

Undocumented Student Participation in Education Abroad: An Institutional Analysis

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Abstract:

This research explores institutional practices supporting undocumented student participation in U.S. education abroad at a California public research university. This institution successfully enrolled more than 40 undocumented students studying abroad between 2013 and 2016. Four university staff members, an immigration attorney, and eight undocumented students who successfully studied abroad were interviewed. During this time, the Deferred Action for Childhood Arrivals (DACA) program was in effect through federal Executive Order, providing some protections for certain eligible youth immigrants living without current legal status in the U.S. DACA-approved students were eligible to formally access education abroad through a federal U.S. program known as Advance Parole from late 2012 through fall 2017, when the order was rescinded. All student participants studied abroad and interviews were conducted prior to the Fall 2017 Presidential Rescission of DACA and cessation of Advance Parole study abroad opportunities for DACA students. Findings demonstrate that undocumented students navigate study abroad with specific considerations for federal, state, and institutional policies, which may contradict or misalign with institutional practices and methods traditionally utilized to support study abroad students, thus further marginalizing this underrepresented population of students. This research highlights promising practices supporting undocumented students in education abroad and the findings from these interviews inform international educators and allies how to better support underrepresented students on and off campus, and suggests considerations for other marginalized student populations interested in education abroad.

Introduction

Students are moving across national borders to pursue educational opportunities and prepare for globalized futures at increasing rates (OECD, 2016; IIE, 2017). In 2015/16, an all-time high of 325,339 U.S. students received academic credit for studying abroad as reported by the Institute of International Education's annual Open Doors report (2017). Yet in the United States, education abroad is primarily an activity for middle-class, predominantly white, female students; while the proportion of underrepresented students has made minimal gains, it is still often perceived as an exclusive or peripheral activity. Currently the number of study abroad participants is at an all-time high, only about 10% of postsecondary undergraduate students study abroad (IIE, 2017). As global student mobility patterns increase, international educators need to carefully examine access to education abroad and identify methods to better serve underrepresented students. As education

abroad offices respond to increasingly diverse student populations and federal legislation policy changes impact access, international educators must make effort to ensure all underrepresented students have access to international education experiences and staff are prepared to support them in new ways to meet diverse student needs.

A growing body of research examines ways to increase access to education abroad, to which this study contributes. Underrepresentation in education abroad typically examines gender, academic major, race and ethnicity, institution type, socioeconomic status and ability. Few studies examine the experiences of undocumented students studying abroad, and student legal status in the U.S. is often left out of factors that constitute diversity considerations for underrepresented students. Badger and Yale-Loehr (2006) define undocumented students as foreign nationals who enter the U.S. legally, but overstay their approved terms of their status; or those who arrived with fraudulent documents or without going through inspection when crossing the U.S. border. Undocumented college students today are commonly children brought to the U.S. by their parents at a young age. Many have lived in the U.S. most of their lives and identify predominantly as Americans, yet lack a route to become legal residents (Educators for Fair Consideration, 2012).

This project seeks to provide a framework to understand and analyze the experiences of undocumented students enrolled in U.S. higher education who successfully studied abroad under the federal programs of Deferred Action for Childhood Arrivals (DACA) and Advance Parole. DACA was launched in 2012 via a Presidential Executive Order, and Advance Parole is a federal program that allows certain non-citizens to apply for re-entry consideration at the U.S. border prior to international travel. DACA and Advance Parole together offered a new pathway to study abroad participation for undocumented students that had previously not been available. Through qualitative case study research, this project responds to the central research question, “What institutional practices support undocumented students who participate in education abroad?”

This case study investigates an unnamed Public Research University in California, referred to as PRUC1, which supported approximately 40¹ undocumented students who successfully studied abroad for academic credit between 2013–2016. Though neither an institutional nor a national database of undocumented student study abroad participation exists, anecdotal evidence suggests that this is a large number of undocumented students participating in education abroad from a single institution during this timeframe.

The goal of this study is to analyze and articulate promising institutional practices and policies that enable undocumented students to benefit from international education experiences. The study examines the entire process of pursuing an education abroad experience: advising, application, and pre-departure planning stages; in-country experiences and onsite support; and re-entry or post-program transitions. Interviews with students and staff identify promising institutional practices that foster inclusion for undocumented students pursuing study abroad. While federal immigration policies and programs have since changed and are likely to change again, this study examines and articulates practices that support undocumented students in ways that can be applied beyond

¹ Data on undocumented students is not captured by the education abroad or undocumented student offices, so the exact number is unknown. This represents an estimate provided by PRUC1 university staff, corroborated by the immigration attorney advising students through Advance Parole.

international education to other student support offices and potentially other global and experiential education opportunities. Additionally, international educators may be able to apply the findings to better support other marginalized student populations accessing education abroad.

The article is organized in five sections. First, a review of current literature examines extant research on inclusive practices supporting underrepresented student participation in education abroad, examining ways in which faculty and staff can better support diverse students. Second, an overview of the legal context for undocumented students is reviewed to understand the point in time and context in which study abroad occurred. Third, two key theoretical frameworks that were re-conceptualized to provide a new model to frame the study and subsequent analysis are overviewed, drawing from Astin's (1993) input-environment-outcome (IEO) model and Salisbury, Umbach, Paulsen, and Pascarella's (2009) student choice construct. Fourth, research design and methods are explained. Fifth, findings are presented based on the student and staff interviews. Finally, the article concludes by offering recommendations and promising practices for supporting undocumented student participation in education abroad.

Literature Review

Many studies (Willis, 2015; Sweeney, 2013; Sweeney, 2014) explore barriers to study abroad participation for underrepresented students, and more organizations, such as Diversity Abroad, are making efforts to expand inclusive programming and practices to better support underrepresented students pursuing education abroad. Twombly, Salisbury, Tumanut and Klute (2012) examine factors that influence student choices to study abroad, which they posit are impacted by "socioeconomic status, availability of information about study abroad, previous travel abroad, perceived importance of study abroad, and language proficiency, as well as the home and school context" (p. 39). Brux & Fry (2010) examine multicultural students' interest in study abroad, finding a lack of awareness and encouragement surrounding benefits and process of international education experience significantly impacts participation. McClure, Szelenyi, Niehaus, Anderson, and Reed (2010) conducted narrative inquiry of ten Latinx students at a public research university to understand the perceptions and experiences of Latinx students who believe in the advantages of education abroad but decided not to participate. They found five themes: 1) the connection with and importance of family, 2) family finances and costs of education abroad, 3) positive regard for study abroad programs, 4) an emphasis on education abroad destinations, and 5) pressure to fulfill requirements to graduate by individually established deadlines. As found in the above studies, interviews in this case study confirm similar findings, yet interviews with successful participants offer more detail about how students connect their support systems internal and external to an educational institution, and supportive interventions that positively impact students' success in pursuing education abroad.

Salisbury, Paulsen, and Pascarella (2011) examine data from the Wabash National Study of Liberal Arts Education comparing white, African-American, Asian-American, and Hispanic students to understand why only white upper and middle class students study abroad. They identified the need for targeted marketing messages for specific student groups, as well as the importance of offering grants, rather than loans, to fund education abroad. Similarly, Simon and Ainsworth (2012) examine how race and socioeconomic status contribute to disparities in study abroad participation and found that cultural capital plays an important role in interactions with university gatekeepers. The perception of Black students, in particular, was that the education abroad process is "cold",

“distant”, and lacks responsiveness to their concerns (Simon & Ainsworth, 2012). Twombly et al. (2012) posits that study abroad marketing over-emphasizes intercultural development outcomes, which may not resonate for students of color or students with marginalized identities who constantly interact across intercultural boundaries in their daily lives. Students from underrepresented communities are required to practice intercultural skills regularly, and bring different forms of cultural capital that bears consideration for international educators. Bourdieu (1986) refers to cultural capital as the knowledge and intellectual skills that provide an advantage in achieving a higher social-status in society. The significance of student capital is addressed in the theoretical framework of this case study.

In addition to specific competencies, attitudes and skills of students, it is important to examine others with whom students interact most in the educational environment, particularly faculty and staff who support educational opportunities. Faculty and staff must also have intercultural knowledge and experience interacting across cultures. Research also demonstrates the need for students to build community and belonging within the educational environment by seeing visible diversity of faculty and administrators on college campuses (Arnett, 2015; Jackson & O’Callaghan, 2009; Sullivan, 2004). It is critical to create spaces for diverse identities to find communities, mentors, role models and feel included. This requires a larger commitment to diversity and inclusion at the institutional level.

Current literature suggests good practices around cultivating an inclusive structure by hiring increasingly more diverse faculty and staff; communicating clearly and being transparent with application, financial aid and visa processes; critically examining marketing and outreach strategies and differentiating communication strategies to reach wide communities of students and their families and respond to different needs, questions and concerns. Museus (2010) and Museus, Yi, and Saelua (2017) illustrate the need for students to feel a sense of belonging on campus and amongst peers, demonstrating student success is dependent upon influences from culturally integrated and engaging institutional environments. Museus (2010) suggests that success depends upon institutions’ ability to help students of color build deeper social networks through targeted student services and support programs and access to key social agents on campus. Museus et al. (2017) present the culturally engaging campus environments (CECE) model as a new theoretical framework for student success specific to racial and ethnically diverse students. While many universities are making intentional efforts to promote diversity and create comfortable cultural spaces and inclusive student services on campus, additional efforts are needed across higher education as a whole, particularly when considering legal status and the implications for undocumented students accessing educational opportunities that present barriers of engaged participation.

Growing numbers of recent studies have been published with recommendations for good practices to support undocumented students in postsecondary institutions (Barnhardt, Ramos, & Reyes, 2013; Chen & Rhoads, 2016; Díaz-Strong, Gómez, Luna-Duarte & Meiners, 2011; Southern, 2016). One underlying theme of these studies calls for institutions to be more transparent about policies, services, and targeted support available for undocumented students. Being direct about policies, services and support empowers students to navigate the educational environment and promotes greater awareness of potential opportunities and barriers students encounter in

postsecondary education. Recommendations suggest providing centralized support for undocumented students and offering tailored training to administrators, staff and faculty to better understand immigration and inequality issues (Chen & Rhoads, 2016). Many studies encourage postsecondary institutional leadership to interpret legal policies as broadly and liberally as possible in order to offer equitable educational opportunities to undocumented students (Chen & Rhoads, 2016; Canedo & So, 2015). Barnhardt, Ramos, and Reyes (2013) found that training staff how to interpret policies was necessary. These studies also note administrators need clarity about how the institutional mission supports fairness and equity as well as institutional norms for supporting student success.

The need to develop student services that recognize the multi-racial and multi-ethnic positionality of undocumented students is critical (Chen & Rhoads, 2016). Chen & Rhoads identify that staff and faculty often become engaged with undocumented students through supporting student activism; collaborating with organizations outside the university; confronting contradictions in policy and practice; raising consciousness about the undocumented student experience; and developing more supportive policies and programs. A study of Hispanic-Serving Institutions by Díaz-Strong, Gómez, Luna-Duarte, and Meiners (2011) identify a similar need for transparency and recommended that community colleges and universities create bridging programs to better support undocumented students make the transition between these two institutional types. Enríquez (2011) also examines the need for bridging programs between K-12 institutions and postsecondary institutions, specifically focusing on how undocumented students use social capital to transition to postsecondary education. Similarly, Southern (2016) posits that student affairs professionals are well suited to support institutional efforts to formalize support for undocumented students, including identifying and advocating for resources, creating on and off campus partnerships, and connecting these efforts to institutional mission. These seminal articles about how undocumented students are – or are not – receiving support at postsecondary institutions, have not yet included how undocumented students access international education or other internationalized high-impact learning opportunities (Barnhardt, Ramos & Reyes, 2013; Chen & Rhoads, 2016; Díaz-Strong et al., 2011; Enríquez, 2011; Pérez, 2014; Pérez & Cortes, 2011; Pérez, Cortes, Ramos, & Coronado, 2010; Southern, 2016).

In summary, the literature reveals that international educators, diversity officers, and student services professionals must stay current on state and federal regulations; communicate campus policies clearly and proactively; and provide high-quality campus training for faculty and staff. Recommendations for faculty and staff to advocate for undocumented students include formalizing support for undocumented students; identifying and advocating for resources; creating on and off campus partnerships; and connecting these efforts to institutional mission. International educators can encourage multicultural or underrepresented student participation in study abroad through better marketing and outreach. Educators must also be responsive to unique student needs, and aware of variance in students' social and cultural capital. This study highlights the importance of understanding the different types of capital that are needed to navigate the study abroad process and how students engage their capital throughout the education abroad experience.

Legal Context for Undocumented Students

The literature elucidates a clear gap in understanding the complexities undocumented students face pursuing education abroad. While the Executive Order of 2012 provided legal pathways for undocumented students to study abroad, elevated risks remained present under DACA and Advance Parole. After the fall 2017 rescission, undocumented students are no longer eligible to pursue education abroad through DACA and Advance Parole. It remains important to understand the legal context for students and the intersections of federal, state and institutional policies and practices that impact access to education abroad. Below is an outline of federal, state and institutional contexts that impact student experiences with study abroad at the time of data collection.

Federal Context

Educational access for undocumented students in the U.S. has grown over the past three decades, in part due to a 1982 Supreme Court decision, *Plyler v. Doe*, which prohibited states from denying students free public primary and secondary education based on immigration status (Pérez, 2014). As undocumented students earned high school diplomas, advocacy for higher education access emerged. The Development, Relief, and Education of Alien Minors (DREAM) Act was first introduced to Congress in 2001, and after multiple failed efforts to pass, the Obama administration created the 2012 Deferred Action for Childhood Arrivals (DACA) program through Executive Order, which led to increases in educational and employment opportunities for undocumented immigrants and offered some protections from immigration enforcement. These efforts, publicity, and the 2012 DACA executive order contribute to significant gains in access to higher education for undocumented students in recent years (Pérez, 2014). While the DACA Executive Order was rescinded in Fall 2017, it is important to understand the pathways in which undocumented students were eligible to access education abroad from 2012–2017 and the role of federal policy and action in that process.

DACA allowed certain undocumented immigrants who entered the U.S. as minors to receive a renewable two-year period of deferred action from deportation and eligibility for a work permit (USCIS, 2016). To be eligible, applicants must have lived in U.S. before their 16th birthday, have continuously resided in the U.S. since June 14, 2007, attended school/high school in the U.S., be a graduate of a U.S. high school or served in the U.S. military, and be less than 31 years as of June 5, 2012. In addition, they must have not had lawful U.S. status as of June 2012, and no criminal record. DACA not only allowed students to pursue higher education degrees, but also to earn work permits and to travel or study abroad through Advance Parole. Advance Parole is a separate program that grants permission from the U.S. government to those with DACA status to travel outside of the U.S. for business, education or humanitarian reasons (Immigrant Legal Resource Center, 2015). Advance Parole is not specific to DACA and is available to other immigrants, such as those with Temporary Protected Status (TPS) (USCIS, 2016). DACA recipients became ineligible for Advance Parole immediately following the rescission of the Executive Order in Fall 2017, though certain TPS recipients still have access.

To support DACA implementation, U.S. Citizenship and Immigrations Services (2014) and the American Immigration Council and Catholic Legal Immigration Network (2013) published white papers to advise immigration specialists, and similar organizations published practice advisories for immigration lawyers (American Immigration Council et al., 2015) and the public (Immigrant Legal

Resource Center & United We Dream, 2016). Collectively, these advisories and white papers emphasize the uncertain nature of the risks and benefits of DACA and travel under Advance Parole. Advance Parole offered access to undocumented students studying abroad. International travel without Advance Parole makes an individual ineligible for DACA. Unapproved travel prior to obtaining DACA would interrupt the continuous residence requirement. Unapproved travel after obtaining DACA automatically terminates deferred action status (USCIS, 2015). Even with Advance Parole, Immigration and Customs Enforcement (ICE) officials were able to, at their discretion, deny re-entry when the individual attempts to return to the U.S., though no cases of re-entry denial were publicly recorded between 2012 and summer 2017. All practice advisories encouraged potential applicants to consult an immigration attorney to discuss his or her specific situation before submitting DACA or Advance Parole applications.

Neither DACA nor Advance Parole approval provided a guarantee to applicants, though both programs had relatively high approval rates, at approximately 94% and 92% overall, respectively (USCIS 2017a; USCIS 2017b). The advisories warn immigrants that applying for DACA carries the risk of self-identification to the government and its enforcement agencies, even though approval of DACA provides a degree of protection from immigration enforcement and/or deportation. Neither DACA nor Advanced Parole programs are intended to be pathways to citizenship, though they may be helpful in pursuing options to adjust legal status for certain qualified individuals who meet legal requirements for permanent residence (IRLC, 2016).

On September 5, 2017 a Memorandum on Rescission of Deferred Action for Childhood Arrivals (DACA) was issued by U.S. Homeland Security to terminate the program, thereby rescinding the original June 15, 2012 memorandum that created the DACA program. The fall 2017 memo outlined a “wind-down” stating that all new DACA applications would be rejected, no new Advance Parole applications would be reviewed and pending applications would be denied and refunded.

State Context

Case law requires admission of undocumented students to public K-12 schools, yet, it remains up to individual states to determine their stance on admitting and supporting undocumented students at postsecondary institutions. Some states have taken active measures to support or inhibit undocumented student admission, directly and indirectly. Other states allow institutions to make the determination, or through an absence of a policy, institutions make their own decisions. Beyond admission, states also determine support available to undocumented students, primarily in the form of financial aid. Other resources may include access to or limitations for funding related to staffing, advising, programming and/or facilities to support undocumented students.

In the state of California, significant support is available to encourage undocumented students to pursue educational opportunities. In 2001, the California legislature approved Assembly Bill 540 (AD540), exempting undocumented students from payment of non-resident tuition for those who attended school in California for more than three years and graduated from a California high school (or obtained the equivalent). In addition, for students who hold AB540 status, financial aid and grants, including state-funded work-study are available through the California DREAM Act. Introduced in 2006 and passed into law in 2011, the California DREAM Act provides specific laws

for children living in the State of California who were brought under age 16 without proper legal documentation. The act offers benefits to these children including a state driver's license, access to MediCal – a medical assistance program for California residents –, specific legal protections and limits on deportation, and financial support for public services such as higher education. Institutional grants and scholarships are available at PRUC1 for AB540 students. In addition, PRUC1 undocumented students are eligible to apply for institutional work-study and loans.

Institutional Context

This case study examines the experiences of undocumented students who studied abroad at a large, public research university in California. PRUC1 offers targeted programming for undocumented students, which includes staff, academic success advisors, counselors, financial and legal resources, peer support, and student clubs and organizations with specific facilities and community space. Financial resources for undocumented students include institutional funds, on-campus employment, and grants jointly funded and shared with the local community. Scholarships were available for Advance Parole related fees, and fee waivers were provided for hardship. The institution also offers access to education abroad scholarships, grants, and deferred payment plans. Legal resources include an immigration attorney who provides free legal counseling to immigrant students, and holds on-campus office hours for legal counseling in the same office space where the undocumented program advisors and counselors are located. The diversity of the staff who serve undocumented students at PRUC1 intentionally seeks to reflect student body diversity. Lastly, the office spaces of staff who regularly interact with undocumented students show visible support through images, posters, immigrant ally resources and an accessible borrowing library with effort to be a culturally engaged campus environment.

PRUC1 is located in a “Sanctuary City”. While no legal definition of “sanctuary city” exists, the term has been generally used to describe jurisdictions with policies or practices that limit cooperation with federal immigration enforcement and make effort to create supportive policies, programs and encourage citizens to be “immigrant friendly” (Fair Punishment Project et al., 2017). The city where PRUC1 is located prohibits the use of city funds or resources to assist in enforcement of federal immigration law unless required by federal or state statute, regulation, or court decision. PRUC1 has not declared itself a Sanctuary Campus; however, it has made public statements about its commitment to limiting cooperation with federal immigration enforcement.

Theoretical Framework

The theoretical framework for this study joins together concepts from two distinct frameworks for understanding successful practices of undocumented students and staff within the larger context of the student's individual characteristics, the institutional factors, and resulting outcomes. The two frameworks from which this study is adapted include: 1) Astin's (1993) theoretical IEO framework, which investigates the inputs, environment, and outputs of the student experience; and 2) Salisbury et al. (2009, 2011) which applies a capital construct model for student decision-making among underrepresented students pursuing education abroad. These two frameworks, when combined, offer a stronger framework for understanding diverse students, their interactions in the educational environment, and how they navigate the education abroad continuum. In other words, Astin's theory (1993) provides a structural lens to examine student interactions and Salisbury et. al (2009, 2011) offers more flexible understanding specific to underrepresented students.

Astin's (1993) input-environment-output framework depicts the need to understand pre-college student characteristics, the campus environment, and the effects the environment has on student qualities and attributes when exiting an institution. Examples of student inputs include demographic details, educational background, behavior pattern, degree aspiration, reason for selecting an institution, financial status, disability status, career choice, major field of study, life goals, and reason for attending college. Environment "refers to the student's actual experiences during the educational program" (Astin, 1993, p.18). The educational environment might include a range of programs, curricula, facilities, policies, practices and interventions and takes into account encounters with faculty and staff, institutional climate, social networks, and engagement in campus activities. As Figure 1 illustrates, the environment is assumed to impact student outcomes.

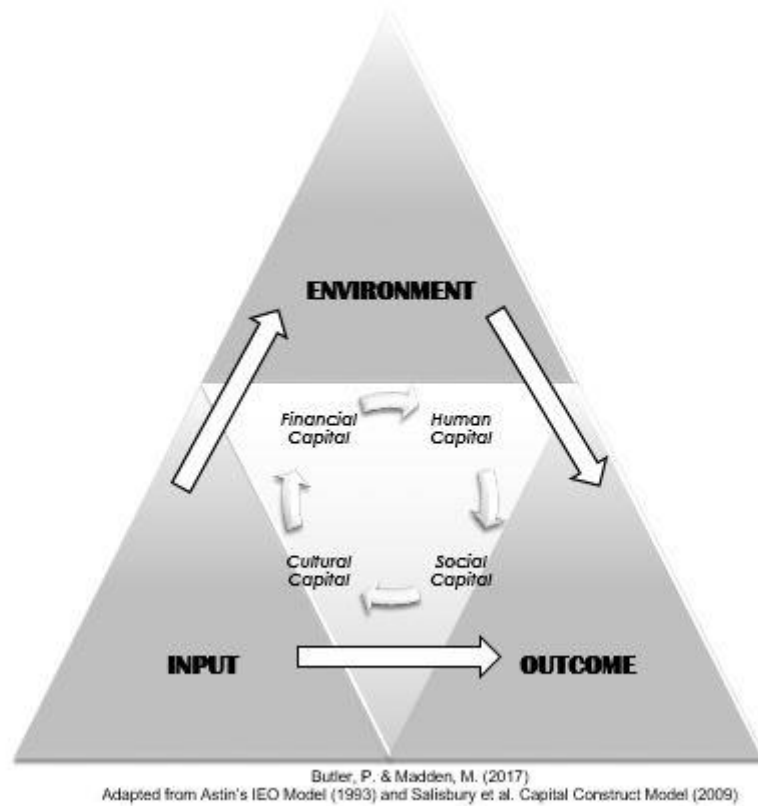


Figure 1. IEO model mapped onto student choice construct framework

Salisbury et al. (2009, 2011) apply the 'student-choice construct' to education abroad with an emphasis upon differences in white and minority students' decisions to study abroad. This model is adapted from prior studies about student access and college choice (Paulsen & St. John, 2002; Perna, 2006; St. John & Asker, 2001). Salisbury et al. (2009, 2011) examine differences between student groups navigating the education abroad decision-making process to explore the impact of human, financial, social and cultural capital on student intent to study abroad.

While neither model alone meets the needs of this study, when examined together the elements that are essential to understanding a student experience through the lens of an underrepresented student emerge more strongly. While Astin's original theory examined how students' progress

through an undergraduate experience, the application to the education abroad continuum is also significant. Where Astin's research has limitations in explaining differences for students of color, Salisbury et al. better addresses the impact of student characteristics, identity, and decision-making, though the Salisbury model focuses more on decisions that lead to study abroad rather than examine the process throughout (pre-during-post) and the resulting outcomes of education abroad participation. The Salisbury et al. (2009) study makes an effort to address how beliefs, values and attitudes sit alongside opportunities, limitations and other commitments can impact student decision-making. The authors recognize that neither model specifically examines experiences of undocumented students, yet the framework of the two connected models helps deepen understanding of student experiences when combined with literature and findings.

As depicted in Figure 1, the Salisbury et al. (2009, 2011) student-choice construct examines four aspects of a student capital: 1) human capital, 2) economic capital, 3) social capital, and 4) cultural capital. Human capital theory explores the knowledge, skills and characteristics that individuals accumulate to shape their abilities and capacity, and identifies how specific investments can enhance capital for increased opportunities (Becker, 1993; Paulsen, 2001). Measures of human capital include academic abilities and achievements, preparation and attainment (Paulsen & Toutkoushian, 2008; Perna & Titus, 2005).

Economic capital considers operationalized measures of income, as well as the actual and perceived financial considerations that students and their families weigh when considering costs of education and educational opportunities. Measurement of economic capital may include the student's ability to purchase plane tickets without financial support or to accurately budget the cost of education abroad. Social capital refers to access to information and support, as well as resources that are available through social networks and structures in which students interact (Coleman, 1988; Perna, 2006; Portes, 1998).

Social capital emphasizes a level of trust students have with members in their social network. For example, if a student self-identifies as undocumented or if they generally perceive that a staff or faculty member will not understand or relate to their situation, or there is danger in sharing information, then students may not fully express their needs or seek out assistance. While undocumented students may have a social network, unfamiliarity, uncertainty, or fear may prevent them from utilizing it fully. Measurement of social capital examines who is in the network, in what ways and how often the network is relied upon. For example, social capital helps portray how students leverage their networks for assistance in navigating complex, bureaucratic processes or how supportive or unsupportive the social network is for pursuing educational opportunities. Enríquez (2011) asserts through his research on undocumented students in the K-12 system that the social capital networks of undocumented students are governed by a communal understanding of social capital where resources and support are shared out of solidarity, without expectation of return, instead of an individual reciprocity that assumes direct exchange which often characterizes other social capital networks.

Cultural capital includes knowledge of one's own, and other cultures, language skills, and educational credentials, which are heavily informed and influenced by the parents' own status, attainments and beliefs (Bourdieu 1986; Bourdieu & Passerson, 1977). Measurement of cultural

capital is intertwined with social capital, however, it is specifically based on the value placed on cultural knowledge and understanding. In their study of black students accessing study abroad opportunities, Simon & Ainsworth (2012) found that advantaged students – those who had high socioeconomic status (SES) and those with parents that promoted international experiences – were better able to leverage and obtain cultural capital when seeking information from university staff. Possessing a certain type of cultural capital assists students to understand the processes to follow in order to successfully navigate and comply with institutional standards (Simon & Ainsworth, 2012).

In the study abroad context, cultural capital can also impact initial support and decision-making throughout the process in myriad ways. For instance, as intercultural development is promoted as a standard outcome of study abroad, many undocumented students and their families may view the importance of culture differently, particularly when living, working and interacting in predominantly white and/or non-immigrant environments where cross-cultural interactions are required with frequency. Thus, study abroad marketing promoting outcomes of intercultural development may not engage interests as directly as it may for students who do not have regular cross-cultural interactions (Twombly et al., 2012).

While these four aspects overlap and intersect with each other, they provide a way in which to unpack the decision making process undocumented students undergo to study abroad. Mapping the student choice construct (Salisbury et al., 2009) to Astin’s (1993) IEO framework, expands both models to look beyond the input of the student and his or her choices, in order to pinpoint the specific aspects of the undocumented students experience within their environment that inhibit or support the decisions to study abroad. Table 1 demonstrates how constructs from the two models are operationalized, explaining some factors, though not exhaustive, specific to how undocumented student capital interacts with and influences student experiences through the lens of the Input-Environment-Outcome framework.

Table 1. IEO Framework mapped onto Capital Construct of Student Choice

	Input	Environment	Outcomes
Human Capital	DACA approved status; Knowledge, skills and experience about study abroad; Ability to navigate the unknown	Information available to cultivate awareness of study abroad opportunities; preparation and guidance from staff/faculty	High “return on investment”; Knowledge sharing & engagement opportunities (leadership, academic, employment)
Economic Capital	Access to funds to study abroad; Employment; Federal Program Fees (DACA, Advance Parole); General financial situation	Financial Transparency of Study Abroad Costs (application fees, flights, in-country expenses); Scholarships & Grants; Employment; Loans; Inclusive financial policies	Influence of study abroad experience on employment/financial gains; Financial stability upon return (money/employment lost not working while abroad)
Social Capital	Family and friends support; Network of undocumented peers (internal and external to university), especially those who have information about study abroad; Experiences disclosing undocumented status to others	Relationships with mentors and advisors; University peer networks and mentoring	Enlarged social network of peers with similar interest; Closer relationship to mentors and advisors; Mentoring others

Cultural Capital	Cultural and parental attitudes about study abroad; heritage-seeking interests; language skills and exploration of own and host country culture	Meaningful articulation by staff and faculty of educational benefits of study abroad; Undocumented peer mentoring about the study abroad experience and process	Experiences abroad; Internationalized academic engagement; Ability to articulate global experiences in professional framework; Deeper understanding of citizenship; Community impact of successful return from abroad
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The IEO framework used in the study intends to capture the inputs (student characteristics), environment (institutional factors) and outcomes (completion of study abroad and return to the U.S.), while the student choice construct serves as a lens to interpret the data to pinpoint the significant and influential factors throughout the entire process.

Research design and qualitative methodology

This research utilizes qualitative case-study methodology incorporating staff and student interviews from PRUC1 described above. Case-study research provides significant depth to examine complex phenomena for contemporary situations, utilizing multiple sources of evidence (Yin, 2003). Study participants included undocumented students who studied abroad, staff supporting undocumented student participation in education abroad, and other key individuals named by students as significant in the process.

Recognizing that the decision to study abroad is very personal and potentially risky for undocumented students, the overall design of this study utilizes research methods that honor each individual’s process of meaning-making. These methods include 60 to 90 minute key informant interviews and a paper-based survey. The IEO framework influenced the types of questions asked on the paper-based survey and semi-structured interview. To understand inputs, questions were asked about personal and family demographics, academic preparedness, motivations, and legal status. To understand environmental factors, questions focused on the process of deciding, applying, preparing, and successfully going abroad. To understand the outcomes of the experience, students were asked about their experiences since studying abroad, the additional networks they have created, and how they are using their education abroad experience in the classroom, in finding work, and in their communities. As all participants are still students, career outcomes were not the main focus of this study.

The paper-based surveys (Tables 4, 5, and 6) captured the critical steps of the education abroad continuum, mainly focusing on the institutional environmental factors, while also collecting basic demographic information to understand the inputs students brought with them to PRUC1, such as their personal and family demographics (see Table 2 in findings section). The semi-structured interview questions focused on students’ individual motivations (inputs), experiences related to the institutional environment, articulating the challenges and successes of the process, and the outcomes of the education abroad experience.

Students were recruited through flyers, newsletter articles, and personal contact with familiar staff members. In order to preserve confidentiality for the students, the researchers did not directly reach out to students. Students signed up for interviews through an online schedule, which was

anonymized for others who signed up, but not anonymous to the researchers. As an incentive to participate, participants received a \$25 Amazon gift card.

To provide a safe space for students, interviews were conducted on campus in private rooms within facilities dedicated to programming for undocumented students. Interviews were audio-recorded with verbal consent. Once the student interviews were conducted, five key staff members were identified from the paper-based surveys. While staff were informed that they were invited to participate based on information gained from student interviews, the names of students interviewed were kept confidential. Staff members were interviewed on campus or by phone. Staff members did not complete a paper-based survey. Interviews were conducted with thirteen informants: eight students, four full-time university staff members, and one immigration attorney who jointly works part-time at the institution and in the local community through a university-sponsored grant. All personally identifiable data was removed prior to creating password protected electronic files, in order to protect the participants. The semi-structured interviews were transcribed and coded by the research team to establish themes and patterns among the interviews. A coding process was used for the first round of review, with coding audits completed by each researcher for coding done by other members of the research team to ensure consistency and agreement among the research team. Upon completing phase one coding, the second phase used axial coding. The paper-based survey data were analyzed separately from the semi-structured interviews. In using multiple forms of data collection, the research design was iterative in nature in order to capture the details of how policies and practices were interpreted by the key informants.

Findings and Discussion

Student Interviews

Similar to the population of undocumented individuals in the United States, the participants in this study generally reflect the undocumented population, with students from El Salvador, Guatemala, and Mexico as their country of origin. While this sample of students is mostly from Mexico, it is important to note that recent Pew estimates find Mexico no longer constitutes a majority country of origin for folks living in the U.S. without documentation (Passel & Cohn, 2017).

All students report living in the US for 15 to 21 years and all students self-report California as “home”. Table 2 illustrates that participation was 50/50 among women and men. Three out of the eight students participated in a faculty-led program, and the other five participated in university supported education abroad programs, ranging from one to six months in duration. One student’s program was heritage seeking, returning to her country of origin to learn about Mexican culture and to meet her family. Three others selected Spanish speaking countries to utilize existing bilingual skills. Three chose to attend programs in Europe because of program affordability and the opportunity to cross multiple borders while abroad.

Table 2. Profiles of Student Participants

Gender	Major	Country of origin	Destination country	Program Type	Age
Female	Political Science	Mexico	Brazil	Univ Program	NR
Male	Political Science	Mexico	Spain	Univ Program	20
Female	Ethnic Studies	Mexico	Mexico	Faculty-led	21
Male	Latin American Studies	Guatemala	Argentina	Univ Program	23
Female	Social Welfare	Mexico	Benelux	Faculty-led	21
Male	Political Science	Mexico	Italy	Faculty-led	25
Female	Economics	Mexico	Argentina	Univ Program	19
Male*	Mechanical Engineering	El Salvador	France & Thailand	Univ Program	NR

*This student held Temporary Protection Status, not DACA.

Open coding, as shown in Table 3, identified the main themes of the interviews to be related to common student characteristics, challenges with navigating the environment, successes with institutional support, and the impact of education abroad. By combining the IEO framework with the student choice capital framework, findings more directly connect the points where various forms of the students' capital impacted their challenges and successes.

To examine critical inputs of the participants in the study, survey responses were coded to identify common student characteristics (noted as the input in Table 5), which included the ways in which students' undocumented identity informs interactions with the university community; a sense of independence and resourcefulness; the financial aspects considered in planning to study abroad; having and fulfilling their dreams to study abroad; and being motivated to inspire others to achieve their dreams of studying abroad. The sense of independence and resourcefulness affected how students utilized human and social capital. When layered against human capital, the inputs of the sense of independence and resourcefulness allowed students to seek the knowledge, skills and experience necessary to study abroad. Social capital findings identified that DACA students strongly utilized their network of other DACA students within and outside the university environment to seek the necessary knowledge and skills, social capital was underutilized with university staff and faculty. Students reported dealing with problems and stressful issues independently, typically without engaging their social network for help. These issues often were related to limited financial capital or elements beyond their control, such as pending approvals for Advance Parole, that conflicted with the deadlines of the university. Although the budgeting process went very smoothly for most of the student interviewees, several reported facing stress or fear in making financial decisions related to juggling loans, navigating deadlines for deposits, and purchasing plane tickets in the midst of the pending Advance Parole applications.

Table 3. Student interview themes mapped onto theoretical framework

	Human capital	Financial capital	Social capital	Cultural capital
Input	-DACA status -Independence -Ability to navigate the unknown -Decisive	-Financial considerations -Income source(s)	-Undocumented student identity -Resourcefulness -Family support -Peers	-Value of international education -Having, fulfilling, and inspiring dreams
Navigating the environment	-DACA status -Making decisions independently -Navigating rules and restrictions of federal policies (e.g. good standing, limitations on travel)	-Federal policy -Financial limitations and timing	-Managing Fear (self and others) -Peer support -Shared identity with others -Trusting others/willing to disclose legal status	-Managing parents -Legal status -Value in study abroad outcomes
Institutional support	Ability to interact with key stakeholders including: -Knowledgeable immigration attorney on campus -Trained and supportive staff (financial, ed abroad) -Undocumented student support services -Education abroad staff	-Free legal advice throughout the process -Dedicated Financial resources, including fee waivers, grants and scholarships for Advance Parole and Study Abroad -On campus paid work opportunities	-Support from other undocumented students who studied abroad -faculty mentors	-Targeted outreach and programming for undocumented students -Treating DACA students “the same” throughout other aspects of the process
Education abroad impact	-Personal development -Academic outcomes	-Leveraging experience for professional opportunities	-Enhanced Peer network -Knowledgeable about faculty and staff resources on campus	-Academic outcomes -Identity, privilege and limitation -Having, fulfilling, and inspiring dreams

The environmental aspects of the process were reported mostly as challenges with navigating unfamiliar or complicated policies or processes, alongside successes with institutional support. The challenges with navigating the environment included: process challenges related to federal policy (e.g. not knowing if or when Advance Parole would be given), financial limitations, fear; managing parents, and their fears around finances and re-entry to the U.S. During the education abroad experience, from getting on the plane to returning home, students reported feelings of both privilege and limitation. One student reported struggling with the privilege of being able to leave the U.S., while many family members and friends could not. Students reported recognizing moments of privilege crossing multiple national borders abroad in multinational study abroad programs. One limitation experienced while abroad by multiple students was in relation to free time outside of the program requirements, when peers could travel across borders spontaneously and participate in riskier behaviors, such as drinking. Yet, undocumented students felt restricted from doing so due to their Advance Parole requirements that require pre-approval for each country visited and students' must maintain “good moral standing” at all times. Peer support was critical to navigating these challenges, both at the university and during the program.

Many of the successes with institutional support relate to these challenges, specifically with offering students free, high-quality legal immigration advice and having smooth financial processes for budgeting the programs and accessing available financial aid. Offices identified by the student participants as critical to their successful participation were institutional services for undocumented students, the education abroad office, an on-campus immigration attorney, and embedded financial advising. PRUC1 integrates trained and knowledgeable financial and legal advising directly into the education abroad process, limiting the number of offices students need to visit.

The outcome of education abroad from the perspectives of the students included: enhanced short-term career opportunities, academic engagement, expanded peer network, and personal development. Also, as discussed, an expected outcome students reported was having, fulfilling, and inspiring dreams. An unexpected outcome was feeling the privileges and limitations of their undocumented student status throughout the study abroad experience. Students reported being more engaged in their classes, where they highlighted being able to share their international experiences and contribute first-hand knowledge of countries discussed in their readings. Some students reported using their education abroad experiences in job interviews and to identify and increase new job prospects. For example, one student now works for the PRUC1's education abroad office and is helping other students, including other undocumented students, find ways to study abroad. As all participants in this study are currently still enrolled as students, long-term career outcomes were not measurable at the time of data collection.

The interview themes, as shown in Table 3, demonstrate that from the perspectives of university students, successful practices for supporting undocumented students to study abroad included: free legal and financial support to apply for Advance Parole; a transparent budgeting process to finance the experience; and considering making specific accommodations and taking nuanced approaches when a student's legal identity may interfere with standard policies and practices. Additionally, PRUC1 staff were successful at cultivating the aspiration to study abroad and helping students fulfill this goal. The student answers on the paper-based surveys (see Tables 4, 5, and 6) confirm two critical access points for undocumented students to study abroad: 1) available funds to finance the experience and 2) free legal support to apply for Advance Parole and navigate re-entry to the U.S.

When asked on the paper-based survey who supported the logistical process of studying abroad, students primarily identified university staff and friends, while family and friends played a stronger role providing emotional and financial support. The answers to the paper-based survey are reported in Table 4, which document how much the inputs (friends and family) and the environmental factors (university staff) were involved in the process. Table 4 describes the initial advising, application, and decision process.

Table 4. Input and environmental support reported by students during critical steps of preparing to participate in an education abroad experience

Who supported you during the following critical steps?	Input: Friends	Input: Family	Environmental support: University staff
Pre-departure planning (n=6):	33%	33%	33%
Financing (n=8):	0%	25%	75%
Completing visa/immigration paperwork (n=7):	0%	0%	100%

Table 4 reports that family and friends were equally involved in the pre-departure planning as university staff. However, students did report that their family members, while supportive, expressed serious concerns about the risks. For example, one student disclosed:

My parents would come up with these crazy scenarios, “What if this happened? What if that happened?”. With them, I would always put a front of, “Oh, no, that’s not going to happen”, (but) I would always have it in my mind. (100416A)

Understandably, friends were not reported as being involved in the financial planning process, although it may be surprising that only 25% of the students reported that their family was involved in this process. The education abroad office and the embedded financial advising from the Financial Aid Office were instrumental with helping students determine how they could afford to study abroad. One student shared,

I did go to the Study Abroad Office. That was when it came down to the financial aspect of it. I needed to make sure that the University was going to be able to cover some of my tuition... They helped me do the comparison between different countries that I had in mind. (100416B)

Lastly, the university was almost exclusively involved in the Advance Parole and visa processes, primarily through the free legal advising offered on campus. None of the students reported that their friends or family helped them through this process. A student explained,

They have an attorney comes in weekly, in that sense it went smoothly. I brought in the paperwork to her... She pretty much did everything; I just gave her the documents. (100416A)

During the pre-departure planning process students utilized the university staff alongside friends and family. During this stage of the planning process, the human and economic capitals of the students lead this process.

Friends, family, and the university staff were involved in some ways throughout the in-country arrival, in-country participation and post-program stages of the process. Overall, students reported that university staff were involved during each step. For in-country arrival, friends and family were reported to provide significant support. For example, one student revealed, “It was so hard to buy my flight ticket. I had no idea how to do that. I had to ask one of my friends.... she bought it for me.” (093016C) While university staff, including faculty leaders, were involved in the students in-country participation, they weren’t always aware of student’s undocumented status. A student who

participated in a faculty-led program shared "...it was sort of uncomfortable at times because all the time, they [the faculty leader] thought that I was an international student when it really wasn't the case." (100416B) The re-entry was the most significant aspect of returning home. Students reached out to their friends and university staff more than reaching out to their parents. One student described the stressful process of re-entering the U.S.:

On my return, I stayed at the airport for about five hours. Those five hours were super long. During those five hours, I could only think about, "What if there was something I did that I didn't know that I did that's coming up right now?" (100416A)

During the in-country arrival and participation, students utilized their social capital with friends and family, but engaged less with university staff. Students reported feeling alone through the process of navigating the in-country border crossings and the re-entry process through Customs when returning to the U.S. While university staff and faculty were assisting with the logistics of students' education abroad experiences and their return programming, the undocumented students interviewed were hesitant to see university staff and faculty as part of their social capital. Similarly, university staff reported some unfamiliarity and hesitance in advising students for certain aspects of the study abroad process, such as re-entering through U.S. customs.

Staff Interviews

Staff perspectives are critical to measure alongside student responses to ensure clear understanding. The staff interviews predictably helped showcase characteristics of the environment and desired outcomes of student participation, which offer further insight into how students navigate through the process with consideration for the theoretical framework. Staff interviews also helped identify gaps and continuity in the themes emerging from student interviews. Five staff interviews were conducted (four females, one male) with individuals who provide support through general advising for undocumented students, others who provide education abroad specific advising, and a lawyer who provides immigration advising. These interviews offered a breadth of perspectives from key stakeholders who engage with students throughout different stages of the education abroad cycle. There were four main themes in these interviews: 1) having an equity and advocacy mindset; 2) policy, practice and role clarification and authority; 3) knowledgeable about DACA, Advance Parole, and immigration policies and concerns; and 4) recognizing challenges and being flexible. The themes are discussed in further detail below.

Having an equity and advocacy mindset

Staff expressed efforts to promote equity and engage in advocacy when working with undocumented students, even when it may not be explicit in their job description. One staff member explained,

It's an aspect of inclusion and equal access to opportunities. I think once a student is admitted as a student, they should have equal access to the array of opportunities that are available, regardless of whether or not they're first-generation students or low income or underrepresented groups. I think they really should have access to the resources that are available and also the financial support to help with that. (102716A)

Staff interviewed view undocumented students holistically and want equitable treatment within the educational opportunities available. One staff member explained, "...undocumented students

are really becoming part of the underrepresented, as part of the diversifying study abroad participation, encouraging participation among underrepresented group, and DACA being defined as one of those groups.” (102716D)

Staff have a respect for undocumented students as “the same” as other students, while explicitly or implicitly acknowledging differing needs and being willing to advocate for students when special circumstances arise. For example, one staff member explained:

They're not any different from any other students. They're [PRUC1] students; they're highly competitive; they are highly qualified; they're very smart. For the most part, they have gone through a lot in their lives, you know. They're mostly from low-income families. They're all people of color....I don't see anything that's particularly ... like, sets them apart from others, besides the fact that they are all undocumented and have either DACA or TPS status. (111816)

Viewing students holistically and recognizing similar characteristics to other PRUC1 students is part of providing an inclusive space for students. Yet, a balance must be struck between treating all students equally and treating all students equitably. Treating students equally means having “status neutral” mindset. Treating students equitably includes being aware of the unique challenges undocumented students face in accessing education abroad opportunities, and being proactive and knowledgeable about federal and state policies to empower students to navigate the process successfully.

Policy, Practice, Authority and Role Clarification

Staff expressed some uncertainty in identifying and distinguishing between policies and practices, particularly at the institutional level. When asked about what policies supported their practices, the response was usually related to federal policy, such as Advance Parole, as this education abroad staff member quote represents:

I think that the policy that we're able to supply the student the [Advance Parole] letter I think is really nice. We just have control of that in-house...We can say with confidence to the student, ‘You just let me know when you need that letter. Give me a heads-up, and I'll go ahead and provide it to you.’ ...It's one less hoop that they have to jump through. (102716D)

While the staff interviewed were not able to identify formal institutional policies that supported their work, staff could clearly identify different points in which various staff members were empowered to make decisions or provide resources to meet undocumented student needs. The education abroad staff noted there was a lack of formalized roles and responsibilities about who supports undocumented students in what capacities. Talking about support for DACA students, one staff member said, “It's really not formalized in education abroad.” (102716A) There was also some ambiguity to which office provided certain advising or services for students. In some instances, the education abroad office identified certain responsibilities as belonging to the undocumented student services office, while the undocumented student services office highlighted the same duties as being held by either legal advising or education abroad staff. This can create inconsistencies and gaps in supporting students throughout the education abroad continuum.

Knowledge about DACA, Advance Parole, immigration policies and concerns in general

Staff internal and external to education abroad demonstrated significant knowledge of and proactive efforts to understand immigration policies and programs, including federal DACA and Advance Parole, state policies (e.g. AB540), and how these policies impact student success. Staff discussed establishing professional networks to consult for matters regularly. One staff member commented on support by management to learn more about how federal and state policies impact DACA students,

...our supervisors and colleagues are really supportive. They certainly want to know more, too. I think one of the difficulties is that there is so much that, in our job description, that sometimes we informally become the point person as connections with these different offices. Our colleagues often times might refer a student question to us if there are more things that we need to follow up on. I think everybody's been wonderful....wanting to see how else they can help. (102716A)

One staff member compared PRUC1 practices to another institution and noted the ability to find the answers that undocumented students need to study abroad.

[PRUC1] Study Abroad has been a little bit more proactive about finding out who our [undocumented] students are, and what potential issues may be, and educating ourselves so that we're able to make sure our students are better prepared. I've definitely seen that with Financial Aid and things like that where, at previous institutions I've worked at, we usually don't have an answer, and we have to send them to another office....that's been helpful in our office as there are some advisors that are, have taken it upon themselves, to do more research and become more familiar, which has helped increase the knowledge of the rest of our office. We also have somebody right there in our office that we can refer students to or we can go to with questions. I think those two things, the general support on campus, but also the nature of our office, I think, helps that. (102716C)

PRUC1 has a financial aid officer sitting within the education abroad office so that they can assist students with financial planning and budgeting. For DACA students, this holistic support allowed them to address their financial concerns easily. Particularly during a time of significant uncertainty in federal policy and the implications, it is even more critical for students to have access to knowledgeable resources who are current on relevant issues.

Recognizing Challenges and Being Flexible

Staff highlighted the importance of pro-actively anticipating challenges and being flexible, particularly with application timelines, payment plans, and flight plans/dates. For example, due to the unpredictability of if/when Advance Parole is approved and the travel dates approved in the application, flexibility in allowing students to arrive late to a program or depart early (within reason) might be offered. Additionally, there was an important function of providing extra funding and/or loans to help with costs related to undocumented student needs, such as Advance Parole and visa fees. One of the interviewees discussed legal implications:

...on the Study Abroad side, the deadlines and the fees and just the bureaucracy involved ...Sometimes students are not able to get advance parole until their program has started because of the deadlines for these programs and the decision making that takes such a long

time..... You can't apply for advance parole until a student is approved for study abroad. It's not like, "Oh, I'm going to go abroad to South Korea in the summer, I should apply for advance parole and then go and apply for Study Abroad." That's not how it happens... It's daunting, actually, because they go apply to Study Abroad, get accepted, then go apply for advance parole, get accepted, then go apply for a visa, get accepted. That whole thing, you're looking at six to nine months. The deadlines are not conducive to being able to make that happen a lot of times unless you're really planning your life out in detail....Definitely an inhibition, but we've also been able to get quick approval for people with DACA if they identify themselves. That letter from Study Abroad will be fast. (111816)

PRUC1 has been able to send an estimated 40+ DACA and TPS students abroad due to the dedication of the study abroad staff members and its holistic support of undocumented students, including embedded financial and legal assistance. Having an equity and advocacy mindset, having the authority to act and learn more about policies that impact undocumented students, being knowledgeable about the processes and policies, and recognizing the need for flexibility has created an environment that supports undocumented students to access education abroad.

Recommendations for Practice

When considering student and staff themes identified from the surveys and interviews together through the lens of the IEO student choice theoretical construct, there are clear areas of convergence that provide a framework for establishing recommendations for good practice for institutions who allow undocumented students to participate in education abroad. Many of these recommendations, while discussed in the education abroad context, have broader implications at the macro-level for the institution as a whole. Five promising practices are presented below:

1) Institutional Commitment to Undocumented Students

A central theme emerging from student and staff interviews relates to the need for broad institutional commitment toward welcoming and engaging undocumented students, contributing to an overall positive campus climate that is proactive and supportive in meeting student needs. As Astin's 1993 IEO framework highlights, and later studies reinforce more directly for underrepresented racial and ethnic students (Museus, 2010; Museus et. al, 2017) the environment is a critical component of student success.

Institutional commitment extends far beyond admitting undocumented students, though inclusive admission and financial aid policies are critical to enrolling undocumented students. Institutional commitment includes having dedicated policies, programs, staff, training, finances and even facilities directly supporting undocumented students. This level of commitment leads to greater visibility of diversity and resources for undocumented students and provides opportunities for undocumented students to find smaller, supportive communities within the larger institutional environment. Campus resources holistically consider the student experience from the time they arrive until graduation, thinking about their academic as well as their personal needs, as exemplified in this staff quote:

I've met [undocumented] students at orientation who weren't aware that they came to a school that has an undocumented students program that's one of the best in the nation. I imagine that there are some students that aren't aware that there's a food pantry and a lending library and counseling and gatherings, just this huge support network. (102716D)

Dedicated staff and programs offer undocumented students a chance to come together, meet one another, meet staff who are there to provide important resources, and it helps increase the possibilities that students connect early and frequently with important opportunities and available services, as noted by this staff member:

The campus in general is pretty supportive. Having [dedicated undocumented student services] and having resources for this population...it seems like it is a little bit more visible here on campus. I think students...are more willing to talk to other offices on campuses because they know that there is this institutional support. (102716C)

The institutional commitment extends into hiring diverse faculty and staff with effort to reflect the diversity of the student population, and the institution promotes ongoing training for personnel to better understand the needs of undocumented students and to serve as allies, as reflected in the following quotes from two staff members:

[We] have been working in collaboration of division of faculty inclusion to provide the workshops for faculty and staff on undocumented students and getting faculty and staff sort of up to speed about who this population is and what are some of the demands and needs of the students, and the amount of people who commit their time is a wonderful thing to see. That people want to educate themselves about the different populations on campus, just, I think that's a wonderful thing that has been offered and continues to be a great resource for people who do want to further broaden access for students. (102716A)

There's the UndocuAlly training that is offered to the campus, so there is, I believe, a pretty long roster of UndocuAllies. Our office certainly supports us participating in the UndocuAlly training. (102716D)

Financial resources are also critical elements demonstrating ongoing institutional commitment, and must extend beyond campus infrastructure directly into the hands of undocumented students who are in need. Institutional financial commitments providing specific and targeted funding for undocumented students are critical to the success of students pursuing education abroad at PRUC1. Access to financial aid for the program abroad, employment opportunities, grants to support the extra costs of Advance Parole applications, scholarships to help cover costs throughout the education abroad continuum and loans, both regular and emergency, along with flexibility in making financial payment plans were a critical component of institutional commitment to supporting undocumented student access to education abroad. PRUC1 provides comprehensive financial assistance based on need. One staff member explains:

Undocumented students...They have financial need, and while our financial aid package here is pretty good, most of them...their expected family contribution gathered from the California Dream Act is zero. Those students with that need are offered, gifted – what I mean by gifted is grants, scholarships, money they don't have to pay back – they're offered tuition and then some. Then a \$4,000 loan and then work study, too, since we're talking about DACA. There is a financial gap because they don't have access to other loans, like federal loans and things like that. This is a student, or a population of students, that have higher financial need. (102716B)

Having intentional institutional commitment to undocumented students raises visibility of available programs and services, creates integrated connections among departments and staff supporting undocumented students, provides pathways for students to connect with one another, and makes it possible to provide a more equitable and culturally engaged educational experience. This commitment helps open pathways to promote global learning through including education abroad and potentially other high impact practices that may offer similar benefits and outcomes in the absence of available international education opportunities.

2) Disclosure, Identification and Tracking of Undocumented Students

An important theme that emerged when comparing student and staff data related to the identification and tracking of undocumented students, particularly around student self-disclosure. As previously noted, neither the education abroad office, nor the institution overall, tracks undocumented student status or participation in education abroad formally. Staff interviewed had informal estimates of participation, but reported that they intentionally do not screen or track students based on their legal status. Neither do most staff, beyond financial aid, have access to any identification information in student information systems that would suggest students are undocumented, thus, student self-disclosure of their legal status is crucial for staff to provide support and referrals necessary throughout the education abroad process. Institutions must provide guidelines around how and when undocumented students are identified and tracked that considers student identity, legal status and privacy. In some cases, institutions may opt out of using technology systems to identify and track legal status to better protect undocumented students. PRUC1 student data related to legal status is heavily protected and available to a limited few, primarily in admissions or financial aid, and/or deferred to external legal counsel with added protections of privacy.

Through the Financial Aid package [undocumented students] were actually identified. You know, that list has to be confidential and secure and not just stored on a server... It's definitely a challenge. We can't make that list available to others. There are strict confidentiality rules that pertain to this. The benefit is you're able to outreach to your students better, because you have a list of who is undocumented and who might not know about the opportunities available to them... [but] I feel like if the data is with an attorney, there's more confidentiality and privilege... These are things we're looking into because we have to protect our students. (111816)

Given the need to protect student information, there must be alternative methods in which students can be identified in de-personalized ways, and/or opportunities for students to disclose their status when needed, typically in-person. Students report varying levels of comfort with disclosing their status, so creating opportunities for self-disclosure are important. Education abroad offices should review application and pre-departure advising materials to ensure language is inclusive and does not prevent disclosure and information seeking. For example, instead of questions about filing the Free Application for Federal Student Aid (FAFSA), PRUC1 includes FAFSA or AB540, which is a specific status that provides financial resources for undocumented students. Similarly, intake advising forms might include a section that invites students to identify topics that they may want to discuss during advising. Inclusive forms might identify topics students want to discuss with an advisor related to certain identities or concerns such as: LGBT+, race/ethnicity, religion, legal status, ability, medical needs, mental health, among other topics. Prompts during application

personal statements might include statements of inclusion as well. Staff members discussed challenges of encouraging student self-disclosure and when disclosure typically occurs. Challenges might include:

It's a little complicated because not all students feel comfortable saying, "I'm undocumented.", or they might not want to identify with their undocumented status...They might just say, "I won't use that resource. I'll just use every other resource that's for all students. (102716B)

A student, in many ways, can probably move forward with their study abroad process without necessarily consulting [education abroad] about their status. Often times it comes up because, as a part of their advance parole application, they need a selection letter stating that they are in the program, more detailed information aside from the general email selection that we send out. That's often times, at least with the students that I've worked with, how I found out. If students, let's say, are able to use either their participation letter from [another source], which are generated for VISA purposes or are able to use the electronic version of our email selection letter, it's quite possible that we will never know. (102716A)

When thinking about when, where and how disclosure commonly happens staff reported multiple methods. Staff reported receiving written questions as times, finding messages in a "general email account, where students have sent in that question of, "I'm a DACA student. I'm interested in studying abroad.", or, "I need a letter." (102716A)

Sometimes...students disclose in their actual study abroad applications, we'll be reading their personal statement, and it'll be embedded in there, or somewhere in their application documents, it might be noted. They might ask a question during student orientation; they might come into the office just for simple advising. (102716D)

I think with the handful of students that I've worked with, it typically comes up pretty early in the advising process. In the general advising, like I was mentioning before, I think there's probably been like three to five students that were just getting into the general advising topics and they mentioned AB540 or DACA or something along those lines and just want to, in some cases, want to make sure that they would still be eligible to participate in this program... this is an element of the advising that we're going to need to cover. I think for one student it may have come up when she got into the application process, and there was questions about what visa would be required and entry requirements to the host university. (102716C)

Education abroad offices represent an important place where undocumented student statuses became visible, and students and staff shared the challenges and benefits that resulted from this opportunity to connect. In the absence of a process that requires status identification, it becomes even more important for staff and faculty to engage with undocumented students in intentional ways through targeted support, advising and programming designed with undocumented students in mind.

3) Understanding Student Needs and Challenges related to Legal Status

As the student findings portrayed and staff data confirmed, undocumented students bring forth unique personal characteristics and navigate through institutions and study abroad in nuanced ways.

The students' diverse identities, interests and the intersection of legal status provide an important consideration for education abroad advisors and staff working to support undocumented students. Without consideration for legal status, undocumented students have similar interests, goals, and questions to any student who might be pursuing education abroad. As one staff member articulates,

In our office, in our capacity, working with DACA students the process is still pretty similar to students who are non-DACA students as well. There may...be more questions and more detailed follow-up and some additional steps for them. As far as the process in our office goes, it often times is pretty similar. (102716C)

As mentioned previously, treating students equally will not work as well as treating students equitably, with consideration for the additional layers of their identity. Legal status adds a complexity that staff must be proactive in considering throughout the process. Institutions must understand the experiences of undocumented students, the institutional climate, and even the community, state and federal attitudes toward immigration. Students do not always know what they don't know, or know which questions to ask, and even the strongest self-advocates may need to be connected to appropriate advising and support services during their educational career.

4) Integrated Immigration Attorney / Legal Advice for Undocumented Students

PRUC1 raised funds and secured a grant to ensure high quality legal advisement and provide a knowledgeable immigration attorney with significant experience in advising undocumented students. The attorney is shared within the local community and understands the larger context and challenges undocumented students face beyond the institution. PRUC1's immigration attorney is available to any undocumented student; and those pursuing study abroad had access to legal services before, during and after studying abroad, providing a continuity of legal advice that has potential for long-term benefit. At PRUC1, it is estimated that approximately 80% of the entire undocumented student population enrolled at the institution has received counsel through the free institutional legal services available. This number itself suggests the critical importance of providing free legal services for undocumented students on campus.

While university staff may find the federal policies and legal matters that undocumented students face to be complex, having an immigration attorney easily accessible on-campus for scheduled or drop-in advising can significantly impact undocumented student success. Undocumented students depend on knowledgeable, quality, legal advising specific to their immigrant status.

Financing high quality legal advisement may be challenging; there are a number of financial models, grants, community partnerships, partnerships with local legal services, and more that could be developed to support shared resources between local institutions or the local community, as in the case of PRUC1. While the benefits of on-campus legal advisement were strong, institutions with smaller budgets, limited local resources, or upper administration unwilling to take on perceived risks of providing legal counsel for undocumented students can offer support to students through sharing information about national, local or campus based student organizations rather than through institutional resources.

5) *Global Learning Advocacy for Undocumented Students*

The commitment from PRUC1's education abroad office to promote study abroad opportunities for undocumented students is comprehensive. The education abroad office is deeply connected with other departments providing critical student services key to helping students navigate the study abroad cycle, with a particular emphasis on legal and financial aid advising. PRUC1's education abroad Office has a "one-stop shop" model where students can seamlessly fulfill their advising needs, with financial aid officers advising within the education abroad office and the aforementioned immigration attorney scheduling appointments and drop-in office hours in a convenient nearby location. Advocacy takes many forms; some of the most simple and effective methods of advocating for undocumented students at PRUC1 included ensuring students had access to knowledgeable, quality advising. This made it easy for students and for the education abroad staff to better support students and engage with colleagues to make the process as direct as possible.

What's sort of unique about our office... is that we offer financial aid counseling in our office, in our Study Abroad office... I think in some ways for students saving them that extra step of, "Oh, go talk to the Financial Aid counselor all the way in this other part of campus." It's kind of eliminating that extra step that they would have to take. Again, it's just making students feels like... "You'll get the answers here. We'll refer you to somebody who would be able to help you," instead of just sending them away – very seamless process. (102716A)

Beyond providing access to financial and legal resources, it is critical for education abroad staff to be part of the institutional, state and federal dialogue regarding underrepresented students and policies that affect access and equity. Education abroad staff are knowledgeable, sometimes beyond their own awareness, in specific aspects of policy and process that impact undocumented students and staff can provide new perspectives about working with undocumented students.

Education abroad offices can serve as a bridge between multiple departments (orientation, admissions, finance, student affairs, etc.), helping students and staff work together. These offices are also critical in creating peer support and knowledge sharing that undocumented students utilize throughout the education abroad process. International educators are well positioned to advocate for and with students who experience a variety of nuanced challenges as they navigate through programs, services and the institution at large. Post-2017 DACA Rescission, it is even more important for education abroad staff to parlay promising practices into larger efforts to promote global learning opportunities for undocumented students who no longer have access to international travel opportunities. Education abroad staff can be key advocates for domestic study away programs or connecting undocumented students to other high impact practices that foster global learning outcomes, such as international research, academic studies that examine international and home contexts, and other experiential learning opportunities that explore global and cultural themes.

In summary, the five promising practices recommended include:

1. Institutional Commitment to Undocumented Students
2. Disclosure, Identification and Tracking of Undocumented Students
3. Understanding Undocumented Students, Student Needs and Challenges

4. Integrated Immigration Attorney / Legal Advice for Undocumented Students
5. Global Learning Advocacy for Undocumented Students

While these broad recommendations extend beyond the role of the education abroad office, they are critical in truly opening access to education abroad for undocumented students. Data from this study demonstrated the significance of legal and financial advice embedded into the education abroad processes. Students discussed their challenges, fears and strategies to navigate the education abroad continuum. Many of these concerns can be proactively addressed by strategic planning to integrate undocumented students into efforts to increase underrepresented student participation in education abroad.

Limitations

There are limitations of this case study. First, the federal policy changes that rescind DACA and cut off access to study abroad opportunities for undocumented students change the focus from successful practices for supporting future study abroad opportunities for undocumented students to a focus on capturing historic perspectives of what was working well and re-thinking these as promising practices that may inform alternative options for international and intercultural opportunities in the absence of DACA and Advance Parole. Beyond the major shift, the small sample size and the unique institutional and state setting may not be generalizable to other undocumented student experiences with studying abroad. As a result, and in alignment with qualitative research methods, findings are not intended to be generalizable across all student experiences, or across institution and program types. PRUC1 does not explicitly track student enrollment or education abroad participation by legal status, so staff enrollment estimates are utilized, and the sample may or may not be representative of PRUC1's overall participation of undocumented students studying abroad. Further, state and institutional policies regarding undocumented students vary – some states and universities explicitly acknowledge they do not welcome undocumented students; thus, it may not be possible to implement promising practices or use state monies for services that support undocumented students. Additionally, one student in the study held Temporary Protected Status (TPS) rather than DACA. The TPS program has additional considerations that were not the focus of this study. Finally, all students interviewed are still current students, so the longer term outcomes of study abroad participation may not be fully realized, nor were they the focus of the interviews.

Conclusion

As internationalization of higher education deepens within American postsecondary institutions, the challenge, perils, and opportunities for all students become clearer. Education abroad as a field has sought to intentionally make effort to increase access and expand participation across diverse student groups over the last two decades, yet efforts are needed to continue examining programs and practices that may intentionally or unintentionally exclude eligible and interested students. The theoretical framework presented in this study identifies successful practices in education abroad specific to undocumented student participation. The findings that emerge showcase ways in which education abroad practitioners and stakeholders extending beyond education abroad offices can better support undocumented students.

Lessons learned from PRUC1 can be applied to myriad institutions and departments to better understand the diverse needs of all students served, including students from other marginalized populations. The IEO student choice construct provides a lens in which to examine the inputs students bring in terms of human, economic, social and cultural capital. This model provides opportunities to better understand how students successfully navigate studying abroad and helps educators critically analyze how the institutional environment supports or inhibits students through a more holistic and inclusive perspective. It is the goal of this study to examine and document promising practices, to think deeply about the support services offered to all students, particularly those from marginalized communities, more holistically throughout the education abroad continuum. Students in this study offer insight into their experiences with education abroad, and findings emerged broadly oriented to their engagement in global student learning within the institution.

Between 2012 and 2016, education abroad offices had the opportunity to engage undocumented students and adapt policies and practices to changing student needs. This research offers insight into the myriad identities and needs of undocumented students and provides suggestions on how to better reach and support students more inclusively. Education abroad administrators and other campus stakeholders have opportunities for continuous improvement to provide more inclusive and supportive environments that allow determined students to pursue their dreams to study abroad. Ultimately, this study offers insight into specific policies and practices, and raises important considerations for educators to increase and internationalize student learning and development through equitable access to educational opportunities across higher education.

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