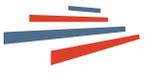


IN THEIR OWN WORDS

Higher Education, DACA, and TPS

Results From a National Survey of TheDream.US Scholars



ACKNOWLEDGEMENTS

TheDream.US Team led by Tania Wilcox and Hyein Lee designed and administered the survey that yielded this report's underlying data. Jose Magaña-Salgado, Principal of Masa Group, authored the report. Editors included: Gaby Pacheco, Hyein Lee, Tania Wilcox, Candy Marshall, Miriam Feldblum, and Michael Earls. Input and feedback were given by several community members and TheDream.US Advisory Board.

The report author and editors would like to thank TheDream.US's founders: Amanda Bennett, Don Graham, Carlos Gutierrez, and Henry R. Muñoz III. This report is dedicated to TheDream.US's current and former Scholars and their families.



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I. EXECUTIVE SUMMARY

TheDream.US is the nation's largest college access and success program for immigrant youth, serving over 4,000 current and former Scholars. By collaborating with partner universities and community colleges, TheDream.US provides scholarships to undocumented immigrant students who currently hold or are eligible for Deferred Action for Childhood Arrivals (DACA) or Temporary Protected Status (TPS). In April of 2018, TheDream.US undertook a national, online survey of its Scholars, resulting in responses from over 1,400 Scholars. The survey results provide a unique picture of TheDream.US's Scholars, including employment and educational gains. The survey responses also paint a portrait of the uncertainty and anxiety that Scholars face in a difficult immigration climate, particularly with the forthcoming end of DACA and TPS.

Among the survey's findings:



EDUCATIONAL FINDINGS

- Virtually all Scholars (97%) indicated that obtaining a college degree was extremely or very important to them.
- Sixty-six percent of Scholars are pursuing a career that requires professional licensing, including medical, legal, and engineering careers.



EMPLOYMENT FINDINGS

- Seventy-one percent of Scholars were employed; of those, one in five Scholars (19%) held two or more jobs and nearly one third (29%) worked full time.
- Over one third of Scholars (34%) provided some sort of financial support to their families.



QUALITY OF LIFE FINDINGS

- Loss of immigration status would affect childcare for over half (52%) of Scholars who report having a child.



- Almost half (43%) of all Scholars experienced food insecurity in the last year, with nearly three out of five Scholars (58%) indicating they would likely experience food insecurity if they lost their immigration status.
- Four in five Scholars (83%) described themselves as “very anxious” about their immigration status, with a similar percentage (86%) expressing concern for the legal status of their family.



MOBILITY FINDINGS

- Sixty-nine percent of Scholars hold driver’s licenses and over half (55%) drive to and from work regularly.
- On the state level, Scholars attending college in Florida had the highest percentage of holding driver’s licenses (91%), while Scholars in New York had the lowest percentage (41%).
- A quarter of Scholars (27%) are not comfortable crossing state lines, likely stemming from a fear of encountering immigration or law enforcement authorities.



RECOMMENDATIONS

In response to these findings, the report presents a series of recommendations for federal, state, and local policymakers; educational institutions; the business community; mental health providers; and community members. These recommendations include the following:

- The President and U.S. Department of Homeland Security (DHS) should fully reinstate DACA; and work with Congress to establish a roadmap to citizenship for immigrant students.
- Congress should enact legislation to provide permanent protection for DREAMers and TPS recipients; restore the ability of states to offer in-state tuition based on residency; repeal the prohibition on professional licenses for immigrants; and extend access to federal financial assistance to immigrant students, including Title IV assistance.



- State legislatures should enact laws to allow noncitizens to apply for and receive professional licenses; driver's licenses; and in-state tuition, state and institutional financial aid, and scholarships.
- Educational institutions should establish Dream Resource Centers or designate staff to provide services and support to undocumented students and provide information to help students access nutrition; health care; employment; and immigration resources.
- Mental health providers should offer culturally sensitive services for immigrants reflecting the unique, immigration-centric anxieties that students face; and reduce barriers to access to health care for immigrants.
- Businesses and employers should identify strategies to continue to support and compensate DACA and TPS employees who lose their status.
- Community members should engage with the immigrant community; support immigrant activism; and support immigrant-serving institutions.

II. BACKGROUND

Founded in 2014, TheDream.US is the nation's largest college access and success program for DREAMers, young immigrants who arrived in the United States before the age of 16. As of 2018, TheDream.US committed to over \$103 million in scholarships, with over \$41 million in scholarships distributed.

COMMITTED OVER
\$103 MILLION
IN SCHOLARSHIPS



OVER
\$41 MILLION
DISTRIBUTED SCHOLARSHIPS

To be eligible for scholarships from TheDream.US, an individual must be eligible for or currently hold DACA or TPS. TheDream.US specifically aids DREAMers because they are not eligible for any form of federal financial assistance; cannot qualify for in-state tuition or state aid in many states; and, in some states, are prohibited from attending college altogether. To ensure affordable tuition, a quality education, and sufficient support for first-generation students, TheDream.US partners with over 75 partner colleges in 15 states and the District of Columbia, all of which have a long



track record of supporting low income, first-generation student populations. With a 94% first year persistence rate, The Dream.US is diligently working toward building a nationwide movement of Scholars—imbuing Scholars with a new sense of hope and a mission to help and support their families, communities, and nation.

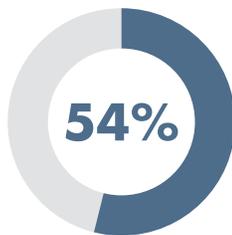


TheDream.US’s prioritization of education is particularly important in the current immigration climate, where students are on the verge of losing key immigration protections. Originally implemented by the Obama Administration, DACA is a form of prosecutorial discretion that provides work permits and protects undocumented immigrants from deportation.¹ Established by Congress, TPS provides employment authorization and protection from deportation for immigrants from countries experiencing extraordinary conditions that makes it dangerous for those immigrants to return.² Before DACA and TPS, immigrant students still persevered and succeeded educationally as much as their circumstances would allow. DACA and TPS fully unleashed the potential of these students, allowing them to achieve significant professional, educational, and personal milestones. As Professor Tom K. Wong found in his groundbreaking research on DACA recipients:

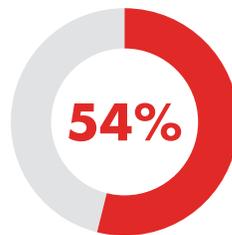
After receiving DACA:



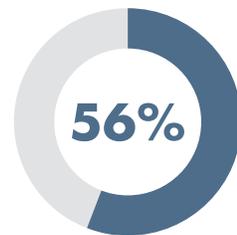
69% of respondents reported moving to a job with better pay³



54% moved to a job that 'better fits my education and training'³

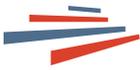


54% moved to a job that 'better fits my long-term career goals'³



56% moved to a job with better working conditions³

The current Administration is in the process of ending both DACA and TPS, terminations that will ultimately lead to the loss of protection for nearly one million immigrants—most of whom have long-term residency and deep ties to our



country.⁴ Consequently, the end of these programs brings significant uncertainty for immigrant students, raising questions regarding their educational and employment future and increasing fear and anxiety in their communities. As one Scholar put it, "My whole life is here. If you take that away, I don't know what would become of me."

..... IN THEIR OWN WORDS

"My whole life is here. If you take that away, I don't know what would become of me."

These disruptions are not limited to students themselves. The wholesale revocation of employment authorization for nearly one million individuals means that the businesses and industries that consider DACA and TPS recipients vital will suffer economic and fiscal shocks.

Ninety-one percent of DACA recipients are employed, with DACA recipients being integral parts of the services, retail, construction, educational, professional, and manufacturing industries.

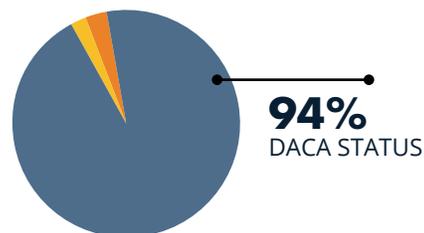
The findings of the survey provide a roadmap to policy makers, educational institutions, businesses, mental health professionals, and community members to implement policies that will empower and enable immigrant students to succeed, despite today's immigration climate.

III. SURVEY FINDINGS

A. IMMIGRATION FINDINGS

TABLE A1. IMMIGRATION STATUS		
Status	Scholars	Percentage
DACA	1329	94%
TPS	35	2%
Neither	43	3%
Total	1407	100%

SOURCE: THEDREAM.US 2018



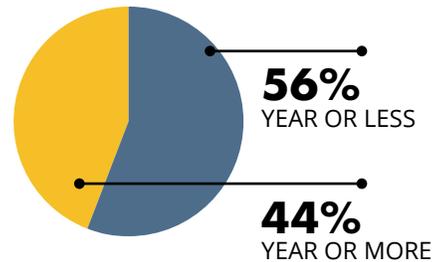
Nearly all respondents (94%) held DACA status, with a smaller percentage (2%) holding TPS status. The 43 respondents (3%) who had neither status did not have the opportunity to apply for DACA before it was rescinded or



had their previous DACA or TPS status expire.

TABLE A2. EXPIRATION OF STATUS		
Expiration	Scholars	Percentage
Year or Less	762	56%
Year or More	598	44%
Total	1365	100%

SOURCE: THEDREAM.US 2018



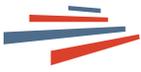
Both DACA and TPS require individuals to regularly apply for renewal, with DACA requiring renewal every two years and TPS every 18 months. Survey respondents were roughly evenly split between expiring in a year or less (56%) and a year or more (44%). While the Administration rescinded DACA in September 2017, multiple district courts issued injunctions requiring the Administration to resume accepting renewal requests for DACA until further court hearings and decisions.⁷

Generally, USCIS will accept and process renewal requests for DACA for grants expiring in a year or less. Thus, the 56% of Scholars whose DACA expires in a year or less may be able to successfully renew their status until 2020, minimizing the time when they lack protection from deportation under the current Administration. However, the 44% of Scholars whose DACA expires in a year or more, may face circumstances where they are unable to renew and their protections expire. Scholars with TPS status will lose their status on a rolling basis, depending on when TPS for their country expires.⁸

Acknowledging the possession of sensitive information by the Administration, one Scholar stated, “the most stressful thing is thinking about what the government will do with all the information DACA has given them. It is only up to the government to make the call to raid homes or places of work.”

..... IN THEIR OWN WORDS

"[T]he most stressful and sad part is not being able to be myself I can't visit my parents. I have forever lost precious memories with both [my] mother and father that I [will] never get back The possibility of losing my status is an emotional burden that can sometimes weigh heavy. I wish we were free."



Another viewed their lack of status as a large emotional burden: [T]he most stressful and sad part is not being able to be myself . . . I can't visit my parents. I have forever lost precious memories with both [my] mother and father that I [will] never get back . . . The possibility of losing my status is an emotional burden that can sometimes weigh heavy. I wish we were free.

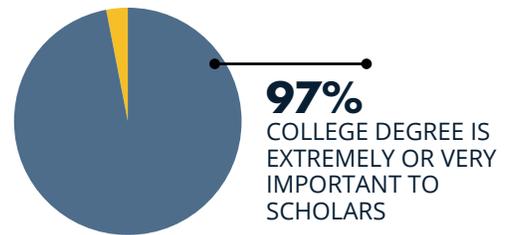
IN THEIR OWN WORDS

"The most stressful thing is thinking about what the government will do with all the information DACA has given them. It is only up to the government to make the call to raid homes or places of work."

B. EDUCATIONAL FINDINGS

TABLE B1. IMPORTANCE OF COLLEGE DEGREE		
Importance	Scholars	Percentage
Extremely or Very	1340	97%
Moderately or Less	44	3%
Total	1384	100%

SOURCE: THEDREAM.US 2018



The survey asked Scholars to rate the importance of obtaining their college degree considering the current uncertainty regarding DACA, TPS, and the general immigration environment. Overall, a stunning 97% (1,340) of Scholars communicated that obtaining their college degree was Extremely or Very important. Many Scholars also shared concern that loss of status would force them to pay out-of-state tuition for their education, making higher education financially inaccessible.

Scholars shared that loss of status would lead to “fear of not being able to continue getting an education. The fear of not being able to dream anymore.” Another Scholar spoke to the importance of legal status in conjunction with an education, stating that “without DACA, my diploma will just be a piece of paper.” Many Scholars spoke to accelerating their graduation date and increasing the quantity of classes taken—often to the detriment of their studies—to obtain their degree before a potential loss of status. For example, one Scholar enrolled



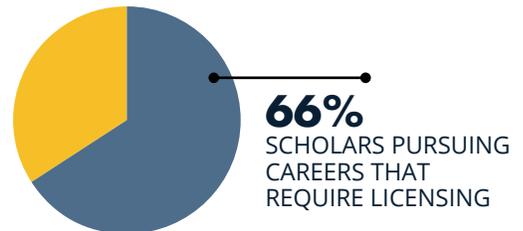
for summer semester, moved up a certification exam, and dropped a minor just to graduate sooner.

Another Scholar spoke to the importance of their degree in relation to their family, “with a degree, not only would I be able to improve my lifestyle but the lifestyle of my family as well. Without this degree, all the hard work I have put into my goals would be for nothing, and I would be back to the bottom where I started.”

Another Scholar pointed to education as key to escaping an abusive relationship, sharing, “I am married but I was waiting to finish school to separate because our relationship has deteriorated over time . . . I do not want to keep hurting my kids and myself anymore by being with a person who has anger and alcohol problems.”

TABLE B2. PURSUING LICENSED CAREER		
Career Requires License	Scholars	Percentage
Yes	910	66%
No	474	34%
Total	1384	100%

SOURCE: THEDREAM.US 2018



Federal law prohibits states from providing professional, commercial, and business licenses to certain types of immigrants, including individuals who would qualify for TheDream.US scholarships, unless states enact affirmative laws providing access to licenses.⁹ And while some states enacted laws to allow immigrants to apply for and receive professional licenses, immigrants seeking to participate in a career that requires licensing still face obstacles in most states. This obstacle to licensing is particularly relevant considering over 800 different occupations and approximately 30 percent of all workers need a license to work.¹⁰ Regardless of these obstacles, however, 66% of Scholars are pursuing careers that require licensing, demonstrating both an intent to leverage their higher education into successful careers and a commitment to be employed in states where licensing of immigrants is allowed; or to one day regularize their status.

As one Scholar aspiring to be a doctor noted, “I want to be a physician [but] when my TPS expires in 2019, I will not be able to continue with my application to medical school.”



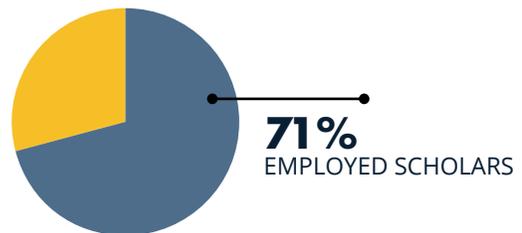
Similarly, a surprisingly large number of Scholars are studying to become nurses and expressed worry regarding the ability to enter their desired career path due to licensing concerns. A Scholar seeking to become a lawyer stated, “I am afraid [of being unable to] achieve my goal of becoming a lawyer,” recognizing the link between status and being barred as an attorney. And another Scholar studying to become a civil engineer shared, “I’m stressed about not being able to obtain my engineering license before my DACA expires.”

In addition to licensing, some Scholars noted the difficulties of obtaining employment in their desired field due to citizenship requirements, “My biggest challenge is finding . . . work in my chosen major (aerospace engineering). Although I have the GPA and work experience, most companies are looking for only U.S. citizens or [lawful] permanent resident[s].”¹¹ Another Scholar noted the difficulty of interning with the U.S. Department of Agriculture and National Forestry Service (essential for her career) due to a lack of more permanent status.

C. EMPLOYMENT FINDINGS

TABLE C1. EMPLOYMENT STATUS		
Employed	Scholars	Percentage
Yes	1003	71%
No	401	29%
Total	1404	100%
FTE & Employed	893	64%

SOURCE: THEDREAM.US 2018



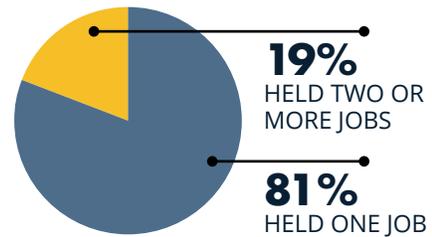
Seventy-one percent (1,003) of respondents are currently employed, either part or full-time. Of employed students, approximately 89% are full time students, leading to an employment rate for full-time students of 64%. This rate is higher than the national rate of undergraduate students who were employed (43%), pointing to higher workforce participation for Scholars than similarly situated students.¹² One Scholar noted the significant importance of their job, noting “It also worries me that if I lose my status I will no longer be able to pursue my dreams and . . . career. It will also make it extremely difficult . . . to find a job and maintain the steady income that has been possible thanks to DACA.” Expressing apprehension regarding the loss of employment



stemming from the loss of status was one of the most common comments provided by Scholars.

TABLE C2. NUMBER OF JOBS HELD		
Number of Jobs	Scholars	Percentage
One	811	81%
Two or more	193	19%
Total	1004	100%

SOURCE: THEDREAM.US 2018



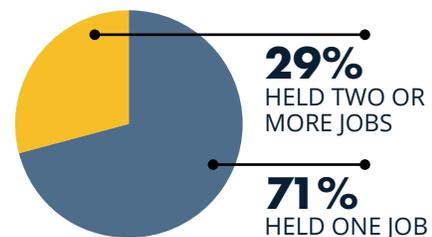
Of the Scholars who were employed, 81% (811) held one job, while 19% (193) indicated they held two or more jobs. One Scholar noted how DACA enabled her to be self-sufficient: I am on my own in a different town with no family members and am on my own for rent, bills, food, etc., and losing my status means losing my jobs[.] I would then have to find jobs where they don't require status and may have to work longer hours making it hard for me to do well in school and be able to afford being on my own.

IN THEIR OWN WORDS

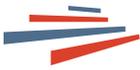
"I am on my own in a different town with no family members and am on my own for rent, bills, food, etc., and losing my status means losing my jobs[.] I would then have to find jobs where they don't require status and may have to work longer hours making it hard for me to do well in school and be able to afford being on my own."

TABLE C3. PART AND FULL-TIME EMPLOYMENT		
Status	Scholars	Percentage
Part Time	712	71%
Full Time	292	29%
Total	1004	100%

SOURCE: THEDREAM.US 2018



Of the Scholars who were employed, almost three fourths (71%) indicated that they were employed part time, likely because of balancing their educational responsibilities with the need to have a steady source of income. As Scholars do not qualify for federal aid and most do not qualify for state aid, nearly one third of Scholars (29%) must work full time in addition to attending college.

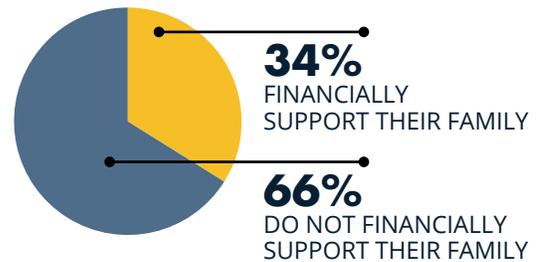


D. QUALITY OF LIFE FINDINGS

i. Economic Support

TABLE D1. FINANCIAL SUPPORT OF FAMILY		
Supporting Family	Scholars	Percentage
Yes	476	34%
No	914	66%
Total	1390	100%

SOURCE: THEDREAM.US 2018



The survey asked Scholars whether they were financially supporting family members. Notably, over a third of respondents (34%) indicated that they were providing financial support to family.

One Scholar, part of a family with several DACA recipients, stated, "My siblings are also DACA recipients, and without our supplemental income, our household will struggle immensely financially. In addition, I personally pay for many school related expenses, such as gas, meals, and supplies." Another Scholar stated, "my mother and special needs sister are heavily dependent on me. I pay almost every bill in the house." Another Scholar shared, "The most stressful thing is not being able to support my family anymore. I'm scared I'll lose my job and it will cause a negative domino effect. I'm the head of household so they all rely on me."

Another Scholar noted: "My mother is a single parent, so it's just me and her. It is very difficult making sure that we are financially stable. My DACA status allows me to work while I'm going to school and it allows me to help my mother with bills. I worry about if I lose my status how will I be able to help her My mother has worked so hard for the past 18 years, gone through so much, and still is working minimum wage because she can't find a well-paying job that does not require papers."

..... IN THEIR OWN WORDS

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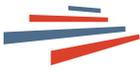
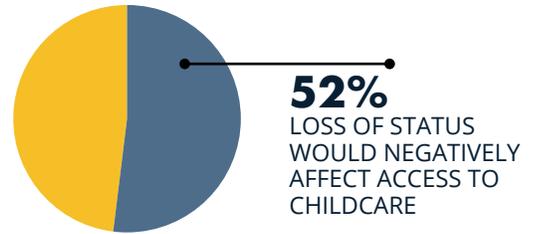


TABLE D2. CHILDCARE IMPACTED BY LOSS OF STATUS		
Affected	Scholars	Percentage
Yes	83	52%
No	77	48%
Total	160	100%

SOURCE: THEDREAM.US 2018



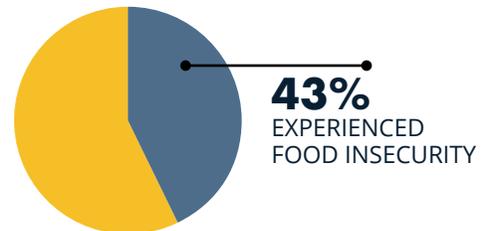
For the respondents with children, the survey asked whether loss of immigration status would affect access to childcare. For those with children, over half (52%) indicated that loss of status would affect (likely negative) access to childcare.

A Scholar who recently gave birth answered, “I want a better future for myself and my baby, but everything could change if I lost my DACA [and I would worry] of what I would be able to offer my child.” Another Scholar stated, “[t]he most challenging thing about losing my status is providing for my autistic son.”

ii. Food Insecurity

TABLE D3. FOOD INSECURITY IN PAST YEAR		
Experienced Food Insecurity	Scholars	Percentage
Yes	596	43%
No	794	57%
Total	1390	100%

SOURCE: THEDREAM.US 2018



Food insecurity is defined as the lack of access to a regular source of food within the last 12 months sufficient to meet the nutritional requirements of an active and healthy lifestyle.¹⁴ The survey asked Scholars whether they had experienced food insecurity in the previous year, with 43% (596) responding in the affirmative. Of note, this is higher than the 13% food insecurity rate reported among young adults by the Urban Institute, likely reflecting the deeper socio-economic obstacles that Scholars, as immigrants, face.¹⁴ Recently, researchers at Temple University concluded that “36 percent of students at 66 surveyed colleges and universities” suffered from some form of food insecurity.¹⁵

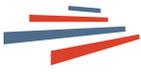
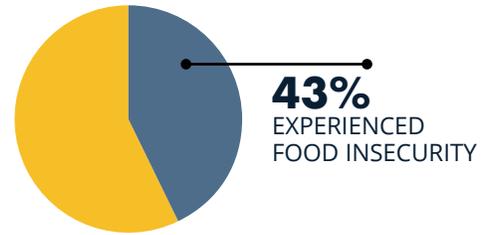


TABLE D4. LOSS OF STATUS AND FOOD INSECURITY		
Anticipated Food Insecurity	Scholars	Percentage
Yes	596	43%
No	794	57%
Total	1390	100%

SOURCE: THEDREAM.US 2018



The consequences of the losing one's status were not far from the mind of Scholars, with nearly three fifths (58%) indicating that they would anticipate experiencing food insecurity resulting from a loss of status. Thus, the loss of immigration status would potentially increase food insecurity among Scholars by 15% (e.g. 43% from current food insecurity to 58% anticipated food insecurity).

One Scholar keenly connected his legal status to food insecurity, stating: "I will have to go back to hiding in the shadows. I will not be able to work, drive, or go to school. I will not be able to feed myself. I will not be able to continue my pursuit of happiness, essentially, I will not have [a] part in the American dream."

iii. Loss of Legal Status

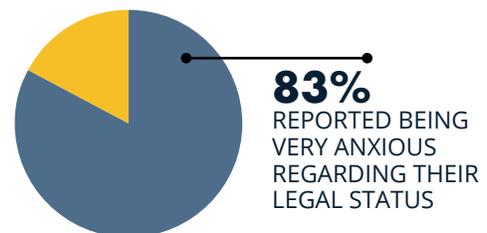
..... IN THEIR OWN WORDS

"I will have to go back to hiding in the shadows. I will not be able to work, drive, or go to school. I will not be able to feed myself. I will not be able to continue my pursuit of happiness, essentially, I will not have [a] part in the American dream."

..... ||

TABLE D5. LEGAL STATUS (SELF) AND ANXIETY		
Anxiety Level	Scholars	Percentage
Very Anxious (7-10)	1158	83%
Less Anxious (0-6)	232	17%
Total	1390	100%

SOURCE: THEDREAM.US 2018



Unsurprisingly, Scholars reported being very anxious regarding their legal status—83% of Scholars (1,158). This finding correlates with the current uncertainty regarding



the two sets of immigration protections (stemming from the Administration’s decision to terminate these protections) currently afforded to virtually all Scholars—DACA and TPS. These findings align with academic studies regarding the mental health impact of the threat of deportation, as one Scholar put it, “It just creates an air of constant fear and being on edge” and students are “afraid to go outside, to look out of place in a certain neighborhood, and to go out and seek a job.”¹⁶

IN THEIR OWN WORDS

“I’ve been in the [United States] for so long that I think my life may fall apart. I don’t have a home to go back to, both parents are deceased. My mental health is falling apart. Everything is just sad.”

One Scholar stated, “[i]t brings me a lot of anxiety to realize that I only have a little more than a year to fully appreciate the privilege that I have now as a TPS recipient [and will] have to learn to live without it.” Another Scholar shared, “I’ve been in the [United States] for so long that I think my life may fall apart. I don’t have a home to go back to, both parents are deceased. My mental health is falling apart. Everything is just sad.” Another Scholar described the uncertainty surrounding DACA like “Russian roulette.” As one Scholar put it, “I don’t feel safe like I did when DACA was stable.”

IN THEIR OWN WORDS

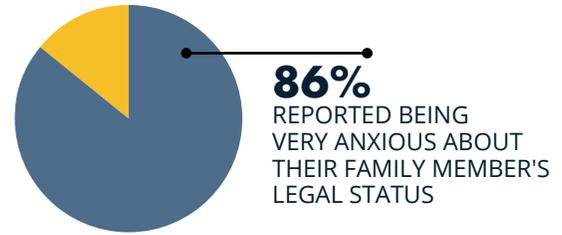
“I don’t feel safe like I did when DACA was stable.”

Others noted the mental health impact stemming from a lack of permanent status, with one Scholar disclosing, “I have to admit at one point I was genuinely depressed.” Scholar anxiety also extends to Scholars’ anxiety about their family members’ legal status, with 86% (1,200) of Scholars indicating they were very anxious. This aligns with collateral research conducted on this subject, which concluded that youth who have one or more undocumented parent often report feeling withdrawn (29%) or angry (46%) because of worries of their parents being detained or deported.¹⁷



TABLE D6. LEGAL STATUS (FAMILY) AND ANXIETY		
Anxiety Level	Scholars	Percentage
Very Anxious (7-10)	1200	86%
Less Anxious (0-6)	190	14%
Total	1390	100%

SOURCE: THEDREAM.US 2018



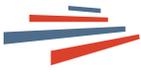
One Scholar noted the impact of the loss of status on themselves and their families, stating, “[My greatest fear] is my siblings going to foster home because I’m currently their guardian [and] my mother being taken off life support” because of the financial burden from the loss of TPS. Another spoke to the increased immigration enforcement under this Administration, noting, “The biggest challenge I am facing this year is staying positive. I stress out when I hear that there will be ICE raids around my city. Since my family and I don’t have legal status, I fear that one day we will get deported.”

Another Scholar noted the impact on their U.S. citizen family, commenting, “the most stressful part about losing my status is knowing it wouldn’t only impact me but also my parents. [L]eaving the country would mean that my parents would go too and my two [U.S.] citizen brothers would too.”

Other Scholars spoke to the importance of their legal status and taking care of family members with various illnesses or health issues, including depression, heart conditions, cancer, and other conditions. For example, one Scholar noted that: “[T]he possibility of my brother losing his status has a big effect on my stress and anxiety because of his autism and mental retardation. If something were to happen to him I would also have to abandon my studies and leave the country with him so that he is always safe with me at his side.”

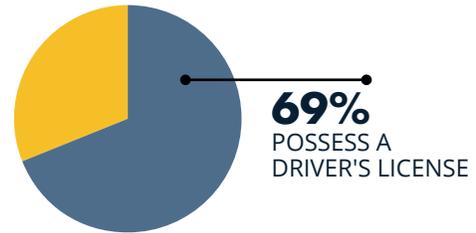
IN THEIR OWN WORDS

“[T]he possibility of my brother losing his status has a big effect on my stress and anxiety because of his autism and mental retardation. If something were to happen to him I would also have to abandon my studies and leave the country with him so that he is always safe with me at his side.”



E. MOBILITY

TABLE E1a. SCHOLARS WITH A DRIVER'S LICENSE		
Hold a Driver's License	Scholars	Percentage
Yes	953	69%
No	434	31%
Total	1387	100%



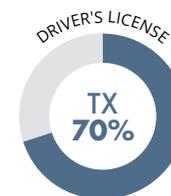
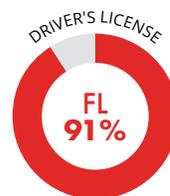
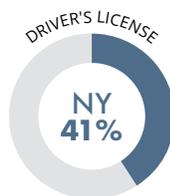
SOURCE: THEDREAM.US 2018

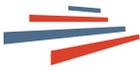
DACA and TPS recipients are eligible for driver's licenses in all 50 states and the District of Columbia. The survey demonstrates a large percentage of Scholars (69% or 953) taking advantage of this eligibility and possessing a driver's license. Without New York Scholars, the percentage of Scholars with driver's licenses is even higher—76%.

One Scholar noted just how incredibly important her driver's license was to her family, stating, "[b]ecause I am the only one in my household with a driver's license, my family relies on me to run errands, file paperwork, and get access to simple services like cable or water." One Scholar spoke to the personal importance of being able to drive, sharing, "[m]y biggest challenge, if I were to lose DACA, would be not being able to drive. Because of DACA, I can drive to school, drive 40 minutes to my job, and drive back home to see my family on weekends."

TABLE E1b. DRIVER'S LICENSES BY STATE		
State	Scholars	Percentage
California	118	63%
Florida	181	91%
New York	124	41%
Texas	122	70%
Total	545	

SOURCE: THEDREAM.US 2018



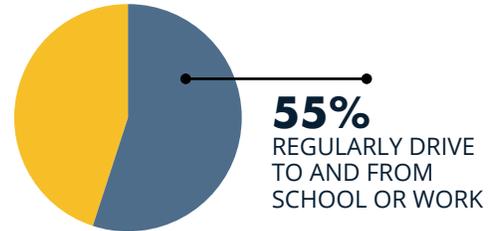


Extrapolating data for Scholars who attend college in California, Florida, New York, and Texas reveals insightful trends. For example, in the state of New York, we see that the rate of driver's licenses is significantly lower (41% or 124) for Scholars. This can partially be explained by the prevalence of a strong public transportation system in New York City. In larger states where, due to geography or other factors, driving a vehicle is a necessity, driver's license rates are much higher, e.g. in Florida, a stunning 91% of Scholars hold a driver's license.

TABLE E2. TRANSPORTATION TO SCHOOL OR WORK

Drive to School or Work	Scholars	Percentage
Yes	759	55%
No	623	45%
Total	1382	100%

SOURCE: THEDREAM.US 2018

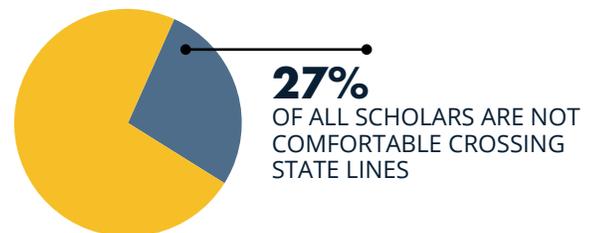


Most Scholars (55% or 759) regularly drive to and from school or work, indicating the critical importance of a driver's licenses for these Scholars. Excluding New York Scholars (approximately 300 Scholars) increases the percentage of Scholars who regularly drive to and from school or work to 66%. Thus, while traditionally not considered an education issue, for many immigrant students, a driver's license is an integral tool to assist them in the educational context.

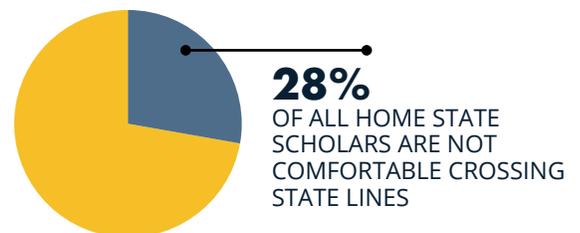
One Scholar used his driver's license to help his family, noting "I drive my single mom every day to and from work. As well as drive myself to work and college."

TABLE E3. COMFORT CROSSING STATE LINES

All Scholars		
Comfortable	Scholars	Percentage
Yes	1017	73%
No	370	27%
Total	1382	100%

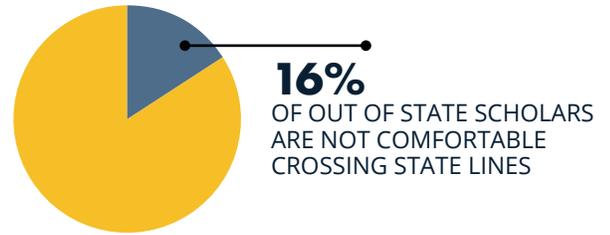


Attending College in Home State		
Comfortable	Scholars	Percentage
Yes	858	72%
No	339	28%
Total	1197	100%





Attending College in a Different State		
Comfortable	Scholars	Percentage
Yes	159	84%
No	31	16%
Total	190	100%



SOURCE: THEDREAM.US 2018

Undocumented students may be hesitant to travel across state lines. Traveling into another state brings the specter of immigration checkpoints and increased likelihood of an interaction with law enforcement. Flying through our nation’s airports may trigger anxiety among students regarding their inspection by the Transportation and Security Administration—a federal law enforcement agency. Additionally, for Scholars who reside in southern border states, crossing state lines may risk interaction with U.S. Customs and Border Protection, which has the authority to set up physical checkpoints, detain individuals based on suspicion of immigration status (including the color of their skin), and conduct enforcement activities within 100 miles of the border or a port of entry.¹⁸

Regardless, among all Scholars, nearly three fourths (73% or 1,017) were comfortable crossing state lines, with the remaining fourth (27% or 370) being uncomfortable. Scholars attending college in a different state are more comfortable (84%) traveling across state lines (perhaps partially explaining why these students attended an out-of-state school), while Scholars attending college in their home state remained around the average (72%).

Scholars commented directly on the impact of having no legal status and the ability to travel, with one stating, “having no legal status is suffocating, you feel trapped in your own city. Not being able to travel the world and experience all the possibilities that there are, is a truly hollow feeling.”

===== IN THEIR OWN WORDS =====

"Having no legal status is suffocating, you feel trapped in your own city. Not being able to travel the world and experience all the possibilities that there are, is a truly hollow feeling."

===== " =====



Another spoke to the consequences of fearing domestic travel, stating, "I am scared to travel across state lines, so I miss weddings and birthdays and graduations." Scholars living in border states were acutely aware of the danger of domestic travel, with one stating, "I am currently studying at [t]he University of Texas Rio Grande Valley, but my family is back up north in Houston. I am so scared crossing the check point every time I go home."

Beyond domestic travel, one Scholar noted the impact of the end of advance parole, a form of international travel previously permitted by DACA, on her life: "My grandfather, who walked me down the aisle has colon cancer and he isn't getting better. I am afraid and worried if something were to happen to him I won't be able to travel to Ecuador due to the ban on travel on parole. I also lost an important professional opportunity . . . because I am not allowed to leave the country."

===== IN THEIR OWN WORDS =====

"My grandfather, who walked me down the aisle has colon cancer and he isn't getting better. I am afraid and worried if something were to happen to him I won't be able to travel to Ecuador due to the ban on travel on parole. I also lost an important professional opportunity . . . because I am not allowed to leave the country."



IV. RECOMMENDATIONS

A. TO THE PRESIDENT AND U.S. DEPARTMENT OF HOMELAND SECURITY



Due to the forthcoming end of DACA, all Scholars with DACA are at risk to lose their protection within the next two years. Forty-four percent of Scholars (those who cannot renew immediately) are at particular risk, being likely unable to renew their status one last time before the end of DACA. DHS, at the direction of the President, has the authority to retract the rescission of DACA and voluntarily (as opposed to by court order) resume accepting initial and renewal requests.



Recommendation – Resume DACA:

The President should direct DHS to rescind its memorandum terminating DACA and resume accepting initial and renewal requests. Moreover, the President should work with Congress to provide permanent, legislative relief to TPS and DACA recipients.

B. TO THE UNITED STATES CONGRESS

Only Congress can establish a new roadmap to citizenship for DREAMers with DACA, TPS, and those without status. Without an opportunity for DREAMers to adjust their status and eventually obtain citizenship, DREAMers will only be able to rely on the temporary (and often uncertain) protections of DACA and TPS.

Recommendation – Establish a Roadmap to Citizenship:

Congress should enact legislation that would provide a roadmap to citizenship for DACA and TPS recipients.

Many Scholars shared concern regarding tuition rates, demonstrating the importance of affordable higher education. Yet, in 1996, Congress enacted the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), which essentially prohibited states from offering in-state tuition based on residency to noncitizens. While some states have successfully offered in-state tuition to DREAMers while complying with this law, the law continues to remain an obstacle to affordable tuition.

Recommendation – Reduce Federal Barriers to Tuition Equity:

Congress should repeal Section 505 of IIRIRA and restore the ability of states to offer in-state tuition based on residency to noncitizens.

With 66% percent of Scholars pursuing careers that require professional licensing, the ability to obtain that licensing is paramount to those Scholars succeeding in their career goals. In 1996, Congress also passed the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA). PRWORA made most noncitizens ineligible for professional, business, and commercial licenses—unless a state affirmatively passed a law establishing eligibility. PRWORA also restricted the availability of federal financial aid to immigrant students.



Recommendation – End Federal Prohibition on

Professional Licenses: Congress should repeal the prohibition on professional licenses for most noncitizens by striking “professional license, or commercial license” under 8 U.S.C. § 1621(c)(1)(A).

Recommendation – Expand Access to Federal Financial Aid:

Congress should extend federal financial aid funding to immigrant youth, including Pell Grants, opportunity grants, and the various types of loans available under Title IV.¹⁹

C. TO STATE LEGISLATURES

Under the Tenth Amendment, states have broad authority to regulate driver’s licenses, professional licensing, and higher education—including when these areas intersect with immigration status.

Recommendation – Expand Access to Professional Licenses:

State legislatures should enact laws that allow all individuals, regardless of immigration status, to obtain licensing in all careers, including medicine, law, engineering, and more. At least five states enacted laws that made it easier for noncitizens to obtain professional, commercial, or business licenses.²⁰ Most recently, as of July 24, 2018, the Illinois General Assembly sent legislation to the Governor’s desk that would allow all immigrants—and not just DACA recipients—to apply for and receive professional licenses if they are otherwise qualified.²¹

Recommendation – Expand Eligibility for Driver’s Licenses:

State legislatures should enact laws that allow all individuals, regardless of immigration status, to apply for and receive a driver’s license. Currently, twelve states and the District of Columbia allow undocumented immigrants to obtain driver’s licenses.²²

State legislatures have the authority to enact laws to provide in-state tuition, scholarships, and financial aid to noncitizens. At least twenty states (including conservative-leaning states, such as Florida, Kansas, Kentucky, Nebraska, Oklahoma, Texas, and Utah) and the District of Columbia enacted laws that provide in-state tuition or other financial assistance to noncitizens.²³ The leader in this effort is California, which, beginning in 2001, enacted state legislation that provided in-state tuition (AB 540), scholarships (AB 130), and financial aid (AB 131).²⁴



Recommendation – Enact Tuition Equity:

State legislatures should enact laws that provide in-state tuition for all individuals—regardless of immigration status—who graduated from a high school in that same state. This policy would provide in-state tuition to noncitizens while complying with the federal prohibition on providing in-state tuition based on residency.

Recommendation – Implement Financial Aid Equity:

State legislatures should enact laws that provide financial assistance to individuals—regardless of status—to provide a stronger fiscal foundation for immigrant students from lower socio-economic backgrounds (who even with in-state tuition may have trouble affording college) to attend and graduate from college. Most recently, New Jersey and Connecticut expanded the availability of financial aid to noncitizen students, including those without status but who are applying for permanent status.²⁵ New York, as a neighbor state, should follow New Jersey’s and Connecticut’s lead and expand financial aid assistance to noncitizens.

D. TO EDUCATIONAL INSTITUTIONS

In the past decade, universities established Dream Resource Centers, also known as “Undocumented Student Resource Centers,” which are on-campus resource centers that provide everything from legal referrals, assistance in navigating state benefits for immigrants, and help applying for federal immigration benefits. Mostly clustered in California, universities with Dream Resource Centers include Fullerton, Cal State Long Beach, Northridge, Berkeley, UC Davis, UC Irvine, UCLA, and San Jose State University.²⁶ Outside of California, colleges with Dream Resource Centers include Palm Beach State College, Mountain View College, UT San Antonio, and the University of Washington. Overall, there are 56 Dream Resource Centers across the country.²⁷

Recommendation – Establish Resource Centers:

Educational institutions, especially those outside of California, should establish and expand these resource centers or, for smaller institutions, designate staff that provide assistance to immigrant youth. These programs should create and provide easily accessible, electronic (including a clear and easy to access website) and physical immigration-related resources for students. Moreover, institutions should expand the services provided by these resource centers and include services connecting immigrant students to mental and physical health resources;



preventing food insecurity; and connecting and providing legal services to immigrant youth.

Recommendations – *Expand Financial Support and Services:*

Educational institutions should ensure that all forms of institutional aid (including merit-based assistance) are open and available to undocumented students. Moreover, institutions should conduct comprehensive reviews to ensure that services provided by colleges (including on campus employment; resident assistant positions, etc.) are not out of reach for students through burdensome requirements (such as requiring a social security number); and offer non-monetary compensation, when necessary, for immigrant youth.

Educational institutions regularly hold career fairs where students can learn about and apply for a variety of career opportunities. Yet, for immigrant students, their immigration status often presents complications, including a lack of employment authorization (which makes it difficult for them to be employed) and U.S. citizenship or LPR status (which disqualifies them from a variety of jobs—especially government jobs).

Recommendation – *Offer Career Mentoring and Opportunities:*

In tandem with career fairs, educational institutions should implement legal screenings to help immigrant students identify permanent forms of immigration relief to expand potential career opportunities. Additionally, institutions should provide career counselors to help students understand how their immigration status affects the universe of jobs they are eligible for.

As the survey's results on food insecurity demonstrate, immigrant students are particularly vulnerable to food insecurity, including because of potential loss of immigration status. Food insecurity undermines a student's ability to fully participate and succeed in their college career.

Recommendation – *Increase Food Security:*

Educational institutions can implement a three-part plan to combat food insecurity. Initially, institutions should provide access to campus meal plans to low-income immigrant students, either by offering discounted plans, a food stipend, or both. Second, institutions should offer navigators or guidance (housed within Dream Resource Centers or other mediums) for immigrant students to help them understand, identify, and secure state, federal, and local



services geared toward food insecurity (e.g. SNAP, TANF, or WIC for those students with eligible U.S. citizen children; or local food banks). Finally, institutions should consider issuing emergency aid grants, which provide a set amount of money to students experiencing fiscal hardship, following the different models outlined by NASPA – Student Affairs Administrators in Higher Education.²⁸

Every year, there are approximately upwards of 6,500 undocumented students who enroll and attend college.²⁹ Our graduating Scholars are part of a larger wave of highly motivated DREAMers obtaining their undergraduate degrees. Colleges and higher education leaders have been among the most consistent and compelling champions of DREAMers, delivering heartfelt testimonials about how these students enrich their campus communities and calling on Congress to deliver a solution.

Recommendation – *Expand Access to Graduate School:*

Higher education institutions can further support the educational attainment of undocumented students by opening the doors to graduate and professional school more widely to account for DREAMers’ unique circumstances. Specifically, institutions should establish policies that treat graduate students as domestic students (and not international students) for the purposes of tuition, financial aid, and scholarships. Institutions should conduct a comprehensive review of their graduate funding sources to ascertain if immigrant youth can access that funding and update financial aid eligibility if necessary.

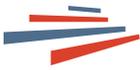
E. TO MENTAL HEALTH PROVIDERS

Recommendation – *Offer Culturally Appropriate Services:*

Mental health providers should engage in training to better understand the consequences (and associated anxieties) that a lack or loss of status has on the mental health of an immigrant student; and offer culturally appropriate therapy and counseling to these students, recognizing the stigmas and barriers in certain cultures against seeking counseling. Providers should also recognize the therapeutic benefits of students engaging in immigration-related activism.

Recommendation – *Reduce Barriers to Care:*

Mental health providers should institute programs that offer counseling to all individuals—regardless of immigration status—to encourage undocumented individuals and individuals from mixed-status families to seek mental health



care. For example, the mental health community and the Mexican Consulate partnered to create a “first-of-its kind mental health counseling program which offers free services . . . for clients regardless of immigration status.”³⁰

F. TO BUSINESS AND EMPLOYERS

Businesses and employers will suffer economic consequences stemming from the end of DACA and loss of employment authorization. Indeed, CATO predicts that the end of DACA will cost employers \$6.3 billion in turnover and compliance costs.³¹ In light of these costs for businesses, advocates and academics can set forth a path for employers to find other ways to retain and hire noncitizens without work authorization.³²

Recommendation – *Support Continued Employment:*

Employers should explore strategies to continue to hire DACA recipients, including independent contracting agreements, temporary contracts, and other employment arrangements.

G. TO THE COMMUNITY

Members of the community who wish to support immigrant students have a variety of options to engage and support this population

Recommendation – *Engage and Listen.*

Community members should meet, listen, and learn from immigrant communities to better understand their struggles and how community members can provide support. Speaking to affected community members—who often have the best sense of the obstacles and potential solutions—empowers community members to engage collaboratively with immigrant students. Moreover, community members can help share community resources, such as those available at [Informed Immigrant](#).

Recommendation – *Support Immigrant Activism.*

Community members, whether at the state, local, or federal level, should identify and participate in events, protests, and marches geared toward defending the rights of immigrants. [United We Dream](#), the largest immigrant youth-led community advocacy in the country regularly provides information on how community members can plug into these efforts.



Recommendation – Financially Support Immigrant Serving Organizations. Community members also have the opportunity to provide financial support to a variety of immigrant serving organizations, including [TheDream.US](#), [Define American](#), [The Esperanza Education Fund](#), [Golden Doors Scholars](#), and [Immigrants Rising](#).

V. CONCLUSION

The survey administered by TheDream.US provides a previously unseen perspective to the daily struggles and successes of immigrant students and Scholars. Throughout these responses, Scholars consistently expressed a deep desire for understanding, acceptance, and—most importantly—certainty in their lives. DACA and TPS represent critical initiatives that unleashed the personal and economic potential of a population of young adults who consider themselves deeply American and committed to this country and its ideals. It is incumbent on our nation, including policymakers, educational institutions, health care providers, and community members, to ensure we fully utilize this potential for the benefit of these Scholars and our nation. One Scholar put it best: "DACA provided us with the comfort of knowing that we would be protected and could help provide for our families, who sacrificed so much in their lives to ensure that we could live a life much brighter than their own. Now if DACA ends, we lose our chance to pursue the American Dream and instead must return to the shadows."

IN THEIR OWN WORDS

"DACA provided us with the comfort of knowing that we would be protected and could help provide for our families, who sacrificed so much in their lives to ensure that we could live a life much brighter than their own. Now if DACA ends, we lose our chance to pursue the American Dream and instead must return to the shadows."



VI. METHODOLOGY

TheDream.US administered the survey using an online form from March 29 to April 10, 2018. Sent to 3,058 Scholars, 1,413 of Scholars responded (a 46% response rate), with six submissions containing no answers. In addition to providing a variety of questions with multiple choice answers (including several questions that allowed Scholars to rank their answer on a one to ten scale), the survey provided an open-ended question that allowed Scholars to personally write the most significant concerns associated with the loss of status. While a total of 1,407 Scholars responded and provided information, not all Scholars answered every question. Consequently, the totals below often add to less than 1,407, depending on how many Scholars completed that question. The percentages in each of the tables below represent the percentage of Scholars who provided a response for the question and not the percentage of total respondents for the survey. The below represents the exact questions posed to Scholars in the survey along with all permissible responses; notes on how the data was interpreted; and the table number (found later in the report) containing the summary of responses.

Importantly, the survey contained one open-ended question: “What has been the biggest challenge or most stressful thing about losing status or possibly losing status?” Responses to this question provided many of the anecdotal findings; Scholar quotations; and personal stories included throughout this report.

A. IMMIGRATION QUESTIONS

TABLE A1. IMMIGRATION STATUS

What is your current status?

- I have DACA
- I have neither DACA or TPS
- I have TPS

TABLE A2. EXPIRATION OF STATUS

How soon will your DACA or TPS expire?

- In the next 1-3 months
- In the next 4-6 months
- In the next 7 months to a year
- In over a year or longer



The responses for the first three options were placed under the Year or Less category of the corresponding table.

B. EDUCATIONAL QUESTIONS

TABLE B1. IMPORTANCE OF COLLEGE DEGREE

Given the current uncertainty, how important is it for you to obtain your college degree?

- Not at all
- Slightly
- Moderately
- Extremely
- Very

In the corresponding table, Extremely or Very important includes “Extremely” and “Very” responses, while Moderately or Less includes “Moderately,” “Slightly,” or “Not at All” responses.

TABLE B2. PURSUING LICENSED CAREER

Are you currently or planning to pursue a career requiring licensing (e.g. nursing, law, etc.)?

- No
- Yes

C. EMPLOYMENT QUESTIONS

TABLE C1. EMPLOYMENT STATUS

In addition to school, are you currently working part-time or full-time?

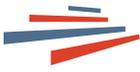
- No
- Yes

Internal TheDream.US data indicates that 89% of students currently attending school are enrolled full time. This percentage was used to determine how many full-time enrolled scholars were also working full time.

TABLE C2. NUMBER OF JOBS HELD

How many jobs do you have?

- 1
- 2
- 3
- 4 or more



In the corresponding table, Two or More included Scholars who had two, three, or four or more jobs.

TABLE C3. PART AND FULL-TIME EMPLOYMENT

How many hours a week total do you work?

- 10 hours or less
- 11 - 20 hours
- 21 - 30 hours
- 31 - 40 hours
- 40+ hours

For the purposes this report, 31-40 hours was considered full-time employment, with 30 or less hours being considered part-time employment.

D. QUALITY OF LIFE QUESTIONS

TABLE D1. FINANCIAL SUPPORT FOR FAMILY

Are you financially supporting family members including your own children, siblings, or parents?

- No
- Yes

The survey classified the respondent's children, siblings, or parents as family.

TABLE D2. CHILDCARE IMPACTED BY LOSS OF STATUS

Would losing DACA or TPS affect your access to childcare?

- No - It will not affect my access to childcare
- Yes - It will affect my access to childcare
- N/A - I do not have children
- Total

The corresponding table excluded Scholars who selected "N/A - I do not have children."

TABLE D3. FOOD INSECURITY IN PAST YEAR

In the past year, have you worried about food running out before having the money to buy more?

- Never
- Rarely
- Sometimes



Frequently
All the time

In the corresponding table, “Never” and “Rarely” responses were placed under No with all other responses placed under the Yes category.

TABLE D4. LOSS OF STATUS AND FOOD INSECURITY

If you were to lose DACA or TPS status, do you anticipate situations where food will run out before having the money to buy more?

- Never
- Rarely
- Sometimes
- Frequently
- All the time
- N/A - I do not currently have DACA or TPS

For the corresponding table, all responses except “Never” and “Rarely” were classified as Yes. “N/A - I do not currently have DACA or TPS” was excluded from the corresponding table.

TABLE D5. LEGAL STATUS (SELF) AND ANXIETY

On a scale of 1 to 10, where 1 means not being anxious at all and 10 means being extremely anxious - how anxious are you about your legal status?

0 1 2 3 4 5 6 7 8 9 10 No Response

The corresponding table included 7 – 10 as Very Anxious, 0 – 6 as Less Anxious, and “No Response” was excluded from the corresponding table.

TABLE D6. LEGAL STATUS (FAMILY) AND ANXIETY

On a scale of 1 to 10, where 1 means not being anxious at all and 10 means being extremely anxious - how anxious are you about your family members' legal status?

0 1 2 3 4 5 6 7 8 9 10 No Response

The corresponding table included 7 – 10 as Very Anxious, 0 – 6 as Less Anxious, and “No Response” was excluded from the corresponding table.



E. MOBILITY QUESTIONS

TABLE E1A. DRIVER'S LICENSE

Do you currently have a driver's license?

- No - I never had a driver's license
- No - I lost my driver's license with the loss of DACA or TPS
- Yes

To create the corresponding table, we cross referenced possession of a driver's license with residency in California, Florida, New York, and Texas. There were no separate questions related to this table.

TABLE E2. TRANSPORTATION TO SCHOOL AND WORK

Do you drive to and from school and/or work?

- No - I used to but lost my driver's license with the loss of DACA or TPS
- Yes - I currently drive to school and/or work
- N/A - I do not need to drive to school and/or work

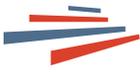
Both "No" and "N/A" responses were placed under the No category in the corresponding table.

TABLE E3. COMFORT CROSSING STATE LINES

How comfortable do you feel traveling across state lines?

- Not at all comfortable
- Slightly comfortable
- Moderately comfortable
- Very comfortable
- Extremely comfortable

In the corresponding table, Yes includes all options except "Not at All Comfortable." No only includes "Not at All Comfortable."



VII. ENDNOTES

¹See Memorandum from Janet Napolitano, Secretary, U.S. Department of Homeland Security on Exercising Prosecutorial Discretion with Respect to Individuals Who Came to the United States as Children to David V. Aguilar, Acting Commissioner, U.S. Customs and Border Protection, et. al (June 15, 2012), available at <http://www.dhs.gov/xlibrary/assets/s1-exercising-prosecutorial-discretion-individuals-who-came-to-us-as-children.pdf>.

²Madeline Messick and Claire Bergeron, Temporary Protected Status in the United States: A Grant of Humanitarian Relief that Is Less than Permanent, MIGRATION POLICY INSTITUTE, July 2, 2014, available at <http://www.migrationpolicy.org/article/temporary-protected-status-united-states-grant-humanitarian-relief-less-permanent>.

³Tom K. Wong, et. al, DACA Recipients' Economic and Educational Gains Continue to Grow, Center for American Progress, Aug. 28, 2017, <https://www.americanprogress.org/issues/immigration/news/2017/08/28/437956/daca-recipients-economic-educational-gains-continue-grow/>.

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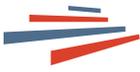
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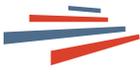
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the United States for five years or more graduate from high school. Those youth frequently encounter challenges when applying for college or employment. The College Board estimates that only 5–10% of undocumented students actually attend college.”).

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" In Their Own Words offers a crucial look into the daily lives of the students affected by the national debates on immigration. The report is an important reminder as to why as advocates we can't allow the conversation on helping our students go quiet."

Kim Cook, Executive Director | NCAN (National College Access Network)

" This is a must-read survey for anyone interested in supporting undocumented students on their campus. Hearing directly from these TheDream.US Scholars about how their lives and futures have been transformed by DACA is such compelling evidence that DACA works, and then reading about the tremendous fear and uncertainty now hanging over them due to the rescission of DACA is heart-wrenching.

Miriam Feldblum, Executive Director | Presidents' Alliance on Higher Education and Immigration

" Using the lives and futures of innocent young people to further partisan agendas defies common decency. DACA recipients who work at Red Ventures, our Golden Door Scholars, and the countless others like them across the US make our country stronger. When you put partisan politics aside and see this for what it is – a human rights issue – then it becomes clear that our failure to act on their behalf isn't just a legislative failure, it's a moral failure.

Ric Elias, CEO | Red Venture

" Estimates suggest that nearly 97% Deferred Action for Childhood Arrivals recipients are either in school or currently employed. In California, approximately 75,000 undocumented students are enrolled in our public colleges and universities. TheDream.US survey results provide a raw look into the aspirations and fears of our undocumented youth. The report should serve as a wake-up call for state policymakers, institutional leaders and education advocates that losing, or even underutilizing, the brilliant minds of our undocumented youth will lead to serious implications for our workforce and a tremendous loss of economic opportunity for them and our state.

Michele Siqueiros, President | Campaign for College Opportunity

If you are interested in finding out more about TheDream.US or for more information on this report, contact Gaby Pacheco, Director of Advocacy, Development, and Communications, gaby.pacheco@thedream.us

TheDream.US is a National College Access and Success Program for DREAMers

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