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SUPPORTING THE UNDOCUMENTED COMMUNITY IN THE
ERA OF TRUMP: A MIXED-METHODS ANALYSIS
OF HIGHER EDUCATION

by

Martin Gonzalez, BS

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Martin Gonzalez

APPROVED BY

Amy Lucas, PhD, Chair

Stephen M. Cherry, PhD, Committee Member

RECEIVED/APPROVED BY THE COLLEGE OF HUMAN SCIENCES AND
HUMANITIES:

Samuel L. Gladden, PhD, Associate Dean

Rick Short, PhD, Dean

Dedication

For my mother, sister, and brother.

Acknowledgements

I owe an incredible amount of gratitude to my family, who has supported my academic endeavors for as long as I can remember. I thank my mother, whose experiences have inspired me to pursue this line of research and whose faith in me has motivated me to continue pursuing a higher education; I thank my sister and brother as well, who have always pushed me to do better than I have before in their own special ways. Although arduous no doubt, my path here was made significantly smoother with the help of UHCL's faculty and staff, whose empathy and expertise have continually guided me in the right directions. To my advisor and professor, Dr. Amy Lucas, I thank you for showing understanding where I had faltered, providing an endless amount of knowledge where my own was limited, and instilling in me an ethic of empathy where I had only just begun to understand the research process. To my former director and mentor, Dr. Travis Webster, I thank you for motivating me to continue with my research and allowing me to come to you with all of my concerns, questions, and problems, regardless of how facetious they may have been. And finally, to all of the organizations who volunteered their time and energy to participate in this project, I thank you; without your involvement and support, I would have never been able to gain a deeper understanding of the undocumented community and the work that goes into supporting them. My one regret is that I cannot thank each of you by name here, but know that I am greatly indebted to each and every one of you. Thank you.

ABSTRACT

SUPPORTING THE UNDOCUMENTED COMMUNITY IN THE
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Martin Gonzalez
University of Houston-Clear Lake, 2018

Thesis Chair: Amy Lucas, PhD

In this mixed-methods study, the issues affecting undocumented immigrants in the American higher education system are examined and discussed in relation to the current sociopolitical climate under the Trump administration. In the second chapter, quantitative data analyses of a survey given to students attending the University of Houston-Clear Lake are used to ascertain the level of prejudice among the sample student body; the results from the survey are further utilized to evaluate the correlations between stronger levels of prejudice and other defining characteristics of student identity, such as political affiliation, race, and major. Through discussing these results, significant connections between student identity, the Trump administration, and the undocumented community are established as a base to necessitate the need for more university intervention on behalf of undocumented students, which is discussed at length in the following chapter. In the third chapter, qualitative data analyses of interview and

fieldwork data are used to orient the specific issues undocumented immigrants face while striving to achieve a higher education in the United States; these issues are outlined through six interconnected themes, including barriers to higher education, interorganizational cohesion, the formation of safe spaces, the sense of community between undocumented immigrants, and the concept of allyship toward the undocumented community. The study purposefully collected accounts from workers and volunteers, both documented and undocumented, of nonprofit organizations which actively engage in assisting undocumented immigrants for two key reasons: 1) to increase the generalizability of the findings to higher education institutions, and 2) to highlight the importance of undocumented voices and their allies in current academic literature. Through the analysis of these interviews, a dialogue is created that posits the importance of increasing existing university support for undocumented students, as well as proposing new methods universities could implement that are modeled after existing support tactics used by nonprofit organizations. The culmination of these two chapters provide a context for the importance of discussing undocumented rights in higher education, as well as offer multiple directions for future conversations and research to follow in advocating for the undocumented community.

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CHAPTER I: INTRODUCTION

“...In the grand scheme of things, regardless of whether it takes us one or ten years, we have to continue to fight. What affects the immigrant community, specifically in the area of Houston where one out of every ten people are undocumented – it’s almost ridiculous for you not to address the issue, right?” – Alan, March 27, 2018

As of 2016, approximately 16.7 to 22.1 million undocumented immigrants live in the United States, with projections only increasing this estimate in the future (Fazel-Zarandi, Feinstein, & Kaplan, 2018). The nearly 6 million-wide gap between the two ranges in this statistic is a testament to just how difficult it is to establish a completely accurate estimate of those living undocumented in the United States; indeed, the process of researching the undocumented community living in the United States faces a multitude of unique, sociopolitical, and legal barriers. Moreover, immigrants have vastly different class, race, cultural, gender, marital, and documentation status differences, something that is often glossed over for the sake of highlighting their identity as undocumented people (Waters & Jiménez, 2005). In fact, since 1990, there has been a substantial growth in the diversity of the undocumented population and their process in coming to the United States (Donato & Armenta, 2011), a fact that underlines the complexity of what it means to study undocumented issues. At the same time as these developments in the undocumented community arise, the American public’s perception of this community has undergone historically cyclical changes. In accordance with Blumer’s theory of prejudice as a sense of relative group position, documented people’s attitudes toward undocumented people are essentially tied to the undocumented community’s current position within society, and therefore, public opinion may shift from being more

favorable to showing more prejudicial attitudes (Fussell, 2014). Moreover, the way in which academics choose to study undocumented issues has an effect on the results produced; while most early immigration research focused on collecting demographic data (Donato & Armenta, 2011), there is a relatively unexplored realm of qualitative research that has yet to be fully divulged in relation to undocumented immigrants and their experiences. In a recent study, Negrón-Gonzales reflected upon their experiences with undocumented activists to learn more about what their goals for the community are, a perspective that has often been absent in wider academic literature (2017). While all of these previous studies have made important contributions to our understandings of the undocumented community, it is important to note that each study was conducted during various, unique sociopolitical moments in the United States; however, none of them were conducted under the current Trump administration.

The issues affecting undocumented students, or rather the undocumented community at large, can inevitably be tied back to the erasure and lack of inclusion of undocumented voices. Whether it be misinformation from government officials, lack of representation in the media, or a lack of exposure in academic literature, the undocumented perspective is one that has historically been ignored in the United States. This often intentional underrepresentation of undocumented voices (as well as the voices of their allies) has only hindered any progress being made to help solve the political, legal, economic, and social issues undocumented immigrants are currently facing across the country. Therefore, it is my purposeful intent to reverse this erasure by including the ideas and opinions of undocumented people and their allies as they are presented to me within my own research. Considering the current climate of fear undocumented people are placed in, I felt that in-person interviews would be the best way to develop a relationship with my participants that would allow them to feel comfortable enough to

share their viewpoints and experiences. It is my mission to use this research as an opportunity to showcase undocumented voices within a frame that would allow them to speak openly about the issues plaguing their own community. Having close friends and family who are or were formerly undocumented was also a significant motivator for me in refining my research area to focus on undocumented people, but throughout the duration of this project, I began to realize just how crucial it has become to not only seek out solutions to the problems this community faces, but to allow and facilitate opportunities for members of this community to comfortably speak on their own behalf as well. In doing so, I also concluded that one of the key locations, both physically and symbolically, to start creating these opportunities is within higher education institutions, which have historically acted as centers for social change. Furthermore, the sociopolitical contexts undocumented students must navigate today impair their education in ways that require university faculty, staff, and students to discuss how we, as fellow Americans, can best support their community. Thus, in order to better understand how higher education institutions can advocate on behalf of their undocumented students, it is crucial to know the impact of the attitudes current students on college campuses have toward undocumented people. Understanding these attitudes can ultimately help guide institutions in how they can work to create an inclusive and welcoming environment for all students on their campuses.

Sociopolitical Context

The topic of documentation status has become much more pervasive in today's sociopolitical arena, as political figures such as Donald Trump and his associates have made it clear that they intend to deport undocumented immigrants regardless of Deferred Action for Childhood Arrivals (DACA), which was designed to safeguard eligible undocumented individuals from deportation. At the time of this writing, an attempt by

Trump to rescind DACA had led to responsibility for maintaining DACA rights being temporarily transferred to Congress (Nakamura, 2017). On April 24, 2018, a federal judge ruled that the government must not end DACA and new applications must start being accepted, prompting the Department of Homeland Security (DHS) to appeal against DACA and prevent new applications from being accepted (Refugee Center Online, 2018; National Immigration Law Center, 2018a). The judge had also paused the order to accept new DACA applications for 90 days, meaning new applications, if ruled in DACA's favor, would not be accepted until July 23, 2018; DACA renewals were accepted in the meantime, however (Immigrant Legal Resource Center, 2018). On November 6, 2018, the U.S. Department of Justice requested that the U.S. Supreme Court take the cases involving DACA before the courts of appeals make their own decisions on them; as of now, this request will be considered at a conference on January 4, 2019 (National Immigration Law Center, 2018b). In any case, it is clear that the laws regarding DACA have undergone a tumultuous journey that presents frequent challenges to establishing any sort of uniform context across academic literature. For now, the futures of DACA and its recipients, who are often referred to as "DACAmended" individuals, are unclear; thus, the DACAmended community has understandable worries about what may happen once a decision is reached. Likewise, individuals granted Temporary Protected Status (TPS) or Deferred Enforced Departure (DED) face equally concerning futures, as Trump has announced that both of these programs will be ending within the next year; although there are organizations attempting to defend TPS and DED, these rulings have largely been set in stone (Refugee Center Online, 2018). Maintaining all that they have achieved in the United States may soon be near impossible for these individuals, and undocumented individuals who may have previously been eligible or waitlisted for DACA rights may no longer have a future in the United States to work towards.

In addition to dealing with the anxieties surrounding DACA's future, research has also shown that the process of immigration and the subsequent process of acculturation each act as stressors for immigrant families (Bacallao & Smokowski, 2007; Dennis, Fonseca, Gutierrez, Shen, & Salazar, 2016), and this research has been supported by multiple firsthand accounts of anxiety and fear from the immigrant community (Stein & Foley, 2016). These testimonies, along with interviews gathered in the third chapter of this study, seek to bring research conducted during the Obama administration into modern political territory; moreover, the developments in immigration reform have further implications for the anxieties the undocumented community faces.

The fears perpetuated by recent events have been exacerbated by the criminalization of undocumented immigrants by Trump, as he has described them as "criminal aliens" that "have to go" (Sullivan, 2015); furthermore, Trump has recently proposed the removal of birthright citizenship by enforcing an executive order, stating he could nullify the constitutional right to *jus soli* citizenship that has long been established in the 14th Amendment (Davis, 2018). These media reports function as real-world manifestations of sociological theory, as the power dynamics created by Trump closely reflect core ideas within the Social Dominance Theory (Sidanius & Pratto, 1999), which are discussed at length in the second chapter of this study. However, it is important to note that, as with any media source, party bias may be inherent in the creation of the report since some larger media outlets may receive partisan funding; not every media outlet reports from a non-partisan perspective, and so biases toward Republican or Democratic party lines (among other political parties) need to be accounted for. Consequently, these reports must be used in conjunction with scholarly sociological research to provide a larger, objective sociopolitical context. Thus, the two studies in this thesis are complimentary in the sense that they help bridge the gap in context between the

educational obstacles undocumented students face, as discussed in the second chapter, and the sociopolitical forces that both hurt and help the undocumented community, as discussed in the third chapter. The suggestions made in each chapter are also complimentary, as the solutions for the educational barriers presented by academic research in the second chapter can be implemented using the resources provided by the nonprofit organizations discussed in the third chapter.

Current Study

Unfortunately, the political fallout of Trump's actions on the undocumented community have been difficult to trace academically, as new statements and developments have come out of the Trump administration quicker than much peer-reviewed research can keep up with. Thus, with the recent rise of anti-undocumented ideologies that are increasingly vocalized by the Trump administration and its proponents, the issues surrounding the undocumented community has become a particularly distinct, important, and timely topic of discussion that is worthy of researching at multiple stages throughout Trump's presidency. Moreover, research concerning undocumented students and youth has significant relevance as the ambiguity surrounding DACA's future; in this sense, it is important to identify who the undocumented student is, as well as what difficulties the undocumented student has and will face in the upcoming years of the Trump era. As a result, allies within the academic community must find ways to legally circumvent the decisions made by the Trump administration in order to help undocumented students, and it is the goal of this study to help facilitate the first step toward doing so. Within the context of exploring the issues affecting undocumented immigrants, I decided to ask two primary research questions:

- 1) How does a college student's educational identity influence their perception of the undocumented community?

- 2) How do nonprofit organizations assist the undocumented community in ways that higher education institutions may be able to replicate?

While the first research question seeks to illuminate underlying variables that influence the roots of prejudicial attitudes toward undocumented immigrants, the second research question seeks to uncover ways these attitudes can be addressed, specifically within the academic setting these attitudes exist. Both of these questions will be examined at length in the following chapters using a mixed-methods approach; to answer the first question, a survey was administered to college students at a Southeast Texas university and a quantitative analysis was conducted to examine how educational identity influences perceptions of the undocumented community. To answer the second question, interviews were conducted among volunteers and staff at nonprofit organizations whose work supports the undocumented community in Southeast Texas. In answering these questions, several key aspects of the issues and resources affecting the undocumented community will be analyzed and discussed.

CHAPTER II:

A QUANTITATIVE LOOK AT PREJUDICE TOWARD UNDOCUMENTED IMMIGRANTS IN HIGHER EDUCATION

With recent developments in Donald Trump's presidency changing the sociopolitical climate of the United States, undocumented persons have come to form an increasingly vulnerable community. Visibility for issues concerning this undocumented community has remained limited to a niche, having yet to break the mainstream arena of social justice rhetoric within academic discussion. Although previous research has suggested that there is a correlation between certain aspects of educational identity and how positive or negative attitudes are toward undocumented immigrants, much of this data was collected during the Obama administration. Thus, with the recent rise of anti-undocumented ideologies that have become increasingly vocalized during the Trump administration, the issues surrounding the undocumented community have become a particularly distinct, important, and timely topic of discussion that is worthy of researching again now.

This chapter aims to examine attitudes toward undocumented immigrants among university students and attempts to evaluate the connection between a student's educational identity and their overall perception of the undocumented community. In order to do so, a survey was conducted at a public university in Southeast Texas, drawing upon a Trump-presidency demographic to contextualize previous research data. Theories within the literature relevant to the areas of social dominance, educational identity, and prejudice will also be reviewed. The methodologies used in prior research will be evaluated as well, along with their utilization within the present study. Additionally, the social implications and applicability of the current study will be discussed, both in its relation to contemporary literature and within the contexts of sociopolitical activism.

Literature Review

Social Dominance Theory

The major theoretical framework this chapter will operate from is the Social Dominance Theory (SDT) established by Sidanius and Pratto (1999). This framework posits that society is inherently hierarchical and as a result, certain groups within society have more power than others; moreover, groups in power will want to remain in power, leading to the continued oppression of less powerful groups (Sidanius, Van Laar, Levin, & Sinclair, 2003). The extended research on social dynamics and power have been used to provide explanations for many power discrepancies within society; in practice, however, SDT has rarely been applied to look at documentation status as a power variable, often focusing instead on issues within gender, age, political affiliation, religion, and race and ethnic relations. Furthermore, the connection between power and prejudicial attitudes toward undocumented immigrants has yet to be explored by the aforementioned authors. Fortunately, a more recent study conducted by Herrera, Garibay, Garcia, and Johnston (2013) has utilized SDT in conjunction with theories on hierarchical grouping to discern attitudes toward undocumented immigrants in regard to academic discipline.

Hierarchy Attenuating and Hierarchy Enhancing Disciplines

Within the context of their study, Herrera et al. utilized the concepts of “hierarchy attenuating” (HA) and “hierarchy enhancing” (HE) beliefs to determine if certain academic disciplines had more prejudicial attitudes toward undocumented immigrants than others (2013). The authors reference research conducted by Gage et al. and Sidanius et al. to posit the idea that majors like business that are classified as HE have beliefs that use intellectual or moral justifications to uphold social inequity, while majors like sociology that are classified as HA have beliefs that seek action to reduce social inequity (as cited in Herrera et al., 2013, p. 518). The essential idea revolves around the

pedagogical patterns within these disciplines and how they differ from one another. For example, the pedagogy of a business course may require students to learn how to better advertise their business using a variety of marketing strategies, which may include strategies that promote the idea that the student's business is inherently better than its competitors. In this sense, the student is learning to engage in hierarchy enhancing behavior by placing their business above another business within a stratified hierarchy. On the other hand, the pedagogy of a sociology course may require students to think about the stratification of various demographics in society, which may include requiring the students to address why and how inequity comes to form between these groups. In this sense, the student is learning to engage in hierarchy attenuating behavior by questioning the legitimacy of hierarchical structures and proposing more equitable alternatives.

This study seeks to operate from the same theoretical and methodological frameworks as Herrera et al., with the aforementioned sociopolitical context being the primary difference between studies. In other words, the research conducted by Herrera et al. on attitudes toward undocumented immigrants in relation to academic discipline is useful in that it provides a road map for the present study to follow, but recent developments in the sociopolitical climate have complicated the applicability of their findings. The rise of the Trump administration and the ideologies that have been increasingly vocalized by it and its followers suggest that the results of the Herrera et al. study, if conducted again today, may show significantly different results.

Attitude and Prejudice

In one study conducted by Cadenas, Cisneros, Todd, and Spanierman, attitudes toward undocumented immigrants were measured using prejudice scales (2016). These prejudice scales consisted of prompts requiring participants to think about how they

related and viewed undocumented immigrants, including questions such as “Would you be willing to have sexual relationships with an undocumented immigrant?” and “Would you mind if a suitably qualified undocumented immigrant was appointed as your boss?” (Cadenas, Cisneros, Todd, & Spanierman, 2016). These questions were used to measure how many prejudicial ideals the participants had toward undocumented immigrants; in this sense, then, attitudes toward undocumented immigrants can be defined as the summation of how strong, weak, or nonexistent one’s prejudices toward undocumented immigrants are.

Though their study examined the effect of two separate interventions (a workshop and a documentary) on participants’ attitudes toward undocumented immigrants, their use of prejudice scales can be replicated to fit the current study’s goals. Interestingly, the scales used by Cadenas et al. determined that there was indeed a significant change in the participants’ attitudes toward undocumented immigrants after each of the interventions, with only the control group showing no significant changes in attitude. Their overall findings suggest that interventions like educational workshops and documentaries can have positive effects on attitudes toward the undocumented community, which has a significant impact on the direction of the current study. In contrast to Cadenas et al., who utilized empathy and anxiety scales as well, prejudice will be the only facet of attitude examined in this study, given its relevance to the sociopolitical context it is operating from. Furthermore, there is no intervention within the current study design, reducing the need for a more holistic collection of attitude scales.

Educational Identity

As aforementioned, Herrera et al. examined attitudes toward undocumented immigrants in relation to their academic discipline, among a variety of other identity variables. The research utilized two surveys which collected multiple facets of student

identity, including aspects of their educational identity. Using the data collected from these surveys, the study was able to draw a correlation between SDT and the role of education in measuring attitudes toward the undocumented community. Their findings revealed that various aspects of educational identity could predict attitudes toward undocumented immigrants, and further supported their hypothesis that HA disciplines would show more supportive responses toward undocumented immigrants than HE disciplines. The results of Herrera et al.'s study further suggest that the more time a student has to accumulate experiences with different people and ideas, the more likely they are to be supportive of undocumented immigrants. Thus, both major and level of education (in terms of time spent attending a college or university) played a significant role in predicting attitudes toward the undocumented community.

It is important to note that the limitations of Herrera et al.'s study (i.e. sociopolitical context) will be accounted for within the current study. Moreover, the geographical location of the former study will be interesting to compare to, as there is a significantly higher number of estimated undocumented immigrants that reside in Texas than in Oregon (Pew Research Center, 2016). Thus, contact with undocumented populations may be more frequent in Texas and attitudes toward them may differ from those that exist in Oregon. Moreover, the wall Trump intends to build is primarily located on the border between Texas and Mexico, making current immigration issues even more pertinent and influential to the attitudes of Texas' residents.

Methodology of Previous Studies

The particular methods used to collect data on prejudicial attitudes in Cadena et al.'s research involved utilizing two prejudice scales: a 4-item intimacy subscale from the Blatant and Subtle Prejudice Scale designed by Pettigrew (1997) and the 7-item Ethnic-Prejudice Measure designed by Wagner, Christ, Pettigrew, Stellmacher, and Wolf (2006).

The former measure was originally intended to measure attitudes toward West Indians, while the latter was aimed at measuring attitudes toward foreigners living in Germany. Each of these instruments were adapted for the purposes of Cadenas et al.'s study, with the subjects of West Indians and foreigners living in Germany being replaced with undocumented immigrants. Within each of these measures, attitudes toward undocumented immigrants were partially defined through their proximity to prejudicial attitudes; the participants' responses were measured on a 4-point Likert scale ranging from "strongly agree" to "strongly disagree," using questions designed to evaluate how much a participant identified with a prejudicial statement. Likewise, questions that were supportive as opposed to prejudicial toward undocumented immigrants were reverse coded.

Meanwhile, educational identity was measured by Herrera et al. using two surveys administered by the Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute, named the 2005 Freshman Survey (TFS) and the 2009 College Senior Survey (CSS). The TFS was administered to students in their freshman year of college in 2005, while the CSS was administered again to these same students during their senior year four years later. These surveys captured a plethora of student demographic data, including age, citizenship status, major, religious preference, political views, ethnic identity, attitudes and abilities toward certain subjects, and (inherently) level of education, among various other items of information.

The current study seeks to utilize the methodologies used by Cadenas et al. and Herrera et al. to fill holes within the literature. In particular, the sociopolitical timeframe this study is conducted in will provide a more contemporary application for the prejudice scales and educational survey data. Questions from the Blatant and Subtle Prejudice Scale, Ethnic-Prejudice Measure, CIRP, and TFS were used to create a comprehensive

survey measuring prejudicial attitudes and aspects of a student's educational identity, as well as capture general demographic information. Although the data collected in the surveys could be applied to several research questions, two main hypotheses regarding a student's major and years of education were developed to narrow the scope of the study.

Hypotheses

The goal of the present study aims to reveal whether a student's educational identity affects their perception of the undocumented community. It is hypothesized that educational identity will affect attitudes toward undocumented immigrants positively, as current literature suggests that as a student increases the amount of meaningful experiences that make up their educational identity, the likelihood that they will develop positive attitudes toward undocumented immigrants increases. As time goes on, the chances of encountering either a story about an undocumented immigrant's struggle or an actual undocumented person will increase; essentially, there are more opportunities to have a meaningful, beneficial experience regarding the undocumented community depending on how a student's educational identity has been shaped.

Furthermore, there is research to suggest that one's major may facilitate the occurrence of these opportunities. Consequently, the amount of time one has been in school and their major are the two key dimensions of educational identity evaluated in this study, though it is important to note there are numerous other factors that influence educational identity that are beyond the scope of this study, such as political or religious affiliation. Since educational identity will be measured on two varying levels, the following research hypotheses have been developed:

H_{AI}: Students belonging to hierarchy attenuating (HA) disciplines (e.g. sociology) will have less prejudicial attitudes toward undocumented immigrants than students belonging to hierarchy enhancing (HE) disciplines (e.g. business).

H_{A2}: Students who have been attending a higher education institution for a longer period of time (e.g. juniors, seniors, graduate students) will have less prejudicial attitudes toward undocumented immigrants than students who have attended a higher education institution for a shorter period of time (e.g. freshmen, sophomores).

Considering the survey questions capture data that would be interesting to analyze beyond the independent variables of major type and years of education, secondary hypotheses have been developed to account for these variables:

H_{B1}: Students who identify as White will have more prejudicial attitudes toward undocumented immigrants than students who identify as another racial/ethnic background.

H_{B2}: Students who identify as having a more conservative political leaning will have more prejudicial attitudes toward undocumented immigrants than students who identify as having a more liberal political leaning.

H_{B3}: Younger students will have less prejudicial attitudes toward undocumented immigrants than older students.

Data and Methods

To test these hypotheses, a 38-question survey was distributed to students attending a regional state university in the state of Texas during the 2018 Spring Semester (the survey questions can be found in Appendix A). Participation in the study was voluntary and confidential, with informed consent forms attached to all copies of the survey; to view a copy of the consent form used, please see Appendix B. In addition to paper surveys, online surveys were distributed to professors at the university, who then informed students of the opportunity to participate voluntarily; a majority of the responses collected were from the online surveys. In order to increase the likelihood that both HA and HE majors were represented in the data, all professors from each college at

the university (i.e. the College of Business, the College of Education, the College of Human Sciences and Humanities, and the College of Science and Engineering) were contacted. A total of 150 student responses were collected, though eight responses had to be removed from analysis due to missing data (n=142). Demographic data, including total years of education within a higher education institution, age, gender, political leaning, race/ethnicity, class standing, and major were collected with the addition of a prejudice scale and free-response section at the end of the survey. Ages were collapsed into four age groups (18-22, 23-25, 26-29, and 30 or older). Political leaning was originally coded in a range including “Very Liberal,” “Liberal,” “Middle-of-the-Road,” “Conservative,” and “Very Conservative,” though this was further collapsed to encompass “Liberal,” “Middle-of-the-Road,” and “Conservative” as the three main groups. Each of these variables were analyzed for reliability before being indexed and were also analyzed against respondents’ prejudice scores using analysis of variance (ANOVA) testing.

Prejudice Scale

By combining the Blatant and Subtle Prejudice Scale with the Ethnic-Prejudice Measure, a prejudice scale consisting of 11 questions was crafted to measure attitudes toward undocumented immigrants. The scale was based on the traditional 4-point Likert scale, with questions that indicated supportive attitudes being reverse coded as lower-earning scores. Each response was worth anywhere from 1-4 points; essentially, the higher the score, the more prejudiced a respondent was coded as being. Scores for the prejudice scale were indexed to indicate whether a respondent crossed a threshold of 22 points (i.e. “High”) or did not (i.e. “Low”), and this index was used as the dependent variable against educational identity.

Additional questions were also created to measure attitudes toward undocumented immigrants; in particular, the addition of a free-response section for the question “In your

own words, how would you say you feel about undocumented immigrants?” was included. This question can provide a base for future analysis in comparing which students decided to answer the question and which did not. The outcome of such (e.g. if students who scored as more prejudicial toward undocumented immigrants decided to answer this question more often than those who scored as less prejudicial) could provide a valuable point for future research. However, for the purposes of the present study, this question was not coded into the prejudice scale to preserve the integrity of the original measures. Instead, the responses for this question will be analyzed in a future study.

Measure of Educational Identity

In the current study, educational identity was coded as encompassing one’s major and years of education at a higher education institution. In accordance to Cadenas et al.’s study, hierarchy attenuating majors were coded as HA and hierarchy enhancing majors were coded as HE; some respondents’ majors were not described in the Cadenas et al. study, however, and so the college which the major was taught in became the next indicator to follow. As a result, all majors within the College of Education and College of Human Sciences and Humanities were coded as HA, while all majors within the College of Business and College of Science and Engineering were coded as HE. Though class standing (e.g. junior) was analyzed, it was decided to be an unreliable indicator of one’s total years of education, as many respondents may have been nontraditional students returning or transferring back to school with more years of education than their class standing would imply. Instead, a respondent’s years of education was indexed into a grouping of three (4 or less, 5-6, and 7 or more). Major was analyzed after collapsing the original 34 majors using an independent samples t-test on the HA/HE index. Years of education was analyzed using ANOVA testing based on the three aforementioned categories.

An original question regarding experience was inspired by the CIRP and TFS, asking respondents if they had experienced some type of cultural exposure to another demographic (i.e. participating in an ethnic/racial organization, having a roommate of a different race/ethnicity, taking an ethnic/racial studies course, or attending a racial/cultural awareness workshop). Though exposure to cultural variables was not part of the original hypotheses, this question was included to provide a basis for future research to extend on; it was also analyzed using ANOVA testing.

Analytic Plan

First, descriptive statistics were presented in terms of the demographic make-up of the sample, along with descriptive statistics for the main variables of interest. Then, a bivariate analysis was conducted to test the two primary hypotheses and better understand how education is related to prejudicial attitudes toward undocumented immigrants. After running bivariate analyses in order to test the primary research hypotheses, a multivariate analysis was then conducted using a multiple linear regression model to test the three secondary hypotheses. A multiple linear regression was conducted in order to better understand any underlying factors that are related to prejudicial attitudes toward undocumented immigrants. Moreover, the multiple linear regression allows for multiple independent variables to be examined together, and it also reveals which factors are the most strongly related to prejudicial attitudes toward undocumented immigrants. In this analysis, the dependent variable is respondents' prejudice test score, while gender, race/ethnicity, age, major type, total years of education, and political affiliation are the independent variables. Three models were examined in the multiple linear regression. Initially, a respondent's demographic characteristics were entered as the independent variables to examine the relationship demographic factors (age, gender, and race/ethnicity) have with prejudicial attitudes. A series of dummy variables were created

to examine race/ethnicity. White was used as the reference category, with the other categories being Latinx, Asian, and Other; any individuals who identified as Black/African-American, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, or Multiracial, were collapsed into an “other” category due to the small number of respondents who identified with each of these categories. In the second model, a respondent’s major type and years of education were added to the independent variables and in the third model, a respondent’s political orientation was included.

Results

The racial and ethnic makeup of the sample had a mode of White respondents with over half of the sample being White, as shown in Table 1 and Figure 1.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Native Hawaiian/Pacific Islander	1	.7	.7	.7
	Black/African American	8	5.3	5.3	6.0
	White	86	57.3	57.3	63.3
	Hispanic/Latino/a/x	30	20.0	20.0	83.3
	Asian	15	10.0	10.0	93.3
	American Indian/Alaska Native	1	.7	.7	94.0
	Multiracial	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

Table 1 Respondent Race/Ethnicity Frequency Distribution

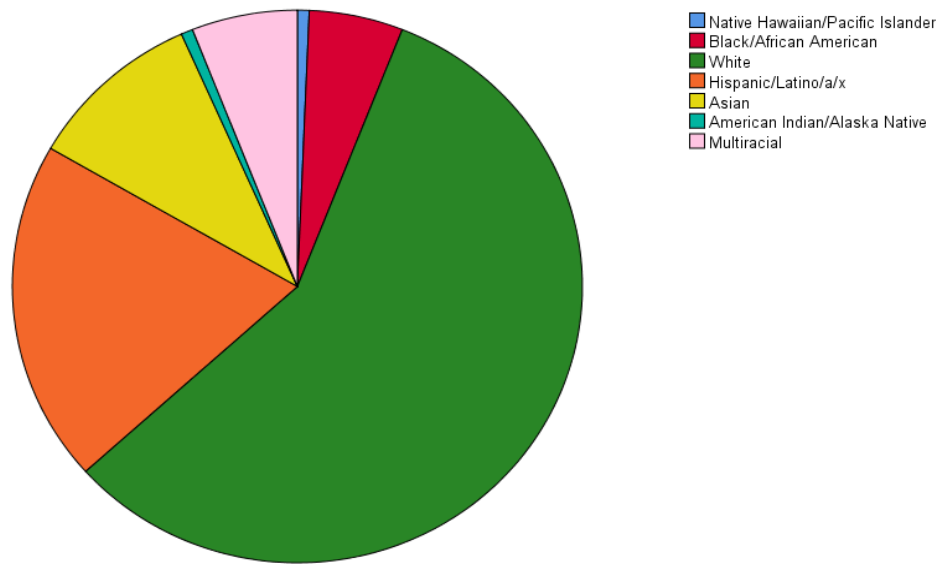


Figure 1 Respondent Race/Ethnicity Chart

The index of age ranges was nearly evenly distributed, as shown in Table 2; the mean age of the sample was 28.95 with a mode of 22.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	35	23.3	23.6	23.6
	23-25	38	25.3	25.7	49.3
	26-29	31	20.7	20.9	70.3
	30+	44	29.3	29.7	100.0
	Total	148	98.7	100.0	
Missing	System	2	1.3		
Total		150	100.0		

Table 2 Respondent Age Range Frequency Distribution

Political affiliation was slightly less evenly distributed, with “Middle-of-the-Road” being the most common response from participants, followed by “Liberal” (as shown in Table 3).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Liberal	50	33.3	33.3	33.3
	Middle-of-the-Road	65	43.3	43.3	76.7
	Conservative	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Table 3 Respondent Political Leaning Frequency Distribution

Over half of all respondents were female, with only one respondent choosing “Rather not say” as shown in Table 4.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	33.3	33.3	33.3
	Female	99	66.0	66.0	99.3
	Rather not say	1	.7	.7	100.0
	Total	150	100.0	100.0	

Table 4 Respondent Gender Frequency Distribution

Table 5 displays the ranges for years of education, which shows most respondents fell within the middle category of 5-6 years. The maximum number of years of education respondents had was 15, with a minimum of one year, a mean of 5.77 years, and a standard deviation of 2.62; most respondents said they had at least six years of education, as shown in Figure 2.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 or Less	44	29.3	30.6	30.6
	5-6	62	41.3	43.1	73.6
	7 or More	38	25.3	26.4	100.0
	Total	144	96.0	100.0	
Missing	System	6	4.0		
Total		150	100.0		

Table 5 Respondent Years of Education Range Frequency Distribution

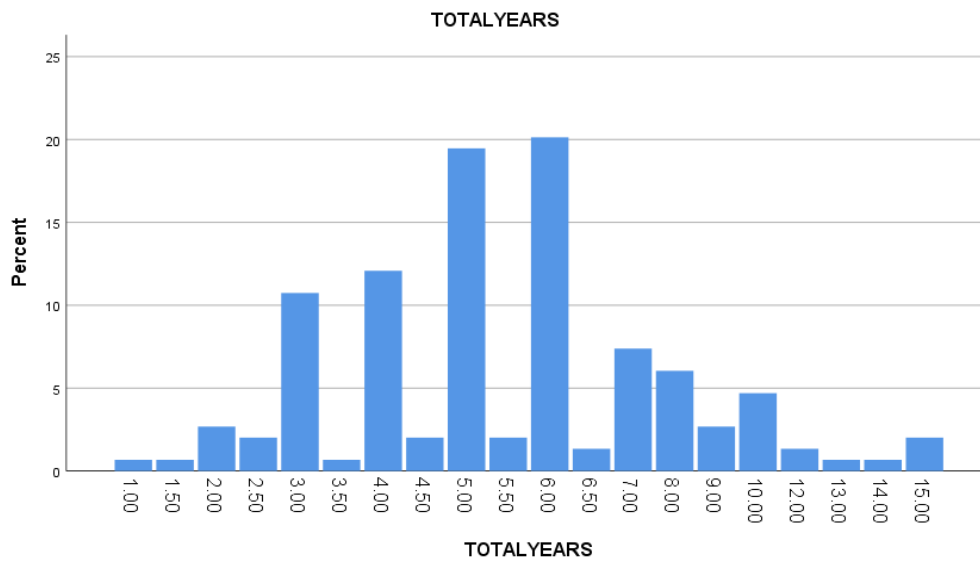


Figure 2 Respondent Total Years of Education Chart

The most frequently reported majors were Business Management and Psychology, which were HE and HA majors, respectively; a list of the majors and their frequencies is given in Figure 3.

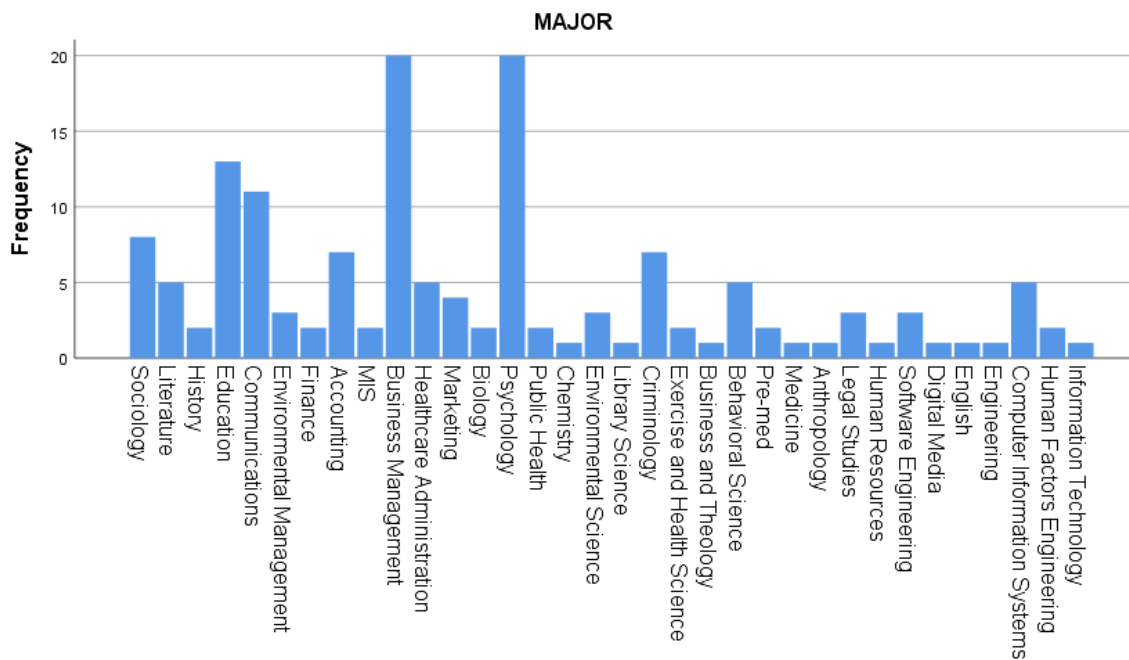


Figure 3 Respondent Major Chart

HE and HA majors were almost evenly represented, with only 12 more HA majors than HE majors being reported (as shown in Table 6).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HA	80	53.3	54.1	54.1
	HE	68	45.3	45.9	100.0
	Total	148	98.7	100.0	
Missing	System	2	1.3		
Total		150	100.0		

Table 6 Respondent HA/HE Major Frequency Distribution

The most frequent score on the prejudice scale was an 11, the lowest score possible (as seen in Figure 4). Only one respondent received the maximum score possible, 44, and the mean score for the sample was 19.76 with a standard deviation of 8.00. The frequency for “Low” scores on the prejudice scale was higher than “High” scores overall, which can be seen in Table 7.

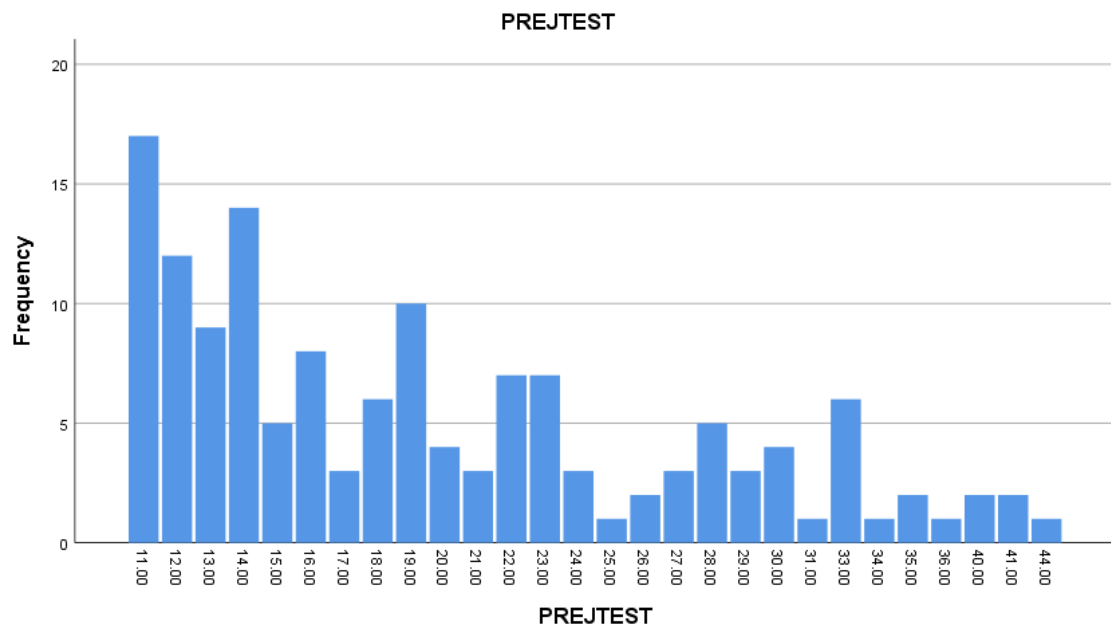


Figure 4 Respondent Prejudice Scale Raw Score Chart

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	98	65.3	69.0	69.0
	High	44	29.3	31.0	100.0
	Total	142	94.7	100.0	
Missing	System	8	5.3		
Total		150	100.0		

Table 7 Respondent Prejudice Scale Interpreted Score Frequency Distribution

An independent samples t-test was conducted between the prejudice scores and the type of major (HA/HE), shown in Tables 8.1 and 8.2.

	HA_HE_MAJOR	N	Mean	Std. Deviation	Std. Error Mean
PREJTEST	HA	78	18.6538	7.39748	.83760
	HE	62	21.1613	8.66913	1.10098

Table 8.1 Independent Samples T-Test for Prejudice Score and HA/HE Major Type

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
PREJTEST	Equal variances assumed	2.284	.133	-1.846	138	.067	-2.50744	1.35855		-5.19370	.17881
	Equal variances not assumed			-1.813	120.158	.072	-2.50744	1.38338		-5.24640	.23151

Table 8.2 Independent Samples T-Test for Prejudice and HA/HE Major Type Continued

ANOVA tests were conducted between prejudice scores and years of education. These results are shown in Tables 9.1 and 9.2.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4 or Less	39	20.8974	9.16169	1.46704	17.9276	23.8673	11.00	44.00
5-6	60	18.9667	6.97931	.90102	17.1637	20.7696	11.00	35.00
7 or More	37	20.0811	8.44057	1.38762	17.2669	22.8953	11.00	41.00
Total	136	19.8235	8.03684	.68915	18.4606	21.1865	11.00	44.00

Table 9.1 ANOVA Test for Prejudice Score and Years of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	91.485	2	45.742	.705	.496
Within Groups	8628.280	133	64.874		
Total	8719.765	135			

Table 9.2 ANOVA Test for Prejudice Score and Years of Education Continued

A multiple linear regression analysis was conducted comparing the relationship between the dependent variable of a respondent's prejudice test score and the independent variables of race/ethnicity, age, major, political affiliation, years of education, and gender. This analysis revealed that political affiliation and being Latinx had statistically significant relationships with a respondent's prejudice score, which is shown in Table 10.

	Model 1		Model 2		Model 3	
Race/Ethnicity ^a						
<i>Latinx</i>	-3.88*	(1.71)	-4.10*	(1.72)	-4.00**	(1.40)
<i>Asian</i>	1.98	(2.42)	1.29	(2.40)	-0.08	(1.97)
<i>Other</i> ^b	-1.08	(2.04)	-0.68	(2.07)	-0.70	(1.69)
Male	-1.13	(1.39)	-2.36	(1.46)	-1.37	(1.20)
Age	-0.16 [^]	(0.07)	0.17*	(0.08)	0.12 [^]	(0.06)
Hierarchy Enhancing			3.90**	(1.43)	2.30 [^]	(1.18)
Major						
Total Years of			0.00	(0.28)	-0.11	(0.23)
Education						
Political Affiliation					4.47***	(0.55)
Constant	17.19	(2.26)	14.36	(2.51)	4.16	(2.41)
Adj. R ²	0.03		0.08		0.38	

Table 10: Multiple Linear Regression of Prejudice Test Scores (N = 142)

Unstandardized Coefficients, Standard Errors in Parentheses

[^]*p* < .10. **p* < .05. ***p* < .01. ****p* < .001.

^a *Reference category is “White”*

^b *“Other” category encompasses Black/African-American, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, or Multiracial*

Discussion

The significance levels exceed alpha (0.05) in all of the bivariate analyses; therefore, we must fail to reject both of the primary null hypotheses. This suggests that there is no statistically significant association between major and prejudicial attitudes toward undocumented immigrants and years of education and prejudicial attitudes toward undocumented immigrants. Though the independent samples t-test significance level for years of education (0.496) far exceeds the accepted alpha, the significance level for major

(0.067) does not. These results suggest two things: 1) It is possible the significance levels for major could reach statistical significance with a larger sample size and 2) The significance levels for major may only reach marginal significance due to faulty assignment of the majors into HA/HE categories. First, the survey was conducted using a nonprobability sample, which may have hindered the generalizability of the data. Moreover, assignment of HA/HE status to a particular major was not entirely based off of precedence, as there were some majors that respondents listed which were unspecified in the literature that discusses HA/HE majors. In hindsight, many of the majors reported in the survey were not coded by Cadenas et al. in their study, and so educated inferences had to be made as to which category they would fit in. In any case, though the results may not have been significant, they do appear to be meaningful. These results support theories in previous literature that argue major type does indeed influence whether a student has more hierarchy enhancing or hierarchy attenuating beliefs, as reflected by the fact that HA majors had lower prejudice test scores than HE majors.

In the initial multiple linear regression model, the relationship between a respondent's gender, racial/ethnic identity, age, and prejudicial attitudes toward undocumented immigrants were examined. Latinx respondents scored lower than White respondents on the prejudice test, meaning Latinx respondents were significantly less likely to be prejudiced toward undocumented immigrants than Whites. There were no statistically significant differences between Whites and Asians or Whites and respondents classified as "Other." Furthermore, age was also revealed to have a marginally significant (0.078) positive relationship in the initial model, signifying that as age increased, so did the prejudice test score. In the second model, hierarchy enhancing majors were added as an additional independent variable, revealing that now being Latinx, age, and having an HE major were all statistically significant in determining the prejudice test score of a

respondent. This model suggests that belonging to an HE major correlates with a higher score on the prejudice test. A third model added political affiliation, which ultimately proved to be the variable with the strongest relationship to prejudice; additionally, all previously mentioned variables (being Latinx, age, and having an HE major) remained statistically or marginally significant. The third model provides a substantially meaningful result, revealing that the more conservative a respondent is, the more likely they are to score high on the prejudice test. The implications of these results are heavily representative of the sociopolitical context the study was conducted in, and it should be noted that the final regression model had an adjusted r-squared value of 0.3872, which means the combination of these independent variables accounts for 38.72% of the variance in prejudice scores.

Limitations

Ideally, a stratified random sample would be collected, with each college consisting of a separate stratum in order to control for over or underrepresentation among HE and HA majors. Unfortunately, due to financial constraints, scheduling conflicts, and the unpredictability of which professors allowed the administration of the survey, a true stratified random sample was not achievable. Thus, a nonprobability sample was the most realistic avenue for distribution. Ideally, a larger sample size would also be collected if this study were to be replicated. Missing data also became an issue when analyzing the data, as eight respondents did not complete crucial aspects of the prejudice scale or demographic information.

Implications for Future Research

Although the independent variables within the primary hypotheses did not test to be statistically significant, the independent variables of being Latinx and political affiliation tested to be statistically significant within the secondary hypotheses, with the

variables of age and belonging to a hierarchy enhancing major showing marginally significant results. The multiple linear regression analysis contained meaningful results which found that being Latinx lowered prejudice toward undocumented immigrants, while having a more conservative political leaning increased prejudice toward undocumented immigrants; additionally, being older and belonging to a hierarchy enhancing major were found to be marginally significant in increasing one's score, and these results may achieve statistical significance with a larger sample size. As a result, it is clear that these variables are important in understanding student perspectives of undocumented immigrants, making them a safe place to start for future studies. Furthermore, the political connotation surrounding these three factors reflects the inherently political nature of this research. Indeed, in the United States, undocumented communities have faced prejudice from their documented counterparts for decades; with recent changes in the sociopolitical climate, however, these prejudices have begun to manifest themselves more and more in active hate speech and discrimination, not just from American citizens, but from elected American politicians. The gravity of the situation for undocumented immigrants has arguably never been as dire as it is now. As sociologists, it is our responsibility not only to contribute to the body of research pertaining to social groups facing discrimination like the undocumented community, but to actively participate in the vocalization and application of the results of such research. Higher education institutions have historically been one of the centers for social change, and so it is particularly important to examine how the students learning in these institutions are perceiving the undocumented community's struggle.

Previous studies on undocumented immigrants have been unable to account for the effect the Trump administration's political fallout has had on student perceptions of undocumented persons. Thus, the current study has a responsibility to adhere to the

zeitgeist of American politics in the hopes of creating a conversation around what can be done to help the undocumented population. Limitations to the current study are, at their core, only proposed steps for the next researcher to take in furthering the study into this community. With more developments in legislature and the social climate, more research will need to be done to capture the development of the issues affecting undocumented immigrants and the perceptions surrounding their community. Although collecting data on undocumented issues can be controversial and pose several challenges in the data collection process, it is work that can and should be done. Future research should utilize the current study as a basis to investigate other aspects of student identity that may impact attitudes toward undocumented immigrants, as well as study the effectiveness of existing interventions that are designed to promote empathy for the undocumented community. If universities can implement the survey designed in this chapter to better understand their student demographic, then they can establish interventions and workshops that cater to the specific aspects of student identity that produce negative attitudes toward undocumented immigrants. In studying the relationship between educational identity and attitude toward the undocumented community, this chapter ultimately hopes to further the dialogue for both the academic community and the American community at large, whether it be documented or not.

CHAPTER III:
A QUALITATIVE LOOK AT ASSISTANCE FOR UNDOCUMENTED
IMMIGRANTS IN NONPROFIT ORGANIZATIONS

“Being an undocumented person doesn’t mean that you don’t belong or that you don’t have rights...There’s help out there, there’s resources for you, there’s people out there in the same situation, so don’t be afraid to ask for help if you need it or show up to rallies and demonstrations. Because the more people we can get involved, the better the future is going to be for us.” – Pierre, October 13, 2018

Following the campaign and eventual election of Donald J. Trump as president of the United States, a wave of anti-immigrant rhetoric has been revived across the country. Among a variety of other discriminatory ideologies, the idea that undocumented immigrants should not be allowed to access or retain certain rights that documented citizens have has been heavily promoted by Trump throughout his campaign and presidency (Sullivan, 2015; Bump, 2018). One of these rights includes a right to a higher education, something that was made possible through Deferred Action for Childhood Arrivals (DACA) during the Obama administration. Recent developments in Trump’s policies have continuously shifted the status and perception of DACA’s lifespan, ranging from verbal criticisms of DACA to full-blown attempts to rescind it (Nakamura, 2017; Rogin & Khan, 2018; Kopan, 2018). As a result, DREAMers have been placed in a state of limbo, uncertain as what to make of the future of their educations and careers.

In regards to education, undocumented immigrants have historically been disadvantaged when seeking resources to apply for and attend higher education institutions (Forenza, Rogers, & Lardier, 2017). Furthermore, with the future of DACA uncertain and Trump’s position on removing rights granted by DACA stagnant (Vazquez,

2018), the issue of providing systematically accessible resources for undocumented students seeking a higher education has become a crucial topic of discussion worthy of researching in this sociopolitical moment. Within my own research, I look to the resources and strategies provided by two nonprofit organizations (which will be referred to as “NGO1” and “NGO2”) in Southeast Texas as a model for higher education institutions to follow. The resources and services offered at NGO1 and NGO2 range from financial aid tip sheets and “Know Your Rights” workshops to legal rights information and legal aid; while some of these services may not be replicable in a university setting, many of these resources have little to no cost to distribute while having the potential to provide significant benefits to undocumented students.

Indeed, in the current sociopolitical climate, it is important now more than ever that we, not only as social scientists, but as social advocates, explore and discuss the ways in which the institutions we function in can assist the undocumented community. Thus, my primary research question for this chapter focuses on answering the following: Within the current sociopolitical climate, how has the Trump administration affected the undocumented community, and what kind of support does this community need within higher education institutions now? I will present literature relevant to the areas of support for undocumented immigrants and students, social activism, and the sociopolitical contexts they exist within. Additionally, my own experiences with NGO1 and NGO2, both in their relation to contemporary literature and to pragmatic applications to higher education institutions, will be used to explore several themes that arose within my data analysis. The methods for the collection of this data and the subsequent analysis of the themes will be discussed as well. Most importantly, these core concepts will be connected to the voices of undocumented individuals and their allies to further illustrate the implications their experiences have on previous and current research; these

implications will act as the foundation for what theoretical and practical steps can be taken within higher education institutions to help undocumented students.

Literature Review

Educational Disparities

The statements made by Trump and his administration presented in the sociopolitical section of this study have alienated the undocumented community and as a result, many undocumented students have felt pressured to find opportunities outside of what they initially intended when coming to or being raised in the United States. Consequently, Trump's political prosecution of the undocumented community has only sought to aggravate existing barriers to higher education for undocumented students. While undocumented students have historically had lower retention rates than their documented peers, research suggests that this is largely in part to external factors such as a lack of academic resources, financial aid, or social support (Conger & Chellman, 2013). Considering the widening gap in social support since Trump's election, one can only assume that these factors have created more difficulties for undocumented students. Moreover, the rise in power that Immigration Customs Enforcement (ICE) has been given by Trump to arrest and deport undocumented immigrants has only served to increase distrust and fear within the undocumented community (Crawford, 2017). With this mix of uncertainty, fear, and distrust in mind, it is important to empathize with the struggles the undocumented student faces not only when achieving a higher education, but on a daily basis. While many of these barriers will never completely be assuaged without new executive and legislative leadership, some of the barriers posed to undocumented students can be overcome with assistance from college staff, faculty, and students.

Racialization of Undocumented Immigrants

For over a decade now, the racialization of immigrants has become an increasingly large problem shared by both documented and undocumented immigrants (Ponce, 2014; Green 2016). Racialization is a process which occurs when dominant groups in society utilize cultural and biological features to create stratified levels of inequality (Ponce, 2014); for undocumented immigrants in the United States, this manifests in the attribution of criminal behaviors to their character by documented, often white Americans. This has become especially true for immigrants of Mexican and Latinx heritage, as Trump's political stance has built upon preexisting notions that posit Mexicans (and often prejudicially grouping other Latinxs with Mexicans) as "illegal aliens" that engage in a variety of drug-related or violent crimes (Green, 2016). Consequently, the racialization of undocumented immigrants (or immigrants perceived to be undocumented) has both discriminatorily targeted Mexican and Latinx immigrants while simultaneously erasing the narratives of immigrants who descend from other racial and ethnic backgrounds. With Trump's narrative pushing people of Latinx descent (including people who "pass" as Latinx) as the face of the undocumented community, the resulting stigmas and stereotypes about undocumented immigrants have increasingly typecast undocumented issues as a Latinx issue. This is inherently problematic and is especially critical to note as Asians have become the fastest rising immigrant group in the United States, surpassing immigrants from Latin American countries (López & Bialik, 2017). Thus, the concept of racial and ethnic identity has become one of the key elements in examining sociopolitical context.

Resources for Undocumented Students

In line with the sociopolitical environment described, multiple studies indicate that undocumented students face challenges in attending higher education institutions on

a local, state, and national level (Herrera, Garibay, Garcia, & Johnston, 2013; Herrera, Suárez-Orozco et al., 2015; Garibay, Herrera, Johnston-Guerrero, & Garcia, 2016). Though many of these challenges exist within political realms, negative social factors such as prejudicial anti-undocumented sentiments also present difficulties for undocumented students. As evidenced in Herrera et al. (2013) and Garibay et al.'s (2016) extensive research, much of these prejudicial attitudes stem from the institutional environment of the student, including the demographic, political, and economic characteristics of the university. Combating these negative attitudes toward the undocumented community can be relatively cost-effective and achievable by using tested intervention techniques, such as using documentaries or workshops to educate faculty, staff, and students on the undocumented community (Cadenas, Cisneros, Tood, & Spanierman, 2016). As evidenced in Cadenas et al.'s study, these interventions were effective in increasing empathetic attitudes and reducing prejudicial, anxious attitudes toward undocumented immigrants among university faculty and staff. Although the workshop was four hours long, the documentary was only 30 minutes long; both interventions achieved favorable results, which suggests that the more cost-efficient alternative of the documentary could easily be implemented as opposed to the workshop to similar success.

In addition to educational interventions, researchers have found that accessible financial aid has played a significant role in the retention rate of undocumented students (Suárez-Orozco et al., 2015; Conger & Chellman, 2013). As Conger and Chellman suggest, more financial resources for undocumented students would undoubtedly facilitate their attainment of four-year degrees (2013). On an institutional level, university presidents and their trustees can attempt to bypass certain legislative processes to lower the cost of tuition for undocumented students (Forenza, Rogers, & Lardier, 2017).

Furthermore, although the distribution of financial aid itself may be dictated by a variety of factors outside of faculty control, the distribution of financial aid resources is not; there are several private scholarship opportunities for undocumented students that can be readily made aware to them through their university's advisors. Unfortunately, many advisors are unaware of where to access these resources, which implies a protocol is not set in place for how to assist undocumented students in most universities; thus, the establishment of concrete procedures regarding undocumented student resources would resolve this issue (Crawford, 2017).

Other resources conducive to assisting undocumented students in higher education institutions would include legal rights information that many immigrants may be unaware of and university-led initiatives to improve awareness of undocumented issues. Information toolkits such as "Know Your Rights" info cards and contact information for immigration attorneys and nonprofit organizations can be distributed on campuses during an "UndocuWeek" in which undocumented students and experiences are supported and celebrated (Suárez-Orozco et al., 2015). Moreover, some universities have resource centers focused on aiding a particular minority demographic; in fact, a DREAMers Resource Center has been established by the University of Texas at San Antonio to serve this exact purpose (UTSA, 2018). The resource center focuses on providing legal, financial and emotional services to undocumented students, highlighting the need for not only fiscal resources, but safe spaces for undocumented students to share their experiences without fear as well. While this approach may be the most expensive, it would provide higher education institutions a way to not only provide resources to undocumented students, but host workshops and interventions for students and staff as Cadenas et al. has suggested as well.

A Qualitative Approach

In approaching this subject, I have chosen to take a grounded theory approach in conducting my research. Considering the vulnerable nature of this community, certain aspects relevant to the education of undocumented immigrants are difficult to attain without a close proximity to the population. Indeed, the approach has proven to be effective when discussing the undocumented community in particular because it establishes a humane connotation for undocumented immigrants in addition to allowing their voices to be heard within academic literature (Crawford, 2017; Negrón-Gonzales, 2017). As evidenced by Crawford's research and an increasing number of news publications, the most telling aspects of the undocumented experience can be captured in snapshots, such as during a 2008 incident between ICE and a K-5 elementary school involving undocumented students. The experiences of these students could not be captured without conducting qualitative study of the experiences of the teachers and faculty who protected them; in a similar fashion, I seek to highlight the services and resources NGO1 and NGO2 provide to undocumented immigrants in order to further showcase the needs of the undocumented community.

Although the current body of literature has established credible methods for assisting undocumented students in higher education institutions, most of the research was collected prior to the Trump administration; as such, it is important to continually build upon the literature with the current sociopolitical context in mind. Moreover, while there is some existing literature that analyzes the effect the Trump administration has had on K-16 educational experiences (Nguyen & Kebede, 2017), it is important to note that the voice of undocumented immigrants tend to be left out in most academic research, a factor which has become increasingly significant in determining how to best assist this population. As circumstances around DACA become more and more uncertain, so do the

issues facing the undocumented community; thus, it is crucial that we begin to look at not only what the literature suggests, but also what members of the community and their allies are advocating for in the present.

Data and Methods

The data collection process for this research project spanned just over 10 months, from January to November 2018. In choosing an initial research location, I wanted to select an established nonprofit organization with a mission statement focusing on supporting the undocumented community and by chance, I met a director from NGO1 during a weekly continuing education seminar; subsequently, I told them about my research proposal and they agreed to let me act as an intern so that I could carry out my study and help the members of the organization at the same time. NGO1 participates in political and civic engagement, in addition to their role as a provider of financial, legal, and miscellaneous resources to undocumented immigrants. I visited NGO1 a total of 15 times throughout the duration of the study, conducting 9 interviews (7 with NGO1 staff and 2 with NGO1 volunteers) with members of the organization. Through my connections at NGO1, I was able to contact a director from NGO2 and from there, 3 more participants were interviewed for a total of 12 research participants. Each interview was preceded by attaining verbal and written informed consent (which can be found in Appendix C), and all interviews were directed by an interview guide (which can be found in Appendix D). Observations typically lasted anywhere from one to 3 hours, with one outlier of an eight-hour observation during a group visit to a city hall conference. Observational data was limited to NGO1 due to the time restraints of the study, with all information collected from NGO2 through interview data. Interviews typically lasted anywhere from 20 to 60 minutes, with breaks in the interview being recorded in the

transcriptions. Interviews were recorded on an iPhone 7+ using the “Voice Memos” application, and were transcribed using Express Scribe Transcription Software.

I approached the project using grounded theory, allowing my experiences with NGO1 and NGO2 to guide the formation of my own theory; since I was taking a more qualitative approach, I modified my data collection techniques to model more reflexive methodologies, such as placing myself within my field note observations and interviews (Creswell, 2016; Corbin & Strauss, 2015). For example, some interview questions were modified or included for later respondents, depending on what I had observed in the field or in my external life (i.e. including a question regarding the formation of a Latino Center because I had recently attended a focus group on the topic). I had to collect a nonprobability sample of 12 respondents ranging in age (23-72), gender (8 males, 4 females), and documentation status (5 semi- or undocumented, 6 documented, and 1 choosing not to disclose status). All respondents save one were of Latinx descent, with that one respondent being of mixed Asian and European descent. All respondents at NGO1 were informed of my position as an observant-participant researcher, and all respondents from both organizations were informed of what my research was about prior to the interviews; as a result, I was treated essentially as an intern at NGO1 who helped with daily tasks that ranged from filing receipts, helping draft press releases and project outlines, and attending a press conference at a city hall meeting in support of undocumented rights.

Results

Over the course of my research, I uncovered five prevalent themes within my interview and observation data: 1) internal barriers existing within higher education, 2) external barriers resulting from lack of interorganizational cohesiveness, 3) the necessity for undocumented-specific safe spaces in schools, 4) a strong sense of community, and 5)

what it means to act as an ally to the undocumented community. These five core concepts eventually led to the formation of my own advocacy-oriented theory regarding support for undocumented individuals in the era of Trump.

Barriers to Higher Education

Consistent throughout all of my interviews was the presence of internal barriers to higher education for undocumented immigrants. These barriers, my respondents asserted, existed due to internal issues within higher education institutions. Many respondents noted there was a greater need for visibility and accessibility of basic resources for undocumented students, such as financial aid or “Know Your Rights” information (i.e. legal information regarding what to do when confronted with a police officer or ICE agent). As one respondent, Robert, notes:

“A lot of people don’t know what their rights are and what are the different resources that are dedicated to them. Um, and by no means am I saying it’s perfect, but what I’m saying is that the first step is already getting all of the information out there, so people know that they’re not completely left alone.” –

Robert, March 3, 2018

The lack of these resources leads to a lack of knowledge; as a result, many respondents connected this lack of information to a source of fear among undocumented students. In turn, this fear of deportation and conflict between authority figures leads to a lack of trust between students and faculty. Indeed, the sociopolitical climate undocumented students must navigate often acts as a source of demotivation in achieving a higher education, as Sofia notes:

“We know that under the Trump administration, there’s a lot of anti-immigrant rhetoric, and sometimes this also demotivates the students to pursue a higher education since they feel that ultimately DACA’s just going to get cancelled

again, that their status is going to keep them from achieving their goals or dreams.” – Sofia, February 27, 2018

The root of this issue can be traced to a lack of proper training and information among financial aid and student services advisors. Many respondents noted the need for university staff to receive further training on the specific issues and policies affecting undocumented students, as these policies often have real, immediate effects on the students’ enrollment at the university. For example, Aniya described a time where she had to stop attending college for a semester due to a lack of knowledge on their financial advisor’s part about in-state tuition for undocumented students:

“Just like myself, one time I went to try and enroll and the lady at the front told me that I couldn’t because I was undocumented, knowing that HB-1403 was in place and I was a part of that.” – Aniya, April 14, 2018

Aniya’s experience with the financial aid office is not a unique scenario; indeed, many stories of undocumented students halting enrollment from college can be reflected in the literature that posits undocumented students as having lower retention rates compared to their documented counterparts (Conger & Chellman, 2013). These institutional barriers act as a vicious cycle of misinformation and fear for undocumented students; as university staff lack the knowledge necessary to aid these students, students naturally react with a sense of fear and distrust of authority figures among university staff. Thus, even if there were to be a university staff member who had resources to help facilitate an undocumented students’ retention, that student may not identify them as a trustworthy source of support. In this situation, it would seem the biggest obstacle to destroying these barriers would require campus-wide education and distribution of resources regarding undocumented issues among university staff and students alike.

Interorganizational Cohesiveness

Another issue my respondents brought up was the lack of coordination between organizations designed to aid the undocumented community. This lack of cohesion between nonprofit, nongovernmental agencies acts as an unintentional, external barrier to assisting the undocumented community. Miscommunications and conflicts between organizations can result in scheduling issues for certain events (i.e. marches or rallies) that unintentionally seek to divide the supporting presence in the community. Aniya describes these conflicts by saying:

“There’s always a battle within organizations – there’s millions of coalitions that are trying to form all the time, but sometimes they lose focus in the power. Like who has power, who has more money, who has this – so I mean, it is a struggle, but isn’t everything a struggle?” – Aniya, April 14, 2018

Although the formation of more advocacy-oriented organizations is rooted in good intentions, it is nearly impossible for each of them to effectively coordinate under current federal restrictions. Most of these organizations are not federally funded and receive relatively little financial aid from private institutions, making their mobility and cohesiveness harder to attain. Robert describes the frustration of not being able to more efficiently organize due to a lack of funding:

“...it’s always possible to do more. But that would require bringing on more people, and as a nonprofit, that’s difficult.” – Robert, March 3, 2018

Indeed, this lack of funding places an uncontrollable amount of stress on these nonprofit organizations, as they are forced to compete for limited resources without choice. This element of competition reduces the possibility of cohesion as well as the focus of immediate objectives within these organizations. For example, Dylan describes this lack of focus in the following:

“...sometimes it becomes more about agendas than it becomes about helping people. So I think ultimately the message I would say is that if there’s other organizers out there that – it is important that if you have an agenda you do your agenda, but you need to remember what’s at stake. What’s important? Is it you? Is it your organization’s reputation? Or is it really more about helping people?” –

Dylan, March 6, 2018

The loss of objectivity within these organizations consequently leads to a reduction in the efficiency these organizations are able to perform in. Although interorganizational cohesion is possible in some instances, many of my respondents noted that they are always willing to coordinate with other organizations, but the opportunities to do so are not always available. This suggests that a more systematic change must be introduced to the way these organizations are funded, so that the element of competition between them can be reduced.

A Safe Space

One of the overwhelmingly present themes throughout my interview process was the concept of a safe, undocumented-specific space. Though the idea of an undocumented space on university campuses initially seemed unheard of to me, one of my respondents told me that the University of Texas at San Antonio had already established a DREAMers Resource Center, devoted to specifically meeting the needs of undocumented students. The space acts as both a source of useful information (i.e. financial aid resources) and a physical space for undocumented students to share their experiences freely. This space is designed to feel comfortable, safe, and empowering for these students, which is something most of my respondents noted as being necessary for progress. Indeed, research compares the disclosure of one’s documentation status as a type of “coming out” process, and subsequent act of which can be empowering to undocumented students

(Muñoz, 2016). Eduardo describes the usefulness of having a space to speak freely and collaborate with other undocumented students about their status:

“...I don’t know what the solution is, but I think somebody needs to create that space, like people can talk and express differences and come together with solutions for the community and help others, like us, to help us support others.” – Eduardo, March 28, 2018

Some universities have resource centers devoted to addressing international student concerns; when prompted as to whether this space could double as a space for undocumented students, Dylan countered:

“Well I think that usually the term “international student affairs” – that “international,” I think that sort of contradicts a lot with – first of all, DACA kids, because of HB 1403, they shouldn’t be considered international students.” – Dylan, March 6, 2018

Indeed, Dylan points out a strong point; the political, financial, and social issues that undocumented students face are separate and distinct from the ones international students face. Many undocumented individuals, such as the ones I interviewed, arrived in the United States at very young ages; thus, the idea of being classified as an international student when someone has been raised in the United States almost their entire lives is counterintuitive, let alone counterproductive when taking into consideration specific policies affecting undocumented students such as in-state tuition bills. Respondents were further prompted about the inclusion of undocumented resources within a “Latino Center,” an idea that came up during a focus group I was a part of at a regional university in Southeast Texas. Alan addressed similar concerns to this “two-in-one” space:

“Well I think if I had a say in it, I think it would be to deliberately have an Undocumented Students Center because attaching it to the Latino Center, uh,

would be assuming that all immigrants are Latino, which is not necessarily the case.” – Alan, Texas, March 27, 2018

Here, Alan makes the case for an undocumented-specific resource center, pointing out the prejudicial nature of assuming all undocumented individuals are Latinx.

Regardless of whether a school is a Hispanic Serving Institution (HSI) or not, all universities can benefit from having an undocumented resource center; that being said, Alan’s statement highlights that joining the space for undocumented students with Latinx students may alienate undocumented students who are of different racial and ethnic backgrounds. Instead, an undocumented-specific center, such as the DREAMers Resource Center at the University of San Antonio, would be the ideal model to mimic for higher education institutions nationwide.

Community

Many of my respondents identified what they felt was a strong sense of responsibility to the undocumented community. Given that many of my respondents were semi- or undocumented themselves, they expressed feelings of obligation to give back to their own community with the knowledge and resources they had acquired by working at NGO1. Aniya expressed that this sense of duty was so strong that they even purchased resources for community members with their own money:

“But at the beginning, it was me paying out of my pocket so I could build this little closet that I have filled with food and necessities for the community. And I usually do that – I go out and spend my own money to bring back.” – Aniya, Texas, April 14, 2018

All of my undocumented respondents acknowledged their role as undocumented people helping other undocumented people, and noted that many organizers in similar nonprofits share their position as community leaders. There was also a strong sense of

family within my respondents; many of them had joined or heard of NGO1 and NGO2 through a close friend or family member, and consequently ended up joining through that connection. As a result, both NGO1 and NGO2 are organizations staffed by a very close group of people who share similar motivations for helping the undocumented community. Sofia best summarizes these motivations in her interview:

“The whole reason I even got interested in helping others was because I was able to get DACA, and I knew a lot of my friends, some of my family, including my parents, they did not have that privilege. Um, so being able to help them with whatever I can is almost like me thanking my parents and thanking my family who came here before me as immigrants.” – Sofia, Texas, February 27, 2018

Being an Ally

Seeing this strong sense of community and knowing that that I, myself, am not an undocumented immigrant, I was curious as to how documented citizens could best act as allies to the undocumented community. Historically, immigrants and immigrant-rights supporters have been able to make symbolic change in the past by derailing anti-immigrant legislation using civil disobedience before (Summers Sandoval Jr., 2008), which is a sentiment reflected in many of my respondents’ interviews. Nearly everyone asserted that voting was perhaps one of the most evident ways a documented person could act as an ally for undocumented immigrants, and many respondents followed up with expressing desires for more political and social engagement (e.g. attending marches, listening to undocumented struggles, showing support for political candidates who support undocumented immigrants, etc.). Visibly showing solidarity with the undocumented community was also a recurring theme in the data, as several respondents noted that sometimes it is more useful for documented allies to offer forms of protection in politically charged events rather than speaking on undocumented people’s behalf.

Dylan expressed this concern for the erasure of undocumented voices by describing an incident they had recently witnessed:

“I was talking to Sofia about yesterday when we went to [Texas University] was that, it was a DACA event. But not all the speakers were undocumented. None of them. So I think that – I guess it doesn’t bother me but I think one of the things that I sometimes feel like allies do is they take the spotlight from those who are really affected.” – Dylan, Texas, March 6, 2018

Here, Dylan illustrates a specific instance where they felt undocumented voices were not being heard at an event designed to empower the undocumented community; as a result, there was a cognitive dissonance between the speakers and the audience. Indeed, several of my respondents expressed that sometimes, undocumented individuals feel discomfort in receiving certain forms of assistance from documented people because it stirs up feelings of inferiority or highlights a lack of relatability; one respondent suggested that this is why so many organizers in the community are undocumented themselves, as it facilitates the process of assistance. Conversely, respondents felt that rather than speak over undocumented voices, documented allies should strive to be empathetic and protective of the community they wish to help. Empathy for undocumented experiences and solidarity with the community was heavily emphasized, as Alan notes:

“...let people know who our community really is, let them know who your neighbors are. And I think raising that and then not necessarily speaking on behalf of the person, but helping that person get their voice across or, you know, visiting you know? Going with them to a congressional visit. I think those are really powerful because then it’s like, you have the DREAMer but you also have the

voter attached to them. And voting. I mean, you can't emphasize that enough." –

Alan, Texas, March 27, 2018

Discussion and Social Implications

Several of these themes are grounded in the unique perspectives and experiences of the respondents; however, they each hold significant implications for undocumented individuals and their allies. Moreover, given that the research site was in Southeast Texas, there are unique qualities the site had in relation to its location. According to 2014 estimates, the Greater Houston Area alone was home to approximately 575,000 undocumented immigrants, ranking third among most populated undocumented cities in the U.S. after Los Angeles and New York City; this number is estimated to have grown exponentially since (Passel & Cohn, 2017). Thus, the demographic identity of this location was subject to both a higher proportion of undocumented immigrants as well as a more diverse range of racial and ethnic backgrounds in those undocumented populations. Moreover, Houston is identified as a sanctuary city, both for its high immigrant population and Mayor Sylvester Turner's immigrant-friendly stance (Reigstad, 2017). Thus, the implications of the research are arguably comprehensive enough to be generalized to higher education institutions nationwide, as few areas have as much of an undocumented presence in the United States as Southeast Texas.

Overall, the themes born out of the interviews with the respondents are incredibly insightful and critical to establishing both theoretical and concrete recommendations for university staff, students, and allies to the undocumented community. The research question can be addressed succinctly with the following advocacy-oriented theory:

Higher education institutions, such as universities and community colleges, should enact campus-wide policy changes that include a.) the introduction of external resources (i.e. expert guest speakers/trainers) and b.) internal resources (i.e. a safe space

such as a DREAMers Resource Center with financial/”Know Your Rights” information) to its institutional identity in order to better support, empower, and assist students who are a part of the undocumented community.

In essence, this theory posits that systemic, institutional change must be made in order for higher education institutions to effectively and efficiently support undocumented students, as well as the wider undocumented community as a whole. The utilization of resources provided by nonprofit organizations such as NGO1 and NGO2 is essential in facilitating the attainment of a higher education for undocumented students, and the accessibility of these resources is relatively low-cost and readily available. As facilitators of higher education, it is crucial that faculty, staff, and students alike partake in the distribution of these resources and the overall assistance of the undocumented community, as the status of the students in this community reflect our ability to effectively apply academic research to timely, real-world issues.

Limitations

Unfortunately, my sample size of respondents was relatively small, even for a qualitative study. Although the data was rich, a larger sample size from numerous nonprofit entities of various sizes could improve the reliability of the study. Furthermore, while NGO2 was a national nonprofit as opposed to NGO1, which was a local nonprofit, NGO2’s key mission was more centered in assisting a specific ethnic community as opposed to the undocumented community as a whole. Moreover, the window of time to collect data was intersected by other academic and external responsibilities, limiting the overall desired sample size. I was also restricted to what days I could visit NGO1, as I work and attend school part-time. Many of these limitations were inevitable as a graduate student conducting their first expansive qualitative study, and so I am hopeful that future studies may build upon this information in ways that I could not.

Implications for Future Research

Future research must focus on the application of nonprofit organizations' resources in order to better understand how to practically support undocumented students. Existing resource centers like the one at UTSA should be closely researched to observe the effects of its presence on the student body and advocate for the application of its model. More importantly, academic research has been heavily restrained by voices privileged enough to make it this far into higher education; we must allow the voices of the undocumented community to shine through our research; thus, mixed-methods studies may be more useful in researching topics affecting undocumented individuals as it will allow qualitative accounts to reflect quantitative statistics. Since many organizations spearheading the undocumented rights movement are led by undocumented persons and their allies, more attention must be paid to the voices of those who have become experts on these issues. Thus, I find it appropriate to end this chapter with a message to the documented community from one of these experts:

“I think what people should know [about the undocumented community] is that they're one of us. They may not have citizenship, but they're human beings. They're here to work hard, to take of their family, to take care of their children, and they would benefit from a helping hand. Don't be afraid to help them out...We need to do more than just give platitudes and things like that. We need to...do something that's going to be more proactive and more long-lasting for the community.” – Lorenzo, October 26, 2018

CHAPTER IV: CONCLUSION

Though the initial goal in undertaking the research involved in this thesis is to encourage a dialogue that highlights the issues affecting the undocumented community, the ultimate goal lies in promoting advocacy-oriented policy change across higher education institutions. As revealed in the second chapter of this study, prejudicial attitudes among college students are largely associated with their political affiliation, race, and to a somewhat lesser degree, their age and major type. Furthermore, this study highlighted intervention techniques from existing literature to provide a possible solution to combating these prejudicial attitudes. Meanwhile, the findings from the third chapter showcase strategies and methods nonprofit organizations use to aid the undocumented community that can be implemented in higher education institutions. This chapter also explores the experiences of undocumented people and their allies through face-to-face interviews, adding a richer, more holistic perspective on undocumented issues to this thesis. In effect, the adoption of the methods used by nonprofit organizations that aid the undocumented community as well as the collaboration between these organizations and higher education institutions is at the core of the argument this research is presenting. By engaging with local and national nonprofit organizations and hosting workshops, spreading informative media, educating faculty and students, and enacting university-wide policy change that removes barriers for the undocumented population, higher education institutions can do their part in combating the anti-immigrant rhetoric and practices that have been exacerbated by the Trump administration.

Of equal significance is the promotion and inclusion of undocumented voices within future literature, as this research has displayed this community has invaluable perspectives on the issues affecting it that should and must be heard to facilitate any social change. Indeed, it is our responsibility as social scientists to be inclusive and

respectful of the communities we engage with, regardless of how difficult it may be to publish timely research. That being said, it is worth noting that the state of undocumented issues is under constant and continuous change and pursuing this line of research has unique difficulties that come with the frequent legal and political revisions made within the Trump era. This is the case in point; future research must continuously be conducted to keep up with the everchanging, complex nature of immigration law, and collaborating with the undocumented community more has a strong chance of enriching and helping the research process along. Nevertheless, we should not forget that at its core, this research's purpose is to help undocumented immigrants in their struggle and to persuade others to do the same. Therefore, I find it fitting to conclude this thesis with a message from one of my respondents, specifically addressing the undocumented community:

“You might have to struggle right now, you’re undocumented here, but if you were to get deported, you’re going to have your struggle over there. So the struggle in our life is not going to end – even if it’s just buying a car, you’re always going to have a struggle. So might as well fight for what you’re trying to do and how to get there and overcome whatever adversity you’re facing. You always have to, no matter what country you’re in, you’re always going to have to fight against adversity. So keep on trying to fight here and anywhere because you’re going to get there eventually.” – Aniya, Texas, April 14, 2018

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APPENDIX A:
STUDENT PERSPECTIVES SURVEY

Please select your choice or fill in the blank.

Q1 Age:

Q2 How many years have you attended [REDACTED]?

Q3 In total, how many years have you attended any 4-year university?

Q4 In total, how many years have you attended any college, including community college and 4-year universities?

Q5 In what year did you graduate high school?

Q6 What is your intended major of study?

Q7 What is your intended minor of study, if applicable?

Q8 Are you (Select all that apply):

☐ Native Hawaiian/Pacific Islander

☐ Black/African American

☐ White

☐ Hispanic/Latino/a/x

☐ Asian

☐ American Indian/Alaska Native

Q9 Are you (Select one):

- ☐ Male
 - ☐ Female
 - ☐ Transgender
 - ☐ Rather not say
-

Q10 Are you (Select one):

- ☐ Part-time student
 - ☐ Full-time student
-

Q11 What would you consider yourself? (Select one):

- ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Senior
 - ☐ Graduate student
-

Q12 Is English your native language? (Select one):

☐ Yes

☐ No

Q13 Since entering college, have you (Select all, if any, that apply):

☐ Participated in an ethnic/racial organization

☐ Had a roommate of a different race/ethnicity

☐ Taken a racial/ethnic studies course

☐ Attended a racial/cultural awareness workshop

Q14 How would you best characterize your political views? (Select one):

- ☐ Very Liberal
 - ☐ Liberal
 - ☐ Middle-of-the-road
 - ☐ Conservative
 - ☐ Very Conservative
-

Q15 Have you had any conflicts with family over your political affiliation in the past year?

- ☐ Yes
 - ☐ No
-

Q16 Have you had any conflicts with peers over your political affiliation in the past year?

- ☐ Yes
 - ☐ No
-

Q17 Do you know anyone that is undocumented?

☐ Yes

☐ No

Q18 Please rate the likeliness of the following statement:

	Highly Unlikely	Somewhat Unlikely	Somewhat Likely	Highly Likely
I will probably change my major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Please rate your satisfaction with your college in each area (skip if you have not taken courses in a certain area):

	Highly Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Highly Satisfied
Humanities and social science courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and mathematics courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core curriculum courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Please select how much you agree or disagree with each of the following statements

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
There is a lot of racial tension on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been singled out because of my race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have heard faculty express stereotypes about racial/ethnic groups in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not mind if a suitably qualified undocumented immigrant was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

appointed my
boss

I would not
mind if an
undocumented
immigrant who
had a similar
economic
background as
mine joined my
close family by
marriage

I would be
willing to have
sexual
relationships
with an
undocumented
immigrant

I would be
willing to have
meaningful
friendships with
an



undocumented immigrant				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Undocumented immigrants should be denied access to public education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many undocumented immigrants living in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When jobs get scarce, undocumented immigrants living in the United States should be sent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

home				
Undocumented				
immigrants				
enrich the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American				
culture				
Undocumented				
immigrants				
occupy jobs that				
documented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American				
citizens should				
have				
It is pleasant for				
me to have				
undocumented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
immigrants as				
classmates				
It is pleasant for				
me to have				
undocumented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
immigrants as				
coworkers				

Q21 In your own words, how would you say you feel about undocumented immigrants?

(Optional)

APPENDIX B:

INFORMED CONSENT TO PARTICIPATE IN RESEARCH SURVEY

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Higher Education and Prejudice: The Relationship Between Educational Identity and Attitudes Toward Undocumented Immigrants

Student Investigator: Martin Gonzalez

Faculty Sponsor: Amy Lucas, Ph.D.

PURPOSE OF THE STUDY

The purpose of this research is to analyze the perceptions of undocumented immigrants held by college students.

PROCEDURES

The research procedures are as follows: Respondent will circle or fill in an appropriate response to the questions presented in the survey. If, for any reason, respondent does not feel comfortable answering a question, please leave options untouched. Respondent must only circle one response unless question allows for multiple responses.

EXPECTED DURATION

The total anticipated time commitment will be approximately 10-15 minutes.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigator better understand college students' perceptions of undocumented immigrants.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the Faculty Sponsor for a minimum of two years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Martin, at phone number [REDACTED] or by email at [REDACTED]. The Faculty Sponsor Amy Lucas, Ph.D., may be contacted at phone number [REDACTED] or by email at [REDACTED].

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name: _____

Signature of Subject: _____

Date: _____

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title _____

Signature of Person Obtaining Consent: _____

Date: _____

THE [REDACTED] COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS
REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH
SUBJECT MAY BE ADDRESSED TO THE [REDACTED] COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-
283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT [REDACTED] ARE GOVERNED BY
REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE #
FWA00004068)

APPENDIX C:

INFORMED CONSENT TO PARTICIPATE IN RESEARCH INTERVIEW

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Supporting the Undocumented Community in the Era of Trump: A Mixed-Methods Analysis of Higher Education

Principal Investigator(s): Martin Gonzalez, B.S.

Student Investigator(s): Martin Gonzalez, B.S.

Faculty Sponsor: Amy Lucas, Ph.D.

PURPOSE OF THE STUDY

The purpose of this study is to: a) learn more about undocumented immigrant experiences as well as the issues affecting the undocumented community in the era of Trump's presidency and b) learn more about the services offered at this organization and how they might help undocumented immigrants hoping to achieve a higher education.

PROCEDURES

The research procedures are as follows: Participants will partake in a 30-45 minute interview regarding undocumented issues in the United States. All interviews will be recorded and recordings will be stored for transcription until the research project is completed. At that point, recordings will be destroyed. I will not ask for any participant's name during the interview. If, for any reason, the respondent does not feel comfortable answering a question, you may skip that question. Please feel free to end the interview at any point.

EXPECTED DURATION

The total anticipated time commitment will be approximately 30-45 minutes.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project.

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) better understand undocumented issues and further develop strategies to help the undocumented community.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by Dr. Amy Lucas for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Martin Gonzalez, at phone number [REDACTED] or by email at [REDACTED]. The Faculty Sponsor Amy Lucas, Ph.D., may be contacted by email at [REDACTED].

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name: _____
Signature of Subject: _____
Date: _____

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title _____
Signature of Person Obtaining Consent: _____
Date: _____

THE [REDACTED] COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS
REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH
SUBJECT MAY BE ADDRESSED TO THE [REDACTED] COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-
283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT [REDACTED] ARE GOVERNED BY
REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE #
FWA00004068)

APPENDIX D:
INTERVIEW GUIDE

To documented workers employed by NGO:

- What is your role here at NGO?
- How long have you been working at NGO?
- Could you tell me what your first time here at NGO was like?
- What is the most commonly sought after resource undocumented immigrants use besides legal aid?
- How difficult is it to provide these resources?
- How accessible are these resources to other institutions?
- What kind of resources do you wish were more accessible in schools?
- What are some ways these could be implemented in schools?
- *If respondent answers regarding K-12 education, I will ask the same question in regards to a university/community college
- You do not have to answer this question if you do not want to, but are you documented or undocumented? * (This may be asked at the beginning or end depending on whether I already know that person's status; several employees have already disclosed their status to me. If I do not already know that person's status, I will save this for near the end).
- How has working at NGO influenced your perception of undocumented immigrants?
- How has Trump changed your views on politics? In general?
- Do you have any undocumented friends and family? How has working here helped them?
- What should documented citizens be doing to help the undocumented communities? In what ways can we be allies?
- Is there anything you wish you could improve about NGO?

To undocumented workers employed by NGO:

- What is your role here at NGO?
- How long have you been working for NGO?
- Could you tell me what your first time here at NGO was like?
- What is the most commonly sought after resource undocumented immigrants use besides legal aid?
- How difficult is it to provide these resources?
- How accessible are these resources to other institutions?
- What kind of resources do you wish were more accessible in schools?
- What are some ways these could be implemented in schools?
- *If respondent answers regarding K-12 education, I will ask the same question in regards to a university/community college
- You do not have to answer this question if you do not want to, but are you documented or undocumented? * (This may be asked at the beginning or end depending on whether I already know that person's status or not; several employees have already disclosed their status to me. If I do not already know that person's status, I will save this for near the end)
- Do you have any undocumented friends and family? How has working here helped them?
- Have you attended any college or university in the United States? If not, have you applied for one? *This question is essential in gauging what problems undocumented individuals face when applying/attending higher education institutions.
- Were there any challenges that came with the application/attendance that were due to your documentation status? *Application and attendance will be asked as separate questions
- How has working for NGO influenced your identity as an undocumented person?
- What are some difficulties you face because you are undocumented?
- How has Trump changed your views on politics? In general?

- What should documented citizens be doing to help the undocumented communities? In what ways can we be allies?
- Is there anything you wish you could improve about NGO?
- How does it feel to work as an undocumented person assisting others in your community?
- What message that you have learned from NGO would you want other organizations to hear?

To volunteers/external aid working with NGO:

- What is your role here at NGO?
- How long have you been volunteering for NGO?
- What brought you to NGO/How did you hear about NGO?
- Could you tell me what your first time here at NGO was like?
- How have you implemented the work you have done here to the work you do at your other place of employment/other areas of your life?
- How has volunteering with NGO made you feel about the issues undocumented people are facing in the United States right now?
- What kind of resources do you wish were more accessible in schools?
- What are some ways these could be implemented in schools?
- You do not have to answer this question if you do not want to, but are you documented or undocumented? * (This may be asked at the beginning or end depending on whether I already know that person's status or not; several employees have already disclosed their status to me. If I do not already know that person's status, I will save this for near the end)
- Do you have any undocumented friends and family? How has volunteering here helped them?
- Have you attended any college or university in the United States? If not, have you applied for one? *This question is essential in gauging what problems undocumented individuals face when applying/attending higher education institutions

- Were there any challenges that came with the application/attendance that were due to your documentation status? *Application and attendance will be asked as separate questions
- How has volunteering for NGO influenced your identity as an undocumented person?
- What are some difficulties you face because you are undocumented?
- How has Trump changed your views on politics? In general?
- What should documented citizens be doing to help the undocumented communities? In what ways can we be allies?
- Is there anything you wish you could improve about NGO?

Final Question for Everyone:

- What message would you want to send to the undocumented community? What message would you want others to hear about the undocumented community? If you'd like, you can also use this time to bring up anything else you want to mention that you haven't gotten the chance to yet.