

St. John's University

St. John's Scholar

Theses and Dissertations

2024

**DEFERRED ACTION FOR CHILDHOOD ARRIVALS EFFECT ON
WELL-BEING: A SYSTEMATIC REVIEW ON LATINO RECIPIENTS**

Kimberly A. Mora

Follow this and additional works at: https://scholar.stjohns.edu/theses_dissertations



Part of the [Psychology Commons](#)

DEFERRED ACTION FOR CHILDHOOD ARRIVALS EFFECT ON WELL-BEING:
A SYSTEMATIC REVIEW ON LATINO RECIPIENTS

A thesis submitted in partial fulfillment
of the requirements for the degree of

MASTER OF ARTS

to the faculty of the

DEPARTMENT OF PSYCHOLOGY

of

ST. JOHNS COLLEGE OF LIBERAL ARTS AND SCIENCES

at

ST. JOHN'S UNIVERSITY

New York

by

Kimberly A Mora

Date Submitted 4/10/2024

Date Approved 4/30/2024

Kimberly A Mora

Dr. Robin Wellington

© Copyright by Kimberly A Mora 2024

All Rights Reserved

ABSTRACT

DEFERRED ACTION FOR CHILDHOOD ARRIVALS EFFECT ON WELL-BEING: A SYSTEMATIC REVIEW ON LATINO RECIPIENTS

Kimberly A Mora

To many undocumented Latino immigrants, the United States of America is seen as the land of opportunity, a country that will be able to provide a better future for their family and their children, a place for the American dream. Deferred Action for Childhood Arrivals has been proof of America being the land of opportunity. Recipients are given the opportunity to do more for themselves, to build a better future than they would've had in their countries. Despite the controversies about immigration policies this program continues to stand; with its recipients showing their resilience to be in a country that they now call home. This program has been extremely beneficial to its recipients, granting them opportunities they did not have prior to the program being implemented. However, due to liminal legality recipients are faced with many challenges, initially leading to the question does the Deferred Action for Childhood Arrivals provide stability for its recipient's wellbeing? The following systematic review gives insight on previous studies conducted on Latino recipients of Deferred Action for Childhood Arrivals that focuses on the well-being of its recipients, their struggles, barriers, and resilience throughout the years of being on the program.

ACKNOWLEDGEMENTS

I would like to begin by thanking God, for always being by my side and allowing me to reach this huge accomplishment. I'm extremely thankful for Dr. Robin Wellington who has been my mentor, her guidance made it possible to get through the stages of completing my thesis. I would also like to acknowledge my family, specifically my mother Neilyn and father Jesus for their continued support and encouragement throughout my education. A special thank you to my best friend Karen for continuously motivating me and believing in me when I needed it the most, along with my dog Tanner who provided much needed emotional support .

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	iv
LIST OF FIGURES	v
CHAPTER 1: DACA POLICY	1
CHAPTER 2: LITERATURE REVIEW	3
Mental Health Studies	3
DBT Benefits.....	8
DACA Challenges	11
Educational Impacts	20
CHAPTER 3: METHODOLOGY	23
Results	24
CHAPTER 4: DISCUSSION.....	30
Limitations.....	30
Future Implications	31
REFERENCES	33

LIST OF TABLES

Table 1: DBT skills, General Definitions, Rationale, and Culturally Sensitive Examples	10
Table 2: Means and Standard Error of Outcome Variables by Temporary Status and DACA	17
Table 3: Participant Sub-themes as Compared to Community Cultural Wealth (CCW) Categories	18
Table 4: Breakdown of Themes with Definitions	21

LIST OF FIGURES

Figure 1: Count of Active DACA Recipients	2
Figure 2: PRISMA Flow Diagram	24
Figure 3: Article Summarization	25

CHAPTER 1: DACA POLICY

Prior to the implementation of Deferred Action for Childhood Arrivals, many children and young adults were living in a state of uncertainty, having an illegal status made it difficult for these individuals to get employment, and get accepted into schools being that their status also meant they did not have a social security. There were many limitations to what these individuals were able to do, this is why when President Obama discussed this program, illegal immigrants felt some hope they even adapted the name of ‘DREAMERS’. U.S Citizenship and immigration services stated the start of DACA also known as Deferred Action for Childhood Arrival was on June 15, 2012, when the secretary of homeland security announced that children who came to the United States and met the required criteria would be able to get deferred action, which is an exercise of prosecutorial discretion to defer removal. However, deferred action does not provide lawful status to those children. DACA provides recipients with a social security number, temporary driver license, and work authorization card. As of March 31, 2023, there are 578,680 active DACA recipients, refer to figure 3 on page 2 to view the numbers for currently active recipients. The legal documentation from this program has aided its recipients in being more integrated into the community and providing a sense of stability by giving them a temporary status that allows them to work and attend school. These opportunities sound positive, but what about the effects on the recipient’s well-being which refer to an individual’s sense of self, purpose, functionality which can all be influenced by personal and social factors being either positive or negative. The hypothesis presented for this study is that the Deferred Action for Childhood Arrivals (DACA) will have negative impacts on the recipient’s wellbeing such as anxiety, stress,

depression. My hypothesis was not supported. It was concluded it is not DACA itself that causes negative impacts on its recipients, it is the liminal legality of DACA.

Figure 1: Count of Active DACA Recipients

Count of Active DACA Recipients By Month of Current DACA Expiration As of March 31, 2023	
Month of Current DACA Expiration	Active DACA Recipients (Rounded)
TOTAL ¹	578,680
Apr-23	4,820
May-23	13,160
Jun-23	16,990
Jul-23	25,360
Aug-23	50,960
Sep-23	42,780
Oct-23	32,430
Nov-23	19,680
Dec-23	20,680
Jan-24	26,540
Feb-24	29,310
Mar-24	39,300
Apr-24	22,150
May-24	18,910
Jun-24	16,550
Jul-24	16,140
Aug-24	20,730
Sep-24	19,880
Oct-24	23,250
Nov-24	21,590
Dec-24	14,440
Jan-25	7,530
Feb-25	44,960
Mar-25	30,540

CHAPTER 2: LITERATURE REVIEW

Mental Health Studies

Siemons and colleagues state “Undocumented immigrants face marginalization, socioeconomic challenges, and reduced social integration, the undocumented experience has an even greater degree of stigma associated with their illegal status.” (Siemons et al, Page.543) they face stress during and after their migration to the country. These individuals come illegally due to violence, abuse, quality of life, economy, and search for a better life. Due to these choices, there is concern for mental health and wellbeing especially for the young adults who must navigate as undocumented since they face restrictions and previous research indicates this instability can lead to depression and even suicidal thoughts. The researchers study consisted of DACA eligible Latinos between the ages of 18-31 with nine focus groups and 61 participants and they conducted audio recorded sessions that lasts from 60 to 90 minutes with discussions on community level, interpersonal level, and individual level. On the community level (increased societal integration) participants stated when comparing themselves to their peers, some did feel isolated, stressed, suicidal, while other participants stated that with DACA they felt an increase of access to resources and a sense of belonging and normalcy. Without DACA recipients stated there was struggle with stress and often feeling like they were in survival mode. Other challenges that participants discussed were the limitations that still exist such as health benefits leaving many uninsured and how lack of federal financial aid limits educational opportunities. One participant stated that the emotional challenges are engrained, and the trauma of growing up undocumented is still stressful, a male

participant states “Your experiences with pre-DACA, on full-on undocumented life, the fear of paranoia... that’s still there. You’re still going to feel the residual of what that felt like” (Siemons et al, Page 547). On the interpersonal level (greater peer support) One participant stated the opportunity to share experiences with others in a similar situation help provide not only support but also validation as DACA provides a connection to others in similar situations. DACA participants also discuss how they began to feel an increased emotional responsibility for their undocumented family members who do not have the protection that DACA can provide, which caused some to experience anxiety. On the individual level with DACA some participants reported they had an improved sense of self as it made them feel a sense of belonging and improved self-esteem. Other participants discussed DACA’s temporary nature causes anxiety and fear of the risk of it being taken away. The results of this research state that there are mental health challenges consistent with previous studies that show reduced societal integration and low self-esteem while growing up undocumented. While also finding increased access to societal structures that can provide benefits to DACA recipients and have positive effects on mental health and well-being by decreasing stress. The study supports that DACA can have both beneficial and detrimental influences on mental health and well-being (Siemons et al, 2017).

Researchers at the University of California present a study where they analyze psychological wellness on Latino immigrant young adults before and after a transition from undocumented to lawfully present. The results from the study suggested that the change from undocumented to lawfully present through DACA is associated with positive outcomes, but it did not reduce worry about deportation (Patler & Pirtle, 2017).

When talking about DACA for Latino immigrants, the obstacles that they are exposed to needs to be acknowledged. Immigrant experiences can be a stressor that correlate with significant life events such as traumatic migration experiences, separation from family and chronic stressors that go along with being in a new place. Patler and Pirtle drew from a study called the DACA with a sample size of 487, the psychological wellbeing measure looks at the effects of the legal status and their experiences during the transition to legal status. The researchers looked at psychological well-being and results showed that there was a correlation between stressful experiences and adverse mental health, and the fear of deportation showed to affect psychological well-being. DACA status was also a measure that looked at those who were approved (n=452), and those had been denied, haven't received a decision, or have not applied (n=50), lastly a measure of social demographics was included. At a time when recipients were undocumented and low-income, recipients reported distress, worry and negative emotions compared to those who were not low income. Individuals from disadvantaged social groups have more exposure to stress. Individuals with college degrees reported more worry, distress, and negative emotions compared to those with a high school degree or less. The findings in this study showed that there is better health after the transition into lawful presence. There was a strong positive and significant effect of legal status on psychological wellbeing. DACA reduced the odds of distress, negative emotions, and worry about self-deportation by 76 % - 87% compared to those without DACA. One participant provided a statement saying the benefits, "I have a better job, I am more stable, and not afraid to drive around. I have an ID now and I am more capable of doing what I want. I feel better emotionally, physically, and psychologically" (Patler & Pirtle. Page 45.)

Garcini and colleagues conducted a study to look at the association of immigration legal status and distress due to the announcement of termination of DACA. The future of DACA is uncertain which can be trauma inducing that's why PTE or potentially traumatic event is also being looked at. The DACA program has faced several instances where there is potential termination. Although the supreme court ruling blocked Trump's administration efforts on removing the program, DACA recipients still were still afraid and stressed. DACA recipients experienced high distress both during President Trump and the first few months of President Biden being in office. Recipients have shown to have similar themes of stress, fear and anxiety due to DACA policy debates that have existed. Garcini and colleagues focused on why the termination of DACA can be a potentially traumatic event that can lead to distress. The definition that the authors use for trauma in this article is "Trauma involves events that pose significant threat (physical, emotional, psychological) to the safety of the victim or loved ones/friends and are overwhelming and shocking" (Garcini et al, Page 1068). Undocumented individuals will face uncertainty, but DACA recipients have heightened uncertainty, which is tied to PTE's, in one sense recipients feel protection but also vulnerable. DACA recipient's symptoms of PTSD also increase due to the stressors they are exposed to. This study consisted of 233 participants and the procedure was cross sectional online survey using the measures of sociodemographic and immigration characteristics, immigration legal status, and distress from the announcement of the potential termination of the DACA program. Garcini and colleagues found that there were high clinical levels of distress from PTE, 40% of participants in the study showed distress and were consistent with a potential PTSD diagnosis. The authors state that distress levels among recipients could

have been highest at this time due to the threat of DACA during President Trumps' time in office as he was vocal about immigration restrictions. Atheendar S. Venkataramani and Alexander C. Tsai looked at the consequences of rescinding DACA. A quasi-experiment study that the authors looked at showed that psychological distress fell by 40 % for eligible DACA recipients, along with adjustment and anxiety disorder that also fell after DACA began. This shows the effects of rescinding DACA, the hostile politics around immigration will also come to play. Immigration policy discussions could also increase deportation which would reinforce mental health consequences. The rescission of DACA would be seen as a threat to public mental health and providers and officials need to have an active role in fighting it (Venkataramani & Tsai, 2017).

The following study discusses the collaboration of mental health and the immigrant community. DACA has had changes since it first started, the Trump administration signed a memorandum that denied first time applications and would reject application for advanced parole. While U.S. Citizenship and Immigration Services (USCIS) was still accepting and processing DACA renewals, permits would only be valid for one year instead of the previous 2 years. As of 2021 a Texas federal judge ruled to partially end the program and mandated USCIS to deny first time applications. (Morales et al, 2022). Research on mental health with those who are DACA recipients have shown short term improvements while reducing stressors related to deportation and occupation, while on the other hand the threat that exist to the program might outweigh the positive health benefits. There has been a decline in mental health status among the recipients since mid-2015. The dismantling of DACA and threats to the program also raise anxiety, fear, hopelessness, and distress along with not feeling accepted in the country they

consider home causing DACA recipients to have negative mental health outcomes, “An unknown outcome challenges a person’s ability to plan for the long term and can lead to heightened feelings of stress, anxiety and fear. Young adulthood is a time of setting up a sense of identity and belonging, and among DACA recipients, their precarious status represents a vulnerability to this task “(Morales et al, Page. 337).

DBT Benefits

Research noted from interviews of DACA recipients from California that the ongoing uncertainty with immigration status result in more unfavorable health outcomes, another study also noted that there were significant mental health issues among recipients who were diagnosed or expressing depression symptoms. The concerns with DACA are not only for mental health but also a social issue. DACA recipients worry about losing employment, and health services that they would not be able to have if they did not have DACA along with concern for undocumented parents, as DACA does not protect them. DACA also has the financial burden of renewal fees, overall recipients can be more prone to being vulnerable and experience stress overload. DACA recipients also have heightened mistrust when it comes to accessing mental health services, there is an urgent need to readdress programs and the needs of recipients. The Latinx Immigrant Health Alliance which is a group of psychologists that are actively involved in addressing the mental health needs of immigrants and the United We Dream organization who deal with advancement of immigrant rights through political advocacy and community organization work together to complete the study (Morales et al, 2022). This study included a training program using ECHO also known as extension for community health care outcomes

which is a telemonitoring platform which was made to help reduce health disparities in rural communities, with the primary goals of the session to increase knowledge, awareness, and motivation for dialectical behavioral therapy DBT. The participants of this study were “psychologist who summarized findings from the literature and applied evidence-based practices to create practical guidelines; advocates with live experiences as immigrants and professionals’ and immigrant activist youth with real life case illustrations reflecting the various challenges faced by the community” (Morales et al, Pg. 330,). DBT skills such as everyday life skills can help individuals cope with daily stressors, tolerating ambiguity and working with the mind body and spirit that can help build fight against negative emotions and experiences. DBT is described as cognitive behavioral therapy developed by Marsha Linehan that represent a holistic approach to dealing with mental health, “DBT skills are intended to improve functioning and focus on four distinct skills: a) distress tolerance, b) emotion regulation, c) mindfulness, and d) interpersonal effectiveness” (Morales et al, Page. 330). Howsoever the authors discuss that DBT may not be best suited for culturally diverse individuals, and limits validity and utility with cultural minority groups. Cultural adaptations and changes to DBT have shown that it can help decrease feelings of depression. Morales and colleagues state that because of the high emotional vulnerability, obtaining these skills would be beneficial. Table 1 on the following page shows the DBT skills custom to the relevant Latinx culture which include the skills of building mastery, taking care of the mind, self-soothing skills, radical acceptance, improve the moment, and distracting with wise mind ACCEPTS.

Table 1: DBT skills, General Definitions, Rationale, and Culturally Sensitive Examples

Skill	General definition	Rationale for use	Example
Building mastery	Offers an opportunity to experience a sense of accomplishment and achievement.	Restrictive policies may limit opportunities and contribute to feelings of helplessness.	Signing up for a class or volunteering at a community event
Taking care of the mind	Helps to take care of one's body as a way to increase emotional resilience.	An out-of-balance body increases vulnerability to negative emotions.	Achieving a balanced diet by obtaining healthy food items from a local food bank
Self-soothing skills	Refers to being comforting, nurturing, gentle, and mindfully kind to oneself.	Anti-immigrant rhetoric may lead to distressful feelings and poor self-concept.	Engaging the sense of taste by eating some traditional foods
Radical acceptance	Involves acknowledging situations which cannot be changed as they are transpiring and letting go of a fight with reality.	Sometimes painful situations cannot be modified immediately or ever. For example, fighting for immigration policies changes is not always successful.	Using <i>dichos</i> , or traditional sayings such as "que sea lo que Dios quiera" ("it's in God's hands") to help to reach acceptance
Improve the moment	Replaces immediate negative events with more positive ones by making the moment more positive and easier to tolerate.	Particularly useful when one is feeling overwhelmed owing to a stressful situation that may be long-lasting such as facing the impending deportation of a loved one.	Finding or creating meaning based on one's spiritual beliefs (i.e., prayer) or visualizing the support of family and friends during a difficult moment
Distracting with wise mind ACCEPTS	Offers distraction from a problem that cannot be solved immediately, and urgency to solve the problem in the moment is making it very difficult to focus on anything except the crisis.	When emotional pain becomes so great that one is in danger of being overwhelmed by it, it may be more effective to distract oneself from the feelings in the moment instead of fully experiencing them.	Singing a traditional song in one's head, this can be a song that reminds one of home

In the ECHO there were 82 participants, with 34 participants who completed pre-assessment measures and 10 participants completing the post assessment measures. These ECHO sessions done via zoom discussed the goals of community agreement and expectations, along with the dialectical everyday life skills, presentation of DACA case study to highlight psychosocial needs for recipients, and recommendation and resources that could be used lasting a total of 75 minutes. Pre-session ratings showed that there was room to improve skills to reduce emotional pain, and Post-session feedback was at the high end showing that after the ECHO session there was more knowledge and understanding. Chat room data showed 77 participants that did not include the panelist or team members, after comments were coded the domains that appeared were coping, stress

and gratitude, and comments made on coping where 43% discussed participants discussed coping strategies. The domain of gratitude showed 30% expressing appreciation for participation in the session and 27% discussed stressors and barriers. Analyses from data obtained showed the importance of coping strategies to manage emotions and tolerate uncertainties for DACA recipients. This exploratory study supports the healing basis of web and group-based approaches to promote knowledge on foresting strengths and resilience. There are limitations to this study due to the number of participants and the ones who completed post and pretest on the ECHO discussions.

DACA Challenges

Literature by Claudio S. Rivera and colleagues discuss structural violence faced by DACA recipients and how they respond to challenges through hope, social support, and paying it forward. The authors define structural violence as “the cause of the difference between potential and actual. The difference between a person’s or group’s potential ability and lived experience results from constraints imposed by political and economic systems. Potential is limited not by some direct act of violence, but by institutional structures and cultural attitudes limiting the empowered and agency of oppressed groups” (Rivera et al. Page 2). The reason for DACA to be connected to structural violence is due to not being able to access federal financial aid and access to higher education institutions because of federal and state laws. Compared to U.S citizens and permanent residents it was stated that DACA recipients are less likely to do higher education because of the differential access to loans, student aid and financial support. To apply for DACA disclosure of their status needs to be given to the government and the

uncertainty of immigration reforms not only puts the applicant at risk for deportation but also their family which creates fear. Rivera and colleagues discuss the barriers to retention and graduation among DACA students, financial concerns being the biggest challenge, they state that recipients are less likely to look for parent or caregiver support when it comes to financial support for their education unlike documented individual. There is a difference in access to affordable education due to DACA status, “These economic opportunity costs result in DACA students dropping and stopping postsecondary education. The liminality of DACA recipients educational, economic, and social opportunities represents legally sanctioned structural violence” (Rivera et al, Page 2). Researchers have found high levels of civic engagements from DACA youth, and activism by raising awareness about DACA and seeking out support and resources. The study participants were from Chicago and consisted of 20 Latinx (individuals of Latin America origin) immigrants with one participant that didn’t apply for DACA. Interviews with the first author ranged from 50 to 128 minutes and were transcribed or audio recorded for documentation. The narrative approach used a visual aid to provide participants with a timeline and they were asked to identify significant events, the narrator would let participants tell their story and take notes for any follow up questions. The authors had to carefully read through the transcripts to analyze the data by using an inductive coding approach. The structural violence of DACA was reported in three ways the first being challenges with application process, the second being the financial burden created due to lack of access to federal financial aid for college and third is the fears surrounding the DACA program. 4 participants reported difficulties in the application process along with cost of the applications. Participants were all from low-income

families and did not have the best financial support. Six participants were skeptical of the DACA application due to the fear of deportation, as the authors stated the benefits are very desirable, but the risks are real. Participants were also asked for their responses to structural violence which were by paying it forward, having radical hope, accessing social support, and having undocumented pride. Half of the participants stated to pay forward support, by helping other and raising awareness of DACA and being undocumented. 8 participants responded by having radical hope, despite not having a clear future they remain positive and with the belief that their lives will improve and they will earn their education in the future. A participant by the name of Carlos said “Up to this point, all that I’ve been through, I just know I’m not giving up. I also know my dream now. One day, I’m gonna be a writer. I wanna write books...I have dreams of going to university and majoring in creative writing.... I’m taking it one step at a time. Right now, I have to finish the semester, figure out where to transfer, and get my bachelor’s degree in creative writing. We’ll see from there... maybe if things aren’t okay, it’s time to fight even more... one thing is for sure, I’m inspired to break that glass ceiling... We’re not gonna give up.” (Rivera et al, Page 6). Nine participants stated that social support helped them navigate through the structural violence, as emotional support was seen as critical for recipients. A third of participants had pride in their undocumented status as to them it deals with resilience and preservice regardless of the hostility that they face. A recipient by the name of Diego stated “[In front of] A few hundred. In front of a lotta people I disclosed myself as being undocumented. From then on I began to feel more confident, not only because I disclosed, not only because I came out of the shadows, but also because I saw that I was not the only one having these

feelings of depression, having these feelings of discouragement. Ever since then I find myself more confident.” (Rivera et al, Page 7). The structural violence framework the authors used helped to understand the liminality of DACA and how recipients have responded to their experiences. Rivera and colleagues state the lack of documents decreases cognitive, physical, and financial resources that are needed for DACA. The adaptive strategies that the recipients use have helped with managing the barriers and structural violence they have faced.

German A. Cadenas and colleagues investigated the role that critical consciousness plays in persistence in college in student who face oppression to race/ethnicity or immigration status. The authors designed a critical conscious model to test on Hispanic Daca students, Hispanic students with U.S citizenship and non-Hispanic white students with U.S citizenship. It was hypothesized that immigration status and race/ethnicity would be a moderator for all the variables related to critical consciousness. The participants for this study included 368 college students ages of 18 to 56, with 89 Hispanic DACA recipients, 88 Hispanics with U.S. citizenship and 191 non-Hispanic Whites with U.S. citizenship, the study was completed through a voluntary web survey. Four instruments were used to measure critical consciousness which is defined “as the way in which oppressed people learn to critically analyze the social conditions that perpetuate their oppression and move toward taking actions to change these conditions” (Cardenas et al, Page. 565). The first instrument was for critical reflection they used the Unawareness of racial privilege subscale in the color-blind racial attitudes scale a seven-item scale with 6-point Likert. Critical action is the next variable which was measured by the activism orientation scale with a 3-point Likert. The third variable is political efficacy

and outcome expectation, and a Social Issues Questionnaire was used composed of 20 items. The last variable was intent to persist, and it used Persistence/Voluntary dropout decision scale. The findings from the study showed that Hispanic DACA students, non-Hispanic white citizens, and Hispanic citizens with college expectations where they have positive change may led them to set higher intentions to persist during college, higher political self-efficacy was predictive of higher political outcome which showed stronger in Hispanic DACA and Hispanic U.S citizens than non-Hispanic white U.S. citizens, there was a lack of connection between high risk action and political self-efficacy in Hispanic Daca students as it is safer to engage in critical action. Critical reflection and critical action were more strongly related to non-Hispanic White students. Higher support did not predict higher critical action for Hispanic DACA students as it did for the students with citizenship. (Cardenas et al,2018). Due to the differences in relation to institutional and personal supports for critical action, the authors state the importance of institutions providing proper services for DACA recipients to engage in activism and advocacy on campuses to encourage more persistence in its students.

Ahmed Alif, Bryan S. Nelson, Ana Stefancic and Riya Ahmed conducted a research study to explore risks, promotive factor and outcomes such as psychosocial distress and academic performance and how they differ due to immigration status, along with the fear of deportation contributing to negative outcomes. Undocumented immigrants deal with the worry of deportation along with DACA recipients which can be seen as a form of psychological distress among the Latinx communities. Like previous studies have mentioned, Alif and colleagues also said that lack of social support can have negative effects such as depression, isolation, and poor academic performance. This study

examined how academic performance, psychological distress, promotive factors and risk factors vary by immigration status. The study also explores the fear of deportation for self and others. DACA recipients experience unique challenges due to the uncertainties of the future for the program, their experiences have exposed them to certain risk or factors that promote resilience. Anxiety can also be a factor that can become embedded with the individuals that even when there is a change in status or temporary protection anxiety will be present. The study had 150 participants during a two-year period, and they completed an online survey using Qualtrics. The measures include demographics, immigration status, fear of deportation, academic performance, self-esteem, psychological distress, anxiety, isolation and alienation and depression. The results for Alif and colleagues study showed that DACA gives you temporary status, but risk of deportation is still there. There appeared to be no significant difference between psychological distress and self-esteem between at risk and temporary status, and academic performance did not show significant difference. However, within group comparison of DACA and other temporary status, DACA students had significantly higher levels of anxiety, isolation and alienation see Table 2 on page 17 for reference (Alif et al, 2020). The study findings were consistent with earlier finding that said undocumented college students have a higher risk for poorer psychological outcomes than documented peers and this study found that DACA students did differ from temporary status students on different indicators of distress, such as the fear for deportation for self and family. This study also specifically compared DACA students with other temporary status students, and although they have similar protections DACA students have higher anxiety and isolation/alienation which could be due to previously being undocumented with no status.

Table 2: Means and Standard Error of Outcome Variables by Temporary Status and DACA

Variable	<i>M (SE)</i>		<i>p</i>
	Other temporary (<i>n</i> = 19)	DACA (<i>n</i> = 13)	
Grades	2.57 (.26)	2.75 (.36)	.70
Fear of deportation	3.31 (.30)	3.37 (.45)	.94
Fear of deportation for family member	2.85 (.31)	3.32 (.47)	.41
Composite GAD-7 score	2.11 (.16)	2.91 (.24)	.01
Composite CESD-R score	2.12 (.11)	2.43 (.17)	.14
Composite Rosenberg Self-Esteem score	1.9 (.10)	2.21 (.15)	.09
Isolation and alienation	2.89 (.18)	4.1 (.27)	<.001

Robert R. Martinez and colleagues mention how undocumented immigrants find themselves in something called “interminable liminality” which means there is not path for citizenship or assimilation despite their time in the country, this can create education, financial, and fear of deportation. The authors focus on Latinx strengths and resilience as undocumented immigrants. The present study used an interpretive phenomenological analysis or IPA qualitative research design, IPA helps researchers understand how people make sense of events, relationships and experiences allowing researchers to have better understanding the participants and their situations. The framework included open ended questions to ensure criteria of credibility, rich descriptions and long quotes from participants based on their experiences were documented during the audio recorded structured interview that ranged from 60 to 90 minutes. The researchers worked together as a coding team to ensure the best transcription from the interviews. The community cultural wealth framework, Table 3 on the following page was initially proposed by Yosso which had 6 forms to it, those being aspiration capital, linguistic capital, familial capital, social capital, navigational capital and resistance capital.

Table 3: Participant Sub-themes as Compared to Community Cultural Wealth (CCW) Categories

Superordinate themes	Definitions	Relation to CCW
“Give us a chance to contribute!”	We just want to work, study, show our worth, and fulfill our dreams	Aspirational cultural wealth
Education as opportunity	We want education to build a better life with options for our families	Aspirational cultural wealth
“Being an ambassador”	Using bilingualism to stand up for other immigrants, challenge stereotypes, dispel misperceptions	Linguistic cultural wealth
Importance of family	Being motivated by collectivist values, love for family, and feeling pain of separations	Familial/Social cultural wealth
Community and support	Helping others adjust in the Latino/a immigrant community	Familial/Social cultural wealth
Discrimination/Bias	People don’t want us here, they reject and try to harm us	Navigational cultural wealth
Experiences of being undocumented/ DACAmented	Fears associated with lack of documents and deportation; DACA provides some temporary stability but not equality or full relief	Navigational cultural wealth
Persistence/Endurance	Pressing onward due to hopes, faith, and goals. Getting back up after every defeat, working hard	Resistance cultural wealth
“See our humanity”	Desire to be seen as human beings with common experiences, not reduced to a stereotype and othered	Resistance cultural wealth
Dangers of country of origin	Having witnessed murder, received threats, been extorted by gangs in home country	Context of time and place
Current U.S. government and politics	Anti-immigrant rhetoric creates prejudicial attitudes, which are not fact-based	Context of time and place

The authors attached quotes with each form that were discussed, the first was aspiration cultural wealth or the subtheme of give us a change to contribute, where participants wanted others to know they are here to contribute and live out their dreams. The second theme for aspirational cultural wealth was education as opportunity, it was viewed as an opportunity to better the lives of not just the participants themselves but also their families as it was seen as a way out of poverty, the idea of the “American Dream” through education was present throughout the participants in this study. Linguistic cultural wealth was looked at next with the subtheme of being an ambassador, because of the value of being bilingual and being able to advocate for other immigrants, along with dispelling misperceptions and stereotypes. Next is familial and social capital with the subtheme of importance of family, the participants voiced the importance of honoring the sacrifices their families have made, family support also embodied emotional

support, as well as community support. Navigational cultural wealth with the subtheme of discrimination and bias, discuss how participants experienced discrimination but were able to navigate through negative experiences however fear was still acknowledged by the participants. The next subtheme is experiences of being undocumented/DACAmented which participants stated that it brought confusion, fear, grief, and anxiety but also this liminality revealed strengths navigating with this status. The researchers state the realization of the participants' legal status does influence their mental health and wellbeing due to uncertainty about the future, however they continue to work hard to navigate with the legal status they have. Resistance and cultural wealth have the subtheme of persistence and endurance which discussed the participants hope, faith and desire to achieve their goals, along with the theme of see our family which shows the participants desire to be seen as human beings not reduced as anything else. Context of time and place has a subtheme of dangers of country of origin discussing the hardship of their own country where they witness murder, received threats and have been extorted by gangs. Participants said leaving their country was worth the risk and understood the advantage of being able to live in the United States. The second subtheme is U.S government politics, participants were able to express their fear and anger and even stated it was unfair they were scapegoated for problems, such as things that were said like taking jobs from citizens, causing violence, dragging resources, and even seeing the prejudice attitude towards them through discrimination and hate crimes (Martinez et al, 2021). The researchers concluded each form of cultural wealth was different, but participants reported simultaneous use of multiple forms. The findings of this study showed the importance of resistance cultural wealth as way to cope with stressors,

participants were optimistic navigating situations, and overcome barriers, despite fears, challenging dehumanization and racism, and negative assumptions for their intentions, participants used their experiences to feel empowered.

Educational Impacts

Leslie Ann Locke and Carla Gonzalez present semi structured interviews with three Latina undergraduate student who are DACA receipts. The participants are also first generation in college and self-identify as ‘Dreamers’. Latinx student have the highest high school dropout rate at about 50-70%, there are also shared challenges when it comes to college such as admission and tuition since DACA recipients are not eligible for federal financial aid. There are even states that have banned DACA recipients from attending their schools, such as South Carolina and Alabama, while Arizona, Georgia and Indiana do not allow undocumented students to get in state tuition (Locke & Gonzalez, 2020). The author states that previous studies have confirmed Latinas have high educational aspirations, and those that don’t have U.S. citizenship documentation also have high educational aspirations. This study is on three undergraduate students, using qualitative techniques that include interpretivism social constructivist qualitative studies. Locke & Gonzalez conducted an hour-long audio recording face to face interview with each participant in the original studies. The participants for this study were Ana, Belen and Marta who shared their aspirations and struggles in their education, and their experience having a DACA status. The findings were separated into four themes that were identified as educational goals and aspiration, unable to find targeted aid, culture shock on campus and political influence on campus, refer to table 4 below.

Table 4: Breakdown of Themes with Definitions

Theme title	Definition
Educational goals and aspirations (subtheme) parental support and expectations	Participants discussed having strong individual educational aspirations, including doing well in high school and graduating from college. Importantly, these aspirations were supported by the participants' parents and extended families (e.g., there was a strong value for education within the family and the family expected the participants to obtain higher education). However, the participants' under-documented status provided for particular challenges. Specifically, the participants knew they would need to find not only institutions of higher education that would accept under-documented students, but that they would also need to seek out financial support.
Unable to find targeted assistance (subtheme) parents could not provide a "college narrative" (subtheme) lack of institutional support	Participants discussed the challenges associated with finding information about college, financial assistance, and the social aspects of college. They noted how, as first-generation college students, their families could not provide related information about college—or pass on a "college narrative." This information was even more challenging to find as the participants reported their guidance counselors in their K12 schools or institutions of higher education were not knowledgeable about resources available to Dreamers or DACA students.
Culture shock on campus (subtheme) encountering Whiteness (subtheme) finding counterspaces on campus	Participants discussed a lack of knowledge about what interacting with a predominantly and historically White campus would actually be like. Specifically, they discussed feeling disconnected as there were few other individuals on campus who looked like them or were from similar backgrounds. They discussed feeling anxious about expressing aspects of their Latinx identity. The participants also discussed spaces on their campuses in which they felt comfortable and could express their whole selves. These spaces included student organizations and specific programs.
Political influence on campus (subtheme) feeling attacked (subtheme) feeling uncertain about their futures	Participants discussed how the current political era has influenced and impacted their experiences on their campuses. Specifically, they talked about perceiving unwelcome sentiment on campus and that aspects of their identities were being unfairly scrutinized. Further, the participants discussed feeling anxious and uncertain about their futures given the constant contentious dialogue about and liminality of the DACA program with the current national administration. Specifically, they noted how their experiences on campus within the current political climate is different than other students (non-DACA students).

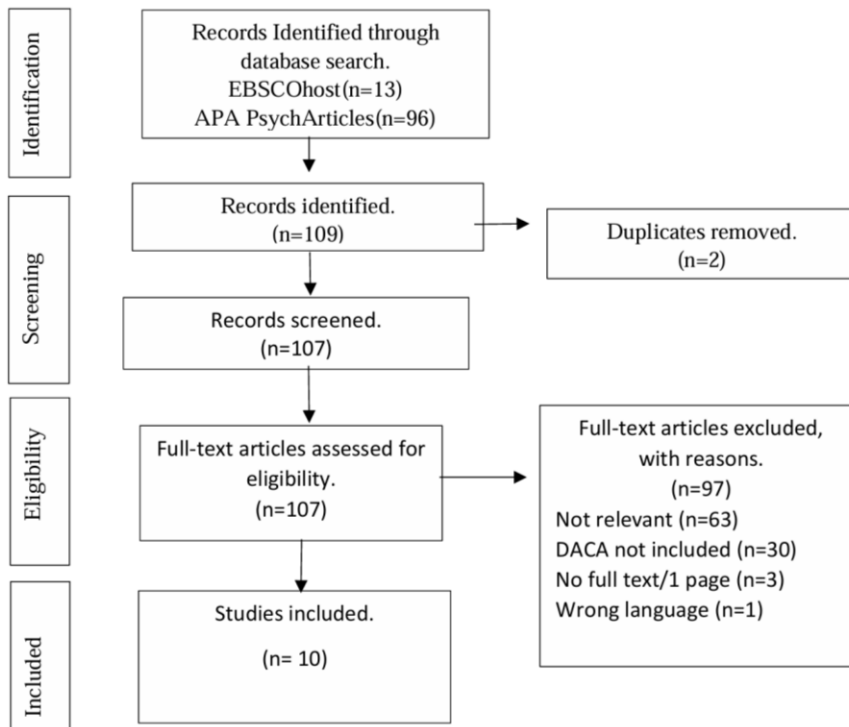
When it came to educational goals and aspirations the participants showed determination to pursue education despite the risk of being denied for high education, parental support and expectations was important because some participants could rely on their parents to provide financial support Ana spoke on this saying “[My parents] told me that . . . Cause the scholarships only covered so much, they didn’t cover the whole thing. So, they would tell me, “Hey, as long as you put in effort and do good in school we’re going to keep paying for you to go to school even if it means that we’re going to struggle a little bit with money.” And so that’s something that . . . I knew was important to them so it became important to me too.” (Locke & Gonzalez, Page 371). Having emotional and financial support eased the burden on recipients as the support made a dramatic difference, many Hispanic parents make sacrifices to be able to provide their children

with better opportunities, a better future. The theme of unable to find targeted assistance deals with the lack of support and assistance from education professionals that were not able to provide these students with assistance as many were unaware or not properly trained to help DACA students, and they were not able to rely on their parents since they didn't not attend college and could not provide that insight. There was also a lack of institutional support, being first generation college students on DACA presented barriers, Martha asked her counselor for help but did not get much help in return because they did not know how to effectively offer proper opportunities or guidance. The next theme is culture shock on campus, the participants all stated to not be prepared and even felt disconnected and worried due to most of the students being white. The participants attended predominantly white institutions which also made them feel alienated and cautious due to the lack of diversity. Ana discussed her discomfort with speaking Spanish, which shows her awareness to possible confrontation or threat from others since there are individuals who insist English should be the only language spoken. Political influence on campus also brought unease as Trumps Administrations had call to end DACA and that left them feeling vulnerable, as it also attacked their culture and identity. Shortly after the presidential win for Trump there were incidents of racist violence towards Latinx, allowing for the rise of hate groups and hate crimes (Locke & Gonzalez, 2020). This election led to uncertainty about DACA recipients' future leading many to disengage publicly, politically, and socially. The authors concluded that despite the significant challenges these participants faced they remained ambitious and had high educational aspirations.

CHAPTER 3: METHODOLOGY

To obtain all the necessary literature review, electronic databases were used that included EBSCOhost and PsychARTICLES. Both searches had the inclusion criteria of being conducted in the United States, from the years of 2017-2023, having full text and being peer reviewed, and dealing with the ages of 16 and up and including Latino immigrant, with exclusion criteria including young children, and other population that were not Latino, studies that did not focus on DACA and mental health were also excluded, articles that were not relevant to the study were also excluded. The search in EBSCOhost was “‘deferred action for childhood arrivals or daca’ and ‘mental health’, with a total result of 13 and after review only 4 articles being used. The search for PsychARTICLES was ‘deferred action for childhood arrivals and mental health’ with a total of 96 articles and only 6 articles being used. The articles needed to be thoroughly reviewed as the research was solely focused on Latino DACA recipients, many of the articles did not meet the inclusion criteria, one article was in Spanish putting it into the exclusion criteria. (n=1), articles that were only one page or no full text were also excluded (n=3). Being that DACA was the main topic, articles that did not discuss DACA were also excluded (n=30). Articles that were not relevant to the research question or criteria were also excluded (n=63), some examples of these types of studies that did not have relevance were discussing same sex relations, jealousy and attachment, black college men, black lives matter, covid, discussing forms of therapy and other non-relevant topics. Refer to Figure 2 on the following page for screening process.

Figure 2: PRISMA Flow Diagram



Results

Does the Deferred Action for Childhood Arrivals provide stability for its recipient's wellbeing? The answer to this question is complex, it can be concluded that the Deferred Action for Childhood Arrivals does and does not provide full stability for its recipients. The program is life changing and recipients will have new opportunities and security, but the mental, social, and economic issues still are present with concern due to the legality of the program leaving the recipients in a status of limbo. The common theme between all articles is the concern for liminal legality, which most recipients felt affected by as there is no guarantee for what can happen in the future under DACA, but all recipients still are resilient. To clarify DACA does provide stability for wellbeing, however it is the legal aspect of DACA that causes concern to its recipients. When looking at DACA's effect on

economic issues, lack of financial support from the government that influences the education a recipient will peruse, there is a correlation between support system and education. If the recipient has strong familial support where they receive financial help as well, the outcomes for education are more favorable. Which leads to the social issues that are faced that can be influenced by low-income families. Mental Issues for DACA recipients are also of concern with recipients reporting stress, anxiety and fear. One of these studies used the ECHO program which can provide the community with resources and a space to not feel alienated, these programs tend to be beneficial as it helps provide recipients with coping strategies to manage their emotions and situations, they are in. Figure 3 below provides the article title, summarization of sample size, and findings for each study.

Figure 3: Article Summarization

Title	Sample Size	Conclusions
Coming of Age on the Margins: Mental Health and Wellbeing among Latino Immigrant Young Adults Eligible for Deferred Action for Childhood Arrivals	61 participants (DACA eligible Latinos, ages 18-31) . Nine focus groups 7 on average. Audio recorded sessions. Framework focuses on influence on societal integration (community level), social support (interpersonal level) and sense of self (individual self)	Participants reported mental health and wellbeing as their greatest health concern and DACA was seen as beneficial due to access to opportunities. Along with the peer support received and feeling of belonging. Findings showed that DACA influence mental health and wellbeing by decreasing stress and encouraging autonomy, results also show DACA has both beneficial and detrimental impacts on mental health and wellbeing.

<p>From undocumented to lawfully present: Do changes to legal status impact psychological wellbeing among Latino immigrant young adults</p>	<p>Sample size 487, DACA recipients over the age of 18 Cross-sectional survey from telephone survey data through DACA study Study analyzed distress, negative emotions, and worry about deportation</p>	<p>Four binary dependent variables; distress, negative emotions, worry about self, deportation and worry about family deportation. Low-income individuals had greater exposure to stress. Higher education experiences were more likely to report distress, negative emotions and worry about deportation. Overall DACA increased psychological well-being and reduced stresses.</p>
<p>Anti-Immigration Policy and Mental Health: Risk of distress and trauma among deferred action for childhood arrival recipients in the United States</p>	<p>233 participants, participants were DACA recipients or friends/family of DACA recipients. Inclusion criteria of 18 and up Cross sectional online survey was conducted</p>	<p>High clinical levels of distress from PTE (potential traumatic event) across the sample and high for DACA recipients. High risk for psychological distress due to anti-immigrant sentiment. Threats to stability or continuation of DACA are resulting in traumatic threats to DACA recipients and family.</p>

<p>Dreams Deferred – The Public Health Consequences of Rescinding DACA</p>	<p>Review of other studies such as a quasi-experimental study, descriptive studies.</p>	<p>Studies have revealed beneficiaries of DACA have improvements in psychological well-being after the program began. Rates of anxiety disorders fell by more than half after DACA. Evidence shows that removal of DACA would have profound adverse effects on mental health for its recipients.</p>
<p>Teaching DBT skills to DACA recipients and their families: Findings from an ECHO program</p>	<p>ECHO Program tele mentoring platform. 82 individuals participated. Tele mentoring discussions were delivered through ECHO. A total of 77 participants in the comments section where panelist and team members were not included.</p>	<p>Everyday life skills can help recipients be effective and mobilize their emotions when crisis occurs. Findings show that the tele mentoring session was beneficial, validating and information to those who attended.</p>
<p>The Structural Violence of DACA and Youth Resistance</p>	<p>Participants included 20 Latinx individuals, between the ages of 16-30 One on one interviews were conducted to determine eligibility. Narrative approach was used to obtain details on their experiences</p>	<p>Work and higher education struggles, access to legal employment did not equate to financial resources to attend college. DACA recipients displayed adaptive strategies in resisting structural violence by showing hope and engaging in activism. DACA recipients continue to experience fear and worry for what they have due to liminal legal status</p>

<p>Critical Consciousness and Intent to Persist Through College in DACA and U.S Citizen Students: The role of immigration Status, Race, and Ethnicity</p>	<p>Participants included 368 undergraduate college students. 89 Hispanic DACA recipients, 88 Hispanics with U.S Citizenship and 191 non-Hispanic whites with U.S Citizenship. Age s from 18 to 56. Voluntary web survey recruited through emails and social media</p>	<p>Results showed a positive predictor of higher intent to persist in college for all students. Higher political self-efficacy was predictive of high political outcomes which was stronger for Hispanic DACA and Hispanic U.S Citizens than White U.S Citizens. Critical reflection and critical action were strongly related to non-Hispanic White students. Hispanic DACA students, higher support did not predict higher critical action as it did for the students with citizenship.</p>
<p>Documentation Status and Psychological Distress Among New York City Community College Students</p>	<p>150 community college students, with 3 immigration status being stable (citizen), temporary (DACA and visa), and at risk of deportation (undocumented) Data was collected over a 2 year period during Obama administration Participants completed an online survey through Qualtrics. 12</p>	<p>No significant difference between psychological distress and self-esteem between at risk and temporary status, and academic performance group comparison of DACA and other temporary status, DACA students had significant higher levels of anxiety, isolation and alienation. Undocumented students have greater distress and are at higher risk and poorer psychological outcomes then their documented peers.</p>
<p>Striving to Thrive: Community Cultural Wealth and Legal Immigration Status</p>	<p>Participants consisted of 12 Latinx individuals with 8 having DACA Status. Interpretive</p>	<p>Researchers state the realization of the participants legal status does influence their mental health and wellbeing due to uncertainty about the future,</p>

	<p>phenomenological analysis qualitative research design was used.</p> <p>Data consisted of audio recorded interview that ranged from 60 to 90 minutes.</p>	<p>participants were able to express fear and anger and even stated it was unfair they were scapegoated for problems.</p> <p>DACA status/undocumented status participants stated that it brought confusion, fear, grief, and anxiety.</p>
<p>Latina Dreamers, the current political era, and what Educational Leaders need to know</p>	<p>Participants are 3 Latinas with DACA</p> <p>Study design is a basic interpretivist social constructive qualitative study.</p> <p>Interpretivism and social constructivism allow for better understanding of experiences.</p> <p>Purposive and snowball sampling methods were also used to obtain participants characteristics.</p> <p>Conducted through audio recording for one hour in a face-to-face interview</p>	<p>Participants described having high educational aspirations, despite risks of obtaining higher education.</p> <p>Participants encountered lack of understanding by higher educational professionals, there was a lack of assistance and readiness for college.</p> <p>Feeling of alienation due to lack of diverse representation</p> <p>During Trump administration, participants felt under attack, anxious and nervous.</p> <p>Participants reported being on edge unsure of what the future holds</p>

CHAPTER 4: DISCUSSION

DACA has detrimental and beneficial impacts on its recipients, although my expectations were that the wellbeing for its recipients would be mostly negative, previous studies do support that there are negative aspects to it but also many positives. After research I found that DACA does provide some stability and it is the liminal legality of the program that does not which is what causes anxiety, stress and fear not the program itself. Due to the complexity of the program and its risk for change, many recipients continue to hope for the best and show up for their cause. DACA is bittersweet, the accomplishments and progress recipients have been able to make continues to fuel their aspirations, while at the same time all articles discussed how DACA is not a path to citizenship, there is no guarantee hence the results of the study having both positive and negatives as it appears you can't have one without the other. Liminal legality played a vital role in this study as it was something that continuously came up in different studies. It is important to address and connect DACA to it because it is a result for whether recipients wellbeing will be affected.

Limitations

This study did have limitations due the location of the samples, there were a few studies that were in California, where they have a high population of Latinos and is immigrant friendly, it would be important that future studies broaden the locations for these studies and include cities that are less welcoming to Latino immigrant and look at how that may cause different mental health experiences. It is also important to note that all recipients have their own stories, their own experiences, their own challenges which

means there can be many perspectives on DACA to those unfamiliar with DACA there is a possibility of bias. This study ensured to include articles where DACA was included making a strong criterion along with being able to make comparisons to citizens and other undocumented individuals. The time of when these studies get done is also important to look at, one of the studies looks at DACA recipients during a time where President Trump tried to end the program. This was a period where stress and anxiety were high, but recipients right after obtaining DACA for the first time were not expressing anxiety and stress levels this high.

Future Implications

Future implications should use DACA recipients that have had it since it initially started. This can also lead to difficulty in obtaining large sample sizes and recipients may be hesitant to disclose their legal status. One on one interviews should continue to be done when it comes to DACA as it gives them an opportunity to clarify and share their experiences. Future implications should include professionals and politicians working with the DACA community to be able to provide more resources for those that would like to pursue future educations or in need of guidance, as many of these DACA recipients are first generation in their families. DACA is a short-term solution that provides temporary stability for all its recipients, this makes it a social issue and a mental health issue, immigration policies should consider the wellbeing of all its recipients when going back and forth on whether DACA is illegal or unconstitutional as there is hundreds of thousands of lives that depend on this program to be able to live in the United States. It's important to ask what will be the impact on these recipients if DACA was to get revoked?

The recipients in this study have proven they will take the risk because it is worth it, despite the challenges and emotions that happen they still are hopeful.

REFERENCES

- Alif, A., Nelson, B. S., Stefancic, A., Ahmed, R., & Okazaki, S. (2020). Documentation status and psychological distress among New York City community college students. *Cultural Diversity and Ethnic Minority Psychology, 26*(1), 11-21.
<https://doi.org/10.1037/cdp0000290>
- Cadenas, G. A., Bernstein, B. L., & Tracey, T. J. G. (2018). Critical consciousness and intent to persist through college in DACA and U.S. citizen students: The role of immigration status, race, and ethnicity. *Cultural Diversity and Ethnic Minority Psychology, 24*(4), 564-575. <https://doi.org/10.1037/cdp0000200>
- Consideration of Deferred Action for Childhood Arrivals (DACA), (n.d), U.S Citizenship and Immigration Services
[Consideration of Deferred Action for Childhood Arrivals \(DACA\) | USCIS](#)
- Garcini, L. M., Domenech Rodríguez, M. M., Mercado, A., Silva, M., Cadenas, G., Galvan, T., & Paris, M. (2023). Anti-Immigration Policy and Mental Health: Risk of Distress and Trauma Among Deferred Action for Childhood Arrivals Recipients in the United States. *Psychological Trauma: Theory, Research, Practice & Policy, 15*(7), 1067-1075
<https://doi-org.jerome.stjohns.edu/10.1037/tra0001228>

- Locke, L. A., & Gonzalez, C. (2020). Latina dreamers, the current political era, and what educational leaders need to know. *Peace and Conflict: Journal of Peace Psychology*, 26(4), 365-378. <https://doi.org/10.1037/pac0000435>
- Martinez, R. R., Jr., Dye, L., Gonzalez, L. M., & Rivas, J. (2021). Striving to thrive: Community cultural wealth and legal immigration status. *Journal of Latinx Psychology*, 9(4), 2993-14. <https://doi.org/10.1037/lat0000191>
- Morales, F. R., Rojas Perez, O. F., Silva, M. A., Paris, M., Jr., Garcini, L. M., Domenech Rodríguez, M. M., & Mercado, A. (2022). Teaching DBT skills to DACA recipients and their families: Findings from an ECHO program. *Practice Innovations*, 7(4), 327-341. <https://doi.org/10.1037/pri0000191>
- Patler, C., & Laster Pirtle, W. (2018). From undocumented to lawfully present: Do changes to legal status impact psychological wellbeing among Latino immigrant young adults? *Social Science & Medicine* (1982), 199, 39–48. <https://doi.org/10.1016/j.socscimed.2017.03.009>
- Rivera, C. S., Salusky, I., Sánchez, B., & Torres, S. A. (2022). The structural violence of DACA and youth resistance. *Cultural Diversity and Ethnic Minority Psychology*, <https://doi.org/10.1037/cdp0000527>

Siemons, R., Raymond-Flesch, M., Auerswald, C. L., & Brindis, C. D. (2017). Coming of Age on the Margins: Mental Health and Wellbeing Among Latino Immigrant Young Adults Eligible for Deferred Action for Childhood Arrivals (DACA). *Journal of Immigrant And Minority Health, 19*(3), 543–551.
<https://doi-org.jerome.stjohns.edu/10.1007/s10903-016-0354-x>

Venkataramani, A. S., & Tsai, A. C. (2017). Dreams Deferred - The Public Health Consequences of Rescinding DACA. *New England Journal of Medicine, 377*(18), 1707–1709. <https://doi-org.jerome.stjohns.edu/10.1056/NEJMp1711416>

Vita

Name

Kimberly A Mora

Baccalaureate Degree

*Bachelor of Arts, St. Josephs
College, Patchogue
Major: Psychology*

Date Graduated

May, 2018