Undocumented Latino Youth
Navigating Their Worlds

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Bodies running fast in all directions. Gravel spraying behind feet sprinting away.

¡Corran! ¡Corran! ¡La migra! (Run! Run! The border patrol!)
¡Por aquí! ¡Por aquí! ¡Corran! ¡Escóndanse! (This way! This way! Run! Hide!)

Brown faces straining. Sweat running down foreheads and behind ears. Omar and the other children take cover in bushes, up trees, and behind rocks. They climb over fences.

Wham! A front door slams. Inside is the last place you should hide.
Grow-ups holler, "¡Vayan a jugar allá fuera y no azoten la puerta!" (Go play outside and don't slam the door!)
Wham! Running. Looking. The sun is setting, and shadows help with hiding. Where is the best place to sneak past la migra?

Heavy breathing you could hear in the darkness.
Shhh, ay' viene. (Shhh, he is coming.)
Deep-voiced, gringo Spanish, "¡Halt! ¡Halt! Halt! Halt!"
Screams erupt and then transform to laughter.
Streaming bodies once again run around like chickens trying not to get caught.

Shirts yanked from behind, just enough to slow you down.
Got you! Your arm grabbed behind your waist.
¿A dónde crees que vas? ¡Vaz pa' tras! (Where do you think you are going? You are going back!)
¿A dónde? Where?
Back to where you came from!
isolation of hope and helplessness, and unmet need of struggle. With depression, it is the signs of sadness and emotional apathy, and the increased family dynamics in which some are &quot;afraid&quot; and &quot;angry.&quot; We also see signs of depression when a parent is injured, a worker is unemployed, or a child is struggling at school. These signs of depression usually manifest in the form of sadness, apathy, and withdrawal, but they can also be more subtle and difficult to recognize. The signs of depression may vary from person to person, but some common signs include:

- Loss of interest or pleasure in once-enjoyed activities
- Changes in appetite or weight loss or gain
- Fatigue or decreased energy
- Difficulty concentrating or making decisions
- Insomnia or excessive sleeping
- Feelings of worthlessness or guilt
- Thoughts of suicide or death

It is important to recognize these signs and seek help if needed. If you or someone you know is experiencing any of these symptoms, it is crucial to seek professional help. A mental health professional can provide the appropriate care and support to help manage depression.

Education and community work are essential factors in breaking the cycle of poverty. Schools and community organizations play a crucial role in providing resources and support to those in need. By addressing the root causes of poverty, we can work towards creating a more equitable society where everyone has the opportunity to thrive. It is important to recognize that poverty is not just an individual problem, but a systemic issue that requires collective action. Through education and community work, we can empower individuals and communities to take control of their lives and create a better future for themselves and future generations.
Although my name is on the spine of the book, I consider the project a collaboration because it’s the result of the contributions of many individuals. Education reform was created by a number of organizations, and each book is an account of the process. The dozens of books and articles on the topic, many of which are available online, provide a comprehensive overview of the issues. These experiences, coupled with my knowledge of the field, have led me to believe that there is no substitute for first-hand observation. I’ve asked a number of people who have written about the education reform movement to share their thoughts on the topics. One of the main goals of this project is to make visible the work of the movement. I have spent years developing the tools to make this possible, and I’ve used them to create a detailed account of the process. My hope is that this book will provide a useful resource for others who are interested in the field. I would like to thank everyone who has contributed to the project, including the individuals who have provided feedback and support. I would also like to thank the organizations that have helped to make this book possible, including the National Education Association, the American Federation of Teachers, and the United Teachers of Los Angeles. This book is the result of the collaboration between the individuals who have worked on it, and I hope it will be of interest to anyone who is interested in the education reform movement.
A Regional Context for Education

Social support of current education and immigration policies in practice.

Undocumented Implications
The undocumented sociological imagination

any context in which Latino/a students are en-induced. Table 1.1 shows the graduation rates in North County to the district's 4-year graduation rate. The rate of graduation for Mexican, Central American, and Caribbean students in the district is the lowest among the groups. This highlights the need for targeted interventions to improve graduation rates for students from these backgrounds.

Table 1.1 High School Graduation Rates in North County School District, 2009-2010 (percentages)

<table>
<thead>
<tr>
<th>School District</th>
<th>Total Graduates</th>
<th>4-Year Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>North County</td>
<td>72</td>
<td>37</td>
</tr>
<tr>
<td>South County</td>
<td>69</td>
<td>36</td>
</tr>
<tr>
<td>East County</td>
<td>55</td>
<td>32</td>
</tr>
<tr>
<td>West County</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>128</td>
</tr>
</tbody>
</table>

Note: Data from the North County School District.

Table 2.1 High School Graduates with UC/CSU Required Classes

<table>
<thead>
<tr>
<th>School District</th>
<th>Total Graduates</th>
<th>UC/CSU Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>North County</td>
<td>72</td>
<td>42</td>
</tr>
<tr>
<td>South County</td>
<td>69</td>
<td>40</td>
</tr>
<tr>
<td>East County</td>
<td>55</td>
<td>35</td>
</tr>
<tr>
<td>West County</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>159</td>
</tr>
</tbody>
</table>

Note: Data from the North County School District.
Multiple Methodologies

of the experiences of undocumented Latino/a students.

A sociocultural lens is a powerful tool for understanding the diversity of experiences and opinions that make up the social reality of undocumented Latino/a students.

In Chapter 2, we explore the central theme of social identity and the role it plays in shaping the experiences of undocumented students. We discuss the challenges of navigating a society that often sees them as outsiders, and the ways in which they construct a sense of belonging.

In Chapter 3, we focus on the intersection of race and class, and how these factors influence the educational experiences of undocumented students. We examine the role of systemic racism and the ways in which it manifests in the classroom, and the impact it has on the academic success of these students.

In Chapter 4, we explore the role of policy and regulation in shaping the experiences of undocumented students. We discuss the impact of immigration policy on their ability to access higher education, and the ways in which they navigate these barriers.

In Chapter 5, we focus on the role of community and support networks in helping undocumented students succeed. We examine the importance of mentorship and the role of community organizations in providing resources and support.

In Chapter 6, we explore the role of family and cultural identity in shaping the experiences of undocumented students. We discuss the importance of family and community in providing a sense of belonging and support.

In Chapter 7, we focus on the role of legal status and access to services in shaping the experiences of undocumented students. We examine the impact of being undocumented on their access to healthcare, education, and employment.

In Chapter 8, we explore the role of privilege and power in shaping the experiences of undocumented students. We examine the ways in which power dynamics and privilege can affect their access to resources and opportunities.

In Chapter 9, we focus on the role of education and advocacy in shaping the experiences of undocumented students. We discuss the importance of education and advocacy in empowering these students to challenge systemic barriers and advocate for change.

In Chapter 10, we explore the role of policy and advocacy in shaping the future of undocumented students. We look at the current state of immigration policy in the United States, and the ways in which it affects these students.

In Chapter 11, we focus on the role of hope and resilience in shaping the experiences of undocumented students. We discuss the ways in which these students have been able to overcome adversity and succeed against all odds.

In Chapter 12, we explore the role of community and support networks in helping undocumented students succeed. We examine the importance of mentorship and the role of community organizations in providing resources and support.

In Chapter 13, we focus on the role of family and cultural identity in shaping the experiences of undocumented students. We discuss the importance of family and community in providing a sense of belonging and support.

In Chapter 14, we explore the role of legal status and access to services in shaping the experiences of undocumented students. We examine the impact of being undocumented on their access to healthcare, education, and employment.

In Chapter 15, we focus on the role of privilege and power in shaping the experiences of undocumented students. We examine the ways in which power dynamics and privilege can affect their access to resources and opportunities.

In Chapter 16, we explore the role of education and advocacy in shaping the experiences of undocumented students. We discuss the importance of education and advocacy in empowering these students to challenge systemic barriers and advocate for change.

In Chapter 17, we focus on the role of policy and advocacy in shaping the future of undocumented students. We look at the current state of immigration policy in the United States, and the ways in which it affects these students.

In Chapter 18, we explore the role of hope and resilience in shaping the experiences of undocumented students. We discuss the ways in which these students have been able to overcome adversity and succeed against all odds.
Appendix A is a methodological discussion of the varied data sources, processes, and approaches we undertook to explore the varied data sources, processes, and approaches we undertook to explore the class and social implications of the "American Dream" and how we contextualize, analyze, and interpret our findings. The dataset includes data from various sources, including surveys, interviews, and observational studies. The analysis is grounded in a critical race theory perspective, highlighting the role of race and class in shaping educational opportunities and outcomes. The findings suggest that the "American Dream" is a myth for many marginalized communities, and that educational policies and practices need to be reevaluated to address these systemic issues.

Appendix B provides additional information on the methodology, data collection, and analysis methods used in this study. The appendix also includes a detailed list of the data sources and a comprehensive bibliography of the literature on the topic. The appendix is intended to provide transparency and accountability, allowing readers to understand the research process and the limitations of the study.

Appendix C includes a series of tables and graphs that provide a visual representation of the data. These visual aids are intended to help readers understand the trends and patterns that emerge from the analysis. The appendix also includes a detailed explanation of the statistical models used in the analysis, along with the assumptions and limitations of each model.

Appendix D offers additional insights and perspectives on the topic, drawing on the work of various scholars and researchers. The appendix includes a series of case studies and interviews with key stakeholders, providing a nuanced and detailed understanding of the issues at hand. The appendix is intended to stimulate further research and discussion on the topic.

Appendix E provides a detailed glossary of key terms and concepts used in the study, along with definitions and explanations. The glossary is intended to help readers understand the technical and jargon-heavy language used in the study, and to provide a foundation for further research and discussion.

Appendix F includes a series of recommendations for future research and policy actions. The recommendations are grounded in the findings of the study and are intended to guide policymakers, educators, and researchers in moving forward.

Appendix G offers a detailed list of the institutions and organizations that provided support and resources for the project. The appendix includes a list of acknowledgments and thanks, recognizing the contributions of all those who made this project possible.