

Chart 1: IEO Framework and Student Capital Construct Model

	Input	Environment	Outcome
Human Capital	Ability to make decisions based on knowledge, skills and experience; to be able to navigate the unknown	Information available to: cultivate awareness of study abroad opportunities; prepare and guide students; staff present and available	"Return on investment"; enhanced capital for increased career, leadership and personal development opportunities
Economic Capital	Access to financial resources for study abroad & related expenses; ability to navigate income loss/not working while abroad; availability of funds to "float" costs if funds don't come through immediately	Scholarships/grants to address expenses; clear articulation of budget needed abroad; flexible financial policies that take into consideration unique needs	Influence of study abroad experience on obtaining employment; financial stability upon return, increased earning potential
Social Capital	Network of peers, particularly from other undocumented students, who have information about study abroad; positive experiences disclosing undocumented status to others	Relationships with mentors and advisors who can assist with connecting to resources about the study abroad experience and process	Enlarged social network; closer relationship to mentors and advisors;
Cultural Capital	Cultural and parental attitudes about study abroad; heritage-seeking interests; language skills and exploration of own and host country culture	Articulation by staff and faculty of educational benefits of study abroad; access to resources who connect with similar cultural values and needs	Academic and intercultural development; building relationships across cultures; finding cultural mentors

Chart 2: Research Findings applied to IEO Framework and Student Capital Construct Model

	Inputs	Environment	Outcomes
Human Capital	Self-determination, resourcefulness, independence and resilience; ability to make important decisions independently; emotional support available from family	Feelings of isolation & loneliness; significant self-reliance and decision-making during the process	Anxiety highest when crossing border/re-entry due to not knowing what to expect; resilience, courage, pride; interest in "paying it forward" and advocating for study abroad in general
Economic Capital	Economic resources from self and family available; took financial risks to financially navigate application/fees and experiences onsite; basic knowledge of scholarships, grants, loans to support process	Institutional & staff support for program funding undervalued but heavily utilized; access to free legal resources; availability of funds to support other financial hardships; budgets critical to experience abroad; meeting institutional deadlines before receiving AP	Did not suffer financial hardship after the program; new job opportunities; positive value of experience with high return on investment
Social Capital	Social networks greater influence than professional networks and mentors, even with existing relationships	Staff support most needed for legal paperwork; staff underutilized by students for other process and support elements	Increased social network; new relationships resulting from study abroad experience
Cultural Capital	DACA status; previous Advanced Parole pursuit; family and cultural values related to supporting decision to study abroad	Access to undocumented peers who can articulate value of experience; undocumented status is elevated and minimized by students and staff at various points in the process	New perspectives on own citizenship and culture; transfer of cultural knowledge to own network

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INPUTS - STUDENT CHARACTERISTICS

Student Resourcefulness: "I didn't feel like I learned anything, but now that I'm getting these questions, and I realize that I did a lot of those things by myself...I think I'm resourceful now, that I can look for things and figure things out. (093016C)

Undocumented Student Identity: "...it was sort of **uncomfortable** at times because all the time, they thought that I was an international student when it really wasn't the case." (100416B)

"...If you do happen to drink over there, and you happen to get arrested, something happens to you, for x number of reasons, you still have to be careful. You can't do that. You can't do that under the protection that we're under, we have to have good moral standing. We can't really do those sort of things." (100416B)

Peer Support: "It was so hard to buy my flight ticket. I had no idea how to do that. I had to ask one of my friends.... she bought it for me. (093016C)"

ENVIRONMENT

Managing Parents & Family: "My parents would come up with these crazy scenarios, 'What if this happened? What if that happened?'. With them, I would always put a front of, 'Oh, no, that's not going to happen.' I would always have it in my mind. (100416A)

Undocumented Student Programs and Immigration Attorney: "They have an attorney comes in weekly, in that sense it went smoothly. I brought in the paperwork to her, so like, 'I'll make sure that you get a fast reply.' She pretty much did everything; I just gave her the documents. (100416A)"

Study Abroad Staff & Financial Resources: "I did go to the Study Abroad Office. That was when it came down to the financial aspect of it. I needed to make sure that the University was going to be able to cover some of my tuition...They helped me do the comparison between different countries that I had in mind." (100416B)

OUTCOMES

Identity Privilege and Limitations: "My first time leaving the country, I remember leaving, like the plane lifted from SFO, and I started crying. I started crying.... I just started crying because I felt a sense of freedom. ... I wish I could just travel. (100116A)