

St. Edward's University
Behavioral and Social Sciences

CAMP STUDENT COLLEGE EXPERIENCES IN UPPER-DIVISION YEARS
ALUMNI REFLECTIONS

A dissertation submitted in partial satisfaction of the requirement for the degree of
Doctor of Education of Leadership and Higher Education

Emily Salazar

November 29, 2022

Kris Sloan, Ph.D. – Dissertation Chairperson

Lisa Kirkpatrick, Ph.D. – Committee Member

Glenda Ballard, Ph.D. – Committee Member

Signature Page

This applied dissertation was submitted by Emily Salazar under the direction of the persons listed below. It was submitted to the Graduate and Professional Studies Office and approved in partial fulfillment of the requirements for the degree of Doctorate of Education of Leadership and Higher Education.

Kris Sloan, Ph.D.
Dissertation Chair

Lisa Kirkpatrick, Ph.D.
Committee Member

Glenda Ballard, Ph.D.
Dissertation Chair

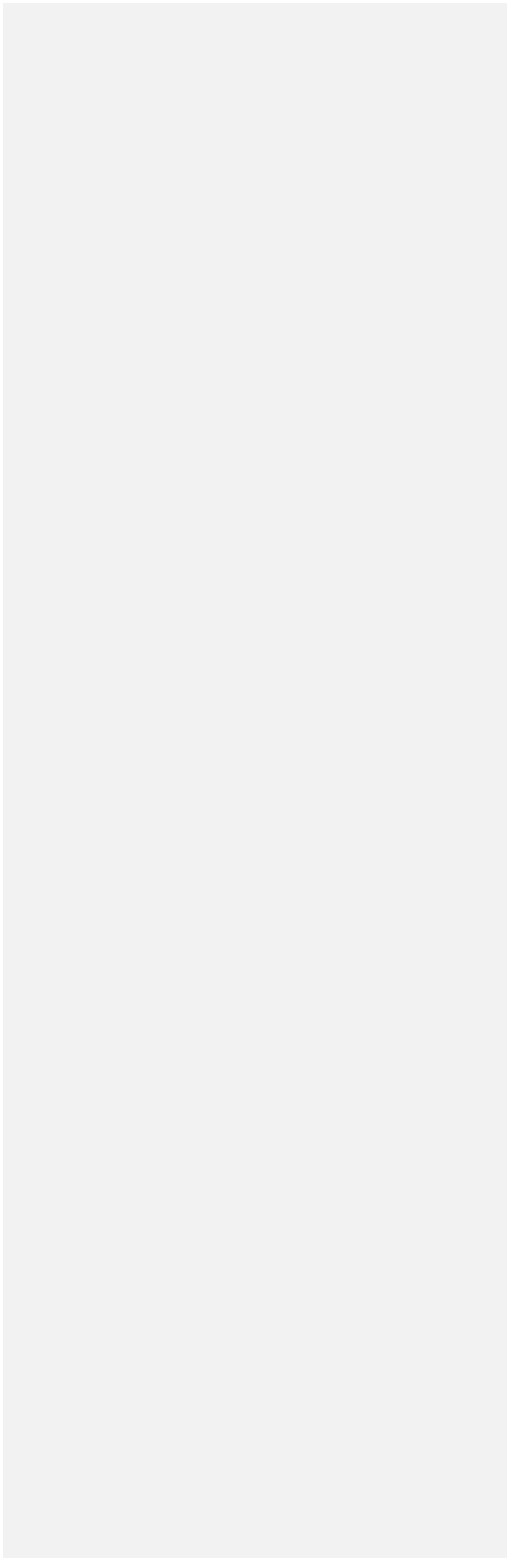


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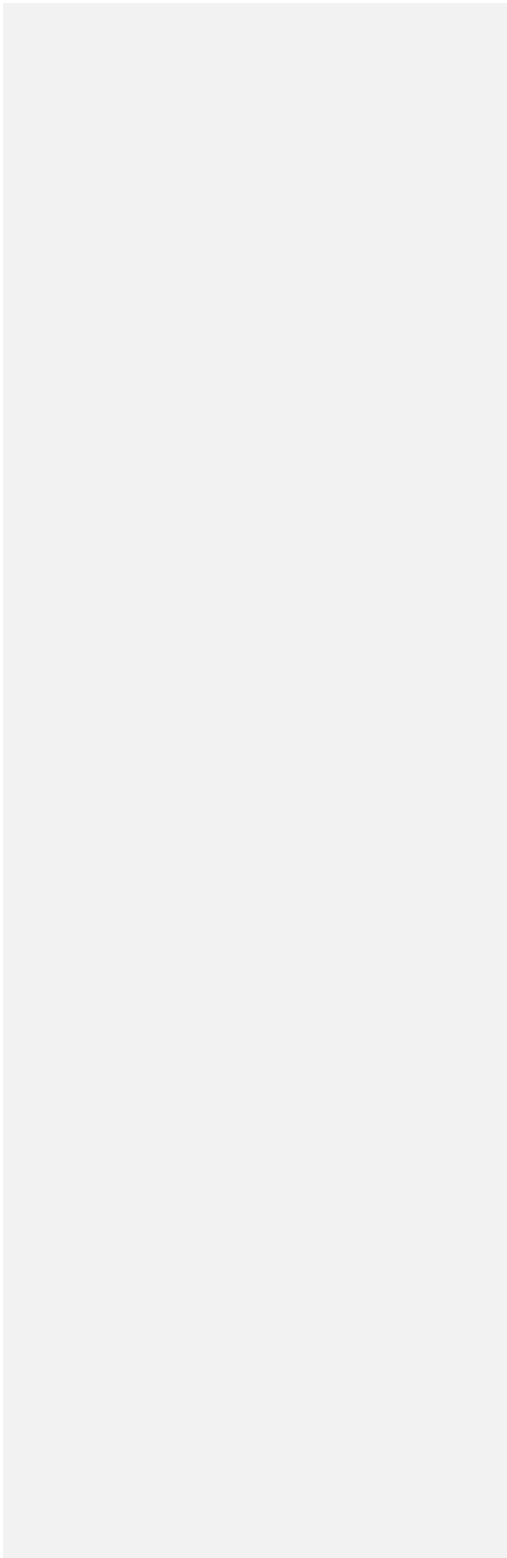
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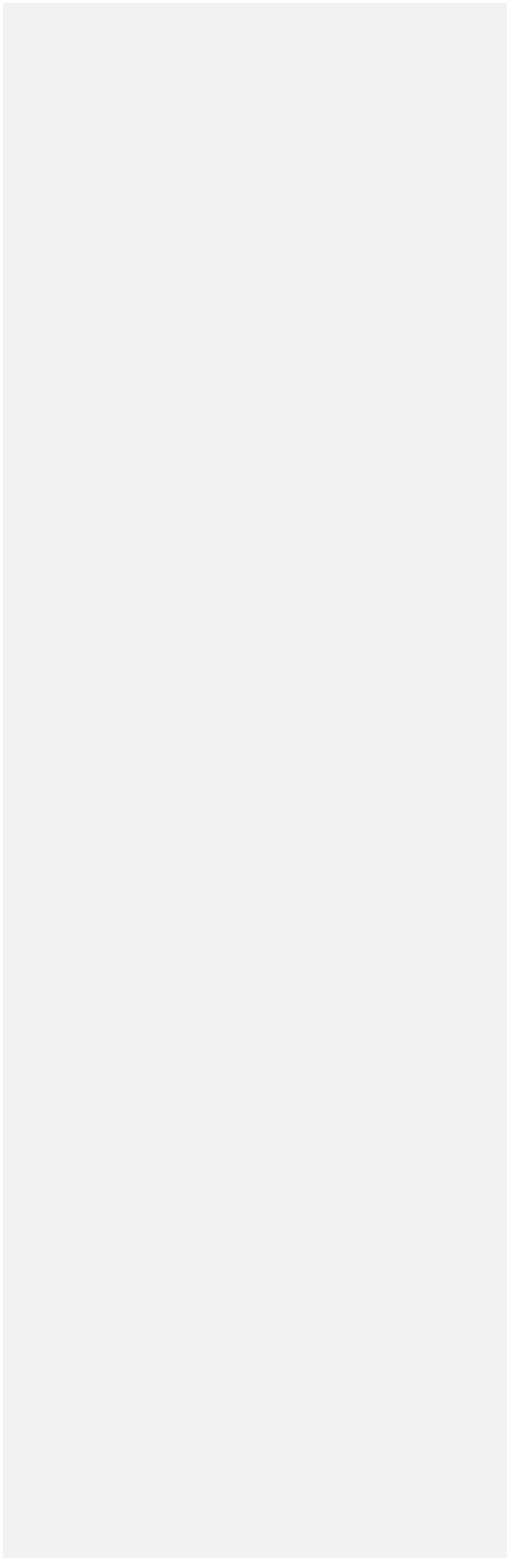
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DEDICATION

To the parents and families of migrant farm worker students I have had the honor to work with, I thank you for the sacrifices you made to support your children so that they could advance their education and follow in your footsteps of making a difference in our world. Thank you also for the love you put into providing food for our tables in spite of long hours of hard work. You are an inspiration to me.

A los padres y familias de los estudiantes, trabajadores agrícolas migrantes, con los que he tenido el honor de trabajar, les agradezco los sacrificios que hicieron para apoyar a sus hijos para que pudieran avanzar en su educación y seguir sus pasos para hacer una diferencia en nuestro mundo. Gracias también por el amor que ponen en proveer comida para nuestras mesas, a pesar de las largas horas de arduo trabajo. Ustedes son una inspiración para mí.

ACKNOWLEDGMENTS

Thank you to my father who inspired me to pursue a doctorate degree. He was a migrant farm worker who only attended first grade. One of the last things he told me was “Do what you love and don’t ever stop learning.”

Thank you to the 15 participants who contributed to this study. I am in awe of your accomplishments, and I foresee many more in the future.

Thank you to my Cohort 1 peers: Al, Alan, Anthony, Brandie, Daniel, Darius, Josh, Luis, Mary Ellen, Melinda, Mike, Ramiro, Sharee, and Trey. I am proud to have been a St. Edward’s Ed.D. pioneer with you on this very special three-year journey.

I extend a special thank you to my dissertation Chairperson, Dr. Kris Sloan and committee members, Dr. Lisa Kirkpatrick and Dr. Glenda Ballard. Your guidance and support were deeply appreciated. Dr. Sloan, you are my educator role model.

I also want to thank Dr. Tom Sechrest who was always available when I needed a listening ear and the Ed.D. class professors who opened my mind to new knowledge.

Many thanks go to my supporters over the past three years: students, faculty, friends, and relatives, especially Leslie de la Rosa Martinez, who was my greatest cheerleader.

Sonia Briseno, current CAMP Director, and Esther Yacono, former Director, thank you for your leadership of the best College Assistance Migrant Program in our country.

Finally, I must thank Dr. William S. Hayward. In my role as secretary to a team of cancer researchers at Rockefeller University I was introduced to the world of research. I typed their journal articles and was proud to read my name in the acknowledgments. During my doctoral studies, you were my go-to person when I had questions about the research process and terminology. I am now proud to acknowledge you in my study.

CURRICULUM VITAE
EMILY SALAZAR

EDUCATION

Ed.D. Doctorate in Education, Leadership and Higher Education	2022
Dissertation: CAMP Student College Experiences in Upper-Division Years, Alumni Reflections St. Edward's University, Austin, TX	
M.A., Master of Arts, Speech and Communication	1977
New York University, New York, NY	
B.S. Bachelor of Science, Speech and Communication Disorders	1969
University of Houston, Houston, TX	

CAREER SUMMARY

HIGHER EDUCATION EXPERIENCE

Career Counselor, *St. Edward's University*, Austin, TX 1999 – 2020

- Counseled and advised college students on job search, career and major decision-making, internships, career goal setting and planning, and graduate school application process
- Advised students on resume writing, professional networking, and interviewing strategies
- Administered MBTI and other career assessments and interpreted results
- Taught online career planning course, CPAM 1110 – Career Management Strategies
- Developed and conducted career workshops, class presentations, and special event presentations
- Participated in annual freshman and parent orientation planning and programming
- Created career topic resources and handouts for students and alumni
- Assisted with planning and development of university career fairs and other recruiting events
- Supervised student career educators and trained student workers on career peer advising

Notable Achievements:

- Wrote content for department's first website funded by 3M grant
- Created department's first career planning/management credit-bearing course for students
- Developed New College/Graduate School/Employer Relations position, presented proposal to deans, and recruited and hired candidates
- Re-established university's annual Job/Internship Fair after 3-year hiatus; grew from 45 to 90 employers; coordinated job fair in collaboration with Women in Communication
- Initiated and planned 2 annual all-day campus-wide career symposiums, "Backpack to Briefcase": recruited keynote speaker and guest lecturers, managed budget, oversaw marketing to students, faculty, and staff – Achieved 100 participant attendance both years
- Implemented department's first career workshop series, "Get a Job"
- Planned and facilitated annual Dining Etiquette events for student

Adjunct Faculty, *St. Edward's University*, Austin, TX 1998 – 2014

- Taught undergraduate and graduate classes:
 - Presentational Speaking and Internship Class for Communication Majors
 - Career Planning and Management for MAC students
 - Business Communication and Basic Writing Lab for International Students

Community Mentor Program Coordinator, *St. Edward's University*, Austin, TX 1995 - 1999

- Supervised and trained 100+ AmeriCorps mentors/tutors at six Austin elementary schools, as well as Gardner Betts Juvenile Detention facility and Central Texas Legal Aid
- Conducted site visits, coordinated member trainings, and provided career advising to members
- Facilitated workshops on multicultural diversity and conflict resolution
- Planned and coordinated service-learning events for student mentors and mentees
- Met with teachers to discuss mentors' classroom performance and mediated conflicts
- Coached mentors on professional behavior and interpersonal skills in the workplace
- Managed van transportation service and supervised student drivers

CAMP Office Manager, *St. Edward's University*, Austin, TX 1994**CAREER TRANSITION****Program Coordinator, *Northampton Community College*, Bethlehem, PA** 1992 – 1994

- Taught "Successful Transition to College and Professional Careers" and life skills workshops
- Taught GED/GRE classes; conducted career assessments, and assisted with college applications
- Developed college transition programs for Spanish-speaking single mothers on welfare
- Facilitated students' transition into community college
- Developed computer programs for student training

HEALTH CARE REHABILITATION EXPERIENCE**Brain Injury Program Coordinator, *Good Shepherd Rehab Hospital*, Allentown, PA** 1985 - 1991

- Managed 60 inpatient/200 outpatient rehab programs for neurologically impaired individuals
- Supervised 30-member brain injury specialty team of physical, occupational, recreational, speech and cognition, social work, and behavioral/neuropsychology professionals
- Designed and managed off campus rehab facility for brain injured outpatients: helped select property, worked with architects on layout, and hired staff for "Community Re-Entry Program"
- Created and oversaw brain injury support group; helped build group to 300 members
- Organized no-fault insurance rally to Pennsylvania state capital with six hospital and 250 family, patient, and rehabilitation staff participants; outcome: Pennsylvania retained no-fault insurance
- Coordinated "back to work" and "back to college" transition programs
- Organized first international brain injury symposium for rehab professionals with 300 attendees

Director, *Speech Pathology and Audiology*, Allentown, PA 1981 – 1985

- Supervised and trained staff of eight speech/cognitive therapists in rehabilitation hospital setting
- Managed budget of approximately \$100,000 and oversaw all rehabilitation programming
- Monitored quality assurance; ensured compliance with JCAH rehabilitation accreditation board
- Coordinated department therapy schedules with other rehab departments
- Organized professional development seminars and in-hospital staff trainings
- Provided speech/cognitive therapy and audiological services to inpatients and outpatients
- Introduced first computers into hospital for improved therapeutic treatments with non-verbal patients, such as cerebral palsy, stroke, vocal cord removal due to cancer

Speech Therapist, *Private Practice*, Allentown, PA 1980

- Provided home health services to long-term care facilities and rehabilitation centers
- Serviced patients with stroke, brain injury, and Parkinson's diagnoses

Speech Therapist, *Speech, Language, Hearing Services of Lehigh Valley*, Allentown, PA 1977 - 1979

- Provided individual speech therapy services to adults and children in small private practice
- Serviced clients with learning disability, speech disorder, and dyslexia diagnoses

Speech Therapist, U.S. Army/CHAMPUS/ University of Maryland, Germany 1972 – 1974

- Provided speech therapy to youth in Civilian Health/Medical Program of Uniformed Services
- Provided speech therapy services to United States Army military personnel

Speech Therapist, *Northampton and Houston ISDs*, Houston, TX 1969 – 1971

- Provided speech therapy services to elementary school children: articulation, language, cognitive, and voice therapy; hearing tests, stuttering therapy, and learning disabilities and dyslexia
- Consulted with teachers and parents on children's progress

CONFERENCE PRESENTATIONS AND PUBLISHED ARTICLES**Successful Collaboration Between Employers and University Career Centers**

Southern Association of Colleges and Employers/SOACE conference, Savannah, GA

Ask the Career Counselor

USA Today

ATS Tracking of Resumes

Central Texas Liberal Arts Career Counselor Association/CTLACC, Austin, TX

Developing a Career Planning and Management Class

Southern Association of Colleges and Employers/SOACE conference, Dallas, TX

Career Counseling for Credit-A Career Management Course

Campus Career Counselor newsletter

Benefits of Student Support Services for First Generation College Students

Texas Association of Chicanos in Higher Education/TACHE conference, Austin, TX

UNIVERSITY PRESENTATIONS

Developing a Creative Resume, Cover Letter, and LinkedIn Profile

Building a Professional Digital Profile

Choosing a Major and Long-term Career Planning

Developing Interview and Workplace Communication Strategies

Business and Professional Etiquette

MBTI, Myers-Briggs training and facilitation

PROFESSIONAL AFFILIATIONS

National Resume Writers' Association 2012 - Present

TACHE, Texas Association of Chicanos in Higher Education 2011 - Present

SOACE, Southern Association of Colleges and Employers 1999 - 2020

NACE, National Association of Colleges and Employers 1999 - 2020

CTLACC, Central Texas Liberal Arts Career Counselor Association 1999 - 2020

CERTIFICATIONS

Writing Excellence: Moving from Mediocre to Magnificent 2018

Certificate of Completion by National Resume Writers' Association

Myers-Briggs Type Indicator/MBTI certified 2003

ABSTRACT

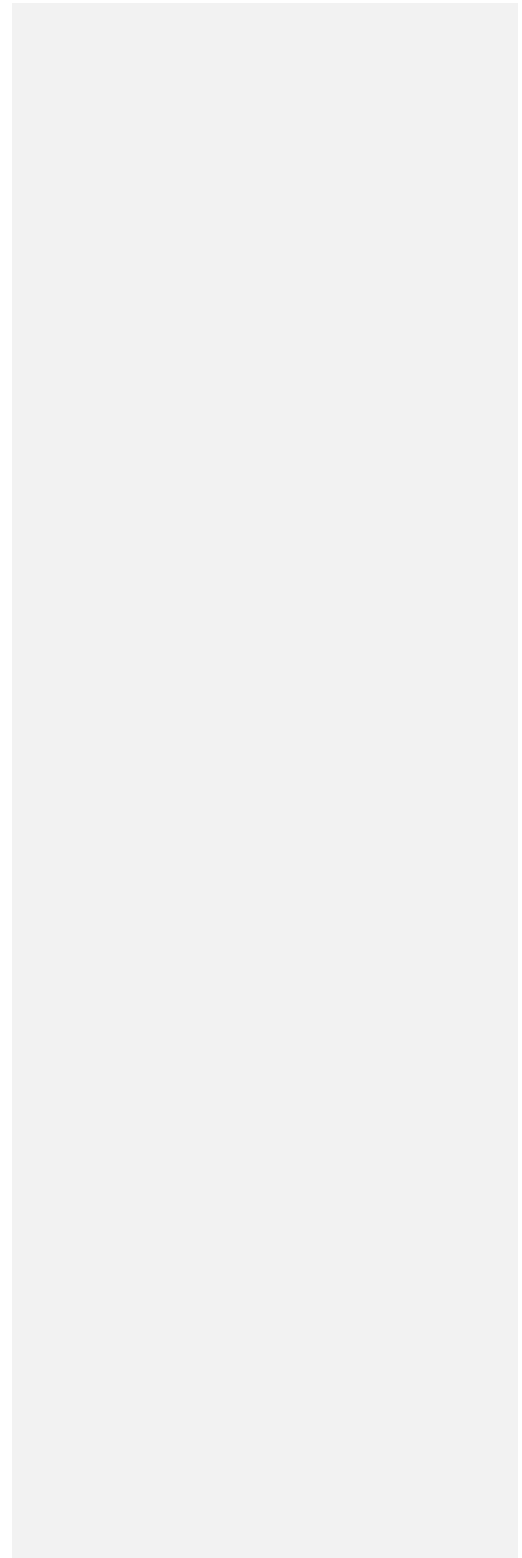
The College Assistance Migrant Program (CAMP), funded by the United States (U.S.) Department of Education, serves approximately 2,000 students annually. A private liberal-arts, faith-based university in the Southwest has the longest continuous program in the U.S. and has assisted over 2,800 students since 1972. The topic of this researcher's study is college experiences of CAMP students during their upper-division years, referring to the years after year one. The rationale for targeting upper-division years in this study is that research about CAMP students is noticeably absent beyond their first year of college.

Most research about migrant farm worker students emphasizes deficits and challenges. The absence of studies on how CAMP students navigate college life in upper-division years overlooks a period of their lives when they are making independent decisions and engaging in experiences which lead them to their undergraduate degree. The result is that there is no research capturing three to four years of their lives and information about these highly motivated students is seriously incomplete.

Three questions needed answers: 1. What lessons did CAMP students' take from year one that helped them in upper division years? 2. What upper-division year experiences did CAMP students find valuable and what challenges interfered with engagement in activities? 3. What cultural capital did CAMP students bring with them to college that helped them through senior year?

This qualitative study of 15 CAMP alumni, incorporated a combined narrative and phenomenological approach. Eleven participants shared their stories through a video interview. Four students opted for an online survey. Results revealed that while students followed different experiential paths, patterns emerged. Participants reported that in year one the family atmosphere and community experiences provided by CAMP gave them confidence in interactions with other

students. Upper-division experiences included part-time jobs, volunteer service, internships, use of the university's writing center and tutoring services, and for some, continued contact with CAMP. Responses about how they succeeded in achieving their undergraduate degree were: "Failure is not an option," "Field work gives you a strong work ethic," and "I'm always thinking about the sacrifices my parents made for me."



Chapter 1: Introduction

Introduction To the Problem

The study examined a population of college students that are often overlooked in academic research. The participants were college graduates from migrant farm worker families who as undergraduates were awarded a College Assistance Migrant Program (CAMP) scholarship during their first year of college. They were alumni of a private liberal arts faith-based university in the Southwest. Information about their college experiences beyond their first year of college was provided by the participants through video interviews or an online survey. The term *upper-division* was used in this study to ensure inclusion of all gender identities rather than using a term more common in past years, *upperclassmen*. This researcher's use of the term upper-division refers to students' second academic year through graduation or sophomore through senior year.

There are many studies about issues affecting migrant farm workers, such as poverty, hazardous work conditions, inadequate housing, poor healthcare, and cultural and language barriers. Educational hardships of children of migrant farm workers and low graduation outcomes are also reported in the literature. Free et al., (2014) found that migrant students face five major challenges that adversely affect their education. There may be language barriers, family care issues, teachers' lack of knowledge and attitudes towards migrant students, and legal issues. Nevarz (2001) reported that, although the United States Latino population continues to increase, Mexican Americans and other Latinos have not been keeping pace at the postsecondary education level proportionate with their growth in numbers. While these studies are important for increasing awareness about migrant farm workers being underserved and disenfranchised, they overlook accomplishments of the many migrant students who graduate from college and the

actions they take to accomplish this goal. Rather than emphasizing deficits of migrant farm worker students, this study focused primarily on the extracurricular and co-curricular decisions made by 15 CAMP alumni during their upper-division years.

The United States (U.S.) Department of Education CAMP grant finances first year students. Retention in year one and transition into the second year are the primary objectives of the grant. After year one, the grant provides a small amount of support for the program to follow upper-division students, but there are too many second through fifth year students for a staff of three. While CAMP reaches out to upper-division students with invitations to events and volunteer opportunities, the staff's priority must be on first year students. In the academic year 2006 to 2007, the university that this study's students attended initiated continued financial support for CAMP students beyond year one. In the students' second to fifth years, if they earn a 3.0 GPA or higher, the university pays tuition and provides \$1,000 toward housing expenses.

CAMP has certainly proven itself to be a program that transforms the lives of migrant students. After 50 years of service to approximately 2,000 participants annually at 57 campuses around the U.S., it is no wonder that researchers want to study the success of the program. In a seven-year longitudinal study of students at California State University, Ramirez (2012) found that CAMP students had higher first and second year persistence, higher first-year GPA, and higher graduation rates than other Latinos and general student populations. Duran (1995) reported that students found CAMP to be helpful with finances and adjustment to college life. O'Connor et al. (2020) found that CAMP's efforts in cultivating spaces of belonging for current CAMP students helped the students grow into academic experts on their own stories and advocates for CAMP and CAMP students.

The rationale for this study focusing on students' upper-division experiences is that the majority of research on migrant college students places more emphasis on their first year of college. This trend may be related to the fact that there is much interest and many studies about CAMP, which is a first-year program. There are many journal articles about CAMP's benefit to students and positive outcomes. In a seven-year longitudinal study of students at California State University, Ramirez (2012) found that CAMP students had higher first and second year persistence, higher first-year GPA, and higher graduation rates than other Latinos and general student populations. Duran (1995) reported that students found CAMP to be helpful with finances and adjustment to college life.

Hurtado et al. (2008) reported that researchers began to focus more on Latina/o first-generation students as their numbers in college continued to rise. In 2011, Araujo pointed out that a subset of this population that receives little attention in the literature is college students of migrant farm work background. Ramirez (2012), who studied the impact of CAMP on migrant student achievement, recommended further research with qualitative focus groups and interviews to explore students' involvement in campus activities and program services. Mendez & Bauman (2018) who examined the relationship between CAMP services and students' achievements reported that one limitation of their study was that the majority of participants were first-year students and there was a limited view into experiences of upper-division students. A study by Escamilla & Trevino (2014) is one of few that began to uncover the strengths and successes of CAMP college graduates through individual interviews.

Statement of the Problem

In spite of the fact that researchers have studied CAMP in great detail, an issue remains that there are no research studies about CAMP students' college experiences after their first year

of college or data about post-graduation pursuits. The U. S. Department of Education (College Assistance Migrant Program, n.d.) CAMP scholarship supports only the completion of students' first year of college. University CAMP directors' annual reports base program success on students' completion of the first year and transition into their second year of college. Information about individual student achievements beyond the first year of college can only be found on university CAMP websites. This is a significant oversight of a student population that overcomes monumental challenges to attain a college education.

During their first year of college, CAMP students are provided with financial and academic support, as well as information on strategies to be a successful college student. After the first year, CAMP upper-division students receive financial support from the university and limited outreach from CAMP staff. CAMP departments would like more interaction with upper-division students, but budget and staffing restraints interfere. Therefore, after their initial year in college, CAMP students navigate their sophomore, junior, and senior years with the same resources available to all college students. The CAMP director at the university in this study reported that a small percentage of upper-division students take advantage of outreach opportunities offered to them.

This study provides a more complete picture of CAMP student experiences through the collection of personal stories from CAMP alumni who graduated from college. In addition to sharing college their upper-division experiences, some CAMP alumni provided suggestions regarding best practices for supporting upper-division students. The study also examined individual student successes in college and post-graduation, intentionally contrasting existing literature which emphasizes more negative aspects faced by migrant farm worker students. Research for this study was conducted amid a global pandemic and during a period in the United

States when the topics of immigration and undocumented workers were being debated. CAMP students are United States citizens, but misinformation about migrants portrays a negative image (Lakoff, 2006; Subramaniam & Lybrand, 2021). While this study did not cover the broader issue of immigration, it serves the purpose of education and awareness about the commitment of migrant students to graduate from college and give back to their communities.

Information collected through this study can be useful to university CAMP directors. Career outcomes of CAMP alumni from the target university can be included in reports to the U.S. Department of Education. The information may also be helpful to current CAMP students. Reading alumni reflections about their upper-division college years and resources and activities that helped pave the way to graduation and a fulfilling career can motivate students to follow the same paths. This study may provide CAMP alumni enrolled in doctoral programs new ideas for dissertation topics. Researchers who study CAMP and CAMP student outcomes will also benefit from the results of this study. Most importantly, this study can open doors to further research on CAMP students and fill a void that currently exists regarding three or more additional years of their college life, referred to as upper-division years. The unit of analysis is 15 to 20 individuals, CAMP alumni college graduates, sharing their upper-division college experiences and post-graduation careers through in-person and digital surveys and interviews.

Purpose of the Proposed Study

The purpose of this study was to explore how migrant farm worker students in a first-year College Assistance Migrant Program at a private liberal arts, faith-based university navigated their upper-division college years through graduation, leading them to transition into post-graduation life. The study further explored academic and extracurricular activities of CAMP upper-division students that assisted them during upper-division years and whether or not their

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CAMP first-year experience had an impact on upper-division achievements and post-graduation experiences.

A qualitative research design was used to generate new ideas which can help university CAMP programs support migrant students in their sophomore, junior, and senior years. As this study progressed, the researcher remained updated on best practices during a pandemic as recommended by the Centers for Disease Control and Prevention (CDC) (COVID-19, n.d.). Due to the pandemic and the possibility of some participants living with immune-compromised family members, conducting interviews remotely was found to be the safest method of collecting data. Ethical considerations protecting the rights of participants and research validity and integrity was of high importance in this study. Informed consent, confidentiality, and freedom to opt-in or out of the study at any time were provided to participants. The target population was college-graduate alumni of a central Texas liberal arts faith-based university's CAMP program. Participants represented a variety of post-graduation life stages. All were employed, some had completed graduate degrees, and some were pursuing a Master's or doctoral degree. College graduation dates of the participants ranged from 1995 to 2017. The timeframe for conducting this research was four months. By capping the number of student participants at 15, the study's objective focused on quality over quantity.

Research Questions

RQ1: What lessons did CAMP students' take from year one that helped them in upper division years?

RQ2: What upper-division experiences did CAMP students find valuable and what challenges interfered with engagement in activities?

RQ3: What cultural capital did CAMP students bring with them to college that helped them through senior year?

Rationale, Relevance, and Significance of the Proposed Study

This study identified a critical gap in the literature. There are no research studies about the experiences of upper-division CAMP students or studies that address post-graduation achievements of CAMP alumni. While the focus of this study was not on post-graduation careers and education of the participants, current job titles and graduate studies were discussed during the collection of background information. Many researchers of CAMP and CAMP students recommend in their conclusion summaries that studies need to be done about CAMP upper-division years. Escamilla & Trevino (2014) took this recommendation a step further. They recommended identifying CAMP alumni starting doctoral programs and recommending to them studies that captured information about CAMP student experiences beyond the first college year. Araujo (2011) recommended research studies on the impact of CAMP after the students' first year of college. Araujo further stated that research is needed on the number of CAMP students who complete their undergraduate degrees and how CAMP impacts graduation statistics. This researcher's study will address the identified gap by collecting testimonials from CAMP alumni about their experiences during sophomore, junior, and senior years which led to their completion of an undergraduate degree.

Another oversight in the literature is the relatively few studies addressing migrant students' achievements as opposed to deficits. Graduation statistics are sometimes reported, but individual student's life stories are rare. The majority of studies focus on barriers and challenges faced by migrant farm worker students. An example of the kind of literature that is available regarding CAMP students is represented in Garza et al. (2016). The article chronicled how

students survived challenges in the education system. The study also stated that teachers have developed low expectations of migrant farm worker students. Problems, rather than long-term solutions, are emphasized. Garza et al. stated additionally that they wanted to portray CAMP students as capable despite cultural disadvantages. That objective is similar to the goal of this researcher. After CAMP students complete their first year, they no longer have full-time support from the CAMP staff. However, some students take the initiative to stay connected with the CAMP office and staff. This study will explore if participants continued to connect with the CAMP office and what factors may have kept them from maintaining the same relationship they had during their first year of college.

While this researcher sought to explore experiences of upper-division CAMP students, the goal was not to equate extracurricular experiences with student success or CAMP program success. However, data collected in the study revealed achievements by CAMP students. Elena reported: "I was selected to be a McNair Scholar which prepared me for doctoral studies." Monica stated: "Volunteering with SERVE Austin led me on a path of community service. Today I am a police officer." The U.S. Department of Education measures success of CAMP by students' completion of first year studies and advancement into their second year of college. Through collection of students' upper-division achievements program directors can supplement grant requests with student successes beyond year one.

Success and achievements at any level of a CAMP student's education can refer to grades, honors, leadership roles, accomplishments in internships, and learning new skills through study abroad, campus organizations, or any other extracurricular or co-curricular activities. Completion of college is a success measure as is acceptance into graduate school or receiving a job offer in senior year. Existing studies discuss success in similar terms as the U.S. Department

of Education or in terms of the rate of graduations according to students' number of years in college (Escamilla & Trevino, 2014). Escamilla & Trevino reported that 24.3% to 37.8% of CAMP students graduated in four years, 54.1% to 59.5% graduated in five years, and 59.5% to 68.2% graduated in six years. They further reported that statistics of students in their study showed graduation rates similar to the general population of graduates. In this researcher's study, the focus on students' upper-division year experiences without around-the-clock support from CAMP uncovered different types of achievements that could supplement a CAMP director's grant renewal.

This study incorporated a combined narrative and phenomenological approach. Mayan (2016) describes the phenomenology method as studying a lived experience while thinking about it. Mayan states further that with this method the researcher might not have a specific research question before entering the study and, instead, begins the study and develops the research question as the inquiry proceeds. This experience occurred during data analysis of my own study.

In seeking information about inherent strengths of migrant students, I asked my questions within the framework of cultural capital as described by Yosso (2005). Yosso described community cultural wealth or capital as the knowledge and skills students bring to the classroom. When analyzing the diverse responses given by the participants, I found additional research on *funds of knowledge* which helped me understand that the different stories participants shared actually had many commonalities. Saathoff (2015) explained that funds of knowledge are rooted in the U.S.-Mexico borderlands. Members of this community had to develop specific knowledge and skills to survive in an environment that was constantly undergoing changes. Their competencies were transmitted to their children. This new understanding helped me articulate

my third research question more succinctly. The result is a thick description of the meaning or essence of the participants' phenomenon or lived experiences.

My study also incorporated a narrative methodology. According to Mayan (2016), the central tenet that draws researchers to narrative is how stories and storytelling make meaning in our lives. It is based on the premise that any one person's story, analyzed in sufficient depth, represents a larger collection of social experiences. Some scholars have developed themes and other structures for a narrative methodology, but according to Mayan, most narrative scholars do not follow a specific technique. The result of a narrative study is a story of the participants' stories.

Definition of Terms

It is important to discuss the term *migrant* and *migrant farm workers*, because there are different definitions of the terms and many misconceptions. Three participants in the study reported that when non-CAMP students learned they were CAMP students, they were asked about their citizenship status. Hector stated that a student asked him: "Does that mean you're illegal?" Even a former director of CAMP reported that when talking to citizens in the community about the program, one of the first questions she was confronted with was: "Are they U.S. citizens?" These assumptions and labels make it difficult to present migrant students, especially CAMP students in the positive manner that they deserve.

In a general Google search, when I entered the keyword "migrants", the first entry on the page is a dictionary definition stating that a migrant moves from place to place to find work. The next entry was "refugees and migrants"; the following entries were about migration; the next one was refugees, asylum seekers, and migrants; and a following entry was about immigrant farm workers. It is a fact that 73% of immigrant farm workers are born outside the United States

(“Immigrant Farmworkers,” 2022); however, as long as the terms “migrant”, “immigrant”, and “undocumented” portray the entire agricultural farm worker community in a negative light, it is a challenge to counter negative attitudes with actual stories about the service farm workers provide and accomplishments CAMP students have achieved.

When I conducted a library search for “migrant farm workers”, the first entry was legal and social protection for migrant farm workers, the next two were about migrant farm workers in Eastern Europe and Africa, the following one was about the aspiration-attainment gap of migrant farm workers, followed by HIV and migrant farm workers in Africa. As I browsed through the rest of the list, I found most articles to be about migrant farm workers in countries other than the United States. A library search for “migrant farm workers in the United States” produced articles about labor and health issues and a history about U.S. agricultural workers. A search for migrant farm worker students produces articles about K-12 students and health and poverty issues. Narrowing that search to migrant farm worker college students continued to produce articles about the challenges of migrant farm workers and a search for College Assistance Migrant Program produced articles about CAMP.

The term “migrant” in Merriam-Webster (n.d.) describes a person who moves regularly to find work, especially for harvesting crops. A migrant farm worker, according to “The Migrant/Seasonal” (n.d.) is an individual who must be absent from a permanent residence while seeking employment in agricultural work. Migrant farm workers are also called migratory agricultural workers (“The Migrant/Seasonal”, n.d.). Seasonal farm workers are defined as individuals who are employed in temporary farm work but do not move from their permanent residence. CAMP students in this researcher’s study come from a migrant or migrant/seasonal background. To be accepted into CAMP, students must be U.S. citizens or permanent residents.

Two other terms in this study require an explanation. The term *upper-division* refers to students' sophomore, junior, and senior years of college or their second through final years. It provides this researcher a means of discussing these years with a short phrase that captures college years beyond year one.

The term Hispanic is a term this researcher most identifies with. However, throughout this study other researchers used a variety of terms, including Latino, Latinx, Latino/a, Chicano, Latin-American, and Mexican-American. The terms Latino, Latino/a, and Hispanic are often used interchangeably as described in Cole (2019). According to Noe-Bustamante et al., (2020), only about one-in-four U.S. Hispanics have heard of Latinx, but as the title of the article states, just 3% use it. The authors also stated that young Hispanic women are among the most likely to use the term Latinx. When citing other researchers' works, I used the terms used in their studies.

Assumptions, Delimitations, and Limitations

An assumption made by this researcher at the beginning of this study was that CAMP students do engage in extracurricular and co-curricular activities during their upper-division college years. This assumption is made based on the researcher's 26 years of interaction with CAMP students in the role of a career counselor. Students met with me to update their resumes and discuss career plans. Another basis for this assumption is the researcher's familiarity with the target university's events and programs for students.

A limitation in this qualitative study in regard to participant interviews and the online survey is that there is a possibility for the researcher to misunderstand informants' statements. Only through observation of their daily lives and ongoing interactions could the researcher ensure accurate interpretation of collected data. An interviewer might make assumptions and some of the assumptions might be incorrect. For this reason, the interviews and the survey began

with questions about the participants' backgrounds to get to know the participant better. In addition, member checking was used as a technique to establish credibility and trustworthiness of data collection and interpretation. Follow-up contact was offered to participants to allow them to confirm the accuracy of the researcher's data. Another limitation of the study was that data collection and analysis was time and labor intensive in a brief period of approximately four months.

This study was delimited to CAMP alumni from one private, liberal arts, faith-based university in central Texas. The selected participants represented diversity in terms of year graduated, field of study, experiences during upper-division years, and post-graduation experiences. The author of this study had no control over which of the invited participants would be available to participate in the study.

Summary

The first College Assistance Migrant Program grants awarded to universities for use with students of migrant farm work background were given in 1972. The university in this study was one of the first five grant recipients. The year 2022 was the fiftieth anniversary of this university's CAMP program. Hundreds of students have been recipients of CAMP scholarships at the university in this study. Since Edward R. Murrow's 1960 documentary *Harvest of Shame* was released, increasing attention has been given to the challenges faced by migrant farm workers and their children (Murrow, 1960). An almost equal amount of attention has been documented in research journals about the barriers to education faced by migrant farm worker students and to obstacles they must overcome to graduate from high school.

CAMP has impacted the lives of first-year migrant farm worker college students in many positive ways. Research studies have reported on the benefits of CAMP; however, research

abruptly stops after the students' first year in college. This study seeks to continue the story of CAMP students in college from their sophomore year through graduation. To more completely describe CAMP students' college experiences, information about upper-division years obtained directly from CAMP alumni is critical to understanding factors that helped them reach graduation. This research is important for the advancement of the study of migrant farm worker college students because it can open the door to continued research. It can also present a more positive profile of migrant farm worker students managing college life without full-time support from CAMP by reporting on achievements in sophomore, junior, and senior years of college which contributed to successful completion of their undergraduate degree.

Chapter 2: Literature Review

Introduction to the Literature Review

An internet search on the topic of farm workers in the United States revealed that there is a high interest in this population of individuals who work to provide food for millions of Americans. From reports on the history of migrant farm work in the U. S. to the need to improve laborers' living and working conditions to their empowerment and education, one will find many opinions and recommendations. As a first-generation college student and the daughter of migrant farm workers on the paternal side of my family and after 26 years of working with migrant students in higher education, this researcher's interest was in collecting first-hand testimonials from CAMP alumni about their experiences in upper-division college years.

Much of the information about migrant farm workers is found on non-profit organization websites, government agency sites, and articles by media and educators. Current information within the past five to 10 years is less available in research journals and almost no studies were found on the topic of migrant college student experiences in upper-division years. The majority of research studies on migrant farm workers focus on barriers confronted by the workers and their children, poverty and health issues, education challenges in K-12 grades, and how CAMP benefits migrant college students. Because the CAMP grant supports migrant students in their first year of college ("College Assistance", 2019), research studies about CAMP generally addressed only the students' first college year and emphasis was placed on the benefits of the program. Specific reference to students' experiences in sophomore, junior, and senior years of college years, and first-hand testimonies are rare. University CAMP websites are the primary source for this type of information.

Zalaquett et al. (2007) reported that there is limited research and literature specifically on Hispanic students who enter and attend colleges and universities. A book by Reyes & Faltis (2013) presents first-hand testimonials of students, but the focus is on CAMP students in their freshman year. The authors point out that providing opportunities for marginalized Mexican American students presents many problems. However, if students are provided with networks that support their educational experiences, they will be able to thrive. CAMP is given as an example of a program that helps students build relationships in college and support systems that enrich their first-year experience.

Reyes, 2007 & Juarez, 2021 conducted a study that demonstrates the value of university retention programs teaching skills needed for migrant students to succeed in college. Willison & Jang (2009) followed CAMP students for four years and showed that first-year completion rates varied from 89% to 71% and continuation rates into the second year were 95% to 93%. Nora (2003) in Mendez & Bauman (2018) reported that not much is known about the college experiences of Latina/o migrant students, but there are factors that can predict successful college outcomes. Cade (2019) pointed out that there is limited research on the topic of understanding the complexity of migrant life and the ambitions of migrant students. Research by Escamilla & Trevino (2014) provided one of the few studies that included interviews of CAMP graduates. They focused on factors influencing the success of migrant farm worker students in higher education, but they also reported that finding graduates of CAMP for interviews was challenging.

This writer's research seeks to explore how CAMP students navigated their sophomore, junior, and senior college years without the full services their CAMP scholarship provided to them in the first year of college. Participants in the study were asked to discuss their involvement

in extracurricular activities, their use of university support services, and their ongoing relationship with CAMP. They were asked about challenges during their upper-division college years and strategies for achieving goals and preparing for life after graduation. They were also asked about lessons learned from their CAMP first-year experience that contributed to academic success in sophomore, junior, and senior years. Data was gathered through recorded interviews or an online survey. Outcomes of this study will supplement current research about college migrant students.

My research began with research of the history of migrant farm workers in the United States and profiles of migrant youth in the U.S. educational system. I explored compensatory education programs available to migrant students, with a special focus on CAMP. Participants in the study were graduates of one of the first five universities awarded a CAMP grant in 1972. They are all United States citizens. The institution they graduated from is a liberal arts faith-based private university in the Southwest. The portion of the study involving participant interviews was conducted during the second year of a global pandemic requiring only virtual interaction with participants for health safety purposes.

Literature Review Strategy

The primary university library used for this study was St. Edward's University's Munday Library. St. Edward's is a nationally ranked Holy Cross university in Austin, Texas. Another resource was Google Scholar. Supplemental websites used included Farmworker Justice, National Farm Worker Ministry, United Farmworkers, National Center for Farmworker Health, United States Department of Agriculture, and National Archives and Records Administration. The Office of Migrant Education's College Assistance Migrant Program in The United States

Department of Education's Office of Elementary and Secondary Education was another source of information. The primary search engine used was Google.

In the initial phase of my research, "Migrant farm workers" was my primary keyword search term. It produced information about farm workers who are citizens from other countries, U.S. citizens, and undocumented workers. The keywords "migrant farm workers" also resulted in studies discussing immigrants and refugees. Merriam-Webster (n.d.) defines a *migrant* as a person who moves regularly in order to find work, especially in harvesting crops. An *immigrant* is defined as a person who comes to a country to live there, and a *refugee* is defined as one that flees, especially a person fleeing to a foreign country to escape danger or persecution (Merriam-Webster, n.d.). The participants in the proposed study are U.S. citizens.

The keywords "migrant farm worker students" and "children of migrant farm workers" revealed information primarily about students in K-12 grades. "College Assistance Migrant Program, CAMP" resulted in articles about migrant students in college, specifically CAMP scholars. Other keyword searches included: "migrant college students", "migrant education", "retention programs", "higher education", "community cultural capital", "cultural wealth", "critical race theory", "ethical issues", "supplemental instruction", and "migrant farm worker case studies". Keyword searches for studies about migrant college students' experiences in upper-division years had poor results. The term upper-division is not a universal term. It was created by this researcher for use in the current study. A meeting with St. Edward's Research Support Librarian helped me brainstorm additional keywords, but even when advanced search filters were used, the librarian could not find articles or books about CAMP student experiences in upper-division years. As stated previously, there is major gap in available information about CAMP students' college life after year one.

Theoretical Framework

To investigate the experiences of upper-division CAMP students navigating their sophomore, junior, and senior years, several disciplinary perspectives were utilized. Viewing the study's participants through a critical race theory lens, this researcher investigated if students encountered discrimination due to racial, ethnic, or cultural identities. Participants were asked if they experienced misconceptions about the meaning of migrant and an understanding of the lives of migrant farm worker families. According to a former university CAMP director, when she spoke to potential donors she was often asked if CAMP students and their parents were "legal". In other words, were they U. S. citizens. I have heard similar inquiries in my interactions with non-CAMP students. I have also witnessed CAMP students being asked what made them so special that they received tuition reimbursement for college.

Solorzano (1997), drawing from the works of Fay (1987) and Tierney (1991, 1993) defined critical race theory as a framework identifying and analyzing aspects of society that maintain the marginalization of People of Color. Critical Race Theory has at least five themes: the centrality and intersectionality of race and racism, the challenge to dominant ideology, the commitment to social justice, the centrality of experiential knowledge, and the interdisciplinary perspective. Areguin et al. (2020) stated that Latinx farm workers are exposed to prejudice and discrimination based on perceptions of class and ethnicity. Araujo (2016) addressed deficit thinking about Latinos by gathering counter-stories from eight Latino migrant students. The counter-stories contradicted common myths and stereotypes. Bernal (2002) explored how viewing students through critical race theory and Latino critical theory lenses, their knowledge and potential are brought to the forefront.

This study was also informed by social-psychological theory, asserting that there is an interaction between an individual and society. Bandura (1989) in Harris (2016) discussed social cognitive learning theory, where humans are active processors of information. They respond to their environment based on life experiences. The key to this writer's study was on how cognitive processes, beliefs, and expectations, which were previously learned, affect students' behaviors in college. How much of a role did their economic status, their family values, and their beliefs play in shaping the personalities and choices they made in college and upon graduation?

Another area of focus was on the importance of cultivating sociocritical literacy skills. Nuñez & Gildersleeve (2016) state that cultivating skills or sociocritical literacies can shape college outcomes. Reyes (2007) discussed legitimate peripheral participation or learning achieved through participation in community experiences. Reyes described CAMP activities where students meet with the director who provided information on scholarship opportunities and study tips. They also communicated with community mentors via email and interacted with college professors in social gatherings. The students were exposed to social, personal, educational, and life situations they were not familiar with before CAMP. In this researcher's study, questions were asked of CAMP alumni regarding community experiences and opportunities to develop socio-critical skills during upper-division years.

In this study, CAMP alumni were also asked about their interactions with professors, support services staff, and community members to assess if these interactions transformed and inspired them toward higher goals during their upper-division college years. A study by Reyes in 2009 explored interactions of Mexican-descent students with educators and members of the community. Reyes based his study on philosopher Paulo Freire's critical consciousness theory (Freire et al., 2014). Reyes stated that Paulo Freire believed in the power of words. Students are nourished by words that motivate, inspire, and empower them. In the interactions between

people, there are words and ideas that sometimes trigger profound understanding and insight and lead to some sense of transformation. Reyes' and Freire's theory provided a foundation for assessing how often CAMP upper-division students engaged in these transformative interactions and their feedback on less motivating interactions.

While the aforementioned theoretical perspectives focused on challenges faced by CAMP college students, my study sought to capture a positive perspective as well. Yosso (2005) described a community cultural wealth or cultural capital model as shifting the research lens away from a deficit view toward a focus on cultural knowledge and skills. This model identified assets possessed by students that they can use to their advantage. There are six forms of cultural wealth: aspirational, linguistic, familial, social, navigational, and resistant. Araujo (2012) described how a student used cultural wealth to transition from high school to college and successfully completed the first year. Bejarano & Valverde (2012) stated that familial knowledge of CAMP students empowered them to celebrate their culture and their farm worker families. It also made them more determined to graduate. The proposed study will lead CAMP alumni into a discussion of their cultural wealth and how it assisted them throughout their sophomore, junior, and senior years of college.

In Reyes and Faltis (2013) the author Reyes discussed the fact that he was not aware of unseen motivations that led him to the topic of his study. He entered his study grounded in his own identities and histories which influenced him to approach the study in a particular manner. Similar to Reyes, it is important for this author to examine her personal lens and share her personal identity as another facet of my study's theoretical framework. My father and his family were migrant farm workers. My father had no education beyond first grade. Spanish was my parents' native language and they taught themselves English. Due to their experiences with discrimination for speaking Spanish, my parents spoke Spanish to each other and with family

and friends, but they only spoke English to me. I am of Hispanic and Mexican descent, and I am a first-generation college student on my father's side of the family. While I am not fluent in Spanish, because I grew up hearing Spanish every day. I understand almost everything spoken in Spanish and I can read Spanish. My Spanish-speaking proficiency, however, is at an elementary level. My father worked in the fields until his mid-teens when he developed tuberculosis. Because his doctor would not allow him to return to migrant farm work, he learned the trade of watch repair. One difference between me and the participants in my study is that by the time I was born, my father was no longer a migrant farm worker; however, he made sure that I was aware of the struggles he and his family endured working in the fields. Another difference is that I have traveled extensively. I lived in Germany for four years and I have traveled throughout Europe, Latin America, Canada, Russia, and China. There is also a wide generation gap between me and the study's participants. I am a Baby Boomer in my 70s and the participants ages ranged from mid 20s to mid 40s.

Another component of the theoretical framework for this study involved the profile of compensatory education programs available to CAMP students at their university. Compensatory education programs provide a framework of resources available to all students. Tutoring and supplemental instruction are available for students who require additional help with college coursework. Specialized assistance is available in the math lab and writing center. The library offers research support, databases, archives, and interlibrary loans. Student disability services staff help students with academic accommodations, housing accommodations, academic counseling, and referral services. Success Coaches advise students on course registration and students have a faculty advisor from their academic department. The Career and Professional Development (CAPD) office provides career planning and coaching, from deciding on a major to obtaining an internship to seeking a job or graduate or professional school opportunity. Campus

Ministry offers a variety of retreats and alternative spring break and international immersion experiences. The study abroad office helps students choose a foreign country to visit and helps them prepare for their travel. The Office of Information Technology assists students with computer and technology-related problems. The office of Financial Aid assists students with information about external financial resources. The Health and Counseling Center offers health services and counseling case management. Dedicated staff in Residence Life provide around-the-clock support to students living on campus. They assist students with all matters that enrich their college experience and make referrals to other support services. The Wellness and Recreation Center is available to students for peer wellness coaching, fitness programs, recreational sports, and outdoor adventures. A Ronald McNair Scholars Program is available to underrepresented students who want to pursue a doctoral degree.

Review of Research and Methodological Literature

The literature cited in this study was best organized chronologically. The majority of studies about migrant farm workers began with a history of farm workers in the United States and a discussion about the challenges they face. Some studies targeted specific issues such as poverty, inadequate health services and housing, and unsafe working conditions. Studies also addressed agricultural and child labor laws, exploitation of farm workers, and organizing efforts. A topic of interest to researchers arose with the onset of the COVID-19 pandemic in 2020. Farm workers are at high risk for the virus, and they faced a new challenge with a higher-than-average incidence of COVID-19.

On the topic of migrant youth and their education, most of the research addressed K-12 years and high high-school drop-out numbers. Data about college retention programs, such as the College Assistance Migrant Program (CAMP) and the Migrant Education Program (MEP) are readily available, but they tended to focus on the benefits of these programs rather than on

college experiences of individual students. The studies that did share college students' experiences through interviews or observations only provided testimonials about their freshman year, especially since the participants were CAMP first-year students.

As stated in Literature Review Strategy, research about the experiences of students beyond their first year of college is conspicuously absent. Finding current literature about migrant college students was a challenge; however, in the past few years, some new studies by doctoral candidates appeared, but they focused primarily on the students' experience during their first year in CAMP.

Five central themes were identified in existing literature. The first was the history of agricultural workers in the United States. The second theme was about challenges faced by migrant farm workers. The third theme examined education issues with migrant farm worker students. Theme four looked at compensatory education programs created for migrant farm worker students. The fifth theme addressed obstacles limiting CAMP students' involvement in extracurricular activities.

The History of Agricultural Workers in the United States

In National Farm Worker Ministry (n.d.), a timeline of agricultural farm work in the United States reveals events and policies that laid the groundwork for the current agricultural system. In the 1600s indentured servants were brought from England to work in fields. Enslaved Native Americans were also used as field workers. From the 1650s to the 1800s people were brought from Africa to the U.S. They worked as slaves in the fields and as domestic servants. After the Mexican-American War in the mid-1800s, thousands of migrant workers arrived from Mexico. They moved freely across the border for temporary jobs. After the Civil War, Black Codes limited the rights of Black people to work in fields other than in agricultural labor. In the late 1800s, the U.S. government passed laws prohibiting slavery and involuntary servitude.

When farming became a large-scale industry from the 1860s to the 1930s, the U.S. began importing Asian labor, and by 1886 seven out of every eight farm workers were Chinese, Japanese, or Filipino. In 1882, the Chinese Exclusion Act banned the employment of Chinese and restricted the flow of workers coming to this country. After slavery was abolished in 1865, former Black slaves and their descendants continued to work in the fields because they were either in debt with landowners or were sharecropping.

From the early through mid-1900s guest worker and temporary labor programs were introduced. During this period Mexican farm workers were brought to the U.S. until the programs ended and during the Great Depression in the 1930s, they were deported. Eventually, labor laws and union laws were passed and because of WWII labor shortages, the Bracero Program imported temporary laborers from Mexico to work in the fields Mize (2016). In 1952 a temporary guest worker visa program became official law. By this time most farm workers were from Latin America, and they experienced increasingly poor working conditions. Existing labor laws specifically excluded farm workers from protections such as overtime pay, workers' compensation, union protection, and child labor laws. In 1962 César Chavez and Dolores Huerta initiated organizing efforts and founded the National Farm Workers Association (Pawel, 2014). Their movement drew national attention to the struggles of farm workers and laid the groundwork for other farm worker organizations. From the 1970s to today, field workers in the U.S. are primarily from Latin America and the majority are from Mexico and Central America. The fact that some of today's migrant students have attended and completed college after the struggles of many generations is a testament to the motivation of a group of people who want to improve living situations for themselves, their families, and future generations.

Kosack & Ward (2014) studied details about Mexican migration into and out of the United States in the 1920s. The purpose of their study was to better understand the effects of

migration from Mexico to the United States on the economies of both nations. The authors measured the pattern of selection in migration and examine if there are differences with return migration. They also provided an in-depth chronology of farm worker migration patterns starting with the Mexican Revolution in the 1910s and the United States' development of a process for collecting immigrant records across the Mexican border. The authors stated that the Mexican Revolution pushed migrants out during the 1910s, unskilled labor from Europe was curtailed in the early 1920s, and Mexican workers were pulled into the United States. The United States absorbed these migrants because World War I increased the labor demand. The U.S. even encouraged Mexican migrants to work in agriculture and briefly suspended entry restrictions. Kosack & Ward pointed out that in the 1920s U.S. employers viewed Mexicans as more reliable than other workers and tried to retain them after the harvest season. Learning about the profiles of earlier migrant workers provided this researcher with a better understanding of how the migrant farm work labor force evolved. It also deepened my appreciation for the struggles the participants in this study and their families had to survive.

Challenges Faced by Migrant Farm Workers

There are many studies about the challenges faced by migrant farm workers. Some focus on farm workers in specific states of the U.S. and some on specific issues such as health, poverty, or education. Since the onset of the COVID-19 pandemic, researchers began to study the impact of the pandemic on the lives of migrant farm workers. Kilanowski (2014) addressed the need for nurse practitioners who care for migrant families to consider their cultural, social, and environmental characteristics. The author also recommended community-based research as a vehicle for community empowerment, as long as it is conducted with integrity and humility and with the goal of reducing health disparities. Kilanowski maintained that rather than excluding migrant farm worker children in studies, researchers should seek to communicate the needs of

vulnerable children to the public. The author further stated that migrant and seasonal farm worker labor supports the U.S. agricultural industry with approximately one to three million workers, including approximately 14,800 youth who are younger than 19 years. Kilanowski's study was written in a narrative format, with recommendations from The American Academy of Pediatrics. It addressed ethical considerations when working with a vulnerable group of people. Trust between researchers and participants was facilitated by employing persons for the research team who were known by the community. The author stated that methodologic questions about research design might arise. Working with a vulnerable migrant population may be difficult when using a randomized sample framework because of the physical distribution of participants.

Pineros-Leano et al. (2016) examined the level of depression in immigrant farm workers compared to the general population. The main purpose of this study was a review of Cognitive Behavioral Treatment (CBT) intervention studies on reducing depression among Latino immigrants. Qualitative studies cited by these authors indicated that Latino immigrants do recognize depressive symptoms, but they often attribute them to difficulties associated with acculturation to a new country or a new community rather than as a treatable condition. The authors' research addressed mental health practices that target Latino immigrants. The U.S. Surgeon General found very low participation rates in research among Latinos and other minority populations and recommended more inclusion of minorities in these studies.

Several non-profit organizations addressed the topic of poverty in the migrant farm worker population. Data from the Farmworker Justice's (FJ) website, 2017-2018, indicated that at least 22% of farm worker families earned incomes below the poverty line (Who Are Farmworkers?, n.d.). The average hourly wage was \$12.32. Farm worker communities deal with a high level of poverty and few of them have employment benefits such as sick leave, paid vacation, or health insurance. Farmworker Justice further pointed out that because many

agricultural employers are exempt from unemployment taxes, migrant workers may not be eligible for unemployment. The National Farmworker Ministry (NFM) paints an even bleaker picture of the poverty level of migrant workers (Below Poverty Wages, 2009). At the time the study was conducted, United States farm workers were earning an average of \$10,000 per year. Farm worker wages declined by more than 20% in a period of 20 years, after accounting for inflation. NFM reported that farm workers have the lowest annual family incomes of any U.S. wage and salary workers, and they cited a study that found that nearly half of Latino migrant farm workers in central North Carolina could not afford enough food for their families.

In 2015 Quandt et al. described the state of farm worker housing as it relates to migrant farm workers' health issues, based on data from peer-reviewed, government, and other documents. The authors stated that farm work is one of the few industries where housing is directly related to employment. Many farm workers live in housing provided by growers and others live near their rural worksites. According to Quandt et al., farm worker housing does not meet local housing standards set by the Migrant and Seasonal Agricultural Worker Protection Act of 1983. Farm laborers are exposed to chemicals, allergens, pests, and moisture which lead to negative respiratory, dermatologic, and neurobehavioral outcomes. They are also exposed to detrimental crowding and noise. Many farm workers share housing with nonfamily members and numerous studies of farm worker housing report crowded or extremely crowded conditions. Among the housing units considered as crowded, 74% of them included children. The most frequent complaints by farm workers are crowded conditions, not enough heat, and missing or unrepaired window screens. In one study reviewed by Quandt et al., a survey revealed 4.4% of farm workers' dwellings lacked plumbing, 3.8% lacked food preparation facilities, and 20% had no telephone service. There were also numerous instances of pest infestations. The authors also reviewed studies regarding structural housing defects leading to migrant worker injuries.

Linguistic and cultural barriers increased these risks. According to Quandt et al., the studies they reviewed also reported poor sanitation situations. Persistent diarrhea was common among workers without complete bathroom or kitchen facilities. Quandt et al. ended their study with eight research and policy recommendations. The recommendation listed first and considered most important was for new research to be conducted assessing housing conditions of resident farm workers.

No source presented the challenges faced by migrant farm workers as vividly as the video “Harvest of Shame” by Murrow (1960). It was a television documentary narrated by Murrow, a CBS broadcaster. It is presented as a story of migrant farmworkers, following them from Florida to New Jersey, with numerous interviews along the way, over a nine-month period. It aired after Thanksgiving Day to stress the point that food cooked for Thanksgiving was picked by migratory workers who live in poverty. Thirty years later Galán, H. (1990) directed a sequel to Murrow’s documentary. It was narrated by broadcast journalist David Marash and it showed that little had changed in the lives of migrant farm workers in 30 years.

Education Issues with Migrant Farm Worker Students

Salinas & Reyes (2004) conducted a qualitative case study examining the challenges faced by Texas Chicana/o high school migrant students and the benefits provided by advocate educators. The authors defined advocate educators as professionals who recognized that they have two responsibilities when working with Chicana/o migrant students. Their first role is rooted in the values of *el movimiento* (the movement) inspired by César Chavez and Dolores Huerta’s efforts to create a platform that allowed the needs of U.S. Chicanas/os to be articulated nationwide. Salinas & Reyes cited Trueba (1999) who described advocates as those who strive to gain political power and recognition of the migrant children they work with in the schools. The second role of advocate educators is to operate in communities that have goals and help them

achieve those goals creatively, moving beyond the status quo (Reyes, Scribner, & Paredes, 1999 as cited in Salinas & Reyes, 2004). Salinas & Reyes (2004) also pointed out that migrant students require a unique approach to education because of their movement in and out of different school districts. The authors' study verified that meeting the needs of high school migrant students is difficult and complex. Major problems occur with transfer record systems, credit accrual options, course scheduling, and inconsistent degree requirements. Further complications arise with the lack of inter and intra-state coordination of educational services for migrant farmworker students. Salinas & Reyes recommended that there is a definite need for advocate educators who are familiar with the needs of migrant students and who are dedicated to integrating nontraditional schooling strategies into mainstream practices. Data for this study was collected from a daylong workshop session at the Annual Texas Migrant State Conference. Ten study participants were selected, including migrant students, migrant counselors, and administrators.

In Zalaquett et al. (2007) the authors stated that language barriers are concerns for migrant farm worker students. Approximately 84% of migrant farm workers come from a Latina/o background where the primary language spoken at home is Spanish (Kindler, 1995 in Zalaquett et al., 2007). Parents of migrant youth usually have limited English proficiency and they rely on their children to translate for them. This places children in adult roles and living in an environment absent of instructional support from parents. Zalaquett et al. state that this situation impedes the children's own learning and achievement in school.

There are many studies about high school drop-out rates of migrant farm worker students. According to Nastoff (2016), only 10% of migrant students graduate from high school and only 10% of migrant children complete twelfth grade. Nastoff also stated that education is one of the most important factors that can break this cycle, but there needs to be more involvement by

federal and state governments. Governments need to provide the necessary resources for after-school and summer enrichment programs. There is also a need for provisions to attract highly qualified teachers. Nittle (2019) stated that children of migrant farm workers have the highest dropout rate in the United States. Wiseman (2003) reported that approximately 45% to 60% of migrant children do not complete high school. According to a report in the National Center for Farmworker Health (NCFH) (2018), migrating patterns of students cause interrupted school attendance. The students miss exams, and they need months to catch up on school subjects. Cooper et al. (2005) as cited in NCFH (2018) compared migrating and non-migrating students in south Texas and found that migrant students were more likely to miss school or arrive late. They were also more likely to sleep during class, study for fewer hours, and drop out of high school four times the national rate. Awareness of the many issues migrant students have to deal with in the U.S. educational system will enhance the sensitivity of the proposed study's author during interactions with CAMP student participants.

Compensatory Education Programs for Migrant Students

Federal and state compensatory education programs have been created to support migrant students, reduce the high school dropout rate, and provide pathways to a college education. Two that appear prominently in academic journals are the Migrant Education Program (MEP) and the College Assistance Migrant Program (CAMP). Other programs include the High School Equivalency Program (HEP) and the MEP Consortium Incentive Grant (CIG). HEP helps migratory and seasonal farm workers and children 16 years or older and not enrolled in school to obtain a high school diploma equivalency, gain employment, or begin postsecondary education or training. CIG provides financial incentives to State Educational Agencies (SEAs) to participate in high-quality consortia that improve the interstate or intrastate coordination of

migrant education programs. It addresses key needs of migratory children who have their education interrupted.

The Migrant Education Program was established by the United States Department of Education in 1966. It is part of Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965. It was reauthorized in 2015 by the Every Student Succeeds Act. MEP funds academic and supportive services for migrant youth between the ages of three to 22 years old from families who work in the agricultural and fishing industries. The goal of MEP is to meet the educational and social needs of migratory children by ensuring that they reach challenging academic standards, graduate from high school, and are prepared for further learning and productive employment.

Schmitt et al. (2020) conducted a pretest/posttest study investigating MEP and its impact on migrant students' summer learning loss in English proficiency. Kindergarten through fourth grade Latinx migrant students were enrolled in MEP in the summer in Ohio. The IDEA Proficiency Test and the i-Ready Diagnostic were administered. Pre-test and post-test differences were analyzed, as well as differences in gains between school locations and grade levels. MEP students experienced significant gains in English speaking and language arts scores. The gains did not differ by grade, but they did differ by school. Diagnostics indicated that MEP could have been effective at reducing summer learning loss and helping to lead significant score gains. In six to eight weeks students were able to improve English proficiency. The researchers concluded that supplemental education programs may be able to close the school readiness gap for migrant youth. Not only did students in this study maintain their English language abilities, but they experienced growth in their English skills.

The College Assistance Migrant Program (CAMP) assists college students from migrant farm worker families who are enrolled in their first year of undergraduate studies. In 1967 a

private educational research company developed the original CAMP concept created as part of President Lyndon Johnson's administration's War on Poverty. In 1972 the first CAMP grants were awarded to five universities. The target university in this researcher's study was one of the original five recipients. In 1980 CAMP was transferred to the newly created U.S. Department of Education. In 1999 CAMP was included as part of President Clinton's administration's Hispanic Education Action Plan. CAMP offers academic, career, financial, and support services to migrant students in their first year of college. These services help the retention of the students and provide a foundation that facilitates their transition into the second year of college. Approximately 2,400 students are served annually by CAMP (HEP/CAMP, n.d.).

While many studies exist regarding CAMP, Araujo (2011) presented one of the few qualitative case studies with data collected directly from students. Eight CAMP migrant farm worker students shared their experiences about their first year in college. Araujo described how CAMP helped these students complete their first year successfully. Methods used were participant observations, individual interviews, and a focus group. In addition to individual interviews and a focus group, CAMP students took a Freshman Experience class together to build coherence in the group. The researcher observed the students, listened to discussions and collected samples of their work. All of the participants in the study mentioned CAMP as a major reason for enrolling in the university. CAMP provided the students with social and navigational capital. Social capital refers to support systems and community resources. Navigational capital refers to the ability to navigate social situations such as racism, the judicial system, health care, and the job market. According to Araujo CAMP at the studied university provided exemplary service to help alleviate barriers that Latino migrant students typically encounter.

Escamilla & Trevino (2014) conducted a study on the College Assistance Migrant Program (CAMP). The format was qualitative to allow for open-ended interviewing and the

ability to ask additional questions as different themes arose. Statistics of CAMP alumni from one university showed that graduation rates of CAMP students were similar to the general population of graduates at that university. The authors explored three themes and their influence on the success of migrant students in higher education. One theme, fictive kinship, demonstrated how students recreated a family environment at the university and their relationship with faculty and staff provided a support network. The second theme studied by Escamilla and Trevino was family relationships. The students' families were a strong force in supporting the students' choice to go to college. Students wanted to succeed for their families. The third theme described by the authors was social cultivation, which accounts for some of the success of middle-class students in their education. For migrant students, however, the students did not feel prepared academically even though they were at the top of their high school class. Escamilla & Trevino reported that the students did not have community or extracurricular experiences associated with team building and leadership skills like middle-class students. The CAMP students did have a strong work ethic from their experience of working in the fields with their parents.

The U.S. Department of Education shares performance reports of CAMP from university grantees with Congress and posts them on their website (Report to Congress, 2020). The two performance measures for CAMP are the percentage of CAMP students who complete their first academic year of college and the percentage of CAMP students who continue their postsecondary education, referred to as CAMP GPRA measures one and two. Prior to a performance period, the Department establishes targets for each performance measure. CAMP grantees submit annual performance reports with data regarding the two performance targets. The 2020 Report to Congress included data from fiscal year (FY) 2016 to 2017 and FY 2017 to 2018.

The targets set for CAMP for fiscal year (FY) 2017 to 2018 included the following: 86% of participants would complete their first academic year and 85% of participants in 2017 and 88% of participants in FY 2018 would continue their postsecondary education into their second year of college. For FY 2017 and FY 2018, 88.2% and 83.5% of CAMP participants respectively, completed the first academic year of college. CAMP exceeded the national GPRA target, one of 86% in 2017 and was only 2.5 percentage points below the target one GPRA in 2018. For GPRA target two, 96.6% and 96.2% of CAMP students who completed their first year in college continued into their second year. This outcome surpassed the national CAMP target of 85% for FY 2017 and 88% for FY 2018. Overall, in FY 2017 and FY 2018 CAMP grantees were nearly 100% successful in achieving their performance targets.

The Department of Education began collecting data on former CAMP students who graduated with a bachelor's degree in fiscal year (FY) 2009 (Report to Congress, 2020). There has been an increase in enrollment in CAMP programs since 2017. For FY 2017 a total of 2,119 CAMP students were awarded scholarships. For FY 2018, there were a total of 2,371 CAMP scholars. There has also been an increase in the number of former CAMP students who have graduated between FY 2017 and FY 2018 with a bachelor's degree. The total number of bachelor degree graduates increased from 775 to 884 from FY 2017 to FY 2018. The Department of Education does not collect data on student activity in their sophomore, junior, and senior years.

Obstacles Limiting Involvement in Activities

In Blackburn (2008) the author explained how social inequality extends beyond economic inequalities. It can include unequal access to services and experiential activities. From my personal experience working with CAMP students, I was familiar with the fact that they did not engage in as many extracurricular activities as other students. Limited finances were usually the reason. For example, they could not afford travel for study abroad and they could not quit

their paid part-time jobs to participate in an unpaid internship. Some students also did not own cars and this interfered with their ability to travel to distant internship sites. One of my planned questions when interviewing participants will be about obstacles that interfered with their participation in extracurricular activities.

Summary

Major themes in the literature included the history of agricultural farm workers in the United States (Kosack & Ward, 2014), challenges faced by migrant farm workers (Kilanowski, 2014; Pineros-Leano et al., 2016), education issues with migrant students (Nastoff, 2016; Salinas & Reyes, 2004; Zalaquett et al., 2007), and compensatory education programs for migrant students (Araujo, 2011; Escamilla & Trevino, 2014). No studies were found regarding obstacles which limited their participation in extracurricular activities. The U.S. Census has explored the relationship between poverty and K-12 children's ability to engage in activities. The Census does not address that topic with college students or migrant students.

A major gap in the study of migrant farm worker students was identified by the fact that literature is unavailable regarding students' experiences in their upper-division years. While some studies reported migrant student success in college (Escamilla, & Trevino, 2014) or predicted successful outcomes (Mendez & Bauman, 2018), the students in these studies were first-year college students. This researcher has not been successful in finding research studies that specifically address CAMP students in upper-division years. By interviewing CAMP alumni and gathering information directly from them about their experiences after the first year, this study begins to fill the void in the literature.

The purpose of this study is to gather specific data about the experiences of CAMP alumni during their upper-division years. Participants shared stories about extracurricular and co-curricular activities or obstacles to participating in these activities. They also described college

resources they found most valuable for post-graduation success, challenges experienced in upper-division years, and lessons learned in the CAMP first year that guided them through graduation. In the next chapter, a qualitative research design will be described from the frameworks of social inequity, critical race theory, social-psychological theory, socio-critical literacy theory, critical consciousness, and cultural wealth. One goal of this was to identify for CAMP directors' activities of upper-division year students.

Chapter 3: Methodology

Introduction

For 26 years, I worked as a career counselor for undergraduate college students at a small private liberal arts university. A significant number of these students were first generation college students from migrant farm worker families. They were recipients of scholarships from the College Assistance Migrant Program (CAMP) funded by the U.S. Department of Education. I engaged in discussions with CAMP students about career goals, co-curricular and extracurricular activities, school and work challenges, and academic and career achievements. My migrant farm worker family background and experience with college migrant students was the foundation for an interest in learning more about individual students' experiences in upper-division college years. Findings of the study will be of value to university CAMP programs seeking strategies for engaging with students beyond their first year of college.

Searches for literature about migrant farm workers and their children resulted in studies about poor working and living conditions, as well as education challenges faced by K-12 students. There were fewer studies about migrant farm worker students in college and no studies about college experiences in their second, third, fourth, and final years, referred to in this proposal as upper-division years. The absence of research about CAMP students' upper-division college experiences is a significant gap in discussions about migrant farm workers and it results in an incomplete picture of this population in college. O'Connor et al., (2020) sought to study first and second-year perceptions of campus culture, but respondents mostly addressed their first year in college.

A qualitative study format involving individual interviews with participants was used to allow gathering of information that is useful for practical application. Direct interviews revealed

how individuals define themselves and their experiences. The researcher asked open-ended questions and delved beyond initial inquiries into further exploration as new topics arise. An option to complete an online survey was given to participants who preferred not to be video interviewed.

The study's research questions were based on academic theories that cover social inequality, race issues, social cognitive behaviors, socio-critical literacies, transformative interactions, and cultural wealth. This chapter addresses research questions in the study, the purpose and design of the study, data collection and analysis, validation, expected findings, and ethical issues. The chapter concludes with a summary of the study's methodology.

Research Questions

One question this study addressed was lessons learned in students' first-year CAMP experience which benefited them in upper-division years. According to Willison & Jang (2009), CAMP does have a positive effect on academic success of migrant students. The program provides financial, academic, and personal support. CAMP provides a family environment for the first-year students and offers a sense of belonging.

Another question the study explored was what upper-division year experiences did CAMP students find valuable. Bandura (1989) discussed social cognitive theory and how people draw on their knowledge and behavioral skills to produce certain personal changes. Cognitive processes previously learned can affect student behaviors in college. Nuñez & Gildersleeve (2016) stated that cultivating skills or sociocritical literacies can shape college outcomes. In Reyes (2009) and Freire et al. (2014) a critical consciousness transformation theory was discussed. Students were transformed through their interactions with other people, and they were motivated and empowered by positive and inspiring words. From the perspective of social

cognitive, socio-critical literacy, and transformation theories, this writer explored CAMP students' interactions with professors, support services, and community members. The study also explored how these interactions shaped students' perceptions of themselves.

Additionally, this study examined challenges that interfered with students engaging in campus and off-campus activities. Blackburn (2008) stated that social inequality extends beyond economic inequalities. It refers also to unequal access to resources, services, and positions in society which impact people's lifestyles. With college students, social inequality could impede, for example, their ability to participate in internships if appropriate transportation is not available. Yosso et al. (2009) used a critical race theory framework to explore racial microaggressions upon Latina/o students. They found that the students were sometimes experiencing negative and hostile campus racial climates. In this researcher's study about CAMP students, participants will be asked if they experienced racial aggressions and discrimination.

A third question examined dealt with the cultural capital migrant students brought with them to college that helped them through their senior year. Bejarano & Valverde (2012) reported that in spite of challenges faced by migrant farm worker students, they retained high aspirations throughout college. They have inner resources and cultural strategies acquired from their family environments. In interactions with participants CAMP alumni engaged in discussions about cultural capital and the assets and that assisted them throughout their upper-division years in college.

Purpose and Design of the Proposed Study

The purpose of this study was to explore how migrant farm worker students in a College Assistance Migrant Program at a small private university navigated their upper-division college years and transitioned into post-graduation life. The study further explored academic and co-

curricular and extracurricular activities of CAMP upper-division students that assisted them during upper-division years. In addition, participants were asked which of their CAMP first-year experiences had the most positive impact on upper-division year achievements and post-graduation experiences. Collecting this data was important because there is no research about CAMP students beyond their first year in college.

The primary criteria for selecting a qualitative approach were the following: there is a void in the literature about CAMP student experiences beyond their first year of college, there are few studies that have collected student experiences through direct interviews, and there needs to be an increased awareness of accomplishments by migrant students who graduate from college. A qualitative study allowed room for innovation, such as providing an online survey option to participants and flexibility in the structure of the final report.

A combined phenomenological and narrative qualitative design was used in this study. In Giorgi (2012), the author states that to study a whole person rather than fragmented psychological processes, a phenomenological research method is most appropriate. With this design, the focus was on lived experiences within a particular group. This writer learned from experiences shared by CAMP alumni. It lent itself to an interview format. The narrative design allowed a story-telling structure in the interviews.

My study followed a similar research approach and design to other studies exploring CAMP students' lived experiences. Araujo, B. (2011) studied eight Latino migrant farm worker students in their first year of college. A qualitative approach supplements quantitative data in other studies and explores community cultural wealth of the students. Bernal (2002) compared experiences of Chicana/Chicano students through a critical race-gendered epistemological perspective. The author stated that critical race theory is an appropriate lens for qualitative

research in the field of education. Escamilla and Trevino (2014) selected a qualitative approach to study factors influencing the success of migrant farm worker students in higher education.

Research Population and Sampling Method

The target population for this writer's study was College Assistance Migrant Program (CAMP) alumni who graduated with a bachelor's degree. CAMP is a grant funded program for migrant farm worker students during their first year of college. The students were graduates of a private, liberal arts faith-based university in Texas. The university was one of the first five CAMP grant recipients in 1972. In December 2021 a preliminary Qualtrics survey from the CAMP director was emailed to approximately 700 CAMP alumni. The survey asked if they would be interested in participating in a research study about CAMP in the following year (Appendix A). It was made clear to recipients that the researcher was still working on a dissertation proposal and that actual research would not begin until 2022. It was also stated in the survey that the researcher was trying to gauge possible interest in becoming a research participant. Surveys were sent to CAMP alumni from the past 10 years. One hundred twenty-five alumni replied and 96 expressed an interest, with over 50% stating they would be very interested in being interviewed for this study. The recipients shared their names and e-mail addresses and agreed to receive follow-up communication when the study was approved. My goal was to select approximately 15 to 20 participants for the study.

Participants were to be selected from CAMP alumni who graduated with a bachelor's degree within the past 10 years; however, when recruiting began this year, graduates from as far back as 1995 expressed an interest and the final group of selected participants ranged from 1995 to 2017. As recipients of the CAMP scholarship, all participants were United States citizens or permanent residents. They or their parents or guardians must have engaged in migrant or

seasonal farm work for at least 75 days in the two years before they applied for admission to the university. Because CAMP is funded by the U.S. Department of Education (DoED) and the university, federal definitions for migrant and seasonal farm work were adhered to. The Department of Education defines migrant farm workers as individuals who migrate from their hometowns to other states or towns for farm work-related employment. DoED defines seasonal farm workers as families who perform migrant work on a temporary basis. According to the target university's CAMP director, over 95% of CAMP students identify as Hispanic/Latino and 95% are first-generation college students.

Once this study was approved, the researcher reached out to the 96 alumni who had expressed an interest in the previous years. Approximately 25 responded, but scheduling issues resulted in the final selection of 15 participants. According to Devers & Frankel (2000) a qualitative research study can be thought of as a rough sketch that the researcher expands on as the study progresses. When the researcher considers characteristics of potential participants and selects those that will provide the greatest insight into the research questions, this is referred to as "purposive" sampling. Robinson (2014) stated that as a broader sample of participants is defined, the researcher must determine which will be included in the study sample. Two strategic options are convenience or random sampling and purposive sampling. Convenience sampling is sometimes based on a first-come-first-served basis or based on selecting participants who are convenient to contact. According to Robinson, purposive sampling is a way of selecting certain categories of individuals with unique, different, or important perspectives on the research questions. A purposive strategy was used for my study with CAMP alumni participants. Selection criteria included graduation year, academic field of study, and those who identify as non-binary in terms of gender.

Instrumentation and Data Collection

The primary research instrument for the study was individual interviews via Zoom audio-video technology. The researcher talked directly to each participant and gathered information regarding their experiences during their upper-division college years. Roberts et al. (2021) discussed how the global pandemic which started in 2020 and COVID-19 have complicated data collection for interviews and focus-groups due to constraints of social distancing and consideration of health safety of participants and researchers. Due to these constraints, my interviews were virtual, using Zoom video conferencing. Each interview an hour long and some extended to an hour and a half. The interviews were recorded and saved to the researcher's iCloud.

Data was collected from the Zoom audio recordings and transcription. The researcher also took notes during the sessions to cross-check data for further assurance of trustworthiness of the data. In addition, in instances where the researcher had questions about specific data, follow-up with individual participants was always an option. Member checks were conducted by asking participants if my data summaries were accurate. Most of the participants did not respond to this reach-out, but three did provide additional data not collected in their original interviews.

Data Analysis Procedures

Six initial questions were pre-planned for individual interviews with participants. There was also an opportunity for follow-up questions based on responses from the participants. The first question explored their background, such as year of degree, major, and current job title. The second question asked about lessons learned in their first CAMP year. A third question asked about extracurricular and co-curricular activities. They were presented with a list of options and were asked to select all they participated in with a description of the experiences A fourth

question was: question inquired about engagement with campus support services. A fifth question related to their continued interaction with the CAMP office and staff. The sixth and last question dealt with cultural capital: “What was it about you that helped you make it all the way to graduation?”

Zoom technology provided a recording of interviews as well as a printable transcription. In reviewing the videos, transcriptions, and online surveys, I looked for common themes across the data set. Using a phenomenological and narrative approach, I was able to highlight important aspects in each session that addressed the study’s research questions. Using a deductive analysis approach, I had pre-determined categories that definitely needed to be analyzed. These included: lessons learned in students’ first year, extracurricular campus activities, university support services, continued relationship with CAMP, and assets that helped them in upper-division years. Zoom transcriptions that accompany videos were printed and reviewed. The researcher’s notes were also reviewed.

Thematic content analysis included listening to videos, reading transcriptions, matching the data with predetermined categories and recurring themes. A color-coded system was used to quickly identify themes and categories. The data was then segmented by positioning and connecting categories and describing the connections between them. Data was entered into an Excel spreadsheet, using columns to structure important variables. A glossary was established defining themes and categories. I also determined if there was a hierarchy among the categories and which were more important than others. Discussion of cultural capital was a priority.

Limitations and Delimitations of the Research Design

The findings of this study are presented in light of the following limitations and delimitations. One limitation was that only CAMP college graduates were interviewed and asked

about their experiences in upper division college years. This study did not examine experiences of students who did not complete college and whose experiences may have differed from college graduates. Another limitation was that while participants were selected from respondents to an interest survey sent to over 700 CAMP alumni who graduated in the past 10 years, the final selection was from only the 25% of alumni who responded to the survey and expressed an interest in participating in a research study about CAMP. In addition, due to the fact that this was a short-term study covering a period of approximately four months, the number of participants and number of interviews had to be restricted to the time available to conduct the research. The timeframe of the study also impacted the number of institutions involved. I did not have time to conduct a multi-institution study. CAMP alumni experiences were gathered only from graduates of one university in the state of Texas. Another limitation of the study was that there is no published research about CAMP students' upper division year experiences.

In terms of delimitations, the researcher was interested in CAMP student experiences specifically during their upper division college years. Experiences during the participants' first year of college were not included. The reason for this decision was that literature reviews found no research studies about CAMP student experiences beyond their first year of college. Because the CAMP scholarship applies to students' first year, the majority of studies about university CAMP programs pertain only to their first year and the students' transition into their second year of college.

Validation, Credibility, Dependability

The study used a qualitative design which involved interaction which might lend itself to subjectiveness. The first step in ensuring validity was that the interviewer is well-trained. In an Ed.D. class, this researcher was given an opportunity to practice interviewing. The practice

involved a role as interviewer and a role as an interviewee. Possible personal biases have also been considered. This researcher comes from a migrant farm worker family background and interacts with migrant university students for 26 years. I am therefore familiar with some of the experiences that participants will discuss in the interviews and the online survey. As a higher education career counselor, I have opinions on the types of experiences college students should engage in. To ensure validity, my questions were worded in a way that would not influence a participant's response.

To address the credibility of this research, member or participant checking is important. Participants had to be former CAMP students, they must have graduated from college with a bachelor's degree, and they must be U.S. citizens or permanent residents. The final participants were selected from respondents to a preliminary survey asking if they would be interested in participating in a research study about CAMP. The survey was sent out by the director of CAMP at the target university; therefore, credibility of participants as former CAMP students was addressed.

To ensure dependability in the study, one possible strategy could have been to involve an external auditor. This researcher is in contact with CAMP alumni Ph.D.'s and current doctoral students who could have served as an external auditor. However, using this approach would mean sharing confidential data, and I preferred to avoid this type of partnership. Therefore, dependability relied primarily on citing literature by experts on the topics of migrant farm workers and the College Assistance Migrant Program.

Expected Findings

The results this researcher hoped to discover included the following. It was expected that upper-division CAMP students were involved in campus activities and organizations, took

advantage of university support services, and participated in internships and other external experiences. It was also expected that some students did not participate in many activities due to limited finances and the need to hold part-time jobs. It was also anticipated that upper-division CAMP students who maintained a close relationship with CAMP office staff after their first year would be more aware of extracurricular opportunities than those who did not stay in contact with the CAMP office. It was expected that students who held jobs while attending college, students who did not have their own transportation, and students with minimal financial resources were not able to engage in internships or study abroad due to cost issues. An unknown that this study hoped to uncover was how well did upper-division CAMP students navigate their upper-division years on their own with less support from CAMP than they received in their first year of college.

Ethical Issues

A possible conflict of interest is that this researcher has known seven of the participants in her role as a career counselor over the course of their undergraduate studies and has continued to follow three of the participants since graduation. It was important that in the interview sessions, I did not interject any comments about student information I was already familiar with. The interview questions were open-ended and asked in a way that allowed participants to tell their stories without the researcher providing additional data. It was important that data be solely from the participants and not from the researcher's knowledge of their history.

In relation to the topic of this study, the researcher has background as a first-generation college student and a Hispanic who comes from a migrant farm worker family background on the paternal side of her family. She entered this research with knowledge about CAMP students' experiences through interaction with them in the university's former AmeriCorps community mentor program and assisting them in the office of career services. Anonymity of participants,

confidentiality, voluntary participation, informed consent, and protection from harm were important elements of this study.

Summary

The research study was based on these academic theories: social inequality, race issues, social cognitive behaviors, socio-critical literacies, transformative interactions, and cultural wealth. Instrumentation used was Zoom technology to conduct the interviews and Qualtrics software to collect data from the online survey. Data collection involved a review of audio-visual recordings, Zoom transcriptions, the researcher's notes, and member checks. Establishment of themes and categories, a coding system, and Excel spreadsheets were used for data analysis. My expected findings were that CAMP students do engage in extracurricular experiences, but to what degree was unknown as well as obstacles or barriers which limited their participation in activities. The next steps in my study were to create informed consent and confidentiality documents and to expand on questions that will be asked in the interviews as well as the online survey.

Chapter 4: Data Analysis and Results

Introduction

Through online interviews with 15 migrant farm worker college alumni, this study uncovers experiences of undergraduate students in sophomore, junior, and senior years, referred to as upper division years. The rationale for focusing on upper division years is that very little research is available about lived experiences of CAMP students beyond their first year in college. This researcher spent 26 years working with CAMP students in a career counseling capacity during their undergraduate years and beyond, often viewing them through achievements listed on their resumes. Research studies of migrant farm worker students often emphasize deficits and challenges faced by this population. While the participants in this study did discuss challenges in college, a more comprehensive description of their college life was obtained by exploring extracurricular and co-curricular experiences that led to their success as college graduates.

This chapter provides an overview of the participants. It also provides details about the steps taken for data analysis and themes that were uncovered, as well as how the analysis led to findings in this study. An overview of the study's research questions and how results were organized is presented, with data supporting each finding, using quotes from the participants. Summaries of the study's limitations and relevance of the data are also provided.

Description of the Sample

The sample included 15 participants, nine females and six males. They were selected from a pool of alumni who responded to a preliminary survey asking about their interest in being a research participant. An invitation to participate in this study was sent to the initial group of respondents and these 15 agreed to participate in the study (see Appendix B). After receiving

their signed informed consents, I proceeded to schedule the interviews and I emailed the online surveys to those not participating in interviews (see Appendix C). I canceled my plans for a focus group session, because of scheduling difficulties with the participants.

All of the participants graduated with bachelor's degrees during the years ranging from 1995 to 2017. They are all alumni of a College Assistance Migrant Program (CAMP) at a private liberal arts institution in a Southwestern state. Ten participants were video interviewed. Four participants opted to complete the online survey. Eight participants were enrolled in CAMP when tuition and other financial support was only provided in year one. Seven participants were in CAMP when tuition and housing monetary support continued in their second through fifth years of college, if GPA requirements were maintained. Prior to the 2006-2007 academic year, tuition was covered by the CAMP grant for only the first year. After that time, tuition and room and board began to be supplemented by the university in the second to fourth or fifth years if students maintained a required GPA.

In gathering the sample for this study, I sought to have a diverse set of participants in terms of major fields of study and extracurricular and co-curricular college experiences. The following academic majors were represented in this study: political science, sociology, English writing and rhetoric, biochemistry, biology, Spanish, criminology, computer science, business administration, education, forensic science, social work, accounting, and Spanish-international business. Some of the extracurricular activities discussed in this study included internships, study abroad, volunteer service, leadership programs, on-campus and off-campus jobs, fellowship and scholarship programs, and sports and arts and music activities. Also explored were participants' utilization of university support services and their continued relationship with CAMP. The following table (Table 1) provides a profile of the 15 participants in this study.

Table 1

Participant Profiles
CAMP Undergraduate Alumni

15 Total: 9 Female, 6 Male (I indicates interview; S indicates survey)
Shaded Area indicates the years university began to supplement tuition after year one

Name/Alias	Graduation Yr. (Bachelor's)	Major	Higher Education	Current Job Title
Belinda (I)	2017	Political Science /Sociology	Master's Public Affairs	Research Associate
Monica (S)	2017	Forensic Science	-	Police Officer
Elena (I)	2015	Political Science /Eng. Writing	Master's Public Serv/Adm. Ph.D. Chicano/Latino Studies & Adult/Life Education	Initiatives Director, K-12/HACU
Frank (I)	2014	Biochemistry	Pub. Health/ Environmental Science	Industrial Hygienist
Iris (I)	2014	Biology	Master's Public Health/Epidemiology Ph.D. Epidemiology, Human Genetics/Environmental Science	Asst. Professor/Dept. of Epidemiology
Gaby (I)	2012	Spanish	Master's Student Affairs/Higher Education	Completion Specialist
Hector (I)	2012	Criminology	-	IRS Revenue Officer
Kara (S)	2005	Social Work	Master's Social Work	Social Worker
Joseph (I)	2004	International Relations	Master's Bicultural Bilingual Studies Ed.D. Pursuing Leadership & Higher Education	Director of Housing
Oiga (I)	2004	Lang.Arts/Education	Master's Teaching	Third Grade Teacher
Anna (I)	2002	Computer Science	-	Math Teacher
Carlos (I)	2002	Bus. Adm. Entrepr.	-	Teacher
Natalie (S)	2002	Accounting	Master's Pursuing Finance	Finance Manager
Lucero (S)	2001	Spanish /Intl. Business	Master's Public Affairs	Partner at a management consulting firm
David (I)	1995	Education, History	Master's Educational Leadership Principles Ed.D. Pursuing Leadership & Higher Education	Associate Principal

Data Analysis

The data analysis process began with preparing the raw data files of participant interview transcripts. Five categories of questions reflecting my three research questions were presented to the participants (see Appendix D). Interviews were conducted using Zoom video conferencing software. Zoom provides transcripts of the videos and the researcher wrote additional notes during each interview session. Each statement was corrected, indicating vocal pauses in participants' statements. This was done by re-watching the video transcriptions to match what was said by participants and comparing them to written notes. To present a readable transcript, font size and margins were adjusted. Highlights were added indicating when the interviewer and

interviewees were talking. Next, a close reading of the text was conducted, and notes were added in the transcript margins. The four online surveys were reviewed similarly to Zoom interviews.

Because of the subjective nature of qualitative research, it is plausible that the researcher might impose personal beliefs and bias in the study (Miles & Huberman, 1994). To mitigate this challenge, Lincoln and Guba (1985) developed a concept called “member checking (p. 2). Its primary purpose is to establish credibility by allowing participants to validate and verify the data (Doyle, 2007). There are several ways that researchers can engage in member checking. Member checking was conducted for this study by allowing participants to comment on collected data in transcripts. (Doyle, 2007). Participants could edit, add, delete, or modify any part of the narrative. This allowed for participants to reconstruct their narrative, if they felt any part of the transcript no longer represented their lived experience.

Collection of feedback to the transcripts varied among participants. Only three participants added additional information. One participant clarified internship information and two participants added information about the contrast between first year of college and upper division years. After member-checking a thorough reading of the transcripts was conducted. By coding transcript portions, the researcher was able to find core narratives emerging from the data. Examples of core narratives included comments about financial challenges, feelings of being different from the rest of the student population, balancing academics and extracurricular activities with providing support for family, and a strong drive not to fail. The data was approached without any pre-developed narrative categories. The core narratives were developed after reading each participant’s response to each interview question. A difference between Zoom interviews and online survey replies was that the interviewer could not observe body language of participants who replied to the survey.

In the present study, saturation was determined by reading and re-reading participant transcripts and replies to member-checking, watching and re-watching videos, and reviewing interview notes for additional information. Saturation is defined by Saunders et al., 2017 as the criterion used to assess when to stop data sampling. Saturation also refers to observing similar data appearing over and over again, indicating that the research topic is saturated. Repetition of similar data in this study indicated that saturation was complete.

Practical Application of Findings

In what follows, core narratives or themes that reflect practical applications of this research are presented. Each theme is connected to the research questions identified in earlier chapters of this document. For each theme, perspectives of participants are presented in an attempt to provide direct quotes about CAMP alumni lived experiences. I used an interview protocol that was congruent with my research questions which provide an in-depth view of CAMP student experiences beyond their first year of college. The research questions of this study are: 1. What lessons did CAMP students take with them from year one that helped them in upper-division years? 2. What upper-division experiences did CAMP students find valuable and what challenges interfered with engagement in activities. 3. What cultural capital did CAMP students bring with them to college that helped them through their senior year?

There is one difference in the 15 participants that needed to be considered as data on upper-division year experiences was collected. Students who graduated from the year 2012 to 2017 received funding for tuition and housing beyond the first year. This support is provided by the university if students meet the GPA requirement. Students who graduated earlier, from 1995 to 2005 only received funding from the Department of Education CAMP grant for their first year of college. When students were asked about funding, most were not aware of where money was

coming from. They confused grant funding with other financial aid and loans, and those who did receive funding for all of the years were not aware that the university provided the supplemental funding. The university's CAMP director shared with me that university supplemental funding for all of the years began with the 2006-2007 academic year. The reason this is pertinent to this study is that those students who did not receive funding after year one found it necessary to work in multiple part-time jobs to send money to family and their work schedule did not allow them time for too many extracurricular activities.

Research Question 1: Lessons Learned in First Year

While the goal of my first research question attempted to examine lessons or skills gained in CAMP student's first year of college, participants focused more on the benefits of a home-away-from-home family environment provided by the program and exposure to new experiences in the community. Two central themes emerged when participants discussed their first year as a member of CAMP and how that first year impacted upper division years in college. One theme was that the first CAMP year provided a sense of family which they needed during a time of transition from home to their new environment. The second theme was that during their first year, students gained new knowledge through exposure to experiences outside of the classroom and in the local community.

Sense of Family. Participants stated that the first year was a difficult time for them and for their families. Parents questioned why the participants could not attend college closer to home. For example, Gaby stated, "This was the first time anyone in my family had ever moved away from my hometown. I felt kind of guilty because I knew my parents didn't understand why I couldn't attend college closer to home." Carlos also addressed the concerns of his parents: "When I explained to them that by attending an out-of-town university, I would be receiving

tuition and housing funding, it made my parents feel better.” Olga also discussed her parents’ concerns and added that: “Because I didn’t attend a college closer to home, it became even more important that I didn’t fail in college. I couldn’t let my parents down.”

The participants also addressed their own concerns about fitting into a new environment. Unlike their home environment where they knew almost everybody in the community, in this college setting everyone would be a stranger. However, starting with their CAMP orientation, those concerns quickly disappeared. CAMP engages first year students in an orientation away from campus that is tailored to the needs of migrant students. This provides an opportunity for new CAMP students to bond with CAMP upper division students. During the first year in CAMP, first year students engage in activities with other “CAMPers” and a family bond is built, as described by participants in this study. Belinda shared that: “I really liked orientation week. I was surrounded by other CAMP students, people like me, who understood my nervousness. At orientation and when classes started, CAMP became my family away from home and I needed that.” Kara stated: “I made lots of friends with other CAMP students during orientation and when school started, the CAMP office was my home-away-from-home. All of us in CAMP were there for each other after that first year because the CAMP staff made sure that we spent a lot of time together.” Hector made this comment: “You get lonely, but the CAMP staff and other CAMP students were always there for us. At orientation my facilitator was a student studying my major. From the very beginning it felt just like a family.”

Exposure to Campus and Community Experiences. During a CAMP student’s first year, they are introduced to faculty, staff, and other students in a variety of ways. An event called “Take a CAMPER to Dinner” is scheduled at the beginning of their first semester. Faculty and staff volunteer to take one or more new students to dinner and spend time getting to know one

another. This provides a non-threatening way of meeting faculty and staff, it gives the student a contact to reach out to, and sometimes this encounter leads to an ongoing friendship. Gaby shared this comment: “I learned so much in that first year. They took us everywhere, they introduced me to resources at St. Edward’s which I used later, and at “Take a CAMPER to Dinner” I went to dinner with the professor of my speech class. I felt like I already knew him.”

In the first year, students are also connected to CAMP alumni and upper-division student mentors, and they engage in volunteer service projects with other CAMP students. Monica and Natalie stated that through volunteer activities with Campus Ministry they made friends with students who shared similar interests.

CAMP Career Day introduces the students to former CAMP students who talk about careers in a wide variety of fields. Participants rated this event as one of their favorites, because they met CAMP alumni, some of whom continued to guide them with career decisions. Joseph said: “It’s important to meet CAMP graduates and hear their stories.”

In addition, first year CAMP students are made familiar with support services on campus, such as the writing center, supplemental instruction, career services, campus ministry, technology services, the library, study abroad, health and wellness, recreation services, student organizations, and much more. Six participants rated the writing center as one of the most important resources presented to them in year one. Frank and Iris agreed that: “I couldn’t have made it through college if I hadn’t learned about the writing center.” Some participants emphasized that: “My high school was not the best.” “I needed supplemental instruction to catch up with everybody else.” “Writing was my weakest area, and I visited the writing center as much as possible.”

First year CAMP students are also exposed to new experiences in the local community, such as opera, art museums, restaurants, parks, and grocery stores and malls. Participants in this study commented on how much they learned in their first year. Comments, such as the one by Hector: “I didn’t even know what an opera was. It was like being in a new world.” and Carlos’ statement: “It was the first time I ate Chinese food.” made it quite clear that the CAMP first year experiences were actually “lessons learned” which prepared students for transition into upper-division years.

Research Question 2: Upper-Division Experiences and Challenges

My second research question is an important one, because special emphasis is placed on experiences in students’ sophomore, junior, and senior years. These are the years in which research is lacking. While academics and grades are certainly the most important in college life, I wanted to find out how CAMP students navigated their upper-division years when they were no longer supervised around the clock by CAMP staff. What were the extracurricular and co-curricular activities they engaged in on their own and did they take advantage of campus support services they were introduced to in year one, including staying in contact with the CAMP office? Key interview questions focused specifically on: “What extracurricular activities were you involved in during upper-division years? What challenges perhaps prevented you from participating in extracurricular activities? Which university support services did you take advantage of the most? How much contact did you have with the CAMP office and staff after year one?”

Extracurricular and Co-curricular Activities and Challenges. All participants indicated that they held part-time jobs throughout college upper-division years. The main reason given for working during college years was financial necessity, for their own expenses and to

send money home to their families. Anna shared that she had to leave college one year because of the needs of a disabled parent. “I had to get a job to make money to send home to my parents.” Gaby stated: “My parents worked very hard to support our family. I wanted to help them out with money from my job, even though it was hard to balance work and school.”

Twelve participants were involved in internships. Students who did not participate in an internship made comments such as: “Most internships are unpaid, so I couldn’t leave my job to do an internship.” Carlos stated that: “I didn’t own a car and I couldn’t find a paid internship for my major.” Those who did do internships highly recommended them. One participant said: “Every student should be required to do an internship. I got real-life experience, and it helped me with my career decisions.”

Volunteer service was a topic that came up repeatedly when students were asked about extracurricular activities. Thirteen students talked about their volunteer work. Some participated in the university’s Alternative Spring Break, where instead of taking a spring break vacation, they participated in a week-long volunteer immersion program with non-profit groups from around the nation. One participant commented: “When you come from a poor background and you grow up doing hard work in the fields, you learn how important it is to give back to your community.” David stated that: “Volunteering is a learning experience.”

Less than half of the participants were able to take advantage of study abroad. The reasons they gave were: “It’s too expensive.” “My roommate’s parents paid for it, but my parents couldn’t do that. “I couldn’t stop working, because I was sending money home to my parents.” Participants who did study abroad found the experience beneficial. Iris stated that it opened her eyes to different cultures and different world views. “In my hometown, we all speak Spanish and

eat Mexican food. In Europe I met people from different backgrounds and that helped me after I graduated from college, because my co-workers were from other countries.”

Part-time jobs, internships, and volunteer service were the extracurricular activities most often discussed. Participants were presented with a slide which included: part-time jobs, volunteer service, internships, fellowship/scholarship/leadership programs, campus organizations, and study abroad to help get conversations started. The 15 participants have diverse interests and they talked about a wide variety of extracurricular activities they got involved in during their upper-division years. All of the participants stated that it is important to get involved in activities outside of the classroom and all considered their community engagement as a valuable learning experience. The table below is an overview of the number of participants involved in each of the activities with a summary of the value derived from each.

Table 2

Activity	# of Respondents	Details	Value
On/Off-campus jobs	15	Viewed as a necessity. On-campus jobs favored due to expense of off-campus travel.	Provided living expenses and support for family
Volunteer service	13	Mentoring, peer advising, non-profits, alternative spring break	A need to give back to community
Internships	12	Paid internships were priority. Could not afford unpaid internships.	Real-life experience and exposure to possible careers
Fellowship/Scholarship /Leadership Programs	6	Ronald McNair and Summer Research rated high	Helped with career decisions and learning about graduate school
Campus organizations	6	Service-oriented, professional groups, Ballet Folklórico	Belonging to a group of like-minded students
Study abroad	5	Independent travel and travel with faculty. Some could not afford	Exposure to new environments and diverse cultures

There was a significant difference in the number of extracurricular and co-curricular activities experienced by alumni who only received financial support from the CAMP grant for their first year in contrast to alumni who were enrolled when the university began to provide tuition and housing monetary support for the students' second through fifth years of college. The seven participants who received financial support beyond their first year described sometimes

almost twice as many extracurricular experiences as the eight participants who only received monetary support in year one. Students who received tuition and housing support for only their first year were sometimes balancing multiple part-time jobs while attending college. They stated that they could only devote their time to work and their studies.

University Support Services. In the section of this chapter, Exposure to Campus and Community Experiences, discussion with participants focused on their first year in CAMP. The second research question in this study focuses on upper-division years. Students were asked which university support services they reached out to. As in discussion about year one, the rose to the top of the list as a valuable resource. The university's writing center supports students in strengthening their written communications. Students can schedule an online session, a face-to-face session (prior to the pandemic), submit a draft for review, or e-mail a question to the center. The center assists with all types of writing and communication projects, some of which include essays, course papers, technical reports, and creative writing projects. Lucero commented: "The writing center and the library were where I needed to spend most of my time." Olga stated that: "The writing center was my second home. They helped me a lot."

Other services that participants connected with were supplemental instruction or tutoring services, the career office, instructional technology, health and wellness, campus ministry, recreation services, as well as choir, mariachi, athletics, and Ballet Folklorico. Three participants shared their experiences with tutoring and supplemental instruction and two of them stated that they became tutors in their senior year of college. Graduates after the year 2015 commented on workshops co-hosted by the CAMP office and career center. Students were required to meet with a career counselor, create a resume, learn how to compose a cover letter, create a LinkedIn

profile, and participate in a mock interview. Melissa shared this comment: "I'm so glad I got to rehearse being in an interview. I learned that practice helps you become less nervous."

Participant interviews were an hour long and some longer. The online survey was open-ended so that students could go into detail about extracurricular activities. Participants obviously could not recall every activity in their upper-division years, so it was interesting to learn about the ones they did recall. Exploring extracurricular activities during sophomore, junior, and senior years begins to provide a more complete picture of migrant student college experiences beyond the first year which is what current literature emphasizes.

Connection With CAMP After the First Year. It was the opinion of this researcher that upper-division college experiences had to include any continued involvement with the CAMP office. After year one, the CAMP office's staff of three and limited funding allowance from the CAMP grant for upper-division student programming makes it difficult to follow every CAMP upper-division student. The CAMP office does recruit upper-division students as facilitators during orientation and as volunteers at CAMP events. When participants of this study were asked how often they connected with the CAMP office after year one, responses varied. Five participants stated that they stayed in close contact with CAMP staff after year one and participated in CAMP events when asked. Close contact was described as visiting the staff throughout each semester and scheduling appointments with the Director for guidance on handling personal or academic issues. The rest of the participants stated that while they did not spend as much time in the CAMP office as they did in year one, the reason was because of coursework and new relationships with faculty and advisors. Students in the sciences stated that they just did not have enough time.

Research Question 3: Cultural Capital

The last interview question asked of all participants was: "Considering the experiences you just described and the challenges you had to deal with, what was it that helped you make it through all of your college years and achieve your bachelor's degree?" Araujo, B. E. (2012) discusses how migrant farm worker students bring with them cultural knowledge, also referred to as cultural wealth and cultural capital, when they enter college. Garza et al. (2016) talks about migrant students succeeding because of their migrant lifestyle rather than in spite of it. González et al. (2001) introduces "funds of knowledge" as rich cultural and cognitive resources migrant students bring from their homes. I worded the last interview question in a way that would not influence them by avoiding words such as "skills", "traits", or "knowledge". David, Olga, and Belinda answered: "Coming from a background of hard work." Olga added: "Field work is hard and if you can survive in those conditions, you can survive anything." Belinda, Elena, Kara, Joseph, and David talked about there being a pressure to succeed. "Failure was not an option." They went into depth about the sacrifices made by their parents and owing their parents for all they had given them.

Two participants talked about low expectations predicted by their high school teachers. Frank stated: "I had a teacher who said 90% of you won't finish high school and only 10% might go to college. I saw it as a challenge, and I was determined to prove him wrong." David and Olga also replied that they saw college as a challenge and an opportunity to prove that they could succeed in completing college. Other replies to the last question centered on their faith and spirituality, curiosity, specific career goals, stubbornness, and a way out of poverty. In every reply "parents" or "family" were part of the answer.

Limitations of the Study

Qualitative research allows for collection of lived experiences directly from participants; however, there are limitations. The participants in this study are college graduates. There is no comparison to experiences of students who did not complete their undergraduate degree. The sample is a very diverse sampling of CAMP alumni. Even though they came from a common work background, they had different interests and goals. Additionally, it is difficult to make broad categorizations, because there is a breadth of emotions, reactions and responses from participants. One participant may have a completely different answer to a question than another and some participants provided more detail than others.

Summary

The purpose of this study was to explore how CAMP students' first year helped them during upper division year, to explore in detail specific extra-curricular experiences and which they found most valuable, and to discover through their own words the cultural capital which supported them throughout all of their college years. It was important to also inquire about challenges faced during upper division years. The topic of finances came up repeatedly, as well as comparison to the "richer students" at the university. Five participants brought up their surprise at the expensive cars owned by their roommates and the fact that those students' families sent them money on a regular basis.

The study intentionally examined achievements in upper division years and opportunities that students took advantage of. The reason for that was that current literature focuses on the struggles of migrant students and there is very little information about their experiences after the first CAMP year. Findings were divided into three sections and organized in relation to my three research questions: lessons learned in the first year, upper-division year experiences and challenges, and cultural capital.

Two prominent themes regarding lessons students learned in the first year were less about lessons and more about feelings and new experiences: a sense of family in the CAMP program environment, and an appreciation for exposure to campus and community experiences. Participants shared how the family environment created by CAMP supported them during a difficult period of transition. They also commented on the importance of being exposed to new experiences on campus and in the community.

Themes addressing upper division year experiences and challenges centered on extracurricular and co-curricular activities, university support services, and connection with CAMP after their first year. Part-time jobs, internships, and volunteer service were the most common extracurricular experiences and the university's writing center was mentioned the most as a valuable support resource. Students who received financial support for only their first year of college were less likely to engage in many extracurricular activities. They were often holding several part-time jobs in their upper-division years, and they had to devote their time to work and their studies.

In terms of the topic of cultural capital, there were a variety of responses. Participants discussed how field work and living in a migrant farm worker family teaches you to survive anything. They also emphasized that failure was not an option, especially when their parents had sacrificed so much for them. Another response was: needing to prove to people who did not expect them to succeed that they were wrong. Other responses about cultural capital included: faith and spirituality, curiosity, career goals, stubbornness, and a way out of poverty. Every reply included graduating from college for their family.

Some topics were brought up that could serve as future research studies. For example, the participants offered suggestions to CAMP programs, even specific suggestions for providing

improved transition programming from first to second year. Another topic that surfaced was “feeling different” from the rest of the student body and wondering if they were “as smart as non-CAMP students. While these are important subjects to pursue, more research is needed on the activities of CAMP students in upper-division years. This study just touches the surface.

Chapter 5: Discussion and Conclusion

Introduction

The purpose of this qualitative study was to examine upper-division year experiences of CAMP alumni college graduates through in-depth interviews. Four of the 15 participants opted to respond instead through an online survey, and I felt it was important to include their responses as they expressed an interest in sharing their stories. The term upper-division was used to refer to sophomore, junior, and senior years of college. I intentionally focused on upper-division years rather than the first year of college because of the noticeable absence of research about CAMP students beyond their first year. Participants' responses were analyzed based on several theoretical frameworks: critical race theory, social-cognitive theory, socio-critical literacy, critical consciousness theory, and community cultural wealth.

This chapter will revisit my research questions and related findings. It will address how the results of my study relate to the community of practice, to the literature, and to the community of scholars. The chapter will summarize implications of the study's results in the context of practice policy, and theory. It will also offer recommendations for further research and summarize with answers to my research questions, with key points emphasized.

Discussion of the Results

My guiding research questions were: 1. What lessons did CAMP students take with them from year one that helped them in upper-division years? 2. What upper-division year experiences did CAMP students find valuable and what challenges interfered with engagement in activities? 3. What cultural capital did CAMP students bring with them to college that helped them through their senior year? Findings were divided into three sections and organized in relation to my three

research questions: lessons learned in the first year, upper-division year experiences and challenges, and cultural capital.

Lessons Learned in First Year

Participants shared how the family environment created by CAMP supported them during a difficult period of transition from their family and homes to a new environment where they knew no one. They also commented on the importance of being exposed to new experiences on campus and in the community.

Upper-Division Experiences and Challenges

Regarding upper-division year experiences and challenges, overall, part-time jobs, internships, and volunteer service were the most common extracurricular experiences and the university's writing center was found to be the most valuable support resource. However, there was a significant difference between students who only received financial support in year one and students who were enrolled when the university added tuition and housing support for the second to fifth years. Students who only received support for year one did not have time to engage in many extracurricular activities, because they had to hold multiple part-time jobs to support themselves during upper-division years.

Cultural Capital

As for cultural capital, there was a diverse range of responses. Participants shared that migrant farm work teaches you many lessons. You can survive anything after working in extreme heat for hours and having limited access to vital services such as health clinics. Another lesson is that failure is not an option. When there are families to support who are often living in substandard housing conditions, even poor wages will not cause workers to quit. Failure is not an option. A third lesson, for farm worker students, is that you must not buy in to the doubters who

tell you that you will not graduate or go to college. As Carlos stated: “We become determined to prove them wrong.”

Other responses related to the cultural capital that they brought with them were faith and spirituality, curiosity, career goals, stubbornness, and pursuing a way out of poverty. As was mentioned in the previous chapter of this study, every reply included that they were doing it for their family.

Discussion of the Results in Relation to the Literature

A literature review provides an overview of a researcher’s knowledge of a topic. It also provides a researcher with a means of confirming if a study contributes to the findings of previous studies or adds new knowledge to the research context. Consistently, the research literature on existing CAMP students reported that more research on CAMP students is needed. It is important for a researcher to contribute to a community of practice, in other words, share research findings with people who are stakeholders interested in a particular topic. Koliba & Gajda (2009) describe communities of practice as groups of professionals with common goals and objectives. It is equally important for a researcher to demonstrate how a study’s results relate to other literature. Sharing data with other researchers shows originality and relevance of a study and it allows other researchers to build upon your work. Additionally, a researcher has the responsibility of describing how the results of a study contribute to a community of scholars. According to Watson (1994) a community of scholars, such as communities of academics, need to interact fully and they need to be global and diverse. By sharing literature in this study, I can contribute to the knowledge of other researchers.

As stated throughout this study there is no research examining CAMP students’ activities throughout all of their years in college. Zalaquett et al. in 2007 report that there is limited

research and literature on Hispanic students who have succeeded to enter and attend college. Treviño (2004) states that little has been written about migrant students. The research that has been published has focused on disadvantages, deficits or at-risk theories of academic failure. Bejarano & Valverde (2012) write that there is a lack of research on farm worker students in post-secondary education. Most research focuses on students' struggles. Even in a very recent dissertation by Bocchetti, M. L. (2022) the author writes about the lack of literature on migrant students in college.

Some studies have tried to fill the literature gap, but they focus their research on the CAMP program and students' first year of college. These studies go into depth about CAMP programming and resources for students, about retention into year two and graduation statistics. Bejarano & Valverde (2012) shared outcomes of 263 students in a five-year study: 59 completed Bachelor's degrees, eight completed Master's degrees, 11 completed an Associate degree, and one completed a Ph.D.

There still remains a major gap between year one and graduation. What happens to CAMP students over a period of three or more years as an upper-division student? How do they handle college life when full-time CAMP support ends? Do they engage in extracurricular activities? Do they take advantage of university support services, and do they try to stay connected to CAMP? What cultural capital did they use to achieve graduation and where are they today? This is the "gap" that my research explored, and I have found no published articles on upper-division college years. There is one place where this type of information can be found, the websites of university CAMP programs and university marketing publications.

Five Central Themes. Five central themes were addressed in this study. They include the history of agricultural workers in the United States, challenges faced by migrant farm

workers, education issues with migrant farm worker students, compensatory education programs designed for migrant farm worker students, and extracurricular and co-curricular opportunities available to all college students. The fifth topic explains challenges unique to CAMP students that makes it difficult for them to engage in as many activities as the average college student.

History of Agricultural Workers in the United States. In the National Farm Worker Ministry (n.d.), a timeline of agricultural farm work reveals events and policies that laid the groundwork for the current agricultural system. In the 1600s indentured servants were brought from England to work in fields. Enslaved Native Americans were also used as fieldworkers. From the 1650s to the 1800s Africans were brought to the U.S. and they worked as slaves in fields and as domestic servants. Migrant workers from Mexico arrived after the Mexican American War and they moved freely across the border. When farming became a large-scale industry, the U.S. began importing Asian labor, but in 1882, the Chinese Exclusion Act banned the employment of Chinese people. After slavery was abolished in 1865, former Black slaves and their descendants continued to work in the fields because they were either in debt or were sharecropping.

According to the National Farm Worker Ministry (n.d.), Mexican farm workers were brought to the U.S. from the early through mid-1900s, but this ended when during the Great Depression they were deported. Labor laws and union laws were passed and because of WWII labor shortages, the Bracero Program imported temporary laborers from Mexico to work in the fields. Eventually an estimated two million-plus Mexicans were forcibly repatriated (Mize, 2016). In 1962 César Chavez and Dolores Huerta initiated organizing efforts and founded the National Farm Workers Association (Bruns, 2011). Their movement drew national attention to the struggles of farmworkers and laid the groundwork for other farm worker organizations.

Kosack & Ward (2014) studied details about Mexican migration into and out of the United States in the 1920s to better understand the effects of migration from Mexico to the United States on the economies of both nations. The authors state that the Mexican Revolution pushed migrants out during the 1910s, but when unskilled labor from Europe was curtailed in the early 1920s, Mexican workers were pulled back into the United States. Kosack & Ward point out that in the 1920s U.S. employers viewed Mexicans as more reliable than other workers and tried to retain them after the harvest season. The success of today's migrant students in achieving a college degree demonstrates motivation similar to that of their ancestors. They want to improve living situations for themselves, their families, and future generations.

Challenges Faced by Migrant Farm Workers. A topic not lacking in the literature is that of the challenges faced by migrant farm workers. They cover issues such as health, poverty, and education. Since the onset of the COVID-19 pandemic, researchers have studied the impact of the pandemic on the lives of migrant farm workers. Kilanowski (2014) addresses the need for nurse practitioners and recommends community-based research as a vehicle for community empowerment. Kilanowski also addresses ethical considerations when working with a vulnerable group of people. Trust between researchers and participants is important.

Pineros-Leano et al. (2016) address mental health practices that target Latino immigrants. In Rodriguez, (2018), the author addresses the issue of homesickness, which was brought up in several of my participant interviews. Migrant students deal with cultural incongruity between home and school. Some of Rodriguez' recommendations to foster a more positive cultural campus climate include integrating Latinx food, music, and traditions in areas of student affairs and diversifying academic affairs by hiring more Latinx professors.

Education Issues with Migrant Farm Worker Students. Another issue of concern for migrant students is education. For K-12 students who work or travel with their families for seasonal farm work, they tend to miss a significant amount of time from school days which puts them in their classes (Martinez & Cranston-Gingras, 1996). Salinas & Reyes (2004) conducted a qualitative case study examining the challenges faced by Texas Chicana/o high school migrant students and the benefits provided by hiring professionals who recognize the needs of migrant students. Salinas & Reyes (2004) recommend the hiring of advocate educators who are dedicated to integrating nontraditional schooling strategies into mainstream practices.

Zalaquett et al. (2007) identified language barriers as concerns for migrant farm worker students. Approximately 84% of migrant farm workers come from a Latina/o background where the primary language spoken at home is Spanish (Kindler, 1995 in Zalaquett et al., 2007). In addition, parents of migrant youth may have limited English proficiency and translators are required for teacher-parent communication. Migrant youth may be the only available translators.

High school drop-out is another education issue for migrant farm worker students. According to Nastoff (2016), only 10% of migrant students graduate from high school. According to Nittle (2019), children of migrant farm workers have the highest dropout rate in the United States. In NCFH (2018), a comparison of migrating and non-migrating students finds that migrant students are more likely to miss school or arrive late.

Reading studies about migrant farm workers prior to my interviews with participants made me more sensitive to the stories they shared with me. I did not experience life in a migrant farm worker household, because in his early teens my father developed tuberculosis. He spent two years in a TB clinic and doctors would not allow him to return to the fields. My father:

however, made sure that I knew about the poverty and the struggles of my grandparents and his siblings. He used to take me to cotton fields and show me how hard it is to pick cotton.

Compensatory Education Programs Designed for Migrant Students. Federal and state compensatory education programs have been created to support migrant students. One is the Migrant Education Program (MEP), but more well-known is the College Assistance Migrant Program (CAMP). MEP funds academic and supportive services for migrant youth between ages of three to 22 years old from families who work in the agricultural and fishing industries. A pretest/posttest study by Schmitt et al. (2020) revealed significant gains in English speaking and language arts scores when Latinx migrant students were enrolled in MEP. The researchers concluded that supplemental education programs can close the school readiness gap for migrant youth.

The College Assistance Migrant Program (CAMP) assists college students from migrant farm worker families who are enrolled in their first year of undergraduate studies. In 1967 a private educational research company developed the original CAMP concept created as part of President Lyndon Johnson's administration's War on Poverty. In 1972 the first CAMP grants were awarded to five universities. The university in my study was one of the original five recipients. In 1980 CAMP was transferred to the newly created U.S. Department of Education. CAMP offers academic, career, financial, and support services to migrant students in their first year of college. These services help the retention of the students and provide a foundation that facilitates their transition into the second year of college. Approximately 2,400 students are served annually by CAMP.

While many studies exist regarding CAMP, Araujo (2011) presents one of the few

qualitative case studies with data collected directly from students. Eight CAMP migrant farm worker students share their experiences about their first year in college. Araujo describes how CAMP helped these students complete their first year successfully. Methods used were participant observations, individual interviews, a focus group and enrollment in a Freshman Experience class. In Araujo's study, CAMP provided exemplary service alleviating barriers that Latino migrant students typically encounter.

Escamilla & Trevino (2014) conducted a study of the College Assistance Migrant Program (CAMP). Statistics of CAMP alumni from one university showed that graduation rates of CAMP students were similar to the general population of graduates at that university. One area explored was fictive kinship, demonstrating how students recreated a family environment at their university with support from faculty and staff. The second theme was family relationships. The authors found that students wanted to succeed for their families. The third theme was social cultivation, which accounts for some of the success of middle-class students. Escamilla & Trevino reported that the migrant students did not have community or extracurricular experiences associated with team building and leadership skills like middle-class students. This is an area explored in my study about CAMP students' upper-division year experiences. In Escamilla & Trevino's study, CAMP students did have a strong work ethic from their experience of working in the fields with their parents.

The U.S. Department of Education shares performance reports of CAMP from university grantees with Congress and posts them on their website (Report to Congress, 2020). The two performance measures for CAMP are the percentage of CAMP students who complete their first academic year of college and the percentage of CAMP students who continue their

postsecondary education. CAMP grantees submit annual performance reports with data regarding the two performance targets.

Obstacles Limiting Involvement in Activities. The National Center for Education Statistics (NCES) is the primary federal entity for data related to education in the U.S. and other nations. NCES is within the U.S. Department of Education and the Institute of Education Sciences. NCES publishes a Condition of Education report. A report on College Student Employment was recently updated (NCES, 2022). Of significance to my research question about upper-division experiences of migrant students, the data in this report on the percentage of full-time undergraduate students who were employed while attending college has been lowering since 2015. Forty percent of undergraduates were employed. Comparing this to the 15 participants in my study, 100%, who all reported holding one or more part-time jobs throughout their four years of college, it is easy to draw a conclusion as to why migrant students do not have enough time to engage in extracurricular activities. This fact combined with their financial needs makes it difficult for them to participate in multiple internships, study abroad, or get involved with campus and community organizations.

Summary. Major themes in the literature included the history of agricultural farm workers in the United States, challenges faced by migrant farm workers, education issues with migrant farm worker students, compensatory education education programs, upper-division experiences and college student activities of farm worker students. The fifth theme addressed college student activities with a profile of college student employment by all college students.

Implications of the Results for Practice, Policy, and Theory

Practice

Throughout this study I have repeatedly asked myself why there is a void in the literature in relation to activities of CAMP students after their first year of college. As a former career counselor and as I reported in Chapter 4, I spent 26 years reviewing thousands of college student resumes, and a large percentage of CAMP student resumes. Students usually visited our office once each semester. I read about their honors, their scholarships, their leadership activities, their work and internship experience, their volunteer service, and their campus and community activities. Even though for reasons previously explained migrant students as a group did not get involved in as many activities as the rest of the student body, when they did get involved, they accomplished the goals they set for themselves.

I attended every graduation at the university except for the year my mother passed away, and to this day I have every graduation program where I highlighted their names, many graduating Cum Laude, Magna Cum Laude, or Summa Cum Laude. I have been a member of the university's Presidential Award Committee since I started working at the university. The Presidential Award is the highest honor bestowed on a student for excelling in academics, service, and leadership. Almost every year several of the CAMP students received that award.

In today's global environment, but in particular in the United States, people of color are not celebrated to the heights they should be. When I tell someone that my dissertation is about migrant college students or migrant farm workers, I am often asked if they are "illegal". The next question is: "Are they getting a free ride because they're Hispanic?" I happen to be writing this chapter on a day when the U.S. Supreme Court heard affirmative action cases from two universities. One Justice expressed not putting much stock in the educational value of diversity and several justices addressed how long affirmative action is needed. Academia needs to spotlight the accomplishments of migrant students through research studies.

As to why there are no studies about the achievements of individual migrant students throughout all of their college years, I venture to guess it is because researchers like to write about that first CAMP year which has been proven to be quite successful. I also feel that the emphasis of research studies on deficits and challenges of migrant farm workers is for public awareness that this population which brings food to our tables needs to be treated more justly.

My study is a very small one with 15 participants, conducted in approximately one and a half years and the interviews were conducted over six months, mostly because of scheduling problems. I am challenging the academic community and CAMP alumni pursuing doctorate degrees to continue this research and further explore CAMP alumni stories about their upper-division college year experiences and how they succeeded in reaching their graduation goal.

Policy

I found an interesting article on influencing policy, by Oliver & Cairney (2019). It helped me put my thoughts together about the implications of the results on my study on policy. The authors suggest that it is important to know where to start and they give the following recommendations: high quality research, relevant and readable research, understand policy processes, engage policy makers routinely, ask yourself if you are an issue advocate or honest broker, build relationships with policy makers, be entrepreneurial, and reflect continuously.

It is recommended that you decide if you want to be an issue advocate or honest broker. Looking back on my careers and my life I immediately identify with the issue advocate. I do not want to disseminate information. I want to identify policy makers with whom I can partner to not only follow-up on my findings in my study, but also engage with former migrant students who may have an interest in civic service, and plant seeds showing them that there are many ways to give back to your community.

Theory

In Chapter Two and in the introduction to this chapter I described my study's theoretical frameworks: critical race theory, social-cognitive learning, socio-critical literacy, critical consciousness theory, and community cultural wealth. In the next sections I will explain how these frameworks were used to explore my data results.

I did not ask a direct question of the participants if they ever encountered discrimination due to racial, ethnic, or cultural identities. My interview questions were open-ended, and participants were free to change the topic and share stories they felt were important. The most blatant example of discrimination was Frank's story about a teacher sharing negative statistics about migrant students' ability to go to college. He saw this as a challenge to prove her wrong.

Iris, Carlos and Olga stated that to this day they wonder if even with their degrees, people see them as "the poor students" and "the students who aren't as smart as others." Iris went further and remarked that "to this day when I'm with a group of white men, I wonder if they think I'm not very smart." When the participants were asked if people actually made negative comments to them, they replied that they had not, but there was something about "the way they looked at me".

Hector shared that other students were surprised to find out that he was attending college with "free tuition". I recall when I taught Presentational Speaking and CAMP students would present on CAMP, some in the audience would ask "Why do you get free tuition?" A former CAMP director shared with me that when she went into the community to talk about CAMP, someone in the audience would almost always ask: "Are they legal?"

Solorzano (1997), drawing from the works of Fay (1987) and Tierney (1991, 1993) defines critical race theory as a framework identifying and analyzing aspects of society that maintain the marginalization of People of Color.

Bandura (1989) in Harris (2016) discusses social cognitive learning theory, where humans are active processors of information. They respond to their environment based on life experiences. In several interactions with my participants, they would refer to themselves as being “different” from other people in the university. They supported this comment with comments such as: “almost everybody at the university is richer than me”, “if I say I’m a CAMP student, they don’t understand”, “I was shocked at how easily my roommate decided to study abroad. She wasn’t even concerned about the money”, or “I didn’t own a car for two years. I took the bus everywhere or I walked, and my roommate owned a Mercedes.” Their economic status was frequently on their minds, and it affected their interaction with people at the university.

Núñez & Gildersleeve (2016) state that cultivating skills or sociocritical literacies can shape college outcomes. Reyes (2007) describes CAMP activities where students were exposed to social, personal, educational, and life situations they were not familiar with before CAMP. In the proposed study, questions will be asked of CAMP alumni regarding community experiences and opportunities to develop socio-critical skills during upper-division years.

During questioning about lessons learned from their first year in CAMP, they would share a long list of new experiences: “I went to the ballet.” “I saw my first opera.” “We met the president of the university, and I was uncomfortable because he’s an important person.” “The Mexican food here is not real Mexican food.” “I rode a bike for the first time.” “I can’t believe I was inside the Texas capitol.” “I saw bats for the first time.” Every participant who shared their

first-year new experiences, stated that they were grateful, because they felt that it expanded their knowledge and made interaction with people easier.

In this study I questioned CAMP alumni about their interactions with professors, support services staff, and community members to assess if these interactions transformed and inspired them toward higher goals. Reyes in 2009 explored interactions of Mexican-descent students with educators and members of the community. He based his study on philosopher Paulo Freire's critical consciousness theory (Freire et al., 2014). Paulo Freire believed in the power of words and students are nourished by words that motivate, inspire, and empower them.

When questions about extracurricular activities came up in my interviews, one program stood out to three participants, the Ronald McNair Scholars Program. The goal of the program is to increase the attainment of doctoral degrees by students from underrepresented segments of society. The program provides funding for faculty-directed research. McNair scholars visit graduate schools, they receive academic counseling and course tutoring, they attend professional conferences, they prepare for GRE exams, and they receive advice on graduate school selection and the application process. The program is funded by the U.S. Department of Education and by St. Edward's University.

Elena stated: "I was thinking of becoming a lawyer, but I had trouble with pre-LSAT studies. A friend told me about McNair, and I decided to apply. As soon as I was in the program, I knew law school was not for me. I love studying adult life education and Chicano studies. I am almost finished with my doctoral degree."

Another interaction that stood out was Iris' relationship with her faculty advisor. Iris was a biochemistry major, and she said that her faculty advisor was the best mentor and teacher she

had ever had. “I learned so much from her.” Lucero stated that the Honors Program, internships, and leadership roles led him on the path toward a Master’s degree in Public Affairs.

In some of my most recent research I was directed to studies on “Funds of Knowledge” (González, N. et al. (2001). In Chapter Two when I presented theoretical frameworks and in Chapter 3 my research questions, I used the terms cultural wealth and cultural capital to describe traits or skills the participants brought with them from their migrant farm worker backgrounds. After interviewing participants, their responses on this topic caused me to reevaluate the wording I would use to describe what it was about their upbringing that helped them succeed in upper division college years and reach their goal of a bachelor’s degree. Gonzalez and fellow researcher Moll, L. gave me new terminology that explained what I was trying to elicit from the participants.

Funds of Knowledge is described as rich cultural and cognitive resources migrant students bring from their homes. Strong work ethic is an example. Garza (2016) put it another way, when migrant students succeed in college it is because of their farm worker background rather than in spite of it. As I shared in Chapter Four, participants identified their cultural capital as: “hard-working”, “failure not an option”, “indebted to their parents' sacrifices”, “faith”, and “stubbornness”.

Recommendations for Further Research

While I did collect stories from the participants, I would have liked to gather more demographic information: What city are they from and where do they live today, after year one, did they live on or off-campus, did they own a car while in college? and did they work in the fields? I would also add questions about their academic status during sophomore, junior and senior years.

I would have done member checks sooner which might have resulted in follow-up conversations. Because of my delay in doing member checks, much time had passed since interviews or completing the online survey, and most participants either said they had nothing to add or did not respond.

I might have sent my interview questions to participants before our scheduled meeting, so they would have time to think of specifics about their upper division-experiences. I did email them the broad categories. A downside is that if they had seen all of the questions in advance, they would have been more rehearsed, rather than conversational and spontaneous.

Rather than gathering data on all experiences during upper division years, because of my career counseling background, I would like to see a study of CAMP students' career decision-making and planning journey. This would include career related events, career counseling services, internship or work experience, decision-making crossroads, people and services that had the greatest impact on their career decisions, and how prepared they were for life after graduation in their senior year.

The purpose would be to ensure that CAMP students are aware of available services and are prepared for job search or are connected to services to prepare them for doctoral studies or professional studies such as medical and law school. Currently CAMP and the university's career services office offer one workshop on resume writing, LinkedIn profiles, and mock interviews.

Another study I would suggest is a longitudinal study following perhaps 5 or more CAMP students from year one to senior year and tracking their experiences plus gathering feedback on a monthly basis. The purpose would be for students in the study to share their

journaling with incoming CAMP students. Each of these suggestions would still involve gathering data directly from CAMP students from freshman year and through graduation.

In some of my interviews, the participants offered suggestions for CAMP. One student stated that the transition for around-the-clock support from the CAMP office to all of a sudden being on their own in year two is too abrupt. The student's recommendation was that in the second semester of year one, there would be a series of small group meetings to discuss possible issues that might arise in year two and later and how to problem-solve. Another student suggested less "hand-holding." Similar to the transition meetings just mentioned, "let go" toward the end of the second semester, so students do not experience an abrupt change and isolation in year two. One student asked if there is a way to more often "integrate" CAMP students with non-CAMP students. "Some of us lived in the CAMP office and we never had lunch with non-CAMP students. Why not invite non-CAMP students into that office every once in a while?" Another student stated that he wished more students at the university knew what CAMP is, so he didn't always have to explain it. CAMP needs to educate the student body about who we are. We don't all dance and play mariachi music.

Conclusion

For confirmation of Institutional Review Board (IRB) approval for this study, see Appendix E. I have emphasized the fact that valuable information about CAMP students' experiences in college is absent in current literature. After their first year of college there are no studies describing their continued journey through upper-division years as sophomores, juniors, and seniors. Other than success stories about students in the first year of CAMP and college graduation statistics, there are no studies about CAMP students' upper-division experiences or career and graduate school achievements.

The result is an incomplete portrayal of the educational journey taken by young adults who are predominantly described in the literature as a population whose average level of formal education completed is eighth grade and whose peers average only 10 percent completing high school and only 14 percent completing some education beyond high school.

In an effort to fill an obvious gap in the literature, my study presented these research questions: 1. What lessons did CAMP students' take from year one that helped them in upper division years? 2. What upper-division year experiences did CAMP students find valuable and what challenges interfered with engagement in activities? 3. What cultural capital did CAMP students bring with them to college that helped them through their senior year? After eleven video interviews and four online surveys with CAMP college graduates, I am able to share the following results.

Lessons learned in their first year in CAMP was their need for a sense of family during a difficult transition into a new environment. CAMP offers that to the students. In addition, CAMP students who mostly come from small border towns are unfamiliar with lifestyles and opportunities in a larger city. The CAMP staff introduces first year students to new experiences, including music and the arts, sports, local foods and restaurants, shopping, parks, historical sites, and much more. Participants in this study viewed these experiences as valuable experiences which opened doors to knowledge beyond the classroom.

Participants in this study shared stories about their many experiences with extracurricular and co-curricular activities, experiences with support services on campus, and varying degrees of continued contact with CAMP during their upper-division years. All students worked in part-time jobs throughout college and internships and volunteer service were experienced by more than half of the participants. The Writing Center was the most used support service and half of

the participants remained in very close or occasional contact with CAMP staff and CAMP activities.

As to what was that cultural capital that CAMP students bring with them to college that helps them navigate academics, work, activities, and occasional challenges, some of their responses were: failure is not an option, a strong work ethic, a need to succeed to pay back their parents for sacrifices they made, meeting challenges head-on, stubbornness, and an eagerness to learn. My personal opinion in response to this question is that they are the most resilient, motivated, and giving individuals I have had the honor to work with. More stories like theirs need to be shared, and I hope this study inspires young researchers to continue exploring the achievements of CAMP students through all of their years in college.

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APPENDIX A

Preliminary Interest Survey

December 1, 2021 Qualtrics Survey

The following survey was sent via Qualtrics e-mail by Mrs. Sonia Briseño, CAMP Director at St. Edward's University to 761 St. Edward's University CAMP alumni from the past 10 years.

-97 respondents replied and shared their name and e-mail address.

-46 of the respondents said they "might be interested".

-51 of the respondents said they were "fairly certain I'd be interested".

The survey was sent on December 1, 2021.

Page 1: Message from Sonia Briseño, St. Edward's University CAMP Director

I'm sending you a survey from a St. Edward's University doctoral student, Emily Salazar, who wants to find out if any CAMP alumni might be interested in participating in her research study which will begin in spring 2022. She'll be conducting research about the CAMP program.

THIS IS A PRELIMINARY SURVEY AND IN NO WAY ARE YOU MAKING A FINAL COMMITMENT TO PARTICIPATE IN THE STUDY.

CAMP would greatly appreciate it if you would complete her survey. The more research conducted about CAMP and CAMP scholars, the more this program will be recognized by the academic community and the better CAMP may serve future students.

Thank you for helping Ms. Salazar out.

Page 2: Message from Emily Salazar, Doctoral Student

Preliminary Survey Regarding Participation by CAMP Alumni in Doctoral Research

My dissertation topic: CAMP Student Experiences and Achievements Beyond Freshman Year - Alumni Reflections

Why this research is needed: There is little research in scholarly journals about what happens to CAMP scholars in their sophomore, junior, and senior years and careers after graduation. Research about children of migrant farmworkers focuses primarily on K-12 challengers, high school drop-out rates, and barriers to a college education. This study will focus on accomplishments during upper division college years and post-graduation.

Who are the study's participants? CAMP alumni college graduates

When will the research begin: Spring 2022

What is required of participants? Zoom or in-person interviews. The time commitment and the number of interviews is still being determined, but scheduling will be flexible.

What is needed now? Complete the survey IF you MIGHT be interested in being a participant. If you are not interested, do not continue with the survey.

Page 3: My interest in being a participant is:

Might be interested Fairly certain I'd be interested

Page 4: Please list the year you graduated: _____

Page 5: When you reach out again to inquire if I'm definitely interested, this is my contact information:

Name: _____

E-mail: _____

Page 6: We thank you for your time spent taking this survey. Your response has been recorded

APPENDIX B

Invitation to Participate in a Research Study



Date: _____

You are receiving this invitation because previously you replied to an inquiry from the CAMP Director and you expressed an interest in being a participant in this study. This is now a formal invitation to participate. Indicate below if you are still interested. Also indicate your preference for being interviewed on Zoom video or completing an online survey.

Study: CAMP Student College Experiences in Upper-Division Years - Alumni Reflections

Your name _____

Your email address _____

Are you interested in being a participant in the research study?

_____ Yes _____ No

If you replied No, do not complete the rest of this form. Thank you for responding.

If you are interested, how would you like to participate?

_____ **One to One and a half long Zoom interview** (Scheduling is very flexible)
(Please do not select Online Survey if you select the Zoom Interview)

_____ **Online survey**
(For individuals who prefer not to participate in a video interview)
(Please do not select Zoom Interview if you select Online Survey)

If you agree to participate in an interview or online survey, you will receive a consent form requiring your signature.

Please be aware that your participation in this study is voluntary. Your decision whether or not to participate will not affect your relationship with St. Edward's University, St. Edward's University Alumni Association, or St. Edward's CAMP program.

Thank you again for your time,

Emily Salazar, Student Researcher

Kris Sloan, Ph.D., Dissertation Chair
Laurie Cook Heffron, Ph.D., IRB Chair

Protocol #: _____

APPENDIX C

Informed Consent



CAMP Student College Experiences in Upper-Division Years - Alumni Reflections

Date: July 15, 2022

What is the purpose of this research project?

You are invited to participate in a research study conducted by Emily Salazar from St. Edward's University's Doctor of Education (Ed.D.) of Leadership and Higher Education. The Principal Investigator of this project is Emily Salazar. This study has been approved by the IRB (Institutional Review Board), protocol #0000124.

The goal of this research is to explore CAMP scholars' college experiences in their upper-division years, from the perspective of CAMP alumni. Upper-division refers to all years after your first year of college. You were selected as a possible participant in this study because you graduated from St. Edward's University's undergraduate program, and you were a CAMP scholarship recipient.

Eligibility: To be eligible for this study, you must agree to the following requirements

Zoom Interview Participant

1. Have internet and Zoom access.
2. Meet with the principal investigator via Zoom at an agreed upon schedule date and time.
3. Participate in your Zoom meeting(s) in a location with little distraction or interruption by other individuals.
4. Agree to the Zoom meeting(s) being recorded by the principal investigator.
6. Understand that the results of this research study belong to the Principal Investigator and St. Edward's University, will be published as a doctoral dissertation, and may be used in the future for journal publication.

Online Survey Participant

The same as the list above for Zoom interview, but you just need access to the internet.

What will I have to do?

Zoom interviews: You and I will decide on a meeting date and time. You will be asked questions about your college experiences, such as campus organizations, internships, fellowship programs, study abroad, part-time jobs, community service, and other college activities. You will also comment on your interaction with the CAMP office after your first year, use of university support services, challenges faced, and strategies for preparing for post-graduation. You will not have to know dates, names of supervisors, or addresses of any external organizations. You have the right to skip any question. Depending on your responses, additional topics may be explored. The more detail you provide, the stronger this research will be. Zoom meetings will be recorded and the expected time frame of each interview is approximately one hour.

What are the risks and benefits?

There is no cost for participating in this study. Potential risks are minimal, but sometimes, when research participants share personal stories, they might experience anxiety or distress. If these situations arise, the

Principal Investigator will be available to listen to concerns and can use NAMI as a resource if requested. One of the primary benefits of this study will be the focus on experiences by CAMP scholars after their first year of college and an opportunity to share accomplishments of migrant farmworker college students, rather than deficits. Another benefit is that university CAMP directors will read about upper-division students' experiences, and this will help them with first-year programming and strategies for outreach after a CAMP student's first year.

Is my information confidential?

Any information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The results of the study's findings will be shared in the Principal Investigator's dissertation and will be reviewed by St. Edward's Institutional Review Board (IRB). Subject identities will be kept confidential and will be referred to by a first name not their own. All private data will be safeguarded by the Principal Investigator on her home computer in an external drive and there is no one else living in her residence or anyone else using her computer.

Is this voluntary?

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with St. Edward's University, St. Edward's University Alumni Association, or St. Edward's CAMP program

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time, even after the informed consent form has been signed, without penalty.

Do you have any questions?

If you have any questions about the study, please feel free to contact Emily Salazar at (512)740-7605 or by email at _____

If you have questions regarding your rights as a research participant, please contact St. Edward's University's Institutional Review Board (IRB) at _____

You will be offered a copy of this form to keep.

Statement of consent:

Your signature indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation without penalty, that you will receive a copy of this form and that you are not waiving any legal claims.

I certify that by signing this form, I am at least 18 years of age.

Signature of participant: _____ **Date:** _____

Signature of investigator: _____ **Date:** _____

APPENDIX D

Interview Matrix

	Background Information	Research Question 1 What lessons learned in CAMP students' first year of college supported them in upper-division years?	Research Question 2 What upper-division experiences did CAMP students find valuable and what challenges interfered with engagement in activities? (Activities, Support Services, connection with CAMP)	Research Question 3 What cultural capital do CAMP students bring with them that help them navigate all of their college years through graduation?
Interview Qs1 Please share a little about your academic background. What year did you receive your Bachelor's degree?	X			
What was your major?	X			
Since that year, have you completed any other degree programs?	X			
What's your current job title and have there been major career changes along the way?	X			
Interview Qs2 What 2 experiences stand out the most when you think about your 1 st year in CAMP?		X		
Which of these had a major impact on your success in college		X		
Why do they stand out from other 1 st year CAMP experiences		X		
Interview Qs3 Look at this list of activities and tell me which ones you were involved in during your upper-division years. *			X	
Which of these did you find valuable?			X	
What were reasons you did not participate in more extracurricular or co-curricular activities?			X	

Interview Qs3 Please look at this list of campus support services and tell me which ones you reached out to and what was your experience? **			X	
How did you learn about these services and how did they help you?			X	
Was there anything in particular that kept you from using other support services?			X	
Interview Qs4 During upper-division years how involved were you with the CAMP office?			X	
If you didn't connect with them that much, why not?			X	
Interview Q5 Think about everything you've just shared with me, positive experiences and challenging times. Also think about the fact that made it, you graduated with a Bachelor's degree. How did you do it? What was it about you that got you through those upper-division years. This is not about others helping you,				X

* Activities list included: On-campus/off-campus jobs, internships, campus organizations, volunteer service, study abroad, Alternative Spring Break, leadership organizations or roles, sports, arts/music, fellowship/scholarship or other academic programs, specific programs: (Fulbright, McNair Scholars Program, Hatton-Sumners, AmeriCorps/Community Mentor Program) or any that are not listed.

** Support Services list included: Library, supplemental instruction/tutoring, Writing Center, campus ministry, health/wellness, career services (resume, interview preparation, career decisions, job/internship fairs), IT services, or any that are not listed.

Note: The Online Survey had the same questions as interviews, but there was not opportunity for continued dialogue.

APPENDIX E

IRB Approval Notice



Institutional Review Board

May 6, 2022

Protocol ID# 0000124

Greetings, Emily Salazar:

Thank you for your recent proposal submission to the St. Edward's University Institutional Review Board. Your research proposal "CAMP Student College Experiences in Upper-Division Years-Alumni Reflections", version 2, dated My 3, 2022, has been reviewed and is **approved** on this date: May 6, 2022. Please use protocol number #0000124 on all consent and recruiting materials, and in future communication with the IRB.

Compliance with 45 CFR 46.115(b) requires that all records relating to IRB approved research be retained for **at least 3 years after closure of the project**. Records may be preserved in hard-copy, electronic or other media form, and must be accessible for audit purposes. Records for completed projects should be stored in secure locations on campus with the same care used when the project was active.

If you experience unanticipated problems involving risks to subjects or others, adverse events and/or other problems with the study during the approved period, please note that you will be required to complete the appropriate report form to the IRB within 5 business days of the event. See the link for these forms on the IRB website, on the Forms and Templates page. [1]

When you have completed your research project, please submit the "Study Closure Form", also found on the Forms and Templates page of the IRB website. [1]

We wish you success with your research. If you have any questions or concerns, please contact the chair of the IRB or contact irb@stedwards.edu.

Sincerely,

Laurie Cook Heffron, PhD, LMSW
Associate Professor & Social Work Program Director
SEU Institutional Review Board
E-mail:

[1] <https://stedwards.edu/institutional-review-board/forms-and-templates>