

RESEARCHING SITUATED LEARNING AS THE DEVELOPMENT OF PRACTICE
FOR COLLEGE ACCESS PRACTITIONERS:
A CASE STUDY OF THE COLLEGE ASSISTANCE MIGRANT PROGRAM

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Abstract

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College access programs and the college access practitioners who work in these programs have the power and agency to provide key forms of student support to non-dominant groups of college students on college campuses. Yet, no standards or competencies exist for college access practitioners. Therefore, this study describes how college access practitioners build their own professional knowledge and understanding of their roles.

This qualitative multi-site case study examined how the backgrounds experiences of College Assistance Migrant Program (CAMP) practitioners inform the student support provided to migrant students. Using theories of situated learning, this study also evaluated the processes of social learning that occurs within the daily occurrences of the job. Participants included six CAMP practitioners from two different college campuses. This study addressed two questions: how do the background experiences of CAMP practitioners inform their orientation of practice and what is the learning process for CAMP practitioners in this study?

The cross-case analyses found the personal, educational, and professional backgrounds of practitioners influenced how they defined their CAMP roles and the development of their professional identities and culturally responsive practices for students. CAMP practitioners engaged in key communities of practice that significantly informed their professional knowledge and understanding. Findings provide insights to describe the technical and adaptive learning process of college access practitioners and suggest future approaches to professional development.

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CHAPTER 1: THE DEVELOPMENT OF PRACTICE FOR COLLEGE ACCESS PRACTITIONERS

Introduction

Nearly sixty years after the *Brown v Board of Education* decision, equal access to higher education remains a national concern. Over the past decade, an increasing body of research has been devoted to addressing the educational disparities impacting college completion for historically underrepresented student populations. A number of studies explore the systemic barriers and interventions that help historically underrepresented youth prepare, access, and succeed in college through the support of college access programs (Gandara & Bial, 2001; Swail, 2000; Swail & Perna, 2002; Tierney, Corwin & Colyar, 2005).

Research has shown that college access programs supplement school-based learning and provide students with the opportunities to develop the skills and general knowledge about college while enhancing their confidence and aspirations toward improving their overall preparedness for college success. Rather than a one-size-fits-all approach, recent studies have focused more narrowly on the intervention features offered by specialized college success programs that target specific student populations. For example, a limited number of studies have been conducted on the College Assistance Migrant Program (CAMP), an educational support and scholarship program that helps students from migrant and seasonal farm-working families to reach and succeed in college (Diaz, 2010; Ramirez, 2010; Reyes, 2009).

While much of the college access research focuses on the intervention practices proven to work, the interventions are administered through the specialized knowledge and efforts of college access practitioners who work directly with the students. However, little is known about how the college access practitioners develop such specialized professional knowledge. This

study seeks to contribute to the conversation by exploring how college access practitioners develop successful methods of practice.

College access programs are distinct in nature and vary by scope and type (Perna, et. al., 2008). The major features in these programs, as identified by Tierney & Hagedorn (2002), consist of practitioners who provide students with academic preparation, personal mentoring, and the guidance needed to succeed in college. The research literature uses terms such as “early outreach” or “college intervention” to describe programs that provide services to students as early as kindergarten all the way through college completion. Historically, federal and state governments, education institutions, foundations, and community-based organizations have been sponsoring such programs since the 1960s.

The first federal effort to create programs to improve college access began as part of President Lyndon Johnson’s *War on Poverty* (Swail & Perna, 2002). Once implemented, research on college access programs emerged for two reasons: first, to expand what is known about the approaches to support the educational achievement of underrepresented student populations (Tierney, Corwin, & Colyar, 2005); and second, to neutralize criticism with research that substantiates the effectiveness of these programs (Bailis, Hahn, Aaron, Nahas, & Leavitt, 1995).

For years higher education scholars have sought to narrow the opportunity gap by expanding theoretical knowledge that would improve the retention and success of “minority” students in college (Rendon, Jalomo & Nora; 2000; Swail, 2003). Some relied on empirical evidence gleaned from college access programs to develop such cultural understandings of minority student achievement (Diaz, 2010, Reyes, 2009; Tierney, 2005; Villalpando & Solorzano, 2005).

According to researchers, aligning empirical evidence concerning the effectiveness and success outcomes of college access programs poses a challenge (Gandara & Bial, 2001; Swail & Perna, 2000). College access programs vary, therefore, research on these varied programs poses a challenge because it is difficult to measure and compare the effectiveness of programs that have different goals, services, and modes of operation. Therefore, it is difficult to determine the specific attributes that make programs effective when there are no common factors and understandings of what specifically substantiates programmatic success (Tierney, Corwin, & Colyar, 2005).

Additionally, the research being conducted on college access programs provides limited insight into the area of program staff and their professional training. According to the brief summary on this topic in a 2012 National Survey of Pre-college Outreach Programs, eighty-three percent of programs that completed the survey provide pre-service training to staff members (Swail, 2012). What remains unclear is the variation in the education and skills that staff bring to the job, the quality of their pre-service training, and the quality and amount of in-service training they receive throughout their professional careers.

Unlike other professions, such as the teaching profession at the secondary level that requires specific and measurable subject knowledge competencies, there are no definitive competencies required for college access practitioners (Conley, 2008; Savitz-Romer, 2012). The process of learning culturally relevant skills and the extent of college access practitioner competencies and training remains unclear (Savitz-Romer, 2012; Tierney, Corwin, & Colyar, 2005). This is particularly problematic when working with historically marginalized student populations, such as migrant farmworker students, who already face structural inequities in

education and society as a result of their subordinated positioning in the economy and culturally depreciated status in the United States.

Focus of Inquiry

The purpose of this study is to expand what is known about the professional learning process of college access practitioners in the College Assistance Migrant Program (CAMP). The CAMP program is a federally funded college access program that identifies, recruits, and retains migrant farmworker students during their first year of college and throughout their postsecondary education (when necessary).

Those who work directly with migrant students as CAMP college access practitioners function in unique roles as *advocates* and *institutional agents* to directly transmit, or negotiate the transmission of resources, to support and retain migrant college students (Diaz, 2010; Gibson & Bejinez, 2002; Reyes, 2009; Salinas & Reyes, 2004). CAMP practitioners receive training from national and statewide associations to identify and retain first-year migrant farmworker students on a college campus. However, as college educators, the range of localized training offered to CAMP practitioners has yet to modify training to incorporate who they are and with what knowledge they enter the college access profession. This study seeks to address this gap in knowledge.

Additionally, using sociocultural theories of situated learning (Lave & Wenger, 1991) and theories of the social empowerment acts of institutional agents (Stanton-Salazar, 2011), this study seeks to discover the ways in which college access practitioners—as institutional agents—explain the experiences and processes in which knowledge is transmitted about their practice through interaction, the communities of practice that facilitate the transmission of knowledge

activity, and the identities that assist them in providing college support for migrant farmworker students.

This study is guided by two research questions:

1. How do background experiences of CAMP practitioners in this study inform their practice?
 - a. What identities do college access practitioners use to define themselves?
 - b. How have their background experiences (personal, educational, professional) informed their meaning of practice?
2. What is the situated learning process for CAMP practitioners participating in this study?
 - a. From the practitioner's perspective, where do the knowledge and skills to perform their work come from?
 - b. What observable learning opportunities are situated in practice?
 - c. As a result of their participation in different learning communities, what topics emerge in a particular setting?

In short, the first research question assesses the pre-CAMP service experiences of study participants by considering their background experiences prior to becoming employed in the CAMP program. And the second research question examines their in-service experiences as they are actively engaged as CAMP practitioners.

Using three bodies of literature, Chapter 2 will first examine the research on Latino migrant students in education to set the stage for the type of work needed from educators specializing in the unique task of providing college access and opportunity to migrant farmworker students. Second, I will provide a general overview of existing research on college access programs—the context of their history and function—and describe what is known about the professional learning process of college access practitioners in the CAMP program.

I will then introduce a conceptual framework in Chapter 3 focusing on the concepts of participation, identity, and practice stemming from situated learning theory that will help to unpack the context and structure of how learning occurs within and across different contexts. Chapters 4 and 5 include findings on what CAMP practitioners bring to the job and the processes of learning on the job. They reveal the professional learning frames these practitioners draw upon. Lastly, Chapter 6 will provide a summary and interpretation of the findings, limitations and suggestions for future research. First, however, it is crucial to understand the lifestyle and characteristics of migrant farmworker students.

Background for the Study

Over the past fifteen years, Latinos have become the largest ethnic demographic group in the United States, making up sixteen percent of the country's population (U.S. Census, 2012).

Despite common references to Latinos as one uniform group, scholars have drawn attention to the racial and cultural heterogeneity across Latino subgroups (Portes & Rumbaut, 2006). For example, national data show that nearly three-quarters of the increasing Latino population in the U.S. are of Mexican origin (U.S. Census, 2012). It is difficult to disaggregate information about Latino subgroups because the term *Latino* is often used to categorize a population that varies in socio-economic status, linguistic ability, immigration status, and cultural norms. The variation and unique characteristics among Latinos influence the dynamics of socialization within U.S. society, particularly regarding the education of Latino children from migrant farmworker backgrounds. In an effort to describe the Latino migrant farmworker population, it is important to first begin with what is known generally about the education of Latinos in the U.S.

Education of Latinos in the United States.

The demographic growth, along with the diversity, of Latinos has been increasingly apparent in education. Nationally, one out of every five elementary school students has self-identified as Latino (U.S. Bureau of Census, 2011). The increasing demographic trend is also evident for community college and university officials nationwide who are serving an increasing number of Latino students. Recent national studies by the Pew Hispanic Center show that a greater share of high school graduates enrolling directly into college are from Hispanic backgrounds and for the first time in history are surpassing the college enrollment rate of whites at select colleges (Lopez & Fry, 2013). As the representation of Latinos in postsecondary education changes, there is need for increased knowledge on the types of practices that can provide culturally relevant support and improve student outcomes (Rendon, Jalomo & Nora, 2000; Villalpando & Solorzano, 2005).

Despite the numeric increase in college enrollment, national data shows the educational completion rate for Latinos remains dramatically low relative to the proportion of Latinos in the U.S. Research shows that for every one-hundred Latinos who begin elementary school, fifty-two complete high school and thirty-one enroll into some form of postsecondary education. Yet only ten out of that one-hundred Latinos complete a college degree (Solorzano, Villalpando, & Oseguera, 2005).

These poor educational attainment rates are cause for alarm given the growth projections of the Latino population and the nation's need for diverse and well-educated Latino leaders. Less than twenty-eight percent of the U.S. population above the age of twenty-five has a bachelor's degree or higher (U.S. Census, 2012). Given the youthfulness of the Latino population, a greater share of high school graduates enrolling in college are Hispanic (Lopez & Fry, 2013), therefore,

the future of the nation's economy is highly dependent on successfully educating Latinos in this country. Unless educators develop a broader understanding about how to improve the educational pathways for Latinos, particularly among those attempting higher levels of education, the educational attainment of Latinos will not likely change.

There are numerous complex factors that influence college persistence and completion rates of Latinos in higher education. The research on the college enrollment of first-generation Latino students often focus on the challenges they face academically, financially, and socially in the college environment (Arbona & Nora, 2007; Attinasi, 1989; Hurtado & Carter, 1997). However, a more recent field of research calls into question the predominant ways of structuring student development services that tend to view issues related to the retention of Latino students as similar, if not identical, to those of dominant group populations on college campuses (Attinasi, 1989; Contreras, 2011; Hurtado & Kamimura; 2003; Nora & Cabrera, 1994; Rendon, Garcia, & Person, 1994; Solorzano, et al., 2005). Research also shows that interactions with institutional agents (faculty, counselors, administrators, etc.) as well as both the students' experiences in and out of school leading up to their progression and transfer to college also affects how Latino and other immigrant populations fare (Dowd, Pak, & Bensimone; 2013; Stage & Hossler, 2000; Stanton Salazar, 2001; Tovar, 2014; Valenzuela, 1999).

To further understand the inherent needs of any specialized student population once they get into higher education, including the children of Latino migrant farmworkers, it is important to consider the long view of how a population has been socialized throughout their schooling experiences and the behaviors or habits of mind they obtain along the way. In the following chapter I will cover the lifestyles and educational experiences of migrant students specifically

and expand on their unique circumstances that necessitate the need for college access program interventions.

CHAPTER 2: LITERATURE REVIEW

In this chapter I discuss three unique circumstances that impede Latino migrant farmworker students' educational progress toward completion in higher education. To do this, I review key research on Latinos/as students, students from migrant farmworker backgrounds, and college access literature. The first sections in this chapter describes the rich diversity and unique characteristics of migrant students and their families that differ from the general Latino population. The following section will explain the interpersonal challenges and structural segregation that places migrant students out of sync with mainstream forms of school engagement that foster progress in education. Lastly, I will unpack the need for college access programs to address the gaps that offset the unequal investment in the education of migrant students.

The Lifestyle & Educational Experiences of Latina/o Students from Migrant Farmworker Backgrounds

Migrant farmworkers come from many different ethnic and cultural backgrounds that include Latino, African American, Russian and Filipino cultures (Mehta, Gabbard, Barrat, Lewis, Carrol, & Mines, 2000). Latino students from migrant farmworker backgrounds are a subpopulation of the larger Latino population who encounter barriers commonly associated with "Latinos" in general.

The struggles embedded in the migrant lifestyle is unique as family survival depends on the seasonal agricultural production. Students from migrant farmworker backgrounds come from families employed in seasonal agricultural work that often require families to "follow-the-crop," adjusting their lifestyle to seasonal employment patterns. According to the National Agricultural Workers Survey (NAWS), migration patterns for these families vary in differing combinations

between states, with over fifty percent of migrants existing for periods of time in California, Texas, and Florida (in 1996), fifteen percent in Washington, Oregon, Michigan, Alaska, and Arizona, and the remaining thirty-five percent scattered among the remaining states. Migration also occurs between Mexico and the United States for many of the immigrant migrant student population (National Commission on Migrant Education, 1992) resulting in differences in social and cultural understandings.

Self-perception studies conducted by McHatton, Zalaquett, and Cranson-Gingras, (2006) with migrant students indicate that students believe they come from a rich cultural background that differs from the dominant culture and they also believe strongly in family unity—a concept known as *familismo*. This concept of *familismo* is consistently documented throughout the Latino literature as a cultural value among Latinos in the United States. It involves strong identification and attachment to family and culture, which brings forth strong feelings of loyalty, responsibility, and acts of solidarity to preserve the family unit (Saenz, 2009, Suarez-Orozco & Suarez-Orozco, 1995).

However, these strong feelings of loyalty and obligations to family can bring about issues of discontinuity between home and school (Moll, 1994; Valdes, 1996). Ethnographic research on migrant farmworkers has shown that families experience high levels of poverty and, therefore, migrant parents may depend on their children to work in the fields or to assist with the care of siblings as a way of contributing to the family's survival (Kinder, 1995). This often contributes to higher school absentee rates for migrant students (Kinder, 1995). Overall, the unique lifestyles and resulting pressures faced by migrant families creates unrelenting inconsistencies in the schooling experiences of migrant children. Such poor early academic preparation creates greater

educational support needs for this population (Perry, 1997; Romanowski, 2003; Zalaquett et al., 2007).

Migrant farmworker students face unique social, cultural, and structural pressures in education. Literature regarding the education of migrant students at the elementary and secondary levels underscores these alarming concerns. Studies conducted by Green (2003) show that migrant farmworker students have the lowest high school graduation rates in the public education system; dropout rates vary between forty-five and ninety percent nationally. The exact estimate is difficult to ascertain due to different state formulas for calculating dropout rates and because tracking the migration of students nationally is challenging.

Migrant students face major educational inconsistencies due to their constant migration patterns. In 1992, a three-year national study conducted by the Research Triangle Institute (RTI) on a Chapter I, Migrant Education Program serving 597,000 migrant students in 1990 showed that one-fourth of the migrant student participants did not enroll in elementary and secondary school until more than thirty days after the school beginning date; ninety percent were low income and qualified for free and reduced lunch; thirty-eight percent were behind in grade level for their age group; forty percent lacked proficiency in oral English, and thirty-five percent tested below grade reading level (Cox, et al. , 1992).

The educational experiences and academic supports received by migrant students varies at each school along with the alignment of educational curriculum from the last school attended (Perry, 1997). Other distinct issues contribute to the existing difficulties migrant students face in elementary and secondary school such as the new districts' administrative abilities to secure school records from their previously attended schools, difficulty in transferring credits; and different testing and graduation requirements among states (Perry, 1997; Cox, et al. , 1992) .

In addition, research studies highlight that migrant students experience gaps in the educational curriculum and a wide range in the quality, training, and types of relationships with the teachers they encounter at each school (Gibson & Bejinez, 2002; National Commission on Migrant Education, 1992; Romanowski, 2003). Meanwhile, the students are undergoing emotional and physical experiences of adjusting to new academic settings with new sets of peers. This occurs within the context of other possible troublesome factors such as poor nutrition, lack of health care, social isolation, and linguistic and cultural barriers (McHatton, Zalaquett, Cranson-Gingras, 2006).

Most importantly is the cycle of social reproduction for a “culture of migrancy” that migrant students face. In an ethnographic study, Prewitt-Diaz, Trotter, and Rivera (1990) found that migrants experience this “culture of migrancy” through their common beliefs, values, norms, customs, and ways of seeing and understanding the world. These cultural views clash with the historical dominant culture that dictates the school systems’ values and beliefs in stability. In addition, the culture clash and the cycle of migrancy translates into the students’ or families’ inability to establish and negotiate the social networks necessary to acquire resources and discontinue the cycle of poverty that is coupled with the migrant lifestyle.

Culture of Caring—the Interpersonal Relationships in the Education of Migrant Students

The political act of teaching and caring for the students is embedded in education (Nieto, 2006; Valenzuela, 1999). Studies on the educational experiences of Latino students have highlighted subtractive schooling and cultural conflicts as common experiences between migrant students and their teachers (Valenzuela, 1999). In a qualitative study conducted in a rural school district in Ohio, Romanowski (2003) points out that teachers in the study were unaware of their own dispositions and beliefs about migrant students and were influenced by stereotypes that

guided their teaching behavior and actions. The teachers interviewed pointed out that they lacked insight into how their own teaching pedagogy and view of migrant students played out in the classroom through formal and informal curricula. One teacher reported unbiased beliefs of migrant culture as “having a strong sense of family loyalty” and “a view of life situations as temporary” (pg 30). Yet, teachers also indicated migrant students were often withdrawn in class, did not do as much work as they should since they were leaving soon, and that migrant parents and their children did not value education.

As a result, teachers’ deficit perceptions about migrant students are stereotypes of being lazy, disconnected from their academics and having inappropriate social and behavioral issues with little consideration for the variance in culture and how to engage migrant students. Thus, teachers perpetuate lower academic expectations of migrant students. Further conclusions from the Romanowski (2003) study find that teachers understand the importance of integrating migrant culture into their teaching. Yet, many teachers feel they lack a complex understanding of the migrant culture and how to incorporate students’ culture to enhance their efficacy in the classroom. This study illustrates the variety of cultural conflicts between schools, curriculum, and differences between the way educators and migrant students experience schooling.

Research studies have shown that interpersonal relationships are the key to the educational achievement of Latino migrant students (Gibson & Bejinez, 2009; Reyes, 2009). This is particularly true for migrant students who have faced constant mobility throughout their lives and have limited opportunities to develop strong relationships while in school. Based on views from a cultural and political context, the act of *caring* is essential between students and teachers and “*addresses the need for pedagogy to follow from and flow through relationships cultivated between teacher and student*” (Valenzuela, 1999, p. 21).

To expand this, Valenzuela developed a framework that connects three concepts applicable to Latino migrant students by associating caring theory, Mexican culture (embodied in the term *educación*), and the relational concept of social capital. Valenzuela associates the cultural understanding of *educación* by Mexican immigrant and U.S. born youth to be a matter of how one should conduct themselves by showing respect, consideration, responsibility, and sociality to others whether formally educated or not. The relational aspect, derived through social capital, emphasizes networks based on trust and solidarity among individuals desiring to accomplish goals that cannot be individually attained. In an ethnographic study of an inner-city high school with U.S. -Mexican youth, Valenzuela's applied theory found that a teacher's attitudinal disposition conveys acceptance and confirmation to the cared-for student and the cared-for student responds by demonstrating a willingness to expose his or her essential self. Yet, an identified barrier in caring happens when the teacher cares for students only when they perform well on tests or show other behaviors valued by the teacher. She argues, subtractive schooling unfolds

...when teachers deny their students the opportunity to engage in reciprocal relationships, they simultaneously invalidate the definition of education that most of these young people embrace. And, since the definition is thoroughly grounded in Mexican culture, its rejection constitutes a dismissal of their culture as well. Lost to schools is an opportunity to foster academic achievement by building on the strong motivational forces embedded in students' familial identities. (p. 23)

Coupled with these schooling experiences for migrant and other immigrant youth are the built in social-psychological constraints on help-seeking behaviors and social network development that result from feelings of distrust, fear, and anxiety that manifest themselves in

the institutional structures of schooling (Stanton-Salazar, 2001). For reasons such as these, studies on migrant students have most often highlighted the key role of social relationships with caring adults that act as trusted advocates to empower students (Gibson & Bejinez, 2002; Reyes, 2009). These caring adults are often referred to in the literature as *institutional agents* and described as those committed to providing students with institutional support (Stanton-Salazar & Dornbusch, 1995).

Despite the challenges migrant students face in education, many of these students grow up observing the struggles and sacrifice their families have endured for a better life. Students with a dual frame of reference (Portes & Rumbaut, 2006; Valenzuela, 1999), such as those who immigrate back and forth from Mexico, are able to compare the opportunities available to them in their present status in the U.S. to a less favorable situation that provides limited opportunities for upward mobility.

Many immigrant migrant students have the motivation and “grit” to succeed in school so they can expand on the opportunities their families’ sacrifice made available to them (Bean et al., 1994; Duckworth et al, 2007). As shown in research, of the small proportion of migrant students who complete high school (between ten and sixty percent) or the equivalent GED, a smaller portion continue to higher education with the same characteristics they had in K-12 and yet, demonstrate the potential to beat the odds given adequate support and guidance (Zalaquett, McHatton, Cranston-Gingras, 2007). Researchers on immigrant youth have well documented a distinct optimism and drive to achieve academically for those who are positioned to achieve scholastically (Kao & Tienda, 1995). In addition, the concept of having a dual reference is documented throughout the literature on immigrant students that refers to the political circumstances and limited economic opportunities in their native countries that make present

conditions in the U.S. bearable and necessary for survival (Gibson, 1988; Suarez-Orozco, 1991; Valenzuela, 1999).

The History of College Access Programs

College access programs emerged as a way to supplement the school-based learning and college readiness for underrepresented student populations. The documented research on college access programs reports that the most widely known federal higher education access programs began in 1964 under the Educational Opportunity Act, as part of President Lyndon B. Johnson's *War on Poverty* (Swail & Perna, 2002). The TRiO Upward Bound and Talent Search programs began as supplemental efforts in secondary schools to address the lack of early awareness about college; they provided guidance with the technical procedures of applying to college.

According to college access scholars, prior to such programs, only college financial planning had been on the radar of policymakers (Tierney, 2005) and the substance of such interventions lacked what college readiness expert David Conley (2005) calls “*college knowledge*” or the mental awareness of a variety of factors needed to not only enroll, but also succeed once a student arrives at college.

The TRiO program later added the Special Services for Disadvantaged Students (1968), which was later renamed the Student Support Services program that exists today. In 1968, the Ronald E. McNair Post-baccalaureate Achievement program was added to continue with supplemental interventions at the postsecondary level through college completion.

The federal government continued to expand its role in early college intervention. For example, in 1998, under the reauthorization of the Higher Education Act, the federal government added the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Other well-known outreach efforts include the Math, Engineering, Science Achievement

(MESA) program, which places a focus on increasing underrepresented students in science, technology, engineering and math (STEM) fields.

Thousands of early intervention programs exist across the U.S. prior to the turn of the twenty-first century, yet limited research exists that describes whether these programs work, how they work, for whom, and under what conditions. An increasing number of studies have since been conducted in an attempt to understand how and under what circumstances various programs work, as well as the characteristics of effective outreach and successful college preparation programs (Gandara & Bial, 2001; Swail, 2001; Tierney et al., 2005).

A robust academic study titled *Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth* (2001) was conducted by the U.S. Department of Education. The study had three main objectives: (1) to chart the field of K-12 postsecondary bridge program types and feature a typology to categorize strategies; (2) to associate research literature with existing programs' evaluation data that would allow for analysis and assessment of program features and distinct models; and (3) to identify needed information and data to further inform future analytic efforts given that very little research exists on such programs.

The *Paving the Way to Postsecondary Education* study categorized college access programs by type, target population, and funding sources as a way to typologize common programs and strategies. The five major funding sources are: private non-profit, university-based, government-sponsored, community-based, and K-12 programs. Within each program type there are multiple program components and characteristics. The most common program components across all five program types are counseling, academic enrichment, parent involvement, personal enrichment and social integration, mentoring, and scholarships. These program components are

linked to program strategies found to offset inequities in familial cultural and social capital, inequity of neighborhood resources, lack of peer support, racism, inequities in K-12 schools, segregation, ineffective counseling, low expectations and aspirations, and limited availability to financial aid.

The outcomes of college access programs initiated under the Elementary and Secondary Education Act (ESEA) have shown these programs have positive results in improving the educational progress for underrepresented students. Since 1997, there have been four national studies conducted on the major federal TRiO programs. In general, TRiO programs have been shown to have a significant positive effect on the educational outcomes of first-generation and low income students. For example, Mathematica in 2009 found that Upward Bound participants were more likely to enroll in college, apply for financial aid, and graduate from college (Sefton & Schirm, 2009). Similarly, a 1997 study conducted by Westat, Inc. found that college student who participate in Student Support Services are more likely to persist beyond the second year of college while also earning more college credits versus a comparable group of students who would be eligible for the program but did not participate (Chaney, B. et al, 1997). While many evaluation studies use quantitative results to demonstrate effective outcomes, other proven ways of showing programmatic success have been demonstrated in studies that show these programs help through increasing students' sense of identity (Reyes, 2007; Villalpando, 2005), self-efficacy (Savitz-Romer 2012, Tierney, 2005), and providing access to key resources through social networks (Dowd, Pak, & Bensimone, 2013).

The College Assistance Migrant Program (CAMP)

The Elementary and Secondary Education Act (ESEA) of 1965, Title I Part C included a collection of federal Migrant Education Programs (MEP) to remediate the health concerns and

create the educational interventions needed by children of migrant and seasonal farmworkers. Supplemental to the primary and secondary MEP programs, ESEA was amended in 1967 to include the creation of the High School Equivalency Program (HEP) and again in 1972 to create the College Assistance Migrant Program (CAMP).

Given the low high school completion rates of migrant and seasonal farmworkers (or children of such workers), HEP provides assistance to eligible students to enroll in a retrieval program designed to help them obtain their high school equivalency—GED—and subsequently attend their first year of undergraduate studies at an institution of higher education through the CAMP program.

The College Assistance Migrant Program (CAMP) addresses the educational disparities at the postsecondary level for the children of migrant and seasonal farmworkers. There are a limited number of outdated national representative studies which reported on the outcomes of the CAMP Program (Riley, 1985). More recently, individual CAMP programs throughout the nation have conducted evaluations and show positive results for migrant student participants. For example, Ramirez (2010) conducted a statewide study of CAMP programs in the California State University system. Using data from the twenty-three campuses over seven years, he found that CAMP had a positive impact on migrant students' college experiences. Specifically, CAMP participants on average persisted at modestly higher rates than other Latino students not participating in CAMP (83. 3% vs 77. 4%). There was also subjective evidence in the study that CAMP participants have increased self-confidence and self-efficacy to persist towards educational goals.

The Empowered Nature of CAMP Practitioners

Within the migrant education literature, migrant educators' roles in CAMP have been characterized as *advocate educators* (Gibson & Bejinez, 2002, Reyes, 2009; Salinas & Reyes, 2004) and as *institutional agents* (Diaz, 2010; Reyes, 2009). Advocate educators operate within a network that "has an idea about where they are and where they would like to be; achieve goals creatively rather than reactively; and take risks to move beyond the margins of the status quo" (Salinas & Reyes, 2004, p. 55).

Previous empirical studies have shown that the use of these two concepts to describe migrant educators enhances constructs of structure, power, and agency to describe the motivations and actions behind the work of CAMP practitioners and migrant educators (Diaz, 2010; Gibson & Bejinez, 2002, Salinas & Reyes, 2004; Reyes, 2009).

As socialization mediators and institutional brokers, an institutional agent is an individual who occupies a position of high status and authority and manifests his or her role to transmit or negotiate the transmission of resources to low-status youth (Stanton-Salazar, 2011). CAMP practitioners work as institutional agents providing support to students through their direct (or indirect) social ties to other institutional actors who assume the role of institutional agents (e. g. , academic-advisor, counselor, faculty educator) (Diaz, 2010; Stanton-Salazar, 2011).

The roles of institutional agents as depicted in Figure 1 below have been used to describe a growing body of research that elaborates on the characteristics of agents who facilitate the support and empowerment of racial minority students (Dowd, Pak, Bensimone, 2013; Museaus & Neville, 2012, Diaz, 2010). Stanton-Salazar (2011) categorizes the roles of institutional agents under four sets of actions: (1) direct support, (2) integrative support, (3) system developer, and (4) system linkage and networking support (see Figure 1).

Both direct and integrative support entails direct contact, communication, and guidance such as the work of an advisor, counselor and/or coordinator of direct support. The systems developer role entails developing forms of action such as events or programs, lobbying for resources, or advocating in a way that benefits the students, typically done in a collaborative nature with campus colleagues and bridging off-campus community voices. And lastly, the systems linkage and networking support role involves recruiting, or acting as a “bridging agent” who brokers institutional knowledge and resources to benefit students.

Roles & Actions of Institutional Agents

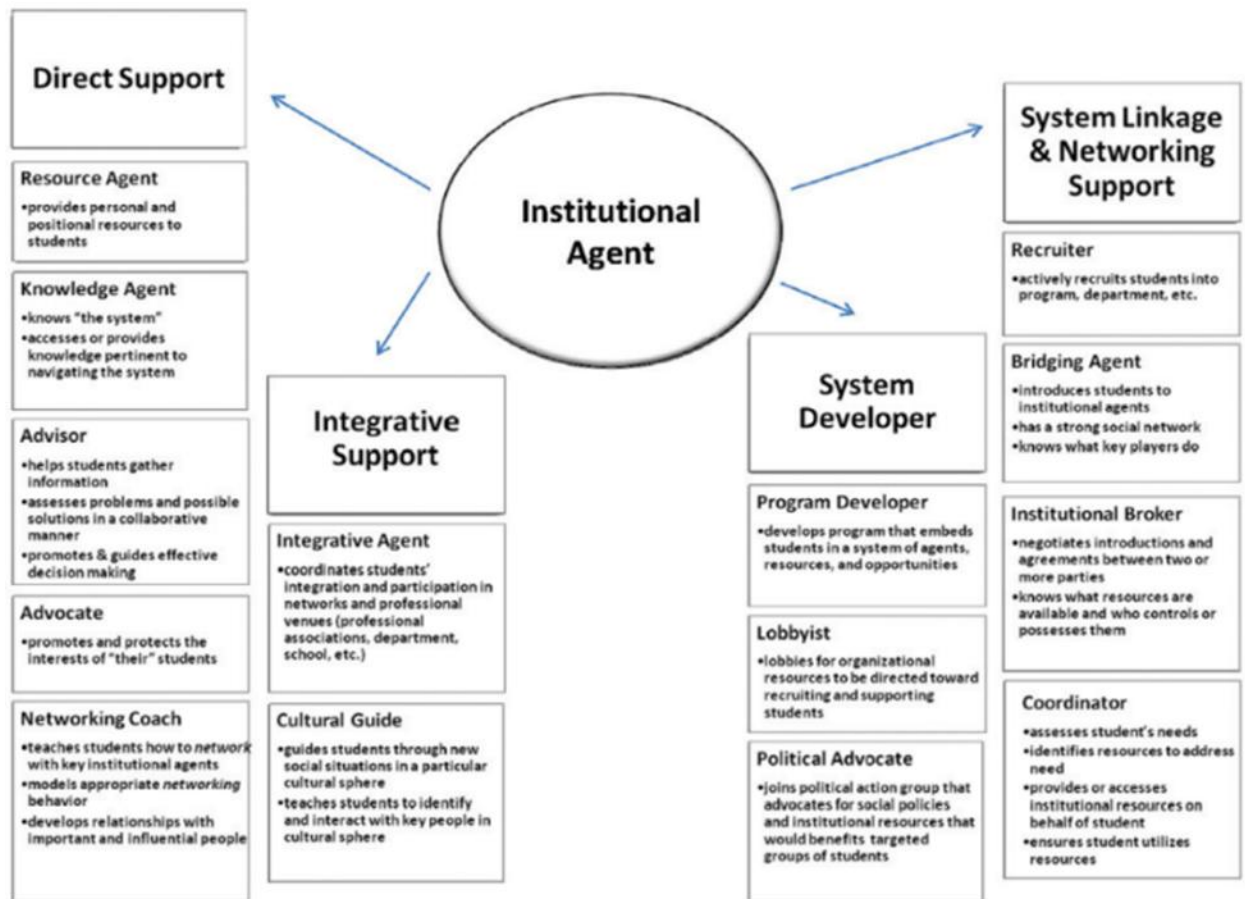


Figure 1: Roles and actions of CAMP agents

In Figure 1, the complex and vast landscape of assigned CAMP roles and actions of various institutional agents are reduced into a useful orienting map. This map can then be used as framework or learning tool for developing the skills, knowledge, identity, and practice of ideal and successful CAMP practitioners.

Adapting to College Life: Social Integration and Building Bicultural Skills

The process of adapting to a new college environment can be a challenge for all students, but even more so for Latino migrant students. College access programs help underserved and often marginalized student populations incorporate the skills and abilities to be successful throughout their post-secondary experience. To do this, programs must consider the characteristics of the students and the institutional factors and standard procedures that privilege dominant groups in order to better understand what hinders or contributes to students' successful adaptation to college.

Within the student integration literature, Tinto's (1975) originating work on student integration has been instrumental in addressing how institutional environments impact the student experience. Research shows the first year integration process provides a critical foundation for new students to establish an "affiliations of membership" (Tinto, 2012) and feel "connected" within their campus community with student peers, faculty, and staff (Pascarella & Terenzini, 1991). According to the college integration literature, the more students are academically and socially engaged with other people on campus, the more likely they are to persist and graduate from college (Austin, 1993; Kuh, 2005; Tinto 1993). Student engagement refers to the "individual's interaction with the values and norms found in the existing community" (Tinto, 2012), which includes those individuals whose values give meaning to the social and cultural setting.

Uniquely, Tinto's view has brought attention to the role of the institution and has sought to explore what further enhances students' affiliation with their college campus. Tinto specifically addressed the types of involvement available for students to "fit in" and be included in the community as a valued member (Tinto, 2012). Tinto's early depiction of student integration states that students must be able to integrate the values and norms existing in the college environment and enact them into his or her own value system in order to be successful (Tinto, 1973, 1987).

Critical researchers of higher education have tested the validity of Tinto's integration model in quantitative and qualitative studies and have only been in partial-support of Tinto's theory, particularly when applied to diverse student populations (Cabrera, Nora, & Castaneda, 1993; Nora & Cabrera, 1996). In particular because the theory offers limited perspectives to confront issues of exclusion embedded in structures of higher education, scholars argue that Tinto's theory lacks consistency on the testable and dominant assumptions of what leads to college persistence, especially relating to student characteristics, such as family background, socioeconomic status, race, gender and the academic ability of students (Braxton, et. al, 2000; Rendon, Jalomo & Nora, 2005).

For Latinos and other historically underrepresented racially and ethnically diverse student whose values differ from the mainstream norms at predominately white and affluent college campuses, Hurtado's (1996) and Hurtado and Carter's (1997) empirical studies found that students' interactions with the existing campus racial climate may create a hostile environment for them and pose a conflict for those with diverse cultural values. Moreover, Tinto's narrow outlook devalues and undermines the notion of *familismo*—the role in which family relationships are important to many Latino students. It also overlooks the idea that many Latinos rely on

family relationships and support to facilitate their adjustment and persistence through college (Hurtado, Carter, and Spuler, 1996; Rendon, Jalomo & Nora, 2005).

Tierney (2005) and Rendon, Jalomo, and Nora (2005), among others, have critically debated the use of Tinto's theory to explain the departure of students of color by questioning the validity of the model to capture the real experiences of students of color. They argue that the model embodies assimilation and acculturation perspectives. Rendon, Jalomo and Nora (2005) have expanded on Tinto's perspective to incorporate approaches that encompass the concept of *biculturation* and dual socialization to include shared common values and norms from the two or more cultures as a way of accommodating culturally diverse students. The work of Hurtado et al., (1999) recognizes the importance of enacting diverse learning environments, understanding what enhances Latino students' affiliation and identity with their colleges, and discovering what students need to feel a *sense of belonging* (Hurtado and Carter, 1997).

Students' individual feeling of affiliation or the extent to which students *feel* as though they are a part of their college community and environment have been explored from student retention theorists seeking to improve college persistence and achievement for underrepresented students (Hurtado & Carter, 1997; Swail, 2003). As a source of empowerment for students, more recent studies of higher education have associated the role of *institutional agents* (Stanton-Salazar, 2011) who use their status, authority, or resources to confer networking access to their high status setting for those with less social status (Dowd, Pak, Bensimone, 2013; Museus & Neville, 2012). In this way, studies have demonstrated students' ability to affiliate themselves to their new college environment is to some extent mediated through a bridging agent who can provide the resources and a psychological pathway of "fitting in."

Theories of student development and the structuring of student services most commonly used in higher education have been called into question for the systemic inequity and racism that is embedded in these practices because the case studies used to create these theories included few, if any, underrepresented students. Therefore, the most commonly used practices in higher education tend to treat the retention efforts of historically underrepresented students as similar, if not identical to dominant groups of students which clearly differ. To offset these oppressive practices, a new and growing field of culturally relevant student development theories is being developed such as Diaz's (2010) culturally adaptive navigation model for Latino migrant college students based on social capital theories of empowerment. While the intent of Diaz's framework focuses on the application of culturally relevant approaches for underrepresented students that differ from mainstream dominant student groups, her proposed model reflects the limited access to applicable models that support the unique needs of migrant students in a traditional college environment.

Diaz's model connects the role of institutional agents with a process of practices that encourage migrant students to maintain their bicultural views rather than conform or acculturate to the dominant views embedded within the college environment. While the purpose of this section was to build an understanding of the complex process of integrating underrepresented student populations, including students from migrant farmworker backgrounds, questions remains unanswered. This dissertation will expand how institutional agents, such as CAMP practitioners that are the focus of this study, know what kind of support to provide underrepresented migrant students and what training opportunities are needed to learn such practices.

CHAPTER 3: THEORETICAL FRAMEWORK AND METHODOLOGY

In this section, I present my framing ideas for this study and a conceptual framework rooted in constructivist perspectives of situated learning. To analyze the professional development of college access practitioners in the CAMP program working in a higher education context, I draw upon sociocultural perspectives to highlight the conditions that inform learning. These theories suggest that people engaged in natural situations can mediate professional learning as a situated social practice. Previous research on learning development has shown that constructivist and sociocultural perspectives are complementary. When they are combined, sociocultural perspectives can be used to inform theories of the conditions that aid in learning, while constructivist views focus on what is being learned and the processes by which learning occurs (Cobb, 1994).

The conceptual framework presented in this section attempts to provide a strong theoretical grounding to explain the structure of learning practice and construction of identity resulting from social interaction and participation in a network of learning communities for college access practitioners in the CAMP program. These goals suggest a need for a conceptual framework that:

- Directs attention to what guides peoples' social actions when working to empower marginalized student populations
- Includes a conception of processes that facilitate learning as a social practice
- Directs attention to what guides peoples' actions within organizations of education
- Directs attention to contextual factors at institutions of higher education and the external communities that co-facilitate minority student persistence

Situated Learning

College access practitioners' learning is conceptualized and rooted in Lave & Wenger's (1991) definition of situated learning. Situated learning states that learning is socially and cognitively constructed and mediated through all activities rather than exclusively in structured situations where explicit instruction is being provided, such as training workshops. Theories of situated learning challenge the over-simplified assumption of "learning" to be the receiving of (cognitive) knowledge that is achieved in a highly structured education and/or a professional development session. The concentration of this framework focuses on the *process* of developing knowledge in one's chosen profession or field of practice rather than centering on what is being learned. By focusing on the processes that facilitate learning, this theoretical framing aims to fill the existing gap of research that describes the method by which current CAMP practitioners have developed their professional knowledge and understandings to successfully serve migrant student participants of CAMP in a college setting.

CAMP practitioners function in unique roles on their college campuses as college access practitioners that identify and retain first-year migrant farmworker students. Migrant college students are a minority subpopulation of Latinos on college campuses. This frame lends itself well for those who work with marginalized student populations in higher education settings and who engage with off-campus networks to develop specialized professional knowledge of their practice. Given that no set standards exist for the college access profession, it is important to explore the process of learning that occurs across different contexts with an emphasis on how the situated process of learning transpires in the social context and communities of practice.

Situated learning is best described as the idea that learning and knowledge occur through social "activity in and with the world" with the view that the "agent, activity, and the world

mutually constitute each other” (Lave & Wenger, 1991, p. 33). In other words, this view uniquely accentuates the nexus of learning over time and considers the social experiences one has. In this sense, situated learning can illuminate the act of college access practitioner learning, knowledge construction, and development of practice that stem from the social and cognitive processes in their everyday context of the workplace, home, community, and other social settings.

The absence of a set conceptual framework and methodology from which to apply the constructs of situated learning are apparent in the situated learning literature; therefore, providing a theoretical framing and emphasis of concepts is needed. As stated by Lave and Wenger (1991), the general theoretical perspective of situated learning bases itself around:

*“the **relational** character of knowledge and learning, about the **negotiated** character of **meaning**, and about the concerned (**engaged, dilemma-drive**) nature of learning activity for the people involved”* (pg. 33). [emphasis mine]

At the center of this study, I explore the relational character of knowledge and learning of practitioners by exploring their participatory nature into social networks or learning communities. The roles of CAMP practitioners have been acknowledged in the migrant literature as advocates and institutional agents, therefore, I describe the process through which these multiple interactions influence the negotiated meaning and the development of practice therefore. Lastly, I emphasize their dilemma-driven nature to empower migrant farmworker students. The dilemma-driven nature of CAMP practitioners elucidates their intrinsic motivation to negotiate and manipulate the context of higher education in a manner that benefits migrant students.

Situated learning theory is used to highlight the way CAMP practitioners are socialized into learning about their practice through their participation with communities of practice. Theories of situated learning as defined by Lave and Wenger offer a reductionist view of identity that minimizes the identities people come with (who people are), what they believe, and what they believe they can do, and ignores the dynamics of power, agency and history that negatively affect marginalized communities. To emphasize the lived human experiences, identities, and meaning people come with as informative to the development of their practice, I incorporate the Handley, Clark, Fincham, & Sturdy (2006) framework below in Figure 2. This framework built upon concepts of situated learning acknowledges the role of social participation as it influences the development of identity and practice, thus, it can be used to further accentuate the ongoing relationships between the lived experiences and identity of CAMP practitioners in their roles as institutional agents that work to empower migrant farmworker students within the political context of education and society.

Core Constructs from Situated Learning Theory: Participation, Identity, Practice



Figure 2: Handley, Clark, Fincham, & Sturdy (2006) constructs of situated learning theory

Participation

Participation is a major focus for this study. Lave & Wenger (1991) view *participation* as the **relational character of knowledge and learning** within the context of situated learning. Therefore, the experiences of participation that college access practitioners have exemplify the process that informs an individual's development of identity and practice relative to the opportunities available to them.

In higher education administration, a field that requires a diverse set of skills, higher education administrators and staff engage in training based on the specialization and area of institutional management. According to Savitz-Romer (2012), higher education professionals have participated in either Higher Education Administration, College Student Personnel, or Student Affairs Administration degree programs. It is not uncommon for people to enter this field with a range of academic training as well as professional experience. Yet, there are clear differences in the specialized knowledge, skills, and theoretical foundations needed to work in the various capacities at college institutions (Evans, Forney, Guido, Patton, & Renn, 2010).

Much like the different roles of staff in the CAMP program, a college-advisor may need to have a better understanding of counseling practices for college-age students than an individual who is a program director in charge of managing personnel and administratively managing programs. For this reason, noting participation across different learning communities becomes an important aspect to capture as a means to understand the knowledge base being learned by CAMP college access practitioners across different context.

The relational character of knowledge and learning as interaction

Seeing the process of learning as something that cannot be separated from participation in every-day experiences, Lave & Wegner (1991) argue that learning occurs throughout the process

of participation and interaction in the actual practice as one gravitates from the peripheral margins of understanding (as an “apprentice”) to the center of being a fully participating member in the community of experts (through legitimate peripheral participation). It is, however, important to highlight that there is no definitive interpretation of “situated” as a concept of situated learning.

The abstract view of “situatedness” as explained by Lave & Wenger (1991) ranges from instances in which people’s “thoughts and actions may be existent in time and space” to the idea that people’s actions and thoughts are social and exist within the context of their involvement and relation with other people—implying that actions and thoughts build meaning through the setting which provokes such understanding (pg. 32). Some activities are situated and some are not. As seen through this view, learning and knowing cannot be separated from the everyday occurrences of CAMP practitioners and are a collective byproduct of one’s everyday lived experiences. Therefore the ideal environments from which to capture situated learning are occurrences where individual and group interactions might reflect explicit and implicit learning.

This continuum of participation within situated learning can be multiplied, varied, all-encompassing or narrow in relation to the field of practice as defined by the learning community. To describe the process of becoming a “full participating member” in a community, Lave (2004) uses the concepts of “newcomers” and “old-timers” to describe the duration within a learning community, but makes no assumption regarding the newcomers positioning as a novice nor the gravitation from peripheral to full participation. Therefore, the changing of locations and perspectives resulting from participation reflect the practitioners’ learning trajectories, on-going transformation of identities, and forms of membership in practice.

To expand on the idea of positioning, Lave & Wenger (1991) describe the ranging scale of participation of what they call “general socialization” (pg. 70) through two case study scenarios. In the first scenario, Yucatec midwives are used to describe how the process of apprenticeship to skillful master occurs as an informal process of everyday life over time. The second scenario describes Vai and Gola tailors, who use a process of socialized learning of skills that begins incrementally from home-driven values and moves to a more formal and specialized development of tailoring skill occurring outside of the home and is driven by the need for political, social, or economic resources.

Lave & Wenger refer to the latter as “contrastive general socialization” to reflect what they call “naïve newcomers, participating in an unfamiliar culture of production” (pg. 70). Essentially, the process of participation and building of knowledge are driven and can be confined by various structural dynamics, with the overall understanding that “learning must be understood with respect to a practice as a whole, within its multiplicity of relations—both with the community and with the world at large” (Lave & Wenger, 1991, pg. 114).

Lave & Wenger saw participation as an important mediating process from which identity and practice develop. From a sociocultural perspective, Lave & Wenger claim that learning and knowledge occurs through relationships between individuals and their social context rather than simply in the mind of the individual. Within this perspective, situated learning conceptualizes learning as “a fundamentally social phenomenon” (Wegner, 1998, pg. 3) and refers to *participation* as “the way in which individuals understand, take part in and subscribe to the social norms, behaviors and values of the communities in which they participate” (Handley, Clark, Fincham, & Strudy, 2006, pg. 7).

For migrant educators, the social norms, values and behaviors vary across different communities of practice and therefore, their learning trajectories vary. The literature on migrant-student serving educators has cited several roles, capacities, and forms of participation by migrant educators (Gibson & Bejinez, 2002; Salinas & Reyes, 2004). Among them, an empirical study by Salinas & Reyes (2004) described migrant-educators in Texas as participating on national, state, and local committees such as with Migrant State Conferences, as migrant counselors in schools, and within local, state and federal coordinator/administrator capacities. Studies have also shown that several migrant-educators were former migrant farmworkers themselves (Gibson & Bejinez, 2002; Salinas & Reyes, 2004). These various forms of participation highlight the variation of learning communities among migrant educators and identify, as this study proposes to do for CAMP practitioners specifically, the processes and social practices that mediate identity and practice resulting from their participation.

Identity

The focus on identity as defined by Lave & Wenger's (1991) involves the social process of becoming an old-timer and changing one's knowledge; thus a change in identity. Lave and Wenger's interpretation of identity is limited to how identities develop and are shaped by social and political influences as well as the ability to act (agency). A newly defined view of how identity develops through situated learning by Handley, Clark, Fincham, & Sturdy (2006) is not just concerned with developing new ways of knowing and doing but also involves the understanding of "who we are and what potential we have" (pg. 8). In this sense, identity is not purely a process of social reproduction or imitation for CAMP practitioners as institutional agents. Assuming that a college access practitioner's "sense of self" remains authentically whole, the transformation of identity consists of negotiating the meaning and multiple understandings

developed across the different communities of practice and the forging of those identities (Wenger, 1998).

Decentering of identities

The need to negotiate and maintain multiple understandings is evident for the college access practitioners working in the federal CAMP program because they represent a variety of social communities and professional networks (each representing corresponding meanings and perspectives) which must be interwoven into the work of educating migrant farmworker youth. As a higher education administrator, the college access practitioners' role working with underrepresented youth is to integrate and guide all students through the process of completing a college degree. Yet, from a migrant-focused community of practice perspective, that same role challenges the social, cultural, and political context of higher education as well as one's use of education. Their role is not simply to integrate underrepresented students "into the structure of oppression, but to transform the structure so that they can become 'being for themselves'" (Freire, 2000, pg. 74).

Meaning and Identity

The need to negotiate meaning and the multiple understandings that one's experiences and identity-formation engender all play a role in developing practice. Similar conflict across the social, cultural, and political context has been noted within the situated learning literature that places a focus on identity-in-practice (Wenger, 1998, pg. 215) of other education professionals. Varghese, Morgan, Johnson & Johnson (2005) have highlighted that tensions exist between claimed identity and assigned teacher identity for language teachers.

An emphasis on the agency of individual as "intentional beings" is of importance as a mediating factor in the process of identity formation (Varghese et. al, 2005, pg. 23). Also

significant is the need to disaggregate the process of how one negotiates multiple understandings. For example, English-as-a Second Language teachers find themselves in the process of learning how to negotiate their student-teacher relationships and how to use their teacher authority as they cultivate their identities when transitioning from graduate student-teachers in training to becoming classroom teachers (Kanno & Stuart, 2011).

As Kanno & Stuart (2011) point out, “an identity is not something that one brings, already well formed, into one’s practice; nor is it something that incidentally emerges as a result of acquiring a particular skill set or knowledge” (pg. 239). As one learns new things and builds new meaning of practice through reflection and intentionality (Giddens, 1979), an individual *chooses* to become a specific kind of person in the formation of their own identity and acts accordingly in practice. As this study seeks to explore, college access practitioners as institutional agents can commit themselves not only to their assigned role, but through the negotiation and construction of meaning and relationship they can define their perspective and involve themselves in the transformation of their own identity.

CAMP Practitioner Construct Learning in the Context of Multiple Communities

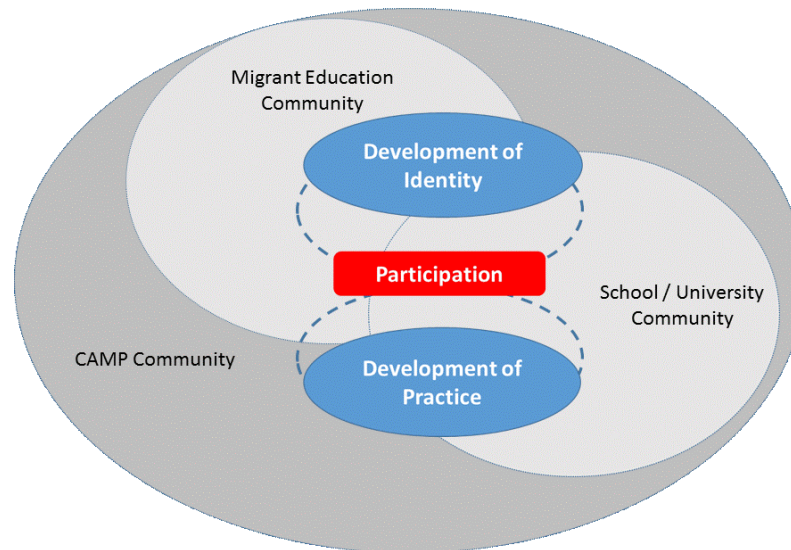


Figure 3: CAMP practitioner construct learning within multiple communities.

Adapted from Handley, Clark, Fincham, & Sturdy (2006)

Practice

Lave & Wenger (1991) view the development of *practice* as an engaged and dilemma-driven activity that takes place in a participation framework. From the sociocultural lens of situated learning, the concepts of participation, identity, and practice occur within a context involving multiple communities (Handley, Clark, Fincham, & Sturdy, 2006). From the perspective of a CAMP practitioner, the university community, the migrant education community, and the CAMP community all collectively inform the motivation and social development of practice (Figure 3).

This is exemplified by Reyes (2009) who highlights the participatory and collaborative dynamics of migrant educators to create a common point of cultural and personal understanding between community members, teachers, Latino counselors, and college advisors as a significant

act that builds a continuum of support, knowledge, and agency for marginalized, Mexican-descendent students. Reyes defines these as “key interactions” when describing the construction of social activity and/or practice.

The focused, engaged, and dilemma driven practice of migrant educators as they come together is therefore defined by the people involved and mediated through participation in a community of practice with knowledgeable “masters” (Lave & Wenger, 1991). A migrant program director described in Reyes’ study stated, “I had to learn tons of stuff when I first started, and I had to learn it from other migrant educators who had been around and had actually helped to create a lot of the rules and programs”. (Reyes, 2009, pg. 59).

As this example describes, it is through this interaction with “masters” that “novices” mediate their understanding of job-specific knowledge, skills and practice that include: role-definition, language use, behavior, schemes, values, assumptions, etc. that underpin the expectations of their practice. However, situated learning posits that these knowledge areas are informed by the deeply-rooted habits (Bourdieu, 1977) that provide structure and meaning to the role of migrant educators. In this sense, the development of knowledge for migrant educators is intertwined with the social and historical context of migrant farmworkers in the U.S. and the history of education.

Methodology

Research Design

This study aims to build a better understanding of the nature of situated learning and activity experienced by college access practitioners at two and four-year-colleges working directly in the CAMP program to support first year migrant farmworker students. This study documents the situated learning process of CAMP access practitioners, therefore, I specifically

examined their range of participation and span of social contexts. I also examined different structures of learning and access to knowledge within, and across, different environments and over a broader length of time that extended beyond their in-service work experiences to also consider their pre-service experiences. Data was primarily gathered through interview and observational techniques and included a single survey. To capture practitioners' moments of situated learning during their in-service work with CAMP, I investigated observational learning situations, such as formal staff trainings and informal learning occurring within the actual settings of the work based activity. I also captured less apparent yet authentic occurrences of learning through cognitive interviews with participants.

Multisite Case Study Methodology

I employed a qualitative, multi-site case study methodology and a *purposeful sampling* case study approach to conduct research at two different college institutions with CAMP programs. According to Yin's (2008) description, a case study is "*an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident*" (pg. 26). A case study design allowed me to conduct an exploratory yet intensive, in-depth examination of the variation of professional development and of how the participation processes of CAMP practitioners may inform the development of practitioners' identities and practice within a social context. By utilizing a comparative case study design, I was able to conduct a *within-case analysis* to build a deeper understanding of the contextual environments that provide learning opportunities. Looking within each case allowed me to explore the uniqueness of character and nature of learning that occurred within that context. I then conducted a *cross-case analysis* to build generalizations across cases and to analyze factors such as the differences and commonalities in

the types of knowledge and accessibility to certain types of knowledge available across sites. Through interview and observation techniques, I was also be able to study the structure and process of facilitated and embedded learning in natural situations and the forms of engagement that vary within and between cases. This phenomenological study required data to be collected from a group of individuals who have experienced a common phenomenon (Moustakas, 1994).

The data collection process was broken down into six phases as shown in Appendix A. *Phase I: The Introduction* allowed me to meet with each individual participant and review the overall scope and purpose of the research study. I was able to explain my interest of exploring the process of how they develop their understanding for the professional work they do in CAMP and perform with the CAMP students. I also gave an overview of the data collection procedures that would be required of each participant. This step helped to alleviate any misconceptions and clarify the focus of the research in the process of their professional development and reinforced that I was not conducting an evaluation of nor measuring their professional abilities.

Phase II: The Survey to Participants and Interview involved administering the professional development survey to each participant to gather categorical information on the range and nature of professional development (see Appendix D), followed by a corresponding cognitive interview to gather deeper knowledge of personal and professional background information and job roles (see Appendix E). During the first interview, I was able to gather extensive knowledge about their life long personal and professional experiences that greatly informed the narratives provided in this study. I was also able to capture information about their values, beliefs and interpretations about their professional work that were not evident in the survey.

Phase III and IV: Observation and interview of a Structured Social Activity focused on capturing data on the social and participatory behaviors of participants in a structured social activity setting

such as a training, staff retreat or group activity to assess moments of situated learning (see Appendix E-1). The observation was followed by a corresponding cognitive interview in phase four to allow participants to identify new understandings, if any that developed for them and which factors informed their thinking during the activity (see Appendix F-1). A structured activity yielded a richer account of how practitioners learn during organized program activities that follow a series of social interactions and events. Exploring structured social activities provided me with a deeper sense of the relationships between relatively new CAMP practitioners and those with a demonstrated mastery of knowledge for the work being conducted and revealed how the knowledge transmission process occurs. Additionally, this phase provided insight into how resources in their environment may shape the learning process and content.

Phase V: Observation and Interview of an Unstructured Situated Activity focused on capturing observational and interview data of each participant in their natural setting performing typical duties and capturing authentic processes of learning that may occur in their day-to-day routines. Situated learning theory (Lave & Wenger, 1991) considers formal and informal learning occurrences and by observing and following up with reflective interviews of participants working in their natural setting, I was able to gain insight into unanticipated processes of learning that are rooted into their daily actions.

Phase VI: Document Review of Job Descriptions involved gathering their job descriptions and conducting a document review and comparison of job positions across sites. I was able to assess the similarities and differences of job roles and corresponding duties by comparing job descriptions across sites. The data collection timeframe and event procedures were carried out from February through July of 2015 as described in Table 1.

Timeframes and Events

February/March 2015	Task: Locate Sites-CAMP Programs/Research Participants-Director, Advisor, & Recruiter at each program. Task Details: • Submitted Human Subjects (UW) • Established contact with CAMP programs • Recruited participants
April-May 2015 (Phase I) (Phase II)	Task: Begin Data Collection/Fieldwork Task Details: • Conducted Survey-Site 1 (Data #2) • Conducted Interview 1: Site 1 Director (Data #3) • Conducted Interview 1: Site 1 Recruiter (Data #3) • Conducted Interview 1: Site 1 Advisor (Data #3) • Conducted Survey-Site 2 (Data #2) • Conducted Interview 1: Site 2 Director (Data #3) • Conducted Interview 1: Site 2 Recruiter (Data #3) • Conducted Interview 1: Site 2 Advisor (Data #3)
June 2015 (Phases III & IV)	Task: Data Collection/Fieldwork Task Details: • Conducted Interview 2 at Site A. (Data #5) • Conducted Observation 3 at Site A. (Data #6) • Conducted Interview 3: Situated Interview at Site A (Data #7)
July 2015 (Phase V & VI)	Data Collection/Fieldwork Task Detail: • Conducted Interview 2 at Site B. (Data #5) • Conducted Observation 3 at Site B. (Data #6) • Conducted Interview 3: Situated Interview at Site B (Data #7) • Collected job descriptions from each site.

Table 1: Timeframe for data collection

Setting/Sites

As part of an in-depth, multi-site case study (Merriam, 2009), this research study focused on college access practitioners/staff from two separate CAMP programs at two colleges from different regions of the country, a community college under the pseudonym name of Arco-Iris College and public research university under the pseudonym name of Central State University. Each CAMP site was selected using a criterion sampling approach that required: a program director, academic counselor/retention specialist, and recruiter. Additionally, each selected site offered a rich and robust setting for the following reasons: (1) staff had a diverse range and length of time working with the CAMP program, (2) staff reflected diverse educational and professional backgrounds, (3) and each site offered diverse representation in the way staff self-defined their own Latina/o heritage. These were ideal attributes for the purposes of this study to begin to understand the learning development of beginner and more experienced CAMP staff alike.

The selected CAMP program site at Arco-Iris College is situated at a small, remote community college in a rural area servicing local students from nearby communities. The student profile on campus is forty-three percent students of color; thirty-five percent are Latino. The CAMP program at Arco-Iris College has been in existence for 4 years and the CAMP staff consists of six members. The second CAMP program is located at Central State University (CSU), a large, selective, public four year university. The student profile on campus consists of twenty-two percent students of color; seven percent are Hispanic/Latino. The CAMP program at CSU has been in existence for 11 years and has a total of four staff members. The length of employment with the CAMP program varies among participants, as does their educational and professional experience.

Participants and Their Recruitment

A total of six participants were involved in this study. At each research site, the CAMP program director, academic counselor/retention specialist, and recruiter participated in this study in order to conduct a direct comparison of such roles at each site. Those working in other administrative capacities such as tutors, event planners, etc., were not considered for the purposes of this study.

The program directors were chosen because they managed staff, designed and oversaw the day-to-day functions and objectives of the program, and were responsible for developing the skills and abilities of staff to perform specific duties. The academic counselor and retention specialist perform in similar capacities and were selected because of their comprehensive role in advising, counseling, and referring migrant college students to key resources that enable them to persist in college. Lastly, the recruiter was chosen because they performed a unique role in identifying eligible migrant high school students, demystifying for students and parents the possibilities afforded by a college opportunity, and assisting students through the pre-college admissions and financial aid process.

To maintain individual privacy and avoid coercion, each individual participant received an email invitation to voluntarily participate in this study, thus avoiding any unwarranted pressure to participate (see Appendix B). Selecting participants using this approach made sense given the intent of this study to research each individual's viewpoint of the phenomena that supported their development of professional practice. The length of employment with the CAMP program as well as educational and professional experience varies among participants.

A summary of the research and consent form requesting a signature were disseminated to and collected from each participant (see Appendix C). The summary of research and consent

form were used to review and discuss the purpose of the study, the procedures and length of time being requested of each participant and identified any potential risks and benefits to participants.

Data Collection Strategy and Procedures

Survey

After recruiting the participants and obtaining their consent, I distributed a professional development survey to all six CAMP directors, advisors, and recruiters in this study (see Appendix D). Using a multiple choice and open ended survey (see Appendix D), each participant identified where they acquired professional development. For a complete list of the survey results identifying professional development sources selected by job role and participant, (see Appendix H). The intent of the survey was to gather categorical data of the professional development training being utilized by the CAMP practitioners participating in this study. A number of survey questions were generalizable to the roles of institutional agents for the purpose of categorizing the data for further examination. The survey was followed by a background interview (see Appendix: E) with each individual participant being asked to provide further explanation and meaning to their survey responses.

Interviews

The primary source of data for this study consisted of three interviews with each participant: one combined semi-structured/unstructured interview (Phase I & II) occurred after the participant filled out the study survey (see Appendix A: Sequence Plan by Data Category). And a follow up semi-structured/unstructured interview (Phase IV & V) occurred after each observation of the structured social activity and unstructured situated activity. The following

questions were used to guide the interviews: what lived experiences affect practitioners' orientation to practice and what meaning is developed across different social activities?

Semi-structured interviewing allowed me to obtain the essence of personal experience as told by practitioners themselves. The data collected from these interviews served to develop themes and concepts as they emerged (Merriam, 2009) from the conversation about the motivation behind participating in particular activities, job roles and actions, and personal accounts of lived experiences that provided meaning of the support strategies for migrant students. The unstructured open ended interviews provided me the upmost flexibility to ask arising questions that could offer information about the contextual factors related to the environment in which the CAMP program and the learning occurrence were situated (Merriam, 2009).

During the first background interview (see Appendix E), I asked open-ended questions about the survey results they submitted to extract unseen learning occurrences as they reflected on activities that structured the development of meaning. Assumptions identified in this manner would demonstrate how individuals understood the world in which they lived and worked while providing subjective meaning for their experience (Creswell, 2003).

The social activity observation was used as a point of reflection during the second interview to examine if significant meaning or learning arose regarding the complex nature of the individual's building of understanding in a structured setting (see Appendix F-1). Interviewing participants as they reflected on multiple context of learning occurrences and interactions was useful to triangulate the multiple perspectives of social interaction and structures that transmitted learning. The final interview questions occurring in an unstructured setting (see Appendix E-2) sought to:

- (a) understand the motivation and nature of activity (practice) as verbally defined by the practitioner over time,
- (b) explore how individuals describe structures and processes that have contributed to their understanding of the nature of their work over the course of their life, and
- (c) understand the influence of contextual factors regarding the development of participants' understanding (group knowledge building, group learning, etc.).

Observations

Each observation was designed to build perspective on the different activities performed by CAMP practitioners as *institutional agents* and illuminate the context of situated learning. The practitioner roles include providing direct support, integrative support, systems developers, and as those who develop systems linkage and networking support (see Figure 1: Roles & Actions of Institutional Agents for a list of observable characteristics).

The observation of these broader defined roles was designed to capture a defined practice. This provided a narrower view and the necessary understanding of the distinct practices carried out by CAMP practitioners to investigate situated learning occurrences.

During phase III, I originally sought to observe each individual CAMP practitioner at the National Association of State Migrant Education Directors Conference held on March 22-25, 2015, however, my IRB had not yet been approved as of this date. Therefore, I intentionally observed social activities that required CAMP participants to interact with a variety of students, parents and campus personnel for a duration of two days. At Arco-Iris College I observed an off-site two day staff retreat that involved a variety of professional development presentations and interactions. At Central State University I observed a two day bilingual orientation event that involved campus personnel, migrant students and their families. Although these observations

differed in scope, the focus of the observations was on the structure of professional development (context), participants (social networks), topics (content), nature of activities, participant engagement, and other non-verbal expressions captured through observation (see Appendix: F-1). This observation was an appropriate method to capture the visible actions of CAMP practitioners in a *formal* setting and aided in the triangulation of data.

The second observation in the situated workplace of each participant which included their office setting and departmental environment on campus (Phase IV & V) and served as a supplemental source of data to observe actions regarding how college access practitioners process and transmit information through communication, explanation, recombination, contrast, inference, and problem solving in the setting in which their practice takes place (localized campus settings). I was able to capture frequent student and staff interactions that occurred throughout the day. The uniqueness of this observation created the opportunity to observe each participant for seven to fourteen hours in their natural setting performing typical duties. This enabled me to capture any educational occurrences and the context of the learning occurrences in *unstructured* settings (see Appendix F-2). I gathered data through field notes, verbatim, and observational note taking. By being present, I was able to gain a better understanding of points of reference that could be considered as informative to the practitioners' work activities. A member check was conducted to validate inferences gathered from the observation.

Document Review

I also examined the CAMP director, counselor, and recruiter job descriptions from both sites and coded them for major themes and topics to contrast and check for triangulation of descriptive findings from participant data (see Appendix I).

Member check

To increase the credibility of findings (Lincoln & Guba, 1985), member checking at different stages of analysis was used to ensure that CAMP participants' interpretations were portrayed as accurately as possible. This step allowed participants to correct conclusions I made from observations about the informal process of their learning and volunteer additional information that assisted me in formulating my analytic categories.

Approach to Analysis

This study followed an analytic induction approach to qualitative analysis, allowing for the social action and human activity gathered through observational and interview data to be transcribed, interpreted, and the findings to be organized into a causal explanation of how practitioners learn about their practice (Miles & Huberman, 1994). The following steps were followed:

(Step 1) the data was analyzed by reading interview transcripts through *open coding* to allow me to see the data without being bounded by theory (Merriam, 2009).

(Step 2) Next, *axial* coding (Cobin & Strauss, 2007) was used to generate categories of the roles and actions of practitioners.

Phenomenological process of analysis

Once codes were organized in the major categories of the roles and actions of institutional agents and analyzed for the process of learning that was occurring; a *phenomenological* process of analysis followed. A *phenomenological* process to analysis describes the meaning for several individuals from the view of a common lived experience or

phenomenon. Therefore, the description consists of “what” they’ve experienced and “how” they’ve experienced it (Moustakas, 1994).

The analytic induction and interpretive process occurs at the point in which I as the researcher can make an interpretation only after prioritizing the meaning of lived experiences provided from participants. This required bracketing out my own experiences so that I could first consider the true essence of experience and perspective from participants in a *transcendental* form.

Step 3: Data was examined using the *transcendental phenomenological approach* to analysis “in which everything is perceived freshly, as if for the first time” (Moustakas, 1994).

Step 4 proceeded after bracketing out my own experiences.

Step 5 (a, b, c.) included selective coding of quotes and combined statements derived from participants which were reduced into significant themes of participation, identity, and practice as constructs of situated learning theory (Lave & Wegner, 1991). The combined statements grouped into themes developed into *textural descriptions* in Step 6, of the experiences of each individual CAMP practitioner were elaborated. After analyzing at the individual level, data was analyzed at the group level to determine how the phenomenon was experienced by the group as a whole. This enabled me to note patterns of similar or dissimilar occurrences across individuals and then across the multi-site locations and elaborate on the thematic concepts of interactions, activities, and description of identities.

For example, allowing the data to speak for itself in this inductive phase, while also examining the data within and across sites, I used the data to answer questions such as: what are the social networks described by CAMP practitioners; are there any commonalities in social

networks; are there differences in access to or range of social interaction based on job title-roles or positions; what description of identities are provided?

In Step 7 (a, b, c) a strong emphasis on *structural description* explained context and characteristics and behaviors with rich, thick descriptions of the activity that was mostly generated from observation sources of occurrences.

Step 8 was the final stage and employed a deductive use of data with textural and structural descriptions used to convey the overall essence of the participants' experience. The overall themes and descriptions depict an image of 'this is how we see CAMP practitioners learn' and 'this is what they say is the process of how they learn' in effort to illuminate the overall nature of situated learning that occurs and the context in which it occurs (see Appendix G).

Analysis: Role of Researcher

I am an advanced doctoral student in educational leadership and organizational studies who is a female first-generation college student who self-identifies as Mexican. I was born and raised in a migrant farmworker family in a small agricultural town in the U.S. My family resides in Mexico and I remained in the U.S. to obtain my education.

I have a bachelor's degree in business administration and a master's degree in Public Administration. I have worked in different capacities in higher education to influence public policy and educational access for historically underrepresented groups. In addition, I have considerable experience working in college access programs in higher education settings. In particular, I initiated and worked as the director of a College Assistance Migrant Program (CAMP) (which is the programmatic focus in my study) and I have direct relations to the associated networks of CAMP.

The phenomenological approach calls for the researcher to engage in process of *epoche*, or refraining from judgment which entails the “bracketing of presuppositions” and “intentionality of consciousness” in an effort to suspend all judgments of what is real as it raises awareness that one’s reality is related to one’s consciousness of it (Creswell, 2012, pg. 59). Despite having previous experience as a child raised in the migrant farmworker lifestyle and serving in an administrative role in the CAMP program, I have the capabilities to bracket my own experience and attend to those of the study participants.

Overall, the use of a qualitative multi-site case study design is suitable for this study in order to conduct a cross-case analysis of the situated learning process of CAMP practitioners at different college institutions. Through the use of a survey and multiple interview and observation techniques, I was able to triangulate corresponding data to study the structure and process of facilitated and embedded learning in natural situations and the forms of engagement that varied within and between cases for practitioners. The phenomenological process of data analysis and interpretation captured the meaning for several individuals from their own views of professional experiences in CAMP and illuminated what they’ve experienced and how they’ve experienced their own unique process of learning. The following chapter introduces the findings made about how the lived experiences of CAMP practitioners informs their orientation of practice.

CHAPTER 4: THE LIVED EXPERIENCES OF CAMP PRACTITIONERS

Relational Character of Knowledge through Lived Experience

College access programs like the College Assistance Migrant Program (CAMP) and the college access practitioners that work in these program as *institutional agents* have the power and agency to provide key forms of student services to non-dominant groups of college students who are marginalized on college campuses. In this regard the skills and abilities of college access practitioners critically influence their ability to empower student success and persistence towards completing a college degree. A hidden force often left unconsidered to their development of practice is the relational knowledge practitioners enter the profession with that reflects the combination of their own lived experiences, what they know about the power dynamics in society, and their motivation to empower students.

Using the descriptions and personal narratives provided by each practitioner of their lived experiences prior to their employment with CAMP, this chapter describes the pre-service backgrounds of CAMP practitioners and the identities these individuals come with (who these people are), what they believe, and what they believe they can do in their professional roles to address the needs of migrant students. The first section will describe each CAMP practitioner and the professional growth of those new to the CAMP profession and those with years of applied experience working in their programs (see Figure 4). In addition, these narratives tell of ways their existing beliefs have further developed their professional identities that ultimately informed their meaning of practice. And lastly, this chapter offers examples of how their personal, educational and professional background experiences have informed their development of practice.

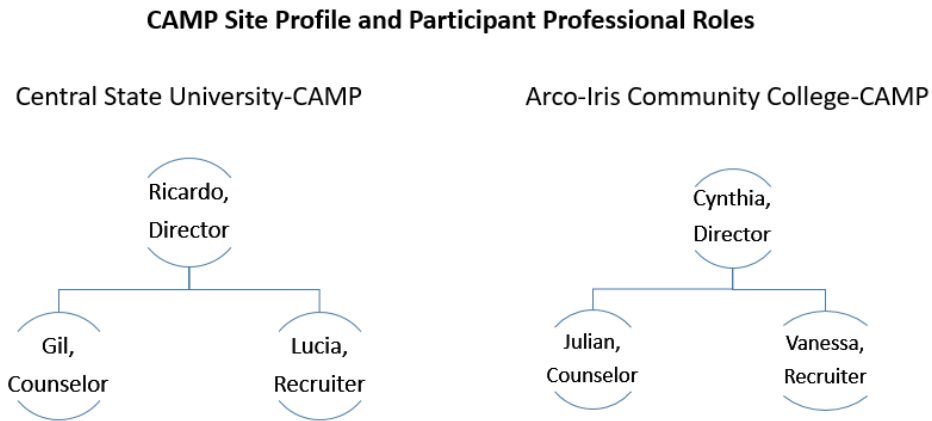


Figure 4: Organizational chart for roles of CAMP participants

Through a series of personal interviews, the six CAMP participants in this study described how their background experiences contributed a deeper understanding of the migrant student experience that ultimately influenced the way they carry out the duties of their particular role (as director, counselor, recruiter) and address the unique needs of migrant students. The analysis was conducted to answer the following research question:

How do background experiences of CAMP practitioners in this study inform their practice?

- What identities do college access practitioners use to define themselves?
- How have their background experiences (personal, educational, professional) informed their meaning of practice?

A variety of personal, pre-professional, educational, and work experiences contributed to the development of each CAMP practitioner's professional identity and knowledge, as well as their own social construction of meaning and interpretation needed for further development of practice.

In this study, I found that the background experiences of six CAMP practitioners do, in fact, inform how they develop an understanding of their professional role in CAMP and how they develop their practice. The background experiences of six CAMP participants were gathered through a series of one-on-one interviews and through personal observations of each participant in their workplace. I only made interpretations of the data after prioritizing the meaning of lived experiences provided from participants and organized the data into causal explanations of how practitioners reported learning about their practice. The background experiences were used as data, then coded for the most frequently occurring themes and then grouped into larger categories. In particular, their personal, educational and professional experiences were prevalent themes that stood out as informative to their professional development. My findings reveal the significance of one's pre-service experiences prior to joining a professional role with CAMP.

CAMP Directors

Ricardo, at Central State University

Ricardo is the director of the CAMP program at Central State University. When asked to describe his role, Ricardo described his work in the following way:

"I oversee federal grants and manage the budgets, and write reports to the Department of Ed, and then just pretty much oversee the daily activities of the programs, making sure that the goals and objectives of all the grant programs have been met . . . and making sure all the students are served. I make sure we do what we said in the grants. "

Ricardo's description of his role demonstrates an emphasis on program administration, management, a sense of obligation to maintain grant compliance and most importantly to make sure students are served.

When asked how he learned to do the work of a CAMP director as he just described, Ricardo privileged his years of professional experience serving the migrant farmworker community and his educational experience. Ricardo has been in his position at CSU for over 10 years and considers himself to be an "old-timer" with routine knowledge of the activities associated to his director position. He also stated his past personal experiences, his experiences working with migrant students and families, plus his MBA all inform his role. However, to exemplify that continual learning occurs even for those with lengthy experience, he goes on to say that *"every student is different plus I'm always trying to advance what we do here in CAMP with the students, [so] I'm always learning new things"*.

Ricardo completed high school and earned a postsecondary degree in psychology in South America. He met and married his wife (a U.S. citizen) who brought him to the United States, which he acknowledged afforded him the opportunity to "enter this country legally;" this was not always the case for many of his students' families. In the United States, Ricardo began his educational career at a community college to learn English. He eventually completed a Master's in Business Administration, which he believes provided him a specialized skillset to manage a program like CAMP.

"I got my MBA. I took a lot of management classes...in business you learn a lot about group dynamics and what works in group...I studied accounting and finance and so I think it's a different thing [than] when you advise students. It's a different thing when you manage a budget."

Different skill sets but... [necessary things] that you have to have as administrator to run effective programs.”

When describing how he learned to address the unique needs of migrant students, Ricardo spoke of being unfamiliar with the migrant culture when he first began working within the migrant community. To learn about the migrant culture he read books and listened to students sharing stories about their experience. He said his years of professional experience working with migrant communities and interacting with families were a strong asset to understanding the culture and funds of knowledge of migrant families and “trying out different techniques that work with them.”

“The second professional job I had was to work with a program called Abriendo Caminos (translates to “opening doors”)...working with 7 to 14 year old migrant farmworkers and their families...my job was to provide training through job internships and take them to different colleges...I learned a lot from watching the families. That’s a rich source when you go to their homes, see how they live, where they work, and how they help their kids. That was one important piece that helped me figure out how to adjust what I do...”

Ricardo’s unique view privileges adjusting to practices that worked for the migrant families rather than expecting the families to adjust to traditional standardized approaches.

A foremost professional learning experience closely linked to his in-depth knowledge of CAMP was the fact that Ricardo worked as a CAMP recruiter and academic counselor for two years at a different university prior to becoming the CAMP program director at CSU. Although his experience was at a different college institution, this peripheral view of the day-to-day activities in CAMP gave him an idea of the duties of the director role and the duties of his staff. He states “*the basic activities we do in CAMP are the same*, therefore, Ricardo transferred

techniques that worked well and built off of prior knowledge to design the techniques being employed at CSU.

Finally, he spoke of “*doing what worked for me*” as the power of correlating and integrating the techniques he used from his own educational and emigrational experiences into his role. He was able to interpret migrant students’ struggles through his own experiences of coming from a life of poverty, having parents not formally educated in a traditional education system, being the first in his family to attend college, and having a feeling of displacement similar to the mobile lifestyle of migrant families. Ricardo had an understanding of how his perspectives were similar and how they differ from the students he serves. He acknowledged that his Latino cultural perspectives from South America differ from the majority of Mexican students in his CAMP program. He said, *I think if there is commonality with me and the students, we’re the same brown skin... [Also] I could identify in the sense of my parents didn’t have money...and [were] not able to help me.*” As an immigrant and the leader of the CAMP program, Ricardo did not function from a false consensus that his experience was a common experience for everyone.

Ricardo says he chose to work with migrant families in hopes of “*helping students have better lives in this land of opportunity and live the American dream.*” Ricardo had to create his own educational opportunities despite the lack of resources available. He was born in a small, poor, isolated village in South America. Ricardo’s family cultivated their food by raising sheep, cattle, and harvesting their own crops. The village offered limited opportunity for an education,

“We had a small school taught by people who probably never had (formal) education ...the government couldn’t support the school. . . and there was no high school in my town, so I

had to go somewhere far way. At 12-years old I left home...I learned a lot and that helped me to build opportunities for my family, my siblings followed me. ”

Cynthia, at Arco-Iris Community College

Cynthia started as the CAMP director at Arco-Iris College five months prior to participating in this study. When asked to describe her role, she describes it in the following way:

“I manage and oversee the program, making sure I’m implementing all the requirements from the Department of Ed. I’m providing opportunities for my staff and students, and also creating cohesion between the campus and future transfer programs because we’re at a community college. We work a lot with students who are in technical programs but also transfer degrees so we really focus on building those relationships, building those skills so that they can transfer to a four year institution. We’re kind of a wrap-around services type of program...”

Cynthia’s depiction of her role emphasized the academic preparation and persistence of students (in comparison to Ricardo who saw his role more as an administrator). Although she acknowledges the technical procedures of directing a program in other interviews, through my observation and interviews, her predominant focus remained on the design of academic services.

When asked how she learned to do the work of a CAMP director, Cynthia describes gaining experience in her prior role as a temporary interim program manager for a similar program at a community college where she worked for under a year.

“I was doing advising for about 90 students, programming events like transfer events, helped with recruitment events as well, and did a lot of student outreach.”

Cynthia attended a large research university where she earned a Bachelor’s degree in International Studies and Spanish and a Master’s Degree in Higher Education. However, she

describes learning the specific culture of conducting student services at the community college through her previous professional experience.

She also noted that her own experiences of receiving services as a student and working as a student employee in a variety of roles informed her knowledge about how to perform the duties of her current role. As a student apprentice, Cynthia worked in multiple student employment positions that provided experiences in college outreach and recruitment, peer advising and academic counseling, coordinating programming events, and serving as a resource coordinator in a number of multicultural student centers. She also noted her experiences in her past job as a college readiness advisor at a non-profit Latino organization (which referred clients to GED courses, ESL classes, affordable childcare, housing referrals, and citizenship classes) as a factor in understanding her current role.

When describing how she learned to address the unique needs of migrant students, Cynthia attributes her understanding to her own life experience. She was born in Mexico and her family came to the United States when she was a child. Cynthia was the only daughter in a migrant farmworker family. She was the first in her family to attend college.

Cynthia described having a strong understanding of her own migrant identity. However, in college she observed significant heterogeneity among Latino students.

“During my Master's program...I started doing more research about Latinos in higher education. I started to focus more on migrant student experience because I had an “a-ha” moment that the migrant student experience is not the same as a Latino urban student. They don't know what the fields are like. A lot of that was in conversations I had with other students in my program who had similar backgrounds [as Latinas/os] but were from the city.

I wasn't from that. I was from a different background and so I started digging deeper. I was able to see just how different [migrant] students navigate college from that perspective versus students from other [Latinos/as] perspectives. I don't think I could do that before because I couldn't name theories or I couldn't say Maslow's theory of hierarchy where students . . . instinctual needs ...come first before they can focus on education.

That's the...[experience] of our students ...if things are not going well at home they can't focus in school...So how do you plan something for just education but you don't take the rest of their lives into account? I think that just being able to name that and knowing that there is a theory behind it was helpful for me because before I would have just called it like, you know, if stuff is going on at home how do we fix it? You know what I mean?"

CAMP Academic Counselors/Retention Specialists

Gil, at Central State University

The CAMP academic counselors have the role of providing general advising to students and informing them of academic and personal resources to navigate college. Gil has been working with the CAMP program at CSU for two years. When asked to describe his role, Gil described his work in the following way:

"My role is to best arm the students with the best tools for them to feel confident in themselves, in their learning...whether it's checking in about their class progress, providing a leadership opportunity, providing a mentoring opportunity, tutoring..."

When asked how he learned to do the work of the CAMP academic counselor, Gil said that he advised students in his prior role as an advisor and recruiter at a community college (a position he held for two years). However, Gil differentiated his

skillset used as a CAMP academic counselor for migrant students from the traditional academic advisor.

“It looks differently how we all provide those tools. The one thing different...is I provide more [space] to talk about what's going on besides studying for your biology test, right? What is happening at home? How's your mom doing? What's in your head about the transition? All those things, so a lot of neat conversations, a lot of tough conversations, a lot of conversations that need to happen.

So I provide a safe space to do that, a non-judgmental space to do that, but also space that they can trust. And I offer support and referrals if it's too out of reach from what I can do. ”

Gil also said techniques and the process of learning he developed in graduate school contribute to the way he performs his role.

“My master’s. . . gave me great social skills. To listen to be patient with people, to ask the right questions, the right open-ended questions, to build trust, to build rapport ...

Through my grad program we actually had to tape ourselves counseling. I got a peer and we would counsel each other. We'd have to go through the dialogue to show empathy, to show understanding, to listen, to ask the right questions. It was experience, direct experience. I think that helped me out a lot for this role, to be there for students, to be inviting...”

In graduate school, Gil received practicum experience counseling college students and developed an understanding of counseling-psychology through his courses. Part of Gil’s responsibilities included coordinating a mentoring program for CAMP students. As a graduate student, Gil worked in the Career Services Department and trained undergraduate students in

student-to-student peer mentoring. He developed a counseling manual to teach student mentors and used this as a teaching tool to train CAMP mentors at the university.

When describing how he learned to address the unique needs of migrant students, Gil spoke of his personal experience growing up in a historically migrant family as well as living in a migrant community.

“Especially being Latino, being Mexican-American, having those experiences out there in the orchards, in the fields, and first generation low-income...my story is very similar to their story and what better way to serve them than to have one of their own do it?”

Gil was born in Texas and identifies as a Mexican-American. His mother is a second generation Oregonian of Mexican descent (from a migrant family) and his father is a first generation Texan of Mexican descent who worked in agricultural labor throughout Gil’s life.

Gil recalls growing up in the migrant culture in a medium size town in the Pacific Northwest where he attended, and did well in, school. Gil was a very motivated student. He grew up with a passion for reading and learning. He was the first in his family to complete high school; he then attended a community college where he completed his associate of arts before transferring to a university. He completed a Bachelor’s degree in Human Development in Family Studies and a Master of Counseling in Education.

Julian, at Arco-Iris College

Julian has been working with the CAMP program for seven months. This was Julian’s first professional job after graduating college with an undergraduate degree in business administration. When asked to describe his role, he describes his role in the following way:

“I would describe it as... engaging students, advising them to a right path, or just giving them that guidance to continue their education [at] another college. ...I’m in charge of sixty students...I ask them what they want to study ...what college they want to transfer to...and tailor their classes to have them count towards their [pre-requisite courses] at that college. If they have a problem with their classes or instructor they can talk to me...”

When asked how he learned to do the work of the CAMP academic counselor, Julian shared his personal experience as a former CAMP student from a Mexican migrant family.

As a way of learning his current role, Julian said being a former CAMP student gave him the chance to observe and experience first-hand what a CAMP academic counselor does. He described the types of academic support, mentoring, and program events the CAMP academic counselor provided him when he was a student.

According to Julian, the CAMP academic counselor is in charge of coordinating the CAMP student mentoring program, providing personal and academic advising, financial aid and career guidance, helping students develop college success skills, and referring students to campus resources. He initially used his educational background as a metaphor to interpret his role before understanding his work in the deeper context of his own life experience.

“Having a business background, I was. . . seeing students as clients, so if. . . I'm doing a good job advising. . . if I'm a good business person, if I'm a good business manager, they're going to keep coming back to me. . . . That's how I saw it at first. But it's kind of hard to consider them as clients . . . because they are, you know, they are students and they're just like any other thing that just varies. ”

To negotiate the meaning and practices of his work, Julian demonstrates interpreting and negotiating what he can from his past experiences (pre-professional

internships, educations, and personal history). As a beginner being newly introduced to counseling and advising work, his perspective and way in which he applies that knowledge is abstract in relation to the ongoing activities of an academic counselor.

When describing how he learned to address the unique needs of migrant students, Julian said he relied on his personal experience and pre-professional experiences. He was the first in his family to attend college and he took part in GEAR UP (a college readiness program). Since his parents had never attended college and were not familiar with the college application process, GEAR UP helped him learn how to navigate the journey into college.

Then while in college, Julian worked for two summers with the Inspire Development Centers (previously recognized as the State Migrant Council) that provide early learning Migrant Head Start and Early Childhood Education and Assistance Programs (ECEAP) services to migrant farmworker communities throughout the state. Julian conducted early college readiness outreach presentations in Spanish to the parents of migrant children in ECEAP. As he described, he was “planting seeds” when talking to parents about the value and career possibilities their children could pursue with an education.

CAMP Recruiters

Lucia, at Central State University

Lucia had been serving in the role of CAMP recruiter for less than six months at the time of this study. Prior to becoming the recruiter, Lucia has been working with the CAMP program for two years in a student employee capacity. She was asked to fill in for the recruiter position one week before classes began after a recent hire backed out at the last minute. Lucia described her role in the following way:

“In the fall, I basically set up all the high school visitations, connecting with either counselors or migrant coordinators at specific high school in different regions...doing recruitment presentations to students and telling them how to do it (participate in CAMP). In winter, we get applications submitted from students and I let them know if they’re missing anything. I also make sure they have migrant eligibility to be in CAMP. ”

Lucia demonstrates having a clear idea of the technical functions of a CAMP recruiter. When asked how she learned to do the work of the CAMP recruiter, Lucia said,

“I participated in CAMP during my first year of college here so that helped; it gave me an idea of what to do and I was a student worker with [the program coordinator].”

When describing how she learned to address the unique needs of migrant students, Lucia said she was born in Mexico and raised in a migrant family that eventually settled in the Pacific Northwest. Lucia describes her family as having traditional Mexican values. She grew up doing well in education but had trouble getting permission from her father to move away to attend college. Through the support of the CAMP counselor and her mother, Lucia moved away to the university and pursued a Bachelor’s in Early Childhood Studies. She is currently in her final year of college and working full time as the CAMP recruiter.

Vanessa, at Arco-Iris College

Vanessa has been working as the CAMP program recruiter for two-and-a half years. When asked to describe her role, she describes it in the following way:

“I go out to the local high schools in our recruiting district and talk to them about CAMP ...we talk to parents and encourage them, inform them about the opportunity of CAMP, but I also help them understand how they [parents] can be a support to their students as well.

My parents were supportive but didn't have all the tools. That's part of my perspective that I bring into this job is calming parents down, helping students and parents in doing the necessary steps since the families are such an important part of attending college, so that everyone is on the same page and comfortable. "

Vanessa gave an example of her work as a recruiter and related it to her own past experience with her own parents; this gave her task meaning through her own lived experience. Identifying as Mexican American, Vanessa was raised on a local orchard where her father was employed in agricultural work. Vanessa lived and attended school in a community near Arco-Iris College and continues to have deep ties and relationships throughout the surrounding community.

Vanessa attended a private university earning her Bachelor's degree in Comparative Literature and the History of Ideas. While in college, Vanessa worked part-time tutoring students and developing a corresponding parent outreach program for the university's Alluvial Academy, an academic program serving historically underrepresented middle school youth. As a student employee for her university, Vanessa also worked as a community service learning coordinator where she co-designed a series of teaching and learning curriculums addressing social issues such as homelessness and hunger that corresponded with community service projects done by students. Vanessa decided to apply for the CAMP recruiter position because it aligned with the social issues she was interested in confronting and allowed her to implement her acquired knowledge about college and use her talents to positively affect her local community.

What identities do college access practitioners in this study use to define themselves?

The CAMP practitioners in this study described themselves through multiple unique experiences and identities that shaped their "whole-person." However, CAMP practitioners

identified three specific pre-professional identity orientations (Hsieh, 2015) arising from *personal*, *educational*, and *professional* experiences that particularly shaped their views and understanding of themselves (who they are) and offered a mechanism to relate themselves (with what they bring) to their profession.

All participants, although uniquely socialized by individual experience, shared evidence of having to negotiate their multiple identities to construct meaning within a given context (examples below). The variety of their personal, educational, and professional identities coalesced to bring meaning into their practice when the experiences and knowledge aligned with both the purpose of their role and the “spirit” of the CAMP program.

How have their background experiences (personal, educational, professional) informed their meaning of practice?

The socialization experienced through various professional, educational, and personal experiences and communities has informed their conceptualization of work (the way they think about their practice), has given them knowledge about the various cultures and expectations, and provides the milieu in which they understand their roles and accomplish their tasks.

Personal Experiences

My analysis of the data shows that the personal experiences of CAMP practitioners contribute to their developing professional dispositions that influence their attitudes, values, and beliefs and behaviors towards migrant students, families, colleagues, and the system (institutional structures). First, all participants reported being from similar backgrounds as the students they serve, namely, being familiar with the immigrant experience, either from their own experiences or as the children of parents who immigrated to this society. Throughout the

interviews, participants highlighted having a firsthand understanding and recognition of the immigrant experiences of the migrant students they serve. They too, experienced navigating a different culture, language, identity, poverty, and faced the struggles associated to being the first in their families to attend college. More importantly, they did not have the perception of entitlement and understood the sacrifices being made by migrant families to seek out better economic and educational opportunities in the U.S. For example, Ricardo, a CAMP director with a strong drive to advance educational opportunities for students, emigrated from Peru as an adult and demonstrated a dual frame of reference when he compared his present status to having to leave home at the age of 12 because the village he grew up in offered limited opportunities for educational and social mobility.

Second, the data showed five of the six participants reported being raised in migrant families. They also understood the obstacles and behaviors described by Prewitt-Diaz, Trotter, and Rivera (1990) that are associated with the culture of migrancy that was an important disconnect for most educators in the literature. For example, Cynthia, a program director who grew up picking in the fields with her family, reflected on her own experience during graduate school when she learned migrant students perceive the world differently because they navigate from the unique perspectives of growing up with the migrant experience with its distinct attributes, such as educational inconsistencies as a result of their constant mobility, that differ from the views and experiences of other Latina/o students. Cynthia demonstrated learning about the heterogeneity of migrant Latina/o students in relation to the larger population of Latina/o students, which is important because Latina/o students are often lumped all together as one group.

Lastly, all six practitioners demonstrated having the awareness of cultural norms associated with being Latina/o. All six identified as Latina/o and demonstrated having a sense of *familismo*, a strong commitment to family when describing their personal backgrounds. Also, Lucia describes how she struggled as a student to get permission from her father to move away to attend college because of cultural norms placed upon Latina women. As a CAMP recruiter, Lucia understood the negative ramifications of the cultural reality of *machismo* and described how she uses her experience to help others overcome that barrier.

Educational Experiences

I also discovered that participants' educational experiences facilitated their conceptualizations and interpretations of professional practice. Their educational experiences included their training resulting from their college majors and the student experiences they had as first-generation college students learning how to navigate higher education.

Participants' Field of Study by Degree Level

Participants' Fields of Study by Degree Level			
Participant	Job Role	<i>Bachelor's Degree</i>	<i>Master's Degree</i>
Cynthia	Director	International Studies & Spanish	Education
Ricardo		Psychology	Business Administration
Julian	Counselor	Business Administration	
Gil		Human Development	School Counseling
Vanessa	Recruiter	Comparative Literature & History of Ideas	
Lucia		Human Development	

Table 2: CAMP participants level of education

As shown in Table 2, the participants' college majors informed the nature of their work, whether it aligned with their professional roles or not. For example, Ricardo, a program director, and Julian, an academic counselor, both hold business degrees. Ricardo stated that his MBA supported his role as director because he had to think strategically and systematically as well as

manage people and budgets similar to how a business operates. As Ricardo stated, *“I studied accounting and finance and so I think it's a different thing [than] when you advise students...you have to have an administrator to run effective programs.”* In contrast, Julian’s use of his business degree misaligned conceptually with the skills he associated with his role as a counselor and initially hindered his framing of students: *“Having a business background, I was...seeing students as clients, so if...I'm doing a good job advising...if I'm a good business person, if I'm a good business manager, they're going to keep coming back to me. ...That's how I saw it at first. But it's kind of hard to consider them as clients... because they are, you know, they are students and they're just like any other thing that just varies.”* Julian had to overcome his tendency to see his students as clients who needed to be managed rather than as people who needed counseling.

Conversely, the data showed Gil’s role as an academic counselor was directly supported by his master’s degree in school counseling which he described gave him practical experiences and techniques specifically related to his counseling role, as well as theoretical and technical knowledge to perform his role. This data does not suggest that participants had to have directly correlating fields of study, but rather, an understanding of where, when, and how their educational training fits into their profession. Cynthia, a program director, uses terminology and concepts from her Master’s in Education degree to inform the design of academic services. Lucia, who studied to be a teacher, employs the act of “teaching” students and parents as a CAMP recruiter. Vanessa uses a critical theory lens when describing her experience of being advised by her high school counselor to apply to a state college rather than a private university because of her personal background. Vanessa understood deficit perceptions were often placed on the migrant students she aimed to recruit into CAMP.

Professional Experiences

The study participants frequently referred to their pre-service professional experiences, made up of work experience in roles similar to the jobs they have now and experiences working with the migrant farmworker community or with a similar population that introduced transferable practices and techniques that could be employed in their current work and/or facilitated skill development experiences. The professional experiences of the CAMP practitioners informed their abilities to navigate the systems of higher education. Practitioners drew from professional models they observed in their experiences as professionals, or as pre-professional student apprentices.

Years of Employment with CAMP by Site and Individual Practitioner

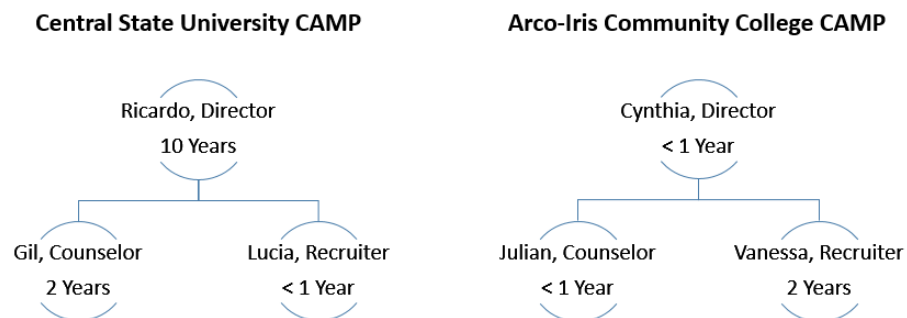


Figure 5: CAMP participants showing hierarchy and experience

Figure 5 shows the years of experience by site and individual practitioner. Whereas years of professional experience are often highly valued in hiring practices, the years of professional experience did not describe the most skilled professional in this role. Instead, it was a combination of the experiences practitioners had in common with their students, along with the relevant pre-service work experience prior to joining CAMP that correlated the strongest with their effectiveness to understand and address the needs of migrant students. Situated learning theory (Lave & Wenger, 1991) posits that expertise for newcomers is gained over time through participation in a community of practice. However, what matters in the professional role as a

CAMP practitioner was their formative socialization and their understanding of the students they served and whether their prior work experience offered relevant and transferable skills to enhance their work.

Summary: How this translates by CAMP Practitioner Role

Directors

With Ricardo's varied personal, educational, and work experiences both directly and peripherally related to his role, he is an excellent example of how the development and negotiation of varied identities provide the requisite knowledge and construction of meaning in the role of CAMP director.

Ricardo's business background provided specific technical knowledge. He directly links the management skills he gained through his master's in business administration with his administrative role as director. He felt these were his strongest professional skills, *"if you would say 'what subject or area are you strong in?' I would say probably budget, managing the money."*

The director's role requires particular administrative skills that differ from the counseling skills he'd developed previously in his roles as CAMP the recruiter and counselor. However, because he previously held these positions, he was well-versed in the technical knowledge necessary to perform his supervisory role with his staff. With his own story as an immigrant who dealt with the educational system and his previous positions working with migrant families, he has developed a wealth and depth of knowledge. He has integrated and adapted all of this knowledge into a decade's worth of on-the-job experience as a CAMP director. According to Lave & Wenger's view of development of practice (1991), Ricardo is an old-timer or "master." Cynthia could be considered a newcomer or "novice." Cynthia's

personal, educational, and professional lived experiences are very different from Ricardo's, however she also leverages her varied experiences (interim program director, college readiness advisor, masters in higher education, growing up in a migrant farm-working family) and acquired knowledge to inform her identity and meaning of practice in her role as a CAMP director.

Whether master or novice, each director brings strengths to their roles, using both identity and lived experience to construct meaning for what they do currently and to interpret their need for further professional development for themselves and their staff.

Counselors

The counselors also had varied experiences. Gil's personal experience deeply informs his current meaning of practice while his educational background in both human development and educational counseling adds to the store of knowledge from which he can draw. He is able to negotiate his identities as Mexican-American farmworker with his identities as Master's level education counselor and former student services counselor to best serve in his current role as CAMP advisor.

Although Julian is a novice in his role, he is learning to negotiate his multiple and intersecting identities as a former college student that was raised in a migrant farmworker family that pursued a bachelor's degree in business administration in combination with his pre-professional experiences working with migrant families to inform the meaning and practice of his current role as an academic advisor. And though his business degree was not directly relevant to his current role as CAMP advisor, his success in attaining it helped him integrate important learning (such as when he recognized the need to differentiate his students from "clients"). This

shows adaptive learning based on the whole of his experiences to provide the necessary meaning in his practice to perform in his role.

Recruiters

Lucia's personal experiences as a Mexican migrant student who participated in the CAMP program were the most direct influence on her process of understanding her role as a CAMP recruiter. She negotiates her identity as an immigrant and migrant student moving who is moving into the role of an educated professional to inform her role as recruiter. Negotiating both identities within her communities of practice is central to Lucia developing her professional identity.

Similarly, Vanessa relies on her identity as a Mexican-American from a family doing agricultural work and her identity developed from her life-long belonging within the same community as her employer. Her pre-professional work experiences focused on social issues with underrepresented youth also inform the meaning she brings to her practice.

Summary

In each case, the variety of life experiences merged to create the identities, motivation, and meaning each person brought to her or his practice. Some degree programs or past professional experiences were more directly relevant to a particular role. However, a common feature among the study participants was the personal experiences of struggling and persisting to obtain higher education despite the realities of the barriers created by poverty and by family structures that did not include higher education but did include experiences of migrant farmworkers (or immigration for work).

Since there are, at present, no professional development trainings specifically focused on developing knowledge for CAMP roles, understanding the differences and commonalities of lived experience and how that informs identity and meaning of practice becomes a relevant tool in understanding how to acquire or impart professional knowledge for each role.

CHAPTER 5: THE LEARNING PROCESS OF CAMP PRACTITIONERS

This chapter presents the findings of surveys, interviews, and observations used to describe the social interactions that inform the learning process for CAMP practitioners in this study. In my analysis, I will elaborate on the central concepts of participation, identity, and practice to explain how learning occurs for study participants.

The objective of this study is to expand what is known about how CAMP college access practitioners develop an understanding of their professional practice that addresses the needs of first year migrant college students. The previous chapter provided an overview of the pre-service socialized knowledge that CAMP practitioners as *institutional agents* entered their roles with as an essential part of who they are, what they believe, and what they believe they can do to address the needs of the migrant students. This chapter will describe the in-service situated learning process of CAMP practitioners as it is socially and cognitively constructed and mediated in their current work context.

The results in this study focus on the different job roles (director, counselor, and recruiter) in the CAMP program; as such, the analysis will highlight differing learning trajectories in different job roles within the program and will be organized to address the following research questions:

What is the situated learning process for CAMP college access practitioners participating in this study?

- From the practitioner's perspective, where do the knowledge and skills to perform their work come from?
- What observable learning opportunities are situated in practice of the roles?
- As a result of their participation in different learning communities, what topics emerge in a particular setting?

Expectations of CAMP Practitioner Roles

In talking with CAMP practitioners about their knowledge and skills, it became clear that the way each individual describes their professional roles differs from the way their roles and duties are defined in their professional job descriptions. This can be for many reasons. First, the job descriptions for all of their institutional CAMP roles as directors, counselors, and recruiters are multifaceted and complex. Unlike most campus educators and student services personnel, CAMP practitioners are not focused on one particular area of student services.

By analyzing their job descriptions and corresponding duties (see Appendix I), it became clear their work varies from recruitment activities that involve bridge programs, conducting outreach and orientation efforts, to developing curriculum for academic enrichment workshops, planning cultural enrichment events, acting as a direct support to advise students personally and academically with financial aid, academic advising, housing, career guidance, leadership development, providing student referrals to services, engaging with parents and also meeting the administrative needs of the institution by serving on campus committees. These are a few of the duties gathered from the job descriptions of CAMP practitioners that they *all* have in common. As one program director put it, “*we’re a wraparound services type of program.*” Her description is useful because it captures the essence of the various complex roles and duties of CAMP practitioners.

Second, while each CAMP practitioner has associated duties to their particular role as a director, counselor, and recruiter, there is no uniformity of corresponding duties across CAMP programs for a director, counselor, and recruiter; each college institution has a unique description for each position that differed from the other colleges. For example, in general, both directors are expected to administer the programs and maintain federal compliance. The counselors are

expected to develop and implement retention services and activities for students. And lastly, the recruiters are expected to identify and recruit eligible migrant students to the program. In addition, each college institution adds corresponding duties that are adapted to their campus. Nor is there uniformity in the listed minimum qualifications on the job descriptions for job roles. For example, one college institution desires the qualification of a master's degree for their director position whereas the other institution does not make a college degree a requirement for the director position. This makes it difficult to define a standard of learning competencies for CAMP practitioners. To bind the common work of CAMP practitioners, I used the framework of Stanton-Salazar's (2011) role of *institutional agents* as a common ground for the nature of their work to empower migrant students.

To further explore this, I asked CAMP practitioners, "Where did you learn how to perform your job?" The response from study participants was insightful for two reasons: first, they were all surprised by the question and stated, "*no one has ever asked me this question.*" Secondly, it became apparent through their responses that the complexity of how they learned their jobs was multifaceted and that narrowing it down would not be simple. The way CAMP practitioners develop an understanding of their roles remains unbounded in the field of college access. What this does imply, however, is the significance of this study to address the process of how CAMP practitioners build an understanding of their roles situated within their environments.

From the practitioner's perspective, where do the knowledge and skills to perform their work come from?

The survey and a corresponding interview were used to gather information about where CAMP practitioners acquired professional development (see Appendices D & E). On the survey,

professional development was defined as the “*acquisition or enhancement of skills and knowledge that assist you to perform your job duties with CAMP.*” The survey results showing the professional development training received by job role are shown in Figure 6.

Training Received by Job Role

BY JOB ROLE						
	Director		Counselor		Recruiter	
	Ricardo	Cynthia	Gil	Julian	Lucia	Vanessa
Years of CAMP Employment	10+	< 1	2	< 1	< 1	2
Training Source	National / State	• HEP/CAMP Association Conference • Office of Migrant Education Trainings (OME) • State Migrant Education (MEP)	• HEP/CAMP Association Conference • Office of Migrant Education Trainings (OME) • National Association of State Directors of Migrant Education Conference (NASDME)	• HEP/CAMP Association Conference • Office of Migrant Education Trainings (OME) • State Migrant Education (MEP)	• HEP/CAMP Association Conference • State Migrant Education (MEP)	• HEP/CAMP Association Conference • State Migrant Education (MEP)
		Institutional	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings
	Other	• Other Sources	• Other Sources	• First Year Experience Conference • Scholarship Training • NCADA	• Other Sources	

Table 3: Survey results of training received by CAMP practitioners

The sources that have provided professional development in the past 12 months identified in the survey by participants fell into three overarching social activity categories:

- (a) Professional development conferences offered by the Migrant Education Program (MEP) and the High School Equivalency Program (HEP)/CAMP Association,

- (b) Campus trainings and from informal communication with campus colleagues, and
- (c) From students, parents, and from the CAMP colleagues they work with.

Situated learning posits that learning takes place in a participation network and it is the learning community (community of practice), or at least those participating, who learn from the shared experience. Based on the survey and interview results of the six practitioners participating in this study, the most significant communities of practice that inform CAMP practitioners are: (a) affiliates from the Migrant Education Program (MEP), (b) colleagues within the institutional campus community, and (c) CAMP co-workers, students and parents. I illustrate this in Figure 7.

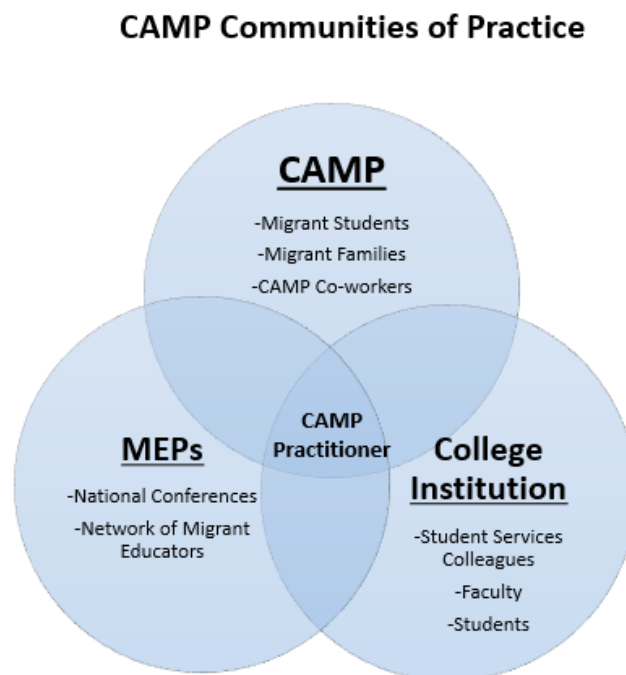


Figure 6: Interactions between CAMP communities of practice and constituents

The three communities of practice identified in Table 7 represent the relationships and blend among learning communities for CAMP practitioners in this study. I will further expand on these findings below to describe the learning experiences and interactions that CAMP

practitioners self-identified as being most helpful to enhance their skills and knowledge to perform their work.

The survey responses showed that the extent of engagement with communities of practice varied for each individual CAMP practitioner. They each engaged at different rates and in different ways within these communities of practice. However, the survey data when combined with interview responses and observations showed that practitioners in similar job roles and/or positions sought out common sources of professional development. For example, during interviews CAMP directors from both college institutions reported social exchanges either by phone or through face-to-face interactions with national and/or statewide CAMP directors who provided mentorship as critical professional development that teaches them how to administer their programs. This makes sense since college institutions do not have many management level personnel who must maintain compliance with federal and state regulations to manage their units. This method of interaction allowed for questions to be asked and “off the record” discussion to occur. Asking for advice on how to problem solve staff issues or institutional problems were examples given by directors for having these off the record discussions. Also, both directors identified statewide migrant education networks as a useful source to learn about the demographics of K-12 migrant students in their state. CAMP counselors were more likely to identify local student services colleagues on their campus as the most useful to inform the nature of their work. And lastly, CAMP recruiters reported state migrant networks, other CAMP recruiters, and institutional level contacts as helpful sources.

All the CAMP practitioners indicated that attending the HEP/CAMP Association Annual Conference, which hosts a national network of CAMP programs, served as a common professional development activity. This annual conference was cited as a form of professional

training that offers the opportunity to exchange ideas about common practices specifically for CAMP programs with CAMP colleagues in similar roles at colleges nationwide.

What observable learning techniques and/or approaches are situated in practice?

When observing the interactions between CAMP practitioners and students, participants demonstrated techniques and behaviors of learning that happened through processes that can be defined as *technical* and *adaptive* ways of learning. To execute and solve the daily problems that arise in their unique work environments, CAMP practitioners cultivated and tailored their own unique understanding and meaning into what was needed to solve a problem.

Technical and Adaptive Learning

A critical aspect of the process of learning is the iterative process of learning across multiple contexts that continuously builds off of previous understanding and skills, resulting in a change in perspective and practice. These practitioners engaged with students numerous times throughout their day tackling different student problems. As Ricardo put it, “*every student is different, I’m always learning new things.*” The data showed technical and adaptive ways of learning for participants. When analyzing the nature of work that CAMP staff perform to retain migrant farmworker students in CAMP during their first year of college, study participants demonstrated two different types of work challenges they encounter that generate learning: technical challenges and adaptive challenges (Heifetz & Linsky, 2002).

According to Heifetz & Linsky, *technical challenges* refer to routine problems that have the specific operating procedures built into their environment to address them. In the case of this study, the practitioners encountered technical challenges when providing student services and instructional support to migrant students. This support or service can be academic (tutoring,

advising), personal (mentoring), or empowering (providing access to information and social capital) to help students navigate their college and career development experience (internships, student leadership opportunities). Most often, the college institution or individual is equipped to either treat the routine problem directly or seek out the appropriate information or resource on campus. Technical work challenges have viable solutions and a knowledge base, source, or an expert within proximity to their environment.

Adaptive challenges on the other hand, do not have evident, readily available solutions or experts with a solution in hand (Heifetz & Linsky, 2002). Rather, adaptive challenges require figuring out what specific changes need to be made and how to incorporate them. Tackling these challenges requires learning the dynamic and complex nature of the work and its substance, and aligning efforts toward the deeper meaning and purpose behind the work.

Keeping the bigger picture in mind is at the center of adaptive work. One example is upholding the intent and *the spirit* of the CAMP program to assist migrant farmworker students and members of their immediate family to ensure the students complete their first academic year of college and to continue in postsecondary education.

Borrowing from the concepts of technical and adaptive challenges developed by Heifetz & Linsky, I discovered that CAMP practitioners undergo a back and forth process of technical and adaptive learning whereby they learn the technical operations, procedures, and policies within their environment (technical learning) and expand that with adaptive learning that encompasses the deeper knowledge required to capture the essence of serving a non-dominant migrant student population on a predominantly white college campus. For this deeper knowledge, the study participants integrated “outside understanding” from their communities of practice (which often included either how they grew up or what they learned at migrant

conferences) to build role-specific practices that best serve migrant students. In the next section I will further describe through the use of vignettes the following observable approaches of practitioner learning: *learning by doing*, *learning through observation*, *learning from trial and error (that is, learning through dialogue)*, *learning from the masters* and *learning by reflecting*.

Learning by Doing: The Legitimate Peripheral Participation Process for Newcomer/Novice and Old-time/Master Practitioners

The CAMP directors provide two examples of *learning by doing*: a relatively new director learning to adapt to the work of a director as a newcomer and an old-timer who has in-depth knowledge and experience of work yet is still learning.

The Newcomer/Novice Director: Entering a Community of Practice

As a first year CAMP director at Arco-Iris Community College, Cynthia was new to her community college campus environment and colleagues. This was Cynthia's first experience in a higher level position as a program director and she had no formal training on how to serve migrant students. In her prior role, Cynthia had observed the work of other directors in different programs and stated, "*I knew I had the capacity to rise to the occasion. [At a previous job] I worked closely with our VP and other directors on campus and felt like I could tackle [a director role] like this.*"

Without prior working knowledge to the director role or the environment, how does Cynthia proceed to orient herself for a job she's never performed? Cynthia's technical understanding of the routine behaviors in her environment came from the people in her immediate context, "*I would have to say right now learning from my staff, learning what*

preceded me, how migrant students and CAMP were perceived on campus, and how past programming happened has been pretty huge.”

Cynthia was able to identify the CAMP staff community of practice she works with as the originating learning community that framed her technical understanding of how the CAMP program has operated in the past. The staff and their shared history, knowledge, and experiences in the program gave Cynthia an understanding of how the program was functioning before she became the director. The technical learning involved learning the past operating behaviors of the systems, procedures, and the associated people involved to carry out CAMP operations.

Cynthia needed this prior technical understanding when tackling a challenge that arose in the program. She was notified that a concerning high number of CAMP students were facing academic probation that quarter and needed to find a remedy to improve academic performance. When trying to identify probable solutions to improve student retention during a staff meeting Cynthia demonstrated moments of adaptive learning. Cynthia notified the staff of the concerning academic probation issue. She shared a programming events calendar that showed the schedule of activities that occurred in the program over the past year. Using this as a tool for a group discussion where the retention counselor, recruiter, and Cynthia discussed how these activities inform student retention, Cynthia gathered information from her staff. This led her to identify that there was a higher focus on cultural enrichment events and a course that taught the students study skills rather than meeting with students individually and providing a safe space for students to voice their academic worries such as failing a class. As a trained academic counselor Cynthia adapted previous knowledge used in her prior role and adapted knowledge she learned from her education degree and built beyond the technical procedures used by CAMP to focus on the development of individual academic plans that addressed the academic needs of students.

Cynthia proposed a shift in how work gets done, “*we need to raise the bar on how we approach things...we need to focus on retention instead of only support services.*”

As a result of learning the past behaviors associated to the program, Cynthia was able to problem-solve with the staff to address the issue of student retention. The exercise both deepened her technical knowledge so that she could better serve the students as it simultaneously reinforced her professional identity as a capable leader to her staff.

The Old-timer/Master’s Learning Continues: A New Peripheral Location in a Community of K-20 Migrant Educators

With over 20 years of professional experience in migrant education and 10 years as CAMP director at Central State University, Ricardo considers himself adept to the work routine. Within his own program, an impending problem Ricardo was trying to solve was the need to better prepare entering students for the rigors of college level courses. A number of migrant high school graduates who began college at Central State University were not academically prepared for their college courses in Math, Science, and English.

At the time of this study, Ricardo spoke of his involvement in a MEP community of practice attempting to align secondary and post-secondary curriculum for migrant students to aid in their transition from high school to college. The learning community involved a series of Migrant Education Program personnel: the state-wide director of the Migrant Education Program, a K-12 academic curriculum specialist, a migrant graduation specialists, a migrant recruiter who identifies and enrolls eligible migrant families into the Migrant Education Program so they can receive education and social services, and collaborating teachers (a high school math teacher, and two college-level Math and English faculty).

An example of adaptive learning as described by Ricardo is as follows,

“I’m working closer with the Migrant Education Program now . . . [and] I’ve learned a lot about data in terms of K-12 student retention, migrant ESL, IEPs and all [those] students services that [don’t] get transferred when the students get here to college; plus the struggles that those students go through in high schools. Also I’ve been part of developing a delivery plan that they have to submit to me . . . we’re trying to do research on the gaps in student learning and they’re looking at studies to create different ways of doing things so they (students) don’t arrive to college already behind. . . I’ve been part of those conversations. I’ve learned a lot from different points of view.”

As Ricardo described, the more he learns about the needs of migrant high school students and how the students are taught and academically performing before they arrive at college, the better he and the CAMP staff can provide the continuation of academic and personal support. In the MEP learning community, Ricardo engaged in a variety of approaches that provided specific information about the migrant students from a number of perspectives. He learned more about the struggles students encounter in high school and shared the struggles migrant students encounter once they get to college. Together the group shared curricular samples of student work to highlight what is being expected of students at different levels of education.

The MEP community of practice is jointly developing a delivery plan to structure a cohesive curriculum that is also being co-developed by the group. This co-participation experience and need for adaptive learning informs Ricardo’s ability to academically transition and better retain migrant college students in CAMP.

Ricardo asserts that after 10 years on the job, his focus is less on learning the technical aspects of his work and more on adapting different pieces of knowledge to improve practices in CAMP. But he understands that in his “new role” as group leader that represents the college

perspectives in the community of practice with his colleagues, he is learning a lot about how to better serve the migrant students in his program. Ricardo was motivated to address the misalignment of high school to college curriculum and the negative impact it has for migrant students who already face structural barriers from the moment they enter college. Therefore, Ricardo exemplifies the iterative process of adaptive learning through the process of combining different perspectives to improve the program practices in CAMP. Through the lens of situated learning, the learning that happens to refine practice is ongoing for both old-timers and newcomers alike.

Observational Learning versus Learning through Dialogue & Conversation

The academic counselors provide examples of learning by observation and learning through dialogue.

Observational Learning

As a newcomer, Julian's first approach to learning how to counsel and advise students was through observational learning as an apprentice. In the process of developing the skillset to counsel and advise students, Julian observed an institutional colleague, Jennifer, an education planner at the Career Guidance Center doing similar advising work at Arco-Iris College. In particular, Julian described how he observed the Jennifer in a teacher role "walking back and forth" to describe the physical behaviors "teachers should use in class." He also picked up on her "use of vocabulary" and the way she "raised her voice and threw in jokes." During an interview, Julian vocally imitated what he had learned by reenacted a conversation he observed Jennifer having with a student, "How is this quarter going?" "Okay," "Are you going to pass your classes?" Julian also reported getting the idea to post a sign-up sheet on his office door to allow

students to schedule themselves for an advising meeting by visually identifying useful tools in Jennifer's office. The act of observing a "master" colleague with more expertise provided Julian access to ideas of how to initially develop his approach to practice as an academic counselor.

Learning through Dialogue & Conversation

Student services practices in higher education aim to address the needs of students. However, not all students have the same needs and require a different approach in the services being provided, especially for underrepresented student populations. Therefore, standardized practices may not address the needs of all students, and instead, benefit those who fit the mainstream criteria for services being provided. For migrant students, the role of family is a form of support that contributes to their retention in college. Getting direct feedback from CAMP students on what works and what doesn't was a form of assessment used by Gil, a retention counselor, to reconsider a standard practice. During my observation of a meeting with CAMP student mentors, Gil demonstrated a learning environment that allowed for dialogue and conversation with students to expand *who* was being mentored.

Gil started the meeting openly asking the students to share their '*gustos*' or likes and dislikes about the student mentoring program in CAMP. Students described a few changes they would like address when it came to mentoring the first-year CAMP students, but they switched the conversation to—the mentoring of migrant parents.

Student 1: *Last year our parents were allowed to stay with us when they came to drop us off at orientation and now they aren't . . .*

Gil: *Parents bring all the family with little kids and lots of times don't want to stay over . . . so we made the change [to not offer housing when parents come to drop of their child on the first day of college.]*

Student 2: *I think it's important to still encourage our parents to stay and learn more about the CAMP program and get to know more about campus, what it's like for us and meet the other staff.*

Student 1: *Talking to the parents really helps parents figure it all out . . . it's also a transition for the parents, not just us . . .*

Gil was in charge of coordinating the student mentoring program. After my observation of the student meeting, during the preceding interview, Gil talked about having his mind trained to focus on the mentoring of first year migrant students; he had not thought of the concept of “mentoring migrant parents.” Central State University had in the past encouraged migrant parents to stay an extra day in past years, but found parents were not capable of staying longer; thus, no longer targeting the “mentoring of parents” during orientation as a way of building family support around students. Gil acknowledged the value and role of educating migrant parents, many of whom are unfamiliar with the college experience, stating “*those three words—transition for parents, yes, it's important. Thanks for bringing this up.*”

This conversation highlighted how at times we can get so caught up in the technical way of performing work that the need for adaptive thinking—and keeping the bigger vision in mind—can get lost in the ongoing development of practice.

Learning from the Masters

The nature of work requires CAMP recruiters to know the cultural norms and pressures faced by the migrant community and the expectations of their college institution. And this knowledge has to coincide with their technical understandings about admissions and financial aid policies and procedures to create an adaptive approach about how low expectations and subtractive schooling affect recruiting efforts.

Growing up migrant and having been a CAMP student in the program where she currently works, Lucia, the CAMP recruiter from CSU, felt she had firsthand experience to inform her work, *“I feel with my experience, that a lot of what students need is just having that unconditional support. Our parents hadn’t gone through this. We are the first ones having to be aware of what is financial aid, how do you apply for financial aid, or even with colleges, knowing where and how do I apply?”* Lucia believed her role was to be the ‘informed college educated parent. Though, Lucia realized that her lived experiences did not provide the technical skills to conduct student recruitment, *“but then I asked myself, ‘wait, I don’t know how to go about this, where to begin, how do I start my presentation.”*

Lucia described that her initial learning process of becoming a college recruiter began through an apprenticeship as a CAMP student employee office assistant working closely with the office coordinator that provided her training on office procedures and technical skills, *“. . . being Marta’s office assistant, I got to work a lot with the Migrant Student Information System (SIS) database and knowing what it is. It’s an actual migrant database for the state. If your parents have worked at one point of their lives out in the field, you are in that database.”* Lucia learned how to use the computerized migrant student database as a result of her student employment experience with CAMP. Lucia also described learning what information was captured on the CAMP admissions application by being in charge of inputting data into the information system. Additionally, she developed knowledge about how applications got processed internally and understood the selection criteria for admissions into CSU CAMP. She used this procedural and technical knowledge to describe the application process during recruitment presentations to potential applicants.

To develop a deeper understanding of the presentation skills and techniques of a CAMP recruiter, Lucia mentioned that she sought out learning from Elisa, the previous CAMP recruiter who had worked in the position and that had extensive knowledge of the corresponding function and duties expected for the role. *“I met up with Elisa and I came prepared with questions: ‘Did you talk about CAMP first, and what are the CSU admissions criteria?’”*

Elisa who had already developed an expertise on how to conduct CAMP recruitment presentations helped Lucia structure her own understanding of what details to share and how to organize the information during a CAMP recruitment presentation, *“You are the one that's going to be presenting. How do you feel comfortable presenting it, and what do you think is important to start off with?”* According to Lucia, just being asked those questions by Elisa got her to think about the information that is important to incorporate into her talk and how should she should organize her presentation.

Elisa performed specific actions that helped Lucia learn the technical knowledge and techniques that are expected of a CAMP recruiter. Lucia reported learning from Elisa when they “role played” a recruitment presentation together,

“She role played [a presentation] by started off with an introduction, and then she did a little preview of the application, and I was thinking, ‘Okay. I know this. You are right. I'm over thinking this.’ I know CAMP enough to talk about it.”

According to Lucia’s depiction of how she was trained, Elisa conducted “mock trails” and asked Lucia to explain her course of action. *“She would quiz me on the CSU admissions [criteria], or CAMP. She would throw me little scenarios ‘...there's this student that approaches you. He has a 4. 0. He's got all these credits done for high school requirements, and now he's eligible through this, but he's not a U.S. citizen or resident. How do you have to go about the*

situation?’ [In response to the question] Obviously, one of the requirements is you have to be a US citizen or a resident. Though her response to that particular case scenario was correct, CAMP is a federally funded program and does not extend eligibility of services to undocumented students, if Elisa felt Lucia was not taking the correct approach to a scenario, Elisa would correct her and assert, "You need to know your stuff." Overall, Lucia felt that Elisa provided her with an idea of situations she was going to encounter on the job.

Lucia also spoke of learning the travel patterns and documentation procedures related to the work of CAMP recruiters that were given to her by Elisa, *“I can even go back and look at her agendas, and be like, ‘she targeted the eastern region first. ’ I have copies of conditional letters, or the acceptance letters sent to students. I have a reference to look back. ”*

Lucia’s deep understanding of the barriers migrant student face only gave her part of the solution to do her job as a recruiter. She was able to learn the technical aspects of her job from the former CAMP recruiter, Elisa. In this case, Lucia’s adaptive knowledge had to be supplemented with the technical understanding of the systemic procedures and structures of the college institution in order for Lucia to be successful in her role as a CAMP recruiter.

Learning through Reflection

Vanessa, the CAMP recruiter for Arco-Iris Community College, learned about how environmental conditions may influence the educational process of migrant students by reflecting on her own experiences working across multiple levels of secondary and post-secondary education. She also understood that each college institution has a unique environment and campus culture and the CAMP services and practitioner roles tend to adapt to the culture and behaviors in their environment, *“I think it would be harder for me to be a CAMP recruiter at a large research university because that community is different, the experiences of growing up in*

that community and the networks. There are shared experiences but then there's also some really valuable information about the community itself and how it sees each other and treats each other."

As a CAMP recruiter at a community college, Vanessa believes her recruiter role focuses less on the college recruitment aspect and more on the academic development of students because community colleges and universities have different college admission criteria and students enter college with different academic needs. Community colleges have an open-door admissions policy that admits all student applicants through a non-competitive criteria for enrollment, whereas universities have selective admissions criteria requirements.

As a recruiter that generally meets students early when they are still in high school and in turn helps them develop college success skills, Vanessa felt strongly that there are very low academic expectations from migrant students and finds that students remain unaware of their full potential. Vanessa spoke about the deficit perceptions placed upon migrant students and shared the following,

"I was recently talking to one of the professors here who teaches a Chicano Studies course. We were talking about students expectations and how we both want to hold our students to high expectations, but it's really hard when certain people in the community, their teachers, their families perhaps, and even the student themselves holds him or herself to a lower standard-one that's easily achievable versus[one] you have to invest more time and energy into."

Migrant students tend to expect less and achieve less as a result of the low academic standards placed upon them. The issue is not a lack of intelligence or educational aspiration, but rather, a lack of early awareness and knowledge about the systems to achieve a higher level of education. As Vanessa described,

“For example, when a student comes in and just wants to get a certificate degree. They’ve heard that a college education will get them further, but they don’t know what they want to do. They don’t know how and they just want to get the next level. They say, ‘I don’t want to have just my high school diploma.’ They choose having some college as the last resort, because they didn’t know how to get in to another institution or they didn’t really start thinking about going to college until May or September—it’s not because they’re not smart, they didn’t know how.

Vanessa identified challenges that may exist within the mindset and actions of guidance counselors and migrant educators at the high school level. Vanessa spoke of challenges she’s faced convincing high school counselors that their migrant students are what she called “*college material*” with the potential of attending college. One example she gave was an occurrence when she visited a local high school and the guidance counselor invited only students they believed had the potential to go on to college to the meeting, yet failed to invite any migrant students because she didn’t believe any of the migrant students at her school wanted to attend college. Another example she gave was when she attended a Migrant Education Program conference full of high school counselors who work directly with migrant students, “*I’ve tried to mingle with people as much as possible. I’ve sat at the table, and been like ‘oh, I thought this might be of interest to you’ trying to share some college information, but they just want to huddle with other counselors versus networking, which is really important to my position.*” Vanessa and other CAMP practitioners involved in this study have shared similar concerns of the low expectations that some high school counselors can have on migrant students that do not allow them to receive early awareness of a college opportunity.

Overall, Vanessa developed an understanding about the culture of social reproduction that is embedded in the lives of migrant students through her participation with community college faculty at her institution and reflecting back to her own experiences with high school guidance counselors.

Summary

Overall, the situated learning process for CAMP college access practitioners participating in this study is firmly based within their communities of practice (professional, personal, educational). Within these communities of practice, each participant exemplified both technical and adaptive learning (by doing, observing, dialoguing, or reflecting) to inform their practice of their jobs. Technical and adaptive learning are critical to performing the roles of director, counselor, and recruiter. While no professional development yet exists for CAMP practitioners, the observations from this study can inform the creation of development opportunities in the future based on kinds of learning that are highlighted in this study.

CHAPTER 6: SUMMARY AND IMPLICATIONS

In this chapter, I summarize the main findings and then discuss what is known about the learning process of college access practitioners in the College Assistance Migrant Program (CAMP) that provide first-year college support to students from migrant farmworker backgrounds on college campuses. I will also revisit the conceptual framework and discuss how, in the case of professional learning, my findings reveal an expanded view of the CAMP practitioner role and processes of learning that are occurring for CAMP practitioners. Finally, I will provide resulting contributions and limitations of this study and make suggestions for future research.

College access programs similar to CAMP and the college access practitioners who work in these programs have the power and agency to provide key forms of student services to non-dominant groups of college students who are marginalized on college campuses. These specialized skills are of particular importance to college access practitioners who work with marginalized student populations that already face structural barriers on college campuses. In this regard, the skills, abilities and actions of college access practitioners critically influence their ability to empower student success and persistence towards completing a college degree. Yet, no established standards or competencies to develop the training and skills to support students exist for college access practitioners. Therefore, this study describes how practitioners build their own professional knowledge and understanding of their roles.

Discussion of the Main Findings

The purpose of this study was to explore how practitioners' backgrounds, as lived experiences, inform their understanding of professional practice. The hope was these analyses would generate insights that could be used to describe the pre-service learning of college access

practitioners who work with marginalized youth and inform future approaches to professional development. I was also interested in examining the in-service processes of social learning that occurs within the daily occurrences of their job. I wanted to discover how the existing knowledge and understanding combine with the interactions these six CAMP practitioners experience on the job to inform their work. To address this, the research questions were:

1. How do the background experiences of CAMP practitioners in this study inform their practice?
 - a. What identities do college access practitioners use to define themselves?
 - b. How have their background experiences (personal, educational, professional) informed their meaning of practice?
2. What is the situated learning process for CAMP practitioners participating in this study?
 - a. From the practitioner's perspective, where do the knowledge and skills to perform their work come from?
 - b. What observable learning opportunities are situated in practice?
 - c. As a result of their participation in different learning communities, what topics emerge in a particular setting?

Using constructs of situated learning theory to highlight social learning occurring in a specific context, this qualitative multi-site case study analytically examined the on the job learning process of the practitioners in CAMP programs at two different college campuses: Arco-Iris College is a small rural community college, and Central State University is a large research university. A single survey, a series of one-on-one interviews, and on-site observations were used to gather data representing the experiences of two directors, two academic counselors, and two recruiters working in CAMP.

Considerations of how the Background Experiences of CAMP Practitioners Inform their Practice

The data analysis indicated that the personal, educational and professional background experiences of the CAMP practitioners informed how they define their roles in CAMP and the development of their professional identity and culturally responsive practice. The unique background experiences of each individual offered insight into who they are, what they believe, and what actions they can do to empower the migrant students they serve in the CAMP program. The participant experiences collected from interviews were coded for the most frequently occurring themes and grouped into the larger categories of: personal, educational, and professional experiences to further describe how practice was informed.

First, the data show that the *personal experiences* of CAMP practitioners significantly contribute to the development of professional dispositions that influence their attitudes, values, beliefs and behaviors towards migrant students, families, colleagues, and the system (institutional structures). All study participants reported having similar backgrounds as the students they serve. In particular, a frequent theme that arose from all six participants was that their own immigrant experience—or their understanding of the immigrant experience as the children of parents who immigrated to this society—informed their attitudes and beliefs about migrant students. CAMP practitioners understood the immigrant student needs resulting from *first generation* struggles of adjusting and having to navigate a new culture, a different language, identity, and poverty, and to face the obstacles associated to being the first in their families to attend college. Overall, these practitioners held positive perceptions of their students' skills and abilities, differing from the deficit perception of migrant students commonly found to exist among educators (Romanowski, 2003).

The CAMP practitioners in this study had the cultural competency of migrant students. For migrant students and their families, there are commonly held beliefs, values, norms, customs, and ways of seeing and interpreting the world known as the *culture of migrancy* (Prewitt-Diaz, Trotter, and Rivera, 1990). Therefore, practitioners used this understanding to identify the gaps that exist between the skills and abilities of students and the expectations and services provided by the college institution.

Five out of the six participants came from migrant farmworker backgrounds and felt socially adept with the cultural norms and lifestyle associated with the migrant experience. As one female CAMP director pointed out, migrant students uniquely differ from the larger population of Latinas/os because the migrant experience is so unique and the students navigate from the migrant perspectives they grew up and were socialized with. The example she provided was that urban Latinas/os are not familiar with “what the fields are like,” building a case that, the migrant lifestyle and understanding about the world revolves around agriculture production in isolated rural areas. This is an important distinction for higher education practitioners to acknowledge, especially in structural and political education systems that combine ethnic groups together and fail to address the distinctive needs and funds of knowledge that exist across groups.

Also, the six practitioners reported having awareness of cultural norms associated with being Latina/o and used this understanding to develop culturally responsive practices to meet the unique needs of students. All identified as Latina/o and reported being raised with the cultural norms commonly upheld in the Latina/o culture. In particular, all six participants understood the significance of *familismo*, the students’ strong commitment to family and made it a common practice of valuing family in the activities and interaction with their migrant students. Another

cultural example provided was their understanding of how *machismo* sometimes hinders college aspirations of young Latinas. A Latina recruiter from this study reported that she talks about this issue in her recruitment presentations to students to offset cultural barriers.

By having similar cultural backgrounds as the students they serve, the CAMP practitioners in this study had the added benefit of cultural competency and in-depth awareness of the needs for migrant students. Therefore, they were able to identify the gap between the support services at the college institution and the needs of migrant students. As the data shows, they viewed these student limitations as areas of disconnect and not deficits in their abilities. To address these gaps, the practitioners in this study demonstrated their abilities to create culturally relevant practices that incorporate the culture of migrant students and validated students' sense of belonging in their college environment. For example, one program developed a bilingual student orientation that catered to the needs of migrant students *and* their families. In this regard, CAMP program practitioners engage in a focus on culture that Villalpando & Solorzano (2005) described as essential for students of color transitioning to college through specialized access programs. Plus, they engage with families in a way that affirms the students' cultures and helps to cultivate parents as helpful allies in the college process rather than as potential obstacles or as passive figures in the development of their children (Tierney & Auerbach, 2005).

A potential professional development model for college access practitioners without the cultural knowledge of the students they serve should be considered. These practitioners must be willing to learn by extensively engaging in the communities of the students they serve and develop an understanding of the lifestyles and cultural assets of these families. This example was demonstrated by Ricardo, the CSU CAMP director who was born in South America and entered his role being unfamiliar with the migrant culture. Ricardo developed a deeper

understanding of the migrant culture by spending time engaging with migrant families in their home and in their work environment. In addition, while engaging within these communities, practitioners must walk away with more than empathy for the community. They must think beyond the meritocratic conception of what it takes to achieve educational success and develop an understanding of the structural and systemic barriers and gaps that prevent college opportunity for students. College access practitioners lacking the essential cultural knowledge may encounter difficulties creating culturally relevant practices, yet, can learn about such practices by engaging with the CAMP learning communities identified in this study.

Second, the participants' *educational experiences* grounded their conceptualizations of their role and interpretations of practice. Their educational experiences included formal educational training from their college majors, and experiences they had as first-generation college students learning how to navigate higher education. The data showed that concepts extracted from participants' educational curriculum and field of study were used to interpret and emphasize particular values in their roles. Also, it provided them a conceptual understanding of how to carry out their work. For example, Ricardo, a program director, and Julian, an academic counselor, both hold business degrees. Ricardo stated that his MBA supported his role as director because he had to think strategically and systematically as well as manage people and budgets. In contrast, Julian's use of his business degree caused a conceptual misalignment by his "*seeing students as clients,*" and he misinterprets the deeper understanding of his role as a counselor "*I'm doing a good job advising...if I'm a good business person, if I'm a good business manager, they're going to keep coming back to me.*" This initially hindered his orientation to his role and the framing of how to work with students as a new employee. With time and experience, he reconceptualized his role and views about students. Conversely, Gil's role as an academic

counselor was directly supported by his master's degree in school counseling, which he described as giving him theoretical and technical knowledge combined with practical experiences and techniques specifically related to his counseling role. Thus, as demonstrated in the data, CAMP practitioners associated their professional identities to their educational experiences. Current hiring practices of college access programs attempt to seek out qualified candidates with similar backgrounds to the student population being served but do not explicitly consider how their educational training influences how they carry out their work. These data do not suggest that participants with correlating fields of study had greater efficacy. Instead, this finding iterates the need to help practitioners develop their own understanding of where, when, and how their educational training fits appropriately into the development of their profession.

The final theme from the background experiences of CAMP practitioners that informs their practice was the use of skills gained through pre-service *professional experiences*. All six CAMP practitioners reported the importance of having previous work experiences in education with migrant farmworker communities or similar population. This was true for those with traditional full-time professional experiences or as a student apprentice trained through student employment opportunities. Practitioners drew transferrable skills from these experiences, such as models of effective practices and techniques, tools, and terminology. For example, "wrap-around services" was used by Cynthia to describe the tailored nature of academic and personal support services offered to migrant students through CAMP. This is important to note because relevant experience provides key transferrable skills for college access practitioners.

Lastly, whereas years of professional experience are often highly valued in hiring practices, the years of professional experience did not describe the most skilled professional in this role. Instead, it was a combination of the experiences practitioners had in common with their

students, along with the relevant work experience that correlated the strongest with their effectiveness to understand and address the needs of migrant students. Situated learning theory (Lave & Wenger, 1991) posits that expertise for newcomers is gained over time through participation in a community of practice. However, what matters in this profession was their socialization and their understanding of the students they served and whether their prior work experience offered relevant and transferable skills to enhance their work.

Enriching CAMP Practitioner Knowledge and Skills through Communities of Practice

The survey results, interviews, and observations showed that CAMP practitioners participated in three primary social activities that led to learning occurrences: (a) *professional development conferences* offered by the Migrant Education Program (MEP) and the HEP/CAMP Association, (b) *campus trainings* and informal communication with institutional colleagues, and (c) *direct communication and dialogue* with migrant students, parents, and a network of national and local CAMP colleagues. The most significant communities of practice that inform CAMP practitioners were formal and informal learning communities through (a) affiliates from the Migrant Education Program, (b) colleagues within the institutional campus community, and (c) CAMP co-workers, students, and parents.

CAMP Communities of Practice

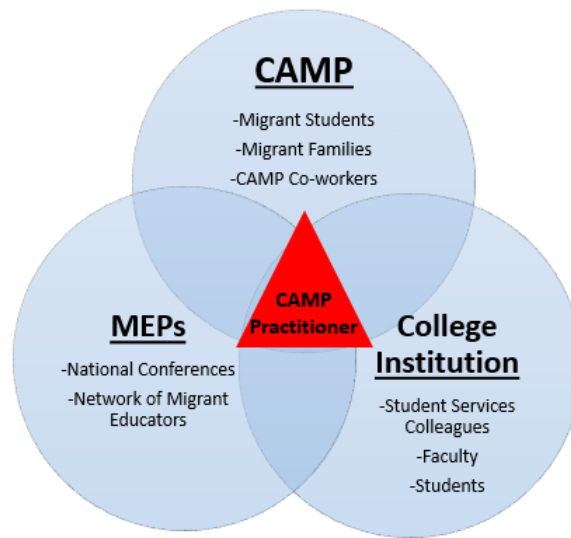


Figure 7: Enhanced view of interactions between communities of practice in CAMP

Figure 7 above shows a Venn diagram with the CAMP practitioner at the center of working relationships with MEP, CAMP and the college institution and the subgroups that make up these distinctive communities of practice. This diagram with the enhanced view of interactions between the communities of practice of CAMP and the CAMP practitioner highlights the cross-referencing and cross-pollination of knowledge that is enriched as a result of the multiple perspectives being introduced.

Each role (director, academic counselor, and recruiter) has distinctive professional duties and expectations, and each practitioner brought with them a vast variation of preexisting professional knowledge and lived experiences that informed their learning. The nature and quality of their participation with each community of practice varied by individual. In describing the learning opportunities, I found commonly sought out sources of interaction based on job role. For example, the interviews revealed that CAMP directors were more likely than counselors or recruiters to identify other national and/or statewide CAMP directors as helpful mentors, as well

as learn from their own immediate CAMP staff and students. CAMP counselors were more likely than directors and recruiters to identify institutional/campus colleagues as essential to learning about their work. In particular, they learned from colleagues such as academic advisors, financial aid and career guidance counselors doing similar work at their institution. They also learned from CAMP student alumni who served as student mentors that could speak of their experiences navigating the college. And lastly, CAMP recruiters reported state migrant education contacts, other CAMP recruiters in the state, and college institution personnel who aspired to work with the migrant student populations as helpful sources to learn from as well.

Learning Approaches Situated in Practice

CAMP practitioners undergo a back and forth process of technical and adaptive learning whereby they learn the technical operations, procedures, and policies within their environment (i.e. technical learning) and then expand that understanding with adaptive learning that encompasses the deeper knowledge required to capture the essence of serving a non-dominant migrant student population on a predominantly white college campus. This was evident in their ability to creatively develop culturally responsive practices for migrant students. For this deeper knowledge, the study participants integrated *outside understanding* from their communities of practices, which included socialized knowledge from where they grew up or learning acquired at a migrant conference to build culturally relevant practices that best serve migrant students.

CAMP practitioners demonstrated five observable learning approaches: *learning by doing*, *learning by observing*, *learning from mistakes*, *learning from the masters* and *learning through reflection*. CAMP practitioner experienced all five learning approaches during the time I observed them. In this sense, “learning is an aspect of all activity and can be particular or abstract” (Lave & Wegner, p. 38).

Construction of learning resulting from their social interactions

Ultimately, the data revealed that the most extensive form of learning involved dialogue and conversation in the different communities of practice that went beyond a one-way delivery of ideas and information (i.e., workshops where information is presented but no group interactions). Facilitated trainings where practitioners had the ability to exchange ideas, ask questions, and challenge different views resulted in the most extensive building of new meaning and ways of understanding. In this sense, learning is mediated by the difference in perspectives among individuals that allowed for an exchange of ideas and the deconstruction of views, opinions, and beliefs where information is presented and social interaction is involved. Effective group training techniques found in the data were small group activities with discussion, the use of case scenarios used in group activity, and posing questions that encourage personal reflection in a group format. This finding encourages more reflective approaches such as these to be considered when training college access professionals.

Interpretation of Findings

Redefining the Learning Process and Roles of CAMP Practitioners

This research highlights the learning processes of CAMP practitioners by connecting their individual background experiences and how learning occurs in their roles working as college educators in addition to acting as institutional agents for the migrant students. Previous researchers have referred to CAMP practitioners in the migrant education literature as *advocates* (Gibson & Bejinez, 2002, Salinas & Reyes, 2004; Reyes, 2009) and as *institutional agents* (Reyes, 2009; Diaz, 2010), claiming the way CAMP practitioners operate is to empower migrant students within the power structures of education intuitions. CAMP practitioners have multifaceted roles and face multiple pressures as *institutional agents* (see Figure 1) that aim to

empower a marginalized community of migrant students on college campuses. As they participate in different communities of practice (see Figure 7) their evolving roles within each community of practice requires them to continuously integrate new layers of information into their shifting identities and development of practice. Thus, signaling the need to further clarify the roles and professional skills of CAMP practitioners.

The intersecting skills and abilities of CAMP practitioners as college educators, advocates, and institutional agents required social engagement with communities of practice that provided specialized knowledge. For CAMP practitioners, the values, social norms, and behaviors vary across different communities of practice. Therefore, their learning trajectories vary. This study established three intersecting communities of practice with whom CAMP practitioners most commonly engage: the Department of Education, Office of Migrant Education's network of Migrant Education Programs (MEPs); the network of colleagues they engage with at their college institutions; and lastly, the students, parents, co-workers and national network of colleagues in CAMP (see Figure 7). Each learning community has its own mission and its own expectations of the purposes, functions, and skills required of CAMP practitioners. The following section addresses the perspectives from each learning community that provided a unique understanding of the types of support to provide migrant students.

The Migrant Education Program (MEP) served as a learning community for CAMP practitioners that builds their knowledge and skills as *advocates*. Being that CAMP is a federally sponsored program, CAMP practitioners face unique pressures of accountability to satisfy the Department of Education, Office of Migrant Education federal guidelines and grant requirements to identify, recruit, and academically support a defined number of migrant college students in

their programs. Each CAMP director, counselor, and recruiter stated this sense of duty in their verbal descriptions of their role.

CAMP practitioners have access to migrant education networks and training conferences offered by the Office of Migrant Education that also serve as learning communities. For example, all six CAMP practitioners identified the HEP/CAMP Association National Conference as a source for professional development they receive annually. CAMP practitioners reported acquiring culturally relevant knowledge and practices from the association by knowledgeable practitioners in the MEP & HEP/CAMP Association learning community. MEP has a specific focus and mission to advance the educational practices used with migrant students, which is not a central focus for college campuses that provide general practices for *all* students. Therefore, through the MEP and HEP/CAMP Association community of practice, CAMP practitioners are better able to develop their identity and practice as advocates and institutional agents through the knowledge, skills, and culturally relevant practices they learn in these communities. It is important to note that their ability to act or transfer those values may not align with the traditional institutional practices on college campuses that primarily serve the white dominant social class. For example, CSU's annual bilingual new student orientation has been challenged in past years because it targets a specific group of Spanish-speaking students and parents. This event presumably excludes those who do not speak Spanish and will not benefit from the activity and sets a precedence to tailor student orientations to other non-traditional student populations and speakers of other languages. These efforts exceed the desired economic investment from the college institution.

The college institution where the CAMP program is situated is also a learning community for CAMP practitioners and builds their knowledge and skills as supplemental *educators* that

extend college access to students by bridging the knowledge gap between the students and the institution. As members of the institutional community, the function of CAMP practitioners on campus are as student support services personnel with their role being retention specialists in a retention program. As organizations, college institutions maintain general student services. CAMP practitioners develop social capital with campus personnel to receive institutional capital in the form of formal and informal knowledge and training of the institution's behaviors, norms, and values from those in similar roles. Such observation and social interaction provide CAMP practitioners key institutional knowledge that can be transmitted to help migrant students successfully navigate the college environment. Learning technical procedures and information such as the admissions procedures to admit a student into the institution and course requirements for different majors are examples provided by CAMP practitioners.

The Multiple Roles of CAMP Practitioners as Institutional Agents

The intersecting skills and abilities of CAMP practitioners as *college educators*, *advocates*, and *institutional agents* have been shaped by social and contextual influences as well as their individual agency to act in the best interest of the students.

When it came to the development of practice, these six individuals exercised their agency to think and act despite the impetus of using standardized institution practices demonstrating the skills of technical and adaptive learning. These individuals modified institutional practices such as a mainstream new student orientation and adapted the event into a *bilingual* orientation with relevant content that worked for the students and their families. CAMP practitioners were able to look beyond institutional views and act upon their own motivation; to uphold the higher values of advancing the migrant farmworker struggle in society through education. However, it is also

important to recognize that the local context has the ability to limit agency by shaping access to what gets learned. For example, as was demonstrated throughout the findings with CSU and Arco-Iris Community College, college access practitioners at a larger university may have access to additional resources and a variety of knowledgeable practitioners and practices than those at a small rural community college.

Practitioners' roles, what they learn, how they build their practices, and their motivations are informed by their background experiences combined with their day-to-day interactions which incorporates a non-deterministic views of identity. This indicates a constant negotiation of their identities that occurs between assigned identities—the roles and practices as defined by the institution and self-defined identities—the roles and practices they choose to act upon through their own motivations. Within the institution, their assigned titles and roles narrow their scope of responsibilities, such as director, counselor, and recruiter. As this study demonstrated even further, practitioners act in accordance to their roles as institutional agents and must continuously negotiate their identity between their assigned roles and their self-defined roles in relation to the corresponding community of practice.

Looking at the process of learning and the multiple roles of CAMP practitioners has changed the way I conceptualize the way CAMP practitioners develop their practices. First, CAMP practitioners learned about their work by participating in different networks that offer special concentrations and opportunities for learning. More than half of the participants in this study expanded their experiences and knowledge of their roles by engaging with seasoned professionals who offered new meaning and interpretation of their practices. Lave and Wenger (1991) refer to this as the legitimate peripheral participation process whereby learners participate in communities of practitioners that have a mastery of knowledge and skills, allowing

newcomers to shift their perspectives and location to ultimately become full members of the community (p. 29).

Summary

Practitioner Framework of the Development of Identity and Practice through Participation in CAMP Communities of Practice

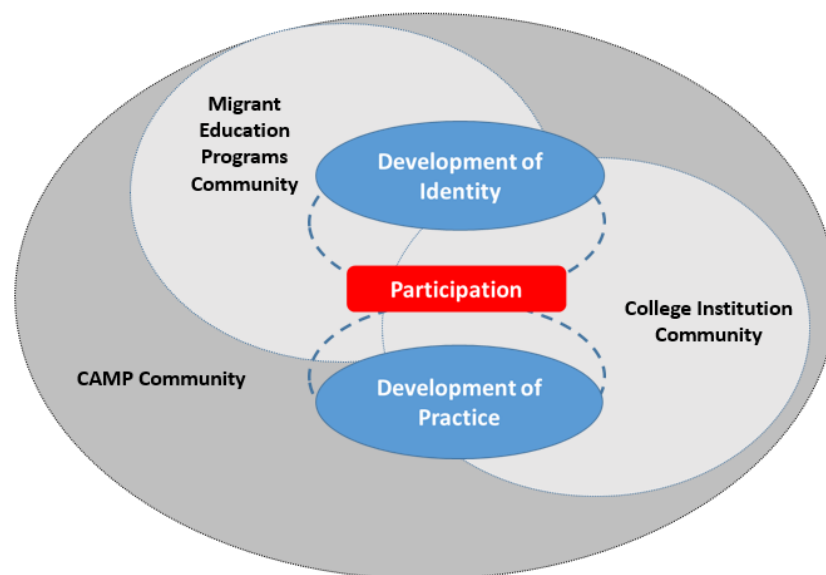


Figure 8: Development of Identity and Practice through Participation in CAMP Communities of Practice

As shown in Figure 8, this study found that the communities of practice that CAMP practitioners participated with informed the development of their identity. This occurs because new meaning is built within those communities of practice where learning occurs as a result of dialogue and the exchange of ideas, and continuously develops practitioners' own understanding of their own identity. The new information was filtered through their own background

experiences, personal views and beliefs, and understandings inherent within the field of practitioners. It is important to recognize, the choice to utilize new information got considered within the context of their own personal motivation, purpose, and vision for their work. The development of practitioners' identities resulting from their participation with communities of practice in turn informs their overall development of practice. In other words, who they are, what they believe, and their access to select information does in fact inform their approach to practice . All six practitioners understood the migrant farm worker struggle. Additionally, they understood the inequalities and gaps that exist in their institutional structures, society and the power dynamics in education. Uniquely this framework considers how CAMP practitioners build upon their own understandings of power dynamics and use that information to empower migrant students.

The Learning Process and Outcomes of What They Learn

A prevalent aspect that emerged in the data was the distinction between practitioners' learning of *skills* and learning about *processes*. Throughout the interviews all six CAMP practitioners identified participatory networks that imparted knowledge of skills; technical skills and adaptive skills that gave them techniques to better serve migrant students with culturally responsive approaches. When analyzing the data from practitioners, all six practitioners identified "*structural dynamics*" and "*structural barriers*" that existed in campus policies, institutional practice that negatively impacted migrant students. The use of terminology such as "structural racism" however, only one practitioner understood the "*conflicting values of privilege that exist between the college and CAMP services.*" What was not apparent in the data was how any of their social networks imparted knowledge of the *processes* that maintain institutional racism and how to identify and dismantle those processes in different contexts. As highlighted by

Hurtado, Milem, Clayton-Pedersen, and Allen, (1999) there does exist a conflicting dichotomy in the cultures and learning environments on college campuses that under privilege ethnically diverse student populations.

Acculturation versus Bicultural Student Development

As demonstrated in this study, the learning trajectories of CAMP practitioners does influence the outcome of what they learn and put into practice. Therefore, it is important for college access practitioners to engage with communities of practice that value the cultural differences and needs of the specialized student population being served but also teach about the concept Lisa Delpit (1988) calls the “*culture of power*.” Delpit describes the “culture of power” as codes or rules that exist in linguistic forms, communication strategies and the presentation of self that reinforce the codes or rules of the dominant culture; that is: ways of talking, ways of writing, ways of dressing and ways of interacting. Without having an explicit understanding and awareness of the implied social reproduction of dominant rules in educational structures, CAMP practitioners risk being told the rules that maintain and reproduce dominant views and lacking the understanding of how those rules exist to maintain dominance over non-dominant groups like migrant students.

Being aware of the unjust and discriminatory behaviors towards ethnically, racially, and socioeconomically disadvantaged students in structures of education, and understanding one’s own positionality, is essential for college access practitioners to comprehend. For those who do not take these distinctions into account, the content they teach and the student services practices they unconsciously use could translate— passively—into acculturating students and letting go of their cultural identities and norms. For example, asking students to dress in a suit and tie and eat

with a fork in casual setting in order to fit in when most students' cultures do not represent such behavior in formal settings. These assimilation/acculturation models are contingent on the historically underrepresented minority group becoming incorporated into the life of the majority group. Instead, Rendon, Jalomo and Nora (2005) suggest frameworks for Latino students that include biculturation and dual socialization to reinforce the benefits of bicultural skills in the distinctive and shared values and norms from two cultures as a way of accommodating culturally diverse students.

Contributions

This study extends the existing college access research on social support networks (Tierney & Auerbach, 2005; Tierney, Corwin & Colyar, 2005) and programmatic elements (Villalpando and Solorzano, 2005; Gandara & Bial, 2001) found in college access programs to now include the element of practitioner learning in college access programs. In particular, this study expands the existing field of practitioner research on the actions and responses of migrant educators (Salinas & Reyes, 2004) and social capital dynamics of *institutional agents* in CAMP (Reyes, 2009) to now include knowledge of how CAMP practitioner learning occurs and the reconceptualization of their professional roles.

This study can be an asset to the Department of Education, Office of Migrant Education, CAMP directors, directors of other college access programs that serve underrepresented student populations, and principal agents of federal college access grants by providing case-based evidence about the dynamics of the learning process of college access practitioners, hiring and career development techniques, and offering a frame of reference for how social learning occurs internally and externally for college access practitioners. This study can:

1. Educate and inform hiring officials in the bold decision of recruiting and hiring based on how the background experiences of college access practitioners informs the preconceived beliefs, meaning and purpose of their role.
2. Encourage the use of training activities that go beyond listening in lecture style workshops and require dialogue and conversation that further deconstruct and/or expand preexisting beliefs, knowledge, etc.
3. Educate colleges and universities about the significance of culturally relevant communities of practice known to inform the critical lens of college access practitioners and encourage intentional participation efforts; particularly among those who work with historically underserved and marginalized populations.
4. Encourage colleges and universities to view the transformative strength and power of college access programs and learn from them to incorporate more culturally relevant practices for marginalized student populations.

Limitations

There are limitations to this study that should be acknowledged. First, my sample size for the multi-site, qualitative case study consisted of only six CAMP practitioners. Given my interest in studying the learning process of CAMP practitioners, a higher number of study participants would increasingly substantiate the validity of my findings.

Second, the sampling procedures privilege the single perspective of Latinos/as. I used six CAMP practitioners that all self-identified as Latino/a, and the majority of practitioners came from migrant farmworker backgrounds. This is not representative of the national population of CAMP practitioners and it is not always the case that college access practitioners share the life

experiences of the student population they serve. Given the ability for college access practitioners to empower students through their actions, it is equally as important to consider the learning perspectives of non-Latino and white dominant groups that may not have natural affiliations with communities of color, and diverse communities of practice that may enrich social justice perspectives. This study was limited in critical race theory perspectives. In particular, this study would benefit from examining the impact of colorblind ideologies that ignore racial differences rooted in the student services and are learned by CAMP and other college access practitioners.

Third, the self-reported communities of practice identified as learning communities by the six CAMP participants are limited to the learning environments pertaining to their physical work environment only, and exclude any outside of school factors, such as affiliations with social organizations (non-profit, civic and political organizations, churches, sports teams, book clubs, etc.) that may influence professional learning.

The survey used presented categorical responses to survey questions that only asked about communities of practice that pertained to their professional affiliations and did not ask about out of school factors. I believe this limited exploring communities of practice that relate to people's personal interests and affiliations beyond the physical college environment.

Lastly, although the appropriate individuals were selected for this study, the study sites selected (a large research university and a small community college) posed challenges when it came to doing a comparable cross-analysis and generalized claim of learning occurring for practitioners in each environment. There were differences in the profile of students each institution served and in the resources available in the environment, posing a difference in the structure and agency to forms of knowledge available to CAMP practitioners in this study. The

qualifications of students differed at the large research university that had a selective admissions policy when compared to the open door admissions policy and qualifications of community college students.

Each CAMP program site required practitioners to have a different set of skills relative to the characteristics and abilities of the student population they serve. The large research university had many more resources and student services available compared to the community college. This meant that the CAMP practitioners at the research university had an increased number of immediate participatory networks available to them and more enriched learning opportunities existent in their environment. Additionally, the CAMP practitioners at the university had more support available on their campus to address the needs of their students. The community college CAMP practitioners were able to participate with networks available in their environment and had to work harder to get access to professional development resources beyond what was available on their campus. I found that there were differences in the bounded opportunities and motivation for learning. Consequently, the purposive sampling procedure used decreased the generalizable claims of how learning occurs across sites in my study.

Future Research Directions

This study speaks primarily to research in the college access practitioner field and expands existing research on college access programs focusing on the factors that make programs effective at supporting the unique needs of minority students to enroll and persist in higher education. As described in Chapter 2, scholars of college access literature have identified typological categories (Gandara & Bial, 2001; Swail & Perna, 2002) and key attributes that make college access programs effective (Conley, 2005; Gandara & Bial, 2001; Swail, 2001; Tierney et al., 2005). To add to this line of research of what makes programs effective, this particular study

has situated the relational significance and value college access practitioners as institutional agents have when serving marginalized student populations. In addition, this study expands the field by narrowly identifying key aspects of the formal and informal learning process of college access practitioners and contributes to the theoretical foundations of how we prepare our college readiness workforce (Savitz-Romer, 2012). This study has uniquely brought together a focus on the existing literature of Latino/a and migrant farmworker students and builds upon existing theoretical consideration of interpersonal relationships in education (Valenzuela, 2010) as well as bicultural student development (Rendon, Jalomo, & Nora, 2000) that are key aspects of learning for college access practitioners who work particularly with migrant farmworker students.

There are a number of future research opportunities resulting from this study:

1. Scholars should continue to use theories of situated learning in concert with critical race theory perspectives in qualitative designs to explore how and why formal and informal social activity may influence unconscious adherence to dominant views in student development practices at predominantly white college institutions. By doing so, practitioners can become better aware of the unrecognizable actions that assimilate students and build upon bicultural student development models.
2. Future studies should test the learning hypothesis identified in this study. In particular, a future mixed methods study that is longer in length of time, with a higher number of participants, across a larger number of sites, with a greater range of observational perspective could expand on the significance of the communities of practice identified. This type of study could evaluate the process of technical and adaptive learning that occurs and go into greater depth regarding how knowledge gets constructed and what

gets learned; resulting in the identification of effective models and practices to train future college access practitioners.

3. Future research should be done on the variances of CAMP program implementation and design at community colleges and universities to inform and offer different topics of professional development available for different institution types.
4. Future studies could also develop a Practitioner Needs Assessment Tool to gather data on the needs of the practitioners and the tools available in their environment to address their learning needs, identify knowledge gaps, and expand the social learning networks available to them. This type of study should include literature from the workforce development literature that addresses training through skills sets.

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Appendices

APPENDIX A: Matrix - Correlating All the Data by Research Task Description and Data Source

DATA SEQUENCE	DATA SOURCE #	DATA CATEGORY	RESEARCH TASK DESCRIPTION	APPENDIX Code
PHASE I	Data #1	Introduction	-Introduce myself -Describe scope of research study -Review of data collection process so they know what to expect -Ask if they are willing to participate and fill out consent forms	None
PHASE II:	Data #2	Survey to Participants	-Nature of professional development (range of PD)	D
	Data #3	Interview 1: Background Information	-Gather background knowledge of job role—roles, duties, etc -Professional background and training -Qualitative interview to get qualitative information about survey responses	E
PHASE III:	Data #4	Observation 2: Structured Social Activity	-Observe each participant in a PD workshop in structured setting (out of natural context) -Looking at the following descriptors: workshop type, characteristics, topics covered, relation to others- who do they associate with and what is the nature of the relationship, nature of professional conversations, form of engagement in workshop, did they ask questions. -1 workshop per participant	E-1
PHASE IV:	Data #5	Interview 2: Reflection of Social Activity Observation	Reflect on NASDME -What did they attend and why? -What do they think they learned? -What do they think informed their learning? -What do they think informed their participation in the workshop/learning process (LLP/COP)? -What did they find helpful? Helped them learn more about the topic? What kind of questions did they ask and why? -Who were they around and why? -Did they approach an action (practice) a certain way and if so, why? -What do they think informed their approach?	F-1

Phase V	Data #6	Observation 3: Unstructured Situating Activity Observation	-Observe each participant in their natural setting performing typical duties and capture educational occurrences (processes of learning) -8-14 hours of observation per participant	F-2
	Data #7	Interview 3: Unstructured Situating Activity Interview	Reflect on Unstructured Situated Observation -What did they do that seemed like a learning occurrence? (Was it for them?) -What event/experiences did they attend/experience during their day and why? -What do they think they learned? -What do they think informed their learning? -What do they think informed their participation in the workshop/learning process (LLP/COP)? -What did they find helpful? Helped them learn more about the topic? What kind of questions did they ask and why? -Who were they around and why? -Did they approach an action (practice) a certain way and if so, why? -What do they think informed their approach?	E-2
Phase VI	Data #8	Document Review-Job Descriptions		H

APPENDIX B: Recruitment/Invitation Materials

[Email] Invitation to CAMP Practitioners: Director, Advisor, Recruiter

Dear [CAMP Practitioner],

I am writing to request your participation in a qualitative research study exploring your learning process corresponding to the professional duties you perform with the CAMP program.

The purpose of this research study is to explore how CAMP staff develop professional understanding of their practice in relation to their different participatory social networks and with consideration to the way each individual identifies themselves: who they believe themselves to be and what they can do to support migrant students.

In particular, my research will investigate the varied social networks you engage with that may contribute to your understanding of the primary roles and actions you perform with CAMP. In addition, this study will ask you about your personal background, identity and lived experiences to investigate if any of those experiences may have contributed to your understanding of the duties and actions you perform in your give role as the [CAMP director, outreach specialist/recruiter, and academic advisor/counselor].

I am undertaking this research study as part of my doctoral studies at the University of Washington, College of Education. As a researcher, I will take steps to ensure this study is not intrusive for you, your students or regular program operations in any way. This study is in no way an attempt to evaluate the achievable outcomes of CAMP nor the professional qualifications of you or other staff involved in this study. Your decision to participate in this study will in no way risk your status of employment.

Thank you for considering this opportunity. If you are interested in participating in this study, please let me know by responding to this email and I would be happy to discuss further study details with you. To avoid the possibility of coercion, your CAMP colleagues will not be notified of your decision to opt-out of participating in this study.

Should you have any questions or concerns, please feel free to contact me by phone (509) 760-7803 or via email at gaeta@uw.edu

Sincerely,

Cristina Gaeta
Doctoral Candidate, College of Education,
University of Washington

Appendix C: Summary of Research & Consent Form
Participant Consent Form: CAMP Director, Advisor & Recruiter

Researching Situated learning as the Participation, Identity, and
Practice of College Access Practitioners:

A Case Study of the College Assistance Migrant Program

Investigator: Cristina Gaeta

College of Education

Educational Leadership & Policy Studies

gaeta@uw.edu, msgaeta@gmail.com

Phone: 509-760-7803

Faculty Advisor: Dr. Manka Varghese

mankav@uw.edu (206)221-4796

Investigator's Statement

The purpose of this consent form is to give you all the information you will need to help you decide whether or not to be in the study.

Purpose of the Study

The purpose of this study is to investigate the professional learning process of those who work directly with migrant students as college access practitioners in the College Assistance Migrant Program (CAMP).

By considering the participatory behaviors and identities of CAMP practitioners, this study will explore how CAMP staff develop their professional understanding of practice in relation to their different social networks and with consideration to the way each individual identifies themselves: who they believe themselves to be and what they can do to support migrant students.

This study will contribute to the existing information on CAMP college access practitioners working with students from migrant farmworker backgrounds by highlighting where opportunities for learning occur across different context that extend beyond the local their institution.

Procedures

The procedures involved to participate in this study include a combination of three interviews, two observations, and one short survey. The total estimated time asked of you in order to participate in this study is 12-19 hours of your time. The breakdown of procedure and allocated time is as follows: The first interview is the longest (90-minutes) and will gather background information about you and your professional activities. The short 15-minute survey will ask you close-ended questions about your professional social network and training. Two separate observations will occur. The first observations will occur at the National Migrant Education Conference (NASDME) where I will observe you for 90-minutes during one general session of your choice to observe your participatory behaviors in a structured situated learning environment. The second observation will occur in your traditional workplace setting to allow me to observe unstructured and non-facilitated situated learning occurrences for 7-14 hours that may occur as you conduct your traditional day-to-day activities. Each observation will be followed by an in-person interview that will take less than an hour of your time.

RISKS, STRESS, OR DISCOMFORT

Some people feel that providing information for research is an invasion of privacy. Some people feel self-conscious when notes are taken or interviews are recorded. With your permission, I would like to audio tape your interview so that I can have an accurate record of our conversation. Within three months of the interview, I will create a written transcript of the conversation that will identify you by a pseudonym only, and then I will destroy the original recording, leaving only the coded transcript of the interview. The recording will be kept in a locked secure location. A breach in confidentiality is possible. No system for protecting confidentiality is completely secure and the information obtained from subjects (e.g. recordings) could be inadvertently accessed or seen by someone other than myself. If you would like a copy of the interview transcript, I will gladly provide you with one upon request.

BENEFITS OF THE STUDY

Research participants in this study will not directly benefit from participation in this research. The larger benefits of this study may inform the process and procedures used to professionally train college access practitioners in higher education settings who work with historically underrepresented and/or marginalized students.

OTHER INFORMATION

Taking part in this study is voluntary. You can stop at any time. You may refuse to participate and you are free to withdraw from this study at any time without any penalty or loss of benefits to which you are otherwise entitled. Information about you will remain confidential. If the results of this study are published or presented, I will not use your name, or any other identifying information. At any point during your participation, should you feel mental distress and need access to mental health services, you may contact the University of Washington Crisis Clinic open 24-hours at 206-461-3222. If you have any questions about this research study, please contact me, Cristina Gaeta at the telephone number or email listed at the top of this form. If you have any questions about your rights as a research subject, please contact the University of Washington Human Subjects Division at: 206-543-0098 or hsdinfo@uw.edu.

X

/ /

Signature of investigator

Date

Participant's statement

I am voluntarily consenting to participate in this research study. This research has been explained to me. I have had a chance to ask questions. If I have questions about the research at any time, I can ask the investigator listed above. I will be provided with a copy of this consent form for my records. I give permission for this researcher to audiotape my interview.

If you have any questions about your rights as a research subject, please contact the University of Washington Human Subjects Division at: 206-543-0098 or hsdinfo@uw.edu.

X

/ /

Signature of participant

Date

Appendix D: Survey to Participants

SURVEY TO PARTICIPANTS: PROFESSIONAL DEVELOPMENT PROTOCOL FOR INTERVIEW WITH PROGRAM DIRECTORS, ADVISORS & RECRUITERS

PROFESSIONAL DEVELOPMENT SURVEY

Hello, my name is Cristina Gaeta. I am a former College Assistance Migrant Program (CAMP) director from Washington State and a current doctoral student at the University of Washington studying the professional training of CAMP directors, advisors, and recruiters or those whose job requirements are specifically to identify, recruit, and retain migrant and seasonal farmworker students during their first year of college. Please take a moment to share the extent of professional development you have received up to this point that assists you with your current professional duties with CAMP.

The information received on this questionnaire will remain anonymous and will aid in the study of CAMP professional development.

1. What job title/role do you most identify with:

- ☐ Director/Program Manager
- ☐ Academic Advisor/Counselor/Retention Specialist
- ☐ Outreach Specialist/Recruiter
- ☐ Other _____

Section I. Professional development

***Professional development* is defined as the acquisition or enhancement of skills and knowledge that assist you to perform your expected job duties with CAMP.**

2. From which of the following sources have you received professional development in the past 12 months?

(Please check all that apply.)

- ☐ From the national HEP/CAMP Association.
- ☐ From the national Office of Migrant Education (OME).
- ☐ From the national Migrant Education Program (NASDME)
- ☐ From my local statewide Migrant Education Program (MEP)
- ☐ From the CAMP program I currently work with
- ☐ From my local college or university
- ☐ From K-12 school districts
- ☐ From other sources not mentioned above

☐ I have not received professional development opportunities

3. When you attend ***national*** professional development trainings (HEP/CAMP Association, OME, NADSME), what track do you *mostly* attend?

Those topics that pertain to: *(Please check mark one option.)*

- ☐ Recruitment/Identification
- ☐ Migrant Student Eligibility
- ☐ Administration
- ☐ Instruction/Curriculum
- ☐ Advising/Retention/Counseling
- ☐ Assessment
- ☐ Collaboration/Partnerships
- ☐ Topics provided by the Office of Migrant Education (OME)
- ☐ Other topics
- ☐ I do not attend national professional development trainings.

4. In the past 12 months, have you received professional development at your local college or university outside the training provided to you by CAMP?

- ☐ Yes
- ☐ No

If yes, when you attend professional development trainings at your local college or university, what topics are typically covered based on the list below?

Topics that pertain to: *(Please select all that apply.)*

- ☐ Recruitment
- ☐ Administration
- ☐ Instruction/curriculum
- ☐ Advising/retention
- ☐ Career Development/Counseling
- ☐ Crisis Prevention

- ☐ Housing
- ☐ Student Leadership/Extra-Curricular Activities
- ☐ Mentoring Programs
- ☐ New Student Orientation
- ☐ Student Success Skills
- ☐ Financial Aid
- ☐ Tutoring/Academic Support Techniques
- ☐ Health Services
- ☐ Counseling Techniques
- ☐ Other topics _____.
- ☐ I do not receive professional development trainings at my local college or university.

Section II. Frequency of Professional Development: (Please circle your answer.)

Based on what you recall, what is the extent of professional development you have received over the past 12 months:	Once in the past 12 months	Twice in the past 12 months	More than three times in the past 12 months.	I have not received professional development over the past 12 months.	Monthly	Weekly
1. Through departmental units/programs at your local institution?	1	2	3	4	5	6
2. Through your local CAMP program?	1	2	3	4	5	6
3. Through CAMP affiliated associations.	1	2	3	4	5	6
4. Through other non-CAMP affiliations outside of your institution?	1	2	3	4	5	6

Section III. The following section inquires about who you go to for guidance when you have questions related to your job duties with CAMP.

Please read the question and circle your first choice:

Who do you go to for guidance when you have questions about:	A co-worker(s) from my affiliated CAMP Program.	A co-worker(s) in a CAMP Program outside of my college or university.	A trusted colleague(s) from my institution. (unaffiliated with CAMP).	A department at my institution.	My program officer from the Office of Migrant Education	A contact not listed.
Programming student events	1	2	3	4	5	6
Student academic concerns	1	2	3	4	5	6
Student personal concerns	1	2	3	4	5	6
Technical procedures related to administering the CAMP grant	1	2	3	4	5	6
Questions about migrant student eligibility	1	2	3	4	5	6

Section IV. Other forms of Professional Development: (Please circle your answer.)

To what extent do you <u>agree</u> with each of the following statements? (Circle one)	Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Disagree
1. The range of skills and knowledge needed for my work exceeds the type of professional development provided to me professionally.	1	2	3	4	5
2. I often <i>apply knowledge</i> from my personal background and experiences to my work.	1	2	3	4	5
3. I <i>acquired skills</i> for my current work prior to my employment with CAMP.	1	2	3	4	5

Please use the space below to provide any additional comments you may have about your professional development:

Thank you for sharing your responses.

SUBJECT CODE: _____

Date: _____

Appendix E: Interview 1: Background Interview

DATA SOURCE 2. PROTOCOL FOR INTERVIEW WITH PROGRAM DIRECTORS, ADVISORS & RECRUITERS

- ☐ Begin with short explanation of the study and consent form:

Introduction: Thank you for taking the time to allow me to interview you. This will be the first interview to learn about the nature of your work here at CAMP. My study seeks to understand the nature of professional learning experienced by CAMP Directors, Recruiters and Advisors, such as yourself. I am interested in exploring where the skills, techniques, and information you use to inform how you approach your work originate and how you experience those learning occurrences. Specifically I'd like to ask you about your job role and duties with CAMP and the extent affiliations you have with different departments or people that you rely on to inform your work. I'm also interested in learning about your professional background and the professional development you've had throughout your profession. Any information you share with me will remain confidential and will be used for research purposes only. This interview will take between 60-90 minutes to complete. At this moment, I'd like to request permission to record our interview.

- ☐ Share consent form and get signature.
- ☐ Turn on audio-recorder.

Part I. Interview Guide for CAMP Director/Advisor/Recruiter

Job duties and roles / Professional experience / Personal background:

- What is your current position with CAMP?
 - How do you describe the work you do in the program?
 - Attention to how they describe their personal view of their role.
 - Probe to get clarity of job duties and responsibilities related to their position.
- How long have you been in this [position]?
- How did you come to be in the [position]?
 - Why do you choose to do this line of work, this position, with CAMP?
- What did you do before you were in [position]?
 - Probe: Length of time in education field, or affiliated field
- What fields of study were your educational degrees/certifications in?
 - Do you believe they helped to inform your work with CAMP? If so, how so?
- Background: Can you share a little about your personal background and describe your educational experience as you worked towards the completion of your college degree?

- Were they first generation, programs or people that helped them?
- Are they from a migrant background?
- What other lived experiences have helped to inform your work with CAMP?
- In your view, what are the needs of migrant students?
- Did you have this view of migrant student needs that you just shared and an understanding of how to retain them before you entered your current position?
 - What have you learned while working in this position that you didn't know before about what it takes to retain migrant students?
- What are two formative experiences (either personal or professional) that made you the [job-position ex. recruiter] you are?
 - Why are those experiences important to you?
 - To what extent do those experiences influence your day-to-day work?
 - Listen for the experiences contribution to their identity, skills; the meaning they have for the person
- What kind of training do you believe has helped you perform your job duties?
 - Have they received training on student retention or student development? Or any other training you may feel helped inform how they approach your work?
- Think for a moment about an occasion you felt especially proud of something you achieved as a [job-position]. Please describe that for me.
- What are 1-2 things you would hope a student would say about you as a [job-position]?
- What are 1-2 things you hope a colleague would say about you as a [job-position]?
- To what extent do you believe your actions with CAMP impact the larger institution?
 - Listen to any systems change, critical perspectives for change
- Do you think your program is different than other departments or program on campus? If so, how?

Part II. Survey / Range of Professional Development/ Relationship with other department(s)/colleague(s)
--

Now I would like to get a sense of the range of professional development and type of social relationships you have with other departments, people, statewide and/or national associations,

agencies, or any others you feel may inform your work with CAMP. You may have responded to some of these questions in your survey. Let's go through the survey first and perhaps you can share a little bit about your response choices.

- Give them the original copy of their submitted survey so they can review it. You have a manually copied version with space in between responses to write field notes.

Oral interview of survey:

Survey Q2: (Range of professional development)

Review which ones they did/didn't select to hear descriptors about their professional development of each response category.

- Probe: Where there any response categories they would have added?
- Listen/Probe: for what they say about *access* to the professional development trainings
- How frequent is the training they receive from each category marked (last 12 months)?

Survey Q3: (national context of professional development training)

- Probe: What attracts them to the category they selected? Do they mention any subcategories?
- Probe: Think back to the last national professional development session you attended, what topic was it? Please describe that for me? (Listen for description of activity.)

Did you use what you learned in your job, if so, how?

Survey Q4: (local context of professional development)

Listen for other unmentioned topics/categories of PD they receive and how they describe the process/structure of those trainings/learning moments (formal or informal). (With who/by who, how often? How did those collaborations happen and why?)

- Probe: Can you discuss the process of developing such collaboration?
 - Description of who begins the conversation and how "buy in" occurs
 - Negotiation/building of meaning that occurs
 - Topical discussions, focus areas of discussion (admin issues, resource allocation, etc)
 - Do they mention any barriers, challenges, etc.
- Probe: Are there particular conditions you feel support the collaboration with [use their example] department?

- What would you say are the departments you most commonly work with? Why those?

Section II: Sources sought out for guidance. (Social relations question-LLP/COP)

- What is qualitatively behind each response? who, what, when, where and how
Listen for nature of affiliation to contact or department and mode of contact by phone, email, in person, etc.)?
- Can you describe what the interactions are like? (opportunities for engagement/structure of learning opportunity)

Section III: Frequency of Professional Development

- Listen for descriptors of frequency and duration.

Section IV. Other forms of Professional Development

- Ask them why they responded the way they did to each question.

Part III: Make arrangements for future interviews and observations.

Script: Thank you for taking time to conduct this first background interview. As you recall, my research includes a series of interviews and observations. The next event is an observation at the NASDME Conference.

At your discretion and with your consent I would like to make arrangements to observe you for 90-minutes at NASDME and in a public unrestricted settings at your workplace for a total of 7-14 hours. Shortly after NASDME and in between the two observations, I'd like to conduct the second interview. Can you tell me what day/time and location are most convenient for me to make such observations/interviews?

SUBJECT CODE: _____

Date: _____

Appendix E-1: Interview2 - Social Activity Interview

DATA SOURCE 5: PROTOCOL FOR INTERVIEW WITH PROGRAM DIRECTORS, ADVISORS & RECRUITERS

Introduction: Thank you for allowing me to observe you at the [observed social activity]. The purpose of the observation was to capture you in a social activity to observe your social interactions. This next interview part is to ask you questions about the social interactions you just had and to get a better understanding of *when* in particular, and *what*, you felt you learned from any interactions you had. Any information you share with me will remain confidential and will be used for research purposes only. This interview will take roughly an hour. At this moment, I'd like to request permission to record our interview.

- ☐ Turn on microphone.

Part I. Interview Guide for CAMP Director/Advisor/Recruiter

Background information/Context:

1. Can you tell me a bit about the [observed social activity]?
 - What is it? Who is a part of it? How does it related to your work?
2. What was your interest for attending?
 - Probe: What were you hoping to get out of it?

Topics Covered:

3. Did you learn anything new, if at all, by attending this [social activity]?
 - What do you think helped you learn about [what they said they learned]?
 - Where there any conversations, comments, ideas, or ways of receiving information that got you to think deeper or differently? (ex. a question that was asked, etc.)
 - Probe: Were there any particular comments, verbal concepts, or social experiences that informed his/her understanding?
 - Probe: If nothing was learned, what was the confirmation of existing knowledge and what comments, verbal concepts, or social experiences that informed his/her understanding?
 - What meaning or negotiation of meaning does it have for them?

Social Relations:

4. Who was the presenter(s)? Do you have an idea of who the other participants were?
5. How did the information from the [social activity] relate to the work you do at CAMP?
 - How does it translate to the work you do with CAMP students?
 - Where there any interactions that you found to be helpful to further your thinking about your work?

We are now done with the interview. Thank you for sharing your information and for your time!

- ☐ Turn off recorder.
☐ Set up next Interview 3.

☐ SUBJECT CODE: _____ Date: _____

Appendix E-2: Local Setting Cognitive Interview

DATA SOURCE 7: PROTOCOL FOR INTERVIEW WITH PROGRAM DIRECTORS, ADVISORS & RECRUITERS

Introduction: Thank you for allowing me to observe you while you do your job within your typical setting. The purpose of the observation was to capture you in your every-day environment and capture any moments where learning may have occurred. I'm going to ask you to reflect on your day. In particular, I will ask you about any occurrences or processes that were apparent to you that help you to perform your job duties with CAMP. Any information you share with me will remain confidential and will be used for research purposes only. This interview will take less than an hour. At this moment, I'd like to request permission to record our interview.

- ☐ Turn on audio-recorder.

Part I. Interview Guide for CAMP Director/Advisor/Recruiter

How CAMP practitioner's understood their transition between role and/or duties throughout the day:

- In reflecting back to today/yesterday, what was the extent of your roles and responsibilities throughout the day?
 - What activities did you perform?
 - What motivated you to perform [specific mentioned activity] in the way in which you took action?
 - Do you recall where you learned to.....
- In reflecting on today/yesterdays activities, what [activity] did you feel worked well?
[probe for skills, strategies, ways of thinking, interpretations from others]

How CAMP practitioner participated in social activities that contributed to learning:

- How did you come to learn about that [process/procedure]?
[listen to what learning occurrences they mention, if any, ex. workshops, trainings, etc.]
- Where there any conversations, comments, ideas, or information provided throughout your day that got you to think deeper or differently about your work? (ex. a question that was asked, etc.)
 - Probe: Were there any particular comments, verbal signals, or social experiences that informed his/her understanding?
 - Probe: If nothing was learned, what was the confirmation of existing knowledge and what comments, verbal concepts, or social experiences that informed his/her understanding?
 - Probe: What meaning or negotiation of meaning did it have for them.
- Where there any interactions today/yesterday that you found to be helpful to further your thinking about your work?

How CAMP practitioners reflect of their evolving identities/roles throughout the day:

- I noticed you [comparison of different roles/activities they demonstrated]...
 - How would you describe yourself during.....
 - i. What guided your motivation to do [activity]?
 - What meaning did [activity] have for you?

- Do any of the activities you performed today/yesterday remind you of any people, social circles or past lived experiences you've had?

Turn off audio-recorder.

Appendix F: Draft Observation Protocol¹

During the meeting observations I aim to take verbatim transcripts of the conversation as well as low-inference descriptive notes on what I observe but do not catch verbatim. Observation data are critical to my ability to understand the situated learning processes of college access practitioners, the structure and type of knowledge and context in which learning occurs, and the social behaviors that contribute to such learning processes.

The rationale for taking verbatim notes is that such decision processes can be difficult for an observer to interpret in the moment or at one moment. Accordingly, rather than writing interpretive field notes or developing other kinds of meeting records, I will try to capture as much of the conversation as I can verbatim so I have the data to analyze later for these complex processes.

I will already have met each individual research participant during the first background interview and will have already made arrangements for each observation. Here is a draft script of what I will have said:

At your discretion and with your consent I would like to make arrangements to observe you for 90-minutes at NASDME and in public unrestricted settings at your workplace for a total of 7-14 hours. Can you tell me what day/time and location are most convenient for me to make such observations?

Overall Reminders

- My job is to observe and to record, not to interpret. If I start interpreting what I am seeing during an observation I risk missing what is actually happening.
- When in doubt, record it.
- I will do what I need to do to capture the meeting but will not interrupt the meeting or participate. I will reserve any questions I have for breaks, after the meeting, or during debrief interviews.

Before the Observation Meeting: NASDME Conference and Local Setting Observation

- Confirm my attendance. Before the first meeting of each kind (e.g. staff meeting, conference observations) I will e-mail the meeting convener to confirm my attendance and the location. If necessary, I may continue this practice throughout data collection. For the first meeting observation, I will ask for a few minutes to *re-introduce* myself and describe my research. Here is a draft introduction script:

Hello, my name is Cristina Gaeta and I am a doctoral student at the University of Washington in Seattle. I want to take this opportunity to tell you about my research and explain what I am doing here.

My dissertation looks at the situated learning process of CAMP college access practitioners. In other words, I am trying to understand the learning processes involved with being a CAMP practitioner working with migrant students. I want to emphasize that

¹ Adapted from: Rainey, L., Venkateswaran, N., & Honig, M. I. (2010). *Meeting observation protocol: WT Grant project: Research use as learning*. Internal guidance document.

this is not an evaluation, and that instead I'm trying to understand what the broad structures and learning processes making look like in practice.

While I'm here, I will mainly observe you and take notes on your observable behaviors. Sometimes you'll see me with a pad and other times with a laptop. I'll try to do whatever is least distracting.

Confidentiality: All of the notes I take are confidential. That means I take them on a password-protected laptop and cannot share with anyone else, including anyone else at this institution or in the CAMP program. Anything I write about resulting from these observational meetings in my dissertation will not identify any particular person or institution. I am looking at learning occurrences, behaviors and structures of learning.

Please feel free to let me know if you have any questions or concerns.

At the meeting

- Arrival time. I will arrive at each meeting 10 minutes before the start to set up and greet the convener. Late arrivals are distracting to the meeting participants and they may view such arrivals as disrespectful.
- Take handouts if appropriate (artifact). If there are handouts available I will ask if it is okay if I take a set. I will write on the back page the data and place from which I retrieved it.
- Start taking notes right away. I will start observing as soon as I arrive by taking narrative notes about the scene, any interactions between participants, or observable activities.
- Introducing myself. At the first observation meeting I attend, I will introduce myself either formally or informally to other individuals with whom my research participant(s) interacts with.

Taking Notes in Large/Whole Group Settings [ex. NASDME Conference]

- Verbatim notes.
 - Take verbatim notes of what people say as they say it. Do not edit for grammar, inappropriate language or anything else. Use the following format for distinguishing speakers and what they say.

MARIA LEYVA: I think you all are doing a terrific job.

FINANCIAL AID DIRECTOR: I'm worried I am not able to type nearly fast enough.

MARIA LEYVA: [CG: He is smiling.] That's okay. Do the best you can.

[LRR: Financial aid director walks around to another small group.]
 - Use shortcuts when taking verbatim notes (e.g. use people's initials to track their comments, abbreviations for frequently used or cumbersome words) and mark missed text with "..."
 - There is no need to use quote since I will assume that all text not in brackets is a direct quote.
- Use brackets for descriptive notes.
 - I will use brackets as noted in the above example to indicate what is not verbatim (e.g. summarizing speech I did not capture verbatim and for describing what I see).
 - Keep track of time in bracketed notes.
 - When writing text in brackets, write out full sentences since shorthand in the brackets gets very confusing.

- Whenever you are typing direct quotes in brackets, use quotation marks.
- Track meeting dynamics in brackets. Record details about the meeting space and the movements of attendees throughout the meeting such as the composition of breakout groups.

Cleaning my Notes

- Immediately or within 24 hours, I will clean my notes by going through them and taking out all the shorthand. Immediate cleaning of notes is essential since the process is likely to jog my memory of parts of the meeting my may not have recorded but could get into the notes if I capture my memories early. To facilitate cleaning, I will clean my notes in waves. In the first wave, I will focus on removing shorthand and adding in missed data. In subsequent waves, I will add in agenda items, add the full names of speakers, summarize powerpoint slides, etc.
- I will start each set of notes with the following information:
 - * Meeting: [insert formal meeting name]
 - * Date:
 - * Scheduled/Actual Meeting Time:
 - * Location:
 - * Note type: [indicate verbatim or handwritten notes]
- After the header, I will list all meeting attendees with their full names (first then last), titles, and school or department. If possible, I will note who was missing.
- Replace all initials with full names (e.g. capitals for all speakers).
- Clean up all your shorthand. If I missed capturing some talk verbatim but while cleaning remember the gist, I will write it in brackets.
- I will add in any bracketed text I think might be useful for clarifying what people are saying and what they mean since I will likely be reading and analyzing these notes months later and may not understand the context. For instance,

MARIA LEYVA: That sucked. [CG: Here I think Maria is referring to the professional development session last week that involved all the college recruiters. I think what she thinks sucked was that the speaker was not very knowledgeable.]
- For any powerpoint presentations I will include the slide content and summarize figures/graphs.
- I will put agenda items into narrative notes at appropriate section in meeting notes using brackets.
- I will spell out abbreviations the participants use in brackets. For example if a speaker says GE add brackets that say [General Electric].

Appendix F-1: Observation 1 - Social Activity Observation

Data Source 4. PROTOCOL FOR OBSERVATION WITH PROGRAM DIRECTORS, ADVISORS & RECRUITERS

PARTICIPANT CODE: _____

DATE: _____

EVENT	-Description of setting -Workshop/event title -Type -Furniture arrangement -Subject seating location	
PARTICIPANTS	-Who is in attendance? -Who's presenting? -What is the relationship to subject, if any.	
TOPICS/CONTENT What is the scope/objective of discussion? What is being taught?	What are the major topics/content being covered? -Are their particular issues being discussed?	
NATURE OF ACTIVITIES Process of occurrences? Facilitation of learning/structure of discussion/pedagogical approach?	-Tone of conversation -What activities/actions are occurring? -How is the information being facilitated? (presentation, large group discussion) -What mechanisms/tools are used to communicate information? (examples used or handouts) -How are tools used in the conversation? -Nature of interaction, is there facilitated group interaction?	
PARTICIPANT ENGAGEMENT	-Interaction of subject with others? -Does subject ask or get asked questions? -Role of subject during any interaction-expert/apprentice learner	
OTHER	Visible nonverbal communication, facial expression, body language use, comfort level.	

Appendix F-2: Observation 2: Local / Workplace Setting Observation**DATA SOURCE 6: PROTOCOL FOR OBSERVATION WITH PROGRAM DIRECTORS, ADVISORS & RECRUITERS (7-14 hours per participant)**

Observe each participant in their natural setting performing typical duties and capture any educational occurrences and the context.

PARTICIPANT

CODE: _____ **DATE:** _____

ENVIRONMENT	-Description of setting -Furniture arrangement -Seating arrangement -Situating context	
INTERACTION BETWEEN PARTICIPANT AND OTHERS	-Note conversations -Nature of interaction -Discussion topic -Who initiates conversation? -Posing of questions/problematic issues that may arise -Who's seeking guidance/providing information -Coming to an understanding on a topic/process of agreement of meaning on a topic or discussion -Conversation tone -What's the verbal exchange like (listening/talking)	(Note time of day and occurrence)
WHAT ACTIVITIES ARE OCCURRING	-What visual representations/modeling is happening?	
ROLE OF PARTICIPANT	-Expert -Apprentice -Perceived familiarity of topic/discussion	
TOOLS	Handouts, emails, documents	
OTHER	Visible nonverbal communication, facial expression, body language use, comfort level.	

Appendix G: Data Coding Key

Coding Scheme

Research Question: **How do lived experiences of CAMP practitioners inform their practice?**

- (1) **What lived experiences do they say informed their practice?**
 - a) **Why do they say it matters?**
 - b) **How do they say it influences their work?**
1. Lived Experiences
 - a. Pre-service Experiences-before they started at CAMP
 1. personal experiences
 - a. immigrant experiences
 - b. migrant experiences
 - c. culture
 2. educational experiences
 - a. fields of study/majors
 - b. first generation/navigating college
 3. professional experiences
 - b. In-service-while they work at CAMP
 - i. professional development conferences
 1. MEP
 2. HEP/CAMP Association
 3. Student affairs/services conferences
 - ii. College Institution
 1. Campus colleagues
 - a. Formal and informal interactions
 - b. Relationships
 2. Campus trainings
 - iii. CAMP
 1. Students/Families
 2. CAMP co-workers
 3. CAMP network
2. Identities
 - a. assigned roles
 - b. self-defined roles
3. Meaning of Practice

Research Question: **What is the learning process for CAMP college access practitioners?**

(1) How do they learn about duties affiliated with intuitional agent roles?

- a) **Who are their networks?**
- b) **What does their look like/process?**
- c) **How does this translate into learning?**

1. Learning Process

a. Participation: In-service while working in CAMP

i. Networks

1. Communities of Practice (Participatory Networks)

- a. MEP
- b. College Institution
- c. CAMP

ii. Structure of Learning Process

- 1. MEP
- 2. College Institution
 - a. Campus colleagues
 - i. Formal and informal interactions
 - ii. Relationships
 - iii. Campus trainings
- 3. CAMP
 - i. Students/Families
 - ii. CAMP co-workers
 - iii. CAMP network

iii. Construction of Knowledge

- 1. Organization of Learning
 - a. Technical Learning
 - b. Adaptive Learning
- 2. Learning Situated in Context
 - a. Learning by Doing
 - b. Learning through Dialogue & Conversation
 - c. Learning through Observation
 - d. Learning from Experts
 - e. Learning through Reflection

Appendix H: Survey Results Training Received by Job Role

BY JOB ROLE						
	Director		Counselor		Recruiter	
	Ricardo	Cynthia	Gil	Julian	Lucia	Vanessa
Years of CAMP Employment	10+	< 1	2	< 1	< 1	2
Training Source	National / State	• HEP/CAMP Association Conference	• HEP/CAMP Association Conference	• HEP/CAMP Association Conference	• HEP/CAMP Association Conference	• HEP/CAMP Association Conference
		• Office of Migrant Education Trainings (OME)	• Office of Migrant Education Trainings (OME)	• Office of Migrant Education Trainings (OME)		
		• State Migrant Education (MEP)	• National Association of State Directors of Migrant Education Conference (NASDME)	• State Migrant Education (MEP)	• State Migrant Education (MEP)	• State Migrant Education (MEP)
	Institutional	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings	• CAMP Program • Departmental Trainings
	Other	• Other Sources	• Other Sources	• First Year Experience Conference • Scholarship Training • NCADA	• Other Sources	• Other Sources

Appendix I: Arco Iris College - Retention Specialist Job Description

[REDACTED] College
RETENTION SPECIALIST – CAMP

POSITION DESCRIPTION:

Administer retention efforts at the [REDACTED] campus for currently enrolled College Assistance Migrant Program (CAMP) students. Identify and recruit qualified students. Implement the grant's goals and objectives in compliance with the US Department of Education (DOE), Office of Migrant Education (OME) and [REDACTED] College ([REDACTED]). Collaborate and network with state migrant agencies, higher education institutions, schools, faith-based organizations, community organizations, workforce agencies, migrant education offices, employers, health and other service providers. This position will have regular contact with students, faculty, staff and administrators at [REDACTED]. This position works in accordance with state, federal and grant regulations, and college policies and procedures. Some travel may be required.

RESPONSIBILITIES:

- Develop and implement CAMP retention services and activities, i.e., tutoring, mentoring, educational and cultural trips, CAMP workshops, career/academic assessment
- Ensure eligibility of participants in accordance with DOE, OME and grant regulations
- Provide individual academic, financial, career, and personal advising
- Provide advising about the admission process, academic programs, and student services
- Supervise student educational and cultural trips
- Evaluate academic records and personal histories of prospective and current students, conduct assessments and make recommendations regarding educational and career opportunities
- Develop Individual Student Portfolio's (ISPs)
- Collaborate with campus and community resources; make referrals as needed
- Represent [REDACTED] CAMP at local, state, regional and national conferences
- Teach and coordinate presenters for the weekly CAMP College Success Class
- Assist with CAMP public relations campaign
- Assist with record keeping and prepare quarterly reports of recruitment and retention services
- Assist with annual and internal program evaluations

MINIMUM QUALIFICATIONS:

- Bachelor's degree in education or related field
- Bilingual (English/Spanish): reading, writing, speaking and understanding)
- Experience that illustrates an understanding of the migrant/seasonal farm worker populations
- Strong interpersonal, writing, and speaking skills
- Computer skills, i.e., database management, word processing, desktop publishing

DESIRABLE QUALIFICATIONS:

- Master's degree in education or related field
- Experience working with federally-funded educational programs
- Experience working in admissions, career development or migrant programs
- Familiarity with the [REDACTED] service district

Appendix I-1: Arco Iris College Recruiter-Retention Specialist Job Description

██████████ College
RECRUITER/RETENTION SPECIALIST – CAMP

POSITION DESCRIPTION:

Identify and recruit qualified students for the College Assistance Migrant Program (CAMP) at ██████████ (██████). Implement the grant's goals and objectives in compliance with the US Department of Education (DOE), Office of Migrant Education (OME) and ████████. Collaborate and network with state migrant agencies, higher education institutions, schools, faith-based organizations, community organizations, workforce agencies, migrant education offices, employers, health and other service providers. This position will have regular contact with students, faculty, staff and administrators at ████████. This position works in accordance with state, federal and grant regulations, and college policies and procedures. This position includes occasional travel to ██████████.

RESPONSIBILITIES:

- Recruit and enroll eligible participants in accordance with DOE, OME and grant regulations
- Represent ████████ CAMP at local, state, regional and national conferences
- Assist with CAMP public relations campaign
- Develop and implement CAMP retention services and activities, i.e., tutoring, mentoring, educational and cultural seminars and trips, CAMP workshops, career/academic assessment
- Provide individual academic, financial, career, and personal advising
- Provide general advising about the admission process, academic programs, and student services
- Supervise student educational and cultural trips
- Evaluate academic records and personal histories of prospective and current students, conduct assessments and make recommendations regarding educational and career opportunities
- Develop Individual Student Portfolio's (ISPs)
- Collaborate with campus and community resources to ensure student access to the appropriate services; make referrals as needed
- Assist with record keeping and prepare quarterly reports of recruitment and retention services
- Assist with annual and internal program evaluations

MINIMUM QUALIFICATIONS:

- Bachelor's degree in education or related field
- Bilingual (English/Spanish): reading, writing, speaking and understanding)

- Experience that illustrates an understanding of the migrant/seasonal farm worker populations
- Strong interpersonal, writing, and speaking skills
- Computer skills, i.e., database management, word processing, desktop publishing

DESIRABLE QUALIFICATIONS:

- Master's degree in education or related field
- Experience working with federally-funded educational programs
- Experience working in admissions, career development or migrant programs
- Familiarity with the [REDACTED] service district

Appendix I-2 Arco Iris College - Director Job Description

PROGRAM DIRECTOR – CAMP

POSITION DESCRIPTION:

Administer the College Assistance Migrant Program (CAMP) at both the [REDACTED] and [REDACTED] campuses. Identify and recruit qualified students and ensure the eligibility of enrolled participants. Implement the grant's goals and objectives in compliance with US Department of Education (DOE), Office of Migrant Education (OME) and [REDACTED] ([REDACTED]). Collaborate and network with state migrant agencies, higher education institutions, schools, faith-based organizations, community organizations, workforce agencies, tribal agencies, migrant education offices, military services, employers, health and other service providers to identify and maximize resources for eligible students most in need of CAMP services. This position works in accordance with state, federal and grant regulations, and college policies and procedures.

RESPONSIBILITIES:

- Recruit and enroll eligible participants in accordance with DOE, OME regulations and the [REDACTED] CAMP grant
- Plan CAMP activities and outreach in conjunction with CAMP staff
- Manage the budget and oversee preparation of monthly reports
- Supervise and evaluate CAMP staff
- Schedule and facilitate advisory committee meetings
- Represent [REDACTED] CAMP in the local community and at state, regional and national conferences
- Manage the public relations campaign for CAMP
- Maintain communication with OME
- Conduct annual and internal program evaluations
- Write and submit mid-year and year-end reports
- Other related duties, as assigned

MINIMUM QUALIFICATIONS:

- A master's degree in counseling, education, student development or related field
- Experience that illustrates an understanding of migrant/seasonal farm worker populations
- Professional experience with budgets, program development and report writing
- Excellent networking skills, as well as strong interpersonal, written and oral communication skills
- Supervisory experience
- Computer skills, i.e., database management, word processing, desktop publishing

DESIRABLE QUALIFICATIONS:

- Bilingual (English/Spanish: reading, writing, speaking and understanding)
- Experience working with federally-funded educational programs
- Familiarity with the [REDACTED] service district

Appendix J: Central State University - Counselor Position Description

Faculty Position Description

Office of Human Resources

Instructions: Please complete the position description; attach a unit organizational chart showing reporting relationships for the position, and route to the Department Head, College/Unit, and the Office of Human Resources - Employment Services.

Professional Title: CAMP Academic Counselor

College/Admin Unit:

Rank: Professional Faculty

Department: College Assistance Migrant Program

Status Reg.

Employee Name:

Working FTE (Appt, %) 1.0

Term of Service ☐ 9-mo ☒ 12-mo

Effective Date Mo Day Year

Reason for submission to OHR (select one): ☒ New employee
☐ Revisions due to title change
☐ Revisions due to change in job duties and responsibilities

Position Summary: State the purpose of the position and relationship to unit and/or university mission. The CAMP Academic Counselor/Retention Specialist provides academic, personal, and career advising for participants in the CAMP program in the University. The Academic Counselor plans and implements the CAMP Summer Bridge Program and serves as a primary contact for students in the program, providing support and encouragement. The Academic Counselor plans educational, leadership, and cultural experiences to help the students expand in their breadth and depth of knowledge, in general, and in their chosen area of studies. The Academic Counselor coordinates and teaches the CAMP orientation course and coordinates the tutoring component of the program. Finally the Academic Counselor coordinates the transition of students to other support services after their CAMP year. This position's relationship to the university mission lies in the commitment in the mission to enhancing the climate for diverse populations on campus. The primary responsibility of the CAMP Academic Counselor is to ease the transition of students from migrant/seasonal farm worker backgrounds onto university campus.

Decision-making: Describe the breadth and scope of decisions made by this position. Are decisions reviewed, and by whom? List any guidelines or reference materials used. The CAMP Academic Counselor must possess self-direction and be able to function independently. The Academic Counselor must be able to prioritize among a variety of high priority tasks each day to determine the levels of immediacy. This requires the ability to carefully evaluate and act on situations, many of which deal with complex information and issues. The Academic Counselor serves as a mentor and role model to CAMP participants and other students. The Academic Counselor works under frequent short deadlines and multiple time demands and must be able to make well-considered and thoughtful decisions with minimal direction from the CAMP director. The Academic Counselor must be able to represent the CAMP program, on campus and off, when necessary.

Supervisory Responsibilities:

How many employees are directly supervised by this position? 5-7 student workers

Which of the following supervisory/management activities does this position perform?

- | | |
|---|--|
| ☒ Plans Work | ☒ Assigns work |
| ☐ Approves Work | ☐ Responds to grievances |
| ☐ Disciplines/Rewards | ☐ Hires/fires (or effectively recommends) |
| ☐ Prepares and signs performance appraisals or reviews | |

Rev 05/01/2004

Faculty Position Description (page 2)

Duties: List functions and tasks performed, in order of importance; with % of time spend on each function. In Column 2, enter **N** if duty is new, **R** if it is revised from previous description.

Suggested for Online Entry: Enter list of duties first, then enter Column 1 and column 2 separately. DO NOT USE TAB UNTIL ALL ENTRY IS COMPLETE. TAB will take you to page 3.

% OF TIME	N/R	DUTY
60%		Provide culturally appropriate academic counseling, personal, and career advising for program participants, including coordinating study tables, tutoring, and academic coaching. Develop and ensure use of an appropriate and timely protocol to monitor academic progress reports, including but not limited to midterm evaluations, credit hour checks, monitor grades each term, individual intervention when deemed necessary, referral to on- and off-campus resources, and referral to healthcare practitioners. The outcome is the successful advancement of participants beyond their first year in college ultimately to continued retention and graduation of program participants.
15%		Coordinate and teach the CAMP orientation courses including planning of the CAMP course, scheduling guest speakers, and covering topics to help students to navigate the university system.
10%		Coordinate the CAMP summer bridge program for incoming CAMP students, including development of intended outcomes and assessment plan, development of curriculum, development of housing plan and agreements/contracts with housing and recruiting student staff to help with the bridge program.
5%		Coordinate the transition of CAMP students to other support programs after CAMP year. Foster collaboration with academic counselors in the Educational Opportunities Program, Student Support Services, LSAMP, [REDACTED] Scholars, SMILE, ISS, etc.
5%		Plan and facilitate educational, leadership, and cultural experiences to support and widen the experiential range and awareness of CAMP students and coordinate the creation of celebratory events, and off-campus field trip(s).
5%		Professional Development. Serve on university committees and participate in professional development opportunities related to retention of underrepresented students. Also, participate as advisor for student organizations (clubs) when necessary with the approval of the program director.

Appendix K: Central State University - Director Position Description

Position Information				
Position Title			Job Title (Administrative / Professional Faculty)	
			Director-CAMP, SSS	
Department				
Employee Name			Effective Date	
Position Number	Appt % 100	Appt Basis 12	FLSA Status Exempt Administrative/Not Eligible for Overtime	Job Location [REDACTED]

Position Responsibilities

Brief Position Description

Positions in this job profile are responsible for the oversight and management of the overall operations of an academic program serving a subset of undergraduate students, colleges and departments. Responsibilities include developing, implementing, and evaluating philosophy, short and long-range goals and objectives. Employees develop, implement and enforce plans, policies, procedures, systems, programs and performance standards. They participate in strategic planning efforts as part of the management team. They are responsible for managing staff, equipment and facilities. They determine resource needs and priorities and make recommendations to executive management. They determine training needs and make appropriate arrangements for provision of training.

Position Summary

The College Assistance Migrant Program (CAMP) and Student Support Services (SSS) are funded by the U.S. Department of Education through a competitive grant writing process. CAMP provides academic and personal support for first year college students from migrant/seasonal farm worker backgrounds and assists financially with monthly stipends, book allowances, and supplemental aid. CAMP also conducts outreach and recruitment activities through community service agencies and collaborating [REDACTED] units. TRIO SSS helps students develop excellent academic skills, persist to graduation, and foster the habits of life long learning, within a culture of inclusivity and equality. To accomplish this mission, TRIO-SSS provides ongoing support throughout a student's college career and promotes development through advocacy and services beyond what is offered to traditional students. The Director is responsible for providing vision and leadership for the program as well as for the day-to-day operation. The Director will develop and implement Management goal setting and assessment. CAMP and SSS help the university work toward its goal of enhancing and supporting a diverse student body. The Director is responsible for writing any reports and will be involved in the writing of the competitive grant proposal for continued funding.

Decision Making/Guidelines

The Director is responsible for the overall operation of the programs, including budgeting, goal setting, assessment of staff and program, staff development, and participant selection. Major decisions concerning change in scope of the program from program structure and services as described in the grant will be reviewed by the supervisor. The Director will utilize guidelines established by the university, the state (OAR) and the federal government (EDGAR) regarding regulations and requirements. Liaise with other collaborative university units to develop and provide support services tailored to specific needs of program participants; to access and provide timely and accurate information for the participants to assist them with decision making, Oversee collaborative efforts with off-campus entities to develop and enhance identification, recruitment, and retention of target population students; to notify external constituencies of opportunities and services CAMP and SSS can provide; to develop lasting relationships with communities and agencies which are sources of future program participants.

Lead Work or Supervisory Responsibilities

Plans Work
 Assigns Work
 Approves Work
 Disciplines/Rewards
 Responds to Grievances
 Hires/Fires (or effectively recommends)

Position Duties

35% Implement and oversee day to day operation of the programs, assuring operation as outlined in the funded grant proposal, including managing the budget and developing program assessment.

30% Exercise the full range of supervisory duties for the assigned staff including planning and assigning work, approving work, responding to grievances, hiring/firing or effectively recommending such actions, disciplining, and signing and administering performance appraisals. 10% Liaise with other collaborative university units to develop and provide support services tailored to specific needs of program participants; to access and provide timely and accurate information for the participants in order to assist them with short- and long-term decision making (e.g. Education Opportunities Program, Academic Success Center, Writing Center, University Housing and Dining Services, Admissions, Financial Aid and Scholarships).

10% Oversee collaborative efforts with off-campus entities which provide linkages to the migrant communities to develop and enhance the identification, recruitment, and retention of target population students; to notify external constituencies of opportunities and services CAMP can provide; to develop lasting relationships with communities and agencies which are sources of future program participants (e.g. Migrant Education offices, schools, parents, community agencies)

10% Communicate with U.S. Department of Education, including the writing and timely submission of requested information and report, including but not limited to budget reports as requested and annual performance progress reports used to determine adequate progress and prior performance points for next grant submission.

10% Seek out other funding opportunities to supplement funding of both programs (e.g. grants, scholarships, donations, etc.)

5% Write and submit competitive College Assistance Migrant Program and SSS grant proposals for re-funding by the deadline advertised by U.S. Department of Education, Migrant Education Division and TRiO services.

Qualifications**Minimum Required Qualifications**

3 years experience providing leadership and vision in academic support program for historically underrepresented students in higher education

Experience working and communicating effectively with diverse students, faculty, staff

Preferred (Special) Qualifications

Demonstrated success at writing and getting funding for large federal grants

Experience providing support for migrant/seasonal farm worker families and communities

Background experience similar to that of the target population Bilingual and bicultural Experience managing large budgets in compliance with state, federal regulations Experience managing grant programs funded through U.S. Department of Education

Appendix L: Central State University - Recruiter Job Description

Faculty Position Description

Office of Human Resources

Instructions: Please complete the position description; attach a unit organizational chart showing reporting relationships for the position, and route to the Department Head, College/Unit, and the Office of Human Resources - Employment Services.

Professional Title: CAMP Outreach/Recruiter

College/Admin Unit

Rank Professional Faculty

Department College Assistance Migrant Program

Status

Employee Name

Working FTE (Appt, %) 1.0 FTE

Term of Service ☐ 9-mo ☒ 12-mo

Effective Date

Mo	Day	Year

Reason for submission to OHR (select one):

- ☒ New employee
☐ Revisions due to title change
☐ Revisions due to change in job duties and responsibilities

Position Summary: State the purpose of the position and relationship to unit and/or university mission. The CAMP Outreach & Recruiter provides information to target communities and prospective CAMP students and the families about eligibility requirements to participate in CAMP and the support and services that CAMP can provide in helping students from migrant/seasonal farmworker families to access and succeed at the university. The person in this position will help the program meet the important goal of serving the target number of students each year of the grant cycle. This person helps the university by enhancing the level and types of diversity present in the student body.

Decision-making: Describe the breadth and scope of decisions made by this position. Are decisions reviewed, and by whom? List any guidelines or reference materials used. This position reports directly to the CAMP Director, but retains primary responsibility for all decisions concerning recruiting and outreach for CAMP, including, but not limited to, decisions about visits to high schools/migrant ed programs/institutes, the type and method of communication with prospective students/families, and the type and level of coordination with other units/programs..

Supervisory Responsibilities:

How many employees are directly supervised by this position? 1 student worker

Which of the following supervisory/management activities does this position perform?

- | | |
|---|--|
| ☒ Plans Work | ☐ Assigns work |
| ☐ Approves Work | ☐ Responds to grievances |
| ☐ Disciplines/Rewards | ☐ Hires/fires (or effectively recommends) |
| ☐ Prepares and signs performance appraisals or reviews | |

Rev 05/01/2004

Faculty Position Description (page 2)

Duties: List functions and tasks performed, in order of importance; with % of time spend on each function. In Column 2, enter **N** if duty is new, **R** if it is revised from previous description.

Suggested for Online Entry: Enter list of duties first, then enter Column 1 and column 2 separately. DO NOT USE TAB UNTIL ALL ENTRY IS COMPLETE. TAB will take you to page 3.

% OF TIME	N/R	DUTY
30%		Serve as main contact for prospective CAMP students and their families. Provide timely and accurate information concerning admission to the university, financial aid applications, and scholarship applications. Utilize various methods to develop and maintain contact (phone, US mail, email, Facebook, in person).
15%		Disseminate information by attending career fairs, visiting high schools with large populations of target students, various leadership institutes, etc. Utilize various methods to make contact with students who may be eligible for CAMP.
10%		Coordinate outreach and recruiting efforts with other on- and off-campus programs and offices, which also recruit and outreach to migrant students. In particular, coordinate with Statewide 4-H programs targeted at Latino students, [REDACTED] Migrant Education offices (including Home School Consultants), High School Equivalency Programs and other CAMP programs.
10%		Provide transition support to accepted students to ensure students have housing, financial aid, and answer their basic questions.
25%		Coordinate the CAMP Peer Ambassador Program (CPA), including the recruitment and training of the CAMP Peer Ambassadors and the activities for the program. Serve as liaison between CAMP and UHDS CAMP Scholar Intern program during the recruitment process. Other duties and projects as assigned based on interest and skill level.
5%		Track past CAMP participants who are not enrolled at the institution or other institution, and provide follow up services when necessary.
5%		Serve on university committees and participate in professional development opportunities related to retention of underrepresented students. Also, participate as advisor for student organizations (clubs) when necessary with the approval of the program director.

Faculty Position Description (page 3)**Required Qualifications**

Highest Degree: Bachelor's degree required, Master's preferred

Other specialized instruction or certificates: Valid Driver's License

Work experience: One year experience working with migrant population or similar population; experience providing college recruiting, outreach services, and mentoring to individuals from migrant/seasonal farmworker backgrounds. Demonstrate the ability to develop and execute a recruitment plan in a similar work experience.

Other job-related skills and abilities: Preferred bilingual (Spanish and English); demonstrated commitment to enhancing diversity; familiarity with word-processing, spreadsheet and database computer programs (MS Word, Excel, and Access experience preferred)

Signatures

Employee	_____	_____	_____
	Name	Signature	Date
Department	_____	_____	_____
	Name	Signature	Date
College/Unit	_____	_____	_____
	Name	Signature	Date

Office of Human Resources use only

FLSA Status: ☐ Exempt ☐ Non-exempt (qualifies for overtime compensation)

☐ Executive

☐ Administrative

☐ Professional

Approved: _____

Name Signature Date

Exclusion Status: ☐ Supervisory ☐ Community of Interest

☐ Confidential

☐ Managerial

OAR Reason Code Number: _____

Approved: _____

Name Signature Date