

Strategies for Serving Undocumented College Students in California:

A Project in Applied Anthropology

A Project Report

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Gabriel Manrique

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The Undersigned Graduate Committee Approves the Project Report Titled
Strategies for Serving Undocumented College Students in California:
A Project in Applied Anthropology

By
Gabriel Manrique

Approved for the Department of Anthropology

Dr. Roberto Gonzalez, Department of Anthropology

Date

Dr. Marco Meniketti, Department of Anthropology

Date

Dr. Chuck Darrah, Department of Anthropology

Date

Dr. Claudia Lopez

Date

Abstract

This report describes an applied anthropology project designed to identify a range of strategies for better serving undocumented students at a two-year community college in northern California. The project was conducted at the request of, and in collaboration with, representatives from HEFAS (Higher Education For AB540 Students), a program at De Anza Community College that provides support and resources for undocumented students as they prepare to make the transition to four-year state universities. The project was originally intended to assess the effectiveness of support services at De Anza, while creating networks of support for undocumented students about to transfer to four-year universities. However, over time, the project began to take a somewhat different direction to meet new organizational needs. These needs included: (1) new communication and networking strategies that might help HEFAS more effectively serve undocumented students; (2) participation in public forums to increase awareness about services (such as financial support, academic advising, and psychological counseling) available to support undocumented students in an era marked by increasing xenophobia and immigrant deportations; and (3) ideas for improving HEFAS's organizational effectiveness in the future. Although this project was conducted exclusively for HEFAS and De Anza College, many of the observations and suggestions proposed in this project might very well be applied to similar educational institutions in the state of California and beyond.

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I. Introduction

Each year, about 65,000 undocumented students graduate from high school in the United States. However, only around twenty percent decide to attend college (DeAngelo et al 2015). Undocumented students have become more visible in higher education institutions as they strive for equal access to education. Nonetheless, administrators, faculty, and classmates often have little or no knowledge of who the undocumented students are and why they are undocumented. During the 1980s and 1990s there were modifications in federal U.S. immigration laws that created large populations of undocumented immigrants, which affected children in the U.S. who were born outside the country, causing them to grow up without legal citizenship (Gonzales et al 2014).

Although these children can obtain free K-12 education, once they graduate from high school, they lack the proper documentation to apply for college or to apply for a job. The documents include a social security number, a work permit, or a green card to prove legal citizenship in the United States. At any given moment, undocumented immigrants can be deported to their country of origin. Without legal status, it is difficult for an undocumented person who has just graduated from high school to receive financial aid for college. Many undocumented high school graduates decide not to attend college for financial reasons and because they possess insufficient information about how to navigate higher education.

Even though all undocumented immigrants are prone to be deported, there are some immigrants with no legal status that are taking advantage of the opportunities being offered by pro-immigrant organizations and policies enacted by the U.S. government. For example, some undocumented students, tired of living in the shadows (hiding their legal status from the public) decided that it was time to advocate for their rights and be accepted by American society. In

2001, the Development, Relief, and Education for Alien Minors Act (Dream Act) was introduced in Congress (Nicholls and Fiorito 2014). Undocumented students who advocated and supported the act that would create a path to citizenship started using the term "Dreamers." Because Dreamers are involved with organizations fighting for the rights of undocumented immigrants, they tend to have more access to information and other resources than an undocumented person who is not involved with such organizations (Gonzales et al 2014).

Nevertheless, not all undocumented students consider themselves Dreamers, others prefer to be called "DACAmented," which means that they qualify for the Deferred Action for Childhood Arrivals (DACA) law enacted by former President Obama, in 2012. To qualify for DACA, an undocumented immigrants must have entered the United States before his or her 16th birthday and prior to June 2007, be under the age of 31 as of June 15, 2012, and not have been convicted of a felony, significant misdemeanor or three other misdemeanors. The people that qualify for DACA are able to get a work permit, a social security number, and are protected from being deported if they have not committed a crime in the United States. However, DACA does not give legal status to the people that do qualify. Anyone else who does not qualify for DACA can be deported anytime. I would argue for this particular project that being a Dreamer, DACAmented, or an undocumented immigrant that has access to information and resources in this country puts individuals in a different category than those immigrants that cannot get hold of information or are not connected to pro-immigrant organizations. No access to information is hurting people with no legal status to pursue a higher education.

One of the problems undocumented students face in California is a lack of information about the types of educational and financial resources available at many community colleges and universities. The Higher Education For AB540 Students (HEFAS) program at De Anza Community College is a program that attempts to provide support and resources for

undocumented students' success in higher education.

HEFAS, which was founded in 2014, plays a crucial role in creating awareness on college campuses about the existence of undocumented students, and the challenges they confront. The program is also essential for building a more general awareness about the plight of undocumented immigrants by advocating for their rights and creating programs and campaigns of support. Improving resources and organizational structures of resource programs heighten the possibility of student retention, graduation and transfer rates, and overall success of Latino undocumented students in higher education. The main focus of the HEFAS program is to aid undocumented students succeed in transferring to four-year universities.

Originally, my project was designed to examine the struggles, needs, and experiences that undocumented students go through in their daily lives as they pursue a higher education. In addition, my study was to explore what resources students did or did not use while at De Anza Community College, and to identify additional resources and practices that might be implemented by HEFAS to better serve De Anza's undocumented student population.

As I began developing my project, HEFAS staff members asked me to visit other resource centers for undocumented students at different community colleges and four-year universities. The first purpose for that request was to analyze the services the resource centers offer to undocumented students and to explore the ways HEFAS might create similar programs to aid more undocumented students in obtaining a higher education. The second purpose was to create a network of support for HEFAS students once they transferred to four-year universities. HEFAS staff members indicated that it is essential that undocumented students have a network of support before transferring to four-year universities where they will face many challenges. Establishing relationships with different resource centers throughout California's public universities might be beneficial for HEFAS members.

Over time, my project began to evolve in unexpected directions. For example, through my interviews with HEFAS program interns, I discovered that interns were not provided with clear short-term or long-term objectives. Interns often had no knowledge about who their allies were on campus, even though allies are crucial for the success of the HEFAS program. This indicated to me that HEFAS needed more effective intern training. I began to discover other areas that might be improved, and developed a set of strategies that I thought might help HEFAS more effectively meet its organizational goals--and more importantly, to help undocumented college and university students succeed. These strategies included: (1) new communication and networking strategies that might help HEFAS more effectively serve undocumented students; (2) participation in public forums to increase awareness about services (such as financial support, academic advising, and psychological counseling) available to support undocumented students in an era marked by increasing xenophobia and immigrant deportations; and (3) ideas for improving HEFAS's organizational effectiveness in the future.

Ultimately, HEFAS staff members asked me to provide them with concrete suggestions that might potentially improve undocumented students' success. (See Appendix A for the project deliverable that I created for HEFAS).

My suggestions can be summarized as follows:

1. *Provide more information for improving undocumented student wellness.* Workshops or informational sessions on wellness and the struggles faced by undocumented students (discrimination, anti-immigrant rhetoric, threat of deportation, etc.) could be very useful for providing students with resources for managing stress and depression. These workshops should provide information about resources HEFAS and De Anza provide to help students cope. Inviting the director of De Anza's Psychological Services office to these workshops might be helpful.

2. *Organize monthly meetings with other Bay Area college program coordinators.* If

HEFAS took the lead in reaching out to coordinators or directors from other Bay Area community college resource centers that help undocumented students, it could facilitate sharing information about new immigration laws, ideas to better their programs, or successful events or marches to advocate for the rights of undocumented students and their families.

3. *Develop workshops for non-DACAmented students and parents.* Nearly all workshops that HEFAS has done in the past are for students that qualify for DACA. It would be useful to undocumented students with no DACA if HEFAS were to have workshops about different resources available to them. This could take the form of an informational session that explains what undocumented students without DACA status can do while in college and what steps to take after graduating from college.

4. *Host informal face-to-face meetings between HEFAS members and campus allies.* An informal social meeting with allies that work in Extended Opportunities Programs and Services, the Office of Outreach, the Vasconcellos Institute for Democracy in Action, Financial Aid, and other programs that support HEFAS is fundamental and would create closer bonds with the people who staff those offices.

5. *Provide clear and accurate information at public presentations.* HEFAS staff occasionally make presentations to different audiences, particularly students. It would be helpful to practice presentations a few days before and to review the information to make sure it is clear and concise, not confusing.

6. *Collect membership data in a systematic way.* HEFAS does not currently have a systematic data collection system, and therefore it is not clear how many students are served by the program. They do have a sign-up sheet, but many of the times these are lost. A simple computerized database or spreadsheet would help keep track of the students HEFAS serves and the services it provides to the students.

7. *Develop consistent follow-up practices to serve students interested in HEFAS.*

Sometimes interested students never receive information about the services HEFAS provides to AB540 students, even after they make requests. This problem might be addressed if HEFAS members are provided with business cards or pamphlets with an email address that interested students can use to request information.

8. *Offer regular activities for members.* One of the things HEFAS lacks is regular activities for its members. Monthly activities such as a movie night, a hike, or a BBQ could potentially help HEFAS reach more students. It might also lead to the creation of an undocumented student club, which currently does not exist.

9. *Begin early planning for HEFAS's annual summit.* Each year, HEFAS organizes a summit. In order to maximize participation, it would be beneficial to (1) schedule the summit for April or early May (rather than late May) to avoid scheduling conflicts with graduation ceremonies at high schools and other community colleges; and (2) begin planning early in the winter quarter or even towards the end of the fall quarter.

10. *Designate a dedicated task manager for purposes of accountability.* HEFAS members and volunteers are often conducting tasks at the last minute and are in a hurry. A dedicated staff member responsible for checking the progress of tasks and deadlines could help the organization become more effective and efficient. If a student is given this responsibility, perhaps he or she could earn course credit if a faculty member is willing to cooperate.

11. *Rethink the feasibility of the Book Loan Program.* In the past, HEFAS has allocated funding for a program that purchases books for students to borrow. Given the fact that professors often upgrade their textbooks to the newest edition every year, it is worth asking how sustainable the Book Loan Program is over the long term. Given the high cost of the program, HEFAS should evaluate whether or not to keep this service for its members.

It is my hope that my suggestions, data, and overall findings will be utilized by HEFAS to redesign their program to better suit the needs of the current and future generations of undocumented students at De Anza Community College.

II. Challenges Facing Undocumented College Students

To illustrate the daily challenges facing undocumented students (Note: the project and interviews were primarily centered with undocumented students at De Anza Community College), I will begin with a brief ethnographic account that I witnessed while conducting my project.

The Election of Donald Trump from the Perspective of Undocumented Students

On Presidential Election day 2016, one could feel the tension in the air and consternation among undocumented students. The undocumented community was fearful that Donald Trump might become the next President of the U.S. During the campaign, Trump had accused Mexican immigrants of "bringing drugs," "bringing crime," and described them as "rapists"

De Anza Community College planned an election night event on campus. The organizers set up televisions where students could see the results as the night progressed. Many members of HEFAS attended the event, in which at the beginning, they seemed hopeful that Hillary Clinton would win because most news channels and polls suggested she was the favorite.

As the results started to come in, the facial joy of many members had begun to disappear. When the final results indicated that Trump won the presidency, it seemed like a nightmare to members of HEFAS present at the event. They could not believe that someone like Trump had won. He had promised to create policies against undocumented immigration. He had promised to take away the Deferred Action for Childhood Arrival (DACA) act once he became President. And he had pledged to build a wall along the entire U.S./Mexico border.

The expressions of undocumented students reflected sadness and pessimism. It seemed that all their dreams have been buried that night when Trump came out victorious. Their look on

their eyes was a bleak future and there was nothing one could say that could make them feel better. How could it be possible that their future depended on the decisions of other people in power who did not understand their struggles? Nevertheless, that night made the members of HEFAS to be more proactive and inform the undocumented community about the resources available to them.

Life As an Undocumented Student

Undocumented students include a wide range of people: some were brought into the U.S. as babies by their parents, others as pre-teens, and still others as teenagers. Sometimes, these children crossed the border without their parents--with cousins, older siblings, "coyotes," or even alone. Many undocumented students have no legal status, but they have spent most of their lives living in the U.S. Many have been educated in U.S. public schools (Truax 2013). Some of the undocumented students have no memory of living in Mexico because they migrated at an early age to the U.S. Many of them want to attend college, graduate, and be successful in the careers of their choice (Sherman 2013).

For example, Cristina, a former member of the HEFAS program, and an undocumented student from Mexico that recently graduated from UC-Santa Cruz, was brought by her parents when she was two-years-old. (Note: All names mentioned in this project report are pseudonyms, not real names.) According to Cristina, she felt more comfortable speaking English than her mother tongue which is Spanish. Her parents took the decision to migrate to the U.S. because they wanted to provide her and her brother an opportunity to acquire an education that she or her brother would not have obtained in Mexico (personal interview 2016).

I also interviewed Lola, who was five months old when her parents migrated to the U.S. She considers herself "American" because she has been in this country all her life. Cristina and

Lola have been educated in our educational system, know the culture and customs of this country, yet many people in the U.S. do not consider them to be part of this society because they do not have documents establishing their legal residency or citizenship.

Many if not most undocumented students experience many hardships to obtain a higher education. Some have lost full-ride scholarships to top universities because of their legal status. Others do not pursue their goals because they feel shame and discriminated against by society (Perez et al. 2010). Undocumented students experience prejudice, fear of being deported, anti-immigrant feelings, and financial barriers that often prevent them from pursuing a college degree. In other words, not having legal status can adversely influence their “identity development” (Ellis 2013).

Underlying all of this is a general sense of fear, uncertainty, and stress experienced by many undocumented students. Undocumented students typically fear that at one point their parents, siblings, or a close relative might be deported, and these fears are not unfounded: since 2001, the US government has conducted more than 15 million deportations, according to the Migration Policy Institute (Chishti, Pierce, and Bolton 2017). Many undocumented students undergo severe psychological stress in reaction to all these pressures they experience. Some center all their energy into accomplishing their goals and bettering their economic situation. As motivation, some see their parents as role models who work multiple jobs to provide for the family and support them in any way through college (Cervantes et al. 2015).

Undocumented immigrants, particularly students, have to create networks of support to survive in this society. They often find support with relatives, neighbors, friends, and in many cases with teachers and staff at their schools. In a recent study on undocumented students attending UC and CSU universities, the researcher found that these students often create their own community within the universities. For example, undocumented students create their own

clubs to educate professors, students and other staff about the hardships and obstacles they go through to have access to higher education (Garcia 2013). Such networks can provide essential support for undocumented students that are in need of resources.

Unfortunately, not all states are welcoming towards undocumented students. In North Carolina, undocumented students have to pay out-state tuition, which for many, makes it almost impossible to afford. Many have to let their dreams go of gaining a higher education. In recent years, more states have allowed undocumented students to pay in-state tuition. However, not all states are willing to pass policies that will permit undocumented students to pay in-state tuition. California has been more generous than most states--AB 540 provided an opportunity for many undocumented students.

AB 540 and the California Dream Act

In 2001, California Governor Gray Davis signed the Assembly Bill 540 (AB 540) that exempts undocumented students from paying out-state tuition. Many undocumented students in California took advantage of the law and enrolled in college. The law has some requirements that undocumented students need to meet. Undocumented students qualify if they attended a California high school for three or more years, graduated and received a diploma or the equivalent such as a GED, and sign an affidavit stating they will apply to become legal residents as soon they qualify (AB 540: 2016). However, there were still undocumented students did not qualify for in-state tuition because they only studied two years in high school. The issue was that many went to elementary and middle school and for some reason, their parents would go back to their home country with all the family. Then, a few years later they would come back and the children would attend high school in the last two years. In 2014, AB 540 was amended with the AB 2000 bill that allows undocumented students to combine elementary, middle, and high school

to fulfill the three years. Plus, they have to prove they have done coursework equivalent to three years of high school (California Legislative Information 2014). The work did not stop with the passage of AB 540. Pro-immigrant organizations, students, allies, and some politicians advocated for more benefits.

Governor Jerry Brown in 2011 signed the California Dream Act. The California Dream Act consists of two Assembly Bills, AB 130 and AB 131. AB 130 permits any undocumented student to apply for public and private scholarships that required a social security number before the bill was signed into a law. AB 131 authorizes students with no legal status to apply for state financial aid. Undocumented students cannot request financial aid from FAFSA. AB 130 became effective in 2012 and AB 131 in 2013 (E4FC 2015). The requirements are the same as the AB 540 to qualify. The bills have been crucial to encourage more undocumented students to pursue higher education. There is an estimate that about 20,000 undocumented students applied for the California Dream Act the first year it became effective (Murphy 2013). The bills were passed thanks to the hard work many people have put into it throughout the years, but by 2016 these achievements appeared to be in jeopardy.

Under Threat: The Effects of Anti-Immigrant Rhetoric on Undocumented Students

In 2015, when Donald Trump announced his candidacy for President of the U.S., he asserted that Mexico was sending the worst of its people. Further, he said that most of the Mexican immigrants crossing the U.S.-Mexico border were problematic and that they are “bringing those problems to us. They’re bringing drugs. They’re bringing crime. They’re rapists. And some, I assume, are good people” (Capehart 2015). Trump ran on an anti-immigration platform, blaming Mexican immigrants for the 2008 financial crisis the U.S. and beyond. According to Trump’s (2016) official campaign website, for decades Mexico and other poor

Latin American countries have been benefiting by sending their criminal and impoverished nationals to the U.S. “Taxpayers have been asked to pick up hundreds of billions in healthcare costs, housing costs, education costs, and welfare costs” (Trump 2015). Trump’s official website argues that in 2011, the U.S. paid undocumented immigrants around \$4.2 billion in free tax credits. The slogan “Make America Great Again!” has caused more public anti-immigrant sentiment with many right-wing U.S. citizens that wish the country would go back the way it used to be (Capehart 2015).

Trump’s rhetoric has been compared to that of Adolf Hitler. According to David Masiel (2016), Hitler appealed to nationalism by blaming the Jews for the financial crisis of the German people, and promising to make Germany wealthy and powerful again. The same rhetoric is used by Trump to appeal to nationalism, blaming Mexican immigrants for stealing U.S. citizens' jobs and for the rise in violence, and that he will bring the greatness of America once again (Green 2016). He has revived a nationalist sentiment in his followers that want change in the established political parties and the massive deportation of undocumented immigrants. Many of Trump’s followers are being hateful towards other ethnic groups that do not have the same skin color or practice their same religion.

Such rhetoric has frightened many undocumented immigrants. Lola, a member and intern of HEFAS, is an undocumented student who fears that Trump will repeal DACA (Deferred Action for Childhood Arrival); an executive order issued by Barack Obama in 2012 to prevent undocumented immigrants from being deported with no criminal records. Lola has been living in the U.S. since she was three months old. She literally grew up and has been educated in the U.S. and it would be a culture shock for her if she were to be deported to Mexico. Although Lola is afraid of deportation, she is motivated to make the HEFAS program stronger to support and fight for the rights of undocumented students acquiring a higher education.

Similarly, Vanessa, an undocumented student and an intern at HEFAS, is worried about the Trump presidency. She recognizes that pro-immigrant organizations and all the people affected by anti-immigrant speeches should be united to fight back the negative sentiment against undocumented immigrants. Vanessa mentioned that sometimes she gets frustrated because Mexicans or Latinos are not the only undocumented immigrants in the U.S. There are undocumented immigrants from Europe and Asia. Nevertheless, Mexicans and Latinos are being used as scapegoats and blamed for the financial crisis and the rise of crime in the U.S. communities.

Living in Fear: Psychological and Emotional Challenges

Political rhetoric is more than just words. Xenophobia carries its own momentum, and can affect those who are scapegoated. It is not difficult to imagine how the fear of being deported or of having relatives deported might negatively impact an undocumented student's mental health--and his or her ability to perform well in school.

Many of the HEFAS members that I interviewed were impacted emotionally and psychologically just with the thought and an everyday fear of being separated from their loved ones. Those who had experienced separation from their families in the past were especially vulnerable. For example, Macario, a HEFAS intern, crossed the border by himself when he was only eleven years old. According to Macario's account, he was separated from his mother for about three weeks. The coyote (a person that helps undocumented immigrants to cross the border) that was supposed to meet him at the border to attempt the crossing so he could be reunited with his mother never came to pick him up. Macario was alone at the border with no adult to help him out. He managed to become acquainted with some people that were trying to cross the Mexican-U.S. border. He was taken to a house of another coyote with people he did not

know. Macario explains that it was a terrifying experience to be with strangers without knowing whether they had good or bad intentions, but he had no choice other than to pray for the best.

When Macario first attempted to cross the border, he was caught by the immigration enforcement with the whole group of undocumented people venturing to reach the U.S. Fortunately, on the second try Macario made it to California and was reunited with his mom. There are so many stories similar to Macario's (and some even more traumatic) that forever change immigrants' lives. They tend to treasure every second of time they spend with their families.

Another sad story is that of Cristina's mother, who crossed the border through the desert a week after Cristina made it to California to be with her father again. As I interviewed her, Cristina told me that her mother could not keep up physically with the group of immigrants crossing the desert to reach their destination. The coyote took the decision to give drugs to Cristina's mom to help her keep up physically with the group. Otherwise, she would have gotten left behind, stranded in the desert with no help from anyone, and would probably succumb to the extremities of the desert. Fortunately, Cristina's mother survived the ordeal and was able to reunite with her family. Cristina explained that she did not know the story until she was in high school when her mother told her all the peril she went through while attempting to cross the border.

Cristina fears Trump's anti-immigration discourse because there is a real risk that she might be separated from her family. She does not want to go through the same agony of crossing the border again. The sentiment is the same for many, if not most undocumented students--there is a sharp sense of anxiety for fear of being deported or watching family members get deported.

Another account was related to me by Pedro, a HEFAS member who gloomily recounted being bullied in Bay Area middle schools and high schools for openly saying he was

undocumented. His ordeals led him to drop out of high school and eventually sign with the San Jose Conservation Corps where he got his high school diploma. Eventually, he enrolled at De Anza Community College and became part of HEFAS. According to Pedro, HEFAS has provided the safe space he needed, but wished in the future HEFAS might provide psychological counseling to people with trauma like his.

Olivia might be one of those people in need of counseling. She was emotionally shocked that Trump won the Presidential Elections. Olivia has always wanted to be a nurse, but her dream was shattered during transfer day at De Anza College. Transfer day is a day where four-year universities come to De Anza College to inform students about their programs. She was interested in transferring to the University of California San Francisco (UCSF), which has a nursing program. The representatives of UCSF told Olivia that she could not become a registered nurse because she had no legal status. She needed a social security number for her to practice. She was devastated with the news that she could not continue with her dream career. She changed her major from nursing to public health.

Fortunately, Olivia qualified for DACA when it was instituted by the Obama executive order. She immediately went to talk to her counselor to switch her major back to nursing. In May 2017, she will be graduating as a nurse, but she fears once again her dream is in jeopardy. Trump has promised to eliminate DACA once he is sworn as President. Olivia is afraid that at any moment, DACA will be taken away and with that her aspirations as a nurse. The thought of not being able to get a job after graduating has been a mental weight for Olivia. Experiences like these have a negative psychological effect on undocumented students (Perez et al 2010).

The work of HEFAS and its political engagement are important because such efforts can educate the community in general about the misconceptions of undocumented immigrants. HEFAS informs citizens with important facts that are often forgotten: undocumented immigrants

are not taking jobs away from U.S. citizens; they are less likely to commit crimes than ordinary citizens in the U.S.; and most of them pay their share of federal, state, and local taxes.

Financial and Educational Barriers to Undocumented Student Success

An impediment for many undocumented students is the lack of financial resources. Even though in California undocumented students qualify to receive financial aid from the state, they do not qualify to get federal aid for college, and many cannot afford college because of their socioeconomic background (Gildersleeve and Vigil 2015). According to Veronica Terriquez (2015), undocumented students' parents typically have low-paying jobs and are unable to assist their children financially for college. Such parents barely can afford to provide the basic needs of their children. About 39% of undocumented children live under the federal poverty line and the earnings of their parents are 40% lower than those with legal status (Gildersleeve and Vigil 2015).

My interviews with undocumented students revealed that nearly all of them were concerned about how they would be able to finance their higher education once they transfer to four-year universities which are much costlier than community colleges. Second issue undocumented students and their parents confronted is how to navigate the higher education system. The majority of undocumented students are first-generation college students. A third concern is what's next after graduating from college. Undocumented students often described being stressed out about not having legal status by the time they finish their higher education. It would be almost impossible to find a job and build a career on the field they just have graduated. Anna M. Ortiz and Alejandro Hinojosa (2010) indicate that undocumented students cannot present the legal paperwork to employers in order to be hired. Because of their legal status, many undocumented people graduating from high schools in the U.S. are discouraged from pursuing a

college education.

In general, Latino students have a hard time graduating from colleges and universities. Parents who are able to navigate the educational system are able to have a positive impact for their children to succeed in graduating from college (Urbina and Wright 2016). Unfortunately, most undocumented parents lack knowledge about how the U.S. educational system works. Most of the parents of my interviewees did not have the opportunity to get an education. Most of them did not have a secondary or high school education. Some of them do not speak or read English.

Many of my interviewees informed me that once they learned the English language, they served as interpreters for their parents. Every time they would go to the hospital, needed telephone services, or any other service, the parents would ask their children to speak for them. Although parents want to help their kids, they lack the knowledge on ways to maneuver the educational system. When I had the opportunity to speak with parents at a summit (see Chapter 5 below), many confessed that they felt incompetent for not being able to assist their daughters and sons with their college education. They wished that there would be information in their own language to help them understand the system--for example, information concerning ways of saving money for their children's college education.

Towards the end of my project, I had a conversation with the director of HEFAS relating to things that HEFAS can do to aid parents and students in understanding the higher-education system. One possible solution might be for undocumented students working for HEFAS to serve as gateways between new students (for example, graduating high school seniors) and college. Undocumented students who have already been in college for a year or two can help ease the transition for students and parents that find the higher education system too difficult to grasp. For example, when it comes to financial resources, HEFAS has a list of different scholarships that undocumented students can apply for. HEFAS could do even more to communicate information

about other financial resources available to undocumented students to fund college.

III. Developing a Project with HEFAS

In this chapter, I will describe the process by which I developed a project in collaboration with De Anza College's HEFAS program. Originally, my project was designed to examine the struggles, needs, and experiences that undocumented students go through in their daily lives as they pursue a higher education and to assess students' use of resources. HEFAS staff also thought it would be best for me to create networks with service centers at other California colleges and universities, but eventually we decided that I should create a list of concrete suggestions based upon my observations, interviews, and analysis.

Before describing that process in more detail, I will first provide a brief history of HEFAS at De Anza.

A Brief History of HEFAS

In 2009 a group of undocumented students created a student club called IMASS (Integral Movement for AB540 Student Success), at De Anza Community College. The purpose for creating IMASS was to form a support group for undocumented students on campus. According to Cristina (IMASS and HEFAS former member), the club was founded for three primary reasons. First, at the time, there was no other club or program at De Anza that specifically helped and supported the needs of undocumented students. Second, the faculty at De Anza was not informed about the particular issues undocumented students go through to obtain a higher education. Third, there was no physical space at the college where undocumented students could meet and share their experiences with others in a safe environment. The group of undocumented students felt compelled to create the club to provide a secure place for those students that fear being stigmatized for their legal status in the U.S.

Once IMASS was founded, the members began a campaign to educate De Anza faculty and staff about state policies affecting undocumented students in positive and negative ways, but also about the struggles they had to go through to acquire a higher education. IMASS members did workshops and presentations for faculty, administrators, and counselors to be better prepared when an undocumented student came to them seeking assistance for navigating the institution. Besides creating allies with the personnel at De Anza, IMASS built a network of support with other clubs on campus that facilitated spreading the word about the needs and experiences of undocumented students. The most fundamental aspect for IMASS was to let undocumented students know they were not alone and that there was a support group that would aid them in any possible way to succeed in higher education.

The long-term objective of IMASS was to create a program that would provide financial resources to undocumented students. Lack of funding was the biggest issue IMASS had starting a program. However, all that changed when IMASS participated in a competition promoted by mobilize.org in 2011. At the competition, IMASS presented the proposed project, and at the end of the presentation, according to Cristina, the presenters ended by holding hands and screaming “undocumented and unafraid!” This created an enthusiastic response from the audience, winning them first prize in the competition. As the winners of the competition, mobilize.org awarded IMASS with \$9000 in start-up funds for the project. In the summer of 2011, IMASS members met throughout the summer to brainstorm the name for the program and outline the kinds of services and support they wanted to provide for undocumented students.

They changed the name of the program to HEFAS, which sounds the same as a slang Mexican Spanish word for "mother" (*jefa*). The idea was that HEFAS would be like a caring mother, looking after undocumented students at De Anza, nurturing them through college. According to interviews with ex-HEFAS members the intention was to address any issues

undocumented students might be facing on campus and create a safe atmosphere.

Unfortunately, obtaining a physical space on campus was a difficult task. Some departments that had offices not in use were not willing to lend those spaces to IMASS to start their program. Many of the faculty did not trust a student-led program like HEFAS. It was until the president of De Anza, who had a wonderful relationship with IMASS, used his influences to provide IMASS with a space for HEFAS. Once HEFAS got the space, it took another year to open their services to undocumented students.

Today, HEFAS provides a range of services, including a textbook loan program, computer usage, free printing, academic counseling, and a calculator loan program. In addition to these resources, they offer assistance with filling out affidavits for in-state tuition, preparing California Dream Act forms, and referring students in need of legal advice to organizations that offer free or low-cost consultations with immigration lawyers. Aside from their services, HEFAS is trying to make changes to public opinion to counter anti-immigrant rhetoric about Latino immigrants in the United States, including narratives about the “illegal” that posit undocumented immigrants as criminals and less than human. HEFAS sees intervention in this type of rhetoric as pivotal for truly providing a safer space inside and outside the institution for immigrant students.

Proposing a Project

The HEFAS program has realized the importance of creating a system of networks with other higher education institutions and with pro-immigrant organizations. In January of 2016, I proposed to the HEFAS program to get connected and create a relationship with community colleges and four-year universities that have programs or resource centers aiding undocumented students. Networks of support or as sociology coins the term “social capital” as “norms and networks that enable people to act collectively” (Woolcock 2000:225). Relatives, friends,

neighbors, and coworkers are the main networks of support that can help someone in need (Eunyoung 2013). Social capital is an important asset for undocumented students that do not have the financial resources to bear the costs of college education. John Field (2003) claims that making connections with one another and maintaining them for a long period of time can help to achieve goals that could be difficult to achieve by an individual alone.

HEFAS understands clearly those networks of support will have a positive impact on its members; specifically, to the members that are planning to transfer to a four-year university. By the beginning of 2016, the HEFAS program requested if I could take the responsibility to find out which colleges were supporting undocumented students and establish relationships with them.

The first step was to search for universities with resource centers for undocumented students. I discovered a list of community colleges and universities with resource centers or programs on my files at home that I obtained in a conference at UCLA in May of 2015. The conference was organized by IDEAS (Improving Dreams Equality Access and Success) an organization which advocates for the rights of immigrant youth on UCLA campus and the southern California communities. Every year, IDEAS plans a conference with a wide range of workshops to inform and empower the youth. In one of the workshops, I attended, is where I received the list of colleges with resource centers helping undocumented students to attain a college degree.

The next day, when I retrieved the list from my files, I sent emails to various undocumented resource centers to establish communication. I explained that I was a graduate student working with the HEFAS program in De Anza Community College. One of the purposes of the program was to build a relationship to serve better our undocumented student population. It would be beneficial for our members once they transfer to a four-year university to have a

network of support that would make the transition smoother. The idea was to visit universities of southern California first and then to visit community colleges and universities in the Bay Area. The California State Universities I contacted were Fullerton, Long Beach, Los Angeles, Channel Islands, and Northridge. From the UCs, I wrote to Santa Barbara, UCLA, and Riverside.

Three out of the eight universities I contacted corresponded. I made an effort several times to connect with the universities that did not respond to my original email. Unfortunately, I was unable to communicate with them. Once there was a build-up in our conversations with the three universities, I expressed my intention to visit their resource centers and meet with their directors. Two California State Universities (Long Beach and Fullerton) and UC Santa Barbara accepted my request.

I traveled to southern California to conduct my initial research of other resource centers during the week of March 14, 2016. I had hoped to take all of the HEFAS interns (all of whom are undocumented students) so they could bond and create strong networks of support. Unfortunately, none of the interns could travel because they had midterms during that week, and they were not able to get days off from their regular jobs.

The Importance of Networks and Outreach: CSU-Long Beach's Dream Success Center

My first visit was with Edgar Romo on March 15, 2016, who is the coordinator of the Dream Success Center at CSU-Long Beach. The Dream Success Center is considered to be one of the two best resource centers for undocumented students in southern California, the other one being the Titans Dreamers Resource Center at California State University, Fullerton.

The first theme we discussed was what kind of support could the Dream Success Center provide to the HEFAS program. The explanation I provided to Romo was that De Anza Community College is a transfer school and many of the HEFAS members want to transfer to a

university in southern California. I suggested that it might be supportive if the Dream Success Center could share information with HEFAS about the resources they provide and information about scholarships that undocumented students could apply to cover their college expenses. Additionally, many HEFAS members need assistance to fill their forms to renew their work permit every two years. It would be indispensable to be familiar with different organizations aiding undocumented students with their legal necessities at a low cost or for free.

Romo explained that some of the services provided to undocumented students at Long Beach include a laptop loan program, computer and printing access, academic guidance, financial aid and scholarship guidance, counseling, wellness support, and resources for legal advice. After our visit, Romo included me on his email list, and I have been forwarded messages about their events, which have included workshops about the Deferred Action for Childhood Arrival, the California Dream Act, and other activities to engage undocumented students to be more active on campus and be able to take full advantages of the resources Long Beach provides for its students.

A second theme we discussed was about reaching out to undocumented students. One of the issues HEFAS is confronting is that most undocumented students registered in De Anza are not taking advantage of the resources HEFAS provides. A suggestion that Romo gave was to do classroom presentations, but in classrooms that HEFAS normally do not go to present. Many times, interns get too comfortable presenting in classes with professors they know and with whom they have established close relationships. However, not all students take the same classes and sometimes classes are left out because the presenter assumes that undocumented students would not be taking such classes. From experience, the Dream Success Center has learned to expand their presentations and established relationships with professors that have become allies to the center.

Romo suggested that HEFAS would benefit through greater outreach to professors and in that way, establish relationships to be able to reach more undocumented students on campus. Another suggestion from Romo was to convince the administration to make it a requirement for all professors to put HEFAS contact information in their syllabi. It would be a way to reach more undocumented students who in some cases do not have the information about where to go for help. This would also help De Anza administrators make a strong statement: that they support undocumented students and De Anza campus is a safe place for all students, including those who are undocumented.

Informing Immigrants: CSU-Fullerton's Titan Dreamers Resource Center

A few hours after meeting with Romo, I met with Henoc Preciado, the coordinator from the Titans Dreamers Resource Center at CSU-Fullerton. Preciado was very welcoming and as soon as we sat in his office he was very kind to hand me a package of several pages with all the programs or services they have organized since the fall of 2014 up to spring 2016 which was the time of my visit. The programs according to Preciado were to better inform the undocumented community on campus about their rights, the resources provided by the university and the center, and their network of legal aid organizations helping undocumented students and their families with immigration cases.

Preciado noted that in his first semester as a coordinator, things moved slowly as the resource center began organizing programs to aid and provide information to undocumented students. However, over time he began to learn how to navigate the system and created a strong network of allies with the faculty on campus, and the center was able to increase the services they provided for undocumented students.

For example, in the fall of 2014, which was the first semester in which Preciado served as

coordinator, the center only organized five events. Nevertheless, that changed the next semester because the Titans Dreamers Resource Center planned twelve events and since then they have increased the number of events to support undocumented students. The conversation with Preciado was very beneficial and constructive to visualize on some of the things HEFAS needs to focus on.

One area that has been a priority for Preciado is the lack of healthcare access and the Titans Dreamers Resource Center has been trying to inform undocumented students about the physical and mental resources available to them. Undocumented immigrants comprise about 20% of the entire population that does not have healthcare insurance (Herbst et al. 2016). Most of the undocumented immigrants delay their visits to doctors or hospitals because the fear of being reported to the Immigration and Customs Enforcement (ICE) and economically cannot afford it. The reason many are afraid is because of laws being passed, forcing healthcare providers to report people with no legal status in the country. Although many of the anti-immigrant laws have lost in court and overturned for being unconstitutional, many undocumented immigrants still fear to be reported to the authorities (Herbs et al 2016). Some U.S. citizens claimed that undocumented immigrants are financially a burden and that they should not receive any public service.

According to Akiesha R. Gilcrist (2013), Congress in 1996 passed the Personal Responsibility and Work Opportunity Reconciliation Act that prohibits non-citizens to receive social services and that includes healthcare services. Undocumented immigrants without health insurance have to pay out of pocket if they wish to be treated at hospitals for non-emergency cases. It is imperative that HEFAS in the near future creates a list of healthcare clinics that provide services for free or at a low cost to undocumented immigrants, but also a safe place where people feel comfortable and not afraid because of their legal status.

Preciado also told me about his organization's "Undocumented and Unafraid Book Club." Each month, the Titan Dreamers Resource Center hosts a discussion of a book chosen by undocumented students who are members of the resource center. The center provides a safe space where students can openly talk about their status and the impact it has on them to be undocumented.

On this occasion, Preciado said that the book to be discussed was William Perez's *We Are Americans: Undocumented Students Pursuing the American Dream*. The book tells the stories of many undocumented people interviewed by the author who tell about their struggles and the reasons they left their home countries. Undocumented students at Fullerton were able to relate to many of the stories presented in the book and in some cases, the book had an emotional and psychological effect on readers. To minimize the negative impacts of the book, the Center brought in a specialist from the Counseling and Psychological Services during the discussion of the book. The specialist was also able to inform students about services available to all students, including undocumented students in need of counseling. The undocumented student can go to the Counseling and Psychological Services which provides a safe place to express their feelings and have someone to listen to any problem they may have at home.

For instance, one of the chapters of the book describes how families are being separated because of their legal status. During the discussion, there was an undocumented student who had not seen her mother for more than eleven years. It was a painful experience to listen and see the person cry while explaining how hard it has been for her and her siblings to grow up without a mother. So far, she has no idea when she can see her mother again. The fear of deportation and families being separated can profoundly alter a person's psychological, emotional, and physical well-being (Dreby 2015).

Seeking Institutional Allies: UC Santa Barbara's Undocumented Student Services

Although not all university campuses in California have resource centers for the undocumented, there are people working arduously to aid undocumented students, which is the case of Madison Villanueva who is the lead intern for Undocumented Student Services (USS) at UC Santa Barbara which I met on March 16, 2016.

The USS does not have its own space or center and is housed with the Educational Opportunity Program (EOP). The USS works with IDEAS and the Dream Scholars Resource Team (DSRT) which is an organization made up of faculty and staff on campus. The USS, IDEAS, and DSRT all work together to create a supportive system for undocumented students on campus, according to Villanueva. The success of USS is credited to the collaboration with IDEAS and DSRT. The USS turn to IDEAS vigorously to figure out the needs of undocumented students. Villanueva argues that suggestions of undocumented students was pivotal and still is for all the implementations and achievements the USS has gained. After all, undocumented students are the most affected and know what they need from a higher institution to reach their educational and professional goals. The purpose of the USS is essential to have a resource center on campus and establish institutional support for undocumented students. The USS has created a solid support from different departments on campus. Some of the allies are the Financial Aid Office, Registration, the campus clinic, and similar departments that know how to support undocumented students with many of their issues.

In order to increase the numbers of allies, the USS does ally training at least once a quarter. The purpose of ally training is to inform staff and faculty about the resources available to undocumented students on campus and ways they take advantage of such resources to fulfill their aspirations. The ally training also serves to inform about new immigration laws that could relieve their strife as undocumented or laws that could harm their way of living in the U.S. with no legal

permission. The USS wants to make UC Santa Barbara, a friendly campus towards undocumented students or as undocumented students called it "undocu-friendly."

Learning from the Experiences of Others: Transforming an Applied Anthropology Project

After my visits to CSU-Long Beach, CSU-Fullerton, and UC Santa Barbara, I returned to De Anza College and discussed my experiences with HEFAS staff. Together, we decided that my project should move beyond simple outreach and network building, and that instead I should develop a list of specific suggestions for improving HEFAS's services to undocumented students. These suggestions would be prepared as a brief report and are included as Appendix A of this document. The next two chapters of my project report goes into more detail about how I developed my suggestions.

IV. Identifying Strategies for Better Serving Undocumented Students

My visit to southern California provided many ideas for ways that HEFAS might better serve undocumented students. In this chapter, I will briefly review a few of the strategies that HEFAS might further develop in the months and years ahead. I offer these as examples of the kinds of actions that might be taken by HEFAS to boost its presence with the ultimate goal of improving services to De Anza's undocumented students and the wider community.

Increasing Access to Psychological Health Care Services

De Anza College offers psychological services to all of its students for a modest fee, never exceeding \$20 per visit. Many undocumented students at De Anza would almost certainly benefit from such services, but it appears that HEFAS has only occasionally informed its members about these options. One idea for better serving undocumented students might be for the outreach coordinator to get in touch with the psychological services center to organize a support group meeting to discuss obstacles confronting undocumented students.

According to Henoc Preciado (of CSU-Fullerton; see previous chapter), it is imperative that resource centers provide essential services and information for the survival of the students. According to a member of the Titan Resource Center, Fullerton is close to the border in which ICE carries out raids targeting shopping centers or workplaces where the majority of the patrons or workers are Latinas or Latinos. Like the Titan Dreamers Resource Center, HEFAS might also take actions to reduce or alleviate the burden undocumented students have to encounter. HEFAS could implement on the service of providing a counselor or therapist to help with the trauma many undocumented students have gone through in case that is feasible for the program. An objective HEFAS has is to become institutionalized and make De Anza Community College

more “undocu-friendly” than it already has become.

Maintaining Student Involvement and Interest in Activism

A theme that came up during my conversation with Henoc Preciado (from CSU-Fullerton; see previous chapter) was the lack of activism of students that qualified for DACA.

At De Anza, HEFAS has seen a decrease in undocumented students participating in activism for immigration reform after the implementation of DACA. HEFAS staff members are not sure what factors might account for the decline, but one possibility might be that undocumented DACA students are too busy with school and work. Also, it’s a reminder that people with DACA have legal authorization to work in the U.S. and many have applied for jobs that before they could not.

The lack of involvement from some undocumented students is having an adverse situation at De Anza Community College. Unfortunately, IMASS is no longer active because there are no students willing to run the club. Cristina, who was the president of IMASS and has been involved in organizations at UCSC advocating for an immigration reform has seen first-hand the low turnout of undocumented students to rallies. In an interview, she suggested that younger undocumented students do not have the same struggles as previous generations. Previous generations of undocumented students had to fight for in-state-tuition and state aid such as the California Dream Act to afford college. She went on to mention that DACA does not give legal status and undocumented students should remember that DACA can be taken away any time.

When I talked with Edgar Romo (CSU-Long Beach; see previous chapter) and Preciado about students with DACA not being so involved, they acknowledged a lower interest of students to participate in events supporting an immigration reform. Both assert that it has to do with

students now be able to work legally--and taking advantage of it.

It seems likely that the decline of undocumented students engaged in activism has led to less pressure on Congress for immigration reform. Now that Trump has won the presidency, it will be interesting to see if the participation of undocumented people with DACA increases. After all, Trump has promised to eliminate DACA once he becomes President. Perhaps, this might be a topic for future research for a dissertation to look into the reasons how DACA in a way limited the voice of undocumented people to demand a favorable immigration reform. In the meantime, HEFAS and other organizations might consider reaching out to non-DACAmented students (those who do not meet the requirements for DACA status) to boost participation, involvement, and activism going forward.

Reaching Out to Broader Communities

HEFAS wants to be a more inclusive program, and one of its objectives is to go beyond campus and inform the immigrant community about the resources available to them. Over the past few years, HEFAS has built an extensive network of support on campus and out of campus. Many off-campus organizations have supported HEFAS and their members with funding and other resources so much needed for the undocumented community. For example, HEFAS has forged strong relationships with different organizations aiding undocumented immigrants in the Bay Area including SIREN (Services, Immigrant Rights and Education Network), the Peace and Justice Center, the Asian Law Alliance, the Sacred Heart Community Service, and Center for Employment Training, the latter of which that has an immigration and citizenship program to service the immigrant community. All these centers have committed to advocate, protect and assist low-income immigrants.

If the purpose of HEFAS is to encourage more high school students and other

undocumented people to seek higher education, then the organization might benefit by taking additional steps for increasing outreach, such as organizing workshops and presentations with other pro-immigrant organizations to have access to broader communities beyond De Anza college. These organizations can open the door for HEFAS to reach undocumented students and parents and to inform them that there is a support system in college to help them navigate the educational system.

For example, the different applications and forms a student has to fill to apply for college can be confusing, especially for undocumented students and their parents. It is even more difficult for parents that do not know how to read the English language. HEFAS can assist the students and parents when it comes time to submit college applications and to apply for the California Dream Act, which gives undocumented students financial aid from the state. By working collectively, there is a chance to get hold of more undocumented people who fear being reported to ICE. The task is not easy and that is a justification for HEFAS's interns to learn the immigration laws affecting the undocumented population in the U.S.

Another example for improving community outreach might be to organize workshops on topics that affect the wider undocumented population. For instance, CSU-Fullerton's Titan Resource Center hosted a workshop on domestic violence and undocumented survivors of domestic violence. There is a stigma encircling the topic of domestic violence in the Latino community. According to Guadalupe T. Vidales (2010), 1.5 million women in the U.S. suffered from domestic violence and immigrant Latinas have the barrier of language, which in many cases makes it difficult for them to report the aggression and access information about what resources are available to them. Complicating matters further is the fact that many Latina women feel that they have to endure the abuse of their partners or husbands to keep the family together; and that their children need a father figure which makes it harder for women to report the offense

(Vidales 2010). However, domestic violence not only affects women but also men: on many occasions because of embarrassment they do not report the crime. It is an excellent idea to provide information in a workshop or presentation about the resources available to women or men experiencing domestic violence, particularly to undocumented people that are afraid to report any crime to the police for fear of being deported. It would be valuable to be informed about the laws that protect undocumented people that are enduring domestic violence, and a workshop on this topic might increase the visibility of HEFAS in the long run.

Prioritizing Resources: Rethinking the Book Loan Program

At the beginning of 2016, HEFAS began a book loan program for their members with the assistance of a De Anza librarian. The librarian made a list of the most common textbooks used by the professors for all the general education classes. Once the list was completed, HEFAS spent about \$4000 in textbooks to provide to its members. According to the director of HEFAS, this was paid for with the help of a grant of about \$10,000 from the Castellano Foundation, a foundation whose main objective is to help organizations that empower Latinas and Latinos in the Santa Clara County. HEFAS members can borrow the books for free for the entire quarter. The last week of school when they are done with their final exams, members return the books to the HEFAS office.

In visiting the three southern California colleges, I learned that none of them have a book loan service. Some undocumented students get book vouchers because they are under EOP or other similar programs that get their funding from the state. I spoke with one De Anza faculty member who has long supported HEFAS, and she suggested to me that it might be time for the interns to reconsider the book loan program and perhaps not to offer it in the future. The problem is that every year, most of the professors use the newest editions of textbooks. For example,

some of the books come with online codes that students need access to do their assignments. Old versions do not have the code or have been used already. It is very costly to replace all the textbooks. According to the interns, a math or science book can cost up to \$200. Every year, HEFAS needs to come up with a great sum of money to buy the new editions that professors require for their courses. To increase the sustainability of funds, HEFAS members might consider whether or not to continue the book loan program. Terminating the program might open-up funding opportunities for other activities such as workshops, special events, or scholarships.

V. Organizational Possibilities for HEFAS in the Future

In addition to strategies for improving services for undocumented students, my visit to three colleges and universities in southern California sparked ideas about how organizational changes (including event planning) might help HEFAS more successfully meet its objectives. In this chapter, I will propose some possibilities for organizational change that HEFAS might consider in the months and years ahead.

Strengthening HEFAS's Core Leadership

In the last three years, HEFAS had three different part-time directors. Since the last director stepped down from the position, a De Anza faculty member has agreed to serve as acting director until the end of the cycle year, which ends in June 2017. She has been a strong ally of HEFAS and also serves as the director of the Vasconcellos Institute for Democracy in Action (VIDA) at De Anza College.

A key reason that HEFAS has had three different directors is because each of them was a part-time faculty member with multiple jobs at the same time. The first director that, hired in 2014, was a part-time Spanish professor at De Anza, but also was working at San Jose City Hall. She had limited time to help the interns at HEFAS. The second director, who was hired in 2015, was teaching Chicana and Chicano Studies as a part-time professor at San Jose State University and at De Anza, and also worked off campus on multiple projects with different organizations serving at-risk communities. She renounced to her position as the director of HEFAS because she had too many things going on and could not keep up with the responsibilities of the program. The last director held part-time positions in Chicana and Chicano Studies at San Jose State University, San Jose City College, and in De Anza College. Teaching in three different places

and working with HEFAS meant he did not have the time to aid interns to organize and plan events for members. The decision was taken for him to step down from his position. However, the three former directors still are great supporters of the program and allow interns to use their classrooms to convey the message HEFAS has for its undocumented students.

The relatively rapid changes of leadership have meant that most of the day-to-day responsibilities fell on the interns, and they felt the stress of the restricted time they had to plan events on campus. Throughout my interviews and informal conversations with the interns, they felt the burden of events that had to be done every quarter to appease those criticizing HEFAS. To make matters worse, there is limited space for offices in De Anza, and according to the interns, some faculty believe that HEFAS should not have any office or space. The interns felt that they needed to be more active and participate in many events they can to justify the space HEFAS was occupying. Their efforts have taken a toll on the interns. Time and time again, interns told me that it is too much work to be a student, to work off campus, and to be running HEFAS at the same time. A common concern was that they had little time to study and do their homework. Even though the students that created HEFAS meant for the program to be student-led, it has been an exhausting task to keep up. In the absence of a director, HEFAS interns are put in the position of making all decisions and deciding what direction they want to take HEFAS.

Over the summer of 2016, the interns agreed that the best solution would be to hire a full-time director. This will need to be a long-term objective because HEFAS does not have the funding to pay for such a position. Their only hope is to become institutionalized and ask De Anza College to pay for it. The other matter is that the interns do not want the full-time director making all the decisions of HEFAS by him or herself.

I suggested to the interns that they might do what the USS is doing at UC Santa Barbara. In other words, members of HEFAS can input their ideas and feedback to make HEFAS a better

program. Another solution would be for HEFAS members to be consulted before any decisions are made by the director. What I observed at the other resource centers is the great support that full-time directors bring to the students in need. HEFAS needs a full-time director to be able to create a stable and reliable core that students can trust. Nonetheless, HEFAS needs to open that channel where members can easily give their feedback and suggestions on ways HEFAS can service the undocumented students better.

Improving Data Collection

Any voluntary organization can benefit from up-to-date data such as a membership list, contact information on members, allies, and so on. For HEFAS, this information can be used for a wide range of purposes: it can justify the need for more support from De Anza College; it can serve as a way of documenting trends in membership; and it can lead to more efficient communication and provision of services to students.

Unfortunately, HEFAS does not currently have a systematic method for collecting data. So far, members seeking aid sign in on a sheet of paper. The problem is that in many cases the sign-in sheet is lost or misplaced. When I asked for basic data about how many students HEFAS serves monthly, the interns or the director were not able to answer my question.

If one of HEFAS's objectives is to become institutionalized, the organization needs to show the number of students they serve to justify its reasons to come under the De Anza administration. A simple computerized spreadsheet that allows students to sign in digitally would make it easier for the interns to keep track the number of students they serve. In addition, it would prevent HEFAS from losing contact information from students seeking help.

During the course of my work, I discovered how the lack of systematic data collection can negatively impact a student. On one occasion, I was in a computer lab at San Jose State

University. Next to me was a student talking on the phone. I overheard the conversation the student was having with her mother. She was explaining that she needed income information to fill out the California Dream Act paperwork. When she was done with the call, I approached her and started a conversation by explaining the research project I was working on with HEFAS. She introduced herself as Naomi from El Salvador. I asked her if I could interview her on another day convenient for her. She agreed and we set the appointment a week after. Naomi (personal interview 2016) came on a visa to the U.S. when she was seven years old with her aunt. Her mother came first to the U.S. with Naomi's youngest brother to not make the immigration enforcement suspicious that they came to stay definitely in the U.S.

Once Naomi graduated from high school, she did not know whether she could go to college as an undocumented student. A teacher from high school did the research and find out that undocumented students could go to college. The teacher could not get more information about other resources were available to students with no legal status. Naomi enrolled in De Anza College and signed up with HEFAS at one of the events they organized to receive information about the aid HEFAS provides to undocumented students. Unfortunately, Naomi never got an email or called from HEFAS. Luckily for her, the boyfriend was attending De Anza and he was able to help her out in filling the California Dream Act application. She did all her general education in two years and transferred to San Jose State in the fall of 2016 when I met her. Naomi wants to become a social worker and help those that are homeless. Although the future is unsure for undocumented people, Naomi told me that she will keep moving forward to accomplish all her goals.

A week after the interview with Naomi, I sat down with the interns and mentioned what had happened about HEFAS not getting in touch with a student seeking help. We asked ourselves how many more people had gone to HEFAS but never received the information they were

looking for. We wondered whether those students continued their education or not for the lack of information, or whether they got the information from somewhere else.

When Naomi went to ask for information, HEFAS was going through a transition from one set of interns who were transferring to four-year universities to a new set of interns beginning to work with the program. The new interns did not have much knowledge about the new laws providing financial aid to undocumented students. They were barely learning the structure of HEFAS and its services. The situation reveals a weakness in the internship transition process, the need for better training of new interns, and the difficulties of not having a stable core leadership structure (director). Interns need more thorough training in order to be more careful and diligent about providing information or help students need. Every intern needs to be sure that the information they are getting from the students is correct. After all, HEFAS was created to inform and facilitate the path for undocumented students through college.

Preparing Interns for HEFAS: Defining and Communicating Short- and Long-Term Goals

As I had more conversations with HEFAS's interns, they expressed serious concerns about the future of HEFAS. The first concern was raised by Vanessa, who at the time was the Outreach Coordinator. Despite Vanessa having been with HEFAS for more than a year, she had not met any of the faculty allies in person. Her worry is that once the veteran members leave, she will not know who the allies are that will be supporting HEFAS. She discussed in the interview that when she became an intern they had the same situation. The interns running the program before she joined HEFAS, did not hire new interns and it was only one person running the whole HEFAS. Vanessa does not want that cycle to repeat itself and wants to train new interns who will replace outgoing interns once they transfer to four-year universities. When Vanessa came into the program, she had no idea what tasks needed to be done. Even though she wanted to be helpful,

there were many things she needed to learn.

Most of the responsibility fell on Jessica, an ally who was more or less running the program by herself. Vanessa describes how stressful it was for Jessica to be doing all the work. Besides working with HEFAS, Jessica was a full-time first-generation college student. Jessica was overwhelmed with the workload from HEFAS, but also with all the homework and studying she needed to do for her classes. As time passed, Jessica was able to train Vanessa and other interns on how to run the program.

Vanessa voiced her concerns in a meeting with the other interns and the HEFAS director. All of them agreed that they had to seek new interns and train them to be ready once some of the veteran interns departed for four-year universities. At the meeting, I spoke about the possibility organizing a social meeting with many of the staff that are allied to HEFAS. The intention is for HEFAS interns to meet face to face with their allies and build relationships. It is indispensable for the interns to have that rapport with people that will be of great help in the present and future of HEFAS. A social meeting between HEFAS interns and faculty and administrative allies would be very useful, particularly if HEFAS members can make a brief presentation about their objectives and the interns can have informal conversations with faculty and administrators.

There is an even more fundamental step that HEFAS can take to better prepare interns for their work: to clearly define the organization's specific objectives. The present interns had no knowledge of any goals the previous interns had for HEFAS.

This is ironic because in the summer of 2016, the interns had a meeting in which the director was present, along with the director of VIDA. The agenda for the meeting was to come up with the short and long-term objectives for HEFAS. The HEFAS and VIDA directors were there to facilitate and assist the interns in any way they could. The short-term goals were to organize a social meeting with allies, create systems or procedures every intern should know,

establish clear rules, train new interns and recruit people. The interns created a timeline for their short-term objectives which would start in November of 2016.

The long-term objective was to make HEFAS an institutionalized program. HEFAS planned to set up a meeting with Brian Murphy, president of De Anza College, to request that the program become institutionalized under De Anza College. The argument is that HEFAS has been marketing De Anza Community College amongst the Latino community. The program goes to high schools, community events, college events, and even television networks to promote HEFAS and De Anza College at the same time. De Anza College is getting free advertising from HEFAS with nothing in return. Although Murphy has been supportive of undocumented students and in December 2016 declared De Anza College a sanctuary campus for students with no legal status, the interns feel that De Anza should support HEFAS by instituting the program and providing funding. HEFAS has constantly been struggling to fund its program and activities.

Anticipating Special Event Planning

On May 20, 2016, HEFAS hosted a special event called the Dream Summit, with the theme "Navigating the Landscape." The summit was held to inform parents, students, and other members of the immigrant community about the resources available to them in case they are detained by ICE or by the local police enforcement.

Though the event went well, it probably would have gone even better if HEFAS had invited people to participate in the summit earlier. People often need more time to plan out their assistance for any event. After the summit, HEFAS had a debrief where I discussed the concern I had for future summits of inviting students, faculty, and members of the community at the last minute.

The biggest problem was the timing of the summit planning. HEFAS began planning late

in the Winter quarter organizing for the event. The Winter quarter in De Anza starts the first week of January, but HEFAS commenced around late March with the preparations. During the debrief, I suggested the director and the interns charged with the planning to start brainstorming ideas in the Fall quarter. That way by the time Winter quarter starts, they are likely to have a more solid idea about the theme and what workshops they would like to organize.

Because HEFAS's focus is high school students, faculty from those high schools need time to prepare for the trip. Most of the high school students are minors, so faculty must send permission slips to parents, and find out whether they have the funding to get a school bus for the trip. Otherwise, they need to find alternative ways to transport their students to De Anza College. Early planning is essential for HEFAS to have a successful summit.

Another factor HEFAS might consider looking into is in respect to other conferences and activities happening on campus the same day as the Dream Summit. There were two conferences occurring simultaneously at De Anza while HEFAS was having its own summit. Perhaps, the other two conferences took some of the potential audience and some of our allies on campus who might have previously committed to attend the other conferences because they got the invitations earlier than they did from HEFAS.

Finally, HEFAS invited many people from other colleges and high schools that are on a semester system. The date of the summit was May 20, 2016, which means that students at San Jose State University, San Jose City College, Mission College, and Canada College are in final exams and in preparations for their graduations. I proposed to HEFAS to move the date of the summit to the end of April or beginning of May.

Getting Better Services in a Resource-Scarce Environment

A detrimental circumstance for HEFAS is the scarcity of funds. Every year, HEFAS

struggles to find the financial resources to support all the services that the program provides to undocumented students. Although some of the interns running the program have expressed the need to make some changes, they are afraid of getting a negative reaction from the founders of HEFAS. Nevertheless, things might improve dramatically if current HEFAS members and interns made changes to the program that would steer it in a different direction. Otherwise the group may find that it is reinventing itself repeatedly but not really moving ahead. This would impose a heavy burden on people because all of this takes time and energy.

A positive path forward might be to employ a service approach, outlined in recent work by Jeanette Blomberg and Chuck Darrah (2014:2). Because HEFAS is working in what might be called a resource-poor environment, it will be important for the group to prioritize their efforts. HEFAS could, perhaps through a workshop, decide once and for all what services undocumented students need most, and create a short, focused list of priorities. Then, the organization could put its efforts on that list. This approach would shift things from endless activities to consensus around the basic services that would make the most difference to students. The questions would then be: How can those services be provided, what resources will it take to do it, and who is going to do what? This "anthropology of services" approach could help HEFAS more effectively meet the needs of students and create positive conditions for their success. After all, HEFAS was created to meet the needs of undocumented students, and if modifications are needed, HEFAS should adapt to the new needs and focus their services accordingly.

Because of the limited resources HEFAS possesses, the services should be limited, but should also aim to address the necessities of undocumented students and maximize the funds available. However, the success of the program depends on the cooperation between HEFAS and the members receiving the services. HEFAS needs to invite their members to discuss the services

that will help reach their objectives as college students. The members as co-designers of the services should engage by recognizing the essential parts of the services (Blomberg and Darrah 2014:5). HEFAS and the members should decide the format of the meeting to discuss the specific services it will provide. Once the services have been decided and specified, that should diminish the uncertainty of the services HEFAS is providing to its members (Blomberg and Darrah 2014:6). This would allow HEFAS to have a clearer vision of the services and be able to utilize its resources efficiently.

VI. Anthropological Significance

In this chapter, I will reflect on several different aspects of the anthropological significance of my project. I will do this by first describing how participant-observation provided me with a means of developing a deeper understanding of the challenges facing HEFAS and undocumented students. I will also explore how participatory action research gave me a way to conduct a form of applied anthropology that is sometimes called advocacy or action anthropology. Secondly, I will reflect on what it means to do "native ethnography" (Bernard and Pedraza 1989), since I myself happen to be an undocumented immigrant. I will also describe how it is that my undocumented status inspired me to pursue this project in applied anthropology.

From Participant-Observation to Participatory Action Research

As I prepared to contact community colleges and four-year universities in the Bay Area to visit at the beginning of April 2016, HEFAS asked if I could help with the planning and promotion of their annual DREAM Summit. HEFAS was short of presenters for workshops and short on entertainers to amuse the guests during lunch.

Although some social scientists may still hold on to the idea that researchers should not interfere with the everyday life or events of the stakeholders, often is impossible to just be an observer, especially when the people being researched ask for assistance. Satish Kedia and John Van Willigen (2005), claim that there are five roles an applied anthropologist may play. Two of those roles are advocacy or action work and participatory action research. One way that an applied anthropologist can pursue such work is to collaborate with informants or organizations in eliminating obstacles to social justice and the implementation of programs that will be for the betterment of the community (Kedia and Van Willigen 2005). I decided to engage in

participatory action research because HEFAS asked for my cooperation and because we had a mutual relationship of trust. Conducting this kind of applied anthropology can further strengthen the connection between the researcher and the community being studied.

To further assist HEFAS, I promoted the summit by making presentations in my classes at San Jose State University. I also presented information to a few Mexican American Studies classes. The intention was to spread the information to students and encourage them to invite classmates from their other classes or to invite people from their neighborhoods that would be interested in attending the conference.

Then, a week and a half before the Dream Summit, the director of HEFAS was able to get the program a segment on a local Spanish language television station affiliated with the large Telemundo network. This would lead to another opportunity for me to directly assist HEFAS through public outreach.

HEFAS was to be profiled on a show called "Comunidad del Valle" (The Valley Community), which invites as guests Latinas and Latinos that are making a difference in the Latino community. The HEFAS director asked me and several interns to appear as guests on the pre-recorded program which was scheduled to air on the Sunday before the Dream Summit. I agreed to participate.

That Thursday, three interns and I went to Telemundo TV studio in San Jose for the interview. One of the interns was to appear with me; the other two went to provide moral support. Ten minutes before the interview, a cameraman came out to the lobby to take us to the studio where the interview was to take place. He set up the microphones and instructed us which camera to look at a given time.

In the first segment of the interview, I was asked to describe the whole history of HEFAS and how it was created. Vanessa (the intern) went into detail about the services the program

provides for undocumented students at De Anza. In the second segment of the interview, Vanessa and I were given the opportunity to talk about the forthcoming Dream Summit and to invite the community to attend.

After the interview, when we were off the camera, a Telemundo staffer let us know that we were welcome back to the show anytime. Later, we found out that guests are usually only allowed to appear for one segment, which lasts about three minutes. Nonetheless, HEFAS got two full segments that gave us time to define HEFAS, its services, and the approaching Dream Summit to the public.

It turned out that our TV appearances were not over yet!

A few hours later, one of the HEFAS interns emailed KDTV Univision 14, the San Francisco station affiliated with Univision, the largest Latino television network in the United States (Telemundo is second). He succeeded in getting us booked to speak on a live morning show called "Al Despertar" ("Awakening"). Once more, Vanessa and I took the responsibility to come out on the live show. The three interns and I met at De Anza Community College parking lot two o'clock in the morning. We headed to San Francisco soon after to arrive early enough to find a parking space. Once we arrived, we found the Univision studio on the forty-first floor of 50 Fremont Center, located in San Francisco's financial district. We checked in with the security guard who allowed us to continue to the studio, but apparently, there was a miscommunication.

The executive producer apologized, and allowed us to appear a few days later. While waiting to come out to the show, Vanessa and I befriended a psychologist from San Rafael, California. She explained that she goes every week to the show to talk about different issues affecting the Latino community. She gave us her business card and asked us to contact her in case we needed some kind of assistance in the future.

A few minutes later, we appeared on the show and presented the information about

HEFAS and the Dream summit live to the audience. Before we left, the show's producer gave us her personal cell phone number and asked us to text her anytime HEFAS wanted to reach the community through the show.

This entire experience led me to consider what can HEFAS do to more effectively inform the undocumented population about the rights and laws protecting the undocumented community. A valuable skill that was discussed in many of my anthropology classes, and that I have acquired as an applied anthropologist, is social marketing. Van Willigen (2002) defines social marketing as a social change that incorporates commercial marketing and applied social science approaches to change behavior willingly for the good of society. In this case, HEFAS can use social marketing as a tool to reach students and parents preoccupied of being reported to ICE. Alan R. Andreasen (2006) illustrates that for social marketing programs to work, they need to construct alliances, have adequate resources, and be institutionalized.

HEFAS is already propagating information through summits and presentations, but it now has the opportunity to exploit the new alliances it has created with the two biggest Spanish television networks to reach the other undocumented communities living in East Bay and the Peninsula. I suggested to the last HEFAS director that every quarter HEFAS should try to be on television shows on which it has appeared already. In addition, HEFAS should get in contact with TV Azteca, which is another Mexican television network, and the many Spanish radio stations in the Bay Area to send the message. Of course, there is always the possibility an undocumented person could be reported to ICE, but HEFAS has a network of immigration lawyers that do free services or have a low cost for low-income families.

Over time, I participated in many presentations with HEFAS on different platforms. As a form of participatory action research, it helped me a great deal in terms of building trust and learning more about the process of doing advocacy and action anthropology.

Doing Native Ethnography: Reflections on Being an Undocumented Anthropologist

Since modern anthropology was established as a discipline, it has been dominated by Western societies. As an undergraduate, majoring in anthropology, most of the anthropologists we read were either European or of European descent. For example, we learned about Franz Boas, Ruth Benedict, Margaret Mead, Clifford Geertz, Bronislaw Malinowski, Eric Wolf, Claude Levi-Strauss just to mention a few. Most of their research or ethnographies were done in remote places with cultures that Western society would consider "exotic". Some of the ethnographies we studied were civilizations such as the Yanomami living in the Amazon rainforest, the indigenous people of the Trobriand Islands, the Maasai and San people from the African continent, and "Coming of Age" done in the Samoan Islands.

At first, I had this notion that I would be studying fascinating and peculiar cultures in a faraway place from home. However, in the process of acquiring my Bachelor's degree in anthropology, I realized that not necessarily I had to do research in a secluded region on civilizations that would be considered "exotic" to most Americans. I could investigate issues affecting the people in the city I live. But it was not until I started the Applied Anthropology Master's Program that I heard the terms "native anthropology" and "native ethnography."

The first two semesters of the program, we read articles about applied anthropologists doing work in their communities. Many of the applied anthropologists were shifting from traveling to distant places for research and focusing more on problems affecting their own societies. Some of the articles were written by non-white anthropologists advocating for equality amongst minority groups that have disproportionately been oppressed by those in power.

I eventually learned the term "native ethnography" and I soon realized that my own project fit this description. The issues affecting the members of HEFAS are the same concerns I had when I started my path to higher education at Foothill Community College. When I had the

chance, I volunteered with HEFAS to contribute with their efforts to lessen the struggles of undocumented students.

My own story as an undocumented immigrant started by the end of 1990 when my parents decided to move to California. I was nine years old, the eldest of three siblings who also crossed the border with my parents the U.S. It was not until my senior year in high school that I felt the tension of being an undocumented person. I was about to graduate from high school and teachers and classmates were curious why I had not applied for college. There were workshops where people from financial aid would help students to fill out the Free Application for Federal Student Aid (FAFSA), but I could not complete the form because of my legal status. I always knew my legal situation in this country and it made me sad that I could not continue my education after high school. When classmates and teachers asked why I wasn't going to college, my excuse was that school was not for me, and I just wanted to work. Neither counselors nor teachers had any idea about me being undocumented, but also, they had no information about whether it was possible for undocumented students to go to college. Even though I had information about how students with no legal documentation might get a higher education, in 1999, when I graduated from high school, undocumented students had to pay out-state tuition in California. I did not have the financial resources to pay three more times than what the in-state tuition cost. A week later after finishing high school, I began working in a construction company where my father worked. The goal of obtaining a higher education evaporated.

Two years later, in April of 2001, my younger brother was about to graduate from high school. That year, he came home with the news that he could go to college, even if he was undocumented. He mentioned that a woman from Foothill College went to his high school and gave the information in a presentation. He emailed her, asking whether I could go to college or not. Ines replied back that we should go see her at Foothill College. We set up an appointment

with her and she explained the AB 540 law that allows undocumented students to pay in-state tuition. Ines helped us to register and to make an appointment for the placement test. My brother and I started attending Foothill College in Summer of 2001. It was surreal for me to be in college after two years of losing all hope. Nonetheless, the path to acquiring a bachelor's degree was not going to be easy.

My brother and I were the first ones to graduate from high school in our family and to be the first generation of college students. Unfortunately, two years after enrolling in college, my brother dropped out. It was a difficult task to learn the educational system although we had some guidance from Ines. I could not ask for help to my parents because they had no idea about higher education and they do not speak English. In other words, I did not have an academic role model at home, but I was taught by my parents to work hard for my dreams and to not give up no matter how bad the situation was. It took me a while to navigate the system but eventually I was able to get an associate degree.

Once I transferred to San Jose State University in 2005, my financial situation became more difficult. I was able to pay for my education at Foothill College because it was cheaper than San Jose State University. I had to work a full-time job getting paid the minimum wage that was only enough to do my installment payments for the semesters. However, I did not have money for anything else. I continued living with my parents, and thankfully they did not charge me rent and continued to feed me. I rarely had time to experience the full college life because I would be working. The little time left in my day I spent in the library studying. Besides, Foothill College is in a quarter system and San Jose State University in a semester system, which it took me two semesters to fully make the transition and to learn the ways of a four-year university.

During the whole journey as an undergraduate, I was alone with no one to guide me. I graduated in 2008 from San Jose State, but bad news obscured the celebration. My parents were

deported to Mexico and I took over to care for my two youngest siblings who were underage when my parents were removed. Luckily for our family, my mother came back a few months after she was forced to leave the country, but my father was not able to come back until six years later. A situation has been faced by many undocumented families who have been torn apart by the criminalization of people crossing the border with no proper documentation. Even so, I was and still am in a limbo when it comes to employment.

I have a bachelor's degree and am about to finish the master's degree program in Applied Anthropology at San Jose State University, but I cannot seek relevant employment because I do not have legal status in this country. After graduating in 2008, the only jobs I could apply for were in the food industry, the construction industry, or the landscape industry because many companies do not require a background check to verify the status of their employees. Unfortunately, I did not qualify for DACA because I was a few months older than the limit age when DACA was signed. DACA would have allowed me to obtain a social security number and a work permit.

It has been a great experience to have the opportunity to acquire so much knowledge from institutions of higher education, yet I cannot legally apply it for the simple fact that I am an undocumented immigrant. The marginalization I am enduring has not stopped the desire to advocate for undocumented students who are undergoing similar experiences--or worse. As an anthropologist, I have the duty to tell the story of people that do not have a voice.

As a human being, I have lived firsthand the effects of the criminalization of undocumented immigrants. However, my experience as an undocumented person and as an undocumented student, have compelled me to advocate for pro-immigration policies to reduce oppression against undocumented immigrants and to advocate for more resources that would allow them to access higher education.

Ultimately, I want to use the knowledge attained as an applied anthropologist to participate in workshops, presentations, and any other methods to motivate more undocumented people to seek higher education. Despite all the roadblocks, with dedication and hard work, it is possible to succeed in the higher education system. There are many organizations aiding undocumented students to be triumphant in a four-year university. As an applied anthropologist, it is imperative to address the inequalities the government has placed upon undocumented students. Norma Gonzalez (2010 S249) argues that anthropologists should be "social critics" of present day issues and we should be "effective in interrogating the structural inequities of educational policy and practice." Through my work I hope to tell the true stories of undocumented students to inform people and to mitigate their predicament. Advocacy or in this case activism can certainly be a vital part of being an applied anthropologist. Although it is not likely that I will obtain legal status soon, I still intend to dedicate my efforts to aiding other undocumented students navigate the higher education system.

VII. Conclusion

The battle for undocumented students to gain accessible higher education has been a long haul. People advocating for the rights of undocumented immigrants have won many campaigns to lessen the suppression imposed by laws criminalizing them. In the past four years, institutions of higher education in California have become more supportive of undocumented students. Many universities and community colleges are funding resource centers specifically created to provide undocumented students with academic and financial resources. HEFAS's main focus is to build a path with the least barriers to higher education for undocumented students, but also to have a broader impact locally.

The research project commissioned by HEFAS has potential impacts on non-profits, educational institutions, and politicians who seek to develop policies affecting success rates for undocumented higher education students. By identifying supports and drawbacks for undocumented students, services could be improved. Additionally, the goal of increasing public awareness of the challenges faced by undocumented students and their families is an important long-term strategy. HEFAS and non-profit organizations can utilize the data to understand the narratives of undocumented students and implement programs or services that will allow the undocumented community to have better opportunities for educational success. Local, state, and even federal politicians can advocate for policies that would open a path for undocumented students to be granted legal status. More information could be disseminated through conferences, workshops, and other events organized by HEFAS and other pro-immigrant organizations. Media could play a much bigger role in creating awareness among members of the general public.

The members of HEFAS that I interviewed know that undocumented immigrants are a long way from being granted a path to legal residency. However, all of them expressed their

intention to keep moving forward and overcome many of the obstacles that can deter people from pursuing their goals. The sacrifices that their parents had and still have to go through will not be in vain. A way to pay back the ordeals experienced by their parents is to be educated. Undocumented students might be oppressed and criminalized, but they are resilient and many are able to rise above incredibly difficult circumstances. Those who seek to take their freedoms away and instill them with fear may succeed in the short term, but one thing they cannot take away is knowledge.

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Appendix A

Recommendations for the HEFAS Program in De Anza Community College

Activities for Members

One of the things HEFAS lacks is to have some kind of activities for its members. One of the suggestions is to have a movie day. HEFAS can choose a documentary or film about undocumented immigrants and ways it relates to the members. Another suggestion would be once a month invite the members to hike or have a BBQ at the park so the members can hang out and know each other better in an informal space. Perhaps creating an undocumented club at De Anza Community College that would allow HEFAS to reach more students. HEFAS could talk to its members and see who is willing and available to start the process of bringing IMASS back again or create a completely new club.

Presentations

One aspect that would be of great help is to practice our presentations a few days before presenting the information to the audience. The purpose of the presentations is to be clear and concise because we do not want to confuse our public about the information they are acquiring from HEFAS. Students and parents that are undocumented in many cases will take decisions according to the information they are listening to about new immigration laws that benefit them or not. HEFAS needs to make sure that the audience does not misunderstand the message or information. Practice and the revision of the information of the presentations will make HEFAS more effective.

Yearly HEFAS Summit

I would suggest starting planning for the HEFAS Summit by the end of fall quarter or beginning of Winter quarter. This past 2016 the HEFAS program started a bit late planning for the summit which seems things were done in a rush. The program invited people last minute to the summit which many of them were not able to attend because of last minute notice. It is vital to prepare in advance to minimize last minute issues and make a list of all the allies that support HEFAS on campus to send the invitation with enough time. When deciding the date of the summit, make sure there are no other conferences or summits happening on the same day of the HEFAS' summit. One more recommendation would be moving the date to the month of April or early May instead of having the summit in the third week of May. The reason being is that many of the people HEFAS invite are high schools and community colleges that are in a semester system. They are in final exams and graduations which make it harder for them to attend our summit. Many of them have to prepare for their final exams and others are attending graduations or graduating. A bit more time to plan the summit will be very beneficial for HEFAS, but more importantly, to the people that will be receiving the information and the purpose of HEFAS is to inform as many people as it can.

Workshops for Non-documented Student and Parents

All the workshops, at least most of them that HEFAS has done in the past are for students that qualify for DACA. It would be great if HEFAS have workshops for undocumented students that do not qualify for DACA. An informational section that explains the things undocumented students can participate in college and what to do after college. For example, working as an independent contractor that does not require a social security number for work. Most of the undocumented students are concerned with what they will do once they graduate from college. If

it is feasible, the other workshops should be held in Spanish for parents. HEFAS wants to be inclusive with the parents and inform them about the purpose of HEFAS and its services, and the immigration laws that affects all the Latino immigrant community. Nevertheless, many of the parents do not speak or understand English fluently and could be missing important information that can benefit or harm by the decision they might take of the information received. It would be great to work on some workshops completely in Spanish that will inform our Spanish speaking communities.

Undocumented Students and Wellness

A workshop or an informational session on wellness and the struggles that undocumented students are facing lately due to the anti-immigrant rhetoric. The resources of HEFAS and De Anza Community college could provide some help for students to cope with the situation. HEFAS perhaps can reach out to the Psychology department and established a relationship to see if they can provide some kind of support to undocumented students dealing with the psychological effects that the new elected President has caused. Also, it is essential to find out what kind of counseling services that De Anza Community College provides for its students and forward the information to all the members of HEFAS. The purpose is to create a safe space for undocumented students that are not comfortable coming out in public and letting others know they are undocumented in this country. However, counseling, or some kind of therapy in privacy, will allow them to talk about their situation and how it has taken an emotional and psychological toll on them.

Meeting the Allies

It will be very important for the HEFAS interns to meet the faculty and staff allies in person. The interns know the names of the allies they have on campus and who is supporting HEFAS, however, the interns have not met all of them in person. A social meeting with allies that work in EOPS, Outreach, VIDA, Financial Aid office, and other programs that support HEFAS would be fundamental. The interns of HEFAS would get the chance to meet and know the allies that are crucial for the success of HEFAS.

Keep Track of How Many Students HEFAS Serves in a Quarter

One of the things HEFAS is lacking is data of how many students we serve. They do have a sign-up sheet, but many of the times the sheet ends up being lost. A computer program where members can sign-up will be more helpful to keep track of the students HEFAS serves and the services it provides to the students. The data will be more accessible for HEFAS to analyze the number of students being serving per quarter.

Reassess the Book Loan Program?

One of the concerns is how sustainable the Book Loan Program is because of the cost of books. Professors tend to upgrade their textbooks to the newest edition an average every year. Will HEFAS be able to come up with the funding to buy the new editions for Math, Science, and other general books essential for general classes in the future? The average cost of books is about \$100-\$300 depending on the subject with access code required to log in on the computer. HEFAS needs to evaluate whether they keep this service for its members or not.

Obtain Accurate Information from Students Interested in HEFAS

I met a student at SJSU while I was in the computer lab that had just transferred from De Anza Community College. HEFAS came up in our conversation. The student mentioned she wanted

more information about AB540 students and the services HEFAS provided for undocumented students like her. She gave her contact information to HEFAS to be contacted with more information on the questions she had. Unfortunately, no one contacted her to follow up on her questions and how she could apply for financial aid. It is possible that the person responsible for contacting the student misplaced the note with her information or the email or phone number written by the student were not eligible to read. Fortunately, the student had a friend that knew the information she was seeking and was able to get the help. One suggestion would be for the intern or person responsible for getting the information of students should read out loud the information back to the student to confirm it has the right information. The last thing HEFAS wants is to not be able to communicate with students that need help to navigate the higher education. Perhaps, there were more students that never got contacted. As a program helping students, it would be great to make sure that every student seeking for information gets contacted and are aided

Monthly Meetings with Other College Program Coordinators/Directors

One of the things I learned while visiting resource centers in southern California was that every coordinator or director from the resource centers helping undocumented students met once a month. The purpose of the meeting was to discuss any issues concerning new immigration laws, ideas to better their programs, or to plan events or marches to advocate for the rights of undocumented students and their families. Something similar HEFAS can replicate with other resource centers or programs in the Bay Area to share ideas and help each other to improve the services for undocumented students. They could collaborate with each other in planning events that would not only benefit the community of De Anza College, but also other communities that have a great population of immigrants that are not legally in the U.S. This could be a long-term project while HEFAS forms a solid core within its program.

Establish an Accountable Person

As a volunteer with HEFAS, I have noticed that most of the time we are doing our tasks last minute and in a hurry. It would be a great idea to have a person that would be checking the progress of our tasks and have due dates. If is necessary, the person responsible for checking the progress of the tasks could jump in to help with tasks in case the other person is struggling to complete the work. The implementation of this recommendation I believe will produce quality work and make HEFAS more efficient.