Page numbers for tables, figures, and illustrations are in **bold**.

Italicized words indicate words italicized in the text.

academic activism, 118
activists, 115–41; overview, 115–18; in California, 121–24, 130–34, 148–49; in Georgia, 124–28, 135–40, 148–49; history of activism, 118–21; and legal status disclosure, 119–20, 128–30
agricultural labor markets, 29–30
ambivalence. *See* identity, Latinx national
Americanness, 94, 99–105, 150–52. *See also* identity, Latinx national
antideportation campaigns, 129–30
Arizona v. United States (2012), 42
"aspiring American" narrative, 98
Assembly Bill AB 60 (2015), 40, 65–66
Assembly Bill AB 130 and AB 131 (California Dream Act) (2013), 5, 70, 75–77, 124
Assembly Bill AB 540 (2001), 5, 74–77, 121–24
assimilation, identificational, 97. *See also* integration
Atlanta, migration history of, 10, 24–25, 29–33. *See also* Georgia

"the ban," 4, 38–39, 85–91, 125–26, 155–56. *See also* in-state tuition
belonging, 13–15, 47–48, 55–56, 95–99, 147–48. *See also* identity, Latinx national; integration
bilingual education, 56–59
Bracero Program, 26
Brown, Jerry, 124
businesses, immigrant-owned, **32**

California: AB 540, 5, 74–77, 121–24; activism in, 121–24, 130–34, 148–49; California Dream Act, 5, 70, 75–77, 124; college experiences in, 90; contexts of reception in, 47–51, 55–56; DACA recipient numbers in, 9–10; migration history of, 11–12, 24–28; policies compared with Georgia's, 36–41, **40–41**; Proposition 187, 12, 26–28, 46; as sanctuary state, 12; as traditional immigrant destination, 46. *See also* college, pathways to
California Dream Act (AB 130 and AB 131) (2013), 5, 70, 75–77, 124
campus employment, 157
Chacon-Moscone Bilingual Bicultural Education Act (1976), 56
Chicanos, 107–8
children, 43–67; awareness of legal status, 128; awareness of parents' experiences, 43–47, 62–66; and contexts of reception in Atlanta, 52–56; and contexts of reception in Los Angeles, 47–51, 55–56; in school, 56–62, 96
Chinese Exclusion Act (1882), 7
citizenship: benefits of vs. cultural pride, 111–12; formal, 96, 100; substantive, 100. *See also* identity, Latinx national
college, pathways to, 69–92; in California, 74–80; facilitation of, 73, 156–57; in Georgia, 80–88; legal violence of, 88–90; state policies for, 8–9, 21–24, 69–74; summary, 90–92. *See also* high school personnel
college choice process, 73
Colotl, Jessica, 124–25
Coming Out of the Shadows events, 119
community, childhood awareness of, 47–48, 55–56
contexts of reception: in Atlanta, 52–56, 152; in Los Angeles, 47–51, 55–56, 152
country of origin, identification of, 105–12. *See also* identity, Latinx national
cultural pride vs. citizenship benefits, 111–12

DACA (Deferred Action for Childhood Arrivals) (2012): activism for, 120–21; ambivalence about, 151; eligibility criteria for, 9n1, 35n2; history of, 34–36, 153–54; number of recipients of, 9–10; policy recommendations

for, 156–57; short-term security of, 91–92; and study abroad, 90, 147n1
DAPA (Deferred Action for Parental Arrivals), 32, 36
Davis, Gray, 121
Deferred Action for Childhood Arrivals (2012). *See* DACA
Deferred Action for Parental Arrivals (DAPA), 32, 36
deportations: campaigns against, 129–30; mass, 157
Development Relief and Education for Alien Minors (DREAM) Act, 34, 94, 118–20
disclosure management, 119–20, 128–30
discrimination toward parents, 62–66, 110–11
double consciousness, 150
DREAM (Development Relief and Education for Alien Minors) Act, 34, 94, 118–20
driver's licenses, 11, 40, 65–66, 155
DuBois, W. E. B., 150

education, bilingual, 56–59
ELL (English Language Learners) programs, 56–58, 61–62
employment on campus, 157
empowered disclosure, 119–20. See also *disclosure management*
English for the Children (Proposition 227), 26, 38, 56–58
English Language Learners programs, 56–58, 61–62
English-only law (SB 519) (1996), 37–38
English-only policies, 26, 37–38, 56–58
ethnic identity development, 97–99, 110–11
E-Verify, 37
extracurricular experiences, 156–57

family: and California activists, 130–34, 148–49; and Georgia activists, 135–40, 148–49; influence of, 72–73, 148–49; policy reforms to include, 152–53; roles in, 4; security within, 45–46
federal policies, 33–36. *See also* state policies, shift from federal
Felix, Cinthya, 123–24
financial aid, 5, 70–71, 75–77. *See also* Assembly Bill AB 540; California DREAM Act; college, pathways to; in-state tuition; out-of-state tuition
formal citizenship, 96, 100
Freedom University, 52, 81, 126–27, 135–36, 140, 147–48
future orientation, definition of, 72

Georgia: activism in, 124–28, 135–40, 148–49; "the ban" in, 4, 38–39, 85–91, 125–26, 155–56; contexts of reception in, 52–56; DACA recipient numbers in, 9–10; Freedom University, 126–27, 140; and Georgia Undocumented Youth Alliance, 126–27; immigrant bargain in, 135–40, 148–49; mergers of colleges in, 85–86; migration history of, 10–11, 24–25, 29–33; as new immigrant destination, 46; policies compared with California's, 36–41, **40–41**; two-year college system in, 84n1. *See also* college, pathways to
Georgia Perimeter College, 84
Georgia Undocumented Youth Alliance (GUYA), 126–27
"good" immigrants, 88
graduation, prioritization of, 130–34
GUYA (Georgia Undocumented Youth Alliance), 126–27

high school personnel, 58–59, 73–74, 82–84, 156–57. *See also* college, pathways to
House Bill HB 87 (Illegal Immigration Reform and Control Act) (2011), 37, 42, 54
hyphenated identities, 107–8

ICE (Immigration and Customs Enforcement), 153–54
identificational assimilation, 97. *See also* integration
identity, American national, 7
identity, Latinx national, 93–114; overview,

93–95; ambivalence about, 150–52; and Americanness, 99–105; and country of origin, 105–12; intersectional nature of, 95–99; summary, 113–14. *See also* belonging; place; racialization
identity crises, 105–6. *See also* identity, Latinx national
Illegal Immigration Reform and Control Act (HB 87) (2011), 37, 42, 54
illegality, shared negotiation of, 44–45
immigrant bargain: and California activists, 130–34, 148–49; and college degrees, 72–73, 130–34; and constraints of activists, 130–34, 137–40; and Georgia activists, 135–40, 148–49; as motivator, 136–37. *See also* family
immigration: and "good" immigrants, 88; history of in California, 11–12, 24–28, 46; history of in Georgia, 10–11, 24–25, 29–33, 46; and immigrant-owned businesses, **32**; new destinations of, 46; reforms to, 5–8; traditional destinations of, 46. *See also* belonging; citizenship; contexts of reception; deportations; identity, Latinx national; immigrant bargain; integration; place
Immigration Act (1965), 7–8
Immigration and Customs Enforcement (ICE), 153–54
Immigration Reform and Control Act (IRCA) (1986), 8, 21, 29
incorporation. *See* integration
in-state resident tuition (ISRT) policies, 38–39, 70–71
in-state tuition, 5, 38–39, **40–41**, 44–45, 70–71, 74–77, 121–24. *See also* "the ban"
integration: and bilingual education, 57–58; in Georgia, 31–32, 89; and identity, 97, 107–9; and place, 11–13; policy recommendations for, 152–56; race as barrier to, 102–3. *See also* belonging
internships, 90
interpretation, children responsible for, 52
IRCA (Immigration Reform and Control Act) (1986), 8, 21, 29
ISRT (in-state resident tuition) policies, 38–39, 70–71

Johnson-Reed Act (1924), 7

labor markets, agricultural, 29–30
Lau v. Nichols (1976), 56
legal contexts for undocumented Latinx youth, 21–42; federal policies, 33–36; migration history of cities, 24–28 (Los Angeles), 29–33 (Atlanta); move to state and local policies, 8–9, 21–24; multiple layers of, 22–24, **23**, 152–53; state policies, 36–41, **40–41**
legal ecologies, defined, 152. *See also* legal contexts for undocumented Latinx youth
legal status, children's awareness of, 128
legal violence, 88–90
Leticia A. Network, 122
licenses, professional, 38
Los Angeles, migration history of, 11–12, 24–28. *See also* California
"low key" participation in activism, 130–34

methodology of this book's study, 15–17
multigenerational punishment, 44–45

Naturalization Act (1790), 7
No Match letters, 54

Obama, Barack, 9, 34–35. *See also* DACA
Orange County ties to Proposition 187, 27
out-of-state tuition, 4, 38–39, **40–41**, 85–91, 125–26, 155–56. *See also* financial aid

parents, 32, 36, 43–47, 62–66, 110–11, 152–53
pivotal moments, 73–74, 156–57. *See also* college, pathways to
place, 10–14, 18, 46–48, 145–47. *See also* identity, Latinx national
Plyler v. Doe (1982), 33, 56, 70, 156
Policies 4.1.6 and 4.3.4, 4, 38–39, 85–91, 125–26, 155–56

policy recommendations, 152–53, 155–57
population increases, 53
pride, cultural, 111–12
Proposition 187 (Save Our State initiative) (1994), 12, 26–28, 46
Proposition 209 (banning affirmative action), 26
Proposition 227 (English for the Children), 26, 38, 56–58
public schools, 56–62, 96
punitive policies, consequences of, 44

racial identification and legal status. *See* identity, Latinx national
racialization: of Americanness as white, 7, 94, 98–99, 100–103, 150–52; of Latinxs in Atlanta, 24–25, 29–33; of Latinxs in Los Angeles, 24–28. *See also* identity, Latinx national
racialized nationalism, 7
racist nativism, 7, 62–66
raids, workplace, 53–54
reactive ethnicity, 98, 110–11
reception of immigrants: in Atlanta, 52–56, 152; in Los Angeles, 47–51, 55–56, 152
reforms, immigration, 5–8
restrictionist approaches to immigration, 7–8
Ross, Loretta, 115

Save Our State initiative (Proposition 187) (1994), 26–28, 46
schools, public, 56–62, 96
Senate Bill SB 519 (English-only law) (1996), 37–38
Senate Bill SB 1070 ("show me your papers" law) (2010), 12, 42
Senate Bill SB 1159 (applying for driver's licenses) (2015), 38
shared vulnerability, 44–45
"show me your papers" law (SB 1070) (2010), 12, 42
sociopolitical environments, children's awareness of, 44–45
state policies, shift from federal, 8–9, 21–24. *See also* California; college, pathways to; federal policies; Georgia
status: disclosure of, 119–20, 128–30; silence about, 59–60
"stopping out," 75
student groups, ally, 127
student retention programs, 157
study abroad, 90, 147n1
substantive citizenship, 100

teachers, bilingual, 58–59
Tran, Tam, 123–24
translation, children responsible for, 52
trauma and national identity, 96–97. *See also* identity, Latinx national
Trump, Donald, 153–54, 157
tuition: in-state, 5, 38–39, **40–41**, 70–71, 74–77, 121–24; out-of-state, 4, 38–39, **40–41**, 85–91, 125–26, 155–56

undocumented 1.5 generation, 7
"undocumented and unafraid," 119–21, 123–24
undocumented Latinx young adults: introduction, 3–20; as activists, 115–41; children, 43–67; college pathways for, 69–92; and Latinx national identity, 93–114; legal contexts for, 21–42; conclusion, 143–57
undocumented population, increases in, 21, 29
undocumented student movement. *See* activists
University System of Georgia Board of Regents Policies 4.1.6 and 4.3.4, 4, 38–39, 85–91, 125–26, 155–56
U.S.-born Latinxs compared with undocumented Latinxs, 103–4. *See also* identity, Latinx national

Vargas, Jose Antonio, 93–94
vulnerability, shared, 44–45

Welcoming Atlanta Initiative, 32

whiteness, 7, 94, 98–99, 100–103, 150–52.
See also identity, Latinx national
Wilson, Peter, 27