



Dear Kevin,

Thank you for submitting your proposal. A printable summary is below. Your confirmation number is 19919. A confirmation email will be sent to you within 24 hours.

Applicants will be notified of the status of the proposed project on February 2, 2018.

If you have questions or need assistance regarding your application please contact the AIR Grant staff at 850-391-7109 or grants@airweb.org.

SUMMARY

Personal Information

Name	Prof. Kevin Escudero
Informal Name	
Affiliation	Brown University
Unit/Department	American Studies
Title	Assistant Professor
Year began this position	2017
Email	kevin_escudero@brown.edu
Preferred Mailing Address	
Secondary Address	Brown University 150 Power Street, Box 1886 Providence, Rhode Island 02912 United States

Demographics

Highest degree	
Discipline of highest degree	
Position description	
Staff members in IR office	
Campus type	
Years of experience in IR	
IR Roles	
Year of birth	
Race/Ethnicity	
Gender	

Grant Type

I am applying for a:

Research Grant

Financial Representative

Name

Brenda Figueroa

Affiliation

Brown University

Department

Office of Sponsored Projects

Title

Grants and Contract Administrator

Address

164 Angell Street

City

Providence

State or Province

Rhode Island

Zip or Postal Code

02912

Country

United States

Additional Contacts

Project Description

Project title:

Education, Not Deportation : Undocumented Law and Medical Students' Pursuit of Graduate Education

Statement of the research problem and national importance (limit 750 words):

- What is the research problem this proposal intends to address?
- How does this topic relate to the research priorities areas of access, affordability, and value of legal or graduate/professional education?
- Why is this topic of national importance?
- Why is it timely to conduct this research at this time?

Due to the U.S. Supreme Court's ruling in the landmark case, Plyler v. Doe (1982), undocumented students are entitled to a free, public K-12 education (Olivas, 2012). As a group, undocumented students are part of an underrepresented group within higher education (Perez, 2014). According to data from the Pew Hispanic Research Center, undocumented immigrants in the United States migrate primarily from Mexico and other Latin American immigrants (Cohn & Vera, 2009). Recently, there have been calls for an increase in the number of Latino lawyers. Latinos currently represent 18% of the U.S. population, but only 4% of attorneys nationwide (Cepeda, 2016). Additionally, growing numbers of Latinos in immigrant receiving states and the limited number of Latina/o physicians has also raised warranted concern (California Health Care Foundation, 2010).

While in recent years large scale surveys have examined the experiences of undocumented students in their pursuit of a college education and experiences as undergraduates, no such survey exists for graduate and professional students (Suarez-Orozco, 2015). As a result of the Deferred Action for Early Childhood Arrivals (DACA) Program and greater awareness by colleges and universities of undocumented student needs, increasing numbers of undocumented students are attending and graduating from college (Gonzales, 2014). From July 2012 through October 2017, the DACA program assisted students in overcoming barriers to accessing a college education, leading some to continue on to pursue law and medical school. Despite the DACA program's end in October 2017, the question remains what will become of those students who have already enrolled in law and medical school programs and what the future is for those seeking to apply and matriculate.

Previous research has robustly examined the experiences of undocumented students applying to and matriculating into undergraduate programs (Abrego, 2006; Abrego & Gonzales, 2010; Enriquez, 2011; Protosaltis, 2005). However, further research is needed to examine the post-college educational trajectories of these students. In particular, this study aims to examine undocumented students' trajectory along what education scholars Alejandro Covarrubias and Argelia Lara to create the Undocumented (Im)migrant Educational Pipeline (Covarrubias & Lara, 2014). As part of this research, I aim to focus not only on the experiences of those individuals who persist and matriculate into professional school programs, but to consider the experiences of those individuals who do not matriculate.

Through the creation of the first of its kind national dataset, this project will document the experiences of undocumented law and medical school students, offering much needed insight into these students experience while applying to and after matriculating into their professional degree programs. Additionally, this information will assist in facilitating an understanding of the factors that go into a students' process whether or not to apply to and matriculate into such a program. I focus on law and medical school programs as both programs have a unique professional orientation, emphasizing post-graduate career placement and after graduation require professional licensing by an accredited body.

Issues of accessibility and inclusion for undocumented immigrant students in professional school programs is both important and timely for two central reasons.

First, despite key research demonstrating the importance and benefit of diversity and inclusion in the professional school context, data is still needed regarding measures that can be taken to meaningfully achieve such diversity (Pitts & Wise, 2004). Moreover, while increasing the numeric representation of students from diverse backgrounds is an important aspect of diversity initiatives, there needs to be a greater focus on how educational environments respond to meet the needs of a more diverse student body (Reynoso & Amron, 2002). Taking into consideration the barriers and challenges undocumented students will aid in better understanding the process of not only attracting a more diverse student population, but to ensuring their success and retention.

Second, within the literature on undocumented immigrant youth in higher education, while previous scholarship has examined access to undergraduate education, research has yet to examine the experiences of these students as they continue on to receive graduate and professional school degrees. A holistic understanding of these students' experiences throughout the educational pipeline will enable for a more comprehensive approach to examining undocumented student success. This will also enable for the development of more innovative advocacy approaches at the state level regarding bar admission for undocumented law school graduates (Lifting the Bar, 2014). While undocumented medical school students have fought this battle with some success (Nakae, Rojas Marquez, DiBartolo & Rodriguez, 2017) this research points to the potential for collaboration across both student communities. Also with the end of the DACA Program in October 2017, there is an increased urgency to undertake this research given the loss of a work permit and social security number that many law and medical students now face.

Review the literature and establish a theoretical grounding for the research (limit 1000 words):

- What has prior research found about this problem?
- What is the theoretical/conceptual grounding for this research?

CONCEPTUAL GROUNDING

Focusing on undocumented law and medical school student experiences, this research project utilizes an educational pipeline model. Doing so allows for an examination of students' progression along the pipeline across various stages of their academic career. According to higher education researchers the educational pipeline can be understood as "...an analytical model [that] places access to and opportunity in higher education in a larger social and institutional context...Namely, it helps us to understand the process – as a whole and in stages – by which the many are reduced to a few on the path leading from the earliest years of schooling to post-college outcomes" (Allen, Bonous-Hammarth & Teranishi, 2006). While pipeline models have been used to understand the experiences of individual minority communities, namely racial/ethnic communities, this research project builds on earlier work utilizing this model by drawing examining different undocumented immigrant groups' experiences collectively along the educational pipeline (Rodriguez & Oseguera, 2015; Yosso, 2006). Research by Alejandro Covarrubias and Argelia Lara (2014) began this process, but focused primarily on Mexican undocumented immigrants rather than the undocumented community as a whole.

PRIOR RESEARCH

This research project focusing on undocumented law and medical student experiences draws on a diverse set of interdisciplinary scholarship. In doing so, this project combines scholarship on student persistence along the educational pipeline and research on the role of legal status on the lived of undocumented immigrant community members.

Research on underrepresented students' persistence in higher education has largely focused on students' progression along the educational pipeline and the transition from high school to college as well as persistence once enrolled in college (Baker & Velez, 1991; Kinzie, Gonyea, Shoup & Kuh, 2008; Peltier, Laden & Matranga, 1999; Swail, Cabrera, Lee & Williams, 2005). More recently scholarship has turned to examining the transition for this study body from college to graduate school (Ali & Kohun, 2007). Within this research increased attention paid to an analysis of students' intersectional identities and the impact these multiple identities have on students' socialization within graduate education (Berelson, 1960; Ellis, 2001; Espino, Munoz & Marquez Kiyama, 2010; Holley & Gardner, 2012). However, immigrant status, while a factor that has been examined relating to undergraduate student educational persistence, has not yet been considered with regard to graduate education (Abrego, 2006). Taking an intersectional approach to student identity development, this study provides an understanding of how immigrant status, alongside other social identities graduate and professional students may hold, impact their transition to and experiences in professional degree programs.

Scholarship in the fields of immigration and citizenship studies has utilized the framework of migrant (il)legality to examine the impact of legal status on undocumented immigrants' integration into U.S. society (Abrego, 2006; Menjivar & Kanstroom, 2013). Much of this research has looked at undocumented immigrant incorporation and integration through the education system and workforce (Gleeson & Gonzales, 2012). As part of this work researchers have found that undocumented youth, members of the 1.5-generation, experience a unique form of socialization within the U.S. education system (Gleeson & Gonzales, 2012). Thus, while undocumented immigrant status can pose a barrier to student success, persistence and achievement, the youth's positioning within and access to the education system places them in a role different than members of the 1st generation. For many 1st generation immigrants who migrate after adolescence, language fluency, age, family responsibilities and other barriers inhibit access to a K-12 and college education. Undocumented youth, many of whom arrived in the U.S. prior to adolescence, attendance in these educational institutions provide familiarity with the U.S. legal system, English fluency and proximity to U.S. born children of immigrants (members of the 2nd generation).

Describe the research method that will be used (limit 1000 words):

- What are the research questions to be addressed?
- What is the proposed research methodology?
- What is the statistical model to be used?

RESEARCH QUESTIONS

Informed by the literature, this project seeks to answer the following three questions:

1. What barriers and/or challenges do undocumented students face in the pursuit of a law and/or medical school degree?
2. What factors have led to undocumented law and medical students overcome such barriers to applying and matriculating into such programs?
3. What factors lead to students' choices not to apply to and/or matriculate into these programs?
4. What are the experiences of undocumented law and medical school students currently enrolled in law and medical school programs? What strategies and/or approaches can be utilized to better support students enrolled in these programs?

METHODOLOGICAL APPROACH

This project will employ the use of a two-part mixed methods approach. The first part will entail the creation and administration of an online survey to collect information both about students interested in applying to professional degree programs and those who have matriculated. This pilot survey will be developed by the Faculty PI and will be carried out in the New England region. Funding from AccessLex/AIR is being solicited for a pilot survey rather than a full national survey at this moment to ensure that the survey instrument is developed and tested in a rigorous manner before being circulated nationally.

Moreover, to provide an in-depth analysis of the experiences of these students once enrolled in professional school programs, the study will also include an interview component. The interview component will be carried out with undocumented law and medical school students nationally. Participants for the interview component will be recruited from two national undocumented student advocacy organizations: Pre-Health Dreamers and the Dream Bar Association. Both organizations are groups that I worked with when conducting previous research on undocumented immigrant political activism from 2009-2016. Pre-Health Dreamers is a national advocacy organization working to support undocumented students interested in pursuing a career in the health sciences. According to their website the organization's mission is to "...support undocumented pre-health students...serving as a Community of students and allies offering peer support...a Resource of unprecedented knowledge and career pathways [and as]...an Advocate for increased for increased access to health careers...for the undocumented community. The Dream Bar Association is a national non-profit organization open to aspiring and current undocumented law school students that "...provide[s] a network for undocumented immigrants who are interested in pursuing a career in law, are pursuing a career in law, or are practicing in [the legal profession]. Both organizations heavily depend on the use of an online network (Facebook pages, email distribution lists, conference calls, etc) to communicate with members disbursed throughout the country.

A mixed methods approach is both important and innovative as it will facilitate my ability to draw conclusions regarding the questions posed above at a macro and micro-level. This approach will also provide for the inclusion of a control group of undocumented students who are not interested in applying to professional school programs or who apply and are not accepted into such programs. Data regarding this group will then be compared with those who are interested, apply and matriculate. Findings from the qualitative component will be contextualized within the quantitative data from the national survey in my write up of the research articles prior to submission. I also envision the survey data, once completed and analyzed, providing material for the completion of a separate research article.

Part 1: Online Pilot Survey

Pilot surveys will be collected from participants using an online Qualtrics platform and questions will be developed by the Faculty PI in collaboration with the project's two Graduate Student Researchers. These surveys will be distributed to campus contacts identified through the National Association for Student Affairs Professionals (NASPA)'s Undocumented Student and Allies Knowledge Community. Campus representatives to the network will then be asked to distribute the survey to undocumented students enrolled at their institution. Respondents will be provided with a \$20 gift card, mailed to either the student and/or the institutional contact at their college/university. After the completion of the pilot survey phase, potentially funded by the AccessLex Institute and AIR, the Faculty PI will apply for additional funding from Brown University and external funding organizations to launch the national survey. Please see the Appendix A for a pilot survey draft. Data from the pilot survey will be analyzed using quantitative descriptive statistics to analyze forced-choice survey questions and qualitative analyses to analyze the open ended response questions (paralleling the methodology used in the UndocuScholars Research Project and applying it on a different stage of the educational pipeline).

Part 2: In-Depth Interviews with Undocumented Law and Medical School Students

Based on the number of individuals from the survey portion who express an interest in participating in the interview component, my research team and I will complete between 30-35 interviews with undocumented law and medical school students. Participants will also be solicited through the listservs of the following national organizations: Pre-Health Dreamers and the Dream Bar Association.

Half of the interviews will be conducted with law school students and half with medical school students. Within each group, the Graduate Student Researchers and I will work to ensure equal representation of applicants and matriculated students. Interviews will be conducted over the phone and/or Skype and will be audio recorded. Interviews will be transcribed and identifying information removed to prevent the identification of individual students and institutions where they are enrolled. Interviews will cover questions related to the individual student's experience as an undergraduate student, applying to law or medical school, plans following graduation and if applicable, experience during law or medical school. Participants will be free to skip any questions they feel uncomfortable answering. Audio recording files will be deleted after transcription and unlike the survey data, interview data will not be made available more broadly for use by other researchers. Participants in the interview component will also receive a \$20 gift card, mailed to their address, after completion of the interview with either the Faculty PI or Graduate Student Researcher.

References cited (no word limit):

Abrego, L. (2006). I can't go to college because I don't have papers : Incorporation Patters of Latino Undocumented Youth. *Latino Studies*, 4: 212-231.

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Project Description - Appendix

- [Pilot Survey Instrument](#)

Datasets

List the datasets that will be used and explain why they best serve this research (limit 500 words)

This project proposes the creation of a new data set utilizing a mixed methods approach. While existing data sets capture the experiences of undocumented undergraduate students (see the UCLA UndocuScholars Research Project) and the experiences of DACA recipients nationally (see Harvard University's National UnDACAmented Research Project), this information is not available for professional school students or those individuals considering applying to graduate/professional degree programs. The first of its kind, this dataset will offer important and much needed information regarding the experiences of undocumented law and medical school students.

Beginning as a pilot survey, the project's online survey will later be developed into a comprehensive survey distributed at the national level, to fully supplement the interviews conducted for this research project. Findings from the national survey will later be made available publicly after the research team has ensured that any potentially identifying information has been fully removed from the data. Following the completion of the pilot survey, the Faculty PI will apply for additional funding from Brown University's SEED Grant Fund, Spencer Foundation, Russell Sage Foundation and National Science Foundation to expand the survey process nationally. To be successful in this effort, however, time dedicated to the creation of a reliable survey instrument and to test the instrument's validity, which this funding would support, is needed. A focus on the New England region for the survey's pilot phase will allow the Faculty PI to draw on pre-existing relationships with members of the undocumented student community and institutional contacts at various colleges/universities throughout the region. A region with a high density of colleges and universities, lessons learned from this first phase of the research project will be instructional as a plan for the rolling out of the survey at a national level is developed.

The information provided by this data set will provide for researchers, institutional staff and administrators and policy makers with key information to more clearly understand the unique challenges facing aspiring undocumented law and medical school students and how those who have overcome these barriers, insight into the strategies students have utilized to do so. Combining quantitative and qualitative research practices, this project's mixed method approach will allow for a macro-level understanding of the demographic and institutional factors influencing students' decisions regarding professional school programs and a micro-level understanding of the specific strategies students have utilized as well as their success in doing so.

Statement of use of restricted datasets (limit 250 words):

Applicants should provide a statement indicating whether the proposed research will require use of restricted datasets. If restricted datasets will be used, the plan for acquiring the appropriate license should be described.

If restricted datasets will not be used, leave this text box blank and click *Save and Continue*.

Timeline and Deliverables

Timeline:

Provide a timeline of key project activities.

PRE- GRANT ACTIVITIES

1. Apply for and secure Institutional Review Board Approval from Brown University for the project's interview and survey components. Initial survey will be drafted by the Faculty PI.

MARCH 1, 2018

1. Receive funding and commence project activities.
2. Hire two Graduate Student Researchers to assist with the data collection process.

APRIL-JULY 2018

1. Publicize the survey through the NASPA New England network and organizations: Dream Bar Association and Pre-Health Dreamers.
2. Submit progress report by July 1st.

AUGUST-OCTOBER 2018

1. Graduate Student Researchers will contact survey participants who have expressed interest in participating in the interview component.

2. Faculty PI will conduct interviews.
3. Graduate Student Researchers will analyze the survey data.
4. Faculty PI will write and submit an internal application to Brown University's Office for the Vice President for Research (OVPR) for a \$50,000 SEED Grant to finalize the survey instrument for use in national data collection.

NOVEMBER-DECEMBER 2018

1. Send out interview recordings to professional transcription service.
2. Submit progress report by November 1st.
3. Faculty PI and Graduate Student Researchers attend and present online survey findings at the 2018 AccessLex Legal Education Research Symposium.

JANUARY 2019

1. Faculty PI and Graduate Student Researchers will receive interview transcriptions back from professional transcription service.
2. Faculty PI and Graduate Student Researchers use NVIVO software to code interview transcription and complete analysis of the data.

FEBRUARY 2019

1. Faculty PI and Graduate Student Researchers will complete policy report summarizing survey and interview data.
2. Faculty PI notified whether Brown University SEED Grant received.

POST-GRANT ACTIVITIES

APRIL 30, 2019: Submission of final report to AIR.

Following the grant's completion the Faculty PI will also apply for external funding from the Spencer Foundation, Russell Sage Foundation and National Science Foundation to fund the launch of the national survey. The national survey is expected to launch in June 2019.

Deliverables:

List deliverables such as research reports, books, and presentations that will be developed from this research initiative.

The proposed research project will result in five deliverables. These deliverables include the completion of two mid-year reports and a final report to ACCESS/AIR, a presentation by the Faculty PI and Graduate Student Researchers at the Access Group Legal Education Research Symposium, the completion of a final report at the conclusion of the project and completion/submission of two research articles drawing from the project's qualitative research component.

DELIVERABLE 1

This deliverable will consist of two progress reports submitted to ACCESS/AIR, due on July 1, 2018 and November 1, 2018. Reports will include progress made towards the completion of the stated goals and timeline as outlined in the research proposal as well as any adjustments made during the research process.

DELIVERABLE 2

The second deliverable is a presentation in November 2018 of findings from the project's online survey portion at the Access Group Legal Education Research Symposium. The presentation will be given by the Faculty PI in conjunction with the project's two Graduate Student Researchers.

DELIVERABLE 3

The third deliverable will consist of two academic research articles. One article will draw on the interviews conducted to focus on the case of undocumented law students. The second article will focus on the experiences of undocumented medical school students. Articles will be submitted to top journals in the field of education, law and medicine. Potential venues for submission and publication of these findings include the Harvard Educational Review, the American Education Research Journal, Law and Social Inquiry and the Journal of Graduate Medical Education.

DELIVERABLE 4

The fourth deliverable will consist of utilizing the pilot survey instrument to develop a national survey instrument and an accompanying website to publicize the project's aim and purpose. Following the completion of the national survey, funded by a Brown University SEED grant or external grant, data will be made available for other researchers through the Syracuse University REDCap platform, a secure and comprehensive data storage and dissemination platform.

DELIVERABLE 5

By April 30, 2019, the Faculty PI will complete and submit a final research report to ACCESS/AIR. This report will provide an overview of the project's scope and purpose. It will then summarize the findings from the survey and interview components and outline potential steps state and national bar

associations, medical school accreditation committees and individual institutions can take to better support undocumented law and medical school students.

Disseminate results:

Describe how you will disseminate the results of this research.
(Note: Costs of travel to meetings should be calculated on the budget page.)

The proposed project will have findings disseminated through a four-part approach.

First, information compiled as part of the project's pilot study will provide the framework for the administration of a national survey of undocumented medical and law school students. This national survey information will later be made available to researchers and policy makers through the use of Syracuse University's REDCap data platform after participants' personal information is removed. This data will provide important information for future researchers seeking to better understand the experiences of this student population and for policy makers as they make critical decisions affecting the future lives of the undocumented immigrant community.

Second, this research project will result in the production of two research articles stemming from the project's qualitative research component. The first article will draw upon data examining the experiences of undocumented law school students while the second will focus on the experiences of undocumented medical school students. This data will be national in scope and provide further context and insight into the findings from the project's survey component.

Third, the Faculty PI and Graduate Student Researchers will present findings from both the project's quantitative and qualitative components at national conferences, including the Access Group Legal Education Symposium and if accepted, at the American Educational Research Association (AERA) and Association for the Study of Higher Education (ASHE) conferences.

Fourth, through in collaboration with the Annenberg Institute for School Reform at Brown, the Faculty PI and Graduate Student Researchers will periodically post information about the study to publicize this information to the education, policy and campus community.

IRB Statement

Statement of Institutional Review Board approval or exemption (limit 250 words):

As part of the proposal, a statement outlining a plan for Institutional Review Board (IRB) approval is required. The statement should outline the applicant's timeline and plan for submitting the proposal to an IRB or explain why IRB approval is not necessary. Final IRB action is not necessary prior to submitting the application.

As outlined in this research proposal, Institutional Review Board (IRB) approval will need to be applied for and received to proceed. Such approval will ensure that questions asked in the survey and interview components will be kept in a secure location and redacted, when necessary, from any publications and other materials to protect participants' identities and to alert participants regarding potential risk for participation. The Faculty PI, Kevin Escudero, will complete and submit an application to Brown University's IRB in January 2018, so that if the proposal is funded, data collection can begin immediately. No research activities will begin until IRB approval has been obtained.

Biographical Sketch(es)

Biographical sketch (limit 750 words):

KEVIN A. ESCUDERO, Ph.D.

Kevin A. Escudero is Assistant Professor of American Studies and an affiliated faculty member in the Department of Sociology at Brown University. He received his Ph.D. in Ethnic Studies from UC Berkeley and M.S.L. from Yale Law School. Specializing in the areas of race/ethnicity, immigration, law and education, Dr. Escudero's work focuses on the impact of undocumented status in the lives of immigrant youth. In particular, he is interested in examining the marginalized individuals' assertion and claiming of legal and political rights. His work utilizes both qualitative and quantitative approaches.

Dr. Escudero's book, *Organizing While Undocumented*, is under contract with NYU Press as part of their Latina/o Sociology series. The book considers undocumented activists' strategic use of an intersectional movement identity to build coalitions with members of other marginalized communities. As a result, he demonstrates how despite not holding formal legal status, undocumented activists have been successful in passing legislation at both the federal and sub-federal levels. His research has been published in academic journals such as the *Asian American Pacific Islander Nexus Journal*, law reviews in mainstream news outlets including *LatinoUSA* and the *Hechinger Report*. Dr. Escudero has previously received funding for his research from the American Sociological Association, National Science Foundation's Law and Social Science Program and the UC-MEXUS Institute.

As the PI on this research project, Dr. Escudero will devote the equivalent of one academic course (15% of his time as a faculty member) towards the completion and oversight of this project. This percentage will double to 30% during the summer of 2018.

Budget

- [Research Grant Budget Form \(Escudero\)](#)

Funding History**Funding history (limit 250 words):**

A statement of prior, current, and pending funding for the proposed research from all sources is required. The statement should also include a history of all prior funding from AIR to any of the PIs for any activity. Funding from other sources will not disqualify the application but may be considered in the funding decision.

KEVIN A. ESCUDERO, Ph.D.

Previous funding secured.

1. Migrant Illegality Across Uneven Legal Geographies: Advancing the Sociology of Immigration (co-PIs: Lisa Martinez, Andra Flores, Edelina Burciaga, Joanna Perez and Carolina Valdivia)

Funder: American Sociological Association, Fund for the Advancement of the Discipline

Dates: 08/15/17-10/31/18

Amount: \$8,000

2. Rights Mobilization, Citizenship and Identity

Funder: National Science Foundation, Law and Social Science Program

Dates: 08/15/13-07/31/14

Amount: \$8,836

3. Mobilizing Rights, Contesting Citizenship and Leveraging Intersectional Identities: Immigrant Youth Activism and the Movement to Pass the DREAM Act

Funder: University of California Institute for Mexico and the United States

Dates: AY 2012

Amount: \$11,600

4. Towards a Social Movement Approach: The Role of Law and Youth Political Activism in the Undocumented Student Movement

Funder: UC Berkeley School of Law, Empirical Legal Studies Program

Dates: 08/15/11-05/31/12

Amount: \$1,000

Dissertation Advisor Letter of Support

There are no files attached.

How Did You Hear About This Grant Opportunity?

Check all that apply:

- Other (please list below)

Colleague

APPENDIX A

“Education, Not Deportation:” Examining the Experiences of Undocumented Law and Medical School Students in Professional Degree Programs

Pilot Survey Instrument

Principal Investigator:

Kevin Escudero, Ph.D.
Department of American Studies
Brown University
kevin_escudero@brown.edu

First Name: _____ Date: _____

Participation Pre-Requisites

Do you identify as an undocumented person (defined as an individual who is not a U.S. citizen, legal permanent resident or in possession of a visa to reside in the United States)? Yes No

Are you currently enrolled in law and/or medical school? Yes No

Background/Demographic Information

Date of Birth: _____ Age: _____ Sex: _____

Country of Birth: _____

Year that you immigrated to the United States: _____

Current city and state of residence: _____

Do you identify as Hispanic, Latino and/or of Spanish origin? Yes No

What is your race (please check all that apply)?

- White
- Black
- Asian
 - Chinese
 - Japanese
 - Korean
 - Filipino
 - Vietnamese
 - Other Southeast Asian

- South Asian
- Pacific Islander
- Other
- (please specify) _____

Language(s) spoken: _____

DACA Status and Employment

Do you currently hold or have you previously held DACA status? Yes No

Did you receive assistance from any professional and/or non-profit organizations in preparing and submitting your DACA application? Yes No

Are any of your immediate family members (parents and/or siblings) U.S. citizens and/or legal permanent residents? Yes No

Are you currently employed? Yes No
 If so, in what field? _____
 also for approx. how many hours per week? _____

What is your annual household income? _____

Undergraduate Experience

What city and state is the undergraduate institution you attended located? _____

Is this institution a public or private university? _____

Approximately how many students attended your undergraduate institution? _____

What was your undergraduate field of study? _____

Did you receive financial assistance to complete your undergraduate degree? Yes No
 If so, approx. how much did you receive? _____

Did you attend community college? Yes No
 If so, did you receive an A.A. degree? Yes No

Did your undergraduate institution have an undocumented student, DREAMer and/or DACA student club and/or organization? Yes No
 If so, were you a member of this club/organization? Yes No

Were you a participant in any graduate school pipeline program for underrepresented students interested in pursuing graduate school? Yes No

If so, which program(s)? _____

Graduate School Experience

What type of graduate/professional school program are you currently enrolled in?

- Law
 - J.D.
 - LL.M.
 - J.S.D./S.J.D.
- Medical School (M.D.)
- Joint Degree Program
 - (please specify) _____
- Other
 - (please specify) _____

In what city and state is the graduate and/or professional school program you are currently attending located? _____

Is this institution a public or private university? _____

What is the annual cost of attendance (housing and tuition) at your institution? _____

What sources are you drawing upon to fund your education (check all that apply)?

- Institutional scholarships
- Funding from private foundations
- Working
- Personal Savings
- Private Loan
- Financial assistance from family members
- Other
 - (please specify) _____

How did you find out about the institution you are currently attending? (please check all that apply)

- Mentor
- Faculty member at your undergraduate institution
- Through an academic conference
- Pipeline Program (Mellon Mays, Institute for the Recruitment of Teachers, etc)
- Other
 - (please specify) _____

Do you plan to remain in the state where your institution is located after graduation? Yes No

Open Ended Response Questions

1. What factors did you consider when deciding to apply and/or attend graduate school? Which factor was the most important in your decision and why?
2. What sources of support do you rely upon as you navigate your educational experience – undergraduate and graduate student (mentors, faculty members, peers, etc)? How have these individuals assisted you in succeeding in your educational experience?
3. What are your plans after completing your law and/or medical school degree?
4. What ideas do you have for colleges and universities – both at the undergraduate and graduate level – to better support undocumented students?
5. Have you been involved in any activist and/or advocacy efforts on your campus and/or the broader community, if any? What issues were these efforts focused around? Why did you choose to become involved?
6. Are there any additional thoughts you would like to share with the researchers?

Thank you for your completion of this survey! Would you be interested in potentially participating in a phone survey where you will be asked some follow up questions regarding the topic of undocumented students in graduate and professional school programs? If so, please include your phone number and/or email address below and someone from our research team will be in touch with you!



Research Grant Proposal Budget Form



Name: Kevin Escudero

Personnel - Salary

Principal Investigator \$

Second Principal Investigator \$

Third Principal Investigator \$

Graduate Research Assistant \$

Travel

2018 AccessLex Institute Legal Education Research Symposium: Principal Investigator \$

2018 AccessLex Institute Legal Education Research Symposium: Second Principal Investigator \$

2018 AccessLex Institute Legal Education Research Symposium: Third Principal Investigator \$

2018 AccessLex Institute Legal Education Research Symposium: Graduate Research Assistant* \$

Other research related travel: \$

(Note: Other planned travel should be listed in the "Timelines and Deliverables" section)

Other research expenses

Please provide a breakdown of expenses below and add the total value in the box to the right. Allowable expenses include: materials, such as software, books, supplies, etc.; consultant services, such as transcription, analysis, external researchers, etc.; and costs for publishing articles in journals. The purchase of computer hardware, overhead or indirect costs, and living expenses are not allowable. If you have questions about specific expenditures, please contact AIR. \$

TOTAL REQUESTED – Maximum Allowable is \$50,000 \$

**Note: The AccessLex Institute believes graduate student professional development and mentoring opportunities are important aspects of the Research Grant Program. Therefore, Research Grant recipients are strongly encouraged to designate funds for graduate student travel for the AccessLex Institute Legal Education Research Symposium Presentation.*

MEMORANDUM

TO: Tinsley Smith, Director of Contracts and Grants, Association for Institutional Research
(tsmith@airweb.org)

FROM: Kevin Escudero, Assistant Professor of American Studies, Brown University
(kevin_escudero@brown.edu)

DATE: February 5, 2018

RE: AccessLex Institute AIR Research Grant Revisions

Dear Tinsley,

Thank you very much for the exciting news that the review panel has approved my proposal for the AccessLex Institute AIR Grant pending the submission of two required minor revisions. Below, please find my response to the committee's queries.

Thanks again for your time and please feel free to reach out with any additional questions and/or concerns.

Best wishes,
Kevin

(1) Control Group

Given the review panel's well taken point regarding the importance of a control group to serve as a "baseline set of controls for the research questions," I plan to expand the pool of individuals participating in the online survey to include immigrant applicants and students to law and medical school programs who are undocumented and those with legal status (legal permanent residents or foreign born U.S. citizens). As a result, in addition to utilizing the outreach methods detailed in the proposal, I also plan to distribute the pilot survey through immigrant serving organizations in the Northeastern U.S., including the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA), Dorcas International Institute of Rhode Island, the Connecticut Institute for Refugees and Immigrants (CIRI) and the New York Immigration Coalition (NYIC).

(2) Protection of Sensitive Data

To protect the sensitive data that this project will be collecting from potential subpoena by law enforcement officers and/or other government agencies, I plan to obtain a Certificate of Confidentiality, which would protect me and my research team from having to disclose such data. I will also ensure that for the interview portion of the project all identifying information from the interview transcripts and that audio files will be deleted after they are transcribed. Transcripts will be stored in a locked cabinet in the PI's office to which only the PI has access. Data obtained through the online survey will be analyzed in the secure server room at Brown's Population Studies Training Center (PSTC) to prevent any unauthorized access to the data.