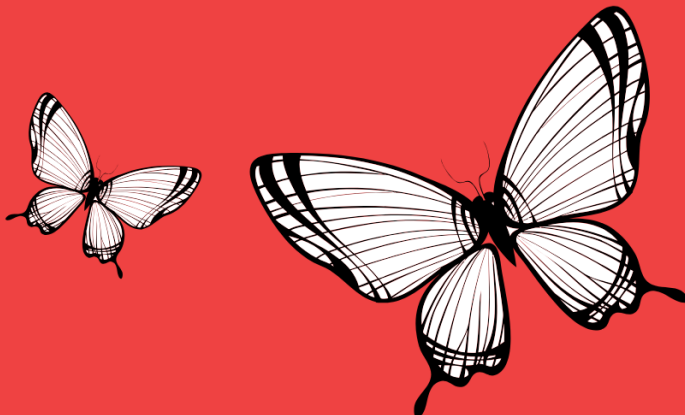
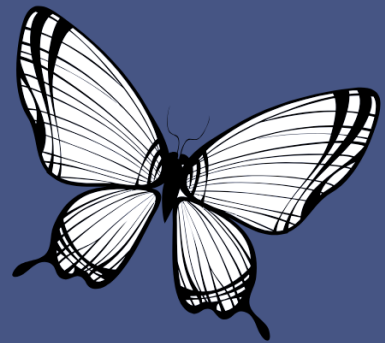


UNDOCU 2.0

California State University, Long Beach

CENTERING
VOICES,
INNOVATING
PARTNERSHIP, &
ENACTING
RESISTANCE IN
PRECARIOUS
TIMES

APRIL 16 -17, 2020



CONFERENCE ABSTRACT

California is home to 55,000 beneficiaries of Temporary Protected Status (TPS) and to the largest number of Deferred Action for Childhood Arrivals (DACA) recipients in the U.S. While TPS and DACA were only temporary solutions, scholars have demonstrated that recipients made significant economic and social gains thanks to the stability and safety that these programs provided (Wong et al. 2017, Rojas-Flores et al. 2019). Beyond DACA and TPS, California is also home to large numbers of mixed-status families, where some members may be undocumented while others have various types of temporary legal status or citizenship. Indeed, 12% of Californians live with an undocumented family member. Across legal statuses and countries of origin, undocumented youth and their families are deeply integrated into the fabric of U.S. communities and contribute to the political, social, economic, and cultural life of our country. With the future of DACA and TPS uncertain, and with an increasing number of young people ineligible for either, what are the prospects for undocumented students, their families and the communities where they live?

In the second annual UndocU conference, we aim to feature the multiple and intersectional identities of undocumented individuals, which are often overlooked and undervalued. We ask: how does the rescission of DACA and TPS compel immigrant youth to think about what it means to be unDACAmented? How might unDACAmented youth draw from the knowledge and experiences of previous undocumented generations? And, how does the increasingly limited access to immigration relief amid heightened surveillance and uncertainty shift how allies, service providers, and educational institutions respond to their diverse needs? Enlisting an asset-based approach, the conference critically asks how we might transform threats to individuals via deportation, workplace raids, and immigration surveillance into collective demands for action with im/migrant families in the lead. And, how does immigration status intersect with student organizing and activism across a range of issues like housing and food security, LGBTQ+ rights, among others?

CONFERENCE STEERING COMMITTEE

Adriana Andrade Rodriguez, Associated Students Inc., California State U., Long Beach

Beth Baker, Anthropology, California State U., Los Angeles

Caitlin Fouratt, International Studies, California State U., Long Beach

Lauren Heidbrink, Human Development, California State U., Long Beach

Citlalli Ortiz, Associated Students Inc. & For Undocumented Empowered Leaders, Cal. State U., Long Beach

Sabrina Rivera, California State U. Project, Central American Resources Center-LA

Kris Zentgraf, Sociology, California State U., Long Beach

ACKNOWLEDGEMENTS

This conference would not be possible without the dedication, organization, and commitment of research assistant Analia Cabral and Dream Success Center Coordinator Jessica Rios.

A special thanks to the following individuals and organizations for their support :

Diego Ascencio

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Katherine Rauch

Maythee Rojas

Teresa Puente

Maria IzarrarazDan O'Connor

Manuel

John Hamilton

Manuel Perez

For Undocumented Empowered Leaders (FUEL)

Financial support for this conference is generously provided by the CSULB Dream Success Center, the Office of the Dean of the College of Liberal Arts, and Scholarly Intersections from the College of Liberal Arts.

KEYNOTE SPEAKERS

Ernesto Rocha (undocubae) is an organizer, storyteller, transformational coach, TEDx speaker and presenter. He has over 13 years of community and political organizing experience. His focus has been on advocating for immigrant rights and low-wage workers in various industries. His performances and stories have reached the stage at notable platforms including TEDx, Jubilee Media and KPCC's Unheard LA. In 2019 he appeared on a segment of MIDDLE GROUND to discuss border security and undocumented immigration which has received over 1.2 Million views. In 2018 he performed his original story, "Plantitas" at KPCC's Unheard LA live show at the Carpenter Performing Arts Center in Long Beach. He delivered his first TEDx Talk at CSULB in 2017 entitled, I AM NOT My Status: Perspectives of an Undocumented Immigrant. In it, he explores the theme of identity formation and the process of personal liberation through storytelling. His most recent venture was to launch Loose Accents, an original podcast that celebrates the brilliance and struggle of growing up undocumented in the United States. Loose Accents seeks to uplift the complicated intersections of identity, race, sexuality and class in the day to day adventures of its hosts living in the current political climate. undocubae is also the co-founder of Cocoon Storytelling, a storytelling series created in Long Beach to showcase the narratives of people of color.



Armando Ibañez is a Latinx queer filmmaker and activist from Mexico. He has been living in the United



States for over 16 years and lives in the state of California. Armando is involved in the LGBTQ and immigrant rights movements and is an active member with Familia: Trans Queer Liberation Movement. His passion for film began at the age of 7 years old while watching Mexican cinema from the 1950s. Armando is the director and writer of the online series "Undocumented Tales," a story that follows the journey of a Mexican undocumented and queer server living in Los Angeles. He is committed to portraying authentic Latinx characters and address real issues impacting immigrant and LGBTQ communities in the United States.

PARKING

You may purchase a daily or short-term parking from the parking pay stations conveniently located within each Visitor lot. All parking pay stations accept credit cards and cash. If paying cash, please have exact change as no change is given. A campus map is available at the end of the program. For more information, please visit <http://www.csulb.edu/parking-and-transportation-services/visitor-parking>.

COFFEE SERVICE

Coffee, tea, and light refreshments will be provided. Coffee and tea are also available for purchase at: [Starbucks in The University Dining Plaza](#) and [Coffee Bean on the second floor of the University Student Union](#).

RESTAURANTS AND DINING

Lunch on Friday will be provided. Additional on-campus dining options include:

- [The University Dining Plaza](#), including: Panda Express, Beach Walk, Squeeze Me, Greek Opa, Hibachi San, and Starbucks.
- [The Nugget Grill & Pub](#)
- [The University Student Union](#), including: Robeks Juice, Coffee Bean, Pollo Loco, Subway, Carl's Jr. and Sbarro.

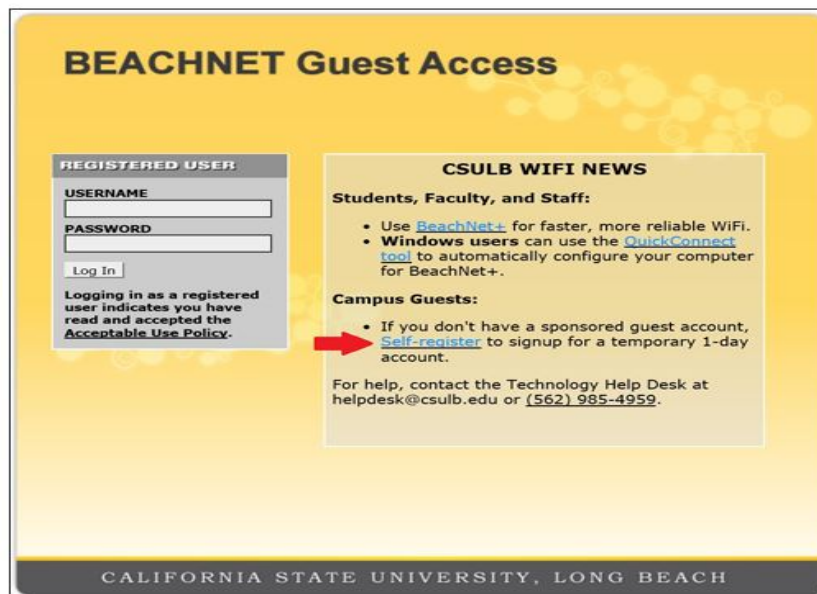
PRINTING SERVICES & WIFI

Printing services are available at: the University Library, the Horn Center, and the Dream Success Center. (See campus map.)

To access CSULB free WIFI, please register as a guest.

Instructions

1. Go to the device's WiFi settings to connect to the "beachnet-guest-access" network.
2. Open a web browser, which will automatically open the beachnet-guest-access WiFi log-in page (screenshot below)
3. Click on the blue "Self-register" link to create a one-day guest WiFi access pass. It will take the user through the steps, which will require a personal email address.
4. Access your provided email address to obtain the temporary guest access username and password, and return to the Beachnet Guest Access page to log in.



SELF CARE SPACE

CPIE 209

Aqui Estoy

Berenice Badillo (MiraCosta Community College)

As part of a weekly support group for undocumented students, students of mixed status and their families, portable murals were co-created. The murals depict counter-stories to the negative portrayal of immigrants in the media. The art process and dialogue were facilitated by an art therapist and supported the creation of a safe space. The murals were placed around the campus for the purpose of creating a presence, to stimulate student interaction with the issues and struggles of undocumented students and to create dialogue. The art installation would include the murals, photographs and narratives regarding this ongoing experience.

Cultivating Self-Care and Resilience in Uncertain Times: Multi-media Exhibit for Undocumented Youth and DACA Recipients.

Lisbeth Rojas-Flores, Norma Ramirez, and Andrea Gonzalez

(Thrive Center for Human Development, Fuller Graduate School of Psychology)

Current turbulent sociopolitical times and rampant anti-immigrant rhetoric and posturing can lead to stress and psychological distress in undocumented youth and DACA recipients. While a growing body of research underscores some of the health and well-being challenges undocumented youth face in uncertain times such as these, there is an overwhelming lack of practical resources promoting the health and well-being of those living with no legal or liminal legal status. Understanding how this unique vulnerability may cause stress, trauma, and vicarious trauma, and how it can impact those without citizenship status specifically, is a first step in promoting resilience in times of distress. This media exhibit-consisting of short videos accompanied with take-home cards with mental health tips and healthy self-care practices-is designed to encourage the cultivation of daily self-care and good personal mental health hygiene in challenging times. Videos include expert testimonials and advice from a plaintiff in the recent DACA Supreme Court case and psychologists.

Immigrant Voices

Jacqueline Aguilar-Lopez

To uplift immigrant voices, poster making art has become a demonstration of empowerment, solidarity, and resilience. It continues to be used by migrant communities at rallies and sit-ins to dismantle the anti-immigrant narrative. Some of the most impactful posters have portrayed language, images, and symbols to advocate, transform, and redefine the marginalization of immigrant communities. From driver licenses to health care needs, the immigrant narrative varies by state depending on the needs of that community. This piece focuses on how Poster Making Art illustrates the need for immigration reform in the United States.

THURSDAY, APRIL 16, 2020

OPENING KEYNOTE & RECEPTION 4:00 – 6:00 p.m.

The Pointe, Walter Pyramid

Un[documented] Resilience: Storytelling as Liberation
Ernesto Rocha

Introduction: Jane Close Conoley, President of CSULB

Facilitator: Kris Zentgraf (Sociology, CSULB)

Presentation followed by a performance by MC Salcivation and Solveij Rosa Praxis.

Refreshments will be served.

FRIDAY, APRIL 17, 2020

REGISTRATION & REFRESHMENTS, 8:00 – 8:30 a.m.
CPIE 2nd floor

OPENING REMARKS, 8:15 – 8:30 a.m.
CPIE 2nd floor

Lauren Heidbrink, Human Development, California State U., Long Beach

SESSION I-A, 8:30 – 10:00 a.m.
CPIE 100

Workshop: Beyond DACA, Beyond Latinx

Facilitators: Esugen Battsengel (Western Washington U.)
Victoria Matey (Western Washington U.)

SESSION I-B, 8:30 – 10:00 a.m.
CPIE 307

Campus climate: DACA and post-DACA in Higher Education

Chair: Kris Zentgraf (California State U., Long Beach)

8:30 – 8:45 a.m. CSUN EOP Dream Center: Case Study
Guadalupe Ruiz (California State U., Northridge)

8:45– 9:00 a.m. Undocumented American Dreams: Stop... Continue... Stop...
Susy Michelle Morales Benitez (MiraCosta College)

9:00 – 9:15 a.m. Unorthodox support for uncertain times: How mentors of undocumented students guide them to and through college
Keisha Chin Goosby (Claremont Graduate U.)

9:15 – 9:30 a.m. On being undocumented: An amplifying status in the education system
Carlos Aguilar (Harvard U.)

9:30 – 9:45 a.m. Atrevesando Paredes: Exploring the College Choice Process of Rural, Latinx Students
Mayra Nuñez Martinez (U. of California, Davis)

9:45 – 10:00 a.m. Discussion

SESSION I-C, 8:30 – 10:00 a.m.

CPIE 309

Fighting Erasure: Youth and Family Responses

- Chair: Lauren Heidbrink (California State U., Long Beach)
- 8:30 – 8:45 a.m. “I’ll Be Risking Myself Just to Get an Education”: How Immigration Enforcement at the Local Level Affects Immigrant Students’ Educational Experiences
Carolina Valdivia (Harvard U.)
- 8:45 – 9:00 a.m. Manos Trabajando/Working Hands
Raul Gutierrez (Holyoke Community College)
- 9:00 – 9:15 a.m. Rethinking the protection of unaccompanied children: Exploitation, underground economies, and adolescent development
Divya Mishra (Johns Hopkins U.)
- 9:15 – 9:30 a.m. What Mexican Schools Do and Do Not Offer to US Undocumented Students and Students from US Mixed-Status Families
Edmund (Ted) Hamann (U. of Nebraska)
- 9:30 – 9:45 a.m. Immigrant Voices
Jacqueline Aguilar-Lopez (John Jay College)
- 9:45 – 10:00 a.m. Discussion

BREAK, 10:00 – 10:15 a.m.

CPIE 2nd floor

Refreshments served.

SESSION II-A, 10:15 a.m. – 11:45 a.m.

CPIE 100

Innovating Storytelling and Centering voices

- Chair: Jessica Rios (California State U., Long Beach)
- 10:15 – 10:45 a.m. Film Screening and Discussion: *Belonging is a Process*
Ada Marys Lorenzana (U. of Southern California)
- 10:45 – 11:15 a.m. Film Screening and Discussion: *Journey from Locked Out States to a College Education: College Presidents with Undocumented Students Film Series*
Rachel Freeman (U. of California, Los Angeles)
- 11:15 – 11:45 a.m. Film Screening and Discussion: *Resistencia*
Gaby Hernandez (California State U., Long Beach)

Roundtable: Advancing Research to Promote Undocumented Student equity on College Campuses

Chair: Arely Zimmerman (Pomona College)

Roundtable participants:

- Joanna Perez (California State U., Dominguez Hills)
- Arely Zimmerman (Pomona College)
- Chantiri Duran Resendiz (U. of California, Los Angeles)
- Ana Karina Soltero Lopez (California State U., Fresno)
- Sara Reyes Noriega (Pomona College/Inland Empire Immigrant Youth Collective)
- Ricardo Muñoz (California State U., Dominguez Hills)
- Vianey Montaña (California State U., Dominguez Hills)

Surveillance, Enforcement and Resistance in the Deportation Era

Chair: Analia Cabral (California State U., Long Beach)

- 10:15 – 10:30 a.m. The Impact of the U.S. Immigration Enforcement Regime on Salvadoran Fathers & Families in the United States and in El Salvador
Jahaira Pacheco (U. of California, Irvine)
- 10:30 – 10:45 a.m. Overcoming barriers to disaster response for undocumented immigrants: lessons learned from Hurricane Harvey
Sophie Albert (Alliance for Multicultural Community Services)
- 10:45 – 11:00 a.m. Dictating Life Outcomes of Immigrant Children: The Impacts of Family Separations
Syeda Bano (Oglethorpe U.)
- 11:00 – 11:15 a.m. Violence and the Border: Narratives and the Everyday of a Militarized Border
Mario Macías-Ayala (U. of Arizona)
- 11:15 – 11:45 a.m. Discussion

A New York City American Dream
Karina Davila Caporal (John Jay College of Criminal Justice)

Lost in Translation: Language Access in New York City Courts
Karla Galiano Herrera (John Jay College of Criminal Justice)

Reframing the Humanitarian and Governmental Response to the Migrant "Crisis" at the U.S.-Mexico Border: Observations from McAllen, TX

Halley Glier (Clark U.); Temperance Staples (Clark U.); Emma Gregory (Clark U.)

Future Latinx Teachers: Navigating the Latinx Educational Pipeline

Yesenia Hernandez (California State U., Long Beach)

Academic and Professional Opportunities with the DACA Program

Miguel Pimentel Davila (California State U., East Bay)

The incorporation process of the generation 0.5 and its impact on mental health

Maricruz Vargas (National Autonomous University of Mexico)

Stress Overload and the New Nightmare for Dreamers

Sarah Velasco (California State U., Long Beach)

LUNCH KEYNOTE, 12:15 – 1:15 p.m.

CPIE 100

Lunch provided for those that pre-registered.

Embracing Yourself and Celebrating Your Existence

Armando Ibañez

Introduction: Sabrina Rivera (California State U. Project, Central American Resources Center-LA)

POSTER SESSIONS CONTINUED, 1:15 p.m – 1:45 p.m.

CPIE 1st floor

A New York City American Dream

Karina Davila Caporal (John Jay College of Criminal Justice)

Lost in Translation: Language Access in New York City Courts

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Stress Overload and the New Nightmare for Dreamers

Sarah Velasco (California State U., Long Beach)

SESSION III-A, 1:45 – 3:15 p.m.
CPIE 100

Identity and Belonging in the Everyday

Chair: Abigail Rosas (California State U., Long Beach)

1:45 – 2:00 p.m. To Be or Not To Be That is the Question: The Journey of a DACAmented Student
Carlos Ortiz (U. of Wisconsin, Madison)

2:00 – 2:15 p.m. An Ordinary Life with an Undocumented Status
Joanna Kulpinska (Jagiellonian U.)

1:15 – 2:30 p.m. "Ni de Aquí, Ni de Allá: An analysis into the contemporary undocumented experience in
the U.S."
Maria Ortega Rechkemmer (U. of Amsterdam)

2:30 – 2:45 p.m. The DREAMers, DACA Recipients, and Undocumented Youth Now: Imposed
Narratives, Inner Tensions
Rita Rodriguez (U. of Chicago Divinity School)

2:45 – 3:15 p.m. Discussion

SESSION III-B, 1:45 – 3:15 p.m.
CPIE 307

**Faith-rooted organizing and advocacy for mixed-status families: Barriers and lessons learned from
immigrant faith-based communities**

Chair: Lisseth Rojas Flores (Fuller Graduate School of Psychology)

1:45 – 2:00 p.m. The Latino Church in Southern California: Dealing with the Aftermath of Immigration
Enforcement
Lisseth Rojas Flores (Fuller Graduate School of Psychology)

2:00 – 2:15 p.m. "On being Puentes" - Undocumented and DACA youth Faith-rooted organizing and
advocacy
Alexia Salvatieera (Fuller Seminary)

1:15 – 2:30 p.m. Faith-based community efforts to protect young children of undocumented and
DACAmented parents
Jennifer Vaughn (Fuller Graduate School of Psychology)

2:30 – 3:15 p.m. Discussion

SESSION III-C, 1:45 – 3:15 p.m.
CPIE 309

Challenging Policy, Innovating Partnerships, and Building Community

- Chair: Beth Baker (California State U., Los Angeles)
- 1:45 – 2:00 p.m. Community-University Partnerships to Improve Service Delivery to Undocumented Communities
Beth Davis (George Mason U.)
- 2:00 – 2:15 p.m. In-State Resident Tuition Policies and unDACAmented Students: A Case Study of Tuition Policies in Ohio
Evely Gómez Jarquín (California State U., Fresno)
- 2:15 – 2:30 p.m. Persisting in Uncertainty: DACAmented College Student Activism in the Trump Era
Joana Perez (California State U., Dominguez Hills), Arlin Gonzalez (California State U., Dominguez Hills), Monica Avalos (California State U., Dominguez Hills)
- 2:30 – 2:45 p.m. Ambitions Amidst Uncertainty: Post-2016 Election and the Life Undocumented Immigrants Created
Lisa Cho (John Jay College of Criminal Justice)
- 2:45 – 3:15 p.m. Discussion

BREAK, 3:15 p.m – 3:30 p.m.

Refreshments provided.

SESSION IV-A, 3:30– 5:00 p.m.

CPIE 100

UndocuResearch Project

- Chair: Marisol Clark-Ibanez (California State U., San Marcos)
Carolina Valdivia (Harvard U.)
- 3:30 – 3:45 p.m. ‘It’s Hard Right Now’: Educators Working with Undocumented Students
Josefina Espino (California State U., San Marcos)
- 3:45 – 4:00 p.m. ‘It’s Hard Right Now’: Educators Working with Undocumented Students
Carolina Lopez (California State U., San Marcos)
- 4:00 – 4:15 p.m. Undocumented Students' Anticipation of Constrains
Juan Duran (California State U., San Marcos)
- 4:15 – 4:30 p.m. Undocumented Students' Anticipation of Constrains
Sussana Mendoza (California State U., Fullerton)
- 4:30 – 4:45 p.m. Ethnographic Observations in High Schools
Sonia Hernandez (California State U., San Marcos)

4:45 – 5:00 p.m. Discussion

SESSION IV-B, 3:30– 5:00 p.m.
CPIE 307

Roundtable: Dreamers’ Activism and the Importance of DACA’s Advance Parole

Chair: Armando Vazquez-Ramos (California-Mexico Studies Center)

Roundtable participants:

- Citlalli Ortiz (California State U., Long Beach)
- Lidieth Arevalo (California-Mexico Studies Center)
- Mayra Garino (California-Mexico Studies Center)
- Miriam Delgado (California-Mexico Studies Center)
- Andrea Ortiz (California-Mexico Studies Center)

SESSION IV-C, 3:30– 5:00 p.m.
CPIE 309

Undocumented Immigrants in the San Fernando Valley: Contemporary Concerns and Political Support

Chair: Citlali Sosa-Riddell (Pierce College)

3:30 – 3:45 p.m. El Sueño Americano
Karina Zamora (Pierce College)

3:45 – 4:00 p.m. Hermandad Mexicana Nacional and the Undocumented Community
Lourdes Sanchez (Pierce College)

4:00 – 4:15 p.m. Machismo and Immigration Status and its Impact on Marriage
Janelly Gutierrez (Pierce College)

4:15 – 4:30 p.m. Mixed Status Families and Undocumented Connections
Alicia Lopez (Pierce College)

4:30 – 4:45 p.m. Hard Work and the American Dream
Joshua Martinez (Pierce College)

4:45 – 5:00 p.m. Discussion

This is a free event. Advanced registration required.

CAMPUS MAP AND PARKING GUIDE



LATINX STUDENT UNION OF LONG BEACH STATE PRESENTS

BREAKING FRONTERAS UNDOCU

5K

**SUNDAY
APRIL 19, 2020
8AM-2PM**

REGISTRATION BEGINS AT 7AM

**1250 NORTH BELLFLOWER BLVD.
NEAR COLLEGE OF BUSINESS**



REGISTRATION FEE
\$25 UNTIL MARCH 31
\$35 STARTING APRIL 1
bfundocu5k.weebly.com

DONATIONS ACCEPTED



PRESENTATION ABSTRACTS

(alphabetical order by the first author's last name)

On being undocumented: An amplifying status in the education system

Carlos Aguilar (Harvard U.)

Current debates on undocumented youth conceptualize being undocumented as either a master status or through the lens of intersectionality. These conceptualizations, however, pose a great limitation on improving the educational experiences and outcomes of undocumented students. Namely, they absolve the education system and operate under the assumption that the acquisition of a legal status will improve, perhaps magically, their educational experiences and outcomes. It is through a systemic rather than an individual approach to their experiences that the author reconceptualizes being undocumented as an amplifying status. By doing this, this theoretical paper first locates the conversation on the aims of education and then moves to understand how the immigration structure, vis-à-vis the lack of a legal status, poses amplified implications. In other words, an amplifying status acknowledges the legal implications that illegality creates in the lives of undocumented students, but initially looks into other ways in which individuals are excluded and illegalized. To be sure, the conceptualization of being undocumented as an amplifying status does not reject the framework of intersectionality. Rather, it first locates the experiences of undocumented students in the education system as part of a larger marginalized people, brings attention to the inadequacy of the education system in dealing with intersectionality, and moves to highlight how the lack of a legal status amplifies the role that education plays in their lives. In this presentation, the author's goal is to highlight the difference between schooling and education, and to remind researchers, practitioner, and policymakers about the need for a deeper analysis when seeking to improve undocumented students' educational experiences and outcomes in specific, and those of a greater marginalized people in general. Ultimately, the conceptualization of being undocumented as an amplifying status fills a conceptual gap in the experiences of this population and disentangles current theoretical frameworks that complicate the improvement of the educational experiences of undocumented students.

Immigrant Voices

Jacqueline Aguilar-Lopez (John Jay College)

To uplift immigrant voices, poster making art has become a demonstration of empowerment, solidarity, and resilience. It continues to be used by migrant communities at rallies and sit-ins to dismantle the anti-immigrant narrative. Some of the most impactful posters have portrayed language, images, and symbols to advocate, transform, and redefine the marginalization of immigrant communities. From driver licenses to health care needs, the immigrant narrative varies by state depending on the needs of that community. This piece focuses on how poster making art illustrates the need for immigration reform in the United States.

Overcoming barriers to disaster response for undocumented immigrants: lessons learned from Hurricane Harvey

Sophie Albert (Alliance for Multicultural Community Services)

Undocumented immigrants have been disproportionately affected and marginalized during disasters in the US because of social and linguistic isolation, unclear immigration, disaster policies and the fear of deportation or detention. Due to the current political environment and enhanced immigration enforcement, the circumstances faced by undocumented immigrants worsened over the last couple of years. Based on the example of hurricane Harvey, this paper analyzes the barriers that stakeholders face in providing disaster response to undocumented immigrants, how such barriers can be overcome, and how future equitable disaster response can be achieved based on the human rights-based approach and community participation.

Aqui Estoy

Berenice Badillo (MiraCosta Community College)

As part of a weekly support group for undocumented students, students of mixed status and their families, we co created portable murals were. The murals depict counter-stories to the negative portrayal of immigrants in the media. Through the art process and dialogue the facilitator, an art therapist, supported the creation of a safe space for students. The murals were placed around the campus for the purpose of creating a presence, to stimulate student interaction with the issues and struggles of undocumented students, and to create dialogue. The art installation includes the murals, photographs and narratives regarding this ongoing experience.

Dictating Life Outcomes of Immigrant Children: The Impacts of Family Separations

Syeda Bano (Oglethorpe U.)

This paper analyzes three forms of family separations as a result of U.S. Immigration Policies: forcible family separations at the U.S. border, family separation as a result of the deportation of a parent(s) of citizen-born children, and family

separation through transnational work. The research utilizes scholarly articles and media articles to serve as a comparison of how the two types of sources support one another to pose the question of how are we allowing for the life outcomes of children impacted by family separation to be dictated by current U.S. Immigration Policies.

Workshop: Beyond DACA, Beyond Latinx

Esugen Battsengel (Western Washington U.)

Victoria Matey (Western Washington U.)

Esugen Battsengel and Victoria Matey are teaming up to create a space that allows for a larger conversation around the undocumented and DACA community. Our workshop is meant to focus on those being left out of the conversation such as communities from SWANA (Middle East), Asian/Pacific Islander, Black communities and Central American communities. We often center Mexican and Latinx voices in this movement and as a result, these communities do not receive access to the same resources and information. In addition to discussing the diversity within the undocumented community, we will discuss the implications of DACA and the Dreamer Narrative. DACA has never been the answer to our liberation. Our communities need us to talk beyond DACA to envision and work towards a narrative that includes everyone. Our goal is to have critical dialogue and opportunities to see and evolve the undocumented movement. We believe this will help to strengthen our community and knowledge through these conversations

Ambitions Amidst Uncertainty: Post-2016 Election and the Life Undocumented Immigrants Created

Lisa Cho (John Jay College of Criminal Justice)

After the 2016 presidential election, undocumented immigrants' rights are under attack due to the increase of ICE raids, deportations, media's portrayal of "bad" immigrants, and DACA being decided by the Supreme Court. The goal of this paper is to analyze how undocumented immigrants have created a life despite legal violence and damaging stereotype. The importance of this study is to understand how life has continued to thrive and how we can help undocumented immigrants pursue their ambitions despite uncertainty.

Poster Presentation: A New York City American Dream

Karina Davila Caporal (John Jay College of Criminal Justice)

After the September 11 attacks, there was a growing dialogue between immigration and terrorism that targeted undocumented communities and shaped immigration policies. As a result, resources and programs are not readily available for undocumented youth in New York, with some undocumented students not enrolling or graduating from high school at all. Since resources are limited, there is minimal data to address undocumented youths' needs. I will investigate the systematic factors that are impeding undocumented youth from accessing a high school education in New York State post 9/11.

Community-University Partnerships to Improve Service Delivery to Undocumented Communities

Beth Davis (George Mason U.)

Using community-based participatory research (CBPR), 134 undocumented mothers with mixed status families were either interviewed or surveyed about structural barriers impacting their families and how they navigate these challenges and find ways to resist and persist. Findings revealed the misalignment between services available and those needed, as well as a knowledge gap among services providers working with immigrant families. CBPR provides a unique way for university researchers to partner with immigrant communities to inform service providers of how to better support immigrant families during uncertain times like the possible rescission of DACA. Findings and stories of partnering for change will be shared.

Undocumented Students' Anticipation of Constrains

Juan Duran (California State U., San Marcos)

This presentation draws on over a dozen in-depth interviews with undocumented high school students. We discuss their experiences under the current political climate, including its effects on students' goals, academics, extracurricular activities, and decisions to disclose or conceal their immigration status.

'It's Hard Right Now': Educators Working with Undocumented Students

Josefina Espino (California State U., San Marcos)

This presentation draws on participant observation and in-depth interviews with 44 educators, counselors, and administrators who work closely with undocumented high school students in San Diego County, California. We discuss findings regarding the school climate, immigrant students' safety and well-being, as well as educators' and counselors' efforts to support students.

Film: Journey from Locked Out States to a College Education: College Presidents with Undocumented Students Film Series

Rachel Freeman (U. of California, Los Angeles)

The College Presidents with Undocumented Students Film Series features college presidents who are building best practices for undocumented students. The second film (10 minutes) features President Elsa Núñez of Eastern Connecticut State University (ECSU) and her work with undocumented student leaders. ECSU welcomed their first cohort through TheDream.US program in 2016 and has served over 160 undocumented students, many of whom come from locked out states in the South where they are banned from accessing in-state tuition and attending their state universities. With support from The Ford Foundation, UndocuScholars worked with two undocumented student leaders and professional filmmakers to co-produce this film. The film and accompanying blog post can be found here:

<https://mydocumentedlife.org/2019/02/28/journey-from-locked-out-states-to-a-college-education-spotlight-on-eastern-connecticut-state-university-with-thedream-us-program/>.

Poster Presentation: Lost in Translation: Language Access in New York City Courts

Karla Galiano Herrera (John Jay College of Criminal Justice)

Facing deportation, undocumented individuals with limited English proficiency, must go to immigration court to defend themselves but are neither able to communicate or understand what is happening. Hindered by interpreters who may fail to interpret crucial parts of the court proceedings, lack necessary interpretation skills, or lack the necessary interpreting equipment, undocumented individuals are placed at risk of losing their freedom, families, and livelihoods over errors in communication. I will investigate how competent New York City immigration courts are in providing linguistic services to individuals with limited English proficiency by attending hearings and conducting interviews with litigants, judges, and interpreters.

Poster Presentation: Reframing the Humanitarian and Governmental Response to the Migrant "Crisis" at the U.S.-Mexico Border: Observations from McAllen, TX

Halley Glier (Clark U.); Temperance Staples (Clark U.); Emma Gregory (Clark U.)

At the Southern Border of the United States, rapid policy changes and under-resourced, overwhelmed grassroots efforts have led to unstable and reactive responses to the influx of asylum seekers traveling from Central America. In this paper, we examine what accounts for these conditions and how various stakeholders can promote a more sustainable, adaptive response. Based on participatory research at the Catholic Charities Humanitarian Respite Center in McAllen Texas, we propose a paradigm shift regarding how the humanitarian regime as well as local and federal governments should view, understand, and respond to migration in terms of adaptation and sustainability.

In-State Resident Tuition Policies and unDACAmented Students: A Case Study of Tuition Policies in Ohio

Evely Gómez Jarquín (California State U., Fresno)

This study examines the current In-State Resident Tuition (ISRT) policies in the United States and uses Ohio as a case study. ISRT policies in Ohio can possibly jeopardize the future of unDACAmented students' access to in-state tuition, state-level subsidies and other educational support. In Ohio, the ISRT policy to include DACA students came via a Board of Regents decision that was propelled by student activism. Currently only 24 states in the United States have ISRT policies for undocumented students, 3 of those are for DACA-only students and 4 came about from Board of Regents decisions. This is a qualitative study with 21 participants across the state of Ohio that enrolled in school 0-22 months after the Regents Decision.

Unorthodox support for uncertain times: How mentors of undocumented students guide them to and through college

Keisha Chin Goosby (Claremont Graduate U.)

This paper is based on the results of my dissertation study which sought to: 1. identify the mentors who supported undocumented students on their pathway to and through college, and 2. examine the mindsets of those mentors and the strategies they use to support those students. Findings indicate that mentors of undocumented students recognize various forms of capital that undocumented students possess. Mentors in the study helped undocumented students to leverage their capital by engaging in unorthodox forms of support. The paper discusses the capital that mentors recognized and the types of support they provided to guide undocumented students.

Machismo and Immigration Status and its Impact on Marriage

Janelly Gutierrez (Pierce College)

Gender plays a major role throughout the entire world when it comes to jobs, relations, education, and opportunity. Cultural "machismo" has caused undocumented men to avoid legal immigration status through their spouses simply because they do

not want to accept help from a women. The possibility of deportation is a fear for millions in the United States, with so much to lose, a way of life taken away from one day to another, why does gender play a significant role in a partner accepting help to start an immigration process? My project studies men who have been unwilling to accept marriage as a path to citizenship.

Manos Trabajando/Working Hands

Raul Gutierrez (Holyoke Community College)

In 2015, I started working in the Planting Literacy project with Holyoke Chicopee Springfield Head Start, Inc. The Planting Literacy program's goal is to provide Spanish and English literacy skills to a group of dedicated parents. The majority are migrant agricultural workers from Guatemala and Mexico where they received little to no education in their homeland and currently reside in the Springfield, Massachusetts area. Many of the parents in the program lack the basic skills of reading and writing in their native language which prevents them from the basic task of reading to their children or helping them with their homework. We have started to conduct oral histories of their experiences in the United States which emphasizes the importance of diversity and equity in the community. The collection will encourage and support the understanding of the Puerto Migrant Latinx experience in the Pioneer Valley.

What Mexican Schools Do and Do Not Offer to US Undocumented Students and Students from US Mixed-Status Families

Edmund Hamann (U. of Nebraska)

Grounded by more than 20 years of school responses in the United States and Mexico regarding transnationally mobile children, including a recent Fulbright in Baja California examining binational teacher preparation collaboration, this paper explores how ready and willing Mexican schools are to receive students who have grown up in the U.S. but lack documentation and/or are dependent on adults who lack documentation and who thus could find themselves dislocated from their current circumstances and suddenly in Mexico. Exploring the language, quality, and readiness of Mexican education to receive newcomers, the paper informs and argues against hazardous 'Send them back' logics.

Film: Resistencia

Gaby Hernandez (California State U., Long Beach)

This ethnographic film explores the complexity of living in a mixed-status household in Southern California under the Trump administration. It focuses on the individual experiences of living in a mixed-status family, including the perspective of family members who have U.S. citizenship or another form of deportation protection as well as other family members who lack an immigration status entirely. The purpose of the film is to show the incredible stress placed on a mixed-status family, as it deals with the constant potential threat of family separation due to deportation, physical barriers like borders, border patrol checkpoints or an inability to adjust their immigration status. The film also shows the impact family separation has on interpersonal family dynamics and relationships. This is an interview-style film where those interviewed for the film tell their own stories about what it is like to live in a mixed-status household. The importance of this film comes from its ability to provide the audience with deep insight into the complexity of this issue while humanizing the mixed-status experience.

Ethnographic Observations in High Schools

Sonia Hernandez (California State U., San Marcos)

This presentation draws on over a dozen in-depth interviews with undocumented high school students. We discuss their experiences under the current political climate, including its effects on students' goals, academics, extracurricular activities, and decisions to disclose or conceal their immigration status.

Poster Presentation: Future Latinx Teachers: Navigating the Latinx Educational Pipeline

Yesenia Hernandez (California State U., Long Beach)

There is a teacher shortage across the nation, in California the problem is growing as Latinx teachers make up only 20% of all teachers while Latinx students make up 54% of all students in schools. The role of Latinx teachers, in particular, is important given the large population of Latinxs in the California public education system. As part of my Master's thesis, this qualitative study explored and examined the barriers and experiences of documented and undocumented Latinx students face along the educational pipeline to become teachers. CSULB credential students shared their testimonios via one-on-one interviews and focus groups.

An Ordinary Life with an Undocumented Status

Joanna Kulpinska (Jagiellonian U.)

The main aim of this paper is to analyze the life strategies undertaken by Polish undocumented immigrants in the United States. The attention is paid to different unlawful activities: ways of unauthorized entry into the U.S. territory, functioning in this country with undocumented status, as well as illegal methods of legalizing their status. The analysis was carried out on the basis of the micro-histories of several families from south-eastern Poland. The goal of the presentation is to examine the lives of undocumented migrants in order to show that paradoxically they are very similar to the lifestyles of other members of the host society.

Mixed Status Families and Undocumented Connections

Alicia Lopez (Pierce College)

I am examining contemporary issues faced by undocumented immigrants who live in mixed status families. My first interviewee has faced difficulty as an undocumented immigrant in gaining connections within the United States after leaving their home country. The current situation for mixed status families has been a struggle for an undocumented person who may lack connections to migration chains that have knowledge about the issues that particularly face undocumented immigrants. I want to examine how undocumented immigrants in mixed status families navigate their unique status in a family while struggling with their situation in the contemporary political climate.

'It's Hard Right Now': Educators Working with Undocumented Students

Carolina Lopez (California State U., San Marcos)

This presentation draws on participant observation and in-depth interviews with 44 educators, counselors, and administrators who work closely with undocumented high school students in San Diego County, California. We discuss findings regarding the school climate, immigrant students' safety and well-being, as well as educators' and counselors' efforts to support students.

Film: Belonging is a Process

Ada Marys Lorenzana (U. of Southern California)

"Belonging is a Process" that discusses my journey as a DACA student moving from Chicago to Los Angeles. One of the main focuses in my story is navigating higher education, as I am a community college transfer student that now attends USC. Aside from the culture shock, I experienced a variety of financial hardships and a lack of support in my new environment. Through art and community, I seek to create a sense of belonging; not just at USC but in LA, and ultimately, the United States.

Violence and the Border: Narratives and the Everyday of a Militarized Border

Mario Macías-Ayala (U. of Arizona)

In response to the Great Recession of 2008, the United States government has strengthened the border with Mexico and implemented stricter anti-immigrant policies that criminalize the clandestine border crossing and prevent the regularization of the migratory status of Mexican migrants. Meanwhile, in Mexico, since the beginning of the war on drug trafficking in 2006, organized crime has taken control of the northern border. This has led to rampant militarization and increased violence on the US-Mexico border making it one of the most dangerous and deadly. The result has been a significant increase in the deaths and apprehensions of individuals at the border, the increase in the number of returned migrants to Mexico voluntarily and forcedly, and the postponement of stays among migrants already established in the United States. The situation on the border has marked the narratives of violence of millions of Mexicans both in Mexico and in the United States. This work seeks to understand the way in which the experience of the border crossing affects the daily lives of migrants from the community of Zapotitlán Salinas, Puebla in Mexico. This work is the result of interviews I conducted between 2011 and 2019 with migrants established in New York City and in Zapotitlán, who crossed the border before and after 2007. The results are through theoretical approaches to biopolitics (Foucault), necropolitics (Mbembe), and necroempowerment (Valencia).

Hard Work and the American Dream

Joshua Martinez (Pierce College)

I believe undocumented scholars are the most hard-working students because they believe that an education will help them become American citizens. I want to examine the ways in which DACA students work and study to maintain their educational status and beliefs about American citizenship. From my preliminary analysis, I have studied a current undergraduate student at CSUN who struggles to achieve normalcy in a very busy life. I intend to conduct more interviews to understand the meaning of hard work as a path to American citizenship in the life of undocumented students.

Undocumented Students' Anticipation of Constrains
Sussana Mendoza (California State U., Fullerton)

This presentation draws on over a dozen in-depth interviews with undocumented high school students. We discuss their experiences under the current political climate, including its effects on students' goals, academics, extracurricular activities, and decisions to disclose or conceal their immigration status.

Rethinking the protection of unaccompanied children: Exploitation, underground economies, and adolescent development

Divya Mishra (Johns Hopkins U.)

Unaccompanied migrant children endure difficult and dangerous journeys before coming into contact with child protection workers. They may continue their travels even after receiving assistance. Child protection programs should, therefore, consider unaccompanied children in the context of their journeys. The experiences that children have during these journeys have far-reaching effects on their development as adolescents, and often include incidents of abuse and exploitation. Using data collected in Athens, Greece in 2018-2019, this paper highlights three theoretical perspectives critical to a holistic understanding of unaccompanied children's psychosocial needs. First, we bring attention to the entanglement of unaccompanied children with underground economies, where they are likely to be exposed to exploitation. This includes the smuggling economies that facilitate their travel and is often overlooked by protection programs. Second, we discuss how unaccompanied children's clandestine journeys supplant the typical experiences of adolescence which can have lasting consequences for children's psychosocial development. Lastly, we demonstrate how experiences with protection services can affect future engagement with underground economies, highlighting the untapped potential of protection programs to prevent future exploitation even after these children transition into adulthood.

Undocumented American Dreams: Stop... Continue... Stop..

Susy Michelle Morales Benitez (MiraCosta College)

Through Crenshaw's (1989) theory of intersectionality, this study will examine the adversities, obstacles, and disadvantages that undocumented college students face. Undocumented college students have to navigate through an institutionally racist educational system through their lived experiences (Gonzales 2010). This research uses a multi-layered in its approach as I will discuss legislation that attempts to close equity gaps in higher education for undocumented students (Abrego 2008) and present factors as to why equity has not yet been fully achieved. In addition, I will highlight the systemic barriers in higher education and how certain policies and practices complicate the lives of undocumented and mixed status students. 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. Through these events, I'll use field notes to capture data on the dynamics of students and their families as they engage with the programming and events. I will also have access to surveys completed by MiraCosta students who have taken advantage of UPRISE services and/or events. I will examine the survey results to demonstrate the realities of their narratives. Additionally, I will analyze survey results to do an assessment of MiraCosta's UPRISE program for what it is doing well and what it can do to improve.

Atrevesando Paredes: Exploring the College Choice Process of Rural, Latinx Students

Mayra Nuñez Martinez (U. of California, Davis)

This research proposal seeks to study the influence of the intersectionality of race/ethnicity, documented status, and rurality on the educational aspirations and college choice process of rural, undocumented Latinx students. This paper explores the current literature that exists on the college choice process of undocumented students and highlights the gap that exists in addressing the intersectionality between race/ethnicity, documented status, and rurality. The research proposal seeks to address the following research questions: 1. What influences rural, undocumented Latinx students to pursue a postsecondary Education? 2. How does rurality impact the college choice processes of rural, undocumented Latinx students?

To Be or Not To Be That is the Question: The Journey of a DACAmented Student

Carlos Ortiz (U. of Wisconsin, Madison)

The above is the quote that haunts me as a DACAmented theatremaker, PhD candidate, and DACAQueer. Drawing from decolonial and queer studies, my presentation aims to exhibit what denotes a graduate student when power structures often repress you from multiple perspectives. In times of uncertainty as a DACA recipient, I seek to formulate a life beyond DACA status, both: with a future permanent legal status, and also as a return to an unDACAmented status. Last, through this presentation I aim to discuss my intellectual journey to change the track of my current scholarship, so it can begin

reflecting my own reality as a DACA individual, serving as an illustration for younger generations of DACA recipients to come.

The Impact of the U.S. Immigration Enforcement Regime on Salvadoran Fathers & Families in the United States and in El Salvador

Jahaira Pacheco (U. of California, Irvine)

The purpose of this study is to investigate and analyze how the current United States immigration enforcement regime influences the way Salvadoran fathers in the U.S. and El Salvador navigate parenting roles and responsibilities for their children. In addition, this study investigates how the enforcement regime of the U.S. has impacted Salvadoran fathers' intergenerational relationships, sense of belonging, and the ways Salvadoran fathers and their families respond to and resist U.S. exclusionary immigration laws and enforcement practices. This study seeks to investigate the following research question: How do Salvadoran fathers parent their children under the current U.S. immigration enforcement regime?

Persisting in Uncertainty: DACAmended College Student Activism in the Trump Era

Joana Perez (California State U., Dominguez Hills), Arlin Gonzalez (California State U., Dominguez Hills), Monica Avalos (California State U., Dominguez Hills)

Undocumented youth have been instrumental in pushing legal boundaries meant to prevent their access to basic human rights. While accounting for their intersectional identities, I draw on in-depth interviews with DACAmended college student activists in California to understand how they cope and persist in the current political climate. Crucial to their survival is recognizing that they have the power to alter their social conditions. Despite living in legal limbo, I find that through support networks, mental health resources, and community building, DACAmended college students draw on their resilience to mobilize and create social change within college campuses and larger society.

Poster Presentation: Academic and Professional Opportunities with the DACA Program

Miguel Pimentel Davila (California State U., East Bay)

With the implementation of the Deferred Action for Childhood Arrivals (DACA) in 2012, the program has allowed me to grow personally and professionally in academia. The poster presentation will illustrate an ethnography study with my experiences as a DACA professional in education. Experiences ranging from working at a 6-12th charter school, getting into and graduating from graduate school, working in higher education as a counselor, being a co-author of a book where I wrote two chapters about undocumented students, and the work that I do in my community. In addition, the impact my life could have if the DACA program is eliminated completely.

The DREAMers, DACA Recipients, and Undocumented Youth Now: Imposed Narratives, Inner Tensions

Rita Rodriguez (U. of Chicago Divinity School)

DREAMers, by definition, are a liminal group of immigrants. Although DACA assists them, their relationship to socio-economic stability remains complicated by their liminal status, and, here, inevitably exists a tension between imposed Immigrant Exceptionalism and their daily struggle to exist. Similar to Alejandro Portes and Ruben Rumbaut in their book, *Immigrant America*, I present the stories of DREAMers and undocumented youth—some who reject or embody Immigrant Exceptionalism. I provide an overview of the narratives, via online posts, videos, and articles, from this generation of undocumented or DACAmended immigrants, law commentary, and historians to trace the history of immigration policies.

The Latino Church in Southern California: Dealing with the Aftermath of Immigration Enforcement

Liseth Rojas Flores (Fuller Graduate School of Psychology)

As the nation's Latinx population has grown to 52 million, so too has the Spanish-language immigrant church, becoming in recent years one of the largest segments of US Christianity. As many Latinos rely on churches for help during a mental health crisis, the Latino church in general, and faith-leaders, in particular, can assist in addressing needs and concerns related to the ill-effects of immigration enforcement on their youth and families. This presentation will discuss findings from an online survey with over 120 Latino faith-leaders working in Latino churches affected by immigration enforcement in Southern California.

Cultivating Self-Care and Resilience in Uncertain Times: Multi-media Exhibit for Undocumented Youth and DACA Recipients

Liseth Rojas-Flores (Thrive Center for Human Development, Fuller Graduate School of Psychology)

Norma Ramirez (Thrive Center for Human Development, Fuller Graduate School of Psychology)

Andrea Gonzalez (Thrive Center for Human Development, Fuller Graduate School of Psychology)

Current turbulent sociopolitical times and rampant anti-immigrant rhetoric and posturing can lead to stress and psychological distress in undocumented youth and DACA recipients. While a growing body of research underscores some of the health and well-being challenges undocumented youth face in uncertain times such as these, there is an overwhelming lack of practical resources promoting the health and well-being of those living with no legal or liminal legal status. Understanding how this unique vulnerability may cause stress, trauma, and vicarious trauma, and how it can impact those without citizenship status specifically, is a first step in promoting resilience in times of distress. This media exhibit—consisting of short videos accompanied with take-home cards with mental health tips and healthy self-care practices—is designed to encourage the cultivation of daily self-care and good personal mental health hygiene in challenging times. Videos include expert testimonials and advice from a plaintiff in the recent DACA Supreme Court case and psychologists.

CSUN EOP Dream Center: Case Study

Guadalupe Ruiz (California State U., Northridge)

This paper is about a case study at California State University, Northridge's EOP Dream Center, regarding the unique needs of undocumented students served by the center. In 2019, eight staff and student assistants from CSUN's Dream Center participated in interviews. The interview data revealed prioritizing the needs of undocumented students and understanding the academic, counseling, financial, legal, institutional needs, and barriers can help promote educational equity. Moreover, institutions of higher education, legislations, state, and federal policies that provide holistic support to undocumented students can change the current unfriendly college climate by learning from other campuses about the services and resources that have proved successful.

“On being Puentes” - Undocumented and DACA youth Faith-rooted organizing and advocacy

Alexia Salvatieera (Fuller Seminary)

There are many creative and effective, faith-based, local and national efforts to support the immigrant communities during this time of heightened immigration enforcement. M25 (Matthew 25/Mateo 25), a network of congregations, students and faculty from Christian academic institutions, draws on the resources of faith communities to accompany and advocate for immigrants facing detention and deportation. M25 manages the Ecumenical Collaboration for Asylum Seekers, using a model of partnership between immigrant-led and other ministries that depends on the assistance/leadership of Puentes (bilingual, bicultural Millennials). Many Puentes are DACA recipients. Description of Puentes' exemplary faith-based organizing leadership and advocacy efforts are presented.

Hermandad Mexicana Nacional and the Undocumented Community

Lourdes Sanchez (Pierce College)

I volunteer for Hermandad Mexicana Nacional in the Southern Valley, a non-profit organization that helps undocumented immigrants in their process of legalization as well as naturalization in the United States. Their vision is to help keep families together, fight for their rights and help the immigrant community accomplish their dreams by giving them a voice and being their voice. Undocumented people face many struggles and Hermandad Mexicana Nacional finds ways to help the immigrant community know their rights. I am researching the ideas that guide HMN and how they are able to support undocumented immigrants in the current political climate.

“I’ll Be Risking Myself Just to Get an Education”: How Immigration Enforcement at the Local Level Affects Immigrant Students’ Educational Experiences

Carolina Valdivia (Harvard U.)

In this presentation, I examine how immigration enforcement at the local level shapes immigrant students' educational experiences and trajectories. Drawing on in-depth interviews with members of undocumented and mixed-status families (n = 103), I demonstrate how the expansion of immigration enforcement limits students' decisions about which colleges to apply to and the extent to which they are able to participate in the full college experience. Undocumented young adults, for example, reported only applying to colleges that are near their homes. This is the case even among young adults who have access to a legal immigration status.

Poster Presentation: The incorporation process of the generation 0.5 and its impact on mental health

Maricruz Vargas (National Autonomous University of Mexico)

Return migration to Mexico has increased in recent years due to multiple reasons such as the economic crisis of 2008 and the increase of deportations under Obama's administration, among others. Many of the people returning to Mexico have children that moved to the USA at a really young age or were born in the country, when these children migrate to Mexico they face an incorporation process. Through the analysis of psychological tests and interviews, the present project evaluates which are the main factors involved in this incorporation process and how this impacts mental health.

Roundtable: Dreamers' Activism and the Importance of DACA's Advance Parole

Armando Vazquez-Ramos (California-Mexico Studies Center)

Citlalli Ortiz (California State U., Long Beach)

Lidieth Arevalo (California-Mexico Studies Center)

Mayra Garino (California-Mexico Studies Center)

Miriam Delgado (California-Mexico Studies Center)

Andrea Ortiz (California-Mexico Studies Center)

This presentation will share the success of the California-Mexico Dreamers Study Abroad Program and the lessons learned from 5 groups of Dreamers that were able to return to their birthplace and reconnect with their family, reaffirm their cultural identity and re-enter the U.S. legally. In particular, the presentation is focused upon the lessons learned from the program and the campaign to restore DACA's Advance Parole (AP) travel permit that benefitted 160 participants. The presentation will narrate how the National Campaign to Restore DACA's Advance Parole was launched 2 years ago by the California-Mexico Studies Center, and will share lessons learned and best practices derived from proactive advocacy to encourage student's success and activism. This presentation will feature 5 Dreamers who will discuss their personal stories, and how they have managed their mental health well-being through activism. They will discuss the racialized experience of DACA recipients and how they have been impacted during the current socio-political climate that is explicitly racist toward the immigrant community. The presentation will inform the audience about the progress of the National Campaign to Restore DACA's Advance Parole and significant accomplishments through student's self-advocacy, agency and activism.

Faith-based community efforts to protect young children of undocumented and DACAmented parents

Jennifer Vaughn (Fuller Graduate School of Psychology)

Children of immigrants are more likely to experience discrimination, marginalization, and prolonged family separation due to parental detention and deportation. These events, while not traditionally labeled as Adverse Childhood Experiences (ACEs), are potentially traumatic events associated with maladaptive outcomes similar to those found in other ACE studies. Nonetheless, interventions specifically designed to support young children of undocumented and DACAmented parents are severely lacking. Given the central role of religion in the lives of many immigrant families, faith-based settings are promising avenues for the provision of such interventions. Barriers to faith-based intervention as well as guidance on partnering with faith leaders to effectively provide services for immigrant families will be discussed.

Poster Presentation: Stress Overload and the New Nightmare for Dreamers

Sarah Velasco (California State U., Long Beach)

With current threats to DACA, Dreamers may be at risk for stress overload, which has been previously linked to student illness and failure. This study examined whether Dreamer college students are experiencing stress overload, and if this is compromising their health and grades. Students at a large public university (n = 331) completed anonymous surveys online. Statistical analyses confirmed that Dreamers (n = 48) had greater stress overload, and worse symptoms and GPAs than citizen students, and that stress overload helped explain the latter disparities. Findings document the toll of current politics on Dreamers and suggest local and policy remedies.

El Sueño Americano

Karina Zamora (Pierce College)

I am not a recipient of DACA, but I am the sister of one. I recently realized was from watching my parents watch the news, as they spoke about president Trump thinking about ending the DACA program, enacted by president Obama in 2012. Realizing that the futures of over 800,000 people in this country rested on this decision gave me anxiety and panic. In my paper, I will examine the way that the new political regime has created anxiety and panic in the Latino community by interviewing people who have undocumented family members.

Roundtable: Advancing Research to Promote Undocumented Student equity on College Campuses

Arely Zimmerman (Pomona College)

Joanna Perez (California State U., Dominguez Hills)

Chantiri Duran Resendiz (U. of California, Los Angeles)

Ana Karina Soltero Lopez (California State U., Fresno)

Sara Reyes Noriega (Pomona College/Inland Empire Immigrant Youth Collective)

Ricardo Muñiz (California State U., Dominguez Hills)

Vianey Montaña (California State U., Dominguez Hills)

This roundtable aims to ask faculty and students involved in engaged research to reflect on their experiences in conducting and collaborating on research that aims to empower and advocate for change under the current legal/policy context. What are some best practices in conducting student-led and/or community partnered research? What are the risks/benefits? How can undocumented students get involved in research? How has this research benefited student advocacy? We feature scholars and their collaborators that have been leading these efforts at the California State and liberal arts colleges in California to provide a brief overview of their projects, including how they have established, sustained, and managed their collaborations with faculty/students/community members in a way that creates alternatives to extractive research, and that supports and advocates for undocumented student equity on college campuses. We will consider challenges of the local and legal context poses for student-led or collaborative research projects, how to confront future challenges such as the real ID card and how to use research to advance and advocate for undocumented students at different types of college campuses. We will also consider how different systems (liberal arts; UC's; Cal State private and Research universities) differ and compare in terms of the opportunities & limits for undocumented students. Finally, researchers and collaborators will engage in Q&A with the audience and lead a conversation on to a strategizing in collaborative research.