies reader*. (4th ed.). New York, NY: Routledge.

- Flores, S. (2010). State Dream Acts: The effect of in-state tuition policies and undocumented Latino Students. *The Review of Higher Education*, 33, 239–283.
- Fortuny, K., Capps, R., & Passel, J. (2007). The characteristics of unauthorized immigrants in California, Los Angeles County, and the United States. Washington, DC: Urban Institute.
- Freedberg, L. (2006, January 30). Personal perspective: College for all Californians? San Fransisco Chronicle.
- Fuligni, A. J. (2010). Social identity, motivation, and well-being among adolescents from Asian and Latin American backgrounds. In G. Carlo, N. J. Crockett, & M. A. Carranza (Eds.), Health disparities in youth and families: Research and applications. *Nebraska Symposium on Motivation*, *57*, 97–120. doi:10.1007/978-1-4419-7092-3_5
- Gándara, P. (1995). Over the ivy wall: The educational mobility of low-income Chicanos. Albany, NY: State University of New York Press.
- Gándara, P. (2005). Addressing educational inequities for Latino students: The politics of "forgetting." *Journal of Hispanic Higher Education*, 4(3), 295–313.
- Gándara, P., & Contreras, F. (2009). The Latino education crisis: The consequences of failed social policies. Cambridge, MA: Harvard University Press.
- Gándara, P., & Hopkins, M. (2010). Forbidden language: English learners and restrictive language policies. New York, NY: Teachers College Press.
- Gándara, P., & Rumberger, R. (2009). Immigration, language, and education: How does language policy structure opportunity? *Teachers College Record*, 111(3), 750–782.
- Garcia, E. E. (2001). *Hispanic education in the United States*. New York, NY: Roman and Littlefield.
- Garcia, R. J. (1995). Critical race theory and Proposition 187: The racial politics of immigration law. *Chicano-Latino Law Review*, 17, 118–154.
- Gibson, M. A., Gándara, P., & Peterson-Koyama, J. (2004). School connections: U.S. Mexican youth, peers, and school achievement. New York, NY: Teachers College Press.
- Gil, A. G., & Vega, W. A. (1996). Two different worlds: Acculturation stress and adaptation among Cuban and Nicaraguan families. *Journal of Social and Personal Relationships*, 13, 435–456.

- Gil, A. G., Vega, W. A., & Dimas, J. M. (1994). Acculturative stress and personal adjustment among Hispanic adolescent boys. *Journal of Community Psychology*, 22, 43–54.
- Gildersleeve, R. E., Rumann, C., & Mondragon, R. (2010). Serving undocumented students: Current law and policy. *New Directions for Student Services*, 131, 5–18.
- González, G. G., & Fernandez, R. (2002). Empire and the origins of twentieth-century migration from Mexico to the United States. *Pacific Historical Review*, 71(1), 19–57.
- Gonzales, R. G. (2006). Born in the shadows: How the sons and daughters of unauthorized migrants make ends meet. Paper presented at the Conference of Ford Fellows, October 20, in Washington, DC.
- Gonzales, R. G. (2010). On the wrong side of the tracks: understanding the effects of school structure and social capital in the educational pursuits of undocumented immigrant students. *Peabody Journal of Education*, 85(4), 469–485.
- Gordon, K. (1996). Resilient Hispanic youths' self-concept and motivational patterns. *Hispanic Journal of Behavioral Sciences*, 18, 63–73.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. Educational Resources Information Center Annual Review Paper, 29, 75–91.
- Guillen, L. (2003). *Undocumented immigrant students: A very brief overview of access to higher education in California*. Retrieved November 6, 2011, from http://tcla.gseis.ucla.edu/features/5-6/ab540/pdf/UndocImmgStud
- Gutierrez, K.D., Asato, J., Santos, M., & Gotanda, N. (2002). Backlash pedagogy: Language and culture and the politics of reform. *The Review of Education, Pedagogy & Cultural Studies*, 24(4), 335–351.
- Haas, E. (2008). To respect and protect: Expanding our discourse on immigration. Retrieved September 4, 2013, from Rockridge Institute website at: http://www.rockridgeinstitute.org/immigration.html
- Hauser, S. T. (1999). Understanding resilient outcomes: Adolescent lives across time and generations. *Journal of Research on Adolescence*, 9, 1–24.
- Hayes-Bautista, D. E. (2002). The Latino health research agenda for the twenty-first century. In M. Suárez-Orozco & M. M. Paez (Eds.), *Latinos: Remaking America* (pp. 215–235). Berkeley, CA: University of California Press.
- Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement. *Current directions in Psychological Science*, 13(4), 61–164.
- Hill, N. E., & Torres, K. (2010). Negotiating the American dream: The paradox of aspirations and achievement among Latino students and enaement between their families and schools. *Journal of Social Issues*, 66(1), 95–112. doi:10.1111/j.1540-4560.2009.01635.x
- Hong, J. S., Algood, C. L., Chiu, Y., & Lee, S. A. (2011). An ecological understanding of kinship foster care in the United States. *Journal of Child and Family Studies*, 20(6), 863–872.
- House of Representatives. (2001). *Student Adjustment Act of 2001 (H.R. 1918 IH)*. 107th Congress, 1st Session. Washington, DC.
- Hovey, J. D. (2000a). Acculturative stress, depression, and suicidal ideation among Central American immigrants. *Suicide and Life Threatening Behavior*, 30, 125–139.
- Hovey, J. D. (2000b). Acculturative stress, depression, and suicidal ideation in Mexican immigrants. *Cultural Diversity and Ethnic Minority Psychology*, 6, 134–151.
- Huber, L. P., & Malagon, M. C. (2007). Silenced struggles: The experiences of Latina and Latino undocumented college students in California. *Nevada Law Journal*, 7, 841–861.
- Huber, L. P., Malagon, M. C., & Solórzano, D. G. (2009). Struggling for opportunity: Undocumented AB 540 students in the Latina/o education pipeline. CSRC Research Report, No. 13. Los Angeles, CA: UCLA Chicano Studies Research Center.
- Immigrant Legal Resource Center (ILRC). (2012). Comparison chart: DACA, California Dream Act, AB 540, and DREAM Act. Retrieved from http://www.ilrc.org/files/documents/ilrc-daca_comparison_chart-2012-10_10.pdf
- Jefferies, J. (2008). Adolescent literacy policy: Do undocumented students "play by the rules"? *Journal of Adolescent & Adult Literacy*, 52(3), 249–251.
- Johnson, H. P., Reed, D. (2007, May). Can California import enough college graduates to meet workforce needs? *California Counts: Population Trends and Profiles*, 8(4). Retrieved from the Public Policy Institute of California website: http://ppi.ppic.org/content/pubs/cacounts/CC_507HJCC.pdf

- Karoly, L. A., & Gonzalez, G. C. (2011). Early care and education for children in immigrant families. *Future of Children*, 21(1), 71–101.
- Kaushal, N. (2008). In-state tuition for the undocumented: Education effects on Mexican young adults. *Journal of Policy Analysis and Management*, 27(4), 771–792.
- Kaufman, P., Alt, M., & Chapman, C. (2001). *Dropout rates in the United States: 2000*. Washington, DC: National Center for Education Statistics.
- Kozol, J. (1991). Savage inequalities: Children in America's schools. New York, NY: Crown.
- Krefting, L. M. (1991). Rigor in qualitative research: The assessment of trustworthiness. *Occupational Therapy Journal of Research*, 45(3), 214–222.
- Krueger, R. A. (1994). Focus groups: A practical guide for applied research. Thousand Oaks, CA: Sage.
- Lakoff, G., & Ferguson, S. (2006). *The framing of immigration*. Rockridge Institute. Retrieved from http://www.rockridgeinstitute.org/research/rockridge/immigration/view?searchterm=None
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (1989). Ethics: The failure of positivist science. *Review of Higher Education*, 12(3), 221–240.
- Lipman, F. J. (2006). Taxing undocumented immigrants: Separate, inequal and without representation. *Harvard Latino Law Review*, 9, 1–58.
- Lee, J., Frishberg, E., Shkodriani, G., Freeman, S., Maginnis, A., & Bobo, S. (2009). Study on the admission of undocumented students into the North Carolina Community College System. A report to the North Carolina Community College System. Bethesda, MD: JBL Associates.
- Lopez, G. R. (2001). The value of hard work: Lesson on parent involvement from an (im)migrant household. *Harvard Educational Review*, 71(3), 416–437.
- Macedo, D., Dendrinos, B., & Gounari, P. (2003). *The hegemony of English*. Boulder CO: Paradigm.
- Masten, A. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238.

- McNamara, C. (2009). *General guidelines for conducting interviews*. Retrieved from http://managementhelp.org/evaluatn/intrview.htm
- Meier, K. J., Stewart, J., & England, R. (1989). *Race, class and education*. Madison, WI: University of Wisconsin.
- Mena, F. J., Padilla, A. M., & Maldonado, M. (1987). Acculturative stress and specific coping strategies among immigrant and later generation college students. *Hispanic Journal of Behavioral Sciences*, 9, 207–225.
- Mendelson, T., Rehkopf, D. H., & Kubzansky, L. D. (2008). Depression among Latinos in the United States: A meta- analytic review. *Journal of Consulting and Clinical Psychology*, 76(3), 355–366.
- Merriam, S. B. (1998). Qualitative research and case study applications in education (2nd ed.). San Francisco, CA: Jossey-Bass.
- The Migration Policy Institute. (2010, July). *DREAM vs. reality: An analysis of potential DREAM Act beneficiaries*. Retrieved from http://www.migrationpolicy.org/pubs/DREAM-Insight-July2010.pdf
- Morales, A., Herrera, S., & Murry, K. (2011). Navigating the waves of social and political capriciousness: Inspiring perspectives from DREAM-eligible immigrant students. *Journal of Hispanic Higher Education*, 10(3), 266–283.
- National Conference of State Legislatures (NCSL). (2011). *Undocumented student tuition overview*. Retreived from http://www.ncsl.org/
- National Immigration Law Center (NILC). (2008). No Federal requirement that school administrators inquire about students' status or report those who are undocumented. Retrieved April 26, 2009, from http://www.nilc.org/immlawpolicy/DREAM/Dream009.htm
- Noguera, P. A. (2001). Transforming urban schools through investments in social capital. *In MotionMagazine*. Retrieved from http://www.inmotionmagazine.com/pncap1.html
- Noguera, P. A. (2006). Latino youth: Immigration, education and the future. *Latino Studies*, 4, 313–320. doi:10.1057/palgrave.lst.8600199
- Oakes, J., & Lipton, M. (2007). *Teaching to change the world* (3rd ed.). Boston, MA: McGraw Hill.
- Olivas, M. (1995). Storytelling out of school: Undocumented college residency, race, and reaction. *Hastings Constitutional Law Quarterly*, 22, 1019–1086.

- Olivas, M. (2004). IIRIRA, the Dream Act, and undocumented college student residency. *Journal of College and University Law, 30*, 435–464.
- Olivas, M. (2009). Undocumented college students, taxation, and financial aid: A technical note. *The Review of Higher Education*, 32(3), 407–416.
- Olivérez, P. M. (2006). Ready but restricted: An examination of the challenges of college access and financial aid for college-ready undocumented students in the U.S. (Unpublished doctoral dissertation). University of Southern California.
- Orfield, G., Lee, C., & Harvard Civil, R. P. (2006). *Racial transformation and the changing nature of segregation*. Civil Rights Project at Harvard University. Retrieved from http://files.eric.ed.gov/fulltext/ED500822.pdf
- Oseguera, L., Flores, S. M., & Burciaga, E. (2010). Documenting implementation realities: Undocumented immigrant students in California and North Carolina. *Journal of College Admission*, 206, 37-43.
- Otto, S. (2002). Brown tide rising: Metaphors of Latinos in contemporary American public discourse. Austin, TX: University of Texas Press.
- Padilla, A. M. (1986). Acculturation and stress among immigrants and later generation individuals. In D. Frick, H. Hoefert, H. Legewie, R. Mackensen, & R. K. Silbereisen (Eds.), *The quality of urban life: Social, psychological, and physical conditions* (pp. 100–120). Berlin, Germany: de Gruyter.
- Padilla, A. M., Cervantes, R. C., Maldonado, M., & Garcia R. E. (1988). Coping responses to psychosocial stressors in Mexican and Central American immigrants. *Journal of Community Psychology, 16*, 418–427.
- Pang, V. (2006). Fighting the marginalization of Asian American students with caring schools: Focusing on curricular change. *Race, Ethnicity, and Education*, 9, 67–83.
- Passel, J. S. (2006). The size and characteristics of the unauthorized migration population in the U.S.: Estimates based on the March 2005 current population survey. Washington, DC: Pew Hispanic Center.
- Passel, J. S., & Cohn, D. (2009). A portrait of unauthorized immigrants in the United States. Washington, DC: Pew Hispanic Center.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage.

- Peguero, A. A. (2009). Victimizing the children of immigrants: Latino and Asia American student victimization. *Youth & Society*, 41(2), 186–208.
- Pérez, P. A., & McDonough, P. M. (2008). Understanding Latina and Latino college choice: A social capital and chain migration analysis. *Journal of Hispanic Higher Education*, 7(3), 249–265.
- Pérez, P. A., & Rodriguez, J. L. (2011). Access and opportunity for Latina/o undocumented college students: Familial and institutional support factors. *Journal of the Association of Mexican American Educators*, 5(1), 14–21.
- Pérez, W. (2009). We are American. Sterling, VA: Stylus.
- Pérez, W. (2010). Higher education access for undocumented students: Recommendations for counseling professionals. *Journal of College Admission*, 206, 32–35.
- Pérez, W. (2012). *Book talk: We are American*. Lecture at California State University, Long Beach, on April 23, 2012.
- Pérez, W., Espinoza, R., Ramos, K., Coronado, H. M., & Cortes, R. (2009). Academic resilience among undocumented Latino students. *Hispanic Journal of Behavioral Sciences*, 31(2), 149–181.
- Pérez Huber, L. (2009). Challenging racist nativist framing: Acknowledging the community cultural wealth of undocumented Chicana college students to reframe the immigration debate. *Harvard Educational Review*, 79(4), 704–729.
- Pew Hispanic Center. (2010). *Hispanics and Arizona's new immigration law*. Retrieved from http://pewhispanic.org/files/factsheets/68.pdf
- Plano-Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Boston, MA: Pearson Education.
- Pierce, C. M. (1995). Stress analogs of racism and sexism: Terrorism, torture, and disaster. In C. V. Willies, P. P. Rieker, B. M. Kramer, & B. S. Brown (Eds.), *Mental health, racism, and sexism* (pp. 277–293). Pittsburgh, PA: University of Pittsburgh Press.
- Polo, A. J., & López, S. R. (2009). Culture, context, and the internalizing distress of Mexican American youth. *Journal of Clinical Child and Adolescent Psychology*, 38, 273–285.
- Portes, A., & Rumbaut, R. G. (2001). Legacies: The story of the immigrant second generation. Berkeley, CA: University of California Press.

- Portes, A., & Rumbaut, R. G. (2006). *Immigration America* (3rd ed.). Berkeley, CA: University of California, Berkeley.
- Price, D. V. (2004). Educational debt burden among student borrowers: An analysis of the baccalaureate & beyond panel, 1997 follow-up. *Research in Higher Education*, 45(7), 701–737.
- Redding, E. (2008, August 18). For the undocumented: To admit or not to admit? *Inside Higher Ed.* Retrieved March 18, 2009, from http://www.insidehighered.com/layout/set/print/news/2008/08/18/immigrants
- Redding, E. (2009, March 17). Data on the undocumented. *Inside Higher Education*Retrieved March 18, 2009, from http://www.insidehighered.com/layout/set/print/news/2009/03/17/undocumented
- Rincon, A. (2010). !Si se puede!: Undocumented immigrants' struggle for education and their right to stay. *Journal of College Admission*, 206, 13–18.
- Rivera, F. I., Guarnaccia, P. J., Mulvaney-Day, N., Lin, J. Y., Torres, M., & Alegria, M. (2008). Family cohesion and its relationship to psychological distress among Latino groups. *Hispanic Journal of Behavioral Sciences*, 30(3), 357–378.
- Robinson, R., & Ward, J. V. (1991). A belief in self far greater than anyone's disbelief: Cultivating resistance among African American female adolescents. In C. Gilligan, A. Rogers, & D. Tolman (Eds.), Women, girls, and psychotherapy: Reframing resistance (pp. 87–104). New York, NY: Haworth Press.
- Rogler, L. H., Cortes, D. E., & Malgady, R. G. (1991). Acculturation and mental health status among Hispanics: Convergence and new directions for research. *American Psychologist*, 46, 585–597.
- Romo, H. D., & Falbo, T. (1997). Latino high school graduation, defying the odds. Austin TX: University of Texas Press.
- Ross, P. (n.d.). Institute for higher education law and governance: Postsecondary plyler. *Monoraph*, 91-7. University of Houston Law Center.
- Rothenberg, D. (1996). With these hands: The hidden world of migrant farm workers today. Los Angeles, CA: UC Press.
- Rumbaut, R. (2005). Turning points in the transition to adulthood: Determinants of educational attainment, incarceration, and early childbearing among children of immigrants. *Ethnic and Racial Studies*, 28, 1041–1086.

- Russell, A. (2011). State policies regarding undocumented college students: A narrative of unresolved issues, ongoing debate and missed opportunities. A Higher Education Policy Brief. Retrieved from http://www.nacacnet.org/research/KnowledgeCenter/Documents/UndocumentedCollegeStudents.pdf
- Sandelowski, M. (1986). The problem of rigor in qualitative research. *Advances in Nursing Science*, 8, 27–37.
- Santa Ana, O. (2002). Brown tide rising: Metaphors of Latinos in American public discourse. Austin, TX: University of Texas Press.
- Schwartz, J. P. (2002). Family resilience and pragmatic parent education. *The Journal of Individual Psychology*, 58, 250–262.
- Seccombe, K. (2002). "Beating the odds" versus "changing the odds": Poverty, resilience, and family policy. *Journal of Marriage and the Family*, 64, 384–394.
- Seidman, I. (1998). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York, NY: Teachers College Press.
- Seidman, I. (2006). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York, NY: Columbia University, Teachers College.
- Siantz, M. (1997). Factors that impact developmental outcomes of immigrant children. In A. Booth, A. C. Crouter, & N. Landale (Eds.), *Immigration and the family:* Research and policy on U.S. immigrants (pp. 149–161). Hillsdale, NJ: Erlbaum.
- Siegel, J. M., Yancey, A. K., Aneshensel, C., & Schuler, R. (1999). Body image, perceived pubertal timing, and adolescent mental health. *Journal of Adolescent Health*, 25, 155–165.
- Simonoff, J. L., Pickles, A., Meyer, J. M., Silberg, J. L., Maes, H. H., Loeber, R., . . . Eaves, L. J. (1997). The Virginia twin study of adolescent behavioral development: Influence of age, sex, and impairment on rates of disorder. *Archives of General Psychiatry*, 54(9), 801–808.
- Sluzki, C. E. (1979). Migration and family conflict. Family Process, 18, 379-390.
- Social Security Administration. (2002). Congressional response report: Status of the Social Security Administration's Earnings Suspense File. Washington, DC: Author.

- Solórzano, D. (1998). Critical race theory, racial and gender microaggressions, and the experiences of Chicana and Chicano scholars. *International Journal of Qualitative Studies in Education*, 11, 121–136.
- Solórzano, D. G., & Ornelas, A. (2004). A critical race analysis of advanced placement classes: A case of educational inequality. *Journal of Latinos and Education*, 1(4), 215–229.
- Solórzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4, 272–294.
- Stake, R. E. (1995). The art of case study research. Thousand Oaks, CA: Sage.
- Stake, R. E. (2006). Multiple case study analysis. New York, NY: The Guilford Press.
- Stanton-Salazar, R. (2001). Manufacturing hope and despair: The school and kin support networks of U.S.-Mexican youth. New York, NY: Teachers College Press.
- Stanton-Salazar, R. D., & Dornbusch, S. M. (1995). Social capital and the reproduction of inequality: Information networks among Mexican-origin high school students. *Sociology of Education*, 68, 116–135.
- State of California, Student Aid Commission. (2013). Assembly Bill 540 qualifications. Retrieved from https://dream.csac.ca.gov/
- Stevenson, A. (2004). Dreaming of an equal future for immigrant children: Federal and state initiatives to improve undocumented students' access to postsecondary education. *Arizona Law Review*, 46, 551.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001) *Children of immigration*. Cambridge, MA: Harvard University Press.
- Suárez-Orozco, C., Suárez-Orozco, M., & Todorova, I. (2008). Learning a new land: Immigrant students in American society. Cambridge, MA: Havard University Press.
- Suárez-Orozco, C., Todorova, I. L., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process*, 41, 625–643.
- Suárez-Orozco, C., Yoshikawa, H., Teranishi, R. T., & Suárez-Orozco, M. (2011). Growing up in the shadows: The developmental implications of unauthorized status. *Harvard Educational Review*, 81(3), 438–473.

- Sue, S., & Chu, J. Y. (2003). The mental health of ethnic minority groups: Challenges posed by the supplement to the Surgeon General's Report on Mental Health. *Culture, Medicine, and Psychiatry*, 27, 447–465.
- Teranishi, R. T. (2010). Asians in the ivory tower: Dilemmas of racial inequality in american higher education. Multicultural education series. New York, NY: Teachers College Press.
- Teranishi, R.T., Suárez-Orozco, C., & Suárez-Orozco, M. (2011, Spring). Immigrants in community colleges. *The Future of Children*, 21(1), 153–169.
- Treviño, R. E. (2004). Parent involvement and remarkable student achievement: A study of Mexican-origin families of migrant high-achievers. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754–760.
- Twenge, J. M., & Nolen-Hoeksema, S. (2002). Age, gender, race, socioeconomic status, and birth cohort difference on the children's depression inventory: A meta-analysis. *Journal of Abnormal Psychology*, 111, 578–588.
- U.S. Census Bureau. (2004). We the people: Hispanics in the United States. Retrieved June 14, 2009, from http://www.census.gov/prod/2004pubs/censr-18.pdf
- U.S. Citizenship and Immigration Services. (2013, June). Consideration of deferred action for childhood arrivals process. Retrieved September 1, 2013, from http://www.uscis.gov/portal/site/uscis/
- U.S. Department of Homeland Security, Immigration and Customs Enforcement. (2008a, May 9). *Letter sent to Jim Hackenburg*. Retreived from https://salsa.democracyinaction.org/o/371/images/ICE%20Statement%20on%20Enrollment%20of%20Undocumented.pdf
- U.S. Department of Homeland Security, Immigration and Customs Enforcement. (2008b, July 9) *Letter sent to Thomas J. Ziko*. Retrieved from http://www.nilc.org/immlawpolicy/DREAM/DHS-letter-re-undoc-students-2008-07-9.pdf
- Valenzuela, A. (1999). Subtractive schooling: U.S.-Mexican youth and the politics of caring. Albany, NY: State University of New York Press.
- Van Gennep, A. (1960). Rites of passage. London, UK: Routledge.

- Varela, A. M. (2011). Creating opportunities for undocumented youth: A review of the literature. *New Educator*, 7(1), 87–102.
- Vega, W., & Rumbaut, R. (1991). Ethnic minorities and mental health. *Annual Review of Sociology*, 17, 351–383.
- Vigil, J. D. (2004). Gangs and group membership: Implications for schooling. In M. Gibsoon, P. Gandara, & J. Koyama (Eds.), *School connections: US Mexican youth, peers, and school achievement* (pp.87-106). New York, NY: Teachers College Press.
- Waters, M. (1994). Ethnic and racial identities of second-generation Black immigrants in New York City. *International Migration Review*, 28, 795–820.
- Waters, M. C. (1999). Black identities: West Indian immigrant dreams and American realities. Retrieved from http://www.urban.org/ UploadedPDF/411425_Characteristics_Immigrants.pdf
- Wang, M. C., Haertal, G. D., & Walberg, H. J. (1994). Educational resilience in inner cities. In M. C. Wang & E. W. Gordon (Eds.), *Educational resilience in inner-city America: Challenges and prospects* (pp. 45–72). Hillsdale, NJ: Erlbaum.
- Werner, E. E., &Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery.* New York, NY; Cornell University Press.
- Williams, C. L., & Berry, J. W. (1991). Primary prevention of acculturative stress among refugees: Application of psychological theory and practice. *American Psychologist*, 46, 632–641.
- Wortham, S., Mortimer, K., Lee, K., Allard, E., & White, K. (2011). Interviews as interactional data. *Language in Society*, 40, 39–50.
- Xitao, F. (2001). Parental involvement and students' academic achievement: A metaanalysis. *Educational Psychology Review*, 13(1), 13–22.
- Xu, Q., & Brabeck, K. (2012). Service utilization for Latino children in mixed-status families. *Social Work Research*, 36(3), 209–221.
- Yates, L. (2004). Plyler v. Doe and the rights of undocumented immigrants to higher education: Should undocumented students be eligible for in-state tuition college tuition rates? *Washington Law Quarterly*, 82, 585.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Applied social research methods series (vol. 5). Thousand Oaks, CA: Sage.

- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Yin, R. K. (2009). Case study research: Design and methods (4th ed.). Thousand Oaks, CA: Sage.
- Yoshikawa, H. (2011). Immigrants raising citizens: Undocumented parents and their young children. New York, NY: Russell Sage.
- Zhou, M. (1997). Growing up American: The challenge confronting immigrant children and children of immigrants. *Annual Review of Sociology*, 23, 63–95.