

TASK FORCE ON IMMIGRATION
AND HIGHER EDUCATION IN
CENTRAL MASSACHUSETTS

REPORT

FEBRUARY 2008



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Executive Summary

In August 2007, the Colleges of Worcester Consortium, Inc. created a task force to examine the issue of immigration and higher education in Central Massachusetts.

It has become increasingly clear from recent demographic and economic studies and projections that the population in the northeast, and certainly in Central Massachusetts, is showing very limited growth. There is evidence that a decline in the “native-born” population is caused by significant out-migration due to a number of factors, including the high cost of living, limited career opportunities and a declining birth rate. The limited population growth that is evident is due primarily to the recent influx of immigrants to this area, with the largest numbers in Worcester coming from Ghana, Brazil, the Dominican Republic, Kenya, El Salvador, Albania and Liberia.

It is also clear that the area’s economy is becoming more knowledge-based with an increasing percentage of all new jobs requiring some form of postsecondary education. According to the 2007 Massachusetts Department of Workforce Development’s Job Vacancy Survey, 38 percent of current job vacancies in Massachusetts require an associate’s degree or higher. This represents an increase from 30 percent in 2003. Consequently, the level of education that the immigrant population attains is of vital importance to everyone—not only to immigrant students and their families, but also to the economic well-being of the entire region.

The Task Force was charged with researching the barriers to higher education faced by this new wave of immigrants and suggesting recommendations to address those barriers. The 36-member Task Force was made up of representatives from Consortium member institutions; federal, state and local governments; community and faith-based organizations; the Worcester Public Schools; the Massachusetts Board of Higher Education; and the Massachusetts Immigrant and Refugee Advocacy (MIRA) Coalition. Meetings were held over a six-month period, during which the Task Force identified three main barriers faced by immigrant communities in accessing higher education, and sub-committees were created to work on each of these. Speakers were invited to present on topics of interest. Two public hearings were held, the first of which was conducted at Worcester State College in October. It attracted community representatives, as well as college and high school faculty and administrators. The second hearing, held at the downtown branch of Quinsigamond Community College (QCC) in December, was attended by immigrant (English for Speakers of Other Languages – ESOL and GED) students as well as QCC staff.

Barriers

The three main barriers to higher education access identified by the Task Force are:

- **Insufficient information** on higher education and lack of appropriate modes of information dissemination;
- **Insufficient academic preparedness**, due to language barriers as well as low enrollment and/or achievement in core academic subjects; and
- The **high cost of college** attendance and the inability of many immigrant students to access financial aid, either due to regulations or the complexity of the aid process.

Key Findings and Recommendations

The first barrier, the dissemination of information, recognizes the many challenges of informing a diverse, multilingual immigrant population of the distinct and somewhat cumbersome process of gaining admission to U.S. colleges and universities. The Task Force recommends the creation of a centralized, well-publicized multilingual Web site which would serve as a clearinghouse for immigrant families and those aiding them in the college search and admission process. Effective community outreach to local immigrant groups and the creation of peer mentoring programs utilizing immigrant students who have successfully completed the college admission process could be valuable tools. In addition, college campus front-line staff should be adequately trained to provide consistent information to immigrant students once they arrive on campus.

The second barrier, in the area of academic preparedness, remains English proficiency for both school-aged youth and adults. The Task Force recommends additional ESOL instructional programs for Limited English-proficient (LEP) students in grades K-12, as well as for adults. Sufficient funding must be made available to meet the needs of school departments and communities. When feasible, core academic courses at the K-12 level should be offered in a native language while students make gains in English proficiency. Additional support and professional development must be provided so more teachers can obtain ELL (English Language Learners) licensure.

The third barrier, the cost of higher education, is one of resources and communication. Ongoing financial aid trainings should be offered to college counselors and agency representatives to keep them apprised of changes in financial aid eligibility for the numerous immigrant statuses. Additional resources should be explored for those immigrants in process of obtaining permanent residency awaiting final approval for a green card. The Task Force is mindful of the position of Governor Deval Patrick and his administration on providing in-state tuition rates at state colleges and universities for undocumented immigrant students, as well as the ongoing debate within the Massachusetts Senate and House and awaits the outcome of those debates.

The Colleges of Worcester Consortium will now take the findings and recommendations of the Task Force and work with its member organizations, elected officials and other government and community agencies to identify resources needed to implement these recommendations and to better position immigrants for higher education opportunities and to be active participants in our increasingly knowledge-based economy.

Report

IMMIGRATION OVERVIEW

According to the Center for Immigration Studies, the nation's total immigrant or foreign-born population (both documented and undocumented) reached a record 37.9 million in 2007. The immigrant population in the United States now accounts for one in eight individuals, the highest level in 80 years. The largest numbers of immigrants are coming to the U.S. from Mexico, the Philippines, India, China and Vietnam (*2006 American Community Survey, U.S. Census Bureau*).

Access to higher education for the immigrant population has also become a major national issue. In 2007, Congress attempted, but failed to pass comprehensive immigration legislation which included the Development, Relief and Education for Alien Minors Act (DREAM) Act. This act was defeated in the Senate by a 52-44 vote in October. (See **Appendix A.**)

Immigration has also had a major impact on a local scale in Massachusetts. Some key findings of the Boston Redevelopment Authority's 2005 report, *"The New Pilgrims" – Key to the State's Economy – Are Already Here* included the following: one out of every seven Massachusetts residents is foreign-born; over the last 25 years the proportion of the state's labor force made up of immigrants doubled; and immigrants with a college degree earn twice as much as those with only a high school diploma. From 2000 to 2004, 172,054 immigrants entered Massachusetts according to a 2005 MassINC report entitled *The Changing Face of Massachusetts: Immigrants and the Bay State Economy*. Without immigrants, the total population of Massachusetts would have decreased during that time.

The MassINC report also noted that 71 percent of adult immigrants in the state are not prepared for the knowledge economy, which is the backbone of the state's strength, and 245,161 immigrants (including both recent and previous arrivals) either lack a high school diploma or have limited English proficiency skills. An additional 221,986 immigrants lack the literacy skills needed in today's economy. This creates a far-reaching dilemma, as there is a predicted shortfall in qualified workers to meet the region's future workforce needs, and the local immigrant population will be heavily relied upon to fill the void. Seventeen percent of all jobs in Massachusetts are currently held by immigrants.

U.S. Census data shows that Worcester's foreign-born population rose 66.5 percent between 1990 and 2000. In Worcester, the largest numbers of immigrants are currently coming from Ghana, Brazil, the Dominican Republic, Kenya, El Salvador, Albania and Liberia (*data provided by Worcester City Clerk based on recent marriage and birth records*). Statewide, the largest numbers are coming to Massachusetts from Brazil, Portugal, China, the Dominican Republic and Haiti (*2006 American Community Survey, U.S. Census Bureau*). While immigrants have become a principal source of new labor in the state, as mentioned above, growing numbers are arriving with limited English language skills and a large number lack a high school diploma. It is vital for the immigrant population to access postsecondary education in order to become contributing members of today's workforce and power the state's future economy.

I. Information/Communication

Information on the importance of postsecondary education and how to prepare for, access and pay for it, is key to successful enrollment and eventual graduation. The manner in which that information is communicated to an immigrant population is critical if it is to be effective.

Barrier: Overall lack of knowledge/means of disseminating information

In terms of accessing higher education, many immigrant students and families suffer from an overall lack of general knowledge concerning the college search and application process. Many people within immigrant communities lack the basic knowledge of college admission requirements, including adequate academic preparedness, cost/financial aid, and appropriate application timelines and deadlines. The application requirements at colleges and universities often vary from institution to institution, which can further complicate the process. In many instances, college counselors and advisors within local high schools may lack specific information on the college admission process as

it relates to immigrant students and their status. Consequently, immigrant students may receive contradictory information on accessing higher education from various sources.

Recommendation: *Creation of a knowledge center of standardized/consolidated information*

In an effort to consolidate the basic information on the college search and admission process, a Web site should be established that would feature frequently asked questions and other pertinent information in several different languages. The site could be hosted by the Colleges of Worcester Consortium, Inc. as a link off its current homepage (<http://www.cowc.org>). The site would serve as an informational clearinghouse for immigrant students and their families and also as an educational resource and reference tool for counselors, advisors and other professionals who work with immigrant students on a regular basis. Also included would be information on how to obtain professional licensures, credit for life experiences and previous academic achievements in other countries.

Barrier: *Diversity of population challenges effective communication across cultures, languages and religions*

Worcester and the region is a very diverse area with many different cultures, languages and religions represented. Therefore, it is a difficult task to effectively communicate the nuances of the college admission process to immigrant students and their families across such a broad audience. (See *Immigration Overview*.)

Recommendation: *Provision of community outreach through collaboration with local community leaders and organizations, and creation of a peer mentoring program*

In addition to the establishment of a Web site, Consortium institutions, the Worcester Public Schools, and other local school systems and districts should work with local community organizations as well as local civic and religious leaders to disseminate appropriate information to the immigrant communities regarding the process of accessing and paying for higher education. The information might typically be presented in the form of language-specific flyers or information sheets. Informational meetings for both parents and students could also be held after religious services or at community gatherings. Additional venues at which to disseminate information could include neighborhood centers, grocery stores, libraries, hospitals, city buses/public transportation, and the local media.

A related recommendation is to establish a peer mentoring program involving immigrant students who have successfully completed the college admission process. These peer mentors, whether current college students or college graduates, would serve as knowledgeable and trustworthy advisors and would provide a personal connection for immigrant students and their families. Current college students serving as mentors could be paid with stipends or, if eligible for financial aid, with federal work study funding from their institution.

Barrier: *Educating front-line staff at colleges and high schools*

Due to a somewhat limited understanding of the college admission process in conjunction with possible language and cultural barriers, immigrant students might not know the appropriate office or staff member to contact at a given high school or college. As a result, students may connect with staff members who are not familiar with the specific needs and challenges that immigrant students may have.

Recommendation: *Provide training sessions for front-line college and high school staff*

In order to help serve the immigrant student population, all front-line staff at local colleges and high schools should be better educated about general questions in the college admission process and about the appropriate staff members on their campus or in their school for assisting immigrant students. Training sessions conducted by admissions and financial aid professionals and legal authorities or organizations should be held for all front-line staff who might be faced with fielding general questions from the immigrant population. With the establishment of the aforementioned Web site, front-line staff members could use the site as a reference point for questions and also direct immigrant students to the site. In addition, staff members at the colleges should stress to immigrant students the importance of application timelines and deadlines.

II. Academic Preparedness

Immigrant students attempting to enroll in higher education need a strong academic foundation if they are to succeed in college, as do all students. The various ethnic/racial backgrounds and differing cultural experiences, including family expectations and support, create an even greater challenge in transitioning into an American college.

The PK-12 immigrant population

The Task Force is using the Worcester Public Schools (WPS) as an example of an urban school system in Central Massachusetts.

Barrier: Lack of English proficiency skills/lack of classes and resources to teach English to Speakers of Other Languages (ESOL)

There are approximately 4,700 immigrant students (19 percent of 25,000 total students) currently attending WPS. A total of 76 different languages are spoken at home by students within the WPS and 37.8 percent speak a first language other than English according to 2006-07 data. An additional 16.6 percent were listed as Limited English-Proficient (LEP). There is a severe shortage of classes and resources to teach ESOL effectively among such a diverse student population.

Recommendation: Provide sufficient ESOL programming at all age levels (strong focus on pre-school) to enable students to become proficient in English and thus function well in traditional public school classrooms.

Current ESOL programming needs to be improved at the pre-school and early grade levels, where the dropout path often begins. It is important that students become proficient in English as early as possible to ensure they can function well in traditional public school classrooms.

However, the process of a student becoming English-proficient often takes much longer than one year, the amount of time outlined in Chapter 386 of the Acts of 2002 (known as "Question 2" on the 2002 Massachusetts ballot) for students who speak a home language other than English. While basic interpersonal communication skills can take one to three years to acquire, cognitive academic language-learning skills can range from three to seven years. More time needs to be allowed for students to become English-proficient and more resources (teachers, classrooms) need to be allocated to address this problem.

Barrier: Lack of progress in other essential academic areas while student is becoming English-proficient

During the process of becoming English-proficient, many immigrant students may suffer from a lack of progress in other essential academic areas. If core academic subjects such as math and science are being taught in English to a student who is not yet English-proficient, poor academic performance will likely occur. This lack of progress can result in lower scores on standardized tests and can set students back even further, causing them to repeat classes and costing the school system its resources. Allowing students to learn select courses in their native language can help them keep the same pace as their peers while they simultaneously pursue courses in the English language. It also enables them to maintain a higher level of self-esteem during a difficult transition to a new environment.

Recommendation: Provide courses in core academic subjects in a language that is comprehensible to the student while the student is becoming English proficient.

Core academic subjects should not be overshadowed or ignored while an immigrant student is becoming English-proficient. Until becoming proficient in English, the student needs to be taught core subjects in a language that is comprehensible. It is important to stress the need for simultaneous instruction in both English proficiency and comprehensible instruction in core academic subjects wherever feasible. More qualified teachers are needed to teach Limited English-proficient students.

Barrier: Lack of academic preparedness

Immigrant students and their families often lack an understanding of the type of academic preparedness needed to successfully attend college (taking appropriate high school-level courses that meet college admissions standards). Many immigrant students and their families may have false perceptions that passing the Massachusetts Comprehensive Assessment (MCAS) test is an appropriate indicator of academic preparedness for college. While passing the MCAS test is required to graduate high school, it is not the only indicator of college readiness. Once in college, students often find that the level of analysis, writing and abstract thought sufficient for passing the MCAS is insufficient for success in postsecondary education.

Also, high school students and teachers need to be familiarized with the content of college placement tests, and students need additional training in taking college placement tests. The SAT and ACT exams remain key barriers for entry into colleges across the country in addition to grades and extra-curricular activities.

Recommendation: Create more flexibility in college curricula; create academic programs that go beyond MCAS preparation and passing exams.

It is necessary that teachers in elementary and secondary schools not only teach students what they need to pass the MCAS. They must also teach students how to communicate abstract thoughts in concrete terms. Unfortunately, the MCAS creates a disincentive for this type of teaching. An alternative system could combine the MCAS with students' grades or other levels of assessment so that students do graduate proficient on the MCAS and prepared for college. Networking opportunities should be provided for professors of first-year college students and teachers in secondary and elementary schools so teachers can bring their curricula to the cutting edge of education.

Barrier: Lack of lived experience and understanding of college life/expectations by students and parents

Immigrant students who are unfamiliar with U.S. college life and expectations are at a distinct disadvantage compared to their American-born counterparts. This can create a "void" in which good decision-making may be lacking.

Recommendation: Increase communication between parents, students and high schools regarding college expectations and admissions; increase resources and funds for more access programs in high schools and colleges; decrease stigma associated with access programs; create distinct roles for college access advisors; emphasize high school-to-college transition programs

There is clearly an information and communication gap that immigrant students and their families face when preparing to access higher education. Immigrant students need to be better informed of what they need to achieve academically in order to go to college and successfully graduate. Resources and funding are needed for more access programs in high schools and supportive programs in colleges that can focus on immigrant students and their individual needs. College preparation programs need to be implemented that go beyond simply preparing for the MCAS exam. College faculty must work with high schools to create curricula that are truly college preparatory. Programs must be implemented that involve immigrant students and their parents in meetings with guidance counselors and in seminars exploring what is needed academically, financially and socially to attend and succeed in college. Such programs would connect students with available scholarship opportunities in their communities and beyond.

Barrier: Lack of basic needs being met for low-income immigrant students which impacts their ability to learn

Many low-income immigrant students deal with the harsh quality of life factors that significantly impact their ability to learn on a daily basis. In 2006-07, 63.4 percent of students in the Worcester Public Schools were listed as "low-income," including many immigrant students. It is difficult for a student to make progress in successfully assimilating into a new school experience when basic human needs are not being met.

Recommendation: Institute programs through the PK-12 schools to ensure that basic needs (medical, dental, nutritional) are met, thus enabling learning to take place. Partner with local community-based organizations and public health agencies via referrals and school-based services to meet students' basic life needs.

Barrier: Lack of trained teachers for Limited English-proficient students

Teachers need to be competent in teaching in a classroom composed of multicultural students if they are to be as effective as possible. Given the wide range of educational demands made on the classroom teacher today, adding the complexities of a multicultural student body can exacerbate the problems already being experienced in PK-12 classrooms.

Recommendation: Provide professional development for teachers

More teachers must be trained and licensed in teaching ELL students in order to be most effective. This needs to happen to a much greater extent than is currently the case, especially in the urban areas of Massachusetts. In fact, current state law demands this. College students training to be teachers in urban settings should be given more training in special education and ELL.

Barrier: Cultural differences create a different relationship to educational pursuits

The importance (or lack thereof) of academic pursuits often varies between cultures. Some immigrant families may hold cultural beliefs that they are not worthy of higher education, that they may be unqualified to attend college, or that their children should not leave home. Others may have a fear or mistrust of government or authority. There may also be situations when an immigrant student wants to go to college but there is a lack of family or parental involvement in the process, lack of encouragement, perhaps because of insufficient information, or because the parents/guardians have had negative experiences themselves in school settings. Immigrant families may also be unfamiliar with or distrustful of taking on loans to finance a college education.

Recommendation: Provide professional development for teachers, counselors and advisors to ensure better cultural understanding of their students

More professional development programs need to be offered for teachers, counselors and advisors who work with immigrant families to foster increased awareness and understanding of cultural differences as naturally occurring barriers to education and how to effectively address these barriers with the immigrant family group. Partnerships with immigration advocacy organizations and community groups can help increase awareness of the issues affecting immigrant students and should be pursued.

The adult immigrant population

There is also a strong need for more ESOL classes for the adult immigrant population currently in the naturalization process. In 2005, there were 18,501 immigrants across the state on waiting lists to access ESOL classes according to the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA). Approximately 3,200 are on waiting lists in Central Massachusetts where an inadequate number of ESOL slots are currently offered.

Recommendation: Provide additional ESOL slots and offer these classes at convenient times and locations for the population to be served. Involve business and industry and other workforce partners in providing these classes.

III. Cost

The high cost of postsecondary education in Massachusetts is an intimidating factor to even upper-income families. This intimidation, coupled with the confusing and complex process of applying for financial aid, if the immigrant student is even eligible for financial aid, can create a serious barrier to higher education.

Barrier: Lack of information (naturalized citizens, permanent residents, refugees, and asylees)

Naturalized and permanent residents may not know how to pay for postsecondary education or how to access the financial aid that is available. Also, unless they can pass the MCAS (and thus earn a high school diploma) or pass an "Ability to Benefit" test, they may be disqualified for federal and most state financial aid programs. For some immigrant students, passing these tests can be daunting tasks. It may also mean they cannot afford to attend postsecondary schools.

Recommendation: (1) Provide basic financial aid training for high school counselors and teachers to enable them to be more proactive in disseminating information on financial aid to in-school youth and their families. (2) Provide basic financial aid information for community organizations, religious organizations, cities, towns and the state to disseminate to those beyond high school age. Use financial aid literacy campaigns, media blitzes, local cable television programs, Web sites, bus ads and newsletters to spread the message about financial aid.

Naturalized citizens and legal permanent residents

Naturalized citizens and permanent residents need to be much better informed about postsecondary options and financial resources available to them. High school counselors and teachers are somewhat knowledgeable in this area, but they need to be more proactive in encouraging their students to go beyond a high school education and in telling them how to access financial aid.

Barrier: Lack of financial aid for people in process of obtaining permanent residency

People in process of obtaining permanent residency

As of July 2007, people in process of obtaining permanent residency can now qualify for in-state tuition at public colleges and universities (assuming they meet the Massachusetts residency requirements), but until they actually receive their green card they do not qualify for federal and state financial aid programs.

Recommendation: Other sources of aid need to be developed in order to enable people in process of obtaining permanent residency to attend college while awaiting approval for a green card.

People in process of obtaining permanent residency need similar information about their options, but since they are not eligible for federal or state financial aid programs, new sources of aid need to be developed to enable them to enroll in college while they await final approval for a green card. (People in process can apply for work permits, which can help them pay for tuition, but it is usually not sufficient.)

Barrier: Lack of financial aid/cost of out-of-state tuition (immigrants present in the U.S. under “Color of Law”)

Immigrants under “Color of Law” include many categories of people lawfully residing in Massachusetts, but who are not eligible for in-state tuition, nor for federal and most state financial aid programs. (See **Appendix B** for the listing of categories.)

Recommendation: Immigrants under “Color of Law” need more information about sources of financial assistance that are available to them

Immigrants under “Color of Law” also need more information about sources of financial assistance for college, especially since they must pay out-of-state tuition. (Most can apply for work permits.)

Undocumented immigrants

The Task Force examined the ongoing political debate concerning undocumented immigrants, including bills filed with the Massachusetts legislature that would provide for in-state tuition rates for children of undocumented immigrants. The Task Force is mindful of the economic impact an undereducated population can have on state and local community resources and urges our political leaders to continue the debate and move toward resolving this complex issue.

CONCLUSION

The work of the Task Force, through this report, will now be forwarded to Consortium member presidents, local and state agencies, elected officials and other interested parties for further consideration and public debate. The Colleges of Worcester Consortium, as a nonprofit, membership-driven organization, recognizes the diverse constituencies we seek to serve and does not assume unanimous agreement on all points or recommendations made in this report. We do, however, look forward to playing a facilitating role and to stimulating dialog as we collectively help more immigrants access higher education.

TASK FORCE ON IMMIGRATION AND HIGHER EDUCATION IN CENTRAL MASSACHUSETTS

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ABOUT THE COLLEGES OF WORCESTER CONSORTIUM

The Colleges of Worcester Consortium, Inc. is a 40-year-old not-for-profit association of public and private accredited colleges and universities located in Central Massachusetts. The Consortium is committed to working cooperatively both to further the missions of its member institutions individually and to advance higher education regionally, helping to position Worcester and the region as a premier destination for undergraduate and graduate students as well as college and university faculty and staff. Member institutions are: Anna Maria College, Assumption College, Atlantic Union College, Becker College, Clark University, College of the Holy Cross, Cummings School of Veterinary Medicine at Tufts University, Massachusetts College of Pharmacy and Health Sciences, Nichols College, Quinsigamond Community College, University of Massachusetts Medical School, Worcester Polytechnic Institute and Worcester State College.

APPENDIX A

The DREAM Act

The DREAM Act advocates a path to citizenship for undocumented immigrant students who were brought to the U.S. by their parents. Under the act, undocumented students who graduate from high school would be allowed to apply for conditional status which would provide up to six years of legal residence. During the six-year period, students must graduate from a two-year college, complete two years toward a four-year degree or serve in the U.S. military for at least two years. If the student has met any one of these requirements, permanent residence would be granted at the end of the six-year period. Approximately 65,000 U.S.-raised students who graduate from high school each year would be eligible to benefit from the DREAM Act.

APPENDIX B *(Provided by MIRA)*

Immigrants Present in the United States Under Color of Law though Ineligible for In-State Tuition

Many categories of immigrants live in Massachusetts in a legal condition referred to as “permanently residing in the United States under color of law”. In *Cruz v. Comm’r of Public Welfare*, 395 Mass. 107 (1985), the Supreme Judicial Court ordered the Commonwealth of Massachusetts to assess an immigrant’s eligibility for health care benefits based upon evidence that she was permanently residing in the U.S. under color of law because an application for legal status had been filed on her behalf while she was a minor, even though years had lapsed without action on that application.

Other examples of categories of immigrants who are here under color of law include the following:

1. **Immigrants granted Temporary Protected Status** based on conditions of national catastrophe, wartime conditions or the like.
2. **Immigrants who have applied for Temporary Protected Status.**
3. **Immigrants granted deferred action status** (this is granted based on humanitarian considerations, concerns that removal from the U.S. would generate adverse publicity, or similar considerations).
4. **Immigrants who have requested deferred action status.**
5. **Immigrants who are permitted to remain in the U.S.** while an application for a “green card” is processed - based on a close relationship to a U.S. citizen or permanent resident.
6. **Immigrants who have filed an asylum application** under 8 U.S.C. 1108 (this is a persecution-based status).
7. **Immigrants who have filed an application for withholding** of deportation or withholding of removal (other persecution-based statuses under the Immigration and Nationality Act).
8. **Immigrants who have made an application based on the Convention Against Torture** (federal treaty U.S. has ratified which prohibits involuntary return to torturing countries).
9. **Immigrants who have filed for adjustment of status** based on special laws for nationals of certain countries, e.g.
 - A) applications under the Cuban Adjustment Act
 - B) applications under the Haitian Refugee Immigrant Fairness Act
 - C) applications under the Nicaraguan and Central American Relief Act

- D) applications under the Lautenberg Amendments or other Indochinese provisions
 - E) and adjustment applications under other special such special laws.
10. **Immigrants who have filed applications for legalization** under the LIFE Act, 1986 legalization laws or as a result of federal court orders.
 11. **Immigrants who have filed applications for suspension of deportation** (based on hardship).
 12. **Immigrants who have filed applications for cancellation of removal status** (based on exceptional and extremely unusual hardship.)
 13. **Immigrants who have filed for cancellation of removal based on the Violence against Women Act** provisions for abused immigrants.
 14. **Immigrants granted stays of deportation from a federal court.**
 15. **Immigrants granted stays of deportation by statute or regulation.**
 16. **Immigrants granted stays of deportation by individual determination** of the Department of Homeland Security or DHS instructions.
 17. **Immigrants granted immigration parole status** by immigration authorities based on emergency reasons, the public interest, or other reasons.
 18. **Immigrants granted Family Unity status.**
 19. **Immigrants who have applied for Family Unity status.**
 20. **Immigrants in V visa status** based on relationship to a permanent resident.
 21. **Immigrants living in the U.S. under a humanitarian, indefinite or extended grant of Voluntary Departure.**
 22. **Immigrants living in the U.S. under federal orders of supervision.**
 23. **Immigrants granted Lawful Temporary Residence** under 1986 legalization provisions.
 24. **Immigrants who have filed an application for registry** under 8 U.S.C. 1259.
 25. **Immigrants who have applied for adjustment of status** as a special immigrant juvenile declared dependent on a court.
 26. **Any other immigrant living in the U.S. with the knowledge and consent of federal immigration authorities** and whose departure the authorities do not contemplate enforcing. This catch-all definition of who is PRUCOL was established by court cases to address situations in which the federal government has permitted the immigrant to remain in the U.S. but there is no category or name for the immigrant's status. E.g., where immigration authorities simply give an immigrant a letter allowing her to remain in the country indefinitely. See *Holley v. Levine*, 605 F.2d 638 (2d Cir. 1979).