
**Summary**

The article presents the experiences of documented and undocumented Latino students growing up in Los Angeles, California. As one of the regions with the greatest number of immigrants—both documented and undocumented—the author of the article conducted interviews with more than 20 Latino students. The article explains that undocumented students had all the rights and privileges of attaining a K-12 education like their native-US-born peers, but that these rights and privileges slowly came to a halt once students were about to graduate or had graduated from high school. The article also explains that the aspirations of undocumented youth can be hindered by cousins, older siblings, and other family members who may discourage undocumented students from persisting in school. Once undocumented students become aware of their legal status, many stop performing well and lose sight of their dreams. The article explains that it is important for undocumented students to have positive role models who can help them gain access to higher education, in order to improve their individual lives so that they do not fall into the same poor economic circumstances as many of their parents.

**Summary**

The article examined the effects of California Assembly Bill 540 (AB 540) on institutions of higher education and undocumented students. It explained that the bill granted undocumented students an exception from out-of-state tuition, and made some forms of higher education more accessible to them. To study the effects of the law on undocumented students and the institutions that provided the education to them, the author of the article conducted a study via interviews before passage of the law, immediately after passage of the law, and four years later after the law had been implemented. The author found that the passage of AB 540 relieved stigma associated with being an undocumented student, provided undocumented students with a socially-accepted identity, and then empowered the students to mobilize the law in their best interests. The author concluded that upon passage of the law, undocumented students were able to do a lot more for themselves than ever before.


**Summary**

The author writes about the individual experiences of undocumented individuals in America, focusing on those from Latin America. It discusses the oppressions that they live in
education, work, and overall society, and the ways by which these experiences are internalized by undocumented individuals. In addition, the article writes about the differences that exist among undocumented individuals—not all are living in poor conditions, are receiving poor education, or face the same struggles as other undocumented individuals. To do so, the author incorporates data that she gathered by interviewing and surveying undocumented individuals from 2001-2010. The author writes that illegality is experienced different by all undocumented individuals, and that this is primarily based on their individual social position. The author writes that whereas first generation undocumented individuals are most concerned with deportation and legal implications of their stay in the US, 1.5-generation undocumented individuals are most concerned about the stigma associated with them for their undocumented status.


*Summary*

In the article, the author presented a qualitative case study consisting of twenty structured and in-depth interviews with undocumented Latino students. In presenting the article, the author wanted to help readers understand the experiences and challenges facing undocumented students in higher education in the State of Washington. The research explores the processes that the undocumented students employed in their pursuit of higher education and accomplishing their dreams of a college education. In assessing Washington State’s HB 1079, the author makes recommendations for state and federal policies relating to undocumented students’ pursuit of a higher education. In addition, the author encourages
colleges and universities across the country to examine individual institutional practices to assist undocumented students who are in pursuit of a higher education.


Summary

The author writes that in 2001, Texas became the first state to pass an in-state resident tuition policy that benefited undocumented students, many who identified as Latino/Latina. The author of the article conducted a study of policies that benefit undocumented students, and the effect that it had on them. The author found that after the introduction of the Texas law that allowed in-state resident tuition for undocumented students, undocumented students were more likely to apply and enroll in college. In addition, these results were compared with the enrollment rates of undocumented students in states where no policy benefitting undocumented students existed, and found that undocumented students in Texas enrolled in college at a higher rate than other students in the other states with no policies.


Summary

The article presented data and information on current immigration trends in the United States, with a major focus on States with large numbers of immigrants. It defined the “1.5 Generation,” which refers to young individuals born in another country—like their parents—
who now call the US their home without having the rights afforded to US-citizens and legal residents. It stresses the importance of a higher education for all individuals, while focusing on undocumented students. It traces the history of undocumented students in the K-12 education system, based on a decision by the US Supreme Court in 1982. The author writes about the significance and implications for individuals and communities when undocumented young individuals are able to receive a higher education, with a focus on taxes paid, jobs filled, and improvements in lifestyle. In writing about students’ attainment of a higher education, the author writes about the obstacles that students face: financial aid, State policies barring undocumented students from a higher education, and opponents of more inclusive legislation. It concludes by writing of some legislation that could be very beneficial to undocumented students if passed, such as the DREAM Act.


*Summary*

The article focuses on the lives of undocumented 1.5 generation Latinos living primarily in Orange County, California. The authors argues that “basic” governmental practices, such as immigration documents, employment forms, birth certificates, tax forms, drivers’ licenses, bank accounts, and others define, limit, and frustrate undocumented 1.5 generation Latinos. The article primarily presents data after having interviewed and surveyed more than 800 Latinos in Orange County. It then juxtaposes the data from this group with data from white, native-born
US citizens and legal immigrants. The information presented tells the stories of Latinos living in Orange County, from their desire to attain a higher education, obtain work, support their family, and fulfill their lifelong dreams. The authors write about the stages that undocumented Latinos go through while in high school (such as becoming depressed when they are unable to be involved in the same activities as legal US citizens, slipping academically, and becoming very frustrated at a system that has encouraged them to succeed and perform well but then is unwilling to give them the rights afforded to everyone else).


**Summary**

In this article, the authors incorporated interviews with six Latina and Latino undocumented students living in California and attending college. They incorporated Latino/Latina Critical Race Theory (LatCrit) to expose the multiple forms of oppression faced by Latino/Latina undocumented students, and highlighted their experiences in regards to race, class, gender, and their undocumented legal status. By incorporating their narratives into the article, the authors highlight the challenges and obstacles undocumented students face in their attempt to attain a higher education in California public institutions. After providing background information on the students—such as their date of arrival to the US, family history, success in the K-12 system, and the like—the authors of the article provide many policy recommendations for California public universities as they attempt to better support their current populations of undocumented Latino/Latina students. In addition, it makes further
recommendations for future classes of undocumented students attempting to enroll in California institutions of higher learning.


**Summary**

The authors write that in recent years, there have been a lot of legislative changes which provide in-state tuition benefits to undocumented students. These initiatives are known as “in-state resident tuition policies” (ISRT). The authors of the article also analyzed the effects of demographic, economic, political, and policy conditions on the likelihood of these initiatives going before Congress for legislative action. The authors also developed and tested a theoretical framework from research on past US politics. Through research, the authors discovered that the percentage of female legislators, the percentage of the population that is foreign born, the level of unemployment, and the type of higher education governance in a state are associated with the likelihood of an ISRT getting on the ballot for Congress to vote on. The authors also write about recommendations for policy implementation at the federal and state level.

**Summary**

The author discusses the importance of a higher education for undocumented students, highlighting the experiences of undocumented students enrolled in the CUNY system. It discussed the pro-undocumented student policies that were implemented at the CUNY system from the late 1980s up until the terrorist attack of September 11, 2001. Up to this point—as the author writes—undocumented students were able to attend the CUNY system while still paying the same amount in tuition as “regular” students. After the terrorist attacks, however, the CUNY system changed its policies in fear of the terrorist attacks on US soil. The article further discusses the importance of the DREAM Act, and legislation aimed at assisting undocumented students attain and finance a higher education for themselves. In addition, it highlights methods that individuals can help undocumented students, and reasons for doing so. In writing about the importance of higher education for undocumented students, the author writes about a few students and the ways that they will be positively affected if allowed to enroll and apply for federal financial aid.


**Summary**

The author of this article presents data about the trends of college enrollment of Latino students, with an emphasis on undocumented Latino students. The author includes statistics
from various governmental and private organizations about the composition of Latino students in the K-12 system, such as that 17% of Latino public school students are immigrants, that 7% of Latino students are undocumented immigrants, and that approximately 65,000 undocumented students graduate from public high schools every year. In addition, the author conducted interviews with undocumented students in California and presented the results.


**Summary**

The article presented the educational experiences of an undocumented Mexican female who was brought to the US by her parents at a young age. It provides the history of undocumented students’ plight in achieving a higher education, beginning with the 1982 Supreme Court case of Plyer v. Doe. It highlights different US States, and the efforts that have been done to serve undocumented students reach colleges and universities. The article further provides a summary of research conducted by the author and his assistants, which found that college-eligible undocumented students often demonstrate different attributes (such as academic achievement and civic engagement) above that of their US-citizen counterparts. In addition, the author argues that the civic and academic dedication of undocumented students warrants official government recognition.

**Summary**

The article presented legislative history of undocumented students’ ability of obtaining a higher education. It writes about the history of the DREAM Act, with an emphasis on individual States’ efforts to assist undocumented students. Based on prior research, the author developed recommendations for counseling professions working in higher education. These recommendations include assisting undocumented students with securing financial resources (such as making lists of scholarships for which undocumented students are eligible for available); doing outreach to undocumented students and their families to inform them about methods to get into college and actively recruiting students; facilitating transfers between the community colleges and four-year institutions; providing social support by creating a committee or task force to generate ideas to support undocumented students; create workshops to educate administrators, faculty, and other key individuals about the challenges faced by undocumented students; providing students with personal development courses; and ensuring that school psychologists and counselors receive training on the emotional and social experiences of undocumented students so that they are able to provide adequate support.

Summary

Using the socioemotional development framework to explain the impact of an individual’s environment on their emotional and mental state, the authors of the article look at how undocumented students’ experiences compare to those of their undocumented peers in relation to their academic and mental health. The authors highlight the different ways by which undocumented students cope with their socioemotional and academic challenges as a result of their legal status in the US. The authors found that undocumented students develop feelings of shame for having to live undocumented, and also learn about discrimination, fear, and hatred. As it relates to coping, undocumented Latino/a students attribute their strong will to achieve their educational dreams to the sacrifices of their parents; they are often motivated to succeed by caring school professionals; seek peer support from other undocumented students; and heavily involve themselves in campus support programs that do not require reporting immigration status. The article discussed implications for higher education professionals, such as adequate training of faculty and staff on the needs of this population of students; the establishment of multicultural support programs and services, fundraising for undocumented students; establishing coalitions; expanding and improving college outreach; and improving student health services.

*Summary*

The authors write about the common misconceptions regarding higher education for undocumented students. They write about the fact that admission and enrollment of undocumented students in institutions of higher learning is permitted under federal law, and about the effects that this has on White students, institutions, as well as on the undocumented students themselves. The authors also write that offering in-state tuition to students based on a standard of residence in the US (for being educated in the country for a certain amount of years) or other criteria method is also permitted under federal law. The authors also write that admission and enrollment of undocumented students into institutions of higher education is also socially responsible, that the economic benefits of educating them outweigh any perceived harm, that their enrollment will not drain tax funded public universities, and that their enrollment will not displace qualified US citizen students.