CAREER DEVELOPMENT FOR UNDOCUMENTED AB 540 STUDENTS
PURSUING A HIGHER EDUCATION

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
Career Counseling
By
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DEDICATION

I want to dedicate this graduate project to my boyfriend who has supported me through all my college education. Sergio, thank you for your motivation, patience, and for bringing happiness in good and hard times. I want to dedicate this work to my two brothers and parents who have motivated me to always complete my goals and have helped me through the process. Ronald, thank you for helping me keep my life in order.

I also want to dedicate this graduate project to two loving people who are no longer with us, but made a positive impact in my life. Dr. Gregory Jackson, thank you for believing in me and for the support that went beyond any expectations. Melanie Collot, thank you for your friendship and for accompanying me with your smile.

I could have not done it without any of you.
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ABSTRACT

CAREER DEVELOPMENT FOR UNDOCUMENTED AB 540 STUDENTS
PURSUING A HIGHER EDUCATION

By
Rocio J Menendez Mata
Master of Science in Counseling,
Career Counseling

A career counseling program called the Career Development for Undocumented AB 540 Students Pursuing a Higher Education was designed in this graduate project to serve and guide undocumented AB 540 students through college and the beginning of the post-graduation process. A literature review was conducted, which revealed the barriers undocumented AB 540 students encounter. These barriers include: stigma, lack of knowledge about AB 540 student status, financial difficulties, limited ability to travel, restricted college major options, lack of mentors, restricted internship access, legally working post-graduation, and emotional support. This program also focuses on Super’s Life-Span, Life-Space Theory and Critical Race Theory as a framework to career counsel this population. Super’s Life-Span, Life-Space Theory separates life into stages. These stages allow the career counselor and client to analyze the client’s abilities, interests, and values’ development, and to analyze how each stage is affected by the environment within which the client is situated (Super, 1990). Critical Race Theory takes action into account, our changing society, racial discrimination, and hierarchies to make these issues
better for Students of Color (Delgado & Stefancic, 2012). This program provides a
detailed explanation and description of how to help undocumented AB 540 students with
career exploration, choosing a major, and internship and networking experiences and skill
development.
Chapter 1

The Problem

“For undocumented students, the career development process is constrained by the same legal restraints that have come to define their lives” (Ortiz & Hinojosa, 2010, p. 53).

Introduction and Problem Background

“On October 12, 2001, undocumented students in California were legally granted greater access to institutions of higher education. Then Governor of California, Gray Davis, signed Assembly Bill 540 (AB 540) into law” (Abrego, 2008, p. 710). The Assembly Bill 540 created the opportunity for eligible undocumented students to pay the same in-state college tuition as any resident from California (Abrego, 2008; Day, 2007; Huber & Malagon, 2007; National Conference of State Legislature, 2013). To be eligible to be an AB 540 student, a student needs to meet the following three criteria: (a) have attended a high school in California for three or more years, (b) have graduated from a California high school, had received a General Educational Development (GED), or received a Certificate of Proficiency, and (c) filed an affidavit with the school they are registered or will attend once they have been accepted (Abrego, 2008; Day, 2007; National Conference of State Legislatures, 2013; University of California, Office of the President, 2013). Currently 16 states in the United States are implementing a version of AB 540 (National Conference of State Legislature, 2013).

Undocumented AB 540 students are a new and controversial population with unique characteristics. They comprise diverse ranges of characteristics and experiences from various populations. Undocumented AB 540 students are college students, and undocumented whom are often minorities (Latino/a and Asian) (University of California,
Office of the President, 2013). An undocumented AB 540 student, as identified by Moreman and Non Grata (2011), is “the student who is without proper citizenship documentation for U.S. stay and consistently stands the chance of deportation out of this country [U.S.]” (p. 304).

Undocumented AB 540 students are raised in the cultural milieu of the United States, and learn the same language and customs as other United States citizens (Abrego, 2006). Moreman and Non Grata (2011) report the actuality of a division and a distinction between the treatment of documented and undocumented students. This division and distinction occurs even when undocumented students are raised with the same educational privileges and learn the same customs as documented students (Moreman & Non Grata, 2011). The reason for the distinction among other citizens and students, and the most common reason for some of the barriers undocumented AB 540 students encounter is that they do not have the required legal documentation (Abrego, 2006, 2008; Ortiz & Hinojosa, 2010).

Statement of the Problem

In a longitudinal qualitative study, Elizabeth explains, ‘I hate how they call us ‘illegal aliens.’ I feel like telling them that I don’t have antennae, I’m not a weirdo like they think’ (Abrego, 2008, p. 723). Part of the issue for undocumented AB 540 students is the contradiction with self-concept and low career decision-making self-efficacy. “Self-concept refers to one’s view of oneself, one’s view of who one is and who one is not. When projecting oneself into the future, self-concept also includes whom one expects or would like to be” (Gottfredson, 1981, p. 546). “Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action”
(Bandura, 1989, p. 1175). That is, one’s beliefs about their ability to accomplish a task, such as attaining a college degree.

Undocumented AB 540 students have been labeled with names that have negative connotations. Such treatment affects undocumented AB 540 students in terms of the way they perceive and know themselves, which may affect their career decision-making (Gloria & Hird, 1999). This learning process of getting to know who they are as students and future professionals, may develop into a more challenging problem when they encounter the following barriers: stigma, financial difficulties, limited ability to travel, restricted college major options, lack of mentors, restricted internship access, and legally working post-graduation. These barriers might hamper undocumented AB 540 students as they traverse the difficult process of discovering their values, skills, and interests. These difficulties require consideration in the career exploration process. That is, career counselors are encouraged to attend to internalized societal stereotypes, which may ignore “the degree to which clients integrate familial, community, or other cultural factors into their career decision-making” (Gloria & Hird, 1999, p. 171).

**Importance of the Problem**

The main goal of having undocumented AB 540 students become college-educated is to benefit the students, the state, and the country (Day, 2007). They have the ability to contribute to the U.S. career workforce. To achieve this end, career counselors and college staff are behooved to be aware of students’ barriers and the role these barriers play in students’ career development process. Undocumented AB 540 students, who have the inspiration and motivation to attain a college degree, require attention of other professionals and mentors.
The omission of AB 540 students in their desire to obtain a college education and enter the world-of-work is evident at many colleges’ career events, as AB 540 students’ circumstances are rarely considered. Specifically, examining how often AB 540 students are mentioned in these events reveals the lack of attention to said issues. According to the group Students Informing Now (2007), “no mention was made of these students in classes or student organizations, even in organizations that have been established for years to support Students of Color. Essentially, AB 540 students were left alone to figure things out with no place to turn” (p. 78). Undocumented AB 540 students need to be taken into consideration as part of the college and university community (Huber & Malagon, 2007; Students Informing Now, 2007), to acquire the career information necessary to grow on the personal and professional level.

The personal and world-of-work knowledge could aid undocumented AB 540 students as they make career decisions. Unfortunately, after gaining some personal and world-of-work knowledge, the community and the state do not benefit from undocumented AB 540 professionals, because these professionals are unable to work post-graduation (Day, 2007). This inability to work, unless an employer sponsors them, post-graduation is due to their lack of legal status (Ortiz & Hinojosa, 2010).

**Identifying the Focus Group**

The focus of this project will be undocumented AB 540 college students in the state of California. They include college students that immigrated to the United States at a young age and have lived in this country without required legal documentation (Abrego, 2008). Most undocumented students are Racial and Ethnic Minorities, specifically Latino/a and Asian (Ortiz & Hinojosa, 2010). They have stated their
intention to file for California permanent residency or stated they have started the process by filing an affidavit with their college or university (Abrego, 2008; Day, 2007; National Conference of State Legislatures, 2013; University of California, Office of the President, 2013). They have also, attended a high school in California for three or more years, and have graduated from a California high school, have received a General Educational Development (GED), or have received a Certificate of Proficiency (Abrego, 2008; Day, 2007; National Conference of State Legislatures, 2013; University of California, Office of the President, 2013). Undocumented students that have all these criteria qualify for the AB 540 exception of paying in-state tuition in lieu of out-of-state tuition (Abrego, 2008; Day, 2007; National Conference of State Legislatures, 2013; University of California, Office of the President, 2013).

The University of California, Office of the President (2013) tallied the numbers of AB 540 students for the 2011-2012 academic year which showed an increase of AB 540 undergraduate and graduate recipients since the Bill was passed. “[T]he overall number of recipients more than tripled between 2002-03 and 2011-12 (from 722 to 2,572)” (University of California, Office of the President, 2013, p. 3). The office also presented in depth statistics for Asian and Latino/a undocumented undergraduates (University of California, Office of the President, 2013). In 2011-2012, “the difference in proportion between Asian and Latino/a students is at 45% and 50%, respectively. Over the past ten years, the average proportion of potentially undocumented Asian and Latino/a students is more balanced at 45% and 48%, respectively” (University of California, Office of the President, 2013, p. 6). Therefore, both Latino/a and Asian undocumented AB 540 students require assistance.
Brief summary of characteristics of the focus group

For undocumented AB 540 students, “[a]n individual's career choice is hardly an individual choice but a choice that has evolved from family needs and expectations” (Tang, 2002, p. 125). Culture needs to be taken into consideration by career counselors, because family plays an essential role in Students of Color career decision-making process (Constantine & Flores, 2006; Gloria & Hird, 1999; Gross, 2004; Tang, 2002). According to Constantine and Flores (2006), their study suggested “that greater levels of perceived family conflict predicted lower career aspiration” (p. 362). For instance, part of the family’s influence is how they serve as a support system to AB 540 students. This family support system may lack knowledge of how the educational system works in the United States.

Atkinson, Morten, and Sue (1993) explain how minority populations may require external guidance and support systems, when family members that are living outside or inside the United States cannot serve as mentors to the educational process. This lack of support system needs to be acknowledged by colleges and universities, similar to how such institutions aid many documented college students (Students Informing Now, 2007). Use of the word undocumented might lead to the perception that undocumented students are foreign students, when in reality they have lived in the United States for almost their entire lives (Students Informing Now, 2007). They are undocumented youth or students that come to the United States at a young age, adapting to the same customs and language as their neighbors and classmates (Abrego, 2006).
Introduction of Theoretical Approaches

Two theories will be used in this program titled Career Development for Undocumented AB 540 Students Pursuing a Higher Education. These two theories serve as a theoretical framework to serve undocumented AB 540 students. One theory is a career theory, Super’s Life-Span, Life-Space Theory (Super, 1990). This theory is “a loosely unified set of theories dealing with specific aspects of career development, taken from developmental, differential, social, personality, and phenomenological psychology and held together by self-concept and learning theory” (Super, 1990, p. 198). Part of Super’s Life-Span, Life-Space theory is the Life-Career Rainbow, that started as an activity implementing the theory and then became an important career assessment (Super, 1990). The Life-Career Rainbow combines the life-span and life-space into one model (Super, 1990). It brings awareness and conversations about “the biological, psychological, and socioeconomic determinants of career development” (Super, 1990, p. 199).

The second theory is Critical Race Theory (CRT). CRT “considers many of the same issues that conventional civil rights and ethnic studies discourses take up, but places them in a broader perspective that includes economics, history, context, group- and self-interest and even feelings and the unconscious” (Delgado & Stefancic, 2012, p. 3). This theory takes action in changing society, racial discrimination, and hierarchies to make these issues better for Students of Color (Delgado & Stefancic, 2012). CRT can serve as a framework to build a safe place for affected people to share their stories in a counter-storytelling and testimony form (Students Informing Now, 2007). This theory has the potential to empower undocumented AB 540 students and provide a platform to give
voice to their experiences, at the same time that they are informing others about their experiences and who they are in the community (Students Informing Now, 2007).

**Consequences of the Problem and to the Focus Group**

While scholars, policymakers, administrators, parents, and students acknowledge that the purposes of higher education are multidimensional, most agree that graduates should have explored and decided on a career, gained some knowledge and training to begin to pursue that career, and know the steps to take to find that first job or enter a graduate program (Ortiz & Hinojosa, 2010, p. 53).

The exploration and acquisition of knowledge of a career, and the excitement of finding a job after graduation are the type of experiences that undocumented AB 540 students may lack access to due to the present barriers. These barriers include the following: stigma, lack of knowledge about AB 540 student status, financial difficulties, limited ability to travel, restricted college major options, lack of mentors, restricted internship access, legally working post-graduation, and emotional support. These barriers will be explored more fully in Chapter two.

These unique obstacles also become a challenge for career counselors to aid this population, because of the alternatives that the career counselor and the student have to take in order for the student to develop their knowledge and skills (Ortiz & Hinojosa, 2010). Undocumented AB 540 students’ motivation and career exploration become a constant fight. That is, students need incentives (i.e., internship opportunities, professional conferences, and workshops) to be able to discover what they want to study and become familiar with the world-of-work (Ortiz & Hinojosa, 2010). Professional workshops, conferences, internship opportunities, and mentors’ guidance are some of the resources that other students take advantage of before and after they have decided on a college major. Undocumented AB 540 students’ inability to demonstrate legal
documentation leads them to limited access to the mentioned resources (Ortiz & Hinojosa, 2010). This is where undocumented AB 540 students needs to be in constant motivation and desire to continue, to find alternatives that will have some positive impact in their careers (Moreman & Non Grata, 2011; Ortiz & Hinojosa, 2010).

**Limitations of This Project**

The target population for this program is undergraduate and graduate undocumented students that qualify to be AB 540 students. For the purposes of understanding the background of undocumented AB 540 students, some information is provided concerning undocumented and immigrant high school students. This is not intended to say that the program serves students that do not meet all the qualifications to be classified as AB 540 students, such as undocumented high school students. Since, undocumented high school students will hopefully shift to AB 540 students. As undocumented high school students, they require information about the college application, acceptance, and finance and completion process.

The program is located at a community college setting in Southern California, but the services are not limited to only undocumented AB 540 community college students. Other undocumented AB 540 students from other colleges or universities can benefit from these services. Income and ethnicity are taken into consideration as part of the career counseling sessions in order to better serve students, but these are not aspects that decide who is able to utilize the services. That is, though the program will focus on income and ethnicity, it will not deny anyone of undocumented AB 540 status from partaking in the program. Yet, it will consider how ethnicity and income impact the AB 540 student experiences and decisions.
The career program is intended to focus on motivating undocumented AB 540 students to continue with their college education and to find alternatives to overcome their barriers. At the same time, this program will inform undocumented AB 540 students of their rights and benefits to declaring AB 540 status. The program will consider the fact that this population cannot legally work post-graduation and how this affects their progress in college. However, this program does not provide students a job after graduating, but it does teach them how to search for jobs.

Technical Terms

**Affidavit.** “A legal document confirmed and normally signed in the presence of a notary public” (AB540.com, 2014).

**California State University (CSU).** California State University is “a public system of 23 universities in California” (AB540.com, 2014).

**Dropout.** Dropout “refers to a student whose initial educational goal was to complete at least a bachelor's degree but who did not complete it” (Seidman, 2005, p. 7).

**GED.** “The General Educational Development Test (GED), if passed, allows students 18 years of age or older to receive the California High School Equivalency Certificate. Passage is required for graduation from high school” (AB540.com, 2014).

**Graduate Student.** A graduate student is “a student who has earned a baccalaureate or bachelor’s degree and is enrolled in a master’s or doctoral program” (AB540.com, 2014).

**In-state tuition.** “Enrollment fees at public colleges and universities charged to students who are in-state residents” is in-state tuition (AB540.com, 2014).
LatCrit. LatCrit means Latino/Latina critical race theory. “LatCrit framework functions to address issues relevant to a coalitional pan-ethnic Latina/o identity. Moreover, a LatCrit framework exposes the intersections of various forms of oppression, such as immigration status and language” (Huber & Malagon, 2007, p. 849).


Master’s Degree. A master’s degree is “a degree earned after earning a baccalaureate or bachelor’s degree. Typically one to two years of equivalent full-time study in an approved course of study are needed for a master’s degree” (AB540.com, 2014).

Non-resident Fees. “Fees charged to college or university students who do not have legal residency in California” are non-resident fees (AB540.com, 2014).

Out-of-state tuition. “Enrollment fees at public colleges and universities charged to students who are not California residents” are out-of-state tuition (AB540.com, 2014).

Self-concept. Self-concept “refers to one’s view of oneself, one’s view of who one is and who one is not. When projecting oneself into the future, self-concept also includes whom one expects or would like to be” (Gottfredson, 1981, p. 546).

Self-Efficacy. Self-efficacy “involves an individual’s confidence in his or her ability to negotiate the challenges inherent in the larger social world” (Gross, 2004, p. 66).
**Self-Efficacy Beliefs.** Self-efficacy beliefs “function as an important set of proximal determinants of human motivation, affect, and action” (Bandura, 1989, p. 1175).

**Self-Esteem.** Self-esteem is about maintaining and/or regaining pride and a positive view of one’s persona (Sparrow, 2005).

**Sponsorship.** “Help given to an individual or group through informal and political social relationships” is sponsorship (Davidson, 1976).

**Stopout.** Stopout “refers to a student who temporarily withdraws from an institution or system” (Seidman, 2005, p. 7).

**Testimonio.** Testimonio means testimonies, it “is a the expression not of a single autonomous account but of a collectively experienced reality… it moves beyond narrative, biography or oral history because it is born out of the speaker’s (and not the researcher’s) political agenda aimed at resisting oppression” (Brabeck, 2003, p. 253).

**Undergraduate.** “A student attending a two or four-year college or university studying to receive a baccalaureate or bachelor’s degree” is an undergraduate (AB540.com, 2014).

**Undocumented AB 540.** Assembly Bill (AB) 540 gives the privilege to eligible undocumented students to get a college education by paying in-state college tuition in California (National Conference of State Legislature, 2013). There are other 15 states that provide the same exemption under different Bill names (National Conference of State Legislature, 2013).

**Undocumented.** Undocumented “refers to youth who are born outside of the United States, have spent a significant portion of their lives in the United States, and
reside here without legal permission from the federal government” (Abrego, 2008, p. 710).

**University of California (UC).** University of California is “a public system of 10 universities in California” (AB540.com, 2014).

**Vergüenza.** It translates to shame. The program Students Informing Now (S.I.N.) uses it as part of their name, “SIN vergüenza” (without shame) (Students Informing Now, 2007).

**Withdrawal.** Withdrawal “refers to the departure of a student from a college or university campus” (Seidman, 2005, p. 7).

**Transition to Chapter Two**

A career counseling program called Career Development for Undocumented AB 540 Students Pursuing a Higher Education will serve to guide undocumented AB 540 students through college and beginning of post-graduation process, including their career exploration, choosing a major, and internship and networking experiences as well as skills. Before designing such a program, the barriers undocumented AB 540 students encounter will be discussed. That is, a comprehensive introduction to the problem followed by Chapter two where an extensive review of the literature is conducted.

The barriers that chapter one introduced and chapter two further develops include the following: stigma, financial difficulties, limited ability to travel, restricted college major options, lack of mentors, restricted internship access, and legally working post-graduation. Chapter two will also focus on Super’s Life Span, Life Space Theory and Critical Race Theory as a framework to career counsel undocumented AB 540 students. Chapter three and four will demonstrate the details of the program and the reasons for its
content, structure, and sequencing. Chapter five will provide questions for program evaluation and a summary of the findings and evaluations of the project.
Chapter 2

Review of the Literature

General Introduction to the Literature Review

Chapter two provides a detailed explanation for the use of Super’s Life-Span, Life-Space Theory and Critical Race Theory as the framework for the Career Development for Undocumented AB 540 Students Pursuing a Higher Education program. This chapter also discusses the barriers that undocumented AB 540 students have and how these barriers affect them in their career decision-making. A thorough explanation is provided regarding how this career program is meeting the needs of undocumented AB 540 students. Special attention will be focused on the AB 540 student statuses in California (Abrego, 2008; National Conference of State Legislatures, 2013).

Summary of General Career Development

Super’s Life-Span, Life-Space Theory (Super, 1990) is one of the selected theories, because it separates life into stages that people go through, from birth-to-retirement. After moving from birth into growth stages, the adulthood life stages are as follows: exploration (ages 15 to 25), establishment (ages 25 to 45), maintenance (ages 45 to 65), and disengagement (ages 50s and 60s) (Super, 1990). The exploration stage is when people are gathering information of what adult roles they would like to pursue and imagining themselves in specific adult roles (Super & Hall, 1978). This stage is made of three substages, one of them is called crystallizing; this is the clarification stage of learning about jobs and the skills necessary to implement that job. People then specify their interests and choose jobs. At this stage people are taking the steps necessary to get a job, such as networking and working on resumes (Sharf, 2006).
The exploration stage might be the stage that most undocumented AB 540 students would be exploring, because they have grown up with documented/traditional students, they could be developmentally at the same life stage as documented/traditional students are (Abrego, 2006). Consequently, youth or college age students understandably feel that the United States is their only home (Abrego, 2006). Yet, undocumented AB 540 students cannot pass to the maintenance stage because their legal status may not allow them to have the opportunity to work and maintain a job.

“The concept of life stages—in particular, the developmental tasks with which people were observed to cope—provided insights into the development of abilities, interests, and values and the interaction between individual and environment” (Super, 1990, p. 198). These life stages commonly occur chronologically, according to people’s ages. Yet, this theory is flexible in that it is acceptable for people to practice other roles or stages that are not according to their age (Super & Hall, 1978). Also, people can exemplify participation in more than two stages at once (Sharf, 2006). Having this theory’s flexibility in mind is also important for career counselors to consider when working with undocumented AB 540 students.

Although, they might be at the exploration life-stage according to their age, they could also experience other stages. The reason is because undocumented immigrant college students that came to the United States at a young age (AB 540 students) could have unique experiences because they might have experienced both cultures; that is, the culture of their parents and the American (United States) culture (Ellis & Chen, 2013). Depending on how present their parent’s culture is, they could have more difficulties making career decisions than the majority group (Mau, 2004), which could lead them to
be in different life-stages. Although, Super’s Life-Span, Life-Space Theory is a flexible theory that can be applied to undocumented students, career counselors are urged to be aware of the students’ needs. Therefore, the counselor can best serve students during counseling sessions when applying Super’s theory (Sharf, 2006).

**Review of the Literature**

“For undocumented students, the career development process is constrained by the same legal restraints that have come to define their lives” (Ortiz & Hinojosa, 2010, p. 53). These legal restraints involve a lack of proper documentation, which places undocumented AB 540 students in a position where they encounter many barriers to their career success. For instance, they may have difficulty acquiring employment, because of a lack of documentation. According to Ortiz and Hinojosa (2010), the acquisition of proper documentation can mean one or more of the followings: “going through the required background checks, fingerprinting, proof of citizenship or legal residence, and the accompanying permit to work legally in the United States” (p. 59). The barriers that this population encounter include stigma, lack of knowledge about AB 540 student status, financial difficulties, limited ability to travel, restricted college major options, lack of mentors, restricted internship access, legally working post-graduation and emotional support.

**Stigma.** There is stigma around career counselors and college student personnel professionals aiding undocumented AB 540 students or exploring their AB 540 student status (Students Informing Now, 2007). Students Informing Now (2007), which is a group that delegates in favor of AB 540 students, reports this, “one staff member warned us that the issue of AB 540 students' rights were too controversial and represented a ‘can
of worms’ that was best not opened. We believe this comment exemplifies the deep silence and social stigma that surrounds this issue of AB 540 and undocumented students” (p. 81). This example exemplifies that AB 540 students lack safe and friendly places where they can acquire more information about what benefits and resources are available to them (Student Informing Now, 2007). Another example is, in the qualitative study of Students Informing Now (2007), where Metztonalli and Texcalli describe their experiences and discuss the lack of support for AB 540 students at their university. “They noticed that their university was doing little to facilitate the entry and retention of AB 540 students like themselves” (Students Informing Now, 2007, p. 78).

Simultaneously, AB 540 students lack a safe place where they can cope with their feeling by sharing and expressing the struggles of being AB 540 students with other AB 540 students who might be experiencing the same struggles (Student Information Now, 2007). Moreman and Non Grata (2011) created an event for Latinos/as and found that the Latino/a faculty and staff recognize that the educational system often works against Latino/a students; a concerned that is only expressed in the safety of the latinidad context. Not having a space of safety supports the need for a safe place where undocumented AB 540 students can share their experiences (Moreman & Non Grata, 2011). The present stigma is also affecting the AB 540 students’ knowledge about their own status.

**Lack of knowledge about AB 540 student status.** The lack of information from staff and faculty, and the university as a whole, creates difficulty for undocumented students (Students Informing Now, 2007). For instance, undocumented AB 540 students are often misinformed about their status or do not know that they have that option or that they qualify as an AB 540 student (Students Informing Now, 2007). AB 540 students
may not realize that they currently have the exemption of paying in-state tuition at colleges and universities (Students Informing Now, 2007). The lack of awareness of options for AB 540 students by the students themselves is a big concern for people that advocate for this population. These advocates aspire for AB 540 students to grow as students and professionals, so they can be prepared to serve the U.S. Another aspect that undocumented AB 540 students experience is the barrier of financial difficulties.

**Financial difficulties.** The lack of available financial aid to undocumented AB 540 students is a barrier for these students to continue with their education (Abrego, 2008). Undocumented AB 540 students qualify for some financial aid including scholarships, but funding is limited that most of them are still not capable of attending a California State University (CSU) or a University of California (UC) because of costs (Abrego, 2008). Although, they have an exemption to pay in-state tuition instead of out-of-state tuition like non-resident or international students, there are still many legal restrictions, which can hamper the process of earning a higher education. These legal restrictions include lack of access to grants, loans and work-study jobs.

Abrego (2008) states that undocumented students work hard at their studies and often earn acceptance to four-year universities. That is, academics are rarely an area of concern for these students, but finances are. Unfortunately, undocumented AB 540 students have limited access to financial aid; therefore, they often have to reject their college acceptance. Other situations involve them beginning their paths to a higher education degree, but encountering risks of dropping out before graduating because of financial difficulties (Abrego, 2008). It is also challenging for those undocumented AB
students pursuing a higher education to acquire as much professional experience as possible. Experiences such as traveling long distance is almost impossible for them.

**Limited ability to travel.** Undocumented AB 540 undergraduate and graduate students are unable to travel freely (Ortiz & Hinojosa, 2010). They do not have the same opportunities as their documented classmates have (Ortiz & Hinojosa, 2010). International and domestic flights are not an option for them, because they have to present valid U.S. documentations (Ortiz & Hinojosa, 2010). Undocumented AB 540 students are not given the opportunity to study abroad, or to attend conferences and internships in different states (Ortiz & Hinojosa, 2010; Perez, 2009). Road trips are also difficult and to attend college fieldtrips to places where legal documentation status is very controlled is terrifying for them; places where this population can be at high risk of deportation. Lack of legal documentation also affects their college major options.

**Restricted college major options.** There are still many college majors for which undocumented AB 540 cannot apply because of the exams, prerequisites, or qualifications that they have to meet, which is required through legal documentation (Ortiz & Hinojosa, 2010). These careers include, teaching, school counseling, and other certified school personnel careers (Ortiz & Hinojosa, 2010). The lack of access to such jobs makes the career exploration process more difficult for both the career counselor and the undocumented AB 540 students, because they have to consider alternatives in the career exploration process, if those are careers of interest. Mentors can also help the students explore other college majors, since options are limited.

**Lack of mentors.** Another problem for this population is a much needed component in the clients’ career process; that is, the paucity of mentors to whom they can
relate (Moreman & Non Grata, 2011; Ortiz & Hinojosa, 2010). For example, Moreman and Non Grata (2011) mention how meaningful and motivated Latino/a students are to succeed, but they require Latino/a mentors to achieve this goal. People from the same ethnic background understand how important specific experiences are and the effect that these experiences have in their lives (Moreman & Non Grata, 2011). Ethnic matching can be a great platform to establish a relationship between mentor and mentee (Karunanayake & Nauta, 2004). The lack of mentors in general can make the search for mentors from the same ethnic background a difficult process, especially in certain field areas (Ortiz & Hinojosa, 2010). This process may be especially difficult for undocumented AB 540 students as even mentors may have difficulty identifying that aspect of their background or they may be fearful about disclosing their undocumented status. The relationship with a mentor/professional can lead to a better opportunity to obtain an internship, (Lewis & Sabedra, 2001) than students that do not have the guidance of a mentor.

**Restricted internship access.** According to Ortiz and Hinojosa (2010), unpaid internships generally do not require applicants to present any legal documentation. In this regard, undocumented AB 540 students have the same opportunity as documented students (Ortiz & Hinojosa, 2010). Unfortunately, this does not apply to every internship opportunity (Ortiz & Hinojosa, 2010; Perez, 2009). Certain internships, such as internships located in public schools, government agencies, and defense contractors, are stricter and might demand proof of legal documentation, making internships impossible for undocumented students to apply (Ortiz & Hinojosa, 2010). This barrier may make certain careers impossible for undocumented students to pursue because they require
students to have practical experience first, such as that acquired through an internship (Ortiz & Hinojosa, 2010). Limited internships availability affects undocumented AB 540 students’ decisions in college major and self-growth, as internships have been shown to be important experiences. Gross (2004) researched specifically Latino/a students and found that internship experiences help develop a career identity, self-confidence, and career efficacy. Internships will prepare students to acquire and develop the necessary skills to work (Callanan & Benzing, 2004; Cook, Parker, & Pettijohn, 2004; Gross, 2004; Lewis & Sabedra, 2001; Ortiz & Hinojosa, 2010), but undocumented AB 540 students cannot put these skills into practice in a work setting.

**Legally working post-graduation.** Moreman and Non Grata (2011) also postulate a conundrum for this population. That is, these students often have the desire to have a higher education, but they need the motivation, self-efficacy, and a reason to spend money, time, and effort to continue with their education (Moreman & Non Grata, 2011). Since without the proper documentation they would not be able to legally work, their studies could be for naught when the time to work after college arrives (Moreman & Non Grata, 2011). Undocumented AB 540 students encounter barriers that challenge the goal of benefiting the student and even make it impossible to benefit the state and country, because of undocumented AB 540 students’ inability to practice their career after graduation (Day, 2007). This results in a loss of the utilization of talented professionals (Ortiz & Hinojosa, 2010). “Most end up either returning to work in their countries of origin or working at low-wage jobs that prevent them from contributing their full talents to improve society” (Ortiz & Hinojosa, 2010, p. 60). Undocumented AB 540
students need emotional support when having to make these important decisions about pursuing college or going back to their countries or other options.

**Emotional support.** If students’ support systems, including mentors and career counselors, are unable to motivate undocumented AB 540 mentees by connecting with them and encouraging them to continue with their education, AB 540 students might lose interest in their studies. A loss of interest can result in college dropout, (Moreman & Non Grata, 2011) stopout, or withdrawal (Seidman, 2005). The consequence of undocumented college students dropping out is that the U.S. loses a considerable source of educated citizens (Ortiz & Hinojosa, 2010), who could contribute to the world-of-work and the economic growth of the country. Morman and Non Grata (2011) provide examples of how a master’s student dropped out of college, because she could not see herself in college anymore. In this story, the mentor asked himself what he is going to say that could motivate the student to come back to school when they both know that she is not going to be able to work post-graduation. Having the emotional support necessary from professionals can help the undocumented AB 540 students make career decisions that would affect their lives and that of their families.

**Approaches to the problem.** Undocumented AB 540 students are in need of emotional support that could help with career decision-making. Karunanayake and Nauta (2004) discuss that mentors are very important in students’ lives. Mentors from any ethnic background will work as students’ support system. Yet, research shows that when students have a choice, they prefer to choose someone from their own ethnic background (Karunanayake & Nauta, 2004). This supports the idea of Moreman and Non Grata (2011) of providing mentors to undocumented AB 540 students from their same ethnic
background that will be able to understand the students’ needs and make them feel more comfortable.

One of the approaches Students Informing Now (2007) implemented to help AB 540 students feel comfortable asking questions was to create a program that focuses on their needs and to provide information in a safe environment for AB 540 students. This creates an environment where they can also talk to other AB 540 students and people that want and are willing to help this population. “The use of ‘safe zones,’ similar to those offered to lesbian, gay, bisexual, and transgender [LGBT] students, may be a positive strategy to help undocumented students find appropriate and welcoming mentors” (Ortiz & Hinojosa, 2010, p. 57). The program is located in a college setting that could benefit and be more convenient for AB 540 students to utilize its services. Programs like Students Informing Now cannot always be created for many different reason, such as people not wanting to contribute to this specific needs of this population.

An alternative approach that college faculty and staff can implement when no programs are available for undocumented AB 540 students is to volunteer their time independently. College faculty and staff can extend beyond their duties to find ways to reach out and help undocumented students (Ortiz & Hinojosa, 2010). College faculty and staff can also provide and/or attend trainings in how to work with undocumented students (Ortiz & Hinojosa, 2010; Perez, Cortes, Ramos, & Coronado, 2010). The point is to provide and/or attend trainings to gain multicultural competence (Ortiz & Hinojosa, 2010). Trainings will prepare and differentiate faculty and staff members from those who do not know how to help undocumented AB 540 students.
Differences in approaches to serving AB 540 students. Although, some literature found that mentors and mentees from the same ethnic background can build a stronger and helpful relationship (Karunanayake & Nauta, 2004; Moreman & Non Grata, 2011), Ortiz and Hinojosa (2010) mention that clients cannot assume that because potential mentors and role models are from their same ethnicity that role models and mentors will feel empathy towards them and their situation. “They may find that some support more restrictive immigration policies” (Ortiz & Hinojosa, 2010, p. 57). To prevent disappointment from happening, it might be a good idea to build a safe support system that targets undocumented students, such as the existing support for lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. This is not the only difference in approaches from the literature.

Sponsorship is a topic where researchers disagree. Ortiz and Hinojosa (2010), mention in their article that undocumented students do have the opportunity to be hired if an employer sponsors them. Fields (2005) disagrees with this statement. Fields states that companies have the power to sponsor foreign workers, but these do not include undocumented students living in the United States. According to Fields, undocumented students are exempt from being sponsored by companies/employers, because they broke the law by living in the United States without the proper documentation.

Omission of important issues from the literature. Moreman and Non Grata (2011) touched upon the problem that mentors or professionals need to provide reasons to motivate and encourage undocumented students to continue with their education. A challenge to motivating undocumented students is that though they can get a college degree, they often cannot practice their careers post-graduation or legally find a job. The
mentor in Moreman and Non Grata (2011) explicated, “I have to think of other options, other reasons why finishing her degree will be worth the time, effort, and nonfinancial-aid-supported money” (p. 316).

Though Moreman and Grata (2011) expose this problem, the authors do not provide a possible solutions or thought process involved in encouraging AB 540 students to stay in college. Professionals are encouraged to learn to address this concern by researching these issues. A suggested reading might be, “Legitimacy, Social Identity, and the Mobilization of Law: The Effects of Assembly Bill 540 on Undocumented Students in California” by Abrego (2008), where he cites the reasons why undocumented AB 540 students are attending college. Professionals can motivate undocumented AB 540 students by reminding them of the reasons why they decided to attend college.

Another omission in the literature is the scant research on the reasons why undocumented students drop out of college. Ortiz and Hinojosa (2010) briefly examined this topic finding that students were ashamed that they could not utilize their degrees, because of their current legal situation. Future research could address undocumented AB 540 students’ reasons for dropping out of college and provide more information on how to prevent this loss.

**Summary of important issues from the literature.** The passage of AB 540 provided more opportunities for qualified undocumented students, but the cost of attending any California State University or University of California continues to be insurmountable, especially for socioeconomically disadvantaged students (Abrego, 2008). The college major selection itself can be a problem, even when students know what career they desire to pursue. For example, a student who wants to be a teacher, she
cannot fulfill this dream because of her inability to complete fieldwork hours and to submit proof of residency or citizenship (Ortiz & Hinojosa, 2010). This obligates her to change to a major that is similar to teaching and that requires qualifications that she can meet (Ortiz & Hinojosa, 2010).

Characteristics/Issues of the Focus Group That Need to Be Addressed

Undocumented AB 540 students are often racial and ethnic minorities, immigrants, culturally diverse, and undocumented; these populations need the support from college experts that have experience with these population and that can provide them with appropriate information and services (Ellis & Chen, 2013; Gloria & Hird, 1999; Mau, 2004; Ortiz & Hinojosa, 2010; Perez, 2010; Perez et al., 2010; Students Informing Now, 2007; Tang, 2002; Teranishi, Suarez-Orozco, & Suarez-Orozco, 2011). Undocumented youth or students’ conditions and problems are “arguably even more contradictory” when comparing them with adults or older adults who are undocumented immigrants (Abrego, 2008, p. 714). According to Abrego (2006), the reason behind this statement is that many undocumented students arrive in the United States when they are young. They are immersed in both cultures, their families and American culture, but some of them do not see the difference between them and their documented friends (Ellis & Chen, 2013). Undocumented AB 540 students realize the difference between them and their documented friends, when their friends can pursue college majors that they cannot.

Although, undocumented AB 540 students have the opportunity to study and pay in-state tuition, making education more affordable and possible (Abrego, 2008), they still have restrictions when applying to, getting in and completing specific college major programs (Ortiz & Hinojosa, 2010). Career counselors and undocumented AB 540
students do not have the freedom to choose or assist AB 540 students in choosing a major based on the students’ skills, values, and disposition (Ortiz & Hinojosa, 2010). According to Ortiz and Hinojosa (2010) undocumented AB 540 students would not benefit from typical career exploration process, because “these general career development concepts may not be compatible with students who do not have the freedom to choose and achieve career goals because all elements of the career exploration process are influenced daily by their illegal residency status” (p. 55). This limits the choices of AB 540 students and the career tools that career counselors can use to aid this population.

Moreman and Non Grata (2011) found that Latino/a faculty and staff in a university setting agreed that Latino/a students do not have the same opportunity as other students with different legal status; that is, the educational system often works against them. The limited internship opportunities for undocumented AB 540 students affects their career development and the opportunity of employment sponsorship. Internships are outlets to expand their network with professionals in the field (Ortiz & Hinojosa, 2010). Internships could be a path for sponsorship from the employers, and an option to legally work in the United States (Ortiz & Hinojosa, 2010).

**AB 540 Students’ Life Experiences Affecting the Career Process**

The passing of Assembly Bill 540 provided undocumented AB 540 students a legal space in school that they can claim without being afraid (Abrego, 2008). “Although their presence in this country is outside of the law, their actions redeem them because ‘there is nothing wrong’ with their day-to-day behavior and their outstanding efforts to improve their lives through education” (Abrego, 2008, p. 722). Assembly Bill 540
positively changed undocumented students’ identities and deserves to be recognized by college personnel.

Although, undocumented AB 540 students have this legal space in the education system, there does still exist stigma on talking to and helping this population. This stigma can result in career counseling and college personnel professionals not fully communicating with AB 540 students. To better serve this population, college and university staff and faculty need to be aware of undocumented AB 540 needs and challenges, and not to be afraid to talk with AB 540 students about their needs (Students Informing Now, 2007). For instance, if the student is attending a community college, the career counselor needs to be aware that for many of these students the socioeconomic aspect and the limited availability of scholarships impact their career options (Abrego, 2008). Career counselors also need to be aware of undocumented students’ limited internship opportunities.

The problem of having limited access to internships, including internships in public and government services settings affect students in their development as students and future professionals. Practical experience helps job applicants in the job application process as they have gained information that helped them make decision about careers, at the same time these experiences prepare them for their future job performance (Ortiz & Hinojosa, 2010). Internships and related program experiences can also serve as a tool for students to mature into a clearer sense of self-identity making the process of setting career goals easier (Callahan & Benzing, 2004).

Self-efficacy and self-esteem are important for everyone, including undocumented AB 540 students. Self-efficacy “involves an individual’s confidence in
his or her ability to negotiate the challenges inherent in the larger social world” (Gross, 2004, p. 66). Self-esteem is about maintaining and/or regaining pride and a positive view of one’s persona (Sparrow, 2005). Moreman and Non Grata (2011) provide clear examples of how people can recognize problems with self-efficacy and self-esteem. They talk about how there is a barrier separating documented from undocumented people. These barriers can be observed in day-to-day life. Barriers include political, psychological, and social ramifications impacting undocumented persons. For instance, undocumented persons must keep calm, trying to ignore social inequities, as they cannot express their concerns due to the risk of deportation (Moreman & Non Grata, 2011). The need to behave in this way may lower their self-worth affecting their global self-esteem and their career self-efficacy.

**Relevant Groups/Institutions Providing Services for the Focus Group**

Students Informing Now (S.I.N.) is a program designed to help AB 540 students. Their mission is to “aspire to develop a safe environment and network where students don't have to be afraid to ask questions about their educational circumstances… we aim to empower and inform, consequently bringing voice to those that are unjustly silenced… everything done without shame…! vergüenzal” (Students Informing Now, 2007, p. 73). S.I.N.’s theoretical framework is Critical Race Theory and LatCrit. S.I.N. provides a safe space where AB 540 students can self-identify, share, learn, and voice their realities and experiences through testimonios (testimonies) and counter-storytelling (Students Informing Now, 2007). “Testimonio is a the expression not of a single autonomous account but of a collectively experienced reality… it moves beyond narrative, biography
or oral history because it is born out of the speaker’s (and not the researcher’s) political agenda aimed at resisting oppression” (Brabeck, 2003, p. 253).

Critical Race Theory according to Matsuda (1991) is the work of Students of Color towards eliminating racism and other forms of subordination. Career Development for Undocumented AB 540 Students Pursuing a Higher Education program also uses Critical Race Theory, but does not use LatCrit, because LatCrit is a specific type of Critical Race Theory, only for Latinos/as. The reason LatCrit is not part of this program theoretical framework is because it serves all undocumented AB 540 students, including Latinos/as and Asians. The program uses Critical Race Theory to empower and give a voice to AB 540 students. This program provides students with a safe place where they can network with other AB 540 students.

Research has shown that undocumented AB 540 students have special needs, such as having limited major options (Ortiz & Hinojosa, 2010). Thus, undocumented AB 540 students need the services of career counselors that can understand their situation and options. S.I.N. does not provide career counselors to students, but Career Development for Undocumented AB 540 Students Pursuing a Higher Education program does provide students with three qualified career counselors, recognizing the importance and the difference that makes in students’ career decision-making.

**Specific Career Issues or Problems the Program is Designed to Affect**

One of the purposes for the program is to publicize the program while informing AB 540 students about the Bill and their opportunities. Similar to Students Informing Now (S.I.N.) program, one of the focuses of Career Development for Undocumented AB 540 Students Pursuing a Higher Education program is assisting AB 540 students by
providing a workshop focusing on the Assembly Bill 540, its benefits, and challenges AB 540 students face. This program also offers career counselors that help with the mentioned issues and that specialize in working with minorities in the United States.

Racial and Ethnic Minority families such as Asians and Latinos/as are family oriented and often depend on their families to make career decisions (Tang, 2002). For instance, some Asian Americans students choose college majors, because of family pressure (Tang, 2002). College majors that their families believe have more value than others, such as those in the science and technology field (Tang, 2002). Sharf (2006) also talks how nontraditional role models, such as teachers are important for minority groups, and this is what the program intends to do. “Although a handful of faculty and staff members were very helpful, the university had no systems in place to assist AB 540 students in the process of enrolling and completing their studies” (Student Information Now, 2007, p. 78). Clearly, more needs to be done to address the needs of AB 540 students. The Career Development for Undocumented AB 540 Students Pursuing a Higher Education program assists and guides undocumented AB 540 students in a systematic way as part of the college institution.

Career counseling, help, and guidance for undocumented AB 540 students, needs to be molded to the students’ needs and barriers. As part of a longitudinal study, Abrego (2008) interviewed undocumented students prior to the passing of AB 540. From the interviews, participants reported experiencing shame around their citizenship status. Some students unfortunately preferred to dropout of college before revealing their undocumented status when asking for help. Undocumented students reported feeling better about their legal status after the passage of AB 540 (Abrego, 2008). This program
serves as a prevention program providing opportunities to undocumented AB 540 students with the aims of reducing college attrition. As an attempt to reduce college dropout, this program will partner undocumented AB 540 students with mentors based on students’ needs and race.

Not having mentors who can empathize and support undocumented AB 540 students in pursuing their education can also result in students dropping out of college. Students need motivation from mentors, because they need to understand why they would invest in their education when they are unable to legally practice their careers (Moreman & Non Grata, 2011). This program will provide mentors to its members based on their needs and race, so students can better connect with mentors and start to build their support system. Students will practice how to network through their mentor experience. Networking is important to undocumented students to practice because it might be their only opportunity to acquire internships and sponsorship from employers (Ortiz & Hinojosa, 2010).

Theoretical Approaches to Meet the Career Development Issues

The theoretical approaches used in this project are as follows: Super’s Life-Span, Life-Space Theory (Super, 1990) and Critical Race Theory. Super’s Life-Span, Life-Space Theory acknowledges that human being goes through a series of stages and roles in a life career (Hartung, Vandiver, Leong, Pope, Niles, & Farrow, 1998). According to Hartung and colleagues (1998), this theory also contains “great promise for multicultural career theory and practice,” (p. 277) because of the importance of work roles and values.

In a qualitative study, Coco an undocumented college student, born in South Korea describes her life experience: “Most of my friends were born here in the U.S. And
I don’t see any differences between them being born here, opposed to my other friends born in other countries. Our interactions aren’t different . . . our interests are usually the same because we watch the same things on TV, the media affects us the same, we listen to the same news” (Ellis & Chen, 2013, p. 257). This exemplifies how similar to their documented peers undocumented students may feel. Furthermore, since they often came to US at an early age they may identify more with the U.S.; therefore, a theory for traditional college students can be appropriate for this population with some adjustments.

Bullington and Arbona (2001) conducted interviews based on Super’s stages, to observe the relationship between students’ career tasks and their ethnicities. In the second analysis of the interviews Racial and Ethnic Minority group members were not only dealing with career development stages that were according to their age, but also with issues unique to their ethnicities (Bullington & Arbona, 2001). They found that family was a big influence when encouraging Racial and Ethnic Minority group members to earn a higher education (Bullington & Arbona, 2001). When looking at their stage level according to Super’s stages, Racial and Ethnic Minority group members “were to some extent engaged in the vocational tasks that mark the exploratory stage of career development” (Bullington & Arbona, 2001, p. 150), according to their age. These study demonstrate the appropriateness of Super’s Life-Span, Life-Space Theory with diverse cultural students. Atkinson et al. (1993) explain that not all minority members experience all the range of these stages in their lifetime. However, Super’s Life-Span, Life-Space Theory can be effectively used by career counselors that are aware of the challenges or differences that minority group members may present (Sharf, 2006).
Critical Race Theory is used by an existing group called Students Informing Now. This group was created to help underrepresented students, especially AB 540 students with education questions and concerns students might have. One of the most important aspect of this theory is the use of testimonies and counter-storytelling to share experiences from the Students of Colors’ point of view (Solorzano & Bernal, 2001; Students Informing Now, 2007). “Testimonio offers new potential for the marginalized voice to speak on its own behalf and for those in the dominant group to understand that voice because of its unique characteristics” (Brabeck, 2003, p. 253).

Students want their voices to be heard, for example, Victoria an undocumented student participated in a qualitative study exploring undocumented students’ identity process. Victoria wrote, “I decided to take part in this study because it is extremely important for my voice to be heard. It is important that people know how this can affect someone mentally and emotionally, but yet that someone is willing to risk everything to obtain their dream” (Ellis & Chen, 2013, p. 259). Stories such as Victoria’s provide a forum for college and university faculty and staff to understand AB 540 students’ concerns. Students Informing Now (2007) learned that a lot of the faculty and staff did not know about AB 540 students or how to help them. This lack of knowledge by university professionals presents a struggle for AB 540 students as they are trying to earn a higher education (Students Informing Now, 2007).

Another struggled for AB 540 students is to share their legal status and experiences with other people (Students Informing Now, 2007). The advantage of Career Development for Undocumented AB 540 Students Pursuing a Higher Education program is that, it provides a safe place where they can share this information with other group
members that have their same legal status and have been through the same or similar experiences. Ellis and Chen (2013) showed how some students carry and believe in the stigma that accompanies their legal status, affecting their self-esteem. The program’s environment together with the practice of Critical Race Theory helps students with possible isolation, self-esteem issues, stigma towards AB 540 students, and stereotypes (Students Informing Now, 2007).

**Explanation of Suitable Theoretical Approaches**

Suggestions for implementing Super’s Life-Span, Life-Space Theory with Racial and Ethnic Minority students includes the exploration stage. In the exploration stage, career counselors and students explore the students’ abilities, interests, values, attitudes and perspective towards themselves and others (Sharf, 2006; Super & Hall, 1978). This exploration helps career counselors to decide what career suggestions they can give to minority group members without jeopardizing their cultural values (Tang, 2002). The career counselor needs to explore the Racial and Ethnic Minority group members’ values from different cultures and the role family members play in the students’ decision-making process (Tang, 2002).

Undocumented AB 540 students might experience the “typical barriers related to racism, prejudice, or discrimination, plus the ones unique to their illegal employment status” (Ortiz & Hinojosa, 2010, p. 60). In a group setting, such as the one created for this program and for Student Informing Now program, Critical Race Theory helps students unburden their feelings through testimonies. AB 540 students do this in a safe environment setting where they can be understood by other people, including AB 540 students (Students Informing Now, 2007). Critical Race Theory also provides AB 540
students an opportunity to inform people that do not know about them, and show them who they are as people and students (Students Informing, Now, 2007).

**Specific Career Interventions to Meet the Needs of the Focus Group**

The first step that Career Development for Undocumented AB 540 Students Pursuing a Higher Education offers to undocumented AB 540 students is an AB 540 workshop to inform them about the different Assembly Bills they qualify for and their benefits. The program provides a VISTa Life/Career Cards workshop to start their career exploration with an appropriate career assessment that will be further discuss in chapter three. The program also offers one-one-one appointments with career counselors to build a trusting relationship where career counselors can learn the undocumented AB 540 students’ interests, traits, values, and skills through the VISTa Life/Career Cards results and communication with students. This private meeting will help career counselors’ focus on the undocumented AB 540 students’ specific needs and advance in the career exploration at the students’ pace. The use of mentors will match the undocumented AB 540 students’ racial and when possible ethnic background will guide them through their challenges and emotionally support them through the process.

**Transition to Chapter Three**

The program Career Development for Undocumented AB 540 Students Pursuing a Higher Education is designed to assist undocumented AB 540 students through college. Chapter three explains the logic and reason behind its content, structure, and sequencing. It also covers how career counselors and mentors help with students’ career exploration, choosing a major, and internship and network experiences skills. It explains the materials, theoretical framework, and career assessments used and the supported material.
This chapter reviews Super’s Life-Span, Life-Space Theory and Critical Race Theory as the program’s theoretical framework. This is followed by Chapter four where a thorough explanation is given with details of each workshop and session.
Chapter 3

Procedure

Logic of the Program

Career Development for Undocumented AB 540 Students Pursuing a Higher Education is a program designed to aid undocumented students that qualify as AB 540 students to succeed in college. According to Students Informing Now (2007), AB 540 students are one of the marginalized populations that need support in thinking about a higher education. In an attempt to aid undocumented AB 540 students through the college experience, the program provides the following services: orientation, workshops, career counseling, and mentoring sessions.

The first step to be a member of the program is to attend a mandatory one-hour orientation that explains the program and importance of the services offered to undocumented AB 540 students. For example, all the services (orientation, workshops, career counseling, and mentoring sessions) of the program focus on providing a safe environment for undocumented AB 540 students. A safe zone is what this population needs in order to safely express themselves, share their experiences, believe the provided information, become better students and professionals, and network (Huber & Malagon, 2007; Gross, 2004; Ortiz & Hinojosa, 2010; Students Informing Now, 2007; Teranishi et al., 2011). Besides explaining the program to prospective members, the orientation also serves to screen for undocumented AB 540 students only. This ensures the privacy of AB 540 students.

Orientation, workshops, career counseling, and mentoring are also part of this program because they offer opportunities to undocumented AB 540 students to start
practicing networking (Students Informing Now, 2007). Undocumented AB 540 students can gain experience in their major by using their networking skills, and they might have the opportunity to receive sponsorship by employers, thus being able to practice their careers and change their immigration status (Ortiz & Hinojosa, 2010).

After undocumented AB 540 students have noted the qualifications for participating in the program and have decided if they want to become a member, the program offers the first workshop. Just as the first workshop that the group Students Informing Now created, this one-hour workshop teaches students about the benefits and opportunities they have as AB 540 students. Undocumented AB 540 students are misinformed about their status or do not know that they have that option or that they qualify as an AB 540 student (Students Informing Now, 2007). This is the first workshop because the program is designed so that undocumented AB 540 students have a clear understanding of their status before receiving career counseling or mentoring sessions.

Then, the program focuses on career exploration and provides a workshop about the VISTa Life/Career Cards (Severson, 2006a). The reason why it is provided in a group setting is because one of the goals of the program is for students to start practicing their networking skills. According to Ortiz and Hinojosa (2010) part of the career development for college students is to learn about their skills, interests, and abilities, but typical and traditional career process may not apply to undocumented students. The VISTa Life/Career Cards help clients explore their traits, skills, interests, and values, in a flexible way (Severson, 2006a). This assessment is linked to the website O*NET which provides descriptions for different occupations, including skills needed, and alternative occupations. Using O*NET will be encouraged for students to do as homework before
they start their next career counseling session. Homework/research is a preparation that career counselors and professionals need to encourage students to do (Ortiz & Hinojosa, 2010).

This program is staffed with three career counselors to help with the career development process and monitor their growth as students and professionals. These career counselors either have a master’s degree in career counseling or they have related counseling degrees with a certificate or training in career counseling. Career counselors also have experience working with undocumented AB 540 students and are knowledgeable in their unique needs and challenges. For instance, undocumented AB 540 students do receive some benefits for qualifying as AB 540 students, but unfortunately once they traverse some of the higher education challenges, they still face limited college major options (Ortiz & Hinojosa, 2010).

These career counselors work with undocumented AB 540 students’ VISTa Life/Career Cads results and help them gather research to decide on a college major and learn more about the world-of-work. Undocumented AB 540 students need professionals, such as counselors, to help them understand the importance of an education even when they are investing time, money, and effort in a career that they might not be able to practice post-graduation (Moreman & Non Grata, 2011) and to believe in their abilities to earn a higher education (Perez, 2009).

Taking into consideration that the traditional career counseling process might not be appropriate for undocumented students (Ortiz & Hinojosa, 2010), this program is partially based in the suggestions of Lewis and Sabedra (2001) of alternatives to successfully career counsel students. Lewis and Sabedra (2001) recommend career
counselors include the following in their work with clients: encourage clients to participate in mentor or career contact programs; have them conduct web searches, field research, and informational interviews; join professional associations; and attend professional conferences.

Undocumented AB 540 students will also have access to mentors through this program. Mentors are important support systems for immigrant/undocumented students’ career development (Ortiz & Hinojosa, 2010; Teranishi et al., 2011), as well as minorities, such as Asian American and Latino/a students (Huber & Malagon, 2007). To better serve undocumented AB 540 students, career counselors match students with mentors according to students’ needs, race, and ethnicity (Karunanayake & Nauta, 2004; Moreman & Non Grata, 2011). Besides understanding the students’ racial background, mentors have experience working with undocumented AB 540 students. Mentors and mentees will work in a group setting with the purpose for mentees to feel support from other group members, at the same time that they will be networking.

The program also provides a computer lab that members can use during office hours and lap top loans to assist AB 540 students. Since, these students/members may have financial difficulties because of their citizenship status (Students Informing Now, 2007), such technology support is provided in their program.

**Further Explanation Regarding the Theoretical Approaches**

This program combines two different theories to better help undocumented AB 540 students. As Racial and Ethnic Minority students, Super’s Life-Span, Life-Space Theory can be utilized if career counselors adjust the theory with the realization that these students may not be in the same life stage as traditional students (Atkinson, Morten, &
Sue, 1993; Sharf, 2006). Also, some literature supports the idea that undocumented AB 540 students came to the United States early in their lives, where they were raised as documented students (Abrego, 2006; Moreman & Non Grata, 2011). These experiences had made some undocumented students feel they are no different from their documented classmates and friends by adapting the American culture to their lives (Ellis & Chen, 2013).

A second theory, Critical Race Theory helps minority students self-advocate. Career Development for Undocumented AB 540 Students Pursuing a Higher Education program guided their framework based on S.I.N., the program that already is in existence to help AB 540 students. S.I.N. has Critical Race Theory (CRT) as one of its guiding theories. CRT focuses on defending and helping Students of Color with the racism that they might experience (Solorzano & Bernal, 2001). Therefore, this theory is essential to an intervention with this population. Another aspect of CRT that is helpful with this population is the implementation of testimonies (Solorzano & Bernal, 2001; Students Informing Now, 2007). These testimonies are what this population needs in order to enhance their courage about who they are and to fulfill their dreams.

**A List of Any Support Materials Necessary to Implement This Program**

- Computer
- Laptop
- Video projector
- Projector screen
- Flash drive
- White board
- Dry erase markers
- Dry erase eraser
- Tables
- Chairs
- Desk
- Paper
- Pens and pencils
- Color pencils
- Cabinet files
- Folders
- Evaluation forms collection box
- O*NET
- Program Application (Form 1; Appendix A) to interested participants
- Inform Consent Form (Form 2; Appendix B)
- My Vocational Situation (Form 3; Appendix C; Holland, Daiger, & Power, 1980a)
- Workshop/Orientation Evaluation (Form 4; Appendix D)
- AB 540 Student Information Overview handout (Form 5; Appendix E)
- VISTa Career/Life Cards package (Form 6; Appendix F; Severson, 2006a)
- VISTa Career/Life Cards Activity (Form 7; Appendix G; Severson, 2006a)
- Intake Questionnaire (Form 8; Appendix H)
- Life-Career Rainbow (Form 9; Appendix I; Super, 1990)
- Life-Career Rainbow Activity (Form 10; Appendix J; Super, 1990)
• Informational Interview Handout (Form 11; Appendix K)
• Informational Interview Question/Answer (Form 12; Appendix L)
• Career Counseling Evaluation (Form 13; Appendix M)
• Mentor Log (Form 14; Appendix N)
• Exploring Obstacles (Form 15; Appendix O)
• Road Map Activity (Form 16; Appendix P)
• Establishing Goals and Objectives (Form 17; Appendix Q)
• Mentoring Evaluation (Form 18; Appendix R)

Description/Explanation of Assessment Instrument Used In This Project

It has been discussed in this project that some authors do not agree with the typical career counseling process for undocumented students (Ortiz & Hinojosa, 2010).

The career assessment and self-assessment process assumes two key elements that are not compatible with the lives of undocumented students. First, the career counseling process often suggests choice without constraint and emphasizes making individual career plans. Second, career assessments do not necessarily take into account students' values related to ethnicity or familial commitments (Ortiz & Hinojosa, 2010, p. 55).

The Career Development for Undocumented AB 540 Students Pursuing a Higher Education program implements three career tools that require an open discussion and exploration between career counselor and client. These career assessments are as follows: (a) Life-Career Rainbow by Super (1990), (b) VISTa Life/Career Cards by Severson (2006), and (c) My Vocational Situation by Holland, Daiger, & Power (1980a).

**Super’s Life-Career Rainbow.** This career assessments include aspects that need to be taken in consideration when working with undocumented AB 540 students. “The Life-Career Rainbow does some of this synthesizing work by bringing the life span
and the life space into one model (maturing and playing a changing diversity of roles) and by noting the biological, psychological, and socioeconomic determinants of career development” (Super, 1990, p. 199). The Life-Career Rainbow is composed of six arcs, child, student, leisurite, citizen, worker, and homemaker. Undocumented AB 540 students fill in the arcs of the rainbow deciding on how much time they want to invest at each life-career roles, bringing into consciousness how they want their future to look and the steps necessary to be there (Super, 1990).

A study focusing on Latino/a immigrant students found that these students had obligations at home that might not be typical of a member from the dominant group (Teranishi et al., 2011). Obligations such as caring for siblings, translating for parents, and running errands might change the Latino/a immigrant students’ perspective of the different life roles, and how much they want or have to be involved (Teranishi et al., 2011). This is an example of how the career counselor can process each role together with the undocumented AB 540 student and have a discussion of their roles, strengths, and barriers. Further, how they can utilize their strengths and overcome barriers or choose alternatives that will take them as close as possible to their goals (Ortiz & Hinojosa, 2010).

This informal career assessment helps career counselor and student see how much students value work, which is one of the ways Super describes people as differing (Super, 1990). Students will complete the rainbow and eventually decide on a career by knowing their preferences will help students identify their interests and how much they want a career and the careers’ responsibilities (Ortiz & Hinojosa, 2010). Such planning helps students think and plan for special circumstances in their lives (Super, 1990). Taking all
these aspects into consideration students learn how to healthily balance their different life roles (Super, 1990). This understanding, as a whole, guides students in the selection of a college major. The Life-Career Rainbow is an informal qualitative assessment, therefore, research does not show its validity and reliability. Yet, it has high face validity, because the Life-Career Rainbow started as an activity that was part of the Super’s Life-Span, Life-Space Theory and then became an important career assessment, (Super, 1990) helping career counselors and clients with the career exploration.

**VISTa Life/Career Cards.** VISTa Life/Career Cards explores four different aspects of undocumented AB 540 students’ lives. It identifies their traits, skills, interests, and values (Severson, 2006a). The clients discover or confirm their personality expressions, talents, passion, and motivators (Severson, 2006a). Severson (2006a) describes the experience of VISTa Life/Career Cards as more than a cookie-cutter answer. VISTa Life/Career Cards give clients the power in their hands to discover their personal and professional potential (Severson, 2006a). Discovering further and confirming who they really are is a much-needed help for members of minority groups.

Stereotypes might play a role in minority group member students’ lives that they would like to avoid (Ellis & Chen, 2013). Minority group member students sometimes are challenged to differentiate between who they are and stereotypes created by society (Ellis & Chen, 2013). “Cindy reported, ‘I have to wonder if I’m using the immigration status to define myself’” (Ellis & Chen, 2013, p. 258). VISTa Life/Career Cards is flexible for the career counselor and client to freely explore their traits, skills, interests, and values (Severson, 2006a), even when they have had limited professional experiences. The VISTa Life/Career Cards is a flexible informal assessment that requires one-on-one
work between counselor and client. Since it is an informal qualitative assessment card sort it does not contain validity and reliability. The instrument is supported as having a high face validity by professionals and clients’ testimonies that agree with the measuring of traits, skills, interests, and values, and the help that Vista Life/Career Cards provide to assist their career decision-making.

**My Vocational Situation (MVS).** This assessment determines where students are in their career process and help career counselors determine what students need (Holland, Daiger, & Power, 1980b). It contains one scale for vocational identity (VI) and the other two parts are a check list to help the career counselor better understand the students’ needs (Holland et al., 1980b). It is a short and flexible assessment used to determine how much undocumented AB 540 students need of the career exploration at the beginning of career counseling and how much they know at the career counseling termination session. A formal assessment, it reflects high reliability and low validity. Yet, according to reviewers MVS has a low face validity as a diagnostic tool, but has a high face validity in assessing vocational identity.

The manual presents reliability, validity, and normative data for 824 persons... KR 20s for the VI scale ranged from .86 to .89. Not unexpectedly, the 0I and B measures had low internal consistency. The validity evidence for the MVS is not strong… Correlations between ratings done on 245 normative subjects of the extent to which they were well-organized, at loose ends, self-confident, tense and uncomfortable, and competent to handle life well, likewise followed the predicted pattern, especially for the VI scale (Holland et al., 1980, “My Vocational Situation, para. 5).

**Description of Procedures Necessary to Implement This Program**

In order for this program to occur, the program provides the necessary hand-outs and applications for orientation, workshops, career counseling, and mentoring. Undocumented AB 540 students will be screened during the orientation. Participants will
attend two workshop presentations after completion of the orientation. One presentation addresses undocumented AB 540 students and their benefits and the other presentation, students take the VISTa Life/Career Cards to start the career exploration process. Students will also have available to them career counseling sessions, mentoring sessions, a computer lab, and laptop loans.

**Transition to Chapter Four**

Career Development for Undocumented AB 540 Students Pursuing a Higher Education program will be presented in chapter four. This chapter presents the program, with general goals, and behavioral objectives for each orientation, workshop, career counseling session, and mentoring. It also includes details on the usage of career assessments and activities.
Chapter 4

The Program

Overarching Program, Goals, and Behavioral Objectives

The goals and behavioral objectives for the program are as follows:

1. Offer mandatory orientation to explain the services of the program to undocumented AB 540 students.
   - Describe mission and goals of the program.
   - Clarify undocumented AB 540 students’ barriers.
   - Explain what benefits they may receive from career counseling and mentoring services.

2. Implement workshop to inform about AB 540 students’ status.
   - Teach undocumented AB 540 students about the resources available to them.
   - Aid undocumented AB 540 students in using the resources.

3. Provide a mandatory workshop to administer and interpret VISTa Career/Life Cards.
   - Help undocumented AB 540 students’ understand their traits, skills, interests, and values, and how this relates to career choice.
   - Identify their Holland code.
   - Explain the Holland hexagon and code.

4. Create a safe place to build undocumented AB 540 students’ confidence.
   - Analyze their interests, values, skills, traits, culture, and challenges through the career counseling process.
• Share experiences with mentors from their same ethnicity when possible.

• Obtain guidance from mentors.

• Explain who they are from a specific point of view of their persona and as undocumented AB 540 students.
Orientation

**Topic:** Program Services Orientation

**Duration:** One-hour

**Format:** Group (up to 35 students)

**Handouts/Materials:**

- Laptop
- Video projector
- Projector screen
- Flash drive
- White board
- Dry erase markers
- Dry erase eraser
- Tables
- Chairs
- Pens and Pencils
- Evaluation forms collection box
- Program Application (Form 1; Appendix A) to interested participants
- Inform Consent Form (Form 2; Appendix B)
- My Vocational Situation (Form 3; Appendix C; Holland et al., 1980a)
- Workshop/Orientation Evaluation (Form 4; Appendix D)

**Goals:**

- Explain the mission of the program to students.
- Identify program goals to demonstrate what the program is design to do.
• Describe undocumented AB 540 students’ barriers that might change their career development process.

• Explain the career components targeting to their needs.

• Show the benefits of having mentors from the same ethnicity as mentees.

• Screen students for appropriateness of the program services.

• Evaluate and understand how much participants know about their vocational situation.

• Sign-up eligible students to be members of the program.

Objectives:

• Understand who qualifies to be an undocumented AB 540 student and the purpose of the program.

• Learn possible personal and academic barriers encountered in their path to a higher education.

• Understand the importance of having professional support to be able to overcome personal and academic challenges.

• Indicate the benefits of meeting with career counselors that specialize in the undocumented AB 540 student status.

• Learn the importance of having someone to guide undocumented AB 540 students through their education process.

• Understand the importance of strong informational interview and networking skills.

• Develop the knowledge that they can acquire such skills through career counseling.
Activities:

- Introduce presenter, the program, and the program’s mission.
- Explain the goals of the program and the program’s faculty and staff that help meet these goals.
- Explain the population that the program serves by describing the qualifications of undocumented AB 540 students.
- Discuss confidentiality and limits to confidentiality.
- Talk about the barriers that undocumented AB 540 students might encounter when pursuing higher education and how the program can help.
- Explain the career components targeting their needs.
- State the importance for undocumented AB 540 students to have career counselors and mentors that understand and specialize in their situation and concerns.
- Show how statistics demonstrate that mentees often have better benefits when they are matched with a same ethnicity mentor and how the program focuses on finding the best mentor fit for undocumented AB 540 students.
- Talk about how undocumented AB 540 students can build a support system between career counselors, mentors, and other undocumented AB 540 students.
- Check-out by exploring students’ thoughts about mentoring and career counseling.
- Answer questions asked by participants.
• Provide pens, pencils, the Program Application, and the Inform Consent form to qualified and interested students to complete, which can be turned in to the presenter or later to the program.

• Give My Vocational Situation form to complete to assess the level of undocumented AB 540 students’ vocational identity before attending the program services.

• Provide workshop/orientation evaluation form to participants to complete and place evaluations inside a box that the presenter collects.
Workshop 1

Topic: Undocumented AB 540 Student Status Benefits and Rights

Duration: One-hour

Format: Group (up to 35 students)

Handouts/Materials:

- Laptop
- Video projector
- Projector screen
- Flash drive
- White board
- Dry erase markers
- Dry erase eraser
- Tables
- Chairs
- Pens and Pencils
- Evaluation forms collection box
- AB 540 Student Information Overview handout (Form 5; Appendix E)
- Workshop/Orientation Evaluation (Form 4; Appendix D)

Goals:

- Inform undocumented students about who qualifies as an AB 540 student.
- Teach undocumented AB 540 students the steps to apply for the AB 540 exemption.
• Update undocumented AB 540 students about financial aid and scholarship opportunities.

• Explain the Deferred Action for Childhood Arrivals (DACA) to undocumented AB 540 students and who qualify for this deferred action.

• Communicate resources to obtain internships or participate in extracurricular activities as undocumented AB 540 students.

• Inform about available outside resources that can serve as support systems for undocumented AB 540 students.

• Build a safe environment and a relationship with new undocumented AB 540 program members.

Objectives:

• Share the information learned with other undocumented people and help them identify if they qualify to be an AB 540 student.

• Understand details about the California Dream Act application and other assembly bills passed to financially aid this population.

• Learn about possible ways to obtain better benefits and lower their anxiety level.

• Attain resources that can help them obtain the experience and knowledge about the world-of-work.

• Learn about outside resources that can guide them in the experience as graduate undocumented AB 540 students.

Activities:

• Introduce presenter.

• Provides the AB 540 Student Information Overview Handout.
• Discuss confidentiality and limits of confidentiality.

• Introduce what to expect from the workshops.

• Explain what AB 540 is, who is eligible and who is not eligible for this exemption.

• Explain how long a student is eligible to receive this exemption.

• Show how to apply to be an AB 540 student and the required documentation.

• Give tips for completing applications to the community college, California State Universities, and Universities of California as an AB 540 student.

• Describe Assembly Bill 130 (AB 130) that allows AB 540 students to apply for some scholarships.

• Provide some of the available websites for scholarships and other types of aids for AB 540 students.

• Explain Assembly Bill 131 (AB 131) and the California Dream Act application that aid AB 540 students pay for college education.

• Talk about Deferred Action for Childhood Arrivals (DACA) and explain the qualifications that need to be met.

• Provide additional resources that AB 540 students can utilize.

• Talk about the organization, Graduates Reaching a Dream Deferred (GRADD), which supports students that want to pursue a graduate education.

• Explain the Dream Resource Center (DRC) and the Dream is now organizations that provide AB 540 students with experiences and knowledge about the world-of-work.

• Reflect on experiences or difficulties that they have encountered.
• Explore how to overcome obstacles.

• Build a support system by having participants network with each other and with the presenters.

• Answer questions asked by participants.

• Provide pencils and pens for the workshop/orientation evaluation form.

• After, participants complete and place evaluations inside a box, which the presenter collects.
Workshop 2

**Topic:** VISTa Cards Career Assessment

**Duration:** Two-hours

**Format:** Group (up to 20 students)

**Handouts/Materials:**

- White board
- Dry erase markers
- Dry erase eraser
- Tables
- Chairs
- Pencils and Pens
- Evaluation forms collection box
- VISTa Career/Life Cards package (Form 6; Appendix F; Severson, 2006a)
- VISTa Career/Life Cards Activity (Form 7; Appendix G; Severson, 2006a)
- Workshop/Orientation Evaluation (Form 4; Appendix D)

**Goals:**

- Practice decision-making process with each undocumented AB 540 student.
- Discover students’ three letter Holland code.
- Complete assessment to have ready for career counseling session.
- Form group relationship between members.

**Objectives:**

- Develop awareness of the top ten most important traits, skills, interests, and values for each undocumented AB 540 student.
• Explore the agreement between the undocumented AB 540 students’ self-knowledge beliefs and their Holland code results.

• Build undocumented AB 540 students’ self-efficacy.

• Introduce and teach how to use the website O*NET by using the Holland code.

• Create a safe environment where undocumented AB 540 students feel comfortable to share self-knowledge and thoughts with other program members.

**Activities:**

• Introduce presenters.

• Provide one VISTa Career/Life Cards (Severson, 2006a) package and VISTa Career/Life Cards Activity (Severson, 2006a) per student.

• Explain what VISTa Career/Life Cards (Severson, 2006a) is and what is intended to do.

• Work together as a group to complete each category (traits, skills, interests, and values).

• Inform students about the meaning of each Holland code.

• Direct students to share with each other what they think about their Holland code.

• Explore students’ thoughts and feelings.

• Direct students to collect the top most important cards from each category and to divide them into at least four groups, in the best way they think they match the category.

• Discuss in groups of the meaning behind each group categories they formed.

• Introduce undocumented AB 540 students to the website O*NET and teach them how to use it by demonstrating how it works with different Holland codes.
• Ask undocumented AB 540 students to explore the website O*NET as homework and to have three favorite occupations to discuss in the career counseling sessions.

• Inform students that the exploration of this assessment and the career exploration will continue in their career counseling sessions.

• Answer questions asked by participants.

• Provide pencils, pens, and workshop/orientation evaluation forms for everyone.

• Ask the participants to complete and place evaluations inside a box that the presenter collects.
Career Counseling Session 1

**Topic:** Intake Form and VISTa Career/Life Cards

**Duration:** Two-hours

**Format:** Individual

**Handouts/Materials:**
- Computer
- Flash drive
- Desk
- Chairs
- Table
- Paper
- Pens and pencils
- Cabinet files
- Folders
- Intake Questionnaire (Form 8; Appendix H)
- VISTa Career/Life Cards package (Form 6; Appendix F; Severson, 2006a)
- VISTa Career/Life Cards Activity (Form 7; Appendix G; Severson, 2006a)
- Life-Career Rainbow (Form 9; Appendix I; Super, 1990)
- Life-Career Rainbow Activity (Form 10; Appendix J; Super, 1990)

**Goals:**
- Build a support system for this population.
- Complete intake form.
- Explore VISTa Career/Life Cards results.
• Evaluate self-efficacy of each undocumented AB 540 student by talking about their VISTa Career/Life Cards results.

• Identify who they are from a specific point of view of the students’ persona as an AB 540 student.

• Use online resources to obtain career information.

• Show different online resources that can be used to search for employment.

• Explain the Life-Career Rainbow tool.

• Assign homework that will help students in their career decision-making process.

• Assign mentor, if the student is interested.

• Check-out their level of satisfaction with the career counseling session.

**Objectives:**

• Explore students’ career situation.

• Learn how to set short and long-term career goals.

• Analyze students’ traits, skills, interests, values, culture, and challenges.

• Review and identify their Holland code and possible occupations with which they might be interested.

• Teach students how to complete the Life-Career Rainbow activity.

**Activities:**

• Review confidentiality and limits to confidentiality.

• Check-in on how the client is doing and to see if there are other possible issues that they would like to discuss.

• Complete intake to know where they are in the career exploration process and to set goals for what they hope to accomplish.
- Explore VISTa Career/Life Cards results and how the students’ career decision-making process is progressing.
- Talk about VISTa Career/Life Cards grouping and evaluate students’ self-efficacy.
- Discuss students’ traits, skills, interests, and values.
- Explore Holland code and the top three careers students chose.
- Use online resources to obtain career information.
- Talk with students about their understanding of what skills and education is required to obtain their chosen occupations.
- Provide and explain available online resources to search for employment.
- Assign students homework to utilize the online resources to search and learn about qualifications that employers are looking for in the three top occupations they found on O*NET.
- Provide and explain the Life-Career Rainbow tool and activity, and assign it as homework to be completed for the next session.
- Review the importance of having the support of a mentor.
- Assign mentor, if the student is interested.
- Check-out their level of satisfaction with the career counseling session.
Career Counseling Session 2

**Topic:** Exploration of Life-Career Rainbow and Occupations

**Duration:** Two-hours

**Format:** Individual

**Handouts/Materials:**

- Computer
- Flash drive
- Desk
- Chairs
- Table
- Paper
- Pens and pencils
- Cabinet files
- Folders
- Life-Career Rainbow (Form 9; Appendix I; Super, 1990)
- Life-Career Rainbow Activity (Form 10; Appendix J; Super, 1990)
- Informational Interview Handout (Form 11; Appendix K)
- Informational Interview Question/Answer (Form 12; Appendix L)

**Goals:**

- Build undocumented AB 540 students’ self-confidence in pursuing their goals.
- Demonstrate knowledge of skills and education necessary for students’ three top occupations.
- Modify career goals based on their current life situation.
• Learn to make career decisions.
• Assign homework that will help students in their career decision-making process.
• Check-out their level of satisfaction with the career counseling session.

Objectives:
• Provide a safe environment for undocumented AB 540 students.
• Learn how to balance work and leisure time to accomplish goals.
• Provide students with related occupational alternatives of their interest.
• Make career decisions based on analyzing their interests, values, skills, culture, and challenges.
• Teach students the informational interview process.

Activities:
• Check-in on how the client is doing and to check if there are other possible issues that they would like to discuss.
• Talk with students about their knowledge, skills and education necessary to obtain employment in their three top chosen occupations.
• Analyze gathered information to see if undocumented AB 540 students will be able to fulfill such requirements.
• Learn about the responsibilities that they have as students and employees.
• Analyze students’ Life-Career Rainbow results to have a better sense of their self-concept.
• Increase confidence about what career they want to pursue and actualize the potential to accomplish their goals.
• Explore alternatives to traditional and nontraditional occupations that might not be possible for this population to pursue.

• Provide informational interview handout and informational interview question/answer.

• Explain how the informational interview process works and how it is beneficial for their career.

• Assign students homework to obtain more information in the career that they would like to pursue by doing an informational interview.

• Check-out their level of satisfaction with the career counseling session.
Career Counseling Session 3

**Topic:** Exploration of Informational Interview, Internships, and Networking

**Duration:** Two-hours

**Format:** Individual

**Handouts/Materials:**

- Computer
- Flash drive
- Desk
- Chairs
- Table
- Paper
- Pens and pencils
- Cabinet files
- Folders
- Informational Interview Handout (Form 11; Appendix K)
- Informational Interview Question/Answer (Form 12; Appendix L)
- AB 540 Student Information Overview handout (Form 5; Appendix E)
- My Vocational Situation (Form 3; Appendix C; Holland et al., 1980a)
- Career Counseling Evaluation (Form 13; Appendix M)

**Goals:**

- Increase knowledge that they can accomplish their goals.
- Make a career decision or a possible career choice based on all the information gathered.
Objectives:

- Demonstrate importance of internships and networking.
- Analyze students’ vocational situation after career counseling.
- Check-out their level of satisfaction with the career counseling session.

Activities:

- Check-in on how the client is doing and to see if there are other possible issues that they would like to discuss.
- Discuss informational interview experience and information gathered.
- Talk about if the information gathered was how the student imagined the occupation to be.
- Discuss the benefits that AB 540 students have and how it can be applied to their pursuit of their career goal.
- Apply knowledge learned to make career-decisions or a possible career decision.
• Explain how internships are important to develop the skills and maturity necessary to work towards their career goal.

• Explain how networking is just as important as internships to have better opportunities when pursuing sponsorship.

• Give a pencil or pen and My Vocational Situation to see students’ vocational identity after career counseling.

• Check-out students’ level of satisfaction with the career counseling session.

• Provide and complete paper and pencil career counseling evaluation.
Mentoring

**Duration:** One to two-hours (depending on session)

**Format:** Group (up to 6 students per mentor)

**Handouts/Materials:**

- Tables
- Chairs
- White board
- Dry erase markers
- Dry erase eraser
- Paper
- Pencils
- Color pencils
- Mentor Log (Form 14; Appendix N)
- Exploring Obstacles (Form 15; Appendix O)
- Road Map Activity (Form 16; Appendix P)
- Establishing Goals and Objectives (Form 17; Appendix Q)
- Mentoring Evaluation (Form 18; Appendix R)

**Goals:**

- Provide a safe and fun experience.
- Develop awareness about benefits for undocumented AB 540 students.
- Learn about undocumented AB 540 students with no stigma and stereotypes.
- Allow undocumented AB 540 students to share their voices.
- Work cooperatively in teams.
• Build confidence.
• Utilize time-management skills.
• Evaluate mentoring meetings.

Objectives:
• Experience support from mentors and other undocumented AB 540 students.
• Set goals and objectives for the group.
• Share stories/experiences and assist each other.
• Develop balance between work and leisure.
• Share what the next step is for each group member.
• Listen and respect each group member’s feelings and thoughts about finishing with their mentor meetings.
Chapter 5

Project Evaluation

Chapter five includes six questions for program evaluation and a summary of the findings and evaluations. Evaluations of the project were provided by two professionals in the career counseling field. These evaluators reviewed chapters one, four, and appendices. The following paragraphs list the qualifications of the evaluators, the questions they received from the author, and a summary of the evaluators’ answers to these questions.

Evaluator one has a Bachelor of Science in Psychology and Comparative Literature from Howard University, a Master of Science in Education in Psychological Services in Education from University of Pennsylvania, and a Ph.D. in Counseling Psychology from Howard University. Evaluator one has had 20 years of related experience in College and University Student Career Development. This professional is currently working as an associate director at a university in Southern California.

Evaluator two has a Bachelor of Arts in Political Science from University of California, Santa Barbara and a Master of Science in Counseling with a Career Specialization from California State University, Northridge. This professional is also a Nationally Certified Counselor (NCC), a Certified Professional Resume Writer (CPRW) and a Licensed Professional Certified Counselor (LPCC). Evaluator two has served as a career counselor for seven years and is currently working as a career counselor in a medical center and a private practice in Southern California. They were both asked six questions regarding this project’s proposed program for undocumented AB 540 students.
Questions concerning undocumented AB 540 students were queried. Question one: How appropriate is this program for undocumented AB 540 students? Question two: How effectively is the program structure to address undocumented AB 540 students’ needs and challenges? Question three: How realistic and appropriate are the program’s goals and objectives for undocumented AB 450 students? Question four: How appropriate are the resources provided to undocumented AB 540 students? Question five: How appropriate are the assessments for undocumented AB 540 students? Lastly, suggestions for improvement of the program were asked. Question six: What recommendations do you have to modify this program? The following are answers and suggestions from each evaluator.

Question one: How appropriate is this program for undocumented AB 540 students? Evaluator one and evaluator two stated that the program is appropriate and timely. The resources, support and motivation are well presented and well applied based on undocumented AB 540 students’ barriers. Evaluator one also emphasized that the implementation of Super’s Life-Span, Life-Space Theory and Critical Race Theory augment the appropriateness of this program.

Question two: How effectively is the program structure to address undocumented AB 540 students’ needs and challenges? Evaluator one described how the psycho-educational interventions benefit the success of the program. “By design, the didactic portions of the intervention instructs/teaches undocumented students about the history and current status of their employability and then sets forth a strategy to help them prepare to move forward.” Evaluator one recognizes the focus on increasing the self-efficacy of undocumented AB 540 students by instilling hope, motivation, and the usage
of confidentiality in individual and group settings. Furthermore, the evaluator commended the use of mentors and networking perceiving them as important for undocumented AB 540 students’ career exploration. Evaluator two indicated that in theory, the program is appropriate for undocumented AB 540 students, but some measures need to be implemented for the program’s success. That is, promote the program, provide several workshops throughout the year, and target marketing strategies for graduating high school students.

Question three: How realistic and appropriate are the program’s goals and objectives for undocumented AB 450 students? Evaluator one recognized that the program’s goals and objectives are appropriate, timely, and easy to implement. Evaluator two mentioned that the goals and objectives are appropriate; however, this evaluator suggests placing less information in each session to avoid overwhelming the participants while increasing the retention of undocumented AB 540 students in the program.

Question four: How appropriate are the resources provided to undocumented AB 540 students? Evaluator one and evaluator two agreed that resources were appropriate, especially if they are accessible to undocumented AB 540 students. For example, offering the interventions in both paper and electronic format was supported. Evaluator two suggested providing a list of employers that might be willing to sponsor undocumented AB 540 students.

Question five: How appropriate are the assessments for undocumented AB 540 students? Evaluator one stated the high level of appropriateness of the Life-Career Rainbow, VISTA Career/Life Cards, and My Vocational Situation for the undocumented AB 540 students’ age level. Evaluator two focused on the VISTA Career/Life Cards and
its appropriateness, “not only for this population but for the parameters and limited time allocation of the program – it addresses multiple areas of career exploration in one application. It is also a fun, relatable format that encourages discussion and participation.”

Question six: What recommendations do you have to modify this program?

Evaluator one recommended several changes. First, the evaluator suggested changing the program’s name, such as an acronym or CareerDreamer: A Career Development Program. Second, the evaluator proposed including a students’ career plan at the end of the career counseling sessions. Third, having a certificate and/or ceremony of completion was recommended. Fourth, it was articulated that changing the Overarching Program Goals and Behavioral Objectives Section: number two by re-writing these goals and objectives would serve to Teach AB 540 students about Community and School resources available to them. Fifth, evaluator two stated that in session number three Utilize Career Assessments and Inventories could be implemented to increase students’ self-efficacy relative to career development, thus empowering and motivating participants. Sixth, inviting group members to be a part of future programs as mentors was suggested. Finally, if modified, this program could also serve as training programs for career counselor graduate students.

Evaluator two had several suggestions. First, a change in duration of the sessions was suggested. That is, it was suggested that it might be beneficial to break the two-hour individual appointments into two sessions with equal material. Second, evaluator two mentioned that increasing the number of mentors that works for the program could be beneficial by providing one-on-one mentoring opportunities. Third, it was recommended
to add a list of employers that might be willing to sponsor undocumented AB 540 students. Finally, improving marketing strategies by contacting high school students, community college students and university students was suggested.

Evaluator one and evaluator two both agreed of the appropriateness of the program that was especially created for undocumented AB 540 students. Evaluators accepted the research and information used to decide on the career assessments, resources, workshops, and sessions that were appropriately targeted to undocumented AB 540 students. Evaluator two suggested the possibility of expanding the targeted population to add graduating high school students and to shorten the sessions to increase the program’s success. Evaluator one also recommended changing the name of the program and to consider molding the program to include trainings for career counseling graduate students. Overall, both evaluators were satisfied with the program and recognized the great need for these programs.

Conclusion

The Career Development for Undocumented AB 540 Students Pursuing a Higher Education program distinguishes the challenges and barriers undocumented AB 540 students present. The program offers career counseling services that intend to increase the attendance as well as the retention of undocumented AB 540 students in college or university; helping students in their effort to pursue a higher education. The program provides experienced faculty and staff that are able to aid and understand undocumented AB 540 students’ needs. This program provides undocumented AB 540 students with the opportunity to have a safe environment on campus where they can learn about their skills, interests, traits, and values. At the same time, they can network with professionals and
other undocumented AB 540 students and increase their self-esteem and self-efficacy by giving them a voice that they can project without fear.
References


Abrego, L. J. (2006). I can’t go to college because I don’t have papers: Incorporation patterns of Latino undocumented youth. *Latino Studies, 4*, 212-231.


Appendix A

Form 1. Program Application

Career Development for Undocumented AB 540 Students Pursuing a Higher Education Program Application

Name: ____________________________________         Birthdate: ___________________

Student I.D. #: ___________________________          Phone #: _______________________

Email Address: ___________________________________________________________

Home Address:
________________________________________________________________________
________________________________________________________________________

Please circle what describes you best:

Sex:  Female       Male       Transgender       Intersex       Other __________

Marital Status:  Single      Married      Separated      Divorced      Widowed

Race:  Latino/a      Asian      Native American  White      African
       Middle Eastern  Mixed Race      Other __________

AB 540 STUDENT CONFIRMATION

Please initial next to the following statements if they apply to you:

_____ I attended a high school in California for three or more years

_____ I graduated from a California high school, had received a General Educational Development (GED), or had received a Certificate of Proficiency

_____ I filed an affidavit with the school I am registered

How did you hear about us? ____________________________________________
EDUCATION

What is the college/university you declare as your main college/university?

________________________________________________________________________

Major or Intended Major: ________________________________________________

Please circle the class and year you are currently enrolled:

Obtaining: Certificate     Associate’s Degree

Undergraduate: Freshman   Sophomore   Junior   Senior   Super-Senior

Graduate: 1st year       2nd year    3rd year    4th year    5th year

Please indicate any degrees and/or certificated you have already completed:

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EMPLOYMENT

What are your current jobs?

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EMERGENCY CONTACT

Please provide the contact information of three people we can contact in case of emergency.

Name: ___________________________ Relationship: ____________________

Phone #: __________________________

Home Address: ________________________________________________________
Name: __________________________________       Relationship: ______________
Phone #: _____________________________________________________________________
Home Address: ___________________________________________________________________
______________________________________________________________________________

Name: __________________________________       Relationship: ______________
Phone #: _____________________________________________________________________
Home Address: ___________________________________________________________________
______________________________________________________________________________

I hereby certify that the information provided in this application form are true and correct to the best of my knowledge and belief.

Participant’s Signature: _____________________________       Date: ______________

--------------------------------------------------------------------OFFICE USE ONLY---------------------------------

Counselor’s Name: ________________________________________________________
Counselor’s Signature: ______________________________       Date: ______________
Appendix B

Form 2. Inform Consent Form

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Inform Consent Form

The Career Development for Undocumented AB 540 Students Pursuing a Higher Education program has the legal and ethical obligation to obtain inform consents from all students that seek career services.

The career counselors and mentors from this program follow the American Counseling Association (ACA) Code of Ethics.

Qualifications and Supervisor Information

Rocio Menendez has a Bachelor of Arts (B.A.) degree from University of California, Santa Barbara (UCSB) with majors in Psychology and Spanish. She has a Master of Science (M.S.) degree from California State University, Northridge (CSUN) in Counseling, with a specialization in Career Counseling. She is a career counselor at Career Development for Undocumented Students Pursuing a Higher Education program. Contact information may be accessed upon request. She may refer clients out when they are in need of help in areas outside of her professional scope of practice; in such case, options will be discussed to meet the needs of the clients.

Introduction to Counseling Process

During the first sessions undocumented AB 540 students together with the career counselor work on an intake form in which they are going to set goals and the career counselor will also learn about the student. The career counselor may use a variety of theories depending on the student’s necessities and situation. The theories that are used the most are Super’s Life-Span, Life-Space Theory (Super, 1990) and Critical Race Theory (CRT). Super’s Life-Span, Life-Space Theory is “a loosely unified set of theories dealing with specific aspects of career development, taken from developmental, differential, social, personality, and phenomenological psychology and held together by self-concept and learning theory” (Super, 1990, p. 198). Critical Race Theory takes action in changing society addressing racial discrimination, and hierarchies to make these issues better for Students of Color (Delgado & Stefancic, 2012). CRT can serve as a framework to build a safe place for affected people to share their stories in a counter-storytelling and testimony form (Students Informing Now, 2007). Every case is different and the career counselor is capable of managing things within the career counseling scope. There is no limit to the amount of sessions a student can seek and attend. Career sessions depend on the needs of the students, unless termination is required for different reasons.
Limitations of and Rights to Confidentiality

Confidentiality is very important to Career Development for Undocumented AB 540 Students Pursuing a Higher Education program and there are exceptions for breaking confidentiality. The career counselors and mentors will only share the students’ information with his/her supervisor or unless (a) the student describe a situation where there are signs of harm to others, (b) harm to themselves, (c) harm to children, (d) harm to elderly, or (e) if the courts requires it. In which cases only the least amount of necessary information will be released.

Policies and Procedures

Career counseling is included in the students’ fees, so students do not have to pay per appointment. Students make their own appointments in person, over the phone, and/or online. There are penalties for no show appointments. Missing up to three career counseling and/or mentoring sessions may result in program membership cancelation. Students can cancel career counseling and/or mentoring sessions 24 hours before their appointments. Failure to cancel 24 hours before may result in a missed session. Students are strongly encouraged to call if they think they are not going to be able to attend the appointment session, and give the opportunity to another student to take that appointment.

Potential Risks and Benefits

Career counseling cannot guarantee students that they will find their ideal careers nor can it guarantee a job position. The benefit may be that by working together with the career counselor, students might get to know their interests, values, and/or skills; therefore, students can work at finding their passions in life and the career that students’ think fits them best. By discovering a career, students’ can choose a major and take the necessary classes to continue with their education and/or lives, without taking any extra classes.

Fees and Length of Counseling Sessions

Any services that the undocumented AB 540 student receives from the program are already covered by the student’s tuition, including VISTa Career/Life Cards and the Life-Career Rainbow. The length of counseling sessions will be determined based on the student’s needs.

Procedures for Handling Emergencies

In case of an emergency, the Career Development for Undocumented AB 540 Students Pursuing a Higher Degree program will contact the police, 911 emergency, and/or your emergency contact list.
Right to Termination

The student has the right to terminate the career counseling and or mentoring sessions at any time. The career counselor and/or mentor will notify the students if he/she feels that the student will benefit more from other professionals out of his/her professional area. Depending on the case, the counseling sessions may continue concurrently with the other professional’s help or the career counselor may temporarily terminate the sessions. Termination will also occur when the student had fully benefited from the counseling sessions and goals were met.

I have read, understood, agree, and consent to the above conditions of service. I have had the opportunity ask questions regarding this inform consent form.

____________________________________  ___________________
Student’s Print Name                                                                                  Student ID #

____________________________________  ___________________
Student’s Signature                                                                                   Date

____________________________________  ___________________
Career Counselor                                                                                      Date
Appendix C

Form 3. My Vocational Situation

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
My Vocational Situation Summary
Holland, Daiger, and Power (1980a)

Undocumented AB 540 students will be completing My Vocational Situation during orientation and during the last career counseling session in the program. This assessment will be used to evaluate the undocumented AB 540 students’ growth in the program.

First, undocumented AB 540 students will list possible occupations that may be taken into consideration. Second, undocumented AB 540 students will self-evaluate a series of questions regarding their present or future occupation/career, what type of information students might think they need, and what difficulties they might think they have, by circling True/Yes or False/No.

Example questions include:

“I need reassurance that I have made the right choice of occupations or career” (Holland et al., 1980a).

“More information about employment opportunities” (Holland et al., 1980a).

“I don’t have the money to follow the career I want most” (Holland et al., 1980a).

This form is available at the University of Maryland, Department of Counseling and Personnel Services Web site:

http://www.education.umd.edu/EDCP/staff_details.cfm?bio_id=205250124040820082
Appendix D

Form 4. Workshop/Orientation Evaluation

Career Development for Undocumented AB 540 Students Pursuing a Higher Education Workshop/Orientation Evaluation

Title of Workshop/Orientation: ____________________________________________________________

Presenter(s): _______________________________________________________________________

Date: ______________________________________________________________________________

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
<tr>
<td>1. I found the information to be helpful and appropriate for the topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The presenters were clear and knowledgeable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>3. After the workshop/orientation, I have a better understanding of the topic.</td>
<td>1</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>4. After the workshop/orientation, I feel more confident in my future as a student.</td>
<td>1</td>
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<tr>
<td>5. Overall, the workshop/orientation has met my expectations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>6. I would recommend this workshop/orientation to other undocumented AB 540 students.</td>
<td>1</td>
<td>2</td>
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What part of the workshop/orientation was the most helpful?
________________________________________________________________________
________________________________________________________________________

What part of the workshop/orientation was the least helpful?
________________________________________________________________________
________________________________________________________________________

Additional Comments:
________________________________________________________________________
________________________________________________________________________
Appendix E

Form 5. AB 540 Student Information Overview handout

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
AB 540 Student Information Overview

**AB 540** was passed in 2001 to allow AB 540 eligible students in California to pay the lower resident fees at California’s colleges and universities.

**AB 130** allows AB 540 students to apply for private scholarships (non-federal funds), such as:

- Hispanic Scholarship Fund [www.latinocollegedollards.org](http://www.latinocollegedollards.org)
- Japanese American Citizen League Entering Awards [www.jacl.org](http://www.jacl.org)
- Salvadorian American Leadership and Education Fund (SALEF) [www.salef.org](http://www.salef.org)
- The Geneseo Migrant Center [www.migrant.net](http://www.migrant.net)
- Maple & Lawrence S. Cooke Scholarship [www.scouting.org/nesa/scholar](http://www.scouting.org/nesa/scholar)
- Mexican American Grocers Association [www.maga.org](http://www.maga.org)
- National Association of Hispanic Journalist [www.nahj.org](http://www.nahj.org)
- Lambda Theta Nu Sorority, Inc. [www.lambdathetanu.edu](http://www.lambdathetanu.edu)
- California Association of Winegrape Growers [www.cawg.org](http://www.cawg.org)
- Automotive Hall of Fame [www.automotivehalloffame.org](http://www.automotivehalloffame.org)
- California Student Aid Commission [www.csac.ca.gov](http://www.csac.ca.gov)

**AB 131 – DREAM Act** allows AB 540 students to be eligible for Cal grants, Board or Governor’s Fee Waiver (BOG), Educational Opportunity Program (EOPS), and Chafee Foster Youth grants (non-federal funds)

Contact information: [www.caldreamact.org](http://www.caldreamact.org)
Deferred Action for Childhood Arrivals (DACA) is a deferred action to end deportation for children who came into the U.S. illegally but completed their education here. This is valid for 2 years. Individuals who have deferred action status can apply for employment authorization. However, there is no direct path from deferred action to lawful permanent residence or to citizenship and it can be revoked at any time.

Contact Information:
- https://www.dhs.gov/deferred-action-childhood-arrivals
- Educators for Fair Consideration (E4FC) has a step-by-step guide for dreamers applying for DACA http://www.e4fc.org/dacaguide.html

Graduates Reaching a Dream Deferred (GRADD) is an organization founded by AB 540 graduate students, which aims to address the needs of immigrant students interested in pursuing graduate education.

Contact information:
- graddstudentorganization@gmail.com
- www.dreamresourcecenter.org/gradd
- www.faacebook.com/gradd.org
- Twitter: @GRADD_

Dream Resource Center (DRC) in partnership with United We Network developed the first national internship for DREAM Act students across the country.

Contact information:
- DRC, UCLA Labor Center,
  675 S. Park View St.
  Los Angeles, CA 90057
  (213) 480-4155

The Dream is now is for students who want to be active with the Dream Act can go to this website and find people in their area.

Contact information:
- www.thedreamisnow.org
Appendix F

Form 6. VISTa Career/Life Cards Package

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
VISTa Career/Life Cards Summary
Severson (2006a)

This is an opportunity for undocumented AB 540 students to think and decide what are their most important traits, skills, interests, and values. This assessment provides students with their three letter Holland code (Holland, 1997).

This assessment helps students start the process of discovering who they are.

VISTa Career/Life Cards are compose of the following four categories:

**Traits**
The TRAITS cards represent your personality. Your personality is how you express yourself in the world. Your personality comes from your essence*. The word essence comes from the Latin word esse, which literally means “to be.” Essence describes your nature and individuality. Traits are the outer manifestation of your essence. By looking at your Traits, you can glean or infer your essence (Severson, 2006b, p. 24).

**Values**
The VALUE cards are the other “be”ing cards and describe the things that are important to you. Through your values you find your motivation and sense of satisfaction. Be careful not to equate values with morals or ethics. The VALUE cards do not describe what is good versus bad or right versus wrong, but instead, what is intrinsically important to you (Severson, 2006b, p. 24).

**Skills**
Innate capabilities are represented by the SKILLS cards. Everyone has things they naturally do well. Because people do them well naturally, skills are often not recognized or honored. People often don’t recognize that what comes naturally to them does not come as easily to others. We sometimes assume that everyone can perform a task as easily as we can. In addition, we don’t value our natural skills because we’ve been taught to value most the things we have to struggle for (Severson, 2006b, p. 25).
Interests
“The INTERESTS Cards represent where you find your passions. Some people get a
thrill out of a mathematical problem, while others can become enraptured with helping a
friend mend a broken heart” (Severson, 2006b, p. 25).

These four categories are composed of the following six colors that represent the Holland
personality types (Holland code):

Yellow--Realistic
“People who like to use their hands and/or like physical activity. They have athletic or
mechanical ability, prefer activities with objects, machines, tools, plants, or animals, or to
be outdoors” (Severson, 2006b, p. 27).

Orange--Investigative
“People who like ideas: to observe, learn, investigate, analyze, evaluate, or solve
problems” (Severson, 2006b, p. 27).

Pink--Artistic
“People who are creative and/or have artistic, innovating, intuitional abilities, or who like
unstructured situations, using their imagination or creativity” (Severson, 2006b, p. 27).

Purple--Social
“People who like to interact with people to inform, nurture, enlighten, help, train,
develop, cure, or are skilled with words” (Severson, 2006b, p. 27).

Blue--Enterprising
“People who like influencing people: persuading, leading, or managing for organizational
or personal goals” (Severson, 2006b, p. 27).

Green--Conventional
“People who like data, have clerical or numerical ability, and who like following through
on projects” (Severson, 2006b, p. 27).
Appendix G

Form 7. VISTa Career/Life Cards Activity

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
VISTa Career/Life Cards Activity
Severson (2006a)

Student’s Name: ______________________________________________________________

Date: ______________________________________________________________________

Categories: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E),
Conventional (C).

What are your top ten TRAITS?

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What are your top ten SKILLS?

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What are your top ten INTERESTS?

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What are your top ten VALUES?

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Add up the total number of each category.

Realistic (R): ________________ Investigative (I): _____________
Artistic (A): ________________ Social (S): ________________
Enterprising (E): ____________ Conventional (C): ____________

**Top three:** ________________
______________
______________
Appendix H

Form 8. Intake Questionnaire

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Career Counseling Intake Form

Name: __________________________________________________________________________

Gender: _______ Age: __________ Marital Status: ___________________________

Student ID #: __________________ Phone number: _____________________________

Email address: ___________________________________________________________

1. Reason for your visit?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What is your education?
________________________________________________________________________
________________________________________________________________________

3. Would you be interested in meeting with a mentor?
________________________________________________________________________

4. What are your parents’, legal guardians’, or childhood caregivers’ occupations?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. If you have a job, tell us about it?
________________________________________________________________________
________________________________________________________________________

6. Do you have volunteer experience?
________________________________________________________________________
________________________________________________________________________
7. What are your hobbies?

________________________________________________________________________
________________________________________________________________________

8. What do you like the most about your current or previous jobs?

________________________________________________________________________
________________________________________________________________________

9. What do you like the least about your current or previous jobs?

________________________________________________________________________
________________________________________________________________________

10. What have your experience(s) been like when making a career decision in the past?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

11. What is your ideal career? (Do you know what you want from a career?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. What kind of environment do you want to work in?

________________________________________________________________________
________________________________________________________________________

13. What do you want your co-workers to be like?

________________________________________________________________________
________________________________________________________________________

14. What level of responsibilities do you want to handle?

________________________________________________________________________
________________________________________________________________________
15. What do you want your salary to be?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

16. What are your short-term goals?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. What are your long-term goals?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18. Have you taken any career assessments in the past? Which ones? What results? What did you think of the results?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. What are your values?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

20. What are your interests?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21. What are your abilities and skills?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature: _________________________________       Date: _______________
Counselors Signature: _______________________________       Date: _______________
Appendix I

Form 9. Life-Career Rainbow

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Life-Career Rainbow Summary
Super (1990)

The rainbow focuses in six roles in a person’s life time. These roles are the followings:

1. Child
2. Student
3. Leisurite
4. Citizen
5. Worker
6. Homemaker

These are the roles that people acquire at different times of their lives. It is important for students to explore how they are spending their time in this part of their life and to explore how they will want to spend their time in the future. The Life-Career Rainbow will help students discover how they want to continue with their career and how much value they have in their lives.

These life roles are explored together through the different life stages. These stages are the followings:

1. Growth
2. Exploration
3. Establishment
4. Maintenance
5. Decline

These stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage and (b) the trial and stable phases of the establishment stage. A small (mini) cycle takes place in transitions from one stage to the next or each time an individual is destabilized by a reduction in force, changes in type of manpower needs, illness or injury, or other socioeconomic or personal events. Such unstable or multiple-trial careers involve new growth, re-exploration, and reestablishment (recycling) (Super, 1990, p. 206).
Appendix J

Form 10. Life-Career Rainbow

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Life-Career Rainbow Activity
Super (1990)

Please indicate how involved and how long you would like to be part of the following life roles by coloring each life role’s bar.

CHILD

...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80+ (Age)

STUDENT

...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80+ (Age)

LEISURITE

...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80+ (Age)

CITIZEN

...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80+ (Age)

WORKER

...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80+ (Age)

HOMEMAKER

...5...10...15...20...25...30...35...40...45...50...55...60...65...70...75...80+ (Age)
Appendix K

Form 11: Informational Interview Handout

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Informational Interview Handout

What is an informational interview?

It is meeting with a professional in a career that is of interest. The purpose is to gather more information about the field, and to become familiar with the profession. At the same time that you are discovering if that is the right career for you. **It is NOT a job interview.**

Why is the informational interview important?

To start building your PROFESSIONAL NETWORK. Not only you are going to find out if this is what you had in mind when thinking about a career, you also add experience to your resume. It also builds your self-confidence to see how it might be in an interview.

How to contact a professional?

You make contacts through people you know. Talk to your professional network (e.g. professors) and friends and ask around to see if anybody knows a professional in a potential career that you can possibly do an informational interview.

**Sample Script**

*Hello Mr. /Mrs. /Dr. Moreno. My name is Brenda Rodriguez; I am a student at __________________________. Dr. Mendez is my English professor and he/she gave me your contact information as a possible professional to contact for an informational interview. I am studying psychology and I would like to gather more information about the field. I would like to know if it is possible to set up an informational interview at your most convenient time...*

Basic questions to ask:

Do not ask yes or no questions; ask open-ended questions. An open-ended question is, a question, which has an answer beyond yes or no. An example is “what is a typical day like for you?” This will help your informational interview feel more like a conversation and that will help you start to build a relationship with the professional.
1. What is a typical day like for you?
2. What are important skills needed for this job?
3. What do you like best/worst about your job?
4. What educational background is necessary for this job?
5. What made you decide to pursue this profession?
6. What books/journals/associations would you suggest I explore for further information?
7. What attracted you to this industry, your company, and your job?
8. What are your educational and career backgrounds? What would you do differently if you were starting over?
9. What have been your biggest surprises in this field?
10. What would you do if you were in the job market tomorrow?

What to do before the informational interview?

- At least 48 hours before the informational interview
  - Research about the professional and the company.
  - Figure out how you will be getting to the site. Figure out exactly the route you will follow. Determine how long it will take to get to the site.
  - Decide what you are going to wear. Dress professionally.

- At least 24 hours before the informational interview
  - Contact the professional and confirm that you are excited to meet with him/her (confirm the day and time in your email).
  - Write down the detail questions you plan to ask the professional. Take the paper with you in a folder with space in between the questions to write down the answers.

What to do during the informational interview?

- Arrive early! It is a one time meeting and you do not want miss precious time and leave a bad first impression.
- Introduce yourself with a firm and confident handshake.
- Tell him/her a little bit about yourself (e.g. student and what you want to do in your career).
- Ask if it is possible to go on a tour of the site.
- Ask for three other contacts that would be helpful to whom you could talk. Ask the professional if you can use his/her name when contacting these professionals.
- At the end of the interview thank the professional and ask him/her for his/her business card, so you can keep in touch with that professional.
What to do after the informational interview?

No later than 48 hours after the informational interview, send a Thank You note to the professional.

Sample Thank You Letter

Date
Professional’s Name, Title
Company Name
Company Address

Dear Mr. /Mrs. /Ms. /Dr. ____________:

Thank you for taking the time to meet with me earlier in the week. It was very kind of you to take the time out of your busy schedule as I explore my future career options. I found the meeting to be very helpful. I learned ___________________________. The knowledge, exposure and information gathered from you will be beneficial.

I will keep in touch with you to let you know what decisions I make and what opportunities I ultimately decide to pursue.

Thank you for helping me in this important stage of my career.

Sincerely,

Your Name

How to evaluate the interview?

See if you can answer these questions:

1. How do I feel after the interview?
2. What went well versus what needs improvement for your next interview?
3. Is this a career that I want to pursue?
4. Would I enjoy working there?
5. What skills do I have for this career versus what skills do I need to develop?
6. Am I happy with the salary range?
7. What other alternatives do I have?
8. What is my next step?
Appendix L

Form 12: Informational Interview Question/Answer

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Informational Interview Question/Answer

Company Name: _________________________________________________________
Interviewee Name: ________________________________________________________

Question 1: ______________________________________________________________
Answer: ________________________________________________________________
________________________________________________________________________

Question 2: ______________________________________________________________
Answer: ________________________________________________________________
________________________________________________________________________

Question 3: ______________________________________________________________
Answer: ________________________________________________________________
________________________________________________________________________

Question 4: ______________________________________________________________
Answer: ________________________________________________________________
________________________________________________________________________

Question 5: ______________________________________________________________
Answer: ________________________________________________________________
________________________________________________________________________

Question 6: ______________________________________________________________
Answer: ________________________________________________________________
________________________________________________________________________
Appendix M

Form 13: Career Counseling Evaluation

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Career Counseling Evaluation

We truly appreciate your opinion and feedback. Please complete this anonymous evaluation form to help us improve.

Counselor’s Name: __________________________ Date: ______

How many visits did you have with your counselor? __________________________

Did you accomplish your goal(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was more helpful about the session(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was least helpful about the session(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Any comment(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Would you come back for future help?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Would you recommend these services to a friend?

________________________________________________________________________

Thank you
Appendix N

Form 14: Mentor Log

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Mentor Log

Mentor’s Name: __________________________________________________________
Mentee’s Name: _________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

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Appendix O

Form 15: Exploring Obstacles

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Exploring Obstacles

Student’s Name: __________________________________________________________

Mentor’s Name: __________________________________________________________

Please answer if you feel the followings are obstacles (O.) or not obstacles (N.O.) in
pursuing your career.

1. Financial aid: ______________________________________________________

2. Discrimination: _____________________________________________________

3. Self-esteem: _______________________________________________________

4. Lack of interest/motivation: __________________________________________

5. Limited internship opportunity: ________________________________

6. Social/extracurricular activities: ________________________________

7. Restricted college major options: ________________________________

8. Study habits: ________________________________

9. Undecided on goals: ________________________________

10. Time management: ________________________________

11. Family concerns: ________________________________

12. Other obstacles: ________________________________
Appendix P

Form 16: Road Map Activity

Career Development for Undocumented AB 540 Students Pursuing a Higher Education Road Map Activity

Draw a descriptive road map of your life as you were going in a car. Including obstacles and advantages you have encountered on your way here, and obstacles and advantages you think you will encounter on your way to pursuing your career goal. You may answer the following questions, using illustrations such as: passengers, freeway, smooth road, and rocky road.

Where did you start your career?
Where are you now in your career?
Where are you going?
Appendix Q

Form 17: Establishing Goals and Objectives

Career Development for Undocumented AB 540 Students Pursuing a Higher Education

Establishing Goals and Objectives

Student’s Name: __________________________________________________________
Mentor’s Name: __________________________________________________________

Goal 1: __________________________________________________________________

Objective 1: _____________________________________________________________
Objective 2: _____________________________________________________________
Objective 3: _____________________________________________________________

Goal 2: __________________________________________________________________

Objective 1: _____________________________________________________________
Objective 2: _____________________________________________________________
Objective 3: _____________________________________________________________

Goal 3: __________________________________________________________________

Objective 1: _____________________________________________________________
Objective 2: _____________________________________________________________
Objective 3: _____________________________________________________________

Goal 4: __________________________________________________________________

Objective 1: _____________________________________________________________
Objective 2: _____________________________________________________________
Objective 3: _____________________________________________________________
Appendix R

Form 18: Mentoring Evaluation

Career Development for Undocumented AB 540 Students Pursuing a Higher Education
Mentoring Evaluation

We truly appreciate your opinion and feedback. Please complete this anonymous evaluation form to help us improve.

Mentor’s Name: __________________________ Date: __________

How many meetings did you have with your group? __________________________

Did you accomplish your goals?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was more helpful about the meeting(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was least helpful about the meeting(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Any comment(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Would you come back for future help?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you
Appendix S

Form 19. Program Evaluation Questions

1. How appropriate is this program for undocumented AB 540 students?

2. How effectively is the program structure to address undocumented AB 540 students’ needs and challenges?

3. How realistic and appropriate are the program’s goals and objectives for undocumented AB 450 students?

4. How appropriate are the resources provided to undocumented AB 540 students?

5. How appropriate are the assessments for undocumented AB 540 students?

6. What recommendations do you have to modify this program?