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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF RIKO MENDEZ

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STATE OF CALIFORNIA, STATE OF
MAINE, STATE OF MARYLAND, and
STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY, ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security, and the UNITED
STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United
States, in his official capacity, ELAINE C.
DUKE, in her official capacity, and the
UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ
AVILA, SAUL JIMENEZ SUAREZ,
VIRIDIANA CHABOLLA MENDOZA,
NORMA RAMIREZ, and JIRAYUT
LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD
J. TRUMP, in his official capacity as President
of the United States, U.S. DEPARTMENT OF
HOMELAND SECURITY, and ELAINE
DUKE, in her official capacity as Acting
Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, Riko Mendez, declare:

2 1. I am the Chief Elected Officer (“CEO”) of Service Employees International Union, Local
3 521 (“Local 521” or “the Union”). I was elected CEO of Local 521 in January 2017. Prior to that time I
4 served as Local 521’s Political Director for thirteen years. I have also worked with other entities in the
5 labor movement, including the United Farm Workers and the AFL-CIO. I hold a double bachelor’s
6 degree in Sociology of Law and Chicana/o Studies from the University of California, Davis. The
7 matters set forth below are true and correct of my own personal knowledge and, if called as a witness, I
8 could and would testify competently thereto.

9 2. This declaration describes Local 521, its membership, the employees it represents (and
10 the employers for which those employees work), and its mission. It then explains Local 521’s
11 longstanding commitment to immigration reform and the Union’s investment in immigration advocacy.
12 Finally, it discusses Local 521 members who are themselves recipients of deferred action status pursuant
13 to the Deferred Action for Childhood Arrivals (“DACA”) program, as well as Local 521 members
14 whose family members are DACA recipients, and describes the harms that rescission of DACA will
15 cause to the Union and its members.

16 **Local 521 and Its Membership**

17 3. Local 521 represents approximately 40,000 public and private-sector workers in
18 California’s central Bay Area and Central Valley. Local 521 is an affiliate of the Service Employees
19 International Union (“SEIU”), which represents more than two million working men and women around
20 the world. The primary mission of Local 521 is to organize, represent, and empower workers.

21 4. Most of the workplaces at which Local 521 represents employees are city and county
22 governments. Across the large geographic area where Local 521 is active – roughly one quarter of the
23 state of California – Local 521 represents workers in both urban and rural counties, and cities large and
24 small. For instance, Local 521 represents employees of populous counties such as San Mateo, Santa
25 Clara, Monterey, and Fresno, as well as in rural counties such as Mariposa, Stanislaus, and Tulare.
26 Local 521 also represents employees of Silicon Valley cities such as Menlo Park, Mountain View, and
27 Palo Alto; larger cities on the Central Coast, such as Santa Cruz; and more rural cities in the Central
28 Valley, such as Bakersfield, Soledad, and Coalinga. Local 521 also represents employees of school

1 districts such as the Fresno Unified School District, the Cupertino Union School District, and the Santa
2 Clara County Office of Education, to name a few. Additionally, Local 521 represents workers employed
3 by a number of county superior courts and three major medical centers including Valley Medical Center
4 in San Jose, Natividad Medical Center in Salinas, and Kern Medical Center in Bakersfield. Finally,
5 Local 521 also represents employees of some private, non-profit organizations funded largely by public
6 funds, including organizations providing services to the developmentally disabled.

7 5. Local 521 members perform many different kinds of work. Some examples of the types
8 of jobs our members hold include social workers, child protective service workers, public health nurses,
9 911 dispatchers, child support, behavior and mental health workers, adoption and foster care workers,
10 head start program workers, janitors, clerical workers, family childcare providers, roads maintenance
11 workers, agriculture inspectors, arborists, librarians, and mechanics. At some of the large public sector
12 employers with which Local 521 has bargaining relationships, such as the County of Santa Clara, Local
13 521 represents almost all county employees with the exception of upper-level management.

14 6. Local 521's members reflect the diversity of the communities in which they live and
15 work. Although the Union does not keep statistics on the race or ethnicity of its membership, I know
16 from first-hand experience that a large percentage of Local 521's membership is Latino and that many
17 are first-generation immigrants.

18 7. Nearly all of Local 521's collective bargaining agreements with employers contain
19 provisions that protect employees against arbitrary dismissal and other adverse employment actions, and
20 include anti-discrimination provisions. For instance, Local 521 represents more than 10,000 employees
21 of the County of Santa Clara and has a collective bargaining agreement with the County governing the
22 terms and conditions of those workers' employment. Section 2.1 of that agreement provides: "Neither
23 the County nor the Union shall discriminate (except as allowed by law) against workers because of race,
24 age, sex, color, creed, national origin, religion, Union activity, affiliations, political opinions, or sexual
25 orientation." Additionally, Santa Clara County's merit employment system provides protections from
26 discipline and termination without just cause. County Ordinance Code §A25-300 et seq. Certain
27 provisions of the County's charter also provide protections, Santa Clara County Charter §§703(c)
28 (appeals process for employees subject to "suspension, demotion, or dismissal"), 708 (procedural

1 protections for employees subject to “suspension,” “demotion,” or “removal”), and County employees
2 are broadly protected from discrimination in employment. Section 700 of the County Charter provides:
3 “No person employed or seeking employment with the county shall be unlawfully discriminated against
4 because of age, color, creed, national origin, political opinions, race, religion, sex, or union activity.”

5 **Local 521’s Immigration-Related Advocacy**

6 8. The Mission Statement incorporated in Local 521’s Constitution provides:

7 The Mission of SEIU Local 521 is to provide our members with a voice in the workplace,
8 in their Union and in the larger community. Through our actions, we intend to create a
9 more just and humane society. We are committed to protecting and improving the lives of
10 workers and their families. We will work to improve and protect the services we provide
11 to our communities. We believe that by working together as a united front, we can win
12 better contracts and build industry power in our region.

13 In so doing, we affirm that our members shall be treated and accepted equally with
14 dignity and respect. All members will be welcomed into our Union, encouraged to
15 participate and shall not be discriminated against regardless of race, ethnicity, religion,
16 age, physical ability, gender, gender expression and sexual orientation, marital status,
17 creed, color, ancestry, disability, immigration status, or national origin.

18 Similarly, Article III of the Union’s Constitution identifies as one of the purposes of the Union:
19 “Engaging in all such civic, social, legal, economic, cultural, educational, charitable, and other
20 activities, as will advance this Union’s standing in the community and in the labor movement and
21 further all interests of our Local and further the interests of this organization and its membership,
22 directly or indirectly.”

23 9. Immigration reform with a pathway to citizenship has long been a core priority of SEIU
24 and of Local 521. This priority was reiterated at the 2016 International SEIU Convention in Detroit.
25 SEIU Local 521 held our own convention October 13-15, 2017, and our delegates who have been
26 chosen by our membership adopted the following priority: “comprehensive immigration reform with a
27 pathway to citizenship and protections for immigrants.”

28 10. Reflecting its members’ interests, Local 521 has long been an advocate around
immigration issues. In 2014, the Union’s Executive Board voted to form a Committee on
Comprehensive Immigration Reform, a member-based committee that engages in organizing, advocacy,
and education to help undocumented workers. The Committee was comprised of approximately 25

1 Union members and staff, with the goal of advocating for comprehensive immigration reform at the
2 federal level resulting in a pathway to citizenship for undocumented individuals. Committee members
3 met with elected officials and community leaders to explain the need for immigration reform and to
4 better understand what the Union could do to assist reform efforts. Committee members also testified at
5 legislative hearings in Sacramento concerning legislation of special interest to immigrants.

6 11. In addition, Local 521 encouraged eligible individuals to apply for DACA status and
7 assisted them in doing so. In conjunction with the California Attorney General, the Union has
8 conducted “know your rights” information sessions and workshops, and held community forums on
9 DACA and Deferred Action for Parents of Americans and Lawful Permanent Residents. Local 521
10 hosted events attended by hundreds of individuals around the state to spread the word about DACA and
11 also helped to establish the iameric.org website to connect DACA-eligible individuals with resources to
12 help them in the application process.

13 12. In connection with these efforts, Local 521 surveyed a sample of its membership to
14 understand their interest in immigration issues and willingness to get involved. Approximately 40 Local
15 521 members volunteered and were trained as “screeners” to talk with prospective DACA applicants
16 before they met with lawyers who would help them with the application process.

17 13. Most recently, Local 521 has submitted a brief as an amicus curiae in support of litigation
18 brought by the County of Santa Clara and others challenging the Trump administration’s threat to cut off
19 federal funding to sanctuary cities and counties. Union members and staff have also met with elected
20 officials in other cities and counties to encourage them to adopt sanctuary policies.

21 **Local 521 Has Members Who Are DACA Recipients and Many More Who Have DACA-Recipient**
22 **Family Members**

23 14. In my more thirteen years with Local 521, as Political Director and now as Chief Elected
24 Officer, I have had the opportunity to meet with numerous Local 521 members and their families. I
25 have met with several Local 521 members who are themselves DACA recipients, and many others who
26 have family members who are DACA recipients. Local 521 members who are DACA recipients are
27 spread out across the geographic regions and employers at which the Union represents workers,
28 including Santa Clara County.

1 15. Like other DACA recipients, Local 521 members who have applied for deferred action
 2 status are fearful of what will happen to them and their loved ones now that the program has been
 3 rescinded. The Union recently produced a video in which one member describes the experiences of his
 4 family and what the DACA program has meant to them. See SEIU Local 521, Support the Dream Act
 5 (Oct. 23, 2017), available at: <http://www.seiu521.org/2017/10/dream-act/>.

6 16. Local 521's members who are DACA recipients are able to work legally and, thus, to be
 7 members of the Union, only because of the work authorization they obtain through the DACA program.
 8 DACA status also affords these individuals freedom from fear of deportation, the opportunity to
 9 integrate more fully into the fabric of their communities, and all of the other benefits that have flowed
 10 from the DACA program.

11 **Harms Arising From Rescission of DACA**

12 17. The rescission of the DACA program will cause a number of harms to Local 521's
 13 members and to the Union. As an initial matter, when they lose DACA status, the Union's DACA-
 14 recipient members will also lose their work authorization and thus their jobs. The jobs they will lose are
 15 union jobs, with the higher standards – a living wage, healthcare, and pension benefits – that these
 16 members and their co-workers have fought for over the course of years. Returning to the shadow
 17 economy will be especially hard for these individuals and their families. Moreover, in the absence of
 18 deferred action status, these union members will be subject to deportation from the only country that
 19 many of them have ever known.

20 18. Union members whose spouses and other relatives are DACA recipients will also suffer
 21 harm from DACA's rescission. Many of our members rely on the income that their spouses, siblings, or
 22 other relatives contribute to their families. The loss of work authorization will have serious negative
 23 consequences for these families. More fundamentally, our members care about these relatives and, if
 24 these relatives are removed from the United States, the loss of their companionship and destruction of
 25 family ties will cause our members significant injury.

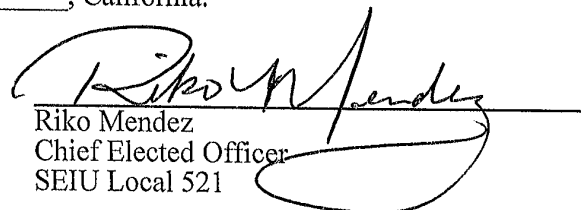
26 19. Rescission of the DACA program will also harm Local 521's non-DACA members. The
 27 DACA recipients who work in workplaces represented by Local 521 are valued friends and co-workers.
 28 Their loss of work authorization will create vacancies, many of which will be hard to fill, and will

1 increase the burden on co-workers who are required to pick up the slack. For instance, Santa Clara
 2 Valley Medical Center, a public hospital owned and operated by the County of Santa Clara at which
 3 Local 521 represents a large group of employees, is required by law to provide qualified interpreters to
 4 limited-English-proficient individuals and relies on medical interpreters to satisfy that requirement. It
 5 takes an average of five to six months to fill interpreter vacancies at Santa Clara's hospital and clinics,
 6 and it has been difficult to fill several open positions. For positions such as this, cultural competency is
 7 just as important as language proficiency, and DACA-recipient Local 521 members are a critical bridge
 8 between the local governments that employ them and the communities those governments serve.

9 20. Because of their front-line roles delivering public services, Local 521 members are
 10 uniquely well-situated to understand the effect that the rescission of DACA, and rhetoric from federal
 11 government officials around immigration issues, has had on local government. There has been a
 12 correlation between diminished use of public services by undocumented individuals and that anti-
 13 immigrant rhetoric, which is even more present in the public mind because of the rescission of DACA.
 14 Out of fear of detention and deportation, fewer undocumented individuals are willing to interact with
 15 local governments to obtain public services, such as health care programs and law enforcement
 16 assistance. This harms not only those individuals and their communities, but also the community at-
 17 large. Moreover, the Local 521 members who are charged with administering and implementing those
 18 programs have a harder time reaching out to the already disadvantaged undocumented community. In
 19 other words, because of federal action rescinding DACA and anti-immigrant rhetoric, the hardest jobs
 20 are becoming harder. When the rescission of DACA is complete, these problems will become much
 21 worse, because those individuals who were protected against removal by their DACA status will now
 22 have to fear that they will be discovered if they interact with public entities and services.

23 I declare under penalty of perjury under the laws of the United States that the foregoing is true
 24 and correct.

25 Executed on October 27, 2017, at San Jose, California.

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 Riko Mendez
 Chief Elected Officer
 SEIU Local 521

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EXHIBIT 61

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF FERNANDO S.
MENDOZA**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, FERNANDO S. MENDOZA, declare and state as follows:

2 1. I am the Associate Dean of Minority Advising and Programs and Professor of Pediatrics
3 (General Pediatrics) at the Lucile Salter Packard Children's Hospital. I write this declaration as a doctor
4 and an expert in pediatric medicine in support of all Plaintiffs in the related-lawsuits regarding the
5 Deferred Action for Childhood Arrivals program, commonly known as DACA. I have been an academic
6 general pediatrician at Stanford University School of Medicine for 36 years, and have held the rank of
7 Professor for the past 16 years. During that time, I also have held the position of Associate Dean of
8 Minority Advising and Programs (1983 to present), and Chief of the Division of General Pediatrics at
9 the Lucile Packard Children's Hospital (1996-2014). I received my MD in 1975 from Stanford
10 University, School of Medicine, and my Masters of Public Health from Harvard University in 1979. My
11 training in pediatrics was at Stanford University, School of Medicine as a resident from 1975 to 1978,
12 and as a fellow in academic general pediatrics from 1979-1981. Relevant to this declaration is also my
13 experience as a member of the Committee on the Health and Adjustment of Immigrant Children and
14 Families, National Research Council, Institute of Medicine (1996-98).

15 2. Throughout my career of 36 years, I have focused in particular on the physical and mental
16 well-being of immigrant and Mexican-American children. I have taught courses on delivering health
17 care to diverse populations, and promoting well-being in immigrant children and youth. I have published
18 numerous peer-reviewed publications on these issues. A copy of my curriculum vitae is attached
19 (Exhibit A).

20 3. As a faculty member in the Pediatrics Department, I have spent my clinical time treating
21 children and youth in the outpatient and inpatient settings at the Lucile Packard Children's Hospital.
22 Most recently, my clinical time has been as an attending physician in the outpatient clinic of the
23 Gardner-Packard Children's Health Center, a Federally Qualified Health Center run by the Gardner
24 Family Care Corporation in partnership with Lucile Packard Children's Hospital. This clinic serves
25 primarily children and youth from low-income families in our region; many of them come from
26 immigrant families. Overall, my clinical experiences for the past 36 years has been with this population
27 of children and youth, treating acute and chronic illness, providing well child care, and working with
28 families on issues of child wellness.

1 4. In 2017, I co-authored a peer-reviewed study titled "Protecting unauthorized immigrant
2 mothers improves their children's mental health," which was published in *Science*. A copy of that study
3 is attached (Exhibit B). Using Medicaid claims data from the state of Oregon, we found that mothers'
4 DACA eligibility decreased adjustment and anxiety disorder diagnoses by 50% among their U.S. born
5 children. This study suggests that intergenerational benefits can occur when an immigration policy
6 (DACA) positively impacts one generation (mother) in such a way that the impact on the parent's health
7 and wellbeing is felt by the next generation (children), resulting in their improved development and
8 well-being. More specifically, the results of this study indicated that parents' unauthorized status is a
9 substantial stressor to children because of the daily uncertainty of deportation. When this stress is
10 alleviated by a policy such as DACA, normal child development is more likely to occur leading to a
11 lower prevalence of anxiety and adjustment disorders. DACA can prevent a health disparity among U.S.
12 children (a high level of chronic stress) by eliminating a parental disadvantage (fear of deportation) that
13 can impact their U.S. children.

14 5. As a pediatric practitioner, I am familiar with the short-term and long-term health effects of
15 adjustment and anxiety disorder diagnoses for children. A child diagnosed with these disorders can be
16 depressed and withdrawn, be unable to complete schoolwork, lash out at classmates and teachers,
17 behave recklessly, and have trouble sleeping. These are conditions that significantly impair daily
18 functioning and interfere with children's psychological and emotional development. If the cause of the
19 anxiety is not addressed, the subsequent impairment can have long-term effects for school performance
20 and general mental health, including an increased risk for substance abuse (The Effects of Childhood
21 Stress on Health Across the Lifespan, Centers for Disease Control and Prevention, 2008).

22 6. One of the greatest stressors to children is the loss of a parent by death, divorce, or in this
23 case, deportation. However, in the case of deportation, the level of stress is heightened by the
24 uncertainty of the event. Think about a young child going to school one day and returning home and not
25 finding their mother. Or having the father leave in the morning, and always thinking, "will this be the
26 last time I see him?" This is the current status of 4 million children who have one undocumented parent.
27 This is the stress and uncertainty that DACA was able to relieve.
28

1 7. Childhood mental health problems are associated with serious challenges later in life.
2 Struggles in school can lead to limited job prospects and long-term reliance on welfare, and adults who
3 experienced trauma during these formative years have higher rates of substance abuse and chronic health
4 problems (CDC: 2008). By curbing acute anxiety in young children, programs like DACA could have
5 cascading effects in improving health and other outcomes across the lifespan. In addition, there are
6 significant implications for cost savings given that it is estimated that at present, we spend \$247 billion
7 for U.S. youth in providing mental health and health services, and dealing with their lost productivity
8 and crime (Preventing mental, emotional, and behavioral disorders among young people: Progress and
9 possibilities. National Research Council and the Institute of Medicine of the National Academies,
10 Washington, DC: National Academies Press; 2009).

11 8. Over the past 12 months, I have observed the effects that uncertainty about parental
12 immigration status has on children. I have been asked to write letters for undocumented parents who
13 have a U.S. child with chronic illness to be used for their request to stay with them in the U.S. I also had
14 to discuss with parents the situation of being deported and not being able to return home to care for their
15 U.S. children. In this situation, I have learned that parents are engaged in obtaining legal documents to
16 entrust their children to other family members or friends, rather than have their children be placed in
17 foster care. I cannot think of anything more stressful for parents and children than having to go through
18 the process of dealing with the breakup of a family. As a pediatrician, my role is to care for all children,
19 including those who have undocumented parents. This involves not only providing health care, but also
20 advocating for children and their families. As such, I believe bringing to light the situation that children
21 with undocumented parents face with regard to their health and wellbeing is important, and a vital first
22 step toward addressing these public health concerns.

23
24 I declare under penalty of perjury under the laws of the United States that the foregoing is
25 true and correct and that this declaration was executed on [Date] in Stanford, California.

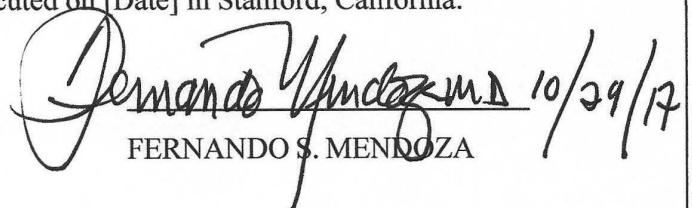
26  10/29/17
27 FERNANDO S. MENDOZA
28

EXHIBIT A

CURRICULUM VITAE

October 2017

FERNANDO S. MENDOZA, M.D., M.P.H.

Current Title: Professor of Pediatrics at the Lucile Salter Packard Children's Hospital, Division of General Pediatrics, Department of Pediatrics,
and
Associate Dean of Minority Advising and Programs
Stanford University, School of Medicine

Business Address: Division of General Pediatrics
Department of Pediatrics
School of Medicine
Stanford University
1265 Welch Road, MSOB 238
Stanford, CA, 94305-5459
(650) 725-8289

EDUCATION AND TRAINING

B.A., 1971	San Jose State University San Jose, California
M.D., 1975	Stanford University School of Medicine Stanford, California
Internship and Residency in Pediatrics (PL 1,2,3) 1975-1978	Stanford University School of Medicine Stanford, California
M.P.H., 1979	Harvard University School of Public Health Boston, Massachusetts
Robert Wood Johnson Academic General Pediatrics Fellowship, 1979-1981	Stanford University School of Medicine Stanford, California

FACULTY APPOINTMENTS

Assistant Professor of Pediatrics September 1981 to 1990	Stanford University School of Medicine Stanford, California
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Fernando S. Mendoza, MD, MPH

2

Assistant Dean of Student Affairs September 1983 to August 1993	Stanford University School of Medicine Stanford, California
Associate Professor of Pediatrics July 1990 to May 2001	Stanford University School of Medicine Stanford, California
Associate Dean of Minority Advising and Programs September 1993 to present	Stanford University School of Medicine Stanford, California
Division and Service Chief, General Pediatrics (Acting 9/95-8/96) September 1996-2014	Stanford University School of Medicine Stanford, CA Lucile Packard Children's Hospital
Professor of Pediatrics June 2001-present	Stanford University School of Medicine Stanford, CA

BOARD CERTIFICATION

American Board of Pediatrics, December 7, 1980, Certificate# 25342

HONORS

Dean's Scholar, San Jose State University, 1968-1971

Recognition Award, Chicano Latino Medical Student Association, April 1986

Research Excellence Award, National Coalition of Hispanic Health and Human Services Organizations (COSSMHO), September 1986

Henry J. Kaiser Award for Outstanding and Innovation Contribution
In Medical Education, Stanford University School of Medicine, June 1990

Honors Award, Latino Health Affairs Council, March 1992

Outstanding Research Advisor, The Stanford Society of Chicano/Latino Engineers and Scientists, May 1993

Recognition Award, Stanford University Minority Medical Alliance, April 2000

Top Doctor in Silicon Valley in General Pediatrics. San Jose Magazine, 1999-07
Best Doctors in America, 2007-2009

KGO Channel 7, (ABC Affiliate in San Francisco), Hispanic Profile of Excellence

Fernando S. Mendoza, MD, MPH

3

October 2002

Selected as one of the 100 most influential Hispanics in the United States by Hispanic Business Magazine, November 2002

National Hispanic Medical Association, Leadership Award, March 20, 2004

Juan Villagomez Humanitarian Award, California Latino Medical Association, September 2004

Establishment of the Dr. Fernando S. Mendoza Award for exemplary leadership, service and commitment to minority community awarded by LSMA, SNMA, SAIMS; May 2005

Group on Student Affairs-Minority Affairs Section, Service Award, November 2005

100 Most Influential Latinos in Silicon Valley, Mexican American Community Services Agency, June 30, 2007

The Gardner Community Spirit Award, and resolutions of commendations from the City of San Jose, County of Santa Clara, California State Senate, and U.S. Congress, September 2008.

Best Doctors in America 2009-2014

Visiting Professor, Harvard Medical School, October 2009

Visiting Professor, University of California, San Francisco, Philip R. Lee Institute for Health Policy Studies, January 2010

Outstanding Leadership Award for Community Pediatric Services, Ravenswood Family Health Center, March 2012

JE Wallace Sterling "Muleshoe" Alumni Lifetime Achievement Award, May 2012

President's Award for Excellence through Diversity, Stanford University, June 2012

CDC's Health Equity Champion, Fall 2012

Visiting Professor, University of Puerto Rico Health Services Schools, February 2014

Leonard P. Rome CATCH Visiting Professor, Children's National Medical Center April 2014

Ravenswood Family Health Center, Community Service Award, August 2014.

Lucile Packard Children's Hospital Medical Staff Distinguish Service Award, April 2015

Fernando S. Mendoza, MD, MPH

4

Dr. Augustus A. White III and Family Faculty Professionalism Award, Stanford University School of Medicine, June 2015

Dr. Phil DeChavez Mentor of the Year Award, National Latino Medical Student Association April 2016

ACADEMIC ACTIVITIES AND SERVICES

Member, Stanford Center for the Study of Families, Children and Youth, 1983 to 1992

Child Health Advisory Committee
Youth Law Center National Center for Youth Law
1987 to 1992

Director, Stanford Center for Chicano Research
September, 1990 to April, 1993

Co-Director, Inter-University Program for Latino Research
September, 1990 to April, 1993

Co-Director, UCSF/Stanford Academic General Pediatric Fellowship
July 1997 - 2005

PROFESSIONAL MEMBERSHIP

Academic Pediatric Association
American Academy of Pediatrics, Fellow
Association of American Medical Colleges
American Pediatric Society

EDITORIAL MEMBERSHIP

Journal of Medical Education, January 1986 - September 1989

REVIEWER

Pediatrics
Journal of Pediatrics
Archives of Pediatrics and Adolescent Medicine (JAMA Pediatrics)
Academic Pediatrics

PAST AD HOC REVIEWER -

American Journal of Diseases of Children
American Journal of Human Biology
American Journal of Public Health
Child Development
Human Development

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Hispanic Journal of Behavioral Sciences
Journal of Adolescent Health
The Journal of the American Medical Association
Public Health Reports

MEDICAL SCHOOL AND HOSPITAL COMMITTEES

Co-Chairman, Minority Admissions Advisory Panel,
Admissions Office, Stanford Medical School, 1983-1990

Committee on Student Performance, Stanford University, School of Medicine, 1983 to
present

Co-Chairman, CPR Committee, Children's Hospital at Stanford,
1986-1989

Member, Utilization Review Committee, Children's Hospital at Stanford, 1986-1990

Member, Medical Executive Committee, Lucile Packard Children's Hospital, 1996- 2014

Co-Chair, Dean's Task Force on Diversity and Societal Citizenship, 2015-2017

Co-Chair, Diversity Cabinet, Stanford University, Medical School 2010-present

NATIONAL and STATE COMMITTEES

Research

Member, National Institutes of Health, Human Development and
Aging Study Section (Subcommittee 1), Division of Research
Grants, 1988-1989; 1993-97

Member, Social Science Advisory Board for Poverty and Race
Research Action Council, 1991 to 1994

Member, Committee on Culture, Health and Society, Social Science
Research Council, 1991

Chairperson, Scientific Advisory Committee to the Interamerican College of Physician
and Surgeons project, "Vacune a Nuestros Niños", 1996

Member, The Committee on the Health and Adjustment of Immigrant Children and
Families, National Research Council, Institute of Medicine, and the Commission on
Behavioral and Social Science and Education. March 26, 1996 through February 26,
1998.

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6

Chair, California Health Interview Survey (CHIS), Child Technical Advisory Committee, UCLA Center for Health Policy Research 1999-2016.

National Advisory Council on Minority Health and Health Disparities, NIMHD, 2016-2020

Medical Education and Public Service

Chairperson, Group on Student Affairs - Minority Affairs Section, Association of American Medical Colleges, Western Region, 1986-1987.

Member, Association of American Medical Colleges, MCAT Evaluation Panel, 1989 to 1996.

Member, National Commission on Substance Abuse on College and University Campuses: Center on Addiction and Substance Abuse at Columbia University; Director, Joseph A. Califano, Jr. January 1993 to 2000.

Member, Health Resources and Services Administration, Bureau of Health Professions' Planning Committee on Minority Faculty Development. September 1994.

Chairperson, 13 School Consortium Minority Affairs Section. 1995-2000.

Vice-President, Hispanic-Serving Health Professions Schools, Inc., 1996-2001

President, Hispanic Serving Health Professions School, Inc., 2001-03

Past President and Executive Board Member, Hispanic Serving Health Professions Schools, Inc. 2003-2013

Board Member, Stanford Medical Alumni Association 2004-10

Board Member and Secretary, Pan American Health and Education Foundation. 2006-2010; Chair, Research Committee 2008-2012

Co-Chair, Vision Council, KIDS IN COMMON, Santa Clara County 2008-present

Member, Diversity Taskforce of the American Pediatric Society, 2011-2016

Co-Chair, Diversity Taskforce, Federation of Pediatric Organizations, 2012- 2014

Member, AAP Task Force on Addressing Bias & Discrimination 2017- present

BIBLIOGRAPHY**JOURNAL ARTICLES**

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10. Kaplowitz H, Martorell R, **Mendoza FS**. Fatness and fat distribution in Mexican American children and youths from the Hispanic Health and Nutrition Examination Survey. *American Journal of Human Biology*, 1989;1:631-648.

11. Murphy SP, Castillo RO, Martorell R, **Mendoza FS**. An evaluation of four food group intakes by Mexican-American children. *The Journal of the American Dietetic Association*, 1990;90(3):388-393.
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14. Pawson IG, Martorell R, **Mendoza FS**. Prevalence of overweight and obesity in US Hispanic Populations. *American Journal of Clinic Nutrition*, 1991;53:1522S-1528S.
15. **Mendoza FS**. Latino child health policy issues. *The Future of Children. Center for the Future of Children, The David and Lucile Packard Foundation*, Volume 4, Number 3, Winter 1994, pages 43-72.
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17. **Mendoza FS**. and Fuentes-Afflick, E. Latino children's health and the family-community health promotion model. *Western Journal of Medicine*, 1999;170(2):85-92.
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39. **Fernando S. Mendoza**, MD, MPH¹, Leslie R. Walker, MD², Barbara J. Stoll MD³, Elena Fuentes-Afflick, MD, MPH⁴, Joseph W. St. Geme III, MD⁵, Tina L. Cheng, MD, MPH⁶, Javier A. Gonzalez del Rey, MD, M.Ed ⁷, Christopher E. Harris, MD⁸, Mary E. Rimsza, MD⁹, Jie Li, Ph.D¹, and Theodore C. Sectish, MD¹⁰. Diversity and Inclusion Training in Departments of Pediatrics. *Pediatrics*, Vol. 135, No. 4, April 2015, pg. 707-713.
40. Theodore C. Sectish¹, M.D., William W. Hay, Jr.², M.D., John D. Mahan³, M.D., **Fernando S. Mendoza**⁴, M.D., M.P.H., Nancy D. Spector⁵, M.D., Bonita Stanton⁶, M.D., Peter G. Szilagyi⁷, M.D., M.P.H., Teri L. Turner⁸, M.D., M.P.H., M.Ed., Leslie R. Walker⁹, M.D., Kenneth Slaw M.Ed., PhD¹⁰, and the Federation of Pediatric Organizations' Visioning Summit Working Groups and Planning Committee¹¹. Future of the Pediatric Workforce. June 2015 doi: 10.1542/peds.2008-153

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43. Jaramillo, J., Snyder, E., Dunlap, J. L., Wright, R., **Mendoza, F.**, Bruzoni, M. The Hispanic Clinic for Pediatric Surgery: A model to improve parent-provider communication for Hispanic pediatric surgery patients *Journal of Pediatric Surgery*, 2016; 51 (4): 670-674
44. Glenn Flores, M.D.; **Fernando Mendoza**; Elena Fuentes-Afflick; Jayson Mendoza; Lee Pachter; Juan Espinoza; Christopher Russell; Cristina Fernandez; Danielle Arnold; Nicole Brown; Kymberly Gonzalez; Cynthia Lopez; Mikah Owen; Kenya Parks; Kimberly Reynolds. Hot Topics, Urgent Priorities, and Ensuring Success for Racial/Ethnic Minority Young Investigators in Academic Pediatrics. *International Journal for Equity in Health*, (2016) 15:201. DOI 10.1186/s12939-016-0494-6
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BOOK CHAPTERS, EDITORIALS, and COMMENTARIES

1. **Mendoza FS**. Increasing minorities in academia: The faculty role model, Editorial. *Journal of Medical Education*, 1986;61(10):850-851.
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- Professions For the 21st Century. Selected Proceedings, Leesburg, Virginia, September 6-8, 1995.
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 16. **Mendoza FS**, Health Risk Profiles and Race, Culture, and Socioeconomic Status in the 31st Ross Roundtable, Child Health in the Multicultural Environment, September 2000, pages 5-26.
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23. **Mendoza, FS**, Socioeconomic and Cultural Issues in Pediatrics. In Daniel Bernstein and Steven Shelov (eds), Pediatrics for Medical Students, 3rd Edition. Baltimore, MD: Lippincott Williams and Wilkins pg. 120-130, 2012.
24. Javier, J., Festa, N., Florendo, E., **Mendoza, F.S**. Children in Immigrant Families: The Foundation of America's Future. *Advances in Pediatrics* 65 (2015) pg. 105-136.
25. **Mendoza, FS**. Commentary on New Century Scholars, Year Book of Pediatrics 2016, pg 467-469.
26. Julie M. Linton M.D.^{a*}; Ricky Choi M.D., M.P.H.^b; **Fernando Mendoza M.D., M.P.H.**^c Caring for Immigrant Families: Vulnerabilities, Resilience, and Opportunities. *Pediatric Clinics of North America*, February 2016, pg115-130.
27. **Mendoza, FS**. Another reason to save DACA: Lessen childhood fears. *Sacramento Bee Editorial*, September 18, 2017

TECHNICAL REPORTS

1. Litt IF, **Mendoza FS**. Final Report -- Transactions of Pregnant Adolescents in Prenatal Care. Bureau of Health Care Delivery and Assistance, Maternal and Child Health Research, Grant No. MCJ-060495, 1987.

2. **Mendoza FS**, Villarreal S, Valdez R. Health Issues for Hispanic Children, prepared for The National Coalition of Hispanic Health and Human Services Organizations (COSSMHO), 1987.
3. **Mendoza FS**, Martorell R, Castillo RO. Interim Report -- Health and Nutritional Status of Mexican-American Children. The Maternal and Child Health Research Program, Bureau of Maternal and Child Health and Resources Development, Grant No. MCH-060518, 1989.

ABSTRACTS

1. **Mendoza FS**, Martin J, Gross R, Litt IF, Lewiston N, Blessing-Moore J. Social support and stress in mothers of asthmatic children: Relationship to morbidity. *Pediatric Research*, 1981, 15:4:2(452).
2. **Mendoza FS**, Martin J, Gross R, Litt IF, Lewiston N, Blessing-Moore J. The effect of maternal social support and stress in the prospective morbidity of asthmatic children. *Pediatric Research*, 1982, 16:4:2(90A).
3. Willoughby A, **Mendoza FS**, Duke P, Williams J, Gross R. Assessment of adolescent mother-child interactions. *Pediatric Research*, 1983, 17:4:2.
4. **Mendoza FS**, Castillo R. Nutritional status of Mexican-American children: HANES I Survey. International Inventory of Current Mexico Related Research, Volume 3, December, 1983. Published by the Center of US-Mexican Studies, University of California, San Diego.
5. **Mendoza FS**, Castillo RO. Growth deficiencies in Mexican-American children in the United States. *Pediatric Research*, April 1984.
6. Willoughby A, **Mendoza FS**, Duke PM, Williams J, Gross RT. Assessment of teenage parenting. *Pediatric Research*, April 1984.
7. Castillo RO, **Mendoza FS**. Nutritional status of Mexican-American children in the United States. International Inventory of Current Mexico-Related Research, Volume 4, December, 1984.
8. Martorell R, **Mendoza FS**, Castillo R. The short and plump syndrome of Mexican-American children. American Association of Physical Anthropologists, 55th Annual Meeting, 1986.
9. Valdez RB, **Mendoza FS**. Health status of Mexican-American Children. Vth International Congress of the World Federation of Public Health Associations, March 25, 1987.

10. Castillo RO, Pawson IG, **Mendoza FS**, Martorell R. Iron status of Mexican-American children: The Hispanic HANES. Federation of American Societies for Experimental Biology, March 31, 1987.
11. Martorell R, Figueroa Y, **Mendoza FS**, Castillo R, Pawson IG. Overweight and fatness in Mexican American Children. 71st Annual Meeting of the Federation of American Societies for Experimental Biology (FASEB), Washington DC, April 1987. Federation Proceedings 36(3):876 (abstract 3264). Also, Translated and published in full as "Sobrepeso y Gordura en Ninos Mexico-Americanos," Monografia Sobre Crecimiento y Desarrollo del Nino. Instituto de Nutricion de Centro America y Panama (INCAP). Guatemala, 1988.
12. Martorell R, Pawson IG, **Mendoza FS**, Castillo R. Explanations for the short stature of Mexican American Children. 56th Annual Meeting of the American Association of Physical Anthropologists, New York, April 1987. Also, translated and published in full as "Explicacion de la Baja Estature de los Ninos Mexico-Americanos," Monografia Sobre Crecimiento y Desarrollo del Nino. Instituto de Nutricion de Centro America y Panama (INCAP). Guatemala, 1988.
13. **Mendoza FS**, Litt IF, Moss N, Brown E, Kraemer HC, DeAnda A. Ethnic differences in Patient-Provider interactions in Prenatal Care. The American Pediatric Society/The Society for Pediatric Research, April 30, 1987, Pediatric Research 21(4):176A (abstract 21).
14. Villarreal SF, **Mendoza FS**, Martorell R. Sexual maturation in Mexican-American adolescents: Hispanic Health and Nutrition Examination Survey. The American Pediatric Society/The Society for Pediatric Research, April 30, 1987, Pediatric Research 21(4):178A (abstract 32).
15. **Mendoza FS**, Saldivar LE, Valdez RO, Castillo RO, Martorell R, Baisden C. Chronic medical conditions and perceived health status among Mexican-American children. The American Pediatric Society/The Society for Pediatric Research, April 30, 1987, Pediatric Research 21(4):259A (abstract 512).
16. Murphy SP, Castillo RO, Martorell R, **Mendoza FS**. An evaluation of basic four food group intakes by Mexican American children in Hispanic HANES. 70th Annual Meeting, The American Dietetic Association, Atlanta, Georgia, October 19-23, 1987.
17. Pollick H, Pawson IG, Martorell R, **Mendoza FS**. Dental restorative treatment needs in Mexican-American children. 115th Annual Meeting, American Public Health Association, New Orleans, Louisiana, October 18-22, 1987.
18. **Mendoza FS**, Helms B, Martorell R. School absenteeism among Mexican-American children and its relationship to health status and health perception.

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Ambulatory Pediatric Association Bi-Regional Meeting, Carmel, California, February 5, 1990.

19. Castillo RO, Garcia M, Pawson IG, Baisden K, Martorell R, **Mendoza FS**. Iron (FE) status of U.S. Hispanic children. Western Society for Pediatric Research, February 8, 1990, Clinical Research, 38(1):189A.
20. Saldivar LE, **Mendoza FS**, Martorell R, Pawson IG, Castillo RO. Blood pressure in Hispanic children. Western Society for Pediatric Research, February 8, 1990, Clinical Research, 38(1):214A.
21. Takata GS, **Mendoza FS**, Martorell R, Castillo RO. Health care access problems of Mexican-American children. Western Society for Pediatric Research, February 8, 1990, Clinical Research, 38(1):179A.
22. Pawson IG, **Mendoza FS**, Martorell R, Baisden K. Maternal perception of offspring size among Hispanics. AJDC, 1990, 144:437-38
23. **Mendoza FS**, Takata G, Baisden K, Herrera L, Martorell R. The relationship between maternal self-reported health status and maternal report of children's health status among Hispanics. Ambulatory Pediatric Association Bi-Regional Meeting, Carmel, California, February 4, 1991.
24. Takata GS, Baisden KL, **Mendoza FS** (introduced by Barbara Korsch). Regional disparities in Mexican-American children's health care access. Western Society for Pediatric Research, Carmel, California, February 5, 1992.
25. Duran-Guarino, M.R., Hlatky, M., and **Mendoza FS**. Access to Preventive Health Care Services for Hispanic Women. Presented at APHA national meeting October 1994
26. Garcia R., Carrillo, M., **Mendoza FS**. Ethnicity and Medicine: Teaching Cultural Competency. Presented at the Cultural Competency and Women's Health Conference sponsored by the Office of Minority Health in Washington D.C., Sept 1995.
27. **Mendoza FS**, Garcia R, Cross P, and Rhodes, C. The Stanford Early Matriculation Program: Creating Minority Faculty for the Future. Presented at the Annual National Meeting of the Association of American Medical Colleges. Washington D.C. Sept 1995.
28. **Mendoza FS** and Dixon LB. The Health and Nutritional Status of Immigrant Hispanic Children: Analyses of the Hispanic Health and Nutrition Examination Survey. Presented at the Western Regional Ambulatory Pediatric Association Meeting, Carmel Feb. 1998

29. Agredano YZ, Dixon LB, and **Mendoza FS**. Comparison of Growth Patterns of First, Second, and Third Generation Mexican American Children to African American and Non-Hispanic White Children Ages 2-16. The medical student forum, WSPR 1999
30. Burgos AE, Dixon LB, and **Mendoza FS**. Health Care Access and Utilization for First, Second, Third and Later Generation Mexican American Children: Data from NHANES III. Western Regional and National Ambulatory Pediatric 1999 Meeting.
31. Sanders, L, Hard, K. , **Mendoza FS**. Can a Videogame Improve Asthma Management? A randomized, controlled trial. Ambulatory Pediatric Association April 2001 annual meetings.
32. Sanders, L., **Mendoza FS**. Asthma Management Self Efficacy. Ambulatory Pediatric Association April 2001 annual meetings.
33. Chamberlain, L., Huffman, L., Sectish, T., **Mendoza FS**, Takayama J. Impact of Child Advocacy Training on Pediatric Residents. Ambulatory Pediatric Association April 2001 annual meetings.
34. Chamberlain, L., Huffman, L., Sectish, T., **Mendoza FS**, Shochet, S., Takayama, J.. Pediatric Child Advocacy Training: Does It Make a Difference? Ambulatory Pediatric Association, Region IX and X, February 2002 annual meeting in Carmel, CA.
35. Klautt Monte, Schetzina Karen, **Mendoza FS**, Robinson Thomas. Racial/Ethnic Differences in Maternal Perception of Children's Weight. Ambulatory Pediatric Association, Region IX and X, February 2002 annual meeting in Carmel, CA
36. Javier, JR, Wise, PH, **Mendoza, F**. Examining the Immigrant Paradox in Children with Asthma: Findings from the California Health Interview Survey. Annual American Public Health Association Meeting November 2006, Boston
37. Javier, JR, Huffman, LC, Wise, PH, **Mendoza, FS**. Examining the Immigrant Paradox in Children with Special Health Care Needs. 2007 Pediatric Academic Societies' Annual Meeting, Toronto Canada.
38. Festa, N., Loftus-Gagli, P., Cullen, M., **Mendoza, F. S.**, Disparities in Early Exposure to Book Sharing within Immigrant Families. 2014 Pediatric Academic Societies' Annual Meeting, Vancouver, Canada.

PRESENTATIONS

1. Social support of mothers of asthmatic children and its relationship to functional morbidity. Second Annual Robert Wood Johnson General Pediatrics Academic Development Conference, June, 1980, and Society of Pediatric Research, San Francisco, May, 1981.
2. Health status of Hispanic children. Bay Area Latino Health Conference. University of California, Berkeley, April, 1983.
3. Nutritional status of Mexican-American children - The HANES I Survey. Stanford HANES User Conference, August, 1983.
4. Hearings before the Select Committee on Hunger, House of Representatives, Ninety-Eighth Congress. San Francisco, July 23, 1984.
5. Health needs of Hispanics in the United States. National Coalition of Hispanic Mental Health and Human Services Organization's Fifth National Hispanic Conference on Health and Human Services and National Hispanic Youth Symposium, Los Angeles, September 1984.
6. Health status of minority children and its relationship to their behavior and development. National Institute of Child Health and Human Development Workshop, Minority Families and Children, Bethesda, Maryland, May 28-29, 1986.
7. Maternal and child health: Research issues and priorities for the nation's youngest population. Sixth Biennial National Hispanic Conference on Health and Human Services (COSSMHO), New York City, September 4-7, 1986.
8. Mendoza F, Saldivar L, Valdez R, Castillo R, Martorell R. Chronic conditions and perceived health status among Mexican-American children. Ambulatory Pediatric Association Day at Carmel, February 2, 1987.
9. Mendoza FS, Litt IF, Moss N, Brown E, Kraemer HC, DeAnda A. Ethnic differences in patient-provider interactions in prenatal care. The American Pediatric Society/The Society for Pediatric Research, April 30, 1987.
10. The health and nutritional status of Mexican-American children. Testimony to the House Select Committee on Hunger, Washington, D.C., March 30, 1988.
11. Mendoza FS, Litt IF, Moss N. Transactions of pregnant adolescents in prenatal care. 1988 Tri-Regional Conference on Completed Maternal and Child Health Research, Bureau of Maternal and Child Health and Resources Development, Washington, DC, October 3, 1988.

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12. Hispanic health status - adolescent health. Hispanic Health Leadership Program (COSSMHO), Harvard University, July 4-5, 1989.
13. Health status of Mexican-American children. National Action Forum on Health Policy and the Hispanic, San Antonio, Texas, October 6-7, 1989.
14. Mendoza FS, Helms B, Martorell R. School absenteeism among Mexican-American children and its relationship to health status and health perception. Ambulatory Pediatric Association Bi-Regional Meeting, Carmel, California, 1990.
15. Readiness in and out of school: A Hispanic perspective. School Readiness: Scientific Perspectives, sponsored by the Bureau of Maternal and Child Health, Columbia, Maryland, January 24, 1992.
16. Health Issues of Immigrant Children of Color. Proceedings of the Second Round Table: Children of Color, Society for Research on Child Development. March 29, 1994.
17. Health Status of Minority School Age Children. MacArthur Network on Successful Pathways Through Middle Childhood. Sponsored by the John D. and Catherine T. MacArthur Foundation. Oakland, California, September 9, 1994.
18. Minority Faculty in the Health Professions For the 21st Century. Association of American Medical Colleges and Health Resources Services Administration. Leesburg, Virginia, September 6, 1995.
19. Children Youth and Families: Building on Cultural Strengths of Hispanic and Latino Communities. Center for Children with Chronic Illness and Disability, Phoenix, Arizona, June 28, 1996.
20. Children in Immigrant Families: Issues for California's Future. Board on Children, Youth, and Families of the National Research Council/Institute of Medicine and the UCLA Center for Health Policy Research. Sacramento, California, December 10-11, 1998.
21. Visiting Professor: Immigrant Children's Health Needs. University of California, San Francisco School of Medicine, Office of Postgraduate Education. Fresno, California, February 25, 1999
22. Child Health in the Multicultural Environment, the 31st Ross Roundtable On Critical Approaches to Common Pediatric Problems. Washington, DC, November 13-14, 1999.
23. Grand Rounds Presentation at Children's Hospital Oakland, "Health Risk Profiles and Race, Culture, and Socioeconomic Status". Oakland, CA, August 13, 2002.

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24. Childhood Obesity Conference: A Public Health Crisis-A Common Sense Approach-Reshaping the Future for Overweight Kids. Watsonville Community Hospital, February 22, 2003.
25. Hispanic Serving Health Professions Schools Congressional Briefing on Hispanic Obesity and Diabetes, July 15, 2004
26. Children and Health Disparities: The Effects of Social, Race, Ethnic and Immigrant Status. COPR, American Academy of Pediatrics, Elk Grove Village, Ill, April 13, 2006
27. Preventing Obesity in Mexican American Children and Adolescents. Joint U.S.-Mexico Workshop on Preventing Obesity in Children and Youth of Mexican Origin sponsored by the Institute of Medicine, Kaiser Permanente, Instituto Nacional de la Salud Publica, Cuernavaca, Mexico, May 2006.
28. Health of Children in Immigrant Families. Conference on Immigrant Families in America. Duke University, North Carolina, May 2006
29. Overcoming Physicians and Latino/Hispanic Patients Communication Barriers. Keynote address for Conference on Physicians and Latino/Hispanic Patients Communication Barriers, America Medical Association, Chicago, Ill., August 2006
30. Comparison of the Magnitude of Obesity Among Mexican and Mexican American Children. 12th biannual congress for Research in Public Health, Instituto Nacional De Salud Publica, March 2007
31. Comparing the Problem of Obesity Among Mexican and Mexican American Children, NICHQ WebQ conference December 2007
32. Comparing the Problem of Childhood Obesity in Mexican American and Mexican Children. Binational Health Meeting, U.S. and Mexico, Santa Fe October 2009
33. Latino Children: Their Health and the Future of the United States. Visiting Diversity Professor, Harvard Medical School October 2009
34. Latino Children: Their Health and the Future of California. Visiting Professor UCSF, Child Health Policy. January 2010.
35. Immigration: Current Issues and the Effect on Children. Invited speaker for the American Academy of Pediatrics Districts V and VII Meeting, New Orleans, July 16, 2011

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36. Reducing Immigrant Child Health Disparities. Invite speaker for Pediatrics for the 21st Century Series at the Annual American Academy of Pediatric National Conference, New Orleans, October 2012
37. New American Children: Supporting the Health and Well-Being of Immigrant Children at the Annual American Academy of Pediatric National Conference, New Orleans, October 2012
38. Diversity: Past, Present, and Future. Visiting Professor Grand Rounds, Mount Sinai, Department of Pediatrics, New York, April 2013
39. Immigrant Children: Changing Pediatric Demographics and Practice. Visiting Professor, Texas Children's Hospital, Texas Southwestern Medical Center, May 2013
40. Meeting the Challenge of Diversity Through Organizational Change. Pediatric Academic Society Meeting, May 2013, Washington DC.
41. Training the future generation of minority scholars in the USA: The RAPID model: Building training capacity for addressing the obesity epidemic in the Americas. PACO III June 2013
42. Linking Data Sets and Career Advancement. Hispanic Serving Health Professions School- NIH Workshop on National Data Sets, July 2013
43. Diversity and Inclusion Working Group, Federation of Pediatric Organizations Pediatric Workforce Summit, September 2013.
44. Hispanic Child Health. Visiting Professor, University of Puerto Rico. February 26-28, 2014
45. American's New Children: Supporting the Health and Wellbeing of Children in Immigrant Families. Rome Visiting Professor, Children's National, April 22-24, 2014.
46. FOPO Symposium on the Future of the Pediatric Workforce, Diversity and Inclusion Working Group. Federation of Pediatric Organizations, PAS, May 3 2014 Vancouver, Canada
47. Disparities in early exposure to book sharing within immigrant families. AAP Presidential Plenary Session, May 4, 2014. Vancouver Canada
48. Hispanic Serving Health Professions Schools, Inc. Faculty Development Conference. NIH Bethesda, MD, July 2014
49. Immigrant Children's Health: Key Concepts and Trends. 2014 AAP National Conference and Exhibition, San Diego, CA October 2014

50. Health and Health care Challenges Faced by US Immigrant Children and their Families. APS State of the Art Plenary: The Health and Healthcare of Immigrant Children: Innovative Approaches, Immigration Reform, and Humanitarian Crisis of Unaccompanied Minors Crossing the Border. PAS San Diego April 2015
51. Cultural Competency Training as a Tool to Lessen Unconscious Bias and Improve Health Disparities. Topic Symposium: Health Disparities and Unconscious Bias in the Clinical Setting: An Action-Oriented Approach. PAS San Diego April 2015
52. Unaccompanied Immigrant Children: A Primer for Pediatric Providers. Workshop PAS San Diego 2015.
53. Immigrant Health Update: From Border Crisis to Policy Challenges. AAP District II and VII joint meeting, Fort Worth, Texas June 2015
54. By Focusing on “Diversity” Do We Risk Abandoning Efforts to Increase Underrepresented Minorities in Medicine. AAMC/GDI Annual Meeting, Puerto Rico, San Juan, June 2015
55. “Diversity: Why is it important to Pediatrics.” Keynote Academic Pediatric Association Western Region Meeting, Monterey California, January 16, 2016.
56. “Diversity: Why is it important to Pediatrics”, Grand Rounds, Texas Children’s Hospital, Baylor University School of Medicine. February 12, 2016.
57. “Diversity: Why is it important to Pediatrics”, Grand Rounds, Duke University Department of Pediatrics, October 4, 2016.
58. “How Should Race and Ethnicity Be Used to Report Genetic Variation in Non-Research Setting” Panel Moderator, Workshop on the Use of Race and Ethnicity in Genomics and Biomedical Research, NIH October 24, 2016.
59. Diversity at Stanford Medical School: Past, Present, and Future. Department of Medicine Grand Rounds, Stanford University, School of Medicine. January 2017

POSTERS

1. Mendoza FS, Castillo RO. Growth deficiencies in Mexican-American children in the United States. Society of Pediatric Research, April, 1984, San Francisco, California
2. Willoughby A, Mendoza FS, Duke PM, Williams J, Gross RT. Assessment of teenage parenting. American Pediatric Society, April, 1984, San Francisco, California.

3. Mendoza FS, Saldivar LE, Valdez RO, Castillo RO, Martorell R, Baisden C. Chronic medical conditions and perceived health status among Mexican-American children. The American Pediatric Society/The Society for Pediatric Research, April 30, 1987, Anaheim, California.
4. Takata GS, Mendoza FS, Martorell R, Castillo RO. Health care access problems of Mexican-American children. Western Society for Pediatric Research, February 8, 1990.
5. Pawson IG, Mendoza FS, Martorell R, Baisden K. Maternal perception of offspring size among Hispanics. Ambulatory Pediatric Association, 30th Annual Meeting, May 7-11, 1990, Anaheim, California.
6. Mendoza F, Takata G, Baisden K, Herrera L, Martorell R. The relationship between maternal self-reported health status and maternal report of children's health status among Hispanics. ambulatory Pediatric Association Bi-Regional Meeting, Carmel, California, February 4, 1991.
7. Takata GS, Baisden KL, Mendoza FS . Regional disparities in Mexican-American children's health care access. Western Society for Pediatric Research, Carmel, California, February 5, 1992
8. Lopez, QR, Schetzina, Haiman, A., Mendoza, F. Barriers to Obtaining Health Insurance Among Patients Served by a Mobile Community Health Van. Ambulatory Pediatric Association, May 2003, annual meeting.
9. Laraque D. **Mendoza F**, Dreyer B, Frintner MP, Cull W. Graduating pediatric residents: Who plans to work in underserved areas? Poster presentation at the Pediatric Academic Societies Meeting, Vancouver Canada, (abstract # 754414) May 1-4, 2010.
10. Laraque D. **Mendoza F**, Dreyer B, Frintner MP, Cull W. Cross cultural and linguistic appropriate care. Pediatric residents preparedness. Poster presentation at the Pediatric Academic Societies Meeting, Vancouver Canada, (abstract # 753038) May 1-4, 2010

GRANTS AND AWARDS

Co-Investigator	\$5,000 award from the Stanford Center for the Study of Youth Development, for the Study of Teenage Parenting June 1982 - September 1982
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Principal Investigator	\$1,000 award from the Stanford Center for the Study of Youth Development, for the Study of Nutritional Status of Hispanic Children July 1983 - September 1983
Principal Investigator	\$6,000 award from Kaiser Hospital Foundation for Development of Hispanic Health Database March 1983 - February 1984
Co-Investigator	\$215,285. "The Transactions of Pregnant Adolescents in Prenatal Care" IF Litt, FS Mendoza, WL Heinrichs. Bureau of Health Care Delivery and Assistance - Maternal and Child Health and Crippled Children's Research Grants Program February 1984 - April 1986
Co-Investigator	\$325,044. "Health and Nutritional Status of Mexican-American Children" R Martorell, F Mendoza The Maternal and Child Health and Crippled Children's Services Research Grants Program April 1985 - March 1988
Principal Investigator	\$331,093. "Health Careers Opportunity Program (HCOP)" September 1985 - August 1988
Principal Investigator	\$5,000. "Hispanic Health Database" Area Health Education Center March 1986 - September 1986
Principal Investigator	\$50,000. "The Effects of Poverty on the Health and School Performance of Mexican-American Children" Inter-University Program for Latino Research June 1, 1987 - May 31, 1988
Principal Investigator	\$494,000. "Health and Nutritional Status of U.S. Hispanic Children" FS Mendoza, R Martorell, R Castillo. Continuation Grant of Bureau of Maternal and Child Health and Resources Development April 1, 1988 - March 31, 1993
Principal Investigator	\$20,000. "Chicano/Latino Maternal and Child Health Project" Inter-University Program for Latino Research

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	January 1, 1992 - June 30, 1993
Principal Investigator	\$140,358. "Centers of Excellence" Health Resources and Services Admin. Division of Disadvantaged Assistance September 1, 1992 - August 31, 1993
Principal Investigator	\$1,503,760 "Centers of Excellence" Health Resources and Services Admin. Division of Disadvantaged Assistance September 1, 1993- August 31, 1996
Principal Investigator	\$162,000 "COE Bilingual and Bicultural Minority Pre-faculty Fellowship" Health Resources and Services Admin. Office of Minority Health July 1, 1995 to June 30, 1997
Principal Investigator	\$1,500,000 "Centers of Excellence" Health Resources and Services Admin. Division of Disadvantaged Assistance September 1, 1996- August 31, 1999
Principal Investigator	\$714,711 "Health Careers Opportunity Program." Health Resources and Services Admin., Division of Disadvantaged Assistance, September 1, 1996 - August 31, 1999.
Co-Principal Investigator	\$563,651 "Faculty Development in General Internal Medicine and General Pediatrics." Bureau of Health Professions, Health Resources and Services Administration, Public Health Service. 7/1/97- 8/31/00
Co-Principal Investigator	\$2,326,352 "Cancer Risk Factor Prevention for High Risk Children." National Institute of Health, National Cancer Institute. 9/19/97-7/31/01. (P.I. Joel D. Killen, Ph.D.).
Principal Investigator	\$93,219 "Reach Out and Read Program." David and Lucile Packard Foundation. 1998-99.
Principal Investigator	\$1,561,925 "Hispanic Center of Excellence." Health Resources and Services Admin. Division of Disadvantaged Assistance. September 1, 1999- August 31, 2002.

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Principal Investigator	\$1,277,087 “Stanford Regional Comprehensive HCOP” Health Resources and Services Admin. Division of Disadvantaged Assistance. September 1, 1999-August 31, 2002.
Principal Investigator	\$98,000 “Reach Out and Read Program.” Lucile S. Packard Foundation for Children. 1999.
Co-Principal Investigator	\$500,000 “Faculty Development in General Internal Medicine and General Pediatrics.” Bureau of Health Professions, Health Resources and Services Administration, Public Health Service. (P.I. Robert Pantell, M.D., UCSF) 7/1/00-6/30/03.
Principal Investigator	\$ 135,000 "Reach Out and Read Program." Peninsula Community Foundation June 1, 2000 - May 31, 2001.
Principal Investigator	\$25,000 "Child Advocacy Fellowship." David and Lucile Packard Foundation. 2000-2001.
Principal Investigator	“Grant Writing Workshop for Hispanic Researchers” Health Care Financing Administration. 5/14/01
Principal Investigator	\$2,270,878 “Center of Excellence.” Health Resources and Services Admin. Division of Disadvantaged Assistance. September 15, 2002-August 31, 2005.
Co-Principal Investigator	\$1,629,789 “Stanford Regional Comprehensive HCOP” Health Resources and Services Admin. Division of Disadvantaged Assistance. September 1, 2002-August 31, 2005.
Principal Investigator	Hispanic Center of Excellence.” Health Resources and Services Admin. Division of Disadvantaged Assistance. September 15, 2005-August 31, 2006.
Co-Principal Investigator	“Stanford Regional Comprehensive HCOP” Health Resources and Services Admin. Division of Disadvantaged Assistance. September 1, 2005-August 31, 2006.

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Co-Principal Investigator	“Family-based Nutrition Intervention for Latino Children” National Heart Lung Blood Institute, NIH 2003-07. (P.I. Joel D. Killen, Ph.D.).
Co-Principal Investigator	“Home-based Nutrition Intervention and play Group Exercise for Low Income Latinas” NIH 2006-2010. (P.I. Donna Matheson, Ph.D.)
Co-Principal Investigator	“Ethnic Dance and Screen Time Reduction to Prevent Weight Gain in Latina Girls” NIH 2006-2011. (P.I. Thomas Robinson, M.D., M.P.H.)
Principal Investigator	D34 HP16047 Hispanic Center of Excellence, Health Services and Resources Administration, Bureau of Health Professions. July 2009 to June 2012
Principal Investigator	D34HP16047A0 Hispanic Center of Excellence, Health Services and Resources Administration, Bureau of Health Professions. July 2012-June 2017
Co-Principal Investigator	1 R25 DK96944-01 Research in Academic Pediatrics Initiative on Diversity. NIDDK September 2012- August 2017. P.I. G. Flores, Texas Southwestern University
Co-Principal Investigator	“Undocumented Stauts and Immigrant Families: An Interdisciplinary Impact Evaluation of Deferred Action” Russell Sage Foundation, July 1, 2016-December 31, 2017. P.I. Jens Hainmueller, Ph.D., Stanford University, School of Business.
Principal Investigator	“An Educational Intervention Design to Decrease Implicit Bias in the Practice of Medicine.” Teaching and Mentoring Academy Innovations Grant Program, Stanford University School of Medicine. September 2016- July2017.
Principal Investigator	“The Health and Well-Being of Children in Immigrant Families.” Stanford Child Health Research Institute. May 1, 2017- April 30, 2019.
Principal Investigator	D34HP16047A0 Hispanic Center of Excellence, Health Services and Resources Administration,

Bureau of Health Professions; July 2017 to June
2022

Fellows Trained

1. Glenn Takata, M.D., M.S., Associate Professor of Clinical Pediatric, Children Hospital Los Angeles, USC
2. Noel Rosales, M.D., Associate Clinical Professor, UCSF
3. Anthony Burgos, M.D., M.P.H., Director of Newborn Services, Kaiser Permanente, Long Beach (Assistant Professor of Pediatrics, Division of General Pediatrics, Stanford University, School of Medicine 1997-2011)
4. Lee Sanders, M.D., M.P.H., Associate Professor of Pediatrics, Chief of the Division of General Pediatrics, Stanford University, School of Medicine
5. Elizabeth Stuart, M.D., M.S., Clinical Professor of Pediatrics, Division of General Pediatrics, and Director of Clerkship, Stanford University School of Medicine.
6. Lisa Chamberlain, M.D., M.P.H., Associate Professor of Pediatrics, Division of General Pediatrics, Stanford University, School of Medicine
7. Monte Klautt, M.D. Kaiser Permanente, San Marcos, California
8. Dana Weintraub, M.D., Clinical Assistant Professor, Division of General Pediatrics, Stanford University, School of Medicine
9. Joyce Javier, M.D., M.P.H., Assistant Professor of Clinical Pediatrics, Division of General Pediatrics, Children's Hospital of Los Angeles, USC School of Medicine.
10. Leticia Pelayo, MD, Santa Clara Valley Medical Center
11. Monica Eneriz Weimer, MD. Palo Alto Medical Foundation
12. Jori Bogetz, MD. Assistant Professor, UCSF
13. Victor Cueto, MD Clinical Instructor, Division of General Pediatrics, Stanford

EXHIBIT B

RESEARCH

SOCIAL SCIENCE

Protecting unauthorized immigrant mothers improves their children's mental health

Jens Hainmueller,^{1,2,3*}† Duncan Lawrence,²† Linna Martén,^{2,4}† Bernard Black,⁵ Lucila Figueroa,^{2,6} Michael Hotard,² Tomás R. Jiménez,⁷ Fernando Mendoza,⁸ Maria I. Rodriguez,⁹ Jonas J. Swartz,⁹ David D. Laitin^{1,2}

The United States is embroiled in a debate about whether to protect or deport its estimated 11 million unauthorized immigrants, but the fact that these immigrants are also parents to more than 4 million U.S.-born children is often overlooked. We provide causal evidence of the impact of parents' unauthorized immigration status on the health of their U.S. citizen children. The Deferred Action for Childhood Arrivals (DACA) program granted temporary protection from deportation to more than 780,000 unauthorized immigrants. We used Medicaid claims data from Oregon and exploited the quasi-random assignment of DACA eligibility among mothers with birthdates close to the DACA age qualification cutoff. Mothers' DACA eligibility significantly decreased adjustment and anxiety disorder diagnoses among their children. Parents' unauthorized status is thus a substantial barrier to normal child development and perpetuates health inequalities through the intergenerational transmission of disadvantage.

There is an ongoing, heated debate about the fate of the estimated 11 million unauthorized immigrants living in the United States. One important and often overlooked issue in these policy debates is that unauthorized immigrants are also parents to more than 4 million children who are U.S. citizens by birth (1, 2). How are these children affected by the unauthorized status of their parents? Research has largely focused on the impacts of unauthorized status on the immigrants themselves (3), but we know much less about the potential intergenerational effects of this status on the well-being of their offspring (4).

A growing body of research has demonstrated links between parental immigration status and child development (5–10) and generated insights into how it might affect children's health. Children of unauthorized immigrant parents face challenges beyond low socioeconomic status, including parental anxiety, fear of separation, and acculturative stress. Parent-child separations can be harmful to children's health, economic security, and long-term development. Virtually all of these studies have been qualitative or correla-

tional because of the difficulties in isolating the causal effects of parents' immigration status and collecting systematic data on large samples of unauthorized immigrants.

Families with unauthorized immigrant parents differ from families with authorized immigrant parents in many confounding characteristics (e.g., education, health care, and poverty) that might generate differences in child outcomes (11–13). This nonrandom selection implies that typical observational studies cannot isolate the causal effect of immigration status. Indeed, a recent consensus statement of the Society for Research on Adolescence (14) concludes that “Nonexperimental or quasiexperimental research with strong causal inference...has been lacking to date in studies of policies and practices related to unauthorized status.”

The study of unauthorized status is further constrained by the difficulty of collecting systematic samples, because unauthorized immigrants are underrepresented in general population surveys (15). Moreover, questions about the unauthorized status of immigrants are typically avoided given concerns about confidentiality and reporting biases (16). Researchers therefore often have to resort to noisy proxies for unauthorized status, such as the identification of individuals as foreign-born, Hispanic, or Spanish-speaking (17, 18).

We provide causal evidence of the intergenerational impact of parental immigration status on children's health. We focus on the Deferred Action for Childhood Arrivals (DACA) program, which is one of the most extensive policies directed toward unauthorized immigrants in recent decades. The DACA program, announced in 2012 by President Obama, protects recipients from deportation by granting them a 2-year (renewable) deferred action status, while also allow-

ing them to obtain temporary work authorization. More than 780,000 unauthorized immigrants so far have received deferred action through this program (19) (fig. S1). Although DACA recipients arrived in the United States as children, many are now adults and have become parents themselves. An estimated 200,000 children had parents who were eligible for DACA at the time the policy was announced (2). Although some studies have found that DACA recipients have higher rates of employment (20–22) and improved health outcomes (23, 24), the intergenerational effects of DACA are largely unknown.

To address the sampling problem, we used data from Emergency Medicaid, a government program that provides coverage for emergencies and labor and delivery services for low-income individuals who are not eligible for Medicaid. The program mainly serves unauthorized immigrants, but lawful permanent residents with less than 5 years of residency can also obtain coverage. Estimates from states such as California and North Carolina indicate that 90 to 99% of Emergency Medicaid recipients are unauthorized immigrants (25, 26). In addition, because U.S.-born children of unauthorized immigrants are U.S. citizens, they are eligible for full-scope Medicaid benefits and can be tracked with Medicaid claims data.

To overcome the causal identification problem, we applied a regression discontinuity (RD) design (27) that leverages the DACA eligibility criterion (28) stipulating that recipients must have been under age 31 as of 15 June 2012. Hence, a person born on 16 June 1981 meets the DACA age eligibility requirement, whereas a person born on 14 June 1981 does not. The age eligibility criterion was announced when DACA was adopted on 15 June 2012. The Emergency Medicaid enrollment data include the mother's exact date of birth, and this permits us to leverage a quasi-experiment in which DACA eligibility is as good as randomly assigned for those born around the arbitrary birthdate cutoff. We do not observe whether mothers apply for DACA, but given that mothers who were born just before or after the DACA birthdate cutoff are similar in confounding characteristics, we can isolate the intention-to-treat effect of DACA eligibility on the health of their children. Prior studies provide evidence that RD designs that exploit arbitrary cutoff points in eligibility criteria are effective in replicating results from randomized experiments (29–31).

We drew on Medicaid claims data from Oregon to identify 5653 mothers born between 1980 and 1982 who were covered by Emergency Medicaid and gave birth to 8610 children during 2003 to 2015. We then tracked the children's mental health outcomes by using their Medicaid claims. The children in our sample were born in Oregon and are therefore U.S. citizens by birth; 49% are female, 73% are Hispanic, and they were between 0 and 12 years old in 2015 (table S1 provides descriptive statistics).

Although parental DACA eligibility could affect a broad range of child health outcomes, we focused on the impacts on children's mental

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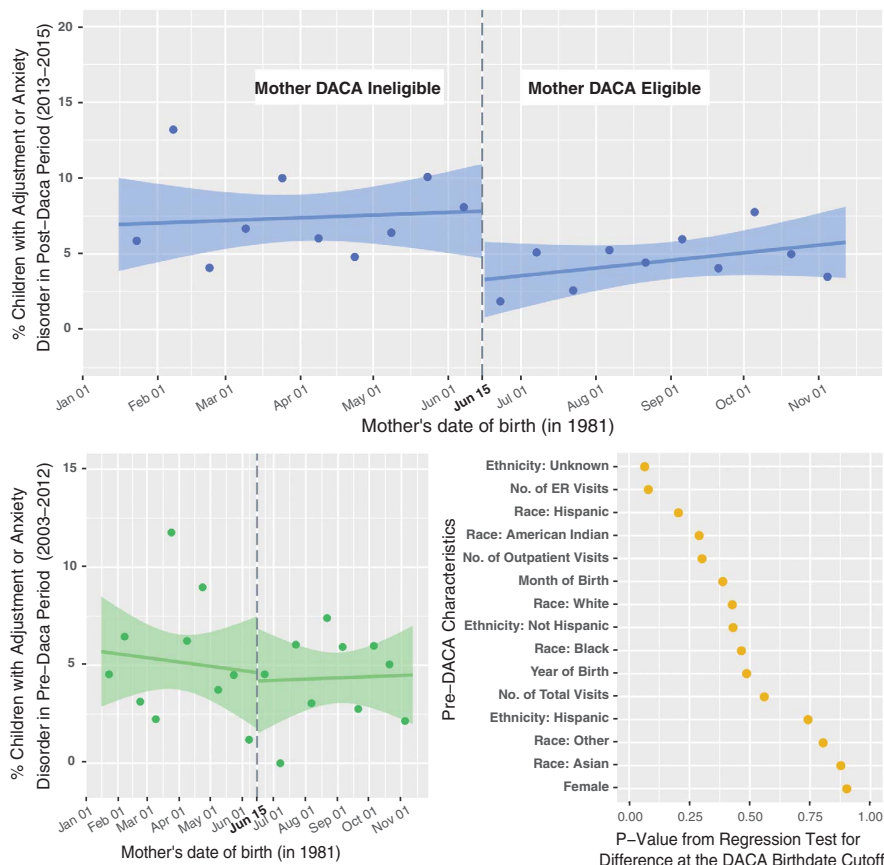


Fig. 1. Results from applying the regression discontinuity design. (Top) In the post-DACA period (2013 to 2015), children of DACA-eligible mothers (born after 15 June 1981) experienced markedly lower rates of diagnosed adjustment and/or anxiety disorders than children of ineligible mothers (born before 15 June 1981). Lines are average diagnosis rates (with 95% confidence bands) from local linear regressions fitted to the sample of children whose mothers' birthdates were within ± 150 days of the DACA eligibility cutoff ($n = 2260$), and circles are average diagnosis rates within each 15-day birthdate interval. **(Bottom left)** There was no such difference in children's diagnosis rates in the pre-DACA period (2003 to 2012). **(Bottom right)** There was no statistical evidence for discontinuities in other background characteristics that might confound the comparison at the DACA birthdate eligibility cutoff.

health. Because DACA offered the mothers immediate relief from the risk of deportation, maternal stress might have declined, and their children would no longer have had to fear being separated from them. Therefore, the children's mental well-being could have improved (4, 6). Moreover, examining mental health disorders that originate in childhood is important because they are associated with long-term health issues, low education, and welfare dependence, which generate considerable private and social costs (32–34).

We focused on disorders that result from external events, rather than genetic or physiological factors. We prespecified all outcomes and analyses, except when otherwise noted, in a pre-registered analysis plan made available at the Evidence in Governance and Politics website under study ID 20170227AC. Our main child outcome is a broad measure of any diagnoses of

adjustment disorder, acute stress disorder, or anxiety disorder, measured using all diagnoses in the International Classification of Diseases 9 (ICD-9) categories 309, 308, and 300 (35).

Adjustment disorder is a reaction to an identified stressor, leading to an inability to function normally. It is diagnosed on the basis of symptoms of anxiety, depressed mood, and conduct disturbances and often results in considerable impairment in important areas of functioning, such as social activities, school performance, and sleep (36, 37). Acute stress disorder can be a precursor to a diagnosis of a more lasting post-traumatic stress disorder (included in the ICD-9 category 309, adjustment disorder). It is characterized by symptoms or behaviors similar to those that arise from exposure to a traumatic or stressful event, but acute stress disorders cannot (by definition) last longer than 1 month (36). Because stress disorder and adjustment disorder

are related, we prespecified both as a combined outcome measure of adjustment disorder. Anxiety disorders are characterized by excessive fear, anxiety, and related behavioral disturbances that can lead to substantial distress or impairment. An external stressor might not be clearly identified, and anxiety disorders can be caused by environmental, genetic, or physiological factors (36).

These mental health disorders in childhood are associated with considerable developmental, psychosocial, and psychopathological complications for children and their families (32). For the children in our sample who were diagnosed with adjustment disorder, acute stress disorder, or anxiety disorder, the first diagnoses occurred on average at 6.7 years of age with a standard deviation of 2.6 years (tables S1 and S2 provide descriptive statistics). Details about the measures, sample, design, and statistical analysis can be found in the materials and methods section of the supplementary materials.

Figure 1 illustrates the main finding and quasi-experimental nature of the RD design. The percent of children diagnosed with adjustment or anxiety disorders during the post-DACA period (2013 to 2015) dropped by about 4.5 percentage points ($P = 0.037$; local linear regression) at the birthdate cutoff where mothers become eligible for DACA. This reduction, from 7.8 to 3.3%, provides evidence that mothers' DACA eligibility sharply improved their children's mental health.

The causal logic of the RD design is based on the idea that the DACA birthdate cutoff is an arbitrary date, and, therefore, children of ineligible mothers born just before the birthdate cutoff should be similar in all respects, including in possible confounding characteristics, to children of DACA-eligible mothers born just after the cutoff. This continuity assumption was corroborated by a series of checks where we tested for discontinuities in pre-DACA background characteristics at the DACA birthdate cutoff. The results (Fig. 1, bottom left) demonstrate that there was no discernible difference in the prevalence of disorder diagnoses at the same cutoff date for the pre-DACA period (2003 to quarter 2, 2012). The difference in diagnosis rates at the cutoff was an insignificant 0.4 percentage points ($P = 0.817$; local linear regression). Figure 1, bottom right, shows the distribution of P values from similar checks where we tested for discontinuities in other background covariates at the birthdate cutoff, such as the children's ethnicity, race, year of birth, and pre-DACA health care utilization (tables S3 and S4). The distribution of P values is consistent with the uniform distribution that we would expect for balance checks in a randomized experiment, indicating that there were no systematic discontinuities in the covariates at the birthdate cutoff. Furthermore, density tests for manipulation of mothers' birthdates revealed no evidence of sorting around the threshold (fig. S2). All tests suggested that our RD design can isolate the causal effects of mothers' DACA eligibility at the birthdate cutoff.

Figure 2 shows the point estimates and confidence intervals for the RD estimates of the intention-to-treat effects of mothers' DACA eligibility on the children's mental health outcomes, for the combined measure and its separate components (tables S5 and S6 and fig. S3). The estimates are based on prespecified standard local linear regression models fitted to trimmed samples including only children whose mothers' birthdates were within the adaptive mean squared error optimal bandwidths around the birthdate cutoff (38).

We found that mothers' eligibility for DACA protection led to a significant improvement in their children's mental health. Specifically, mothers' DACA eligibility reduced adjustment and anxiety disorder diagnoses in their children by 4.3 percentage points ($P = 0.023$) from a baseline rate of 7.9% among children of ineligible mothers at the threshold. This represents more than a 50% drop in the rate of these disorders, albeit with a wide 95% confidence interval (CI) for the magnitude of the estimated effect, ranging from 0.6 to 7.9 percentage points. When we looked only at adjustment disorders, which are disorders attributable to an identifiable external stressor, the estimated reduction was 4.4 percentage points ($P = 0.013$; 95% CI, 0.9 to 7.8). There was also a reduction in anxiety disorders, which is a more heterogeneous category of mental illness, but it was insignificant at conventional levels ($P = 0.153$; 95% CI, -0.6 to 4.1). Lastly, we found that for the same sample of children, before the DACA program, there were no discernible differences in these mental health diagnoses at the cutoff (Fig. 2, right).

We conducted several checks that supported the robustness of the results, such as varying the bandwidths (fig. S4), using alternative estimation procedures (fig. S5 and table S7), removing children born in the post-DACA period (fig. S6 and table S8), redefining the post-DACA period to include quarters 3 and 4 of 2012 (fig. S7 and table S9), and using alternative codings of the mental health outcomes based on the Diagnostic and Statistical Manual of Mental Disorders (fig. S8 and table S10; not prespecified). A non-prespecified subgroup analysis (fig. S9) suggested that the effect of mothers' DACA eligibility was concentrated among the older children in our sample (ages 6 to 12; table S12), with no discernible effect among younger children (ages 0 to 5; table S11); younger children are generally much less likely to receive mental health diagnoses. We also conducted a non-prespecified subgroup analysis by gender (fig. S10 and tables S13 and S14) and found that the effect of mothers' DACA eligibility on adjustment disorders was slightly more pronounced among male children, but the effect for males was not statistically significantly different from that for females ($P = 0.209$; local linear regression).

We also confirmed that there were no discernible differences in diagnoses at the same birthdate cutoff among children of mothers who were covered by standard Medicaid at the time that they gave birth (fig. S11 and table S15). These

mothers should not be affected by DACA eligibility, given that standard Medicaid in Oregon is open only to low-income U.S. citizens and long-term lawful permanent residents. This check again underscores that in the absence of changes in DACA eligibility, there is no evidence of confounders associated with having a mother who is born just before or after the cutoff date that could explain the observed post-DACA difference in child mental health outcomes.

Because health care utilization could be affected by immigration status (9), we also checked for the possibility that the drop in diagnoses reflects a DACA-induced change in health care visits, which could affect the probability of detection of mental health disorders. We found no support for this. Mothers' DACA eligibility had no discernible impact on their children's health care utilization during the post-DACA period, as measured either by the total number of visits, the number of emergency room (ER) and urgent care visits, or the number of outpatient visits (fig. S12 and table S16). Consistent with this, in a non-prespecified analysis, we also found that the effects of mothers' DACA eligibility on child mental health were similar when we restricted the sample to children who had at least one health care visit in the post-DACA period (fig. S13 and table S17).

Our results provide causal evidence supporting the theory that parental unauthorized immigration status has important intergenerational effects on the well-being and development of children in immigrant families (4, 6). Protecting unauthorized immigrants from deportation led to immediate and sizable improvements in the

mental health of their U.S. citizen children. This suggests that parents' unauthorized status is a substantial stressor that stymies normal child development and perpetuates health inequalities by transferring parental disadvantages to children.

Our findings have important implications for immigration and health care policy. As decision-makers evaluate whether to maintain, cancel, or expand the DACA program, our results suggest that a broader consideration is needed, one that goes beyond the impacts for recipients alone and takes into account the intergenerational consequences of deferred action for the health of unauthorized immigrants' children, most of whom are U.S. citizens (2). Early childhood exposure to stress and adversity does not only cause poor health and impaired development in the short term; the issues can also persist into adulthood. Anxiety and psychosocial stress are identified as risk factors for depression, substance abuse, cardiovascular diseases, and obesity (32, 34, 39, 40). Treatment of mental disorders also carries considerable economic costs to society. They account for the highest total health care expenditures of all children's medical conditions (41) and are associated with poor long-term outcomes for school performance and welfare reliance (33, 42). By reducing mental health problems, deferred action has important multiplier effects through improving the future prospects of the children of unauthorized immigrants.

Our results imply that expanding deferred action to the millions of unauthorized immigrant parents who do not meet the current DACA eligibility criteria could further promote the

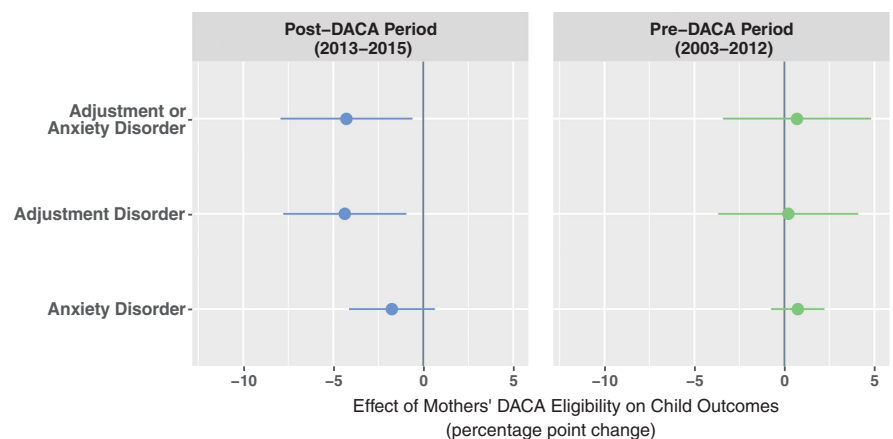


Fig. 2. Effect of mothers' DACA eligibility on their children's mental health. (Left) Mothers' DACA eligibility reduced child mental health disorders in the post-DACA period. (Right) There were no systematic, preexisting differences in the pre-DACA period. Circles with lines represent effect estimates with 95% confidence intervals from the regression discontinuity design, based on local linear regressions fitted to samples of children whose mothers' birthdates were within a symmetric bandwidth of days around the DACA eligibility cutoff. The size of the bandwidth was determined by an adaptive bandwidth selection algorithm for each outcome. The bandwidths and sample sizes for the three outcomes in the post-DACA period (top to bottom) are ± 199 days around the cutoff ($n = 3039$ children), ± 180 days ($n = 2741$), and ± 132 days ($n = 2002$); for the pre-DACA period (top to bottom), the bandwidths and sample sizes are ± 108 days ($n = 1325$), ± 109 days ($n = 1338$), and ± 211 days ($n = 2745$).

health and well-being of this next generation of American citizens. Moreover, it is reasonable to expect that permanent legal status or a pathway to citizenship would have an equal, if not greater, effect on improving children's health.

Our study also has implications for health policy research. Unauthorized immigration is an important policy issue, but researchers have struggled to generate a reliable evidence base. Although we recognize the limitations of evaluating health outcome data from one state, our sampling strategy of using Emergency Medicaid mothers and Medicaid children provides an effective way to overcome some of the challenges in collecting systematic data from the unauthorized population. This approach opens the door for future studies to examine the impacts of an array of local, state, and federal policies that affect unauthorized immigrant parents and that may have health consequences for their children.

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ACKNOWLEDGMENTS

This research was funded by a grant from the Russell Sage Foundation (grant no. 93-16-12). We also acknowledge funding from the Ford Foundation for operational support of the Stanford Immigration Policy Lab. For helpful advice, we thank K. Bansak, V. G. Carrion, A. Hainmueller, and J. Wang. Replication code is available through Harvard Dataverse (<https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/8EEDAP>). A preregistered analysis plan is available at the Evidence and Governance in Politics website under study ID 20170227AC (<http://egap.org/design-registrations>). The analysis plan is also reprinted in the supplementary materials. The Institutional Review Boards at Stanford University (protocol 40907) and Oregon Health & Science University (protocol 15633) approved this research.

SUPPLEMENTARY MATERIALS

www.sciencemag.org/content/357/6355/1041/suppl/DC1
Materials and Methods
Supplementary Text
Figs. S1 to S13
Tables S1 to S17
References (43, 44)
Preregistered Analysis Plan

5 May 2017; accepted 1 August 2017
Published online 31 August 2017
10.1126/science.aan5893

EXHIBIT 62

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

Plaintiffs,

v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF ROBERT MENICOCCI

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

1 COUNTY OF SANTA CLARA and
2 SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

3 Plaintiffs,

4 v.

5 DONALD J. TRUMP, in his official capacity
6 as President of the United States, JEFFERSON
7 BEAUREGARD SESSIONS, in his official
8 capacity as Attorney General of the United
9 States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

10 Defendants.

CASE NO. 17-CV-05813-WHA

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1 I, ROBERT MENICOCCHI, DECLARE:

2 1. I am a resident of the State of California. I have personal knowledge of the facts set forth
3 in this declaration. If called as a witness, I could and would testify competently to the matters set forth
4 herein.

5 2. I am employed as the Director of the County of Santa Clara's ("County") Social Services
6 Agency. I have held the Social Services Agency Director position from 2015 to the present. I am
7 responsible for overseeing more than 2,800 Social Services Agency employees who provide a wide
8 array of social services to residents throughout Santa Clara County, including in all 15 cities within the
9 county and in the county's unincorporated areas.

10 3. Prior to becoming the Social Services Agency Director, I served in financial management
11 capacities at two California counties, Lake County and Santa Barbara County. I was also employed for
12 two years as a Deputy Commissioner for Management and Budget for the Commonwealth of
13 Massachusetts's Department of Mental Health. I also served for six years as the Chief Financial Officer
14 and Vice President of AP Associates, a consulting firm in Massachusetts that specialized in public
15 consultation on a variety of federal, state, and local rules, regulations, policies, and procedures to enable
16 its public-agency clients to have maximum access to financial resources.

17 4. The mission of the County's Social Services Agency is to provide resources and
18 opportunities in order to enhance the quality of life in our community by protecting and delivering
19 necessary services to individuals and families.

20 5. In the most recently completed fiscal year, from July 1, 2016 through June 30, 2017, the
21 Social Services Agency's total expenditures were approximately \$781 million. Although Fiscal Year
22 2017-2018 is still in progress, I expect the Social Service Agency's expenditures for this year to be
23 consistent with, and likely somewhat larger than, the previous year.

24 6. The Social Services Agency serves County residents through three different departments:
25 (1) the Department of Aging and Adult Services; (2) the Department of Employment and Benefit
26 Services; and (3) the Department of Family and Children's Services.

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1 7. The Department of Aging and Adult Services serves seniors, dependent adults, and the
2 disabled through the delivery of protective services, quality nutrition, and supportive in-home services.
3 In addition, the Department of Aging and Adult Services evaluates community needs, develops
4 programs and services, and advises on matters of policy that concern the welfare of seniors and persons
5 with disabilities. Department of Aging and Adult Services programs include In-Home Supportive
6 Services, the Senior Nutrition Program, and Adult Protective Services.

7 8. In-Home Supportive Services is a federally, state-, and locally funded program designed
8 to provide assistance to eligible elderly, blind, and disabled county residents who, without this care,
9 would be unable to remain safely in their own homes. This program provides services according to the
10 recipient's ability to perform daily activities, and can include feeding, bathing, dressing, housekeeping,
11 laundry, shopping, meal preparation and clean up, respiration, bowel and bladder care, moving in and
12 out of bed, accompaniment to medical appointments, paramedical services, and protective supervision.
13 In Fiscal Year 2016-2017, the In-Home Supportive Services (IHSS) program served an average of over
14 21,000 county residents each month.

15 9. With a loss of DACA status, DACA recipients would no longer qualify to be IHSS
16 providers to eligible elderly, blind, and disabled county residents. Their IHSS clients would no longer
17 be safe in their homes. If unable to remain in their homes, these county residents may require additional
18 services from the County's Health and Hospital System.

19 10. The Department of Employment and Benefit Services provides low-income county
20 residents with access to programs that provide health insurance, employment services, foster care
21 benefits, food assistance, and support for basic living costs. In doing so, it promotes the transition of
22 public assistance recipients to employment and self-sufficiency.

23 11. The Department of Family and Children's Services provides child welfare services to
24 protect, prevent, and remedy abuse and neglect of children while advancing child and family safety and
25 well-being. It promotes diversion, prevention, and in-home services to prevent the removal of children
26 from their homes and to support less restrictive placement options for children that have been removed
27 from their homes. In doing so, the department partners with diverse community organizations to ensure
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1 that any child or youth who is at risk or has suffered abuse or neglect is safe, cared for and grows up in a
2 stable, loving family, on a path to reaching their unique potential.

3 12. Child welfare services include emergency response services, family maintenance
4 services, family reunification services, and permanent placement services for children or youth at risk of
5 abuse and neglect, children in out-of-home placements, and adopted children.

6 13. The Department of Family and Children's Services provides numerous services to foster
7 care youth, including the following:

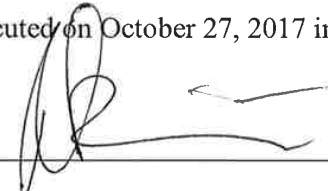
- 8 • The Independent Living Program provides services designed to assist foster youth ages
9 16 to 21 in their transition to living independently and self-sufficiently. The services
10 include budgeting education, college enrollment support, driver's education,
11 scholarship application and financial aid support, educational support, housing search
12 assistance, job search assistance, and life skills training.
- 13 • The Transitional Housing Placement Program helps participants emancipate
14 successfully by providing a safe environment for youth to practice the skills learned in
15 the Independent Living Program (ILP). Participants live with roommates in
16 apartments and single-family dwellings with regular support and supervision provided
17 by THPP provider staff, social workers, and ILP coordinators. The supportive services
18 include regular visits to participants' residences, educational guidance, employment
19 counseling, and assistance reaching emancipation goals outlined in participants'
20 Transitional Independent Living Plans.
- 21 • Foster youth are provided job search and employment support. Participants in these
22 services receive assistance with job leads, help with completing applications,
23 preparing resumes, and interview practice. The support continues once a participant
24 receives a job offer in the form of mentorship and continued job training.
- 25 • Foster youth also receive financial literacy education, in which participants learn about
26 banking, savings, and credit. They learn to better manage and save money in order to
27 build assets for financial stability
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- The HUB is a youth-led community resource center that offers a one-stop-shop for support and resources, including access to computers, internet, food, clothing closet, shower, and laundry services.

14. The rescission of DACA would likely lead to more children entering the County's child welfare services system. Researchers have found that about one quarter of DACA recipients have children who are U.S. citizens or otherwise documented. If DACA were to be rescinded and DACA recipients were subject to deportation, mixed-status families may see young U.S. citizen children separated from their DACA-recipient parents. The Department of Family and Children's Services would invest significantly in any such U.S. citizen child through its reunification efforts (including by coordinating with another country to reunify the child with their parents in that country as necessary), adoption services if reunification is impossible or not in the child's best interests, or placement and services in the absence of reunification or adoption. Under all three scenarios, the Department of Family and Children's Services would incur costs and expend resources to serve U.S. citizen children separated from DACA-recipient parents.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration was executed on October 27, 2017 in San Jose, California.



ROBERT MENICOCCI

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF H. MARISSA
MONTES**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, H. Marissa Montes, declare and state as follows:

- 2 1. My name is H. Marissa Montes and I am the Co-Director and Clinical attorney for Loyola
3 Law School, Los Angeles' Immigrant Justice Clinic ("LIJC"). In my position, I teach and
4 practice immigration law and help manage and oversee clinical law students and staff
5 attorneys. I am licensed to practice under the State Bar of California, SBN 285360. I am
6 writing this declaration on behalf of LIJC.
- 7 2. LIJC is a community based collaboration of Loyola Law School, Loyola Marymount
8 University, Homeboy Industries and Dolores Mission Church. We have a dual pronged
9 mission to advance the rights of the indigent immigrant population in East Los Angeles
10 through direct legal services, education, community empowerment, while teaching law
11 students effective immigrants' rights lawyering skills in a real world setting.
- 12 3. LIJC has a team of five full time attorneys. This team includes myself, as well as Emily
13 Robinson (Co-Director), Yanira Lemus (Supervising Attorney), Sandra Ruiz and
14 Alejandro Barajas (Staff Attorneys). LIJC also counts on the assistance of Faculty
15 Supervisor, Professor Kathleen Kim, and Adjunct Professor, Gina Amato-Lough. During
16 the academic year, our clinic has an approximate enrollment of 12-20 law students, who
17 assist in our efforts to offer representation to our target client population.
- 18 4. Due to LIJC's community based model, we sustain a constant presence in the community of
19 East Los Angeles by offering weekly consultations at our partner sites of Dolores Mission
20 Parish and Homeboy Industries. Our clinic purposefully focuses on the area of East Los
21 Angeles due to the lack of credible immigration service providers and the high immigrant
22 population. Through these intake clinics, we remain attuned to community needs in the
23 area of immigration and identify indigent clients who qualify for our pro bono
24 representation. On average, we provide free consultation to 50-80 individuals each week.
- 25 5. Since our target community is predominately comprised of families with mixed legal status,
26 we often service a high number of immigrant and undocumented youth. From January
27 2017 to September 5th, 2017, our clinic assisted over 300 young adults with the attainment
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1 of an initial grant or renewal of deferred action under Obama’s executive order. In total,
2 since the inception of the program in 2012, LIJC has serviced about 600 DACA recipients.

3 6. Upon the news of Trump’s decision to end DACA, we experienced an immediate increase
4 in demand for DACA renewal services and inquiries, both for previously retained and new
5 clients. On the day of the announcement, we had an approximate total of 100 individuals
6 reach out for representation and consultations, which was in addition to our already
7 existing and growing caseload given the high rate of immigration enforcement.

8 7. In light of the demand and our mission to remain responsive to community needs, LIJC
9 immediately mobilized 90-100% of its already strained staff and resources to staff our
10 community intakes, and organize a weekend DACA workshop that had the capacity to
11 serve 100 DACA applicants seeking to renew their deferred action before the October 5th
12 deadline.

13 8. In order to mobilize in such a short amount of time, we worked diligently and overtime to
14 organize the event. Though some Loyola Law School staff provided us their time in kind,
15 LIJC still incurred substantial costs to pay staff members, including campus planning,
16 instructional technology, and security, to help facilitate the event. Additionally, LIJC
17 attorneys had to create volunteer training materials, screening materials, and know your
18 rights and DACA informational worksheets for participants. The creation of these
19 materials, not only lead to an increase in cost in regards to attorney time, but caused us to
20 incur production and printing costs.

21 9. Prior to the workshop, LIJC, with the help of the Mexican Consulate and NALEO Education
22 fund, was also responsible for advertising the event and registering participants and
23 volunteers. Due to our successful promotion, LIJC was able to secure over fifty law
24 student and attorney volunteers, and pre-register approximately seventy DACA applicants.
25 LIJC also simultaneously launched a fundraising campaign to help cover the filing fees for
26 eligible DACA applicants. Based on our prior experience servicing this client population,
27 we knew that it was imperative to help raise money to cover cost of the high filing fee that
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1 often poses a barrier to renewal. To date, we have successfully fundraised over \$8,000,
2 which has gone directly to DACA applicants.

3 10. During the day of the workshop, all LIJC attorneys were responsible to oversee volunteers,
4 conduct attorney review and sign off on representation. In total, we screened
5 approximately 100 DACA applicants at the event, and filed 55 applications on behalf of
6 recipients who qualified for renewal during the designated period. Additionally, LIJC
7 imputed additional screening mechanisms to ensure that anyone who had legal
8 complications did not run a risk in renewing their application.

9 11. After the workshop, we have continued to file DACA renewals for eligible applicants who
10 seek our services. Up until October 5th, we will also be working weekly with the Mexican
11 Consulate at their intake clinic that is aimed solely to service and consult DACA
12 recipients. Since the announcement, we have on average, been completing 40 DACA
13 renewals or consultations a week. Our staff has also been volunteering their time over the
14 weekends at DACA workshops, throughout Los Angeles, to help assist any additional
15 applicants. We have also been hosting a variety of community education town halls to
16 inform the public as to the changes in policy pertaining to DACA. Since September 5th, we
17 have hosted four presentations one of each taking place at Loyola Law School, East Los
18 Angeles College, Loyola Marymount University, and Dolores Mission Parish. Through
19 these workshops, we were able to educate approximately 150 individuals as to the status of
20 DACA. We also maintained an active media presence, by partnering with various local
21 news sources including, but not limited to, Univision, Telemundo, NPR, NBC, The Los
22 Angeles Time and the San Francisco Chronicle, to educate greater California on this issue.

23 12. Though we are incredibly passionate about serving our client population, the recession of
24 DACA did cause a major strain on our limited resources, and forced us to divert our
25 attention from our pre-existing student, community and client demands. The recession has
26 also caused unprecedented harm upon (1) DACA recipients, who are eligible to renew
27 during the time period, but may be unable to do so due to a complexity or financial need,
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and (2) DACA recipients whose status expired before September 5th, 2017 or expires after March 5th, 2018.

13. For example, on the day of the workshop, GR sought our services since his DACA expired in December 2017. GR was convicted of minor offense after his last DACA renewal application. The conviction in itself is not a bar to DACA, but due to the current stance of the administration, we advised the client to reconsider submitting his DACA renewal application to avoid risk of deportation.

14. LIJC also observed that many DACA renewal applicants struggled to secure the filing fee in time to meet the October 5th deadline. For example, we had two siblings, AJ and LJ, seek our representation for renewal. Both siblings, under the age of 21, depended on their parents for support as they were both full time college students. AJ and LJ's family, being low income, could not afford to cover the filing fee for both children.

15. Additionally, we received inquiries of many DACA recipients, whose work permit expired outside of the designated time period of September 5th, 2017 to March 5th 2018. For example, our client, JC, whose work authorization expired on August 30th, 2017, had tried to renew application by filing it on September 5th, 2017. Despite his efforts, JC received a rejection notice from USCIS a week later. JC is a business owner, and is now concerned that he may be subject to deportation and may lose his business and ability to continue employing other individuals with legal status.

16. Our clinic also assisted YH with the preparation of his initial DACA application over the course of the past year. YH had difficulty securing necessary documents, include those to show the required continuous presence. YH had completed his application days before the announcement, but given the threat of the lawsuit of the 10 Attorneys General, YH decided to wait for the September 5th announcement, and was no longer able to apply.

17. Our clinic also represented two siblings, JH and SH, in their initial and previous DACA renewals. Though JH and SH, both had renewed simultaneously in the past, SH received an earlier approval that gave her an expiration date of February 2018, while JH was approved a month later and received an expiration date of March 8th, 2018. Due to the

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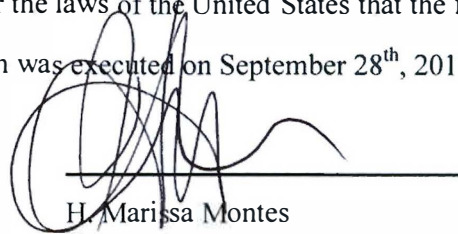
cutoff date, SH was the only one eligible to renew. Both SH and JH work to support their family. SH will become the primary provider come March, once JH's deferred action expires.

18. Our client, AP, is also ineligible to apply, given that her DACA expires after March 5th, 2018. AP is a single mother to four US citizen children and is a survivor of domestic violence. Upon receiving DACA, AP was empowered to finally cut ties with her abuser, as she was able to work lawfully to support herself and her children. DACA allowed AP to pursue her dream of working as a case manager for at-risk youth. Upon losing DACA, AP fears her employment will be terminated and that she will no longer be able to support her children on her own.

19. Our client, BAP, is also ineligible to as her DACA expires outside of March 5th deadline. BAP is a community college student at Pasadena City College and is on her way to transfer to UCLA, in hopes of pursuing a career in nursing. BAP also works part time at a local church, and uses her income to cover the cost of her schooling, as well as provides financial assistance to her parents and younger US citizen brother. BAP fears that she will no longer be able to attend college or help support her family.

20. Even after the October 5th deadline for renewal, we are aware, as an organization, that we will need to continue to allocate a large portion of our resources to serving the DACA community, given that many of them will eventually lose protection from deportation and can be placed in removal proceedings. The rescission of DACA will have lasting consequences on our resources, the United States economy, and in the general national welfare.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct and that this declaration was executed on September 28th, 2017.



H. Marissa Montes
Co-Director and Clinical Attorney
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Signing on behalf of,

Emily Robinson
Co-Director and Clinical Attorney

Kathleen Kim
Faculty Advisor

Gina Amato-Lough
Adjunct Professor

Yanira Lemus
Supervising Attorney

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Attorneys for Plaintiffs County of Santa Clara and
Service Employees International Union Local 521

18 **UNITED STATES DISTRICT COURT**
19 **NORTHERN DISTRICT OF CALIFORNIA**
20 **SAN FRANCISCO DIVISION**

21 THE REGENTS OF THE UNIVERSITY OF
22 CALIFORNIA and JANET NAPOLITANO,
23 in her official capacity as President of the
24 University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF CALVIN MORRILL

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

1 COUNTY OF SANTA CLARA and
2 SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

3 Plaintiffs,

4 v.

5 DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
6 BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
7 States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
8 of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
9 SECURITY,

10 Defendants.

CASE NO. 17-CV-05813-WHA

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1 I, CALVIN MORRILL, DECLARE:

2 1. I am the Associate Dean of the Jurisprudence and Social Policy (“JSP”) Program in the
3 School of Law, as well as a professor of law and professor of sociology, at University of California,
4 Berkeley (“UC Berkeley”). The matters set forth herein are true and correct of my own personal
5 knowledge and, if called as a witness, I could and would testify competently thereto.

6 2. In my role as Associate Dean of the JSP Program, which I have been in for the last four
7 years, I manage students, faculty, and staff in the program. My role includes guiding Ph.D. students to
8 achieve their research goals and facilitating their successful careers after graduation. In some cases, this
9 involves arranging funding and logistics for student participation in both on- and off-campus academic
10 conferences and training experiences. I also sit *ex officio* on the admissions committee for the JSP
11 Program.

12 3. Joel Sati, a Deferred Action for Childhood Arrivals (“DACA”) recipient, is a second-year
13 student in the JSP Program who studies legal philosophy and epistemic justice, with a focus on law and
14 normative citizenship as it relates to marginalized peoples. Joel is unique in that he is able to bring his
15 own personal experiences to bear on otherwise esoteric fields of political theory and legal philosophy.
16 Academically, he is well ahead of the normal student trajectory in the JSP Program and is already
17 making important contributions to the field.

18 4. I have witnessed firsthand how the announcement of the rescission of the DACA policy
19 has already denied Joel significant career opportunities. Given the international focus of the JSP
20 Program, DACA’s rescission is sure to continue to affect Joel and others’ academic and career futures.

21 5. The JSP Program and the larger undergraduate population with whom I work contain a
22 significant undocumented student population, and many of these individuals are DACA recipients.
23 Based on the limitations that the inability to travel freely will bring, I expect our admissions and student
24 involvement in the coming months and years will continue to suffer if the DACA program is dismantled.

25
26 **The JSP Program**

27 6. The JSP Program is a specialized interdisciplinary Ph.D. program in law, social sciences,
28 and humanities. It is the oldest interdisciplinary Ph.D. program in the country and one of the leading

1 programs of its kind in the world. Admissions to the JSP Program are extremely competitive. We
2 typically admit around 8 percent of the approximately 100 to 125 applications we receive each year from
3 graduates of top universities across the country and internationally.

4 7. As leaders of the JSP Program, we seek to admit students with exceptional academic
5 potential. On average, approximately 90 percent of our students go into the rigorous world of academia,
6 and we need to make sure they will thrive in the rigorous training we offer at UC Berkeley and in their
7 careers.

8 8. Like other elite programs, we are always mindful of promoting diversity in our outreach
9 efforts while still meeting exceedingly high standards of excellence. In fact, one of my main goals as
10 Associate Dean has been to increase the diversity of our applicants, and three most recent classes have
11 been the most diverse in the history of JSP.

12 13 **Joel's Contributions to the Fields of Political Theory and Legal Philosophy**

14 9. Traditionally, the fields of political theory and legal philosophy have been dominated by
15 older white males with little personal exposure to issues of immigration and marginalization. This
16 strikes a sort of irony in their scholarship, because these fields are dedicated to developing normative
17 theories that can aid in understanding how political and legal change affect real people on the ground in
18 multiple countries. Often, senior researchers are required to rely upon the perspectives of others to better
19 understand the practical implications of their own research. That is why I think diversity is so important
20 to the JSP Program. If we can recruit exceptional students who have personal experiences to inform the
21 political and legal philosophy they study, this will inevitably infuse the existing scholarship with a sense
22 of reality and practicality that it is often missing. Added realism of this type may also offer a way
23 forward to help understand the possibilities for democracy in a variety of different contexts around the
24 world.

25 10. From the moment I first reviewed Joel's application, he stood out as having a unique
26 perspective and ability to contribute to the academic discourse on legal philosophy, particularly as it
27 pertains to the real-world implications of citizenship and immigration issues. I was immediately
28 impressed with Joel's ability in his written application materials to navigate between the academic and

1 scholarly issues of citizenship and the associated stigmas and harms that undocumented people face,
2 drawing on his own personal experiences. In my view, it is often very difficult for students to blend
3 high-level philosophical models with the day-to-day realities of experience, and Joel showed great
4 mastery of that skill in his application and since then as a student in the JSP Program.

5 11. I met Joel at the start of his first year in the program. I found him to be incredibly smart
6 but also humble and uniquely capable of connecting personally with students and faculty alike. In his
7 classes since then, Joel has excelled beyond his years from the very beginning. He is unusually talented
8 for a first-year graduate student. During annual faculty meetings, at which we evaluate all 55 graduate
9 students in our programs, faculty members immediately identified Joel as a high performer and ahead of
10 his cohort academic acumen. All five faculty members who worked with Joel during his first year in JSP
11 expressed praise for his work. It is rare for faculty to have such a high opinion of a student in his first
12 year because it takes time in a Ph.D. program for students to transition from being consumers to
13 producers of academic knowledge, which Joel has already begun to master. It is equally challenging to
14 evaluate Ph.D. students early in a Ph.D. program before they have developed a coherent research focus.
15 Here again, Joel is ahead of the typical trajectory because he has not only developed a clear research
16 focus, but also is already making contributions to his chosen research focus at a professional level.

17 12. Joel has been a leader in the JSP's Workshop in Law, Philosophy and Political Theory
18 ("Workshop"). In the Workshop, a distinguished professor or researcher from another institution often is
19 invited to UC Berkeley to present their research. For each weekly Workshop, at which approximately 40
20 students and faculty attend, organizing faculty members pre-select one student to act as the "first
21 responder" who is charged with responding to and critiquing the presenter's research. The selection is
22 based on analytical and intellectual ability, presentation ability, and confidence in presenting to the
23 speakers, who are often renowned in their fields. This position is an honor. Joel has been the first
24 responder in the Workshop sessions on three separate occasions during his first year alone. Most
25 students only serve as the first responder once or twice in the span of their time in the JSP Ph.D.
26 program degree, and typically when they have been at JSP for several years. This exceptional
27 achievement demonstrates Joel's great promise as a leading academic, as well as his courage and
28 conviction.

1 13. Joel contributes significantly to the diversity of both identity and experience in the
2 Workshop and in his courses more broadly. He has a unique ability to speak intelligently about his
3 personal experiences with immigration and the DACA program and relate them to broader theoretical
4 issues so that professors and leading researchers can better understand the practical effects of these
5 theories. Even outside of his academic contributions, his presence in a room helps to remind this
6 predominantly white male profession of the human beings that their research affects. Among the dozens
7 of academics who attend the Workshop on a regular basis, Joel has often been the only African-
8 American to participate. For this reason, both his presence and his commentary improves the level of
9 research and discourse among all participants.

10 14. Joel is performing at a level well beyond his time at JSP and his research experience. He
11 excels in his classes and his research has gained the attention of the international research community.

12 13 **Effects of the Rescission of the DACA Policy on Joel**

14 15. Prior to the DACA rescission, and for his entire time in the JSP Program, Joel has been a
15 DACA recipient and has earned opportunities and employment that are contingent on that protection.

16 16. The government's announcement that it will not approve any new DACA applications
17 and will no longer grant applications for advance parole has directly impacted Joel.

18 17. Joel was recently invited to present his research at a prestigious international conference
19 titled *International Law and Philosophy Conference: Engaging the Contemporary in Social and*
20 *Political Philosophy* (the "Malta Conference"). This conference focuses on social, political, and legal
21 philosophy, and has established itself as a key meeting place for academics engaged in political theory
22 and philosophy of law focused on democracy in international contexts. The conference is open to
23 graduate students, but primarily attracts faculty members. The conference is held in Malta (Europe).

24 18. It is rare for first-year students to present their research at conferences, and rarer still for
25 them to receive offers from conferences of any prestige. Despite the conference being predominantly for
26 faculty presenters, Joel's research abstract was selected for presentation at the Malta Conference. This is
27 an exceptional opportunity for Joel to make professional connections with many top international
28 researchers in his field that are essential for his future success and reputation as an academic.

1 philosophy focused on the international context, so many of our students tend to pursue research on, for
2 example, the comparative laws in multiple countries. To do this research effectively, students must often
3 spend significant time in foreign countries conducting field research on legal and political systems. If
4 students are prevented from travelling, this jeopardizes their ability to conduct relevant research and will
5 certainly force some students to drop out of the program, or at least abandon a promising international
6 research topic.

7 26. Second, the fear and anxiety among DACA students is palpable. In my role as Associate
8 Dean, I interact with many graduate and undergraduate students, including with DACA students.
9 Doctoral training already is an extremely difficult and stressful time in a student's life, and the
10 additional stressors of worrying about deportation or the uncertainties facing their futures compounds
11 that stress dangerously. The usual questions of, "Can I compete at a high level in this academic
12 environment?," are compounded with, "Will I be deported to an unfamiliar country if I do?" I have
13 checked in with all the DACA status and undocumented doctoral students in the JSP Program and
14 multiple students in our undergraduate program, Legal Studies. Every single student has expressed
15 intensified fear and anxiety since the DACA policy rescission over the potential negative effects it will
16 have on their educations and career chances. Indeed, we have referred students for additional
17 professional support to help manage these increased anxieties and fears.

18 27. With the knowledge of the inability to travel and anxieties discussed above, I expect
19 DACA's rescission to have a chilling effect on applications from diverse students to the JSP Program. I
20 expect that given the DACA rescission, next year would-be DACA recipient students will not apply or
21 identify themselves to the JSP Program, because the barriers to them successfully pursuing our
22 international brand of research would be too great. This will hurt our diversity and deny students
23 opportunities from which they could otherwise have benefited greatly.

24 28. DACA's rescission has and is taking time and resources from the JSP administration and
25 faculty. In addition to the normal rigors of research and professional development, we have spent
26 significant time devising strategies to maintain the status quo for students in an increasingly adverse
27 political environment. We want to support the students in any way we can, but this effort detracts from
28 our core function of advising and supporting all students in their careers and research.

1 29. Joel is a prime example of the type of brilliant contributions that DACA students make to
2 our academic community. Both he and the JSP community have suffered significant harms as a result of
3 the announcement of the rescission of the DACA policy, and I expect many more harms to come. I ask
4 that the court allow these students the space and freedom to pursue their academic careers and continue
5 to contribute to the world unimpeded by the constant restrictions and threat of deportation.

6 I declare under penalty of perjury of the laws of the United States that the foregoing is true and
7 correct.

8 Executed on October 24, 2017 in Berkeley, California.

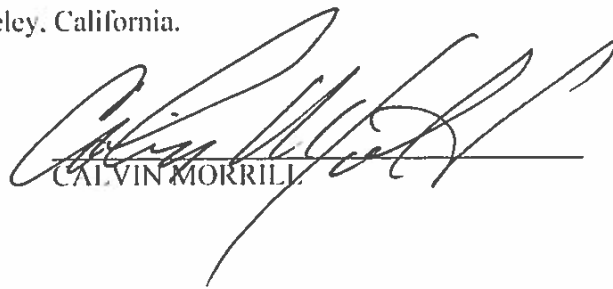
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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF LUZ MARINA
MOSQUERA**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, LUZ MARINA MOSQUERA, DECLARE:

2 1. I am the Executive Director of Hermandad Mexicana Transnacional Las Vegas
3 (“Hermandad”). Hermandad is a community-based non-profit organization accredited by the Board of
4 Immigration Appeals that has been based in Nevada for twelve years. To date, Hermandad has assisted
5 more than 2,800 DREAMers—individuals protected under the Deferred Action for Childhood Arrivals
6 (“DACA”) program—with their DACA applications. I have personal knowledge of the facts set forth in
7 this declaration, and if called as a witness, I could and would competently testify to them.

8 2. I have known Norma Ramirez since June 2012, when she came to Hermandad to receive
9 assistance with her DACA application. Ms. Ramirez was one of the first DREAMers from Nevada to
10 apply for the DACA program and to obtain the benefit of a work permit through DACA. In doing so,
11 she came out of the shadows as an undocumented individual. She has incredible potential to work and
12 contribute to our society. Indeed, she already has. Although Ms. Ramirez first came to Hermandad for
13 help with her own application, she ended up becoming a volunteer at the organization, assisting other
14 DREAMers with their own DACA applications. Ms. Ramirez was incredibly dedicated to helping these
15 applicants. She would skip her lunch break just so that she could keep working with her cases under my
16 supervision. We often stayed in the office late and she would volunteer to assist me after hours. She
17 would be the first person to arrive the next morning, on time and ready to work. Ms. Ramirez also loved
18 to give workshops to other applicants to inform them about the DACA application process. She worked
19 tirelessly and devotedly in her role as a volunteer, and was passionate about helping other DREAMers.

20 3. In December 2012, after her period of volunteer work at Hermandad and after she
21 received her DACA status and work permit, Ms. Ramirez was offered employment with Hermandad as a
22 DACA Case Worker. In this role, Ms. Ramirez continued to assist me in collecting and filling out
23 immigration documentation on behalf of other DREAMers applying for DACA. If Ms. Ramirez hadn’t
24 received DACA status and a work permit, Hermandad would not have been able to hire her as a case
25 worker.

26 4. Ms. Ramirez’s work permit also enabled her to work in a different department in
27 Hermandad as a Case Worker for our Domestic Violence and U-Visa program, which she did from
28 January 2013 through August 2015. In this role, Ms. Ramirez contributed greatly to the improvement of

1 Hermandad’s Violence Against Women Act (“VAWA”) and U-Visa program. She began by working as
2 a translator, preparing written declarations on behalf of Spanish-speaking immigrants who were
3 applying for VAWA and U-Visas. This was particularly important, given that 98% of our clients are
4 Spanish-speaking only. Within a year, she was promoted to work directly with survivors of domestic
5 violence, sexual assault, and stalking and to assist them in applying for visas. In addition, Ms. Ramirez
6 assisted me with research and grant writing—a crucial component of our work that allows us to obtain
7 financial resources to subsidize our program.

8 5. Through her work in this program, I witnessed Ms. Ramirez grow professionally and was
9 especially impressed by her ability to manage difficult tasks with ease. When she worked with families
10 including children and parents applying for U-Visas, I saw that she had a unique ability to provide the
11 children with comfort throughout the application process. While working with victims of violent
12 crimes, sexual assaults, domestic violence, harassment, and stalking, Ms. Ramirez showed incredible
13 empathy towards these individuals. She learned to talk to clients about very sensitive issues, and to
14 understand their needs and goals. She also picked up the process of completing the immigration forms
15 quickly and easily. Ms. Ramirez was extremely passionate about the work that she did at Hermandad
16 and she remained dedicated to the job throughout her entire time working there.

17 6. I also know Ms. Ramirez as a passionate student who graduated with outstanding grades
18 from the University of Nevada Las Vegas. After several years of working at Hermandad, Ms. Ramirez
19 followed her dreams to become a therapist by applying for a master’s degree in clinical psychology at
20 the Fuller Graduate School of Psychology in California. She left Hermandad shortly after being
21 admitted into the degree program.

22 7. Although Ms. Ramirez was just another DACA applicant when she first came to
23 Hermandad, it was clear to me from when I first met her that she is a special individual. We have
24 become very close over the years and we remain in touch to this day. We communicate often,
25 particularly by text message, and I even attended her graduation in California from her master’s program
26 at Fuller Graduate School of Psychology.

27 8. From my conversations with Ms. Ramirez, I know that DACA has truly changed her life.
28 Her dream was to become a therapist helping other immigrants like herself face the trauma and


1 emotional struggles that they have gone through in their lives. Once Ms. Ramirez became a DACA
2 recipient, this dream started to become a reality.

3 9. I also know from my more recent conversations with Ms. Ramirez that the recent
4 termination of the DACA program has already filled her with fear and anxiety. I think this fear and
5 anxiety is already impacting her on a daily basis and could have lasting impacts on her. She is only
6 partially through her Ph.D. program in clinical psychology at Fuller Graduate School of Psychology and
7 would not be able to finish the program without DACA, since she is required to have a work permit in
8 order to complete the internships required of her degree. It would be devastating for Ms. Ramirez to
9 lose her DACA status, as it would mean that she could not obtain her dream of becoming a therapist,
10 and I know that this is a source of great concern and pain for her right now.

11 10. Ms. Ramirez serves as an inspiration to other DREAMers, particularly given the
12 opportunities that she has been able to obtain as a result of the DACA program. She is an outstanding
13 example of perseverance and of the significant benefits that DACA recipients provide to our country.
14 Ms. Ramirez is a humanitarian with a deep desire to help her community and I am confident that she
15 will use her career to help others in her role as a therapist if given the opportunity to do so. She is an
16 example of why the DACA program must continue: so that individuals like Ms. Ramirez can continue
17 to thrive and to make meaningful contributions to our society.

18
19 I declare under penalty of perjury under the laws of the United States that the foregoing is true
20 and correct.

21 Executed on October 26, 2017, in Las Vegas, Nevada.

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24 _____
25 Luz Marina Mosquera

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Local 521

19 **UNITED STATES DISTRICT COURT**
20 **NORTHERN DISTRICT OF CALIFORNIA**
SAN FRANCISCO DIVISION

21 THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO, in
22 her official capacity as President of the
University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
26 official capacity as Acting Secretary of the
Department of Homeland Security,

27 Defendants.
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CASE NO. 17-CV-05211-WHA

DECLARATION OF JANET NAPOLITANO

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

1 COUNTY OF SANTA CLARA and
2 SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

3 Plaintiffs,

4 v.

5 DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
6 BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
7 States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
8 of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
9 SECURITY,

10 Defendants.

CASE NO. 17-CV-05813-WHA

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1 I, JANET NAPOLITANO, DECLARE:

2 1. I am President of the University of California (“UC”) and have served in that
3 position since September 2013; before that, I served as the United States Secretary of Homeland
4 Security under President Barack Obama from 2009-2013. Unless otherwise explicitly stated, I
5 have personal knowledge of the matters set forth in this Declaration and could competently testify
6 to them if called as a witness.

7 2. As Governor of Arizona, Secretary of the U.S. Department of Homeland Security
8 (“DHS”), and now president of the largest public research university system in the world, I have
9 seen the consequences of our broken immigration system at every level. Understanding these
10 problems and recognizing that our nation’s immigration laws were not designed to be blindly
11 enforced without consideration given to the individual circumstances of each case, on June 15,
12 2012, I launched a new policy at DHS to establish a clear and efficient process for exercising
13 prosecutorial discretion, on an individual basis, by deferring action against individuals who passed
14 an extensive background check and met other exacting criteria. This policy was Deferred Action
15 for Childhood Arrivals (DACA).

16 3. The policy put in place a rigorous application and security review
17 process. Applicants for DACA were only approved if they were in or had graduated from high
18 school or college, were in the military, or were an honorably discharged veteran. They cannot have
19 been convicted of a felony or significant misdemeanor or otherwise posed a threat to national
20 security or public safety to receive DACA. To date, DACA has protected from deportation nearly
21 800,000 individuals (referred to as “Dreamers”) who qualify under the terms of the policy.

22 4. Protecting these Dreamers, who were brought as children to the United States and
23 in many cases do not know the country where they were born or speak its language, has, in my
24 view, proven to be a smart, effective policy. It directs the U.S. Government’s limited law
25 enforcement resources to be spent on those who pose a risk to our communities, not on those who
26 contribute to our state and national economies.

1 **DACA Student and Staff Contributions to the University**

2 5. UC admits undergraduate and graduate students on the basis of their individual
3 achievements and without regard to their immigration status. I understand that UC currently has
4 approximately 4,000 undocumented students who have earned their place in the UC student body.
5 Most of these students are the first in their families to attend college, and a substantial number of
6 them are DACA recipients. I understand that UC also has employees who are DACA recipients
7 who are not students.

8 6. As an institution whose core mission is serving the interests of the State of
9 California, the University seeks “to achieve diversity among its student bodies and among its
10 employees.” *See* Academic Senate of the Univ. of Cal., Regents Policy 4400: Policy of University
11 of California Diversity Statement, UNIV. OF CAL.: BOARD OF REGENTS,
12 <http://regents.universityofcalifornia.edu/governance/policies/4400.html>. The University recognizes
13 the importance of diversity to its academic mission, as it allows “students and faculty [to] learn to
14 interact effectively with each other, preparing them to participate in an increasingly complex and
15 pluralistic society.” *Id.* The educational experience of all University students is fuller and more
16 enriching when ideas are “born and nurtured in a diverse community.” *Id.*

17 7. DACA students at the University are an integral part of our community. Their
18 talent, perspectives, and experiences are invaluable contributions to University life.

19 8. DACA recipients also make significant contributions to University life in their role
20 as employees. They fill crucial roles at UC campuses and in UC medical centers as teaching
21 assistants, research assistants, post-docs, and health care providers. DACA recipients often possess
22 valuable foreign language skills.

23 9. By allowing DACA recipients to work lawfully, DACA moved recipients out of the
24 informal economy, increasing the pool of talent from which UC could fill positions at the
25 University.

26 10. DACA recipients who are enrolled as students rely on their earnings to support
27 themselves and cover a portion of their tuition and total costs of attendance through their part-time

1 work. UC expects all of its students to contribute some funding to their studies in this way. For
2 many of these students, DACA work authorization plays a significant role in their ability to attend
3 UC and to continue each year with their chosen program of study.

4 11. The University has invested considerable resources in recruiting and retaining these
5 individuals—as students and employees. It has made scarce enrollment space available to these
6 students on the basis of their individual achievements. It also has invested substantial time,
7 financial aid, research dollars, housing benefits, and other resources in them on the expectation
8 that these students—like other students—will complete their course of study and become
9 productive members of the communities in which the University operates, and other communities
10 throughout the nation. The University has significant interests in retaining this wealth of talent and
11 in continuing to enjoy the many benefits of their participation in University life.

12 12. Furthermore, by allowing recipients to receive deferred action and obtain work
13 authorization, DACA opened myriad opportunities to them. As noted above, DACA recipients
14 became eligible for federal work authorization, which significantly improved their opportunities
15 for employment and higher paying jobs. Under the program, DACA recipients received social
16 security numbers and therefore were able to open bank accounts. DACA also enabled recipients to
17 obtain driver's licenses in a number of states where they otherwise could not. It also protected
18 these individuals' right to travel freely by making them eligible to receive "advance parole,"
19 which allowed them to travel abroad temporarily for humanitarian, educational, or employment
20 purposes, and to return to the United States lawfully. *See* 8 C.F.R. § 212.5(f); USCIS FAQs.
21 DACA students rely on their ability to travel freely (domestically and abroad) to take full
22 advantage of the opportunities UC offers its students and to expand the contributions they make to
23 the education, research and service mission of the University.

24 **Negative Impact of DACA's Rescission**

25 13. Defendants' decision to rescind the program will have immense and devastating
26 effects on the University and all of its students. As a result of the termination of the program, the
27 University and its students will lose the vital contributions that DACA recipients have made as

1 students and employees. The civic life of the school will be diminished, the exchange of ideas will
2 be reduced, teaching and research will be impaired, and diversity of viewpoints and experiences
3 will be reduced. The University and its students benefit from cohesive family units, robust civic
4 participation, and the strength of social and educational communities. The rescission damages
5 each of these interests, in California and nationwide.

6 14. The University also will lose the resources it has spent educating students who
7 ultimately are unable to graduate.

8 15. As a result of the rescission, DACA students will be unable to work to pay their
9 tuition and other expenses. Students subject to these hardships may be forced to withdraw from
10 UC altogether.

11 16. DACA recipients also will be at risk of removal. Indeed, in a set of “Talking
12 Points” released the same day of the rescission, DHS “urge[d] DACA recipients to use the time
13 remaining on their work authorizations to prepare for and arrange their departure from the United
14 States.” See Talking Points—DACA Rescission. Removal will self-evidently result in the loss of
15 employment, education, and relationships with others in the United States.

16 I declare under penalty of perjury under the laws of the United States that the
17 foregoing is true and correct.

18 Executed on Oct. 23, 2017, at Oakland California.

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JANET NAPOLITANO

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF MINH-CHAU N.
NGUYEN**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

1 COUNTY OF SANTA CLARA and
2 SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

3 Plaintiffs,

4 v.

5 DONALD J. TRUMP, in his official capacity
6 as President of the United States, JEFFERSON
7 BEAUREGARD SESSIONS, in his official
8 capacity as Attorney General of the United
9 States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

10 Defendants.

CASE NO. 17-CV-05813-WHA

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1 I, Minh-Chau N. Nguyen, declare:

2 1. Since 2013, I have been a Staff Attorney at Santa Clara County Asian Law Alliance
3 (“ALA”). ALA aims to provide equal access to the legal justice system for low-income and Asian
4 Pacific Islander communities in Santa Clara County so they can develop self-sufficiency, self-reliance,
5 and a better quality of life. ALA serves low-income residents through legal representation, community
6 education and advocacy on issues including immigration, citizenship, public benefits, housing, domestic
7 violence, and civil rights.

8 2. ALA has served the community for over 40 years. ALA currently has a staff of 15,
9 including 11 attorneys. The immigration department consists of three staff who focus on immigration
10 relief for victims of crimes and four attorneys who focus on citizenship, DACA, and other immigration
11 cases. All the immigration staff do deportation defense. I am one of the four in the latter group.

12 3. ALA invests significant time and resources in recruiting and training volunteers, some of
13 whom are DACA recipients. Volunteers are critical to advancing ALA’s mission because volunteers
14 help us answer our phones, conduct initial client intake, fill out immigration forms at our Immigration
15 Clinics, and provide translation services. We spend one and a half hours training them for intake and
16 one and a half hours training them for clinic. Without volunteer assistance, we would not be able to
17 answer every call that comes through, assist every low income resident who needs help, or provide
18 services to Spanish-speaking clients. They are essential in helping us with the sheer volume of our calls.
19 We currently have 18 volunteers in our office every week. These include volunteer attorneys, volunteers
20 awaiting bar results, student volunteers, and retired community members. Currently, there are
21 approximately two DACA volunteers. They assist ALA staff in a variety of areas, including with
22 document translation, intake, and clinic. As DACA recipients, those volunteers can understand the
23 unique circumstances of many of our undocumented clients and communicate with them in a language
24 they understand.

25 4. About half of my work consists of assisting people with DACA applications. I help
26 supervise our weekly Tuesday and Friday Immigration Clinics and our monthly Saturday Immigration
27 Clinic for community members. In those clinics, we screen people and set them up with appointments
28 to apply for DACA, citizenship, renewals of green cards, and other family-based immigration petitions.

1 5. For the past few years, we have filed 200-250 DACA applications a year. Our fiscal year
2 starts on July 1. Since July 1, 2017, we have filed over 150 applications, over 70 of which have been in
3 the month of September. In one month, we have filed approximately one-third of the applications we
4 typically file in a year.

5 6. Since DACA was rescinded on September 5, 2017, ALA has had to divert its resources to
6 assist individuals who have DACA-related inquiries. My colleagues and I have had to clear our
7 schedules and ensure that we were available to address the needs of DACA recipients. Typically, our
8 intake hours are 9-11:30 AM Monday-Friday and 1-3:30 PM on Monday, Wednesday, and Friday. With
9 the DACA rescission, my colleague and I have been responding to calls from DACA clients at any time,
10 even when our intake is closed. We had to prioritize our DACA clients to the detriment of our other
11 clients, who include those applying for citizenship and those in deportation proceedings whose hearings
12 are not for several months. Before the October 5 deadline, we had to keep our schedules clear so there is
13 time for DACA clients making last minute appointments.

14 7. ALA typically mails applications out using Priority Mail once a week. Because of the
15 strict October 5 deadline, we had to go the post office two to three times a week before the deadline and
16 use Priority Mail Express to submit the files. Some of our clients told us they save up the whole year in
17 order to pay the USCIS filing fee. Staff coordinated financial assistance for clients with limited
18 resources to help them come up with the filing fees. This put a strain on our financial resources and staff
19 time.

20 8. In addition to filling out DACA renewal applications in our Tuesday, Friday, and
21 Saturday Immigration Clinics, ALA held two workshops to assist with individuals seeking to renew
22 DACA before October 5. On Wednesday, September 20, we hosted an all day DACA renewal
23 workshop in our office to help out 34 applicants. On Monday, September 25, we worked with other
24 community-based organizations and San Jose State University to help out 44 applicants. We had to
25 coordinate volunteers to come in on their days off to assist with the increased volume.

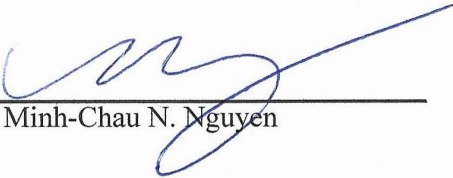
26 9. Since the announcement, our phones have been flooded and our intake workers have been
27 unable to respond to all calls. Callers were worried, confused, and scared about their status in the
28 United States and unsure they would be able to meet the October 5 deadline. The week before the

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October 5 deadline, clients still came in unsure if they were qualified to renew. We had people call whose work permits expired in August 2017 or expire past the March 5, 2018 deadline. There was still much confusion in the community right before October 5, and we are unsure if we were able to reach all eligible applicants in time.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

Executed on October 23, 2017, at San Jose, California.



Minh-Chau N. Nguyen

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA and JANET NAPOLITANO, in her official capacity as President of the University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY and ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF EMILY NISHI

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

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I, Emily Nishi, declare and state as follows:

- 1. I am over the age of eighteen and competent to testify.
- 2. I am Chief People Officer at Lyft, Inc. (“Lyft”). I am responsible for managing the company’s human resources strategy. I have been employed at Lyft since 2017.
- 3. Lyft employs more than 1,000 employees in the State of California and more than 2,000 employees in the United States.
- 4. At least one Lyft employee is a grantee under the Deferred Action for Childhood Arrivals program (“DACA”), and we, like most large U.S. companies, believe that other employees may have chosen not to self-identify. This employee works as a software engineer and used to be located in California and is now located in Washington. If this employee loses his DACA status and is deported, Lyft will suffer great injury. He is one of our top engineers and is a key member of the team driving critical data projects. This employee’s work has contributed significantly to Lyft and losing his talents and institutional knowledge would create a gap that would be difficult to quantify.
- 5. Lyft connects millions of individuals of all backgrounds every day through the experience of sharing a ride. At a time when so many forces are driving division in our society, these shared moments of human connection can help bridge those gaps and bring people and communities together. At Lyft, we are working towards a community that is diverse, inclusive, and safe. These are fundamental values of our company and we will always stand with those fighting for them.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct and that this declaration was executed on October 18, 2017, in San Francisco, California.



 EMILY NISHI

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

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CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF ELOY ORTIZ
OAKLEY**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, Eloy Ortiz Oakley, declare:

2 1. I am the current Chancellor of the California Community Colleges. I assumed my current
3 office in December of 2016, and in this role I am the chief executive officer of the Board of Governors of
4 the California Community Colleges (“Board of Governors”), and the head of the California Community
5 Colleges Chancellor’s Office (“CCCCO”), a California state agency. I am ultimately responsible for
6 developing and implementing statewide policy for the California Community College System, including
7 policies related to ensuring broad access to post-secondary education. And as the head of the largest
8 community college system in the nation, I am responsible for providing national policy leadership in this
9 area.

10 2. Prior to holding my current position, I served as the Superintendent-President of the Long
11 Beach Community College District (“LBCCD”) from 2007 – 2015. During this phase of my career, I
12 was responsible for implementing educational policy at the college level, and ensuring and measuring
13 successful outcomes for students. During my tenure at LBCCD, I helped form the “Long Beach College
14 Promise,” a program that engages high school administrators and teachers to work with college faculty
15 and staff to create structured pathways for students to follow as they progress from one educational
16 institution to the next. Long Beach College Promise enhanced access to postsecondary education by
17 extending the promise of a college education to every student in the community. Long Beach College
18 Promise served as a model for “America’s College Promise,” a national initiative introduced by
19 President Barack Obama in 2015.

20 3. The California Community College System is the largest post-secondary institution in the
21 United States, with more than 2.1 million students attending one of our 114 colleges. With low tuition
22 and a longstanding policy of full and open access, the California Community Colleges were established
23 around the principle that higher education should be available to everyone. Our colleges are the state’s
24 most common entry point into collegiate degree programs, the primary system for delivering career
25 technical education and workforce training, a major provider of adult education, apprenticeship and
26 English as a Second Language courses, and a source of lifelong learning opportunities for California’s
27 diverse communities.
28

1 4. The California Equity in Higher Education Act establishes the policy of the State of
2 California to afford all persons equal rights and opportunities in postsecondary educational institutions,
3 including the California Community Colleges. Cal. Ed. Code, §§ 66251, 68130.5. The Board of
4 Governors has declared that the California Community Colleges are committed to serving all students
5 who can benefit from a post-secondary education, without regard to race, ethnicity, national origin, or
6 immigration status, and fully supports the promotion of programs, initiatives and policies designed to
7 implement these values of community and inclusion. See Resolution of the Board of Governors No.
8 2017-01 [January 17, 2017], a true and correct copy of which attached as Exh. A. The Board's
9 commitment to diversity, inclusion, and open access to our colleges, is supported by peer-reviewed
10 academic research that indicates students' college experiences and educational outcomes are enhanced
11 by attending institutions with a diverse student body. See, e.g., "*Does Diversity Make a Difference?*"
12 American Council on Education and American Association of University Professors (2000), a true and
13 correct copy of which is attached as Exh. B.

14 5. The State of California is home to approximately 198,000 people who are participating in
15 the federal Deferred Action for Childhood Arrivals ("DACA") program. These young people are now
16 working, studying at college, or enlisting in the armed services. With access to work permits, they are
17 making immediate contributions to our society and economy. Although the CCCCCO does not collect
18 data on DACA status, it is likely that significant numbers of California community college students are
19 participating in the DACA program and benefit from the associated legal protections and financial
20 opportunities that provide the stability and security necessary to pursue a higher education. The
21 California community college system is an attractive option for all eligible students in California,
22 including DACA recipients, due to our low costs, open access policy and convenient locations
23 throughout the state.

24 6. Many DACA students in the California Community College System qualify for, and
25 presumably receive, financial aid from the State of California. Such aid would include California
26 College Promise Grants, which cover community college enrollment fees for eligible students, and Cal
27 Grants, which cover tuition and other education-related expenses for eligible students (see the CCCCCO's
28 *I Can Afford College* campaign website at www.icanaffordcollege.com for more information).

1 California has invested in our DACA students and the community college system benefits from their
2 perspective, talents and enthusiasm. DACA has allowed our students to take full advantage of a
3 community college education. It furthers our system's efforts to supply an educated and skilled
4 workforce to the state, and is critical to meeting California's civic and economic needs. See CCCCO
5 Report, Task Force on Workforce, Job Creation, and a Strong Economy (2015), a true and correct copy
6 of which is attached as Exh. C.

7 7. The Board of Governors has adopted multiple resolutions supporting DACA students and
8 urging the federal government to maintain the DACA program. *See* Resolution of the Board of
9 Governors No. 2017-01 [January 17, 2017], attached as Exh. A, and Resolution No. 2017-04 [September
10 18, 2017], a true and correct copy of which is attached as Exh. D. Under my direction, the CCCCO has
11 invested substantial time, energy, and resources to support our DACA students. We have alerted them
12 to the federal government's rescission of the program, and ensured they are aware of available resources
13 and of applicable renewal deadlines. These efforts have included the formation of a DACA Rapid
14 Response Committee comprised of members of the Board of Governors, CCCCO staff, representatives
15 from the Academic Senate for California Community Colleges, college presidents and students. The
16 CCCCO has engaged in an extensive multi-lingual and multi-media campaign that has included the
17 preparation of media statements and talking points for community college districts, media interviews
18 and op-eds by the Chancellor, radio spots, posters and other media for every high school and community
19 college in California, and social media content on Facebook, Twitter and Instagram. The CCCCO has
20 also dedicated a section of its website to provide the latest resources and information for DACA
21 students, faculty, and administrators within our system.

22 8. If the DACA program is eliminated, it will have a severe impact on the California
23 Community College's DACA students, their families, and the resources of the 114 community colleges
24 throughout the state. The elimination of work authorization would prevent hard-working students from
25 earning wages to pay for education and daily living expenses, and deprive our colleges of talented
26 faculty and staff who help our colleges serve the State of California and meet our educational mission.
27 The threat of deportation would obviously have a negative impact on student retention and academic
28 success. Eighty-two percent of the funding appropriated for community college districts statewide is

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apportioned based upon the number of students enrolled in courses. Given that nearly 200,000 young people in California have DACA, the reduced enrollment attributable to the rescission of the DACA program would have a substantial negative fiscal impact on many California community college districts, reducing their ability to provide educational programs and supportive services for our students.

9. California’s society would also be affected adversely. The state has already invested considerable resources in the education and training of DACA recipients, with the expectation that they will develop into contributing members of society, filling jobs, starting businesses, and paying taxes. DACA rescission would needlessly remove a talented, educated, and well-prepared cohort of needed individuals from the state’s workforce. Worse, many of these individuals provide skilled labor in areas with existing workforce shortages; their removal will only exacerbate the shortage, and harm the California economy. See CCCCCO White Paper, Task Force on Workforce, Job Creation, and a Strong Economy, a true and correct copy of which is attached as Exh. E.

10. The rescission of DACA would have a harmful impact on the California Community College System, its students, employees, and educational mission.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

Executed on October 26, 2017, at Sacramento, California.



Eloy Ortiz Oakley
Chancellor
The California Community Colleges

EXHIBIT A

**Resolution of the Board of Governors
California Community Colleges
No. 2017-01**

WHEREAS, the California Community Colleges system is committed to serving all students who can benefit from a post-secondary education, without regard to race, ethnicity, religion, national origin, immigration status, age, gender, language, socio-economic status, gender identity or expression, medical condition or disability; and

WHEREAS, the California Community Colleges Board of Governors has adopted a strategic plan which states, in part: “All people have the opportunity to reach their full educational potential... The Colleges embrace diversity in all its forms ... All people have the right to access quality higher education;” and

WHEREAS, California’s diversity is a great source of innovation and industry, making California one of the largest economies in the world and an economic engine for the United States; and

WHEREAS, approximately one tenth of California’s workforce is undocumented and contributes \$130 billion annually to its gross domestic product, according to the California Assembly; and

WHEREAS, great uncertainty exists about what specific immigration and education policies will be pursued by the incoming administration, and immigrants and other populations within the community college system are fearful of policies that may result in deportation or forced registration based on their religion; and

WHEREAS, over the past several weeks, the California Community Colleges Chancellor’s Office has reassured students and colleges that our campuses will remain safe, welcoming places for students of all backgrounds to learn; informed them that no changes have been made with regard to admissions or financial aid; informed students that financial aid for certain undocumented students is protected by state law; called on President-elect Donald J. Trump to preserve Deferred Action for Childhood Arrivals; and joined with the University of California, the California State University and the California Community Colleges to defend the right of all students to obtain a higher education in California; now, therefore, be it

RESOLVED that the California Community Colleges Board of Governors declare that all 113 community colleges remain open, safe and welcoming to all students who meet the minimum requirements for admission, regardless of immigration status, and that financial aid remains available to certain undocumented students; and be it further

RESOLVED that the California Community Colleges Board of Governors urges the incoming administration to continue the Deferred Action for Childhood Arrivals program, which grants “Dreamers” – people who were brought to this country as children by their parents – reprieve from deportation because California and the United States are stronger due to their contributions to our economy, to our communities and to our Armed Forces; and be it further

RESOLVED that the state Chancellor's Office will not release any personally identifiable student information related to immigration status without a judicial warrant, subpoena or court order, unless authorized by the student or required by law; and be it further

RESOLVED that the state Chancellor's Office will not cooperate with any efforts to create a registry of individuals based on any protected characteristics such as religion, national origin, race, or sexual orientation; and be it further

RESOLVED that the Board of Governors and the Chancellor's Office encourage our local community college districts to ensure that all students have an opportunity to receive an education in the community college system, regardless of immigration status and any other protected status; and be it further

RESOLVED that the Board of Governors and the Chancellor's Office encourage our local community college districts to consider our system's values when responding to any request to participate in joint efforts with other government agencies to enforce federal immigration law and when responding to requests for personally identifiable student information; and be it further

RESOLVED that the California Community Colleges Board of Governors and the state Chancellor's Office will vigorously advocate at every level of government to protect our students and our system's values.

EXHIBIT B

Does Diversity Make a



Difference?

Three Research Studies on
Diversity in College Classrooms

ACE American Council
on Education

AAUP American Association
of University Professors

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One Dupont Circle, NW
Washington, DC 20036-1193

and



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This publication should be cited as:

*Does Diversity Make a Difference?
Three Research Studies on Diversity
in College Classrooms.*

Washington, DC: American Council on Education and
American Association of University Professors. 2000.

Additional copies of this report and an executive summary
may be obtained from <www.acenet.edu> or
<www.aaup.org>.

Cover photograph by Jane Scherr.

Does Diversity Make a



Difference?

Three Research Studies on
Diversity in College Classrooms

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Acknowledgments

The research team would like to thank all of the social scientists from around the country involved with ACE's Consortium on Achieving Inclusion and Equity in Higher Education who provided advice and feedback on the various stages of the project—especially instrument development. Special thanks are also extended to Gary Orfield, Harvard Civil Rights Project; AAUP's Committee L on Historically Black Institutions and the Status of Minorities in the Profession; ACE's Office of Minorities in Higher Education; the Association of American Law Schools; The Julian Samora Research Institute (JSRI) at Michigan State University for implementing the mail survey and administering project finances; Macalester College; the Office of Measurement Services at the University of Minnesota; the Office of Multicultural and Academic Affairs at the University of Minnesota; The University of Maryland Survey Research Center for consultation on survey design; and The University of Texas Office of Survey Research for administering the telephone follow-up. Our appreciation goes to ACE's Publications Department, Kelly Stern, and especially to Charles Coffin, for their editorial support.

The research reported in this volume was made possible, in part, by support from the Spencer Foundation and the Law School Admission Council (LSAC). The data presented, the statements made, and the views expressed are solely the responsibility of the authors.

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Introduction

The dramatic transformation in the composition of the student population of America's colleges and universities over the past generation is unparalleled in the history of Western higher education. In the early 1960s, with the exception of students attending historically black colleges and universities, only a relative handful of Americans of color went to college in the United States; today, upwards of one in five undergraduates at four-year schools is a minority.

The intensification of the civil rights movement and President Lyndon B. Johnson's War on Poverty in the mid-1960s prompted the nation to respond to the reality that Americans of color did not have equal access to education, jobs, housing, or other valued resources. This inequality was built into the fabric of most social institutions—public and private. Many traditionally white colleges and universities, prodded by the concerns of their students, began to recognize their failure to extend educational opportunities to black Americans in particular. They also became aware of the many judicial decisions pertaining to equal educational opportunity. The most influential of these was the landmark 1954 Supreme Court decision in *Brown v. Board of Education*, which ultimately led to the integration of many public school systems. This multicultural revolution, which arose in large measure alongside college and university efforts to recruit minority students, played a major role not only in the social and economic advancement of millions of Americans of color, but also in the contributions these individuals have made to the social, cultural, and economic well-being of the nation.¹

When white institutions first reached out to students and faculty of color, they did so in the belief that they would be the primary beneficiaries of the traditional education the schools offered. Only slowly did white educators begin to discover that they had as much to learn as to teach; that their historical constituency—white Americans—also secured unexpected benefits from education in a multicultural environment; and that the Socratic model of learning by dialogue across similarities and differences of belief, theory, and experience could be expanded to include race and ethnicity as valued forms of difference. Today, hundreds of colleges and universities recognize the educational value of diversity and view student and faculty diversity as an essen-

Today, hundreds of colleges and universities recognize the educational value of diversity and view student and faculty diversity as an essential resource for optimizing teaching and learning.

Many higher education faculty members and administrators are deeply concerned that abandonment of race-sensitive admissions and hiring, at a time when most minority groups continue to be underrepresented in higher education, will severely limit campus diversity and will undermine the learning environment for all students.

tial resource for optimizing teaching and learning. Race-sensitive practices, initially introduced to redress past wrongs, have evolved into policies that support essential educational goals—including, but not limited to, learning from dialogue across difference. Exercising a right that education institutions traditionally have enjoyed—the right to determine what they wish to teach their students and how they wish to teach it—colleges and universities have tried to build multicultural learning communities.

In order to increase access and expand institutional diversity, many colleges and universities have long engaged in such activities as the recruitment of underrepresented students, high school mentoring and tutorial programs, articulation agreements with community colleges, need-based financial aid awards, and race-sensitive admissions policies. Tools such as these are indispensable to achieving a diverse campus environment.

Taking race and ethnic origin into account in admissions decisions is one of the most controversial of these practices. Race-inclusive admissions were recognized by the Supreme Court in its 1978 decision in *Regents of the University of California v. Bakke*. In Justice Powell’s opinion, the Court affirmed universities’ right to consider race as one of a number of factors for diversity that contributes to the “robust exchange of ideas.” The Court also indicated that such race-conscious affirmative action programs must be narrowly tailored to serve the compelling interest of diversity in higher education. Furthermore, the Court noted that education institutions are best suited to determine how to develop admission criteria that will maximize the learning experience for all students.

In recent years, however, subsequent decisions by lower federal courts (such as the initial Fifth Circuit decision in *Hopwood v. Texas*), popular referenda (such as Proposition 209 in California and Initiative 200 in Washington), and institutional policies responding to these two mandates (such as the University of Florida Board of Higher Education’s decision to end affirmative action in admissions) have called into question the diversity rationale as articulated in *Bakke*, resulting in cutbacks of race-conscious affirmative action around the country. Many higher education faculty members and administrators are deeply concerned that abandonment of race-sensitive admissions and hiring, at a time when most minority groups continue to be underrepresented in higher education, will severely limit campus diversity and will undermine the learning environment for all students.

More recently, legal challenges to admissions policies have asserted individuals’ “rights” to be selected without reference to race over institutions’ “rights” to create diverse communities with race-sensitive admissions policies. Yet, those policies were put in place to better fulfill institutions’ educational goals for *all* students on campus. And Justice Powell’s *Bakke* opinion recognized this interest of colleges and universities as warranted by the Constitution.

For many years, institutions assumed that racial and ethnic diversity contributed to the “robust exchange of ideas on campus” without attempting to articulate or examine the relationship between the two. The need for empirical research on the actual educational impact of racial and ethnic diversity on the learning environment has become clear in light of the recent challenges to race-conscious affirmative action policies. Accordingly, a team of researchers examined the attitudes and experiences of faculty members, based on their professional judgment as frontline educators, with regard to the impact of racial and ethnic diversity on the teaching and learning experience. The studies presented here indicate that racial and ethnic diversity on campus provides educational benefits for *all* students—minority and white alike—that cannot be duplicated in a racially and ethnically homogeneous setting.

The studies in this monograph are representative of a developing body of research that reports on whether faculty members and administrators at colleges using race-sensitive admissions find that the resulting diversity actually helps the institution achieve its educational goals. During the more than 20 years that have passed since the *Bakke* decision, scholars have paid little attention to faculty members’ and administrators’ experiences regarding the educational impact of racial and ethnic diversity. Instead, research has focused either on access—the factors that increase or decrease the availability of a college education to minority students²—or adaptation—how students of color adjust to a college environment, what their experiences and retention rates are, and what kinds of support programs and campus climates they face.³ Similarly, two comprehensive reviews of the literature on diversity⁴ report that research tended, at least until 1997, to focus on the experiences of students of color—how racial and ethnic diversity has increased on college campuses, which types of programs benefit students of color, how students of color have benefited from such programs, and how institutions can create campus climates that are supportive of students of color.

This research has expanded our understanding of how colleges and universities best serve minority students, but empirical data on whether and how racial and ethnic diversity influences teaching methods, course content, learning environment, and overall academic quality remain scarce. In effect, the theory of diversity as a compelling interest (as articulated by Justice Powell in *Bakke*) created an opportunity and a need for institutions to demonstrate the educational benefits of racial and ethnic diversity from the educator’s perspective. But researchers have not examined whether the experts—college administrators and faculty members—actually find that diversity produces positive outcomes. Nevertheless, the limited scholarship that does exist has consistently shown that racial and ethnic diversity has both direct and indirect positive effects on the educational outcomes and experiences of college students.⁵ For example, we know from faculty members and students themselves that cross-racial interaction and overall satisfaction with

The limited scholarship that does exist has consistently shown that racial and ethnic diversity has both direct and indirect positive effects on the educational outcomes and experiences of college students.

Perhaps the most striking and telling survey finding is that faculty members strongly believe that racially and ethnically diverse classrooms enrich the educational experience of white students.

college are higher at more racially and ethnically diverse colleges and universities⁶ and that racial and ethnic diversity has a direct positive influence on student outcomes and students' beliefs about the quality of education they received.⁷ Empirical evidence from both faculty and student reports of their experiences also indicates that an institution's racial and ethnic diversity has positive educational benefits for all students.⁸

This volume adds to these studies by examining the influence of racial and ethnic diversity on learning and teaching in the classroom. The paper by Geoffrey Maruyama and José F. Moreno reports and analyzes results of the first comprehensive, nationwide survey of major universities' faculty members' attitudes toward diversity at their institutions and in their own classrooms. The findings indicate that there are good educational reasons for universities to recruit and admit a diverse student population. Faculty members said they believe that diversity helps all students achieve the essential goals of a college education; that white students suffer no adverse effects from classroom diversity; that their institutions value racial and ethnic diversity; and that campus diversity is desirable and beneficial for all students and faculty. More than 90 percent of faculty members indicated that a diverse classroom environment diminishes neither student quality nor intellectual substance. A substantial number of teachers reported that they utilize student diversity to enrich their classes, and between one-third and one-half of faculty members cited positive benefits from diversity in the classroom. Perhaps the most striking and telling survey finding is that faculty members strongly believe that racially and ethnically diverse classrooms enrich the educational experience of white students.

Roxane Harvey Gudeman considers faculty survey evidence similar to Maruyama's and Moreno's but from a different perspective, showing how the definition of educational efficacy at any particular institution is inextricably bound up with that institution's mission, as are the tools perceived to be essential for accomplishing that mission. She demonstrates that selective liberal arts colleges, and, by extension, most colleges and universities, have a wide range of educational goals, including academic excellence; learning diverse perspectives from people of diverse races, ethnicities, and cultures; commitment to community; and personal and moral growth. The definition of education and educational outcomes is not and ought not to be narrowed to any one of these, she argues, for such parochialism dramatically and dangerously limits educational possibility.

Taking Macalester College as a particular case of the relationship between an institution's mission and faculty perceptions of the college's commitment to the mission, faculty members' personal commitment to that mission, and faculty judgment as to whether a diverse environment enhances students' educational experience, Gudeman finds that diversity is judged to have great educational value and is inextricably bound to the college's mission. At the

same time, Macalester students are often unable to benefit from diversity in as many as 40 percent of the college's classes. Any institution—whatever the total size of its student body, and however much it values having diverse perspectives represented in the classroom—may find that too many of its discussion-sized classes will have no student of color, or at best a single student of color enrolled. The inability to enact its mission, despite a nearly universal desire to do so, diminishes Macalester's ability to fulfill its educational potential. This is the result of insufficient diversity among Macalester's student population.

If the behaviors and attitudes of the students and faculty members Patricia Marin observed and cataloged at the University of Maryland are typical of classrooms at other similar universities (and there is little reason to believe they are not) then barring higher education institutions from access to a diverse student population denies them a singularly important tool for preparing students for their own futures and for the future of our society. Marin's conclusions suggest that faculty members who recognize and use diversity as an educational tool; who include content related to diversity in their courses; who employ active learning methods; and who create an inclusive, supportive classroom climate can and do produce enhanced educational outcomes in classes comprising a racial and ethnic mix of students. And the more faculty members and students experience such multi-racial and multi-ethnic interactive classrooms, the more prepared they are to teach and interact in similar classrooms.

More than 150 years ago, America's historically white colleges and universities began to extend the promise of higher education to women and people of color. But for too long, these acts of inclusion were perceived simply as extending the educational opportunities enjoyed by majority white males to others. Now we know that education is a two-way exchange that benefits all who participate in the multicultural marketplace of ideas and perspectives. This new vision has supplanted an idea of education in which disciplinary and cultural experts transmit their privileged views to others—a perspective far more likely to have been held by people outside the academy than by those within colleges and universities themselves. Rarely have America's great institutions of higher learning focused only on acquiring disciplinary expertise. Rather, their missions have long included the educational goals of personal, moral, and social development, as well as service to society, and they have valued in potential students a range of attributes that betoken openness to these characteristics of learning. Attention to multicultural learning extends the meaning of personal, social, and moral growth and improves the capacity of colleges and universities to achieve their missions.

This country has benefited beyond measure from this new vision of what it means to learn and what it means to teach. Part of the evidence is a vibrant economy, a rich array of social and political activists committed to civic participation, and the remarkable surge of productivity and creativity in our music,

**Attention to
multicultural learning
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to achieve their missions.**

art, and literature. It is hoped that the studies presented here will further demonstrate that racial and ethnic diversity in the classroom and on campus is essential to the continuation of these touchstones of a civilized nation.

ENDNOTES

- ¹ Today, highly educated persons of color are more likely than white Americans to choose service careers (Bowen & Bok, 1998).
- ² See, for example, Allen, 1988; Gándara, 1995; Justiz, Wilson, & Bjork, 1994; Olivas, 1985; Orfield & Miller, 1998; Rendon, 1989.
- ³ See, for example, Astin, 1993; Cabrera & Nora, 1996; Hurtado, 1992, 1994; Nettles, Thoeny, & Gosman, 1986; Pascarella & Terenzini, 1991; Smith, 1989.
- ⁴ Appel, Cartwright, Smith & Wolf, 1996 and Smith, 1997.
- ⁵ For extensive reviews of the developing literature, see Appel et al., 1996; Milem, 1997; Milem & Hakuta, 2000; Smith, 1997.
- ⁶ Astin, 1993; Chang, 1997; Gurin, 1999; Orfield & Whitley, 1999; Villalpando, 1994.
- ⁷ Gurin, 1999; Orfield & Whitley, 1999.
- ⁸ Appel et al., 1996; Milem, 1997; Milem & Hakuta, 2000; Smith, 1997.

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University Faculty Views About the Value of Diversity on Campus and in the Classroom

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Most American colleges and universities have held that all students benefit when campuses reflect a broad range of intellectual and social perspectives, and that attracting a diverse student population is an important part of establishing an environment that broadens students' perspectives. Yet certain individuals and groups have challenged the use of admissions practices designed to achieve a diverse student body on the grounds that such practices favor students of color and discriminate against specific white applicants. Even though the college participation rates of students from various ethnic and racial groups have reflected historical patterns of discrimination and disproportionate allocation of resources, courts have ruled that those patterns may not be used to justify diverse student bodies. Courts also have limited the ability of college admissions policies to favor individuals from particular groups in order to remedy those patterns. They have disallowed arguments drawn from past acts or even patterns of discrimination, permitting remedies that may favor subgroups only for practices that disadvantage current students from those subgroups (e.g., Alger, 1998). As a result, much uncertainty surrounds colleges' and universities' efforts to achieve diversity within their student bodies.

This uncertainty highlights a key diversity-related controversy in American higher education: How does a public university decide whom to admit and whom not to admit? Groups that have challenged admissions decisions have used objective information such as standardized test scores and high school class rank to argue that admissions policies are not fair. College admissions decisions, however, are more complex than that; they take into account an array of student background variables, potentially including parents' educational attainment, socioeconomic status, urban/suburban/rural home, region of the state and country, the secondary school's reputation, students' engagement and accomplishment in non-curricular activities, as well as students' cultural, ethnic, and racial background. Finally, and perhaps most important, colleges and universities typically seek to enroll a student body that reflects their core beliefs and values.

An earlier version of this paper (Maruyama & Gudeman) was presented at the conference, "Educating All of One Nation," in Albuquerque, New Mexico, in October 1999. The opinions expressed in this paper are those of the authors and should not be viewed as representing the views of the authors' institutions. A version of this paper with additional technical information is available from the authors.

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Institutions articulate goals tied to their underlying values and align their admissions policies to attract students who share those values. Those values and aspirations are articulated at the level of the university *and* are expressed in personal interactions as well as classroom and community experiences. Universities have long valued diversity. In fact, diverse views are the backbone of universities, for they stimulate new ideas and creations (see, e.g., Gudeman, in press). The belief that knowledge or understanding flourishes best in a climate of vigorous debate dates back to the Socratic tradition, but it is also a part of current multicultural and post-modern perspectivism (Haskell, 1996; Nussbaum, 1997). For hundreds of years, colleges and universities have operated on the premise that knowledge is best organized within disciplinary communities of experts and that these communities are enriched by debating alternative ideas while engaged in skepticism, scrutiny, and constructive criticism. Over time, as the academy has become more diverse, basic assumptions of the disciplinary model—such as neutrality, objectivity, and common truth—have been subjected to debate and scrutiny. Critical examination of assumptions is more likely in diverse groups where many assumptions are not held in common. Different populations can offer valuable and unique perspectives, both within and across communities. Thus, one goal is to provide students (and faculty members) with opportunities to move

beyond their taken-for-granted or “commonsense” perspectives by exposing them to the experiences and ideas of others.

Recent research provides empirical support for the value of diversity in the academic and social development of college students. A good summary of this literature can be found in Patricia Gurin’s (1999) expert report for the University of Michigan in response to lawsuits deriving from college and law school admissions practices (see also Milem & Hakuta, 2000). Gurin suggests that democracy in the United States has been characterized by homogeneity and common identity, where people of common backgrounds and beliefs come together, rather than by diversity, where heterogeneity of backgrounds, perspectives, and identities predominates. In the latter type of democracy, groups need to forge alliances that respect competing perspectives. Gurin argues that today, leaders need skills that allow them to work effectively in heterogeneous environments. These skills include perspective-taking, acceptance of differences, a willingness and capacity to find commonalities among differences, acceptance of conflict as normal, conflict resolution, participation in democracy, and interest in the wider social world. Students typically come to college without many of those skills. Whether they acquire them in college depends on the opportunities they have to address issues and build skills in heterogeneous groups.

Gurin (1999) focuses on three types of diversity: *structural diversity*, or the extent to which a campus has a diverse student body; *classroom diversity*, or the extent to which classes address knowledge about diverse groups and issues of diversity as part of the curriculum; and *informal interactional diversity*, or the extent to which the campus provides opportunities for informal interaction across diverse groups. Gurin found that structural diversity makes issues of diversity salient and increases students' participation in diversity workshops, their likelihood of discussing racial and ethnic issues, their socializing across race, and their having close college friends from other racial backgrounds. Drawing from contact theory (e.g., Allport, 1954), she found that structural diversity was necessary but not sufficient to produce benefits. That is, the overall differences in level of intergroup contact occurred because in many instances, the diverse student body was coupled with classroom and informal interaction to produce the benefits. Gurin's analysis of the literature on learning outcomes found that classroom and informal diversity interactions increased active thinking, academic engagement, motivation, and academic and intellectual skills. The results were particularly strong for white students. Paralleling the academic gains were greater involvement in citizenship activities, greater appreciation for differences as compatible with societal unity, and greater cross-racial interaction.

Follow-up studies found that the effects lasted as long as nine years after the students entered college.

Gurin makes a compelling case for the value of diversity in preparing individuals to succeed in the midst of current global realities. To prepare leaders and effective citizens, universities ought to provide an environment where students can acquire these necessary skills, many of which are difficult to teach or learn without diversity. For that very reason, many universities have embraced creation of a diverse campus environment as a core value.

However, two key questions remain: First, to what extent have faculty and staff internalized the diversity values of their universities? And second, do the values go beyond structural diversity to classroom and informal interactional diversity? In other words, (1) do faculty members at the nation's universities embrace values tied to diversity, so they believe that diversity improves their campus environment and their classes, and (2) are they willing to change the content and structure of their classes to provide an environment where students can better prepare themselves better for a heterogeneous world? It is possible that campus diversity exerts its influences passively, but data from Gurin and others argues otherwise. It is more likely that benefits of diversity accrue primarily from teachers' efforts to use it to enrich their classes, from their taking advantage of serendipitous opportunities to capitalize on diversity, and from campus

If faculty members view diversity as either unimportant or irrelevant to teaching and learning, they likely will ignore it in their classes, with the result that students will be likely to derive little (if any) benefit from diversity.

interactions that build upon diversity.

If faculty members agree with the values articulated here and structure their classes to benefit from existing diversity, then diversity in the student body is important and should improve the educational experiences of all students. Alternatively, if faculty members view diversity as either unimportant or irrelevant to teaching and learning, they are likely to ignore it in their classes, with the result that students probably will derive little (if any) benefit from diversity. If it is totally ignored, diversity may even have negative effects, with divergent views expressed in class leading to conflicts and intergroup antagonisms that are not addressed—let alone resolved.

Recent data collected by the Higher Education Research Institute (HERI) at UCLA support the view that faculty believe diversity is important but that some feel that underprepared students are admitted in the name of diversity (see, e.g., Milem & Hakuta, 2000). The survey of 55,000 faculty respondents found that more than 90 percent of faculty agreed that “a racially/ethnically diverse student body enhances the educational experience of all students.” Almost 60 percent thought that undergraduate education should “enhance students’ knowledge of and appreciation for other ethnic/ racial groups.” At the same time, however, almost 30 percent agreed that “promoting diversity leads to the admission of too many underprepared students.”

This paper presents results of a faculty survey on diversity issues.

The survey was sent to a representative national sample of college and university faculty in the social sciences, humanities, education, and business at Carnegie Research-I institutions. Faculty were asked in depth about their views on diversity, because it was presumed that class content and class discussions in such fields would include substantive issues related to diversity and that faculty in such fields would be more likely that other faculty members to view diversity topics as pertinent to course content. Research-I institutions were selected because they tend to be among the most selective in student admissions and because elimination of race as a factor in admissions is most likely to affect the diversity of their student bodies (e.g., Bowen & Bok, 1998).¹

In examining whether faculty members believe that racial and ethnic diversity in the classroom improves the educational environment and enhances student and faculty learning, this study addresses the following specific research questions:

1. Do faculty members believe that their institution values racial and ethnic diversity?
2. If they agree that their institution values diversity, does that value permeate down to the departments and individual faculty members?
3. What do faculty members believe the benefits and costs of diversity are?
4. Do they believe that diversity has lowered the quality of the institution?

- 5. Who do faculty members believe benefits from diversity?
- 6. Do faculty members' beliefs about the value of diversity affect their classroom behavior?

The analyses also examine how individual faculty members' differences in background and experiences are reflected in their responses.

SURVEY RESULTS ADDRESSING THE SIX RESEARCH QUESTIONS

- Faculty members believe that their institutions value racial and ethnic diversity.

There is substantial agreement among respondents that diversity is valued at their institutions (Table I.1). For each question, respondents supported diversity, with more than half of the sample indicating “strongly agree/extremely important” or the next highest response option (viz., 5 or 4 on the 1 to 5 scale); fewer than 13 percent indicated “strongly disagree/not important” or the next lowest response (viz., 1 or 2).² Survey respondents were less positive about the educational importance of having diverse teaching assistants for their own courses, with only 37.9 percent of respondents indicating “4” or “5” and a mean response of 2.95.

- Faculty members say that although their departments value diversity less strongly than their institutions as a whole, their departments are as committed to improving the environment for all students as their institutions.

Table I.1
Institutional Values about Diversity

Institutional Value	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse campus environment is a high priority.	533	3.68	12.8	58.7
Committed to enhancing climate for all students.	541	3.86	13.1	69.8
Extracurricular activities that promote cultural awareness.	507	3.94	9.7	75.2
Importance of having a diverse student body.	543	3.88	9.9	68.9
Importance of faculty diversity.	543	3.73	12.2	62.2

All responses are on a scale of 1 to 5. For the first three items, the anchors are 1, “Strongly disagree,” and 5, “Strongly agree,” while for the final two items, the anchors are 1, “Not important/Irrelevant,” and 5, “Extremely important.”

Table I.2
Departmental Values about Diversity

Departmental Value	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse campus environment is a high priority.	533	3.31	27.2	47.5
Committed to enhancing climate for all students.	544	3.87	13.1	69.3

All responses are on a scale of 1 to 5. The anchors are 1, “Strongly disagree,” and 5, “Strongly agree.”

Although faculty members in general agree that creating a diverse campus community is articulated as an institutional value, results at the departmental and individual faculty level might vary more from department to department, depending in part on the relative presence or absence of students of color. Prior research is consistent with such a view. For example, Mingle (1978) found that faculty perceptions of the impact of increased African-American enrollment tended to be more localized. That is, faculty members were more

Table I.3
Effects of Diversity on Classrooms

Effects on Classrooms	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Raises new issues and perspectives.	521	2.73	43.8	30.4
Broadens variety of experiences shared.	504	3.77	25.2	51.4
Confronts stereotypes on social and political issues.	408	3.09	29.4	43.4
Confronts stereotypes on racial and ethnic issues.	408	3.13	29.2	45.1
Confronts stereotypes on substantive issues.	412	2.92	36.2	35.7
Confronts stereotypes tied to personal experiences.	397	3.13	28.5	44.9
Interactions expose students to different perspectives.	461	3.01	33.6	36.4
Allows broader variety of experiences to be shared.	478	3.45	20.5	54.1
Raises new issues and perspectives (specific to a particular diverse class).	476	3.01	34.9	40.3

All responses were on a scale of 1 to 5, with 1 being "Never" and 5, "All the time." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample. The first two items ask about all classes, the next four about diverse as compared to homogeneous classes, and the final three about the class that has the most student interaction.

aware of the impact of African-American enrollment within their departments than on the institution as a whole. Our data reinforce this conclusion. As Table I.2 shows, faculty members say that their departments' values about the importance of a diverse campus environment are held less strongly than institutional values. To the extent that a department has few if any students of color, it should be difficult for faculty to agree that diversity is a high priority. At the same time, as long as they attend to the needs of the few students of color, they can say that their departments are strongly committed to enhancing the climate for all students.

• The vast majority of faculty members indicate that neither the quality of student discussion suffers from diversity, and from one-third to one-half of faculty members cited positive benefits of diversity in the classroom.

Table I.3 provides information about the classroom effects of diversity. (The sample sizes differ across items because the referents vary.) Although responses varied appreciably, as Table I.3 shows, a substantial number of respondents agreed that classroom diversity broadened the range of perspectives shared in classes, exposed students to different perspectives, and encouraged students to confront a range of stereotypes, including racial, ethnic, social, political, and personal experience. The most affirmative responses were to questions about broadening perspectives shared, while the least agreement was found in response to questions about raising new issues and confronting substantive stereotypes. Only about one-third of respondents agreed that racial and ethnic diversity increased confrontation of substantive issues—a level of agreement much lower than for the other issues. Finally, comparison of the first and last items in Table I.3 shows that, by a small margin, faculty believed that the more diverse the class, the more frequently students raised new issues and perspectives.

Two additional items asked faculty members to compare the amount of substantive discussion of race and ethnicity in their most and least diverse classes and the likelihood of students incorporating relevant

racial and ethnic issues in their assignments. Responses were similar to those that appear in Table I.3, with means of 2.79 and 2.97, respectively, and with 35.0 percent and 38.5 percent, respectively, of respondents selecting categories “4” or “5.”³

Table I.4 shows data on possible negative effects of increasing diversity on campus. Evidence is largely anecdotal, but various authors over the past decade have asserted that the quality of institutions has been diluted by racial and ethnic diversity and that academic communities have created a “zone of silence” in which discussions are suppressed by a climate of “political correctness” (e.g., Wilson, 1995). As Table I.4 shows, faculty members indicated little agreement with any of the statements. Even the item that generated the most agreement—that having to do with the quality of the student body—gained concurrence from less than 10 percent of faculty respondents. Clearly, faculty members do not believe that diversity impedes substantive discussions, creates tension and arguments, or compromises institutional quality.

• Faculty members believe that diversity helps all students achieve the essential goals of a college education and that white students suffer no adverse effects from classroom diversity.

As Table I.5 indicates, more than two-thirds of faculty respondents indicated that students benefit from learning in a racially and ethnically diverse environment, both with respect to exposure to new perspectives and in terms of willingness to examine their own personal perspec-

Table I.4

Negative Effects of Diversity

Negative Effects	N	Mean	Percent “1” or “2”	Percent “4” or “5”
Has lowered the quality of the institution.	534	1.70	84.7	6.0
Has lowered the quality of the students.	530	1.81	81.7	8.9
Impedes discussion of substantive issues.	517	1.40	90.9	2.3
Creates tension and arguments.	519	1.59	85.4	2.3

All responses are on a scale of 1 to 5. For the first two items, 1 was “Strongly disagree” and 5, “Strongly agree,” while for the last two items, 1 was “Never” and 5, “All the time.” “Percent” is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

Table I.5

General Campus-wide Student Benefits

Student Benefits	N	Mean	Percent “1” or “2”	Percent “4” or “5”
General importance for all students of intergroup interactions:				
Important for developing critical thinking.	491	3.03	38.5	42.2
Important for developing student leadership.	455	3.27	29.0	46.8
Important for developing willingness to examine own perspectives.	483	3.83	16.8	69.8
Important for exposing students to new perspectives.	494	3.84	16.4	70.7
Effects of diversity on white students:				
On the issues they consider.	423	3.67	3.1	57.9
On the issues they research in class.	408	3.41	2.5	37.2
On how they collaborate on group projects.	372	3.48	4.3	43.5
On how they read course materials.	410	3.50	2.0	42.9

All items are on a scale of 1 to 5. For the first four items, 1 was “Strongly disagree” and 5, “Strongly agree,” while for the last four items, 1 was “Very negatively” and 5, “Very positively.” “Percent” is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

Table I.6

Effects of Diversity on Research

Effects on Research	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Diverse classes affect research.	469	1.88	73.8	15.2
Diverse faculty affect research.	465	1.74	77.6	10.8
Diverse research team increases my own learning.	362	3.24	29.3	51.9
Views affected by class diversity.	499	3.79	3.8	58.7
Diversity leads students to work on different research topics.	364	2.93	41.5	40.1

Responses to the first two items range from 1, "Not at all" to 5, "Extensively"; for the third and fifth items, responses range from 1, "Strongly disagree" to 5, "Strongly agree" and for the fourth item, responses range from 1, "Very negatively" to 5, "Very positively." "Percent" is percentage of respondents who answered with a response of 1 to 5, not of the total sample.

tives. Substantial numbers of faculty members also said that diversity provides interactions important for developing critical thinking and leadership skills. One way to think about examining perspectives, building leadership skills, and developing critical thinking abilities is to view them as reflecting learning outcomes—the very goals of higher education and, more specifically, of liberal arts education. So it is fair to conclude that faculty respondents believe diversity helps achieve many of the key objectives of a college education.

The remaining four items in Table I.5 focus on the effects of diversity on white students. For the most part, faculty members believe that diversity reshapes the issues white students consider, how they read class material, what they choose to do research and class projects on, and how they collaborate in class. What Table I.5 also shows that fewer than 5 percent of faculty respondents indicated that racial and ethnic diversity in classes adversely affects white students.

• Faculty members report that diversity in classes and research teams affects their views and increases their learning.

Table I.6 summarizes faculty members' attitudes toward the effects of student and faculty diversity on the research that they and their students conduct. More than half of the faculty respondents agreed that their views about diversity were affected by having diverse classrooms and that diversity in research teams increased their learning. A substantial proportion of faculty members also agreed that students in diverse classes choose different topics for research. However, only a small proportion of respondents said that diverse classes affected their own research, and only about one in ten agreed that diversity among the faculty affected their research.

• Faculty members report that student and faculty diversity has not led them to make many changes in their classroom practices.

As Table I.7 shows, faculty respondents said that they did not change their classroom practices much in response to student diversity, and they changed them even less in response to faculty diversity. A little more than one-third of faculty members said that a more racially and ethnically diverse class leads students to raise issues related to diversity, and slightly less than one-third said that the presence of diverse students led them to adjust their course syllabus. Approximately one-quarter agreed that they changed their teaching methods to encourage discussion in their classes, and about one in five

reported developing new courses. Finally, 18 percent reported that they reexamined the criteria they used to evaluate students. Faculty diversity is less likely than student diversity to affect faculty behaviors. The percentage of faculty respondents that agreed with the statements about faculty diversity ranged from 26 percent for “raising issues in class” to 11 percent for “reexamining criteria for evaluating students.”

Compared to some other findings, the impact of student diversity on faculty respondents’ teaching was modest. Nevertheless, the responses may well be viewed as positive insofar as they suggest that faculty members do not lower their standards or change their grading patterns in the face of a more diverse student population. These findings do not differ much from those reported by Mingle (1978) in his study of the impact of African-American enrollment at 12 colleges and universities in the early 1970s. Mingle reported that seven out of ten faculty members felt that “Black minority issues, pressures, or considerations had altered their role as faculty members ... ‘very little’” (p. 270). Only one in four faculty members reported that “black content” in courses and class discussions of racial issues had increased. Eight and nine in ten faculty members reported that their evaluation of student effort and class participation “remained the same,” respectively.

At the same time, one-fifth of faculty respondents in the present study report developing new courses. In general, university curricula are stable, despite continuous changes

Table I.7
Effects of Diversity on Teaching

Effects on Teaching	N	Mean	Percent “1” or “2”	Percent “4” or “5”
Over the years, the presence of racially/ethnically diverse students in your classrooms has been a factor in prompting you to:				
Raise racial/ethnic issues in your classes.	474	2.83	45.8	38.4
Adjust a course syllabus to include racial/ethnic issues.	463	2.46	58.3	28.7
Develop new course offerings.	443	2.15	71.1	18.5
Reexamine criteria for evaluation of students.	468	2.13	68.8	18.4
Change pedagogy to encourage discussion among students.	456	2.52	53.3	26.7
Over the years, the presence of racially/ethnically diverse faculty at your current institution has been a factor in prompting you to:				
Raise racial/ethnic issues in your classes.	443	2.46	59.4	26.2
Adjust a course syllabus to include racial/ethnic issues.	439	2.29	64.7	21.0
Develop new course offerings.	426	2.11	71.4	16.5
Reexamine criteria for evaluation of students.	447	1.98	74.5	11.4
Change pedagogy to encourage discussion among students.	437	2.23	66.1	17.4

All responses are on a scale of 1 to 5, where 1 was “Strongly disagree” and 5, “Strongly agree.”

in content as new findings become available. However, one-fifth of faculty developing new courses constitutes substantial if not “massive” change for universities.

- Faculty report being well-prepared to teach and comfortable in teaching diverse classes, yet only about one-third of them actually raise issues of diversity and create diverse work groups.

Table I.8 provides information about how prepared for and comfortable with diversity faculty members feel and to what extent they initiate discussions of race and have students work in diverse groups. Faculty

Table I.8

Readiness for Diverse Environment

Readiness	N	Mean	Percent "1" or "2"	Percent "4" or "5"
Prepared to teach/work.	547	3.99	8.8	71.1
Comfortable teaching/working.	545	4.39	1.8	86.2
Initiate discussion of race in classes.	543	2.82	42.4	36.4
Students work in diverse groups.	513	2.73	44.6	33.5

Responses for the first two items range from 1, "Not prepared (Not comfortable)," to 5, "Very prepared (Very comfortable)," and for the last two items from 1, "Never," to 5, "Very often."

members reported feeling prepared for and very comfortable in teaching and working in a racially and ethnically diverse environment. This may account for their responses to the questions summarized in Table I.7: If faculty members feel that they address diversity and are comfortable doing so, they are likely to feel little need to change. At the same time, because one-fifth of faculty report already developing new courses, much preparation may already have occurred. Approximately one-third of faculty respondents said they initiate discussions of race and assign students to diverse groups.

HOW BACKGROUND CHARACTERISTICS OF RESPONDENTS ARE RELATED TO THEIR ATTITUDES TOWARD DIVERSITY

These analyses looked at the relationships of a range of background characteristics to faculty attitudes toward diversity. Rather than presenting results for each measure, summary scores were constructed for items from Tables 1 to 8. (A detailed description of the analyses used to generate summary scores appears in

Appendix I.B, and a detailed description of the analyses relating background characteristics to faculty attitudes appears in Appendix I.C.)

The only consistent pattern that emerged for variables which *a priori* were not predicted to be related to diversity is that more senior faculty members (in terms of years of experience and rank) were found to be somewhat less positive about the value of diversity and less likely to address issues of diversity.⁴ For individual characteristics (such as racial background, gender, and political views) and individual difference variables tied to experiences, the expectation was that experience would change faculty responses and/or that faculty members with different values and backgrounds would seek different settings. If so, individual characteristics would be expected to be related to attitudes toward diversity issues.⁵

As Table I.9 shows, faculty of color view the climate for diversity as less positive; see the benefits of diversity on classrooms, students, teaching, and research as more positive; feel better prepared to deal with diversity; and say they are more likely to address issues of diversity.

Gender difference results were similar to ethnic and racial background results. As Table I.10 (page 20) shows, women faculty members rated the institutional climate less favorably; saw fewer negative effects of diversity; indicated a more positive attitude about the effects of diversity on classrooms, students, and research; and addressed issues of diversity more often in their classes.

Respondents tended to hold liberal political views. Ten percent described themselves as far left, 53 percent as liberal, 30 percent as moderate, 7 percent as conservative, and less than 1 percent as far right. Political views were consistently related to the factor scores. More liberal faculty saw less positive institutional values; identified fewer negative effects of diversity; gave greater importance to diversity; were more positive in their views about the effects of diversity on classes, teaching, and students; and reported addressing diversity more often in their teaching.⁶

Faculty experiences with diversity at their institutions were assessed

through questions such as the largest percentage of students of color in a class they had ever taught. Responses tended to be related positively with institutional values about diversity, importance of having a diverse population, departmental values about diversity, positive effects on classrooms, effects on research and teaching, and preparation for and addressing issues of diversity in one's teaching. (See Appendix I.C for more detailed analysis.)

In addition to questions about experience in teaching in a diverse environment, the survey asked faculty members what proportion of students of color, in their opinion,

Table I.9
Responses of White and Non-white Faculty

Factor	Group	N	Mean	Standard Deviation	Standard Error	t-value (significance)
Institutional values about diversity	white	415	3.86	0.80	0.04	2.41 (p < .05)
	non-white	71	3.61	0.91	0.11	
Importance of diverse population	white	464	3.78	1.00	0.05	n.s.
	non-white	78	3.96	1.08	0.12	
Departmental values about diversity	white	451	3.61	0.99	0.05	n.s.
	non-white	77	3.47	0.97	0.11	
Effects of diversity on classrooms	white	289	3.18	0.98	0.06	-2.52 (p < .05)
	non-white	57	3.54	1.01	0.13	
Negative effects of diversity	white	447	1.76	0.93	0.04	n.s.
	non-white	75	1.61	0.95	0.11	
Diversity benefits for all students	white	362	3.46	1.15	0.06	-3.52 (p < .01)
	non-white	71	3.98	1.07	0.13	
Diversity benefits for white students	white	289	3.43	0.54	0.03	-3.34 (p < .01)
	non-white	58	3.72	0.81	0.11	
Effects of diversity on research	white	218	2.73	0.84	0.06	-3.11 (p < .01)
	non-white	44	3.17	0.95	0.14	
Impacts of diversity on teaching	white	314	2.23	0.97	0.05	n.s.
	non-white	54	2.45	1.11	0.15	
Prepared to teach in diverse class	white	467	4.11	0.84	0.04	-5.43 (p < .01)
	non-white	78	4.69	0.52	0.06	
Address diversity in teaching	white	435	2.67	1.25	0.06	-4.11 (p < .01)
	non-white	77	3.32	1.39	0.16	

Table I.10

Comparison of Male and Female Responses

Factor	Gender	N	Mean	Standard Deviation	Standard Error	t-value (significance)
Institutional values about diversity	Male	300	3.89	0.77	0.04	2.28
	Female	183	3.72	0.88	0.07	(p<.05)
Importance of diverse population	Male	340	3.79	1.00	0.05	n.s.
	Female	200	3.84	1.05	0.07	
Departmental values about diversity	Male	332	3.63	0.91	0.05	n.s.
	Female	192	3.52	1.11	0.08	
Effects of diversity on classrooms	Male	208	3.05	1.03	0.07	-4.41
	Female	137	3.52	0.88	0.07	(p<.01)
Negative effects of diversity	Male	323	1.88	0.97	0.05	4.73
	Female	196	1.50	0.77	0.05	(p<.01)
Diversity benefits for all students	Male	259	3.36	1.18	0.07	-4.21
	Female	172	3.83	1.05	0.08	(p<.01)
Diversity benefits for white students	Male	217	3.37	0.55	0.04	-4.26
	Female	130	3.65	0.65	0.06	(p<.01)
Effects of diversity on research	Male	163	2.72	0.85	0.07	-2.30
	Female	98	2.97	0.89	0.09	(p<.05)
Impacts of diversity on teaching	Male	239	2.19	0.94	0.06	n.s.
	Female	128	2.38	1.07	0.09	
Prepared to teach in diverse class	Male	342	4.18	0.84	0.05	n.s.
	Female	200	4.21	0.79	0.06	
Address diversity in teaching	Male	323	2.49	1.22	0.07	-6.68
	Female	186	3.25	1.27	0.09	(p<.01)

would constitute a diverse class. Thirty percent of respondents chose the 16 percent to 25 percent category, while another 30 percent selected larger proportions and 40 percent chose a smaller percentage. The larger the proportion of students of color believed to define a diverse class, the more positive the attitudes toward diversity effects on classrooms, diversity benefits for all students, diversity effects on teaching, and reported preparedness to address issues of diversity.

Responses to questions about faculty participation in diversity-related activities ranged from “no participation in last 5 years” to “attended workshop or similar,” “taught or sim-

ilar on gender issues,”⁷ and “taught or similar on race/ethnicity issues.”⁸

Analyses of faculty attitudes comparing the involvement of faculty members with different levels of experience in diversity-related activities found differences between groups on most dimensions. The only dimensions where significant differences were not found were importance of a diverse population and departmental values about diversity. Faculty members more involved in diversity issues viewed institutional values as less positive (although still positive); saw fewer negative effects of diversity; perceived effects of diversity on classes, students (all and white), research,

and teaching as more positive; felt more prepared to teach in diverse classes; and reported addressing racial and ethnic issues more.

The analyses reported in this section (and in Appendix I.C) cover a range of background and experience variables, most of which show patterns of findings consistent with expectations. In sum, women faculty members, more liberal faculty members, and faculty members of color have more positive views of diversity, while full professors and faculty members with more years of teaching experience are less likely to address issues of diversity in their teaching. Faculty members more favorably disposed toward diversity issues tend to see their institutions as valuing diversity less strongly. Faculty members who have taught more diverse classes are more positively disposed toward issues of diversity, as are faculty members who have had more experience with issues of diversity.

HOW CLASS STRUCTURE IS RELATED TO ATTITUDES TOWARD DIVERSITY

According to both contact theory (e.g., Allport, 1954) and the predictions of Gurin (1999) based on the importance of classroom and informal interaction, classes that involve more student interaction should produce more benefits of diversity. If Allport's and Gurin's views are correct, lecture-centered or other teacher-centered methods offer much less opportunity for the benefits of diversity to be realized. We

would expect faculty members using these techniques to hold less favorable views about diversity. Such views could exist for many reasons (some more likely than others). For example, if individual faculty members believe that classroom interactions are not central to learning, they likely would not be proponents of diversity because they do not see its value generally, let alone with respect to ethnic and racial diversity. If individual faculty members do not give themselves an opportunity to see the benefits of student interactions because of their need to "control" the classroom environment, they may not give themselves the opportunity to see benefits of student diversity. Or, if they simply feel uncomfortable in such a setting, they may simply avoid it altogether.

According to the survey, there is substantial variability in how faculty respondents structure their classes. Faculty members reported spending about half of their time on lecture, one-third on student-centered or teacher-student shared whole class activities, one-fifth on small group activities, one-tenth on individual student work, and one-fifth more on other activities.⁹ Faculty members who reported spending more time lecturing reported more negative effects of diversity and were less positive in their views about the benefits of diversity on classrooms, students (all students and white students alike), research, and teaching. Faculty members who spent more class time on activities in which teachers and students shared respon-

Beliefs about ethnic and racial diversity are related to more general beliefs about the importance of colleges being places where diverse perspectives are brought together.

sibility and student-centered, whole class activities saw fewer negative effects of diversity and responded more favorably regarding positive effects of diversity on classes, students (all and white), and research. Their ratings of teaching also were somewhat more positive.

VIEWS ABOUT ETHNIC AND RACIAL DIVERSITY AND OTHER TYPES OF DIVERSITY

Finally, faculty members were asked how important they thought various types of diversity were “in contributing to the quality of learning in your classrooms.” The types of diversity included gender, U.S. races and ethnicities, international, work experiences, age, academic majors, career goals, religion, socio-economic status, and region of the country. On a scale of 1 (“not important”) to 5 (“very important”), average responses were 3.54 for diverse work experiences, 2.58 for religious diversity, 3.36 for ethnic and racial diversity, and 3.29 for gender diversity. Analyses of the relationship of ethnic and racial diversity to other types of diversity found faculty views about ethnic and racial diversity strongly tied to views about other types of diversity. That is, beliefs about ethnic and racial diversity are related to more general beliefs about the importance of colleges being places where diverse perspectives are brought together (see Appendix I.D).

USING FACULTY MEMBER BACKGROUNDS TO PREDICT ATTITUDES TOWARD DIVERSITY

Even though the analyses reported above show that a number of background characteristics are related to faculty members’ attitudes toward diversity, they do not address the question of which relationships seem most important or of whether different analyses simply report the same findings for different variables. The 12 background variables that were related most consistently to the attitude measures were looked at simultaneously. These background variables were strongly related to the extent to which faculty address issues of diversity in their teaching, to the effects of diversity on classes, and to positive effects of diversity, but less strongly to institutional and departmental values about diversity, to negative effects of diversity, and to perceived importance of diverse populations (see Appendix I.E for details).

SUMMARY AND IMPLICATIONS

Overall, the survey results support the view that faculty members at Research-I universities value diversity and that many faculty members adjust their classes to take advantage of diversity to enhance the learning process.¹⁰ Substantial numbers of faculty members seem to be making use of student diversity to enrich their

classes; campus diversity is seen widely as desirable and as beneficial to all students and teachers; and virtually no faculty members believed that diversity had negative effects on their institutions or classes. That faculty respondents said that white students benefit from diversity is a particularly interesting and important finding.

It is notable that even when a number of background characteristics of faculty members are used as predictors, only about 10 percent of the variance in faculty perceptions about diversity as an institutional value is explained. This suggests that the general acknowledgment of institutional values about diversity is not strongly tied either to political attitudes or to faculty demographics. At the same time, the modestly higher ratings from faculty of color and women suggest that as the academy becomes more diverse, support for diversity will grow.

Finally, although faculty respondents viewed ethnic and racial diversity as relatively important (based on the mean response) compared to other types of diversity, they did not greatly differentiate ethnic and racial diversity from the other types (based on its correlation with other types of diversity). These results suggest that

faculty members believe that a number of types of diversity are important and that their views about ethnic and racial diversity reflect a broader commitment to creating a diverse campus environment. In such an environment, students are challenged to reflect upon their beliefs; to interact with others holding diverse perspectives, understandings, and expectations; and to work effectively with dissimilar others (e.g., Gurin, 1999). Insofar as research evidence argues for the benefits of diversity to student development, universities will want to make those benefits available to their students. Thus, a major challenge for institutions that believe that attracting students who hold diverse perspectives enriches their communities is to determine how to articulate their admissions criteria so they can admit students who will contribute to the growth of their institutions, students, and communities.

Insofar as research evidence argues for the benefits of diversity to student development, universities will want to make those benefits available to their students.

APPENDIX I.A Methods

National Sample of Faculty

The study sample consisted of 1,500 randomly selected full-time faculty in five areas—education, humanities, social sciences, business, and interdisciplinary programs—at Carnegie Classified Research-I institutions. The sample was drawn from a database of CMG Direct Corporation, a national vendor of mailing lists used by many academic surveys. The database contains complete contact information on approximately 600,000 college and university faculty members. Once the sample of 1,500 was drawn, the list was reviewed to ensure that only faculty in the five predetermined academic areas were included. The final sample included 140 business faculty members, 119 education faculty members, 228 humanities faculty members, 635 interdisciplinary faculty members, and 378 social science faculty members, for a total sample of 1,500 full-time faculty members.¹¹

Research-I universities were targeted for three primary reasons: (1) over the past five years, legal and policy challenges to affirmative action in admissions have focused on Research-I institutions (University of California, University of Florida, University of Michigan, University of Texas, and the University of Washington); (2) Research-I institutions tend to be among the most selective institutions in terms of student admissions and, as a result, are more likely to be affected by the abolition of affirmative action; and (3) faculty at these institutions are responsible for both teaching and research and tend as a group to have experienced similar training during their graduate programs.

The Faculty Classroom Diversity Questionnaire, developed by a team of researchers under the leadership of the American Council on Education and the American Association of University Professors, was used to collect data. The draft questionnaire was reviewed and subjected to focus group and conventional pretesting by survey research methodologists at the University of Maryland's Survey Research Center. In accordance with recommendations from the Survey Research Center, the questionnaire was pretested with

135 faculty members at a midwestern liberal arts college. Final revisions were then made.

The first mailing included the instrument and a letter describing the purpose and intended use of the survey. Confidentiality of participants would be guaranteed, and a summary of the results was offered to interested participants upon request. Participants received the first mailing at the beginning of the spring 1999 semester. Two weeks after the packet was sent, postcards were mailed to remind participants to complete and return the survey. A final mailing, about four weeks after the first, consisted of another reminder as well as a second copy of the survey. Postage-paid return envelopes were included in each survey mailing. The mailing response rate was 30 percent, with 369 surveys completed and returned.

In order to increase the response rate, telephone follow-ups for non-respondents were conducted by trained interviewers at the Office of Survey Research at the University of Texas, Austin, beginning in April 1999. Telephone follow-ups resulted in the completion of 203 telephone surveys. As a result of the mailing and telephone follow-ups, 290 faculty members were deemed ineligible because of incorrect information (they were retired, not employed full time, etc.). Thus, our final sample size was 1,210 faculty members. Taking into account the mailing and telephone follow-ups, our final survey response rate was 47 percent.

Demographics of the sample

Eighty-five percent of respondents were white, and 94 percent worked full time. With respect to race/ethnicity, the remaining faculty included 26 (5 percent) African Americans, 19 (4 percent) Latinos, 31 (6 percent) Asian Americans, and three (less than 1 percent) American Indians, with 25 (5 percent) not responding or self-identifying as "other." (Because of the relatively small numbers of respondents from individual ethnic and racial groups, all analyses of such differences compare only white faculty members' responses with the aggregate responses of faculty of color.) Twenty percent of respondents were born abroad, 17

percent received baccalaureate degrees from outside the United States, and 2 percent received their graduate degrees from institutions outside this country. With respect to gender, 346 (63 percent) were male, and 205 (37 percent) were female; four respondents did not indicate their gender. With respect to current titles, respondents included 228 (42 percent) professors, 159 (29 percent) associate professors, 91 (17 percent) assistant professors, 52 (10 percent) lecturers/instructors, and 18 (3 percent) individuals with other titles. Of the respondents, 365 (66 percent) described their primary job as teaching, while 99 (19 percent) viewed themselves primarily as researchers and 53 (10 percent) primarily as administrators. Finally, with respect to political orientation, 51 (10 percent) described themselves as “far left,” 280 (53 percent) as “liberal,” 158 (30 percent) as “moderate,” 37 (7 percent) as “conservative,” and one as “far right”; 28 respondents did not provide information about their political beliefs.

Analyses

For all items, responses ranged from 1 to 5, with anchor labels on 1 (e.g., Lowest priority, Strongly disagree, or Never) and 5 (e.g., Highest priority, Strongly agree, or All the time). Respondents could also indicate “Don’t know” or “Not applicable.” For the text tables, these latter responses are excluded from both the counts and the percentage of respondents agreeing or disagreeing. In addition, some items solicit responses only from faculty who do certain things as part of their jobs (e.g., research), so sample sizes vary across questions. Results in the text are organized so as to be consistent with the research questions to be addressed.

APPENDIX I.B Analyses Reducing the Number of Attitude Measures

Before we looked at relationships between faculty attitudes and demographic variables, we used principal factors factor analysis techniques to examine dimensionality of the data. The underlying purpose of these analyses was to reduce the number of dependent variables for analyses pertaining to the relation of demographic variables to the measures from Tables 1 through 8. The sets of questions in Tables 1 through 8 were factor analyzed separately to see if they were unidimensional. In most instances, the items defined a single dimension, but in others, two dimensions were found. Factor scores were created by taking unweighted averages of items defining each factor. Two items (9c and 10a) did not load appreciably with others and were left out of the factors. (A summary of the results appears in Table I.11.)

Before we looked at the relations of factors to demographic variables, we examined their interrela-

tionships. Table I.12 provides a correlation matrix interrelating the different factors. The correlation matrix shows that six of the factor scores are strongly related. They are “Effects of diversity on classrooms,” “Diversity benefits for all students,” “Diversity benefits for white students,” “Effects of diversity on research,” “Impacts of diversity on teaching,” and “Address diversity in teaching.” “Negative effects of diversity” was found to be moderately negatively related to other factors, while “Importance of a diverse population” was moderately related to other factors. “Institutional values about diversity,” “Departmental values about diversity,” and “Prepared to teach in diverse classroom” were modestly and somewhat inconsistently related to other factors. Given the pattern of correlations, six strongly correlated factors would likely show consistent relations with other variables.

Table I.11

Descriptive and Technical Information about Factors

	N	Items	Range of factor loadings/eigenvalue	Factor Mean	Standard Deviation
Institutional values about diversity	486	4a, 5a, 6c	.54-.83 / (2.24, 1.61)	3.83	0.82
Importance of diverse population	542	50, 51	.97-.99 / (2.24, 1.61)	3.80	1.02
Departmental values about diversity	528	4b, 5b	0.73 / 1.53	3.59	0.99
Effects of diversity on classrooms	346	9a, 9b, 17a, 17b, 17c, 17d, 21a, 21b, 21c, 21d	.75-.87 / 6.05	3.23	1.00
Negative effects of diversity	522	7, 8 (9c, 10a)	.86-.95 / 1.92	1.74	0.93
Diversity benefits for all students	433	11a, 11b, 11c, 11d	.74-.90 / (4.38, 1.92)	3.55	1.15
Diversity benefits for white students	347	27a, 27b, 27c, 27d	.76-.79 / (4.38, 1.92)	3.48	0.60
Effects of diversity on research	262	22, 23, 24, 25, 26	.54-.81 / 2.78	2.81	0.87
Impacts of diversity on teaching	368	18a, 18b, 18c, 18d, 18e, 19a, 19b, 19c, 19d, 19e	.60-.89 / 6.45	2.26	0.99
Prepared to teach in diverse class	545	48, 49	.83 (1.96, 1.30)	4.19	0.82
Address diversity in teaching	512	52, 53	.74 (1.96, 1.30)	2.77	1.29

Note: In cases where two eigenvalues appear in parentheses, the items that were factor analyzed together yielded two factors. All eigenvalues are unrotated values. Factor scores are unweighted sums of the items listed.

Table I.12

Correlations of Factor Score Dimensions

Correlations of Factor Scores	1	2	3	4	5	6	7	8	9	10	11
1. Institutional values about diversity	1										
2. Importance of diverse population	0.36	1									
3. Department values diversity	0.58	0.36	1								
4. Effects of diversity on classrooms	-0.14	0.34	0.12	1							
5. Negative effects of diversity	0.09	-0.20	-0.09	-0.36	1						
6. Diversity benefits for all students	-0.03	0.27	0.15	0.69	-0.26	1					
7. Diversity benefits for white students	-0.03	0.26	0.20	0.63	-0.29	0.46	1				
8. Effects of diversity on research	-0.13	0.26	0.10	0.69	-0.28	0.60	0.65	1			
9. Impacts of diversity on teaching	-0.12	0.27	0.10	0.62	-0.20	0.56	0.51	0.69	1		
10. Prepared to teach in diverse class	0.10	0.12	0.17	0.06	0.01	0.16	0.06	0.03	0.00	1	
11. Address diversity in teaching	-0.06	0.19	0.09	0.65	-0.25	0.46	0.50	0.48	0.49	0.20	1

APPENDIX I.C Analyses of Demographic and Background Differences in Responses

Initially, we looked at demographic and background variables that might be expected to be “irrelevant” to attitudes toward diversity—that is, those for which there were no strong predictions about relations to diversity attitudes and values. One way to establish the responses’ validity was to show that the dimensions displayed anticipated patterns for relevant variables but no consistent patterns for other variables that would not be expected to be related to diversity. The variables examined were: average number of students in undergraduate classes, average number in graduate classes, whether the faculty are U.S. citizens, whether they were born in the United States, their primary duties (teaching versus research), their rank, their years of experience teaching, whether they were full-time employees, and their teaching load. For many of these variables, no relations with the factor scores were found. Exceptions were found for being a citizen (non-citizens thought their departments valued diversity more strongly), for teaching load (faculty with heavier teaching loads reported addressing diversity more in their classes and were less positive about their departments’ values toward diversity), years of experience (faculty with more years of experience thought the climate was more favorable, were less positive about the effects of diversity on classes and research, saw more negative effects of diversity, and were less likely to address diversity issues in their classes), and rank (assistant professors perceived institutional and departmental commitment as being lower than others did, professors perceived lesser effects of diversity upon research and teaching than assistant professors, and professors addressed issues of diversity in their classes less than other faculty).

After looking at general variables, we turned to those which *a priori* could be expected to be related to the faculty perception variables. For the most part, those analyses appear in the text. One exception is findings related to the student diversity of institutions attended by faculty; although these are interesting, they are not integral to the central issues. To determine whether faculty members’ experiences during

their postsecondary school years and while employed at colleges and universities were related to their attitudes, the survey asked about the proportion of undergraduate and graduate students who were students of color at the institutions the faculty attended. Analyses were done as correlations, because the results were expected to be linearly related to the proportion of students of color. (No consistent non-linear patterns, which might suggest the presence of “critical mass” effects, were found.) Diversity of undergraduate institution was related to diversity of graduate institution attended ($r = .37$); faculty who had attended more diverse undergraduate institutions were more likely to have attended more diverse graduate institutions. Undergraduate diversity was modestly but significantly related to addressing diversity in one’s teaching and to more positive effects of diversity on research, and it was related negatively to perceptions of departmental values on diversity. Diversity in graduate programs was related to feeling prepared to teach in a diverse class, but it was negatively related to importance of having a diverse population of students and faculty on campus.

Second, greater detail is provided here for variables that reflected faculty experiences with diversity at their institutions. These variables included the largest percentage of students of color in a class a faculty member had ever taught, the largest percentage of students of color in a class a faculty member had taught within the past five years, and the smallest percentage of students of color in a class a faculty member had taught within the past five years. The two questions about the largest percentage of students of color in a class correlated .85, so they were not considered independently. Responses to the largest percentage were correlated positively with institutional values about diversity, importance of having a diverse population, departmental values about diversity, positive effects on classrooms, effects on research and teaching, and preparation for and addressing issues of diversity in one’s teaching. These correlations were fairly modest (ranging from .11 to .22), but still significant. The

smallest proportion of minority students in a class was moderately correlated with largest proportion over the last five years and ever (for both, $r = .55$), but its relation to diversity measures was weaker. It was positively correlated with institutional and departmental values and to being prepared to teach in a diverse class. In part, the weaker relations likely were due to the fact that almost three-quarters (73 percent) of respondents selected the “5 percent or less” category.

Third, faculty members generally agreed that students of color were more likely to participate in class discussions if peers from the same ethnic or racial group were present (mean response, 3.13, with 46 percent of responses being “4” or “5”). (See “College Missions, Faculty Teaching, and Student Outcomes” in this volume for more on presence of similar peers in classes.) Responses to the question of whether a critical mass of students was necessary for participation were more variable, with a mean of 2.66 with (25.6 percent “4” or “5”) in terms of classes generally and a mean of 2.76 (with 29.4 percent “4” or “5”) in terms of the faculty member’s class with the most student interaction. The three items correlated strongly with one another (ranging between .60 and .70), were related to all the factors in Table I.11, and were substantially related to the six factors that were inter-correlated—namely, effects of diversity on classrooms, students (all and white), teaching, research, and addressing diversity. Further, faculty members who felt that a critical mass was important had more negative views of their institutions’ values, thought having a diverse population was more important, and perceived fewer negative effects of diversity.

APPENDIX I.D Relations of Attitudes about Ethnic/Racial Diversity to Attitudes toward Other Types of Diversity

The text summarizes analyses comparing attitudes about different types of diversity. Responses to questions about ten different types of diversity were factor analyzed using principal factors to see how many different dimensions emerged. In fact, 62 percent of the variance was accounted for by a general factor (eigenvalue, 6.16). A second factor met criteria for being kept and examined (eigenvalue, 1.01). Factor loadings on the first factor ranged from .69 to .85. Rotation of two factors did not produce a clean, simple structure; the lowest loading on either factor was .27. The two

items that had the highest loadings on the second factor were academic majors and career goals. Ethnic/racial diversity had the strongest loading on the first factor (.88) and was strongly linked to gender, international, and socioeconomic diversity. In other words, as noted in the text, responses about ethnic and racial diversity were strongly related to responses about other types of diversity, suggesting that respondents viewed ethnic/racial diversity as an important component of broader diversity.

Table I.13
Regression Results for Factor Scores

Predictor	1	2	3	4	5	6	7	8	9	10	11	12	RSQ	N
Dependent Variable:														
Institutional values about diversity	0.20					-0.12	0.16				-0.13		0.11	291
Importance of diverse population													n.s.	308
Departmental values about diversity	0.24							-0.15					0.07	303
Effects of diversity on classrooms			0.29	-0.17	0.14						0.35	-0.11	0.41	226
Negative effects of diversity				0.14		-0.27							0.09	299
Diversity benefits for all students		0.11	0.37		0.14					0.16	0.21		0.30	272
Diversity benefits for white students			0.17		0.14						0.29		0.21	212
Effects of diversity on research		0.19	0.25								0.37		0.27	167
Impacts of diversity on teaching		0.14	0.28								0.36		0.28	229
Prepared to teach in diverse class	0.24									0.28	0.11		0.15	308
Address diversity in teaching			0.14	-0.23	0.15					0.12	0.39	-0.10	0.42	296

All coefficients are significant at 0.05. Bold coefficients are significant at the 0.01 level.

Predictor variables

- | | | |
|---|--|--|
| 1. Largest percentage of minority students | 5. Gender | 9. Percentage of minorities at graduate alma mater |
| 2. What percentage would constitute a diverse class | 6. Political views | 10. White or not |
| 3. Critical mass is important | 7. Years teaching | 11. Involvement with ethnic/racial issues |
| 4. Time spent on lecture | 8. Percentage of minorities at bachelor's alma mater | 12. Full professor or not |
-

APPENDIX I.E Predicting Attitudes toward Diversity from Other Measures

Multivariate analyses were used to examine relations of demographic and background variables simultaneously with the attitude measures. For these analyses, the best predictors from the previous analyses were brought together to determine which had the best predictive value and how much variability could be accounted for. Because many of the possible predictors seemed likely to be interrelated, it was important to pay attention to possible effects of interdependence among them, called collinearity. Initially, analyses examined interrelationships among the variables that previous analyses had found to be related to various factor scores. Those analyses found that collinearity was not a problem; none of the “variance inflation factors” exceeded 1.5 (see, e.g., Maruyama, 1998).

A summary of the regression analyses appears in Table I.13. The 12 predictor variables that were used for these analyses are listed at the bottom of the table.

Because many of the questions provided for responses only from subsets of respondents, the sample sizes varied. The amount of variability accounted for fluctuated markedly from measure to measure. The predictors accounted for more than 40 percent of the variance of the extent to which faculty members address issues of diversity in their teaching and the effects of diversity on classes but less than 10 percent of the variance in department values about diversity and negative effects of diversity; they accounted for a non-significant part of the variance in perceived importance of diverse populations.

The predictors accounted for only 11 percent of the variability in ratings of institutional values, though four predictors had significant effects. Faculty respondents who had taught more diverse classes and who had more years of experience rated their institutions as

holding more positive values, while faculty respondents who were more liberal and who had more involvement with ethnic and racial issues rated their institutions’ values less positively.

For the six faculty attitude factors that were moderately intercorrelated, the amount of variability accounted for ranged from 21 percent to 41 percent. Faculty members involved with ethnic and racial issues consistently rated the effects of diversity as stronger, as did faculty members who believed that classes benefited from having a “critical mass” of students of color. Less consistent patterns viewing diversity more favorably were found for women faculty members, non-white faculty members, and faculty members who thought relatively high proportions of students of color were required to constitute a diverse class. Negative predictors of attitudes were spending more time in lecture and being a full professor.

The regression analyses corroborate the array of demographic findings reported in the text, for the significant effects are not due to highly redundant predictors. The complex pattern of differences due to demographics and experiences cannot be reduced to a single set of strongly related background variables. The analyses point out some consistencies for particular predictors but do not account for much of the variability in some of the factor scores. For example, there is a consistent pattern of differences for faculty members involved with diversity issues on perceived benefits of diversity on classes, students, teaching, and research. Otherwise, however, there are no strong patterns of differences. For example, only about 10 percent of the variance in faculty perceptions about diversity as an institutional value is explained.

APPENDIX I.F Summary of Findings

The results reported here demonstrate clearly that faculty respondents believe their institutions articulate having a diverse campus environment as an important institutional value. Approximately two-thirds of the respondents agreed that having a diverse campus environment is a high priority at their institutions, while somewhat fewer respondents said that their department viewed diversity as a high priority. There was also substantial agreement among respondents that diversity in classes changes the dynamics of classrooms and increases the extent to which they focus on issues of diversity. This finding was stronger for faculty members who had taught diverse classes and who were more involved in diversity issues. Faculty members responding to the survey saw virtually no negative impacts of diversity on their institutions, strongly disagreeing with the propositions that diversity lowered the quality of their institution or their students, that having diverse classes impeded discussion of substantive issues, and that diversity created tensions or arguments in the classroom. Faculty respondents generally felt that they were well-prepared for and comfortable in teaching diverse classes. Finally, faculty members believed that in diverse classes, students are able to develop useful academic skills, such as willingness to examine one's own perspective, exposure to a broader range of perspectives, leadership capacity, and critical thinking.

Respondents' attitudes toward classroom interactions were more mixed. Still, there was substantial

agreement that a broader variety of experiences was shared in diverse classes, students were more likely to examine their own personal beliefs, and racial and ethnic stereotypes as well as personal stereotypes were more likely to be addressed. Faculty respondents overwhelmingly agreed that white students are positively affected in terms of the issues they consider, the way they read course material, and how they work together on course projects.

When faculty responses were analyzed by subgroups, a number of predicted patterns of results emerged. Responses of faculty members of color differed from those of white faculty members; responses of females differed from those of males; and the responses of liberal faculty members differed from those of their conservative colleagues. Faculty members who had attended more diverse institutions as students viewed diversity more favorably, as did faculty members with more experience teaching diverse classes and those with more experience addressing issues of diversity. Faculty members who viewed relatively large percentages of students of color as necessary to constitute a diverse class also responded more positively, as did faculty members who expressed the belief that classes need a "critical mass" of students of color. On the other hand, more experienced faculty members and those who spent more class time lecturing held less favorable views about diversity.

APPENDIX I.G Limitations and Other Issues

It is important to consider the combining of data from two different response formats. The initial sample of respondents replied by completing a survey, while later respondents were contacted by phone. Because the latter group had also received the survey, it seemed reasonable to assume that they differed from the initial respondent sample (after all, they did not respond to the survey); however, it was difficult to determine *a priori* what the “direction” of differences might be. In fact, phone respondents differed from survey respondents on a number of background characteristics. Consider the characteristics used for the regression analyses: Phone respondents reported having larger percentages of students of color in their classes, using more lecture in their teaching, being less involved in ethnic/racial issues, and having more diverse peers while in graduate school; were more likely to be male; defined diverse classes as having more students of color; and agreed less that having a “critical mass” of students of color was important for their participation in class. Comparison of the regression analyses (replicating them within the two different groups) revealed substantial similarity across the groups, particularly in terms of variability accounted for. Some instability across the sample should be expected given sampling variability of correlations (e.g., Maruyama, 1998); this would affect the significance of particular coefficients more than overall prediction. The general pattern was that the smaller sample (phone respondents) had fewer significant coefficients in the regressions (certainly not a surprising finding) and that the significant coefficients for the survey respondents tended to be those significant for the phone respondents plus others. In other words, even though analyses of the two subpopulations did not allow us to conclude that the two groups were equivalent, the results for each group looked

much like the overall results, supporting the conclusions drawn. Further, the magnitude of differences was fairly small and did not detract from the conclusions drawn from Tables 1 through 8.

Second, it is important to consider the present results in the context of prior research. Although strong, the results from this survey, seem less positive than those found by Orfield and Whitla (1999) in their study of law students and those found by the UCLA Higher Education Research Institute (see, e.g., Milem & Hakuta, 2000) in its study of faculty. Perhaps the survey and phone format, coupled with the focus on diversity issues, attracted a more polarized set of respondents than that which responded to broader surveys, or perhaps the singular focus on diversity issues led respondents to think more deeply about the issues, thereby eliciting a less socially desirable response. Of course, the preceding explanations are mere speculation; the reasons for differences from prior work remain unclear. Regardless, the data are consistent insofar as they support the view that faculty value institutional diversity.

Finally, given the richness of the data that were collected, many additional questions could be addressed, and additional analyses could yet be conducted. As further questions are raised, it will be important to reexamine this data set. At the same time, it is important to recognize that data in general and faculty perceptions in particular are only part of the issue. Increasingly, data that demonstrate positive educational impacts of campus diversity on students and society (e.g., Bowen & Bok, 1998; Milem & Hakuta, 2000) will become available. To the extent that institutions of higher education believe in the importance of attracting students who hold diverse perspectives, they need to determine how to weigh different factors as they articulate their admissions criteria.

ENDNOTES

¹ For a full discussion of the survey methodology and respondent characteristics, as well as more detailed statistical analysis, see Appendix I.A.

² Faculty responded using scales ranging from 1 to 5 for each question. Only the scale's end points were given verbal labels. For example, responses could range from "1" (strongly disagree) to "5" (strongly agree).

³ To maintain consistency with previously reported results, these items were left out of Table I.3 and from a factor score made up of items from Table I.3.

⁴ Because those differences may reflect other demographic differences in a changing academy, these two variables are discussed later, along with other predictors in a multivariate context.

⁵ With respect to racial and ethnic background, because of the small numbers of faculty of color in the sample, we looked only at white versus non-white as a variable.

⁶ Correlations ranged from .12 to .29.

⁷ Although this variable is used in this analysis primarily as a categorical variable, the assumption underlying this ordering is that faculty involved in gender issues will develop a stronger understanding of other diversity issues as well. The differences between the responses of men and women faculty members are consistent with such an assumption.

⁸ The categories described represent a collapsing of nine different categories into four clusters based upon the relationships among the nine categories.

⁹ Fractions do not add to a whole number, or 100 percent, because faculty responses were not consistent with the instructions, which were to total to 100 percent. Some may not have viewed the categories as mutually exclusive.

¹⁰ Appendix I.F provides a more detailed listing of findings. Appendix I.G discusses limitations and compares the findings to other research.

¹¹ We reviewed the interdisciplinary faculty carefully because of the large number in the sample drawn. A substantial number of faculty from the "hard sciences" (e.g., physical chemistry, nuclear engineering, environmental biology, etc.) were included in the sample as interdisciplinary. A total of 391 faculty on the list were identified as being in a science-based discipline. After long deliberations as to whether to exclude these faculty from the study, we decided to send the questionnaire to all 1,500 faculty and to keep an eye on response rates and responses by faculty in science-based disciplines in particular. Part of our consideration was based on our interest in determining whether diversity influences discussions/interactions in classrooms. The research team concluded that because of the way in which the survey was designed, it was most appropriate for faculty teaching in disciplines where social context may be most relevant in the curriculum and in classroom discussions/interactions.

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College Missions, Faculty Teaching, and Student Outcomes in a Context of Low Diversity

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John Locke, writing about education in the late 17th century, compares a traveler in a strange land to an unknowing child (Locke, [1693] 1947, p. 309). Locke discusses the educational benefits of travel: the learner encounters difference and has the opportunity to engage in an exchange—a dialogue with others—that ideally rewards both. He suggests that a “young gentleman” is best sent abroad “when he is of age to govern himself, and make observations of what he finds in other countries worthy of his notice, and that might be of use to him after his return; and when, too, being thoroughly acquainted with the laws and fashions, the natural and moral advantages and defects of his own country, he has something to exchange with those abroad, from whose conversation he hoped to reap any knowledge” (pp. 385-86). In so saying, Locke voices a belief in the educational value of encounters with worlds of ideas and experience different from our own.

Open dialogue across difference lies at the heart of the vision of selective liberal arts colleges today in America. As Martha Nussbaum (1997) observes:

Our country [the United States] has embarked on an unparalleled experiment.... Unlike all other nations, we ask a higher education to contribute a general preparation for citizenship, not just a specialized preparation for a career.... We do not fully respect the humanity of our fellow citizens—or cultivate our own—if we do not wish to learn about them, to understand their history, to appreciate the differences between their lives and ours. We must therefore build a liberal education that is not only Socratic, emphasizing critical thought and respectful argument, but also pluralistic, imparting an understanding of the histories and contributions of groups with whom we interact... (pp. 294-95).

**Open dialogue
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today in America.**

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Selective liberal arts colleges feel a sense of urgency about greater inclusion of students of color in the student body because they view a diverse community as essential to fulfilling their mission; yet most continue to have a student body not sufficiently diverse to ensure that students have the opportunity for dialogue across difference as often as would be desired.

Today's selective liberal arts colleges have tried to build communities crafted to offer the benefits of encounters across differences to faculty and students who enter as strangers and become collaborators in exploring a universe of ideas and perspectives shaped in part by the history each brings. In the last 30 years, these colleges have broadened their vision beyond traditional forms of difference (of interest, talent, geographic region, social class, national culture, and the like). Race has emerged as a valued source of differing insights. Though socially constructed and biologically meaningless (American Anthropological Association, [1998] 2000; Helms, 1994; Hirschfeld, 1996), race is significant in the United States because it has been and continues to be a meaningful social category used to justify differential rights of privilege and access. Its use has led to the building of subcommunities with distinctive cultural forms, different sociopolitical histories, and unique views about the history and promise of how social groups relate to one another.

This paper focuses on the educational missions of America's selective liberal arts colleges in relation to their perception of the value of diversity in fulfilling their educational goals. Having established that the majority of college missions include educational goals that must be supported by the creation of a diverse faculty and student body, I attempt to determine whether this belief is justified, by examining faculty experiences at Macalester College in St. Paul,

Minnesota. Macalester was chosen as a test case because it has many of the attributes that should predict relative success at fulfilling the promise of diversity (Astin, 1997; Chang, 1999; Milem, in press-a; Milem, in press-b; Milem & Hakuta, 2000; Pascarella & Terenzini, 1991). With a long history of commitment to diversity, Macalester has tried to incorporate this value into many facets of the college. Macalester's mission includes a commitment to multiculturalism. The college creates classroom, residential, and co-curricular environments that invite open dialogue and tolerance. These features have been found to be associated with greater success at achieving multicultural goals. Data from Macalester show that faculty support the college's commitment to diversity and believe that all students benefit from a diverse student body (and faculty).

I also suggest that selective liberal arts colleges feel a sense of urgency about greater inclusion of students of color in the student body because they view a diverse community as essential to fulfilling their mission; yet most continue to have a student body not sufficiently diverse to ensure that students have the opportunity for dialogue across difference as often as would be desired. Data from Macalester again are used to demonstrate how having too small a proportion of students of color affects classroom opportunities for conversation.

Colleges' freedom to construct educational communities that help fulfill their missions has existed since

America's founding. This right was affirmed by the Supreme Court in its 1978 *Regents of the University of California v. Bakke* decision. Alger (1997) observes:

In *Bakke*, Justice Powell cited the university's academic freedom interest in setting the criteria for selection of its students to meet its educational goals. This relationship of diversity to academic freedom and to the university's educational mission implies that each institution is in the best position to determine its own diversity goals in light of its educational objectives (p. 22).

Recently, a flood of lawsuits brought by students denied admission to selective academic programs has begun to challenge that right. In effect, these lawsuits request a weighing of the interest of an educational community whose goal is to build an environment optimized for achieving its goals against the interest of an individual applicant who claims right of entry based on a single or few metrics of merit—usually scores on standardized tests. Such a single measure might be justified if the interests of individuals superseded those of educational communities—which they may not—and if the measures perfectly indexed scholarly potential—which they do not—and if scholarly excellence, narrowly defined, were colleges' and universities' only educational goal—which it is not. Thus, I demonstrate in this paper that selective liberal arts colleges have sound, legally justifiable educational reasons for constructing racially diverse academic communities.

PART 1: CONTENT ANALYSIS OF MISSION STATEMENTS OF TOP SELECTIVE LIBERAL ARTS COLLEGES

Background

American liberal arts colleges emerged from converging social, moral, and intellectual movements of the 19th century. Virtually all were sponsored by religious denominations and served to educate ministers, train teachers, and prepare young men to become responsible, moral, ethical members of their denominational and civic communities (O'Brien, 1998). Faculty, students, and administrators usually were members of the same religious and scholarly community, often with the same European ancestry. Continuing in this tradition today are such colleges as Concordia College in Saint Paul, Minnesota, and Brigham Young University in Provo, Utah.

Most of the top 25 liberal arts colleges in the United States share this history, but evolved into nonsectarian institutions committed to the development of scholarly expertise in the arts, sciences, and humanities that would serve the broader society. This evolution was fueled in part by the extraordinary optimism felt by an educated 19th century elite who believed that scientific progress and disciplined minds could end human suffering and moral imperfection by identifying and eliminating the natural and social causes thereof. For example, a group of reformers concerned about social welfare in an increasingly mobile and industrializing world formed the American

The most selective and highly ranked liberal arts colleges continue to define their missions as incorporating academic excellence in service to society.

Social Science Association in Boston in 1865 (Furner, 1974, p. 2). One of the association's goals was to use science and knowledge to address social problems. Four divisions were created at its founding: social economy, public health, education, and jurisprudence. The founders noted that "when the laws of education, of public health, and of social economy are fully ascertained, the law of the land should recognize and define them all" (Furner, pp. 16-17).

As classic small liberal arts colleges evolved into more secular institutions, they remained committed to the pursuit of knowledge, not just in the abstract, but as a way to achieve a variety of goals for their students, to include the fostering of creative scholarly expertise and scientific progress, self-understanding, wise citizenship, and commitment to community service.

Most U.S. colleges and universities have brief, succinct mission statements that define their core goals.¹ Typically, the mission reflects the consensus of the community about its essential values and purpose. This vision usually is put in writing and made official by vote of the governing body. In theory, the performance of everyone at the college should be evaluated in part by indexing the effectiveness of their contribution to the mission. (Sample mission statements from premier liberal arts colleges may be found in Table II.1.) Some statements are quite brief, consisting of a sentence or two, often supplemented by a more extended elaboration; others are long, incorporating both a state-

ment of goals and an interpretation. The sample mission statements in Table II.1 demonstrate that America's selective liberal arts colleges share core educational values and goals even as they retain unique identities. Macalester, for example, is the only college that has "internationalism" as a core value; Washington and Lee uniquely focuses on "honor"; Williams casts its core values in a discussion of academic and civic virtues combined with character virtues. Most colleges frame their missions with reference to their past, the present, and a future to which they aspire.

Analysis of Mission Statements of Liberal Arts Colleges

Content analysis of America's "top" 28 liberal arts colleges, as ranked by *U.S. News and World Report* (2000), shows that the most selective and highly ranked liberal arts colleges continue to define their missions as incorporating academic excellence in service to society. (Appendix II.A describes the sample and methodology.)

The nine goals most often included in the mission statements of these colleges are (in order of frequency of mention): (1) the acquisition of intellectual mastery and rigor; (2) learning to value service to community; (3) learning perspectives from diversity; (4) developing self-knowledge and growing personally; (5) developing and nurturing a liberated, creative mind; (6) gaining an increased capacity for tolerance, respect, and concern for others; (7) acquiring the skills and motivation for social leadership; (8) developing

Table II.1

Excerpts from Sample Mission Statements from Selective Liberal Arts Colleges**Bowdoin College, Web (*US News & World Report*, #9)**

“...Bowdoin’s intellectual mission is informed by the humbling and cautionary lesson of the 20th century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education—the mission of the College—is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, and an independent capacity to learn, mental courage, self-discipline, tolerance of and interest in differences and cultural belief, and a willingness to serve the common good and subordinate self to higher goals.” (*Final paragraph of long mission*)

Davidson College (*US News & World Report*, #11)

“To liberate the minds of young men and women for useful lives of leadership and service.” (*Entire Mission*)

Macalester College Catalogue (*US News & World Report*, #24)

“Macalester is committed to being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society.” (*Entire Mission*)

Mount Holyoke, Web (*US News & World Report*, #16)

“Mount Holyoke College reaffirms its commitment to educating a diverse community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.” (*Entire Mission*)

Supplementary Principles of the College:

“...The liberal arts college is therefore based on and defends certain central convictions and assumptions. It maintains that the search for knowledge and compassionate understanding is a central and not a peripheral human activity. The college assumes a continuity in human endeavor, and therefore the necessity of learning in the present about and from the past. Such an institution maintains that in a diverse and increasingly divided world there is urgent need for a common language of educated awareness and rational discourse, and that the perspective gained from knowledge of the nature, scope, and quality of our various worlds is not to be mistaken for disengagement from the world as it is or might become. The liberal arts college defends the right of all to seek knowledge for its own sake, without immediate regard to its utility, and affirms also that the world would suffer without the leaven of those who engage in this pursuit. Finally, Mount Holyoke College believes that the tools of thought and attitudes of mind acquired in a liberal arts college can be translated into the acts by which, without violence, things that do violence to the world are changed.”

Trinity College (*US News & World Report*, #22)

“Trinity College is a community united in a quest for excellence in liberal arts education. Our paramount purpose is to foster critical thinking, free the mind of parochialism and prejudice, and prepare students to lead examined lives that are personally satisfying, civically responsible, and socially useful.” (*First paragraph of Mission*)

University of the South (*US News & World Report*, #25)

“The University of the South, an institution of the Episcopal Church, exists for education in such disciplines as will increase knowledge, understanding, and wisdom, pursued in close community and in full freedom of inquiry, and enlightened by Christian faith, to the end that students may be prepared to search for truth, to seek justice for all, to preserve liberty under law, and to love and serve God and humanity...” (*Excerpt from University Purpose*)

Washington and Lee University (*US News & World Report*, #14)

“Washington and Lee University has two preeminent objectives: to dedicate all its resources to developing in its students the capacity and desire to learn, to understand, and to share the fruits of their intellectual growth, and to pursue its educational mission in a climate of learning that stresses the importance of the individual, personal honor and integrity, harmonious relationships with others, and the responsibility to serve society through the productive use of talent and training.”

“...(A)ware of the great men whose name it bears, the University seeks to develop in its students the qualities of mind and spirit they exemplified and demonstrated in their regard for personal honor and integrity, for duty, for tolerance and humility, and for self-sacrifice in behalf of their fellow citizens.” (*Excerpt from Mission*)

Williams College (*US News & World Report*, #3)

“Our mission is to nurture in outstanding students the academic and civic virtues, and the related virtues of character, in the intellectual tradition of the residential liberal arts college and in the context of the current and future needs for leadership in our society. The academic virtues include the capacities to read closely, explore widely, express clearly, research deeply, connect imaginatively, listen empathetically. The civic virtues include commitment to engage the public realm and community life, and the skills to do so effectively. These virtues, in turn, have associated virtues of character. One cannot research deeply without the virtue of perseverance. One cannot listen empathetically without the virtue of tolerance and respect. One cannot be committed to community life without the virtue of concern for others...” (*Excerpt from Mission and Objectives*)

Table II.2

Core Values in Mission Statements of Top 25 (28) Liberal Arts Colleges

	Intellectual Mastery	Service to Community	Personal Growth	Diverse Perspectives	Liberated, Curious	Tolerance, Respect	Moral, Ethical	Leadership	Creativity, Imagination
1. Swarthmore College	+	+	+				+		+
2. Amherst College	+			+		+			
3. Williams College	+	+				+	+	+	
4. Wellesley College	▲	▲		▲	▲			+	
5. Haverford College	+	+	+	+		+	+		
5. Middlebury College	+	▲		▲		▲	▲	▲	
7. Pomona College	+			+		+			+
8. Carleton College	+	+	+		+			+	
9. Bowdoin College	+	+	+	+		+	+	+	
10. Wesleyan University	+	+	+		+				
11. Davidson College	▲	+			+	▲		+	▲
11. Grinnell College	+	+	+	+		▲			
13. Smith College	+	+					+	+	+
14. Washington & Lee University	+	+		+	+	+	+		+
14. Claremont McKenna College	+	+						+	
16. Mount Holyoke College	+	+	▲	+	▲	▲	▲		
17. Vassar College	+	+	+		+				+
18. Colby College	+	+	+	+	+	+		+	+
18. Colgate University	+		+	+					
18. Hamilton College	+	+	+	+	+	+	+		
18. Bryn Mawr College	+	▲		▲	▲				
22. Trinity College (CT)	+	+	+		+	+			
23. Bates College	+	+			+			+	
24. Macalester College	+	+	▲	+		▲	▲		
25. Colorado College	+	+	+	+	+	+		+	+
25. Connecticut College	+	+	+	+			+	+	
25. Oberlin College	+	+	+	+		+	+		+
25. University of the South	+	+	+		+		+		
TOTAL (Mission with or without Supplement/Supplement Only Added)	26/28	22/25	15/17	14/17	11/14	11/16	10/13	11/12	8/9

Key:

+ = Value found in core mission statement

▲ = Value found in supplement to mission statement

ethical and moral judgment; and (9) fostering creativity and imagination. The categories are self-explanatory. (See Appendix II.A for examples.)

The two categories that overlap most are “learning perspectives from diversity” (hereafter called “learning diverse perspectives”) and “gaining an increased capacity for tolerance, respect, and concern for others” (hereafter, “tolerance”). In scoring, a focus on the cognitive benefits of diversity was counted in the first category; a focus on the social-relational benefits of diversity was counted in the second category.

Table II.2 (previous page) indicates whether the mission statements of each of the 28 colleges refers to each of these values in its mission statement (indicated by “+”) or in a statement supporting and interpreting the mission (indicated by “▲”).

Table II.3 summarizes the percentage of colleges that refer to each value in their mission statement (and, sometimes, supplement) or only in the supplement. Four core values or educational goals appear in the missions of 50 percent or more of the colleges: (1) intellectual mastery and rigor; (2) service to community; (3) self-knowledge and personal growth; and (4) learning diverse perspectives. If the tolerance category is added to the learning diverse perspectives category, then 57.1 percent of the colleges would be judged to have included a diversity focus in their missions, making diversity/tolerance the third most frequently mentioned goal. When the values and goals referred to in the mission are supplemented by

Table II.3

Percent of Selective Liberal Arts Colleges that Include Each of Nine Core Values in Their Mission Statement, with and without Supplementary Materials

Values/Mean/Goals Top 28 Selective Liberal Arts Colleges	In Mission Statement		In Mission Statement and/ or Support Statement	
	%	n	%	n
1. Intellectual Mastery	92.9	(26)	96.4	(27)
2. Service to Community	78.6	(22)	89.3	(25)
3. Self-knowledge, Personal Growth	53.6	(15)	60.7	(17)
4. Learn Perspectives from Diversity	50.0	(14)	60.7	(17)
5. Liberated, Curious Mind	39.3	(11)	50.0	(14)
6. Tolerance, Respect, Concern for Others	39.3	(11)	57.1	(16)
7. Learn Social Leadership	39.3	(11)	42.9	(12)
8. Develop Ethical, Moral Judgment	35.7	(10)	46.4	(13)
9. Foster Creativity, Imagination	28.6	(8)	32.1	(9)

those appearing in explanatory materials, proportions increase, but the relative order remains almost the same with six values endorsed by at least half of the colleges: (1) intellectual mastery (96 percent); (2) service to community (89 percent); (3) self-knowledge and personal growth (61 percent); (4) learning diverse perspectives (61 percent); (5) tolerance (57 percent); and (6) a liberated, curious mind (50 percent).

It is striking that except for “creativity and imagination,” all the values and goals listed are supported by more than 40 percent of the 28 colleges. This finding strongly supports the conclusion that America’s selective liberal arts colleges continue to have as their core missions a range of developmental outcomes that include intellectual goals in the service of social, personal, and ethical goals, not just the decontextualized acquisition of analytic and specialist expertise.

It is clear that liberal arts colleges in general are likely to have a contemporary commitment to diversity, as reflected in their mission statements.

PART II: MACALESTER COLLEGE

Enacting Diversity in the Absence of Structural Diversity

It is clear that liberal arts colleges in general are likely to have a contemporary commitment to diversity, as reflected in their mission statements. Macalester College is proud to have flown the United Nations flag below the United States flag since the U.N.'s founding; the college also has a historic commitment to domestic diversity. Like many U.S. colleges and universities, Macalester launched a major initiative to recruit students of color in 1968. But Macalester's outreach was far more ambitious and well-planned than most (Peterson, Blackburn, Gamson, Arce, Davenport & Mingle, 1978). In a study of the introduction of African Americans to 13 historically white campuses, researchers found that "Macalester made the most extensive commitment to black enrollments and drafted the most comprehensive initial plan for black and other minority programs" (p. 101).² Students of color of all ethnicities were eligible for the program.

- Fully 92 percent of Macalester College's faculty respondents said that having a racially or ethnically diverse student body was essential or very important to achieving the college's mission, and approximately 90 percent disagreed with the view that a focus on racial and ethnic diversity lowered the quality of the institution or the student body.

The national Faculty Classroom Diversity Questionnaire (described

and analyzed in the Maruyama & Moreno study in this monograph) was pilot tested at Macalester in spring 1998. The questions in the pretest were substantially the same as those in the final survey (which is reproduced as a supplement to this monograph).³ The results of the pretest survey indicated that, on average, Macalester faculty found diverse classrooms to have positive educational outcomes. These results may be unique to Macalester at least in part because the college has many of the institutional features that facilitate successful outcomes in multicultural learning environments. A full report of this research may be found in a soon-to-be-published paper (Gudeman, in press) in which I report that Macalester College faculty members find teaching in diverse classrooms to have many specific benefits that occur more frequently in multicultural than in monocultural environments. Faculty who have had more experience with structurally diverse classrooms report greater benefit.

Fully 92.3 percent of the 78⁴ faculty respondents indicated that having a racially or ethnically diverse student body was essential or very important to achieving the college's mission. Ninety percent of the faculty members *disagree* with the view that too much focus on racial and ethnic diversity has lowered the quality of the institution, and 89 percent *disagree* with the view that an emphasis on diversity has lowered the quality of the student body.

The majority of faculty with experience teaching in structurally diverse

classes report the following classroom benefits: (a) students become more willing to examine their perspectives and values; (b) students are introduced to more issues and perspectives; (c) students are exposed to ideas and points of view that they disagree with or do not understand; (d) students' stereotypes about important issues in academic disciplines are confronted more often; and (e) students' social and political stereotypes are confronted more often. Faculty respondents who assigned readings or taught classes in which race and ethnicity was a focal topic reported greater benefit than did those who did neither. For example, faculty members who teach content related to diversity found that students in racially and ethnically diverse classes developed a heightened capacity to think critically. Finally, most faculty members did not find that racial and ethnic diversity in the classroom created barriers to discussion or tension that disrupted the educational goals of the class.

When asked whether a critical mass of students of color was important, faculty respondents agreed overwhelmingly that students of color participated in class discussions more often when other students of color were present. Eighty percent of faculty members who taught classes focused on race or ethnicity reported that a critical mass of students of color enhanced the beneficial effects of diversity. Interestingly, when asked to define a "critical mass," the majority of faculty members reported a percentage

higher than they had ever taught and higher than the overall proportion of students of color at Macalester.

The Faculty Classroom Diversity Questionnaire results also indicated that Macalester faculty found diversity an important tool in fulfilling the college's mission; and faculty also reported a variety of positive educational benefits to all students. These benefits are enhanced when greater diversity is present or when a core topic in the class concerns race.

The more a commitment to achieving its goals permeates an institution, the more successful the institution is likely to be at reaching those goals. One index of the pervasiveness of a college's goals is support from a faculty possessing cherished rights to freedom of thought and opinion. As Lowe (1999) points out, "Centrally expressed values and activities promoting diversity ... [may] emanate from the leaders of colleges and universities." However, he continues, "[i]f the opinions and beliefs of institutional constituents do not corroborate the expressed values about pluralism of the institution itself, the academic environment will be inhospitable" (p. 15).

Macalester's values are enunciated in a concise mission statement: "Macalester is committed to being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society." At the college, these values have been referred to as "the pillars." But do the faculty believe that the

Faculty members who teach content related to diversity found that students in racially and ethnically diverse classes developed a heightened capacity to think critically.

**Regardless of their
personal educational
priorities, faculty
members report that a
diverse campus benefits
all students.**

college is committed to enacting this mission? And are the faculty personally committed to the mission?

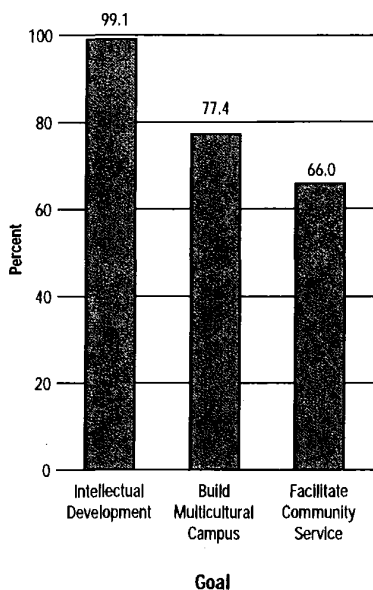
I addressed these questions using data from UCLA's fall 1998 Higher Education Research Institute survey of 104 Macalester faculty members, a part of the institute's periodic survey of faculty at several hundred institutions of higher learning (Higher Education Research Institute, 2000; Sax, Astin, Korn & Gilmartin, 1999).⁵ One part of the survey solicited information about faculty members' perceptions of their institution's commitments and of the campus climate; another focused on faculty members' personal views about the goals of education, their own motivations for entering academia, their professional goals and rewards, and their opinions about a variety of academically controversial issues. I selected for analysis questions that pertained to three of Macalester's core values: high standards of scholarship or academic excellence, service to community, and multiculturalism.⁶

Most Macalester faculty members perceive the college to be committed to its core values and support them personally as well, though different ones may have higher priority for different faculty members. Regardless of their personal educational priorities, faculty members report that a diverse campus benefits all students.

• Macalester faculty members perceived creating a multicultural campus as a high institutional priority.

A set of items in the Higher Education Research Institute survey asked faculty respondents to indicate whether a list of goals had "highest priority," "high priority," "medium priority," or "low priority" at their college or university. Three of these items reflect Macalester's core values: (1) "to promote the intellectual development of students" (hereafter, "intellectual development"); (2) "to facilitate student involvement in community service" (hereafter, "community service"); and (3) "to create a diverse multicultural campus environment" (hereafter, "diverse environment"). On average, faculty members perceived all three goals to be a high or highest priority at a rate significantly above chance. On a scale in which 4 = highest priority, 3 = high priority, and 2 = medium priority, the average faculty score was 3.88 on intellectual development,⁷ 3.10 on a diverse environment,⁸ and 2.8 on community service.⁹ Although the perceived commitment level was high for all three values, faculty saw the institution as more committed to intellectual development than to the other two values, and they perceived the college to be significantly more committed to a diverse environment than to community service.¹⁰ (Figure II.1 shows the average scores on each core value item.)

Figure II.1
 Percent of Faculty Who Judge the
 Institution to Hold Core Values as High
 or Highest Priorities



Macalester faculty members overwhelmingly (99 percent) perceived the college as having the intellectual development of students as a high priority. A large majority (77 percent) also perceived the college as being committed to a diverse environment. Faculty members were somewhat more divided as to whether community service was a priority, although a majority (66 percent) agreed that it was.

- A substantial majority of Macalester faculty members said that teaching about race and ethnicity was an essential or very important educational goal for undergraduate students.

The question addressed in this section was whether faculty members

support the college's core mission.

Macalester faculty members were virtually unanimous in saying that developing students' ability to think clearly was a very important or essential goal of their teaching, and a majority of faculty members said that preparing students for responsible citizenship and enhancing their knowledge and appreciation of other racial and ethnic groups were essential or very important goals.

Five items on the institute's survey measured faculty support for three of Macalester's educational goals for undergraduates. The precise list varied somewhat from the list of institutional priorities cited in the preceding section of this paper. Faculty members were asked to indicate whether they personally judge a list of educational goals for undergraduates to be "essential," "very important," "somewhat important," or "not important." Support for multiculturalism was measured by asking if a personal goal was to "enhance students' knowledge of and appreciation for other racial/ethnic groups" (hereafter, "teaching about race and ethnicity"). Scholarly excellence was measured by two goals: (1) to "develop the ability to think clearly" (hereafter, "teaching clear thinking") and (2) to "teach students the classic works of Western civilization" (hereafter, "teaching Western classics"). A commitment to community service was also indexed by two goals: (1) to "prepare [students] for responsible citizenship" (hereafter, "preparing for citizenship") and (2) to "instill in students a commitment

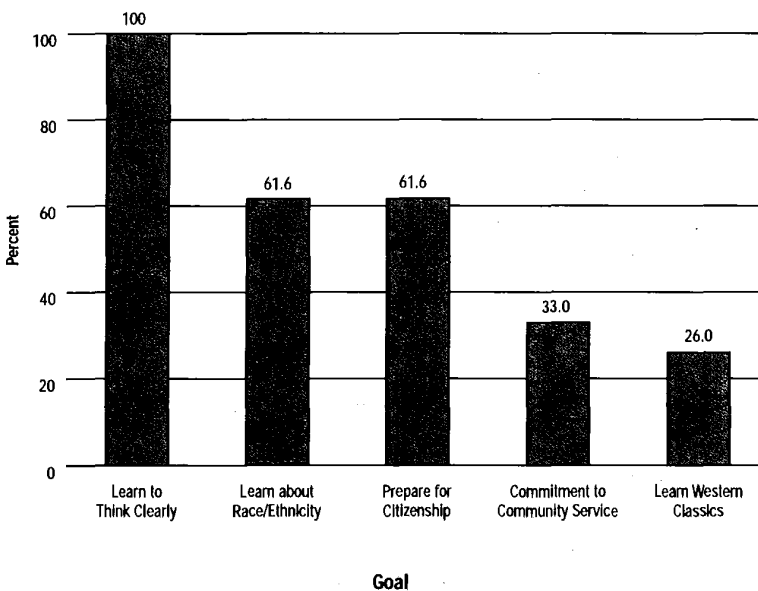
to community service” (hereafter, “preparing for community service”).

Faculty respondents viewed all five goals as at least somewhat important, but only three were judged to be very important or essential by a majority of the faculty members: teaching clear thinking; teaching about race and ethnicity; and preparing for citizenship. Figure II.2 shows the percent of faculty who believed that each of the goals was essential or very important.

Faculty respondents unanimously supported teaching clear thinking; all 102 faculty respondents¹¹ viewed it as either essential (89.2 percent) or very important (10.8 percent), while only 26 percent viewed teaching Western classics as essential or

very important. A majority of respondents (61.6 percent) supported teaching about race and ethnicity, with 38.4 percent saying such learning was very important and 23.2 saying such learning was essential. An identical percentage (61.6 percent) supported the goal of preparing for citizenship, again with 38.4 percent saying it was very important and 23.2 percent saying it was essential. In contrast, only 33 percent of faculty members strongly supported the goal of preparing for community service, with 27 percent saying it was very important and 6 percent saying it was essential. Faculty members who had “teaching about race and ethnicity” as a goal also strongly supported preparing for citizenship and preparing for community service, suggesting that the same faculty members are likely to support strongly (or not) these social goals.¹²

Figure II.2
Percent of Faculty Who Perceive Each Educational Goal as Essential or Very Important



• Macalester faculty members overwhelmingly believe that a racially and ethnically diverse student body enhances the educational experience of all students.

Although the Higher Education Research Institute survey did not ask faculty members to evaluate whether specific kinds of educational benefits were more likely to accrue in diverse classes, it did ask whether they agreed strongly, agreed somewhat, disagreed somewhat, or disagreed strongly with the statement that “a racially/ethnically diverse student body enhances the educational experience of all students” (hereafter,

“diversity enhances learning”). I used the responses to this item as a measure of whether faculty members perceive diversity as contributing to the college’s ability to fulfill its educational mission.

Overall, Macalester faculty reported almost unanimously that the presence of students of color has educational value. A remarkable 97 percent of the 100 respondents either agreed strongly (64 percent) or agreed somewhat (33 percent) that diversity enhances learning.¹³ Only three faculty members disagreed somewhat, and none disagreed strongly. This strong endorsement means that the majority of faculty who do not wholeheartedly endorse some of the practices used to try to create a diverse environment or who are not fully committed to the importance of learning about race and ethnicity *still* find a diverse learning environment to be of educational benefit. Of the 26 percent of Macalester faculty who view learning Western classics as essential or very important, fully 96 percent agree (half of them strongly, half of them somewhat) that diversity has educational benefits. Similarly, 96 percent of those who think that learning about race and ethnicity is of little or no importance agreed strongly (43.2 percent) or agreed somewhat (51.4 percent) that diversity enhances learning. Finally, even those few who believe that “promoting diversity leads to the admission of too many underprepared students” rated diversity to be of value. Of the 21 faculty members who hold

this view, 33.3 percent agreed strongly and 66.7 percent agreed somewhat that diversity enhances learning.

At Macalester, only three faculty members in a sample of 100 judged that having a diverse environment did not contribute to the educational experience of students.

- **Forty percent of Macalester’s classes have no African-American or Latino students in them, and U.S. students of color find themselves the sole member of their race or ethnic group in two-thirds of their classes.**

Although selective liberal arts colleges such as Macalester seek a diverse student body and are more likely to provide the classroom climate, teaching-oriented faculty, and pedagogical environment that can make effective educational use of diversity, they are, arguably, the institutions least likely to have diverse classrooms. Milem (in press-a), using data from the Higher Education Governance Institutional Survey, reports that at Carnegie I Category liberal arts institutions,¹⁴ the average percentage of students who are Americans of color is 8.6 (3.6 percent African American, 2.9 percent Asian American, 1.8 percent Latino, and 0.2 percent Native American.)

Macalester prides itself on small class sizes and the use of non-lecture based teaching methods. But all too often, Macalester’s classes are not diverse, even though the college has a larger proportion of U.S. students of color (an eight-year average of 13 percent; 17 percent in the fall

Table II.4

Percentage of Classes of Five or More Students Containing NO students of a Given Category, Spring 1998

	%	n
Percentage of Classes with:		
No students from underrepresented racial/ethnic groups (African American; Latino; Native American)	40.2	142
No Native American students	98.6	348
No African-American students	63.5	224
No Latino students	62.9	222
No U.S. students of color (Above + Asian American)	23.2	82
No Asian-American students	49.6	175
No International students	28.9	102
No European-American students	0.0	353

1999 entering class) than most liberal arts colleges. To determine how frequently students and faculty experience diverse classrooms at Macalester, I examined the distribution of students by racial category in all 353 classes with five or more registered students taught in the spring 1998 semester. In fall 1997, the racial and ethnic composition of registered students was 76 percent European American, 3 percent African American, 3 percent Latino, and 4 percent Asian American, with a negligible representation of Native Americans. Table II.4 shows the percentage of classes in which given categories of students were entirely absent.

No classes failed to have a white student. Forty percent of classes had no U.S. student of color from an underrepresented group (African American, Latino, and Native American). When data on Asian-American enrollments are combined with those for other students of color, 23 percent of classes still had no student of color. Macalester also

values internationalism; yet 29 percent of its classes had no international students enrolled in them. Students in the 142 classes with no underrepresented students of color, or in the 102 classes with no international students, thus were unable to share perspectives and engage in dialogue with members of these communities or to explore the similarities and dissimilarities that exist across differences of race and nationality. That the classes may have been conducted in a teaching style likely to facilitate such exchanges was moot.

The absence of students of color from 23 percent of Macalester's classes that semester represents a lost opportunity for students to engage in dialogue across racial and ethnic lines.

Respondents to the Faculty Classroom Diversity Questionnaire who found that diversity had pedagogical value reported that classroom dialogue was more successful when a critical mass of students of different racial/ethnic groups was present. When faculty who view diversity as a teaching tool have no students of color—or only token representation—in their classes, they also feel a sense of lost possibility.

Now let's reverse the perspective and focus on what students of color likely experienced in the classes in which they *were* enrolled. Table II.5 shows the percentage of classes in which U.S. students of color found themselves the *only* member of their racial or ethnic group.

In most of their classes, American students of color were the sole member of their racial or ethnic

group. Native American students were never in a class with any other Native Americans. About two-thirds of the time, African-American and Latino students were the sole member of their racial or ethnic group in class. Asian Americans had this experience about 61 percent of the time. When a student is the only member of his or her race or ethnicity in a class, both the student and his or her classmates lose the opportunity to explore the similarities and differences of perspective, experience, and belief that exist within and between socially significant groups.

The cost to students of color from historically undervalued groups who are alone in the classroom may be even greater. Social psychologists have found that being a solo minority in a group can have negative consequences. A solo is more likely to be objectified and treated as representative of a category than as a unique person. When a person is a solo or part of a very small minority, then both she and majority others are more likely to perceive her participation as either anomalous or discrepant and to overemphasize racial difference when perceiving and assessing "the other." Virginia Valian (1998) has summarized some of these dynamics in the context of gender. She describes research showing that performance expectations for women become increasingly positive as women make up an increasing proportion of a given performance category, even while remaining a minority. Furthermore, as the proportion of women increases, less and

Table II.5

Percentage of Classes Taken by U.S. Students of Color in Which They Were a Solo, Spring 1998

Of those Macalester College classes of five or more students that enrolled U.S. students of color, how often did the student find themselves to be the ONLY member of their specific race/ethnicity in the class?

	% Solo	Solo/All Classes Registered
Percent of Classes in which the student was a solo:		
Solo/All Classes Registered		
The only Native American student	100.0	5/5
The only African-American student	66.7	86/129
The only Latino student	64.1	84/131
The only Asian-American student	61.2	109/178
The only European-American student	0.0	0/353

less attention is focused on the individual as a female rather than as, say, a student. As Valian notes, "Perhaps counterintuitively, the more numerous women are, the less important their gender is" (p. 139). Analogously, it can be argued that the more numerous students of color are, the less they will be perceived only as icons of their race or ethnicity.

When I have reported these findings at Macalester, many faculty and administrators have been surprised (though they soon recognized that they should not have been). On a campus that values small classes and the student body of which comprises approximately 13 percent students of color, a large minority of classes inevitably will have either no students of color or solo representation. It really is more a matter of mathematical and probability theory than social theory. In fall 1998, Macalester had an average of 16.7 students per class; in fall 1999, the average was 16.3 students per class. The expected

number of students of color in a class with 16.3 students, given 13 percent students of color, is two. Given 4.1 percent African-American students (the proportion in fall 1999), a class would have to have had 49 students before the expected number of African-American students would have reached two. In fall 1999, when only 2.7 percent of students were Latino, a class of 74 students would have been needed before a Latino student could expect to be in class with another Latino. But classes rarely reach this size at Macalester. For example, of the 395 courses offered in fall 1999, only 12 (3 percent) enrolled 40 or more students. And larger classes are less likely than smaller ones to offer opportunities for students to participate in discussion.

A similar distributional phenomenon is characteristic of classes of 15 to 25 students at all colleges and universities with minority populations of less than about 15 percent, regardless of total enrollment. For example, 11.4 percent of the University of Minnesota-Twin Cities' 45,361 students in fall 1998 were U.S. students of color. Of those, 3.2 percent were African American, 0.7 percent were Native American, 7.1 percent were Asian/Pacific American, and 2.0 percent were Chicano/Latino.¹⁵ This large public university, whose mission includes a commitment to diversity, would be expected to have monocultural learning environments in many (20-30 percent) of its smaller classes, even though the

total number of students of color enrolled (5,150) was much greater than at Macalester.¹⁶

Of course, students do not randomly distribute themselves across course offerings, so some classes at Macalester have robust "critical masses" of students of color. Consider, for example, the distribution of African-American students in classes in spring 1998: the departments of chemistry, dramatic arts, physics, political science, psychology, and religion each had two or more African-American students in at least 25 percent of their classes. Yet 25 other academic programs had two or more African-American students in fewer than 25 percent of their classes; 11 of the programs had no classes with more than one African-American student. The figures would be far more dismal for Native American students, about the same for Latino students, and slightly better for Asian-American students.

PART III: SUMMARY AND CONCLUSION: THE CASE FOR DIVERSITY

The analysis of the 28 selective liberal arts colleges' mission statements presented in Part 1 of this paper documents that these colleges continue to have a wide range of educational goals, including academic excellence; learning diverse perspectives from people of diverse races, ethnicities, and cultures; commitment to community service; and personal and moral growth. The data presented in

Part 2 show Macalester College as a particular case of the relationship between an institution's mission, its faculty's perception of the college's commitment to the mission, faculty members' own commitment to it, and their judgment about whether a diverse environment enhances students' educational experience. Analysis of both data sets—the Faculty Classroom Diversity Questionnaire Pretest and the Higher Education Research Institute faculty survey—suggests that at Macalester College, diversity is judged to have great educational value. But Macalester often is unable to benefit from diversity because the student population in a sizable minority of its classes is monocultural or at best minimally bicultural.

The inability to enact its mission in many classes is a source of great concern at the college. The fact that Macalester is similar to many other smaller liberal arts colleges in the country, along with substantial anecdotal evidence, suggests that Macalester is not unique. In the debate about who should have the “right” to be admitted to selective colleges and universities, the historic commitment of liberal arts colleges to create communities that support their educational missions—both academic and social—has been lost or minimized. Yet in virtually every college community, the capacity for these other kinds of learning—potentials not measured by IQ and

SAT tests—is critical to the institutions' well-being and therefore is and ought to be an essential element in decisions about student admission, faculty and staff hiring, academic programs, and extracurricular activities. The debate about affirmative action and current legal cases have deflected public discourse away from consideration of the range of qualities that makes individuals potentially valued participants in a learning community. It has ignored the educational value of a diverse learning environment to *all* students—a value attested to even by expert scholar/teachers who themselves do not teach about diversity in their classes. To the dismay of colleges and their faculties, who seek to shape their communities so as optimally to fulfill all their educational goals, the debate has failed to address the fundamental question of how well test scores and high school grades predict a potential student's commitment to community service, to engagement with and learning from others of different beliefs and perspectives, or to demonstrating intellectual courage or artistic creativity. Considering qualities of character, commitment, and service—side by side with academic achievement and intellectual promise—represents a practice and a set of values that existed long before affirmative action was ever heard of, and will continue long after affirmative action ceases to be necessary.

In the debate about who should have the “right” to be admitted to selective colleges and universities, the historic commitment of liberal arts colleges to create communities that support their educational missions—both academic and social—has been lost or minimized.

APPENDIX II Methodology Used in Analyzing the Mission Statements of the Top 25 (29) National Liberal Arts Colleges

Sample

The sample colleges were the top 25 national selective liberal arts colleges in *U.S. News and World Report's* (2000) most recent listing of the top 40 such schools. *U.S. News and World Report* classifies institutions of higher learning according to the categories developed by the Carnegie Foundation for the Advancement of Teaching (1994; 2000). The Carnegie Foundation based its 1994 sorting on the highest degree awarded at institutions. Those whose highest degree awarded is a bachelor of arts are categorized as "Liberal Arts" or "Baccalaureate" institutions. This group is further subdivided into "Liberal Arts I" and "Liberal Arts II" categories on the basis of selectivity (judged by entering students' entrance exam scores and high school class rank). *U.S. News and World Report* labels the 162 Carnegie Liberal Arts I institutions "national liberal arts colleges" and the 429 Liberal Arts II colleges "regional liberal arts colleges." The magazine has developed a grading system that ranks the quality of institutions within each Carnegie category. Attributes which contribute to the ranking are: academic reputation, student retention, faculty resources, student selectivity, financial resources, graduation rate, and alumni giving.¹⁷ *U.S. News* has chosen to focus attention on the qualitative ranking of the top 40 national liberal arts colleges that appear in a separate list accessible from the magazine's web page. There are actually 29 institutions in *U.S. News's* top 25 because five colleges are ranked 25th as a result of ties.

The colleges, in order, are: (1) Swarthmore College, (2) Amherst College, (3) Williams College, (4) Wellesley College, (5) Haverford College, (5) Middlebury College, (7) Pomona College, (8) Carleton College, (9) Bowdoin College, (10) Wesleyan University, (11) Davidson College, (11) Grinnell College, (13) Smith College, (14) Washington and Lee University, (14) Claremont McKenna College, (16) Mount Holyoke College, (17) Vassar College, (18) Colby College, (18) Colgate University, (18) Hamilton College, (18) Bryn Mawr College, (22) Trinity College CT, (23) Bates College, (24) Macalester College, (25) Colorado College,

(25) Connecticut College, (25) Oberlin College, (25) The University of the South, and (25) Barnard College.

Procedure

I sought the official mission statements for each of the top 29 institutions by searching web sites and by consulting a compilation of mission statements of the top 40 national liberal arts colleges prepared by Macalester College's Office of Institutional Research. My goal was to locate statements that had been officially endorsed by the institutions' governing bodies or that otherwise expressed an enduring collective institutional mission. I was able to locate statements that appeared to reflect a collective commitment for 28 of the colleges; however, I was unable to locate a mission statement that I was confident about for Barnard College. The current president, Judith Shapiro, discussed Barnard's mission in her inaugural speech in 1994. At least one subsequent reference is made to her inaugural statement, in a letter from her welcoming visitors to the college web site: "As I said in my 1994 inaugural address, Barnard is committed to the mission of a women's college, to the importance of New York City as a classroom, and to a liberal arts education that prepares our students to move across cultural boundaries." Had this statement been used in the analysis, the results would have been approximately the same.

Analysis

Some mission statements go by other names, such as "statement of purpose." Some are quite brief; others are much longer. Some have closely associated supplementary statements that expand on the mission, sometimes elaborating on the core values and goals, sometimes describing conditions necessary for fulfilling the mission. I also analyzed these; in creating numerical summaries of the frequency of occurrence of different educational goals and values, I indicated whether the value appeared in the core mission (and possibly also in the supplement) or only in the supplement.

Table II.6

Nine Categories of Core Values Found in Mission Statements, with the Subcategories Included in Each, and Examples

Values/Mean/Goals Top 28 Selective Liberal Arts Colleges	Initial Categories Combined	Examples
1. Intellectual Mastery	1	<p>“Middlebury College is committed to excellence throughout its liberal arts curriculum [and] admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment.”</p> <p>“For its students, the aims of Oberlin College are: ...to equip them with skills of creative thought, technique, and critical analysis...; to acquaint them with the growing scope and substance of human thought; to provide for their intensive training in the discipline of a chosen area of knowledge.”</p>
2. Service to Community	5, 19	<p>“[Middlebury] College seeks students who are actively involved and committed to the ideals of community.”</p> <p>“For its students, the aims of Oberlin College are: ...to expand their social awareness, social responsibility ... so as to prepare them for ... useful response to the present and future demands of society.”</p>
3. Self-knowledge, Personal Growth	2	<p>“...a concern for individual growth ... personal growth.” (Haverford)</p>
4. Learn Perspectives from Diversity	9, 16	<p>“...recruit faculty and students representing diverse backgrounds and perspectives.” (Haverford)</p> <p>“[Bowdoin] College also causes these [individual] decisions to occur in a context of density and variety—of ideas, artistic expression, and exposure to other cultures and races—so that personal identity will not become an illusion of centrality.”</p>
5. Liberated, Curious Mind	14, 15	<p>“Bowdoin makes few decisions for students ... believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives...”</p>
6. Tolerance, Respect, Concern for Others	8, 18	<p>“...an education that leads one out of the narrowness and prejudices of one’s own experience and toward a fuller awareness of oneself and the world.” (Bryn Mawr)</p> <p>“Within a framework of mutual respect ... students question one another’s ideas and assumptions.” (Amherst)</p>
7. Learn Social Leadership	4	<p>“...develop ... perceptive leaders.” (Colgate)</p> <p>“Middlebury ... expects its graduates to be ethical leaders able to meet the challenges of informed citizenship.”</p>
8. Develop Ethical, Moral Judgment	3	<p>“... the excellence of its academic program is deepened by its spiritual, moral, and ethical dimensions...” (Haverford)</p> <p>“For its students, the aims of Oberlin College are: ... to expand their ... capacity for moral judgment.”</p>
9. Foster Creativity, Imagination	11	<p>“For its students, the aims of Oberlin College are: ... to foster their understanding of the creative process and to develop their appreciation of creative, original work.”</p>

Stage 1 of data analysis consisted of reading through all the mission statements to get an overview of the kinds of values and goals expressed. Stage 2 involved identifying and clustering similar goals and values. I underlined each primary goal, principle, or value and assigned it a code number. To ensure that my analytic categories reflected the core meanings in the missions, I initially used 18 categories for classifying key meanings. (The categories are listed below.) The first number to follow each category indicates the number of core missions statements (or mission statements and supplements) that include that value. The second number (after the slash) adds to the prior sum the number of instances in which a value appeared only in a supplementary statement and not in the core mission. The eighteen classes of values and educational goals were:

- (1) academic rigor and mastery, 27/28;
- (2) personal growth, individual development, self-knowledge, 15/17;
- (3) ethical and moral judgment, moral development, 10/13;
- (4) social leadership, 11/12;
- (5) serve the community, 22/24;
- (6) internationalism, 1/1;
- (7) bring about social change, 0/1;
- (8) tolerance of, respect for others, 10/15;
- (9) learn new cultural perspectives from diversity, 8/11;
- (10) explore spiritual life, 1/2;
- (11) self-expression, creativity, and imagination, 8/9;
- (12) cooperate with others, 0/1;
- (13) acquire a liberated, independent mind, 11/12;
- (14) acquire curiosity, 4/6;
- (15) seek understanding via interactions with diverse others (face-to-face focus), 15/18;
- (16) social growth, 0/1;
- (17) compassion, empathy, concern for others, 5/5;
- (18) and responsible citizenship, 4/5.

In Stage 3 of the analysis, I combined categories that were closely related, ultimately reducing the number of categories to nine (I eliminated five categories that appeared only in one mission or supplementary statement, including: (6) internationalism, found only in Macalester's mission; (7) bring about social change, found only in Mount Holyoke's supplementary statement; (10) explore spiritual life, found only in The University of the South's mission; (12) learn to cooperate with others, also found only in Mount Holyoke's supplementary statement; and (17) social growth, which appeared only in Macalester's supplementary statement). The nine final categories were:

- (1) acquisition of intellectual mastery and rigor;
- (2) learning to value service to community;
- (3) learning perspectives from diversity;
- (4) developing self-knowledge and growing personally;
- (5) developing and nurturing a liberated, creative mind;
- (6) gaining an increased capacity for tolerance, respect, and concern for others;
- (7) acquiring skills and motivation for social leadership;
- (8) developing ethical and moral judgment; and
- (9) fostering creativity and imagination.

Table II.6 (previous page) lists the nine categories, indicates which of the 18 original categories were combined to create them, and provides examples of each from the mission statements.

ENDNOTES

¹ I focus on the mission statements of national liberal arts colleges because that is the category of institution within which Macalester College (the institution on which I focus later in the paper) falls. However, the mission statements of most colleges and universities—both public and private—are similar in content to those of liberal arts colleges.

² Macalester has had a more uneven record with respect to providing adequate support services for students of color over the past 30 years. While such services have been supplied continuously, their extent and effectiveness have waxed and waned; currently, under President Michael McPherson, they are in a period of growth and increasing strength.

³ Full details of the methodology may be found in Gudeman (in press). A total of 132 faculty received the questionnaire in May 1998; 81 responded, representing a good cross-section by gender, academic rank, and discipline.

⁴ Throughout the paper, reports on individual items specify the number of faculty who responded to the question being discussed. For example, 78 of the 81 faculty respondents answered this question.

⁵ As a participant in the Higher Education Research Institute survey, Macalester has access to the data from its campus. A total of 161 faculty received questionnaires; 104 faculty responded.

⁶ The fourth value, internationalism, is unique to Macalester among the 28-campus sample of missions described above. No questions on the Higher Education Research Institute survey pertain to internationalism specifically.

⁷ One sample t test = 28.45, $df = 101$, $p < .0001$.

⁸ One sample t test = 6.66, $df = 99$, $p < .0001$.

⁹ One sample t test = 2.84, $df = 101$, $p < .0001$.

¹⁰ Paired two-sided t tests were used to compare the average level of importance that faculty assigned to intellectual development ($M = 3.76$, $SD = .45$), community service ($M = 2.84$, $SD = .86$) and diverse environment ($M = 3.10$, $SD = .91$). On average, faculty assigned intellectual development a higher importance rating than they did diverse environment ($t(101) = 6.882$, $p < .0001$) or community service ($t(99) = 9.839$, $p < .0001$). Diverse environment was rated as significantly more important than community service ($t(99) = 2.803$, $p < .01$).

¹¹ In this and subsequent reports of individual items on the HERI survey, the indicated number of faculty respondents may be lower than the number of total respondents (104) because not all respondents answered the particular question.

¹² The statistically significant correlation coefficients among these three variables ranged from .41 (teaching about race/ethnicity//preparing for citizenship), to .56 (teaching about race/ethnicity//preparing for community service and also preparing for citizenship//preparing for community service). These correlations were appreciably higher than other significant, but much smaller correlations among the five indices of personal goals. I tested the significance of the difference between paired correlations and found that the correlations among citizenship, community service, and race/ethnicity were significantly larger than the correlations between these variables and teaching clear thinking or teaching Western classics, or the correlation between the latter two variables.

¹³ Milem and Hakuta (2000) report that the multi-institutional national sample of faculty surveyed by the Higher Education Research Institute in 1998-99 also overwhelmingly

(over 90 percent) view diversity in the classroom as having educational value for all students (p. 48).

¹⁴ See Appendix II for a description of Carnegie Liberal Arts I colleges.

¹⁵ This information is from the University of Minnesota web site. Total enrollment is found at <http://www1.umn.edu/systemwide/factsenrollment.html>. Minority enrollments are found at <http://www.aamd.umn.edu/mad/soc.enroll.html>.

¹⁶ See also Maruyama and Moreno, in this volume.

¹⁷ Further information about the measures and their weight is available at the *US News and World Report* web site: <http://www.usnews.com/usnews/edu/college/corank.htm>.

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The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms

PATRICIA MARIN, PH.D.

Many educators believe “that educating *all* students for a diverse society and world is part of an emerging institutional mission—one from which all students might benefit and one for which having students from diverse backgrounds is a genuine asset” (Smith, 1997, p. 11, italics original). However, affirmative action opponents are challenging the race-sensitive means colleges and universities use to create racially and ethnically diverse campuses. The resulting debate about racial and ethnic diversity and affirmative action has led social scientists to try to better understand the dynamics and experiences involved. As part of this effort, many have undertaken empirical studies of racial and ethnic diversity in higher education.

“Since teaching and learning are at the heart of the academic enterprise” (Schneider & Schoenberg, 1998, p. 6), it is important to understand how racial and ethnic changes in the college student population are affecting the environment in individual college classrooms. Yet, most college environment studies focus on the overall institutional environment or campus climate (Smith, 1997), not the classroom environment. Studies of the effects of diversity in the college classroom have focused primarily on either cross-cultural learning between domestic and international students¹ or courses that center on topics of race.² In addition, because existing research on cross-racial and cross-ethnic experiences has tended to be quantitative, the qualitative components of the interactions are not clear. Close investigation of the nature of these interactions will help us better understand how and why particular outcomes result from interactions among racially and ethnically diverse students. This paper attempts to do just that by describing a qualitative study of specific interactive multi-racial/multi-ethnic classrooms.

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“I want people to be
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the classroom.”**

The initial purpose of the research presented here was to gain a better understanding of what occurred in interactive, multi-racial/multi-ethnic classrooms.³ I wanted to learn about the experiences of faculty members and students, the teaching methods and course content, and the characteristic classroom dynamics in such settings. I therefore designed a qualitative, multiple case study of three interactive, multi-racial/multi-ethnic classrooms at the University of Maryland, College Park, one-third of whose student population comprises people of color. The classrooms were selected on the basis of a profile arising out of existing studies about classrooms, teaching, and learning. All three courses were primarily for upperclass students. One was an education course geared toward teacher preparation; one was an English literature course; and the third, the only course whose topic centered on issues of race and ethnicity, was in women’s studies. Ultimately, I analyzed data I had obtained over the course of a semester from interviews, focus groups, classroom observation, and documents in order to generate themes about faculty and student experiences in racially and ethnically heterogeneous classes that use non-lecture teaching methods.⁴ This paper presents a summary of the data, an interpretation of the data, and some thoughts about teaching and learning inspired by the data.

THE EDUCATIONAL VALUE OF MULTI-RACIAL/MULTI-ETHNIC CLASSROOMS

Analysis of the data revealed that each of the three classrooms was characterized by three overarching themes: (1) racial and ethnic diversity is necessary but not sufficient for creating the most effective educational environment; (2) racial and ethnic diversity increases the educational possibilities of the classroom; and (3) multi-racial/multi-ethnic classes enhance educational outcomes.

- Racial and ethnic diversity is necessary but not sufficient for creating the most effective educational environment.

The study’s findings indicate that the racial and ethnic diversity of students in a classroom is important to both teaching and learning. As one professor said, “I want people to be able to represent diversity, not just talk about it. So, in fact, I *need* diversity in the classroom.” Faculty participants indicated that a multi-racial/multi-ethnic classroom enhances the success of their teaching methods more than a primarily homogeneous class. In addition, students in multi-racial/multi-ethnic classes have a wider range of experiences that can be shared and used to enhance the curriculum. Ultimately, faculty members’ learning goals are better achieved in multi-racial/multi-ethnic classrooms.⁵

Although students and faculty members agreed that multi-racial/multi-ethnic classes are important to teaching and learning, they indicated that the conditions of

such classes are critical if the benefits of racial and ethnic diversity are to be maximized and the disadvantages minimized. In other words, the potential outcomes of a multi-racial/multi-ethnic classroom do not just happen; rather, they need to be “activated.”⁶ Although racial and ethnic diversity is a necessary condition for achieving the benefits of a multi-racial/multi-ethnic classroom, it is not sufficient in itself. Student diversity is only one characteristic of a successful multi-racial/multi-ethnic classroom. Other elements critical to achieving the full benefits of racial and ethnic diversity include: faculty member characteristics; teaching methods and course content, or pedagogy; and classroom climate.

The faculty member. Both faculty and student participants said that professors’ educational philosophies and teaching goals are key to the success of multi-racial/multi-ethnic classrooms and are indicative of whether faculty members value such classrooms—and, therefore, whether they utilize classroom diversity to improve educational outcomes.

Because faculty members were chosen to participate in the study based on a pre-established profile, it is not surprising that they shared several pedagogical goals and that all said they value classroom diversity. All believed that students have knowledge and experiences that should be shared in the classroom and that the professor is not the only person with knowledge worthy of being taught and learned. These faculty members’ philosophy of education is learning-

centered, not teaching-centered.

Because these teachers value and emphasize students’ different experiences, they value having multi-racial/multi-ethnic classrooms.⁷

Faculty and student participants agreed that faculty members have biases as well as limited knowledge and therefore are considered only one of many classroom participants—and not even the central one. One professor said, “The last thing I want is to be the person that tells people what the diversity in the world is. I want it to speak for itself, and, therefore, it has to be represented. I can share what I’ve heard about other people, and seen about other situations, but I can’t really *be* that.”

When teachers’ limits and students’ potential contributions are recognized, the classroom moves toward becoming a learning-centered environment in which teachers become learners and students become teachers. A larger role for students in the classroom highlights the racial and ethnic diversity they bring.

Because of these acknowledged limits, the ways in which they and other faculty members prepare to teach in multi-racial/multi-ethnic classrooms are in large measure attitudinal. One professor suggested:

It’s not how much I know but that I’m prepared to have this experience. I think I’m good at this. I think I’m good at being open to facilitating everybody teaching each other, and me, too. So that’s what you need—that sense of confidence to be able to give permission to people to learn.

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Both student and faculty participants emphasized that interaction—in the form of discussion and other active learning techniques—is essential if the potential of multi-racial/multi-ethnic classrooms is to be maximized.

Another professor added, “You have to be more experienced in diversity. You have to learn to understand it in a way that appreciates it and not just tolerates it. You have to get rid of your own stereotypes.” Faculty participants suggested that being open to and appreciative of issues of diversity, having confidence in one’s teaching ability, invalidating one’s own stereotypes, and approaching teaching in multi-racial/multi-ethnic classrooms as a benefit, not a burden, are basic means of preparation. Faculty members said they felt prepared to teach racially and ethnically diverse classes because they valued the experience, deriving both personal and professional benefits from it, and because they had practice doing it. Nevertheless, they also said they were always trying to improve their teaching by adopting techniques that would help them realize their goals and maximize their classrooms’ potential. “Every semester, every course I teach, I do a new trick,” one teacher said.

Faculty members felt that their own research and learning had advanced as a result of teaching and interacting with racially and ethnically diverse students. They also said that they needed to expand their own reading to become knowledgeable about a wider range of racial and cultural issues, and they suggested that some teachers of ethnically and racially diverse classes—especially those unfamiliar with the experience—might profit by participating in workshops and seminars that focus on the resources, techniques, and challenges of teaching in such an environment.

Faculty members also said that the potentially hard work of preparation is part of a teacher’s obligation in any classroom and is central to success in attaining enhanced educational outcomes in multi-racial/multi-ethnic classrooms. Ultimately, being a reflective teacher who utilizes classroom diversity is critical to enhancing the outcomes of a multi-racial/multi-ethnic classroom.

Pedagogy. Pedagogy—comprising both course content and teaching methods—is inextricably bound up with the individual teacher. Faculty participants said that they develop curricula that include diversity for all their courses, regardless of the racial and ethnic makeup of the class. But including racial and ethnic topics, examples, scholars, and perspectives in course content is especially important for students in multi-racial/multi-ethnic classrooms; doing so demonstrates that the voices of the dominant white culture are not the only ones worth listening to. As one faculty member said, including a range of issues and scholars allows students to see that these topics and individuals—which may be reflective of the students’ own communities—are valued and have academic worth. Moreover, in this kind of open scholarly environment, students feel more comfortable sharing their own opinions.⁸

Both student and faculty participants emphasized that interaction—in the form of discussion and other active learning techniques—is essential if the potential of multi-racial/multi-ethnic classrooms is to be max-

imized.⁹ In fact, student participants included “interaction” as part of their definition of multi-racial/multi-ethnic classrooms, suggesting that if the diversity of a class was not brought forth through interaction, then the class should not even be considered multi-racial/multi-ethnic, regardless of its composition.

The faculty members I observed used a variety of experiential learning methods in the classroom: small group discussions, student presentations, debates, role playing, problem-solving, and student paper exchanges to increase interaction and discussion among students. They encouraged active student participation and minimized their own role. By using a variety of teaching techniques, the faculty members encouraged students to share their opinions and to teach one another about their differences and similarities, thereby challenging existing stereotypes. One student explained:

A good professor is really more of a facilitator most of the time. I’m constantly amazed at all the experiences that people in my class have...and they can teach me a lot. And a good professor lets them teach you, and just sort of adds or clarifies and makes sure that her or his lesson gets across. But the rest of the class is going to expand on it.

The less diverse a classroom is, the fewer and less effective are the opportunities to use the full range of interactive teaching methods; often the only choice, which is limiting, is for the professor to lecture about different perspectives.

Students said that discussion allowed them to learn from one another and from mistakes made in the process of interacting. By facilitating discussion, faculty members encourage students to share their experiences. Students said that such discussion shed a more realistic light on many topics and helped them feel more invested in the learning process. “You can only get so much from a book,” one student said. “But if you actually have somebody in the class to give you another perspective, it really, really helps.”

Many students acknowledged that interactive classes can be more interesting and can feel more “comfortable” than those in which faculty members simply lecture. Interaction and discussion allow students to *experience* their learning of course content. Students believe they learn more from these direct experiences than from class lectures during which they simply take notes. Moreover, lecture-based courses, by their very nature, cannot take advantage of the multi-racial/multi-ethnic dimensions of a class.

Although interactive classes are challenging for some students (and for some teachers), especially when they are not accustomed to them, both students and teachers become more comfortable with them as their experience of them becomes more frequent. While “having to get used to” interactive classes is not unique to multi-racial/multi-ethnic classes, the added component of racial and ethnic diversity magnifies the challenge for many students—as college is

Professors need to act as facilitators and to create a classroom setting in which all students are valued and included in the educational process if they are to maximize the benefits of a multi-racial/multi-ethnic class.

often the first time students enter a heterogeneous environment (Astin, 1993b; Curin, 1999; Hurtado et al., 1998). Nevertheless, interactive methods provide an opportunity for racially and ethnically diverse students to learn from and become familiar with one another while at the same time helping create an inclusive classroom environment.

The classroom climate. The climate of an interactive, multi-racial/multi-ethnic class is critical to its success. Faculty and students agreed that more effective learning takes place in a multi-racial/multi-ethnic class, but only when the classroom climate is supportive and inclusive. The classroom must be developed as a safe space in which all students can share their opinions and experiences. Students have to feel respected. All types of comments and reactions (except personal attacks) need to be valued. Respectful disagreement should be welcomed, and consensus cannot be forced. One faculty participant described such a classroom as a “both/and” classroom in which alternative viewpoints are encouraged and students have equal “voice time.” Examples of student involvement in the classrooms I observed included allowing students to teach the class and incorporating information presented by students into exams.

The physical set-up of a classroom also can contribute to developing an open, supportive climate. For example, arranging seats in a circle and having the professor sit with the students demonstrates that all students are equal and that everyone is

encouraged to participate. To summarize, professors need to act as facilitators and to create a classroom setting in which all students are valued and included in the educational process if they are to maximize the benefits of a multi-racial/multi-ethnic class.

- **Racial and ethnic diversity increases the educational possibilities of the classroom.**

The three faculty participants in the study said they included similar content, used similar methods, and tried to develop similar classroom climates regardless of the racial and ethnic make-up of their classes; nonetheless, they felt they could best accomplish their goals and enhance their teaching in multi-racial/multi-ethnic classes. They said a multi-racial/multi-ethnic classroom allows for unique educational possibilities: racial and ethnic diversity, combined with a supportive climate, diverse content, and interactive methods, can catalyze and magnify educational potential.¹⁰

Even if diversity in a classroom does not change a faculty member’s teaching methods or course content, it does increase the educational potential of the class for at least two related reasons: First, because faculty members necessarily bring limited experiences to their classrooms, racially and ethnically diverse students broaden the range of authorities that can be brought to bear on subject matter. Second, because diversity in the classroom increases the range of experiences and perspectives that can be shared, stu-

dents collectively generate more complex thoughts when interacting and learning together.

Although the study focused on racial and ethnic diversity, participants referred to situations in which other types of diversity, such as gender and sexual orientation, had increased the educational possibilities of a class. Faculty participants insisted, however, that other types of diversity could not serve as a substitute for racial and ethnic diversity. Instead, they said, each type of diversity contributes something unique to the classroom. Indeed, as study participants pointed out, a truly multi-racial/multi-ethnic classroom had to include white students.

Most of the students in the study said that educational possibilities can be enhanced through interaction across race and ethnicity in all types of disciplines, not just those in which race and ethnicity are related to and incorporated into the syllabus. According to the student participants, race and ethnicity matter for different reasons across different disciplines. Several students suggested that simple social interaction—regardless of discipline—teaches students how to relate to one another across personal differences; such interaction alone can challenge stereotypes and better prepare students to interact with people different from themselves in the workplace and in society. In addition, students said, no academic discipline is free from bias. Students with different perspectives need to be present simply to challenge the scholarship

of the discipline. One student explained:

Things that we think to be so scientific and so “black and white” almost never are. There’s always research bias. So much of the scientific research and social science research has been done by white males. It is impossible to think that this is just “correct” and that there aren’t biases there.

Although certain topics clearly are more “connected” to issues of race and ethnicity than others, students said that racial and ethnic diversity can enhance all topics. Students did not feel that curricular diversity in itself was essential, but they said that the combination of student interaction, curricular diversity, and structural diversity created educational possibilities not present in classes without these conditions.

Faculty and students admitted that conflict and tension sometimes arose in multi-racial/multi-ethnic classrooms, but they said that such experiences actually contributed to educational possibility. Whether the conflicts resulted from fear of offending or lack of experience in dealing with individuals of different ethnic or racial backgrounds, students said they learned from them. Faculty participants said they, too, considered such conflicts as representing not negative experiences for students, but useful educational tools. “I don’t purposely try to get them to argue and yell and scream, but I certainly know that there are underlying animosities,” one faculty member said. “But I want people to find that out.

Students did not feel that curricular diversity in itself was essential, but they said that the combination of student interaction, curricular diversity, and structural diversity created educational possibilities not present in classes without these conditions.

The whole point of the class is to realize that these conflicts are very real.”

Addressing tensions directly and debating and resolving conflict allows students to learn not only the issues, but also how to handle difficult situations. One student said, “I think people need to keep going into tense situations. That’s how you get better at it. You learn to deal with it.” Another student added, “The interaction allows for room to make mistakes, and that is how you learn.” Students acknowledged that they may feel uncomfortable, but they said such experiences challenge them and allow them to develop in ways they otherwise would not.¹¹

Other potential threats to learning can arise in multi-racial/multi-ethnic classrooms, including such behavior as silencing, stereotyping, tokenism, and negative group dynamics. Some study participants cited their frustration with the kind of stereotyping and tokenism they felt when they were asked to speak on behalf of their racial or ethnic group. Their experiences as tokens often led them to participate less frequently, if at all, in further class discussions (silencing). Participants said that having a “critical mass” of minority students in a class could alleviate the tensions of tokenism because of the support created by allies within a group. But the assumption that students from the same racial or ethnic background will experience affinity with one another is yet another form of stereotyping. Because there is diversity within racial and ethnic groups

as well as between them, students of the same race or ethnicity often have different experiences or perspectives, lessening or even eliminating their desire to support or feel supported by one another. If students within a particular racial or ethnic group are very different, subgroup dynamics can develop, causing students to feel that they do not belong to “their own” group or to feel that they must act in a certain way in order to be accepted by the group. Instead of support, students can experience peer pressure, or “negative group dynamics.”

Although group dynamics may get in the way of the educational possibilities in multi-racial/multi-ethnic classrooms, faculty members and students agreed that these impediments can be minimized by using appropriate active learning methods (such as role playing or asking broad questions of the entire class) and by developing an inclusive classroom climate. Faculty participants also cited as a beneficial dynamic the potential for students to bond across racial and ethnic lines because of similarities. One professor referred to this as a “cohesiveness about inequality,” while another described it as “sympathetic identity across underrepresented groups.” A third professor noted that “for different purposes, the students can ally themselves differently.” The dynamics described by these three professors allow students to create their own critical mass even though they may not share the same racial or ethnic background. Once again, obstacles

are accepted as part of the learning experience and are thereby transformed into educational possibilities.

Because they believe that racial and ethnic diversity generates educational possibility, both students and faculty members expressed concern for classrooms that did not have such diversity. Students said classroom diversity is important even in disciplines like math, science, and accounting because biases (e.g., “all Asians are good at math”) can be challenged and exposed. Without racial and ethnic diversity in the classroom, important topics and views may not arise. Learning about people who are different happens only theoretically; being around people who are different happens experientially. Students said that theoretical understanding is not as powerful as experiencing difference directly. As one student said, knowing about others’ cultures and feeling comfortable interacting with others removes detrimental barriers and alleviates unwarranted fears.

The absence of racial and ethnic diversity diminishes the educational possibilities of a class. One faculty member said that interacting across differences allows students “to see that there is another side from what their experiences have given them. And this happens best in a multi-racial/multi-ethnic classroom.” Participants agreed that leaving out entire groups of people prevents students from obtaining a more complete, well-rounded understanding of issues and thereby limits students’ ability to prepare for the multi-

racial/multi-ethnic world they will encounter after college. Faculty members and students in this study did not suggest that learning can take place only in multi-racial/multi-ethnic classrooms; rather, they said that the absence of diversity in a classroom results in diminished educational opportunity because the educational possibilities available in diverse classrooms simply do not exist in homogeneous classrooms.

- **Multi-racial/multi-ethnic classes enhance educational outcomes.**

Multi-racial/multi-ethnic classrooms can facilitate the attainment of important outcomes by both faculty members and their students. Faculty and student participants agreed that learning in such an environment has a positive effect on students’ cognitive and personal development. Multi-racial/multi-ethnic classrooms challenge students’ stereotypes, broaden their perspectives, and stimulate critical thinking.

Students compared their experiences in interactive, multi-racial/multi-ethnic classrooms with their experiences in non-integrated environments. They said that in interactive, multi-racial/multi-ethnic classrooms, they not only learned more about others and acquired a broader perspective on issues, but they also learned more about themselves. Exposure to others’ experiences and viewpoints, students said, made them more aware of their own opinions and biases. In general, multi-racial/multi-ethnic classrooms expand on course content by engen-

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Faculty participants said they need diversity to teach to their highest potential and that multi-racial/multi-ethnic classrooms enable them to be more successful in achieving the outcomes they envision for their classes.

dering more perspectives, more complicated discussion, and more sophisticated analysis. Talking about teaching her English course, a faculty member said, “In interpretation, since cultural context is so important, the greater the variety of cultural contexts, the richer the reading the class can make as a whole. When you put all those people thinking through something together, they can get to a more sophisticated analysis than they can on their own.”

Faculty members report expanding their own research and writing as a result of interacting with and learning from their students in multi-racial/multi-ethnic classrooms. In addition, teaching in racially and ethnically diverse classrooms generates a productive cycle: the more diverse their classrooms, the more opportunities faculty members have to experience new situations, and the better prepared they become to teach in other multi-racial/multi-ethnic classrooms. Similarly, as students have more experience of multi-racial/multi-ethnic classes, they become more comfortable with and better able to take educational advantage of them.

The faculty members involved in this study agreed that having multi-racial/multi-ethnic classes does not directly cause them to change their teaching methods. Rather, factors such as personal values, identity, educational philosophy and goals, and disciplinary trends are most likely to influence decisions about teaching methods and course content.¹²

According to study participants, multi-racial/multi-ethnic classrooms enhance pedagogy and the opportunity to achieve particular educational goals in ways that cannot be replicated by any other means. For example, racial and ethnic diversity is needed to increase the potential for inclusion of a wider set of experiences around issues of race and ethnicity, as well as other course content. Different possibilities for discussion of course material exist because of the different backgrounds of the students. These broader perspectives provide opportunities to realize such important educational goals as challenging stereotypes and developing critical thinking skills. Finally, particular methods that seek to enhance the range of shared opinions and firsthand experiences work best in multi-racial/multi-ethnic classrooms because of the greater likelihood that diverse viewpoints will be presented.

Faculty participants said they need diversity to teach to their highest potential and that multi-racial/multi-ethnic classrooms enable them to be more successful in achieving the outcomes they envision for their classes. “I need the diversity in class to have people share their experiences,” one faculty participant said. “In the multiple people, I get a diverse set of experiences.” Overall, then, multi-racial/multi-ethnic classrooms provide opportunities for the enhancement of curriculum, teaching methods, research, and student and faculty learning outcomes.

CONCLUSION

Using the themes identified in this paper and the data I collected, I developed a working hypothesis¹³ to interpret these faculty and student experiences of interactive multi-racial/multi-ethnic classrooms. Figure III presents this hypothesis in schematic form.

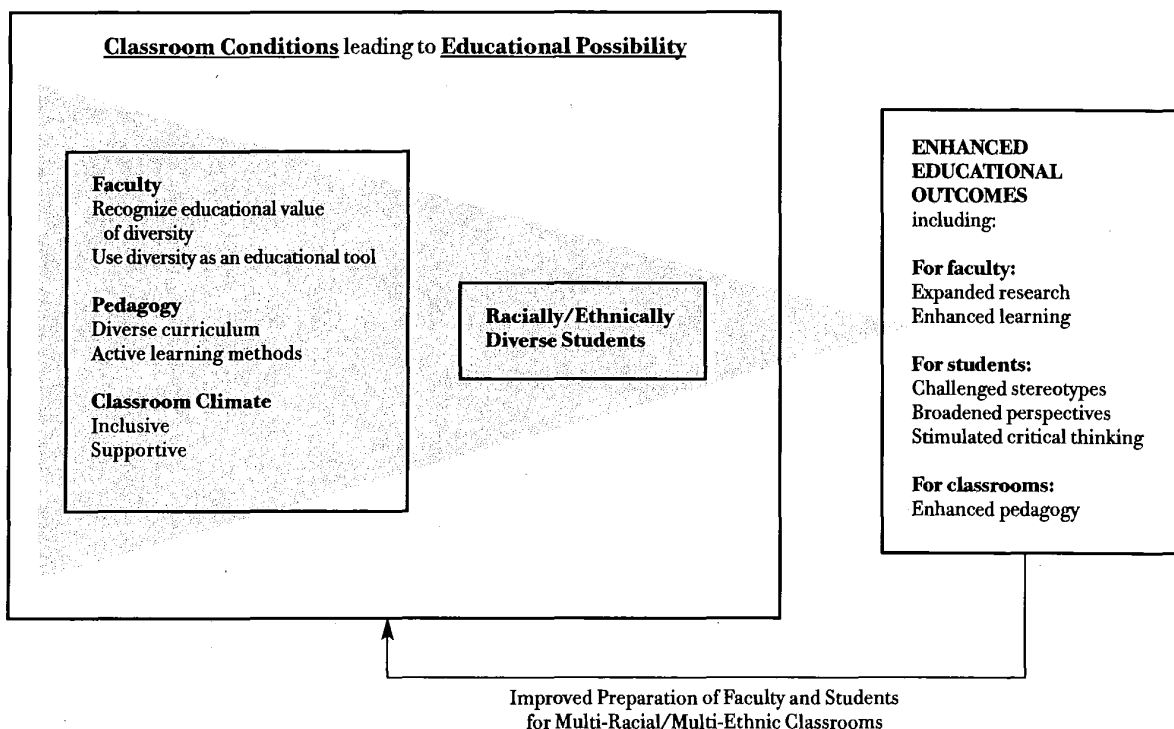
The hypothesis suggests that faculty members who recognize and use diversity as an educational tool; who include content related to diversity in their courses; who employ active learning methods; and who create an inclusive, supportive classroom climate can and do produce enhanced educational outcomes in classes

comprising a racial and ethnic mix of students. The more frequently faculty members and students experience interactive, multi-racial/multi-ethnic classrooms, the more prepared they become to teach and interact in other multi-racial/multi-ethnic classrooms.¹⁴ Ultimately, classrooms must be not only diverse, but they also must be structured and conducted in a way that takes advantage of diversity. Either condition without the other limits the potential educational outcomes.

The University of Maryland, College Park, is one of many higher education institutions that cites the importance of educating students in

Figure III

Working Hypothesis: The Educational Possibility of Interactive, Multi-Racial/Multi-Ethnic College Classrooms



a diverse environment in its mission. To successfully accomplish this mission, the university needs to be able to create a racially and ethnically diverse student body. Then, faculty can have racially and ethnically diverse classrooms that allow them to achieve educational outcomes they otherwise would not be able to achieve. In the absence of diversity, the educational outcomes discussed in this paper would be severely compromised.

Faculty at most colleges and universities do not have the authority to ensure the racial and ethnic diversity of classes at their institutions. Successful attacks on the constitutionality of affirmative action in college admissions are now limiting institutions' authority to ensure racial and ethnic diversity in their student populations. If the observations and conclusions of this study

are accurate, these institutions are being denied an important educational tool for preparing students for their own futures as well as that of society. Colleges and universities must continue to vigorously assert their authority to employ race-sensitive admissions policies that have been the most effective means of yielding diverse student populations. In addition to maintaining race-sensitive admissions practices as a primary means of achieving diversity, colleges and universities must also consider supplemental strategies that will contribute to the efficacy of race-sensitive admissions policies. Institutions do and ought to have the right and the responsibility, if such is their mission, to educate a diverse student body for a diverse society; they also must be allowed to use tools that will enable them to achieve such diversity.

APPENDIX III.A Research Design

To address my research questions, I developed a descriptive, multiple case study (Merriam, 1998) of three classrooms at the University of Maryland, College Park (UMCP). Each faculty member and his or her class served as a unique case. Because I was interested in identifying unique cases, I used purposive sampling to select the classes. Selection criteria were developed with regard to several factors: institutional and class characteristics, faculty characteristics, pedagogical techniques, student characteristics, and course content.

I chose classes at the University of Maryland, College Park, because nearly one-third of the institutions' undergraduate population are students of color (Mathias-Riegal, 1998). This high level of institutional student diversity allowed me to select classes in which at least 15 percent of the students were non-white.¹⁵ In addition to having a multi-racial/multi-ethnic student population, the University of Maryland has implemented an institution-wide diversity initiative, has required its undergraduates to take one of the approved "diversity CORE courses," and has been involved in the legal defense of one of its race-sensitive programs. Given the many opportunities for exposure to diversity, it is not surprising that the University of Maryland campus community seems generally to be aware of race and ethnicity issues. This awareness provided study participants with a foundation of knowledge and experience on which they could base their responses. (In other words, my study was not the first time they had thought about issues of race and ethnicity.)

Because class size and course structure are key elements in determining the degree of peer interaction, the classes chosen were small enough to allow for student interaction (30 students maximum) and used active learning techniques so as to maximize such interaction. Because many faculty members in the humanities and social sciences report the importance of active learning techniques (Lattuca & Stark, 1995), and because education courses often are similar in

structure to humanities and social sciences courses (Biglan, 1973), choosing among courses within those disciplines increased the likelihood of finding professors who employ active learning methods.

Selected classes enrolled predominantly upper-class students, reflecting the conclusions of Baxter Magolda's (1992) research that upperclass students are more likely than younger students to be influenced by their peers. In addition, students who were at least sophomores had already attended enough classes to be able to make comparisons among them. Finally, the faculty members whose classrooms were selected had taught in racially and ethnically homogeneous classrooms as well as in multi-racial/multi-ethnic classrooms. All of them had taught at the institution for at least nine years, so their experiences covered the period during which the University of Maryland evolved from an overwhelmingly white institution to a more multi-racial/multi-ethnic institution. In determining the final group of classrooms and faculty members, I also attempted to select as diverse a group of faculty as possible. Although all of the class topics would relate in some way to issues of race and ethnicity, only one of the classes I chose focused on these topics.

Data collected over the course of a semester included in-depth interviews with each participating professor, focus groups with students from each of the observed classes, a focus group involving all participating faculty members, classroom observation, and document reviews of course syllabuses and student evaluations.

Data collection and analysis followed Lincoln and Guba's (1985) method of qualitative analysis; inductive reasoning was used to develop themes directly from the data; and research procedures such as triangulation, member checking, inquiry auditing, and peer debriefing were used to establish the trustworthiness of the study. The themes identified to describe faculty and student experiences of interactive multi-racial/multi-ethnic classrooms ultimately were used to develop a working hypothesis.

APPENDIX III.B Faculty Interview Guide

INTERVIEW ONE

- **Gaining an understanding of teaching philosophy:**

I'd like to start with a background question. Can you describe your philosophy of education (teaching and learning)?

Potential probes:

- What is the purpose or goal of education?
- What is the role of the professor?
- What is the role of the students?
- What do you hope to accomplish in your classroom?

- **Obtaining a definition of "multi-racial/multi-ethnic classroom" from each participant:**

Since we'll be talking about your experiences with multi-racial/multi-ethnic classrooms, it would help if you begin by providing your definition of a "multi-racial/multi-ethnic classroom." (Probe: if "student" component is not mentioned, ask about students.)

Based on your knowledge of and teaching experience at the University of Maryland, College Park, what would you consider a multi-racial/multi-ethnic classroom at this institution?

What about in your college? Your department?

What do your classes tend to look like? Is the class I am observing a demographically "typical" class for you? If not, what does this course typically look like (demographically)?

- **General questions:**

Please use your definition of "multi-racial/multi-ethnic classroom" to answer the questions in this interview. The first questions I will be asking you are purposefully broad. Therefore, I'd like you to discuss the various items that come to mind.

What has been your experience teaching in multi-racial/multi-ethnic classrooms (any class, as well as class being observed)?

Have you witnessed changes in your classrooms as a result of the change in racial/ethnic diversity at the University of Maryland? If so, what have you witnessed?

How relevant (important) to your teaching is having multi-racial/multi-ethnic classrooms?

Have you taught more racially/ethnically homogeneous classrooms at the University of Maryland? If so, what was that like?

Compare the more racially/ethnically homogeneous classes with the multi-racial/multi-ethnic classes that you have taught at the University of Maryland. How have they been similar? How have they been different?

Can you share a specific example/story of how having a multi-racial/multi-ethnic classroom made a difference as compared to a racially/ethnically homogeneous classroom?

In the absence of multi-racial/multi-ethnic classrooms, is there anything that can replace or mimic that experience for students? For faculty?

When a critical mass of underrepresented students is not present, can anything replace or mimic the experience of critical mass for students?

Throughout this interview, I have dichotomized racially/ethnically homogeneous and multi-racial/multi-ethnic classrooms. But clearly there is a range of classes in between these two poles. What, if anything, happens as classrooms vary through that range?

Are there any other issues related to multi-racial/multi-ethnic classrooms that I have not covered during our conversation?

INTERVIEW TWO

- **What characterizes classroom dynamics in interactive, multi-racial/multi-ethnic classrooms?**

Think of the course I am observing. Consider the most and least multi-racial/multi-ethnic classes of that course you have taught. Have the classroom dynamics differed? If so, how? What aspects? *or*

With regard to classroom dynamics, how has this multi-racially/multi-ethnically diverse class differed from other courses you have taught that have been less racially and ethnically diverse?

Potential probes (depending on information shared in first interview):

- Do class discussions differ? If so, how do they differ, and for which students?
- Do the issues raised or perspectives/experiences shared by students differ? If so, how do they differ, and for which students?
- Do students' questions differ? If so, how do they differ, and for which students?
- Is the discussion of certain issues/topics enhanced? If so, how, and for which students? Which issues/topics?
- Is the discussion of certain issues/topics impeded? If so, how, and for which students? Which issues/topics?
- Do student interaction and behavior differ? If so, how, and for which students?
- Does student motivation differ? If so, how, and for which students?
- Is there a difference in tension/conflict? If so, what is the difference?
- Is there a difference in who participates in class and who does not? If so, what is the difference?
- Are the following different in multi-racial/multi-ethnic classrooms?
 - The issues students consider? If so, how?
 - The issues students research as class projects? If so, how?

- Collaboration on group projects? If so, how?
- Critical reading of course materials? If so, how?

- **What is the nature of student experiences in interactive, multi-racial/multi-ethnic classrooms?**

What have you witnessed regarding student experiences in multi-racial/multi-ethnic classrooms? In more racially/ethnically homogeneous classrooms?

What have students told you about their experiences in multi-racial/multi-ethnic classrooms?

What have students told you about their experiences in more homogeneous classrooms? How are their experiences different when the homogeneity reflects their identity? When the homogeneity does not reflect their identity?

How do you think students feel about the difference between racially/ethnically homogeneous classrooms and multi-racial/multi-ethnic classrooms? How do you know? What feedback about this have you gotten from students over the years?

How important is it for students to be enrolled in multi-racial/multi-ethnic classes?

So far, we've been talking about interactions among and between students in multi-racial/multi-ethnic classrooms. Does the mere presence of racially and ethnically diverse "others" make a difference in a classroom? Is visible diversity what is necessary? Or is interaction between and among students essential?

Potential probes (depending on information shared in first interview):

- Are the types of learning opportunities, in general, different in a multi-racial/multi-ethnic classroom? If so, how?
- Do multi-racial/multi-ethnic classrooms affect students' development?
- What are the benefits and challenges for students in multi-racial/multi-ethnic classrooms? What are they in more racially/ethnically homogeneous classrooms?

- **What is the nature of pedagogy in interactive, multi-racial/multi-ethnic classrooms?**

Think of the class I am observing. Has your pedagogy changed as your classrooms have become more multi-racial/multi-ethnic? If so, why and how? If not, why? If your class has always had a multi-racial/multi-ethnic curriculum, have the demographic changes in the class changed the effect of the curriculum?

How was this course taught differently when you first taught it?

Do you try to make use of the students' diversity in your teaching? If so, how? If not, why? If you do, are you concerned about putting the "burden of educating" on members of underrepresented groups?

Potential probes (depending on information shared in first interview):

- Has your teaching method/style changed? If so, how?
- Do you attempt to have students interact across racial/ethnic lines in class discussions, class assignments, and group presentations?
- Has your curriculum/syllabus changed? If so, how?
- Do you raise different topics/issues? If so, what?
- Do you include different readings? If so, what?
- How do you determine what materials/readings to include?
- Has your role/teaching function in the classroom changed? If so, how?
- Are there other differences in your pedagogy as a result of increased racial and ethnic diversity in your classrooms?
- Have these changes affected classroom dynamics? If so, how?
- You use active/collaborative learning in your classroom. Why?

- **What is the experience of professors who teach interactive, multi-racial/multi-ethnic classrooms?**

How have you been affected professionally as your classrooms have become more multi-racial/multi-ethnic?

How have you been affected personally as your classrooms have become more multi-racial/multi-ethnic?

Potential probes (depending on information shared in first interview):

- Has your research been affected? If so, how?
- Do you face different demands in classrooms that are more multi-racial/multi-ethnic? If so, what are they? How do you handle these demands?
- What are the personal and professional challenges of teaching a multi-racial/multi-ethnic class? What are they in a more racially/ethnically homogeneous classroom?
- What are the personal and professional benefits of teaching a multi-racial/multi-ethnic class? What are they for a more racially/ethnically homogeneous class?
- Do you feel prepared to teach multi-racial/multi-ethnic classes?
- How can one prepare to teach multi-racial/multi-ethnic classes?
- Have your interactions with students changed as your classes have become more multi-racial/multi-ethnic? Why or why not? If so, how?
- Have your own views about racial/ethnic diversity been affected as a result of teaching multi-racial/multi-ethnic classes?
- Do you think your own identity (racial/ethnic, gender, etc.) affects your teaching in a multi-racial/multi-ethnic classroom? If so, how?
- Are there other ways in which you have been affected by teaching multi-racial/multi-ethnic classes?
- What is your general perception of diversity at UMCP or of how the campus responds to it?

APPENDIX III.C Student Focus Group Guide

Obtaining a definition of “multi-racial/multi-ethnic classroom” from each participant:

Because we’ll be talking about your experiences of multi-racial/multi-ethnic classrooms, it would help if each of you would provide a definition of a “multi-racial/multi-ethnic classroom.” (Probe: if “student” component is not mentioned, ask about students.)

- Based on your knowledge of and experience at the University of Maryland, College Park, what would you consider a multi-racial/multi-ethnic classroom at this institution? What about in your college? Your department?
- Is that what most of the classes you are in look like? If not, what do they look like? What about the class I am observing?

General questions (to use in the first focus group):

Please use your definition of “multi-racial/multi-ethnic classroom” to answer the questions in this interview. The first questions are purposefully broad. Therefore, I’d like you to discuss the various items that come to mind.

- What has been your experience in multi-racial/multi-ethnic classrooms?
- What have you witnessed in your classes as a result of racial and ethnic student diversity? What about in the class I am observing?
- How important/relevant to your learning is having multi-racial/multi-ethnic classmates? Does it depend on the topic being taught?
- Has the multi-racial/multi-ethnic makeup of the class I am observing made a difference in any way (to your learning, class discussion, etc.)?
- What have you learned—if anything—as a result of interacting with racially and ethnically diverse classmates? What about in this class? Do people interact across racial/ethnic lines? (Probe: is there segregation/integration in terms of where people sit, who talks, who is vocal about certain issues?)

- Compare the more racially/ethnically homogeneous classes with the multi-racial/multi-ethnic classes in which you have been enrolled at the University of Maryland. How are they similar? How are they different? In your comparisons, consider the following:
 - class discussions; issues raised; questions asked
 - student interaction; behavior; participation
 - tension; conflict
- Do faculty who teach multi-racial/multi-ethnic classes use different teaching methods (pedagogy)? Give examples. Can you provide any examples from the class I am observing?
- What teaching methods (pedagogy) seem to be most useful in multi-racial/multi-ethnic classrooms? Why?
- Are all faculty members prepared to teach multi-racial/multi-ethnic classes? How do you know? Characterize a faculty member who is prepared to teach a multi-racial/multi-ethnic class versus one who is not prepared to do so.
- Can you provide a specific example/story of how having a multi-racial/multi-ethnic class (as compared to a racially/ethnically homogeneous class) made a difference? What about from the class I am observing?
- How do you feel about being in racially/ethnically homogeneous classes versus multi-racial/multi-ethnic classes?
- Are there any other issues that relate to multi-racial/multi-ethnic classrooms that I have not covered during our conversation?

General probes:

- Does anyone see it differently?
- Are there any other points of view?

APPENDIX III.D Implications for Practice

The three cases I studied were selected using purposive sampling. The classes were in the humanities, education, and social sciences and had 30 or fewer predominantly upperclass students, at least 15 percent of whom were non-white. The faculty members used active learning techniques, incorporated issues of race and ethnicity in their curricula, and had taught at the University of Maryland for at least nine years. Although qualitative research is not intended to produce generalizations, it can be used to generate “concrete universals” (Erickson, 1986, p. 130) or particular cases that can be used to understand similar cases. By examining the specific details of my cases, readers may determine how closely they resemble their own experiences. Thus, the findings—as well as their implications—may be transferred to similar situations elsewhere.

Using Diversity as an Educational Tool

The faculty members who participated in this study recognize the importance of preparing students for a racially and ethnically diverse world. With this as a goal, they also recognize the value of utilizing student diversity in their classrooms as an educational tool to maximize student learning outcomes. According to the students who participated in the study, these faculty members succeeded in creating classroom climates in which students could interact with and learn from one another. The course content and teaching methods employed by these faculty members, therefore, can reasonably serve as a model for “best practices” with regard to multi-racial/multi-ethnic classrooms.

Faculty and student participants alike cited educational possibilities and outcomes provided by interactive, multi-racial/multi-ethnic classrooms that cannot be achieved in homogeneous classrooms. Because these experiences provide opportunities for student learning and development that cannot be duplicated in any other

setting, it follows that opportunities for students to participate in interactive, multi-racial/multi-ethnic classes should be maximized. Learning directly from diverse peers, rather than just hearing or reading about different cultures, results in better educational outcomes for both students and society.

To facilitate student interaction, faculty participants used active teaching methods. According to student participants, these practices empower them in class and create new opportunities for interaction outside class.

Study participants also recognized that while it is important for students to learn from one another, it is also important not to place the burden of education on one person or group of people. In other words, “forcing diversity,” as several students described it, can be detrimental. Rather, the professor must create a classroom climate in which students feel comfortable participating. Faculty participants, as well as students, suggested that by asking questions of the whole class, instead of addressing one individual, teachers allow multiple students to participate. Students wished that more of their professors taught in this way.

If faculty members are interested in emphasizing what students have to contribute to the learning process, or if they find themselves teaching in multi-racial/multi-ethnic classrooms, they would do well to consider the techniques set forth in this study. Doing so will allow them to maximize the potential and minimize the challenges of such classrooms. For example, faculty members whose principal teaching method is lecture might consider incorporating more active learning methods. They also might consider diversifying their curriculum and establishing a comfortable classroom climate in which all students feel included and able to participate. By adopting the practices called for by multi-racial/multi-ethnic classes, teachers will enhance the educational possibilities in their classrooms.

Faculty Preparation

Faculty participants indicated that being prepared to teach multi-racial/multi-ethnic classes is important. At the same time, students said that not all faculty members are prepared to teach multi-racial/multi-ethnic classes. If valuable educational opportunities are not to be lost, institutions need to offer their faculties training in how to maximize the educational possibilities of racially and ethnically diverse classes. Faculty members may find the following useful: workshops and seminars on diversifying the curriculum; use of active learning methods; creation of supportive classroom climates; and dealing with negative group dynamics.

ENDNOTES

¹ See, for example, Bevis, 1997, and Neff, 1981.

² See, for example, Bidell, Lee, Bouchie, Ward, & Brass, 1994, and Lopez, 1993.

³ For the purposes of this study, multi-racial/multi-ethnic classrooms are those that provide opportunities for all students to interact with other students from different racial and ethnic groups (Chang, 1996).

⁴ For a detailed description of the research design, see Appendix III.A. For the faculty interview guides, see Appendix III.B. For the student focus group guides, see Appendix III.C.

⁵ This supports the theory of multicultural education (Banks, 1999), which emphasizes the centrality of race and ethnicity in the educational process.

⁶ This observation is consistent with the results of studies by Chang (1996, 1997), Gurin (1999), Hurtado (1997), and Milem (1994). Each of these social scientists has found that the conditions under which diversity is experienced affect the resulting outcomes.

⁷ This philosophy of education is reflective of Chickering and Gamson's (1987, 1991) "Seven Principles for Good Practice in Undergraduate Education," which highlights the importance of interaction in improving teaching and learning in college classrooms.

⁸ The research of Adams and Zhou-McGovern (1994), Astin (1993a), Hurtado (1997), Lopez (1993), Peterka (1998), and Villalpando (1994) supports the potential educational benefits of diversity within the curriculum.

⁹ This is supported by studies conducted by Chang (1996, 1997), Hurtado (1997), and Milem (1994).

¹⁰ This conclusion supports studies by Meacham et al. (1999) and Gurin (1999), which describe educational outcomes of racially and ethnically diverse classrooms.

¹¹ Confirming the educational value of conflict, Palmer suggests, "There is no knowing without conflict" (1987, p. 25). Furthermore, "A healthy community... includes conflict at its very heart, checking and correcting and enlarging the knowledge of individuals by drawing on the knowledge of the group" (p. 25). Johnson, Johnson, and Smith (1996) also support using conflict as a learning experience in the classroom. They argue that intellectual conflict needs to be included in college classrooms because "arousing intellectual conflict is one of the most important and powerful instructional procedures available to college faculty" (p. iii).

¹² This supports findings by Stark, Lowther, Bentley, and Martens (1990), Stark, Lowther, Bentley, Ryan et al. (1990), Milem and Astin (1994), Milem and Wakai (1996), and Hurtado (1997). These studies indicate that faculty pedagogy is influenced by factors such as faculty gender and racial background, discipline orientation, and educational philosophy.

¹³ "Working hypothesis" (Lincoln & Guba, 1985) is a term used to describe the data interpretation resulting from a study in which broad generalization is not possible. There are not enough cases to be able to develop a theory or model. According to Lincoln & Guba (1985), "...the 'working hypotheses' are tentative both for the situation in which they are first uncovered and for other situations...." Based on context, determinations need to be made as to whether the working hypothesis applies to other situations.

¹⁴ See Appendix III.D for a discussion of "Implications for Practice."

¹⁵ Non-white categories at UMCP include African American, Asian American, Latino, and Native American. The sum of these four groups provides the "non-white" percentage for each class. Foreign students are not included in this count.

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Faculty Classroom Diversity Questionnaire

This instrument is the first comprehensive survey of faculty members' attitudes toward diversity at their institutions and in their own classrooms

Please indicate your answer to each question by filling in the oval representing the category which best describes your views on the issue. Throughout the questionnaire, "racially/ethnically diverse students" and "minority students" refer to African American, Asian Pacific American, Latino, and Native American students. For the purposes of this survey, students of any racial/ethnic backgrounds from countries other than the U.S. are not included in the definition of diversity, unless specifically referred to as "internationally diverse students."

Marking instructions:

1. Select only one response.
2. Blacken in each oval completely, using a number 2 pencil.
3. If you erase, erase completely.

INCORRECT MARKS

CORRECT MARK



- | | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|
| | 5-15 | 16-25 | 26-35 | 36-50 | 50-100 | 100+ | Not Applicable |
| 1a. What is the average number of students in the undergraduate courses you teach at your current institution? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> |
| 1b. What is the average number of students in the graduate courses you teach at your current institution? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> |
| | 0-5% | 6-10% | 11-15% | 16-25% | 26-40% | Over 40% | Don't Know |
| 2. What is the largest percentage of minority students ever enrolled in one of your courses at your current institution? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> |
| 3. What percentage of minority students would you consider to constitute a racially/ethnically diverse classroom in your current department? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> |

QUESTIONS 4 THROUGH 8 ARE ABOUT YOUR CURRENT INSTITUTION.

- | | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| | Lowest Priority | | Highest Priority | Not Applicable | Don't Know | | |
| 4a. How high a priority do you believe it is at your current institution to create a diverse campus environment? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 4b. How high a priority do you believe it is in your department to create a diverse departmental environment? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| | Strongly Disagree | | Strongly Agree | Not Applicable | Don't Know | | |
| 5a. This campus is very committed to enhancing the campus climate for all students. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 5b. My department is very committed to enhancing the climate for all students. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 6. This campus sponsors extra-curricular activities that promote cultural awareness and racial understanding among students. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 7. Too much emphasis on racial/ethnic diversity has lowered the quality of the institution. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 8. Too much emphasis on racial/ethnic diversity has lowered the quality of the students who are admitted. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |

QUESTIONS 9 THROUGH 12 ARE ABOUT THE CLASSES YOU HAVE TAUGHT.

- | | | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| | Never | | All the time | Not Applicable | Don't Know | | |
| 9a. Minority students have raised issues/perspectives in your classroom that have not been raised by non-minority students. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 9b. Racial/ethnic diversity in your classroom allows for a broader variety of experiences to be shared. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |
| 9c. Racial/ethnic diversity in your classroom impedes the discussion of substantive issues. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> | <input type="radio"/> |

	Never					All the time	Not Applicable	Don't Know
10a. Interactions between students from different racial/ethnic backgrounds in your classroom create tensions and arguments along racial/ethnic lines.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. Participation in classroom discussion by students of a particular racial/ethnic group is increased by the presence of other students from the same racial/ethnic group.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. A critical mass of students of a particular racial/ethnic group is important to their participation in your classroom.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How important is interaction between the students of different racial/ethnic backgrounds in your classroom to each of the following:	Completely Unimportant					Very Important	Not Applicable	Don't Know
a. Helping students develop their ability to think critically.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Affecting the development of students' leadership abilities.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Helping students develop a willingness to examine their own perspectives and values.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Exposing students to perspectives with which they disagree or do not understand.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. How important do you think the following classroom characteristics are in contributing to the quality of learning in your classroom?	Completely Unimportant					Very Important	Not Applicable	Don't Know
a. A gender balanced classroom.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A classroom with representation from diverse U.S. races/ethnicities.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A classroom with international diversity.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A classroom with students with diverse working experiences.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A classroom with students from a range of age groups.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A classroom with students having diverse academic majors.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A classroom with students having diverse career goals.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A classroom with religious diversity.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A classroom with socio-economic diversity.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A classroom with representation from different regions of the country.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SKIP QUESTION 13 IF YOU DO NOT HAVE TEACHING ASSISTANTS.

	Completely Unimportant					Very Important	Not Applicable	Don't Know
13. How educationally important is having racially/ethnically diverse teaching assistants to your courses?	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR QUESTIONS 14 THROUGH 16 CONSIDER COURSES WHERE DISCUSSION IS AN IMPORTANT PART OF THE CLASSROOM EXPERIENCE.

	0-5%	6-10%	11-15%	16-25%	26-40%	Over 40%	Don't Know
14. What is the largest percentage of minority students enrolled in one of your courses in the past 5 years?	①	②	③	④	⑤	⑥	<input type="radio"/>
15. What is the smallest percentage of minority students enrolled in one of your courses in the past 5 years?	①	②	③	④	⑤	⑥	<input type="radio"/>

IF ANSWERS TO QUESTIONS 14 AND 15 ARE THE SAME, SKIP QUESTION 16.

	Never					All the time	Not Applicable	Don't Know
16. Compare the most and least racially/ethnically diverse classes you have taught in the past 5 years:								
a. Race/ethnic issues are discussed more substantively in your diverse classroom than your homogeneous classroom.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students in your racially/ethnically diverse classroom are more likely to incorporate relevant racial and ethnic issues in their assignments.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students in your racially/ethnically diverse classrooms are more likely than students in your homogeneous classrooms to be challenged about stereotypes they might have concerning:	Never					All the time	Not Applicable	Don't Know
a. Social/political issues.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Racial/ethnic issues.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Substantive issues in your field.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Personal experiences.	①	②	③	④	⑤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PLEASE DO NOT WRITE IN THIS AREA



SKIP QUESTION 26 IF STUDENTS IN YOUR CLASSES DO NOT DO RESEARCH.

26. Students in more racially/ethnically diverse classes conduct their research on different types of topics than students in more homogeneous classrooms.
- | | | | | | | | |
|--|-------------------|-----|-----|-----|----------------|-----------------------|-----------------------|
| | Strongly Disagree | | | | Strongly Agree | Not Applicable | Don't Know |
| | (1) | (2) | (3) | (4) | (5) | <input type="radio"/> | <input type="radio"/> |
27. How does having students of other racial/ethnic groups in your classroom affect white students in:
- | | | | | | | | |
|---|-----------------|-----------|-----|-----------------|----------------|-----------------------|-----------------------|
| | Very Negatively | No Effect | | Very Positively | Not Applicable | Don't Know | |
| a. The issues they consider? | (1) | (2) | (3) | (4) | (5) | <input type="radio"/> | <input type="radio"/> |
| b. The issues they research through class projects? | (1) | (2) | (3) | (4) | (5) | <input type="radio"/> | <input type="radio"/> |
| c. Collaboration on group projects? | (1) | (2) | (3) | (4) | (5) | <input type="radio"/> | <input type="radio"/> |
| d. Critical reading of course materials? | (1) | (2) | (3) | (4) | (5) | <input type="radio"/> | <input type="radio"/> |
28. In your experience, how does discussion among students in a racially/ethnically diverse classroom compare with discussion in a racially/ethnically homogeneous classroom regarding:

a. Topics covered or introduced by the students? _____

b. Types of interactions? _____

c. Type of learning that occurs? _____

d. Critical reading of course materials? _____

29. Do you have any additional comments on the issues covered in this questionnaire?

BACKGROUND QUESTIONS.

30. What is your principal activity in your current position at this Institution? (Mark one)

- ① Administration
- ② Teaching
- ③ Research
- ④ Services to clients and patients
- ⑤ Other (please specify) _____

31. Do your interests lie primarily in teaching or research?

- ① Very heavily in research
- ② In both, but leaning toward research
- ③ Equally in both research and teaching
- ④ In both, but leaning toward teaching
- ⑤ Very heavily in teaching

32. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

- ① Yes, full-time
- ② No, part time

33. What is your present academic rank? (Mark one)

- ① Do not hold rank designation
- ② Professor
- ③ Associate Professor
- ④ Assistant Professor
- ⑤ Lecturer/Instructor
- ⑥ Other (please specify) _____

34a. Birthplace:

- ① United States
- ② Other (please specify) _____

34b. If you were not born in the U.S., when did you arrive in the U.S.?

- ① ①
- ① ①
- ② ②
- ③ ③
- ④ ④
- ⑤ ⑤
- ⑥ ⑥
- ⑦ ⑦
- ⑧ ⑧
- ⑨ ⑨

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35. Are you a U.S. citizen?

- ① Yes
- ② No

36. Racial/Ethnic Group: (Mark all that apply)

- ① White/Caucasian
- ② African American/Black
- ③ American Indian
- ④ Mexican American/Chicano
- ⑤ Puerto Rican
- ⑥ Other Latino/Hispanic (please specify) _____
- ⑦ Chinese American/Chinese
- ⑧ Filipino American/Filipino
- ⑨ Japanese American/Japanese
- ⑩ Korean American/Korean
- ⑪ Southeast Asian (Vietnamese, Laotian, Cambodian, etc.)
- ⑫ Other Asian American/Asian (please specify) _____
- ⑬ Other (please specify) _____

37. Your sex:

- ① Male
- ② Female

38. How would you characterize your political views? (Mark one)

- ① Far Left
- ② Liberal
- ③ Moderate
- ④ Conservative
- ⑤ Far Right

39. Please fill in the most appropriate code from the enclosed academic field list. (If you have two responses use two codes.)

a. Present principal teaching field(s).	① ①	① ①
	① ①	① ①
	② ②	② ②
	③ ③	③ ③
	④ ④	④ ④
	⑤ ⑤	⑤ ⑤
	⑥ ⑥	⑥ ⑥
	⑦ ⑦	⑦ ⑦
	⑧ ⑧	⑧ ⑧
	⑨ ⑨	⑨ ⑨
b. Department(s) of current faculty appointment	① ①	① ①
	① ①	① ①
	② ②	② ②
	③ ③	③ ③
	④ ④	④ ④
	⑤ ⑤	⑤ ⑤
	⑥ ⑥	⑥ ⑥
	⑦ ⑦	⑦ ⑦
	⑧ ⑧	⑧ ⑧
	⑨ ⑨	⑨ ⑨
c. Present field(s) of research, scholarship, creativity	① ①	① ①
	① ①	① ①
	② ②	② ②
	③ ③	③ ③
	④ ④	④ ④
	⑤ ⑤	⑤ ⑤
	⑥ ⑥	⑥ ⑥
	⑦ ⑦	⑦ ⑦
	⑧ ⑧	⑧ ⑧
	⑨ ⑨	⑨ ⑨

40. Please mark the last two digits of the year of each of the following:

a. Year of birth	b. Year of appointment at present institution	c. If tenured, year tenure was awarded
① ①	① ①	① ①
① ①	① ①	① ①
② ②	② ②	② ②
③ ③	③ ③	③ ③
④ ④	④ ④	④ ④
19	19	19
⑤ ⑤	⑤ ⑤	⑤ ⑤
⑥ ⑥	⑥ ⑥	⑥ ⑥
⑦ ⑦	⑦ ⑦	⑦ ⑦
⑧ ⑧	⑧ ⑧	⑧ ⑧
⑨ ⑨	⑨ ⑨	⑨ ⑨

41. Please indicate the number of years you have spent in college/university teaching.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

42. How many of the following courses are you teaching this academic year? (Fill in one response for each item.) (Note: if you are not teaching this year, apply to the year most recently completed at your current institution.)

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 0 | 1 | 2 | 3 | 4 | 5+ |
| a. Undergraduate courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Non-BA credit courses (developmental and/or remedial) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Graduate courses and/or Professional courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Total number of courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. During the past five years, have you engaged in any of the following activities? (Mark one for each item.)

- | | | |
|--|-----------------------|-----------------------|
| | No | Yes |
| a. Taught an ethnic studies course | <input type="radio"/> | <input type="radio"/> |
| b. Taught a course that included issues on racial or ethnic minorities | <input type="radio"/> | <input type="radio"/> |
| c. Conducted research or writing focused on racial or ethnic minorities | <input type="radio"/> | <input type="radio"/> |
| d. Taught a women's studies course | <input type="radio"/> | <input type="radio"/> |
| e. Taught a course that included issues on women or gender | <input type="radio"/> | <input type="radio"/> |
| f. Conducted research or writing focused on women or gender | <input type="radio"/> | <input type="radio"/> |
| g. Attended a racial/cultural awareness workshop | <input type="radio"/> | <input type="radio"/> |
| h. Participated in a faculty curriculum development activity designed to integrate women's and minorities' perspectives into courses | <input type="radio"/> | <input type="radio"/> |
| i. Participated in a faculty development activity focused on teaching racially/ethnically diverse students | <input type="radio"/> | <input type="radio"/> |

44. Estimate the percentage of racial/ethnic minorities at the institution from which you received your undergraduate degree.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 0-5% | 6-10% | 11-15% | 16-25% | 26-40% | Over 40% |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

45. Estimate the percentage of racial/ethnic minorities at the institution from which you received your highest graduate degree.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 0-5% | 6-10% | 11-15% | 16-25% | 26-40% | Over 40% |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | |
|--|-----------------------|-----------------------|
| | No | Yes |
| 46a. Was your undergraduate education at a historically Black or predominantly minority-serving institution? | <input type="radio"/> | <input type="radio"/> |
| 46b. Was your undergraduate education at an institution outside the United States? | <input type="radio"/> | <input type="radio"/> |
| 47a. Was your graduate education at a historically Black or predominantly minority-serving institution? | <input type="radio"/> | <input type="radio"/> |
| 47b. Was your graduate education at an institution outside the United States? | <input type="radio"/> | <input type="radio"/> |

48. How well prepared do you feel you are to teach/work in a racially/ethnically diverse environment?

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Not Prepared | | | | Very Prepared |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

49. How comfortable do you feel teaching/working in a racially/ethnically diverse environment?

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Not Comfortable | | | | Very Comfortable |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

50. How important is having a racially/ethnically diverse student body to your institution's mission?

- | | | | | |
|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Not Important/Irrelevant | | | | Extremely Important |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

51. How important is having a racially/ethnically diverse faculty to your institution's mission?

- | | | | | |
|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Not Important/Irrelevant | | | | Extremely Important |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

52. Do you initiate discussion of racial/ethnic issues in your classroom?

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Never | | | | Very Often |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

53. Do you attempt to have students work across racial/ethnic lines in class assignments and group presentations?

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Never | | | | Very Often |
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

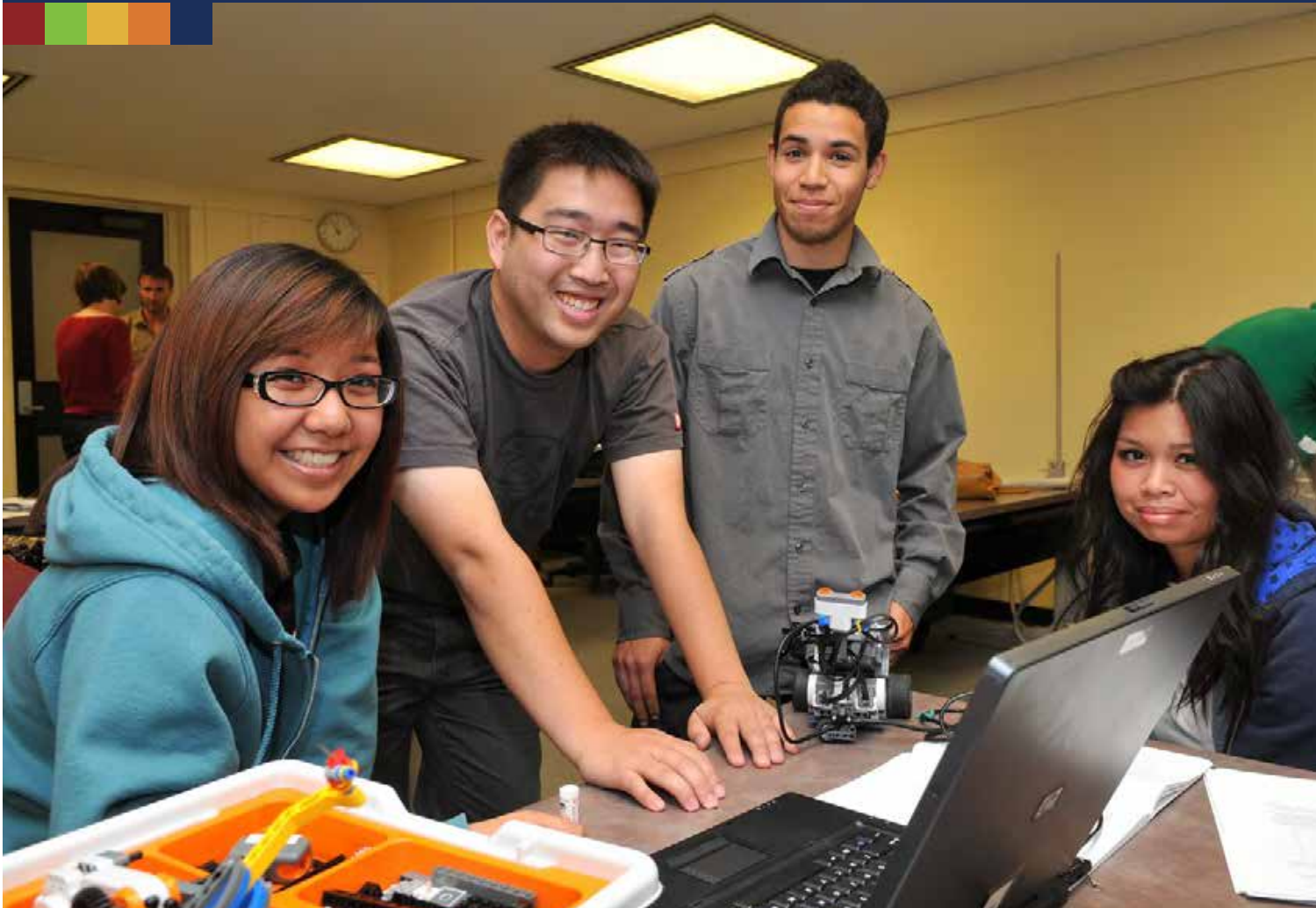
54. Please list 3 or 4 reasons that explain your responses in items 50-53.

May 2000

Produced with generous support from:
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EXHIBIT C

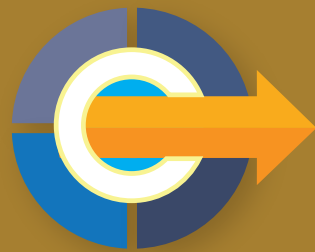
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Report and Recommendations

2015



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Task Force on **WORKFORCE**

JOB CREATION AND A STRONG ECONOMY

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Executive Summary

Executive Summary

California Community Colleges lead the state and nation in providing postsecondary career technical education (CTE) and training. Serving more than 2.1 million students, the 113 community colleges provide workforce training, basic skills education, and transfer preparation. Students can enroll in associate degree and certificate programs in 350 fields of study. The colleges also offer apprenticeship programs, short-term training aligned to third-party credentials, and incumbent worker training to upgrade skill sets in various industry sectors.

Employers currently struggle to find workers who possess the necessary skills to fill job openings, and this skills gap is projected to grow. By 2025, 30 percent of all job openings in California – or a total of 1.9 million jobs – will require some form of postsecondary education short of a four-year degree. California's education pipeline is not keeping pace with the higher levels of skills and education required by employers and must significantly increase the number of individuals with industry-valued, middle-skill degrees, certificates and credentials.



"If we don't get it right in California, not only California but the country stands to lose its global competitiveness."

Brice W. Harris, Chancellor
California Community Colleges

Far too many Californians do not possess the right skills and education to obtain a good job. Employers in key industries have difficulty filling job openings because the workers with the skills and aptitudes required are in short supply. Unless California immediately begins to address this mismatch, the state's economic prosperity and the success and income mobility of thousands of Californians are threatened.

California's community colleges have a strong career technical education mission and, with added emphasis and prioritization, are well positioned to close this impending skills gap. The CCC Board of Governors launched the Task Force on Workforce, Job Creation and a Strong Economy (Strong Workforce Task Force) to address the projected shortfall in middle-skill workers. The task force, comprised of both internal and external stakeholders, was convened to recommend a series of policies and practices to increase the production of industry-valued degrees and credentials.

The 25 recommendations in this report build upon current college efforts and address barriers to enhancing the capacity of California Community Colleges to prepare students for high-value jobs in regions throughout the state. The recommendations are the culmination of extensive input from more than 1,200 stakeholders during a nine-month period to identify actions that can be taken to provide policy guidance, regulatory review, and legislative and budgetary actions with the goal of increasing the number of students obtaining CTE degrees and certificates – crucial for closing California's skills gap.

The importance of creating incentives, streamlining processes, and identifying and showcasing best practices was an overarching theme of the deliberations and the final recommendations.

Student Success

Community college students need a broader range of support services than traditional, four-year, post-secondary students. Both populations are challenged by the need to identify a viable career path, but a greater percentage of community college students are first-generation and are prone to experience major impediments to completing their education. The Strong Workforce Task Force recommends a series of actions to raise awareness of and support for career exploration and planning starting in high school, to collaborate with education and workforce partners to enhance support services, and to increase financial support for community college CTE students.

Task Force Recommendations:

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

Career Pathways

Career pathways provide a seamless sequence of academic and CTE coursework across K-12 and postsecondary education. The Strong Workforce Task Force recommends creating pathways and curricula driven by industry and labor market needs, contextualizing basic skills and workplace readiness skills into pathway curricula, developing model CTE curricula and ensuring that career pathways meet the needs of non-traditional students.

Task Force Recommendation:

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.



Workforce Data and Outcomes

Colleges need robust metrics and outcome data in order to continuously improve pathways within career technical education, identify which programs employers' value, and align their program and course offerings to local and regional labor market needs. The Strong Workforce Task Force recommends building on current community college initiatives measuring student progress to align common metrics among all workforce programs; to increase the ability of governmental entities to share employment, licensing, certification, and wage outcome information; and to improve the quality and accessibility of student outcome and labor market data.

Task Force Recommendations:

4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
6. Improve the quality, accessibility and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Curriculum

A rapidly changing labor market and diverse student body present a series of challenges and opportunities for career technical education. Faculty strive to keep courses and programs current with appropriate levels of academic rigor, yet lengthy local- and state-level approval processes can delay curriculum development and revision. The Strong Workforce Task Force supports clarifying and streamlining curriculum development and approval processes, achieving better alignment of curricula with the needs of business and industry, and improving articulation across institutions to support portability and completion in our increasingly mobile society.

Task Force Recommendations:

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.





CTE Faculty

Education and work experience requirements for hiring CTE faculty and salary differentials in highly paid fields may limit a college's ability to recruit a qualified pool of faculty for CTE courses and programs. The Strong Workforce Task Force recommends a range of activities to increase the pool of CTE faculty including developing pipelines for industry professionals to teach in community colleges, enhancing professional development opportunities for current faculty to maintain currency in industry standards, and exploring solutions for attracting industry experts to community college teaching from high-salaried fields.

Task Force Recommendations:

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

Regional Coordination

State-, federal-, and foundation-funded initiatives to address regional workforce and economic development often have similar and overlapping goals that may result in a fragmentation of efforts, duplication of services, and confusion to both students and employers. Successful integration of these initiatives can result in effective practices to meet student, job seeker, and regional economic needs. The Strong Workforce Task Force recommends enhancing the regional CTE framework within the community college system to improve coordination and provide greater alignment with the colleges' overall governance and reporting structures. The task force also endorses developing robust regional partnerships among community college, industry, and other workforce and economic development entities to improve CTE program delivery and responsiveness to regional and industry labor market needs.

Task Force Recommendations:

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.



Funding

Career technical education courses are funded at the same level as general education, lecture-based courses; however, these programs have higher startup and operating costs, high costs for equipment and specialized facilities, increased needs for professional development, and more frequent curriculum revision and program review. To ensure that CTE courses keep pace with the increasing demand for middle skill jobs, the Strong Workforce Task Force recommends a series of funding strategies that include establishing a supplemental funding source targeted to support high-cost courses and programs, creating a funding stream to support regional and local infrastructure and coordination, and leveraging public workforce funding streams to support training efforts for priority sectors in regions.

Task Force Recommendations:

22. Establish a sustained, funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.



Conclusion

The recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy are the result of months of deliberations based on input from a wide variety of sources reflecting agreement from both internal and external stakeholders of the community college system. Some recommendations may require changes in statute or regulation, while others can be accomplished within the existing structure and parameters of the system. In all cases, these recommendations enhance career technical education and workforce training to meet the demands of the economy and the labor market, thus benefitting individuals, communities, and the entire state.

To ensure the economic prosperity of the state and its diverse population, California must address the issues and recommendations identified by the task force. This requires a broad-based commitment from the entire community college system, education and workforce partners, business and industry, and state policymakers so more Californians can acquire the education, skills, and work experience to participate in a strong and vibrant economy.






Background



Background



California's community colleges supply the means for a skilled workforce by providing certificate and degree programs in more than 350 different fields of study. The community colleges offer approximately 8,000 certificate programs and 4,500 associate degree programs. Apprenticeship programs, short-term training aligned to third-party credentials, and incumbent worker training to upgrade skill sets in various industry sectors are also available. Colleges also deliver contract education to provide employer-supported, customized instruction for incumbent workers.

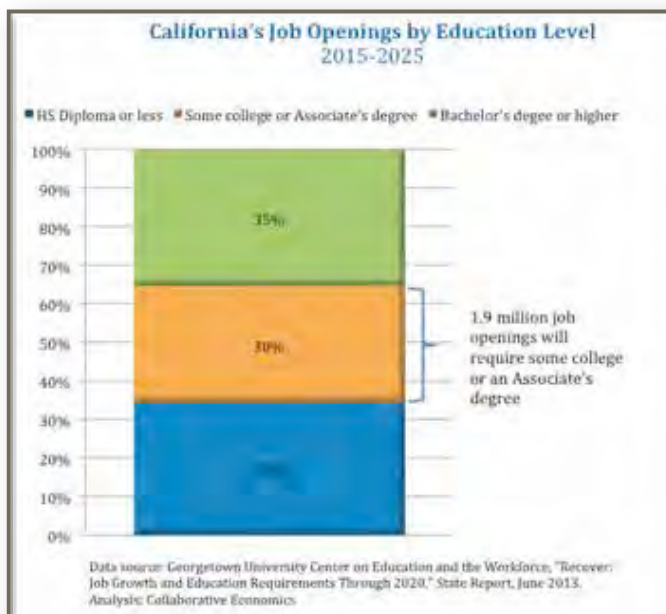
Employers currently struggle to find workers who possess necessary skills, and experts project that the skills gap will grow. What's more, it is estimated that by 2025, 30 percent of all job openings in California – or a total of 1.9 million jobs – will require some form of postsecondary education short of a four-year degree. California's education pipeline is not keeping pace with the higher levels of skills and education required by employers, and it must significantly increase the number of individuals with industry-valued middle-skill degrees, certificates and credentials.

California Community Colleges, with its strong CTE mission, is well positioned to help close the impending skills gap. While colleges are making great strides in working more closely with industry and moving students successfully along career pathways, a number of barriers to success still remain. CTE has not been viewed as a priority of the colleges and does not command the attention or resources to meet the needs of students and regional labor markets. The curriculum needs to remain continuously aligned with the dynamic skill requirements of industry to ensure that students successfully transition into self-sustaining employment. The expense to design, deliver and maintain CTE programs puts them at a disadvantage when competing for funding with less expensive course offerings on campuses.



The Student Success Task Force, in 2011, created a roadmap for California Community Colleges to improve student outcomes and expand structures to support students in achieving their goals. Then, in 2012, the California Community College Chancellor's Office (DWM) implemented new state legislation focused on increasing individual and regional economic competitiveness and providing California's workforce with the skills and quality credentials needed by employers. This work, along with other college initiatives, paved the way for an increased, system-wide focus on the role of community colleges in meeting the growing demand for career technical education.

To address the projected shortfall in middle-skill workers, the California Community College Board of Governors commissioned the Task Force on Workforce, Job Creation, and a Strong Economy (Strong Workforce Task Force) on Nov. 17, 2014. The task force was asked to consider strategies and recommend policies and practices to meet California's anticipated shortage of one million industry-valued, middle skill credentials.



Recognizing the need for a balance of internal and external participants, the Board of Governors appointed representatives from the community colleges (including faculty, staff, administrators, trustees and students); the employer community; labor organizations; public education, workforce training and economic development entities; and community-based organizations to the task force. The various community college constituent bodies selected individuals to represent them on the task force. Appendix #1 has a listing of task force members.

The work of the Strong Workforce Task Force was rolled out in three phases:

- Regional College Conversations - November 2014 through March 2015
- Town Hall meetings - February and March 2015
- Task Force meetings - January through July 2015

Regional College Conversations

More than 750 community college Chief Executive Officers, Chief Information Officers, Career Technical Education Deans, Faculty, Sector Navigators, Deputy Sector Navigators, Contract Education Coordinators, Regional Consortia Chairs and Vice Chairs, and other staff participated in 14 Regional College Conversations conducted throughout the state. Three of these sessions were hosted by the Academic Senate for California Community Colleges (ASCCC) to ensure faculty input. Almost 40 percent of the participants in the Regional College Conversations were faculty.

These meetings explored policies and practices to inform the scope and goal of the task force.

Participants discussed issues related to:

- Increasing the number of community college students who earn quality industry-valued credentials
- Creating a stronger alignment between community colleges and the needs of the state's regional economies
- Ensuring sustainable funding for CTE programs

These conversations raised a number of ideas for consideration by the task force to help address the goals of completing industry-valued credentials, increasing responsiveness to business and industry needs, and braiding funds from multiple sources. A summary of those recommendations can be found in Appendix #2.





Strong Workforce Town Hall Meetings

Seventeen Strong Workforce Town Hall meetings were convened in six regions across the state with participation from an estimated 640 external stakeholders. Leaders from business, economic development, K-12 education policy, labor, elected officials, and other community organizations were invited. The meetings were made possible through the leadership of a number of private sector partners throughout the state.

Participants at the Town Hall meetings shared input on the most important actions the community college system can take to be a catalyst for growth in California's regional economies. Suggestions from the town hall meetings can be found in Appendix #3. Input from the Regional College Conversations and Strong Workforce Town Halls were compiled into issue statements to provide a framework for task force deliberations. The issues statements can be found in Appendix #4.

Town Hall Meeting Locations

San Diego Hosts

- San Diego Workforce Partnership
- San Diego Regional Economic Development Corporation
- California Business Roundtable

Los Angeles Hosts

- Los Angeles Chamber of Commerce
- Los Angeles County Economic Development Corporation
- California Business Roundtable

Fresno Hosts

- San Joaquin Valley Partnership
- California Business Roundtable

Sacramento Hosts

- Valley Vision
- NextEd
- Sacramento Employment and Training Agency
- Los Rios Community College District
- California Manufacturers and Technology Association
- California Business Roundtable

Silicon Valley Hosts

- Silicon Valley Leadership Group
- California Business Roundtable

Coachella Valley Hosts

- Inland Empire/Desert Regional Consortium







Strategies and Policies for Closing the **Skills Gap**



Strategies and Policies for Closing the Skills Gap

The Strong Workforce Task Force believes that closing the skills gap in California is essential to bolster California's economic vitality and restore upward mobility to its residents. The task force urges the Board of Governors to implement the following package of recommendations and position California Community Colleges to meet California's workforce needs. These recommendations were informed by a series of background papers and other readings, input from the Regional College Conversations and Strong Workforce Town Hall meetings, presentations by experts, and public comments.



Student Success

In 2012, the Student Success Task Force adopted a series of recommendations to improve student outcomes in California's community colleges. Student support was at the core of the recommendations and resulted in the new Student Success and Support Program. The program's goal is to help students persist in college and complete their educational objectives by providing a range of core student services such as orientation, assessment, counseling, and other general education planning services.

Students enrolled in CTE programs often need additional support services, such as:

- Career guidance, including awareness and exploration of the many occupations and associated skill requirements labor market demand, and earning potential that allow students to make informed choices about selecting a program of study.
- Career pathway planning with academic and contextualized support services.
- Identification of and engagement in work-based learning opportunities that give students real workplace experience and employability skills in their program of study.
- Job placement, either concurrent with college enrollment or upon completion, that allows students to build on the knowledge gained from a program of study.

More targeted and integrated supports, aligned with regional labor market demands of business and industry, will help students set career goals that equip them to compete in a dynamic workplace and changing economy. Access to robust support systems designed for CTE students will help them acquire the skills and abilities necessary to complete college, obtain industry-recognized credentials, and secure meaningful employment.

For a more in-depth discussion of these issues, refer to the Strong Workforce Task Force background papers entitled, *College-to-Career Pathways: Getting from Here to There on the Roadmap for a Stronger California Economy and Structured Career Pathways and Student Support*.

Recommendations

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
 - a. Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential.
 - b. Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements.
 - c. Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.
 - d. Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services.
 - e. Enhance capacity of counselors to provide CTE-related program counseling through professional development and the sharing of best practices such as designating counselors as CTE specific or designating liaisons to CTE programs.
 - f. Support efforts to increase financial support under the Cal Grant C program for community college CTE students.
2. Improve CTE student progress and outcomes.
 - a. Enable and support faculty to coordinate with industry to identify required work-based and skill competencies, including technology, for specified occupations in order to facilitate student advancement through mechanisms such as authentic competency-based assessments.
 - b. Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses.





Career Pathways

The career pathway movement – both nationally and in California – is focused on providing a seamless sequence of integrated and articulated coursework across K-12 and postsecondary education that provides positive outcomes for all students and leads to employment. Starting with exposure to careers in middle school, engagement in applied programs of study in high school leads to degree, certificate or credential achievement in community college and beyond. Career pathways are developed and implemented in collaboration with workforce partners. Pathways are a strategy that works for a variety of populations, including traditional high school students, adult learners, and frequently marginalized populations, including those with low education and skill levels. Well-designed pathways move students to successively higher levels of education and training while providing multiple entry and exit points, related work experience opportunities at various stages, and wrap-around support services.

Quality career pathways integrate and align academic and technical skills to move students through a progression of coursework. They provide multiple on-ramps and off-ramps with modularized curricula that make it easy for students to move through a pathway, exit for personal reasons, and then re-enter to complete their career objectives. Smooth and well-articulated transitions between education and workforce systems help ensure that students move successfully from high school to postsecondary or from adult education to postsecondary. Student support is provided in areas such as basic skills and counseling upon entry and throughout progression through the pathway. Industry engagement in both program design and identification of work-based learning opportunities results in pathways with strong employment outcomes.

Career pathways are embedded in a number of current state-, federal-, and foundation-funded efforts, necessitating coordination of these initiatives both at the state and regional level. Strategies such as dual enrollment and model pathways can serve to align efforts among high school, adult education, and community college providers.

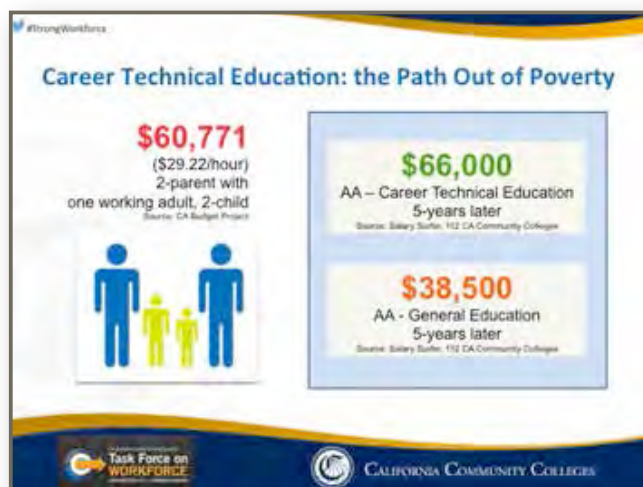
For a more in-depth discussion of these issues refer to the Strong Workforce Task Force background papers entitled, *College-to-Career Pathways: Getting from Here to There on the Roadmap for a Stronger California Economy and Structured Career Pathways and Student Support*.

Recommendations

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
 - a. Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials.
 - b. Develop state-aligned or regionally-aligned strategies and structured industry-informed pathways, coordinated with faculty and other workforce partners and industry intermediaries, that seamlessly transition high school and adult students to community college programs of study.
 - c. Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations.
 - d. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways.
 - e. Identify and resolve barriers as appropriate to career pathway implementation.
 - f. Provide resources to faculty to contextualize basic skills English, math, English as a Second Language, and workplace readiness skills into pathway curricula in collaboration with faculty trained in basic skills disciplines.
 - g. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements.
 - h. Support the ongoing development and implementation of current initiatives to develop programs of study tools for bridging from high school and adult education preparation into community college CTE pathways in order to help community college students plan their CTE course taking.



Workforce Data and Outcomes



Colleges rely on access to robust metrics and student outcome data (such as degrees, completions, certificates, and employment) to continuously improve pathways within career technical education, identify which programs employers value, and align their program and course offerings to local and regional labor market needs.

Today's students and incumbent workers rely on a community college education to obtain the skills needed to be competitive and keep pace with a rapidly changing workplace. Because many employers require job applicants to demonstrate workplace readiness skills (sometimes called "soft-skills"), technology skills, and competencies in specific skill-sets, there is increased demand for short-term training aligned with a third-party credential, such as a state license or an industry certification. Some students (called "skills-builders") elect to take one or two community college courses to help them solidify or gain skills required for ongoing employment and career advancement, without completing a program of study.

California community colleges have made progress in measuring critical momentum points and student outcomes. The Student Success Scorecard reports attainment of degrees, certificates and transfers to four-year institutions. A set of common metrics tracks student progress and outcomes in CTE grants funded by the Chancellor's Office. The Chancellor's Office's Salary Surfer reports average earnings and wage increases by program of study for students who complete a certificate or degree. Also in development is a new tool, called the LaunchBoard, which provides program-level information to community college faculty and administrators on student course-taking, completion, employment, and labor markets.

While these tools now make some CTE outcome information more accessible to faculty, students and policymakers, the following data challenges remain, making it difficult to evaluate whether the state and its public education and workforce system are making the right program investments. Data challenges include:

- Metrics and metric definitions vary by individual programs and funding sources.
- Many certificates offered by the community colleges are in low-unit degrees (fewer than 12 units) and are therefore not counted as success in statewide accountability metrics.
- There is no statewide data system that tracks students from high school through the higher education segments and no formal data exchange that allows community colleges and workforce investment boards to share student program and outcome information.
- Third-party credential data from outside entities (like licensing boards and industry certifications) are frequently requiring reporting metrics, but they are difficult to obtain because of actual and perceived legal hurdles.
- Information on student employment data and labor market information often requires analytical skills to interpret and apply to college decision-making.

For a more in-depth discussion of these issues, refer to the Strong Workforce Task Force background paper entitled, *Moving the Needle: Data, Success, and Accountability for Workforce Programs*.



Recommendations

4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
 - a. Develop, streamline, and align common outcome metrics for all state-funded CTE programs and ensure that they are compatible with federal reporting requirements.
 - b. Expand the definition of student success to better address workforce training outcomes for both “completers” (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and “skills builders” (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement).
 - c. Report outcomes by student demographic characteristics.
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
 - a. Require the sharing of employment/wage outcomes and third party licenses/certification data across government entities.
 - b. Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data.
 - c. Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights.
6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
 - a. Provide labor market, workforce outcome, and student demographic data/information that are easily accessible and usable.
 - b. Validate labor market supply and demand information with industry partners.
 - c. Provide technical assistance, data visualization tools, and analysis tools to colleges for the use of labor market and student outcome data.
 - d. Develop the state’s capacity to capture changes and gaps in workforce supply and demand and to assess each region’s educational capacity to address workforce gaps.

Curriculum

A rapidly changing labor market and diverse student body present a series of challenges for career technical education. Faculty strive to keep courses and programs current with appropriate levels of academic rigor. Yet lengthy local- and state-level approval processes can slow curriculum development and revision. Current approval processes have valuable aspects that allow colleges to serve their particular communities; however, various elements of these processes could be streamlined and/or clarified for greater efficiencies.

The framework for community college curriculum development and approval is provided in the California Education Code and Title 5 regulations. Myriad curriculum standards and processes exist requiring a mix of local-, regional-, and state-level review, including approval dependent on whether a course is for no credit, credit, or fee-based community education. Local faculty have primary responsibility for curriculum development and delivery. Faculty and administrators are also responsible for ensuring that instruction meets various compliance and accreditation standards. At the state level, ASCCC, as the representative of faculty in academic and professional matters, has the primary responsibility for making recommendations regarding curriculum regulations and processes. Curriculum processes may differ from college to college. However, there are two additional steps in the development of CTE curricula to ensure alignment with industry needs and regional labor market demand.

- CTE faculty work with advisory committees comprised of community, business and industry leaders in industry sectors that are related to their programs to ensure that programs are responsive to labor market needs and that students who complete the programs will attain the required skills and knowledge to obtain employment.
- CTE program proposals must also be reviewed by the regional consortia prior to submission to the CCCCCO. The regional consortia help validate the need for new programs and avoid unnecessary duplication of programs that may oversupply regional labor markets.

For a more in-depth discussion of these issues, refer to the Strong Workforce Task Force background paper entitled, *Essential Elements for Strong Programs: Curriculum Development and Instructors*.



Recommendations

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
 - a. Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process.
 - b. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges.
 - c. Create a process for the development of collaborative programs between colleges.
 - d. Support faculty and colleges in developing and expanding the use of contract education to meet the dynamic needs of business and industry in an expedited manner.
8. Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
 - a. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor's Office.
 - b. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process.
 - c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
 - a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process.
 - b. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.
10. Facilitate curricular portability across institutions.
 - a. Scale up and resource the "C-ID" (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions.
 - b. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways.
 - c. Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.



11. Develop, identify and disseminate effective CTE practices.
 - a. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.
 - b. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.
 - a. Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices.
 - b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.
 - c. Revise existing policies regarding the use of a state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills and knowledge.



CTE Faculty

A system of minimum qualifications for hiring community college faculty was adopted in legislation in 1988 by Assembly Bill 1725 (Vasconcellos). Minimum qualifications are established by the Board of Governors, based on recommendations by the ASCCC, and are used to determine a candidate's eligibility for faculty positions in the community college system. While the minimum qualifications process is a vital aspect of ensuring quality instruction throughout the community college system, colleges in some areas of the state have raised concerns that this process, in conjunction with salary differentials in high-paying fields, may limit their ability to recruit and employ a qualified pool of faculty for CTE courses and programs.

The minimum qualification for most CTE faculty is a bachelor's degree in any discipline and two years of professional experience, or an associate degree in any discipline and six years of professional experience. However, a number of technical disciplines, such as engineering, home economics, nursing, dietetics, accounting, and business management stipulate that the minimum qualifications include a masters' degree in the discipline of the assignment or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline.

While specific hiring processes vary from district to district, all faculty hired must meet minimum qualifications or equivalency criteria for their disciplines. The local equivalency process is governed by Title 5 regulations and varies by college district. Each community college governing board and corresponding academic senate develops its own process, criteria, and standards to assess equivalencies. State regulations require that both minimum qualifications and equivalency procedures be established by the college's governing board. Granting of equivalency allows a faculty member to teach all courses within an appropriate discipline; equivalency for individual courses (single course equivalency) is not allowed.

For a more in-depth discussion of these issues, refer to the Strong Workforce Task Force background papers entitled, Essential Elements for Strong Programs: Curriculum Development and Instructors, College-to-Career Pathways: Getting From Here to There on the Roadmap for a Stronger California Economy, and Structured Career Pathways and Student Support.

Recommendations

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
 - a. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience.
 - b. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.
 - c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.
 - d. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or the equivalent.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
 - a. Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines.
 - b. Create effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation.
 - c. Develop an Instructional Skills Module through the ASCCC Professional Development College that includes the option of obtaining continuing education credits to provide an opportunity for industry professionals to gain teaching skills while earning college credit.
 - d. Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships.
 - e. Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required.
 - f. Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
 - a. Provide all faculty with training in teaching methods and strategies, including the use of technology.
 - b. Identify and address structural barriers that prevent full- and part-time faculty participation in professional development and create fiscal and other incentives that address reassigned time, externships and other methods of skill upgrades to ensure currency.
 - c. Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education and community colleges.
 - d. Increase opportunities for CTE faculty to participate in professional development such as sabbaticals, industry events and training to augment discipline knowledge and connections with employers and the workforce system.
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
 - a. Create and share models and best practices developed as part of local labor negotiations to address the salary differential needs in high-pay fields.
 - b. Encourage partnership with industry and the local community to support salary differential needs.



Regional Coordination

Regional delivery of career technical education and workforce development services presents both opportunities and challenges. State-, federal-, and foundation-funded initiatives to address workforce and economic development often have similar and overlapping goals. This can result in a fragmentation of efforts, duplication of services, poor connection among programs, and confusion to both students and employers. However, successful integration of these initiatives can result in effective practices that braid multiple resources to meet student and employer needs.

In recent years, community colleges and their workforce partners have moved toward a regional approach to respond more effectively to regional labor market needs and address the skills gap. Current national and statewide efforts support the move to organize workforce services regionally. The newly enacted federal Workforce Innovation and Opportunity Act (WIOA) focuses on regional action, partnering with workforce and education professionals to meet industry needs, integrating service delivery, and braiding resources to improve service delivery. Key elements of California's 2015-16 Budget Act also address regional program alignment, adoption of common performance measures, and employer engagement in the workforce development system.



Colleges have also made progress in identifying the kinds of activities that can be accomplished more effectively at a regional level. The CCCCO DWM framework braids resources and provides incentives to support CTE programs in key and emerging industry sectors. DWM works with Regional Consortia, Sector/Deputy Sector Navigators and Technical Assistance Providers to identify activities that are best delivered on a regional scale. This developing regional work promises to support college efforts to respond to their dynamic regional and local economies.

For a more in-depth discussion of these issues, refer to the Strong Workforce Task Force background paper entitled, *Thriving Regions, Thriving California*.



Recommendations

17. Strengthen communication, coordination and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
 - a. Clarify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance Providers and their relationships with the Chancellor's office and the colleges.
 - b. Ensure that the CTE regional framework is designed to do the following:
 - Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities.
 - Coordinate colleges within the region to meet business and industry needs.
 - Convene discussions about development of common CTE entry pathways and industry-valued credentials based on regional industry needs.
 - Share best practices on regional coordination, communication, and decision-making.
 - Conduct joint marketing and facilitate asset and equipment sharing.
 - Support joint professional development of faculty to respond to evolving skill needs of industry sectors.
 - Provide other needs and strategies as prioritized by the region.



18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
 - a. Coordinate industry and labor engagement tied to sector strategies.
 - b. Develop feedback methods from industry and labor that provide for continuous program improvement.
 - c. Articulate skill sets embedded within industry-valued credentials across regions.
 - d. Support college collaborations to leverage multiple state and federal CTE and workforce funding streams to build capacity to meet regional needs and mitigate the risk associated with new program start-up.
 - e. Coordinate alignment among community college CTE efforts and implementation of the regional framework developed under the federal Workforce Innovation and Opportunity Act and the adult education consortia.
20. Develop robust connections between community colleges, business, and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
 - a. Align college programs with regional and industry needs by leveraging multiple labor market information sources, including California Community College Centers of Excellence, Deputy Sector Navigators, industry associations, state agencies, economic development entities, and workforce boards.
 - b. Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards.
21. Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.



Funding

Workforce preparation is a primary mission of the California community college system. Yet, since the 2000-01 academic year, CTE's share of community college enrollment has declined from 31.3 percent to 28.2 percent. This decline comes at a time when California is struggling to meet the need for middle-skilled jobs and anticipates an increasing demand for these jobs in the coming years. The decline in CTE course offerings has significant impact on student economic success and California's economic prosperity. College records indicate that the median wages of workers five years after receipt of an associate's degree in a CTE discipline is more than 70 percent higher than those with non-CTE associate degrees.

CTE courses receive the same dollar amount for a full-time-equivalent student (FTES) as general education, lecture-based courses that do not incur the same startup and operating costs. CTE courses are often more expensive because of the need for:

- Labor market research and analysis to determine demand for a program
- Specialized equipment and facilities required for program operation
- Smaller class sizes required by regulation or safety requirements
- Additional time for faculty to interact with business and industry to ensure initial and ongoing program relevance and currency
- Continuous curriculum development and retooling to retain course and program relevance and currency
- Faculty professional development in industry settings
- Data collection to report employment, wage, and other program outcome information for accountability purposes.

The task force reviewed how other states have addressed the issue of high-cost courses/programs by creating differential base-line funding formulas; supplemental funding streams that support increased costs; differential tuition based on program cost; and performance funding, in which all or a portion of funds are tied to program outcomes.

For a more in-depth discussion of these issues, refer to the Strong Workforce Task Force background paper entitled, Funding Career and Technical Education (CTE) Programs at California Community Colleges.



Recommendations:

22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
 - a. Target funding to offset the high cost of CTE programs and other courses that lead to CTE programs.
 - b. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness.
 - c. Develop and support a sustainable and adequate equipment and facilities funding stream.
23. Create a predictable, targeted and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the local, state, and regional levels; establish regional funding of program start-up and innovation; and develop other coordination activities.
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
 - a. Evaluate the impact of student fees for disposable and consumable materials on CTE programs and students. If warranted, explore options for funding support that does not limit student access, such as covering the cost of fees under a BOG waiver.
 - b. Provide flexibility and funding for new and modernized CTE facilities.
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.

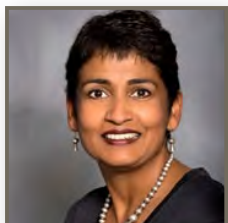




Appendices



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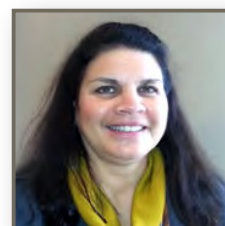
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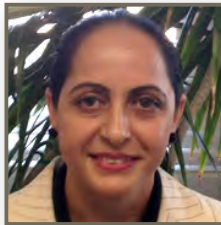
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Appendix #1: Task Force Membership



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Appendix #2

Executive Summary of 14 Regional College Conversations

REGIONAL COLLEGE CONVERSATIONS

Over 750 community college Chief Executive Officers, Chief Information Officers, Career Technical Education Deans, Faculty and local Academic Senate Faculty members, Sector Navigators, Deputy Sector Navigators, Contract Education Coordinators, Regional Consortia Chairs and Vice Chairs, and other staff participated in 14 Regional College Conversations (RCCs) conducted throughout the state. Of these participants, almost 40% were faculty. These meetings explored policies and practices to further the scope and goal of the Task Force.

Specifically, participants were asked to address the following three questions: 1) how do we dramatically increase the number of community college students who earn quality industry valued credentials, 2) how do we ensure that community colleges work better and in a more timely manner with industry to assure that students leave with appropriate skills for high value and good paying jobs, and 3) how do we make funding for workforce programs and structured CTE pathways more sustainable especially during budget downturns?

These conversations raised a number of ideas for consideration by the Task Force. All ideas generated are listed in the Appendices. This Executive Summary is a compilation of the ideas that were heard frequently; would require state-level guidance or regulatory, legislative or budget action; and would help address the goals of the Task Force to increase completion of industry-valued credentials, keep community colleges responsive to business/industry needs, and braid funds from multiple sources to this effort.





1 - WORKFORCE DATA & OUTCOMES

- Expand the definition of student success to better address workforce training outcomes for both “completers” (students who attain certificates, degrees, transfer-readiness, or enrollment in 4-year institutions) and “skills builders” (older students who take only a few courses to advance in their career).
- Provide workforce outcome data and labor market information, data visualization and analysis tools and technical assistance to support students, faculty, colleges, regions and their industry partners, and the state in CTE program development and improvement efforts.
- Remove regulatory and statutory barriers for sharing of employment/wage outcomes and third-party licenses/certificates data among governmental entities for the purpose of program improvement and ensure the protection of student and employer privacy rights.
- Align outcome measures for all state-funded CTE initiatives and streamline grant reporting to these metrics.

2 - CURRICULUM & INSTRUCTORS

- Evaluate and revise the CTE curriculum approval process as appropriate to streamline and shorten in order to optimize responsiveness and efficiency.
 - Consider process for new course/program approval to respond to emerging labor market needs; rapid adoption and local customization of courses/programs approved at other colleges, and multi-college adoption of industry-advised courses/programs.
 - For state level activities, fund and provide fully trained staff in the Chancellor’s Office to speed up the curriculum approval process.
- Facilitate student portability across institutions. Consider 1) creating a “C-ID” (course identifier) system for CTE certificates and degrees to enable region- and/or state-wide articulation across institutions, and 2) recognizing prior learning and work experience for adults that award credits toward CTE pathways.



- Enable CTE curriculum portability across institutions. Consider a repository of CTE curriculum models that faculty/colleges can select and adapt to their own needs.
- Increase the pool of qualified CTE instructors by reviewing statewide and minimum qualifications, modifying equivalency for CTE faculty, and providing fiscal incentives for professional development activities for CTE faculty such as externships and other methods of skill upgrades to ensure currency.
 - Revise the single subject equivalency regulation to allow CTE programs to hire an individual to teach one course.
 - Create an academic pathway to allow someone to be hired from industry.
 - Provide CTE faculty with credit for years in the field vs. advanced degrees.
- Consider student advancement based upon mastery of competencies for a specified occupation through authentic, performance-based assessment, rather than time-in-seat.
- Clarify practices and/or address treatment of 'repeatability' on CTE courses when course content evolves to meet changes in skill requirements.
- Embed basic skills into CTE utilizing evidence-based practices such as contextualization.
- Create a CTE effective practices website.

3 - STRUCTURED CAREER PATHWAYS & STUDENT SUPPORT

- Develop strategies and structured industry-informed pathways that are regionally aligned so that high school students can more seamlessly transition to community college CTE certificates and/or transfer degrees; develop CTE model curriculum (e.g., SB1440); extend model curriculum into high schools to enable dual enrollment and CTE pathways between high schools and community colleges.
 - Create support for interdisciplinary collaborations (not just CTE) to create specific pathways between and among all disciplines.
 - Align basic skills curriculum, including ESL, with workplace skill requirements.

- Expand definition of pathways and create structured pathways for non-traditional students (of all ages) who are displaced workers, veterans, adult populations, etc.
- Create and provide financial support for campus hubs for student success supportive of CTE students that include career exploration, CTE pathway and education planning, working with industry to develop and coordinate work-based learning/internship/apprenticeship opportunities for CTE students, and building of foundational workplace/career skills in students. Provide tools in support of these campus hubs.

4 – FUNDING

- Revise the baseline CTE funding model when there is high cost and “unmet” workforce demand, in order to increase CTE capacity responsive to labor market needs. Range of ideas include creating a weighted funding formula based upon the cost of instruction, modifying funding for multi-year cohort training, funding based upon attainment of skill competencies and revising accounting models for program costs.
- Utilize workforce categorical funding to support the following practices:
 - Reduce competitive grant awards in favor of predictable funding that incentivizes collaboration, regional coordination, and workforce outcomes;
 - Institutionalize the CTE Enhancement Fund as an on-going funding source;
 - Provide tax credits and incentives for business and industry to offer work-based learning or partner with colleges;
 - Create separate funding category for CTE facilities and equipment;
 - Ongoing funding for designated CTE position(s) at every college to connect CTE programs to industry and internships as part of campus hub; and/or
 - Redirect funding to base funding for rainy day funding for CTE.
- Allow student fees for consumable and disposable materials.

5 - REGIONAL COORDINATION

- Support the development of structures and staffing to coordinate regional level common efforts – some of which are sector-specific -- such as: industry engagement tied to sector strategies, course scheduling coordination for shared programs, regionalized articulation through curriculum model development, standardizing industry-valued credentials across regions, joint marketing, asset/equipment sharing, joint professional development of faculty as the sector evolves its skill needs, data collection and evaluation, calibrating regional supply and demand and other shared needs and strategies as prioritized by the region. In this context, provide clarity of roles for Sector Navigators, Deputy Sector Navigators and Regional Consortia.
 - Build upon best practices for use of non-credit, fee-based and/or revenue sharing arrangements by these regional networks/structures.
 - Develop a sustained public outreach campaign to industry, high school students, counselors, parents, faculty and staff to promote career development and attainment and the value of career technical education.





Appendix #3 Executive Summary of 5 Strong Workforce Town Halls

STRONG WORKFORCE TOWN HALLS

Five town halls in regions across the state convened an estimated 550 external stakeholders who rely on the community colleges for workforce training. Leaders from business, economic development, K-12 education policy, labor, elected officials, and other community organizations were invited. The Town Halls focused on 1) discussing the most important actions for the community college system to take in order to act as a catalyst for growth in California’s regional economies, and 2) identifying specific ways that employers can help to prepare a strong workforce.



Schedule of Town Halls

Co-Hosts		
Central Valley	California Partnership for the San Joaquin Valley; Betts Manufacturing; Fresno Business Council	February 10, 2015
Los Angeles	Los Angeles Area Chamber of Commerce; Los Angeles County Economic Development Corporation	March 4, 2015
Silicon Valley	Silicon Valley Leadership Group	March 10, 2015
Sacramento	Valley Vision; Sacramento Employment and Training Agency; Los Rios Community College District; NextEd; California Manufacturers and Technology Association	March 16, 2015
San Diego	San Diego Regional Economic Development Corporation; San Diego Workforce Partnership	March 18, 2015
Coachella Valley	College of the Desert; Inland Empire/Desert Regional Consortium	May 8, 2015

Each Town Hall included a facilitated discussion, where participants were asked to review and build on specific themes that surfaced through the Regional College Conversations and identify specific actions the community college system could take to prepare a strong workforce (See Appendix 1) for the topics for discussion presented at each Town Hall). Following the discussion, participants were asked to vote on their top two priorities for action. In addition, participants were asked to fill out a feedback form to indicate whether they agreed, disagreed or were neutral to each of the suggestions that surfaced from the Regional College Conversations. Employer participants were also asked to identify specific ways they would be willing to help prepare a strong workforce.



Top Priorities for Preparing a Strong Workforce

Overall, Town Halls participants expressed broad agreement that preparing a strong workforce will require deeper working relationships with employers/industry, more timely and relevant education and training, and sufficient funding for CTE programs needed in state and regional labor markets. In particular, the following were identified as top priorities for the community college system:

- Coordinate Employer Outreach Regionally
 - Engage employers regionally and by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.
- Expand Work-Based Learning
 - Develop more work-based learning opportunities offered in partnership with career technical education in order to improve day-one readiness of students hired.
- Develop Public Awareness Campaign
 - Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.
- Increase Responsiveness of CTE Curriculum Approval and Modification processes
 - Modify curriculum approval and modification processes to keep pace with changes in the workplace and business cycles.

A Shared Investment Approach

The Town Halls affirmed the idea that preparing a strong workforce will require a new level of collaboration among colleges and business. Business leaders at the Town Halls indicated that they would be willing to:

- Provide feedback on curriculum and validate skill competencies;
- Develop or increase work-based learning opportunities in partnership with community college CTE programs;
- Convene or join an industry-driven regional sector partnership to collaborate with other businesses and community colleges on shared workforce needs;
- Contribute experienced subject matter experts to help instruct CTE courses;
- Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high demand fields;
- Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.

Appendix #4

Issue Statements

DATA

- There is a need for access to current industry sector-specific data and for technical assistance to ensure that data are relevant and understandable for decision-making at the student, program, college and regional levels.
- Expand the definition of student success in community colleges to include multiple, successful Career Technical Education outcomes valued by students, the workforce and coordinated with all workforce and education partners.
- State and federal Career Technical Education metrics and reporting outcomes – including demographics on race, ethnicity, and previous education - need, where possible, to be simplified, consistently tracked, evaluated and aligned across agencies.

STUDENTS

- To improve completion and employment for increasingly mobile students and graduates, learning should be regionally aligned, modularized and industry informed to be focused on needed competency attainment and skill-based learning.
- Enhanced student support mechanisms such as counseling, work-based learning, internships, and job placement are needed to help students explore and commit to coherent career pathways from high school through college.
- Students need to have opportunities for contextualized learning, work-based learning, dual enrollment credit, soft skill attainment and appropriate mechanisms for acknowledging credit for prior learning to accelerate their transition to careers.
- Students need improved connections and integration between adult education programs and career technical education programs.
- Students, parents, educators, counselors, and employers would benefit from a public outreach campaign to promote the value and labor market outcomes of Career Technical Education.





STRUCTURE AND RESOURCES

- Colleges and regions need sustainable, adequate, and predictable resources and mutually supportive relationships with all workforce partners to create and maintain innovative workforce training programs to meet the ever-changing needs of business and industry.
- Support, incentives and technical assistance are required to strengthen coordination, collaboration and effectiveness of coherent workforce training structures and approaches at the statewide and regional levels, both inside and outside the community college system.
- Colleges report significant challenges attracting, hiring, and retaining highly skilled Career Technical Education faculty.
- Improve the local, regional, and state curriculum approval process to fit the dynamic nature of Career Technical Education programming, the need to be responsive to industry and community needs, and the need to produce job ready program completers with industry-specific competencies.
- Collaborate with workforce partners to improve the alignment of workforce system funding, outcomes, and audiences served including the delivery of incumbent worker onsite training and connections to industry certification systems.





Appendix #5: Background Papers

(located at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReadingList.aspx>)

Workforce Data & Outcomes

Moving the Needle: Data, Success, and Accountability for Workforce Programs,
Kathy Booth, WestEd

Curriculum & Instructors

Essential Elements for Strong Programs: Curriculum Development and Instructors,
Academic Senate for California Community Colleges

Structured Pathways & Student Support

College-to-Career Pathways: Getting from Here to There on the Roadmap for a Stronger California Economy,
Career Ladders Project and Jobs for the Future

Structured Career Pathways and Student Support,
Academic Senate for California Community Colleges

Regional Coordination

Thriving Regions, Thriving California, California Community Colleges Doing What MATTERS for Jobs and the Economy

Funding

Funding Career and Technical Education (CTE) Programs at California Community Colleges, Blue Sky Consulting Group



Appendix #6: Task Force Reading List

Completion

The Road Less Traveled: Realizing the Potential of Career Technical Education in the California Community Colleges, Nancy Shulock, 2011

Career Opportunities: Career Technical Education and the College Completion Agenda, Part I: Structure and Funding of Career Technical Education in the California Community Colleges, Nancy Shulock and Jeremy Offenstein, 2012

Empowering Community Colleges to Build the Nation's Future, American Association of Community Colleges, 2014

Responsiveness

Help Wanted: Projections of Jobs and Education Requirements Through 2018, Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, McKinsey Global Institute, June 2010

Portable, Stackable Credentials — A New Education Model for Industry-Specific Career Pathways, James T. Austin, Gail Mellow, and Mitch Rosin, 2012

Across The Great Divide: Perspectives of CEOs and College Presidents on America's Higher Education and Skills Gap Civic Enterprises, John Bridgeland, Jessica Milano, and Elyse Rosenblum, March 2011

The Real Revolution in Online Education Isn't MOOCs, Michelle Weise, Harvard Business Review, October 2014



Funding

Workforce Investments: State Strategies to Preserve Higher Cost Career Education Programs in Community and Technical Colleges, Institute for Higher Education Leadership & Policy, 2013

Shared Strategy for a Shared Prosperity-California's Strategic Workforce Development Plan: 2013-17, California Workforce Investment Board

Report of the CCCT CTE Task Force on Differential Funding for CTE Programs, Jim Moreno and Andreea Serban, January 2013

Help Wanted: Professional Development and Training for Career and Technical Education Faculty, Krista D. Kerna, International Journal of Vocational and Technical Education Vol. 4(3), pp. 38-45, March 2012







Acknowledgments

Acknowledgements

Our appreciation to all these individuals and organizations for their time and commitment to California's community colleges.

BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES

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- Scott Budnick
- Jeffrey Burdick
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- Jennifer Perry
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- Elaine Gaertner, Breakthrough Consulting for Higher Education
- Francie Genz, Collaborative Economics
- John Guenther, CAFWD
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- Matthew Sigelman, CEO, Burning Glass Technologies

*excludes Task Force members who served on panels



HOSTS OF REGIONAL COLLEGE & FACULTY CONVERSATIONS INFORMING THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY

*Denotes representative from the region to the Economic Development Program Advisory Committee (EDPAC) advising the California Community Colleges Chancellor's Office.

North Far North

Doug Houston*, Chancellor, Yuba Community College District
Keli Anthis, CTE Regional Consortia Co-Chair
Jamey Nye, CTE Regional Consortia Co-Chair

Bay Region

Helen Benjamin*, Chancellor, Contra Costa Community College District
Judy Miner*, Chancellor, Foothill-DeAnza Community College District
Frank Chong, President, Santa Rosa Junior College
Kelly Green, CTE Regional Consortia Events & Communications Coordinator
John Mummert, Vice President of Workforce Development, Foothill College
Kitty O'Doherty, CTE Regional Consortia Project Director
Rock Pfothenaur, CTE Regional Consortia Chair
Jessica Pitt, CTE Regional Consortia Interior Bay Co-Chair
Mary-Kay Rudolph, Vice President of Instruction, Santa Rosa Junior College

Central/Mother Lode Region

Carole Goldsmith*, President, West Hills Coalinga College
Sandra Caldwell, President, Reedley College
Karri Hammerstrom, CTE Regional Consortia Chair
Barbara Hioco, Executive Director, Central Valley Higher Education Consortium
Jill Stearns, President, Modesto Junior College

South Central Region

Dianne Van Hook*, Chancellor, Santa Clarita Community College District
Luann Swanberg, CTE Regional Consortia Chair
Dianne Hollems, CTE Regional Consortia Co-Chair

San Diego/Imperial Region

Sunny Cooke*, President/Superintendent, Mira Costa Community College District
Mary Wylie, CTE Regional Consortia Chair

Inland Empire Region

Sandra Mayo*, President, Moreno Valley College
Julie Pekhonen, CTE Regional Consortia Chair

Los Angeles/Orange County Region

Raul Rodriguez*, Chancellor, Rancho Santiago Community College District
William (Bill) Scroggins*, President/CEO, Mount San Antonio College
Steve Glycer, CTE Regional Consortia Chair
Lynn Shaw, CTE Regional Consortia Co-Chair

Regional Faculty Conversations

- Julie Adams, Executive Director, Academic Senate for California Community Colleges
- Julie Bruno, Vice President, Academic Senate for California Community Colleges
- Robert Cabral, Oxnard College, Business Accounting, CTE Leadership Committee
- Shawn Carney, Solano College, Drafting, CTE Leadership Committee
- Achala Chatterjee, San Bernardino Valley College, Water Supply Technology, CTE Leadership Committee
- Phil Crawford, San Jose City College, Political Science/Sociology, CTE Leadership Committee
- Donna Davis, Butte College, Respiratory Care, CTE Leadership Committee
- Grant Goold, American River College, Public Safety, Chair of CTE Leadership Committee
- Jolena Grande, Cypress College, Health Science, CTE Leadership Committee
- Conan McKay, Mendocino College, Child Development, CTE Leadership Committee
- Wendy Miller, City College of San Francisco, Fashion, CTE Leadership Committee
- David Morse, President, Academic Senate for California Community Colleges
- Wheeler North, Futures Committee Chair, Academic Senate for California Community Colleges
- Louis Quindlen, Laney College, Machine Tool Technology, CTE Leadership Committee
- Catherine Shafer, San Diego City College, Nursing, CTE Leadership Committee
- Dustin Sperling, Reedley College, Agriculture, CTE Leadership Committee
- Monica Thurston, East Los Angeles College, Health, CTE Leadership Committee

CO-HOSTS OF STRONG WORKFORCE TOWN HALLS INFORMING THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY

With special thanks to JP Morgan Chase & Co. for its sponsorship of the town halls.

- Bay Area Council
- Betts Company
- California Business Roundtable
- California Chamber of Commerce
- CAFWD
- California Manufacturers and Technology Association
- California Partnership for the San Joaquin Valley
- California Workforce Association
- Collaborative Economics
- College of the Desert
- Illumina
- Inland Empire/Desert CTE Regional Consortia
- Los Angeles Area Chamber of Commerce
- Los Angeles County Economic Development Corporation
- Los Angeles Trade Tech College
- Los Rios Community College District
- NextEd
- Office of California's 28th District State Senator Jeff Stone
- Sacramento Employment and Training Agency (SETA)
- San Diego Regional Economic Development Corporation
- San Diego Workforce Partnership
- San Jose Silicon Valley Chamber of Commerce
- SEIU-United Healthcare West
- Silicon Valley Leadership Group
- Southern California Leadership Council
- Statewide Chancellor's Circle
- Valley Vision

WITH APPRECIATION

- Tim Aldinger, Foundation for California Community Colleges
- Jose Anaya, Advanced Manufacturing, CCCCCO Doing What MATTERS for Jobs and Economy
- Raul Arumbula, California Community Colleges Chancellor's Office
- Jeff Bell, California Department of Finance
- Kathy Booth, LaunchBoard Data Tools, CCCCCO Doing What MATTERS for Jobs and the Economy
- Jim Caldwell, Energy Efficiency & Utility, CCCCCO Doing What MATTERS for Jobs and Economy
- Kathleen Chavira, California Senate Education Committee
- Diana Ciabotti, Curriculum Process Liaison, CCCCCO Doing What MATTERS for Jobs and the Economy
- Laura Coleman, Labor Market Research Centers of Excellence, CCCCCO Doing What MATTERS for Jobs and the Economy
- Susan Coleman, CACareerCafe, CCCCCO Doing What MATTERS for Jobs and the Economy
- Melissa Conner, Foundation for California Community Colleges
- Amy Costa, Advisor to the Director on Higher Education, California Department of Finance
- Jeff Cummings, Copper Mountain College
- Peter Davis, Advanced Transportation & Renewables, CCCCCO Doing What MATTERS for Jobs and Economy
- Walt DiMantova, California Community Colleges Chancellor's Office
- Paige Dorr, California Community Colleges Chancellor's Office
- Corine Doughty, California Community Colleges Association of Occupation Educators
- Julia Dozier, Chabot-Las Positas Community College District
- Lenin del Castillo, California Senate Education Committee
- Kathy Doucette, FCM Education
- Lyla Eddington, SB 1070, CCCCCO Doing What MATTERS for Jobs and the Economy
- Karen Gilmer, California Community Colleges Chancellor's Office
- Lisa Giroux, California Senator Office of Research
- Frank Gornick, California Community Colleges League CEO Committee
- Nancy Gutierrez, Agriculture Water & Environmental Technologies, CCCCCO Doing What MATTERS for Jobs and Economy
- Chuck Eason, Small Business, CCCCCO Doing What MATTERS for Jobs and the Economy
- Nick Esquivel, California Community Colleges Chancellor's Office
- Judy Heiman, California Legislative Analyst's Office
- Gustavo Herrera, Young Invincibles
- Monica Henestroza, Office of California Assembly Speaker Toni Atkins
- Louise Jaffe, California Community Colleges Trustees

- Faye James, California Community Colleges Chancellor's Office
- Debra Jones, California Community Colleges Chancellor's Office
- Joyce Johnson, California Community Colleges Association of Occupation Educators
- Anita Lee, California State Senate Committee on Budget and Fiscal Review
- Gina Lee, College of the Canyons
- Chris Lief, California Department of Finance
- Jonathan Lightman, Faculty Association of the California Community Colleges
- Susan Lovenberg, CAFWD
- Jim Mahler, California Federation for Teachers
- Irene Malmgren, California Community Colleges Chief Instructional Officers Executive Committee
- Mark Martin, California State Assembly Budget Committee
- Patrick McNellis, The Compression Planning Institute
- Brian McMahon, California Labor Agency
- Laura Metune, California Assembly Higher Education Committee
- Glenn Miller, Office of California State Senator Jeff Stone
- Dean Murakami, Faculty Association of the California Community Colleges
- Keith Nezaam, California Department of Finance
- Karen Nicola, SB1070, CCCCCO Doing What MATTERS for Jobs and the Economy
- Thuy Nguyen, Community Colleges League of California
- Lynette Nyaggah, Community College Association
- Christian Osmena, California Department of Finance
- Lark Park, Senior Advisor for Policy, Office of the Governor
- Manuel Payan, California School Employees Association
- Omar Paz, Student Senate California Community Colleges
- Joseph Quintano, Foundation for California Community Colleges
- Suzanne Reed, Office of California Senator Carol Liu
- Javier Romero, California Community Colleges Chancellor's Office
- Alma Salazar, Los Angeles Area Chamber of Commerce
- Andy School, California Labor Agency
- Sandra Sisco, Contract Education, CCCCCO Doing What MATTERS for Jobs and the Economy
- Sandra Slivka, Life Sciences & Biotech, CCCCCO Doing What MATTERS for Jobs and the Economy
- Joe Stephenshaw, Office of California Assembly Speaker Toni Atkins
- Phil Sutton, Retail Hospitality & Tourism, CCCCCO Doing What MATTERS for Jobs and the Economy
- Toni Symonds, California Assembly Committee on Jobs, Economic Development and the Economy
- Catherine Swenson, formerly of California Corporate College

- Ron Travenick, California Community Colleges Chief Student Services Administrators Association
- Margo Turner Mead, Communications Support, CCCCCO Doing What MATTERS for Jobs and the Economy
- Phil Ung, CAFWD
- Andy van Kleunen, National Skills Coalition
- Jeanice Warden, California Assembly Higher Education Committee
- Amy Wallace, California Workforce Investment Board
- Jeff Williamson, Global Trade & Logistics Sector, CCCCCO Doing What MATTERS for Jobs and Economy
- Fred Williams, Association of Chief Business Officers of California Community Colleges
- Renah Wolzinger, LaunchBoard Data Tools, CCCCCO Doing What MATTERS for Jobs and the Economy
- Steve Wright, ICT/Digital Media Sector, CCCCCO Doing What MATTERS for Jobs and Economy
- Linda Zorn, Health Sector, CCCCCO Doing What MATTERS for Jobs and Economy

MEMBERS OF WORKFORCE/ECONOMIC DEVELOPMENT PROGRAM ADVISORY COMMITTEE (EDPAC/WEDPAC), California Community Colleges Chancellor's Office

- Gary Adams, Dean, Innovation and Quality Practices, California Community College Chancellor's Office
- Sylvia Amito'elau, M.S.I.T., Coastline Community College
- Mary Benard, Vice President of Instruction, Mira Costa College
- Dr. Helen Benjamin, Chancellor, Contra Costa Community College District
- Jack A. Buckhorn, Business Manager, IBEW Local 551
- Patrick Butler, Student Representative
- Dr. Sunny Cooke, President/Superintendent, Mira Costa Community College
- Walt Dimantova, California Community College Chancellor's Office
- Chris Flask, Vacaville Business & Operations Support Senior Manager, Operational Excellence, Genentech Inc.
- Patrick Fong-Kushida, President/CEO, California Asian Chamber of Commerce
- Dr. Carole Goldsmith, President, West Hills Coalinga College
- Grant Goold, Paramedic/EMT Faculty, American River College
- Dr. Doug Houston, Chancellor, Yuba Community College District
- Dr. Andrew Jones, Senior Consultant and COO, base11
- Dr. Debra Jones, California Community Colleges Chancellor's Office
- Ian Kalin, Director of Open Data, Sacrata Inc.
- Mary Kimball, Executive Director, Center of Land-Based Learning

- Bernie Kotler, Executive Director, Sustainable Energy Solutions, Labor Management Cooperation Committee, CA
- Jonathan Kropp, Grants Director, Cuyamaca College
- Deborah Malumed, Family Medicine Physician, Southern California Permanente Medical
- Cathy Martin, Vice President of Workforce, California Hospital Association
- James P. Mayer, President/CEO, CAFWD
- Dr. Sandra Mayo, President, Moreno Valley College
- Dave Meisel, Director of Transportation and Services, PG&E
- Dr. Judy C. Miner, President, Foothill College
- Lynn Mohrfeld, President/CEO, California Hotel & Lodging Association/California Association of Bed & Breakfast Inns
- Wheeler North, Academic Senate, San Diego/Miramar College
- Tim Rainey, Executive Director, California Workforce Investment Board
- Dr. Raul Rodriguez, Chancellor, Rancho Santiago Community College District
- Rob Sanger, Manager of Training Services, California Manufacturing & Technology Association
- Dr. William (Bill) Scroggins, President/CEO, Mount San Antonio College
- Susanne Stirling, Vice President of International Affairs, California Chamber of Commerce
- Dr. Dianne Van Hook, Chancellor, Santa Clarita Community College District

KEY TALENTS, DOING WHAT MATTERS FOR JOBS AND THE ECONOMY

California Community Colleges Chancellor's Office
(Visit <http://doingwhatmatters.cccco.edu/contact.aspx> for the directory of all key talents)

STAFF OF THE WORKFORCE & ECONOMIC DEVELOPMENT DIVISION

California Community Colleges Chancellor's Office
(Visit <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/ContactUs.aspx> for the staff directory)



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™

FOR JOBS AND THE ECONOMY



California Community Colleges Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811

CaliforniaCommunityColleges.cccco.edu

EXHIBIT D

**Resolution of the Board of Governors
California Community Colleges
No. 2017-04**

WHEREAS, the California Community Colleges is the nation's largest post-secondary education system in the country and is committed to serving all residents, regardless of immigration status; and

WHEREAS, the California Community Colleges Board of Governors is unwavering in its support and promotion of programs, initiatives and policies designed to instill values associated with community and inclusion; and

WHEREAS, California is home to 223,000 people who are participating in the federal Deferred Action for Childhood Arrivals (DACA) program that provides eligible immigrant youth who came to the United States as children protection from deportation and work authorization if they meet stringent conditions; and

WHEREAS, California's diversity is a great source of innovation and industry, making California one of the largest economies in the world and an economic engine for the United States; and

WHEREAS, The California Community Colleges' new Vision for Success notes that California must close a projected shortfall of college educated workers by 2030 if it is to remain economically competitive, and the Vision further articulates bold goals for increasing completion of certificates and degrees and transfer rates to four-year institutions; and

WHEREAS, Studies show that deporting all of the DACA recipients in the United States would cost the federal government \$60 billion and cause \$280 billion in losses to the U.S. economy over 10 years, according to the Cato Institute; and

WHEREAS, over the past nine months, the California Community Colleges Chancellor's Office has reassured students and colleges that our campuses will remain safe, welcoming places for students of all backgrounds to learn; informed them that no changes have been made with regard to admissions or financial aid; informed students that financial aid for certain undocumented students is protected by state law; called on then President-elect Donald J. Trump to preserve DACA; and joined with the University of California, the California State University and the California Community Colleges to defend the right of all students to obtain a higher education in California; and

WHEREAS, On Sept. 5, 2017, President Donald J. Trump's administration announced plans to eliminate the DACA program after a six-month pause to allow Congress to address the issue; now, therefore, be it

RESOLVED that the California Community Colleges Board of Governors declares that it remains steadfastly in support of DACA recipients and other undocumented students in the California Community College system, and calls on Congress to immediately and permanently preserve the DACA program and further work toward comprehensive immigration reform, so that all of our students can realize their full potential and continue to make meaningful contributions to their communities and the state of California.

Dated: September 18, 2017

Cecilia V. Estolano, President
Board of Governors
California Community Colleges

EXHIBIT E

**TASK FORCE WHITE PAPER
BOARD OF GOVERNORS TASK FORCE ON WORKFORCE, JOB CREATION
AND A STRONG ECONOMY**

The Challenge

In order to enhance the California economy and ensure good jobs for its citizens, the state must meet industry needs for a skilled workforce, support small business development, and become increasingly competitive in attracting jobs from other states and around the globe.



Too many Californians face substantial challenges in finding good jobs and supporting themselves and their families in an era with volatile, rapidly evolving labor markets. Too often, they lack the skills, credentials and work experiences they need to obtain high-value jobs. At the same time, in regions across California, employers in key industries require workforce skills and aptitudes that are in short supply. Without creative, aggressive action, that gap is likely to worsen in the years to come, threatening economic growth and the ability of thousands of Californians to succeed. Other states are not sitting still.¹

It is estimated that there will be 6.3 million job openings in California between 2010 and 2020. By 2020, more than thirty percent of California's jobs will require a postsecondary career education credential, certificate, or associate degree.²

- Between 2010 and 2020, 60% of all job openings will be from replacements as Baby Boomers retire.³
- Labor force participation for youth has declined by 6.8% in the past decade, down to just over 60 percent for youth ages 16-24.⁴ More than 40% of youth ages 16-24 are not in school, and nearly 15% are "disconnected"—neither in school nor working.⁵
- Companies today invest about half as much in training as they did a decade ago.⁶ For instance, the number of registered apprentices in the U.S. has fallen by 39% from 2002 to 2012.⁷
- 99% of employers are businesses with less than 500 employees. They create 2 of 3 net new jobs.⁸ Roughly one third of this workforce is employed in companies of less than 50 employees with limited infrastructure to develop their workers.⁹
- Education has been shown to significantly increase regional prosperity. Increasing the education of the average worker by one year is associated with a 10.5% increase in regional GDP per capita.¹⁰

Author and Berkeley Economics Professor Enrico Moretti observes that all sectors have a multiplier effect on job creation. Each additional job in manufacturing, for example, creates 1.6 local jobs ranging from barbers, waiters, to doctors and lawyers.

For the innovation sector where there is intensive use of human capital and human ingenuity, the job multiplier is five. Innovation "has a disproportionate effect on the economy of American communities. Because innovation jobs are typically much higher paying, the service jobs pay more too."

He notes that the best way for a region to generate jobs for less skilled workers is to attract innovative companies that hire highly skilled ones.

California is a set of regional economies, not a monolithic one. Different industry sectors serve the base for each regional economy, yet one commonality remains the same. Today, human capital is the best predictor of a region's success. California's regions differ in their capacity to generate jobs.

The California Economic Summit repeatedly identified workforce as a significant concern in common across regions.

This call to action shaped the 2012 development of the Chancellor's Office Doing What MATTERS for Jobs and Economy (DWM) framework which sought to align state investment with the skill needs of regional industry sectors. In much of California, especially rural areas, community colleges remain the only institution providing workforce preparation and training.



Since 2012, the Chancellor's Office evolved its accountability systems to focus on student success, incorporating metrics of workforce outcomes. These bodies of work lay the groundwork for a broader system-wide dialogue inclusive of internal constituents and external stakeholders who depend on our system for workforce education and skills development.

We must train more Californians for the jobs we have now and will create in the future. California invests over \$4 billion annually in career education, employment training, and workforce development through a variety of public agencies, including local Workforce Investment Boards, Employment Training Panel, Adult Education system, California Community Colleges, etc. California needs to mobilize our federal, State and regional resources to meet industry needs for a skilled workforce, support small business development, and become increasingly competitive in attracting jobs from other states and the globe. To get there will require more than incremental changes at the margins of our various workforce systems. We need the California Community Colleges to play a vital role in strengthening California's economy. Through the Task Force, the Board of Governors will establish the roadmap.

The Goal

Increase individual and regional economic competitiveness by providing California's workforce with relevant skills and quality credentials that match employer needs and fuel a strong economy.

We Must Ask Ourselves the Hard Questions:

What set of actions will enable the California Community Colleges to significantly increase the number of degree and certificate completion with workforce value? How can the California Community Colleges most effectively strengthen California's regional economies? The Task Force will explore strategies and activities such as these listed below:

- Increasing the completion of quality industry-valued credentials by regional economies. Increasing STEM/STEAM skills that matter to employers.
- Better aligning K-14 and K-16 career pathways¹¹ to the quality and quantity needed by regional economies.
- Increasing employer co-investment in developing their talent pool via apprenticeship, work-based learning, internships and other forms of participation.
- Evolving structures intended to respond to changing skills needs, making them more inclusive of competencies, online delivery, employer-customized education, and work-based learning.
- Braiding collaboration, resources, and outcomes among California's state agencies active in workforce and economic development.
- Creating on-line tools to access the jobs infrastructure for: at-risk youth (ages 16-24); adults needing training or retraining; businesses that need the talent; and partners who want to co-invest.

According to the **Association for Career and Technical Education**, the term "industry-recognized," used with respect to a credential, means a credential that—

A. is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and,

B. where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

¹ Inside Higher Education, "Linking Business and Budgets", August 7, 2014.

² Georgetown University Center on Education and the Workforce, "Recovery: Job Growth and Education Requirements through 2020, State Report, June 2013. Note: 65 percent of jobs will require postsecondary education beyond high school.

³ Georgetown University Center on Education and the Workforce, "Recovery: Job Growth and Education Requirements through 2020," June 2013.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Youth labor force participation rate in July 2013 same as a year earlier.

⁵ U.S. Census Bureau, Current Population Survey, October 2012.

⁶ Center for American Progress, "Training for Success - A Policy to Expand Apprenticeships in the United States", November 2013

⁷ U.S. Department of Labor Office of Apprenticeship.

⁸ Small Business Administration, Frequently Asked Questions

⁹ BLS Business Employment Dynamics, 2013.

¹⁰ Milken Institute. "A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity." February 2013.

¹¹ (from K-12 through community colleges; from community college to the workplace; from community college to the university)

EXHIBIT 70

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Attorneys for Plaintiffs County of Santa Clara and
Service Employees International Union Local 521

**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF DEIRDRE O'BRIEN

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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<p>COUNTY OF SANTA CLARA and SERVICE EMPLOYEES INTERNATIONAL UNION LOCAL 521,</p> <p style="text-align: center;">Plaintiffs,</p> <p style="text-align: center;">v.</p> <p>DONALD J. TRUMP, in his official capacity as President of the United States, JEFFERSON BEAUREGARD SESSIONS, in his official capacity as Attorney General of the United States; ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security; and U.S. DEPARTMENT OF HOMELAND SECURITY,</p> <p style="text-align: center;">Defendants.</p>

CASE NO. 17-CV-05813-WHA

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I, Deirdre O'Brien, declare and state as follows:

1. I am the vice president of People at Apple Inc. ("Apple") and have worked at the company for nearly 30 years. The vice president of People is responsible for leading all human resource functions, including talent development and analytics, recruiting, benefits, compensation, business support, and employee training. I have personal knowledge of the facts stated in this declaration and, if called upon to do so, I could and would testify to these facts.

2. Apple employs nearly 40,000 people in California and over 81,000 people across the United States. These figures do not include temporary employees or contractors.

3. Apple and its customers have benefited and continue to benefit in many ways from the Deferred Action for Childhood Arrivals ("DACA") program. Apple currently employs over 250 DACA holders in 28 states. These talented and entrepreneurial people fill important and varied roles across the company, including in operations, research and development, administration, sales and marketing, and retail. Apple and its customers have benefitted greatly from their intelligence, ambition, creativity, resilience, and hard work. These employees are important contributors to Apple's unique culture. That unique culture enables employees throughout Apple to do the best work of their lives and excel at creating the most innovative products and providing the very best customer service.

4. Many of Apple's DACA holder employees also possess language skills, insight, and cultural knowledge that are essential to allowing Apple to serve its diverse customer base in the best way possible. For example, AppleCare provides support to more than 100 million customers each year in more than 30 languages. AppleCare's U.S.-based employees support 11 languages with 160 skills related to Apple's products and services. AppleCare employees, including DACA recipients, are critical to ensuring Apple's customers get the most out of the products they have grown to love and depend upon. Aside from speaking to customers directly, AppleCare teams help to create and deliver training programs, pilot new and innovative approaches to customer support, provide important feedback on internal and customer-facing tools, and ensure that product feedback is provided to Apple's engineering teams.

DECLARATION OF DEIRDRE O'BRIEN__

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5. Apple currently employs 70 DACA recipients in California. These employees work in a wide variety of roles, including as Hardware Development Engineers, Software Engineers, Software Technicians, Retail Store Geniuses, Technical Specialists, Technical Customer Service and Support Specialists, Operations Specialists, Quality Assurance/Quality Control Engineers, and iAd Account Managers.

6. Apple has invested heavily in recruiting, training, and retaining employees with DACA status.

7. Apple will be harmed significantly if it can no longer benefit from the hard work, creativity, and intelligence of its employees with DACA status. From a practical standpoint, Apple will be forced to incur the cost, disruption, and delays associated with reallocating human resources; searching for, recruiting, interviewing, and hiring new employees; training new employees; and integrating new hires into Apple’s unique culture. Apple will also be deprived of the benefits of the considerable investments that it made in recruiting, hiring, and training these talented young people.

8. But if Apple could no longer employ its people with DACA status, Apple would be hurt in ways that go far beyond these practical harms. Inclusion and diversity are part of Apple’s core values and fundamental to its ability to innovate. By virtue of their personal experiences, employees with DACA status bring with them unique skills, knowledge, perspectives, and cultural understandings. By excluding DACA holders and other immigrants, Apple and our nation as a whole will be harmed—in ways big and small—and deprived of these important benefits.

9. Indeed, rescinding DACA attacks one of Apple’s core values as a business—the belief that equal opportunities should be available for all, regardless of background. As Apple’s CEO Tim Cook recently explained, “More than any country in the world, this country is strong because of our immigrant background and our capacity and ability . . . to welcome people from all kinds of backgrounds.” Apple believes that inclusivity and diversity are essential to recruiting and retaining a talented workforce, fostering innovation, and developing the highest-quality products for consumers around the world. Rescinding DACA makes the United States and companies based here, including Apple, less attractive to the talented and ambitious people who come here to find success and build successful careers. In the same way, rescinding DACA interferes with Apple’s ability to accomplish

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its important business goals and uphold its core values, harming both Apple and its hard-working and talented employees and partners.

10. Because rescinding DACA causes such significant harms to Apple’s values, its business, and its customers, Tim Cook joined hundreds of America’s leading executives on August 31, 2017, and sent a letter to President Trump emphasizing the benefits of DACA and urging him to preserve the program. That letter explains, among other things, that “Dreamers are vital to the future of our companies and our economy” and part of America’s “global competitive advantage.” A copy of this letter is attached to this declaration as “Exhibit A.”

11. The “Dreamers” who work at Apple embody the American Dream and the best aspects of our American values. They were brought to this country as young children, and most cannot remember a time when they did not call our nation home. We have been told by the Dreamers that they deeply love our country. They grew up in our cities and towns, and earned degrees from colleges and universities across the country. They work hard and they pay taxes. They contribute tremendously to Apple and its success, to our customers and communities, and to the American economy. Their determination, resilience, and hard work inspire me and countless other Apple employees who are privileged to call them coworkers and friends. It is essential that we not only allow the Dreamers to stay in this country, but that we welcome them and tell them that we want them to be here. Their lives and their stories embody what is best about our country.

I declare under penalty of perjury under the laws of the United States and the State of California that the foregoing is true and correct, and that this declaration was executed on September 21, 2017 in Cupertino, California.



Deirdre O'Brien

EXHIBIT A

OPEN LETTER FROM Leaders of American Industry

August 31, 2017

To: President Donald J. Trump

To: Speaker Paul Ryan; Leader Nancy Pelosi; Leader Mitch McConnell; and Leader Charles E. Schumer

As entrepreneurs and business leaders, we are concerned about new developments in immigration policy that threaten the future of young undocumented immigrants brought to America as children.

The Deferred Action for Childhood Arrivals (DACA) program, which allows nearly 800,000 Dreamers the basic opportunity to work and study without the threat of deportation, is in jeopardy. All DACA recipients grew up in America, registered with our government, submitted to extensive background checks, and are diligently giving back to our communities and paying income taxes. More than 97 percent are in school or in the workforce, 5 percent started their own business, 65 percent have purchased a vehicle, and 16 percent have purchased their first home. At least 72 percent of the top 25 Fortune 500 companies count DACA recipients among their employees.

Unless we act now to preserve the DACA program, all 780,000 hardworking young people will lose their ability to work legally in this country, and every one of them will be at immediate risk of deportation. Our economy would lose \$460.3 billion from the national GDP and \$24.6 billion in Social Security and Medicare tax contributions.

Dreamers are vital to the future of our companies and our economy. With them, we grow and create jobs. They are part of why we will continue to have a global competitive advantage.

We call on President Trump to preserve the DACA program. We call on Congress to pass the bipartisan DREAM Act or legislation that provides these young people raised in our country the permanent solution they deserve.

Business leaders wishing to add their name to this letter can do so by [registering here](#).

SIGNATORIES

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Audley Logan Sr.	President	3-C Technology, LLC
Paul Fox	Partner	310 Architects & Interiors, Inc.
Joe Thomas	Owner	4t Management and Maintenance
Angela Stergis	CEO	92Seven
Jack Armstong	President	Acumen, LLC
Rob Dhoble	CEO	Adherent Health
Aaron Bell	CEO	AdRoll
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Name	Title	Company
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Martin H. Richenhagen	President & CEO	AGCO Corporation
Shamilla Mansingh	President	AHM Contractors Corp
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Kevin P. Ryan	Chairman & CEO	Alleycorp and MongoDB
Jeff Bezos	CEO	Amazon
Tim Sullivan	President & CEO	Ancestry.com
Magdalena I. King	General Manager	Antlers at Vail
Myles Kleeger	President	Appboy
Tim Cook		Apple
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Richard Basile	CEO	BioPontis Alliance for Rare Diseases
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Elyse D. Cherry	CEO	Boston Community Capital, Inc
Henrik Johansson	CEO	Boundless Network
Aaron Levie	CEO	Box
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Timothy Rowe	CEO	Cambridge Innovation Center
Brian Dacey	President	Cambridge Innovation Center
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Fred Schmidt	Director of International Affairs	Capital Factory
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Chuck Robbins	CEO	Cisco Systems
Andrew Rasiej	Co-Founder	Civic Hall
Fritz Lanman	CEO	ClassPass Inc.
Joseph Bollin	President	Clean Energy Solutions
Gayle Gaines	President	Clean Energy Solutions
Dr Renee Entzminger	CEO	Clinical Alliance Partners
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Jeff Wasden	President	Colorado Business Roundtable
Lindsay Baker	President	Comfy
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John Reing	Chief Human Resources Officer	CSRA
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Marie McGrath	CEO	Demand Lighting USA
Jeff Bleich	CEO	Dentons Diplomatic Solutions
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Michael Guthrie	CEO	Detroit Chassis LLC
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Dan Springer	CEO	DocuSign
Donna M. Carroll	President	Dominican University
Drew Houston	CEO & Co-Founder	Dropbox

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Kami Hinger	Partner	FireTest Company
James Park	CEO	Fitbit
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John Dohm	President	Florida Transatlantic Holdings
Jeff Bussgang	Partner	Flybridge
Bruce Heyman	Ambassador	Former US Ambassador to Canada
Trevor Cornwell	President	Forum280, Inc.
Ivye Allen	President & CEO	Foundation for the Mid South
Jeff Glueck	CEO	Foursquare
Scott Osborn	President and Co-Owner	Fox Run Vineyards
Glen Popple	CEO	Fractured Imagination, LLC
Dilawar Syed	President	Freshworks

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Mary Barra	CEO	General Motors
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John Csaszar	CEO	Global Capital Funding Group, LLC
Patrice Iverson-Summer	President	Global Trading Resources, Inc.
Saeid Kamalpour	President	Globink
Rob Solomon	CEO	GoFundMe
Sundar Pichai	CEO	Google Inc.
Donald Graham	Chairman	Graham Holdings Company
Tim O'Shaughnessy	CEO	Graham Holdings Company
Cris Mercado	Founder	Grant Answers
Luis A. Rodriguez	President & CEO	Greater Austin Hispanic Chamber of Comm
Loren Kruger	CEO	Green Plastic Pallets

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Reid Hoffman	Partner	Greylock Partners
Deborah Quazzo	President	GSV Acceleration Fund
Yenvy Truong	Co-Founder	HealthSnap Solutions
Keith Alperin	CEO	Helium Foot Software
Meg Whitman	CEO	Hewlett-Packard Enterprise
Mary C Howe	President	Howe Corporation
M. S. Hunter	President	Hunter Hawk Inc
Charles Blum	President	IAS Group Ltd.
Terrie Hellman	President	ICHC
Alan W. Cramb	President	Illinois Institute of Technology
Mark Harris	President & CEO	Illinois Science & Technology Coalition
Fred Hoch	CEO	Illinois Technology Association
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Geoff Mamlet	Executive Chairman	Impact Hub Boston
Ed Moore	President	Independent Colleges & Universities of Florida
David Mandelbrot	CEO	Indiegogo

Name	Title	Company
James Bost	CEO	Insight Research
Amy Rao	CEO	Integrated Archive Systems, Inc.
Mary Motsenbocker	President	International Tourism Marketing
Sinan Kanatsiz	Chairman	Internet Marketing Association (IMA)
Don Swift	President	iON Oklahoma Publishing
Ken Blow	President & CEO	ISG Illumination Systems, LLC
Trisha Degg	VP, Talent Programs & Executive Director	ITA and TechForward
Anurag Kumar	CEO	iTexico
Steve Jones	President	Jaap-Orr/Green Energy Enterprises
Jason Finkelman	Owner	Jason Finkelman Law
Harry Kargman	CEO	Kargo Global
Brook Byers	Partner	Kleiner Perkins
John Doerr	Partner	Kleiner Perkins
Amol Sarva	CEO	Knotel
Jeff Kurz	Principal	Kurz Group, Inc.
Martin B. Anstice	President and CEO	Lam Research Corporation
Louise noeth	President	LandSpeed Productions

Name	Title	Company
Raul Font	Executive Director	Latino Community Development Agency
Daniel Stewart	Managing Partner	Law Office of Daniel Stewart, PLLC
Michael R. Jarecki	Principal	Law Office of Michael R. Jarecki, LLC
Robert D. Ahlgren	Owner	Law Office of Robert D Ahlgren and Associ
Leah Duckett	Owner	Law Office of Robert D Ahlgren and Associ
Kathleen M. Vannucci	Owner	Law Office of Robert D Ahlgren and Associ
Kate Lincoln-Goldfinch	Owner	Lincoln-Goldfinch Law
Jed Smith	Chairman of the Board	Linden Lab
Jeff Weiner	CEO	LinkedIn
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John Zimmer	Co-Founder	Lyft
Logan Green	Co-Founder	Lyft
Jason Rosenthal	CEO	Lytro, Inc.
Delano Wilson	CEO	M*A*C*S* LLC
Pompello D. Rivera	President & Owner	M&L Contractor LLC
Julian Martinez	COO	MaestroConference
Noramay	Co-Founder & General Partner	Make in LA

Name	Title	Company
James Corrigan	CEO	Manage Operations
Eric Gundersen	CEO	Mapbox
Chris Lien	Chief Executive Officer	Marin Software Incorporated
Arne Sorenson	President and CEO	Marriott International
Mike Fernandez	Chairman	MBF Healthcare Partners
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Satya Nadella	CEO	Microsoft Corporation
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Mark O'Neill	CTO	MMLaFleur
Sameer Soleja	CEO	Molecule Software
Michael Townsend	President & Owner	MRT Management Group
Michael Kempner	CEO	MWWPR
Faquiry Diaz-Cala	Executive Chairman	mxHero Inc
Alex Nogales	President and CEO	National Hispanic Media Coalition

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Patrick Lo	CEO/Chairman	NETGEAR
Shafqat Islam	CEO	NewsCred
Jared Kalmanson	General Counsel	NewsCred
Sergio Suarez	President and Co-Founder	North American Institute for Mexican Advan
Morton Schapiro	President	Northwestern University
Jacob Babcock	Founder & CEO	NuCurrent
Erik K. Grimmelmann	President	NY Tech Alliance
Boyede O. Sobitan	Co-Founder/CEO	Oja Express
David Castillo	President	Oklahoma City Hispanic Chamber of Comm
Tom Hurvis	Founder and Chairman	Old World Industries, LLC
Alex Kazerani	Chairman and CEO	OpenPath Security Inc
Mark Orlando	Owner	Orlando Network Services
Kay Ospital	Owner	Ospital Farms
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Rishi Shah	CEO & Founder	Outcome Health
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W Mark Clark	President & CEO	Pima Council on Aging
Russ Yelton	CEO	Pinnacle Transplant Technologies
Katie Bethell	Founder and Executive Director	PL+US
Brian Sugar, Lisa Sugar	Lisa and Brian Sugar, Founders, President and CEO of POPSUGAR Inc.	POPSUGAR Inc.
Rosemarie Withee	President & CEO	Portal Integrators LLC
Bastian Lehmann	Co-Founder and CEO	Postmates
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David Wilcox	CEO	ReachScale
Rob Glaser	Founder, Chairman and CEO	RealNetworks, Inc.
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John Bauschard	Founder	Road to Status
Javad Khazaeli	Co-Founder	Road to Status
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Jon Oringer	CEO	Shutterstock
Samir Mayekar	Co-Founder and CEO	SiNode Systems
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Lynn Susser	Partner	Siskind Susser, PC
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Evan Spiegel	CEO	Snap
James Harrison	President	Soda Strippers International
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Harrison Tang	CEO	Spokeo
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Erika Lucas	Founder & CEO	StitchCrew
James Quarles	CEO	Strava
Patrick Collison	CEO	Stripe
John Nahm	Managing Partner	Strong Ventures
Nikolay Borisov	Founder & CEO	SuBB Startup Business Box
Larry Augustin	CEO	SugarCRM
Winthrop H. Smith, Jr.	Chairman & CEO	Summit Ventures NE, LLC
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Francisco Ibarra	CEO	Supermercados Morelos
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Dr. Bryan Traubert	Chairman	The Pritzker Traubert Family Foundation (P
Steve Townsend	President & CEO	The Record Xchange
Michelle Stevens	Founder	The Refill Shoppe, Inc.

Name	Title	Company
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Michael Skolnik	Co-Founder	The Soze Agency
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Robert Mitchell	Partner	Three Rivers Energy Development
Marco Zappacosta	CEO	Thumbtack
David Cascino	CEO	Thunderclap, Inc.
Christie Hubley	Owner	Tinker Art Studio
Richard Barnard	President & CEO	Tio Chuy's Autosales
Lamine Zarrad	CEO	Token
Gregory E. Torrez	President	Torrez International
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Aneel Bhusri	CEO	Workday
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12 *her official capacity as President of the*
13 *University of California*

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF GILDA L. OCHOA

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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<p>COUNTY OF SANTA CLARA and SERVICE EMPLOYEES INTERNATIONAL UNION LOCAL 521,</p> <p style="text-align: center;">Plaintiffs,</p> <p style="text-align: center;">v.</p> <p>DONALD J. TRUMP, in his official capacity as President of the United States, JEFFERSON BEAUREGARD SESSIONS, in his official capacity as Attorney General of the United States; ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security; and U.S. DEPARTMENT OF HOMELAND SECURITY,</p> <p style="text-align: center;">Defendants.</p>

CASE NO. 17-CV-05813-WHA

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DECLARATION OF PROFESSOR GILDA L. OCHOA

I, Gilda L. Ochoa, declare as follows:

1. I am a Professor of Chicana/o-Latina/o Studies and Faculty Coordinator for the Draper Center for Community Partnerships, at Pomona College in Claremont, California and have taught at Pomona College for twenty years, since 1996. I have personal knowledge of the facts set forth in this declaration, and if called as a witness, I could and would competently testify to them.

Viridiana Chabolla

2. I met Viridiana Chabolla in 2010 during her sophomore year at Pomona College and served as her academic advisor since the end of her sophomore year, meeting with her numerous times to discuss her courses and her future plans. That experience later developed into a longer-term relationship during which I helped mentor and guide Viridiana during her college years and thereafter.

3. Viridiana is a dedicated and committed community leader with strong writing, critical thinking, and public speaking skills. I believe that Viridiana’s passion for learning and education are evident, that her character is generous and genuine and that her thirst for knowledge and answers inspiring.

4. In my view, Viridiana is also selfless and a contributor. I believe that she does not simply seek personal advancement, but that she also actively looks for ways to support and give back to others and to her community and is not interested in personal gain so much as in helping and benefiting others.

Viridiana’s College Experience

5. While she was a student at Pomona College majoring in sociology and Chicana/o-Latina/o Studies, I had the pleasure of having Viridiana in four classes: (1) Introduction to Sociology; (2) Chicanas/os-Latinas/os in Contemporary Society; (3) Chicanas/os-Latinas/os and Education; and (4) Sociology Senior Seminar.

6. In addition to these classes, over the course of her college career, Viridiana and I met numerous times to discuss her campus involvement and career goals.

7. Viridiana enrolled in my Introduction to Sociology class her sophomore year and quickly distinguished herself as one of the most engaged and insightful students in the class. I observed how she

1 connected ideas, offered astute commentaries on the readings, and helped push the class discussions to
2 deeper levels. Knowing that she had thoughtful commentary to provide, I often found myself looking to
3 Viridiana to share her perspectives with the class. Some of her most powerful contributions in this
4 course related to topics such as gender, race, and migration. In both large class and small group
5 discussions, I saw how she worked well with others, and her classmates seemed to appreciate her many
6 contributions. And throughout the class, Viridiana submitted excellent papers that reflected her strong
7 voice and critical engagement with the course materials. Already a good writer who possessed the
8 dedication and unique ideas important for writing strong papers, Viridiana also demonstrated a
9 commitment to strengthening her ideas and the quality of her work. Revealing her dedication to
10 excellence, she took the initiative to meet with me about her papers to discuss additional ways for
11 conveying her perspectives.

12 8. During her junior year of college, when Viridiana declared her double major, I again had
13 the opportunity to work with her during two electives I taught relating to Chicanas/os-Latinas/os. In
14 these classes, Viridiana continued to be an engaged and enthusiastic classroom contributor. She co-
15 facilitated engaging discussions on reproductive rights and schooling, and she produced wonderful
16 papers.

17 9. My understanding is that Viridiana's interest in this topic was piqued by her high school
18 teachers as well as by her observation from society and daily life. It was evident to me that Viridiana
19 had done substantial reading and research on these issues in high school and came to my classes with a
20 level of critical analysis and understanding that is refreshing and rare.

21 10. As a college senior, Viridiana completed an excellent two-semester qualitative thesis on
22 the schooling experiences of Latinas, which I reviewed and graded, as her advisor. Through focus group
23 discussions and in-depth interviews, she researched the significance of generation and family
24 expectations for first, 1.5, and second-generation college students. The 25-page critical literature review
25 that she wrote as part of my Sociology Senior Seminar (which then became chapter one of her thesis)
26 captured the depth and breadth of her knowledge of the literature, and her final thesis reflected her top
27 performance while at Pomona College.
28

1 11. As her advisor, I spent significant time interacting with and observing Viridiana. In
2 addition to excelling in her studies at Pomona College, I observed that Viridiana was also a campus
3 leader with a strong presence and a dedicated student, successfully juggling her course work with her
4 student involvement. I often discussed Viridiana with my colleagues and learned that she was well-
5 known and held in high regard by all the Chicana/Latina faculty.

6 12. Viridiana demonstrated her commitment to helping others to also achieve their
7 educational dreams through serving on student organizations and participating in programs housed under
8 the Draper Center for Community Partnerships.

9 13. During my many conversations with Viridiana, I found out that she was an active
10 member and leader of the Pomona College Latina/o student organization, “Empowered Latinas/os in
11 Action,” a now-defunct student organization of approximately 25 students that promoted events to build
12 community and cultural and political awareness. Viridiana frequently invited me and other faculty
13 members to participate in the organization’s events.

14 14. Viridiana also worked with younger students and older adults to facilitate their paths of
15 obtaining their educational goals. During her sophomore year, she was instrumental in contributing to a
16 new program at Pomona College, where students worked with dining hall workers to assist them in their
17 preparations for completing their GEDs. This program is housed under the Draper Center for
18 Community Partnerships.

19 15. During my tenure at Pomona College, I have been involved with the high school
20 program, PAYS, also housed under the Draper Center for Community Partnerships. PAYS is a
21 signature program at Pomona College. The PAYS program brings approximately 90 local high school
22 students to Pomona College over the summer. Most of these students are first generation Americans or
23 students of color and they spend a month on campus taking college classes with professors, with college
24 students serving as teaching assistants. They also design and teach their own elective course. Although
25 faculty teach the classes, it is the college students are really the ones who do the bulk of the work,
26 teaching their own classes and serving as mentors for the students. Viridiana served as a teaching
27 assistant for PAYS while at Pomona College. Given her strong academic abilities, it is my
28 understanding that Viridiana was a model assistant for this program and the students.

DACA's Effect on Viridiana's College Experience

21. I cannot recollect the date, but at some point during Viridiana's time at Pomona College, I learned that she was a DACA recipient.

22. Based on the twenty years I have spent at Pomona College, I can say that the study abroad program is one of the key experiences at our school. In fact, I would estimate that about 60-70 % of all students participate in the study abroad program. It is common and desired in Chicana/o – Latina/o study programs for students to study abroad. Ideally, we would like Pomona College students to have transnational experience on Chicano/Latino subjects, as opposed to focusing just on the United States. Studying abroad enhances students' perspectives and their historical understanding of Chicanos/Latinos here in the United States.

23. Undocumented students, however, are often unable to take advantage of international travel and study abroad opportunities, to their detriment. This inability to fully participate in their education creates a barriers to education and singles out undocumented students, again to their detriment. Accordingly, these undocumented students do not receive the full educational opportunity that Pomona College is aiming to provide.

24. Students with DACA, on the other hand, are able to request permission to travel abroad through advance parole. Pomona College has had several DACA students who studied abroad. The last DACA student I advised who studied abroad went to Europe. That unique opportunity opened her eyes and gave her a bigger and more rounded view of immigration and sociology.

25. In my experience as a professor at Pomona College I have seen many students receive their DACA permit. Through the many conversations I have had with many DACA students, I can say that once students received this permit, the shame of being an undocumented person starts to lift and it is my opinion that they felt it gave them an identity. It is seen as a category that is not stigmatized.

Rescinding Viridiana's DACA Status Would Be Detrimental to the Community

26. I expect that Viridiana will continue to excel on her educational path at the University of California, Irvine School of Law, where she is currently in her first year.

27. If Viridiana's DACA status were to be rescinded, the Chicana-o/Latina-o community would lose a crucial leader. Viridiana is an advocate, a strong listener, and someone who has a powerful

1 voice and perspective that needs to be heard. Whether as an attorney or an activist, Viridiana's path has
2 put her on a trajectory to advocate for a community whose voices are not always heard and to push for a
3 more just and inclusive society in whatever career she chooses to follow.

4 28. Finally, Viridiana's physical presence in her community serves as a role model for girls
5 and young women who look to Viridiana as a source of inspiration for what they can achieve.

6
7 I declare under penalty of perjury under the laws of the United States of America that the
8 foregoing is true and correct.

9 Executed on October 27, 2017, in Claremont, California.

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13 GILDA L. OCHOA
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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF SEUNG ELI OH

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MAINE, STATE OF MARYLAND, and
STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY, ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security, and the UNITED
STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United
States, in his official capacity, ELAINE C.
DUKE, in her official capacity, and the
UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05380-WHA

DULCE GARCIA, MIRIAM GONZALEZ
AVILA, SAUL JIMENEZ SUAREZ,
VIRIDIANA CHABOLLA MENDOZA,
NORMA RAMIREZ, and JIRAYUT
LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD
J. TRUMP, in his official capacity as President
of the United States, U.S. DEPARTMENT OF
HOMELAND SECURITY, and ELAINE
DUKE, in her official capacity as Acting
Secretary of Homeland Security,

Defendants.

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA
U.S. DISTRICT COURT
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I, Seung Eli Oh, declare:

1. I currently live in San Jose, California and have resided in the United States for 19 years.

2. I was born in 1987 in Seoul, South Korea, and was brought to the United States when I was 11 years old.

3. I received an Associate of Science Degree in Nursing from De Anza College in Cupertino, California, in 2010 and a Bachelor of Science in Nursing from the University of Texas at Arlington in 2012.

4. I currently work as a Critical Care Response Nurse at Stanford University Medical Center in Stanford, California. As a critical care response nurse, I respond to various medical emergencies in the hospital and provide critical care expertise at the bedside.

5. I was approved for Deferred Action for Childhood Arrivals (“DACA”) and employment authorization in September 2012.

6. DACA has dramatically changed my life in the past five years. I was unemployed for two years after graduating from nursing school at De Anza College, and I was uncertain about my next step because I could not work legally. DACA gave me the chance to prove myself and work as a nurse. As a DACA recipient with employment authorization, I was able to gain valuable experience as a critical care nurse and eventually obtain my dream job at Stanford University Medical Center.

7. The ability to work legally has also allowed me to provide financial support for my parents. My family has always struggled financially since coming to the United States, and DACA has finally given me the opportunity to help support my parents in a real way.

8. I paid almost \$60,000 dollars in taxes during 2016.

9. Since my current DACA expires in October 2018, I am unable to renew under the current DACA termination policy.


10. When my current DACA grant expires, I will lose my job, my health insurance, and my livelihood because I will not be able to work legally, and my career will come to a standstill. I am working in a field where workers are in constant demand, and there is a nursing shortage in the United States, especially in the area of critical care nursing. I am a law-abiding, tax-paying, productive member of society with critical care nursing expertise, and I am helping to fill this nursing shortage. However,

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without DACA, I may have to seek employment in another country where they will use my critical care skills and help me immigrate legally.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

Executed on 10-23-17, 2017, at San Jose, California.



Seung Eli Oh

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF NANCY E.
O'MALLEY**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, Nancy E. O'Malley, declare and state as follows:

- 2 1. I am Nancy E. O'Malley, the elected District Attorney for the County of Alameda and have
3 served as District Attorney since 2009;
- 4 2. I have worked in the Alameda County District Attorney's Office since 1984, beginning as a
5 Deputy District Attorney. I served as the Chief Assistant District Attorney for the Office from
6 1999 until becoming the District Attorney of Alameda County. There are 410 employees,
7 including 158 attorneys, 75 sworn peace officers, 40 Victim Assistants;
- 8 3. While Chief Assistant, I founded the Alameda County Justice Center (ACFJC), a one-stop
9 center, with more than 30 onsite and over 50 offsite agencies providing comprehensive and
10 collaborative responses to victims of domestic violence and their children, to victims of sexual
11 assault and child sexual abuse, elder abuse and importantly, to victims of all forms of human
12 trafficking. The ACFJC is also a place of empowerment for survivors. Children (0-5 years
13 old) are learning to read and growing their vocabularies; their moms who have been victims of
14 domestic violence are learning job skills and career paths; teens who have lived in homes with
15 domestic violence are going to stay-away wilderness camp and receiving homework help;
16 commercially sexually exploited minors are participating in the Young Woman's Saturday
17 Program (YWSP) to begin their recovery from victimization to pathways for a safe, productive
18 and healthy future. Forty-five percent (45%) of the clients at the ACFJC are mono-lingual
19 Spanish and more than 100 languages are spoken. Many clients have quietly disclosed that
20 they are in this country without documentation ("undocumented"). More than 125 young
21 women have participated in the YWSP and several have disclosed that they are protected
22 under DACA. The ACFJC is one of seven (7) Trauma Recovery Centers (TRC) in California
23 providing psychological, behavioral health and health care services to clients;
- 24 4. I have worked closely with and supervised our Victim-Witness Assistance Division, which
25 provides a variety of services for victims, witnesses, and their families recovering from the
26 devastating impacts of crime. Annually, the staff works with nearly 10,000 victims and their
27 families, providing nearly 90,000 victim services. The ACFJC serves an additional 14,000
28 clients per year, including women, their children and approximately 1,000 men;

- 1 5. Alameda County is extremely diverse. More than 500,000 of the 1,647,700 million residents
2 were born outside the United States. Almost 650,000 Alameda County residents speak a
3 language other than English at home. The Hispanic community is 22.5% in Alameda County,
4 which also hosts one of the largest Asian immigrant population (30.2%) including Indian,
5 Pakistani, Vietnamese, and Chinese populations, as well as smaller clusters of a dozen other
6 nationalities. More than 136 languages are spoken at home by children who attend Fremont
7 schools alone. Particularly for the Latino and Asian immigrants, there is a cultural distrust of
8 government where, in many countries of origin, the government and particularly law
9 enforcement, were corrupt and dangerous.
- 10 6. As a result of the large immigrant population, I have increased the diversity of the Victim-
11 Witness Assistance staff as well the administrative, investigative and attorney staff to reflect
12 the communities we serve. I have created a "Diversity and Shared Community Committee"
13 led by Nahid Aria who is an immigrant from war torn Afghanistan with several Office
14 members who themselves are immigrants. One primary purpose of our Diversity Plan is to
15 work with immigrant communities to build trust and faith that the Office serves them with
16 dignity, respect and honesty. We publish materials for crime victims in several languages,
17 including Spanish, Chinese, and Farsi. Many of our employees are bilingual, and are available
18 to speak with immigrants in their native languages. Through our efforts, I and my staff have
19 also worked closely with young individuals who are immigrants to America and are protected
20 by DACA.
- 21 7. My experience in dealing with immigrants and especially with immigrants in this country
22 without documentation is extensive. I have worked with those accused of crimes, with victims
23 of crime, and with organizations that provide services to or advocate for immigrants and
24 particularly those without documentation. It is undeniable that immigrant communities live in
25 fear of being attacked or targeted by those motivated by hate and prejudice. It is undeniable
26 that many immigrant communities have a fear and distrust of government and law enforcement
27 agencies, including my Office based on their experiences or the culture of countries of origin.
28 With current climates across our country, I and we are seeing more immigrants, especially

1 those without documentation, refusing to seek services or to participate in programs. Those
2 programs include children attending school, seeking medical care as a result of a crime, or
3 going to work. More particularly for undocumented immigrants, we are aware that large
4 numbers of victims of crimes such as human trafficking, domestic violence and sexual assault,
5 robberies and hate crimes are not reporting or are refusing to cooperate with law enforcement
6 or the Office. Many are afraid to come forward and testify in court for fear of being detained
7 by ICE and/or deported. I have been a co-signor of a letter to the United States Attorney
8 General requesting that Courthouses be treated as “safe havens” for victims of crime. The
9 response was not encouraging for those victims who fear ICE and/or deportation, which
10 plainly stated, is keeping them away from my Office or the Courts;

- 11 8. I am aware that for many victims of crime, they fear their own deportation, or deportation of
12 their DACA protected children. Many are reaching out to organizations that serve immigrant
13 populations to seek the establishment of legal structures that will protect and care for their
14 American born children if they are deported.
- 15 9. The District Attorney’s Office cannot proceed with a prosecution without a witness or victim
16 to testify in Court. Through our Hate Hotline, we receive calls reporting hate crimes, but more
17 often than not, the victim of the alleged hate crime will not come forward. Under some
18 circumstances, we would say “the victim is not cooperative” but with immigrant populations,
19 particularly those without documentation, their fear is overwhelming and driving them further
20 underground. The current political climate leaves the victims defenseless and leaves the
21 District Attorney’s Office powerless to hold offenders accountable;
- 22 10. It is impossible to list every incident where a crime witness or victim was reluctant to
23 cooperate with this Office, but the following serve as examples:
- 24 a. The Office’s Environmental Protection Division was called upon to investigate the
25 death of workers in an electroplating shop in East Oakland. While investigating the
26 homicide, the Office learned that the owner of the shop deliberately hired
27 undocumented immigrants from Latin American Companies. These workers were
28 underpaid, and worked under deplorable conditions without adequate safety equipment.

1 The Office learned that there had been several previous incidents in which
2 undocumented workers became seriously ill as a result of exposure to toxic chemicals.
3 Some of the surviving workers, who cooperated with the homicide investigation,
4 explained that they never reported the low wages, the substandard equipment, the
5 dangerous conditions, or the prior injuries because they feared they would be deported.
6 Had these witnesses come forward, the Office would have prosecuted the crimes under
7 existing environmental and worker protection regulations. Such a prosecution would
8 in all likelihood prevented the deaths of these exploited workers;

9 b. Through an investigation of a human trafficking case in cooperation with other law
10 enforcement agencies, the Office uncovered a ring of brothels operating in and around
11 Alameda County. The Office learned that the woman working in these brothels were
12 undocumented Asian women, coerced into working by brothel owners. Their passports
13 were confiscated. The women were confined to a building or a residence where they
14 were obliged to engage in the sex trade. Investigative surveillance of these residences
15 revealed that the women would be moved from one brothel to another every ten days.
16 While confined to the brothel, the women did not leave the building for the entirety of
17 their stay. Investigators were able to close the brothels and to arrest the local managers
18 of the brothels. The women who worked in the brothels, were not arrested.
19 Investigators were able to obtain sufficient information to successfully prosecute the
20 local operators; however, the women who had been trafficked were reluctant to make
21 statements. Consequently, the investigation was unable to uncover the higher level
22 operators of this human trafficking operation;

23 c. A girl of fourteen or fifteen years old was found murdered behind a dumpster at the
24 back of a restaurant in Castro Valley. Her identity was unknown and investigators
25 were unable even to identify her. As it was discovered, the young woman was in
26 America without documentation. As a result, no missing person report had been filed.
27 Without knowing who the victim was, investigators were left with very few leads.
28 Investigators found no witnesses to the crime itself, but through a series of interviews

1 with witnesses, many of whom were themselves undocumented, they were eventually
2 able to learn her name, and to contact her family in Mexico. With this information,
3 they were able to establish that she had come to live with a family friend in the United
4 States. With this information, the investigators were able to learn additional facts that
5 led this Office to charge the family friend with the young girl's murder. Because of the
6 girl's undocumented status, however, it took so long to identify her that the defendant
7 was able to flee to Mexico before the police even became aware of his identity. Efforts
8 to locate and extradite the defendant for trial have been hampered in part by the fact
9 that some of the undocumented witnesses have moved on or otherwise no longer
10 willing or available to testify. To this day, the defendant has not faced justice for this
11 horrible murder of this innocent girl;

12 11. As stated above, the Office has implemented strategic initiatives to reach out to the immigrant
13 community to foster a spirit of trust, engagement and cooperation. Throughout my tenure as
14 District Attorney, I have emphasized the value of diversity and inclusiveness in the conduct of
15 the Office. I have made sure that my Office reaches out to all members of the Alameda
16 County community, including the many immigrants who call Alameda County their home.
17 We have maintained a presence in immigrant communities through speaking engagements or
18 by maintaining information booths during fairs or festivals celebrated by these communities
19 within our county. We have assisted victims in seeking "U" or "T" visas." We provide contact
20 information and identify resources that will enable ever victim of crime to seek the protection
21 of the criminal justice system, regardless of country of origin or of immigration status. We
22 seek to stress that it is the voice, and not the language of our residents that matters. However,
23 we are seeing a decline in engagement of victims of crime from immigrant communities;

24 12. Despite the Office's best efforts, establishing trust with the immigrant community remains
25 difficult. While the Office can assure our victims that we will not ask them for their legal
26 status, and that we will not take steps to reveal their identities to immigration authorities, we
27 can make no promises as to what federal immigration authorities will do. In the current
28 climate, it is very difficult to convince undocumented victims or witnesses to reveal

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themselves to the criminal justice system because they believe that in so doing they expose themselves to arrest, detention or deportation.


13. If the Alameda County District Attorney’s Office is to continue our mission to protect all of our residents, we need to assure all victims, especially those without documentation, that they will not be penalized for stepping forward to tell the truth. Our ability to convince them to step forward therefore depends on our ability to truthfully inform and convince them that they have no reason to fear law enforcement or government agencies.

14. The Deferred Action for Childhood Arrivals (DACA) program is one important tool available to the Office in protecting residents without documentation. For those who participate, DACA provides the federal government’s assurance that they will not be penalized for cooperating with the Office. DACA participants know they are able to call the police when they have been victimized without fear that they will be arrested instead of the criminals who have attacked them. DACA also benefits others in our community because DACA participants feel free not only to speak up in their own defense, but also to testify as witnesses for victims of crime who are here without documentation, who might otherwise be rendered voiceless by their fear of governmental agencies. However, those victims and other individuals in the community, in our colleges and in the workplaces, who are currently protected by DACA, are living in dire fear of losing their residency status in America. Many have shared with me that they have no memory of nor do they know anyone in their country of origin. There is no question that the uncertainty of their future is causing tremendous trauma to them and yet, their fear is also keeping them away from services;

15. Based on the foregoing, I conclude that the rescission of DACA will be detrimental to my Office’s ability to provide, ensure or uphold public safety and enforcement of the law for all who live, work or travel into Alameda County.

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I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct and that this declaration was executed on the 24th day of October, 2017.



NANCY E. O'MALLEY
District Attorney of Alameda County

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**DECLARATION OF DR. THOMAS
PARHAM**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, DR. THOMAS PARHAM, DECLARE:

2 1. I am the Vice Chancellor of Student Affairs at the University of California, Irvine
3 (“UCI”). The matters set forth herein are true and correct of my own personal knowledge and, if called
4 as a witness, I could and would testify competently thereto.

5 2. I have been Vice Chancellor of Student Affairs since 2010, and I have served UCI and its
6 student body for over 32 years. In my position as Vice Chancellor, I oversee almost all aspects of
7 student life outside the classroom, with the exception of athletics. These broad departments include
8 Student Affairs, Enrollment Services, Wellness, Health and Counseling Services, Student Life and
9 Leadership, and Auxiliary Services. I regularly interact with students on campus both in this senior
10 administrative role and as an adjunct professor in the classroom.

11 3. UCI estimates that it has hundreds of undocumented students, many of which are DACA
12 recipients.

13 4. UCI has a unique campus population. About 50 percent of UCI’s students are first-
14 generation college students. Many of our students are also from low-income families. Our campus is
15 also highly diverse in its composition of ethnicities and races. UCI recently received federal government
16 designation as a Hispanic-Serving Institution, the criteria for which include having a student body that is
17 at least 25 percent Hispanic. UCI has also received federal designation for other diverse minority groups
18 that comprise our population, including Asian Americans and American Pacific Islanders. The diversity
19 of our campus has given me unique insight into the DACA policy and the impact of its rescission.

20 5. UCI maintains a consistently high U.S. News “Best Colleges” ranking, in part as a result
21 of our ability to attract and select from top high school applicants. The average high school GPA of
22 undergraduate students admitted to UCI for Fall 2017 is approximately 4.2. The *New York Times*
23 recently named us the top university in the country for “Doing the Most for the American Dream.”¹
24 There are DACA students among this distinguished group of students.

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27 ¹ *Top Colleges Doing the Most for the American Dream*, N.Y. Times (May 25, 2017),
28 <https://www.nytimes.com/interactive/2017/05/25/sunday-review/opinion-pell-table.html>.

Benefits of the DACA Policy for UC and Its Students

1
2 6. UCI works hard to ensure excellence, access, and affordability for all of our talented
3 students, including our DACA recipients. We know that the last element—affordability—has often been
4 incredibly challenging for undocumented students. I have seen the undocumented student population at
5 UCI struggle to obtain alternative financing arrangements to put themselves through college, such as by
6 having their families leverage resources that they do not have or incur debt that is not sustainable. The
7 DACA policy meant many of our undocumented students could work with federal work authorization
8 that they did not previously have. Being able to work has helped these students take control of their
9 academic futures and enabled them to support themselves and in some cases their families.

10 7. DACA enabled UCI students to obtain Social Security numbers, making it easier to open
11 bank accounts. As a result, they can more fully participate in mainstream campus and social life. In
12 today's increasingly digitized world, it is difficult to obtain transportation, buy food, travel, or even be
13 paid for employment without at least some kind of bank account.

14 8. DACA has enabled our undocumented students to contribute as UCI employees. Student
15 employees are an important segment of our workforce and work across many key components of UCI's
16 campus operations.

17 9. DACA students contribute immensely to our students' learning and our community. The
18 advent of DACA meant our DACA recipient students felt more secure in being open about their
19 experiences and participating more fully in outside-the-classroom educational experience at UCI. This is
20 particularly important because much of the learning at college occurs outside the walls of the classroom
21 as students grow to become independent adults. DACA students enrich the learning experiences of their
22 peers by sharing their life experiences in dorms and in extra-curricular activities. There are numerous
23 opportunities for this type of interaction between DACA and non-DACA students. For example, our first
24 year students are guaranteed shared housing on campus. We also offer leadership opportunities,
25 athletics, and 653 different student organizations on campus where students from different backgrounds
26 can hear and understand each other's viewpoints, which is an essential part of their college learning. The
27 presence and participation of DACA students in campus life has enriched the learning experience of all
28 of their peers.

1 recipients are employed as Resident Assistants (“RAs”) in dorms. Because the role of an RA is crucial in
2 ensuring the safety and security of students, the hiring process is selective. Once chosen, the student
3 RAs undergo extensive training. UCI relies on the fact that RAs are able to serve full terms in their
4 roles. If RAs are lost due to DACA’s rescission, UCI will have to fill those critical gaps on an expedited
5 timeframe.

6 14. While financial aid often covers part of the full tuition for DACA students, students are
7 expected to pay for some of the cost—approximately \$10,000—out of their own pockets. Many DACA
8 recipients thus rely on their work authorization to pay for this cost of attendance. The inability to work
9 in legitimate employment creates the real risk that these students will be unable to afford their education
10 and will be forced to drop out. Our DACA students would then lose the benefit of the time and money
11 spent on their education, as well as lose the return on that investment in education that they had planned
12 to rely on to support themselves, their families, and their communities. Particularly given the unique and
13 personal sacrifices that their families have made to get these students into school, this sudden reversal
14 would be cruel and devastating, wasting years of hard work and sacrifice.

15 15. If we lose our DACA recipients, the students who remain at UCI will also lose out. They
16 will lose the contributions of their DACA recipient peers in and outside the classroom. They will also
17 lose the companionship, support, and mentorship of their peers who depart or withdraw from the
18 community if they no longer feel safe from immigration authorities.

19 I declare under penalty of perjury under the laws of the United States that the foregoing is true
20 and correct.

21 Executed on Oct.23, 2017 in Irvine, Ca.

22
23 
24 DR. THOMAS PARHAM

EXHIBIT 75

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

Plaintiffs,

v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

**JOINT DECLARATION OF JOHN P.
PELISSERO AND MARGARET FAUT
CALLAHAN**

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 We, John Pelissero and Margaret Callahan, declare as follows:

2 1. The undersigned both have personal knowledge of the facts set forth herein and are
3 competent to testify to those facts. They make this joint declaration in their official capacities as
4 provosts for Loyola University of Chicago.

5 2. John P. Pelissero, PhD, is provost and a professor of political science at Loyola
6 University of Chicago, where he has served as a member of the faculty for over 30 years. He holds a BA
7 in political science earned from Marquette University in 1975; Masters' degrees in political science and
8 Public Administration from the University of Oklahoma; and a PhD in political science from the
9 University of Oklahoma in 1983. Dr. Pelissero's University leadership roles began in 2003 with his
10 appointment as the first associate provost for curriculum development. From 2005–10 he was vice
11 provost for the Division of Academic Affairs, responsible for budgeting, enrollment management,
12 faculty development, and institutional research. He was named provost in May 2010, and served in the
13 position until July 2015 when he was appointed interim president of the University. In August 2016, he
14 resumed his role as provost. As the University's chief academic officer, he leads academic affairs,
15 including two colleges, seven schools, two institutes, the University Centers of Excellence, and
16 University Libraries. He is a member of the President's Cabinet and is responsible for enrollment
17 management and strategic planning.

18 3. Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN, is provost of the Loyola University
19 of Chicago Health Sciences Division and a member of the President's Cabinet. She leads all academic
20 initiatives in the division, which includes the Stritch School of Medicine, Marcella Niehoff School of
21 Nursing, and the Graduate School's biomedical programs. She received her Bachelor of Science in
22 Nursing from Loyola and has more than 35 years of experience in health care and higher education.
23 Before coming to the University, she served as interim provost at Marquette University and dean and
24 professor of the University's College of Nursing. She holds a Master of Science in Nursing and a Doctor
25 of Philosophy in Nursing Science from Rush University College of Nursing, and she is a Fellow of both
26 the American Academy of Nursing and the National Academies of Practice.

27 4. Loyola University of Chicago is a private institution, founded in 1870 and sponsored by
28 the Society of Jesus (the Jesuits), serving approximately 16,700 graduate and undergraduate students. Its

1 mission is grounded in the school's Ignatian heritage of faith, encompassing a profound commitment to
2 the poor and to issues of social responsibility and justice. As stated in the school's Mission and Identity
3 statement, one of the central characteristics of a Jesuit education is the "commitment to service that
4 promotes justice: using learning and leadership in openhanded and generous ways to ensure freedom of
5 inquiry, the pursuit of truth and care for others."

6 5. The admission and enrollment of DACA students is fully consistent with the Jesuit and
7 Catholic values that permeate the institution of Loyola University of Chicago. As a Catholic university,
8 we firmly believe in the dignity of each person and in the promotion of social justice. The dignity or
9 worth of persons calls us to steward the talents of qualified applicants rather than reject their
10 contributions for arbitrary and arcane reasons. Social justice requires that we foster the conditions for
11 full participation in the community by all members of our community. Our approach echoes a long
12 tradition articulated by the U.S. Conference of Catholic Bishops of advocacy for immigrant members of
13 our communities.

14 6. Consistent with its mission and its Ignatian heritage, Loyola University of Chicago has
15 proudly welcomed DACA students through its doors since soon after the DACA program was initiated
16 in 2012. Loyola does not require students to self-identify as DACA recipients; nonetheless, the
17 University has welcomed DACA students throughout its three Chicago-area campuses:

18 7. Beginning in 2013, Loyola's Stritch School of Medicine was the first medical school
19 nationwide to openly accept students with DACA status. The school aggressively supported the creation
20 of a loan program through the Illinois Finance Authority, offering interest-free loans to Stritch students
21 in return for a promise to pay back the principal and work for four years in an underserved Illinois
22 community following graduation. The first DACA students to enroll at Stritch are currently in their
23 fourth and final year of medical school, and additional DACA students are included in each of the
24 medical school's current classes.

25 8. In the summer of 2014, the Student Government of Loyola Chicago partnered with the
26 Latin American Student Organization to open up a scholarship fund for undocumented Loyola
27 undergraduate students who demonstrate financial need but do not qualify for federal financial aid.
28 Arising from this effort, the University began offering scholarship support to DACA students in the fall

1 of 2014. The following year, the Loyola undergraduate student body voted to support a \$2.50
2 contribution from each student to support the Magis Scholarship fund, and in December of 2015, the
3 University's Board of Trustees unanimously approved the students' vote to add an individual \$2.50
4 student fee each semester. In addition, through a separate program now known as the Dreamer
5 Scholarship, beginning in 2015 the University began offering full-scholarship awards to a number of
6 DACA students in each entering class. Through both of these undertakings, Loyola University of
7 Chicago now provides financial support for a significant number of DACA students who would
8 otherwise be unable to attend the school.

9 9. In 2015, Loyola enrolled its first class of students at Arrupe College, a newly-established
10 two-year junior college program. Arrupe College seeks to serve non-traditional college students with
11 limited financial means. Many of Arrupe's students are first-generation college attendees, and many of
12 them come from immigrant communities in and around the Chicago area. Like its main undergraduate
13 campus, Loyola's Arrupe College has welcomed DACA students, whose presence advances the
14 University's goal of creating a broad and diverse community that will enhance the educational
15 experience of all Loyola students. At present, Arrupe College has enrolled a significant number of
16 students who have identified themselves as having DACA status, as well as an unknown number of
17 other DACA recipients who have not identified themselves to the University.

18 10. The DACA program has provided important benefits to the students, faculty and staff of
19 Loyola University. All of the individuals with DACA status studying throughout Loyola have
20 confronted extraordinary challenges just to arrive at our doors, and a good number of them are the first
21 in their families to attend college. They are woven into the fabric of our communities and have made
22 important contributions both in and out of our classrooms. Their presence enriches the educational and
23 cultural experiences of all of our students, contributing to a more diverse and robust academic climate
24 on all of our campuses and in all of our programs. They are our future doctors, lawyers, nurses, teachers,
25 business owners, and leaders who join us in lifting up the most marginalized in our world. Loyola
26 University of Chicago is committed to their success.

27 11. If the DACA program is discontinued, many students will have an understandable fear
28 that they may be deported, a circumstance likely to interfere with their ability to thrive in a challenging

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academic environment and make meaningful contributions to our community. Beyond this, many of them will likely not be able to continue with their studies at Loyola. They will lose their ability to work legally, and therefore lose the ability to support themselves while studying. Ending the program will also adversely impact current students' ability to make important future contributions to the welfare of the State of Illinois. For example, the students with DACA status who will graduate with medical degrees this year may be unable to continue their training at the residency level and may be unable to fulfill their obligations to serve underserved patients in the state of Illinois. Additionally, they may have no ability to service their loan burdens and will thus be at risk of defaulting on their obligations to the state of Illinois. All of this will cause substantial and irreparable harm not only to our DACA recipients and their families, but also to all of the constituents of Loyola University of Chicago, including students, faculty and staff. It defies understanding that we as a country would squander the wealth of talent, commitment, and grit exhibited by this extraordinary group of people who we know as our colleagues, our classmates, and our neighbors.

The undersigned declare under penalty of perjury that to the best of their knowledge, the foregoing is true and correct.

Executed this 27th day of October, 2017.

John P. Pelissero

Margaret Faut Callahan





EXHIBIT 76

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UNITED STATES DISTRICT COURT
 NORTHERN DISTRICT OF CALIFORNIA
 SAN FRANCISCO DIVISION

THE REGENTS OF THE UNIVERSITY OF
 CALIFORNIA and JANET NAPOLITANO,
 in her official capacity as President of the
 University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
 SECURITY and ELAINE DUKE, in her
 official capacity as Acting Secretary of the
 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF PAUL PEREIRA

Date: December 20, 2017
 Time: 8:00 a.m.
 Judge: Honorable William Alsup
 Dept.: Courtroom 8

Complaint Filed: September 14, 2017
 Trial Date: February 05, 2018

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

CASE NO. 17-CV-05813-WHA

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

I, PAUL PEREIRA, declare and state as follows:

1. I have personal knowledge of the facts set forth in this declaration and, if called as a witness, could and would testify competently thereto.

2. I am the Director of Public Safety and Neighborhoods of the City of San Jose, California ("San Jose") for Mayor Sam Liccardo. I have served in Mayor Liccardo's Council Office since 2012, where I arrived after being a part of the City's former Strong Neighborhoods Initiative since 2000. I moved to San Jose at the age of 4 and graduated from San Jose State University after studying Political Science and Sociology.

3. The City of San Jose prides itself on being a hospitable and welcoming place where people, families, and institutions thrive, and where the contributions of all are celebrated and valued. We are committed to building a welcoming and neighborly community, where all people are accepted and feel integrated. It is critical to this effort that the City promote understanding and collaboration between long-time residents and foreign-born community members.

4. I have long been involved with numerous San Jose community-based organizations throughout my years of residence and public service in San Jose. As Policy Advisor to then Councilmember Sam Liccardo, as well as the Director of Neighborhood Services for Mayor Liccardo,

1 my chief responsibility is to serve as a liaison between members of the San Jose community and staff at
2 City Hall. The focus of my outreach and coordination is on quality-of-life issues.

3 5. My position entails regular communication with community members, schools, churches,
4 small business owners, and community-based organizations within San Jose. I also communicate as part
5 of my duties on a regular basis with employees in all City departments. Most of these employees are
6 responsible for direct community services, i.e., direct services to San Jose residents.

7 6. My extensive experience interacting with community members and City staff has made
8 clear to me the extent to which immigrants are a vital part of San Jose's community. My role has also
9 enabled me to develop an accurate understanding of how the Deferred Action for Childhood Arrivals
10 ("DACA") program has affected the City of San Jose, and likewise how the City will suffer from its
11 rescission.

12 7. By no longer having to hide in the shadows, DACA recipients in San Jose and elsewhere
13 have obtained employment, sought higher education, pursued career paths, and became fully
14 contributing members of society who paid taxes and participated in civic life. This is especially true in
15 San Jose given its uniquely diverse community. Countless DACA recipients have been upholding the
16 ideals of the American Dream, as DACA has allowed them to experience the stability and security they
17 need to build their lives which has increased public safety in San Jose.

18 8. For example, I am aware of many DACA recipients in the San Jose community who are
19 church members, community organization members, and business owners. I know of two business
20 owners in particular who are current DACA recipients in San Jose. Together, their two businesses
21 employ over 100 people in the City. These business owners pay taxes and participate in community life,
22 as do their employees.

23 9. I also know of at least 40 other people in the San Jose community who are DACA
24 recipients and who work and are otherwise involved in civic life.

25 10. San Jose's public safety is increased when all residents feel safe and secure. San Jose has
26 become less safe since the rescission of DACA has been announced because immigrants, even people
27 lawfully in the country, are becoming fearful of being detained and decreasing their involvement in civic
28 life. These actions impact the safety of San Jose and its residents.

1 11. I have personally had increased difficulty getting important public-safety information
2 from members of our immigrant communities since the election of President Donald Trump and DACA
3 rescission. This difficulty has resulted largely from immigration enforcement efforts, which cause
4 immigrants to distrust those in government, local government included.

5 12. DACA employees within City Hall have approached me to express their fear and
6 constant preoccupation with the prospect of removal and their futures being placed in serious jeopardy.
7 This fear has been present since President Trump's election and has resulted in large part because of as
8 his anti-immigrant statements. Following the announcement of the rescission of DACA, the lives of the
9 DACA recipients have been sent into upheaval.

10 13. I am aware that several employees within the City are themselves DACA recipients
11 negatively affected by the rescission. These employees are in critically important positions that require
12 linguistic and cultural skills unique to DACA recipients. They are in various City departments, and
13 provide services in public safety, parks and recreation, City facilities, and other important roles. They
14 are largely in roles involving direct resident services, where their skills are most important.

15 14. The City would be significantly harmed by the loss of these DACA-recipient employees.
16 Recent events confirm this. When the City experienced significant flooding, one of the most difficult
17 aspects of the City's response was the paucity of employees who possess the linguistic and cultural skills
18 most necessary to interact with immigrant communities directly. In fact, the After-Action Review &
19 Improvement Recommendations Report on the 2017 Coyote Creek Flood, completed by an independent
20 consultant to submit to the Federal Emergency Management System, included as recommendation 5.2.1:
21 "Identify and Train Additional EPIO [Emergency Public Information Office] Staff. All staff with public
22 information and communications roles across City government should be recruited and trained to fill
23 EPIO roles during an emergency. It is especially important that sufficient staff, with specific primary
24 language abilities, are identified who can handle substantive components of an emergency
25 communications operation."

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1 15. As these DACA recipients and City employees confront their expiring work
2 authorizations and potential deportations, some are experiencing anxiety and other mental health issues.
3 In this way too DACA's rescission has negatively affected the City and its operations.

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I declare under the penalty of perjury under the laws of the United States that the foregoing is true and correct and that this declaration was executed on October 27, 2017 at San Jose, California.



PAUL PEREIRA

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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

20 THE REGENTS OF THE UNIVERSITY OF
21 CALIFORNIA and JANET NAPOLITANO,
22 in her official capacity as President of the
23 University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
27 official capacity as Acting Secretary of the
28 Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF PAUL PRIBBENOW

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STATE OF CALIFORNIA, STATE OF
MAINE, STATE OF MARYLAND, and
STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY, ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security, and the UNITED
STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United
States, in his official capacity, ELAINE C.
DUKE, in her official capacity, and the
UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ
AVILA, SAUL JIMENEZ SUAREZ,
VIRIDIANA CHABOLLA MENDOZA,
NORMA RAMIREZ, and JIRAYUT
LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD
J. TRUMP, in his official capacity as President
of the United States, U.S. DEPARTMENT OF
HOMELAND SECURITY, and ELAINE
DUKE, in her official capacity as Acting
Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, PAUL PRIBBENOW, declare:

2 1. I am the President of Augsburg University, a private liberal arts college located in
3 the heart of Minneapolis, Minnesota. Augsburg also offers classes in Rochester, Minnesota. I have held
4 this position since 2006.

5 2. More than 3,500 students from a wide variety of backgrounds are enrolled in
6 Augsburg's undergraduate and graduate programs. Students come to Augsburg from 37 states and 49
7 countries. Augsburg prides itself on having a diverse student body. More than 53 percent of
8 Augsburg's 2017 incoming first-year undergraduate class are persons of color.

9 3. Augsburg has long embraced a spirit of hospitality toward all of its students,
10 irrespective of their national origin. Augsburg's mission statement provides that the university is
11 "committed to international diversity in its life and work." Similarly, Augsburg's mission statement
12 states that an Augsburg education is "shaped by its urban and global settings." Augsburg is widely
13 known for its core commitments to civic engagement and global understanding. Augsburg strives to be a
14 vibrant and diverse learning community that is intentionally reflective of a complex, interconnected
15 world. Augsburg is committed to increasing its effectiveness in diversity and inclusion across all of its
16 programs.

17 4. Approximately 60 of Augsburg's students are recipients of the Deferred Action
18 for Childhood Arrivals (DACA) program. These diverse students are a vital part of Augsburg's
19 university community. Augsburg's DACA students have contributed to the university community
20 through their intellect, work ethic, perseverance, and service to the university and local community.

21 5. Rescinding DACA will negatively impact Augsburg's ability to fulfill its mission
22 statement. Because Augsburg's DACA students come from diverse backgrounds, they bring unique and
23 valuable ideas, perspectives, and points of view to the Augsburg community. These perspectives enrich
24 the university community for all of Augsburg's students, faculty, and staff. The rescission of DACA
25 may force many of Augsburg's DACA students to drop out, because they are unable to meet their
26 educational expenses due to their loss of work authorization or because they are subject to deportation.
27 Other DACA students may drop out because they are unable to justify the substantial financial and time
28 investment of furthering their education if they are unable to work following graduation. Similarly,

1 potential DACA students may be deterred from applying to Augsburg or may be unable to apply
2 because they have been deported. The removal of these students from the Augsburg university
3 community deprives Augsburg of the perspectives of these students and impedes Augsburg's efforts to
4 create a vibrant and diverse learning community.

5 6. Rescinding DACA will also negatively affect Augsburg's tuition revenue. The
6 loss of DACA students will result in a corresponding decrease in tuition. Furthermore, Augsburg will
7 lose the future tuition revenue of those DACA students who would have enrolled in the university's
8 undergraduate or graduate programs had the program not been rescinded.

9
10 I declare under penalty of perjury under the laws of the United States that the foregoing is
11 true and correct.

12 Executed on October 24, 2017, in Minneapolis, Minnesota.


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16 PAUL PRIBBENOW
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Attorneys for Plaintiffs County of Santa Clara and
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**UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA
SAN FRANCISCO DIVISION**

THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
in her official capacity as President of the
University of California,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND
SECURITY and ELAINE DUKE, in her
official capacity as Acting Secretary of the
Department of Homeland Security,

Defendants.

CASE NO. 17-CV-05211-WHA

DECLARATION OF NORMA RAMIREZ

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STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official capacity as Acting Secretary of the Department of Homeland Security, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05235-WHA

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C. DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

CASE NO. 17-CV-05329-WHA

DULCE GARCIA, MIRIAM GONZALEZ AVILA, SAUL JIMENEZ SUAREZ, VIRIDIANA CHABOLLA MENDOZA, NORMA RAMIREZ, and JIRAYUT LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF HOMELAND SECURITY, and ELAINE DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.

CASE NO. 17-CV-05380-WHA

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COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

Plaintiffs,

v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

Defendants.

CASE NO. 17-CV-05813-WHA

1 I, NORMA RAMIREZ, DECLARE:

2 1. I am a party in the above-captioned action. I make this declaration based on my personal
3 knowledge. If called as a witness, I could and would testify competently on the facts stated herein.

4 **Immigration to the United States and Childhood**

5 2. I was born in Guerrero, Mexico, on August 6, 1990. On October 6, 1995, when I was
6 five years old, my parents brought me to the United States. I do not recall the circumstances of my
7 coming to the U.S., but I know that my parents, who obtained the equivalent of only a middle school
8 education in Mexico, came to the U.S. with dreams of providing myself and my siblings with a better
9 life and better opportunities. All of my immediate family now resides in the U.S. In fact, my younger
10 brother is a U.S. citizen, as are two of my nieces and a nephew who were all born in this country. I visit
11 my parents, brother, nieces, and nephews every time that I visit my family's home in Las Vegas,
12 Nevada, and I have an especially close relationship with my younger brother, with whom I often watch
13 movies and play video games when we are together. I think of the United States as my home and have
14 for as long as I can remember.

15 3. Immediately after coming to the U.S., I started going to public school. I excelled in
16 school; in fact, I remember teachers being surprised at how well I did.

17 4. Although I knew that I was undocumented growing up, I did not fully understand what
18 that meant until high school, when I began to run into certain obstacles. For instance, I learned that I
19 could not get a driver's license. My family also did not have access to health care, and we did not go to
20 any doctors while I was growing up in the U.S. We also struggled financially, with my parents often
21 unable to make ends meet. I remember my parents sometimes having to choose between paying rent
22 and buying us food. It wasn't until I was older that I understood that much of this was a result of our
23 being undocumented.

24 5. My personality and relationships were also shaped by my undocumented status growing
25 up. Because my family did not feel comfortable revealing our legal status to others, I became an
26 introvert and maintained distance between myself and non-family members so that I did not
27 inadvertently reveal harmful information about our status. I felt like I could never fully be myself
28

1 around friends and classmates because I could not tell them who I really was or where I really came
2 from.

3 **Educational Background**

4 6. Despite these obstacles, I continued to excel in school, graduating in the top 10% of my
5 high school class. My dream was to attend an Ivy League college, such as Harvard or Yale, but I was
6 told by a school counselor that I could not go to schools like that because I was undocumented. I was
7 also told by many people that while I could go to a public university, I would not be able to get financial
8 aid. Due to my family's financial circumstances, this meant that I would not be able to afford to go. For
9 example, at an information session for Cal State Fullerton, I was explicitly told by an admissions officer
10 that I could not get financial aid to attend the school because I was undocumented.

11 7. Throughout high school, I received offers from various programs aimed at helping
12 minorities attend college, but because they were federally funded I was ineligible for these programs. I
13 even went to an information session for one such program, holding out hope that there was some way
14 they could help, but was told that there was no way for me to participate in the programs without legal
15 documentation to remain in the U.S.

16 8. Because I knew that I could not afford to go to other colleges, I transferred from Rancho
17 High School to the College of Southern Nevada ("CSN") High School for my senior year, where I was
18 able to take free college classes in addition to finishing my high school degree. Although I was
19 disappointed and at times depressed that I would not be able to attend a top university despite my hard
20 work, I never let my grades suffer. After graduating from CSN High School, I was accepted directly
21 into the College of Southern Nevada itself, where I studied psychology. I was able to pay for CSN with
22 money that my parents scraped together and a scholarship from the state of Nevada, one of the few
23 scholarships that did not require citizenship or other legal status.

24 9. After three years at CSN (one while still in high school), I transferred to the University of
25 Nevada, Las Vegas ("UNLV"), in the fall of 2011, where I continued to study psychology. My interest
26 in psychology began back in 2008, when I was invited to attend the Latino Youth Leadership
27 Conference as a high school student. During the conference, the participants stayed at UNLV for one
28

1 week, where we learned about our culture and visited different college campuses, including Nevada
2 State College, CSN, and UNLV.

3 10. After attending the program as a participant, I returned each year thereafter to assist in a
4 leadership capacity, until I moved to California in 2015. I began as a facilitator, where I served as a
5 group mentor for the participants, then after four years took on a leadership role in media, and finally I
6 became a co-leader of the entire program. This involved training other participants to become
7 facilitators one to two times per month for a year. During these sessions, we conducted trainings on
8 emotional awareness and identity.

9 11. In debriefing sessions with participants during these Latino Youth Leadership
10 Conferences, I began to learn about the trials and tribulations of the participants, who were sometimes
11 undocumented like myself. The participants shared stories about their culture and heritage, but also
12 about domestic violence and rape that they had experienced or witnessed in their lives. They also shared
13 stories about the emotional and psychological toll that being Latino/a and undocumented had on their
14 lives.

15 12. Although I had always had an interest in psychology, this solidified my desire to become
16 a psychologist and to assist undocumented individuals and other low-income immigrants living in the
17 U.S. by opening up a low-cost therapy clinic directed towards their needs.

18 **Awareness and Understanding of DACA**

19 13. It was not until I learned about the Deferred Action for Childhood Arrivals (“DACA”)
20 program that my dream of becoming a psychologist and opening up a low-cost clinic started to become a
21 reality.

22 14. I first learned about the DACA program in June 2012, while attending UNLV. I received
23 a text message from my pastor, who asked if I had heard the news about the program. I immediately
24 began researching the program online, as I had never heard of anything like it before, and even the idea
25 of it gave me hope and excitement for my future.

26 15. While I was excited about DACA and the benefits and opportunities that it would provide
27 to me, I remember being fearful about having to give over all of my personal information to the U.S.
28 Government, and I wondered if I could truly place my trust in them. After learning about the program

1 online, I decided to seek legal assistance through Hermandad Mexicana Transnacional (“Hermandad”), a
2 non-profit immigration consulting firm. Someone at Hermandad told me that there had been a statement
3 issued by the Government that they would not use information obtained from DACA applicants for
4 anything other than DACA-related purposes. That gave me comfort that I could trust the Government
5 and hand over my personal information.

6 16. I also learned, through my volunteer work at Hermandad and online research, that I
7 would be able to renew my DACA status every two years. Being able to renew my DACA status was
8 important to me because two years is a relatively short period of time. The option of renewal made it
9 seem more likely that I would be able to obtain a full time job and to continue my education in the long-
10 term, and thus made it worthwhile for me to invest my time, energy, and money in graduate school. I
11 would not have applied for DACA if renewal was not a part of the program, because doing so would
12 have felt pointless. Furthermore, I would not have felt comfortable giving all of my personal
13 information over to the Government when two years later, once I no longer had legal status, the
14 Government would know exactly where to find me. I would have also felt that it was too painful to
15 apply for a program that would enable me to come out of the shadows for two years, only to find that I
16 had to quickly readjust to my former lifestyle of living in fear and without a job or future prospects. The
17 promise of renewal was therefore a crucial reason why I applied for the DACA program.

18 17. It was my understanding that the DACA program would continue at least until legislation
19 was passed providing permanent status to DREAMers, and that I was entitled to renew every two years
20 until that happened. This understanding was based in part on the fact that President Obama had initially
21 introduced the Deferred Action for Parents of Americans and Lawful Permanent Residents (“DAPA”)
22 program and had tried to expand the DACA program, which showed that his administration supported
23 such programs and gave me implicit knowledge that the DACA program would continue. During
24 President Trump’s presidential campaign, I recall him making statements about not “hurting
25 DREAMers,” which also gave me comfort that the program would continue even under his
26 administration. Because of that comfort and understanding, I began to measure my life in two year time
27 blocks, always thinking about the next time that I had to submit my renewal application. It was this
28 sense that the program would continue and that I would be able to renew that made me comfortable

1 enrolling in a six-year graduate program, in which I have invested nearly \$20,000 of my own money
2 towards my degree.

3 18. The U.S. Government also affirmatively encouraged me to apply for renewal. For
4 example, I received a Notice of Action from the Government approximately 90 days before the date that
5 my DACA status was set to expire each time, stating that my “current period of deferred action will
6 expire in less than 100 days,” and that “USCIS encourages you to submit your renewal request as soon
7 as possible.” Attached as Exhibit A is a true and correct copy of one such Form I-797C Notice of
8 Action reminding me to renew my DACA Application that I received from U.S. Citizenship and
9 Immigration Services (“USCIS”) on August 8, 2014. Given these representations from the U.S.
10 Government, I never imagined that the DACA program would be quickly rescinded without anything
11 else in its place.

12 19. Following my experience at Hermandad when they helped me complete my DACA
13 application, I decided to become a volunteer there. I learned how to translate birth certificates and
14 complete DACA applications, and helped many people apply for DACA. I remember vividly the long
15 lines of people who waited for us to provide help with their DACA applications over the years. To me
16 this was a palpable reminder of just how many people were impacted by the program.

17 20. To pay for my initial DACA application, my parents scraped together the application fee
18 from what little money they had. Because I was not able to work at that time, I could not help to pay for
19 the filing fee myself. It was difficult for my parents to get this money together, but they made it clear
20 that they would go to whatever lengths necessary to provide me the assistance that I needed. I also
21 volunteered at Hermandad, at least in part, so that Hermandad would assist me in completing my
22 application and in filing the application on my behalf, which meant that I did not have to pay additional
23 money for their help.

24 21. When I applied for DACA the first time, I was hopeful and fairly confident that my
25 application would be approved. I knew that I met all of the criteria, which is why I chose to apply in the
26 first place, but wasn’t entirely sure how the process would play out. However, once I was approved the
27 first time and saw how straightforward the process of applying was and was assured that I met the
28 criteria, getting renewal became a matter of routine and something that I expected to receive.

1 **DACA Applications and Approvals**

2 22. I first applied for DACA status on August 21, 2012. Attached as Exhibit B is a true and
3 correct copy of the DACA Application (Form I-821D) that I submitted to USCIS on August 21, 2012.
4 Attached as Exhibit C is the Form I-797C Notice of Action that I received from USCIS on August 23,
5 2012, acknowledging receipt of my 2012 DACA Application. Attached as Exhibit D is a true and
6 correct copy of the Form I-797C Notice of Action that I received from USCIS on August 28, 2012,
7 informing me of my biometrics appointment in connection with my DACA application.

8 23. I also applied for employment authorization on August 21, 2012. Attached as Exhibit E
9 is a true and correct copy of the Form I-765 Application for Employment Authorization that I submitted
10 to USCIS on August 21, 2012. Attached as Exhibit F is a true and correct copy of the Form I-765WS
11 (Application for Employment Authorization Worksheet) that I submitted to USCIS on August 21, 2012.
12 Attached as Exhibit G is the Form I-797C Notice of Action that I received from USCIS on August 23,
13 2012, acknowledging receipt of my Application for Employment Authorization.

14 24. I received approval of my DACA Application and Application for Employment
15 Authorization on November 1, 2012. Attached as Exhibit H is a true and correct copy of the Form I-797
16 DACA Application Approval Notice that I received from USCIS on November 1, 2012. Attached as
17 Exhibit I is a true and correct copy of the Form I-797 Application for Employment Authorization
18 Approval Notice that I received from USCIS on November 1, 2012.

19 25. I applied for renewal of my DACA status on July 7, 2014. Attached as Exhibit J is a true
20 and correct unsigned copy of the Form I-821D DACA Application that I submitted to USCIS on July 7,
21 2014. Attached as Exhibit K is the Form I-797C Notice of Action that I received from USCIS on July 9,
22 2014, acknowledging receipt of my 2014 DACA Application. Attached as Exhibit L is a true and
23 correct copy of the Form I-797C Notice of Action that I received from USCIS on July 11, 2014,
24 informing me of my biometrics appointment in connection with my DACA application.

25 26. I also applied for renewal of my employment authorization on July 7, 2014. Attached as
26 Exhibit M is a true and correct unsigned copy of the Form I-765 Application for Employment
27 Authorization that I submitted to USCIS on July 7, 2014. Attached as Exhibit N is a true and correct
28 copy of the Form I-765WS (Application for Employment Authorization Worksheet) that I submitted to

1 USCIS on July 7, 2014. Attached as Exhibit O is the Form I-797C Notice of Action that I received from
2 USCIS on July 9, 2014, acknowledging receipt of my Application for Employment Authorization.

3 27. I received approval of my first DACA renewal application and my application for
4 employment authorization on October 1, 2014. Attached as Exhibit P is a true and correct copy of the
5 Form I-797 DACA Application Approval Notice that I received from USCIS on October 1, 2014.
6 Attached as Exhibit Q is a true and correct copy of the Form I-797 Application for Employment
7 Authorization Approval Notice that I received from USCIS on October 7, 2014.

8 28. I applied for renewal of my DACA status and employment authorization a second time
9 on May 12, 2016. Attached as Exhibit R is a true and correct copy of the Form I-797C Notice of Action
10 that I received from USCIS on May 13, 2016, acknowledging receipt of my 2016 DACA Application.
11 Attached as Exhibit S is a true and correct copy of the Form I-797C Notice of Action that I received
12 from USCIS on May 13, 2016, acknowledging receipt of my Employment Authorization Application.

13 29. I received approval of my second DACA renewal application on October 13, 2016.
14 Attached as Exhibit T is a true and correct copy of the Form I-797 DACA Application Approval Notice
15 that I received from USCIS on October 13, 2016.

16 30. I received renewal of my employment authorization card in October 2016, and received a
17 replacement card in July 2017 after misplacing my wallet and card. Attached as Exhibit U is a true and
18 correct copy of the mailing that I received from USCIS on October 26, 2016 with my employment
19 authorization card. Attached as Exhibit V is a true and correct copy of the mailing that I received from
20 USCIS on July 7, 2017 with my replacement employment authorization card.

21 31. My DACA status is set to expire on October 13, 2018. My employment authorization is
22 set to expire on October 12, 2018.

23 **Professional, Personal, and Other Benefits Provided by DACA**

24 32. After receiving approval of my initial DACA application and work authorization in 2012,
25 I was hired as an employee at Hermandad, while I was still attending UNLV full time. I became a U-
26 Visa/Violence Against Women Act (“VAWA”) Case Worker and Translator. In that role, I helped to
27 translate personal declarations and birth certificates from Spanish to English, completed certifications
28 and U-Visa applications, conducted intakes, and collaborated with community organizations such as the

1 police department and the rape crisis center to provide resources to our clients. This was the first time
2 that I was able to work in the U.S., and it enabled me to help pay for my education at UNLV, to save for
3 my living expenses such as food and rent, and to have a sense of pride in myself for contributing to
4 society in a meaningful way while being paid for my efforts. It also enabled me to pay for my DACA
5 renewal applications.

6 33. My work as an employee at Hermandad also strengthened my desire to open a low-cost
7 clinic providing therapy and other resources to immigrants in the U.S. While helping to translate
8 personal declarations for our clients, I learned why these individuals left their countries, why they came
9 to the U.S., and how they often faced domestic violence, rape, and other violent crimes. When I looked
10 into providing referrals for these clients, I learned that the services available to undocumented people
11 and other low-income immigrants were extremely limited. While there were help centers to address
12 rape and domestic violence, there were no general therapy services for undocumented immigrants who
13 had been victims of violent crimes. Moreover, the domestic violence and rape clinics that did exist were
14 often overbooked. I carry the stories of these individuals with me today, and it motivates me every day
15 to work to achieve my dream of opening a clinic serving individuals such as these.

16 34. In May 2014, I graduated from UNLV with a Bachelor of Arts in Psychology. I was on
17 the Dean's Honor List every semester at UNLV, obtaining an overall GPA of 3.79. If I had not been
18 able to work at Hermandad to help pay for my degree at UNLV, I would not have been able to continue
19 going to UNLV full time, or perhaps even to graduate at all. Tuition at UNLV was nearly three times as
20 expensive as tuition at CSN. Although my parents were helping me to pay for UNLV and I was also
21 contributing what little savings I had, it was getting more and more difficult for my parents to continue
22 providing this financial help. Right around the time that I was beginning to question whether I could
23 continue attending UNLV full time, or at all, the DACA program was introduced. The DACA program
24 enabled me to work and to pay for my degree.

25 35. After graduating from UNLV, I applied for and was accepted into the Doctorate in
26 Clinical Psychology Program at Fuller Graduate School of Psychology ("Fuller") in Pasadena,
27 California. As part of this program, I will ultimately obtain a masters and a Ph.D. in Clinical
28 Psychology, as well as a masters in Theology. Although I knew it would be difficult to afford the

1 degrees, the Employment Authorization Card that I had received from the Government as a result of
2 obtaining DACA status gave me the courage to apply, and to seek help and financial assistance towards
3 obtaining my degrees, because I was no longer afraid to show my face in public and to tell my story. I
4 moved to California in 2015, to begin the doctorate program.

5 36. It was during this doctorate program that I applied for renewal of my DACA application
6 a second time. Because I was no longer working at Hermandad and was attending school full time, I
7 found it particularly difficult to pay the substantial DACA renewal fee this time around. I was
8 ultimately able to do so from my savings, but found it a struggle to do so.

9 37. As part of the Ph.D. Clinical Psychology program, I received my master's in June 2017.
10 As mentioned above, the program takes six years to complete, and I anticipate receiving my degree in
11 the spring of 2021. In the final year of the program, each Ph.D. candidate is required to complete a paid
12 internship. Without DACA status and work authorization, I will not be able to complete this final
13 internship year, and therefore will not be able to complete the Ph.D. Maintaining my DACA status and
14 work authorization, on the other hand, would allow me to seek an internship anywhere in the country
15 and to continue my work helping the Latino/a community as a therapist, and my research on the
16 psychological and emotional impact that immigration status has on individuals. I am one of only a
17 handful of people doing this type of research in the country. Losing my DACA status would also mean
18 that I could not work in any capacity to help finance my education and living situation, making it
19 unlikely that I could continue in the program even if I could complete a final year internship. I have
20 devoted countless time, money, energy, and resources to obtaining a Ph.D., with the expectation that I
21 would be able to complete the program as a result of my DACA status.

22 38. In addition to providing me with the ability to obtain a Ph.D. and to work legally in the
23 U.S., obtaining DACA status has given me a number of other benefits that I was previously denied.
24 Having DACA status allowed me to get a driver's license in Nevada, and to later get a driver's license in
25 California when I moved here for school. Before having DACA status, I was even denied a library card
26 because I did not have a form of U.S. Government identification. One of the first things that I did after
27 getting DACA status and a license was to obtain a library card from the Las Vegas Public Library.
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1 39. My DACA status also enabled me to obtain a social security number, which I was able to
2 use to apply for credit cards and to lease a car. I have received several credit cards, which has afforded
3 me the ability to develop a credit score. With these credit cards, I was able to purchase laptops that are
4 crucial for my use at work and school. I have also entered into a 36 month car lease, which I was able to
5 do because I now have a social security number and a credit score. I am able to use my car to travel to
6 school and to visit my family.

7 40. In addition, my DACA status allowed to rent a car, which I had to do in order to move
8 from Nevada to California on September 19, 2015. I was previously unable to rent a car because I did
9 not have a driver's license or a credit card.

10 41. I have also paid into social security, Medicare, and disability employment insurance
11 while employed at Hermandad and during my Ph.D. at Pacific Clinics East Monrovia Outpatient Clinic.

12 42. Further, having DACA status has permitted me to travel, both within the United States
13 and abroad. Because I did not have any form of U.S. Government identification before obtaining
14 DACA status, I used to be unable to fly anywhere even within the U.S., since I could not get through
15 airport security. Now that I have DACA status and identification, I am free to travel anywhere in the
16 U.S. that I want. In 2014, I flew to Boston, Massachusetts, which was the first time that I had been on a
17 plane since coming to the United States at the age of five. I took this trip to attend a conference on U-
18 Visas while employed at Hermandad, and it was instrumental for my professional development. I also
19 flew to Reno, Nevada in the summer of 2014, for a week-long conference for my work with Hermandad.

20 43. I also applied for and obtained Advance Parole through the DACA program on July 10,
21 2015. Attached as Exhibit W is a true and correct copy of the Form I-131 Application for Travel
22 Document and supporting documentation that I submitted to USCIS on June 11, 2015. Attached as
23 Exhibit X is a true and correct copy of the Form I-797C Notice of Action that I received from USCIS on
24 June 15, 2015, acknowledging receipt of my Application for Travel Document. Attached as Exhibit Y is
25 a true and correct copy of the I-512L Authorization for Parole of an Alien Into the United States that I
26 received from USCIS on July 10, 2015.

27 44. I obtained this Advance Parole because I was invited by the Mexican consulate to
28 participate in a program as a Nevada DREAMer Representative, along with 21 other DREAMers from

1 other states, to travel to Mexico City, Mexico for educational and professional purposes. The program
2 lasted from July 12-19, 2015, and was run by the Secretaria de Relaciones del Exterior and the U.S.-
3 Mexico Foundation. During the program, I attended transnational conferences regarding immigration;
4 networked with the other DREAMers from around the U.S.; engaged in dialogues with Mexican
5 academics, students, and leaders; and advocated on behalf of the Latino/a immigrant community,
6 amongst other things. This was the first and only time that I have left the U.S. since moving here, and
7 the only opportunity that I have had since the age of five to visit the country in which I was born.

8 45. On top of all of these benefits, DACA has provided me with an identity—both literal and
9 figurative—and has freed me from the constant fear that I used to have of being asked for government
10 identification by police officers or others with the authority to have me deported from the country and
11 separated from the only family and home that I have ever known.

12 46. The DACA program has thus given me courage to open up about my immigration status
13 and personal background to others. I have told the faculty and staff at Fuller about my DACA status,
14 which has encouraged them to add a separate category for “DACA recipients” to their financial aid
15 application. I have also told my classmates at Fuller about the DACA program and my immigration
16 status, and in doing so have been able to educate them about what it is like to be an undocumented
17 immigrant in the U.S. Many of my classmates and colleagues at Fuller and at my practicum at Pacific
18 Clinics East Monrovia Outpatient have told me that hearing my story has enabled them to be better
19 therapists for their immigrant patients.

20 47. Fuller has been particularly encouraging of me and of the DACA program, and even
21 issued a press release from the Fuller Seminary President Mark Labberton stating their support for
22 DACA, the work that I have done as a psychology student and will do as a psychologist in the future,
23 and of this lawsuit itself. Attached as Exhibit Z is a true and correct copy of Mr. Labberton’s press
24 release, issued on September 27, 2017.

25 **Potential Impact of Losing DACA Status**

26 48. Having my DACA status taken away would cause me enormous harm, not to mention
27 significant emotional and psychological pain. As previously mentioned, without DACA status, I will be
28 unable to finish my Ph.D. or to become a licensed clinical psychologist. It is my dream to move back to

1 Nevada to open up a multidisciplinary therapy clinic for low-income individuals, where I can provide
2 entire families with therapy as well as referrals to other services offered within the community, such as
3 rape crisis and domestic violence clinics, housing connections, and even legal referrals. I would provide
4 services in Spanish and English, and I believe it would be incredibly helpful for these individuals to be
5 able to turn to someone for help who not only looks like them and speaks their language, but who also
6 empathizes with and understands completely the obstacles that they have gone through in their lives as
7 immigrants. Ultimately, I would like to hire a team of therapists with similar backgrounds to assist me
8 in providing these services to the Nevada Latino/a immigrant community. If my DACA status is
9 terminated, I will not be able to follow through with this dream and will not be able to help any of these
10 individuals.

11 49. Losing my DACA status would also mean that I could not work, and therefore could not
12 provide for myself or my family. I have already felt the effects of this once for a brief period in 2016,
13 when there was a delay in receiving my renewed employment authorization card from USCIS. At the
14 time, I was doing a practicum at the Pacific Clinics East Monrovia Outpatient Clinic in Monrovia,
15 California as part of my Ph.D. program. This particular practicum pays its Ph.D. students, which meant
16 that I had to have work authorization in order to participate in it. Although I had submitted all of my
17 paperwork for my employment authorization renewal on time, I was unable to work at Pacific Clinics
18 for approximately one month due to the delay in receiving my new card. Thus, not only was I unable to
19 work towards fulfilling a requirement of my Ph.D. program during this time, but I was also unable to
20 work to earn money to pay for my own living and schooling expenses.

21 50. Losing my DACA status would also cause me tremendous emotional harm. I would be
22 deprived of the safety that I currently feel in knowing that I will not be plucked from the only country I
23 have ever really known. As I mentioned above, all of my immediate family resides in the U.S., and I
24 would be devastated to be separated from them. Without DACA, I will no longer have an identity in
25 this country, and I will constantly fear deportation.

26 51. In fact, the termination of the DACA program has already begun to cause me significant
27 personal and professional harm. Knowing that DACA will end has been emotionally draining and
28 challenging, and has even manifested itself in physical ways. I have been ill for the past several weeks,

1 and I have no doubt that my illness is tied to the stress and anxiety that I have been feeling as a result of
2 DACA's revocation. I have also been having terrible dreams where I am pulled over by police officers
3 and detained or even deported. I am constantly concerned about getting pulled over when I am driving.
4 Further, just this past weekend, I traveled to Dallas, Texas to visit a close friend, and was terrified when
5 I had to go through airport security. Even though I am currently permitted to remain and travel in this
6 country, knowing that I soon will not be able to has brought back much of the fear and anxiety that I felt
7 before having DACA at all.

8 52. In addition, the termination of DACA has already impacted my education and
9 professional future. Before DACA was terminated, I was planning on going on a trip to Guatemala this
10 summer that the Fuller psychology department hosts for its students every two years. The purpose of the
11 trip is to see first-hand how Guatemala has been impacted by war and other forms of devastation, to
12 witness how the Guatemalan people have been affected by these tragedies, and to observe how therapy
13 is performed in Guatemala. I was particularly interested in attending this program because of my desire
14 to work with the Latino/a population throughout my career. I had planned to fundraise in order to raise
15 the several thousand dollars required to attend the program and intended to apply for advance parole.
16 Now that advance parole has been revoked, however, I am no longer able to take this educational trip.
17 Moreover, I am concerned about my educational and professional future more generally, and I am
18 especially concerned right now about continuing to pay money into my Ph.D. program when I do not
19 know if I will be able to complete the program or to work after receiving a degree. I also do not feel
20 comfortable applying for teaching assistant positions right now because of the uncertainty that the
21 termination of DACA has created.

22 53. Knowing that all of my efforts towards obtaining a Ph.D. had gone to waste would take
23 (and already has begun to take) an enormous psychological toll. The pain and fear that this would cause
24 has started to become and, I have no doubt, would be debilitating. In fact, it is my own personal
25 experience growing up with this pain and fear that motivates me to push forward to achieve my dream of
26 helping others who have faced similar difficulties in their own lives each and every day. I hope that I
27 am permitted the opportunity to continue doing so.
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I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

Executed on 10/29, 2017, in Los Angeles, California.



Norma Ramirez

EXHIBIT A

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

RECEIPT NUMBER EAC-12-908-67966		CASE TYPE I821D CONSIDERATION OF DEFERRED ACTION FOR CHILDHOOD ARRIVALS	
RECEIPT DATE August 23, 2012	PRIORITY DATE	APPLICANT [REDACTED] RAMIREZ MIRANDA, NORMA L.	
NOTICE DATE August 8, 2014	PAGE 1 of 1		
NORMA LAURA RAMIREZ MIRANDA C/O BELEN MIRANDA 1901 CONSTANTINE AVE LAS VEGAS NV 89101		Notice Type: Notice of Action	
<p>This courtesy notice is to advise you of action taken on this case. The official notice has been mailed to the authorized representative. Any relevant documentation included in the notice was also mailed as part of the official notice.</p> <p>Our records indicate that U.S. Citizenship and Immigration Services (USCIS) granted DACA in your case and that your current period of deferred action will expire in less than 100 days. If you wish to avoid a lapse in your period of deferred action and employment authorization, you must file a DACA renewal request with USCIS as soon as possible. Form I-821D, Consideration of Deferred Action for Childhood Arrivals, was recently updated to allow for renewal filings and is available online at http://www.uscis.gov/i-821d. This form must be completed, properly signed and accompanied by a Form I-765, Application for Employment Authorization, and Form I-765WS, I-765 Worksheet.</p> <p>Please be aware that if your current period of deferred action expires before you receive a renewal of DACA, you will accrue unlawful presence and will not be authorized to work. For this reason, USCIS encourages you to submit your renewal request as soon as possible.</p> <p>Deferred action is a discretionary determination to defer removal action of an individual as an act of prosecutorial discretion and each case will be considered on an individual, case-by-case basis. USCIS will notify you of its decision in writing.</p> <p>For additional information on DACA, including documentation requirements for renewal or to download the required forms, please visit www.uscis.gov/childhoodarrivals. If you have already filed your renewal request with USCIS, please disregard this notice. You can check your case status online by visiting https://egov.uscis.gov/cris/Dashboard.do.</p> <p>This courtesy copy may not be used in lieu of official notification to demonstrate the filing or processing action taken on this case.</p> <p>THIS FORM IS NOT A VISA NOR MAY IT BE USED IN PLACE OF A VISA.</p>			

Please see the additional information on the back. You will be notified separately about any other cases you filed.
U.S. CITIZENSHIP & IMMIGRATION SVCS

VERMONT SERVICE CENTER
75 LOWER WELDEN STREET
SAINT ALBANS VT 05479-0001

Customer Service Telephone: (800) 375-5283



Please see the back of this notice for important information.

EXHIBIT B



**Consideration of Deferred Action
for Childhood Arrivals**
Department of Homeland Security
U.S. Citizenship and Immigration Services

**USCIS
Form I-821D**
OMB No. 1615-0124
Expires 02/28/2013

For USCIS Use Only	A- <input type="text"/>	Receipt	Action Block
	Case ID: <input type="text"/>		
	<input type="checkbox"/> Requestor interviewed on <input type="text"/>		
Returned: <input type="text"/>	Relocated	Received: <input type="text"/>	Remarks
Resubmitted: <input type="text"/>		Sent: <input type="text"/>	
To Be Completed by an Attorney or Accredited Representative, if any.		<input checked="" type="checkbox"/> Fill in box if G-28 is attached to represent the requestor.	Attorney State License Number: <input type="text"/>

▶ **START HERE - Type or print in black ink.**

Part 1. Information About You

I am requesting consideration of deferred action for childhood arrivals *and* I have included Form I-765, Application for Employment Authorization, and Form I-765WS, Form I-765 Worksheet.

Full Name

1.a. Family Name (Last Name)

1.b. Given Name (First Name)

1.c. Middle Name

Mailing Address

2.a. In Care of Name (if applicable)

2.b. Street Number and Name

2.c. Apt. Ste. Flr.

2.d. City or Town

2.e. State 2.f. Zip Code

Removal Proceedings Information

3.a. Are you now or have you ever been in removal proceedings? Yes No

If you answered "Yes" to the above question, you must check a box below indicating your current status or outcome of your removal proceedings.

3.b. Type of proceedings:
 a. Currently in Proceedings c. Terminated
 b. Administratively Closed d. Subject to a Final Order

3.c. Date and Location of Proceedings

**For USCIS
Use Only**

Part 1. Information About You (continued)

Other Information

- 4. Alien Registration Number (A-Number)(if any)
 ▶ A-
- 5. U.S. Social Security Number (if any)
 ▶
- 6. Date of Birth (mm/dd/yyyy) ▶
- 7. Gender Male Female
- 8.a. City/Town/Village of Birth
- 8.b. Country of Birth
- 9. Country of Residence
- 10. Country of Citizenship/Nationality
- 11. Marital Status
 Married Widowed Single Divorced

Other Names Used (including maiden name)

If you require additional space, use Part 7., Additional Information.

- 12.a. Family Name (Last Name)
- 12.b. Given Name (First Name)
- 12.c. Middle Name

U.S. Entry Information

- 13. Date of **Initial** Entry into the United States, on or about:
 (mm/dd/yyyy) ▶
- 14. Place of Entry into the United States.

- 15. Status at Entry (e.g., B2, F1, J1, No Lawful Status, etc.)

- 16.a. Do you have an Arrival/Departure Record (I-94)?
 Yes No

- 16.b. List your I-94 number (if applicable)
 ▶

- 17. Date authorized stay expired, as shown on Form I-94, I-95, or I-94W (if applicable)
 (mm/dd/yyyy) ▶

Education Information

- 18. Current Education Status (e.g., In School, General Educational Development, High School Graduate)
- 19. Name, City, and State of School Currently Attending or Where Education Received
- 20. Date of Last Attendance, Graduation, Receipt of General Educational Development Certificate, and/or Completion Certificate (mm/dd/yyyy) ▶

Military Service Information

- 21.a. Were you a member of the U.S. Armed Forces or Coast Guard?
 Yes No

If you answered "Yes" to the above question, you must provide responses to Item Numbers 21.b. through 21.e.

- 21.b. Military Branch
- 21.c. Service Start Date (mm/dd/yyyy) ▶
- 21.d. Discharge Date
 (mm/dd/yyyy) ▶
- 21.e. Type of Discharge

For USCIS Use Only

Part 2. Arrival/Residence Information

1.a. I arrived in the United States on or before June 15, 2007.
 Yes No

1.b. I have been continuously residing in the United States since at least June 15, 2007.
 Yes No

NOTE: If you answer "No" to Item Numbers 1.a. or 1.b., use **Part 7., Additional Information**, to include a full explanation.

List your current address and, to the best of your knowledge, the addresses where you resided since your initial entry into the United States. If you require additional space, use **Part 7., Additional Information**.

Present Address

2.a. Dates at this residence (mm/dd/yyyy)
From: ▶ 02/10/2002 To: ▶ Present

2.b. Street Number and Name [Redacted]

2.c. Apt. Ste. Flr. [Redacted]

2.d. City or Town [Redacted]

2.e. State [Redacted] 2.f. Zip Code [Redacted]

Address 1

3.a. Dates at this residence (mm/dd/yyyy)
From: ▶ 08/15/2000 To: ▶ 02/09/2002

3.b. Street Number and Name [Redacted]

3.c. Apt. Ste. Flr. B

3.d. City or Town [Redacted]

3.e. State [Redacted] 3.f. Zip Code [Redacted]

Address 2

4.a. Dates at this residence (mm/dd/yyyy)
From: ▶ 10/06/1997 To: ▶ 08/14/2000

4.b. Street Number and Name [Redacted]

4.c. Apt. Ste. Flr. [Redacted]

4.d. City or Town [Redacted]

4.e. State [Redacted] 4.f. Zip Code [Redacted]

Address 3

5.a. Dates at this residence (mm/dd/yyyy)
From: ▶ 01/04/1997 To: ▶ 10/05/1997

5.b. Street Number and Name [Redacted]

5.c. Apt. Ste. Flr. [Redacted]

5.d. City or Town [Redacted]

5.e. State [Redacted] 5.f. Zip Code [Redacted]

List all your absences from the United States since June 15, 2007. If you require additional space, use **Part 7., Additional Information**.

6.a. Departure Date 1 (mm/dd/yyyy) ▶ [Redacted]

6.b. Return Date 1 (mm/dd/yyyy) ▶ [Redacted]

6.c. Reason for Departure [Redacted]

7.a. Departure Date 2 (mm/dd/yyyy) ▶ [Redacted]

7.b. Return Date 2 (mm/dd/yyyy) ▶ [Redacted]

7.c. Reason for Departure [Redacted]

**For USCIS
Use Only**

Part 3. Criminal, National Security and Public Safety Information

If any of the following questions apply to you, use **Part 7., Additional Information**, to describe the circumstances and include a full explanation.

- 1. Have you ever been arrested for, charged with, or convicted of a felony or misdemeanor in the United States? *Do not include minor traffic violations that only resulted in a fine, unless it was alcohol- or drug-related.*
 Yes No

If you answered "Yes" you must also include copies of all arrest records, charging documents, dispositions (outcomes), sentencing records, etc.

- 2. Have you ever been arrested for, charged with, or convicted of a crime in any country other than the United States?
 Yes No

If you answered "Yes" you must also include copies of all arrest records, charging documents, dispositions (outcomes), sentencing records, etc.

- 3. Have you ever engaged in or do you continue to engage in or plan to engage in terrorist activities?
 Yes No

- 4. Are you now or have you ever been a member of a gang?
 Yes No

Have you ever engaged in, ordered, incited, assisted or otherwise participated in any of the following:

- 5.a. Acts involving torture, genocide, or human trafficking?
 Yes No
- 5.b. Killing any person?
 Yes No
- 5.c. Severely injuring any person?
 Yes No
- 5.d. Any kind of sexual contact or relations with any person who was being forced or threatened?
 Yes No

Part 4. Signature of Requestor

Requestor's Statement (check one)

- 1.a. I can read and understand English, and have read and understand each and every question and instruction on this form, as well as my answer to each question.
- 1.b. Each and every question and instruction on this form, as well as my answer to each question, has been read to me by the person named below

in a language in which I am fluent. I understand each and every question and instruction on this form, as well as my answer to each question.

Requestor's Certification

I certify, under penalty of perjury under the laws of the United States of America, that the foregoing is true and correct. Copies of documents submitted are exact photocopies of unaltered original documents, and I understand that I may be required to submit original documents to USCIS at a later date. Furthermore, I authorize the release of any information from my records that USCIS needs to reach a determination on deferred action.

- 2.a. Signature of Requestor
- 2.b. Date of Signature (mm/dd/yyyy) ▶
- 3. Daytime Phone Number ()

NOTE: Deferred action is unlikely to be considered for anyone who fails to completely fill out this form or to submit required documents listed in the instructions. Deferred action does not confer lawful status upon an individual. Furthermore, a decision on deferred action is wholly within the discretion of DHS.

**For USCIS
Use Only**

Part 5. Signature of Person Preparing This Request, If Other Than the Requestor

NOTE: If you are an attorney or representative, you must submit a completed Form G-28, Notice of Entry of Appearance as Attorney or Accredited Representative, along with this request.

- 1. Attorney or Representative: In the event of a Request for Evidence (RFE), may USCIS contact you by e-mail?
 Yes No

Preparer's Full Name

Provide the following information concerning the preparer:

- 2.a. Preparer's Family Name (Last Name)
- 2.b. Preparer's Given Name (First Name)
- 3. Preparer's Business or Organization Name

Preparer's Mailing Address

- 4.a. Street Number and Name
- 4.b. Apt. Ste. Flr.
- 4.c. City or Town
- 4.d. State 4.e. Zip Code

Preparer's Contact Information

- 5. Daytime Phone Number () -
- 6. Email Address

Preparer's Declaration

To be completed by all preparers, including attorneys and authorized representatives.

I declare that I prepared this Form I-821D at the requestor's behest, that it is based on all the information of which I have knowledge, and that the information is true to the best of my knowledge.

- 7.a. Signature of Preparer
- 7.b. Date of Signature (mm/dd/yyyy) ▶

Part 6. Signature of Interpreter

- 1. Language Used

I certify that I am fluent in English and the language above. I further certify that I have read each and every question and instruction on this form, as well as the answer to each question, to this requestor in the above-mentioned language, and that the requestor has informed me that he or she has understood each and every instruction and question of the form, as well as the answer to each question.

- 2.a. Signature of Interpreter
- 2.b. Date of Signature (mm/dd/yyyy) ▶

Interpreter's Information

- 3.a. Interpreter's Family Name (Last Name)
- 3.b. Interpreter's Given Name (First Name)

**For USCIS
Use Only**

Part 7. Additional Information

If you require more space to provide any additional information within this request, please use the space below. If you require more space than what is provided to complete this request, you may use a separate sheet(s) of paper. You must include your full name on each sheet of paper along with the page number, Part Number, and Item Number related to your explanation.

Your Full Name

1.a. Family Name (Last Name)

1.b. Given Name (First Name)

1.c. Middle Name

2.a. Page Number 2.b. Part Number 2.c. Item Number

2.d. _____

3.a. Page Number 3.b. Part Number 3.c. Item Number

3.d. _____

4.a. Page Number 4.b. Part Number 4.c. Item Number

4.d. _____

**For USCIS
Use Only**

EXHIBIT C

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

NOTICE TYPE Receipt		NOTICE DATE August 23, 2012
CASE TYPE I-821D, Consideration of Deferred Action for Childhood Arrivals		USCIS ALIEN NUMBER [REDACTED]
RECEIPT NUMBER EAC1290867966	RECEIVED DATE August 21, 2012	PAGE 1 of 1
		DATE OF BIRTH [REDACTED]

NORMA L. RAMIREZ MIRANDA
C/O LUZ M. MOSQUERA
1722 W BONANZA RD STE 100 8 2449
LAS VEGAS, NV 89106



NAME AND MAILING ADDRESS

The above case has been received by our office and is in process.

Please verify your personal information listed above and immediately notify the USCIS National Customer Service Center at the phone number listed below if there are any changes.

If you have questions about possible immigration benefits and services, filing information, or USCIS forms, please call the USCIS National Customer Service Center (NCSC) at **1-800-375-5283**. If you are hearing impaired, please call the NCSC TDD at **1-800-767-1833**. Please also refer to the USCIS website: www.uscis.gov.

If you have any questions or comments regarding this notice or the status of your case, please contact our customer service number.

You will be notified separately about any other case you may have filed.

USCIS Office Address:
USCIS
Vermont Service Center
75 Lower Welden Street
St. Albans, VT 05479-0001

USCIS Customer Service Number:

(800)375-5283
ATTORNEY COPY



EXHIBIT D

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

ASC Appointment Notice		APPLICATION NUMBER EAC1290867966	EAC1290867967	NOTICE DATE 8/28/2012
CASE TYPE I821D I765		SOCIAL SECURITY NUMBER	USCIS A#	CODE 3
		TCR	SERVICE CENTER ESC	PAGE 1 of 1

NORMA LAURA RAMIREZ MIRANDA
c/o LUZ MARINA MOSQUERA
1722 W BONANZA RD STE 100
LAS VEGAS, NV 89106-

*contacted
9/12/12
SA*



To process your application, the U. S. Citizenship & Immigration Services (USCIS) must capture your biometrics.
PLEASE APPEAR AT THE BELOW APPLICATION SUPPORT CENTER AT THE DATE AND TIME SPECIFIED.
IF YOU FAIL TO APPEAR AS SCHEDULED, YOUR APPLICATION WILL BE CONSIDERED ABANDONED.

APPLICATION SUPPORT CENTER

USCIS LAS VEGAS
5650 W. BADURA AVENUE
LAS VEGAS, NV 89118

PLEASE READ THIS ENTIRE NOTICE CAREFULLY.

DATE AND TIME OF APPOINTMENT

09/19/2012
8:00 AM

WHEN YOU GO TO THE APPLICATION SUPPORT CENTER TO HAVE YOUR BIOMETRICS TAKEN, YOU MUST BRING:

- 1. THIS APPOINTMENT NOTICE** and
- 2. PHOTO IDENTIFICATION.** Applicants must bring their Permanent Resident Card/Resident Alien Card, or a passport, driver's license, national ID, military ID, or State-issued photo ID. If you appear without proper identification, your biometrics may not be taken.

CELL PHONES, CAMERAS, OR OTHER RECORDING DEVICES ARE NOT PERMITTED.

REQUEST FOR RESCHEDULING

Please reschedule my appointment. Upon receipt of your request, you will be provided a new appointment notice. Make a copy of this notice for your records, then mail the original with your request to BPU, Alexandria ASC, Suite 100, 8850 Richmond Hwy, Alexandria, VA 22309-1586

APPLICATION NUMBER
I821D - EAC1290867966



APPLICATION NUMBER 2
I765 - EAC1290867967



If you have any questions regarding this notice, please call 1-800-375-5283.

WARNING: Due to limited seating availability in our lobby area, only persons who are necessary to assist with transportation or completing the biometrics worksheet should accompany you. If you have open wounds or bandages/casts when you appear, the USCIS may reschedule your appointment if it is determined your injuries will interfere with taking your biometrics.

Please see the back of this notice for important information.

EXHIBIT E

OMB No. 1615-0040; Expires 02/28/2013

**I-765, Application For
Employment Authorization**

Department of Homeland Security
U.S. Citizenship and Immigration Services

Do not write in this block.

Remarks	Action Block	Fee Stamp
A#		
Applicant is filing under §274a.12 _____		
<input type="checkbox"/> Application Approved. Employment Authorized / Extended (Circle One) until _____ (Date). _____ (Date). Subject to the following conditions: _____ Application Denied. <input type="checkbox"/> Failed to establish eligibility under 8 CFR 274a.12 (a) or (c). <input type="checkbox"/> Failed to establish economic necessity under 8 CFR 274a.12(c)(14), (18) and 8 CFR 214.2(f)		

I am applying for: Permission to accept employment.
 Replacement (of lost employment authorization document).
 Renewal of my permission to accept employment (attach previous employment authorization document).

1. Name (Family Name in CAPS) (First) (Middle)	Which USCIS Office?	Date(s)
RAMIREZ-MIRANDA NORMA LAURA		
2. Other Names Used (include Maiden Name)	Results (Granted or Denied - attach all documentation)	
NORMA RAMIREZ		
3. Address in the United States (Street Number and Name) (Apt. Number)	12. Date of Last Entry into the U.S. (mm/dd/yyyy)	
██████████	10/06/1995	
(Town or City) (State/Country) (ZIP Code)	13. Place of Last Entry into the U.S.	
██████████	PHOENIX, ARIZONA	
4. Country of Citizenship/Nationality	14. Manner of Last Entry (Visitor, Student, etc.)	
MEXICO	E. W. I.	
5. Place of Birth (Town or City) (State/Province) (Country)	15. Current Immigration Status (Visitor, Student, etc.)	
IGUALA, GUERRERO, MEXICO	OOS	
6. Date of Birth (mm/dd/yyyy) 7. Gender	16. Go to the "Who May File Form I-765?" section of the instructions. In the space below, place the letter and number of the eligibility category you selected from the instructions. (For example, (a)(8), (c)(17)(iii), etc.)	
██████████ <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	(C) (3) (3)	
8. Marital Status <input type="checkbox"/> Married <input checked="" type="checkbox"/> Single <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced	17. If you entered the eligibility category, (c)(3)(C), in Question 16 above, list your degree, your employer's name as listed in E-Verify, and your employer's E-Verify Company Identification Number or a valid E-Verify Client Company Identification Number in the space below.	
9. Social Security Number (include all numbers you have ever used) (if any)	Degree: _____	
10. Alien Registration Number (A-Number) or I-94 Number (if any)	Employer's Name as listed in E-Verify: _____	
11. Have you ever before applied for employment authorization from USCIS? <input type="checkbox"/> Yes (If "Yes," complete below) <input checked="" type="checkbox"/> No	Employer's E-Verify Company Identification Number or a valid E-Verify Client Company Identification Number _____	

Certification

Your Certification: I certify, under penalty of perjury under the laws of the United States of America, that the foregoing is true and correct. Furthermore, I authorize the release of any information that U.S. Citizenship and Immigration Services needs to determine eligibility for the benefit I am seeking. I have read the "Who May File Form I-765?" section of the instructions and have identified the appropriate eligibility category in **Question 16**.

Signature: *Norma Ramirez* Telephone Number: ██████████ Date: 08/15/2012

Signature of Person Preparing Form, If Other Than Above: I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

Print Name	Address	Signature	Date
<i>Luz Marina Mosquera</i>		<i>Luz Marina Mosquera</i>	
Remarks: Hermanidad Mexicana Transnacional 1722 W. Bonanza Rd. Ste 100 Las Vegas, NV 89106 (702) 598-0052 Fax (702) 598-0087			
Resubmitted	Relocated	Completed	
		Received	Sent
		Approved	Denied
			Returned



Form I-765 08/15/12 Y

EXHIBIT F

EXHIBIT G

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

NOTICE TYPE Receipt		NOTICE DATE August 23, 2012
CASE TYPE I-765, Application for Employment Authorization		USCIS ALIEN NUMBER [REDACTED]
RECEIPT NUMBER EAC1290867967	RECEIVED DATE August 21, 2012	PAGE 1 of 1
		DATE OF BIRTH [REDACTED]

NORMA L. RAMIREZ MIRANDA
C/O LUZ M. MOSQUERA
1722 W BONANZA RD STE 100
LAS VEGAS, NV 89106

8 2450



PAYMENT INFORMATION:

Application/Petition Fee: \$465.00
Biometrics Fee: \$0.00
Total Amount Received: \$465.00
Total Balance Due: \$0.00

NAME AND MAILING ADDRESS

Full and complete payment has been received on the above application. **Please notify us immediately if any of the above information is incorrect.** If you find it necessary to contact this office in writing, you must include a copy of this receipt notice with your inquiry.

BIOMETRICS -

The next step is to have your biometrics taken at a USCIS Application Support Center (ASC). You will receive a notice in the mail regarding when USCIS has scheduled you for your ASC appointment.

If you have questions about possible immigration benefits and services, filing information, or USCIS forms, please call the USCIS National Customer Service Center (NCSC) at **1-800-375-5283**. If you are hearing impaired, please call the NCSC TDD at **1-800-767-1833**. Please also refer to the USCIS website: www.uscis.gov.

If you have any questions or comments regarding this notice or the status of your case, please contact our customer service number.

You will be notified separately about any other case you may have filed.

USCIS Office Address:
USCIS
Vermont Service Center
75 Lower Welden Street
St. Albans, VT 05479-0001

USCIS Customer Service Number:

(800)375-5283
ATTORNEY COPY



EXHIBIT H

Department of Homeland Security
U.S. Citizenship and Immigration Services

I-797, Notice of Action



RECEIPT NUMBER EAC-12-908-67966		CASE TYPE I821 /I-821D
RECEIPT DATE August 23, 2012	PRIORITY DATE	APPLICANT [REDACTED]
NOTICE DATE November 1, 2012	PAGE 1 of 1	RAMIREZ MIRANDA, NORMA L.
LUZ MARINA MOSQUERA 1722 W. BONANZA RD STE 100 LAS VEGAS NV 89106		Notice Type: Approval Notice Valid from 11/01/2012 to 10/31/2014

Notice of Deferred Action:

This notice is to inform you regarding U.S. Citizenship and Immigration Services's (USCIS) decision on your Form I-821D, Consideration of Deferred Action for Childhood Arrivals.

USCIS, in the exercise of its prosecutorial discretion, has decided to defer action in your case. Deferred action is an exercise of prosecutorial discretion by USCIS not to pursue the removal of an individual from the United States for a specific period. Deferred action does not confer or alter any immigration status.

Unless terminated, this decision to defer removal action will remain in effect for 2 years from the date of this notice.

This form does not constitute employment authorization, nor may it be used in place of an Employment Authorization Document. If granted, you will receive your Employment Authorization Document separately by mail. Subsequent criminal activity after your case has been deferred is likely to result in termination of your deferred action. This notice does not provide permission to travel outside of the United States.

You are required to notify USCIS if you change your address. You may use the Alien's Change of Address Card, Form AR-11, to report a new address. That form may be found at www.uscis.gov. There is no fee for this change of address form.

NOTICE: USCIS and the U.S. Department of Homeland Security (DHS) reserve the right to verify the information submitted in this request and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of the verification will be used to determine whether termination of deferred action and/or removal proceedings are appropriate if, for example, the requestor committed fraud or misrepresentation in his or her request for consideration of deferred action for childhood arrivals, or engaged in subsequent criminal activity following the submission of his or her request. Individuals for whom removal action is deferred under Deferred Action for Childhood Arrivals may, in the sole discretion of USCIS and DHS, be provided an opportunity to address derogatory information before deferred action is terminated and/or removal proceedings are initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.
U.S. CITIZENSHIP & IMMIGRATION SVCS

VERMONT SERVICE CENTER
75 LOWER WELDEN STREET
SAINT ALBANS VT 05479-0001

Customer Service Telephone: (800) 375-5283



EXHIBIT I

Department of Homeland Security
U.S. Citizenship and Immigration Services

I-797, Notice of Action



RECEIPT NUMBER EAC-12-908-67967		CASE TYPE I765 APPLICATION FOR EMPLOYMENT AUTHORIZATION
RECEIPT DATE August 23, 2012	PRIORITY DATE	APPLICANT [REDACTED] RAMIREZ MIRANDA, NORMA L.
NOTICE DATE November 1, 2012	PAGE 1 of 1	
LUZ MARINA MOSQUERA 1722 W BONANZA RD STE 100 LAS VEGAS NV 89106		Notice Type: Approval Notice Class: C33 Valid from 11/01/2012 to 10/31/2014

Your application for employment authorization has been approved. The Form I-766, Employment Authorization Document, was sent under separate cover to the beneficiary.

This card authorizes your employment in the United States. Show this card to your employer to verify authorization to work during the dates on the card.

If any information on the card is incorrect, please write the office listed below. Include your Employment Authorization Document, I-766, a photocopy of this notice, and evidence to support the necessary corrections.

THIS APPROVAL NOTICE IS NOT A VISA OR EVIDENCE OF EMPLOYMENT AUTHORIZATION, NOR MAY IT BE USED IN PLACE OF A VISA OR FORM I-766.

As a reminder, you may request to change employers under INA 204(j) if your Form I-485 Adjustment application has been pending for at least 180 days and your underlying Form I-140 is approved or is still pending. In order to do so, you should supplement the Form I-485 record of proceeding with documentation relating to the new job offer that forms the basis of the INA 204(j) portability request. For more information on how to request to change employers and what information is required to supplement the Form I-485, please visit www.uscis.gov.

THIS FORM IS NOT A VISA NOR MAY IT BE USED IN PLACE OF A VISA.

NOTICE: Although this application/petition has been approved, USCIS and the U.S. Department of Homeland Security reserve the right to verify the information submitted in this application, petition and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of verification will be used to determine whether revocation, rescission, and/or removal proceedings are appropriate. Applicants, petitioners, and representatives of record will be provided an opportunity to address derogatory information before any formal proceeding is initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.

U.S. CITIZENSHIP & IMMIGRATION SVCS

VERMONT SERVICE CENTER

75 LOWER WELDEN STREET

SAINT ALBANS VT 05479-0001

Customer Service Telephone: (800) 375-5283



EXHIBIT J



Consideration of Deferred Action for Childhood Arrivals

Department of Homeland Security
U.S. Citizenship and Immigration Services

USCIS
Form I-821D
OMB No. 1615-0124
Expires 06/30/2016

For USCIS Use Only	A- <input type="text"/>	Receipt	Action Block
	Case ID: <input type="text"/>		
	<input type="checkbox"/> Requestor interviewed on <input type="text"/>		
Returned: <input type="text"/>	Relocated	Received: <input type="text"/>	Remarks
Resubmitted: <input type="text"/>		Sent: <input type="text"/>	
To Be Completed by an Attorney or Accredited Representative, if any.		<input checked="" type="checkbox"/> Select this box if Form G-28 is attached to represent the requestor.	Attorney State Bar Number (if any): <input type="text"/>

▶ **START HERE** - Type or print in black ink. Read Form I-821D Instructions for information on how to complete this form.

Part 1. Information About You (For Initial and Renewal Requests)

I am not in immigration detention *and* I have included Form I-765, Application for Employment Authorization, and Form I-765WS, Form I-765 Worksheet; and

I am requesting:

1. **Initial Request** - Consideration of Deferred Action for Childhood Arrivals
- OR**
2. **Renewal Request** - Consideration of Deferred Action for Childhood Arrivals

AND

For this Renewal request, my most recent period of Deferred Action for Childhood Arrivals expires on

(mm/dd/yyyy) ▶

Full Legal Name

- 3.a. Family Name (Last Name)
- 3.b. Given Name (First Name)
- 3.c. Middle Name

U.S. Mailing Address (Enter the same address on Form I-765)

- 4.a. In Care Of Name (if applicable)
- 4.b. Street Number and Name
- 4.c. Apt. Ste. Flr.
- 4.d. City or Town
- 4.e. State 4.f. ZIP Code

Removal Proceedings Information

5. Are you **NOW** or have you **EVER** been in removal proceedings, or do you have a removal order issued in any other context (for example, at the border or within the United States by an immigration agent)?

Yes No

NOTE: The term "removal proceedings" includes exclusion or deportation proceedings initiated before April 1, 1997; an Immigration and Nationality Act (INA) section 240 removal proceeding; expedited removal; reinstatement of a final order of exclusion, deportation, or removal; an INA section 217 removal after admission under the Visa Waiver Program; or removal as a criminal alien under INA section 238.

If you answered "Yes" to **Item Number 5.**, you must select a box below indicating your current status or outcome of your removal proceedings.

Status or outcome:

- 5.a. Currently in Proceedings (Active)
- 5.b. Currently in Proceedings (Administratively Closed)
- 5.c. Terminated
- 5.d. Subject to a Final Order
- 5.e. Other. Explain in **Part 8. Additional Information**.

5.f. Most Recent Date of Proceedings (mm/dd/yyyy) ▶

5.g. Location of Proceedings

Part 2. Residence and Travel Information (For Initial and Renewal Requests) (continued)

Present Address

2.a. Dates at this residence (mm/dd/yyyy)
 From ▶ [Redacted] To ▶ Present

2.b. Street Number and Name [Redacted]

2.c. Apt. Ste. Flr. [Redacted]

2.d. City or Town [Redacted]

2.e. State [Redacted] 2.f. ZIP Code [Redacted]

Address 1

3.a. Dates at this residence (mm/dd/yyyy)
 From ▶ [Redacted] To ▶ [Redacted]

3.b. Street Number and Name [Redacted]

3.c. Apt. Ste. Flr. [Redacted]

3.d. City or Town [Redacted]

3.e. State [Redacted] 3.f. ZIP Code [Redacted]

Address 2

4.a. Dates at this residence (mm/dd/yyyy)
 From ▶ [Redacted] To ▶ [Redacted]

4.b. Street Number and Name [Redacted]

4.c. Apt. Ste. Flr. [Redacted]

4.d. City or Town [Redacted]

4.e. State [Redacted] 4.f. ZIP Code [Redacted]

Address 3

5.a. Dates at this residence (mm/dd/yyyy)
 From ▶ [Redacted] To ▶ [Redacted]

5.b. Street Number and Name [Redacted]

5.c. Apt. Ste. Flr. [Redacted]

5.d. City or Town [Redacted]

5.e. State [Redacted] 5.f. ZIP Code [Redacted]

Travel Information

For Initial Requests: List all of your absences from the United States since June 15, 2007.

For Renewal Requests: List only your absences from the United States since you submitted your last Form I-821D that was approved.

If you require additional space, use **Part 8. Additional Information.**

Departure 1

6.a. Departure Date (mm/dd/yyyy) ▶ [Redacted]

6.b. Return Date (mm/dd/yyyy) ▶ [Redacted]

6.c. Reason for Departure [Redacted]

Departure 2

7.a. Departure Date (mm/dd/yyyy) ▶ [Redacted]

7.b. Return Date (mm/dd/yyyy) ▶ [Redacted]

7.c. Reason for Departure [Redacted]

8 Have you left the United States without advance parole on or after August 15, 2012? Yes No

9.a. What country issued your last passport? [Redacted]

9.b. Passport Number [Redacted]

9.c. Passport Expiration Date (mm/dd/yyyy) ▶ [Redacted]

10. Border Crossing Card Number (if any) [Redacted]

Part 3. For Initial Requests Only

1. I initially arrived and established residence in the U.S. prior to 16 years of age. Yes No

2. Date of **Initial** Entry into the United States (on or about) (mm/dd/yyyy) ▶ [Redacted]

3. Place of **Initial** Entry into the United States [Redacted]

Part 1. Information About You (For Initial and Renewal Requests) (continued)

Other Information

- 6. Alien Registration Number (A-Number) (if any)
▶ A- [REDACTED]
- 7. U.S. Social Security Number (if any)
▶ [REDACTED]
- 8. Date of Birth (mm/dd/yyyy) ▶ [REDACTED]
- 9. Gender Male Female
- 10.a. City/Town/Village of Birth
IGUALA
- 10.b. Country of Birth
MEXICO
- 11. Current Country of Residence
UNITED STATES
- 12. Country of Citizenship or Nationality
MEXICO
- 13. Marital Status
 Married Widowed Single Divorced

Other Names Used (If Applicable)

If you need additional space, use **Part 8. Additional Information.**

- 14.a. Family Name (Last Name) RAMIREZ
- 14.b. Given Name (First Name) NORMA
- 14.c. Middle Name

Processing Information

- 15. Ethnicity (Select **only one** box)
 Hispanic or Latino
 Not Hispanic or Latino
- 16. Race (Select **all applicable** boxes)
 White
 Asian
 Black or African American
 American Indian or Alaska Native
 Native Hawaiian or Other Pacific Islander
- 17. Height Feet 5 Inches 2
- 18. Weight Pounds 170
- 19. Eye Color (Select **only one** box)
 Black Blue Brown
 Gray Green Hazel
 Maroon Pink Unknown/Other
- 20. Hair Color (Select **only one** box)
 Bald (No hair) Black Blond
 Brown Gray Red
 Sandy White Unknown/Other

Part 2. Residence and Travel Information (For Initial and Renewal Requests)

- 1. I have been continuously residing in the U.S. since at least June 15, 2007, up to the present time. Yes No

NOTE: If you departed the United States for some period of time before your 16th birthday and returned to the United States on or after your 16th birthday to begin your current period of continuous residence, and if this is an initial request, submit evidence that you established residence in the United States prior to 16 years of age as set forth in the instructions to this form.

For Initial Requests: List your current address and, to the best of your knowledge, the addresses where you resided since the date of your initial entry into the United States to present.

For Renewal Requests: List only the addresses where you resided since you submitted your last Form I-821D that was approved.

If you require additional space, use **Part 8. Additional Information.**

Part 3. For Initial Requests Only (continued)

4. Immigration Status on June 15, 2012 (e.g., No Lawful Status, Status Expired, Parole Expired)
- 5.a. Were you **EVER** issued an Arrival-Departure Record (Form I-94, I-94W, or I-95)? Yes No
- 5.b. If you answered "Yes" to **Item Number 5.a.**, provide your Form I-94, I-94W, or I-95 number (if available).
 ▶
- 5.c. If you answered "Yes" to **Item Number 5.a.**, provide the date your authorized stay expired, as shown on Form I-94, I-94W, or I-95 (if available).
 (mm/dd/yyyy) ▶

Education Information

6. Indicate how you meet the education guideline (e.g., Graduated from high school, Received a general educational development (GED) certificate or equivalent state-authorized exam, Currently in school)
7. Name, City, and State of School Currently Attending or Where Education Received
8. Date of Graduation (e.g., Receipt of a Certificate of Completion, GED certificate, other equivalent state-authorized exam) or, if currently in school, date of last attendance. (mm/dd/yyyy) ▶

Military Service Information

9. Were you a member of the U.S. Armed Forces or U.S. Coast Guard? Yes No
- If you answered "Yes" to **Item Number 9.**, you must provide responses to **Item Numbers 9.a. - 9.d.**
- 9.a. Military Branch
- 9.b. Service Start Date (mm/dd/yyyy) ▶
- 9.c. Discharge Date (mm/dd/yyyy) ▶
- 9.d. Type of Discharge

Part 4. Criminal, National Security, and Public Safety Information (For Initial and Renewal Requests)

If any of the following questions apply to you, use **Part 8. Additional Information** to describe the circumstances and include a full explanation.

1. Have you **EVER** been arrested for, charged with, or convicted of a felony or misdemeanor, including incidents handled in juvenile court, in the United States? Do not include minor traffic violations unless they were alcohol- or drug-related. Yes No

If you answered "Yes," you must include a certified court disposition, arrest record, charging document, sentencing record, etc., for each arrest, unless disclosure is prohibited under state law.

2. Have you **EVER** been arrested for, charged with, or convicted of a crime in any country other than the United States? Yes No

If you answered "Yes," you must include a certified court disposition, arrest record, charging document, sentencing record, etc., for each arrest.

3. Have you **EVER** engaged in, do you continue to engage in, or plan to engage in terrorist activities? Yes No

4. Are you **NOW** or have you **EVER** been a member of a gang? Yes No

5. Have you **EVER** engaged in, ordered, incited, assisted, or otherwise participated in any of the following:

- 5.a. Acts involving torture, genocide, or human trafficking? Yes No

- 5.b. Killing any person? Yes No

- 5.c. Severely injuring any person? Yes No

- 5.d. Any kind of sexual contact or relations with any person who was being forced or threatened? Yes No

6. Have you **EVER** recruited, enlisted, conscripted, or used any person to serve in or help an armed force or group while such person was under age 15? Yes No

7. Have you **EVER** used any person under age 15 to take part in hostilities, or to help or provide services to people in combat? Yes No

Part 5. Statement, Certification, Signature, and Contact Information of the Requestor (For Initial and Renewal Requests)

NOTE: Select the box for either Item Number 1.a. or 1.b.

1.a. I can read and understand English, and have read and understand each and every question and instruction on this form, as well as my answer to each question.

1.b. The interpreter named in Part 6. has read to me each and every question and instruction on this form, as well as my answer to each question, in

a language in which I am fluent. I understand each and every question and instruction on this form as translated to me by my interpreter, and have provided true and correct responses in the language indicated above.

Requestor's Certification

I certify, under penalty of perjury under the laws of the United States of America, that the foregoing is true and correct and that copies of documents submitted are exact photocopies of unaltered original documents. I understand that I may be required to submit original documents to U.S. Citizenship and Immigration Services (USCIS) at a later date. I also understand that knowingly and willfully providing materially false information on this form is a federal felony punishable by a fine, imprisonment up to 5 years, or both, under 18 U.S.C. section 1001. Furthermore, I authorize the release of any information from my records that USCIS may need to reach a determination on my deferred action request.

2.a. Requestor's Signature

2.b. Date of Signature (mm/dd/yyyy) ►

Requestor's Contact Information

3. Requestor's Daytime Telephone Number

4. Requestor's Mobile Telephone Number

5. Requestor's Email Address

Part 6. Contact Information, Certification, and Signature of the Interpreter (For Initial and Renewal Requests)

Interpreter's Full Name

Provide the following information concerning the interpreter:

1.a. Interpreter's Family Name (Last Name)

1.b. Interpreter's Given Name (First Name)

2. Interpreter's Business or Organization Name (if any)

Interpreter's Mailing Address

3.a. Street Number and Name

3.b. Apt. Ste. Flr.

3.c. City or Town

3.d. State 3.e. ZIP Code

3.f. Province

3.g. Postal Code

3.h. Country

Interpreter's Contact Information

4. Interpreter's Daytime Telephone Number

5. Interpreter's Email Address

Part 6. Contact Information, Certification, and Signature of the Interpreter (For Initial and Renewal Requests) (continued)

Interpreter's Certification

I certify that:

I am fluent in English and [] which is the same language provided in Part 5., Item Number 1.b.;

I have read to this requestor each and every question and instruction on this form, as well as the answer to each question, in the language provided in Part 5., Item Number 1.b.; and

The requestor has informed me that he or she understands each and every instruction and question on the form, as well as the answer to each question.

6.a. Interpreter's Signature

[]

6.b. Date of Signature (mm/dd/yyyy) ►

[]

Part 7. Contact Information, Declaration, and Signature of the Person Preparing this Request, If Other than the Requestor (For Initial and Renewal Requests)

Preparer's Full Name

Provide the following information concerning the preparer:

1.a. Preparer's Family Name (Last Name)

MOSQUERA

1.b. Preparer's Given Name (First Name)

LUZ

2. Preparer's Business or Organization Name

HERMANDAD MEXICANA TRANS.

Preparer's Mailing Address

3.a. Street Number and Name 2900 STEWART AVE

3.b. Apt. Ste. Flr. []

3.c. City or Town LAS VEGAS

3.d. State NV 3.e. ZIP Code 89101

3.f. Province []

3.g. Postal Code []

3.h. Country U.S.A

Preparer's Contact Information

4. Preparer's Daytime Telephone Number 702-598-0052

5. Preparer's Fax Number 7025980087

6. Preparer's Email Address INFO@HERMANDAD-MEXICANA.ORG

Preparer's Declaration

I declare that I prepared this Form I-821D at the requestor's behest, and it is based on all the information of which I have knowledge.

7.a. Preparer's Signature []

7.b. Date of Signature (mm/dd/yyyy) ► []

NOTE: If you need extra space to complete any item within this request, see the next page for Part 8. Additional Information.

EXHIBIT K

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

NOTICE TYPE Receipt		NOTICE DATE July 09, 2014
CASE TYPE I-821D, Consideration of Deferred Action for Childhood Arrivals		USCIS ALIEN NUMBER [REDACTED]
RECEIPT NUMBER LIN1490817957	RECEIVED DATE July 07, 2014	PAGE 1 of 1
		DATE OF BIRTH [REDACTED]

NORMA L. RAMIREZ MIRANDA
C/O LUZ M. MOSQUERA 7 2239
2915 W CHARLESTON BLVD STE 4
LAS VEGAS, NV 89102



NAME AND MAILING ADDRESS

The above case has been received by our office and is in process.

Please verify your personal information listed above and immediately notify the USCIS National Customer Service Center at the phone number listed below if there are any changes.

If you have questions about possible immigration benefits and services, filing information, or USCIS forms, please call the USCIS National Customer Service Center (NCSC) at **1-800-375-5283**. If you are hearing impaired, please call the NCSC TDD at **1-800-767-1833**. Please also refer to the USCIS website: www.uscis.gov.

If you have any questions or comments regarding this notice or the status of your case, please contact our customer service number.

You will be notified separately about any other case you may have filed.

USCIS Office Address:

USCIS
Nebraska Service Center
P.O. Box 82521
Lincoln, NE 68501-2521

USCIS Customer Service Number:

(800)375-5283
ATTORNEY COPY



EXHIBIT L

Department of Homeland Security
U.S. Citizenship and Immigration Services

(702)403-4108 LN Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

ASC Appointment Notice		APPLICATION NUMBER LIN1490817957	LIN1490817958	NOTICE DATE 7/11/2014
CASE TYPE I821D I765		SOCIAL SECURITY NUMBER	USCIS A#	CODE 3
		TCR	SERVICE CENTER NSC	PAGE 1 of 1

NORMA LAURA RAMIREZ MIRANDA
c/o LUZ MARINA MOSQUERA
HERMANDAD MEXICANA TRANSNACIONAL
2915 W CHARLESTON BLVD STE 4
LAS VEGAS, NV 89102-1978



To process your request, the U. S. Citizenship & Immigration Services (USCIS) must capture your biometrics.
PLEASE APPEAR AT THE BELOW APPLICATION SUPPORT CENTER AT THE DATE AND TIME SPECIFIED.
IF YOU FAIL TO APPEAR AS SCHEDULED, YOUR REQUEST WILL BE CONSIDERED ABANDONED.

APPLICATION SUPPORT CENTER USCIS LAS VEGAS 5650 W. BADURA AVENUE LAS VEGAS, NV 89118	PLEASE READ THIS ENTIRE NOTICE CAREFULLY. DATE AND TIME OF APPOINTMENT 07/30/2014 11:00 AM
--	---

WHEN YOU GO TO THE APPLICATION SUPPORT CENTER TO HAVE YOUR BIOMETRICS TAKEN, YOU MUST BRING:

- THIS APPOINTMENT NOTICE** and
- PHOTO IDENTIFICATION.** Requestors must bring a passport, driver's license, national ID, military ID, or State-issued photo ID. If you appear without proper identification, your biometrics may not be taken.

CELL PHONES, CAMERAS, OR OTHER RECORDING DEVICES ARE NOT PERMITTED.

REQUEST FOR RESCHEDULING

Please reschedule my appointment. Upon receipt of your request, you will be provided a new appointment notice. Make a copy of this notice for your records, then mail the original with your request to BPU, Alexandria ASC, Suite 100, 8850 Richmond Hwy, Alexandria, VA 22309-1586

APPLICATION NUMBER I821D - LIN1490817957	APPLICATION NUMBER 2 I765 - LIN1490817958
---	--




If you have any questions regarding this notice, please call 1-800-375-5283.

WARNING: Due to limited seating availability in our lobby area, only persons who are necessary to assist with transportation or completing the biometrics worksheet should accompany you. If you have open wounds or bandages/casts when you appear, the USCIS may reschedule your appointment if it is determined your injuries will interfere with taking your biometrics.

Please see the back of this notice for important information.

EXHIBIT M

OMB No. 1615-0040; Expires 04/30/2016

Department of Homeland Security
U.S. Citizenship and Immigration Services

**I-765, Application For
Employment Authorization**

Do not write in this block.

Remarks	Action Block	Fee Stamp
A#		
Applicant is filing under §274a.12 _____		
<input type="checkbox"/> Application Approved. Employment Authorized-/ Extended (Circle One) until _____ (Date). _____ (Date). Subject to the following conditions: _____ Application Denied. <input type="checkbox"/> Failed to establish eligibility under 8 CFR 274a.12 (a) or (c). <input type="checkbox"/> Failed to establish economic necessity as required in 8 CFR 274a.12(c) (14), (18) and 8 CFR 214.2(f)		

I am applying for: Permission to accept employment.
 Replacement (of lost employment authorization document)
 Renewal of my permission to accept employment (attach previous employment authorization document).

1. Name (Family Name in CAPS) (First) (Middle) RAMIREZ-MIRANDA NORMA LAURA	Which USCIS Office? VERMONT SERVICE CENTER	Date(s) 08/15/2012
2. Other Names Used (include Maiden Name) NORMA RAMIREZ	Results (Granted or Denied - attach all documentation) GRANTED	
3. U.S. Mailing Address (Street Number and Name) (Apt. Number) _____ (Town or City) (State/Country) (ZIP Code)	12. Date of Last Entry into the U.S., on or about: (mm/dd/yyyy) 10/06/1996	
4. Country of Citizenship/Nationality MEXICO	13. Place of Last Entry into the U.S. PHOENIX, ARIZONA	
5. Place of Birth (Town or City) (State/Province) (Country) IGUALA GUERRERO MEXICO	14. Status at Last Entry (B-2 Visitor, F-1 Student, No Lawful Status, etc.) NO LAWFUL STATUS	
6. Date of Birth (mm/dd/yyyy) _____	15. Current Immigration Status (Visitor, Student, etc.) DACA APPROVED	
7. Gender <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	16. Go to the "Who May File Form I-765?" section of the instructions. In the space below, place the letter and number of the eligibility category you selected from the instructions. (For example, (a)(8), (c)(17)(iii), etc.). (C) (3) (3)	
8. Marital Status <input type="checkbox"/> Married <input checked="" type="checkbox"/> Single <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced	17. If you entered the Eligibility category, (c)(3)(C), in Question 16 above, list your degree, your employer's name as listed in E-Verify, and your employer's E-Verify Company Identification Number or a valid E-Verify Client Company Identification Number in the space below. Degree: _____ Employer's Name as listed in E-Verify: _____ Employer's E-Verify Company Identification Number or a valid E-Verify Client Company Identification Number _____	
9. Social Security Number (include all numbers you have ever used) (if any) _____		
10. Alien Registration Number (A-Number) or I-94 Number (if any) _____		
11. Have you ever before applied for employment authorization from USCIS? <input checked="" type="checkbox"/> Yes (Complete the following questions.) <input type="checkbox"/> No (Proceed to Question 12.)		

Certification

Your Certification: I certify, under penalty of perjury under the laws of the United States of America, that the foregoing is true and correct. Furthermore, I authorize the release of any information that U.S. Citizenship and Immigration Services needs to determine eligibility for the benefit I am seeking. I have read the "Who May File Form I-765?" section of the instructions and have identified the appropriate eligibility category in Question 16.

Signature _____ Telephone Number _____ Date _____

Signature of Person Preparing Form, If Other Than Above: I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

Print Name Address Signature Date
 LUZ MARINA MOSQUERA 2900 STEWART AVE LAS VEGAS, NV 89101
 HERMANDAD MEXICANA TRANS.

Remarks	Initial Receipt	Resubmitted	Relocated		Completed		
			Rec'd	Sent	Approved	Denied	Returned

EXHIBIT N

EXHIBIT O

Department of Homeland Security
U.S. Citizenship and Immigration Services

I-797, Notice of Action



RECEIPT NUMBER LIN-14-908-17957		CASE TYPE I821D CONSIDERATION OF DEFERRED ACTION FOR CHILDHOOD ARRIVALS	
RECEIPT DATE July 8, 2014	PRIORITY DATE	APPLICANT [REDACTED]	
NOTICE DATE October 1, 2014	PAGE 1 of 1	RAMIREZ MIRANDA, NORMA L.	
LUZ MARINA MOSQUERA 2915 W CHARLESTON BLVD STE 4 LAS VEGAS NV 89102		Notice Type: Approval Notice Valid from 09/30/2014 to 09/29/2016	

Notice of Deferred Action:

This notice is to inform you regarding U.S. Citizenship and Immigration Services's (USCIS) decision on your Form I-821D, Consideration of Deferred Action for Childhood Arrivals.

USCIS, in the exercise of its prosecutorial discretion, has decided to defer action in your case. Deferred action is an exercise of prosecutorial discretion by USCIS not to pursue the removal of an individual from the United States for a specific period. Deferred action does not confer or alter any immigration status.

Unless terminated, this decision to defer removal action will remain in effect for 2 years from the date of this notice.

This form does not constitute employment authorization, nor may it be used in place of an Employment Authorization Document. The 90-day period for reviewing Form I-765, Application for Employment Authorization, filed together with Form I-821D begins as of the date of this approval notice. If Form I-765 is granted, you will receive your Employment Authorization Document separately by mail. Subsequent criminal activity after your case has been deferred is likely to result in termination of your deferred action. This notice does not provide permission to travel outside of the United States.

You are required to notify USCIS if you change your address. You may use the Alien's Change of Address Card, Form AR-11, to report a new address. That form may be found at www.uscis.gov. There is no fee for this change of address form.

NOTICE: USCIS and the U.S. Department of Homeland Security (DHS) reserve the right to verify the information submitted in this request and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of the verification will be used to determine whether termination of deferred action and/or removal proceedings are appropriate if, for example, the requestor committed fraud or misrepresentation in his or her request for consideration of deferred action for childhood arrivals, or engaged in subsequent criminal activity following the submission of his or her request. Individuals for whom removal action is deferred under Deferred Action for Childhood Arrivals may, in the sole discretion of USCIS and DHS, be provided an opportunity to address derogatory information before deferred action is terminated and/or removal proceedings are initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.

NEBRASKA SERVICE CENTER
U. S. CITIZENSHIP & IMMIG SERVICE
P.O. BOX 82521
LINCOLN NE 68501-2521
Customer Service Telephone: 800-375-5283




EXHIBIT P

Department of Homeland Security
U.S. Citizenship and Immigration Services

I-797, Notice of Action



RECEIPT NUMBER LIN-14-908-17957		CASE TYPE I821D CONSIDERATION OF DEFERRED ACTION FOR CHILDHOOD ARRIVALS	
RECEIPT DATE July 8, 2014	PRIORITY DATE	APPLICANT [REDACTED]	
NOTICE DATE October 1, 2014	PAGE 1 of 1	RAMIREZ MIRANDA, NORMA L.	
LUZ MARINA MOSQUERA 2915 W CHARLESTON BLVD STE 4 LAS VEGAS NV 89102		Notice Type: Approval Notice Valid from 09/30/2014 to 09/29/2016	

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This form does not constitute employment authorization, nor may it be used in place of an Employment Authorization Document. The 90-day period for reviewing Form I-765, Application for Employment Authorization, filed together with Form I-821D begins as of the date of this approval notice. If Form I-765 is granted, you will receive your Employment Authorization Document separately by mail. Subsequent criminal activity after your case has been deferred is likely to result in termination of your deferred action. This notice does not provide permission to travel outside of the United States.

You are required to notify USCIS if you change your address. You may use the Alien's Change of Address Card, Form AR-11, to report a new address. That form may be found at www.uscis.gov. There is no fee for this change of address form.

NOTICE: USCIS and the U.S. Department of Homeland Security (DHS) reserve the right to verify the information submitted in this request and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of the verification will be used to determine whether termination of deferred action and/or removal proceedings are appropriate if, for example, the requestor committed fraud or misrepresentation in his or her request for consideration of deferred action for childhood arrivals, or engaged in subsequent criminal activity following the submission of his or her request. Individuals for whom removal action is deferred under Deferred Action for Childhood Arrivals may, in the sole discretion of USCIS and DHS, be provided an opportunity to address derogatory information before deferred action is terminated and/or removal proceedings are initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.

NEBRASKA SERVICE CENTER
U. S. CITIZENSHIP & IMMIG SERVICE
P.O. BOX 82521
LINCOLN NE 68501-2521
Customer Service Telephone: 800-375-5283




EXHIBIT Q

Department of Homeland Security
U.S. Citizenship and Immigration Services

I-797, Notice of Action



RECEIPT NUMBER LIN-14-908-17958		CASE TYPE I765 APPLICATION FOR EMPLOYMENT AUTHORIZATION	
RECEIPT DATE July 8, 2014	PRIORITY DATE	APPLICANT [REDACTED]	
NOTICE DATE October 7, 2014	PAGE 1 of 1	RAMIREZ MIRANDA, NORMA L.	
LUZ MARINA MOSQUERA 2915 W CHARLESTON BLVD STE 4 LAS VEGAS NV 89102		Notice Type: Approval Notice Class: C33 Valid from 09/30/2014 to 09/29/2016	

Your application for employment authorization has been approved. The Form I-766, Employment Authorization Document, was sent under separate cover to the beneficiary.

This card authorizes your employment in the United States. Show this card to your employer to verify authorization to work during the dates on the card.

If any information on the card is incorrect, please write the office listed below. Include your Employment Authorization Document, I-766, a photocopy of this notice, and evidence to support the necessary corrections.

THIS APPROVAL NOTICE IS NOT A VISA OR EVIDENCE OF EMPLOYMENT AUTHORIZATION, NOR MAY IT BE USED IN PLACE OF A VISA OR FORM I-766.

As a reminder, you may request to change employers under INA 204(j) if your Form I-485 Adjustment application has been pending for at least 180 days and your underlying Form I-140 is approved or is still pending. In order to do so, you should supplement the Form I-485 record of proceeding with documentation relating to the new job offer that forms the basis of the INA 204(j) portability request. For more information on how to request to change employers and what information is required to supplement the Form I-485, please visit www.uscis.gov.

THIS FORM IS NOT A VISA NOR MAY IT BE USED IN PLACE OF A VISA.

NOTICE: Although this application/petition has been approved, USCIS and the U.S. Department of Homeland Security reserve the right to verify the information submitted in this application, petition and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of verification will be used to determine whether revocation, rescission, and/or removal proceedings are appropriate. Applicants, petitioners, and representatives of record will be provided an opportunity to address derogatory information before any formal proceeding is initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.

NEBRASKA SERVICE CENTER
U. S. CITIZENSHIP & IMMIG SERVICE
P.O. BOX 82521
LINCOLN NE 68501-2521
Customer Service Telephone: 800-375-5283



EXHIBIT R

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

NOTICE TYPE Receipt		NOTICE DATE May 13, 2016
CASE TYPE I-821D, Consideration of Deferred Action for Childhood Arrivals		USCIS ALIEN NUMBER [REDACTED]
RECEIPT NUMBER IOE0900689709	RECEIVED DATE May 12, 2016	PAGE 1 of 1
		DATE OF BIRTH [REDACTED]

NORMA L. RAMIREZ MIRANDA

11 00002474



NAME AND MAILING ADDRESS

The above case has been received by our office and is in process.

Please verify your personal information listed above and immediately notify the USCIS National Customer Service Center at the phone number listed below if there are any changes.

If you have questions about possible immigration benefits and services, filing information, or USCIS forms, please call the USCIS National Customer Service Center (NCSC) at **1-800-375-5283**. If you are hearing impaired, please call the NCSC TDD at **1-800-767-1833**. Please also refer to the USCIS website: www.uscis.gov.

If you have any questions or comments regarding this notice or the status of your case, please contact our customer service number.

You will be notified separately about any other case you may have filed.

USCIS Office Address:

USCIS
Nebraska Service Center
P.O. Box 82521
Lincoln, NE 68501-2521

USCIS Customer Service Number:

(800)375-5283



EXHIBIT S

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

NOTICE TYPE Receipt		NOTICE DATE May 13, 2016
CASE TYPE I-765, Application for Employment Authorization		USCIS ALIEN NUMBER [REDACTED]
RECEIPT NUMBER IOE0900689710	RECEIVED DATE May 12, 2016	PAGE 1 of 1
		DATE OF BIRTH [REDACTED]

NORMA L. RAMIREZ MIRANDA



11 00002475



PAYMENT INFORMATION:

Application/Petition Fee: \$465.00
Biometrics Fee: \$0.00
Total Amount Received: \$465.00
Total Balance Due: \$0.00

NAME AND MAILING ADDRESS

Full and complete payment has been received on the above application. **Please notify us immediately if any of the above information is incorrect.** If you find it necessary to contact this office in writing, you must include a copy of this receipt notice with your inquiry.

BIOMETRICS -

The next step is to have your biometrics taken at a USCIS Application Support Center (ASC). You will receive a notice in the mail regarding when USCIS has scheduled you for your ASC appointment.

If you have questions about possible immigration benefits and services, filing information, or USCIS forms, please call the USCIS National Customer Service Center (NCSC) at **1-800-375-5283**. If you are hearing impaired, please call the NCSC TDD at **1-800-767-1833**. Please also refer to the USCIS website: www.uscis.gov.

If you have any questions or comments regarding this notice or the status of your case, please contact our customer service number.

You will be notified separately about any other case you may have filed.

USCIS Office Address:
USCIS
Nebraska Service Center
P.O. Box 82521
Lincoln, NE 68501-2521

USCIS Customer Service Number:
(800)375-5283



EXHIBIT T

Department of Homeland Security
U.S. Citizenship and Immigration Services

I-797, Notice of Action



Receipt Number IOE0900689709	USCIS Account Number [REDACTED]	Case Type I821D - CONSIDERATION OF DEFERRED ACTION FOR CHILDHOOD ARRIVALS
Receipt Date 05/13/2016	Priority Date 05/11/2016	Applicant [REDACTED] NORMA LAURA RAMIREZ MIRANDA
Notice Date 10/13/2016	Page 1 of 1	

RAMIREZ MIRANDA, NORMA LAURA
[REDACTED]

Notice Type: Approval Notice
Valid from: 10/13/2016 to 10/12/2018

Notice of Deferred Action:

This notice is to inform you regarding U.S. Citizenship and Immigration Services's (USCIS) decision on your Form I-821D, Consideration of Deferred Action for Childhood Arrivals.

USCIS, in the exercise of its prosecutorial discretion, has decided to defer action in your case. Deferred action is an exercise of prosecutorial discretion by USCIS not to pursue the removal of an individual from the United States for a specific period. Deferred action does not confer or alter any immigration status.

Unless terminated, this decision to defer removal action will remain in effect for 2 years from the date of this notice.

This form does not constitute employment authorization, nor may it be used in place of an Employment Authorization Document. The 90-day period for reviewing Form I-765, Application for Employment Authorization, filed together with Form I-821D begins as of the date of this approval notice. If Form I-765 is granted, you will receive your Employment Authorization Document separately by mail. Subsequent criminal activity after your case has been deferred is likely to result in termination of your deferred action. This notice does not provide permission to travel outside of the United States.

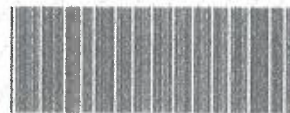
You are required to notify USCIS if you change your address. You may use the Alien's Change of Address Card, Form AR-11, to report a new address. That form may be found at www.uscis.gov. There is no fee for this change of address form.

NOTICE: USCIS and the U.S. Department of Homeland Security (DHS) reserve the right to verify the information submitted in this request and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of the verification will be used to determine whether termination of deferred action and/or removal proceedings are appropriate if, for example, the requestor committed fraud or misrepresentation in his or her request for consideration of deferred action for childhood arrivals, or engaged in subsequent criminal activity following the submission of his or her request. Individuals for whom removal action is deferred under Deferred Action for Childhood Arrivals may, in the sole discretion of USCIS and DHS, be provided an opportunity to address derogatory information before deferred action is terminated and/or removal proceedings are initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.

USCIS/Nebraska Service Center
P.O. Box 82521
Lincoln NE 68501-2521

Customer Service Telephone: 800-375-5283



- Please save this notice for your records. Please enclose a copy if you have to write us or a U. S. Consulate about this case, or if you file another application based on this decision.
- You will be notified separately about any other applications or petitions you have filed.

Additional Information

GENERAL.

The filing of an application or petition does not in itself allow a person to enter the United States and does not confer any other right or benefit.

INQUIRIES.

You should contact the office listed on the reverse side of this notice if you have questions about the notice, or questions about the status of your application or petition. *We recommend you call.* However, if you write us, please enclose a copy of this notice with your letter.

APPROVAL OF NONIMMIGRANT PETITION.

Approval of a nonimmigrant petition means that the person for whom it was filed has been found eligible for the requested classification. If this notice indicated we are notifying a U.S. Consulate about the approval for the purpose of visa issuance, and you or the person you filed for have questions about visa issuance, please contact the appropriate U.S. Consulate directly.

APPROVAL OF AN IMMIGRANT PETITION.

Approval of an immigrant petition does not convey any right or status. The approved petition simply establishes a basis upon which the person you filed for can apply for an immigrant or fiance(e) visa or for adjustment of status.

A person is not guaranteed issuance of a visa or a grant of adjustment simply because this petition is approved. Those processes look at additional criteria.

If this notice indicates we have approved the immigrant petition you filed, and have forwarded it to the Department of State Immigrant Visa Processing Center, that office will contact the person you filed the petition for directly with information about visa issuance.

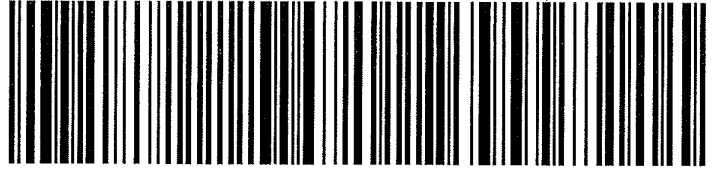
In addition to the information on the reverse of this notice, the instructions for the petition you filed provide additional information about processing after approval of the petition.

For more information about whether a person who is already in the U.S. can apply for adjustment of status, please see Form I-485, *Application to Register Permanent Residence or Adjust Status*.

EXHIBIT U

P.O. Box 82521
Lincoln, NE 68501-2521

USPS Tracking # eVS



9205 5901 5370 8698 5435 28

USCIS National Customer Service Center
1-800-375-5283

RAMIREZ MIRANDA, NORMA LAURA



Date 10/26/2016

- You can sponsor the immigration of certain relatives. See Form I-130, Petition for Alien Relative, for information.
- Permanent residents can apply to become American citizens after a certain period of residence in the United States. Usually, you have to be a permanent resident for 5 years, but in some circumstances you can apply earlier. See Form M-476, A Guide to Naturalization, or visit the Citizenship Resource Center at www.uscis.gov/citizenship.

USCIS has a guide for new permanent residents called “Welcome to the United States: A Guide for New Immigrants.” It has important information about your rights and responsibilities. The guide is available at www.uscis.gov/newimmigrants in English and a variety of languages.

Employment Authorization Document (EAD)

You are authorized to work consistent with any conditions shown on the card until it expires.

- If you apply for a job, you may show your card to the employer to show that you are authorized to work while the card is valid. Employers may accept the new card as a List A document when completing the Employment Eligibility Verification (Form I-9).
- If you are already employed and this card extends your employment authorization, you may show this new card to your employer to show that your work authorization has been extended.

Your EAD may also serve as evidence of your immigration status. In other cases, your EAD may show that you have a pending application for an immigration benefit that authorizes employment while the application is pending.

You may apply for a new EAD if your current card expires before USCIS makes a final decision on your: Form I-485, Application to Register Permanent Residence or Adjust Status; Form I-881, Application for Suspension of Deportation or Special Rule Cancellation of Removal; Form I-589, Application for Asylum and for Withholding of Removal; or other pending application that allows for employment while your application is pending. Please refer to the instructions for Form I-765, Application for Employment Authorization Document, at www.uscis.gov.

Combination Employment Authorization and Advance Parole Card

Your Combination Employment Authorization and Advance Parole Card (combo card) serves as both an employment authorization document and an advance parole document while your Form I-485 is pending with USCIS. See the information above relating to employment authorization.

Your combo card also allows you to seek parole into the United States upon returning from travel outside of the United States. You should take your combo card with you when you travel outside the United States so you can present it to a CBP Officer at a U.S. port of entry to seek parole upon your return. Please see the instructions for Form I-131 and the enclosed Form I-931, which provide important additional information about using an advance parole document for travel.

Questions

If you ever have questions about immigration benefits and procedures or wish to have an application mailed to you, please call our National Customer Service Center at 1-800-375-5283 or check our Website at www.uscis.gov.

NOTICE: Read Before You Travel Abroad

If you travel outside the United States, you may use the combo card to seek parole upon your return. However, issuance of an advance parole document or the combo card is not a grant of parole nor does it guarantee that you will be paroled upon arrival at a port of entry. Instead, an advance parole document or combo card merely allows a transportation carrier to accept the document as proof that you will be allowed to seek parole upon your return to the United States. Therefore, the transportation carrier can accept you on board to travel to the United States without fear of penalty or fine for unlawfully bringing you into the United States.



In all cases, you are still subject to immigration inspection at a port of entry to determine whether you are eligible to return to the United States under the terms of this advance parole document. The fact that you have this combo card does not prevent the Department of Homeland Security (DHS), in the exercise of its discretion, from refusing to parole you into the United States if DHS determines that parole no longer serves the public interest of the United States.

Parole into the United States is not an admission. When you present an advance parole document at a port of entry, you are an applicant for admission. If you are paroled into the United States you still remain an applicant for admission, regardless of any status

you may have had before leaving the United States, and therefore you will continue to be subject to further inspection and to the inadmissibility grounds under section 212 of the Immigration and Nationality Act (INA).

DHS reserves the authority to revoke your advance parole document at any time, whether you are in the United States or abroad. If DHS revokes your advance parole document, then your combo card will no longer serve as evidence of authorization to apply for parole at a port of entry. If DHS revokes your advance parole document, you may not be able to return to the United States unless you are eligible for and obtain a visa or other valid travel document.

If DHS does parole you at a port of entry, DHS may also terminate or revoke your parole at any time. In the same way that you remain an applicant for admission during your parole, you will remain an applicant for admission if DHS revokes or terminates your parole or if your parole expires, regardless of any status you may have had before leaving the United States. Since you remain an applicant for admission even if DHS revokes or terminates your parole, you will continue to be subject to further inspection and to the inadmissibility grounds under section 212 of the INA.

Inadmissibility in general. If you are concerned that traveling abroad may affect your admissibility, you may want to consult an immigration attorney or an organization accredited by the Board of Immigration Appeals before making any travel plans.

Special Advisory Regarding a Combination Employment Authorization and Advance Parole Card

Most employment authorization cards contain the statement, "NOT VALID FOR REENTRY TO U.S." near the bottom of the card, just above the validity date. However, if you have received a card that instead contains the statement, "SERVES AS I-512 ADVANCE PAROLE," you have received a Combination Employment Authorization and Advance Parole Card (combo card). The combo card serves as both an employment authorization document and an advance parole document while your Form I-485, Application to Register Permanent Residence or Adjust Status, is pending with USCIS.

If you travel outside the United States, you may present, in addition to other documents, the combo card at a port of entry to seek parole upon your return.

In addition, U.S. immigration law requires passengers to present evidence of authorization to apply for admission or to otherwise seek lawful entry into the United States before they may board a vessel or aircraft destined for the United States. Presenting a valid combo card will authorize a transportation carrier to accept you on board for travel to the United States, provided that you return to the United States on or before the expiration date on the card.

The card is valid for multiple applications for parole into the United States until the expiration date.

If you have received a combo card, please see important information on the reverse side of this form before traveling outside of the United States. Parole upon your return to the United States is not guaranteed.



EXHIBIT V

7 Product Way
Lees Summit, MO 64002

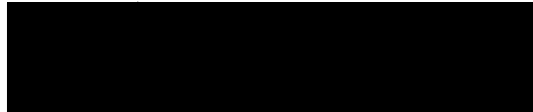
USPS Tracking # eVS



9205 5901 5370 8491 7352 05

USCIS National Customer Service Center
1-800-375-5283

RAMIREZ MIRANDA, NORMA LAURA



Date 7/7/2017

IMPORTANT INFORMATION – SAVE THIS NOTICE

Use this tear-off portion to speed your application for an extension or replacement card.

A#



RAMIREZ MIRANDA, NORMA LAURA



RECEIPT # IOE0902249943



* I O E 0 9 0 2 2 4 9 9 4 3 *



* 1



9 2 4 7 *

CARD # 1A061730339247



* 1 A 0 6 1 7 3 0 3 3 9 2 4 7 *

Help USCIS Serve You Better

We recommend that you keep this notice for your records. It has important information.

The tear-off portion of this notice can help speed your application for an extension or replacement card. When you file for another card, we recommend you attach the tear-off portion to your completed application.



U.S. Citizenship
and Immigration
Services

Please Read This Notice. It has important information. We also recommend that you keep this notice for your records.

Your Application Has Been Approved.

Here is your new card. The expiration date is shown on the front.

Please Check Your Card to Verify That the Information Is Correct.

If any information on this card is missing or incorrect, please call the National Customer Service Center at 1-800-375-5283 or check our Website at www.uscis.gov for instructions.

Please Protect Your Card.

Additional Information About Your Card

U.S. Citizenship and Immigration Services (USCIS) issues several kinds of cards for different purposes. Please read the information in this notice on how to use your card. If you are 18 years of age or older, you are required to carry your Employment Authorization Document or Permanent Resident Card or other proof of alien registration in the United States with you at all times so it is available when needed. If you received a Permanent Resident Card or Combination Employment Authorization and Advance Parole Card (combo card), you should take it with you when you travel outside the United States so you can show it to a Customs and Border Protection (CBP) Officer upon your return to a U.S. port of entry. If you forget to take your card or lose it while traveling outside the United States, contact the nearest U.S. Embassy or consulate for travel assistance.

Permanent Resident Card

Your card has an expiration date.

- If you are a conditional resident, you should apply to remove the conditions 90 days before your card expires.
- If you are a permanent resident, the expiration date does not affect your status, but you should use Form I-90, Application to Replace Permanent Resident Card, to apply for a new card as early as 6 months before your card expires.

As a permanent resident, you should be aware that:

- If your card is lost, stolen, or becomes damaged, or your name or other information shown on your card changes, use Form I-90 to apply for a new card.
- If you are going to travel and believe you may be outside of the United State for a year or more, you should apply for a reentry permit. You must be physically present in the United States when you file the reentry permit application and complete the biometrics services requirement. See Form I-131, Application for Travel Document, for information.
- You can sponsor the immigration of certain relatives. See Form I-130, Petition for Alien Relative, for information.
- Permanent residents can apply to become American citizens after a certain period of residence in the United States. Usually, you have to be a permanent resident for 5 years, but in some circumstances you can apply earlier. See Form M-476, A Guide to Naturalization, or visit the Citizenship Resource Center at www.uscis.gov/citizenship.

USCIS has a guide for new permanent residents called "Welcome to the United States: A Guide for New Immigrants." It has important information about your rights and responsibilities. The guide is available at www.uscis.gov/newimmigrants in English and a variety of languages.

Employment Authorization Document (EAD)

You are authorized to work consistent with any conditions shown on the card until it expires.

- If you apply for a job, you may show your card to the employer to show that you are authorized to work while the card is valid. Employers may accept the new card as a List A document when completing the Employment Eligibility Verification (Form I-9).
- If you are already employed and this card extends your employment authorization, you may show this new card to your employer to show that your work authorization has been extended.

Your EAD may also serve as evidence of your immigration status. In other cases, your EAD may show that you have a pending application for an immigration benefit that authorizes employment while the application is pending.

You may apply for a new EAD if your current card expires before USCIS makes a final decision on your: Form I-485, Application to Register Permanent Residence or Adjust Status; Form I-881, Application for Suspension of Deportation or Special Rule Cancellation of Removal; Form I-589, Application for Asylum and for Withholding of Removal; or other pending application that allows for employment while your application is pending. Please refer to the instructions for Form I-765, Application for Employment Authorization Document, at www.uscis.gov.

Combination Employment Authorization and Advance Parole Card

Your Combination Employment Authorization and Advance Parole Card (combo card) serves as both an employment authorization document and an advance parole document while your Form I-485 is pending with USCIS. See the information above relating to employment authorization.

Your combo card also allows you to seek parole into the United States upon returning from travel outside of the United States. You should take your combo card with you when you travel outside the United States so you can present it to a CBP Officer at a U.S. port of entry to seek parole upon your return. Please see the instructions for Form I-131 and the enclosed Form I-931, which provide important additional information about using an advance parole document for travel.

Questions

If you ever have questions about immigration benefits and procedures or wish to have an application mailed to you, please call our National Customer Service Center at 1-800-375-5283 or check our Website at www.uscis.gov.

NOTICE: Read Before You Travel Abroad

If you travel outside the United States, you may use the combo card to seek parole upon your return. However, issuance of an advance parole document or the combo card is not a grant of parole nor does it guarantee that you will be paroled upon arrival at a port of entry. Instead, an advance parole document or combo card merely allows a transportation carrier to accept the document as proof that you will be allowed to seek parole upon your return to the United States. Therefore, the transportation carrier can accept you on board to travel to the United States without fear of penalty or fine for unlawfully bringing you into the United States.



In all cases, you are still subject to immigration inspection at a port of entry to determine whether you are eligible to return to the United States under the terms of this advance parole document. The fact that you have this combo card does not prevent the Department of Homeland Security (DHS), in the exercise of its discretion, from refusing to parole you into the United States if DHS determines that parole no longer serves the public interest of the United States.

Parole into the United States is not an admission. When you present an advance parole document at a port of entry, you are an applicant for admission. If you are paroled into the United States you still remain an applicant for admission, regardless of any status

you may have had before leaving the United States, and therefore you will continue to be subject to further inspection and to the inadmissibility grounds under section 212 of the Immigration and Nationality Act (INA).

DHS reserves the authority to revoke your advance parole document at any time, whether you are in the United States or abroad. If DHS revokes your advance parole document, then your combo card will no longer serve as evidence of authorization to apply for parole at a port of entry. If DHS revokes your advance parole document, you may not be able to return to the United States unless you are eligible for and obtain a visa or other valid travel document.

If DHS does parole you at a port of entry, DHS may also terminate or revoke your parole at any time. In the same way that you remain an applicant for admission during your parole, you will remain an applicant for admission if DHS revokes or terminates your parole or if your parole expires, regardless of any status you may have had before leaving the United States. Since you remain an applicant for admission even if DHS revokes or terminates your parole, you will continue to be subject to further inspection and to the inadmissibility grounds under section 212 of the INA.

Inadmissibility in general. If you are concerned that traveling abroad may affect your admissibility, you may want to consult an immigration attorney or an organization accredited by the Board of Immigration Appeals before making any travel plans.

Special Advisory Regarding a Combination Employment Authorization and Advance Parole Card

Most employment authorization cards contain the statement, "NOT VALID FOR REENTRY TO U.S." near the bottom of the card, just above the validity date. However, if you have received a card that instead contains the statement, "SERVES AS I-512 ADVANCE PAROLE," you have received a Combination Employment Authorization and Advance Parole Card (combo card). The combo card serves as both an employment authorization document and an advance parole document while your Form I-485, Application to Register Permanent Residence or Adjust Status, is pending with USCIS.

If you travel outside the United States, you may present, in addition to other documents, the combo card at a port of entry to seek parole upon your return.

In addition, U.S. immigration law requires passengers to present evidence of authorization to apply for admission or to otherwise seek lawful entry into the United States before they may board a vessel or aircraft destined for the United States. Presenting a valid combo card will authorize a transportation carrier to accept you on board for travel to the United States, provided that you return to the United States on or before the expiration date on the card.

The card is valid for multiple applications for parole into the United States until the expiration date.

If you have received a combo card, please see important information on the reverse side of this form before traveling outside of the United States. Parole upon your return to the United States is not guaranteed.



EXHIBIT W

SRE

CONSULATE IN MEXICO IN LAS VEGAS

June 1, 2015

Dear Norma Laura Ramirez Miranda,

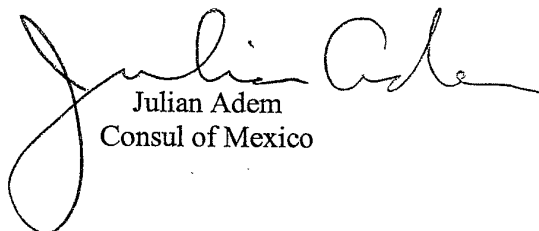
I am honored to invite you to an academic and cultural visit to Mexico City that will take place from July 12th to July 19th, 2015. The objective of this program is for you, as a young leader in your community, to strengthen your already strong skills and ties to Mexico. There will be academic activities with students and professors of some of the most prestigious universities in Mexico. The visit will also include your active participation in the seminar "Youth, Migration and Development in the Development Agenda Post-2015", which coincides with Mexico's Pro Tempore Presidency of the Regional Conference on Migration (RCM).

Dreamers are playing a pivotal role in transforming the perception of immigrants not only in the United States, but also in Mexico and other countries. Young immigrants like you have highlighted how your dreams advance the development of the place you call home and also of the countries where you were born. Mexico's relationship with its communities abroad focuses on acknowledging the potential of those communities to spur development and promote social and cultural enrichment. Furthermore, we believe that migration issues should be addressed from a comprehensive and long-term perspective. Naturally then, it is a priority for our country to deepen and widen your understanding of Mexico, as well as Mexicans' understanding of *Dreamers*.

For this purpose, and to create a long-standing relationship that will lead to individual and binational benefits, the Mexican government, in cooperation with the U.S.-Mexico Foundation, will host a group of *Dreamers* to facilitate a space of learning, dialogue and cooperation with highly regarded leaders in Mexico, students, public officials and private actors interested in migration and development.

The Mexican government believes that this trip will contribute to the empowerment of young Mexicans in the United States and we hope you can take part in this effort.

Best regards,



Julian Adem
Consul of Mexico



Hermandad Mexicana Transnacional Org

"A Community Based Organization"

"Sirviendo a toda la Comunidad"

Hermandad Mexicana Transnacional
2900 Stewart Ave
Las Vegas, NV-89101

June 4, 2015

Cónsul Julian Adem Diaz De Leon
Cónsul de Mexico,
823 S 6th St
Las Vegas, NV-89101

To Whom It May Concern:

I, Luz Marina Mosquera, Accredited by the Board of Immigration Appeals and Executive Director of Hermandad Mexicana Transnacional, highly recommend Norma Laura Ramirez Miranda (Date of Birth: [REDACTED]) a Deferred Action for Childhood Arrivals (DACA) grantee to receive her advance parole in order to travel to participate in the group of DREAMERS in Mexico City. Ms. Ramirez has all her documents to current date such as her; employment authorization card (Expiration Date: 09/29/2016) issued by the U.S. Citizenship and Immigration Services (USCIS), driver's license and Mexican Passport (Expiration Date: 10/15/2020). Also, Ms. Ramirez has never faced or been order deported or removed from the United States. Also Ms. Ramirez has never been condemned or charged with any crime that could cause any immigration inadmissibility.

Please do not hesitate to contact me if more information is necessary for the approval of Ms. Ramirez's process.

Respectfully,

Luz Marina Mosquera
Executive Director

Hermandad Mexicana Transnacional.
2900 Stewart Ave.
Las Vegas, NV 89101
Tel. (702) 598-0052 Fax: (702) 598-0087

HERMANDAD MEXICANA TRANSNACIONAL, ORG.

2900 Stewart Ave. Las Vegas, NV 89101

T: 702-598-0052 F: 702-598-0087 | www.hermandadlasvegas.org

Nombre Completo Complete Name	Norma Laura Ramirez Miranda		
----------------------------------	-----------------------------	--	--

Nacionalidad Nationality	Mexican	Edad Age	24	Genero Gender	F
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Número de teléfono primario Primary phone number	[REDACTED]	Número de teléfono secundario Secondary phone number	() -
---	------------	---	-------

Correo electronico e-mail	Norma080@hotmail.com
------------------------------	----------------------

Domicilio Completo Complete Address	[REDACTED]
--	------------

SSN#		A#/USCIS#	8
------	--	-----------	--------------

Estado Civil Marital Status	<input type="checkbox"/> Casado Married	<input checked="" type="checkbox"/> Soltero Single	<input type="checkbox"/> Viudo Widow	<input type="checkbox"/> Divorciado Divorced
--------------------------------	--	---	---	---

Estatus Migratorio Immigration Status	<input type="checkbox"/> Residente Permanente Permanent Resident	<input type="checkbox"/> Ciudadano Citizen	<input checked="" type="checkbox"/> Other Otro
--	---	---	---

1. ¿Cómo se entero de nuestra organización? How did you hear about our organization?

Empleado / Employee

2. ¿Tiene alguna discapacidad? Do you have a disability? NO

3. ¿Cuál es su nivel de educación más alto? What is your highest education level?

Bachelor's in Psychology

4. ¿Cuándo entro a EEUU por PRIMERA vez? When did you enter U.S. for the FIRST time?

10/06/1996

5. ¿Cuántas veces a entrado a EEUU? How many times have you entered the U.S.? 1

6. ¿Usted tiene un familiar inmediato que sea Ciudadano Americano? (Si si, quien)
Do you an immediate family member that is a U.S. Citizen? (If so, who?)

Brother

7. ¿Usted tiene un familiar inmediato que sea parte de las fuerzas armadas? (Si si, quien)
Do you have an immediate family member that is part of the Armed Forces? (If so, who?)

No

8. ¿Por medio de quien obtuvo su residencia? How did you obtain your Permanent Residence?

N/A



Notice of Entry of Appearance as Attorney or Accredited Representative

Department of Homeland Security

DHS
Form G-28
OMB No. 1615-0105
Expires 03/31/2018

Part 1. Information About Attorney or Accredited Representative

1. USCIS ELIS Account Number (if any)
▶

Name and Address of Attorney or Accredited Representative

2.a. Family Name (Last Name)

2.b. Given Name (First Name)

2.c. Middle Name

3.a. Street Number and Name

3.b. Apt. Ste. Flr.

3.c. City or Town

3.d. State 3.e. ZIP Code

3.f. Province

3.g. Postal Code

3.h. Country

4. Daytime Telephone Number

5. Fax Number

6. E-Mail Address (if any)

7. Mobile Telephone Number (if any)

Part 2. Notice of Appearance as Attorney or Accredited Representative

This appearance relates to immigration matters before
(Select **only one** box):

1.a. USCIS

1.b. List the form numbers

2.a. ICE

2.b. List the specific matter in which appearance is entered

3.a. CBP

3.b. List the specific matter in which appearance is entered

I enter my appearance as attorney or accredited representative at the request of:

4. Select **only one** box:
 Applicant Petitioner Requestor
 Respondent (ICE, CBP)

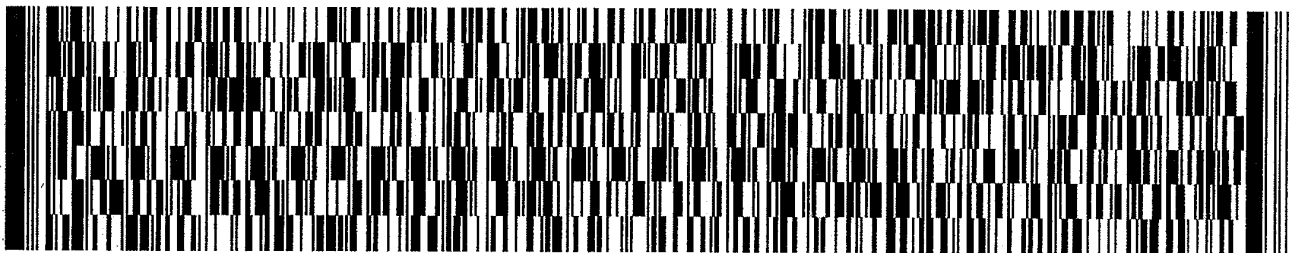
Information About Applicant, Petitioner, Requestor, or Respondent

5.a. Family Name (Last Name)

5.b. Given Name (First Name)

5.c. Middle Name

6. Name of Company or Organization (if applicable)



Part 2. Notice of Appearance as Attorney or Accredited Representative (continued)

Information About Applicant, Petitioner, Requestor, or Respondent (continued)

- 7. USCIS ELIS Account Number (if any)
 - ▶
- 8. Alien Registration Number (A-Number) or Receipt Number
 -
- 9. Daytime Telephone Number
 -
- 10. Mobile Telephone Number (if any)
 -
- 11. E-Mail Address (if any)
 -

Mailing Address of Applicant, Petitioner, Requestor, or Respondent

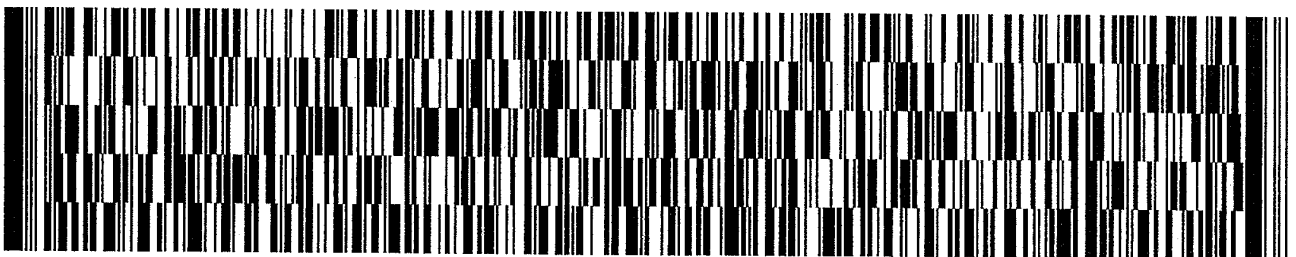
NOTE: Provide the mailing address of the applicant, petitioner, requestor, or respondent. If the applicant, petitioner, requestor, or respondent has used a safe mailing address on the application, petition, or request being filed with this Form G-28, provide it in these spaces.

- 12.a. Street Number and Name
- 12.b. Apt. Ste. Flr.
- 12.c. City or Town
- 12.d. State 12.e. ZIP Code
- 12.f. Province
- 12.g. Postal Code
- 12.h. Country

Part 3. Eligibility Information for Attorney or Accredited Representative

Select all applicable items.

- 1.a. I am an attorney eligible to practice law in, and a member in good standing of, the bar of the highest courts of the following states, possessions, territories, commonwealths, or the District of Columbia. (If you need additional space, use Part 6.)
 - Licensing Authority
- 1.b. Bar Number (if applicable)
- 1.c. Name of Law Firm
- 1.d. I (choose one) am not am subject to any order of any court or administrative agency disbaring, suspending, enjoining, restraining, or otherwise restricting me in the practice of law. If you are subject to any orders, explain in the space below. (If you need additional space, use Part 6.)
- 2.a. I am an accredited representative of the following qualified nonprofit religious, charitable, social service, or similar organization established in the United States, so recognized by the Department of Justice, Board of Immigration Appeals, in accordance with 8 CFR 292.2. Provide the name of the organization and the expiration date of accreditation.
 - 2.b. Name of Recognized Organization
 - 2.c. Date accreditation expires (mm/dd/yyyy)



Part 3. Eligibility Information for Attorney or Accredited Representative (continued)

3. I am associated with _____, the attorney or accredited representative of record who previously filed Form G-28 in this case, and my appearance as an attorney or accredited representative is at his or her request.

NOTE: If you select this item, also complete **Item Numbers 1.a. - 1.b. or Item Numbers 2.a. - 2.c. in Part 3. (whichever is appropriate).**

4.a. I am a law student or law graduate working under the direct supervision of the attorney or accredited representative of record on this form in accordance with the requirements in 8 CFR 292.1(a)(2)(iv).

4.b. Name of Law Student or Law Graduate

Part 4. Applicant, Petitioner, Requestor, or Respondent Consent to Representation, Contact Information, and Signature

Consent to Representation and Release of Information

1. I have requested the representation of and consented to being represented by the attorney or accredited representative named in **Part 1.** of this form. According to the Privacy Act of 1974 and DHS policy, I also consent to the disclosure to the named attorney or accredited representative of any record pertaining to me that appears in any system of records of USCIS, ICE or CBP.

When you (the applicant, petitioner, requestor, or respondent) are represented, DHS will send notices to both you and your attorney or accredited representative either through mail or electronic delivery.

DHS will also send the Form I-94, Arrival Departure Record, to you **unless** you select **Item Number 2.a.** in **Part 4.** All secure identity documents and Travel Documents will be sent to you (the applicant, petitioner, requestor, or respondent) unless you ask us to send those documents to your attorney of record or accredited representative.

If you do not want to receive original notices or secure identity documents directly, but would rather have such notices and documents sent to your attorney of record or accredited representative, please select **all applicable** boxes below:

2.a. I request DHS send any notice (including Form I-94) on an application, petition, or request to the business address of my attorney of record or accredited representative as listed in this form. I understand that I may change this election at any future date through written notice to DHS.

2.b. I request that DHS send any secure identity document, such as a Permanent Resident Card, Employment Authorization Document, or Travel Document, that I am approved to receive and authorized to possess, to the business address of my attorney of record or accredited representative as listed in this form. I consent to having my secure identity document sent to my attorney of record or accredited representative and understand that I may request, at any future date and through written notice to DHS, that DHS send any secure identity document to me directly.

3.a. Signature of Applicant, Petitioner, Requestor, or Respondent

3.b. Date of Signature (mm/dd/yyyy) ▶ _____

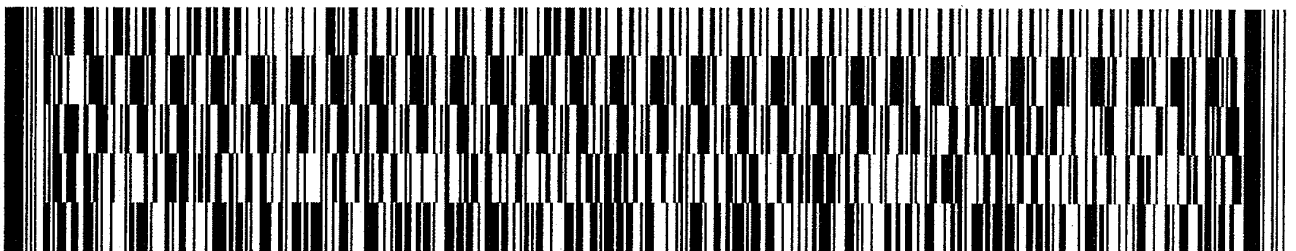
Part 5. Signature of Attorney or Accredited Representative

I have read and understand the regulations and conditions contained in 8 CFR 103.2 and 292 governing appearances and representation before the Department of Homeland Security. I declare under penalty of perjury under the laws of the United States that the information I have provided on this form is true and correct.

1. Signature of Attorney or Accredited Representative
Ayman M. Green

2. Signature of Law Student or Law Graduate

3. Date of Signature (mm/dd/yyyy) ▶ 6/4/2015



EXPEDITE



Application for Travel Document

Department of Homeland Security
U.S. Citizenship and Immigration Services

USCIS
Form I-131
OMB No. 1615-0013
Expires 03/31/2016

Form I-131 header section containing Receipt, Action Block, and To Be Completed by an Attorney/Representative fields.

Start Here. Type or Print in Black Ink

Part 1. Information About You

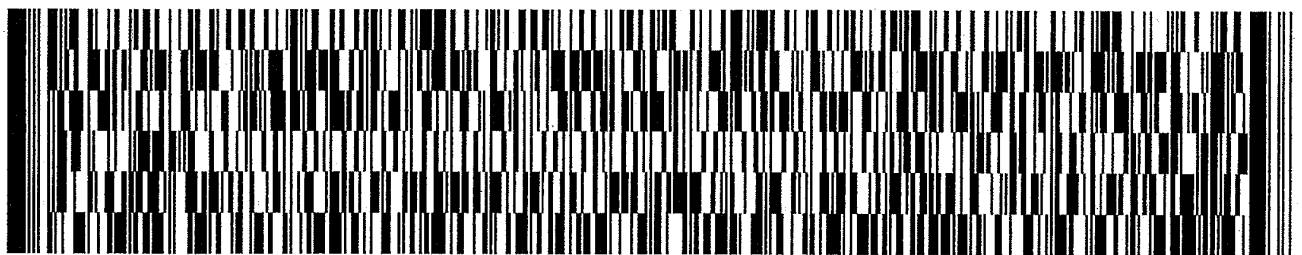
1.a. Family Name (Last Name) RAMIREZ-MIRANDA
1.b. Given Name (First Name) NORMA
1.c. Middle Name LAURA

Physical Address

2.a. In Care of Name
2.b. Street Number and Name
2.c. Apt. Ste. Flr.
2.d. City or Town
2.e. State 2.f. Zip Code
2.g. Postal Code
2.h. Province
2.i. Country USA

Other Information

3. Alien Registration Number (A-Number)
4. Country of Birth MEXICO
5. Country of Citizenship MEXICO
6. Class of Admission C33
7. Gender Male Female
8. Date of Birth (mm/dd/yyyy)
9. U.S. Social Security Number (if any)



Part 2. Application Type

- 1.a. I am a permanent resident or conditional resident of the United States, and I am applying for a reentry permit.
- 1.b. I now hold U.S. refugee or asylee status, and I am applying for a Refugee Travel Document.
- 1.c. I am a permanent resident as a direct result of refugee or asylee status, and I am applying for a Refugee Travel Document.
- 1.d. I am applying for an Advance Parole Document to allow me to return to the United States after temporary foreign travel.
- 1.e. I am outside the United States, and I am applying for an Advance Parole Document.
- 1.f. I am applying for an Advance Parole Document for a person who is outside the United States.

- 2.e. Country of Birth
- 2.f. Country of Citizenship
- 2.g. Daytime Phone Number () -

Physical Address (If you checked box 1.f.)

- 2.h. In Care of Name
- 2.i. Street Number and Name
- 2.j. Apt. Ste. Flr.
- 2.k. City or Town
- 2.l. State 2.m. Zip Code
- 2.n. Postal Code
- 2.o. Province
- 2.p. Country

If you checked box "1.f." provide the following information about that person in 2.a. through 2.p.

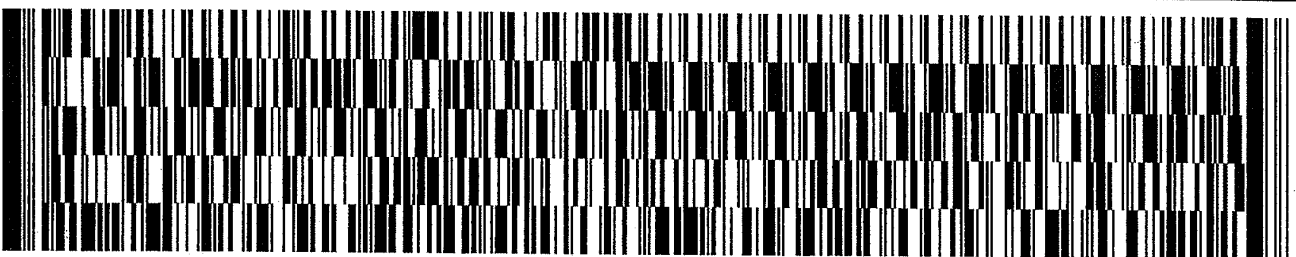
- 2.a. Family Name (Last Name)
- 2.b. Given Name (First Name)
- 2.c. Middle Name
- 2.d. Date of Birth (mm/dd/yyyy) ►

Part 3. Processing Information

- 1. Date of Intended Departure (mm/dd/yyyy) ►
- 2. Expected Length of Trip (in days)
- 3.a. Are you, or any person included in this application, now in exclusion, deportation, removal, or rescission proceedings? Yes No
- 3.b. If "Yes", Name of DHS office:

- 4.a. Have you ever before been issued a reentry permit or Refugee Travel Document? (If "Yes" give the following information for the last document issued to you): Yes No
- 4.b. Date Issued (mm/dd/yyyy) ►
- 4.c. Disposition (attached, lost, etc.):

If you are applying for a non-DACA related Advance Parole Document, skip to Part 7; DACA recipients must complete Part 4 before skipping to Part 7.



Part 3. Processing Information (continued)

Where do you want this travel document sent? (Check one)

5. To the U.S. address shown in Part 1 (2.a through 2.i.) of this form.

6. To a U.S. Embassy or consulate at:

6.a. City or Town

6.b. Country

7. To a DHS office overseas at:

7.a. City or Town

7.b. Country

If you checked "6" or "7", where should the notice to pick up the travel document be sent?

8. To the address shown in Part 2 (2.h. through 2.p.) of this form.

9. To the address shown in Part 3 (10.a. through 10.i.) of this form.:

10.a. In Care of Name

10.b. Street Number and Name

10.c. Apt. Ste. Flr.

10.d. City or Town

10.e. State

10.f. Zip Code

10.g. Postal Code

10.h. Province

10.i. Country

10.j. Daytime Phone Number () -

Part 4. Information About Your Proposed Travel

1.a. Purpose of trip. (If you need more space, continue on a separate sheet of paper.)

I WAS INVITED BY THE MEXICAN CONSULATE OF LAS VEGAS FOR EDUCATIONAL AND CULTURAL PURPOSES.

1.b. List the countries you intend to visit. (If you need more space, continue on a separate sheet of paper.)

MEXICO

Part 5. Complete Only If Applying for a Re-entry Permit

Since becoming a permanent resident of the United States (or during the past 5 years, whichever is less) how much total time have you spent outside the United States?

1.a. less than 6 months

1.b. 6 months to 1 year

1.c. 1 to 2 years

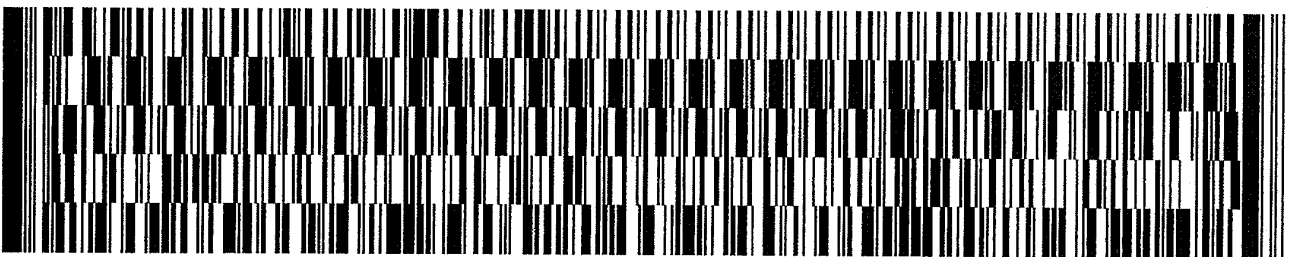
1.d. 2 to 3 years

1.e. 3 to 4 years

1.f. more than 4 years

2. Since you became a permanent resident of the United States, have you ever filed a Federal income tax return as a nonresident or failed to file a Federal income tax return because you considered yourself to be a nonresident? (If "Yes" give details on a separate sheet of paper.)

Yes No



Part 6. Complete Only If Applying for a Refugee Travel Document

1. Country from which you are a refugee or asylee:
[]

3.c. Applied for and/or received any benefit from such country (for example, health insurance benefits)?
 Yes No

If you answer "Yes" to any of the following questions, you must explain on a separate sheet of paper. Include your Name and A-Number on the top of each sheet.

2. Do you plan to travel to the country named above? Yes No

Since you were accorded refugee/asylee status, have you, by any legal procedure or voluntary act:

Since you were accorded refugee/asylee status, have you ever:

4.a. Reacquired the nationality of the country named above? Yes No

3.a. Returned to the country named above? Yes No

4.b. Acquired a new nationality? Yes No

3.b. Applied for and/or obtained a national passport, passport renewal, or entry permit of that country?
 Yes No

4.c. Been granted refugee or asylee status in any other country? Yes No

Part 7. Complete Only If Applying for Advance Parole

On a separate sheet of paper, explain how you qualify for an Advance Parole Document, and what circumstances warrant issuance of advance parole. Include copies of any documents you wish considered. (See instructions.)

4.a. In Care of Name
[]

1. How many trips do you intend to use this document?
 One Trip More than one trip

4.b. Street Number and Name []

If the person intended to receive an Advance Parole Document is outside the United States, provide the location (City or Town and Country) of the U.S. Embassy or consulate or the DHS overseas office that you want us to notify.

4.c. Apt. Ste. Flr. []

2.a. City or Town
[]

4.d. City or Town []

2.b. Country
[]

4.e. State [] 4.f. Zip Code []

If the travel document will be delivered to an overseas office, where should the notice to pick up the document be sent?:

4.g. Postal Code []

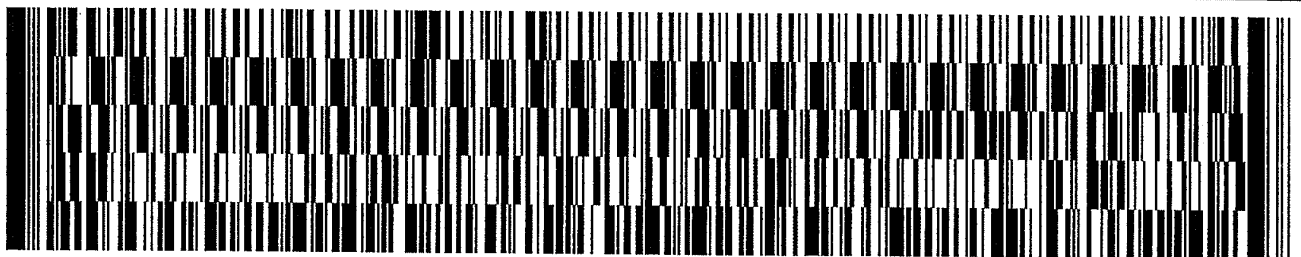
3. To the address shown in Part 2 (2.h. through 2.p.) of this form.

4.h. Province []

4. To the address shown in Part 7 (4.a. through 4.i.) of this form.

4.i. Country []

4.j. Daytime Phone Number ([] [] []) [] [] [] - [] [] [] []



Part 8. Signature of Applicant (Read the information on penalties in the Form instructions before completing this Part.) If you are filing for a Re-entry Permit or Refugee Travel Document, you must be in the United States to file this application.

1.a. I certify, under penalty of perjury under the laws of the United States of America, that this application and the evidence submitted with it is all true and correct. I authorize the release of any information from my records that U.S. Citizenship and Immigration Services needs to determine eligibility for the benefit I am seeking.

Signature of Applicant

1.b. Date of Signature (mm/dd/yyyy) ▶

2. Daytime Phone Number ()

NOTE: If you do not completely fill out this form or fail to submit required documents listed in the instructions, your application may be denied.

Part 9. Information About Person Who Prepared This Application, If Other Than the Applicant

NOTE: If you are an attorney or representative, you must submit a completed Form G-28, Notice of Entry of Appearance as Attorney or Accredited Representative, along with this application.

Preparer's Contact Information

4. Preparer's Daytime Phone Number Extension

(7 0 2) 5 9 8 - 0 0 5 2

5. Preparer's E-mail Address (if any)

Preparer's Full Name

Provide the following information concerning the preparer:

1.a. Preparer's Family Name (Last Name)

1.b. Preparer's Given Name (First Name)

2. Preparer's Business or Organization Name

Preparer's Mailing Address

3.a. Street Number and Name

3.b. Apt. Ste. Flr.

3.c. City or Town

3.d. State 3.e. Zip Code

3.f. Postal Code

3.g. Province

3.h. Country

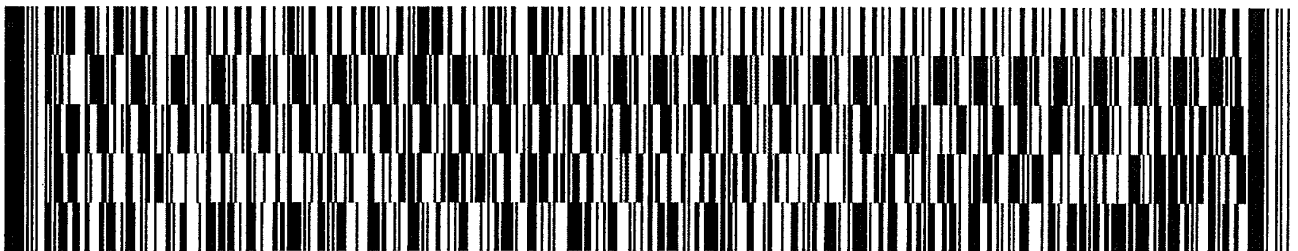
Declaration

To be completed by all preparers, including attorneys and authorized representatives: I declare that I prepared this benefit request at the request of the applicant, that it is based on all the information of which I have knowledge, and that the information is true to the best of my knowledge.

6.a. Signature of Preparer

6.b. Date of Signature (mm/dd/yyyy) ▶

NOTE: If you require more space to provide any additional information, use a separate sheet of paper. You must include your Name and A-Number on the top of each sheet.

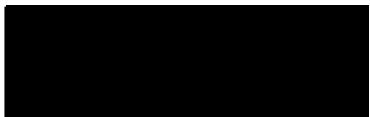


Name: RAMIREZ-MIRANDA, NORMA A-Number: [REDACTED] Date: June 4, 2015
Addendum for Form I-131

Addendum to I-131,
EDUCATIONAL PURPOSES

June 04, 2015

NORMA LAURA RAMIREZ MIRANDA



ADVANCED PAROLE: DACA

A: [REDACTED]
D.O.B: [REDACTED]

Dear Officer:

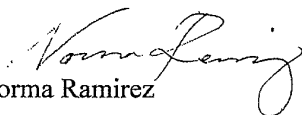
The purpose of this letter is to provide further details about the trip to Mexico. The Mexican Consulate of Las Vegas, under the leadership of Julian Adem, contacted me regarding a trip that the Mexican government is planning for the beneficiaries of Deferred Action for Childhood Arrivals (DACA). The Mexican consulate has given me an extraordinary and generous opportunity by choosing me to represent the state of Nevada in this trip which is scheduled for July 12-18 of 2015.

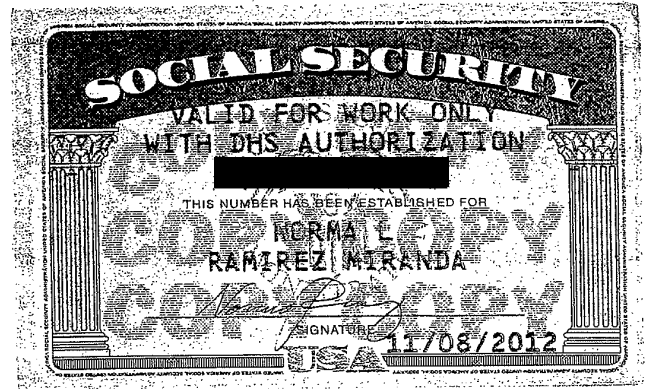
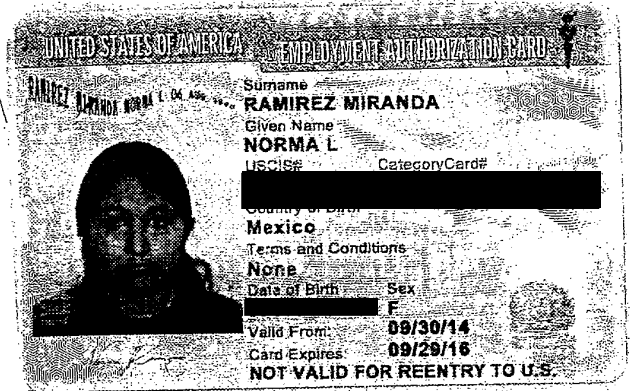
The objective of this trip is to expand my educational and cultural growth. Its main objective is to participate in a variety of academic presentations about Mexico and Mexican current affairs organized by the Mexican Ministry of Foreign Affairs. The visit will also include the participation in the seminar "Youth, Migration and Development in the Development Agenda Post-2015."

I have not been able to travel out of the United States for the past 20 years due to my legal status and an opportunity like this was never presented before. I accepted the invitation from the Mexican Consulate of Las Vegas, Nevada because I want to know more about the country that I was born in: the culture, history and traditions. I will also be able to connect with my cultural roots since I was only 5 years old when I came to the United States. I will use all the historical, cultural and traditions to make my community a better place to live and thrive.

I look forward to a favorable decision on my case.

Respectfully,


Norma Ramirez



Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

RECEIPT NUMBER LIN-14-908-17957		CASE TYPE I821D CONSIDERATION OF DEFERRED ACTION FOR CHILDHOOD ARRIVALS	
RECEIPT DATE July 8, 2014	PRIORITY DATE	APPLICANT [REDACTED]	
NOTICE DATE October 1, 2014	PAGE 1 of 1	RAMIREZ MIRANDA, NORMA L.	
NORMA LAURA RAMIREZ MIRANDA 1901 CONSTANTINE AVE LAS VEGAS NV 89101		Notice Type: Approval Notice Valid from 09/30/2014 to 09/29/2016	

This courtesy notice is to advise you of action taken on this case. The official notice has been mailed to the authorized representative. Any relevant documentation included in the notice was also mailed as part of the official notice.

Notice of Deferred Action:

This notice is to inform you regarding U.S. Citizenship and Immigration Services's (USCIS) decision on your Form I-821D, Consideration of Deferred Action for Childhood Arrivals.

USCIS, in the exercise of its prosecutorial discretion, has decided to defer action in your case. Deferred action is an exercise of prosecutorial discretion by USCIS not to pursue the removal of an individual from the United States for a specific period. Deferred action does not confer or alter any immigration status.

Unless terminated, this decision to defer removal action will remain in effect for 2 years from the date of this notice.

This form does not constitute employment authorization, nor may it be used in place of an Employment Authorization Document. The 90-day period for reviewing Form I-765, Application for Employment Authorization, filed together with Form I-821D begins as of the date of this approval notice. If Form I-765 is granted, you will receive your Employment Authorization Document separately by mail. Subsequent criminal activity after your case has been deferred is likely to result in termination of your deferred action. This notice does not provide permission to travel outside of the United States.

You are required to notify USCIS if you change your address. You may use the Alien's Change of Address Card, Form AR-11, to report a new address. That form may be found at www.uscis.gov. There is no fee for this change of address form.

NOTICE: USCIS and the U.S. Department of Homeland Security (DHS) reserve the right to verify the information submitted in this request and/or supporting documentation to ensure conformity with applicable laws, rules, regulations, and other authorities. Methods used for verifying information may include, but are not limited to, the review of public information and records, contact by correspondence, the internet, or telephone, and site inspections of businesses and residences. Information obtained during the course of the verification will be used to determine whether termination of deferred action and/or removal proceedings are appropriate if, for example, the requestor committed fraud or misrepresentation in his or her request for consideration of deferred action for childhood arrivals, or engaged in subsequent criminal activity following the submission of his or her request. Individuals for whom removal action is deferred under Deferred Action for Childhood Arrivals may, in the sole discretion of USCIS and DHS, be provided an opportunity to address derogatory information before deferred action is terminated and/or removal proceedings are initiated.

Please see the additional information on the back. You will be notified separately about any other cases you filed.

NEBRASKA SERVICE CENTER
U. S. CITIZENSHIP & IMMIG SERVICE
P.O. BOX 82521
LINCOLN NE 68501-2521
Customer Service Telephone: 800-375-5283




EXHIBIT X

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-797C, Notice of Action

THIS NOTICE DOES NOT GRANT ANY IMMIGRATION STATUS OR BENEFIT.

NOTICE TYPE Receipt		NOTICE DATE June 15, 2015	
CASE TYPE I-131, Application for Travel Document		USCIS ALIEN NUMBER [REDACTED]	
RECEIPT NUMBER LIN1591200453	RECEIVED DATE June 11, 2015	PAGE 1 of 1	DATE OF BIRTH [REDACTED]

NORMA L. RAMIREZ MIRANDA
C/O LUZ M. MOSQUERA 23 6272
2900 STEWART AVE
LAS VEGAS, NV 89101

PAYMENT INFORMATION:

Application/Petition Fee: \$360.00
Biometrics Fee: \$0.00
Total Amount Received: \$360.00
Total Balance Due: \$0.00



NAME AND MAILING ADDRESS

The above case has been received by our office and is in process.

Please verify your personal information listed above and immediately notify the USCIS National Customer Service Center at the phone number listed below if there are any changes.

Please note that if a priority date is printed on this notice, the priority does not reflect earlier retained priority dates.

If you have questions about possible immigration benefits and services, filing information, or USCIS forms, please call the USCIS National Customer Service Center (NCSC) at **1-800-375-5283**. If you are hearing impaired, please call the NCSC TDD at **1-800-767-1833**. Please also refer to the USCIS website: www.uscis.gov.

If you have any questions or comments regarding this notice or the status of your case, please contact our customer service number.

You will be notified separately about any other case you may have filed.

USCIS Office Address:
USCIS
Nebraska Service Center
P.O. Box 82521
Lincoln, NE 68501-2521

USCIS Customer Service Number:

(800)375-5283
ATTORNEY COPY



EXHIBIT Y

Department of Homeland Security
U.S. Citizenship and Immigration Services

**I-512L, Authorization for Parole
of an Alien Into the United States**

(Family Name)	(Given Name)	(Middle Initial)	Date Issued		
RAMIREZ MIRANDA, NORMA LAURA			July 10, 2015		
			A#	LIN1591200453	
Date of Birth (Month/Day/Year)	Country of Birth	(City or Town)	(State or Province)	(Country)	
	MEXICO				
U.S. Address (Apt number and/or in care of)		(Street Number and Name)	(City)	(State or Province)	(Zip/Postal Code)

TRAVEL AUTHORIZATION: Presentation of the original of this document authorizes a transportation line to accept the named bearer on board for travel to the United States without liability under section 273 of the Immigration and Nationality Act (INA) for bringing an alien who does not have a visa.

PAROLE: The named bearer of this authorization is an individual whose removal has been deferred under the Secretary of Homeland Security's June 15, 2012, memorandum authorizing Deferred Action for Childhood Arrivals (DACA). The named bearer departed the United States temporarily and intends to return to the United States. Presentation of the original of this document prior to July 30, 2015 allows a Customs and Border Protection (CBP) Inspector at a port-of-entry to parole the named bearer, whose photograph appears on this authorization, into the United States based on the parole authority contained in INA 212(d)(5)(A). **This authorization is valid for one request for parole during the validity period noted above.** Each parole period shall not exceed one day from the date of parole at the port-of-entry. **Please note:** this document does not guarantee that a person will be paroled into the United States. CBP has discretion to deny a request for parole.

NOTICE - READ BEFORE YOU TRAVEL ABROAD

Parole is not admission into the United States. Presentation of this authorization will allow a CBP Inspector at a port-of-entry to parole you into the United States. If CBP paroles you into the United States, your case will generally continue to be deferred. The deferral will continue until the date specified by USCIS or Immigration and Customs Enforcement (ICE) in your deferral notice or until the decision to defer removal action in your case has been terminated, whichever is earlier. Parole is not an "admission," so even while you are paroled you will remain an "applicant for admission." If you are found inadmissible, you will need to apply and qualify for a waiver of inadmissibility. If your waiver application is denied, you may be subject to removal proceedings as an inadmissible alien under 235(b)(1) or 240 of the Act. **Parole into the United States is not guaranteed.** In all cases, you are still subject to immigration inspection at a port-of-entry to determine whether you are eligible to come into the United States via the terms of this document. Even if you have previously been granted parole, the Department of Homeland Security retains discretion to deny you parole if the Department determines approving your parole application would not serve the public interest of the United States.

DHS can revoke or terminate your advance parole document at any time. If you are outside the United States when you are notified that DHS has revoked or terminated your advance parole document, the revocation or termination of your advance parole document may leave you unable to return to the United States unless you have a valid visa or other document that permits you to travel to the United States and seek admission. If you are in the United States when DHS revokes or terminates your parole, you will return to the status of an unparoled applicant for admission, and you may be subject to removal under INA section 212, rather than INA section 237.

Travel Warnings.

Leaving the United States, even with your advance parole document, may impact your ability to return to the United States.

If you have been ordered deported or removed, departing from the United States without having had your exclusion, deportation, or removal proceedings reopened and administratively closed or terminated will result in your being considered excluded, deported or removed, with potentially serious future immigration consequences, even if USCIS or ICE has deferred action in your case. If you have been unlawfully present in the United States, you may want to ask an immigration attorney or a representative at an immigrant assistance organization accredited by the Board of Immigration Appeals (BIA), whether leaving the United States would make you inadmissible and therefore ineligible for adjustment of status. Under section 212(a)(9)(B)(i) of the Act, aliens who depart the United States after being unlawfully present in the United States for certain periods may become subject to new or additional grounds of inadmissibility because of their travel abroad.

Inadmissibility in general. If you have concerns about admissibility and waivers you should contact an immigration attorney or an immigrant assistance organization accredited by the BIA before making foreign travel plans.

Nebraska Service Center
850 S. Street
Lincoln, NE 68508

(Authorizing Office)

Parole Stamp

Mark Hazuda

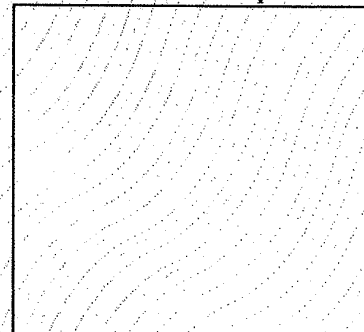


EXHIBIT Z

PRESS RELEASE

SEPTEMBER 27, 2017



FOR IMMEDIATE RELEASE

Contact:
Britt Vaughan, Media Relations
Fuller Theological Seminary
626.584.5371
bvaughan@fuller.edu

**Fuller Seminary Supports DACA Students:
A Message from President Mark Labberton**



PASADENA, Calif., September 27, 2017—Fuller Seminary President [Mark Labberton](#) issued the following statement in support of Fuller student, Norma Ramirez, and her suit against the Trump Administration for ending the DACA program:

“Recently, in a powerful document that was fueled and inspired by the courage and remarkable stories of Deferred Action for Childhood Arrivals (DACA) recipients, six Dreamers sued the Trump administration over its decision to end the DACA program in March of 2018. Among the plaintiffs is our doctoral student of Clinical Psychology at the Graduate School of Psychology at Fuller Theological Seminary, [Norma Ramirez](#).

While we cannot comment on the specifics of the legal case, Fuller Theological Seminary, and its Graduate School of Psychology, stand by and stand behind, Norma. Ms. Ramirez is a survivor, a fighter and a visionary—she embodies the American Dream. She was brought to the United States from Mexico when she was

PRESS RELEASE

SEPTEMBER 27, 2017

five years old and was raised in Nevada where she completed her high school and college education. With DACA and fierce determination, Norma came to us to pursue her dream of becoming a psychologist. She earned her Master’s degree in clinical psychology in 2017 and is currently pursuing her Ph.D. in clinical psychology. With DACA and the support of many who care for her, she has had the opportunity of realizing her full potential. Ms. Ramirez has had to fight against many obstacles and challenges, but her unwavering commitment to serving others, to uplifting youth and families that are too often ignored, remains steady and focused.

We believe that as one of the leading evangelical academic institutions in the world,



Fuller Seminary must take an informed Christian and civic engagement stance toward injustice against the most vulnerable. As the predicament of over 800,000 DACA recipients is most concerning, we urge the government to find an immediate solution to protect these “productive young people.” We also urge for a pro-family solution, where DACA is protected, but not at the expense of their families. As a faith-based, academic

institution, we believe in the power of prayer and intercession. We want to encourage others to join us in a week of prayer for the future of DACA. The week of October 15th to 21st would be a time where all our nation is invited to pray for the Dreamers, for young brave men and women like Norma.”

About Fuller Seminary

Fuller Seminary, the largest multid denominational seminary in the world, provides professional, graduate-level education through its schools of theology, psychology, and intercultural studies. Through its main campus near Old Town Pasadena, California, several regional campuses, and online programs, Fuller serves nearly 4,000 students from 90 countries and 110 denominations, offering five programs fully in the Korean language and four in Spanish. The seminary’s 43,445 living alumni from over 135 countries, the largest alumni base of any seminary, serve throughout the world as ministers, nonprofit organization and corporate leaders, therapists, counselors, teachers, and in many other vocations of service and leadership. The 2017-2018 academic year marks Fuller’s 70th anniversary after the inaugural classes began on October 1, 1947. For more information: www.Fuller.edu.