

Title: Undocumented American Dreams: Stop, Continue, Stop...
Presenter: Susy Michelle Morales Benitez, MiraCosta College
Mentor: Thao Ha

Undocumented students are on all campuses, especially community college campuses since they are financially more affordable. Yet the lack of resources complicate the attainment of a degree. This study will examine the adversities, obstacles, and disadvantages undocumented college students face navigating through an institutionally racist education system and in society based on their lived experiences (Gonzales 2010). Through the multi-layered approach employed, this study will discuss legislation that attempts to close equity gaps in higher education for undocumented students (Abrego 2008), while highlighting factors as to why equity has not yet been fully achieved due to systemic barriers, certain policies, and practices in higher education. As an intern for MiraCosta College's UPRISE Program (Undocumented People Rise in Solidarity and Empowerment), which serves undocumented and mixed status students and their families, I have a unique lens for participant observation. I will use UPRISE events as sites of study to contextualize the program's services. Thus, through a collection of field notes observing the dynamics of how students and their families engage with the information presented, and an evaluation of surveys I will examine the results to contextualize the realities of undocumented students' narratives. Additionally, I will interpret data collected to conclude how the MiraCosta UPRISE program is supporting Undocumented/Mixed Status students and how they can improve.

References

- Abrego, L. (2008). Legitimacy, Social Identity, and the Mobilization of Law: The Effects of Assembly Bill 540 on Undocumented Students in California. *Law & Social Inquiry*, 33(3), 709-734. Retrieved from <http://www.jstor.org/stable/20108779>
- Gonzales, R. (2010). On the Wrong Side of the Tracks: Understanding the Effects of School Structure and Social Capital in the Educational Pursuits of Undocumented Immigrant Students. *Peabody Journal of Education*, 85(4), 469-485. Retrieved from <http://www.jstor.org/stable/25759044>
- Conger, D., & Chellman, C. (2013). Undocumented College Students in the United States: In-State Tuition Not Enough to Ensure Four-Year Degree Completion. *Education Finance and Policy*, 8(3), 364-377. Retrieved from <https://www.jstor.org/stable/educfinapoli.8.3.364>
- Díaz-Strong, D., Gómez, C., Luna-Duarte, M., & Meiners, E. (2010). Dreams Deferred and Dreams Denied. *Academe*, 96(3), 28-31. Retrieved from <http://www.jstor.org/stable/20744569>
- Crenshaw, K. (1989) Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*: Vol. 1989, Article 8. Retrieved from <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>