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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 SUSAN ROCHE

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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, Susan Roche, Esq., declare and state as follows:

2
3 1. I am the Executive Director of the Immigrant Legal Advocacy Project (ILAP), and
4 an attorney admitted to the Maine Bar.

5 2. ILAP is a 501(c)(3) organization, and Maine's only statewide immigration legal aid
6 organization. ILAP provides direct legal services to over 2,000 clients each year;
7 conducts education and outreach events for over 1,000 individuals; and participates
8 in systemic advocacy on issues that impact immigrants in Maine.

9
10 3. ILAP staff have assisted over twenty individuals with their Deferred Action for
11 Childhood Arrivals (DACA) applications. These DACA recipients reside
12 throughout the state of Maine. Many have returned to us for assistance with their
13 renewal applications. We have had the opportunity to observe how their lives have
14 changed as a result of DACA, and the impact these individuals are having in their
15 communities.
16

17
18 4. When DACA was first announced, clients told ILAP staff how grateful and hopeful
19 they were about the opportunities that work authorization would bring. Many told
20 ILAP staff how difficult it was to be living in fear of deportation. Those who were
21 nearing high school graduation told us about how they were unable to make plans
22 for college or a career, like the other students, because they lacked legal status.

23
24 5. Many of our DACA clients are now in college, graduate school, or working in
25 Maine. They have started career paths that will end if they lose work authorization.
26 Many clients are contacting our office and telling us about their concerns. If they
27 lose DACA and work authorization they will lose their jobs. Many of our clients
28

1 who are in college are relying upon their work authorization to pay for college
2 because they do not qualify for federal loans.

3
4 6. DACA rescission will also impact the families of DACA recipients. Many ILAP
5 DACA clients are working to support their families, including their U.S. Citizen
6 siblings. Some are buying school supplies, driving their siblings to school, and
7 helping to pay for the family's basic necessities. If DACA recipients lose work
8 authorization, their families will lose this support and may face homelessness or
9 food insecurity.

10
11 7. Our DACA clients have also told us about the emotional anxiety that DACA
12 rescission has caused them. Many have told us that they trusted the government.
13 They followed the legal process and submitted their applications, paid the fees, and
14 met the requirements, with the trust that they would be permitted to work and live
15 freely in their communities. They now fear that they and their families may be at
16 risk of deportation, and of losing everything that they have been working towards.

17
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19 8. DACA rescission has impacted the immigrant community as a whole. At ILAP,
20 clients who have other types of immigration status have been contacting us out of
21 fear that the laws might change and that they might lose their legal status and
22 authorization to live and work in the United States. This anxiety impacts our
23 communities on every level: families, workplaces, churches, and schools. These
24 communities are hoping that DACA will be preserved so that DACA recipients will
25 be able to remain and work and live in our state without fear of deportation.
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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 October 4, 2017 in Portland, Maine.



SUSAN A. ROCHE, ESQ.
EXECUTIVE DIRECTOR
IMMIGRANT LEGAL ADVOCACY
PROJECT

EXHIBIT 80

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

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

26 Plaintiffs,

27 v.

28 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 DAYANA
RODRIGUEZ CABRERA**

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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

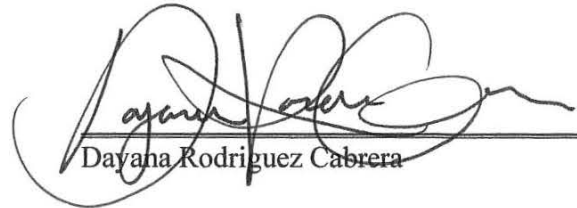
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1 I, Dayana Rodriguez Cabrera, declare and state as follows:

- 2 1. I arrived in the United States from Mexico in 1996 when I was three years old. I have
3 lived in California for over twenty years.
- 4 2. I work full-time as a Medi-Cal eligibility specialist with Contra Costa County
5 Department of Employment and Human Services. My duties include determining
6 eligibility for the Medi-Cal program and conducting renewals at our call center. I am one
7 of the few bilingual (Spanish-English) specialists, in my unit and as such handle a large
8 portion all of the Spanish-speaking calls we receive at the call center.
- 9 3. In order to obtain my current position, I had to complete a six-month training program
10 on Medi-Cal rules and regulations. There were around 300 people who interviewed for
11 the program and 58 who initiated with me but due to the rigor of the training curriculum,
12 I was one of only eight people who successfully completed the program.
- 13 4. DACA enabled me to obtain the authorization I needed to pursue opportunities like my
14 position at the local government agency, which requires both a fingerprint and
15 background check. Before obtaining DACA, I worked three retail jobs and could still
16 only scratch the surface of paying for classes at the community college.
- 17 5. At first, I was nervous about applying for DACA, since I did not have a lawyer and was
18 concerned about sharing my information with the government. With the help and
19 encouragement of others, I decided I wanted to take the risk in order to open doors for
20 me and my family.
- 21 6. Since becoming a DACA grantee in 2013, I have been able to pursue a full class
22 schedule at Diablo Valley Community College, help support my parents and four
23 younger siblings, and even purchase a car.
- 24 7. Since my current DACA expires on March 9, 2018, I am unable to renew under the
25 current DACA termination policy. As a result, I fear losing my job, my ability to study,
26 and my ability to support my family's financial needs.
- 27
28

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, at Pittsburg, California.



Dayana Rodriguez Cabrera

DECLARATION OF DAYANA RODRIGUEZ CABRERA

EXHIBIT 81

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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 JULIE CHAVEZ
RODRIGUEZ

1 STATE OF CALIFORNIA, STATE OF
 2 MAINE, STATE OF MARYLAND, and
 STATE OF MINNESOTA,
 3
 4 Plaintiffs,
 v.
 5 U.S. DEPARTMENT OF HOMELAND
 6 SECURITY, ELAINE DUKE, in her official
 capacity as Acting Secretary of the Department
 7 of Homeland Security, and the UNITED
 STATES OF AMERICA,
 8
 Defendants.

CASE NO. 17-CV-05235-WHA

9 CITY OF SAN JOSE, a municipal corporation,
 10
 11 Plaintiffs,
 v.
 12 DONALD J. TRUMP, President of the United
 States, in his official capacity, ELAINE C.
 13 DUKE, in her official capacity, and the
 UNITED STATES OF AMERICA,
 14
 Defendants.

CASE NO. 17-CV-05329-WHA

15 DULCE GARCIA, MIRIAM GONZALEZ
 16 AVILA, SAUL JIMENEZ SUAREZ,
 17 VIRIDIANA CHABOLLA MENDOZA,
 NORMA RAMIREZ, and JIRAYUT
 18 LATTHIVONGSKORN,
 19
 20 Plaintiffs,
 v.
 21 UNITED STATES OF AMERICA, DONALD
 J. TRUMP, in his official capacity as President
 22 of the United States, U.S. DEPARTMENT OF
 HOMELAND SECURITY, and ELAINE
 23 DUKE, in her official capacity as Acting
 Secretary of Homeland Security,
 24
 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, JULIE CHAVEZ RODRIGUEZ, DECLARE:

2 1. I worked as an Associate Director and later Deputy Director for the White House
3 Office of Public Engagement from September 2011 until January 5, 2017. During my time with the
4 White House Office of Public Engagement I worked on Deferred Action for Childhood Arrivals
5 (DACA) roll-out, outreach, and implementation from 2012 to 2017.

6 2. On June 15, 2012 when DACA was announced by then Secretary Janet Napolitano,
7 Department of Homeland Security (DHS) and President Barack Obama in the White House Rose
8 Garden the Federal Government immediately began conducting outreach to individuals and
9 organizations impacted by the announcement, including but not limited to immigrant serving
10 organizations, schools and school districts, colleges and universities, business leaders, and faith
11 communities. The Federal government, including DHS, Department of Education, Department of
12 Justice, and the White House were all involved in outreach and implementation efforts given the short
13 60-day window the agency had to implement DACA. Initially, the Federal government provided
14 frequently asked questions, an implementation timeline, and a summary of who was eligible to request
15 deferred action under the DACA process. The frequently asked questions were updated on a regular
16 basis by the Federal government as new questions were raised.

17 3. On August 15, 2012, when DACA was finally implemented, the US Citizenship and
18 Immigration Services, the bureau in the Department of Homeland Security responsible for administering
19 and adjudicating the DACA process, provided webinars; attended and presented at community events
20 hosted by local elected officials, immigration organizations, churches, among other groups; hosted
21 conference calls; and utilized traditional and social media to distribute up to date information about the
22 process and where those eligible to apply could seek reliable legal advice to avoid fraud.

23 4. From that point on, USCIS, DHS, Department of Education, and the White House
24 organized, hosted, and/or participated in dozens if not hundreds of events to educate the community
25 about the important opportunities DACA would afford those who were eligible to request deferred
26 action.

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

3
4 Executed on October 31, 2017.

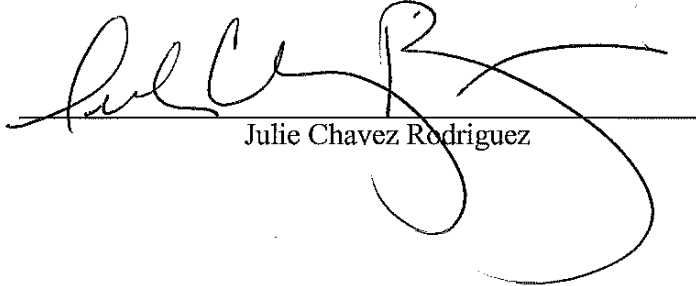
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EXHIBIT 82

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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 JEANNE ROE SMITH

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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, JEANNE ROE SMITH, DECLARE:

2 1. I am a Deaconess in the United Methodist Church and have been a campus minister for
3 19 years. Since 2009, I have been the Executive Director of the Wesley Foundation at UCLA (the
4 “WFSUCLA”), working with UCLA Student Affairs, student organizations, and university
5 administration as a community resource and partner. I have personal knowledge of the facts set forth in
6 this declaration, and if called as a witness, I could and would competently testify to them.

7 2. The WFSUCLA has been serving the university as part of the United Methodist ministry
8 since 1927, providing community connection for students, as well as a place to explore faith and reason
9 and participate in community and national social justice concerns.

10 3. In my role as Executive Director of WFSUCLA, I co-founded the 580 Café in 2010. The
11 580 Café serves UCLA as a gathering place for students to build community around food and
12 spirituality, provides means to develop and access resources for the most vulnerable students, and helps
13 to ensure that they are able to pursue their education. Students also bring their families to the 580 Café
14 for many reasons: to see where they hang out during the school year, to introduce them to other friends,
15 and to introduce them to resources beyond UCLA that their families may need. In general, students and
16 their families come to the 580 Café because they are members of a vulnerable community that has a
17 need for the resources we provide.

18 4. I worked with the student group, IDEAS, to found the 580 Café. IDEAS’s mission is to
19 support immigrant students at UCLA. As the campus minister and Executive Director of the
20 WFSUCLA, I have worked directly with this student organization as a community partner and mentor
21 since 2009.

22 5. In my role and through my involvement at the 580 Café, I am available all day, every day
23 to the students and families who need our services, and am always there for them. I am a member of
24 their community, and they are members of mine.

25 **I. My relationship with Miriam Gonzales Avila.**

26 6. I met Miriam Gonzales Avila during her first week of school at UCLA in 2011—I have
27 known her practically since the first day she walked on campus. During her four years at UCLA, there
28 were many, many occasions on which I had personal, direct, and in-depth conversations with Miriam

1 where we discussed her immigration status and its impact on her life, family, education, and career
2 plans.

3 7. Miriam first became involved with IDEAS and the 580 Café as a member of an identified
4 population of vulnerable and undocumented students whom the WFSUCLA served. I remember when
5 she first came to the 580 Café: She had a contagious laugh and was really excited to be at UCLA, as are
6 most freshmen. She was a very typical freshman, and could not wait to get going with her studies, meet
7 new friends, and find out what college was all about.

8 8. Miriam was one of the original 580 Café community members, and helped shape the
9 group. She brought to bear her experience as an undocumented person on campus and within the
10 community.

11 9. During her first two years at UCLA, she came to the 580 Café where I saw her and spoke
12 to her just about every day. She came with her friends to study, eat, and relax. She is a friendly and
13 vibrant person, and is easy to talk to, and I observed that she was always willing to help other students if
14 they were having trouble with school, studies or family.

15 10. As an upperclassman, she was still heavily involved in the 580 Café and I still saw and
16 spoke with her frequently. Not only did she have to meet her class and work schedule, through the 580
17 Café, she acted as mentor to new students who were immigrants themselves or had family members who
18 were immigrants, as well as high school students.

19 11. Since she graduated and transitioned from student to working professional in the
20 education field, I see her when she drops in on the 580 Café or campus, and we keep in contact and talk
21 through social media. We often talk about the challenges she faces and the impact that her immigration
22 status has had on her life, and how it has shaped her ability to work with immigrant students.

23 **II. Miriam's strong personal qualities and values.**

24 12. As I got to know Miriam, I saw that her dream of being a teacher was bigger and brighter
25 than any restriction on her immigration status. She knew and knows that she is more than her
26 immigration status, and she has much to offer beyond those limits and barriers. She is not afraid to go
27 after her dreams, and find ways to make them come true. DACA helped her do this.

28

1 13. Miriam was and has been an extremely valuable and valued member of her campus and
2 her community at large. From my many interactions with Miriam over the years, I have observed how
3 she is a good student, a responsible worker, and helps encourage her siblings, friends and students to
4 achieve their dreams and goals. She has studied, worked and volunteered, always giving her best, and
5 offering to help whenever she is able. She has a deep concern for others and is pursuing a teaching
6 career to fulfill her desire to help others learn and enjoy learning as much as she does.

7 14. She is very mature for her age, and understands that what she has been given is not just
8 for her, but also meant to be given back to her family and community. She is a genuinely kind person,
9 enthusiastic, and well-liked by her peers. Despite all the challenges she faced in her young life, Miriam
10 always had a smile and always tried her best. She set her sights on improving what was wrong, and
11 finding ways to get past obstacles and challenges. And already she has accomplished so much.

12 **III. Impact of Miriam’s work on the community.**

13 15. Miriam was involved with IDEAS and the 580 Café for all four years of undergrad—they
14 were her two consistent groups. While volunteering for IDEAS, Miriam played multiple roles: formally
15 mentoring and tutoring high school students; participating in annual Immigrant Youth Empowerment
16 Conferences with over a thousand young people, counselors, families, and professors, in order to
17 educate students how to access education; and attending educator’s conferences in local schools to
18 provide resources to undocumented students to show them that despite restrictions, they could still
19 pursue education.

20 16. Miriam volunteered at the 580 Café in a less formal, but still important way—she
21 personally mentored her peers on campus. She would eat lunch and study with them, help them build
22 their schedules, deal with personal issues, and find resources to pay for their books, fees, and
23 transportation costs. Her “can do” spirit and cheerful attitude brightened up our space, and she made
24 everyone feel a bit better when she was around.

25 **IV. Miriam’s reliance on DACA.**

26 17. As Miriam’s campus minister during her undergraduate years, and someone who
27 interacted with her on a weekly and even daily basis, I have personal knowledge of her reliance on
28 DACA.

1 18. In 2012, when DACA was announced, Miriam and many others applied for and received
2 DACA. This allowed her to find jobs on campus and in the community. Being able to have a valid work
3 permit, to work at her student job, and then in her chosen profession provided Miriam the opportunity to
4 be valued and a productive member of the community. She is a gifted teacher and mentor, and being
5 able to use her academic and personal skills professionally builds a stronger community for us all.

6 19. Before DACA, part of the reason that Miriam came to the 580 Café was for the free
7 meals that we provided. Because she could not work, she often did not have enough money to buy food.
8 Once she obtained documented status under DACA, however, she began working, had disposable
9 income, and could more readily afford meals. At this point, Miriam would still come to the center, but
10 now to help others more than to help herself.

11 20. DACA also allowed Miriam to graduate more quickly than she otherwise would
12 have. Prior to DACA, in my role as pastor to a community of undocumented youth pursuing their
13 education at UCLA, I saw that students often could not take a direct path to their degree on a continuous
14 four-year trajectory. Because they could not work, they would have to take a quarter off to allow their
15 families to save money, and then return to school—and they would often have to repeat that pattern
16 more than once. But after DACA was passed and Miriam was successfully granted DACA status, she
17 was able to work and study simultaneously. She was not put in the position of having to take a quarter
18 off, and was able to pursue her degree on a more direct path, closer to the typical trajectory for a UCLA
19 student. This was also less financially burdensome on her family.

20 **V. The impact of DACA’s cancellation on Miriam.**

21 21. The United Methodist Church has historically supported just and compassionate
22 approaches to immigration, which are not exclusive or based on singling out immigrants. Furthermore,
23 the church believes that the impact of the DACA on families in our community is incredibly important,
24 as all families are sacred and a gift of God. As a person of faith and a campus minister, I believe I am
25 especially attuned to the challenges that DACA’s cancellation poses to our communities.

26 22. Within about 15 minutes of the Attorney General announcing that DACA was being
27 cancelled, I began speaking with Miriam, as well as other alumni and current students, about the chaos
28 and uncertainty that the government’s decision had now created in their lives.

1 23. Within my community, there are students other than Miriam who are also beneficiaries of
2 DACA, as well as a significant number of students who are from immigrant families with parents,
3 siblings, grandparents, aunts, and uncles facing challenges related to their immigrations status. I not
4 only speak with students, I speak with their families as well. I am highly aware of the struggle of these
5 students and their families. The fear and anxiety that our families and students face is considerable, and
6 DACA's cancellation contributes to it.

7 24. This fear and anxiety is expressed in many ways. In my initial conversation with Miriam
8 after the announcement of the rescission, she shared how this would impact her professional teaching
9 life, being no longer eligible to legally pursue her career, pay bills and contribute to the lives of her
10 students, her community and the local economy. Miriam and many others will now have to find ways to
11 support themselves and their families that are not within their professional capacity, and put them at risk.
12 The financial impact is significant in many ways, including the lack of support to pay daily living
13 expenses, purchase goods and products, and contribute to the tax base. The emotional and psychological
14 impact also have grave implications. Students like Miriam who have been positive, engaged and active
15 workers, family members and community members are now once again having to deal with the
16 emotional trauma of losing their "status," of potentially having to see their dreams and careers be taken
17 away. In some of my conversations with students the loss of DACA places them in a psychologically
18 vulnerable position—questioning their very worth and humanity—often leading to depression (and
19 without access to proper healthcare) that is not only debilitating to the individual, but to families and
20 communities. I have personally sat with students whose mental and emotional well-being are
21 compromised as they anticipate a future reality that hinders them from full participation in college, work
22 and community life because they can no longer work or access resources available to them with DACA.
23 This places a huge burden on not only the individual, but families, schools and communities.

24 25. In my opinion, this is the most insidious and harmful aspect of this rescission: without
25 legal options and opportunities, our communities are destabilized making life for all less safe, healthy
26 and productive. Students like Miriam who contribute to the local economy, provide professional
27 expertise and ability, and are responsible gifted members that build safe and strong families, schools and
28 families are vital to sustaining safe and healthy people and communities. The value and necessity of

1 continuing to engage Miriam and students like her as productive responsible members of society will
2 enhance our nation, in my opinion. By eliminating it, we are not making things better for all, we are
3 contributing and encouraging the de-stabilization of our economy, our school, our communities, our
4 families and our children.

5 26. Worrying about what will happen next is part of the daily concern that Miriam and other
6 members of the community have to juggle, along with trying to do their best in school and at work.
7 Students are anxious and concerned, their families are anxious and concerned, and I am anxious and
8 concerned. Those who have been able to flourish with DACA will once again be denied the ability to
9 work legally, to add to their families' income and well-being, to add their abilities to our workplace, to
10 pay taxes, to purchase goods and services, and to be part of a healthy community and economy.

11 27. If Miriam loses her status under DACA, our community and this country will be losing a
12 talented professional who has done everything that she was asked to do by our community, our society,
13 and our government. She has worked hard to graduate from UCLA, to enter the teaching profession and
14 help guide and shape students learning experiences, to be a contributing member of her community and
15 society, to be a good citizen and person.

16 28. Thus, the rescission of DACA has enormous implications for Miriam and others in the
17 community, destabilizing their lives, their families, the educational community at UCLA, and the United
18 Methodist ministry.

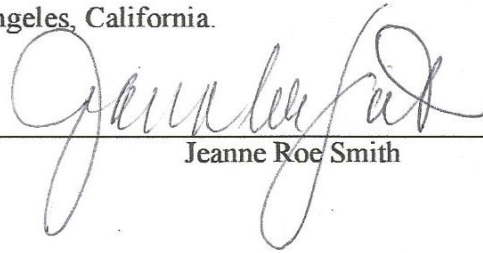
19 **VI. Miriam's impact on me.**

20 29. Miriam is a warm and cheerful young woman, who always has a smile on her face, and is
21 always happy to lend a hand. She has a strength about her that is remarkable—she is determined and
22 focused on achieving her goals, while taking time along the way to reach out and help others. She is
23 kind and determined, two qualities that serve her well as a teacher, a friend, a sister, and daughter. She
24 is fiercely committed to her family and community, and is courageous in her pursuit of making life
25 better for everyone. I am deeply inspired by her commitment to her family and community, in her
26 willingness to take a bold step of faith to assert her (and her community's) right to live without fear and
27 intimidation. Miriam has chosen to pursue a path that is positive, compassionate and focused on doing
28 and giving her best despite difficult and dangerous circumstances. The joy in her smile and lilt in her

1 laugh are testimony to her amazing spirit of hope and possibility. Knowing her has made me a better
2 person, and it makes our community and country stronger when we encourage and affirm the gifts and
3 talents of young people like Miriam, and provide opportunities for them to reach and achieve their
4 fullest potential.
5

6 I declare under penalty of perjury that the foregoing is true and correct.

7 Executed on October 28, 2017, in Los Angeles, California.
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Jeanne Roe Smith

EXHIBIT 83

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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 LISSETH ROJAS-
FLORES**

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

3 Plaintiffs,

4 v.

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

8 Defendants.

CASE NO. 17-CV-05235-WHA

9 CITY OF SAN JOSE, a municipal corporation,

10 Plaintiffs,

11 v.

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

14 Defendants.

CASE NO. 17-CV-05329-WHA

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

19 Plaintiffs,

20 v.

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

24 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, LISSETH ROJAS-FLORES, DECLARE:

1. I am an associate professor in the Department of Marriage and Family Therapy at Fuller Theological Seminary (“Fuller”). I obtained a bachelor of arts degree in 1991 from Georgia State University and a Ph.D in 1999 from Adelphi University. I first met Plaintiff Norma Ramirez (“Ms. Ramirez”) at Fuller in the summer of 2015.

2. I have been in my current position for three years. I was an assistant tenure-track professor at Fuller from 2004 to 2014, and originally joined Fuller in 2002 as a part time Research assistant professor. One of my primary research interests is the quality of parent-child relationships and overall well-being of children and parents living in low-income immigrant families in the United States. My research on the impact of immigration enforcement on Latino children’s well-being at home, at school, and in their communities has received funding from the Foundation for Child Development.

3. 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.

4. When I first met Ms. Ramirez, she introduced herself to me and approached me for mentorship advice. She explained that she had researched my professional background and saw that I had a research focus in psychological well-being in immigrant communities. Ms. Ramirez told me she was a DACA recipient and that she was in need of professional guidance from someone like me, who had a chance of understanding the challenges of her situation. As an immigrant with DACA status, Ms. Ramirez was not eligible for many forms of financial aid and was concerned about her ability to afford an education at Fuller. I began advising her and coaching her on how to advocate for herself to secure funding from the limited sources that were available.

5. Ms. Ramirez is a remarkable and accomplished young person, and she has remarkable potential in the field of clinical psychology. Ms. Ramirez embodies the American dream. She was brought to the United States from Mexico when she was five years old and she was raised in Nevada where she completed her high school and college education. She came to Fuller to pursue her calling to help others as a clinical psychologist and earned her Master’s degree in clinical psychology in 2017. She is currently pursuing her Ph.D in clinical psychology. At Fuller, Ms. Ramirez has not only proven

1 herself as a good student and researcher, she has a gift for connecting with her clients and facilitating
2 deep healing with exceptional empathy, intuition, and grace.

3 6. Fuller Theological Seminary is one of the leading evangelical academic institutions in the
4 world. Fuller's clinical psychology Ph.D program is different from secular clinical psychology
5 programs because it is a theological seminary-based clinical psychology program that is also accredited
6 by the American Psychological Association. Students in Fuller's clinical psychology programs are
7 required to take theological courses in addition to the standard coursework required for their degrees in
8 clinical psychology. We believe that integrating the study of religious faith and spirituality into the
9 clinical psychology coursework results in trained clinicians who are able to better serve clients who are
10 religious or are members of faith-based communities, and who may not be adequately served by
11 clinicians who do not understand their clients' belief frameworks or do not feel confident or comfortable
12 discussing the role of faith in their clients' lives. Faith-based communities—along with low-income,
13 minority, and immigrant communities—are often underserved when it comes to psychological health
14 issues. Faith is simply another form of diversity that our clinicians must be trained to understand and
15 address in order to increase overall access to quality psychological therapy and healing: if clinicians
16 ignore the role of faith in a population where faith and religion are very important, they are ignoring a
17 real issue of diversity and may be less effective as a result. By training our students in a faith-based
18 environment, we shape them to be more culturally competent therapists who can deal with all aspects of
19 their clients' diverse backgrounds.

20 7. Ms. Ramirez understands the importance of incorporating her faith into her study and
21 practice of clinical psychology. She felt very strongly that she wanted to receive her education at Fuller
22 because she wanted to integrate her faith with her training so that she could help her community—the
23 Latino/a immigrant community, which often has a particularly strong faith background. She told me she
24 had a very strong sense of calling to this work, and she was willing to do everything within her power to
25 follow her calling even despite the obstacles her immigration status placed in her way.

26 8. Unfortunately, Ms. Ramirez had to navigate those obstacles very early on in her program
27 at Fuller. Our clinical psychology students must enroll in practicums beginning in their first year at
28 Fuller. Our students are required to complete a minimum number of practicum work hours in order to

1 graduate. Often, completing those hours requires our students to present valid work authorization, even
2 if the students are not receiving pay for their work. In her first year at Fuller in the fall of 2016, Ms.
3 Ramirez was assigned to work at a public mental health institution called The Pacific Clinics, East
4 Monrovia. Ms. Ramirez's DACA status was set to be renewed in October 2016, and she submitted all
5 the necessary paperwork to the government well in advance of the required deadline to ensure that there
6 were no gaps in her work authorization coverage. Unfortunately, due to the government's slow
7 processing of DACA renewals, Ms. Ramirez's renewal was not finalized until over a month after her
8 prior DACA status expired. When The Pacific Clinics found out about her lack of authorization, it had
9 to inform her that she could not continue to see her clients until she had a valid work authorization on
10 file because they were legally prohibited from allowing her to work without the authorization. It was a
11 month and a half of agony for Ms. Ramirez. Not only was she not able to see and help the clients who
12 desperately needed her, she was unable to spend the time completing her required annual practicum
13 hours. That meant that when she did ultimately receive her DACA renewal, she had to work twice as
14 hard to make up all of the hours she missed so that she could remain on track to complete her required
15 practicum hours for that particular academic year. Ramping up the number of hours spent providing
16 clinical therapy is particularly difficult because therapy work is very emotionally demanding on the
17 therapist, and even more so for developing therapists such as her. Ms. Ramirez nonetheless pushed
18 through, dedicated herself to working double the hours of her fellow students, and ultimately made up
19 her hours.

20 9. The prospect of losing an opportunity to renew DACA has been extremely difficult for
21 Ms. Ramirez. Her emotional state reached rock bottom and remained that way for over a month when
22 she realized that the threats to DACA would be realized and the program would be discontinued. But, as
23 she has come to terms with the reality of the government's plan to discontinue DACA, I have seen her
24 improve emotionally and dedicate herself to fighting for herself, her calling, and her community.

25 10. Still, the emotional effects of constantly worrying about her ability to continue
26 completing her education, caring for her clients, and living in the only country she has ever known as
27 home are wearing on her and preventing her from achieving her potential in the classroom, clinic room,
28 and research laboratory. Students who are not doing well emotionally are not able to be good clinicians.

1 As her advisor and the head of the research laboratory in which she assists, I see her as more tired, more
2 worried, and more distracted at times. I know because of her past traumatic experiences with gaps in
3 DACA coverage that Ms. Ramirez is even more stressed now that the government is threatening to do
4 away with her future plans altogether. The government's discontinuation decision is forcing Ms.
5 Ramirez to be a spokesperson about her status to raise awareness of the problem just so she can fight for
6 her ability to continue in her calling. At the same time, while I understand and empathize with all that
7 Ms. Ramirez is going through, as her professor I cannot lower my standards and expectations of her in
8 terms of her academic work and professional development. Neither can her other professors. The
9 doctoral program she is in is already extremely demanding for everyone, but Ms. Ramirez is carrying an
10 even heavier load than her colleagues and peers. As a result, despite previously being an exemplary
11 student, Ms. Ramirez is currently struggling to reach her full potential in the classroom. Her ordinarily
12 excellent work is being compromised by the emotional strain that she has been placed under as a result
13 of worrying about the future of her immigration status.

14 11. The government's decision to rescind DACA is also having immediate consequences for
15 Ms. Ramirez's available sources of funding for her education. Because Ms. Ramirez is undocumented,
16 she relies on the benevolence of private donors who see her potential to improve mental health services
17 and psychological well-being in faith-based communities. Ms. Ramirez has several non-Latino, U.S.
18 citizen individual financial backers who are very involved in Christian communities in Southern
19 California and who recognize the importance of bringing faith-based psychological training to their
20 communities. Ms. Ramirez is incredibly worried that the people who currently support her education
21 will not be willing to continue supporting her if she could be deported, meaning that their investment in
22 her would not be realized by local religious communities.

23 12. In my view, Ms. Ramirez's immediate concern and stress about the discontinuation of
24 DACA is well-founded. If Ms. Ramirez does not have work authorization, she will not be able to
25 complete the required number of practicum clinical hours necessary to obtain her degree. As was her
26 experience with The Pacific Clinics—a public and government-supported clinic—Ms. Ramirez may not
27 even be able to work for school credit without work authorization.

1 13. If Ms. Ramirez is not permitted to continue to pursue her Ph.D in clinical psychology at
2 Fuller, it will be a huge loss to the community. On September 27, 2017, Fuller issued a press release
3 expressing its unwavering support for Ms. Ramirez. In the press release, Fuller recognized its obligation
4 to take “an informed Christian and civic engagement stance toward injustice against the most
5 vulnerable.” Fuller invited the community to join in a week of prayer to pray for the future of DACA
6 and for all young, brave Dreamers.

7 14. Not only is the government’s discontinuation announcement causing immediate stress,
8 anxiety, and fear in DACA recipients like Ms. Ramirez, but scientific studies also confirm that the stress
9 of uncertain immigration status results in an exponential ripple effect of irreparable psychological
10 trauma in the DACA recipients’ families and communities. In October 2017, researchers at academic
11 institutions including Stanford University, Northwestern University, and University of Virginia
12 published research findings in an article entitled “Protecting Unauthorized Immigrant Mothers Improves
13 Their Children’s Mental Health” (hereinafter “Stanford Study”). This study provided “causal evidence
14 of the intergenerational impact of parental immigration status on children’s health” by analyzing and
15 comparing children with parents who had DACA status versus those who did not. Stanford Study at 1.
16 The authors observed that “[c]hildren of unauthorized immigrant parents face challenges beyond low
17 socioeconomic status, including parental anxiety, fear of separation, and acculturative stress.” *Id.* The
18 authors found that “mothers’ eligibility for DACA protection led to a significant improvement in their
19 children’s mental health.” *Id.* at 3. A mother’s eligibility for DACA was responsible for more than a
20 50% drop in the rate of adjustment and anxiety disorders for the children. *Id.* In other words,
21 “[p]rotecting unauthorized immigrants from deportation led to immediate and sizable improvements in
22 the mental health of their U.S. citizen children,” which “suggests that parents’ unauthorized status is a
23 substantial stressor that stymies normal child development and perpetuates health inequalities by
24 transferring parental disadvantages on to children.” *Id.* at 4.

25 15. In August 2016, I published a study entitled “Trauma and Psychological Distress in
26 Latino Citizen Children Following Parental Detention and Deportation” that examined post-traumatic
27 stress disorder (“PTSD”) symptoms in mixed-immigration-status families with at least one parent at risk
28 of detention and deportation. Among other things, we discovered that children of unauthorized parents

1 who have experienced detention or deportation exhibit more post-traumatic stress disorder (“PTSD”)
2 symptoms than children whose parents were legal permanent residents.

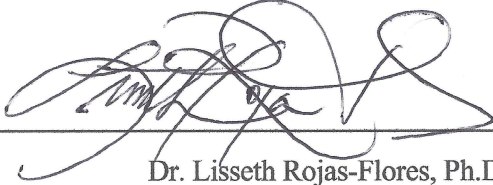
3 16. Even though DACA recipients like Ms. Ramirez may be allowed to continue to live and
4 work for the balance of their DACA authorization period, DACA recipients are facing immediate
5 psychological harm due to the government’s rescission announcement. And, as the studies referenced
6 herein demonstrate, that immediate psychological harm is being passed on to their families and children,
7 many of whom are likely United States citizens by birth. The DACA rescission announcement is a
8 potentially traumatic event that irreparably increases the risk of debilitating mental illnesses, including
9 PTSD, depression, and anxiety in those with DACA status as well as their families, children, and
10 communities.

11 17. In sum, the government’s decision to discontinue DACA is currently and will continue to
12 cause tremendous loss for Ms. Ramirez and others. The government’s decision is presently causing Ms.
13 Ramirez serious stress and anxiety, which is undermining her ability to meet her potential as a world-
14 class clinical psychologist and researcher. If Ms. Ramirez is not permitted to renew her status, she will
15 not be able to continue helping the many clients who depend on her or to continue contributing to
16 critical research that will reach many more people in need of help. She will be forced to leave this
17 country—the only home she has ever known—and to abandon her religious calling to practice faith-
18 based clinical psychology among vulnerable populations in the U.S. Our community at Fuller will
19 suffer by no longer having her be a member of the student body, and the countless immigrant and
20 undocumented youth who look up to her will lose her as a beacon of hope that they can achieve their
21 dreams despite their circumstances. It is my genuine prayer that the Court and the government do not
22 permit these harms to occur.

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

Executed on October 30, 2017, in Los Angeles, California.



Dr. Lisseth Rojas-Flores, Ph.D

EXHIBIT 84

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

21 THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
22 in 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.
28

CASE NO. 17-CV-05211-WHA

**DECLARATION OF JEFFREY F. ROSEN IN
SUPPORT OF PLAINTIFFS' MOTIONS
FOR PRELIMINARY INJUNCTION AND
FOR SUMMARY JUDGMENT**

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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, JEFFREY F. ROSEN, declare:

2 1. I am the District Attorney of Santa Clara County. Santa Clara County is the sixth largest
3 county in California. The City of San José is the largest city within Santa Clara County.

4 2. I have held this office since January 2011. Prior to being elected District Attorney, I
5 served as a Deputy District Attorney for 15 years and prosecuted a variety of criminal cases including
6 burglary, robbery, domestic violence, sexual assault, and murder.

7 3. Justice and public safety are central to our mission, and we achieve both by working
8 collaboratively with the communities that we serve. We only know about crimes because community
9 members call the police. We only secure evidence because community members tell us what they know.
10 We only prosecute successfully when community members cooperate with us and show up in court. We
11 only determine just resolutions because community members talk to us freely and without fear.
12 Accordingly, cooperation and trust between our office and the community that we serve is of vital
13 importance to our mission. Historically, we have struggled with criminal defendants who try and
14 dissuade witnesses and victims from testifying, but now we struggle when Federal authorities,
15 effectively do the same in service of immigration politics by making immigrant communities fearful of
16 the government, going to court, or cooperating with law enforcement.

17 4. Immigrants make up close to 40 percent of the population of Santa Clara County. They
18 are a vital, dynamic and major part of our community. Most of these immigrants are documented. Of
19 those who are undocumented, most are living with citizens and many are living with their own citizen
20 children. While I understand that immigration is in the purview of the federal government, these federal
21 actions can have devastating impacts on my office's ability to pursue justice and promote public safety
22 for Santa Clara County residents. For example, when immigrants, particularly undocumented
23 immigrants, fear interaction with law enforcement or government officials, then they fail to report
24 crimes, they are victims of violence and exploitation, they are frightened to show up and testify. Of
25 course, a mugger doesn't ask for your papers before mugging you, so our failure to protect our
26 immigrants means all of our community members are less safe. As part of my core mission, both I
27 personally and my deputies cultivate rich connections between my office and the immigrant community.

28

1 I know from this experience firsthand that recent federal actions and rhetoric have triggered
2 unprecedented fear of law enforcement and government in this community.

3 5. When immigrants in our community, and their friends and family members, fear and
4 distrust our police and prosecutors, they can no longer cooperate freely with us. This is devastating to
5 our mission.

- 6 6. My office does a large amount of work to foster trust with immigrant communities.
- 7 ■ We conduct frequent outreach to community and church groups, and through the media
8 to send the message that we will prosecute crimes to protect victims, without regard to
9 whether the victim, or any witness is documented. Moreover, we have conducted
10 outreach to state to the public that our office does not collect or share information on
11 immigration status.
 - 12 ■ The District Attorney's Office has taken a lead role in Santa Clara County to foster trust
13 and cooperation with our immigrant communities and law enforcement agencies. In
14 2017, I, and my community prosecutors, spoke before thousands of Latino residents at
15 the area's most respected and populous churches: Sacred Heart, Our Lady of Guadalupe
16 and St. Joseph's Cathedral, all located within the City of San José. The message,
17 delivered in Spanish and English, emphasized that the DA's Office does not ask about or
18 need to know the immigration status of crime witnesses and victims. I quoted The Rev.
19 Martin Luther King: "It is not possible to be in favor of justice for some people and not
20 be in favor of justice for all people." Echoing the civil rights leader, I told them:
21 "Nothing is more important than Justice, and one person cannot be above or beneath its
22 protection. As the District Attorney of Santa Clara County, I say to everyone in this
23 community that we will do our duty to fight for you as a victim of a crime regardless of
24 your legal status. Human dignity requires no less." My Office has held more than 30
25 "notario" fraud presentations in Spanish and Vietnamese; participated in an Immigration
26 Forum at Santa Clara Law School; participated in a series of immigration resource fairs;
27 sits on the county's Immigration Task Force, and has vigorously prosecuted and
28 publicized cases of "notario" and immigration fraud.

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- We evaluate cases that are not serious or violent to determine whether there is a collateral consequence that outweighs the regular criminal punishment. In those instances, where a severe immigration, employment, military or educational consequence to a certain kind of criminal conviction would result, we offer to change the charge and INCREASE the punishment for the new charge so that the defendant can avoid that collateral consequence. All such offers of resolution are also available to someone who does not have a collateral consequence.
- For several years we have evaluated our prosecutions for driving on a suspended license for failure to pay DMV fines and fees, to change some of those where the accused had little or no criminal record, to the infraction of driving on a suspended license (fines and fees but no jail time) rather than a misdemeanor (where jail time is possible) to prevent the incarceration of people who had their licenses suspended largely for failure to pay a fine or fee. Many of those individuals, like so many residents in our County, are immigrants for whom the fear of incarceration was assuaged.
- My office works closely with the San José Police Department, which likewise conducts outreach intended to foster a close and productive relationship with the immigrant community. San José police officers do not collect or share information about the immigration status of members of the public who report crimes.

7. The District Attorney's Office employs at least one DACA recipient who makes vital contributions to the office's efforts to connect with Santa Clara County residents and to promote safety and justice for all county residents.

8. Despite these efforts, establishing and maintaining trust with the immigrant community remains a challenge. This is because I cannot guarantee their safety or the integrity of their families when the threat of indiscriminate deportation remains a constant threat. Casting our DACA youth from the embrace of our community back into the shadows only increases the number of community members who will fear working with us and will inevitably harm the trust we have worked so hard to build.

1 9. Accordingly, the core mission of my office in pursuing justice and protecting the public
2 is compromised when immigrants live in fear of the government. The rescission of DACA will only
3 heighten this fear and vitiolate the mission of my office.

4 10. Therefore, rescinding DACA is detrimental to the ability of the Office of the District
5 Attorney to provide for public safety and enforce the law in Santa Clara County.

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

8 Executed on 10/27, 2017, in San José, California.

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12 JEFFREY F. ROSEN

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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 BRIAN ROSENBERG

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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, BRIAN ROSENBERG, declare:

2 1. I am the President of Macalester College, a nationally ranked liberal arts college
3 located in St. Paul, Minnesota. I have held this position since August 2003. Macalester's diverse
4 student body, constituting approximately 2,100 students, includes students from all parts of the country
5 and around the world. Macalester students come from 88 foreign countries, and approximately one-
6 quarter of Macalester students are citizens of another country.

7 2. As set forth in its mission statement, Macalester is committed to internationalism
8 and multiculturalism. A unique feature of Macalester, the Institute for Global Citizenship fosters global
9 citizenship by advancing scholarship and ethical action in Macalester's local, national, and international
10 community. The Institute provides students, faculty, and staff with opportunities to learn about and
11 serve the global community. Macalester is also committed to creating a culture of diversity and justice
12 within its college community that will allow its students, faculty, and staff to respond to the complexities
13 of the national and international community. Macalester strives to promote a welcoming and pluralistic
14 environment on its campus.

15 3. Approximately 7 to 9 students who attend Macalester are recipients of the
16 Deferred Action for Childhood Arrivals (DACA) program. Since the program's inception in 2012,
17 approximately 2 DACA recipients per year have graduated from Macalester. Macalester's DACA
18 recipient students and graduates have made important contributions to the college community.

19 4. The elimination of DACA will impair Macalester's ability to fulfill its mission
20 statement. Macalester's efforts to create a college community that emphasizes internationalism and
21 multiculturalism will be impaired if DACA is rescinded, as DACA students may be unable to afford
22 tuition due to their loss of work authorization or may be subject to deportation. The rescission of DACA
23 will cause Macalester to lose the unique perspectives and ideas of its DACA students. Moreover, the
24 rescission of DACA will impede Macalester's strategic goal of increasing the diversity of its student
25 body, faculty, and staff, including its goal of increasing the presence and retention of traditionally under-
26 served populations. The potential deportation of the DACA students and the rescission of their legal
27 status will not only deprive Macalester of the valuable contributions of its current students, but will also
28 adversely impact the diversity of the talent pool of potential Macalester students. Potential students may

1 be deterred from applying to Macalester because their substantial investment of time, effort, and money
2 may not seem worthwhile if they are unable to work after graduation. Other potential students may be
3 unable to apply to Macalester because they have been deported. The loss of its DACA students and the
4 adverse impact on the diversity of the pool of potential students will deprive Macalester of the valuable
5 contributions that these students would bring to the campus community.

6 5. Additionally, the loss of DACA students due to the rescission of DACA will
7 result in a corresponding decrease in Macalester's tuition revenue and will adversely impact the future
8 stream of tuition revenue.

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 10/23, 2017, in St. Paul, Minnesota.

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16 BRIAN ROSENBERG

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EXHIBIT 86

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7 *University of California*

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

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

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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
2 I, ANGELICA SALAS, DECLARE:

3 1. I am the Executive Director of the Coalition for Humane Immigrant Rights
4 (“CHIRLA”), a civil rights organization based in Los Angeles. I have personal knowledge of the facts
5 set forth in this declaration, and if called as a witness, I could and would competently testify to them.

6 2. CHIRLA works with tens of thousands of people in the immigrant community,
7 providing information on issues that impact their daily lives, primarily when immigration or social
8 services legislation changes at local, state, or federal level. CHIRLA provides free information, group
9 seminars, presentations, and workshops regarding immigration law information, coalition building, civic
10 engagement, worker’s rights, community-police relations, and other social services relevant to the
11 immigrant community.

12 3. I was the Executive Director of CHIRLA when DACA was implemented in 2012.
13 After President Obama announced DACA in June 2012, the Los Angeles District Office of USCIS
14 affirmatively reached out to CHIRLA to give us information and printed materials about DACA with the
15 express purpose of having us provide those materials to the community.

16 4. When the DACA application became available on August 15, 2012, CHIRLA did not
17 receive the application until midday. At that time, there were already thousands of people in line at the
18 CHIRLA offices to receive information about the program and to request assistance with their
19 applications. I believe this was a direct result of the outreach that CHIRLA did to the immigrant
20 community at the request of USCIS. Since DACA was introduced, CHIRLA has provided information
21 and application assistance to more than 80,000 eligible individuals and their families.

22 5. CHIRLA aimed to provide the most accurate information to the affected immigrants
23 and their families. Because DACA was a new program, and because CHIRLA anticipated providing
24 information about the program to large numbers of immigrants who were eligible, CHIRLA was
25 dependent on the information provided by USCIS in order to accurately discuss DACA and the
26 application process with the eligible immigrants and their families.

27 6. Throughout the implementation of DACA, CHIRLA worked closely with USCIS
28 Directors. The USCIS Directors provided information and printed materials about DACA for CHIRLA

1 to post in our offices and distribute to the immigrant community. USCIS helped CHIRLA understand
2 the DACA application process, the criteria by which applications would be evaluated, and the
3 procedures by which applicants' information would be handled.

4 7. Between August 2012 and October 2012, CHIRLA also participated in informational
5 panels about DACA, directed at the immigrant community, at which USCIS personnel were also
6 present. At these panels, USCIS also provided information about DACA to the immigrant community.

7 8. Between August 2012 and October 2012, CHIRLA also hosted informational events
8 directed at the immigrant community and aimed to encourage eligible immigrants to apply for DACA.
9 CHIRLA invited USCIS to these events to provide informational presentations and materials about
10 DACA, and USCIS participated in most if not all of these events.

11 9. Between August 2012 and October 2012, CHIRLA participated in phone conferences
12 held by USCIS during which USCIS would answer questions related to DACA. CHIRLA compiled the
13 questions we received from our community members so that we could receive answers to those
14 questions directly from USCIS.

15 10. Many of the questions CHIRLA received centered around the confidentiality of the
16 information applicants needed to provide in the DACA application. It was CHIRLA's understanding
17 that unless the application information would be kept confidential, DACA would not be beneficial for
18 the applicants. Therefore, confidentiality was the subject of many conversations between CHIRLA and
19 USCIS, and CHIRLA asked questions about how the government would be permitted to use the DACA
20 information. USCIS personnel explained that the information would be safeguarded and would not be
21 shared with ICE unless there was a fraudulent submission of information or in other extremely limited
22 circumstances. These assurances from USCIS were important because many applicants would not have
23 applied for DACA without a promise of confidentiality.

24 11. Another topic that CHIRLA received many questions about from potential applicants
25 was the government's promise that renewal of DACA would be available. From the beginning of the
26 program, USCIS described DACA, in both written materials and in conversations with CHIRLA, as
27 renewable every two years as long as the applicant still met the program's qualifications. Because
28

1 applicants understood that DACA was renewable, many more came forward to ask CHIRLA's
2 assistance in applying for DACA who would otherwise not have applied.

3 12. CHIRLA also discussed with USCIS how the government would evaluate the
4 applications of immigrants with misdemeanors and prior orders of deportation. USCIS assured
5 CHIRLA that under the DACA guidelines, certain of these applicants were still eligible and that
6 applicants' information would remain confidential.

7 13. In June or July 2012, CHIRLA also participated in a meeting with USCIS and the Los
8 Angeles Unified School District ("LAUSD"). This meeting focused on making it possible for eligible
9 students to apply for DACA. USCIS worked directly with LAUSD and CHIRLA to reformat the school
10 system's academic transcript so that it would be specifically tailored to the information required for a
11 DACA application. This academic transcript is still used by LAUSD.

12 14. After the September 5, 2017 announcement rescinding DACA, CHIRLA diverted
13 energy and resources away from its other programs to complete DACA renewal applications by the
14 October 5, 2017 deadline and to engage in outreach efforts to notify its clients and immigrant
15 communities throughout California about the DACA renewal deadline.

16 15. In the past five years since the DACA program was announced, CHIRLA has filed
17 fewer than 100 applications and renewals for DACA each month. However, during September 2017,
18 CHIRLA filed more than 600 DACA renewal applications. Because of the incredibly condensed
19 timeline to file eligible DACA renewal applications, CHIRLA was able to file only two citizenship
20 applications for other clients in September 2017, even though citizenship services are usually one of
21 CHIRLA's primary deliverables.

22 16. In order to file and ensure that DACA renewal applications were received by USCIS
23 by the October 5, 2017 deadline, CHIRLA incurred significant costs without certainty of reimbursement
24 and waived legal services consultation fees for DACA clients. These costs included hiring additional
25 temporary workers, overnight shipping fees to ensure that renewal applications arrived by the October 5
26 deadline, buying equipment to quickly process passport photos, and buying computers to download
27 required documents.

28

1 17. The October 5 deadline to submit eligible DACA renewal applications caused
2 enormous stress for staff, who worked overtime six days a week to file renewal applications by the
3 deadline. In addition to helping CHIRLA's clients with DACA renewals, CHIRLA staff also assisted
4 other immigration services organizations in California with completing DACA renewal applications,
5 provided immigration services referrals to DACA recipients throughout the country, operated ten extra
6 offsite DACA renewal clinics, and had to train volunteer attorneys and double check their work to
7 ensure that all DACA renewal applications were correctly filled out and would not be rejected by
8 USCIS. Staff also suffered considerable stress from having to turn away individuals who were seeking
9 to renew DACA but who had missed the deadline to submit their applications.

10 18. Since the September 5, 2017 announcement that DACA would be rescinded, at least
11 three pending Advance Parole applications that CHIRLA prepared on behalf of its clients have been
12 returned to us, all denying the applicants the right to travel. Thus, already we are seeing the dramatic
13 and, in some cases, irreparable impacts of the administration's decision to terminate the DACA
14 program.

15 19. CHIRLA also has employees who are DACA recipients who are personally affected
16 by the rescission of DACA. CHIRLA has benefited greatly from these presence of employees, who fill
17 a variety of roles in every department of the organization and contribute a very specific niche expertise
18 to their work.

19 20. CHIRLA has invested heavily in training its DACA employees, including both in-
20 house and outside professional development and future growth training, immigration services training,
21 and internship programs.

22 21. CHIRLA will be harmed significantly if it loses the contributions of its employees
23 who are DACA recipients. Not only will CHIRLA be deprived of the considerable investments it has
24 made in these employees, but CHIRLA will also be forced to incur costs associated with delays and
25 disruptions in services and recruiting, hiring, and training new workers. CHIRLA will also be deprived
26 of the unique expertise and specialized skills that these employees bring to their work. The fear of losing
27 these employees has already caused considerable anxiety for all employees at CHIRLA, and every
28 department will be negatively affected if these employees lose their employment authorization.

1
2 I declare under penalty of perjury under the laws of the United States of America that the
3 foregoing is true and correct.

4 Executed on October 30, 2017.

5
6 

7 _____
8 Angelica Salas
9

EXHIBIT 87

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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 MITCHELL SANTOS
TOLEDO**

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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 I, MITCHELL SANTOS TOLEDO, DECLARE:

2 1. I am an immigrant to the United States who was born in Mexico. I am a Harvard Law
3 School student and also a Deferred Action for Childhood Arrivals (“DACA”) recipient. The matters set
4 forth herein are true and correct of my own personal knowledge and, if called as a witness, I could and
5 would testify competently thereto.

6 **My Life Before DACA**

7 2. I came to the United States when I was almost two years old, in 1993. I am now 26 years
8 old. I grew up in South Central Los Angeles. Our neighborhood was dangerous and violent. I saw drive-
9 by shootings, gang violence and drug deals being done from the house next door. When I was little, this
10 was just life. As I got older, I started to understand that we lived there because my parents were
11 undocumented, which meant it was hard for them to get the jobs and earn the wages needed to afford to
12 live in a safer neighborhood.

13 3. When I was growing up, my parents made it clear that education was the key to success
14 for me and my siblings. I always worked hard in school and got good grades because of my parents.

15 4. I remember when I was about to enter high school, a private school recruiter contacted
16 me and another student in my class. He wanted to talk about attending a private high school on a
17 scholarship. I was excited and felt that my hard work and academic success were starting to pay off and
18 be recognized. However, the prospect of applying and going to a private school scared my parents. They
19 worried that the school would ask for my identification and information about where we lived and what
20 my parents did for a living. My parents did not allow me to apply to this private school, which at the
21 time confused and disappointed me, particularly because the other student did get to go on a scholarship.
22 I only understood later that my parents were trying to protect me because of our immigration status. I
23 did not know that I was undocumented at the time.

24 5. My parents advocated for my sister and me to be able to attend a public high school in
25 Venice, California, which was a safer and better than the schools in our neighborhood. Our daily bus
26 ride to school was over an hour long.

27 6. High school was the first time in my life that I was surrounded by kids whose parents had
28 college degrees. Some of their mothers and fathers worked as professionals. I figured I needed to do

1 whatever these kids were doing to get into college, since they had knowledge from their parents about
2 the process. I started taking honors and Advanced Placement (“AP”) classes and engaging in
3 extracurricular activities, just like my friends.

4 7. About a year into high school, my parents knew that I was focusing and preparing for
5 college. That was when sat me down and told me for the first time that I was undocumented. They tried
6 to explain what that meant. What I remember most is my mom apologizing to me. It felt like she was
7 saying sorry for the hopes they had built up. My parents had always said, “keep going to school,” “keep
8 getting good grades,” as a promise to get ahead, and I did that. Now it seemed like none of that was true.

9 8. I did not understand right away what it meant to be undocumented, but I was motivated
10 to get involved in the immigrants’ rights movement. Around the time I learned I was undocumented, I
11 began volunteering at grassroots immigration advocacy organizations and student chapters of larger
12 immigrants’ rights organizations. I also started to realize in hindsight what being undocumented meant
13 for my family and childhood, where we lived, and why my dad worked the jobs that he did.

14 9. I kept at the AP courses and continued earning good grades. Part of me still believed
15 what my parents had always taught me about hard work -- that school was the answer. My dad takes the
16 view that something will come along and life will work out if you stick to it. I had this same sense that if
17 I continued to work harder academically, then maybe something would happen that would make college
18 possible.

19 10. In high school I often felt like an outsider because of how my immigration status shaped
20 my life. For instance, people around me would study abroad or go on vacations and I did not. I studied
21 Italian with the same cohort of students in all four years of high school, but then my parents would not
22 allow me to go on a trip to Italy with that group of students when we got to senior year. I could not
23 travel because I was undocumented.

24 11. Towards the end of high school, I applied to colleges like my friends. I knew in my heart
25 that there was no way I could afford college. But I applied as a way to keep my immigration status
26 hidden from my friends and teachers. Not even my closest friends knew I was undocumented. I had
27 always done well academically, so I did not want to raise suspicion by not applying.
28

1 12. I was accepted at multiple schools, including the University of California Riverside (“UC
2 Riverside), the University of California Irvine (“UC Irvine”), and the University of California Berkeley
3 (“UC Berkeley”). My parents thought I should stay close to home at UC Riverside or UC Irvine, but UC
4 Berkeley captured my imagination. I grew up thinking of UC Berkeley as the Harvard of the West
5 Coast, that if you were accepted by UC Berkeley it meant you were smart. I also heard that UC Berkeley
6 might be open to students like me.

7 13. I sent in my statement of intent to register at UC Berkeley and I was even assigned a
8 student ID number. As far as UC Berkeley was concerned, I was going to attend in the fall. I knew,
9 though, that due to my undocumented status, it would not be possible for me to afford school right away.
10 To buy myself some time to try to figure out a way to attend, I asked the admissions office if I could
11 delay my enrollment. They gave me a semester. This was not long enough, and I knew there was no way
12 I could afford the cost of attendance. It was too expensive for me and my family.

13 14. I was very discouraged and disillusioned about not being able to attend college like my
14 friends. I had done everything right; I had the grades and I got accepted. It was frustrating not to be able
15 to go because I did not have some piece of paper or government recognition beyond my control.

16 15. My parents, always the champions of education, still pushed me to go to community
17 college. I was able to secure some funding from Santa Monica Community College and I started to
18 attend in 2010. I felt a bit rudderless at this point; my main reason for taking classes was to appease my
19 parents.

20 16. I first heard about the DACA program in 2012, about two years in to my community
21 college studies. I was part of some online immigrants’ rights groups and there was buzz about it. I was
22 skeptical. When DACA was first announced, it was not clear what information was going to be required,
23 and I did not know how the government would use my information if I gave it to them. There were some
24 mentions in the media that Immigrations and Customs Enforcement would not have access to the United
25 States Citizenship and Immigration Service information, but I was not ready to trust that promise.

26 17. Later, I remember downloading an application form to find out more. It asked all kinds of
27 questions that, when you grow up undocumented, you are taught never to answer, such as where do you
28 live, where do you go to school, what was your point of entry into the United States, and when did you

1 enter the United States. The form includes a section where applicants can provide a statement about how
2 DACA status would benefit them. For me, a major reason was getting work authorization to financially
3 support my family. But including information like that concerned me even more, because then the
4 government would have information about my family. Looking at the form, it felt like I would be giving
5 the government all the information it needed to build a case against me and possibly my family.

6 18. I waited for a few months to see what happened to other people who applied. I heard
7 from attorneys at non-profit immigration workshops and DACA town halls about the benefits of the
8 DACA policy. People posted updates to the online forums I visited, explaining that they had received
9 DACA status and were now getting certain forms of identification and student loans. It seemed real. The
10 risk seemed big but so did the benefits. I finally decided to apply.

11 My Life with DACA

12 19. I applied for DACA status in December of 2012 and received DACA status and
13 employment authorization in April 2013.

14 20. As soon as I got my DACA status for the first time, I went to the Social Security
15 Administration and got a social security number. I then quickly got a California driver's license. Getting
16 this legal identification was an important benefit of DACA status for me. It was physical proof that I
17 belonged in the country, and it meant a lot to me. It gave me a sense of comfort and security I never had
18 before. I could live my life in a more normal way, and if I was stopped by authorities, I could show them
19 my identification.

20 21. My DACA status employment authorization also made it possible for me to transfer from
21 community college to UC Berkeley. I would never have been able to get a job to afford UC Berkeley
22 without DACA. While I was still in community college, I worked as a bank teller at Chase Bank and
23 then at a law firm in Los Angeles. I knew that UC Berkeley—or any four year college—would be
24 expensive, so I worked for over a year to build up my savings so that I would be able to afford tuition
25 and living expenses. I wanted to reclaim my spot at UC Berkeley, which I knew I had earned.

26 22. I re-applied to UC Berkeley and, in 2014, was accepted into the Legal Studies program in
27 early 2014. UC Berkeley was a big deal to me as somewhere I had dreamed of going before. My parents
28 were nervous, though, about me leaving home and going to Northern California. They worried I would

1 not have the same support network. But I got the information and resources I needed from UC Berkeley
2 to feel comfortable that I could move there and thrive.

3 23. I moved to Berkeley in early August 2014. I immediately began working at an
4 immigration law firm. Later I had a work-study job with UC Berkeley's athletic department to earn
5 money. During my two years at UC Berkeley, I always had a job and worked about 10 to 15 hours a
6 week. My employment authorization, through DACA, was necessary for me to have these jobs, which
7 paid for my tuition and living expenses.

8 24. Having a work authorization that enabled me to work also helped my family. The money
9 I earned went to our family's living expenses, including rent, food and bills. My sister and I have been
10 the only ones in our immediate family of six working during certain periods of time. I have been able to
11 help my family financially because of DACA.

12 25. DACA also made it possible for me to fly home to Los Angeles from school at UC
13 Berkeley. This was the first time I had travelled by plane, and I was 23 years old. I was raised to not go
14 to airports. Growing up as an undocumented person, the law enforcement checkpoints at airports were
15 up there with driving through the Gates of Hell. With my DACA status, I had a state driver's license that
16 meant I could go to the airport and fly home. Sitting on the plane as it took off toward Los Angeles was
17 an emotional experience. It felt like something I accomplished because of DACA.

18 26. It is because of my DACA status that I have health insurance. I get my insurance because
19 I am a student at Harvard, and I could never have continued in school without DACA status. When I
20 became a student at UC Berkeley, it was the first time I ever had health insurance. It was the first time in
21 my life I could just go to the doctor or dentist for a checkup. When I was growing up undocumented, we
22 went to the doctor only for real emergencies. We would have hesitated even if we had medical insurance
23 coverage. Medical treatment was a danger, triggering anxiety and fear, because it meant interacting with
24 a hospital or doctor and providing your personal information. With DACA status, I can get medical care
25 without this worry.

26 27. Significantly, my DACA status made me feel safer and more welcome in this country,
27 like a security blanket. It was a huge relief and reassurance day-to-day. I knew that the government
28 knew of my existence and had decided that I could still be in this country. With DACA status, I did not

1 have to be so afraid of being deported, and that meant I could travel safely to school and work. When I
2 spoke with friends who were eligible for DACA status but who did not apply, it made me realize just
3 what a source of relief DACA status was.

4 28. For my undergraduate thesis in legal studies, I wrote about how DACA contributes to the
5 legal consciousness of its recipients, meaning our awareness of our societal role relative to laws and
6 legal institutions. My research involved speaking to DACA recipients, and I observed how DACA made
7 individuals more able to interact with legal institutions in a comfortable, assertive manner. As a DACA
8 recipient, being able to create scholarship about DACA was very meaningful to me. It is still one of my
9 proudest achievements. My thesis advisor even nominated my paper for the Law and Society
10 Association's Undergraduate Student Paper Prize, which I won.

11 29. I kept my immigration status mostly to myself during my time at UC Berkeley. Even
12 though I was studying DACA, my own status was still something I hesitated to share. This changed
13 when I was selected as the commencement speaker for my graduating class of Legal Studies majors. My
14 parents were excited and agreed to come up to UC Berkeley for the first time ever, despite their fears of
15 traveling because of their immigration status. For weeks, I balanced writing my speech and the logistics
16 of getting my family up to Northern California, renting them a car and helping them. I realized then that
17 I wanted to tell my story to my classmates, with my parents there so that I could thank them. With my
18 family in the audience, I finally told all of my classmates that I was a DACA recipient. This speech was
19 for my parents, and it was a proud and emotional moment for our family.

20 30. I graduated from UC Berkeley with Highest Distinction in Legal Studies in 2016. Since
21 then, I have gone on to Harvard Law School where I am now in my first year. DACA made this possible
22 for me. I would not have been able to continue with school, supporting myself and my family, without
23 the benefits of DACA status.

24 **Harms to Me from the Rescission of DACA**

25 31. It was shocking when the rescission of the DACA policy was announced this September.
26 DACA had become a central part of my life. The announcement came just days after I signed a law
27 school loan agreement for my first year at Harvard, taking on a significant amount of debt. I expect to
28

1 have about \$50,000 in law school debt by the end of my first year alone, and at least three times that by
2 the time I graduate.

3 32. I would not have gone to law school or taken out tens of thousands of dollars in loans had
4 I known that DACA was going to be rescinded so quickly. By the time I applied to law school, I was in
5 my third cycle of renewing DACA. My DACA status has been renewed twice, once in April 2015 and
6 again in December 2016 (I applied for renewal early to make sure I got it in time). DACA status had
7 become a part of my long-term plans, and I expected to be able to renew going forward.

8 33. Now my DACA work authorization will expire in the middle of my second year of law
9 school in December 2018. During law school summers, I need to work to learn how to be an attorney,
10 earn money for my loans, and open doors for an associate position when I graduate. I have past legal
11 experience, and by adding that to a Harvard Law degree, I thought I would become a strong candidate to
12 work at a law firm. The plan was that I could pay off the loans I had for school through a job as a legal
13 associate. Without DACA status, all of this will be impossible.

14 34. Without DACA, I will lose the security, comfort and sense of belonging that enabled me
15 to fully participate in my education. The stability DACA brought and continues to bring to my life has
16 been essential to my health and achievement as I worked my way up from community college to
17 Harvard Law School. DACA gave and continues to give me a strong sense of purpose, has eased the
18 daily fear and anxiety I once had over immigration status, and has made me more comfortable with my
19 own identity. DACA has been and continues to be central to my ability to financially support myself and
20 my family. The rescission of DACA means suddenly returning to a state of anxiety and stress about my
21 everyday life and what will come next for me and my family.

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

24 Executed on October 29th, 2017 in Cambridge, Massachusetts.

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MITCHELL SANTOS TOLEDO

EXHIBIT 88

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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 JOEL SATI

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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, JOEL SATI, DECLARE:

2 1. I am an immigrant to the United States who was born in Kenya. The matters set forth
3 herein are true and correct of my own personal knowledge and, if called as a witness, I could and would
4 testify competently thereto.

5 2. I came to the United States at the age of nine, in 2002, and have not left the country since
6 then. I am now 24 years old and a second year Ph.D. candidate in Jurisprudence and Social Policy at
7 University of California, Berkeley.

8 3. I entered the United States with a family friend. My mother was already in the United
9 States. I have one older sister who is an American citizen through marriage. My mother explained to me
10 that we moved here because there is more to be achieved in the United States. She came here to create
11 opportunities for our family.

12 4. My first American home was Kennesaw, Georgia, where I lived for five years. I started
13 school there as a fourth grader. After that, we moved to Maryland, which is where I attended high
14 school.

15 5. Growing up in an American suburb, I felt like an outsider. Not only was I a bit of a nerd
16 who enjoyed school, but I felt that I stood out because of my background. I tried to assimilate into the
17 culture but could not quite understand what precisely made me different.

18 6. As a child, I remember puzzling over why I could not participate in activities my friends
19 could. One memory from my 8th grade Spanish class stands out. The class was going on a trip to Spain,
20 and I of course wanted to go, too. It was expensive, but I thought if I could somehow convince my mom
21 that it was a great idea for me to go, then we could somehow figure out a way to pay for it. I was
22 surprised that my mother would not even discuss the idea of me going. It was not clear to me why she
23 would not want me to travel and enjoy this opportunity.

24 7. As a high school student, I always assumed I would go to college. Academic achievement
25 seemed like a way I could move up in the world even though I was not born in America. It seemed like
26 education was going to be my way to the life I wanted.

27 8. My dream in high school was to become a neurosurgeon. To prepare for this path, I took
28 AP biology, physiology, and chemistry. I also volunteered at Suburban Hospital in Maryland from about

1 2008 to 2011. The volunteer position was through a club called Medical Venturing Program that was
2 composed of students interested in going to medical school. I vividly recall having the opportunity to
3 watch an open heart surgery at another hospital, too. It stands out as the moment when I first had the
4 idea that I wanted to be a doctor.

5 9. I took the SAT in anticipation of heading to college and began filling out my college
6 applications in fall 2010. That was when I first found out I was undocumented. College applications
7 required a social security number, which I had “forgotten” – or so I thought. When I asked my mother
8 for my social security number, she told me that I did not have one because I had no immigration
9 documents.

10 10. I tried to apply to whichever colleges might accept me even though I was undocumented.
11 Had I been a documented immigrant or citizen, I would have been accepted to higher caliber schools
12 because of my grades and performance. Eventually, I was admitted to Mount St. Mary’s University in
13 Emmitsburg, Maryland. I planned to major in biology there. But the first tuition bill landed on my
14 doorstep in summer 2011, before classes started. It was over \$10,000. I asked my sister and mother for
15 help, but the tuition was significantly more than we were able to afford. My lack of legal immigration
16 status meant I could not obtain the financial aid or loans I needed. I could not start college because of
17 the cost.

18 11. Over the next year, I watched my friends apply to colleges and get scholarships. A lot of
19 people thought I was going to college; I thought I was going to college, too. I did not know what to tell
20 friends who asked why I was not going to college. I did not want to admit that I was undocumented,
21 because it was something I felt ashamed about.

22 12. I went from being a college-bound senior one moment to having no idea what to do next.
23 From July to December 2011, I lived with my sister in Georgia. It was frustrating and depressing not
24 being able to go to college. My friends started college at places like the University of Maryland and
25 Princeton. It felt unfair, because I could be there too, if it was not for my immigration status. I was also
26 not able to work without work authorization. So I stayed home, trying to figure out what to do with my
27 life and feeling defeated.

28

1 13. My mother saw how discouraged and unhappy I had become over the loss of my college
2 dream. She helped me figure out how to sign up for community college at Montgomery College in
3 Rockville, Maryland. I began attending in January 2012.

4 14. I looked at the course calendar and philosophy seemed like the most difficult thing I
5 could imagine. Since this seemed like my one shot at a semester in college, I wanted to take the hardest,
6 most difficult subject. It did not matter if it got too difficult; I would never have the money to continue
7 with college anyway, so I signed up for four philosophy courses.

8 15. While I was at Montgomery College, I campaigned in support of the Maryland DREAM
9 Act. The Act enables DACA recipients who meet certain requirements, including attendance at a
10 Maryland high school for several years, to qualify for lower (“in-state”) tuition rates. The difference
11 between in-state and out-of-state tuition rates was significant. I canvassed door-to-door in support of the
12 Act and interviewed with a local ABC affiliate to encourage support for the legislation.

13 16. Around the same time, I remember telling my story about being undocumented in public
14 for the first time. It was at a rally in Maryland outside an Immigration and Customs Enforcement (ICE)
15 building. I stood up in front of the crowd and told them about my life. It stands out to me because after
16 that moment, I started to feel comfortable in my own skin, with my own immigration status and my
17 decision to commit myself to the immigrant rights movement.

18 **The Impact of Obtaining DACA Status on My Life**

19 17. I applied for DACA status in September 2012, as soon as I could afford the application
20 fee. I received it around January 2013. This was after my first semester of community college.

21 18. **Receiving DACA status made my day-to-day life much easier in innumerable ways.**
22 **Because of DACA, I got a social security number. That enabled me to obtain my learner’s driving**
23 **permit/state ID card in New York and later my learner’s permit in California. I was also able to open a**
24 **bank account.**

25 19. I was able to finish my community college degree because DACA status meant I could
26 work to support myself. Without DACA status, I also would have had to pay a higher tuition rate. I
27 earned my general Associate of Arts from Montgomery College in 2013.

28

1 20. Because I had DACA status and the associated employment authorization, I was able to
2 support myself and pursue my college education further. I entered into the Skadden Arps Honors
3 Program in Legal Studies at City College of New York (CCNY) as a philosophy major in 2013. DACA
4 made it possible for me to work in New York, which was necessary to pay for my college tuition and
5 housing costs while I was at CCNY. I worked at a lot of different jobs, at a coffee shop, in a restaurant
6 and as a paralegal, all to help pay for college.

7 21. Even though I was working about 30 hours per week, on top of going to school, I had
8 trouble making rent in winter 2014. Living costs are incredibly high in New York City. I faced
9 homelessness for several weeks. I relied on a friend for temporary housing in his student dorm.
10 Although this was a violation of his student housing rule, he bent the rules to keep me from having to
11 live on the street. Supporting myself as a student in New York was difficult, but it would have been
12 impossible without DACA.

13 22. While I was a CCNY student, I volunteered with African Communities Together,
14 mobilizing African youth around the New York State DREAM Act, which made it easier for
15 undocumented students to pursue higher education by making them eligible for in-state tuition and state
16 financial aid. This was important because only 5-10 percent of the estimated 4,500 undocumented
17 students who graduated from New York high schools annually when the legislation was passed were
18 able to pursue a college education due to financial hardship.¹

19 23. At CCNY, I also co-developed the syllabus and taught a course entitled *African American*
20 *Political Thought* with Professor Richard Bernstein, a leading philosophy, constitutional law, and
21 political science scholar. I delivered lectures in this course to approximately 35 students throughout a
22 semester. The course has since become a permanent offering under Professor Bernstein, having a lasting
23 impact on the curriculum at CCNY.

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25 _____
26 ¹ See Press Release, New York Assembly Speaker Carl E. Heastie, Assembly to Pass New York State
27 Liberty Act & DREAM Act, (February 6, 2017), <http://nyassembly.gov/Press/20170206/>.

28

1 24. My DACA status opened the door to an amazing opportunity offered to me by CCNY; I
2 was selected for and participated in an exchange with Stanford University over the summer of 2014. The
3 exchange program covered my travel costs and a stipend. The state ID I had because of DACA made it
4 possible for me to fly domestically in the United States to get to Stanford. I could travel without fear of
5 getting in trouble with immigration authorities. I also needed to provide my DACA employment
6 authorization to be paid the exchange program stipend. Being on the West Coast at Stanford was a
7 transformative experience for me. I started to think about pursuing a graduate degree in California, and
8 how exciting it would be to take this next step in my education.

9 25. In 2016, I graduated *summa cum laude* and Phi Beta Kappa with a B.A. in philosophy
10 from CCNY.

11 My Current Work at UC Berkeley

12 26. In 2016, I was accepted into UC Berkeley Law School's Jurisprudence and Social Policy
13 ("JSP") program. I am currently pursuing my Ph.D. in the JSP program, which is an interdisciplinary
14 graduate program for students interested in the scholarly study of the law, philosophy (or other
15 interdisciplinary pursuits), and policy analysis and in teaching law. Around the same time, I was also
16 accepted into similar programs in philosophy or political science at Rutgers and the University of
17 Pennsylvania, and I was waitlisted at Princeton.

18 27. I was able to travel to Berkeley to visit the University of California campus during
19 admitted students weekend for the JSP program because of my DACA status. I met Professor Sarah
20 Song, whose influential research on democratic theory and issues of migration and citizenship was the
21 reason I decided to come to Berkeley. She and Professor Chris Kutz are now my faculty advisors at
22 Berkeley. My academic achievement and eventual admission into the doctorate JSP program were
23 predicated on the benefits of the DACA policy.

24 28. At Berkeley, I am currently a second-year Jurisprudence and Social Policy Ph.D. student,
25 a Research Assistant with the Haas Institute's Global Justice Program, and a William K. Coblentz Civil
26 Rights Endowment Research Fellow. My faculty advisors are Professors Song and Kutz, and the head of
27 my program is Dean Calvin Morrill. Dean Morrill and Professor Kutz have also submitted declarations
28 in this litigation.

1 29. My research is about legal, political and moral philosophy, with a focus on immigration
2 and citizenship. I examine the political situation of undocumented immigrants along with marginalized
3 people's positions in the ongoing debate on normative citizenship. My research sheds light on the
4 undocumented immigrant experience and develops theories of undocumented immigrant forms of
5 citizenship. I use my advanced training in philosophy and my personal experience to frame the
6 discussions on undocumented immigrants in a way that calls out the dehumanizing, ahistorical rhetoric
7 that we face.

8 30. Professor Kutz was my first year advisor, and I have been engaging in an independent
9 study project in legal philosophy with him for a year. I first spoke to Professor Kutz when he called to
10 encourage me to accept Berkeley's offer to join the JSP program. His support has been significant to me
11 on an academic and personal level. After the election of President Donald Trump, uncertainty and stress
12 dominated my life. Professor Kutz went out of his way to check-in and reassured me "you belong here"
13 at Berkeley.

14 31. I currently work part time in two Graduate Student Instructor (GSI) roles at Berkeley,
15 both for the Legal Studies Department. I am a Graduate Student Instructor for Professor Song in
16 Theories of Justice (Legal Studies 107), an undergraduate course. In this role, I develop instructional
17 plans, teach discussion sections, and grade papers for approximately 60 students.

18 32. I am also a GSI for Professor Kathryn Abrams for the class *Law and Social Change: The*
19 *Immigrant Rights Movement and Constitutional Law* this semester. The class meets once a week for
20 three hours, for approximately 13 weeks. My role is to help Professor Abrams prepare for classes. When
21 she was unexpectedly absent to be with her ill father, I stepped up to teach the class for her.

22 33. I rely on my DACA employment authorization for both of these GSI roles. Both require
23 employment authorization. I am paid a monthly salary for my work as a GSI. More importantly,
24 working in this GSI position also means I receive a credit (remission) that covers all of my tuition and
25 some of the UC Berkeley fees. Without DACA status, I will lose these GSI positions and the tuition and
26 fee credit that comes with them. This would make it difficult to continue in my JSP program.

27 34. I am also writing a report on case studies of noncitizen groups and the conceptualization
28 of citizenship, as part of my William K. Coblentz Civil Rights Endowment Research Fellowship. This is

1 via the Global Justice Program at Haas Institute for a Fair and Inclusive Society. The report will analyze
2 the contemporary crisis of non-citizenship in the American, European, and global contexts. I am using
3 case studies to examine how the lack of legal recognition contributes to the marginalization of
4 noncitizen groups, including the Rohingya in Myanmar, refugee groups in Australia, Somali refugees in
5 Kenya, and undocumented immigrants in America. The report is expected to be released this year.

6 35. I am also serving on the UC Office of the President's Advisory Council on the
7 Undocumented Community & Immigration in 2017. The purpose of the Council is to provide input for
8 the UC Office of the President from students on undocumented community issues and immigration
9 related to the UC community. I understand that I am the only Ph.D. student on the Council.

10 36. Finally, I am also in the process of founding a non-profit that I hope to launch officially
11 in November 2017. It is called "Undocumental" and is centered around a website where undocumented
12 migrants can publish their political analysis. I have recruited a Board of Directors and filed
13 incorporation paperwork for this project. My goal is to promote dialogue on the political situation of
14 illegalized immigrants by amplifying the voice of those rendered "illegal" by the state in one way or
15 other.

16 **Impact of the DACA Policy Rescission on Me**

17 37. My dream is to become a law professor. I knew this was my long term goal and that I
18 would apply to law school, but I was not as sure about when that would happen until President Trump
19 was elected. Witnessing the immigration policies of the Trump Administration made it clear to me that I
20 needed to act with urgency. I submitted law school applications this fall to several J.D. programs.

21 38. I understand that many candidates from Berkeley's JSP program go on to become law
22 professors. I hope very much to attend Yale, Berkeley or Stanford Law School. I plan to complete both
23 my Juris Doctor and my Ph.D. program. I know I can bring a new, diverse perspective to the legal
24 professoriate. Becoming a law professor will be more challenging for me now given the DACA policy
25 rescission.

26 39. The rescission of DACA on September 5, 2017 had an immediate impact on my ability to
27 pursue my education and career because it ended advance parole with no warning. I was preparing to
28 present my research at the *International Law and Philosophy Conference: Engaging the Contemporary*

1 *in Social and Political Philosophy* in Malta in Fall 2017 (“Malta Conference”). I was invited to this
2 prestigious conference in my field and had received special funding to go. I understand that it is rare for
3 students to be invited to this conference to present their research. I was also invited to Hamburg,
4 Germany to a conference entitled *Migration and Media Awareness 2017: Telling our Story in a World*
5 *Gone Mad* occurring in November 2017.

6 40. I applied for advance parole in August 2017 so that I could travel to these and other
7 academic conferences. A grant of advance parole would have enabled me to travel abroad temporarily
8 for educational purposes, take advantage of great opportunities to present my research, and then to
9 return to the United States lawfully.

10 41. My application for advance parole was denied in September 2017. I received a letter that
11 said advance parole was being denied because of the rescission of the DACA policy earlier in
12 September. Since I was denied advance parole, I cannot attend any of these conferences. Doing so
13 would jeopardize my ability to re-enter the United States and therefore my entire life here. The
14 rescission of the DACA policy has made it impossible for me to travel internationally, limiting my
15 ability to present my research and forge an academic network.

16 42. I am trying to present my research to the audiences in Malta and in Germany via
17 teleconference, but Germany has refused to allow this. Malta is still considering it. This would be a poor
18 substitute for attending in person. It would make it more difficult to provide a compelling presentation
19 of my research. It also means I cannot meet and make connections with important researchers in my
20 field who attend these conferences. Such connections are essential to the furtherance of my research and
21 for my future success in academia.

22 43. I have presented my research at several domestic conferences in the past. Most notably, I
23 presented my research entitled *Othered Borders: The Illegal as Normative Metaphor* at the Brown
24 Graduate Legal Studies Conference in Providence, Rhode Island in April 2017. Another
25 accomplishment I am proud of is my presentation of my work titled *Other Borders: On Regularizing*
26 *Undocumented Immigrants* at the Stanford/CCNY Exchange Research Colloquium in August 2014. I
27 have also been a panelist and speaker on several occasions at conferences and other events on the
28 subject of undocumented persons. As part of my research and writing, I also published an opinion piece

1 in the Washington Post entitled "*How DACA pits 'good immigrants' against millions of others*" in
2 September 2017. I argued that DACA is a piecemeal victory in immigration on a policy level, although
3 one I am grateful for on a personal level.

4 44. The DACA policy rescission has made my future uncertain. I have applied to law
5 schools, but without DACA I may not be able to complete my J.D. My work authorization currently
6 expires in 2019, making it very difficult for me to work to support myself during school. The rescission
7 of my DACA status will also expose me to the stress and constant risk of deportation.

8 45. DACA allowed me to set and start to achieve my career goals. I am trying to continue on,
9 but the uncertainty of whether I can complete my education is making it difficult to persist in investing
10 the significant time and money it takes to earn a Ph.D. and a J.D. It is not clear that the significant effort
11 and investment will pay off with the impending reality of the end of my DACA status.

12 46. My mother applied for me to obtain lawful permanent resident ("LPR") status in 2015,
13 when I was 19. This is not a significant consideration in my life plan, however, because the time frame
14 is so lengthy and the outcome uncertain for LPR applications like mine. I know the number of people
15 granted LPR status is limited. I understand that Kenyan LPR petitions similar to mine are only now
16 being considered in chronological order for those filed back in 2011. I have no legal backstop to protect
17 me; my friends, family and community are my only defense. I am fearful of the toll that will be exacted
18 on my relationships from relying so heavily on these people in my life to keep me safe.

19 47. I have always been able to renew my DACA status in the past, ever since I obtained it in
20 2013. I renewed it in February 2015, and again in February 2017. The renewals seemed like a matter of
21 course, and I relied on them in starting graduate school, because I knew I needed employment
22 authorization to teach as a GSI. DACA status has enabled me to plan my life, and understand what
23 options were open to me.

24 48. I am experiencing increased anxiety and stress related to the uncertainty of my DACA
25 status, my future and the broader recent animus against immigrants. This has contributed to my need to
26 see a therapist. I am also taking anxiety medication to try and address this anxiety. I rely on the health
27 insurance I receive as a student through UC Berkeley to be able to obtain the mental health services I
28 need. If I can no longer continue as a student, I will also lose my health care coverage.

1 49. I am fearful of what will happen to my future without DACA status. It is hard to feel like
2 I belong in this country; I do not feel safe here anymore, if I ever was. I am scared that my work —
3 focused on giving a voice to undocumented immigrants in policy contexts — will not be worth the
4 intense effort I pour into it because I will never be able to achieve outcomes that matter to me or other
5 undocumented immigrants. I know how depressed and unhappy I was before I went to college when I
6 did not have DACA status. DACA changed the future available to me. I do not want to return to that
7 state of uncertainty, sadness and day-to-day worry. I am determined to persevere in my plans, but with
8 DACA under threat, that future is again beginning to seem out of reach.

9 50. I have not been back to Kenya since I moved here as a nine-year-old. My life and future
10 are here. I have worked hard for years now to build the foundation for that future and, without DACA, it
11 will disappear.

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

14 Executed on October 26, 2017 in Berkeley, California.


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19 **UNITED STATES DISTRICT COURT**
20 **NORTHERN DISTRICT OF CALIFORNIA**
21 **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 THOMAS S. SAYLES
OF THE UNIVERSITY OF SOUTHERN
CALIFORNIA

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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 1. This declaration is filed in support of the Complaint for Declaratory and Injunctive
2 Relief in State of California, et al. vs. U.S. Department of Homeland Security, et al., Civil Case
3 No. 3:17-CV-05235-WHA (US Dist. Court, Northern District of California).

4 2. The University of Southern California (“USC”) is a private research university located
5 in Los Angeles which employs over 6,000 faculty, over 14,000 staff members (50 percent time or
6 more), and over 7,500 student workers (not including students working as teaching or research
7 assistants).

8 3. USC’s annual budget for the 2016-17 fiscal year was \$4.4 billion. USC generates
9 approximately \$8 billion annually in economic impact in California.

10 4. USC has an undergraduate student body of approximately 19,000 students and a
11 graduate and professional student body of approximately 25,000 students. In June 2016, USC
12 granted over 15,000 bachelor’s and advanced degrees to graduating students.

13 5. In addition to over 10,000 enrolled international students who are present in the United
14 States primarily on F-1 and J-1 non-immigrant visas, USC has numerous immigrant students and
15 employees, including students currently registered with the Department of Homeland Security
16 under the Deferred Action for Childhood Arrivals (DACA) program.

17 6. While USC does not track DACA students, we are aware that many of USC’s schools
18 and administrative offices are in contact with DACA students who are enrolled as undergraduate,
19 graduate, and professional students. We are also aware that that there are other individuals with
20 DACA status who are affiliated with USC in different ways, including student family members
21 with DACA status.

22 7. USC’s central mission is the development of human beings and society, and our first
23 priority is the education of our students. Given this role and mission, we are deeply concerned
24 with the effect that the sudden termination of the DACA program will have on the university and
25 on our students.

26 8. We are aware of the great concern and fear that the termination of the DACA program
27 has created for our affected students and their colleagues, friends, professors, and advisors. USC
28 has been providing various resources to support and counsel DACA students including through

1 chaplains in the Office of Religious Life, the Gould School of Law's Immigration Clinic, the
2 Cultural Centers, counseling services provided by the Student Health Center, and many individual
3 professors and staff members.

4 9. If the DACA program is terminated some of our DACA students will likely see their
5 studies interrupted due to their inability to work on a part-time basis, to help pay for their tuition
6 and living costs, as a result of their loss of employment authorization. Others may decide to end
7 their studies because of their inability to enter the workforce upon graduation due to the lack of
8 employment authorization.

9 10. Even if some of our DACA students were able to continue their education for some
10 period of time, it would be difficult for many of them to be full participants in academic, social,
11 and recreational activities due to the loss of DACA status. International travel would be
12 impossible due to the end of DACA-related advance parole, and domestic travel extremely
13 difficult if our students are unable to obtain or renew identity documents necessary for travel due
14 to their lack of legal or DACA status.

15 11. USC would also be harmed by the termination of DACA. While all of our students
16 contribute in some fashion to the payment of tuition and living expenses, USC also invests in our
17 students, including our DACA students, by providing significant levels of financial support to
18 students who would otherwise be unable to afford tuition and living expenses. The loss of our
19 DACA students would also result in the future loss of the enormous economic and cultural
20 benefits that our DACA students would provide after graduation when they would go on to pay
21 taxes, create jobs and add to the rich fabric of American innovation.

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I declare under penalty of perjury that the foregoing is true and correct to the best of my
knowledge.

September 21, 2017



Thomas S. Sayles
Senior Vice President, University Relations
UNIVERSITY OF SOUTHERN 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 JONATHAN
SCHWARTZ**

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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, Jonathan Schwartz, declare:

2 1. I am over the age of eighteen and competent to testify.

3 2. I am the Chief Legal & Corporate Affairs Officer at Univision Communications Inc.
4 (Univision). I have been employed by Univision since 2012. In my role, I oversee the Legal &
5 Corporate Affairs Department, which includes the following areas: Legal and Business Affairs,
6 Corporate Compliance, Government Relations, Corporate Social Responsibility, Community
7 Empowerment, Global Security, Media Rights Management & Content Protection, Standards &
8 Practices, and Advertising Review.

9 3. Univision is the leading media company serving Hispanic America and the rising
10 multicultural mainstream of the United States. Univision's workforce reflects the audience it serves,
11 including DACA beneficiaries, their families, and their communities. The government's decision to
12 terminate DACA means that a segment of Univision's employees will eventually lose their work
13 authorization. As a direct consequence of the government's decision, therefore, Univision will lose the
14 benefit of these employees' immeasurable contributions to the Company. And because these employees
15 uniquely contribute to Univision's operations, the Company cannot adequately replace them. Moreover,
16 in hiring and training replacements, Univision will incur both business disruptions and financial losses.
17 Additionally, the loss of DACA beneficiaries in our workforce will result in significant harm in the form
18 of diminished connection with the communities we serve and reduced diversity of thought and point of
19 view in the content we produce.

20 4. Univision employs approximately 660 employees in the state of California, and a total of
21 approximately 4,630 employees across the country in our corporate, network, local TV, radio, and
22 digital operations. Univision's mission is to inform, empower, and entertain the Hispanic American
23 population and rising multicultural mainstream.

24 5. Univision began as a small Spanish-language TV station in San Antonio, Texas. Over its
25 more than 50-year history, Univision's broadcast and cable TV, digital, and radio offerings have grown
26 to become the foremost destination for Hispanic America and the rising multicultural mainstream,
27 reaching an estimated 108 million average monthly-unduplicated media consumers. We engage
28 audiences via our portfolio of 123 local TV and radio stations (in Arizona, California, Florida, Illinois,

1 New York, North Carolina and Texas, among other states), and 17 broadcast, cable and digital networks
 2 and partnerships. In recent years, we have expanded our efforts to reach English speaking Hispanics and
 3 young multicultural audiences through our investment in the El Rey network and the launch of the
 4 Fusion Media Group, which includes such properties as FusionTV, the Gizmodo Media Group (and its
 5 digital-first platforms Gizmodo, Jalopnik, Jezebel, Deadspin, Lifehacker, Kotaku, Splinter, and the
 6 Root), and a stake in The Onion.

7 6. Univision has a unique relationship with its audience, whose members rely on us for
 8 news and information on critical matters such as immigration and DACA. Univision's news content has
 9 often been described as a "lifeline" for the Hispanic community. In addition, Univision provides a
 10 platform for—and gives a voice to—traditionally underrepresented communities in America. We do
 11 this through not only our media properties, but also through our Corporate Social Responsibility (CSR)
 12 and Social Impact initiatives. Among Univision's CSR priorities are several projects focused on
 13 education and youth development, informing and empowering Hispanic America through a multitude of
 14 health and wellness initiatives, increasing diversity in media, and providing training opportunities for
 15 young people to learn coding and other necessary skills to enter STEAM (science, technology,
 16 engineering, art, and math) careers.

17 7. Univision may have up to 60 employees, ranging across our entire company, who are
 18 beneficiaries of the DACA program and affected by the government's decision. (Like many other
 19 companies, Univision has not yet been able to confirm the exact number of its employees who have
 20 DACA status.) From the talent in front of and behind the camera, to the sharp creative minds that make
 21 our business run, to energized interns who are the Company's future – hard-working DACA
 22 beneficiaries are essential to creating and disseminating the news, entertainment, and services that
 23 Univision provides to millions of Americans every day.

24 8. Univision engages in expressive activity and depends on the unique perspectives and
 25 creative contributions of its content producers and the employees who support them. Some of
 26 Univision's DACA beneficiary employees are directly involved in producing content that helps shape
 27 Univision's expressive activity. These employees provide a distinct perspective both as individual
 28 voices and because their experiences as individuals who first came to the United States as children give

1 them valuable insights into the culture and issues of interest to many of Univision's viewers. Their
2 experiences as young immigrants help Univision better serve both the immigrant and non-immigrant
3 communities that make up Univision's core audiences. The value of these employees to Univision thus
4 goes well beyond their economic contributions.

5 9. As a news operation, Univision will be harmed by the elimination of DACA. The ending
6 of the program will make DACA beneficiaries, including DACA beneficiaries with family members
7 who may be in the United States without status, less likely to come forward to appear on news programs,
8 provide commentary on public affairs, and otherwise speak up on such issues as social justice and
9 community affairs for fear that they or their families may be deported. This would not only hamper
10 news coverage but, as seen in other countries, create a dearth of reliable information, lead to the
11 dissemination of misinformation, and stifle the award-winning efforts of Univision's investigative
12 journalism teams.

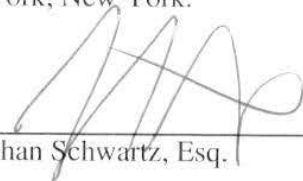
13 10. Congress has recognized the unique importance of having the world's most talented
14 journalists working in the United States, regardless of their country of birth, in providing for media and
15 employment-based visas. Univision can avail itself of these visa processes if it seeks to hire a journalist
16 from any other country in the world. But with the rescission of DACA, Univision will not be able to
17 avail itself of these processes with respect to the skilled young persons who are already living in the
18 United States with DACA status, even though they have unique talents and abilities and have been
19 trained at our colleges and universities and have received U.S. journalism degrees. Without DACA,
20 Univision would be unable to hire journalists from this talented set of individuals.

21 11. For all these reasons, Univision stands by the hundreds of thousands of young people—
22 including our own DACA beneficiary employees—who are impacted by the government's decision to
23 terminate DACA. They have done everything asked of them by the government under DACA; they are
24 active and contributing members of society who go to school, serve in the military, and work in
25 thousands of civilian jobs—including at Univision—across our nation. Simply put, they should be able
26 to stay in the United States—the only country most of them have ever known.

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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 October 30, 2017, at New York, New York.



Jonathan Schwartz, Esq.

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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,
in her official capacity as President of the
University of California,

23 Plaintiffs,

24 v.

25 U.S. DEPARTMENT OF HOMELAND
26 SECURITY and ELAINE DUKE, in her
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 SHERIFF LAURIE SMITH

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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

1 I, LAURIE SMITH, declare:

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

5 2. I am the elected Sheriff of Santa Clara County (the "County"). I have worked in the
6 Sheriff's Office for over 43 years, and have served as Sheriff since 1998.

7 3. The Sheriff's Office serves the entire Santa Clara County area, enforcing criminal laws in
8 the unincorporated area of the County, which spans approximately 600 square miles; serving as the
9 municipal police department in three cities within the County; and offering contractual law enforcement
10 services to Stanford University, the Santa Clara County Superior Court, the Santa Clara Valley
11 Transportation Authority, and other local agencies.

12 4. The Sheriff's Office has more than 1,700 employees, including 1,300 sworn peace
13 officers. It investigates thousands of suspected crimes each year. The core function of the Sheriff's
14 Office is to maintain peace in the County, prevent and respond to unlawful disturbances, make arrests as
15 needed, protect victims, and investigate criminal offenses. Community trust is the foundation of my
16 office's public safety work.

17 5. The County of Santa Clara Board of Supervisors adopted a resolution in 2010 that set out
18 County policy restricting County employees from questioning, investigating, or arresting members of
19 the public solely because of their immigration status or an actual or suspected violation of civil
20 immigration law. Based on my experience and my opinion about the law enforcement needs and
21 priorities of the community I serve, I agreed with this resolution, which aligned with my office's
22 longstanding practices, and which assists my office in investigating suspected criminal offenses.

23 6. My office relies on County residents – without regard to immigration status – on a daily
24 basis to report crimes and disturbances, serve as witnesses, and assist in investigations. Without the
25 assistance of community members, we would be severely hindered in learning about crimes, locating
26 evidence, and carrying out our investigative work. For example, when the Sheriff's Office was
27 investigating a high-profile murder of a teenage girl who disappeared on her way to school in 2012,
28 farmworkers in the neighborhood where she lived actively cooperated with the Sheriff's Office. Had

1 they feared that my office would question their immigration status, or the status of their loved ones, it is
2 very unlikely they would have cooperated. With the Sheriff's Office's focus on investigating state and
3 local crimes, it does not matter to us if a victim or a witness assisting us has lawful immigration status or
4 not – all community members deserve to be protected from crime, and all can contribute to the criminal
5 justice process.

6 7. The Sheriff's Office Notario Fraud Unit ("NFU") is another good example of the critical
7 role that trust and relationships with the community play in fulfilling our public safety mandate. The
8 Sheriff's Office formed the NFU to address the problem of "notarios," who represent themselves as
9 legal professionals to vulnerable clients needing immigration legal services, but who have no legal
10 qualifications and often take clients' money without providing any services of value. The Sheriff's
11 Office has worked diligently to build relationships and trust with immigrant communities in the County
12 to help conduct successful notario investigations. In many cases, the NFU has relied on complaints from
13 victims who we believe would not have been as forthcoming if they feared investigation of their
14 immigration status. These victims have provided critical information about alleged abuses, allowing the
15 NFU to obtain search warrants. In one case, a victim contacted the NFU to report a suspected notario
16 for fraudulent services. We obtained a search warrant, seized approximately 1,000 client files, and, due
17 to our public outreach on the case, received over 40 phone calls from immigrant victims willing to serve
18 as witnesses. The District Attorney's Office then filed four felony charges and one misdemeanor charge
19 against the suspect.

20 8. The Sheriff's Office would be less likely to receive this kind of assistance from the
21 community if the DACA program was rescinded. The rescission of DACA would likely cause DACA
22 recipients and their families to feel uncertainty as to their legal status and fear of deportation. When
23 immigrant communities fear or lose trust in the government, they are less likely to cooperate with the
24 Sheriff's Office.

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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 Oct 27, 2017 in San José, California.



LAURIE SMITH

EXHIBIT 92

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

21 THE REGENTS OF THE UNIVERSITY OF
CALIFORNIA and JANET NAPOLITANO,
22 in 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.
28

CASE NO. 17-CV-05211-WHA

DECLARATION OF JEFFREY V. SMITH

1 STATE OF CALIFORNIA, STATE OF
 2 MAINE, STATE OF MARYLAND, and
 STATE OF MINNESOTA,
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 Plaintiffs,
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 v.
 5 U.S. DEPARTMENT OF HOMELAND
 SECURITY, ELAINE DUKE, in her official
 6 capacity as Acting Secretary of the Department
 of Homeland Security, and the UNITED
 7 STATES OF AMERICA,
 8
 Defendants.

CASE NO. 17-CV-05235-WHA

9 CITY OF SAN JOSE, a municipal corporation,
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 Plaintiffs,
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 v.
 12 DONALD J. TRUMP, President of the United
 States, in his official capacity, ELAINE C.
 13 DUKE, in her official capacity, and the
 UNITED STATES OF AMERICA,
 14
 Defendants.

CASE NO. 17-CV-05329-WHA

15 DULCE GARCIA, MIRIAM GONZALEZ
 16 AVILA, SAUL JIMENEZ SUAREZ,
 VIRIDIANA CHABOLLA MENDOZA,
 17 NORMA RAMIREZ, and JIRAYUT
 LATTHIVONGSKORN,
 18
 Plaintiffs,
 19
 v.
 20 UNITED STATES OF AMERICA, DONALD
 21 J. TRUMP, in his official capacity as President
 of the United States, U.S. DEPARTMENT OF
 22 HOMELAND SECURITY, and ELAINE
 DUKE, in her official capacity as Acting
 23 Secretary of Homeland Security,
 24
 Defendants.

CASE NO. 17-CV-05380-WHA

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

10 Defendants.

CASE NO. 17-CV-05813-WHA

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1 I, JEFFREY V. SMITH, DECLARE:

2 1. I am the County Executive of the County of Santa Clara (the “County”). I have personal
3 knowledge of all facts stated in this declaration, and if called to testify, I could and would testify
4 competently thereto.

5 2. The County Executive is the chief administrative officer of the County, and is
6 responsible for the proper administration the County’s operations. Pursuant to the County’s Charter, the
7 County Executive is responsible for coordinating the work of all offices and departments and devising
8 means whereby efficiency and economy may be secured in the operation of all offices and departments.
9 The County Executive is also responsible for supervising and directing the preparation of the County’s
10 annual budget. The budget determines priorities for the County and allocates projected resources and
11 funding in order to implement those priorities.

12 3. In my role as County Executive, I perform these functions. I have been the County
13 Executive since September 2009 and have completed, and overseen implementation of, seven budgets
14 for the County.

15 4. Santa Clara County is a county of immigrants. Thirty-eight percent of county residents
16 are foreign born, and approximately sixty percent of children in the county have at least one parent who
17 is foreign born. There are an estimated 23,000 young people in the county eligible for Deferred Action
18 for Childhood Arrivals (“DACA”).

19 5. The County and its residents have benefited from DACA recipients in countless ways
20 since the DACA program began in 2012. The County employs a number of DACA recipients, and it has
21 benefitted immensely from their work. DACA recipients also make a number of other contributions to
22 the local community and economy.

23 6. To recognize the invaluable contributions of DACA recipients to the County and affirm
24 the County’s commitment to undocumented immigrant youth and young adults, the County Board of
25 Supervisors unanimously passed a resolution urging the Trump Administration to defend DACA and
26 Congress to pass a law providing a pathway to citizenship for DACA recipients. **As outlined in the
27 Resolution, a true and correct copy of which is attached as Exhibit A, DACA recipients enrich the
28 Country, the State of California, and the County through their social and economic contributions. For**

1 instance, DACA recipients in California have contributed an estimated \$1.3 billion to our state
2 economy and have paid an estimated \$530 million a year in state and local taxes in California alone.

3 7. The County provides many community services that hold together the fabric of society in
4 the region. For example, the County provides:

- 5 • Inpatient and outpatient medical and psychiatric services for both the vulnerable
6 members of our community and all those in need (including a Level 1 trauma center, the
7 only inpatient rehabilitation unit in the region, a unique burn unit for the region, and a
8 critical neonatal intensive care unit);
- 9 • Child protective services;
- 10 • Foster care services;
- 11 • Adult protective services;
- 12 • Food for the elderly;
- 13 • In home supportive services that provide the ability for individuals with disabilities to
14 stay home;
- 15 • Ongoing mental health services;
- 16 • Ongoing substance abuse services;
- 17 • General social assistance for individuals in poverty, including the program previously
18 known as “food stamps”;
- 19 • Criminal justice services including custody, patrol, probation, public defense,
20 prosecution, and community services;
- 21 • Regional emergency response services and communication;
- 22 • Public health services, including disease control and pandemic response; and,
- 23 • General government services such as property assessment, tax collection, clerk-recorder,
24 finance and investment for regional governmental agencies.

25 8. DACA recipients support the provision of these services as employees in various County
26 departments and agencies. Their contributions, which are crucial to meeting the diverse needs of our
27 residents, would be lost if DACA were rescinded and the County was forced to terminate its DACA
28 recipient employees. Along with the loss of the unique skills offered by its DACA recipient employees,

1 the County would incur significant expenses to temporarily fill these positions, conduct hiring searches,
2 and train replacements.

3 9. The rescission of DACA and DACA recipients' resulting loss of employment, even for
4 DACA recipients who are not County employees, will likely have adverse impacts on County programs
5 and services. For example, DACA recipients who lose their employment will also lose their employer-
6 sponsored health insurance. If those individuals are unable to secure other health care insurance, they
7 will join the uninsured population when they seek care at Santa Clara Valley Medical Center (SCVMC),
8 thereby increasing SCVMC's costs.

9 10. As with health care services for the uninsured, the loss of work authorization and
10 employment experienced by DACA recipients could increase the likelihood DACA recipients will need
11 to access other safety-net services, such as general social assistance and mental health services.

12 11. DACA's rescission would also create uncertainty and a renewed fear of deportation
13 amongst DACA recipients and their families. This renewed uncertainty will likely make these
14 community members reluctant to interact with government. The County relies on all community
15 members – regardless of immigration status – to enable effective and efficient provision of many of
16 these community services. When immigrant communities are reluctant to engage with the County, the
17 County's ability to protect the public health and safety of its residents is compromised. For example, the
18 Public Health Department's efforts depend in part on successfully engaging community members to
19 provide them with services, such as immunizations and preventative therapy, that help safeguard the
20 public health of all Santa Clara County residents.

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

23 Executed on October 26, 2017, in San José, California.

24 
25 _____
26 JEFFREY V. SMITH
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EXHIBIT A

RESOLUTION NO: BOS-2017-103

RESOLUTION OF THE BOARD OF SUPERVISORS OF THE COUNTY OF SANTA CLARA AFFIRMING ITS SUPPORT OF THE DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA) PROGRAM AND ITS COMMITMENT TO IMMIGRANT YOUTH AND YOUNG ADULTS

WHEREAS, on August 15, 2012, the United States Department of Homeland Security (DHS) began accepting and processing applications for consideration under the Deferred Action for Childhood Arrivals (DACA) administrative relief program; and

WHEREAS, the DACA program provides eligible immigrant youth and young adults with a two-year deportation reprieve subject to renewal, a work authorization permit, and authorization to travel outside of the United States under certain conditions; and

WHEREAS, an estimated 1.9 million immigrant youth and young adults across the United States may be DACA eligible; and

WHEREAS, an estimated 23,000 immigrant youth and young adults in the County of Santa Clara are DACA eligible as of 2016; and

WHEREAS, since the launch of DACA in 2012, more than 728,000 immigrant youth and young adults have applied and been granted deferred action; and

WHEREAS, the County of Santa Clara and the State of California are enriched by the economic and social contributions made by DACA recipients; and

WHEREAS, an estimated 187,972 DACA recipients in California have contributed an estimated \$11.3 billion to our state economy; and

WHEREAS, DACA beneficiaries have improved their employment status which includes better working conditions, higher earnings, health care benefits, ability to support their families financially, and ability to pursue or complete a postsecondary education; and

WHEREAS, the fate of the DACA program remains precarious given that the plaintiffs challenging the 2014 expansion of DACA (DACA+) and the Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) have

Adopted: 08/15/2017

called upon the Federal Administration to phase out and rescind the original 2012 DACA program; and

WHEREAS, the plaintiffs challenging DACA+ and DAPA have threatened to add the original 2012 DACA program to their lawsuit by September 5, 2017 if the Federal Administration does not take action thereby threatening the livelihood of the program and the ability of current and future beneficiaries to apply.

NOW, THEREFORE BE IT RESOLVED that the County of Santa Clara Board of Supervisors does hereby recognize August 15, 2017 as the five-year anniversary of the DACA program and that it further recognizes, celebrates and commends DACA beneficiaries for their countless contributions to our society.

BE IT FURTHER RESOLVED that the County of Santa Clara Board of Supervisors will support efforts that seek to defend and maintain the DACA program.

BE IT FURTHER RESOLVED that the County of Santa Clara Board of Supervisors calls upon President Donald J. Trump and his Federal Administration to proactively defend the original 2012 DACA program should it be litigated against.

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BE IT FURTHER RESOLVED that the County of Santa Clara Board of Supervisors calls upon congressional leaders to pass the bipartisan Federal DREAM Act of 2017 recently introduced by Members of Congress in order to provide a pathway to citizenship to DACA beneficiaries and others who may benefit from it.

PASSED AND ADOPTED by the Board of Supervisors of the County of Santa Clara, State of California, on AUG 15 2017, 2017, by the following vote:

AYES: **CHAVEZ, CORTESE, SIMITIAN, WASSERMAN, YEAGER**
NOES: **NONE**
ABSENT: **NONE**
ABSTAIN: **NONE**



DAVE CORTESE, President
Board of Supervisors

ATTEST:



MEGAN DOYLE
Clerk of the Board of Supervisors

APPROVED AS TO FORM AND LEGALITY:



KAVITA NARAYAN
Lead Deputy County Counsel

EXHIBIT 93

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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 DR. JOHN D. STOBO

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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, JOHN D. STOBO, DECLARE:

2 1. I am Executive Vice President of University of California Health (“UC Health”). The
3 matters set forth herein are true and correct of my own personal knowledge and, if called as a witness, I
4 could and would testify competently thereto.

5 2. I have been a physician for over 40 years. Prior to joining the University of California, I
6 served as president at the University of Texas Medical branch from 1997 to 2007. Before that, I was the
7 William Osler Professor of Medicine and Physician-in-Chief of the Johns Hopkins Hospital. I am a
8 member of the Institute of Medicine, and I have held leadership positions in a wide variety of national
9 professional organizations, including the American Association of Professors of Medicine, the American
10 College of Rheumatology, the American Board of Internal Medicine and the American Board of Internal
11 Medicine Foundation.

12 3. I have been working at the University of California (“UC”) since October 2008. I am
13 responsible for system-wide coordination and communication among UC’s health sciences schools and
14 medical centers, collectively referred to as UC Health.

15 4. UC Health is the third largest healthcare provider in California, and has the nation’s
16 largest health sciences educational system. UC Health educates over 50% of California physicians. I am
17 responsible for policy development for UC’s health system, and I monitor the performance for the
18 system’s 17 health sciences schools and 14 hospitals on five campuses.

19 5. UC Health’s mission is to improve health and wellness and positively impact quality, cost
20 and access to healthcare in California. UC Health measures this impact in part through community
21 benefit: care for the under-insured and un-insured, education of medical professionals and future health
22 leaders and medical research. UC Health, as part of the University of California’s public service
23 mission, aims to address the needs of all populations in California and educate a workforce that will be
24 able to effectively serve populations with limited or unequal access to healthcare.

25 6. The rescission of the Deferred Action for Childhood Arrivals (“DACA”) policy threatens
26 our ability to achieve this mission. UC Health medical schools have at least twelve DACA recipients.
27 DACA recipients in UC’s medical schools have unique potential to practice in critical geographic areas
28 and specialties that might otherwise remain underserved. Without the DACA policy, these students will

1 lose the employment authorization necessary to become medical residents and eventually practicing
2 doctors that California needs.

3 7. There is an acute shortage of doctors in certain areas of California, including rural areas,
4 the San Fernando Valley, and particular urban areas. The shortage is an issue across the U.S. and is
5 projected to worsen through 2030. The challenge is one of distribution; physicians tend to become
6 concentrated in more affluent areas and urban centers. There are also shortages of doctors in certain
7 critical specialties, such as general surgery, general psychiatry, and primary care. Producing more
8 doctors through larger classes or new medical schools will not alleviate these geographic and specialty
9 distribution issues across California.

10 8. UC Health is focused on creating a workforce of physicians to address this shortage and,
11 as such, carefully selects its entering classes to meet the anticipated healthcare needs of California in the
12 decades to come. Achieving our mission means ensuring the students in the class transition into
13 residency and then medical practice. For example, our Programs in Medical Education (“PRIME”)
14 program exemplifies the importance UC Health places on recruiting diverse and talented doctors
15 committed to serving communities that need them in California. PRIME’s purpose is to meet the needs
16 of California’s medically underserved populations in both rural communities and urban areas through
17 specialized training. The PRIME program started in 2004, and tailored versions of PRIME later rolled
18 out to every UC campus with a medical school. PRIME looks for medical school candidates who have
19 leadership qualities and are experienced with and committed to working with underserved populations.
20 The program combines specialized coursework, clinical experiences and mentoring in a tailored way
21 that prepares future physician leaders to provide care to specific underserved populations of nearby
22 regions. For example, the UC Irvine PRIME program focuses on the growing needs of California’s
23 Latino communities. The UC San Francisco and the UC Berkeley Joint Medical Program focus on urban
24 underserved population healthcare delivery.

25 9. The rescission of the DACA policy will impair UC Health’s efforts, such as PRIME, to
26 recruit and train doctors who are statistically more likely to serve the communities and the medical
27 specializations that California desperately needs. Research indicates that diverse doctors, like our DACA
28 students, are more likely to enter into specialties and practice in geographic regions with the greatest

1 shortage of physician services. A powerful indicator of where a medical student is likely to practice is
2 where they are from, so training exceptional students with ties to underserved areas increases the
3 likelihood that such areas will have more physicians in the future. Research also indicates that
4 physicians from minority populations are more effective in serving those same populations because of
5 improved engagement with patients. Improved healthcare delivery and outcomes drive down health
6 costs, improve community health, and increase the likelihood of economic success in that community.
7 Our DACA students are essential to achieving these powerful healthcare outcomes.

8 10. The rescission of the DACA policy is likely to prevent our DACA students from
9 completing, or even from starting, their residency training as physicians, since they will not be able to
10 work legally without employment authorization. The rescission of the DACA policy will therefore make
11 it more difficult for UC Health to deliver the kind of diverse next generation of physicians that UC
12 Health believes is critical for California.

13 11. I expect that the rescission of the DACA policy will also have an impact on patient care
14 in California's immigrant communities. Based on my experience, undocumented immigrants in general
15 are less likely to seek healthcare because they fear immigration enforcement at hospitals and healthcare
16 facilities. I believe this chilling effect would be particularly acute if our DACA medical students or
17 residents were also subject to immigration enforcement.

18 12. Moreover, the rescission of the DACA policy puts directly at risk UC Health's significant
19 investment of time and money into recruiting, retaining, and supporting its DACA-recipient students.
20 The tuition fees paid by a medical student cover less than half the cost of the student's education,
21 including residency. UC Health funds the remainder of the cost. UC Health will lose its significant
22 investment in each DACA student if that student is unable to finish school or become a practicing doctor
23 without DACA.

24 13. I am concerned that the rescission of the DACA program is likely to result in a higher
25 attrition rate for our DACA students. Medical students at UC Health are highly qualified, carefully
26 screened, and closely supported by each school. As a result, most students who start medical school at
27 UC also finish medical school; the attrition rate is otherwise quite low. However, the futility of
28 completing a medical degree without work authorization and incurring the significant debt that often

1 comes with that education and training increases the likelihood that our DACA students will not finish
2 medical school. If this occurs, both UC Health and the student will lose their investment in medical
3 training to date.

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

6 Executed on October 26, 2017 in Oakland, California.

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10 JOHN D. STOBO

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EXHIBIT 94

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

19 **UNITED STATES DISTRICT COURT**
20 **NORTHERN DISTRICT OF CALIFORNIA**
21 **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 VLAD STOICESCU-GHICA

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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, VLAD STOICESCU-GHICA, DECLARE:

2 1. I am a graduate student in Public Policy at the U.C. Berkeley Goldman School of Public
3 Policy and I am friends with Miriam Gonzalez Avila, a plaintiff in this case. I make this declaration
4 based on my personal knowledge. If called as a witness, I could and would testify competently on the
5 facts stated herein.

6 **My Background**

7 2. I was born in Romania. My mother was formerly an attorney for the Romanian
8 government. My mother and I moved to the United States when I was nine years old because my
9 mother had been promised employment and a work visa by a company in the United States.

10 3. When we got to the United States, we found out that my mother was actually not getting
11 a work visa. Still, my mother believed that our status would be adjusted, either through another
12 employer or through another family member already in the United States. As the chances of that
13 happening diminished, we continued living in the United States because my mother wanted me to get a
14 good education and have more opportunities than I would have had in Romania. Since 2002, I have
15 lived in Los Angeles County, moving between different areas of West Los Angeles and the San
16 Fernando Valley.

17 4. I learned that I was undocumented when I was a young child. My mother emphasized
18 that I should be careful not to share my immigration status with people and that I should not cause
19 trouble or draw any attention to myself. For example, I can remember being terrified of jaywalking
20 because I was worried that someone would see me or the police would stop me, the situation would
21 escalate, and it would be discovered that I was undocumented. My mother and I lived in a variety of
22 apartments when I was growing up, and we were afraid anytime we heard sounds of domestic disputes
23 in neighboring units. For us, the mere possibility of an encounter with the police – whether instigated by
24 us or someone else – was terrifying.

25 5. It was hard to watch my mother go from being a well-respected attorney to working odd
26 jobs like mall security. At one point, she was working three jobs: selling hats on a pier, as a cashier at
27 a pizza restaurant, and cleaning houses on weekends. I saw how capable and intelligent she was, and I
28 could see her frustration at the limitations of her circumstances. That was one of the reasons I worked

1 so hard in school. I felt like I had to make something of myself – there was never any other option. My
2 mother always dreamed of a different future for me, even if it often felt like believing in the impossible.
3 I always knew that I could not, and did not want, to disappoint her.

4 6. I started working part-time, cash-based jobs when I turned 16 to help my mom with rent
5 and food. I took odd jobs such as private tutoring and housesitting. My mom and I would pool our
6 money to make ends meet.

7 7. I did not tell anyone I was undocumented until my junior year of high school. I was
8 working at the college office at my high school, and it was frustrating and ironic to help people apply for
9 federal financial aid knowing that I was unable to apply. One of the other students working at the office
10 opened up to me about his status, and he inspired me to start opening up about my status.

11 8. In 2011, I was admitted to UCLA. I was so excited, but I had no idea how I was going to
12 pay for it. My mom and I managed to put together the money for my first two quarters through a
13 combination of scholarship money, part-time cash-based jobs, graduation gifts, birthday presents, and
14 borrowing some money from friends.

15 9. I commuted three hours a day by bus to and from school because we could not afford
16 separate housing for me near the campus. Money continued to be tight, and I had to take my third
17 quarter off from school to work and save money. Again, I had to find cash-based work because I did not
18 have work authorization, so I earned money by tutoring, house-sitting, painting, gardening, and web
19 design. None of this work was stable, and, apart from the web-design skills, none of it was anything that
20 I could add to my resume.

21 10. After my first year, the California DREAM Act was passed. I was able to receive
22 financial aid (for the first time) that helped with tuition, but I was still working side jobs to pay for rent,
23 books, and transportation.

24 **My Interactions with Miriam Gonzalez Avila**

25 11. I first met Miriam Gonzalez Avila at UCLA. We both joined the IDEAS organization, a
26 group dedicated to providing resources to undocumented students when we enrolled at UCLA in 2011.

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1 12. Miriam and I met 3-5 times a week throughout college working with IDEAS. We
2 worked together especially closely from 2013-2014, when we were both project directors with the
3 community service project of IDEAS.

4 13. Miriam is a hardworking, passionate person. She never held back when it came to her
5 work with IDEAS. She was always outspoken about putting her story out there and providing
6 information to others about how to access resources and pursue higher education. We worked closely
7 together to organize large conferences, like the Immigrant Youth Empowerment conference in 2014.
8 This is the biggest event IDEAS puts on every year, with 1200 people attending each year.

9 14. Miriam coordinated and led workshops in the greater Los Angeles area. These
10 presentations covered topics like updates on new and existing immigration policy, navigating financial
11 aid in the State of California, paths to higher education for immigrant youth, resume building and essay
12 writing. As the Administrative Project Director, I applied to UCLA student grants to fund this work and
13 provided logistical support. I would also join or assist Miriam in giving presentations on occasion.
14 These workshops were a lot of work. Miriam would field requests for topics, schedule the workshops,
15 and either do the presentations herself or train people to do them. She was heavily involved in at least
16 75 workshops in the 2013 school year, while she was also working part-time and attending UCLA as a
17 full-time student.

18 15. After she was granted DACA, Miriam was the first person on our team to get a driver's
19 license. She always drove people around to IDEAS-related events, like the workshops. She became
20 certified to reserve UCLA rental vehicles and would frequently be the one to take large vans of
21 volunteers to workshops and events. She used this access to drive high school students to visit various
22 colleges in LA County. When a group of IDEAS leaders traveled to Oakland to meet with UC President
23 Janet Napolitano, Miriam was our driver to and from the airport, dropping us off at homes that were
24 located 20+ miles apart. She would also drive us to fun places, like the beach. Just being able to drive
25 to the beach and relax with our friends was a big deal for us, as we had never been able to do that before.

26 16. Miriam and I have spoken about what DACA meant for us. She has a lot of people
27 counting on her and depending on her. DACA gave her a stable income with prospects for the bright
28 future she had always dreamed of.

1 17. I admire Miriam's relentless pursuit of the things she wants for herself and for the people
2 around her. Her determination inspires me. She never quits and keeps pushing for what she believes in,
3 despite any and all obstacles that are thrown in her path.

4 **How DACA Has Benefited Me**

5 18. Although I heard about DACA when it was first announced, I did not apply immediately
6 because I was worried about giving my personal information to the government. I was afraid my
7 information would be used to deport me or my mother. The initial application asked for an immense
8 amount of information, including report cards and immunization records. To release all of this to the
9 government, without someone else having gone through it first, made me nervous. By the time I finally
10 did decide to apply, I already knew several people who had received DACA status and were able to
11 work as a result of that status. It seemed like nothing bad was happening to them, and I realized with
12 DACA status I would be able to get a job to help pay for rent and school.

13 19. The fact I could renew DACA made a big difference to me when I applied. I was not
14 going to provide my information if I was just going to be vulnerable again after 2 years. It also made the
15 idea of having a career a realistic possibility for me. I started thinking about how I could actually use
16 my college degree and making long-term plans. I realized that I no longer would need to take jobs just
17 to survive.

18 20. It took me some time to put the application money together. It was especially hard
19 because we were already living month-to-month. I borrowed some money, got a scholarship award
20 specifically for DACA, and saved up some money from my odd jobs in order to cobble together the fee.
21 Writing that check was difficult because my mom and I really could have used that money for rent or
22 food. That quarter, I was unable to pay for all my books and I had to spend time in the library taking
23 notes out of borrowed text books in order to keep up in my classes.

24 21. I was granted DACA in Spring 2013. I began using my work authorization right away. I
25 was accepted for an internship that summer with the Dream Summer program through the UCLA Labor
26 Center. I worked on campus with the Department of Chicano/a Studies, doing web design support and
27 research. That internship provided a stipend, but I would not receive it until the end of the summer.
28 Because the internship payment was an award, I did not need DACA for this stipend. I was worried that

1 I would not be able to do the internship because I would have to spend the summer finding unscheduled
2 odd jobs to support myself. With DACA, I was able to get a stable part-time job that allowed me to
3 commit to the internship and also help my mom financially.

4 22. This internship, along with DACA, led to a stable part-time job with the Department of
5 Chicano/a Studies for the rest of my time at UCLA. At that point, I started taking on more of the
6 responsibility for the household bills, as my mom was struggling to keep stable work.

7 23. After graduating, I worked at the UCLA Labor Center for a year and half as the logistics
8 coordinator for the Dream Summer program. Because I had worked part-time through college, I had a
9 level of experience that allowed me to get a better salary in this job. It was a massive relief to have a
10 stable, substantial income, with a guaranteed paycheck coming in every two weeks. I finally did not
11 have to live month to month to figure out how to pay rent, and I was able to start saving money for
12 graduate school. Until that point, my bank account never had more than a couple hundred dollars at a
13 time.

14 24. DACA also allowed me to start building credit. My mom had to see an oral surgeon, and
15 I was able to finance that on credit and pay it off slowly. My mom would not have been able to get that
16 surgery if I did not have DACA. This credit history also helped me move to Berkeley and get my own
17 apartment, as landlords will either reject you or ask for a bigger down payment if you do not have good
18 credit.

19 25. I enrolled at the UC Berkeley Goldman School of Public Policy in August 2017, to get
20 my Master's in Public Policy. This degree has a public sector internship component, where I have to do
21 a professional internship in order to graduate. I will be doing this internship during the summer of 2018,
22 before my DACA expires in December 2018. I would not have been able to get this degree without
23 DACA.

24 26. I continue to work part-time to help pay my bills and help support my mother, using
25 DACA for work authorization.

26 **How the Rescission of DACA Affects Me**

27 27. The rescission of DACA has caused me a lot of anxiety. My DACA will expire in
28 December 2018, one semester before I graduate. I am very stressed about how I will pay for housing,

1 tuition, and books after my DACA status and corresponding work permit expires. My options are much
2 more limited without DACA. I will lose out on the opportunity to be employed by the university, which
3 would have given me tuition remission during my whole second year, including my last semester.

4 28. The administration's announcement terminating DACA has been a hard blow in terms of
5 what I am going to do with my life. I am getting a professional degree, and I am supposed to be able to
6 get a professional job after the program. It is incredibly upsetting to think that I will not be able to take
7 advantage of any of the opportunities that I have built through the program and through people at my
8 internship.

9 29. I am concerned about what the rescission of DACA means about everything that is tied to
10 my Social Security Number and my credit history. I will also lose out on my healthcare and retirement
11 benefits that I have paid into.

12 30. I still help my mom pay rent and bills. If I lose DACA, I will not be able to have a stable
13 job or a high enough income to support my mom. We will go back to living month to month, struggling
14 to make ends meet.

15 31. I have been public about my status as an undocumented person for some time now. I am
16 worried that people connected to me, including my mother, will be targeted for deportation now.

17 32. It is distressing to me now to think that all my hard work and investment will have all
18 been for nothing. I am questioning everything I did. I relocated, started a new program, bought
19 furniture, and established a life. It is a very real option that I end up with less than what I came to my
20 Master's program with because I used all my money and gave up working while pursuing this degree. It
21 feels like I lost my opportunity at a future.

22 I declare under penalty of perjury that the foregoing is true and correct.

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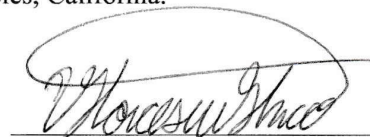
24 Executed on October 30, 2017, in Los Angeles, California.

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VLAD STOICESCU-GHICA

EXHIBIT 95

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19 **UNITED STATES DISTRICT COURT**
20 **NORTHERN DISTRICT OF CALIFORNIA**
21 **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 MARCELO M.
SUÁREZ-OROZCO, PH.D.**

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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, Marcelo M. Suárez-Orozco, declare:

2 1. I am the Wasserman Dean of the Graduate School of Education and Information Studies
3 at the University of California, Los Angeles (“UCLA”). The matters set forth herein are true and correct
4 of my own personal knowledge and, if called as a witness, I could and would testify competently
5 thereto.

6 2. In my role as the Wasserman Dean of UCLA’s Graduate School of Education and
7 Information Studies, I lead two academic departments, 16 nationally renowned research institutes, and
8 two innovative demonstration schools. My research focuses on conceptual and empirical problems in
9 cultural psychology and psychological anthropology with an emphasis on the study of migration,
10 globalization, and education. I have authored, co-authored, or edited almost 40 books and over 150
11 articles and book chapters on these topics, including on the relationship between immigration, education,
12 and achievement. My Curriculum Vitae is attached as Exhibit A.

13 3. A substantial body of research documents the negative educational, developmental,
14 physical, psychological, and other effects that growing up without authorized immigration status has on
15 children, adolescents, and young adults. DACA provided a safe and reliable mechanism through which
16 young immigrants who were brought to this country through no fault of their own—often at a young
17 age—could integrate more fully into the American communities in which they were raised.

18 4. DACA has enabled approximately 750,000 young immigrants to integrate into and
19 contribute more to communities across the country; its rescission will snatch these youngsters from the
20 stability they have come to expect and force them back into a life in the shadows as unauthorized
21 immigrants. The research is clear: current DACA recipients who are forced to return to unauthorized
22 immigration status will experience myriad negative educational, developmental, physical, psychological,
23 and other effects because of DACA’s rescission.¹

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26 ¹ See, e.g., Suárez-Orozco, Carola, *Conferring Disadvantage: Behavioral and Developmental*
27 *Implications for Children Growing up in the Shadow of Undocumented Immigration Status*, 38 J.
28 DEVELOPMENTAL & BEHAV. PEDIATRICS 424 (2017); Hirokazu Yoshikawa, Carola Suarez-Orozco, &
Roberto G. Gonzales, *Unauthorized Status and Youth Development in the United States: Consensus*
Statement of the Society for Research on Adolescence, 27 J. OF RES. ON ADOLESCENCE 4 (2017).

The Benefits of DACA

5. Recipients of DACA status share a number of defining characteristics. First, they came to this country at a young age, through no volition of their own. Because of this, DACA recipients grew up in American society and have been socialized as Americans.

6. Most DACA recipients received some or all of their K-12 education at American schools. Although their American education created opportunities, such as pursuing higher education, DACA recipients' undocumented status imposed burdens not faced by their citizen peers. For example, without their DACA status, youths cannot legally work in this country and face other hurdles such as the inability to open a bank account or travel freely.

7. DACA enabled its recipients to engage fully with society and pursue opportunities to better their lives and the lives of those around them. With the promise that they could freely live, work, travel, and pursue an education, DACA recipients enrolled in universities like UCLA, got jobs to help support their families and pay for the educations, and pursued internships and other endeavors that enriched their lives and our communities.

8. Studies of the impact of DACA reveal the measurable benefits that accrue to individuals gaining legal protections. Participation in DACA has been associated with greater experiences of incorporation and integration into U.S. society. These include greater sense of national belonging,² civic participation,³ and involvement in college activities.⁴ Rates of obtaining a driver's license, obtaining health care, opening bank accounts, and applying for credit cards are also higher.⁵ There is also some

² See, e.g., Robert T. Teranishi, Carola Suárez-Orozco, & Marcelo Suárez-Orozco, *In the Shadows of the Ivory Tower: Undocumented Undergraduates in the Uncertain Era of Immigration Reform*. INSTITUTE FOR IMMIGRATION, GLOBALIZATION, AND EDUCATION, UCLA (2015), available at <http://www.undocuscholars.org/assets/undocuscholarsreport2015.pdf>; Tom Wong & Carolina Valdivia, *In Their Own Words: A National Survey of Undocumented Millennials*. UNITED WE DREAM (2014), available at <https://unitedwedream.org/words-nationwide-survey-undocumented-millennials/>

³ Tom Wong & Carolina Valdivia, *supra* note 2.

⁴ Robert T. Teranishi, *et al.*, *supra* note 2.

⁵ Roberto G. Gonzales, Veronica Terriquez, & Stephen P. Ruszczyk, *Becoming DACAmented: Assessing the Short-Term Benefits of DACA (Deferred Action for Childhood Arrivals)*. 58 AMERICAN BEHAVIORAL SCIENTIST 1852-1872 (2014).

1 evidence that those who apply for and are awarded DACA attain higher levels of education, although the
2 pathways of causality are not clear (those who apply for DACA may be positively selected).⁶

3 9. Put simply, DACA has provided young immigrants with many important benefits. For
4 example, the UCLA study of childhood arrivals by the UndocuScholars Project found that 85.5 percent
5 of students with DACA reported a positive impact on their education. DACA recipients indicated
6 enjoying higher rates of working, greater housing & transportation stability, greater success in gaining
7 access to both scholarships and internships. Lastly, 94 percent of DACA recipients indicated a wish to
8 apply for U.S. citizenship if eligible.⁷

9 10. Research points to the mechanisms by which protection against deportation can bring
10 improvement in an immigrant child's life trajectory. First, most simply, such protection eliminates the
11 fear and anxiety that flow from the constant concerns deportation and sudden forced family separations.
12 Like removing a hobble, this allows a child, youth and emerging adult to ascend developmentally, grow
13 psychologically more secure, and attain greater educational success. Second, protections serve to
14 remove tangible barriers to economic opportunity and social integration that arise from unauthorized
15 status. Third, protections foster social trust and civic engagement with the institutions of society. Basic
16 social science research has documented these outcomes in a variety of empirical, conceptual, and
17 methodological traditions.⁸

18 11. Research further suggest that even a temporary work permit, such as those granted under
19 DACA, can set in motion a process that brings economic benefits first to the immigrants, in the form of
20 higher wages, and then to the public sector, in the form of higher tax revenue, and then to the nation as a
21 whole, in the form of a more productive labor force. Permission to work under DACA provides
22 unauthorized immigrants with better educational opportunities, a shield against workplace exploitation,
23 and grant freedom to move across the labor market to find work that best suits their skills.

24 _____
25 ⁶ Robert T. Teranishi, *et al.*, *supra* note 2.

26 ⁷ *Id.*

27 ⁸ Robert Suro, Marcelo M. Suárez-Orozco, & Stephanie L. Canizales, *Removing Insecurity: How*
28 *American Children Will Benefit From President Obama's Executive Action on Immigration*. TOMAS
RIVERA POLICY INSTITUTE AT USC & THE INSTITUTE FOR IMMIGRATION, GLOBALIZATION, AND
EDUCATION AT UCLA (2015).

The Negative Effects of The Rescission of DACA

12. Rescinding DACA will thrust its young recipients back into turmoil and anxiety of living with unauthorized immigration status, thwarting the measurable gains in human and social capital that DACA has enabled.

13. Research on the negative effects of undocumented status sheds light onto the consequences that DACA recipients will face when they lose the benefits that DACA promised. In particular, DACA recipients who lose their DACA status will likely face a slew of negative educational, developmental, physical, and psychological consequences.

The Negative Educational and Developmental Consequences of DACA's Rescission

14. Multiple studies have shown that children who grow up undocumented exhibit lower levels of cognitive development and emotional well-being throughout early childhood and adolescence than comparable children whose parents have no immigration issues. The research that has produced this finding carefully isolated the impact of immigration status from other factors such as low incomes or low levels of education among the parents.

15. As early as ages two and three, children growing up undocumented or with undocumented parents had lower cognitive skills as measured by standardized tests than comparable samples of children of parents who have no immigration issues. Research shows that the lack of a documented status is harmful to children's development—particularly their cognitive and language skills. These findings are based on a study of 380 newborns recruited hours after birth in public hospitals in New York City and then followed for three years with assessments of the children and in-depth interviews with the parents. Conducted by Hirokazu Yoshikawa, a developmental psychologist formerly at Harvard and now a professor at New York University's Steinhardt School of Culture, Education, and Human Development, the research offers a detailed assessment of how the everyday experiences of undocumented parents differ from legal immigrants in ways that can affect their children's development.

16. Professor Yoshikawa's research shows that parents are reluctant to interact with any government agencies to the point that children may not receive any resources for which they are eligible, and fear of interacting with the authorities could leave them vulnerable to criminal exploitation whether by smugglers, loan sharks or unscrupulous landlords. Undocumented immigrants tend to have more

1 restricted social connections of the sort that can help in childrearing as parents are cautious about
2 interacting with neighbors, coworkers or even a playmate’s parents out of fear their status will be
3 discovered. Finally, undocumented parents are more likely to experience exploitative work conditions,
4 including unsafe workplaces, longer hours and lower pay. Professor Yoshikawa’s study found evidence
5 of lower cognitive skills as early as twenty-four months and concluded that household-level “economic
6 hardship and psychological distress—feelings of depression, anxiety, and worry—were responsible for
7 this effect.” At thirty-six months, additional effects on cognitive skills were associated with
8 undocumented status in the household and “the disastrous work conditions of the undocumented parents
9 in the sample, combined with lower access to center-based child care.”⁹

10 17. A more generalized study based on a large data set similarly concluded that the children
11 growing up unauthorized are at greater risk of lower levels of development in the grade school years.
12 That finding emerged from an analysis of data from the 2005 California Health Interview Survey, which
13 has a sample of 43,020 households. The large sample enabled a team of researchers from the Institute
14 for Social Science Research at the University of California Los Angeles to study developmental risks for
15 children based on household level immigration status while controlling for other factors such as
16 education, income and employment.¹⁰

17 18. Many of the same impediments to full development observed in early childhood may
18 apply to middle childhood, including less frequent use of service, such as afterschool enrichment
19 programs, and greater social isolation of family networks.

20 19. Moreover, by middle childhood, a child’s cognitive skills and perspective-taking have
21 developed to a point where he or she may have become aware of legal status—their own and that of
22 their parents and siblings.¹¹ At this stage in a child’s development, “concern over the family’s legal
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24 ⁹ HIROKAZU YOSHIKAWA, IMMIGRANTS RAISING CITIZENS: UNDOCUMENTED PARENTS AND THEIR
25 YOUNG CHILDREN (2011).

26 ¹⁰ Alexander N. Ortega et al., *Documentation Status and Parental Concerns about Development in
27 Young U.S. Children of Mexican Origin*, 9 ACADEMIC PEDIATRICS 278-282.

28 ¹¹ Carola Suárez-Orozco et al., *Growing Up in the Shadows: The Developmental Implications of
Unauthorized Status*, 81 HARV. EDUC. REV. 438, 452 (2011).

1 vulnerabilities begins to seep into consciousness. They become more cognizant of the culture of fear in
2 which they live. Spanish-language television and radio frequently feature stories of deportations, and in
3 some homes, it is a topic of family conversation that children begin to metabolize.”¹²

4 20. At this stage in a child’s development, he or she is beginning to make social comparisons.
5 A child’s recognition that his or her family is different can “affect self-esteem, increase anxiety, and
6 produce internalizing symptoms” associated with depression and acting out behaviors.¹³

7 21. Development in adolescence implicates additional consequences of not having
8 documented legal status. “[T]he key developmental task of adolescence is the formation of a stable sense
9 of identity, along with finding one’s place within the community beyond immediate family. Identity
10 formation is, in part, achieved by mastering culturally marked rites of passage, such as obtaining a
11 driver’s license, getting a first job, and, for many, going off to college. Unauthorized youth are unable to
12 fully partake in these normative coming of age rituals; moreover, their identity formation is complicated
13 when they come to face a negative social mirror that portrays them as illegitimate and unwanted. For
14 many adolescents who are unauthorized or are living in mixed-status homes, adolescence is a time when
15 liminality first comes to fully destabilize their fragile world.”¹⁴

16 22. Although family and K-12 schooling often provide unauthorized adolescent immigrants
17 with relative protections, moving into young adulthood and the public sphere is shocking and renders
18 youth particularly vulnerable. These youth must “learn to be illegal. Although they might have been
19 under the initial illusion that they would have similar access to the opportunity structure as their
20 authorized peers, they are now confronted with limited life opportunities.” These youth learn that they
21 are vulnerable to deportation and have drastically limited educational and employment choices.¹⁵

23 ¹² *Id.*

24 ¹³ *Id.*

25 ¹⁴ *Id.* at 453. *See also* CAROLA SUÁREZ-OROZCO & MARCELO M. SUÁREZ-OROZCO, CHILDREN OF
26 IMMIGRATION (2001); CAROLA SUÁREZ-OROZCO, ET AL., LEARNING A NEW LAND: IMMIGRANT
STUDENTS IN AMERICAN SOCIETY (2008).

27 ¹⁵ Carola Suárez-Orozco, *supra* note 11, at 454.

28

1 23. The consequences of a young immigrant’s undocumented status manifest in a variety of
2 ways. For example, one survey of over 909 college students found statistically higher levels of anxiety
3 in young college students who are unauthorized immigrants compared to standard measures of their
4 peers in the general population.¹⁶

5 24. In sum, the negative consequences of unauthorized status, including limited access to
6 services and opportunities, fear of deportation and forced family separations, have long-term and
7 tangible developmental effects on the lives of their children and youth. Eliminating these negative
8 consequences increases a child’s cognitive development and well-being in childhood, middle-childhood,
9 and adolescence.

10 *The Negative Physical and Health Consequences of DACA’s Rescission*

11 25. Research suggests household-level undocumented status poses obstacles to access many
12 means-tested benefits. An in-depth study of three communities by Randolph Capps and colleagues at the
13 Urban Institute revealed that families go to great lengths to avoid contact with social service providers
14 despite their children’s program or service eligibility for fear of being identified as undocumented and
15 deported.¹⁷

16 26. Researchers from the Center for Family and Demographic Research analyzed data
17 collected by the Survey of Program Dynamics and found that food insecurity among the children of non-
18 citizens has been higher and more persistent since the passing of the Personal Responsibility and Work
19 Opportunity Reconciliation Act, which made non-citizens ineligible for federally funded food assistance
20 programs.

21
22 _____
23 ¹⁶ Robert T. Teranishi, *et al.*, *supra* note 2.

24 ¹⁷ Children and youth with unauthorized status are excluded from most means-tested federal and
25 associated state programs. This includes sources of health or mental health care such as Medicaid,
26 Medicare, or Children's Health Insurance Programs (CHIP) (aside from emergency care and care
27 provided during the perinatal and immediate postnatal period); publicly funded job training; public
28 housing; Supplemental Nutrition Assistance (SNAP, or Food Stamps); the Earned Income Tax Credit;
Social Security; and cash welfare assistance (TANF or Temporary Assistance for Needy Families).
Unauthorized immigrants are also ineligible for the expanded health insurance coverage through
exchanges provided by the Affordable Care Act.

1 30. UCLA scholar Leisy J. Abrego’s study based on 200 interviews conducted between 1998
2 and 2010 with Central American immigrants in Los Angeles and Phoenix and in sending communities,
3 found that fear of detention and deportation generated “normalized but cumulative injurious effects” in
4 work, family and school contexts. Some of those effects include restricted social integration and
5 impeded upward mobility.²²

6 31. A recent UCLA study of undocumented youth who were brought to the United States as
7 children and are now in college found very high levels of anxiety due to fears of deportation. The
8 UndocuScholars Project at UCLA conducted a survey of 909 undocumented undergraduates in 2014 and
9 found that more than three-quarters expressed worries about being deported and more than half reported
10 knowing someone who had been deported. These worries and other aspects of the insecurity that comes
11 from being unauthorized translated into measurable consequences for the respondents’ health. Among
12 male subjects 28.5 percent produced scores on a standard anxiety screening that were above the cutoff
13 for a clinical diagnosis; for females, it was 36.7 percent. In comparison, the shares in a population of
14 college students with no reason to fear deportation would be 4 percent and 9 percent, respectively.²³

15 32. In summary, rescinding DACA will return the youth who have benefited from the
16 program back into the shadows of society, and to living in the state of fear and precariousness that
17 triggers the negative consequences described above. Without DACA’s promise that they can pursue
18 their education and work and travel freely, these young people—who are Americans in every way
19 except on paper—will likely lose the motivation to pursue their education, the means to work and
20 support themselves and their families, and the psychological and social stability upon which they have
21 come to rely.

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

24 Executed on October 27, 2017, at Los Angeles, California.



Marcelo M. Suárez-Orozco

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26
27 ²² Cecilia Menjivar, & Leisy J. Abrego, *Legal Violence: Immigration Law and the Lives of Central*
28 *American Immigrants*. 117 AMERICAN JOURNAL OF SOCIOLOGY 1380-1421 (2012).

²³ Robert T. Teranishi, *et al.*, *supra* note 2.

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University Professor, New York University, 2005-2012.

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PUBLICATIONS

Books, Edited Books, & Volumes

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Op-Eds

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SELECTED INVITED PRESENTATIONS

The Catastrophic Migrations of the 21st Century: Implications of Education and Schooling. The Pontifical Academy of Sciences, the Pontifical Academy of Social Sciences, The Holy See. Ethics in Action 3: Migrants and Refugees, Vatican City, May 25, 2017.

Humanism and Mass Migration. Keynote Address. The Pontifical Academy of Sciences, the Pontifical Academy of Social Sciences [The Holy See] and the UCLA Graduate School of Education and Information Studies Workshop on Humanitarianism and Mass Migration. University of California Los Angeles, January 18, 2017.

Global Migration, Diversity, and Civic Education. Keynote Address. Center for Multicultural Education. The University of Washington, Seattle. February 10, 2017.

Learning in the Age of Complexity and Diversity. Invited Address. Second Annual Dyslexia Summit-Cognitive Diversity Project: Embracing Difference. Beckman Hall, Chapman University, Orange California, October 28, 2016.

Globalization 2.0: Further Thoughts on Children & Youth in an Interconnected World. Inaugural Address. Learning Outside the Lines: Children and Youth in an Interconnected World. College of Behavioral and Social Sciences, University of Maryland, College Park, September 28, 2016.

Citizenship in the Age of Globalization. Plenary Session with Howard Gardner. The Future of Learning. Project Zero Harvard University, Cambridge MA, July 26, 2016.

Public Scholarship & Immigrant Students. AERA Presidential Session. Washington, DC, April 10, 2016.

Public Scholarship on Global Migration & Structural Inclusion. AERA Presidential Session, Washington, DC, April 8, 2016.

The Empire of Suffering: Rethinking Mass Migration in the Age of Dystopia. Colloquium Series. Department of Sociology, University of Pennsylvania, PA. April 1, 2016.

From Local to Global: Public Research Universities in the 21st Century. (With UCLA Chancellor Gene Block, UCR Chancellor Kim Wilcox and AAAS President Jonathan Fanton). American Academy of Arts and Sciences. UCLA, Los Angeles, CA. February 4, 2016.

Education in the Age of Mass Migration. The 2016 Carl and Alice Daeufer Endowed Education Lecture. The University of Hawai'i, Mānoa, College of Education. Hawai'i, January 20, 2016.

Mass Migration & Education in the 21st Century – Policy Options: A view from the World of Research and Practice. Invited Address to the Legislature, State of Hawai'i. Honolulu, HI, January 21, 2016.

Immigration Today. Chancellor's Thought Leaders Series. The Chancellor's Residency, The University of Hawai'i at Mānoa, January 21, 2016.

The Empire of Suffering: Further Thoughts on Mass Migration in the Age of Dystopia. Keynote Address. Transforming Migrations, UC Irvine 50th Anniversary Academic Symposia, Irvine, CA, October 9, 2015.

Rethinking Education in the Age of Vertigo. Keynote Address. California Association for Asian and Pacific American Education. California State University at Northridge, Northridge, CA, July 31, 2015.

The Ninth Circuit in the Age of Mass Migration. Keynote Address. 2015 Ninth Circuit Judicial Conference. San Diego, CA, July 14, 2015.

After Immigration: New Anxieties in the Age of Global Vertigo. Keynote Address. Paulo Freire Institute, UCLA, April 24, 2015.

In the Shadows of the Ivory Tower: Findings from America's First Survey of Undocumented College Students. Invited Lecture. Steinhardt Institute for Higher Education, New York University, NYC, April 2, 2015.

Undocumented Undergraduates in American Colleges. Invited Lecture. Center for American Progress. Washington, DC. March 31, 2015.

Globalization, Mass Migration and Inequality: Further Thoughts on Education in the Age of Vertigo. The Marian Miner Cook Athenaeum Series, Claremont University Consortium, Claremont, CA, March 3, 2015.

Unaccompanied Child Migration 2.0. Invited Address. Unaccompanied Child Migration Symposium. The Kenan Institute for Ethics at Duke University, Durham, NC, February 23, 2015.

Educating Immigrant Children for the 21st Century. Keynote Address. Early Childhood Education and Care & Early Language Learning Conference. Council of Europe, the Italian Presidency, and the Italian Ministry of Education. The Loris Malaguzzi International Center, Reggio Children. Reggio Emilia, Italy, December 17, 2014.

Demographic Shifts: Impacts on Education. Invited Keynote. The National Academy of Education. The National Academy of Sciences, Washington DC, November 15, 2014.

Rethinking Education in the Age of Global Vertigo: Further Thoughts on Globalization, Immigration and Inequality. Keynote Address. Third Annual Research Colloquium, California State University Northridge, CA, October 29, 2014.

Education and Equality: A Response to Danielle Allen. Discussant: The Tanner Lectures on Human Values, Center for Ethics in Society, Stanford University, CA, October 9, 2014.

Education Tools and Methods. Roundtable Discussion, Session Chair. The Blouin Creative Leadership Summit. The Museum of Modern Art, New York, NY, September 24, 2014.

The Three Faces of Herod: Unaccompanied Children at the US Southern Border. Vatican Symposium on International Migration and Development. Invited Lecture. Mexican Ministry of Foreign Affairs & the Holy See, Mexico, DF, July 14, 2014.

Global Migration-Demographic & Cultural Changes. Invited Lecture. Contributions Council of the Conference Board. National Civil Rights Museum, Memphis, TN. June 24, 2014.

Education for Hyper-Diversity. UCLA Student Affairs Staff Meeting, UCLA, Los Angeles, CA, May 5, 2014.

The Children of Immigrants at School: A Comparative Look at Integration in the United States and Western Europe. Introductory Address. The Graduate Center CUNY, New York. May 1, 2014.

Access in Education: Why Civil Rights in Schools Still Matter. Roundtable Discussion. UCLA, GSE&IS Dean's Distinguished Speaker Series, UCLA, Los Angeles, CA, April 14, 2014.

Education and Immigration. Roundtable Discussion. Conversation with an Expert, Edward. R. Roybal Learning Center, Los Angeles, CA, April 10, 2014.

Education in the Age of Mass Migration and Superdiversity. Invited Keynote. Conference on Heritage/Community Languages, UCLA. Los Angeles, CA, March 7, 2014.

Making a Difference in Urban Schools: Drawing Lessons from the Field. Introductory Address. UCLA, GSE&IS Dean's Distinguished Speaker Series, UCLA, Los Angeles, CA, February 24, 2014.

Education and Educating in the Age of Migration and Superdiversity. Invited Keynote. International Conference: Migration and Education, University of Hildesheim, Hildesheim, Germany, February 20, 2014.

Rethinking Migration and Education in the Age of Global Vertigo. Invited Lecture. Hertie School of Governance, Berlin, Germany, February 19, 2014.

Making Education Work for Latinas. Roundtable Discussion. GSE&IS Dean's Distinguished Speaker Series, UCLA, Los Angeles, CA, December 2, 2013.

Educating Immigrant Children. Invited Lecture. Bread and Brain, Education and Poverty, Pontifical Academy of Sciences, Casina Pio IV, Vatican City, Rome, November 4, 2013.

The Empire of Suffering: Trafficking of Children in the Global Millennium. Invited Lecture. Trafficking in Human Beings: Modern Slavery. Pontifical Academy of Sciences, Casina Pio IV, Vatican City, November 2, 2013.

Rethinking Immigration & Education in the Global Era. Invited Lecture. University of Southern California, Los Angeles, CA, October 29, 2013.

Latinos in the 21st Century: Continuities and Change. Invited Keynote. Florida State University, Tallahassee, FL, October 15, 2013.

Today is the Future. Univision Education Town Hall. Roundtable Discussion. Ackerman Grand Ballroom, UCLA, Los Angeles, CA, October 4, 2013.

Education Methods and Ideas. Invited Address. The Blouin Creative Leadership Summit. The Metropolitan Club, New York, NY, September 24, 2013.

From Blackboards to iPads: Examining Education in the 21st Century. Roundtable Discussion. Education Policy Salon, Los Angeles, CA, September 16, 2013.

Beyond Immigration Reform. Televised Education Town Hall. National Council of La Raza Annual Meeting. New Orleans, Louisiana, July 20, 2013.

Education for Citizenship in the Public University-Israel & the US. Invited Address. Association for Israel Studies 29th Annual Meeting. UCLA School of Law, Los Angeles, CA, June 24, 2013.

Education Minor Spring Reception. Invited Keynote. Department of Education, UCLA, Los Angeles, CA June 4, 2013.

The Future of California: Immigration & Education. Keynote Address. Antioch University Board of Trustees Forum, Santa Barbara, CA, May 29, 2013.

Human Development in Latino Contexts: Cultural, Neural, and Applied Perspectives. Invited Lecture. UCLA, Los Angeles, CA, May 23, 2013.

What Would Immigration Reform Mean for Los Angeles? Invited Zócalo/Azteca America/California Community Foundation Roundtable, The California Endowment, Los Angeles, CA, May 1, 2013.

Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America's Schools. Roundtable Discussion. UCLA, GSE&IS Dean's Distinguished Speaker Series, UCLA, Los Angeles, CA, April 24, 2014.

Globalization and Education: Implications for Business. Invited Keynote. ATT Business Forum, ATT Headquarters, Dallas, TX, April 17, 2013.

Latino Youth in America: The Education Imperative. Invited Keynote. Kansas State University, Manhattan, Kansas, March 27, 2013.

Issues of Identity: Immigration's Echo & Alternate Perspectives on Definitions of Civic Engagement. (Carola Suárez-Orozco, Marcelo Suárez-Orozco & Maria Hernandez). Invited Address. Youth Civic Development and Education Conference, Stanford University Graduate School of Education, Stanford, CA, February 7, 2013.

Policy Scholars on Undocumented Students. Roundtable Discussion. Graduate Student Policy Seminar, ASHE, The Cosmopolitan Hotel, Las Vegas, NV, November 14, 2012.

Immigration, Education, and Language Research, Invited Lecture. GSE&IS, UCLA. Los Angeles, CA, November 9, 2012.

(Re) Imagining Immigration and Education in the Era of Global Vertigo. Keynote Address. Imagining a World where it is Easier to Love. Celebrating the 10th Anniversary of the Paulo Freire Institute at UCLA, Los Angeles, CA, September 19, 2012.

The Futures of Learning Roundtable Discussion K. Anthony Appiah, Howard Gardner, and Marcelo M. Suárez-Orozco.) Harvard University Graduate School of Education. Cambridge, MA, August 3, 2012.

Immigration in America Today: New Data, New Opportunities, New Constraints. Keynote Address. The United Nations Alliance for Civilization Fellows Program. Institute for International Education, United Nations Plaza, May 7, 2012.

Educating the Whole Child for the Whole World. Keynote Address. The National Reading Campaign/Campagne sur la Lecture. Simon Fraser University, Vancouver, Canada, May 2, 2012.

Educating Children for the 21st Century. Rutgers University Graduate School of Education Keynote Address, Rutgers, NJ, March 27, 2012.

Educating the Whole Child for the Whole World. The Rivers School of Weston, Weston, MA, March 26, 2012

The New Normal in American Immigration. Keynote Address. Harvard Club of New York City, New York, March 21, 2012.

Growing Up in the Shadows: The Children of the Unauthorized Come of Age. Invited Address, Conference on "Immigration in the Wake of the Great Recession," The Thomas Rivera Policy Institute, University of Southern California, Los Angeles, March 5, 2012.

In the Shadows: The Educational Implications of Unauthorized Status. (Carola Suárez-Orozco and Marcelo Suárez-Orozco). Keynote Address. The 29th Teachers College Annual Winter Roundtable. Teachers College of Columbia University, New York, February 24, 2012.

Rethinking Immigration and Education in the Age of Global Vertigo. Keynote Address, The Center for Civic Engagement, College of Arts and Sciences, College of Education and Human Sciences, Department of Psychology, Department of Anthropology and UNL Research Council and the Faculty Senate Convocations Committee, University of Nebraska, Lincoln, February 6,

Educating Immigrant Children for the 21st Century: Lessons from around the World. The Lincoln Community Foundation. Lincoln Nebraska, February 7, 2012.

Globalization and Education. Keynote Address. Heritage Languages and Social Cohesion. Lycée Français de New York. New York, November 5, 2011.

Immigration and Business after the Crisis. Keynote Address, Grand Valley State University School of Business, Grand Rapids, Michigan, October 13, 2011.

Acting on the Dream: Immigrant Students at the Crossroads. Hispanic Heritage Celebration. Keynote Address. The Intercultural Center for Peace, Northern Florida State University, Jacksonville, Florida, October 3, 2011.

The Futures of Immigration: Scholars and Journalists in Dialogue. The Nieman Foundation for Journalism at Harvard, Cambridge MA, September 30, 2011.

Education and Global Civil Society. Dialogues on the Global Civil Society with the Right Honourable Gordon Brown, former Prime Minister of the United Kingdom. New York University, NYC, September 21, 2011.

Further Reflections on Education for the Global Era. Invited Address. The Blouin Creative Leadership Summit. The Metropolitan Club, New York City, September 20, 2011.

Immigration and Education in the Age of Global Vertigo. Invited Address with an introduction by Dean Delia Garcia. College of Education, Florida International University, Miami, Florida, September 14, 2011.

Global Migrations: Identities and Education for the 21st Century. Invited address Tercer Encuentro Mundial: Valores y Cultura de la Legalidad with His Holiness the 14th Dalai Lama of Tibet. Monterrey, Mexico, September 9, 2011.

Immigration: The Long View. Keynote Address. Yale Summer Institute on Colonial Latin America. El Museo del Barrio, New York City, July 8, 2011.

Immigration Nation? Keynote Address. The Harvard Club, New York City. May 18, 2011.

Immigration Today: Japan-US Comparisons. Invited Address. International Conference on Immigration in Japan and the U.S. School of International Relations and Pacific Studies. University of California, San Diego, CA, May, 6, 2007.

Acting on the Dream. Keynote Address, Dominican Studies Institute Research Library. The City College of New York, April 28, 2011.

Immigration in Troubled Times. Invited Lecture. Goldman School of Public Policy, U. C. Berkeley, CA, April 21, 2011.

Educating the Whole Child for the Whole World. Keynote Address. Graduate School of Education, Rutgers University, Rutgers, NJ, April 15, 2011.

Immigration and the Family: Theoretical Considerations. Invited Lecture. The NORFACE Research Programme on Migration. University College London, April 8, 2011.

Immigration and Education in the 21st Century. Keynote Address, New York Department of Education, The Museum of the City of New York, March 8, 2011.

Rethinking Immigration in the Era of Vertigo. Keynote Address, NYU in Boca Raton (NYU Alumni Office and NYU Development Office), Florida, February 23, 2011.

Immigration and Language. Keynote Address. The Minority Student Achievement Network Conference. University of Massachusetts, Amherst, December 7, 2010.

Immigration's Vertigo. Invited Lecture. American Academy of Child Psychiatry Annual Meeting. New York City, October 30, 2010.

Rethinking Latino Education. Keynote Address. Center for Latino Policy Research. University of California, Berkeley, CA, October 28, 2010.

Latinos in North America: Educational Implications in the Global Era. Keynote Address. 5th Hispanic Congress on Education. The Spanish Speaking Education Network, York University, Toronto, Canada, October 23, 2010.

The Global Migration Vertigo. The Dow Lecture on Conflict and Community, Saginaw Valley State University. Saginaw, Michigan, October 12, 2010.

Globalization and Education, 2.0. Keynote Address, the United Nations International School. New York, October 11, 2010.

Latinos and Immigration. Keynote Address, Harvard Faculty Club, Cambridge, MA. October 8, 2010.

Rethinking Latino Immigration and Health. Keynote Address. The Latino Health Forum, Harvard Medical School, Boston, MA, October 7, 2010.

Global Migration: New Realities. Keynote Address. Fondazione Cariplo/Bertelssman Stiftung International Conference on No Dialogue, No Citizenship. Teatro Piccolo Grassi, Milano, Italy, October 1, 2010.

Anti-Anti Immigration. Invited Lecture. Department of Anthropology and Center for Latin American Studies. University of California, Berkeley, CA, September 24, 2010.

Education; Technology and the Democracy of Knowledge in the Global Era. Invited Lecture. Blouin Creative Leadership Summit. The Metropolitan Club. New York, September 23, 2010.

Arizona's Firestorm: A Conversation between President Vicente Fox and Marcelo M. Suárez-Orozco moderated by Chrystia Freeland <http://www.youtube.com/watch?v=RTsTYd6MG6A> . Google Zeitgeist. Camel Back, Arizona, September 14, 2010.

State, School and Diversity in the Era of Mass Migration. Keynote Address. Calouste Gulbenkian Foundation, Lisbon, Portugal, June 7, 2010.

Learning a New Land: Latino Immigrant Students in American Society. Keynote Address. Princeton University Symposium on Latinos in America. Princeton, NJ April 10, 2010.

The Italian Immigration Crisis through American Eyes. The Second Annual Transatlantic Dialogue on Migration. Villa La Pietra, NYU, Florence, Italy. March 17, 2010.

Rethinking Global Migration. Keynote Address. The Nassau Club. Princeton, NJ, February 17, 2010.

Reflections Immigration and the Struggle for Civil Rights. Keynote Address. Martin Luther King, Jr. and the Dream Act. New York University School of Law, January 18, 2010.

Immigration's Unbearable Normalcy: Further Thoughts on Global Migration. Institute for Advanced Study, Princeton, NJ, January 14, 2010.

Immigrant Youth In Public Participation. The Public Participation Network. MacArthur Foundation. Charles Hotel, Cambridge, MA, January 7, 2010.

Immigration through the Eyes of Young People. Keynote Address on International Migrants Day, United Nations Headquarters. United Nations, New York, Dec. 18, 2009.

Rethinking Immigration in the Age of Global Vertigo. Keynote Address. Migrations and Transnational Identities: Crossing Borders, Bridging Disciplines. The Humanities Institute at Stony Brook, Nov. 13, 2009.

Rethinking Immigration, Education, and Language in the Age of Global Vertigo. Keynote Address. King Juan Carlos of Spain Center Conference on Immigration, Education and Language: A Spain/USA Perspective. New York University, November 12, 2009.

The New, New Immigration. Keynote Address. Migration Studies Project. Penn State University. November 2, 2009.

The State of Latino Children and Youth. Keynote Address. National Council of La Raza Children's Symposium. Washington, D.C., October 22, 2009.

Immigration, Race and the Academy. Keynote Address. Race in the Academy Lectures. Graduate School of Education, University of Pennsylvania. October 21, 2009.

A Cultural Psychology of Immigration in the Age of Global Vertigo. The Distinguished Lecture Series. The Graduate School, Princeton University, Princeton, NJ, October 14, 2009.

Immigration and Education. Keynote Address. Hispanic Heritage Month, University of Arkansas, Little Rock. October 5, 2009.

Education: Cognitive and Digital Tools for the Minds of the Next Generation. The Global Creative Leadership Summit. Louise Blouin Foundation and the United Nations Office for Partnerships. The Metropolitan Club, New York. September 24, 2009.

Globalization and the Future of Learning. A conversation with Howard Gardner and Fernando Reimers. The Future of Learning Workshop. Project Zero. Harvard Graduate School of Education, August 5, 2009.

Latino Immigration and Education. Keynote Address. The Northeastern Illinois University Symposium on Latinos in Chicago. June 6, 2009.

Biliteracy and Immigration: The Power to Connect. Keynote Address. Michigan Association of Bilingual Education. Michigan State University, East Lansing, MI May 15, 2009.

Immigration and Health. Keynote Address. Harvard School of Public Health. California Endowment Fellows Program. Cambridge, MA, May 4, 2009.

Immigrants in Dialogue. The Second United Nations Alliance for Civilization Forum. United Nations, Istanbul, Turkey, April 7, 2009.

Global Migration and Education in the 21st Century. Keynote Address. Bahçeşehir Üniversitesi, Istanbul, Turkey, March 18, 2009.

Rethinking Integration in the Global Era. The Immigrant and the City. Villa La Pietra, NYU Florence, March 23, 2009.

Immigration and the Future of Education. UNCW Leadership Lecture Series. University of North Carolina at Wilmington, February 9, 2009.

Exploring Immigration. Keynote Address, State University of New York at Old Westbury. February 5, 2009.

Learning a New Land: Mixed Methods in the Study of Immigration. UCLA Graduate School of Education and Information Studies, January 30, 2009.

Immigration and Universal Human Rights. Hope, Critique & Possibility: Universal Rights in Societies of Difference on the 60th anniversary of the Universal Declaration of Human Rights. Harvard Law School, Cambridge, MA, November 20, 2008.

The Perfect Storm: Immigration, Schools and the State. Keynote Address. Bertelsmann Foundation 11th Conference on School Developments in Germany, Gurtersloh, Germany, November 11, 2008.

Mass Migration: The Human Face of Globalization. Keynote Address. Migration: The Syracuse University Symposium. Syracuse, New York, October 28, 2008.

Learning a New Land: Immigrant Youth and the Globalization of America. Keynote Address, The 25th Symposium Lecture Series, Center for Multicultural Education, University of Washington, Seattle, WA, October 24, 2008.

Covering Immigration: Journalists and Scholars. Introductory Address. The Neiman Foundation for Journalism at Harvard University and Immigration Studies at NYU conference on Immigration Today, Cambridge, MA, October 3, 2008.

Interdisciplinary Reflections on Comparative Migration. Keynote Address. The President's Lecture Series, Western Connecticut State University, Danbury, CT, September 17, 2008.

The New Immigration to the United States. Dinner Address. United States Conference of Catholic Bishops. Washington, DC, July 28, 2008.

Global Flow: How Migration is changing the World. Dinner Address. The Board of Directors of the Western Union Company. The Peninsula Hotel, New York City, July 24, 2008.

Immigrant Youth: The Research Agenda. Keynote Address. The Funders Meeting of The Annie E. Casey Foundation. Baltimore, MA, June 23, 2008.

The New Inter-American Migration System. Keynote Address, The Western Union Latin American Agents Meeting, Panama City, Panama, June 3, 2008.

Immigrant Youth in Interdisciplinary Perspectives: New Findings from the LISA Study of the Harvard Immigration Projects. Keynote Address. Fundació Jaume Bofill, Barcelona, Spain, May 12, 2008.

Education, Globalization, and Culture. Keynote Address. CIIMU, the City Barcelona, and the University of Barcelona Symposium on Educacion, globalizacion e interculturalidad, Barcelona, May 15, 2008.

Immigrant Children, Youth, and Families: New Findings from the LISA Study. Cornell University's National Children, Youth and Families at Risk (CYFAR) Conference, San Antonio, Texas, May 8, 2008.

Psycho-Social Reflections on Immigration Today. Keynote Address. Immigration and HIV/AIDS. New York. St. Vincent's Hospital and NYU Hospital, The Kimmel Center, New York University, May, 2, 2008.

Immigration and American Democracy. The Lawrenceville School Senior's Capstone Lecture. Princeton, NY, April 15, 2008.

Immigration and Globalization. Class of '48 Lecture, the Burgin Center's Simon Theatre, Mercersburg Academy, Mercersburg, PA, April 14, 2008.

Why Migrate? Keynote Address. The First Year Experience, SUNY Old Westbury, NY, April 7, 2008.

Immigration and the Law: Comparative Reflections. Invited Address, New York University School of Law, NY, April 4, 2008.

Immigration and Latin America Today. Keynote Address. The Honors College, Kent State University, Kent, Ohio, April 1, 2008.

Dual Language: A Passport to Global Citizenship. Keynote Address. New York City Department of Education Dual Language Symposium, New York University, NY, March 27, 2008.

Education for Citizenship in the Global Era (with Carola Suarez-Orozco, Howard Gardner and The Hon. Graziano Del Rio. Mayor of Reggio Emilia). Centro Internazionale Loris Malaguzzi, Reggio Emilia, Italy, March 18, 2008.

Learning a New Land: Immigrant Students in American Society. Keynote Address. International Education Student Conference, New York University, NY, March 13, 2008.

Global Moves: How Migration is changing the World. Keynote Address. Western Union Kickoff Conference, Fort Lauderdale, FL, February 12, 2008.

Waves of Migration: Implications for Stakeholders in Business and Society. Keynote Address. Joint Meeting of the Contributions Council I and II, Arizona State University, Tempe, AZ, February 5, 2008.

Immigration, Education and Integration: The View from the United States. Invited address. The Bertelsmann Foundation Conference of Global Immigration, Education, and Integration, Berlin January 24, 2008.

Writing Immigration. Keynote Address. The Neiman Foundation for the Study of Journalism, Harvard University. Cambridge, MA, December 12, 2007.

Rethinking Immigration and Education. Keynote Address. Annual Meeting of the Texas Educational Agency Leadership Council, Dallas, TX, November 7, 2007.

Immigration and Education Today. Keynote Address. Grand Rapids Community College, Grand Rapids MI, October 24, 2007.

Integration and Education in the 21st Century. Invited Address at the German Foreign Office, Berlin, October 17, 2007.

Education for Globalization. Keynote Address. Pittsburgh Area Independent School Teachers' Association Annual Conference, Pittsburgh, PA, October 8, 2007.

Immigrants in the US Education System and Abroad. Keynote Address. Jobs for the Future Double the Numbers National Conference, Washington, DC, October 4, 2007.

What is Globalization? Keynote Address to the Faculty. The Ross School, East Hampton, New York. August, 20, 2007.

Migration Today; Reflections on the Mexican Experience in Longitudinal Perspective. (Carola Suárez-Orozco and Marcelo Suárez-Orozco). Keynote Address. Universidad Popular Autonoma del Estado de Puebla, Mexico, August 9, 2007.

Migration and Culture: A Dialogue for Integration. Roundtable with the Hon. Felipe González. Former Prime Minister of Spain, the Hon. Dominique de Villepin, Former Prime Minister of France, Joseph Stiglitz and others. The Atman Foundation, Madrid, Spain, June 15, 2007.

The Schooling Pathways of Immigrant Youth. Keynote Address. Jaume Bofill Foundation and Universitat Oberta de Catalunya, Barcelona, Spain, May 22, 2007.

The Access of Immigrants and Their Families to a Decent Standard of Living. Keynote Address. The Pontifical Academy of Social Sciences XVIII Plenary Session on Charity and Justice in the Relations Between Nations. Vatican City, May, 1, 2007.

The Education of Immigrant Students: 25 Years After Plyer v Doe. Invited Presidential Panel. AERA Annual Meeting, Chicago, Ill. April 10, 2007.

Good Work in the Global Era. Invited Fireside Chat – with Howard Gardner. AERA Annual Meeting, Chicago, Ill. April 9, 2007.

Global Moves: How immigration is transforming the U.S. Keynote Address. Department of Educational Leadership and Policy Studies, Southern Connecticut State University, New Haven, April 2, 2007.

Immigration and American Citizenship. The Weil Lecture on American Citizenship. University of North Carolina at Chapel Hill, March 28, 2007.

Rethinking Latin American Immigration to the United States. Keynote Address. The Institute for the Study of the Americas, University College, London, March 14, 2007.

Immigration and the Family. Invited lecture. Annual Meeting of the National Center for Family Literacy. Orlando, FL, March 3, 2007.

Immigration and Education: The Texas Experience in Global Context. Keynote Address. Annual Meeting of the Texas Educational Agency Leadership Council, Austin, TX, January 10, 2007.

Race and Immigration: Challenges and Opportunities for the New American Majority. Moderator. El Museo del Barrio, New York, December 9, 2006.

Reflections on Global Migration: The US Case. Invited lecture. The Africa House Conference of International Migration, New York University, NY, December 5, 2006.

Migration and Education in the Global Era. Keynote Address. Annual Meeting of the Association for the Study of Higher Education, Anaheim, CA, November 3, 2006.

Immigration Reform. Keynote Address. New York University School of Law Conference on Immigration and the Law, New York, October 27, 2006.

Moving Stories: The Academic Pathways of Immigrant Youth (with Carola Suárez-Orozco). Keynote Address. The Askwith Forum at Harvard University, Graduate School of Education, Cambridge, MA, October 23, 2006.

Migration in the Americas. Keynote Address to School Assembly. Phillips Academy, Andover, MA, October 11, 2006.

Covering Immigration: What Every Journalist Needs to Know but is Afraid to Ask. Keynote Address. Neiman Foundation for Journalism at Harvard University, Cambridge, MASS, September 27, 2006.

Who is An American? The Immigration Debate After 9/11. Keynote Address. The Gerald R. Ford Presidential Museum and the Hauenstein Center for Presidential Studies, Grand Rapids, Michigan, September 19, 2006.

The New Immigration: Conceptual and Empirical Considerations. Keynote Address. Columbia Basin College Faculty Development Conference, Pasco, Washington, September 14, 2006.

Immigration Today: US Dilemmas and Options. Keynote Address. Kennesaw State University's Conference on Georgia's Undocumented Workforce, Kennesaw, Georgia September 8, 2006.

Education and the Challenges of Globalization. Keynote Address. Manhattan's Region 9 Principals and Senior Leadership Annual Conference. Stuyvesant High School New York, August 30, 2006.

Globalization and Education. Keynote Address. American Educational Research Association and Teachers College, Columbia University, New York, August 19, 2006.

Educating Students for the 21st Century. Keynote Address. National Conference of State Legislators. Nashville, TN, August 18, 2006.

Immigrants and the Achievement Gap (with Carola Suárez-Orozco). Invited presentation. The Achievement Gap Initiative at Harvard University. Kennedy School of Government, Cambridge, Massachusetts, June 19m 2006.

Rethinking Global Migration: New Realities, New Opportunities, New Challenges with the Hon. Mary Robinson, Former President of Ireland and Former UN High Commissioner for Human Rights and the Hon. Luis Ernesto Derbez, Foreign Minister of Mexico. New York University, New York, May 25, 2006.

Immigrant Students in the 21st Century. Keynote Address, The Massachusetts Elementary School Principals Association Annual Meeting, Cape Cod, Massachusetts, May 4, 2006.

Latin American Emigration Today: Data, Concepts, and Reflections. Keynote Address. International Migration: The Human Consequences of Globalization. Second Colloquium of the Ministry of Foreign Affairs and the Pontifical Academy of Social Sciences, Mexico City, Mexico, March 27, 2006.

Global Migration Today: The Best of Times, The Worst of Times. Speakers on the Square Lecture. New York University, New York, March 23, 2006.

The Second Generation. Invited Lecture Delivered to the NYU School of Law, New York, March 21, 2006.

Immigration Policy Today: US Perspectives. Keynote Address Delivered to Visiting Dignitaries of the United States Department of State, New York City, March 16, 2006.

Globalization and Education. Keynote Address. Annual Meeting of the National Association of Independent Schools. Fleet Center, Boston MA, March 1, 2006.

The Latino Second Generation: What is New? What is Different? Keynote Address. The Young Latino Second Generation Conference. Telemundo/NBC, Nokia Theatre, New York City, February 28, 2006.

Globalization, Immigration and Education. Keynote Address. The Penn Ethnography Forum. University of Pennsylvania, PA, February 24, 2006.

Immigration and Education Today. Presentation to the Dean's Council, Steinhardt School of Education, New York University, New York, January 23, 2006.

Globalization and Education. Keynote Address. Join Workshop of the Pontifical Academy of Sciences and the Pontifical Academy of Social Sciences. Vatican City, November 17, 2005.

Educating the Global City, IGEMS Inaugural. The Great Hall, Cooper Union. New York City, November 1, 2005.

Rethinking the New Immigration. Invited Address. Centrum voor Sociale en Culturele Antropologie, Katholieke Universiteit te Leuven, Belgium, October 26, 2005.

Globalization, Immigration and Education: Some empirical findings and conceptual problems in an emerging field. Keynote Address. The Leuven Seminar on Globalization. Catholic University of Leuven, Belgium. October 25, 2005.

Globalization, Culture and Education. Keynote Address. The Antwerpen Seminar. Antwerp University, Belgium, October 24, 2005.

Doing Research on Diversity: The Fellows Forum. The National Academy of Education. Teachers College, Columbia University, New York, October 21, 2005.

Building the Harvard Immigration Projects. Invited Address, the National Academy of Education. Teachers College, Columbia University, New York, October 20, 2005.

Moving Stories: The Lives and Dreams of Immigrant Youth. Keynote Address. The Lynch School of Education. Boston College. Boston, MA, October 5, 2005.

Immigration Today: What Every Journalist Needs to Know. Keynote Address. The University of Maryland Journalism Fellows. September 28, 2005.

Globalization and Education in the Hartland. Keynote Address. The Omaha Public Schools. Omaha, Nebraska. September 27, 2005.

Exodo: Latin American Emigration and its Consequences. Keynote Address O BRASIL NO FLUXO DAS MIGRAÇÕES INTERNACIONAIS: SIMPÓSIO INTERNACIONAL, Universidade Pontifícia Católica de São Paulo. Brazil, September 17, 2005.

Immigrant Cultural Psychologies. Keynote Address. Department of Social Psychology, University of Sao Paulo. Brazil, September 16, 2005.

Beyond Tolerance: Globalization and Education in Troubled Times. Keynote Address. Facing History and Ourselves First Global Symposium. Boston, MA, August 11, 2005.

Education for All? The 25th Anniversary Tällberg Forum, Her Majesty Queen Silvia in attendance. Tällberg, Sweden, August 3, 2005.

Rethinking Latino Studies. Keynote Address. 2nd Annual Harvard Latino Studies Research Symposium. Harvard University, Cambridge, MA, May 13, 2005.

Everything you ever wanted to know about Cultural Psychology but were afraid to ask. The Monroe Stein Colloquium Lecture. New York University, Steinhardt School of Education. New York, April 28, 2005.

Globalization and Education: Reflections on John U. Ogbu's Contributions to a Future Field. The John U. Ogbu Memorial Lecture. Department of Anthropology. University of California, Berkeley, April 18, 2005.

Rethinking Immigration and Education in the Era of Accountability. Presidential Invited Session. American Educational Research Association. Montreal, Canada, April 15, 2005.

Education, Immigration, and Globalization: Diversity, Complexity and the Democratic Promise. Presidential Invited Session. American Educational Research Association. Montreal, Canada, April 12, 2005.

Interdisciplinary Reflections on the New Immigration. Invited Address. Department of Psychology. New School University. New York, April 7, 2005.

Global Understanding: Learning and Education in Troubled Times. Keynote Address. The First International Conference on Globalization and Learning. Stockholm, Sweden, March 18, 2005.

Moving Stories: Rethinking Immigration and Education in the Global Era. Keynote Address. Annual Meeting of the Sociology of Education Association. Asilomar, CA. February 19, 2005.

Psychosocial Perspectives on the New Immigration. Invited Address. Department of Community Psychology, New York University. February 14, 2005.

Immigration Today. Keynote Address. Emerson College Department of Performance Art Workshop on Immigration Today. January 27, 2005.

Globalization, Immigration and Education. A conversation between President John Sexton and Marcelo M. Suárez-Orozco. The Steinhardt School of Education and the Ross Institute. January 25, 2005.

Global Migration. Paper presented to the UN Secretary-General's First Annual Global Colloquium of University Presents. Columbia University. January 19, 2005.

Anthropological Reflections on the Sense of History. Invited Address. The Sense of History: Uses and Abuses of the Past. Club of 3. Schlosshotel Cecilienhof Am Neuen Garten, Potsdam, Germany. December 4, 2004.

Conceptual and Empirical Aspects of the New Immigration. Keynote Address Baruch College Workshop on Trends in Mexican Immigration to the United States. September 24, 2004.

Interdisciplinary Research in the Social Sciences. Keynote Address. Harvard University/LASPAU Conference on New Developments in the Social Sciences. Lamont Library, Harvard College. July 16, 2004.

Latino Paradoxes. Keynote Address (read in absentia). The Latino Health Paradox Conference. Harvard School of Public Health. June 24, 2004.

Beyond Tolerance. Co-convenor and Presenter. The Ross Institute and the Survivors of the Shoah Visual History Foundation Workshop on Tolerance and Education. June 16, 2004.

Education and Globalization. Keynote Address. Globalization and Social Justice Conference. The Vatican's Pontifical Academy of Social Sciences and the Secretary of State, Mexico. June 4, 2004.

Immigration and Globalization: Interdisciplinary Perspectives. Keynote Address. Immigration Today Conference. Centrum voor Sociale en Culturele Antropologie, Katholieke Universiteit te Leuven (Belgium), June 1, 2004.

Reflections on Education and Globalization. American Academy of Arts and Sciences, Cambridge, MA. May 13, 2004.

Immigration: Three Paradoxes, Two Disciplines, One Claim. Invited Address. Department of Humanities and Social Sciences. Steinhardt School of Education. New York University, NY. March 23, 2004.

Thinking Inter-Disciplines. Invited Address. The Harvard Interdisciplinary Project. Project Zero, Harvard University, Cambridge, MA. March 18, 2004.

Immigration and Well-Being. Keynote Address. Loma Linda University, Loma Linda, California. March 11, 2004.

Immigration in the Study of Race, Culture and Power in the Educational Process. Invited Address. Teaching Race: Race, Culture and Power in the Educational Process. University of New Hampshire, NH. October 31, 2003.

Thinking Through Latino Immigration. Keynote Address. Morton College Faculty Day, Cicero, Ill. August 21, 2003.

Promoting Social Cohesion through Education. Invited Address. The Organization for Economic Co-operation and Development (OECD). Paris. July 3, 2003.

Immigration, Globalization, and Education. (Lectures in Berlin, Hamburg, Düsseldorf, Wiesbaden, and Munich). (Carola Suárez-Orozco and Marcelo M. Suárez-Orozco). Invited Lecture Tour Organized by the US Embassy, Germany. June 23-June 27, 2003.

Immigration and Education: Preliminary Findings from the Harvard Immigration Projects (Two Lectures). (Carola Suárez-Orozco and Marcelo M. Suárez-Orozco). Invited Lectures delivered to the City of Stockholm, Sweden. June 17 and 18, 2003.

Latinos: Remaking America. Invited Keynote Address. Dealing with Difference Summer Institute. Western Illinois University. Macomb, Ill. May 18, 2003.

Current Issues in Migration Policy. Invited presentation with the Hon. Dr. Rita Sussmuth, Former Speaker of the German Bundestag. The Goethe-Institut Inter Naciones. Boston, May 7, 2003.

Immigrants Mean Business. Invited Lecture. Harvard Business School. May 1, 2003.

Globalization and Child Development: The Research Agenda. Invited Address. The 2003 SRCD Biennial Meeting. Tampa, FL. April 26, 2003.

Global Moves: Migration, Education, Utopia, and Distopia. Keynote Address. Educational Democracy, Citizenship, and the New Immigration Conference. University of Illinois. Champaign Urbana, April 12, 2003.

Education, Culture and Immigration. Invited Address. The Weyland Public Schools, Weyland, MA, April 11, 2003.

The Handley Lecture on Human Values. Invited Address. The Pingry School, Martinsville, New Jersey. April 4, 2003.

Immigration and Education. (Three Lectures). (Marcelo Suárez-Orozco and Carola Suárez-Orozco). Invited lectures delivered to the East Hampton School District and the Ross Institute of New York. East Hampton, NY. March 21 and 22, 2003.

The Impact of HR I on Immigrant and English Language Learners. (Carola Suárez-Orozco and Marcelo M. Suárez-Orozco). Invited Address. The Aspen Institute Congressional Program. Montego Bay, Jamaica. February 18, 2003.

Latinos in the US: Academic Perspectives. Invited Address. The US-Spain Council. Madrid, February 6, 2003.

New Developments in Latin American Immigration to the United States. Invited Address. David Rockefeller Center for Latin American Studies Regional Office. Santiago de Chile. January 8, 2003.

Latinos in Cities. Invited Address. Invited Address. The Newark Public Library, Newark, NJ, October 3, 2002.

Remaking the Geography of California Identities. Invited Address. The Geography of California Identities Conference. Stanford University, April 26, 2002.

Latinos Mean Business. Invited Address. The David Rockefeller Center for Latin American Studies Corporate Partners Program. Harvard University, April 19, 2002.

Global Engagement: Immigrant Youth and the Process of Schooling (Carola Suárez-Orozco and Marcelo M. Suárez-Orozco). Fifth Roberta Grodberg Prize Lecture, 9th Biennial Meeting of the Society for Research on Adolescence. New Orleans, April 12, 2002.

A Kinder, Gentler Cultural Psychology for the New Millennium. Keynote Address. Boston Area Cultural Psychology Study Group. April 9, 2002.

Latinos: Remaking the Americans. Inaugural Address. David Rockefeller Center for Latin American Studies Symposium on "The Other Latinos." Harvard University, April 5, 2002.

Education, Culture, and Globalization. World Economic Forum Dinner Hosted by Mrs. Courtney Ross Holst Commentary with Her Highness Shiekha Mousa bint Nasser Al-Misnad, Emira of Qatar and the Honorable Hillary Rodham Clinton, and Howard Gardner. New York City, NY, February 1st, 2002.

Children and Violence: Psychocultural Perspectives. Invited Address. Harvard Children's Initiative. Harvard Faculty Club, Cambridge, MA, December 4, 2001.

Thinking through the Immigrant Paradox. Faculty Seminar. Department of Social Medicine, Harvard Medical School. Boston, MA, December 3, 2001.

Immigration and Education Reform. The Principal's Center Forum on Educational Reform. Harvard University Graduate School of Education. Cambridge, MA, November 9, 2001.

Law and Immigration After September 11. Law and Immigration Conference, Harvard Law School. Cambridge, MA, November 8, 2001.

Caribbeans on the Move: Comments on Recent Developments in the Study of Haitian Immigration. Conference on Haitian Immigration to the United States. David Rockefeller Center for Latin American Studies, Harvard University. Cambridge, MA, October 26, 2001.

Globalization: The Research Agenda. Keynote address delivered to Board of Directors, Cambridge College. The Rockefeller Bothers Conference Center at Pocantico, Tarrytown, New York. October 17th, 2001.

The New Anthropology of Immigration: Comparative Reflections of Recent Developments in Latin American, Caribbean, and Asian Immigration. Advanced Seminar. School for American Studies, Santa Fe, New Mexico. October 10, 2001.

Rethinking Culture: Immigration, Assimilation, and Acculturation in the Global Era. Keynote Address. The Federal Reserve Bank of Boston 46th Economic Conference on Seismic Shifts: The Economic Impact of Demographic Change. Chatham, MA. June 12, 2001.

The New Immigration: Some Interdisciplinary Reflections. Invited Address. The Harvard Club of New York City, May 24, 2001.

Psychosocial Perspectives on the Children of Immigration. Invited paper read to the Judge Baker Children's Center, Harvard Medical School. May 16, 2001.

Thinking Through the New Census. Invited Address. The Advisory Committee Meeting of the David Rockefeller Center for Latin American Studies, Harvard University. Cambridge, MA, May 12, 2001.

Rethinking Mexican Immigration to the US. Invited paper read to the conference on the Changing Agenda of the U.S.-Mexico Relationship. David Rockefeller Center for Latin American Studies, Harvard University. Cambridge, MA, April 23, 2001.

Immigrant Children: What We Know and Know We Know It. Invited paper read to the Annual Meeting of the American Educational Research Association. Seattle, Washington, April 11, 2001.

Reflections on Immigration and (Homo)Sexuality. Invited Address. Passing Lines: Immigration and (Homo)Sexuality Conference. David Rockefeller Center for Latin American Studies, Harvard University. Cambridge, MA, April 5, 2001.

The Longitudinal Study of Immigrant Lives: An Introduction to the Longitudinal Immigrant Student Adaptation Study. Invited Address. The Murray Research Center for the Study of Lives. Radcliffe Institutes for Advanced Study, Cambridge, MA, March 20, 2001.

Global Acts: Immigrant Children, Education, and the Post-National. Invited paper read to the Visiting Committee, Harvard Graduate School of Education, Cambridge, MA, March 14, 2001.

Thinking Through Globalization. Invited Address. Joint meeting of the Centers for Asian American Studies, Latin American Studies, and Latino Studies, University of Massachusetts, Amherst, MA, February 15, 2001.

Recent Theoretical Currents in the Study of Immigration. Invited paper read to the Immigration and Religion Interfaculty Initiative, Harvard University, Cambridge, MA, December 13, 2000.

Rethinking the Urban. Invited paper read to the Dean's Weekend, Graduate School of Education, Harvard University, Cambridge, MA, December 2, 2000.

Educational Challenges for Haitian Immigrant Youth: Perspectives from the Harvard Immigration Projects. Invited Address. The Haitian Studies Association Meeting Twelfth Annual Conference. West Palm Beach, Florida, October 25th, 2000.

Childhood Depression Among Immigrants. Invited paper read to the Childhood Depression Research Center. Judge Baker Children's Center, Harvard Medical School. October 18, 2000.

Freedom and Responsibility in the Global Era of Migrations and Transnationalism. Keynote Address. Freedom and Responsibility: A National Conference of the Association Montessori Internationale. Boston, MA. July 23, 2000.

Immigration Today. Invited Address. The International Press Institute. Boston, MA, May 2, 2000.

Immigration and the Blurring of Boundaries. Paper read to the invited session on 'Blurred Boundaries: The Cultural Politics of Racial Identity in the New Millennium.' American Educational Research Association. New Orleans, LA, April 25, 2000.

Immigrant Students in the Cusp of the New Millennium. American Educational Research Association. New Orleans, LA, April 24, 2000.

Latinos in the United States: The Research Agenda. Invited Address. The Center for US Studies, Universidad de la Habana, Cuba. April 19, 2000.

Keynote Address. The Second Institute on Cultural and Linguistic Diversity. Brown University, Providence, RI, April 10, 2000.

Latinos in the 21st Century: Introduction. Latinos in the 21st Century: Mapping the Research Agenda, David Rockefeller Center for Latin American Studies, Harvard University. Cambridge, MA, April 6, 2000.

Latinos in the United States: The Research Agenda. Invited Address. People en Español, Time-Warner. New York City, NY, March 3, 2000.

Keynote Address. Spencer Foundation Conference on the Role of Educational Ethnography in Pedagogy. University of Huston, TX, February 11, 2000.

Assimilation: Distopia, Utopia, and In-Between. Invited paper read to the Social Science Research Council Workshop on Ethnic Customs, Assimilation, and American Law. Phoenix, AZ, January 14, 2000.

Assimilation: Who Needs It? Invited paper read to the Russell Sage Foundation. New York City, January 5, 2000.

Rethinking Identity. Invited paper read to the Harvard Haitian Alliance Conference on The Haitian Identity Crisis: Cultural Pride and Preservation or Denial and Assimilation. Lowell House, Harvard University. December 16, 1999.

Identities and Styles of Adaptation: Theoretical Reflections on the First Wave of Data from the Harvard Immigration Project. Invited paper read to the Annual Meeting of the American Anthropological Association. Chicago, IL, November 21, 1999.

Reflections on Hate Crimes. Invited Paper read to the Harvard Foundation Panel on Hate Crimes in America: The Search for Solutions. Sanders Theater, Harvard University. November 10, 1999.

EU-USA Border Controls: Some Comparative Considerations. Invited Paper read to the Workshop on Border Control, State Power and Economic Integration: Perspectives from Europe and North America. Weatherhead Center for International Affairs, Harvard University. June 5, 1999.

The New Bostonians: Immigration and the Sociocultural Remaking of an American Metropolis. The Lowell Lecture. The Bostonian Society, Old State House, Boston. May 4, 1999.

Some Theoretical Considerations in the Study of Immigration. Invited Paper read to the Weatherhead Center for International Affairs, Harvard University. April 29, 1999.

Immigrant Children: What Do We Know? What Do Schools Need to Do? Keynote Address. All Means All Conference. The School District of Philadelphia. March 13, 1999.

The Children of Immigrants: Everything You Ever Wanted to Know About Assimilation but Were Afraid to Ask. Invited Paper read to the Chicano/Latino Policy Project. Institute for the Study of Social Change, University of California, Berkeley. March 5, 1999.

Getting It Right About Immigrant Children's Development: Some Interdisciplinary Reflections. Invited Paper read to Conference on Getting It Right about Children's Development: The Influences of Nurture and Nature. Harvard Children's Initiative and the American Academy of Arts and Sciences. February 5, 1999.

Writing Immigration: Interdisciplinary Observations. Invited paper read to the Conference on Writing Immigration: Academic and Journalistic Perspectives. David Rockefeller Center for Latin American Studies, Harvard University. December 10, 1998.

Immigration and Population in Psychocultural Perspectives. Invited paper read to the Annual Meeting of the American Anthropological Association. Philadelphia, PA, December 4, 1998.

Interdisciplinary Approaches to the Study of Immigration. Invited paper read to the Annual Meeting of the American Anthropological Association. Philadelphia, PA, December 4, 1998.

Immigration and the 'Free Exercise of Culture.' Invited paper read to the Social Science Research Council Workshop on the Free Exercise of Culture. Stanford, CA, November 6, 1998.

Psychocultural Approaches to Immigration Research. Invited paper read to the program in Medical Anthropology, Department of Anthropology, Harvard University. October 30, 1998.

Latin American Immigration to the United States. Invited paper read to the Conference on the United States, Latin America, and Europe: Analysis of the New Agenda. First Annual Hewlett Conference on Latin America, University of London and the David Rockefeller Center for Latin American Studies, Harvard University. October 17, 1998.

Immigration Today: Theoretical Problems in the Study of Children. Keynote address, Urban Superintendents Program Advisory Committee, Harvard University Graduate School of Education. October 8, 1998.

Anthropological Perspectives in the Study of Immigrant Children. Invited paper read to the Workshop on Immigrant Children. Bendheim Thoman Center for Research on Child Wellbeing, Office of Population Research, Princeton University. May 8, 1998.

Culture and the Education of Immigrant Children. Invited paper read to the American Educational Research Association, San Diego, California. April 17, 1998.

Everything You Ever Wanted To Know About Transnationalism but Were Afraid to Ask. Invited paper read to the Conference on Transnationalism and the Second Generation, Harvard University. April 4, 1998.

The Cultural Psychology of Immigration: Implication for Psychiatry. Invited paper read to the Department of Psychiatry Harvard University. April 6, 1998.

Latin American Immigration to the United States: Some Interdisciplinary Observations. Invited paper read to the Institute of Latin American Studies, University of London. March 6, 1998.

The Anthropological Study of Immigration: Reflections on a Decade of Research. Invited paper read to the Institute of Latin American Studies, University of London. March 11, 1998.

Rethinking the Study of Identity: Some Interdisciplinary Reflections. Invited paper read to the Children's Studies Conference on Youth, Identity, and Achievement, Harvard University, February 27, 1998.

Crossings: Some Interdisciplinary Reflections on the New Immigration. Invited paper read to the Joint Seminar of the Administrative Fellows, Harvard University, January 21, 1998.

Three Anthropological Themes in the Study of Immigration. Invited paper read to the Instituto Nacional de Antropología, Buenos Aires, Argentina. December 22, 1997.

North-South Relations: The Issue of Latin American Immigration to the United States. Invited paper read to the Harvard Club of Argentina, Buenos Aires, Argentina. December 18, 1997.

The Cultural Psychology of the Second Generation. Invited paper read to the Second Generation Symposium. The Jerome Levy Economics Institute of Bard College, New York. October 24, 1997.

Some Thoughts on the New Immigration: Implications for Issues of Education Research. Keynote speech read to the conference on Immigration and Education: Issues and Research. Spencer Foundation/UCLA. August 8, 1997.

Social Violence in Interdisciplinary Perspective. Invited paper read (in absentia) to Biannual Meeting of the Society for Psychological Anthropology, San Diego, CA. August 7, 1997.

The Impossible Professions: Rethinking Psychoanalysis and Social Theory. Invited paper read to the conference on Mothering: Diverse Families, Diverse Theories. Women's Studies Program, Brandeis University, April 13, 1997.

Psychodynamic and Cultural Factors in Immigrant Adaptation. Invited paper read to the conference on Immigration and the Sociocultural Remaking of the North American Space. David Rockefeller Center for Latin American Studies, Harvard University, April 12, 1997.

Immigration: The Next Fifty Years. Invited keynote speech read at the opening of the first Immigration Center of the Children's Aid Society, New York, New York. March 13, 1997.

Immigration and the 'New' New Yorkers. Invited paper read to the Harvard Club of New York, March 13, 1997.

Everything You Ever Wanted to Know About Immigration but Were Afraid to Ask. Invited paper read to the Monthly Latin American Faculty Luncheon, David Rockefeller Center for Latin American Studies, Harvard University. March 6, 1996.

Immigration Today: The Grammar of a Transnational Malaise. Invited paper read to the NPI, Department of Psychiatry, University of California, Los Angeles, January 23, 1997.

What do Immigrants Want? What does Los Angeles Want? Invited paper read to the Harvard Club of Los Angeles, January 23, 1997.

State Terrors: Immigration in Comparative Perspective. Paper presented to the Annual Meeting of the American Anthropological Association. San Francisco, CA, November 20, 1996.

Immigration and the Socio-Cultural Remaking of the North American Space: Implications Schooling in the 21st Century. Invited paper read to the Initiatives for Children, American Academy of Arts and Sciences, Cambridge, November 16, 1996.

The New Immigration: Implications for Schooling and Society. Invited paper read to the 24th Annual Conference of the Texas Association for Bilingual Education, Fort Worth, Texas, November 15, 1996.

Comparative Perspectives on the 'New Immigration.' Invited paper read to the Asian American Studies Center, University of Houston, Texas, November 14, 1996.

Psychological Anthropology Today. Invited paper read to 'The Power of Ideas' Speaker Series, Wheelock College, Boston, November 13, 1996.

Immigration and Socio-Cultural Remaking of American Democracy: Perspectives from Cultural Psychology. Invited paper read to the Program in Human Development Colloquium Series, Department of Psychology, Boston University, October 30, 1996.

Is the New Immigration Good for America? Is the New America Good for Immigrant Children? Research on the Schooling and Mental Health of Immigrant Children. Invited paper read to the Judge Baker Center, Children's Hospital, Harvard Medical School, October 23, 1996.

Immigrants and Refugees in the Space of Post Nationality. Invited paper read to the international conference on Civilization and Its Enduring Discontents: Violence and Aggression in Psychoanalytic and Anthropological Perspective. Bellagio Study and Conference Center, Como, Italy. September 2-6, 1996.

Cultures Under Siege/Migrants Under Siege. Invited paper read to the international conference on Cultures Under Siege: Psychological Anthropology on Violence and Aggression in the Late Twentieth Century in Celebration of the 360th Anniversary of Utrecht University. Utrecht, The Netherlands. August 29-30, 1996.

New Psychologies, Old Psychologies, Cultural Psychologies. Invited paper read to the international conference on New Psychologies. Stonefield Castle, Tarbert, Loch Fyne, Scotland. June 28-July 1, 1996.

Immigration and the Collective Anxieties at the End of the Century. The Norbert Elias Lecture. Amsterdam School for Social Science Research, The Netherlands. May 28, 1996.

The Cultural Psychology of Growing Up Latino in America. Invited paper read to the session Growing Up American: Dilemmas of the New Second Generation. The American Association for the Advancement of Science Annual Meeting, Baltimore. February 10, 1996.

Immigration and Schooling in Contemporary Societies. Invited paper read to the Culture, Psychology, and Education Conference, Harvard Graduate School of Education. January 12, 1995.

The Political, Cultural, and Psychological Aspects of Immigration. Invited paper read to the Workshop on the Political and Cultural Aspects of Immigration in America, Harvard College. December 9, 1995.

Writing a Grammar of Immigration. Invited paper read to the Monthly Latin American Faculty Luncheon, David Rockefeller Center for Latin American Studies, Harvard University. December 7, 1995.

Socio-Cultural Distopia and the Issue of Diversity. Invited paper read to the Conference Achievement: The Bell Curve is Not and Explanation. The Principals' Center, Harvard Graduate School of Education. October 5, 1995.

The Cultural Psychology of Immigration. Invited paper read (in absentia) to the Workshop on International Migration, Human Services Policies and Health. Granada, Spain, May 25 & 26, 1995.

Psychocultural Perspectives on Anti-Immigration. Invited paper read to the Conference on Psychoanalytic Perspectives on Neo-Fascism & Anti-Immigration Politics: Trends in Europe and the United States. Co-sponsored by the San Francisco Psychoanalytic Institute's Extension Division; the University of California at Berkeley's Center for Western European Studies, Doreen B. Townsend Center for the Humanities, and the Health and Medical Sciences Program. Alumni House, University of California, Berkeley May 6 & 7, 1995.

Impossible Attachments: The Need for Strangers and the Immigration Malaise. Invited paper presented to the Department of Anthropology, Harvard University, May 1, 1995.

What is Exclusion Anyway? A Psychocultural Approach to the Other Side of Inclusion. Invited paper presented to the Principals' Center Spring Conference, "What is Inclusion Anyway?" Harvard University Graduate School of Education, April 27, 1995.

Immigrant Families: A View from Cultural Psychology. Invited paper presented to the Department of Child Study, Tufts University, April 13, 1995.

Transformations: Generational Discontinuities of Immigration in Transnational Perspective. Tenure Review Lecture read to the Harvard University Graduate School of Education, April 6, 1995.

Psychoanalysis and Culture. Invited paper read to the Department of Human Development and Psychology, Harvard University Graduate School of Education, March 2, 1995.

Immigration: Setting the Context. Invited paper read to the Harvard Forum In or Out? Immigration and Proposition 187. Harvard University Graduate School of Education, February 15, 1995.

Language Minority Adolescents and School Success. Invited paper read to the Conference on Academic Achievement for Urban Adolescents. Harvard University Graduate School of Education, February 4, 1995.

California Dreaming: Proposition 187 and the Immigration Delirium. Invited paper read to the Colloquium in Human Development, Department of Human Development and Psychology, Harvard University Graduate School of Education, December 12, 1994.

Migration and Motivation. Invited paper read to the Russell Sage Foundation. New York City, November 17, 1994.

Recent Themes in Cultural Psychology. Paper read to the Boston Area Cultural Psychology Forum. Harvard University Graduate School of Education, October 14, 1994.

Migration and the Development of Interethnic Group Relations. Paper read to the Research Symposium on the Development of Interethnic Group Relations During Childhood and Adolescence. Carnegie Council on Adolescent Development. Washington, DC, September 29, 1994.

Democracy and Difference in the Post-Utopian Moment. Paper read (in absentia) to the International Conference on Democracy and Difference. University of Cape Town, South Africa, May 5-7, 1994.

The Organization of Hatred. Paper read to the University of California Interdisciplinary Psychoanalytic Consortium, UCLA Lake Arrowhead Conference Center, April 22-24, 1994.

Ethnic Malaise: Schooling Immigrants and Refugees in a Post-Utopian Moment. Paper read to the Department of Human Development, Harvard University, March 23, 1994.

Ethnographic Perspectives in Educational Analysis. Paper read to the International Workshop on Ethnographic Perspectives in Educational Analysis in the 1990s (Jointly Sponsored by the Unité de Sociologie de L'éducation, CNRS, Paris and the Fundación "la Caixa"). Barcelona, Spain, October 29, 1993.

Immigrant Cultural Psychology: Methodological Considerations. Paper read to the Department of Social Psychology, University of Barcelona, Spain, October 27, 1993.

Terror at the Fin de Siècle: The Systematization of Hatred in a Paranoid Era. Invited Paper read to the Biannual Meeting of the Society for Psychological Anthropology, Montreal, Canada, October 8, 1993.

Migration and Urban Education: The View from Brussels. Paper read (in absentia) to the Research Workshop on Educational Change and Educational Knowledge. Department of Curriculum and Instruction. University of Wisconsin, Madison, WI, June 18, 1993.

Latino Cultural Psychology: Family Life and the Patterning of Achievement Motivation Among Mexicans, Mexican Immigrants, Mexican Americans, and non-Hispanic "Mainstream" Adolescents. Paper presented to the Department of Psychology, University of California, Santa Cruz, CA, May 17, 1993.

Terror and Mimesis in the Continent of the 'Disappeareds.' Paper presented to the Center for Latin American Studies, University of California, Berkeley, CA, April 26, 1993.

Quo Vadis Anthropology? Partial Answers and a Guided Tour of Violin Playing in Four Cultures. Paper presented to the 'Wednesday Evening Seminar,' Center for Advanced Study in the Behavioral Sciences, Stanford, CA, April 14, 1993.

Anxious Neighbors: Immigrant Minorities in Belgium. Paper presented to the Research Workshop on Controlling Illegal Immigration: A Global Perspective. Center for U. S. - Mexican Studies, University of California, San Diego, La Jolla, CA, March 18-20, 1993.

Latino Immigrants in Urban Schools: Psycho-Cultural Perspectives. Paper presented to the Conference on Immigrant Students in California Schools. Center for U.S.-Mexican Studies, University of California, San Diego, La Jolla, CA, January 23, 1993.

Hot Wars, Cold Wars, Dirty Wars: Mourning and Memory in the Continent of the 'Disappears.' Paper presented to the Faculty Colloquium, Department of Anthropology, Stanford University, CA, October 19, 1992.

Immigrants in the U. S and Europe: A Framework for Comparison. Invited paper presented to the Graduate Group in Social Relations, University of California, Irvine, CA, May 7, 1992.

Minority Status and Urban Education: A Theoretical Framework for Comparisons. Paper presented to the Annual Meeting of the American Educational Research Association. San Francisco, CA, April 22, 1992.

Variability in Minority School Performance: Comments on Recent U. S. and European Findings. Invited paper presented to the Annual Meeting of the American Educational Research Association. San Francisco, CA, April 23, 1992.

Tortured Bodies: Towards a Semiotics of the Unspeakable. Invited paper presented to the Body Image: A Cross-Cultural Perspective Conference. The UCLA Center for Pacific Rim Studies, University of California, Los Angeles, CA, April 4, 1992.

The Cultural Psychology of Hispanic Immigrants: Implications for Educational Research. Invited paper presented the Cultural Diversity: Implications for Schools and Learning Conference. Center for Research on the Context of Secondary School Teaching, School of Education, Stanford University, Stanford, CA, October 5, 1991.

Die Grammatik des Terrors: psychosoziale Aspekte der Teleologie des Überlebenden. Fallbeispiele in den USA lebender Jugendlicher aus Mittelamerika. Invited paper presented to the Fifth Annual Meeting of the Congress on Culture and Psychosocial Conditions in Latin America. Department of Psychiatry, University of Hamburg, Germany, September 20, 1991.

Migration, Mental Health, and Education: Recent Developments in United States and European Research. Invited paper presented to the Biennial Congress of the World Federation for Mental Health. Mexico City, Mexico, August 19, 1991.

Educating Migrant Youths in Europe and the United States. Invited paper presented at the congress on Advances in Education. Universidad de las Americas, Mexico City, Mexico, August 17, 1991.

The Anthropology of Diversity. Invited paper presented to the IRA Lecture Series, College of Health and Human Services, San Diego State University, San Diego, CA, February 26, 1991.

Studying Fantasy Cross-Culturally: The Thematic Apperception Test in Anthropological Research. Invited paper presented to the Institute of Personality Assessment and Research, University of California, Berkeley, CA, February 19, 1991.

Culture, Society and Schooling in Plural Settings: Comparative Dilemmas and Opportunities in the 1990s. Invited paper presented to the conference on Recent Contributions to the Study of Culture, Society and Schooling in Plural Societies. Division of Education, University of California, Davis, CA, October 12, 1990.

Latin American Systems of Terror and their Aftermath: Anthropological and Psychological Perspectives. Invited paper presented to the conference on Children in War. Sigmund Freud Center, Hebrew University of Jerusalem, Israel, June 26, 1990.

Some Psychocultural Strategies for Research with Children in War. Invited paper presented to the conference on Children in War. Sigmund Freud Center, Hebrew University of Jerusalem, Israel, June 27, 1990.

Psychological Responses to Political Terror: The Argentine 'Dirty War' Paradigm. Paper presented to the Psychoanalytic Interdisciplinary Seminar. Department of Psychiatry, School of Medicine, University of California, San Diego, CA, June 12, 1990.

Comments on the Japanese Experience in Latin America. Invited paper presented to the conference on Japan's Relations with Latin America: Implications for the United States. Center for Iberian and Latin American Studies, University of California, San Diego, CA, April 27, 1990.

The Uncanny in the Continent of the 'Disappeareds': From Mourning to Political Discourse in 'Dirty War' and Post 'Dirty War' Argentina. Paper presented to an invited session of the American Ethnological Society, Atlanta, GA, April 26, 1990.

Addressing Issues of Race and Culture in the Education of Minority Students: Some Reflections on Current U.S. and European Scholarship. Invited paper presented to the conference on Addressing Issues of Race, Culture & Gender in the Education of Minority Students. Southwest Center for Educational Equity. Palo Alto, CA, March 23rd, 1990.

Recent Currents in Cultural Anthropology. Invited paper presented to the Annual meeting of the International Baccalaureate Society. Los Angeles, CA, February 5th, 1990.

Celebrating Diversity: Minority Status and Educational Dilemmas in Europe and the U.S.--Thoughts on Cross-Cultural Comparisons. Paper presented to the Celebrating Diversity Conference. California State Department of Education, State of California. Oakland, CA, January 19th, 1990.

Race, Ethnicity and Schooling: Current Themes in U.S. and European Research Findings. Paper presented to the Symposium on Race, Ethnicity and Schooling. Division of Education and Center for Cooperative Educational Research, University of California, Davis, CA, January 26th, 1990.

Towards a Psychosocial Understanding of Responses to Terror: The Case of New Arrivals from Central America in a U.S. Inner City. Paper presented to the Research Seminar, Center for US-Mexican Studies. University of California, San Diego, CA, May 31st, 1989.

Migration, Minority Status and the Future of Europe: Notes on the Prospectives of Cross-Cultural Comparisons. Paper presented to the Migration and Autonomy Colloquium. Center for Western European Studies, Institute of International Studies. University of California, Berkeley, CA, March 28th, 1989.

The Anthropology of Terror. Paper presented to a session of the American Anthropological Association 87th Annual Meeting, Phoenix, AZ, November 16-20, 1988.

A Grammar of Terror: Psycho-Cultural Responses to State Terrorism in 'Dirty War' and Post 'Dirty War' Argentina. Paper presented to an invited session of the American Anthropological Association 87th Annual Meeting, Phoenix, AZ, November 16-20, 1988.

Culture and Motivation. Paper presented to the Graduate School of Education, Stanford University, Stanford, CA, June 8th, 1988.

Psychocultural Aspects of Masculinity and Paternity in Latin America. Paper presented to the Conference on the Family. Department of Psychology, Sonoma State University, Sonoma, CA, May 14th, 1988.

Psychocultural Aspects of Motivation. Paper presented to the Dean's Seminar. Graduate School of Education, Stanford University, Stanford, CA, March 3rd, 1988.

Against all Odds: Hispanic Immigrants in Inner City Schools. Paper presented to the Stanford Dropout Conference. Stanford University, Stanford, CA, February 26th, 1988.

Survivors' Teleology and the Psycho-Cultural Exegesis of Human Motivation. Paper presented to a seminar of the Department of Anthropology, Princeton University, Princeton, NJ, February 5th, 1988.

Psychology and Culture in the Study of Human Motivation: A Theoretical Footnote from a Psycho-Social Ethnography. Paper presented to a seminar of the Department of Anthropology, University of California, Los Angeles, CA, January 6th, 1988.

'Becoming Somebody': Psycho-Cultural Aspects of Motivation among Central American Immigrants. Paper presented to a seminar of the Department of Anthropology, University of California, San Diego, CA, October 12th, 1987.

Some Psycho-Cultural Aspects of Human Motivation. Paper presented to a Symposium of the Linguistic Minority Research Institute, University of California, Santa Barbara, CA, May 16th, 1987.

The War to end all Worlds: Children and the Family in the Dirty Side of Argentina's 'Dirty War.' Paper presented to an invited session of the American Ethnological Society, San Antonio, TX, May 1st, 1987.

Hermes in the Barrios: A Psycho-Cultural Critique of Motivation Theory. Paper presented to the Department of Anthropology, The University of Chicago, Chicago, IL, April 27th, 1987.

Central Americans in the U.S.: A Study of Ethnic Adaptation and Adjustment. Paper presented to the Graduate School of Education, The University of Pennsylvania, PA, April 15th, 1987.

Sex and Power in Soccer and War: A Latin America Case Study. Paper presented to the University of California Symposium on Sex, Power and Sports: Male Perspectives. Berkeley, CA, April 2nd, 1987.

The Central American Culture of Terror in Thematic Apperception Narratives: A Psycho-Cultural Interpretation. Paper presented to a session of the 31st Annual Meeting of the Kroeber Anthropological Society. University of California, Berkeley, CA, March 7th, 1987.

Thinking About Motivation in Cultural Terms. Paper presented to the Office for Research on Educational Equity, Graduate School of Education, University of California, Santa Barbara, CA, February 27th, 1987.

Survival, Guilt and Achievement: Family Dynamics and the Psycho-Social Contexts of Motivation among Recent Immigrants from Central America. Paper presented to Educational Policy Studies, School of Education, University of Wisconsin-Madison, WI, June 1986.

Escape to Freedom: Intra-familial Dynamics among New Arrivals from War-torn Central America. Paper presented to the Anthropology Board of Studies, University of California, Santa Cruz, CA, May 1986.

Immigrant Adaptation: Theoretical Lessons from a Hispanic Case. Paper presented to an invited session of the American Anthropological Association 84th Annual Meeting, Washington, D.C., December 4-8, 1985.

Opportunity, Family Dynamics and Achievement: The Socio-Cultural Context of Motivation Among Recent Immigrants from Latin America. Paper presented to the University of California Symposium on Linguistic Minorities and Education. Tahoe City, CA, May 30th-June 1st, 1985.

International Migration and Psycho-Social Adaptation: The Case of the Hispanic Americans. Paper presented to the Symposium on Education and Cultural Identity: Hispanic America and Canada. Institute for International Studies, University of California, Berkeley, CA, April 1985.

A Psycho-Social Approach to Understanding Hispanic Adaptation to the U.S. Paper presented to a session of the American Anthropological Association 83rd Annual Meeting, Denver, CO, 1984.

Hispanic School Problems: An Anthropological Approach. Paper presented to a session of the Kroeber Anthropological Society 28th Annual Meeting, University of California, Berkeley, CA, 1984.

Macho Semiotics: The Image of Women in Latin American Male Folklore. Paper presented to a session of the Kroeber Anthropological Society 27th Annual Meeting, University of California, Berkeley, CA, 1983.

SERVICE

Chair of the Committee to Review the UCLA Vice Provost for Graduate Education & Dean of the Graduate Division, 2016.

Member of the Executive Advisory Board, UCLA David Geffen School of Medicine Center for Child Anxiety Resilience Education and Support [CARES], 2015-
<http://carescenter.ucla.edu/executive-advisory-board>

Trustee, Carnegie Foundation for the Advancement of Teaching, 2015- <http://bit.ly/1LJBKLk>

Member of the Advisory Board, X-Prize Global Learning, 2015- <http://bit.ly/1KnoWEV>

Member of the Board, Stiftung Universität Hildesheim, Education Research and Teacher Quality in Germany, 2015-

Chair of the Committee to Review the UCLA Vice Provost for International Studies, 2014.

Member of the Committee to Review the UCLA Dean of Social Sciences, 2014.

Member of the UC Links Review Committee, University of California. Office of the President, 2013-

Member of the Search Committee, Dean UCLA Extension School, 2013.

Member of the International Scientific Advisory Board, EU Seven Nation Study, Reducing Early School Leaving in the European Union, Brussels, 2012-

EVC-Provost Dean's Council 2012-

Member of the Editorial Board, Aztlán: A Journal of Chicano Studies, 2012-

Member of the UC Links Proposals Review Committee, Office of the President, University of California, 2012.

Member of the Research Advisory Committee, National Academy of Education, 2011-2015.

Member of the Search Committee, UCLA Extension Dean Search, 2012-13.

Member of the Fellowships Committee, The Paul and Daisy Soros Fellowship for New Americans, 2011–2012.

Member of the Admissions Committee, Department of Humanities and Social Sciences in the Professions, New York University, 2006-2007, 2007-2008, 2008-2009, and 2009-2010.

Member of the Faculty Board, New York University Press, 2009-2012.

Member of the Executive Committee, Center for Latin American and Caribbean Studies, New York University, 2009-

Member of the University-Wide Faculty Advisory Committee on Academic Priorities, New York University, 2007-2008.

Member of the Committee to Review University Professors, New York University, 2008.

Member of the Search Committee, Department of Communications, New York University, 2006-2007.

Member of the Committee to Review University Professors, New York University, 2005.

Member of the University-Wide Faculty Advisory Committee on Academic Priorities, New York University, 2005-2006.

Member of the Search Committee for the Director, Institute for Human Development and Contextual Change, New York University, 2005-2006.

Member of the Search Committee, Department of Social and Cultural Analysis, Faculty of Arts and Sciences, New York University, 2005-2006.

Member of the Advisory Committee, The Modern Language Association, A Map of Languages in the United States, 2005-2009

Member of the International Scholars Board of Advisors. Facing History and Ourselves, 2005-

Member of the Board of Directors, The Ross Institute for Advanced Study and Innovation in Education, 2005-2010.

Member of the International Education Search Committee. New York University, 2005.

Honorary Member of the Board, Ethnos: Investigación y Divulgación en Ciencias Humanas. Barcelona, Spain, 2003-

Member of the Advisory Board, American Anthropological Association Initiative on Understanding Race and Human Variation, 2002-2004.

Member of the Editorial Advisory Board, Harvard Journal of Hispanic Policy, John F. Kennedy School of Government, Harvard University, 2002-2005.

Member of the Graduate School of Education Dean Search Advisory Committee, Harvard University, 2001-2002.

Member of the Graduate School of Education Human Development and Psychology Search Committee, Harvard University, 2001-2002.

Member of the Harvard Committee on Employment and Contracting Policies (“Living Wage Committee”). (Senior Faculty Representative), Harvard University, 2001.

Member of the Gender Studies Advisory Committee, Harvard University Graduate School of Education, 2001.

Member of the Advisory Committee, Research Program on Cultural Contact, Russell Sage Foundation, 2001-2003

Member of the Series Advisory Board, Landscapes of Childhood, Wayne State University Press, 2000-2007.

Member of the Professorial Advisory Committee, Judge Baker Children’s Center, Harvard Medical School, 2000-2003.

Member of the Selection Committee, Harvard Fellows on Race, Culture and Education, Harvard University Graduate School of Education 2000-2001.

Member of the Board of Directors, Society for Psychological Anthropology, American Anthropological Association, 1998-2001.

Nominator, MacArthur Fellows Program, The John D. and Catherine T. MacArthur Foundation, 1999.

Member of the Task Force, Weatherhead Center for International Affairs, Harvard University, 1998-99.

Member of the Advisory Committee, The Henry A. Murray Research Center of The Radcliffe Institutes for Advanced Study, 1997- 2001.

Member of the Editorial Board, Educational Researcher, American Educational Research Association, 1999-2000.

Member of the International Scientific Board Revista Investigación en Salud, Guadalajara, Jalisco, México, 1999-.

Member of the Faculty Advisory Board, Harvard University Native American Program, 1999-2003.

Chair of the Search Committee, Department of Human Development and Psychology. Harvard University Graduate School of Education, 1998.

Member of the American Anthropological Association Cultural Diversity Publication Committee, 1997-98.

Member of the International Education Search Committee, Harvard University Graduate School of Education, 1996-97.

Member of the Policy Committee. David Rockefeller Center for Latin American Studies, Harvard University, 1996-2003.

Member of the Search Committee. The Robert F. Kennedy Visiting Professorship in Latin American Studies. Harvard University, 1996-2003.

Member of the Steering Committee, Risk and Prevention Program, Harvard University Graduate School of Education, 1995-96.

Advisory Editor, Encyclopedia of American Immigrant Cultures, Human Relations Area Files, Yale, 1995-1997.

Member of the International Advisory Council, Center for U.S.-Mexican Studies, University of California, San Diego, 1995-2001.

Member of the Program Advisory Committee, Spencer Foundation, 1995-1996.

Member of the Committee on Degrees, Harvard University Graduate School of Education, 1995-96 and 1996-97.

Member of the Faculty Recruiting Committee, Harvard University Graduate School of Education, 1995-96 & 1997-98.

Senior Advisory Review Panel, Cultural Anthropology, National Science Foundation, 1994.

Member of the Committee on International Education, Harvard University Graduate School of Education, 1994-1995.

Outside Ph. D. Examiner, Department of Social Psychology, University of Barcelona (Spain), July and October 1993.

Associate Editor, Anthropology and Education Quarterly, 1988 to 1992.

Member of the Academic Advisory Council, Center for U.S.-Mexican Studies, University of California, San Diego, 1988 to 1990.

Contributing Editor, The Journal of Psychohistory, 1988.

Member of the Advisory Committee, Center for Iberian and Latin American Studies [CILAS], University of California, San Diego, 1988 to 1995.

Member of the Faculty Graduate Group in Latin American Studies, CILAS, University of California, San Diego, 1988 to 1995.

Member of the Faculty Group in Teacher Education, University of California, San Diego, 1988-1995.

Member of the Executive Committee, CILAS, University of California, San Diego, 1989 to 1995.

Suárez-Orozco, Marcelo M.

Vita

Member of the Committee, Urban Studies Program, University of California, San Diego, 1990 to 1995.

Convening Member, Center for German and European Studies, University of California, Berkeley, 1991-1994.

Graduate Advisor, Department of Anthropology, University of California, San Diego, 1993 to 1994.

Undergraduate Advisor, Department of Anthropology, University of California, San Diego, 1988-1989 and 1989-1990.

AWARDS, FELLOWSHIPS, GRANTS & GIFTS

The Capital Campaign for UCLA GSE&IS (Chancellorian Goal of 70 Million by 2019; raised \$77 million by 2017)

Ford Foundation [Bridging the Compassion Gap] (Grant 2017-18, \$1,000,000)

Carnegie Corporation of New York [The UCLA School Network] (Grant 2016-2018, \$1,500,000)

Mrs. Courtney Ross [Humanism and Mass Migration] (Gift 2016, \$75,000)

Anonymous [Humanism and Mass Migration] (Gift 2016, \$50,000)

Spencer Foundation [Humanism and Mass Migration] (Grant 2016, \$35,000)

W. T. Grant Foundation [Humanism and Mass Migration] (Grant 2016, \$25,000)

Ford Foundation [Changing the Immigration Narrative] (Grant 2015-16, \$100,000)

The Spencer Foundation [Immigration, Social Cohesion, and Cultural Sustainability] Grant 2013-14, \$50,000)

Ford Foundation [The UndocuScholar Survey] (Grant 2013-14, \$100,000)

Anonymous [The UndocuScholar Survey] (Grant 2013-14, 32,000)

William T. Grant Foundation [The Role of Settings on Relational and Academic Engagement for Latino Community College Students] (Grant 2012-2013, \$25,000)

Ford Foundation [Research on Immigrants in Community College] (Grant 2011-12, \$350,000)

Carnegie Corporation of New York [Civic Trust and Engagement among Immigrant Youth: a Pilot Study] (Grant 2011-12, \$325,000)

William T. Grant Foundation [The Role of Settings on Relational and Academic Engagement for Latino Community College Students] (Grant 2010-2012, \$499,201)

The Richard Fisher Membership, Institute for Advanced Study, Princeton, NJ (Fellowship, 2009-2010)

Covering Immigration: Academic and Journalistic Perspectives. Western Union Foundation. (Grant 2008-2009, \$10,000)

Pathways to Opportunity for the Children of Immigrants in North America and Europe. Western Union Foundation. (Grant 2008-2009, \$75,000)

The Bank of Sweden Tercentenary Foundation (Riksbankens Jubileumsfond, RJ), Electrum Foundation / Kista Science City, Microsoft, Swedish Research Council (Vetenskapsrådet) (with others) [Globalization and Learning] (Grant 1.2 M. Swedish Crowns)

William T. Grant Foundation [Longitudinal Immigrant Student Adaptation] (Grant 2003-2004 \$15,000)

Mrs. Courtney Ross Holst [Education for Globalization] (Gift 2003, \$30,000)

William T. Grant Foundation [Longitudinal Immigrant Student Adaptation] (Grant 2003-2004 \$25,000)

Mrs. Courtney Ross Holst [Education for Globalization] (Gift 2002, \$70,000)

Harvard University Provost's Fund for Interfaculty Initiatives [Immigration and Well-Being] (Grant 2000-20001, \$75,000)

Rockefeller Foundation of New York City [The New Americas] (Grant 2002-2006, \$245,000)

David Rockefeller Center for Latin American Studies, Harvard University (with Howard Gardner) [Education for Globalization] (Grant 2002 \$5,000)

Dean's Venture Fund, Graduate School of Education, Harvard University (with Howard Gardner) [Education for Globalization] (Grant 2002, \$29,500)

Spencer Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 2002-2003, \$380,800)

William T. Grant Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 2001-2002 \$200,000)

Spencer Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 2001-2002, \$50,000)

Spencer Foundation [Latinos in the 21st Century: Mapping the Research Agenda] (Grant 2000-2001, \$40,000)

Harvard University Provost's Fund for Interfaculty Initiatives [Latinos in the 21st Century: Mapping the Research Agenda] (Grant 2000-20001, \$10,000)

William T. Grant Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1999-2001, \$492,913)

Spencer Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1997-2002, \$479,100)

National Science Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1997-2002, \$768,129)

William T. Grant Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1997-2000, \$462,584)

Carnegie Corporation (with others) [Children's Studies at Harvard] (Grant, 1997-1999, over \$1,000,000).

David Rockefeller Center for Latin American Studies, Harvard University [Immigration and the Sociocultural Remaking of the North American Space] (Grant, 1997-1998)

The Center for International Affairs, Harvard University [New Developments in Mexican Immigration to the United States] (Grant, 1997-1998)

Bellagio Study and Conference Center, The Rockefeller Foundation, Como, Italy [Social Violence in Interdisciplinary Perspectives] (Residency Fellowship September, 1996)

Spencer Foundation [Migration and Urban Education: The Case of Mexican-Americans] (Grant, 1992-1993)

Center for Advanced Study in the Behavioral Sciences, Stanford, (Fellowship 1992-1993)

Center for German and European Studies, University of California, Berkeley [Migration and Urban Education: U. S./ Europe Comparisons] (Grants, 1991-1992 and 1992-1993)

National Science Foundation (with others) [Controlling Immigration: A Global Perspective] (Grant, 1991-1993)

Mellon Foundation Grant [Comparative Political Economy of Immigration] (Grant, 1991-1992)

Chancellor's Summer Faculty Fellowship, University of California, San Diego (1990)

Academic Senate Research Grant, University of California, San Diego (1990)

University of California Consortium on Mexico and the United States [UC-MEXUS] Grants (Grants, 1990 and 1991)

Academic Senate Research Grant, University of California, San Diego (1989)

Academic Senate Research Grant, University of California, San Diego (1988)

American Educational Research Association (Division G) Best Doctoral Dissertation Award (1988)

Tinker Field Research Grant (1988)

The Robert H. Lowie Graduate Scholarship, University of California, Berkeley (1985-1986)

The University of California Regents Fellowship (1983-1984)

The Wollemborg Scholarship, University of California, Berkeley (1980)

Phi Beta Kappa

The Undergraduate and Graduate Scholastic Honor Society, University of California, Berkeley

HONORS

Member of the American Academy of Arts and Sciences (Elected April 2014)

The Virginia and Warren Stone Prize, Awarded Annually by Harvard University Press for an Outstanding Book on Education and Society, 2008

Orden Mexicana del Águila Azteca (The Mexican Order of the Aztec Eagle), 2006

New York's 25 Most Influential Hispanics El Diario, New York City, 2005

Member of the National Academy of Education (Elected April 2004)

America's 100 Most Influential Hispanics. Hispanic Business Magazine, 2001

Master of Arts, Honoris Causa, Harvard University (1995)

ALANA (African, Latino, Asian and Native American) Outstanding Faculty Member Recognition Award. Harvard University (1995)

Social Policy Book Award, Society for Research on Adolescents, 1996 (For Transformations: Immigration, Family Life, and Achievement Motivation Among Latino Adolescents. Carola E. and Marcelo M. Suárez-Orozco. Stanford, CA: Stanford University Press. 1995)

The R. Boyer Award for Outstanding Research in Psychological Anthropology, University of California, Berkeley (1986)

COURSES

Fiat Lux Seminar: Reimagining Urban Education, UCLA
Globalization and Education, NYU Abu Dhabi
Culture and Human Development; Globalization and Education
Good Work in the Global Era (with Howard Gardner)
Psychological Anthropology; Cultural Psychology
Anthropology and Education;
Psycho-Social Problems in Changing Cultures;
Fieldwork Methods; Comparison of Cultures;
Immigration, Ethnicity, and Education;
Latino Cultures;
Introduction to Cultural Anthropology;
Latin American Societies and Cultures;
Contemporary Central America; Folklore;
Themes in Cross-Cultural Psychiatry (UCSD School of Medicine).

PERSONAL DATA

Citizenship: U.S. (born in Lomas de Zamora, Argentina, September 21, 1956)

Civil Status: Married to Carola Suárez-Orozco in January 1977. We have two children, Marisa Suárez-Orozco (born in San Francisco, CA, 12/31/1983) and Lucas Suárez-Orozco (born in San Diego, CA, 3/9/1990)

REFERENCES

Danielle Allen, Director, Edmond J. Safra Center for Ethics at Harvard University
Professor, Department of Government and Graduate School of Education, Harvard University

James A. Banks, The Kerry and Linda Killinger Endowed Chair in Diversity Studies and
Director of the Center for Multicultural Education at the University of Washington, Seattle

Gene Block, UCLA Chancellor

John H. Coatsworth, Provost of Columbia University

Howard Gardner, The John H. and Elisabeth A. Hobbs Professor of Cognition and Education,
Harvard University, Graduate School of Education

Kathleen McCartney, President, Smith College

Suárez-Orozco, Marcelo M.

Vita

Gary Orfield, Professor of Education, Law, Political Science and Urban Planning & Co-Director, Civil Rights Project/Proyecto Derechos Civiles at UCLA

Cristina M. Rodríguez, Professor of Law, Yale Law School

Roberto Suro, Professor of Communication, the Annenberg School for Communication & Journalism; Professor of Policy, School of Policy, Planning and Development; and Director The Tomás Rivera Policy Institute University of Southern California

Scott Waugh, UCLA Provost and Executive Vice Chancellor

Mary Waters, The M. E. Zuckerman Professor of Sociology, Harvard University

* Refereed Publication

July 2017

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13 *University of California*

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22 *Latthivongskorn*

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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**

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 EMMANUEL
ALEJANDRO MENDOZA TABARES**

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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, Emmanuel Alejandro Mendoza Tabares, declare:

2 1. I currently live in Campbell, California. I have resided in the United States for 19 years.

3 2. I was born in 1987 in Ocotlan, Mexico. I was brought to the United States when I was 10
4 years old.

5 3. I attended public schools in California from 5th through 12th grade. I have a Bachelor of
6 Science in Civil Engineering from Santa Clara University in Santa Clara, California, and a Masters in
7 Structural Engineering with a minor in Construction Management from San Jose State University in San
8 Jose, California.

9 4. In December 2012, I was approved for Deferred Action for Childhood Arrivals (“DACA”)
10 and received employment authorization. My wife was approved for DACA and received employment
11 authorization in September 2013.

12 5. I currently work in the construction industry in California as a Contract Building Inspector
13 and Plan Checker. I have previously worked as a Structural Engineer, Project Engineer, and Field
14 Engineer.

15 6. My wife and I provide substantial financial support for our parents, as well as other family
16 members who live outside of the United States.

17 7. Last year, my wife and I paid \$16,174 in federal taxes and \$4,749 in state taxes.

18 8. As a DACA recipient with employment authorization, I have been able to work legally and
19 find employment in my field of study. DACA has given me the freedom to find work that not only
20 provides job security, but also brings me personal happiness.

21 9. After being approved for DACA, I was also able for the first time to obtain a social security
22 card, a driver’s license, and qualify for credit cards, which enabled me to lease a new car.

23 10. DACA provided me with the freedom to travel within the United States with less stress and
24 fear. Because of DACA, I was able to visit and work in other parts of California that I had never
25 previously been, because of the fear of possible deportation.

26 11. As a DACA recipient, in January 2017, I was able to apply for advance parole and travel for
27 11 days to Mexico to visit my grandmother and other family members after a 19-year absence. My
28 grandmother in Mexico is my only surviving grandparent and is unable to travel anymore because she

1 suffers from various illnesses. I had not seen her in approximately 10 years. While I was very glad to be
2 able to visit my grandmother, I felt like a stranger in Mexico and did not feel a sense of belonging. If I
3 were to return to Mexico permanently, I would feel the same way.

4 12. Since my current DACA grant expires on October 4, 2018, and my wife's DACA grant
5 expires in April 2019, we are unable to renew under the current DACA termination policy.

6 13. Without employment authorization, I will be unable to remain an employee for the
7 company I work for and perform contract work for the City of Palo Alto. I recently turned down a much
8 anticipated work position at the City of Palo Alto. Everyone expected the position of "Specialist
9 Inspector" to go to me. Due to the uncertainty regarding DACA and my work authorization, I made the
10 decision to rescind my application, so as to avoid uncomfortable situations for me and my would-be
11 employer in the future.

12 14. If I lose my job, I will not only lose my source of income, but also the benefits provided
13 through my employment, including health insurance, vision and dental insurance, and my 401k
14 retirement plan. My wife and I will also be unable to continue providing the same level of financial
15 support for our parents and other family members. Furthermore, losing my job will significantly affect
16 my ability to provide for myself, for my wife, and our ability to make ends meet in one of the most
17 expensive areas in the country.

18 15. My wife is currently in the process of applying to the Masters of Arts in English program at
19 San Jose State University. Until recently, she worked as an English teacher and would someday like to
20 return to a teaching career. However, she will be unable to use her skills as an educator when her
21 employment authorization expires, even though the state of California is experiencing a severe teacher
22 shortage.

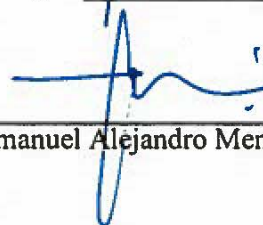
23 16. When I applied for DACA in 2012, I had an inherent understanding that I was "walking into
24 the lion's den" by providing my personal information to the federal government. Many officials made it
25 clear that such information would not be used for enforcement purposes. However, after Attorney
26 General Jeff Sessions' announcement on September 5, 2017 that the DACA program was being
27 rescinded, I began to wonder how the government would and could use the personal information that I
28 provided when I applied for DACA. I am now afraid because the government knows where I live based

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on the information I provided to apply for DACA, so there is nothing preventing them from coming to my home and detaining me.

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

Executed on OCTOBER 23RD, 2017, at PALO ALTO, California.



Emmanuel Alejandro Mendoza Tabares

EXHIBIT 97

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11 *University of California and Janet Napolitano, in*
12 *her official capacity as President of the*
13 *University of California*

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19 *Attorneys for Plaintiffs Dulce Garcia, Miriam*
20 *Gonzalez Avila, Saul Jimenez Suarez, Viridiana*
21 *Chabolla Mendoza, Norma Ramirez, and Jirayut*
22 *Latthivongskorn*

XAVIER BECERRA
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Attorneys for Plaintiff State of California

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NANCY L. FINEMAN (SBN 124870)
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San Francisco Airport Office Center
840 Malcolm Road, Suite 200
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Attorneys for Plaintiff City of San Jose

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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 DIANA TELLEFSON

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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, Diana Tellefson, declare and state as follows:

- 2 1. I am the Executive Director of the UFW Foundation, a nonprofit, § 501(c)(3) organization
3 dedicated to serving farm workers and immigrants in some of the most isolated and
4 underserved communities in California. The UFW Foundation's mission is to open the
5 doors of opportunity to working people and their communities. The UFW Foundation has
6 5 offices in California in the cities of Los Angeles, Bakersfield, Fresno, Salinas, and
7 Oxnard. The UFW Foundation has been working for over 10 years on immigration policy,
8 advocacy, legal services, and grassroots community education.
- 9 2. The UFW Foundation has a Service Center program staffed by twenty-two Department of
10 Justice, Office of Legal Access Programs ("OLAP") Accredited Representatives who
11 provide immigration legal services to immigrant Californians. The UFW Foundation is the
12 nonprofit with the largest number of OLAP accredited representatives in agricultural
13 regions in California, and serves over 60,000 immigrants annually.
- 14 3. The UFW Foundation's immigration team has focused on assisting individuals prepare the
15 documentation and paperwork necessary for DACA applications and renewals. Given the
16 isolated communities that the UFW Foundation serves, the organization's limited staff and
17 resources is unable to fully meet the high demand for its services.
- 18 4. UFW Foundation currently offers regular DACA clinics and in-office appointments
19 throughout California and assists DACA-eligible individuals by providing
20 comprehensive immigration screenings to Californians. Since 2012, the UFW Foundation
21 has assisted with over 4,140 DACA applications on behalf of its clients. The UFW
22 Foundation assists its DACA-eligible clients with initial applications as well as renewals.
- 23 5. Over 250 UFW Foundation clients have DACA that expires between September 5, 2017
24 and March 5, 2018 and are therefore subject to the mandatory October 5, 2017 renewal
25 deadline. Some of these UFW Foundation clients have received notices from Defendants
26 advising them to renew "as soon as possible" and within 120 to 150 days before their
27 status expires. Defendants' notices have made no mention of the October 5, 2017

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1 deadline. None of these UFW Foundation members or clients have received a corrected
2 notice from Defendants informing them of the mandatory October 5, 2017 deadline for
3 renewals.

4 6. Several UFW Foundation clients, were eligible for DACA as of September 5, 2017, but
5 had not yet submitted their initial applications. Most of them were in the process of
6 assembling the documentation and filing fees necessary to satisfy the DACA eligibility
7 requirements. Other youth clients of UFW Foundation were not eligible for DACA on
8 September 5, 2017 but will become eligible for DACA in the future, under the terms of
9 the 2012 Guidance.

10 7. UFW Foundation's clients face hindrances to bringing suit to protect their own interests,
11 including but not limited to lack of notice, privacy concerns, fear of retaliation (against
12 themselves and/or their families), language barriers, and lack of resources. Defendants'
13 planned unlawful termination of the DACA program has already directly harmed UFW
14 Foundation by causing the organization to divert its resources from other time sensitive
15 immigration cases to assist individuals to apply for renewals by October 5, 2017, and to
16 conduct additional screenings of its clients (members and non-members) to determine
17 whether they are eligible for other forms of immigration relief.

18 8. Since September 5, 2017, the UFW Foundation has extended its hours and accommodated
19 all potential applicants that walked into its offices to be able to assist DACA renewal
20 applicants that would not be needed if Defendants had not terminated the program. Our
21 staff had to divert our already limited resources and staff to be able to help as many people
22 as possible with such a short timeline. This has also involved the extra administrative
23 burden of calling and rescheduling numerous appointments and delaying work on other
24 active cases.

25 9. In addition, UFW Foundation's Service Center team has expended its limited resources
26 creating know-your-rights materials, answering calls, addressing walk-in questions, and
27 mailing renewal applications.

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10. UFW Foundation has spent additional money on priority shipping fees for renewal applications to ensure they arrive by the October 5 deadline. Additionally, to complete the applications, the organization has incurred other unexpected administrative costs.

11. The rescission of DACA also impacts my organization in a different way. Because my organization employs four (4) DACA recipients, the organization will need to incur the administrative burden of terminating the employment of these individuals when their DACA expires, and expending resources to find, hire, and train replacement employees. The loss of these valued employees and associated costs will impact the productivity of our organization.

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 10, 2017 in Los Angeles, CA.



DIANA TELLEFSON

EXHIBIT 98

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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 KATHLEEN
TRESIEDER**

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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, KATHLEEN TRESEDER, DECLARE:

2 1. I am the Chair of the Ecology and Evolutionary Biology Department, within the School
3 of Biological Sciences at University of California, Irvine ("UCI"). I have also been a professor at UCI
4 for about fourteen years. The matters set forth herein are true and correct of my own personal knowledge
5 and, if called as a witness, I could and would testify competently thereto.

6 2. Evelyn Valdez-Ward is a Ph.D. student in my Department at UCI. I have had many
7 opportunities to get to know her personally and professionally in my capacity as Department Chair.

8
9 **Evelyn's Contributions to the Scientific and UCI Communities**

10 3. Evelyn's research focuses on how climate change is affecting ecosystems and what
11 effects that might have on people. Unlike some scientific research that may have more limited practical
12 results, her research has immediate societal implications for California and the world. By identifying and
13 preventing some of the harms associated with climate change, her results will be important to making
14 the world a better place.

15 4. Evelyn performs this work in a cross-disciplinary field between microbiology and plant
16 physiology, bringing together subjects that rarely intermingle. The scientific space that her research
17 occupies is therefore also unique and valuable in its own right.

18 5. Evelyn's research is also site-specific. Her primary focus is on the coastal sage shrub, a
19 plant that is native to specific ecosystems in California. Her research is ongoing and requires vigilant
20 monitoring of a number of plants throughout California. Without Evelyn, the project itself would also
21 likely end. Her longstanding expertise on this project make her almost impossible to replace.

22 6. Evelyn is also among a prestigious group of Ford Foundation Fellowship recipients. This
23 fellowship is awarded to only 67 students nationwide, and it offers three years of stipend funding for
24 graduate research. In my fourteen years in the Ecology and Evolutionary Biology Department, Evelyn is
25 our Department's first Ford Foundation scholar.

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Evelyn's Student Leadership

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2 7. Evelyn's peers recognize her as a social and academic leader. Last year, the Ph.D
3 students elected her as their Graduate Representative. Her role is to formally meet with me to discuss
4 updates and represent the interests of the students. She is also expected to attend all faculty meetings and
5 advocate for her fellow students in that setting. She has approached this role effectively and fearlessly.

6 8. Evelyn is a natural leader and an organizer among her peers, and she makes the students
7 around her better and more empowered. She has led the organization of several events to engage
8 students in issues affecting UCI, including events regarding the recently announced rescission of the
9 Deferred Action for Childhood Arrivals ("DACA") policy. A few weeks ago, she organized the
10 Orientation for new students in our Department. Around the same time, Evelyn personally initiated and
11 organized a fundraiser to support the victims of the most recent earthquake in Mexico City. In
12 September, 2017, Evelyn reached out to me to encourage student and staff involvement in a rally to
13 express support for DACA recipients. I attended the rally along with thirteen other students and faculty.
14 Our involvement was covered in the local newspaper, which included this photo:



24
25 9. Evelyn shared information about her personal DACA status with me, and she has kept me
26 updated ever since. I understand that she hopes to apply for permanent residency but has not yet been
27 able to. Evelyn has continued to be fearless and outspoken within our Department and the broader
28

1 community about her personal experiences with DACA, and, at her request and my authorization, her
2 story was featured on our Department website.

3
4 **Impacts of the DACA Policy Rescission on Evelyn and Her Research**

5 10. I understand that Evelyn's Ford Foundation funding requires her to have certain legal
6 immigration status such as DACA or legal permanent residency. This is her most significant source of
7 funding. It pays for her tuition and a living stipend. The loss of this funding would be devastating for
8 Evelyn and would most likely force Evelyn to discontinue her research and graduate education.

9 11. The threatened loss of funding, even in the future, has immediate effects on Evelyn's
10 research today. Her studies, like many types of ecology research, are over long-time horizons, gathering
11 results for many years. This is important because any fluctuations in climate could drastically affect the
12 results of her research on drought. In order for students to have a high enough "confidence indicator" to
13 produce publishable work, it is imperative that they conduct their studies for multiple years. If Evelyn is
14 uncertain about whether she will be able to continue her research over a definite, long-term period, then
15 there is little purpose in beginning or continuing to invest in that research now.

16 12. If Evelyn is forced to leave the United States because of her immigration status, the
17 University of California, the State of California and the broader scientific community are likely to lose
18 the social benefits of her research. Her work is specific to a California ecosystem and involves in-person
19 intensive study. Evelyn would not be able to finish the research from any other country. This
20 Department is structured such that no other student, professor, or even Evelyn's supervisor would likely
21 have the time and ability to continue her research.

22 13. In the near future as well, the end of advance parole could materially affect Evelyn's
23 opportunities for professional development. One of the most prominent conferences in our field is the
24 Ecological Society of America Conference, which is held periodically in international locations. If
25 Evelyn is not allowed to travel outside the United States because of the end of advance parole, she will
26 lose a valuable opportunity to network and learn from prominent researchers around the world.

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Impacts of the DACA Policy Rescission on the Department of Ecology and Evolutionary Biology

14. The Ecology and Evolutionary Biology Department is already feeling the effects of the DACA policy rescission. Stress and fear among students and faculty are running high as they see their DACA peers under threat. We have been diverting substantial time and effort to help students and faculty grapple with their many fears and concerns over the DACA policy ending and the potential for immigration enforcement directed at our students. There is grave concern that we will lose talented students like Evelyn from our Department.

15. In the future, I expect the rescission of the DACA policy will reduce the likelihood that our Department will have exceptional, diverse scientific researchers like Evelyn. It is already difficult for scientists like Evelyn because significant sources of research funding are often limited to students with some form of protected immigration status. For example, my understanding is that National Science Foundation (NSF) funding is not available to undocumented and DACA students. NSF is one of the most significant funding sources for our Department; NSF provides the majority of fellowships for our graduate students. It is a testament to Evelyn's skill and commitment that she managed to secure alternate funding from the Ford Foundation in the past. The rescission of the DACA policy will make it even harder for would-be DACA students who come into our Department to succeed, because without DACA status, they are likely to face funding and travel challenges like those described above for Evelyn.

16. The loss of diverse students, such as those with DACA status, is harmful to our Department's ability to conduct research on climate change. Research suggests climate change has disproportionate economic and health impacts for minority and low income communities in California. Because of this, our Department has been working to connect with and study these vulnerable communities. Our diverse students are essential to our ability to build trust, knowledge and relevance with these communities. For example, DACA students have helped me to connect and engage with community leaders in environmental justice as part of our Departmental project titled *Increasing the Relevance and Social Impacts of Climate Research at UCI*. Without students like Evelyn, it will be

1 much harder for my Department to effectively engage with these communities, and I expect our research
2 will be negatively impacted as a result.

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

5 Executed on October 2nd, 2017 in Irvine, California.

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8 _____
9 KATHLEEN TRESEDER
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