

PRESIDENTS' ALLIANCE | ON HIGHER EDUCATION AND IMMIGRATION

Dream and Promise Act of 2019 Toolkit

April 28, 2019

A. Introduction

This advocacy toolkit is geared for college and university campuses, including students, faculty, and staff to share resources and opportunity for advocacy around H.R. 6, the Dream and Promise Act of 2019, legislation introduced in the U.S. House of Representatives that would establish a roadmap to citizenship for upwards of 2.3 million Dreamers and Temporary Protected Status & Deferred Enforced Departure holders. The House will markup H.R. 6 and vote on the bill in May of 2019. You can also view this toolkit at our [website](#); and our partner toolkits from Center for American Progress, United We Dream, and FWD.us at [this website](#).

Toolkit Contents

- [Background](#)
- [Contact Congress](#)
- [Partner Resources](#)
- [Talking Points](#)
- [Social Media](#)

This toolkit is geared toward supporting campuses and students in participating in the Higher Education Week of Action occurring the week of April 29, 2019. We urge campuses to contact Congress during the higher education call-in day happening this day on Monday, April 29, 2019.

For more information regarding H.R. 6, see the Alliance's [statement](#) on the bill's introduction; Steering Committee [letter](#) endorsing the bill; [audio recording](#) of a telephonic briefing for Alliance members; and [statement for the record](#) outlining our priorities. For the text of the bill, click [here](#). The Alliance will also post future resources on the [portion of its website](#) dedicated to Dreamers and H.R. 6.

This toolkit contains resources from the Alliance and partners; instructions on how to contact Members of Congress; sample scripts and tweets; and more. For questions about this toolkit, please contact mfeldblum@presidentsimmigrationalliance.org or jose@presidentsimmigrationalliance.org.

Presidents' Alliance Resources and Materials

- [Presidents' Alliance Statement on H.R. 6](#)
- [Presidents' Alliance Steering Committee letter endorsing H.R. 6](#)
- [Presidents' Alliance Audio Recording of March 2019 Telephonic Briefing on H.R. 6](#)
- [Presidents' Alliance Statement for the Congressional Hearing on Dreamers and TPS & DED Holders](#)
- [Presidents' Alliance Talking Points](#)
- [Presidents' Alliance and Migration Policy Institute Brief on Dreamer Graduation Rates](#)

Sign-up for the Higher National Call-in Day

To register for call-in day, click [here](#)

We encourage you to sign up for the national higher education call-in day of action on Monday, April 29, 2019. Campuses and students across the nation will be calling the U.S. House of Representatives to ask their representative to take steps to pass the Dream and Promise Act.

To help you prepare for the call-in day, we encourage you to use this toolkit.

You can use this link to make a call to your Representative:

bit.ly/AllianceCall-In

B. Background

The Dream and Promise Act of 2019, H.R. 6, is a bill [introduced in the 116th Congress](#) in the U.S. House of Representatives. If passed by both the House and the Senate and signed by the President, the bill would direct the federal government to establish an application process for certain immigrants to apply for lawful permanent resident status (LPR), commonly known as a “green card”, and eventually naturalize to become U.S. citizens.

Undocumented immigrants; Deferred Action for Childhood Arrivals (DACA) recipients; and Temporary Protected Status (TPS) & Deferred Enforced Departure (DED) holders could all potentially benefit under the bill. H.R. 6 has three titles, Title I, which deals with Dreamers and

DACA recipients; Title II, which deals with TPS and DED holders; and Title III, which contains provisions that benefit both populations.

Dreamers. For Dreamers to qualify for conditional permanent resident status (CPR), they must have: (a) entered the country before the age of 18; (b) lived in the United States for at least four years from the date of the bill's enactment; (c) meet certain educational requirements; and (d) satisfy certain background requirements. To transition from CPR to LPR status, CPR holders must, within ten years: (a) obtain a higher education degree or satisfy two years in a higher education program; (b) complete two years of military service; or (c) be employed for at least three years. Per existing law, once an individual becomes an LPR (and waits five years in CPR and LPR status) they may apply to naturalize and become U.S. citizens. DACA recipients may immediately become CPRs.

TPS/DED. For current and former TPS/DED holders to qualify for LPR status, they must have held or been eligible for TPS or DED in September of 2016, even if that status was subsequently terminated. Current or former TPS/DED holders may apply for LPR status assuming they still meet certain background requirements. Again, after waiting five years in LPR status, individuals may apply to naturalize and become U.S. citizens.

The U.S. House of Representatives will markup the bill (e.g. move from the House Judiciary Committee to the floor) in May of 2019; and hold a vote on the House floor in that same month. In late March, the Senate introduced the Dream Act of 2019, a similar bill that would provide relief to Dreamers and DACA recipients. It is unknown whether the Senate will schedule a vote on the Dream Act of 2019 and, for now, the Alliance is dedicated to supporting the passage of H.R. 6 in the House.

C. Partner Resources & Materials

Below, the Alliance provides key resources and materials developed by partners and others that provide helpful information regarding the bill, the scope of relief, and summary of benefits to individuals and the country.

District-by-District Economic Impact and Population Estimates. The [University of Southern California](#) published a district-by-district analysis of who would benefit under the bill, including, including their federal and state/local tax contributions; and spending power. The below resource is also helpful to customize your email/letter/call to your Representative regarding the specific economic benefits to their his or her district.

- [University of Southern California Center for the Study of Immigrant Interaction - Interactive Map: American Dream and Promise Act of 2019 Populations and their Economic Contributions by U.S. Congressional District](#)

Additionally, the [Migration Policy Institute](#) (MPI) also provided estimates of individuals eligible for relief, though not by congressional district. The MPI and USC estimates differ slightly due to minor differences in methodology, we recommend you incorporate the 2.3 million number in your messaging. Recently, MPI, in conjunction with the Alliance, published a fact sheet estimating that upwards of 100k undocumented immigrant students graduate from high school every year.

- [Migration Policy Institute - More Than a DREAM \(Act\), Less Than a Promise](#)
- [Migration Policy Institute and Alliance - Fact Sheet on Graduation Rates for Dreamers](#)

General Information About H.R. 6. Rep. Roybal-Allard, one of the lead sponsors for H.R. 6, created a two-page fact sheet that provides a helpful overview of the bill.

- [Rep. Roybal-Allard Office - Fact Sheet on H.R. 6](#)

Additionally, [United We Dream](#), in conjunction with the [National Immigration Law Center](#), and [Undocublack](#), released a series of helpful resources:

- [Dream and Promise Act of 2019 Section-By-Section Summary](#)
- [Frequently Asked Questions on Dream and Promise Act of 2019](#)
- [Side by Side Comparison of DACA, Dream Act of 2019, and American Dream and Promise Act of 2019](#)
- [Side by Side Comparison of Dream and Promise Act of 2019, SECURE Act of 2019, American Promise Act of 2017, and TPS](#)

In early April of 2019, USCIS released updated data and statistics regarding pending renewal and initial requests for DACA, number of current DACA holders, and updated quarterly data—all recent as of January 30, 2019.

- [USCIS DACA Data and Statistics](#)

The Hispanic Association of Colleges and Universities (HACU) has a mini-toolkit and resource page that contains information on H.R. 6 and tools to contact Congress in support of the bill.

- [HACU - Toolkit on Supporting H.R. 6](#)

Finally, the [Center for American Progress](#) created and compiled a variety of resources related to H.R. 6, including fact sheets on DACA, TPS, DED; the impacts on U.S. citizen relatives; and economic benefits. Most recently, CAP also released a city and county breakdown of the economic benefits of the population who would benefit under H.R. 6.

- [Center for American Progress - Resources on H.R.6, the Dream and Promise Act](#)
- [City and County-Specific Data Regarding H.R. 6, the Dream and Promise Act](#)

D. Contact Your Member of Congress

You can contact Members of Congress in a variety of ways, including email, phone, and in-person visits. Congressional offices welcome and expect outreach from constituents—regardless of whether constituents are U.S. citizens—and have staff specifically to receive emails, phone calls, and correspondence on issues. We particularly encourage campuses to contact Congress on the higher education call-in day occurring on Monday, April 29, 2019.

OPTION #1

Visit this [link](#) to call your Member of Congress. The website will ask for your name, number, zip code; and then provide a script and then call your phone to connect you with your Member of Congress. Here is the website:

bit.ly/AllianceCall-In

Report back what you hear from the office by emailing info@presidentsimmigrationalliance.org an email with the subject line “Report from Outreach to Representative [NAME].” This email should contain a brief summary of: (a) the date you received a response; (b) who you are and how you are connected to the Alliance; and (c) the office’s response to your inquiry.

OPTION #2

Alternatively, you can look up information for your Member of Congress and then call or email them using the below materials. Below we provide editable scripts or emails, letters, and phone calls. Feel free to personalize the templates as much as you would like. We encourage you to ask your Representative, whether Democratic or Republican, to cosponsor the bill (if they have not already) and thank those who already have.

Step 1: Find out who your representative is by visiting the following website and inputting your address: <https://www.house.gov/representatives>; and click on their webpage to find their email, phone, or mailing address. Alternatively, for phone calls, you can call the Capitol Switchboard (202) 224-3121 and ask to be connected to your Representative’s office.

Step 2 (Optional): Look up the economic contributions by immigrants in your congressional district who would benefit under H.R. 6 and incorporate that data in outreach to Members of Congress at <https://dornsife.usc.edu/csii/map-dream-and-promise-act/>.

Step 3: Find out whether your Representative has cosponsored H.R. 6 by reviewing the cosponsor tab (use your browser’s “find” or “search” feature to search for your Representative’s name) at the following page:

<https://www.congress.gov/bill/116th-congress/house-bill/6/cosponsors>.

Step 4: Email, write, or call your Representative (or all three) using the below script:

Dear Representative: I [write/call] you as a constituent to [thank you for cosponsoring/urge you to cosponsor] H.R. 6, the Dream and Promise Act of 2019; and vote against any negative amendments to the bill. As you know, H.R. 6 would establish a roadmap to citizenship for Dreamers and Temporary Protected Status & Deferred Enforced Departure holders. In your district there are (number) of individuals that would benefit under H.R 6; have an annual total spending power of (\$ amount); and contribute (\$ amount) in state and local taxes every year. Thank you.

Step 5: Report back what you hear from the office by emailing info@presidentsimmigrationalliance.org an email with the subject line “Report from Outreach to Representative [NAME].” This email should contain a brief summary of: (a) the date you received a response; (b) who you are and how you are connected to the Alliance; and (c) the office’s response to your inquiry.

E. Sample Tweets for Students, Campuses, and Presidents

Below, the Alliance provides sample tweets for schools, students, and presidents. To find your member of Congress’ Twitter handle, visit this [link](#). Feel free to modify and use the below templates when tweeting in support of the bill. Follow the Alliance at @PresImmAlliance!

For Schools

We’re proud to support the Dream and Promise Act, which would provide relief to upwards of 2.3 million Dreamers and TPS & DED holders, including students across the nation. Congress must act now to pass the bill swiftly. #DreamAndPromiseNow #ProtecttheDream #HR6.

Did you know? The Dream and Promise Act would expand federal financial aid to upwards of 2.3 million Dreamers and TPS & DED holders and help students attend higher educational institutions such as ours. #DreamAndPromiseNow #ProtecttheDream #HR6

For the first time ever, the Dream and Promise Act would create a grant program for non-profit institutions, including colleges and universities, to offer legal and other services to applicants. Congress must pass H.R. 6! #DreamAndPromiseNow #ProtecttheDream #HR6

BREAKING: Over 420 college and university presidents, members of @PresImmAlliance, support the Dream and Promise Act, H.R. 6. For more information, visit: bit.ly/AllianceDreamToolkit #DreamAndPromiseNow #ProtecttheDream #HR6

For Students

Under the Dream and Promise Act, more students, including my classmates, would be protected from deportation. Everyone should have the opportunity and security to attend college. #DreamAndPromiseNow #ProtecttheDream #HR6

.(@ your member of Congress) I am a student that lives in your district. I urge you to cosponsor H.R. 6, the Dream and Promise Act of 2019 and protect upwards of 2.6 million immigrants #DreamAndPromiseNow #ProtecttheDream #HR6

.(@ your member of Congress) I am a student that lives in your district. Thank you for sponsoring H.R. 6, the Dream and Promise Act of 2019 and protect upwards of 2.6 million immigrants #DreamAndPromiseNow #ProtecttheDream #HR6

.(@ your member of congress) your district would benefit economically from passage of the Dream and Promise Act! Please cosponsor! To learn more, visit <https://dornsife.usc.edu/csii/map-dream-and-promise-act/>. #DreamAndPromiseNow #ProtecttheDream #HR6

.(@ your member of congress) All students, no matter their immigration status, should have the opportunity to attend college. The Dream and Promise Act of 2019 would expand opportunities for immigrant students and I urge you to support it! #DreamAndPromiseNow #ProtecttheDream #HR6

For Presidents

I'm proud to stand with Dreamers and TPS/DED holders and support H.R. 6, the Dream and Promise Act of 2019. It's time for Congress to provide permanent protection to upwards of 2.3 million aspiring Americans. #DreamAndPromiseNow #ProtecttheDream #HR6

Today, I joined 400+ other college and university presidents to support H.R. 6, the Dream and Promise Act of 2019, which would expand access to higher education for Dreamers and TPS/DED holders. Learn more at bit.ly/AllianceDreamToolkit #DreamAndPromiseNow #ProtecttheDream #HR6

Our campus is committed to supporting our Dreamer and TPS/DED students, which is why we are supporting H.R. 6, the Dream and Promise Act of 2019; and calling on Congress to immediately pass this critically needed bill. #DreamAndPromiseNow #ProtecttheDream #HR6

Proud to join other @PresImmAlliance members in support of #DreamandPromise and ensure that campuses continue to welcome immigrants and work with Congress to expand access to higher education. Learn more at bit.ly/AllianceDreamToolkit #ProtecttheDream #HR6

Today, I join other @PresImmAlliance members in committing to the national higher education call-in day on Monday, April 29 in support of the Dream and Promise Act! Learn more at bit.ly/AllianceDreamToolkit #DreamAndPromiseNow #ProtecttheDream #HR6

E. Talking Points (see next page)

PRESIDENTS' ALLIANCE | ON HIGHER EDUCATION AND IMMIGRATION

Talking Points for Dream and Promise Act of 2019, H.R. 6
April 19, 2019

General Talking Points

1. **Permanent Relief.** The Dream and Promise Act of 2019 would provide permanent relief for upwards of 2.3 million aspiring Americans, many of whom have deep ties to our communities, decades of residency, and cannot obtain immigration status under existing law.
2. **Roadmap to Citizenship.** The Dream and Promise Act of 2019 would establish a roadmap to citizenship for upwards of 2.3 million Dreamers; Deferred Action for Childhood Arrivals recipients; and 429,000 Temporary Protected Status & Deferred Enforced Departure holders.
3. **Majority of Americans support Dreamers.** According to [Gallup](#), 83 percent of Americans support a roadmap to citizenship for Dreamers, including three fourths of Republicans.
4. **Bipartisanship.** Members of Congress must move forward to, quickly and in a bipartisan manner, enact the Dream and Promise Act of 2019, and provide badly needed certainty and stability for upwards of 2.3 million aspiring Americans.
5. **Oppose Poison Pills.** Members of Congress must vote against negative amendments or poison pills designed to narrow the population provided relief under the bill, especially when the Dream and Promise Act of 2019 comes for a vote on the House floor.

Roadmap to Citizenship Talking Points

1. **DACA, TPS, and DED.** The Dream and Promise Act of 2019 provides a roadmap to citizenship for Temporary Protected Status and Deferred Enforced Departure holders, who represent students and are part of the workforce in higher education institutions. Temporary Protected Status holders alone have over 275,000 U.S. citizen children.
2. **TPS/DED Requirements.** For current or former Temporary Protected Status/Deferred Enforced Departure holders to obtain lawful permanent resident status under the Dream and Promise Act of 2019, an individual must have been eligible for TPS or DED in September of 2016.
3. **Dreamer Requirements.** For Dreamers to obtain conditional permanent resident status under the Dream and Promise Act of 2019, an individual must have arrived in the United

States before the age of 18; lived in the country for four or more years; meet certain educational requirements; and pass a background check.

Economic

1. **Economic Gains and DACA.** According to the [Center for American Progress](#), failing to enact the Dream and Promise Act and protect DACA recipients would result in a loss of \$460.3 billion from our nation's GDP over the next decade and eliminate close to 685,000 workers from our nation's economic engine.
2. **Economic Gains and TPS.** According to the [Center for American Progress](#), failing to enact the Dream and Promise Act and protect TPS holders from El Salvador, Haiti, and Honduras would result in \$164 billion reduction in GDP over a decade; and according to the [Immigrant Legal Resource Center](#), lead to \$6.9 billion in reductions to Social Security and Medicare contributions over a decade.
3. **Investing in Students.** Expanding access to higher education for Dreamers ensures that our nation can fully benefit from the investment and contributions that it has made in immigrant students through elementary and secondary school.

In-State Tuition and Section 505

1. **Expanding Access to In-State Tuition.** The Dream and Promise Act of 2019 contains vital access to higher education provisions, including restoring the ability of states to offer in-state tuition to undocumented immigrant students who otherwise meet residency requirement; expanding access to federal financial grants, loans, services, and work study; restoring the ability to travel abroad.
2. **Local Control is More Effective.** States, higher education institutions, and local education officials are in the best position to decide how to provide in-state tuition and the federal government should not micromanage state's education policies.
3. **100k Immigrant Graduates per Year.** Every year, [nearly 100,000 undocumented immigrant students](#) graduate from high school, and many of these students did not have the opportunity to apply for DACA, which makes federal legislation to protect Dreamers even more urgent.
4. **States' Discretion.** It is essential that states have the discretion to enact policies to facilitate these students' participation in higher education, particularly around in-state tuition.
5. **In-State Tuition as a Priority for States.** Over twenty states and Washington D.C. offer in-state tuition to immigrant students, some through legislative action and other through the university system itself, signalling a desire among states to provide investment in their student population through in-state tuition.¹

¹ <http://www.ncsl.org/research/immigration/tuition-benefits-for-immigrants.aspx>.

6. **National Economic Benefits.** Expansion of in-state tuition yields to increase economic benefits to the state, including increased tax receipts, greater GDP contributions, and increased spending power in local communities.²
7. **Case Examples for State Tuition.** In regards to economic benefits to states, the New American Economy [found](#) that in-state tuition for DACA recipients would yield \$1.2 million in federal, state, and local taxes per year and a growth in \$3.9 million in spending power. Similarly, in state tuition for immigrants in Texas yields over [\\$400 million](#) in economic activity.
8. **Fairness to Longtime Residents.** Immigrant students that would potentially benefit represent individuals who have lived in the state for most of their lives and, aside from their immigration status, would qualify for in-state tuition.
9. **Increased Enrollment Benefits Everyone.** There is not a finite number of educational spots in higher education institutions—which includes community colleges and other postsecondary schools—and the availability of in-state tuition would grow enrollments and the financial stability of schools.
10. **Helps States’ Enrollment Goals.** More than 40 states have established goals for postsecondary credential attainment, such as a goal of having 60% of state residents earn a college degree or other postsecondary credential by 2025, and access to in-state tuition is absolutely critical for states to be able to meet these requirements.³
11. **Economic Benefit for Individuals.** Colleges and universities serve as key generators of social and economic mobility for all students in our nation and since 2008, the majority of the new jobs created in the economy are going to college-educated individuals.⁴ In-state tuition is critical to fostering continued growth in our nation’s economy.
12. **Increased Earnings.** Research studies consistently demonstrate that postsecondary education can increase economic mobility and improve lives.⁵ Over a career, an average high school graduate earns at least \$1.4 million; an associate’s degree holder earns at least \$1.8 million; a bachelor’s degree holder earns \$2.5 million; a master’s degree holder earns \$2.9 million; a PhD holder earns \$3.5 million; and a professional degree holder earns at least \$4 million.⁶

² <http://www.newamericaneconomy.org/wp-content/uploads/2016/04/PNAE-TN-Tuition-Brief.pdf>

³ See overview at <https://www.luminafoundation.org/lumina-goal>.

⁴ Robert Shapiro, “The New Economics of Jobs is Bad News for Working-Class Americans and Maybe for Trump,” January 16, 2018, <https://www.brookings.edu/blog/fixgov/2018/01/16/the-new-economics-of-jobs-is-bad-news-for-working-class-americans-and-maybe-for-trump/>.

⁵ “The Economics of Higher Education,” A Report Prepared by the Department of the Treasury and the Department of Education, December 2012.

https://www.treasury.gov/connect/blog/Documents/20121212_Economics%20of%20Higher%20Ed_vFINAL.pdf.

⁶ Anthony P. Carnevale, “Reauthorizing the Higher Education Act: Accountability and Risk to Taxpayers,” Testimony Before the Committee on Health, Education, Labor and Pensions, U.S. Senate, January 20, 2018.

<https://www.help.senate.gov/imo/media/doc/Carnevale2.pdf>.

