

Spring 5-19-2016

Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents

Ismael Mondragon
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), and the [Disability and Equity in Education Commons](#)

Recommended Citation

Mondragon, Ismael, "Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents" (2016). *Capstone Projects and Master's Theses*. 547.
https://digitalcommons.csumb.edu/caps_thes/547

This Capstone Project is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. Unless otherwise indicated, this project was conducted as practicum not subject to IRB review but conducted in keeping with applicable regulatory guidance for training purposes. For more information, please contact digitalcommons@csumb.edu.

Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents

Ismael Mondragón

California State University of Monterey Bay

Abstract

A vast number of parents/children are been affected with high levels of anxiety, depression, and stress when their families are been separated due to deportation. Therefore, I conducted two sets of interviews, a parent component that consisted of eight questions and a child component that consisted of eleven questions. The interviews took approximately 10 minutes each. I interview a small group of six participants, three adults and three children who have gone through the devastated experience of having a family member deported. Hearing the participants experiences I learned that there are not enough programs in the community to help families who are been deported. Through interviewing families who have been affected by deportation, I decide to create a program that would help families that are being separated due to deportation. The program Parents United will provide with resources such as legal advice, financial assistance, and counseling around the community.

How would you feel if one day, one of your parents had to forcibly move to another country, and couldn't come back until ten years later or more? Imagine if you were a teenager and had to be responsible for your younger siblings, plus have to take care of your father who is ill and handicapped? Unfortunately, the Perez family have been going through this unpleasant moment in their lives because the family was broken to pieces after Mrs. Perez was denied her residency to return to the United States.

When Mrs. Perez came to the United States for the first time, she came with a tourist visa. When her visa expired and she was deported back to Mexico, Mrs. Perez decided to come back again, but this time illegally. It was then that Mr. Perez who is an American citizen and now Mrs. Perez decided to get married to process her legal status in hopes for her to become a permanent resident. Although Mrs. Perez had all her paperwork in order, she was denied admission back to California for 10 years. Mr. and Mrs. Perez decided that their four children would stay back at home in the U.S., without their mother. Their children include Juan (21 years old), Rafael of (18 years old), Maria of (13 years old), and Javier (9 years old), Mr. Perez is a war veteran, and is ill and handicapped.

Unfortunately, without the support of Mrs. Perez as a wife and a mother, the Perez family are struggling to survive. For instance, Maria became the second mother for Javier the youngest child. She has had to get up early to prepare breakfast before she goes to school and then after school she has to come home to clean and cook dinner for everyone in the family. Additionally, she also has to go to school and do homework and help Javier with his homework. Rafael who is in high school is responsible in taking Mr. Perez to the bathroom, help him change clothes, and provide economically as well. However, he was thinking of dropping out of school to get a

second job to increase the family finances. Fortunately, Juan, the oldest of the sons, was in the army, but he decided to go back home and help his family and not re-enlist in the army for another term. Therefore, Rafael was able to keep on with his plans of attending college in their hometown after high school. These young children had to sacrifice some of their goals, dreams, and youth to take on adult responsibilities and struggled to live day by day. Javier, the youngest child, doesn't know why his mother cannot return if she has not killed anybody. Instead of thinking about what homework he has to turn in that day, at school he is thinking about his mother and how much he misses her. Also, Maria being the only girl has struggled growing up without her mother to guide her to be a regular teenager, and instead has taken the role of the mother for her younger brother.

Just as the Perez family are going through rough times and sacrifice their lives, there are many other families in similar situations. My sister's family went through this as well. After my brother-in-law was deported to Mexico, the youngest of their family had to find a job in order to help support the family. My nephew had to sacrifice playing football to work instead. Fortunately, my brother-in-law was able to return to California.

These issues need to be addressed to help all those young children who have to go to work in order to help their family, instead of focusing at school and in their future. One of the communities that might be affected is the East Side of Salinas. In order to help solve this problem, we as a community need to address this reality and provide resources to support all those families that are struggling.

Literature Review

Deportation

The United States Immigration law, will deport (remove) anyone who enters to the United States without any legal documentation; therefore, for breaking the immigration law, millions of undocumented people are being deported back to their countries of origin. In 1996, the Congress of the United States approved and passed the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) (Yablon-Zug, 2012). By passing these laws, immigrant parents and their children were the ones most affected. For instance, if a parent(s) got deported they would be incarcerated and deported back to their country of origin. They would then be prohibited from returning to the United States resulting in having to leave their children behind and unable to see them.

Due to the Illegal Immigration Reform, Immigrant Responsibility Act, and Work opportunity Reconciliation Act, a vast number of immigrant parents suffer from discrimination, racial crimes, and low employment opportunities (Ayon & Becerra, 2015). Immigration has been a problem for the United States for centuries, however after the terrorist attack in 2001, America sees immigrants as a threat to national security (Ayon & Becerra, 2015). Therefore, a large number of people view illegal immigrant as tremendous problem, however people who are less educated view illegal immigration as a national problem as compared to those who are educated (Espenshade & Calhoun, 1993). Due to the all the new laws of anti-immigrant and deportation it has a negative impact on undocumented families in which their stress and depression have increased (Ayon & Becerra, 2015). It is important to understand that do to all the new laws of immigration that are been applied in the last years are affecting the lives of many families especially U.S citizen children.

Impact of Deportation on Citizen Children

Young children are struggling day by day having to learn how to deal with the absence of one of their parents (Brabeck & Xu, 2010). These young kids go to school having to deal with some very difficult emotions (Brabeck & Xu, 2010). Many of them silently suffer psychologically and do poorly academically (Brabeck & Xu, 2010). I do not believe that young children should have to take on a parent's responsibilities at a young age. However, these young children are willing to sacrifice their youth in order to help their families.

Deportation has been a nightmare for undocumented families, especially for the citizen-children who stay back and have to see their parents deported back to their country of origin. Under the Obama Administration deportations have increased 1.6 times higher than the average under President George W. Bush (Street, Zepeda-Millan, Jones-Correa, 2015). A vast number of Latinos are mainly affected by deportation (Street, Zepeda-Millan, Jones-Correa, 2015). According to Zayas, Aguilar-Gaxiola, Yoon & Rey (2015), (as cited by Lopez & Gonzalez-Barrera 2013, p. 2013) around 2 million people have been deported in the past decade, 81% of the deportees are deported to Latin America, 52% are from Mexico which makes them a higher target for deportation. Unfortunately, the main focus of the government is to minimize the immigration problem here in the United States sending undocumented people back to their country of origin.

However, what is overlooked is that the citizen-children of their undocumented parents are left behind after their parents are deported. The separation of children from their parents due to deportation is not for a couple of weeks, the process can take an average of 3.27 years or even more (Rush & Reyes, 2012). In some cases, families can be separated for a long period without any visitation. Some exceptions as the case of Mexican families who lived in the northern part of

Mexico are able to have some visitation during the separation period (Rush & Reyes, 2012). According to Rush & Reyes (2012), 57% of the children lose one parent due to deportation, 24% involved both parents, 19% parents and siblings. Also in some cases the child will not have any other type of relatives here in the United States and therefore 30% of the separation do to the deportation the child will have to live with new or unknown families (Rush & Reyes, 2012). Needless to say, separation of families due to deportation is a long process and can be detrimental to both the children and parents.

Citizen-children who are separated from their parents, will suffer emotional problems and negative behavior. Zayas and colleagues (Zayas, Aguilar-Gaxiola, Yoon & Rey, 2015) explored the differences between citizen-children whose parents are not been deported and citizen-children whose parents are been deported or have a deportation order. Zayas and colleagues (2015) found that citizen-children whose parents are been deported or have a deportation order showed higher depression and negative behavior than citizen-children whose parents are now been deported. They also found that citizen-children who follow their parents to their country of origin shows much higher depression and anxiety disorders than those who stay back in the United States (Zayas, et al., 2015). The separation of families in any kind of circumstance will have an impact on a child's life. There is a higher impact especially when the parents have good relationship with the child or if the parent who was deported was the main source economically (Brabeck & Xu, 2010). Indeed, citizen-children who experience separation from their parents due to deportation will suffer high levels of internalizing and externalizing problems than those children without a deported parent (Allen, Cisneros & Tellez, 2013). Therefore, removing a citizen-children from the U.S or separating them from their parents it will cause the child a high depression in their lives.

Impact of Deportation on Undocumented Parents

The separation of families cause negative psychological effects for both the children and parents. Undocumented families constantly live in fear of being deported everyday they leave their homes. In their study, Rusch and Reyes (2012) found significantly high levels of stress and anxiety experienced by parents who have a deportation order or have been deported compared to non-separated parents (Rusch & Reyes, 2012). Due to fear in getting deported a vast number of parents have decreased their involvement at their children's school and also it increased financial difficulties (Valdez, Padilla & Valentine, 2013).

For a vast number of parents who are deported back to their country of origin not only suffer difficulties to reintegrate back to their communities of origins but also depression of separation of families, friends, and employment (Bojorquez, Aguilar, Ramirez, Cerecero & Mejia, 2014). Therefore, according to the study of Bojorquez, Aguilera, Ramirez, Cerecero & Mejia shows in a three month period, a vast number of deportees who arrived in Mexico were in need of mental health support (Bojorquez, Aguilar, Ramírez, Cerecero & Mejía, 2014). Parents live in a constant uncertain life thinking constantly about their children's future if they get deported. Who would take care of them? What will their children do if they do not return back home one day? (Ayon & Becerra, 2015).

Summary

Deportation has become a tremendous problem among undocumented families due to fear of losing their families. A vast number of undocumented families have suffered high levels of depression and anxiety. Parents are constantly thinking of their children's future. What will support them economically? Who would provide for them without the main head of the family?

However, children who are been separated from their parents also experience high levels of depression and negative mood as compared to those who is still live with both parents. The impact of deportation on families affects the daily lives of children and parents.

Literature Review: Solutions

The united States have had various waves of immigrant groups throughout decades (<http://www.history.com/topics/u-s-immigration-before-1965>). Since the 1600s a group of immigrant of pilgrims came to American in search of religion freedom (<http://www.history.com/topics/u-s-immigration-before-1965>). During the 17th to the 19th centuries thousands of slaves came to America without their will, and many Europeans immigrated to America in search of a better life for their families just as the immigrants we see today (<http://www.history.com/topics/u-s-immigration-before-1965>). However, after a vast number of Chinese arrive to America, in 1882 America created their first law against immigration and it was called the Chinese Exclusion Act (<http://www.history.com/topics/u-s-immigration-before-1965>). After creating a law against the Chinese immigrants, America created more unfair laws against immigrants who came from Mexico and Central America.

Policies

Immigration has been an issue for the United States and therefore laws such as Illegal Immigration Reform, Immigrant Responsibility Act, and Work Opportunity Reconciliation Act have been active against undocumented immigrants (Ayon & Becerra, 2015). These kind of anti-undocumented immigrant polices were initiated in the 1950 under the approval of president Dwight D. Eisenhower (Astor, 2009). During the 1950s, an operation against immigrants was created and named “Operation Wetback” in which a vast number of immigrants were deported

back to Mexico and breaking families apart (Astor, 2009). The leading of the “Operation Wetback” was due of feeling fear of communist infiltration through Mexico borders (Astor, 2009).

The “Operation Wetback” initiative and the new laws against undocumented immigrants are similar, both are acting against undocumented immigrants in fear of terrorism (Astor, 2009). However, according to U.S Immigration Amnesty, the solution that the United States used in 1965 was the Immigration and Nationality Act, also called Hart- Cellar Act. This type of amnesty helps many families to reunite in the United States. According to Kammer (2015), the Hart-Cellar Act was the beginning of a new wave of migration. With this new law, many immigrants who became legal in the United States were able to sponsor a relative in their native land, this wave of migration was called “Chain Migration” (Kammer, 2015). However, after the attack of the 9/11, the United States has been more focused on securing the borders which has resulted in breaking apart many undocumented families by deporting family members back to their country of origin (Astor, 2009). Hence, there has not been sufficient help to address deportation that separate family members from one another.

New policies have been designed to help undocumented families in the United States. These policies have been developed by the U.S Immigration and Customs Enforcement called D.A.C.A. (Deferred Action for Children Arrivals) and D.A.P.A. (Deferred Action for Parents of America and Lawful Permanent Residents). The D.A.C.A. and D.A.P.A. programs were created to help approximately five million undocumented parents to gain temporary protection from being deported and to work legally in the United States (Pastor, Jawetz & Ocampo, 2015). According to the U.S Immigration and Immigration Services (2016), the requirements to apply

D.A.P.A. program are that parents need to have a child who was born on or before November 20, 2014, need to provide proof of residency for the last five years since November 20, 2010, and need to pass a criminal background check and not have any lawful immigration status (<https://www.uscis.gov/immigrationaction>). The requirement to apply for D.A.C.A. are that children must have lived in the United States since November 20, 2010. There is no age limit and children must have a clean criminal record (<https://www.uscis.gov/immigrationaction>). While the D.A.P.A. and D.A.C.A. programs are helping some families these type of programs do not help or protect all undocumented families from being separated. Not everyone can qualify for these types of programs and unfortunately those who are unable to qualify are in danger of being deported.

Sanctuaries for Undocumented Families

Due to the need for greater protection of undocumented immigrants, about 3000 cities/towns around the country are becoming sanctuaries for undocumented immigrants (Griffith, Vaughan & Telford, (n.d) <http://cis.org/Sanctuary-Cities-Map>). These sanctuary cities protect undocumented immigrants by not complying with ICE (U.S. Immigration and Custom Enforcement), by not exchanging information between police officers and federal immigration agents. Sanctuary cities do not enforce immigration laws as other cities do (Salina & Herald, 2015). The sanctuaries were created through the movement of a religious and political campaign during the 1980s offering a safe place to stay for Central American immigrants who were escaping from the violence in their own country (Salina & Herald, 2015). However, during the 1990s when the Immigration and Naturalization Service would go into town unexpectedly and would arrest any individual that looked suspicious of being and illegal immigrant. Because of

these injustices, cities stopped complying with Immigration and with Naturalization Service (Salina & Herald, 2015). In the county of Monterey, the only city that has official sanctuary policies is Greenfield (Salina & Herald, 2015). This city has a high population of immigrants and what the city wants, is for people to collaborate with law enforcement during a violent crime (Salina & Herald, 2015).

Community Programs

According to the Community Action Board of Santa Cruz, Inc., the City of Santa Cruz has created a program called Santa Cruz County Immigration Project (SCCIP) that it is beneficial for all people who are undocumented and who are in search of legal help. The SCCIP is located in Santa Cruz and Pajaro Valley. The main focus is to help immigrant families that are going through deportation by helping them with legal services, advocacy, and community education and information. The services SCCIP provides are petitions for families members, immigration application, and provides workshops about immigration. SCCIP is a program that aims to help undocumented families by giving them hope and a secure life here in the United States. The best aspect of this program is that there is no fee charged for providing legal services, just some donation.

The Diocese of Monterey has a program that provides services to the community called Catholic Charity Diocese of Monterey. The programs main goal is to provide help and hope to all those people who are in need. The Catholic Charity Diocese of Monterey (CCDM) provides guidance to families who attaining getting permanent residency or seek to became U.S citizens (<https://www.catholiccharitiescentralcoast.org/immigration-and-citizenship>). The CCDM provides services throughout Monterey County. They also provide help for women and children

who qualify for VAWA (Violence Against Women and Children Act). Women or children who have been abused can get a petition through VAWA to gain a permanent residency of the United States (<https://www.catholiccharitiescentralcoast.org/immigration-and-citizenship>).

Conclusion

Unfortunately, there are not enough programs out there to help stop deportation and help those families who work hard to support their families. These families work hard and have not committed any type of violent crimes. They are only guilty of being undocumented and seeking the opportunity of having residency in the United States to reach the American Dream. From the three solutions I found, I believe that the most important to implement is the Community Action Board of Santa Cruz, Inc., because it provides various types of services that benefit undocumented families in the area of Monterey County.

Research Questions

1. What impacts do families experience when a family member is deported?
2. What challenges and changes did the families face and have to overcome when deportation is experienced?
3. What impact did the deportation experience have on children's academic progress/success?

Action Project Significance/Need

As I conducted this action research I found answers to questions that I did not find in the articles regarding deportation. I learned about the sacrifices and changes that families experienced after their parent(s) had been deported. Learning this important information helped my development of my capstone action project. For instance, it helped me understand not only

the anxiety, stress, depression, and anguish these families faced, but also the impact deportation had on their daily activities.

My main goal was to gather enough information so other people would be able to benefit. Mainly, for children who went through this situation, and to help people realize that as Americans, we need to have programs to help citizen of undocumented parents get the support they need.

Benefit of Action Project

The benefit of this action project was the opportunity to demonstrate the need for understanding the negative impacts of deportation, and how much it affects children in particular. It was a great opportunity for the participants to share their story regarding their deportation experience. How their children suffered not just due to the high levels of anxiety, depression, and stress but also how it affected their academics and daily life activities.

Method

This action research project took place in Salinas, California in which the majority of the population were Latinos (Mexican/ American). Salinas was best known as the “American Salad Bowl” town due the agricultural industry of growing fruit and vegetables. The majority of the population who lived in that area of Salinas were migrant farm workers. A vast number of these people worked in the fields or in packing warehouses. The East Side of Salinas was where much of the Latino community lived.

Researcher

My motivation in pursuing this study was the desire to know more about the families who stayed behind after one of the parents was deported back to their country of origin and especially the changes the children had in order to excel without a parent. Therefore, through this study my main goal was to provide sufficient information for teachers to use and help students going through this kind of situation and may not know how overcome the issue.

My experience as an immigrant qualified me to carry out this project. I also lived in the East Side of Salinas for several years and still have family living there so I was not considered an outsider. I had been part of the community through dancing Mexican folklore for several years in the East Side of Salinas. Also, I finished my Bachelor's Degree at California State University of Monterey Bay, and through completion of this project it gave me the opportunity to provide a voice to those that were marginalized.

Participants

This study included a small group of six participants comprised of families who have gone through the devastating experience of having had a parent deported. For most of these families, the father was the deportee. However, in one of the families the child was the one who was deported and her single father remained in the U.S. All the participants in the study had the experience of a family member being deported back to their country of origin.

Procedures

In order to get in contact with the participants I made phone calls and made arrangements and met at their house. Each participant was interviewed with a different set of questions. The parents had different questions from the children. Parents were interviewed first, and then their children. The interview was conducted face-to-face at their home in the afternoon when everyone

was at home. The interview was audio-recorded with my phone and transcribed on paper. The amount of time of the interview was about fifteen to twenty minutes.

Risks/Protections

The risks that the participants faced would be psychological and not physical. Through answering some of the questions the participants may have remembered some of the painful memories they may have chosen to forget. My strategy to protect the participants from this risk was to inform the participants that if they did not feel comfortable answering any of the questions they did not have to respond. To maintain participant confidentiality and anonymity pseudo names were used and a coding system was developed. The information collected will not be released to any party for any reason. The audio collected through the interview process is kept in a password protected device. All materials will remain with the researcher for three years at which time all materials will be destroyed. Every participant signed a consent form agreeing to be part of this research project. A copy of the consent forms are in Appendix A.

Instruments and Equipment

In interviewing the parents regarding their family member's deportation my focus was to gain a greater understanding of their personal experiences and their perspectives of a possible solution regarding deportation. See Appendix B for the parent interview questions.

In interviewing the children regarding their family member's deportation my focus was to gain a greater understanding of their personal experiences of how they were impacted with their family member's deportation. See Appendix C for the children's interview questions.

Action Research Results

At the beginning of my project I did not expect strong stories from families who had rough experiences due to the process of having a family member deported. Each of the interviewees had their unique personal experience and had their own story to tell, however at the same time after listening to all of them it felt that they were all connected by their stories. They all had their different perspectives, but they all had very similar experiences in having a family member deported. They all had the same sour feeling of having their family separated. They had both similarities and differences in their points of views regarding deportation.

What I learned from the interviews with the parents were the barriers they experienced throughout the process. In Table 1 Appendix D shows some of the examples of how difficult it was for the families during the separation due to deportations (see Appendix D). The struggles was not only for the parents but for their children as well. During the interviews parents mentioned suffering some type of trauma that affected their daily lives. All three parents reported they had suffered high levels of stress, anxiety, and depression due to the separation of the family.

According to Ayon & Becerra (2013), parents lived in constant uncertainly life thinking constantly about their children's future. The participants mentioned that some of the high levels of anxiety and stress was their constant worry of how their children were going to overcome the feeling of having to see their family member being deported. Participant 1 mentioned "After my husband was deported, my son who was very attached to him, got into a high level of depression...he did not want to eat, or go to school" (Participant 1, 2016). The separation of the family became very difficult for Participant 1, she did not know how to help her son overcome the separation of the family. Also, she did not know where to go and ask for counseling for her

son and she was feeling very desperate with her husband being in Mexico, because of the uncertain of not knowing when he was coming back home. Unfortunately, during the process of getting her husband back home, the husband got kidnapped and held for a few days, luckily he got released in good conditions.

All of the participants mentioned that by having their family member who was the main source of income be deported caused them high levels of stress. They felt as if they were single parents and had to play both roles, as mother and father, which was very difficult for them to do. Therefore, they had to make some drastic changes in their lives. For instance, Participant 2 said “there were some moments that I would see my son and think to myself if my son was going to grow up without his father...therefore we decided to send my son to Mexico while I stayed here with my daughter. It was a very hard decision but at that moment we thought it was best for our son” (Participant 2, 2016).

They all had to ask for some type of support from their close friends and families. For example, one of the participants had to move out of her house and move in with one of her relatives. Moving out of their home to move in with a relative was not easy to do. Participant 1 said “after a few months I had to move out of my house where we had lived for a few years to move in with a relative...my two children and I had to sleep in one bedroom something we were not used to, my children had their own bedroom and now we all had to share a room...it was very depressing” (Participant 1, 2016). Another participant asked for help with her kids her closes friends and family to babysit.

Participant 5 had a different story from the other participants, in his case his daughter of only 12 years of age got deported. It was very difficult letting his daughter stay in Mexico while

he had to return back to the U.S. by himself. He said “ it was the most awful feeling I had in my entire life besides the death of my wife” (Participant 5, 2016). It was very devastating seeing him cry during the interview. He does not understand why they had to send a 12 year old child to a place she does not know. He has two jobs now not because he has to work but because he does not want to get home and not see his daughter at home. Thankfully, he has family in Mexico that were willing to take care of his daughter, however he is afraid that when she is able to come back home their relationship will be different.

The responses of the children during the interview were very interesting. They all felt very bad when they knew that their family member was deported. The children not knowing why their family member had to leave them behind or why they could not come back home again caused stress, depression, and anxiety. One of the children was able to get counseling at school because his teacher notice his loss of interest in class. According to Brabeck & Xu, (2010), the separation of families will have an impact on a child’s life, especially when parents have a good relationship with the child. (Brabeck & Xu, 2010). The child’s life changes dramatically. For instance, one of the children had to work in the weekends in order to help his mother economically and to send money to his father. Another child had to help her mother by helping babysitting her younger brother and by doing some extra chore at the house. What was very interesting was that none of them told any of their friends about their situation. For them, it was very private and felt that it was their own personal problem. They were able to go to Mexico and visit but it was hard for them to understand, why their family member could not come back with them.

When I asked the participants about deportation they all said that it was unfair and that immigration was deporting the wrong people. They all understood that they came here illegally, however they have contribute to this country positively. The ones that immigration should deport are the ones who commit criminal activities. When I asked them about what would be a good solution to help families that are going through the same situation that they experienced, they all had many ideas to share. One of the participants mentioned that it will be great to have some type of help that can provide food for the families. Also, they mentioned to have some type of help that provides legal advice because in many cases families can be deceived from lawyers.

However, they all mentioned that what families really need during that kind of situation, is some type of counseling for the family during the separation and also when they are all re-united. For instance Participant 2 said “ when my husband came back it was not the same thing anymore...we were separated for so long that it felt that we had to know each other again as if we were dating” (Participant 2, 2016). They need some counseling during the process and after the family is re-united again. One of the participants who is only 8 years old said that “ a solution will be if people would come with a permission, so families do not have to be separated” (Participant 3, 2016). These families all recognize that they broke the law by coming to the U.S. illegally and therefore ask to have some type of programs that would help in overcoming the separation of their families.

Action Project Solution Options

During the interview, the participants mentioned some solutions that might help families that are going through the same situation as them. Therefore, I came up with three possible solutions that would be beneficial for families who are in need. The first solution option would

be providing some type of help to families with food. For example, information about the Monterey County Food Bank who provides food for all those families who are unable to provide for their families. A second, will be providing information to families about the sanctuary churches within the Diocese of Monterey that has a program that provides services such as legal services and guidance to families who struggle attaining permanent residency to the community called Catholic Charity Diocese of Monterey. The program main goal is to provide help and hope to all those people who are in need. The church provides services such as legal services and guidance to families who struggle attaining permanent residency. However, I understand that many of families are not Catholic and it will be hard for them to ask for help. Third solution option is to create a program that provides information about where to get counseling, legal advice, financial assistance or other type of services that families may need. The idea will be having this program at schools and at the community college of Hartnell.

The criteria used to evaluate these action options was based on how the needs of the families could be addressed most broadly. For instance, more families may seek general information of the resources available to meet their specific need, however, not all families may need assistance from the food bank or may want counseling services.

The action option that I chose from all three is the third action option. It will be a great idea to create a program that provides information to meet the specific needs of the family. A vast number of families attend their children's parent meetings and therefore the school would provide the information to any parent who is in need or know of someone else who could benefit from this information.

Action Project Solution Description

The action project that I have developed will be a pamphlet based on a program that will target parents at schools. The program will be called Parents United and they will meet once a month to discuss various topics that families can benefit from. Also the program will link the Hartnell Community College and work closely with programs such as “La Casa” that provides information for Dreamer students or working with the migrant program where they provide extra support to migrant students and also provide information to parents. The “Parents United” program will be also be working in finding resources such as legal advice, financial assistance, and counseling around the area where families can feel safe in sharing their situation. Parents United will be a safe place for parents to have a place to meet and talk without been judged. Appendix E shows the pamphlet that will be given to parents as an invitation to attend Parents United.

Conclusion

My experience doing my capstone project was very challenging nonetheless I learned so much in the process. I realized how much some people have to go through to reach the American Dream. The impact that deportation has on these children is very critical. There are not enough programs to help stop deportation but we can create programs to help those families who are staying behind and do not have much support. The best we can do is to help those children that are not responsible for their parent’s actions.

If I would have to do it all over again I would definitely get as much information about my topic. I felt I did not spend enough time gathering sufficient information to back up my topic and provide enough evidence that the separation of families due to deportation creates an impact in the lives of children. If I have to continue doing this project I would love to continue gathering

more data to create a program that will be beneficial throughout California. I believe that as a future educator we need to be there for the children but also for their parents. We have an enormous responsibility to care for other and the best way is to provide resources for parents who are in need.

Throughout my years here at CSUMB I learned to feel more confident and to believe in myself. In my courses of the LS major including my capstone taught me to feel proud of who I am and not to be ashamed of my accent. At the beginning I was very shy and embarrassed speaking in front of a large group but through time I was able to overcome my fears. Now I can say that I am able to speak in front of a large group of people still feeling some type of nervousness but not embarrassed of my accent. I am proud to say that I could go and work in any place feeling more confident on myself than ever before. As a future educator I can help those students who in some way feel that they are not capable of been themselves and be able to do great in life. I would be able to share my experience of how I was able to overcome my fears and give them that push of confidence that my professors gave me at CSUMB.

References

- Allen, B., Cisneros, E., & Tellez, A. (2015). The children left behind: The impact of parental deportation on mental health. *Journal of Children and Family Studies*, 24(2), 386-393.
- Astor, A. (2009). Unauthorized immigration, securitization and the making of operation wetback. *Latino Studies*, 7(1), 5-29.
- Ayon, C. , & Becerra, D. (2013). Mexican immigrant families under siege: The impact of anti-immigrant policies, discrimination, and the economic crisis. *Advances in Social Work*, 14(1), 206-228.
- Bojorquez, I., Aguilera, R., Ramírez, J., Cerecero, D., & Mejía, S. (2015). Common mental disorder at the time of deportation: A survey at the mexico-united states border. *Journal of immigrant and Minority Health*, 17(6), 1732-1738
- Brabeck, K., & Qingwen, X. (2010).The Impact of detention and deportation on latino immigrant children and families: A quantitative exploration. *Hispanic Journal Of Behavioral Sciences*, 32(3), 341-361
- Catholic Charity Diocese of Monterey. (n.d). Immigration & citizenship. Retrieved from <https://www.catholiccharitiescentralcoast.org/immigration-and-citizenship>
- Community Action Board of Santa Cruz County, Inc. (2014). Santa Cruz county immigration project. Retrieved from <http://www.cabinc.org/sccip>
- Griffith, B., Vaughan, J., & Telford, M. (n.d). Map: sanctuary cities, counties, and states. Retrieved from: <http://cis.org/Sanctuary-Cities-Map>

History.com (2016). U.S Immigration before 1965. Retrieved from

<http://www.history.com/topics/u-s-immigration-before-1965>

Kammer, J. (2015). The Hart-Well immigration act of 1965. Retrieved From <http://cis.org/Hart->

[Celler-Immigration-Act-1965](http://cis.org/Hart-Celler-Immigration-Act-1965)

Rusch, D., & Reyes, K. (2013). Examining the effects of Mexican serial migration and family separations on acculturative stress, depression, and family functioning. *Hispanic Journal of Behaviours Science*, 35(2), 139-159.

Salinas, C., & Herald, M. (2015). Debate over California's 'sanctuary city' muddles

definition. The Mercury News. Retrieved from http://www.mercurynews.com/breaking-news/ci_29808004/san-jose-police-preach-caution-vigilance-after-string?source=infinite-up

Street, A., Zepeda-Millan, C., & Jones-Correa, M. (2015). Mass deportation and the future of latino partisanship. *Social Science Quarterly*, 96(2), 2015

U.S. Immigration and Customs Enforcement. (2016). Deferred action for childhood arrivals (DACA) and deferred action for parents of americans and lawful permanent residents (DAPA). Retrieved from <https://www.ice.gov/daca>.

U.S Immigration and Immigration Services (2016). Executive actions on immigration. Retrieved from <https://www.uscis.gov/immigrationaction>.

United States Immigration Amnesty. (2011). The United States amnesty (2015). Retrieved from <https://www.usamnesty.org/>

- Valdez, C., Padilla, B., & Valentine, J. (2013). Consequences of Arizona's immigration policy on social capital among mexican mothers with unauthorized immigration status. *Hispanic Journal of Behavioral Science*, 3(3), 303-322.
- Yablon-Zug, M. (2012). Separation, deportation, termination. *Boston College Journal of Law & Social Justice*, 3(1), 63.
- Zayas, L., Aguilar-Gaxiola, S., Yoon, H., & Rey, G. (2015). The distress of citizen-children with detained and deported parents. *Journal of Child and Family Studies*, 24(11), 3213-3223.

Appendix A

**CONSENT TO PARTICIPATE IN
HUMAN SUBJECT RESEARCH**

PROJECT TITLE: Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents

I would like you to participate in a research study conducted by Ismael Mondragon to be used for results that will contribute to a capstone project at California State University, Monterey Bay (CSUMB).

The purpose of this research is to find out how much a family sacrifices in order to excel with only one parent at home. Also, how much the children have to change their daily activities to contribute and help their family.

You were selected as a participant in this study because one of your family members was deported.

The benefits of participating in this project include the opportunity to demonstrate the need for understanding the negativity of deportation and how much it affects children in particular. It is a great opportunity for the participants to share their story of their regarding their deportation experience

If you decide to participate in this research, you will be asked to participate in an interview that may take approximately 20 minutes.

Participants may have experience slight emotional discomfort, as they will be ask questions related to impact of deportation. All potential risk is minimal and temporary.

Participants will not encounter any physical injury as a result of their participation.

Any information that is obtained in connection with this study that can reveal your identity will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law.

To maintain participant confidentiality and anonymity pseudo names will be used and a coding system will be developed. The information collected will not be released to any party for any reason. The audio collected through the interview process will be kept in a password protected device. All materials will remain with the researcher for three years at which time all materials will be destroyed.

Taking part in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still

remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please call me at my phone number at 831-269-1609 or e-mail me at ismondragon@csumb.edu

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: <http://spo.csumb.edu/guidelines>. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18) , Seaside CA 93955.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,

Ismael Mondragon

CONSENT TO PARTICIPATE IN HUMAN SUBJECT RESEARCH

PROJECT TITLE: Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents

I would like you to participate in a research study conducted by Ismael Mondragon to be used for results that will contribute to a capstone project at California State University, Monterey Bay (CSUMB).

The purpose of this research is to find out how much a family sacrifices in order to excel with only one parent at home. Also, how much the children have to change their daily activities to contribute and help their family.

You were selected as a participant in this study because one of your family members was deported.

The benefits of participating in this project include the opportunity to demonstrate the need for understanding the negativity of deportation and how much it affects children in particular. It is a great opportunity for the participants to share their story of their regarding their deportation experience

If you decide to participate in this research, you will be asked to participate in an interview that may take approximately 20 minutes.

Participants may have experience slight emotional discomfort, as they will be ask questions related to impact of deportation. All potential risk is minimal and temporary.

Participants will not encounter any physical injury as a result of their participation.

Any information that is obtained in connection with this study that can reveal your identity will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law.

To maintain participant confidentiality and anonymity pseudo names will be used and a coding system will be developed. The information collected will not be released to any party for any reason. The audio collected through the interview process will be kept in a password protected device. All materials will remain with the researcher for three years at which time all materials will be destroyed.

Taking part in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please call me at my phone number at 831-269-1609 or e-mail me at ismondragon@csumb.edu

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: <http://spo.csumb.edu/guidelines>. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18) , Seaside CA 93955.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,

Ismael Mondragon

**PARENTAL/LEGAL GUARDIAN CONSENT
FOR MINOR TO PARTICIPATE IN RESEARCH**

PROJECT TITLE: Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents

We would like your child to participate in a research study conducted by Ismael Mondragon to be used for a capstone project at California State University, Monterey Bay (CSUMB).

The purpose of this research is to find out how much a family sacrifices in order to excel with only one parent at home. Also, how much the children have to change their daily activities to contribute and help their family.

Your child was selected as a participant in this study because one of his/her family member was deported.

The benefits of your child's participation in this project include the opportunity to demonstrate the need for understanding the negativity of deportation and how much it affects children in particular. It is a great opportunity for the participants to share their story of their regarding their deportation experience.

If you decide to allow your child to participate in this research, he/she will be asked to answer some questions regarding the impact he/she had during the absent of their family member. Their answers will be recorded at my phone but nobody will have access to the audio.

Participants may have experience slight emotional discomfort, as they will be ask questions related to impact of deportation. All potential risk is minimal and temporary.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law. To maintain participant confidentiality and anonymity pseudo names will be used and a coding system will be developed. The information collected will not be released to any party for any reason. The audio collected through the interview process will be kept in a password protected device. All materials will remain with the researcher for three years at which time all materials will be destroyed.

Allowing your child to take part in this project is entirely up to you. You can choose whether or not to allow your child to participate. If you consent to your child's participation in this study, you may withdraw that consent at any time without consequences of any kind. Your child may also refuse to answer any questions he/she does not want to answer and still remain in the study. The investigator may withdraw your child from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please call me at 831-269-1609 or email me at ismondragon@csumb.edu.

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: If you have questions about CSUMB's guidelines and policies for

human subject research, they're posted online at: <http://spo.csumb.edu/guidelines>. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18) , Seaside CA 93955.

You will get a copy of this consent form. Thank you for considering participation.

Sincerely,

Ismael Mondragon

**AUDIO/VIDEO SUPPLEMENTARY CONSENT FOR
HUMAN SUBJECT RESEARCH PARTICIPANTS**

PROJECT TITLE: Addressing the Impact of Deportation on Citizen Children and their Undocumented Parents

As part of this project, I will be making audiotape recordings of you and your child during the research. Please indicate what uses of these tapes you are willing to permit by putting your initials next to the uses you agree to and sign the form at the end.

This choice is completely up to you. I will only use the tapes in ways you agree. In any use of the tapes, you and your child will not be identified by name.

1. The tapes can be studied by the research team for use in the research project.
2. The tapes can be used for educational purposes.
3. The tapes can be used for scientific publications.

Consent Statement

I have read the above descriptions and give my consent for the use of the tapes as indicated by my initials above. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know that I can stop taping at any time.

I have been given a copy of this Consent Form.

Appendix B

Parents

1. What was your first reaction when you knew that your family member was going to be deported? What happened?
2. What kind of changes did you have to make in your daily life and routines after your family member was deported? (for example, childcare arrangements, etc.)
 - A. If you did not need to make any changes in your daily life and routines, how were able to maintain the same life style you had after your family member was deported?
3. What kind of economic issues did you and your family experience during the absence of your family member?
4. What was the most difficult time during the absence of your family member?
5. What do you see as the problem with deportation and the separation of family members that can result?
6. Who do you think should be deported and why?
7. What kind of deportation laws do you believe we should have in the United States?
8. What would be a good solution to help families that are going through the same situation that you experienced?

Appendix C

Children

1. Why do you think your family member was separated from you and had to stay in a different place than you for a long time? How did you feel when you were separated from your family member?
2. What kind of responsibilities did you have after your family member was separated from you and had to move to a different place?
3. Who took care of you at home during the absence of your family member? How much time did you spend with this family member, and how did she/he take care of you? (for example: Who took you to school? How did you get to school?)
4. What kind of changes you have at school after you were separate from your family member? For example: Changes with teachers, changes with friends?
5. Did you mention to anyone at school about the separation of you and your family member?
 - a. If so, to whom and why? If not, why not?
6. What kind of help did you have at school to help you feel better about being separated from your family member?
7. Please explain or describe to me what you think deportation means.
8. What do you think about families being apart because one family member has permission to stay in the U.S., and another family member does not have permission and is sent back home?
9. What would be a good solution to stop the separation of families that happens because of deportation? What would have helped you and your family this happened to you?

Appendix D

Table 1 Interview Results

Impact

<p>Psychological</p> <ul style="list-style-type: none"> • “Knowing that my daughter of 12 years of age is thousands miles away it breaks my heart. Especially when is out of my control and I cannot do anything to bring her back home right away...there are days that I do not eat at all, I do not get hungry, I am just constantly thinking of my daughter.” • “ When I found out that my dad was kidnaped in Mexico I wanted to run away and not come back... I started to get low grades in school because I would not do my homework. I did not had the energy to do anything.” 	<p>Needs/Solutions</p> <p>Counseling (family/Individual)</p> <ul style="list-style-type: none"> • “When my husband came back it was not the same thing anymore...we were separated for so long that it felt that we had to know each other again as if we were dating.” • “We used to go with a lady to talked to her when my daddy was gone.” <p>Legal</p> <ul style="list-style-type: none"> • “What we need is good lawyers who really helps us and not deceive us.” <p>Economical</p> <ul style="list-style-type: none"> • “After my husband got deported I had to move in with a relative because even though I was working I was able to pay some bills but it was not enough to put food on the table for my children.” • “Seeing my mother struggling with buying food and knowing that my dad did not have money in Mexico, I had to work in the weekends to help my mom.”
---	--

Appendix E

Parents United

Parents United believe in providing help and hope to all those families who are in need. We are a program that our main focus is serve the community and provide the best. We work as a team and we do not leave anyone behind regardless the circumstances of the family. Our long-term goals is to provide this services in all over California.

Recipient Name
Address
City, ST ZIP Code

Company Name
Street Address
City, ST ZIP Code

Parents United

Parents United was founded in Salinas California. Is a program that enjoy working with the community by providing important information to familie





Meeting

Parents United meet the first Friday of each month.

Where do we meet?

We all meet at the school site.

At what time?

We have to different schedule.

- the first meeting is in the morning
10:30am
- the second meeting is in the
afternoon,
4:00pm

We also provide child care.



“We are here to support you”

Questions?

Do you have questions regarding legal services and do not know where to go or ask? Or perhaps you are going through some rough times and need help providing for your children?

Well Parents United provides quality information where it will be very beneficial for anyone who need our services.

Parents United works with Programs such as La Casa program at Hartnell Community College and also with the Migrant Program.

Parents United invite you to come to one of our group section or a one on one meeting.