

**Washington State University**

**College of Education**

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**Will defend the dissertation**

**Date: January 6, 2021**

**Time: 11:00 A.M.**

**Location: Zoom by request**

*Faculty, students and the general public are encouraged to attend*

**RESILIENCE AND PERSISTENCE OF UNDOCUMENTED**

**COLLEGE LATINX STUDENTS IN RURAL AREAS**

Chair: Brian McNeill

It is estimated that 1.5 million undocumented children are currently enrolled in the U.S. public education system, and of these children about 65,000 graduate high school each year (Aboytes2009; Drachman, 2006; Passel, 2003) and it is estimated that only about 7,000 to 13,000 (11% to 20%) will enroll in a college or university (Passel, 2003). Research that examines the resilience and persistence of undocumented students in higher education is limited (Contreras, 2009; Perez, Espinoza, Ramos, Coronado, & Cortez, 2009). Additionally, some research with immigrants living in the United States fails to take into account the impact of undocumented status and its effect on college enrollment and persistence (Baum & Flores, 2011; Chiswick & DebBarman, 2003; Hagy and Staniec, 2002; Suarez-Orozco, Gaytan, Bang, Pakes, O'Connor, & Rhodes, 2010). This paper will review the literature on the resilience and persistence of rural undocumented Latinx students attending colleges and universities. The current review seeks to synthesize the literature on (a) the educational attainment of immigrants, (b) the effects of non-citizenship on college readiness, enrollment, persistence, and educational outcomes (c) review the psychological stress associated with undocumented status, and, (d) examine the college access, enrollment, and persistence of undocumented rural Latinx students in higher education as well as the risk and protective factors that make up their resilience.