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INTRODUCTION

Why Undocumented Students and Immigration Status?

The focus on undocumented students and the immigration status of students in the United States has become an increasingly important issue in local, state, and national conversations. The population is unique due to the nature of many intersections of identities – be they ethnic, racial, or socioeconomic status of each student. Additionally, the socio-political climate of the United States has lent itself to address issues of immigration and how to engage with the undocumented population – especially when it comes to the question about accessibility and opportunity for higher education attainment. Individuals have lived in the United States for many years, sometimes not knowing about their immigration status until after high school. The student population, especially, is at a stark disadvantage when they plan to apply for financial aid, apply for college, or pursue an internship or full-time job because of the pressures they face from their peers, their family, and society as a whole. There are currently systems in place that continue to hinder the advancement of the undocumented population, preventing them from basic rights such as access to education, healthcare, and a path to citizenship. With the increasing attention to the undocumented population in the United States, it is imperative for higher education and student affairs professionals to work toward promoting and finding ways to support undocumented students as they navigate their way on campus and beyond.

Purpose of the Presentation

- Identify key terms and determine what it means to be American
- Recognize the challenges, needs, and issues surrounding undocumented students in the United States and their journey in attaining education and employment
- Identify the resources that are available to non-citizen and undocumented students
- Discuss the challenges and pathway to citizenship in the United States
- Educate and empower student affairs professionals to remain up-to-date on current issues and policies impacting different student populations in order to provide support

PRESENTATION OUTLINE

Presentation begins with part 1 of “Citizenship Test” (10 minutes)

- Upon the presentation beginning, we will hand out a written version of a Citizenship Test with 10 short answer questions
- Class will take approx. 5-6 minutes to complete the multiple choice test, papers will be self-graded, collected, checked for accuracy and revisited at the end of the presentation

Introduction (1 minute)

- Nationalism group introduces self and the Team Design
- Learning Outcomes

The Path to Citizenship (5-7 minutes)

- Historical timeline (Ellis Island, Passports 1918, etc.)
- Important dates in history
- Definitions and terms
- Graphs and statistics

Relevancy to Higher Education (10 minutes)

- “Through the eyes of the undocumented student”
 - Struggles and barriers students face
 - The spectrum of privilege for undocumented students
 - How does this struggle impact other aspects of students’ lives?
- “Through the eyes of the professional”
 - What academic and student affairs professionals support these students?
 - What does that support look like?
- Current Events / News (DREAM Act, DACA, SB 1070)
 - Provide clippings/media of recent bills, resolutions, policies, laws, happenings

Activity: Citizenship Status and Undocumented Students (20 minutes)

- We will have five designated groups for the break-out session
 - Each group will be provided with a ‘case study’ that outlines their specific role
 - All individuals in each group will be ‘undocumented’ for the purpose of the activity
 - Four groups will be applying to college, one will be applying for jobs
 - One group will be applying to an in-state institution that offers benefits to undocumented students

PRESENTATION OUTLINE (CONTINUED)

- One group will be applying to an out-of-state institution(s) that provides most benefits to in-state students only
- One group will be applying to a two-year college (community, junior)
- One group will be applying to an in-state or out-of-state institution that does not offer benefits to undocumented students
- One group will be researching how undocumented students apply for jobs
- Each group will present their findings on their experiences applying for college or a job and how they were able to navigate it
- Open the floor to questions on initial reactions and perspectives on their experiences

Citizenship Test Pt. 2 (5-7 minutes)

- Students who tested the highest would have to answer an oral portion of the test
 - These students will move on to continue to ‘earn’ their citizenship
 - We would indicate that although they passed on section of the test, there are multiple sections that need passing in order to fully gain citizenship
- Reveal results of how many students in class would pass/fail the test
- Tie back theme of what it means to be “American” and how society ‘defines’ it

Best Practices (5 minutes)

- Institutions that support undocumented students
 - What are they doing?
- Assisting students in achieving citizenship

Media Clip (2-5 minutes)

- Potentially show a clip of Jose Antonio Vargas or another individual speaking on what it means to be American and the challenge / struggle for people in the United States

Q&A / Debriefing (12-15 minutes)

- At this time, the group will leave time to ask thought-provoking questions and spur conversation
- This solves the issue of earlier classes where session ended unfulfilled

PRESENTATION HANDOUTS: CITIZENSHIP TEST

EDH 5046 - Diversity in Higher Education
Nationalism Unit

NAME: _____

US Citizenship Self-Test

1. What is the rule of law?

2. How many Representatives sit on the Congress?

3. Who is the Chief Justice of the United States now?

4. Under our constitution, some powers belong to the states. What are two (2) powers of the states?

5. Why did the colonists fight the British?

PRESENTATION HANDOUTS: CITIZENSHIP TEST

6. When was the Constitution written?

7. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

8. How many amendments does the constitution have?

9. Before he was President, Eisenhower was a general - what war was he in?

10. What INS form is used to apply to become a naturalized citizen?

PRESENTATION HANDOUTS: CITIZENSHIP TEST KEY

EDH 5046 - Diversity in Higher Education
Nationalism Unit

US Citizenship Self-Test - ANSWER KEY

1. What is the rule of law?

Any of these answers (or similar answers) are acceptable:

- Everyone must follow the law
- Leaders must obey the law
- Government must obey the law
- No one is above the law

2. How many Representatives sit on the Congress?

435.

*This is a trick question. US Representatives are colloquially known as ‘congressmen/women’, while members of the US Senate are always known as ‘Senators’. There are 535 members of the US Congress - 100 Senators and 435 Representatives.

3. Who is the Chief Justice of the United States now?

John Roberts OR John G. Roberts, Jr.

4. Under our constitution, some powers belong to the states. What are two (2) powers of the states?

Any two of these answers are acceptable:

- Provide schooling and education;
- Provide protection (police);
- Provide safety (fire departments);
- Give a driver’s license;
- Approve zoning and land use

PRESENTATION HANDOUTS: CITIZENSHIP TEST KEY

5. Why did the colonists fight the British?

- Against high taxes (taxation without representation)
- Because the British army stayed in their houses (boarding, quartering)
- Because they didn't have self-government

6. When was the Constitution written?

1787.

*This trips people up because people fall upon 1776 by default. But that was when the Declaration of Independence was written, not the Constitution.

7. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

Any of these answers are acceptable:

- (James) Madison
- (Alexander) Hamilton
- (John) Jay
- Publius

8. How many amendments does the constitution have?

27 amendments.

9. Before he was President, Eisenhower was a general - what war was he in?

World War II.

10. What INS form is used to apply to become a naturalized citizen?

N-400, the "Application for Naturalization".

PRESENTATION HANDOUTS: LANGUAGE

Inappropriate Terms:

- Illegal
- Illegal Alien
- Unauthorized
- Tax Resident
- Immigrant

Preferred Language:

- **Undocumented (unprotected):** Foreign nationals who “(a) entered the U.S. without inspection or with fraudulent documents, or (b) entered as a nonimmigrant, but then violated the terms of his or her status and remained in the U.S. without authorization.” Any student who is not a legal resident in the U.S. – no visa, no green card, or naturalized or born U.S. citizens

PRESENTATION HANDOUTS: TIMELINE

1892- Designation of Ellis Island

1921- The Emergency Quota Act

1954- Brown V Board of Education

1965- Congress Passed the Immigration and Nationality Act

1974- Family Education Rights and Privacy Act

1982- Plyler V Doe

1995- Wet feet, dry feet policy

1996- Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA)

2001- California and Texas allow in-state tuition for undocumented students

2001- Development, and Relief and Education for Alien Minors (DREAM Act) is first introduced

2012- Deferred Action for Childhood Arrivals (DACA)

2014- Changes to DACA

PRESENTATION HANDOUTS: STATISTICS

- 11.5 million Unauthorized immigrants in the United States according to The Department of Homeland Security's latest estimate in 2012
- There are 1.8 million undocumented children under the age of 18 living in the United States
- About 60% of unauthorized immigrants come from the states of California, Texas, Florida, New York, New Jersey, and Illinois
- 7% of K-12 students had at least one unauthorized immigrant parent in 2012
- Approximately 65,000 students who have lived in the United States for more than five years will graduate high school each year
- 40% of undocumented youth reside in California
- 7,000-13,000 undocumented students are enrolled in colleges across the United States

Most College-Bound Undocumented Students:

- Have lived in the US most of their lives
- Have been brought to the U.S. by their parents at a young age
- Learned English and think of themselves as American
- Attended elementary, middle, and high school in this country
- Excelled academically in high school and want to pursue a college education
- Currently lack a way to become legal residents or citizens in the United States

Resources for Additional Information:

-Educations for Fair Consideration

www.e4fc.org

-National Immigration Law Center

www.nilc.org

-Pew Hispanic Center

www.pewhispanic.org

-Urban Institute www.urban.org

PRESENTATION HANDOUTS: MYTHS ABOUT THE DREAM ACT

- *The DREAM Act...*
- *uses taxpayer dollars for scholarships and grants to undocumented students*
- *allows undocumented students to pay cheaper tuition than citizens*
- *gives undocumented students and their families access to public benefits*
- *will result in a mass amnesty*
- *will spur more illegal immigration because it rewards undocumented youth*
- *isn't just for students, but will benefit people of all ages*
- *legalizes criminals and gang members and lets people who have already been ordered deported avoid the law*
- *lets students cut in line in front of other lawful immigrants*

NATURALIZATION TEST

Civics (History and Government) Questions for the Naturalization Test

The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

On the naturalization test, some answers may change because of elections or appointments. As you study for the test, make sure that you know the most current answers to these questions. Answer these questions with the name of the official who is serving at the time of your eligibility interview with USCIS. The USCIS Officer will not accept an incorrect answer.

Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics questions using the answers provided below.

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

AMERICAN GOVERNMENT

A: Principles of American Democracy

1. What is the supreme law of the land?

. the Constitution

2. What does the Constitution do?

. sets up the government

. defines the government

. protects basic rights of Americans

NATURALIZATION TEST (CONTINUED)

3. The idea of self-government is in the first three words of the Constitution. What are these words?

. We the People

4. What is an amendment?

. a change (to the Constitution)

. an addition (to the Constitution)

5. What do we call the first ten amendments to the Constitution?

. the Bill of Rights

6. What is one right or freedom from the First Amendment?*

. speech

. religion

. assembly

. press

. petition the government

7. How many amendments does the Constitution have?

. twenty-seven (27)

NATURALIZATION TEST (CONTINUED)

8. What did the Declaration of Independence do?

- . announced our independence (from Great Britain)
- . declared our independence (from Great Britain)
- . said that the United States is free (from Great Britain)

9. What are two rights in the Declaration of Independence?

- . life
- . liberty
- . pursuit of happiness

10. What is freedom of religion?

- . You can practice any religion, or not practice a religion.

11. What is the economic system in the United States?*

- . capitalist economy
- . market economy

12. What is the rule of law.

- . Everyone must follow the law.
- . Leaders must obey the law.
- . Government must obey the law.
- . No one is above the law.

NATURALIZATION TEST (CONTINUED)

B: System of Government

13. Name one branch or part of the government.*

. Congress

. legislative

. President

. executive

. the courts

. judicial

14. What stops one branch of government from becoming too powerful?

. checks and balances

. separation of powers

15. Who is in charge of the executive branch?

. the President

16. Who makes federal laws?

. Congress

. Senate and House (of Representatives)

. (U.S. or national) legislature

NATURALIZATION TEST (CONTINUED)

17. What are the two parts of the U.S. Congress?*

. the Senate and House (of Representatives)

18. How many U.S. Senators are there?

. one hundred (100)

19. We elect a U.S. Senator for how many years?

. six (6)

20. Who is one of your state's U.S. Senators now?*

. Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C. (or the territory where the applicant lives) has no U.S. Senators.]

21. The House of Representatives has how many voting members?

. four hundred thirty-five (435)

22. We elect a U.S. Representative for how many years?

. two (2)

23. Name your U.S. Representative.

. Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]

NATURALIZATION TEST (CONTINUED)

24. Who does a U.S. Senator represent?

. all people of the state

25. Why do some states have more Representatives than other states?

. (because of) the state's population

. (because) they have more people

. (because) some states have more people

26. We elect a President for how many years?

. four (4)

27. In what month do we vote for President?*

. November

28. What is the name of the President of the United States now?*

. Barack Obama

. Obama

29. What is the name of the Vice President of the United States now?

. Joseph R. Biden, Jr.

. Joe Biden

. Biden

NATURALIZATION TEST (CONTINUED)

30. If the President can no longer serve, who becomes President?

. the Vice President

31. If both the President and the Vice President can no longer serve, who becomes President?

. the Speaker of the House

32. Who is the Commander in Chief of the military?

. the President

33. Who signs bills to become laws?

. the President

34. Who vetoes bills?

. the President

35. What does the President's Cabinet do?

. advises the President

NATURALIZATION TEST (CONTINUED)

36. What are two Cabinet-level positions?

- . Secretary of Agriculture
- . Secretary of Commerce
- . Secretary of Defense
- . Secretary of Education
- . Secretary of Energy
- . Secretary of Health and Human Services
- . Secretary of Homeland Security
- . Secretary of Housing and Urban Development
- . Secretary of the Interior
- . Secretary of Labor
- . Secretary of State
- . Secretary of Transportation
- . Secretary of the Treasury
- . Secretary of Veterans Affairs
- . Attorney General
- . Vice President

37. What does the judicial branch do?

- . reviews laws
- . explains laws
- . resolves disputes (disagreements)
- . decides if a law goes against the Constitution

38. What is the highest court in the United States?

- . the Supreme Court

39. How many justices are on the Supreme Court?

- . nine (9)

NATURALIZATION TEST (CONTINUED)

40. Who is the Chief Justice of the United States now?

. John Roberts (John G. Roberts, Jr.)

41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?

- . to print money
- . to declare war
- . to create an army
- . to make treaties

42. Under our Constitution, some powers belong to the states. What is one power of the states?

- . provide schooling and education
- . provide protection (police)
- . provide safety (fire departments)
- . give a driver's license
- . approve zoning and land use

43. Who is the Governor of your state now?

. Answers will vary. [District of Columbia residents should answer that D.C. does not have a Governor.]

44. What is the capital of your state?*

. Answers will vary. [District of Columbia residents should answer that D.C. is not a state and does not have a capital. Residents of U.S. territories should name the capital of the territory.]

NATURALIZATION TEST (CONTINUED)

45. What are the two major political parties in the United States?*

. Democratic and Republican

46. What is the political party of the President now?

. Democratic (Party)

47. What is the name of the Speaker of the House of Representatives now?

. (John) Boehner

C: Rights and Responsibilities

48. There are four amendments to the Constitution about who can vote. Describe one of them.

. Citizens eighteen (18) and older (can vote).

. You don't have to pay (a poll tax) to vote.

. Any citizen can vote. (Women and men can vote.)

. A male citizen of any race (can vote).

49. What is one responsibility that is only for United States citizens?*

. serve on a jury

. vote in a federal election

NATURALIZATION TEST (CONTINUED)

50. Name one right only for United States citizens.

- . vote in a federal election
- . run for federal office

51. What are two rights of everyone living in the United States?

- . freedom of expression
- . freedom of speech
- . freedom of assembly
- . freedom to petition the government
- . freedom of worship
- . the right to bear arms

52. What do we show loyalty to when we say the Pledge of Allegiance?

- . the United States
- . the flag

53. What is one promise you make when you become a United States citizen?

- . give up loyalty to other countries
- . defend the Constitution and laws of the United States
- . obey the laws of the United States
- . serve in the U.S. military (if needed)
- . serve (do important work for) the nation (if needed)
- . be loyal to the United States

NATURALIZATION TEST (CONTINUED)

54. How old do citizens have to be to vote for President?*

. eighteen (18) and older

55. What are two ways that Americans can participate in their democracy?

. vote

. join a political party

. help with a campaign

. join a civic group

. join a community group

. give an elected official your opinion on an issue

. call Senators and Representatives

. publicly support or oppose an issue or policy

. run for office

. write to a newspaper

56. When is the last day you can send in federal income tax forms?*

. April 15

57. When must all men register for the Selective Service?

. at age eighteen (18)

. between eighteen (18) and twenty-six (26)

NATURALIZATION TEST (CONTINUED)

AMERICAN HISTORY

A: Colonial Period and Independence

58. What is one reason colonists came to America?

- . freedom
- . political liberty
- . religious freedom
- . economic opportunity
- . practice their religion
- . escape persecution

59. Who lived in America before the Europeans arrived?

- . American Indians
- . Native Americans

60. What group of people was taken to America and sold as slaves?

- . Africans
- . people from Africa

NATURALIZATION TEST (CONTINUED)

61. Why did the colonists fight the British?

- . because of high taxes (taxation without representation)
- . because the British army stayed in their houses (boarding, quartering)
- . because they didn't have self-government

62. Who wrote the Declaration of Independence?

- . (Thomas) Jefferson

63. When was the Declaration of Independence adopted?

- . July 4, 1776

64. There were 13 original states. Name three.

- . New Hampshire
- . Massachusetts
- . Rhode Island
- . Connecticut
- . New York
- . New Jersey
- . Pennsylvania
- . Delaware
- . Maryland
- . Virginia
- . North Carolina
- . South Carolina
- . Georgia

NATURALIZATION TEST (CONTINUED)

65. What happened at the Constitutional Convention?

- . The Constitution was written.
- . The Founding Fathers wrote the Constitution.

66. When was the Constitution written?

- . 1787

67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

- . (James) Madison
- . (Alexander) Hamilton
- . (John) Jay
- . Publius

68. What is one thing Benjamin Franklin is famous for?

- . U.S. diplomat
- . oldest member of the Constitutional Convention
- . first Postmaster General of the United States
- . writer of ❖Poor Richard❖s Almanac❖
- . started the first free libraries

NATURALIZATION TEST (CONTINUED)

69. Who is the ◆Father of Our Country◆?

. (George) Washington

70. Who was the first President?*

. (George) Washington

B: 1800s

71. What territory did the United States buy from France in 1803?

. the Louisiana Territory

. Louisiana

72. Name one war fought by the United States in the 1800s.

. War of 1812

. Mexican-American War

. Civil War

. Spanish-American War

73. Name the U.S. war between the North and the South.

. the Civil War

. the War between the States

NATURALIZATION TEST (CONTINUED)

74. Name one problem that led to the Civil War.

- . slavery
- . economic reasons
- . states' rights

75. What was one important thing that Abraham Lincoln did?*

- . freed the slaves (Emancipation Proclamation)
- . saved (or preserved) the Union
- . led the United States during the Civil War

76. What did the Emancipation Proclamation do?

- . freed the slaves
- . freed slaves in the Confederacy
- . freed slaves in the Confederate states
- . freed slaves in most Southern states

77. What did Susan B. Anthony do?

- . fought for women's rights
- . fought for civil rights

NATURALIZATION TEST (CONTINUED)

C: Recent American History and Other Important Historical Information

78. Name one war fought by the United States in the 1900s.*

- . World War I
- . World War II
- . Korean War
- . Vietnam War
- . (Persian) Gulf War

79. Who was President during World War I?

- . (Woodrow) Wilson

80. Who was President during the Great Depression and World War II?

- . (Franklin) Roosevelt

81. Who did the United States fight in World War II?

- . Japan, Germany, and Italy

82. Before he was President, Eisenhower was a general. What war was he in?

- . World War II

83. During the Cold War, what was the main concern of the United States?

- . Communism

NATURALIZATION TEST (CONTINUED)

84. What movement tried to end racial discrimination?

. civil rights (movement)

85. What did Martin Luther King, Jr. do?*

. fought for civil rights
. worked for equality for all Americans

86. What major event happened on September 11, 2001, in the United States?

. Terrorists attacked the United States.

87. Name one American Indian tribe in the United States.

[USCIS Officers will be supplied with a list of federally recognized American Indian tribes.]

. Cherokee
. Navajo
. Sioux
. Chippewa
. Choctaw
. Pueblo
. Apache
. Iroquois
. Creek
. Blackfeet
. Seminole
. Cheyenne
. Arawak
. Shawnee
. Mohegan
. Huron
. Oneida
. Lakota
. Crow
. Teton
. Hopi
. Inuit

NATURALIZATION TEST (CONTINUED)

INTEGRATED CIVICS

A: Geography

88. Name one of the two longest rivers in the United States.

. Missouri (River)

. Mississippi (River)

89. What ocean is on the West Coast of the United States?

. Pacific (Ocean)

90. What ocean is on the East Coast of the United States?

. Atlantic (Ocean)

91. Name one U.S. territory.

. Puerto Rico

. U.S. Virgin Islands

. American Samoa

. Northern Mariana Islands

. Guam

NATURALIZATION TEST (CONTINUED)

92. Name one state that borders Canada.

- . Maine
- . New Hampshire
- . Vermont
- . New York
- . Pennsylvania
- . Ohio
- . Michigan
- . Minnesota
- . North Dakota
- . Montana
- . Idaho
- . Washington
- . Alaska

93. Name one state that borders Mexico.

- . California
- . Arizona
- . New Mexico
- . Texas

94. What is the capital of the United States?*

- . Washington, D.C.

NATURALIZATION TEST (CONTINUED)

95. Where is the Statue of Liberty?*

- . New York (Harbor)
- . Liberty Island

[Also acceptable are New Jersey, near New York City, and on the Hudson (River).]

B: Symbols

96. Why does the flag have 13 stripes?

- . because there were 13 original colonies
- . because the stripes represent the original colonies

97. Why does the flag have 50 stars?*

- . because there is one star for each state
- . because each star represents a state
- . because there are 50 states

98. What is the name of the national anthem?

- . The Star-Spangled Banner

C: Holidays

NATURALIZATION TEST (CONTINUED)

99. When do we celebrate Independence Day?*

. July 4

100. Name two national U.S. holidays.

. New Year's Day

. Martin Luther King, Jr. Day

. Presidents Day

. Memorial Day

. Independence Day

. Labor Day

. Columbus Day

. Veterans Day

. Thanksgiving

. Christmas

GROUP ACTIVITY – UNDOCUMENTED

Scenario 1: Applying to an In-State Public Institution

You are finishing your junior year in high school soon and are beginning to have conversations with your friends and teachers about the idea of applying to and attending college. Since you have grown up in Alabama and have a strong connection to your friends and community, you have always wanted to attend the University of Alabama. You plan on graduating in the top 5% of your class, have been heavily involved in service organizations and athletics, and are a good test taker. Your high school guidance counselor recommends applying for FAFSA to receive financial aid. When you go home to tell your parents about your plan, they sit you down and tell you that you are undocumented, have no assigned social security number, and may not have the legal paperwork to apply for college. Insistent, you tell your parents you will find out more information and apply for the University of Alabama. What are your next steps?

1. What does the application process look like for the University of Alabama? How is it different for undocumented students?

2. What benefits or resources are available for undocumented students in Alabama?

3. Can undocumented students receive financial aid from the University of Alabama or the state of Alabama?

4. Can undocumented students successfully apply for four-year public institutions in Alabama? Why or why not?

Notes:

GROUP ACTIVITY (CONTINUED)

Scenario 2: Applying to an Out-of-State Public Institution

You are about to begin your senior year in college and are starting to have conversations with your friends and teachers about your plans for next year. Growing up in California and attending the University of California - Davis, you have learned a lot and attend graduate school in the North. Specifically, your dream has always been to attend the University of Michigan. You plan on graduating at the top of your class, have been heavily involved in service organizations, maintained a student job on-campus, and are an excellent test taker. Your academic advisor recommends applying for FAFSA to receive financial aid. When you call your parents and tell them your plan, they support you fully and are proud of what you have accomplished so far – despite your status as an undocumented student. How you will find out more information and apply to Law School at the University of Michigan? What do you do next?

1. What does the application process look like for the University of Michigan? How is it different for undocumented students?

2. What benefits or resources are available for undocumented students in Michigan? Is it different for out-of-state students?

3. Can undocumented students receive financial aid from the University of Michigan or the state of Michigan?

4. Can undocumented students successfully apply for four-year public institutions in Michigan? Why or why not?

Notes:

GROUP ACTIVITY (CONTINUED)

Scenario 3: Applying to an In-State Community College

You are about to begin your senior year in high school soon and are starting to have conversations with your friends and teachers about the idea of applying to and attending college. Since you have grown up in Illinois and have a strong connection to your family, friends, and community, you have decided you want to attend a two-year community college nearby. You plan on graduating in the top 15% of your class, have average involvement in service organizations and athletics, and are an average test taker. Your high school guidance counselor recommends applying for FAFSA to receive financial aid. You tell your parents and they fully support your decision but remind you that you are undocumented, have no assigned social security number, and may not have the legal paperwork to apply for college. You have known about your immigration status and will not let that prevent you from getting an education. What are your next steps?

1. What does the application process look like for the College of Lake County? How is it different for undocumented students?

2. What benefits or resources are available for undocumented students in Illinois? At the College of Lake County?

3. Can undocumented students receive financial aid from the College of Lake County?

4. Can undocumented students successfully apply for two-year public institutions in Illinois? Why or why not?

Notes:

GROUP ACTIVITY (CONTINUED)

Scenario 4: Applying to an In-State or Out-of-State Private Institution

You are about to begin your senior year in high school and are starting to have conversations with your friends and teachers about your plans for next year. You have loved growing up in California and would attend college here or venture off to the Northeast. Specifically, your dream has always been to attend Harvard or Stanford. You plan on graduating as the Valedictorian of your class, have been heavily involved in service organizations and athletics, and are an excellent test taker. Your high school guidance counselor recommends applying for FAFSA to receive financial aid. When you go home to tell your parents about your plan, they are give you a big hug and tell you that you are undocumented, have no assigned social security number, and may not have the legal paperwork to attend college. Insistent, you tell your parents you will find out more information and will apply to your dream school. What do you do next?

1. What does the application process look like for the as a resident of California applying to Stanford? To Harvard? How is it different for undocumented students?

2. What benefits or resources are available for undocumented students in California? In Massachusetts? How are they different for out-of-state students?

3. Can undocumented students receive financial aid from Stanford? Harvard? The state of California? Massachusetts?

4. Can undocumented students successfully apply for four-year private institutions in-state or out-of-state? Why or why not?

Notes:

GROUP ACTIVITY (CONTINUED)

Scenario 5: Applying for an Internship or Job

You are in the fall semester of your junior year at The University of Texas and are beginning to have conversations with your friends, professors, and mentors about applying for internships and what your future career may look like. Since you have a strong passion to continue the work you have done with Biomedical Engineering and want to be able to support your family, you are looking for paid internships this summer. You plan on graduating with an above average grade point average (currently at a 3.6 GPA) and have been heavily involved in service organizations and within your college of Engineering. Your academic advisor encourages you to attend the career fair that is coming up at the end of the month – although she is not aware of your immigration status. Realizing that not having an assigned social security number or the legal documentation to apply for internships or jobs in the future, you begin to worry. What are your next steps?

1. How can students apply for internships? Is it different for undocumented students? If so, how?

2. What benefits or resources are available for undocumented students in the state of Texas?

3. How can undocumented students apply for full-time employment (jobs) upon graduating?

4. What are some barriers for undocumented students applying to internships and full-time jobs?

Notes:

GROUP ACTIVITY (CONTINUED)

Group Assignments

Group 1 (Scenario 1)

Shepard, Kaitlyn
Jones, Matthew
Mintz, Amanda
Atwell, Scott
Lewis, Danielle

Group 2 (Scenario 2)

Locks, Taylor
Piotrowski, Alishia
Pena, Junior
Oswalt, Emily
Calbat, Kyle

Group 3 (Scenario 3)

Searcy, Robin
Yorke, Samantha
Davis, Joshua
Morales, Katherine
Newman, Kyle

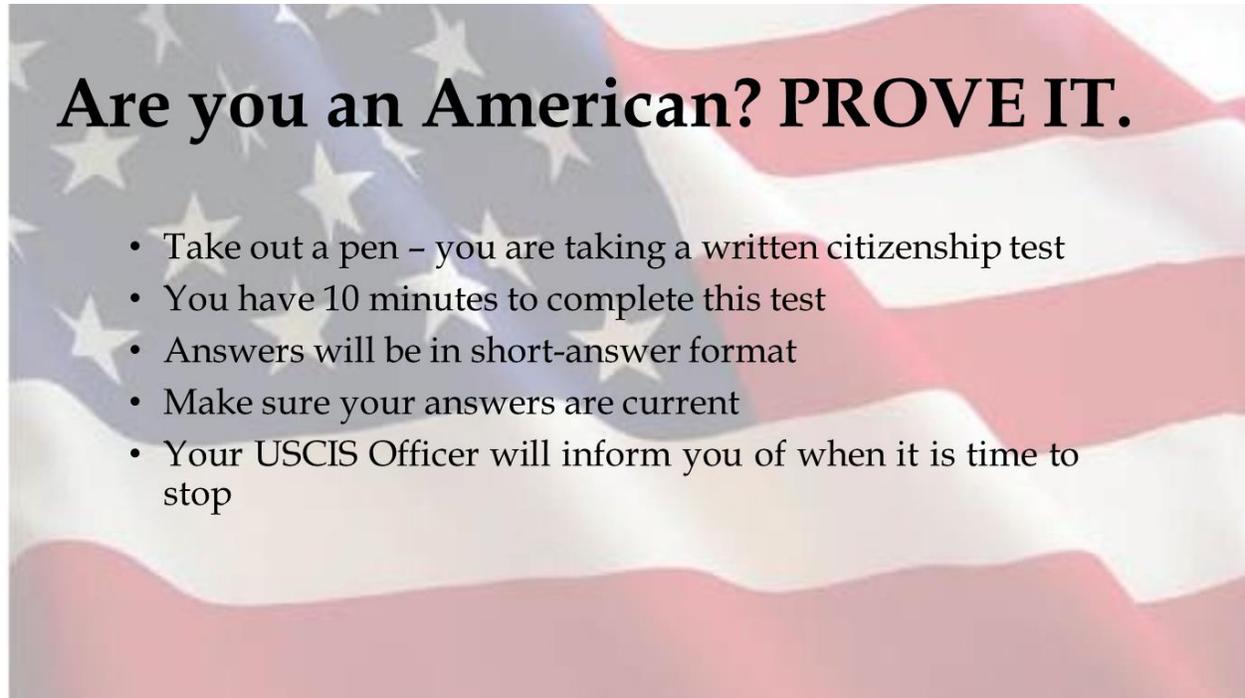
Group 4 (Scenario 4)

Scruggs, Spencer
Vickers, Suzanne
Matchett, Morgan
Czaja, Joseph
Downey, Megan

Group 5 (Scenario 5)

Stone, Jennifer
Dishman, Matthew
Peters, Amanda
Washington, Lane
Foutch, Mallory

PRESENTATION SLIDES



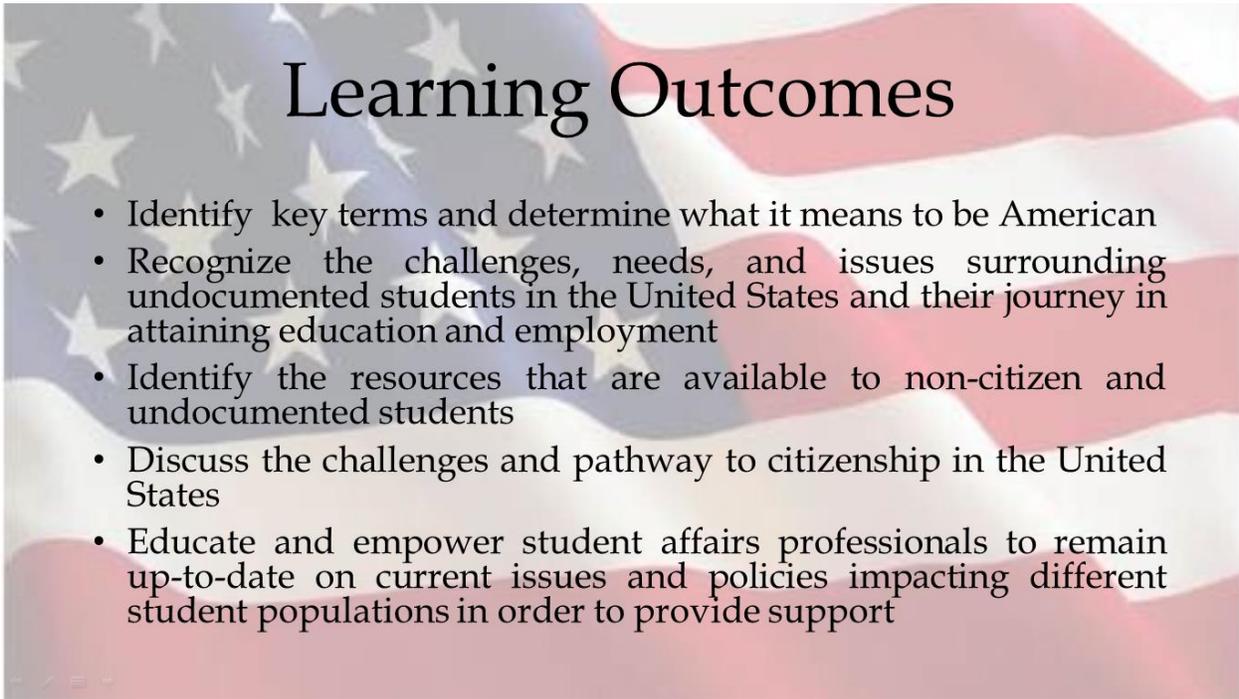
Slide 1: Students are to be caught off-guard with the immediate administration of a 10-question written citizenship exam. Students must get 6 out of 10 questions correctly to successfully move past this round of testing (the second round is a randomized oral exam). The class has 10 minutes to complete the short answer-style test. Following the exam, answers will be displayed and students will self-score their performance on the exam. Having to take the exam clues students into the realities of the naturalization process and triggers thought on why many native-born Americans can't answer these questions while naturalized counterparts can because they have to.

PRESENTATION SLIDES (CONTINUED)



This is the first official slide that introduces topic and presentation to the audience.

PRESENTATION SLIDES (CONTINUED)



Learning Outcomes

- Identify key terms and determine what it means to be American
- Recognize the challenges, needs, and issues surrounding undocumented students in the United States and their journey in attaining education and employment
- Identify the resources that are available to non-citizen and undocumented students
- Discuss the challenges and pathway to citizenship in the United States
- Educate and empower student affairs professionals to remain up-to-date on current issues and policies impacting different student populations in order to provide support

Briefly discuss learning outcomes and purpose of presentation.

PRESENTATION SLIDES (CONTINUED)



1892- Designation of Ellis Island: the nation’s busiest immigrant inspection station from 1892-1954, to which millions of immigrants passed through

1921- The Emergency Quota Act: restricts immigration to the United States through the use of a quota system known as the National Origins Formula

1954- Brown V Board of Education: landmark US Supreme Court case in which the Court declared segregated schools for black and white students to be unconstitutional

1965- Congress Passed the Immigration and Nationality Act: abolished the National Origins Formula

1974- Family Education Rights and Privacy Act : FERPA, gives parents access to their child’s educational records

1982- Plyler V Doe: a case in which the Supreme Court of the United States struck down a state statute denying funding for education to unauthorized immigrant children

1995- Wet feet, dry feet policy: a revision of the Cuban Adjustment Act of 1966 stating that any Cubans caught on land with “dry feet” gets the chance to remain in the U.S. and gain residency, where Cubans caught on the water would be sent home

1996- Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA): states that immigrants unlawfully present in the United States for 180 days but less than 365 days must remain outside of the U.S. for three years, for those >365 days they must stay outside the U.S. for ten years

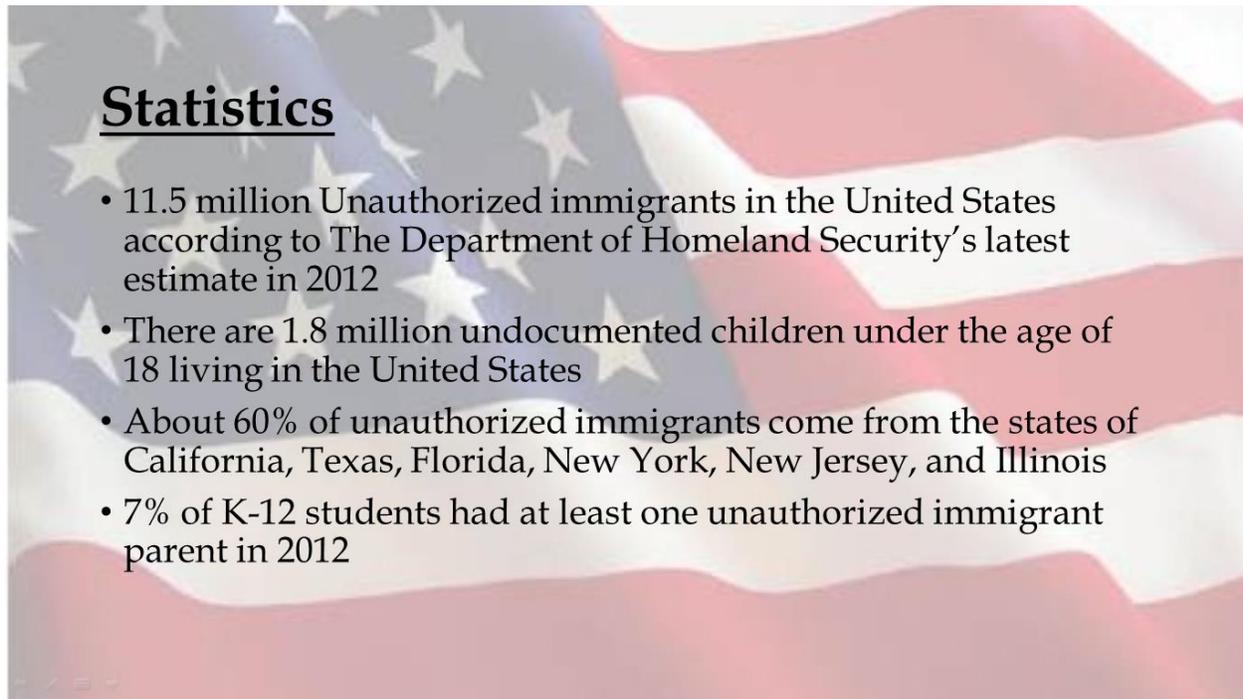
2001- California and Texas allow in-state tuition for undocumented students

2001- Development, and Relief and Education for Alien Minors (DREAM Act) is first introduced: details on this act will be featured later in presentation

2012- Deferred Action for Childhood Arrivals (DACA): details on this act will be featured later in presentation

2014- Changes to DACA : details on this act will be featured later in presentation

PRESENTATION SLIDES (CONTINUED)



Statistics

- 11.5 million Unauthorized immigrants in the United States according to The Department of Homeland Security's latest estimate in 2012
- There are 1.8 million undocumented children under the age of 18 living in the United States
- About 60% of unauthorized immigrants come from the states of California, Texas, Florida, New York, New Jersey, and Illinois
- 7% of K-12 students had at least one unauthorized immigrant parent in 2012

The following slides include current statistics related to undocumented students. Although the Department of Homeland Security has not released an official report after 2012, the 11.5 million unauthorized immigrant statistic is estimated to have grown to approximately 11.5-12 million. Note should be taken to the six states with the highest populations of unauthorized immigrants and their proximity to immigrant countries and borders.

PRESENTATION SLIDES (CONTINUED)



Resources for Additional Information:

-Educations for Fair Consideration

www.e4fc.org

-National Immigration Law Center

www.nilc.org

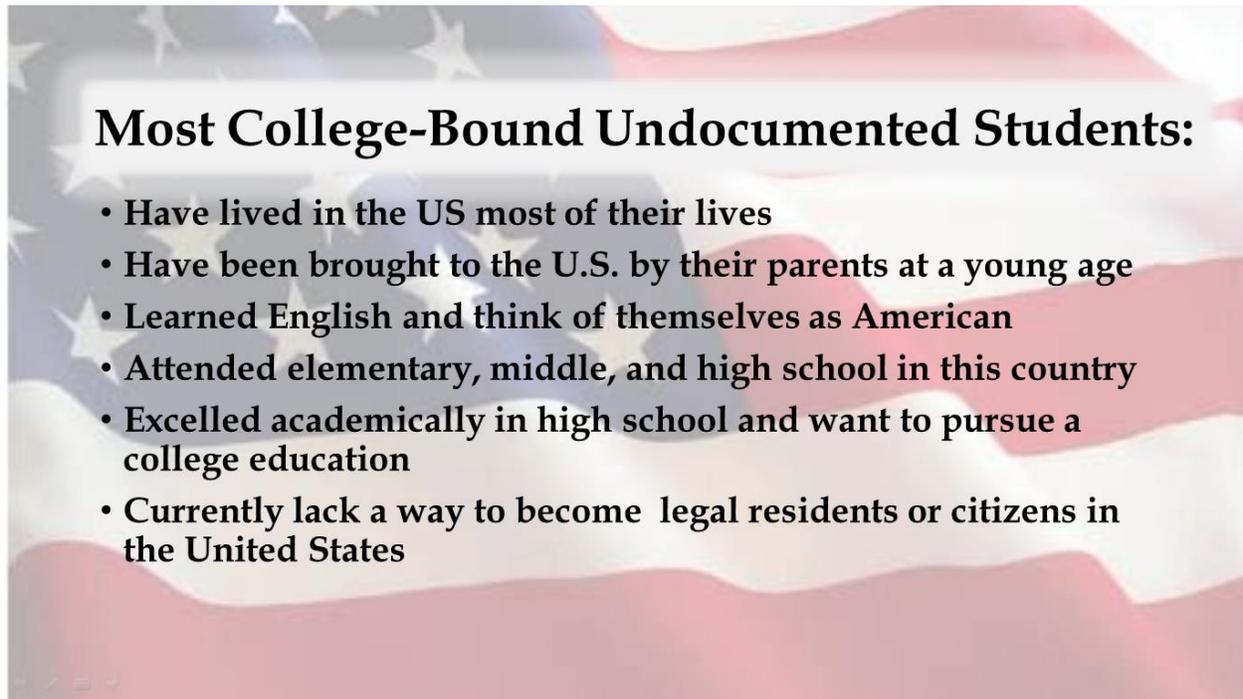
-Pew Hispanic Center

www.pewhispanic.org

-Urban Institute

www.urban.org

PRESENTATION SLIDES (CONTINUED)



Most College-Bound Undocumented Students:

- **Have lived in the US most of their lives**
- **Have been brought to the U.S. by their parents at a young age**
- **Learned English and think of themselves as American**
- **Attended elementary, middle, and high school in this country**
- **Excelled academically in high school and want to pursue a college education**
- **Currently lack a way to become legal residents or citizens in the United States**

This slide acts to dispel many myths about undocumented students. Most college bound students were either both, or have lived in the U.S. for most of their lives. These points are important for the facilitator to make, as they are painting a picture for student affairs professionals. For professionals that may have not worked with these students, it is possible for them to assume that undocumented students cannot speak English, or have performed poorly because of a lack in education. The final point is especially important because these students currently lack a way to become legal residents, and that does not mean that they do not desire to.

PRESENTATION SLIDES (CONTINUED)



The DREAM Act

DREAM- Development, Relief, and Education for Alien Minors

Permits certain immigrant students who have grown up in the U.S. to apply for temporary legal status
& to eventually obtain permanent legal status
& become eligible for U.S. citizenship if they go to college or serve in the U.S. military

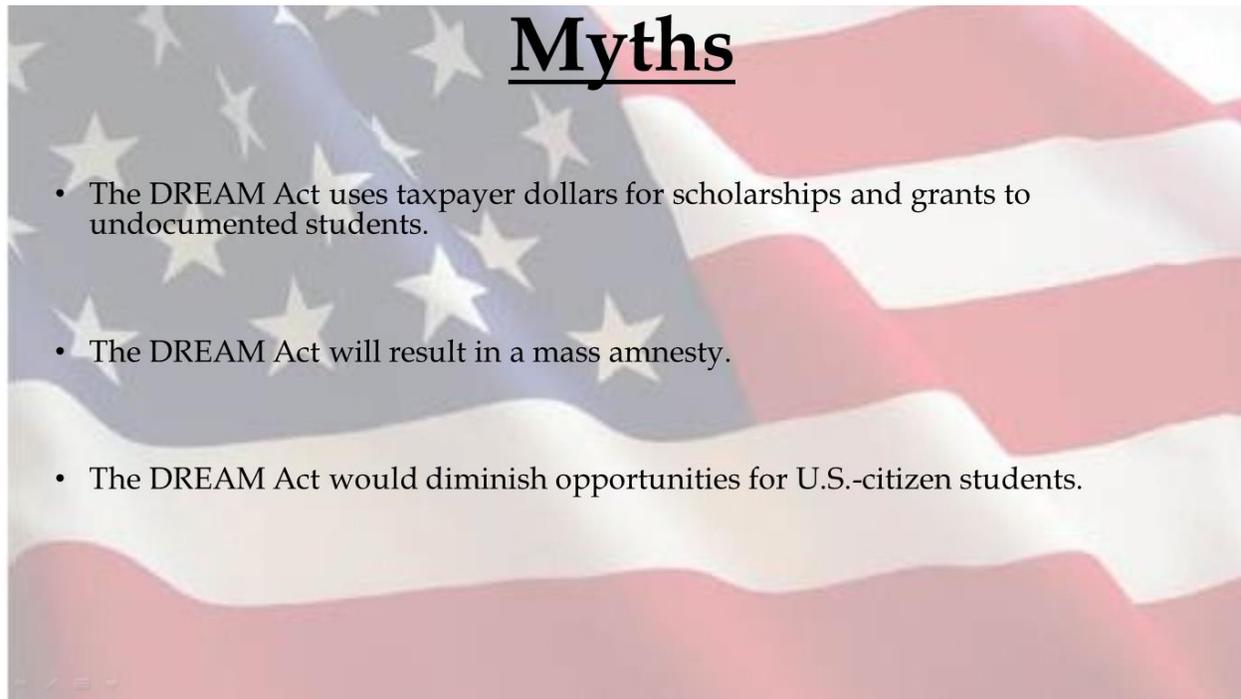
Eliminates a federal provision that penalizes states that provide in-state tuition without regard to immigration status

Revised Act- 6/15/12

Facilitator should go over information on the slide about the DREAM act.

Revision- President Barack Obama announced that his administration would stop deporting young illegal aliens who match certain criteria previously proposed under the DREAM ACT

PRESENTATION SLIDES (CONTINUED)



(If running short on time/late, this slide can be skipped)

The facilitator should mention each of these popular misconceptions and go over the proper facts with the audience.

Myth 1- The DREAM Act states that undocumented youth adjusting to lawful permanent resident status are only eligible for federal student loans (which must be paid back), and federal work-study programs, where they must work for any benefit they receive. They are not eligible for federal grants, such as Pell Grants.

Myth 2- The DREAM Act is not an amnesty. No one will automatically receive a green card. To legalize, individuals have to meet stringent eligibility criteria: they must have entered the United States before age 16; must have been here for five years or more; must not have committed any major crimes; must graduate from high school or the equivalent; and must complete at least two years of college or military service.

Myth 3- Most undocumented students are likely to have zero impact on admission rates of native born students: Since 2001, 10 states have made it easier for undocumented state residents to attend college by offering in-state tuition to those that qualify. A significant portion of the students that took advantage of this opportunity have done so in community colleges, which have open enrollment. The small numbers of students who will attend 4-year universities are not significant enough to affect the opportunities of others.

PRESENTATION SLIDES (CONTINUED)



DACA

DACA- (Deferred Action for Childhood Arrivals federal program)
An executive order that grants undocumented/illegal immigrants who arrived in the U.S. as children legal standing, a Social Security Number, and a renewable Work Authorization permit that was valid for TWO years.

Top 5 currently eligible DACA beneficiaries come from

- Mexico (65%)
- El Salvador (4%)
- Guatemala (3%)
- Honduras (2%)
- Colombia (1%)

The facilitator should go over this slide to go over DACA.

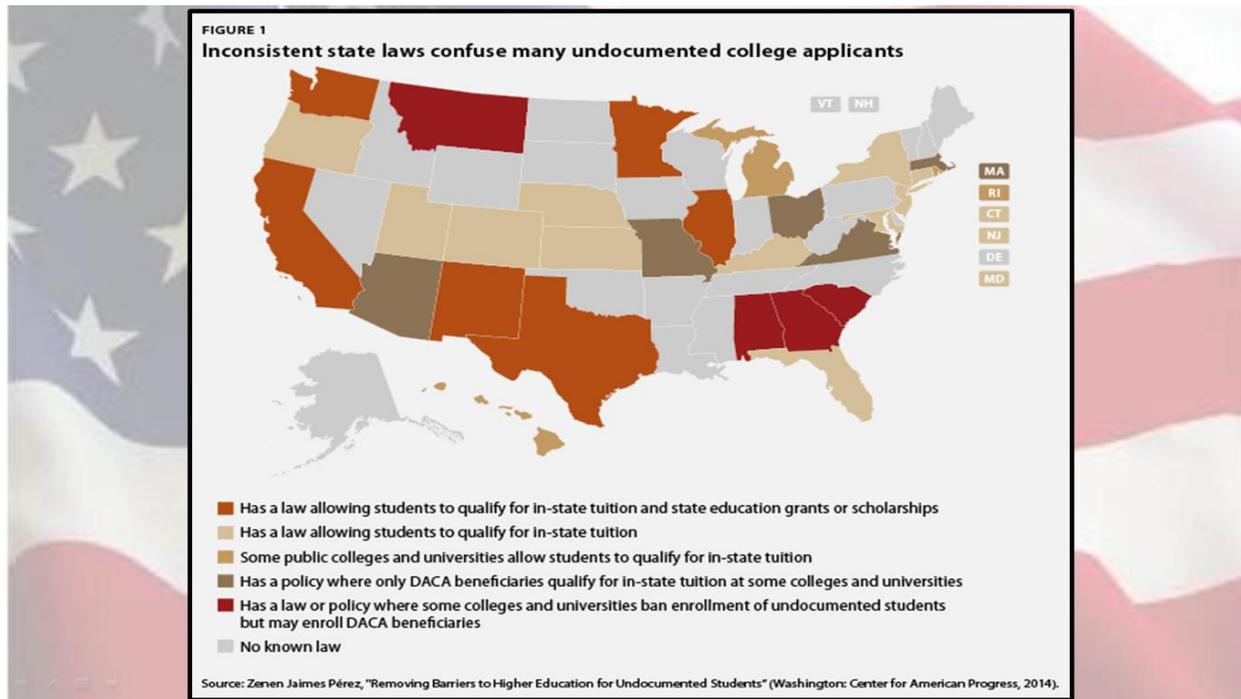
PRESENTATION SLIDES (CONTINUED)



In this section, the facilitator should go over each point for the audience.

- 1) Most undocumented students are unknowledgeable of their legal documented status until they are attempting to apply for colleges or get work for the first time.
- 2) For some undocumented students, English is not their primary/first language, leading to difficulties in the classroom at the High School and Higher Education level.
- 3) On the next slide, you will be able to see the various differences in state laws that Student Affairs professionals should be aware of when advising undocumented students.
- 4) One of the main concerns for undocumented students who won't have a driver's license, is their ability to travel to and from school by public transportation.
- 5) These students, due to their status, are unable to receive financial aid.
- 6) Due to the laws and difficulties of their status, there is a massive underrepresentation of undocumented students on 4 year campuses. (2 Year colleges/Community colleges have higher representation)

PRESENTATION SLIDES (CONTINUED)



The facilitator should go over the graphic, if possible, finding the most recent year and talking about the many inconsistencies in state laws throughout the US in regards to funding opportunities for undocumented students.

PRESENTATION SLIDES (CONTINUED)



Interesting Facts

If an undocumented student reveals their status to a College/University
Can the student be deported?

NO!

FERPA (The Federal Education and Privacy Act) protects these students.

HOWEVER

Students caught lying about their citizenship status on their admissions application
can be subject to their admissions being revoked.

EDUCATORS FOR FAIR CONSIDERATION (E4FC). (n.d.). Retrieved March 31, 2015, from <http://www.e4fc.org/>

(If running short on time/late, this slide can be skipped)

The facilitator should discuss how this knowledge can help out student affairs professionals when discussing a student's immigration status.

PRESENTATION SLIDES (CONTINUED)

As a Student Affairs Professional

Admissions

- Acknowledge Undocumented Students
- Create Outreach based on Language and Immigration Status
- Speak/Recruit from High Schools and Culturally Relevant Community Locations
- Be upfront with concerns about Admissions and Funding Issues

One-Size-Fits-All approaches do not work on undocumented students

- Assist students in creating-
- Culturally relevant
- Supportive
- Engaging academic experience

Facilitator should go over this slide on Admissions and Academic Advising for undocumented students.

PRESENTATION SLIDES (CONTINUED)

As a Student Affairs Professional

Most likely First-Generation students
Will select institution based on

- Availability of Financial Aid
- Proximity to home
- Ability to work while enrolled

Family Influence

- Include parental activities in university events
- Travel to homes/community centers
- Speak with families about benefits/resources available by the university

Facilitator should go over this slide on the Type of Undocumented Student they will most likely see, as well as how the Family will influence the undocumented student.

PRESENTATION SLIDES (CONTINUED)



The facilitator begins to explain the case study scenarios for undocumented students. There will be five groups of five students, as indicated in the following slide. In each scenario, the students in the group will act as undocumented students and experience a glimpse of the challenges presented to undocumented students seeking higher education, internships, or jobs. The facilitators will walk around as the groups begin to answer the case study for ten minutes. Once the ten minutes is complete, the entire class will come back together and each group will present their findings based on their scenario. The facilitator will ask for reactions and thoughts after completing this activity, hopefully leading the audience to think critically and empathize with the challenges undocumented students face.

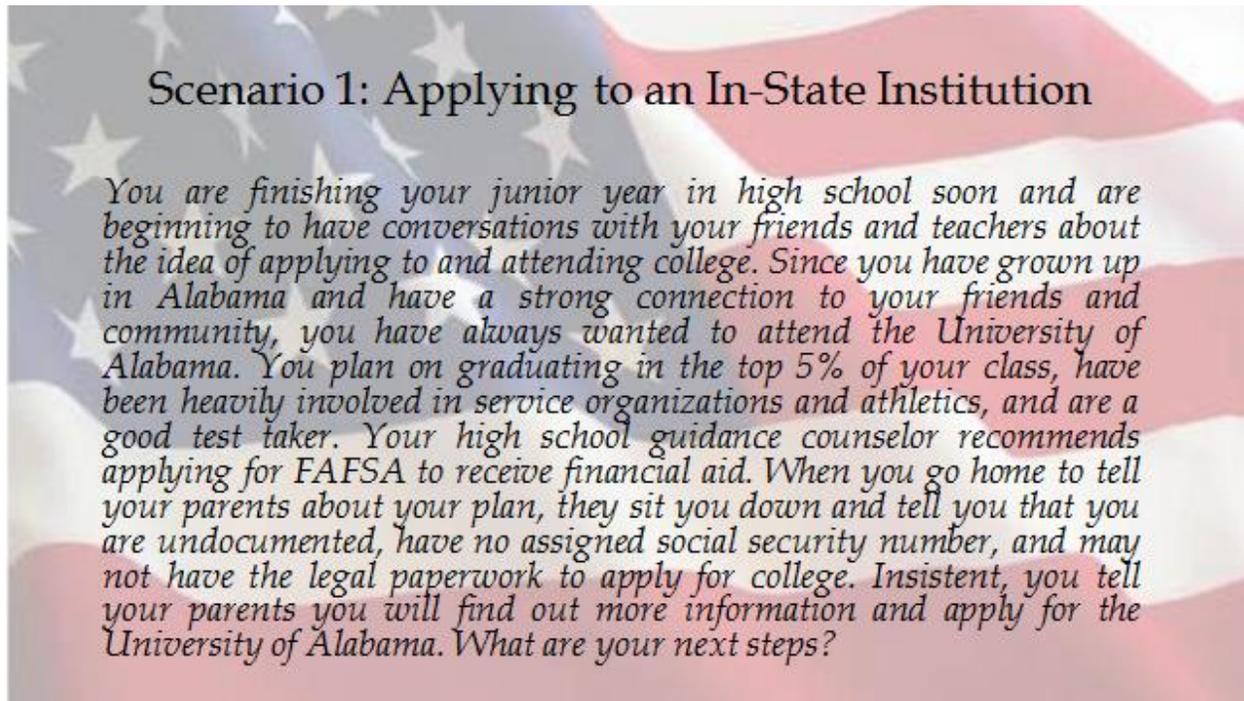
PRESENTATION SLIDES (CONTINUED)

ASSIGNED GROUPS

<u>Group 1 (Scenario 1)</u> Kaitlyn Matthew J. Amanda M. Scott Danielle	<u>Group 2 (Scenario 2)</u> Taylor Alishia Junior Emily Kyle C.	<u>Group 3 (Scenario 3)</u> Robin Samantha Joshua Kate M. Kyle N.
<u>Group 4 (Scenario 4)</u> Spencer Suzanne Morgan Joe Megan	<u>Group 5 (Scenario 5)</u> Jenn Matthew D. Amanda P. Lane Mallory	

The facilitator will break the class up into five groups of five for ten minutes.

PRESENTATION SLIDES (CONTINUED)



This is Scenario 1: Applying to an In-State Institution. When Group 1 presents, this will be displayed on the projection screen.

PRESENTATION SLIDES (CONTINUED)

Scenario 2: Out-of-State Public Institution

You are about to begin your senior year in college and are starting to have conversations with your friends and teachers about your plans for next year. Growing up in California and attending the University of California - Davis, you have learned a lot and attend graduate school in the North. Specifically, you dream has always been to attend the University of Michigan. You plan on graduating at the top of your class, have been heavily involved in service organizations, maintained a student job on-campus, and are an excellent test taker. Your academic advisor recommends applying for FAFSA to receive financial aid. When you call your parents and tell them your plan, they support you fully and are proud of what you have accomplished so far – despite your status as an undocumented student. How you will find out more information and apply to Law School at the University of Michigan? What do you do next?

This is Scenario 2: Applying to an Out-of-State Public Institution. When Group 2 presents, this will be displayed on the projection screen.

PRESENTATION SLIDES (CONTINUED)

Scenario 3: In-State Community College

You are about to begin your senior year in high school soon and are starting to have conversations with your friends and teachers about the idea of applying to and attending college. Since you have grown up in Illinois and have a strong connection to your family, friends, and community, you have decided you want to attend a two-year community college nearby. You plan on graduating in the top 15% of your class, have average involvement in service organizations and athletics, and are an average test taker. Your high school guidance counselor recommends applying for FAFSA to receive financial aid. You tell your parents and they fully support your decision but remind you that you are undocumented, have no assigned social security number, and may not have the legal paperwork to apply for college. You have known about your immigration status and will not let that prevent you from getting an education. What are your next steps?

This is Scenario 3: Applying to an In-State Community College. When Group 3 presents, this will be displayed on the projection screen.

PRESENTATION SLIDES (CONTINUED)

Scenario 4: In-State or Out-of-State Private Institution

You are about to begin your senior year in high school and are starting to have conversations with your friends and teachers about your plans for next year. You have loved growing up in California and would attend college here or venture off to the Northeast. Specifically, your dream has always been to attend Harvard or Stanford. You plan on graduating as the Valedictorian of your class, have been heavily involved in service organizations and athletics, and are an excellent test taker. Your high school guidance counselor recommends applying for FAFSA to receive financial aid. When you go home to tell your parents about your plan, they give you a big hug and tell you that you are undocumented, have no assigned social security number, and may not have the legal paperwork to attend college. Insistent, you tell your parents you will find out more information and will apply to your dream school. What do you do next?

This is Scenario 4: Applying to an In-State or Out-of-State Private Institution. When Group 4 presents, this will be displayed on the projection screen.

PRESENTATION SLIDES (CONTINUED)

Scenario 5: Applying for an Internship or Job

You are in the fall semester of your junior year at The University of Texas and are beginning to have conversations with your friends, professors, and mentors about applying for internships and what your future career may look like. Since you have a strong passion to continue the work you have done with Biomedical Engineering and want to be able to support your family, you are looking for paid internships this summer. You plan on graduating with an above average grade point average (currently at a 3.6 GPA) and have been heavily involved in service organizations and within your college of Engineering. Your academic advisor encourages you to attend the career fair that is coming up at the end of the month – although she is not aware of your immigration status. Realizing that not having an assigned social security number or the legal documentation to apply for internships or jobs in the future, you begin to worry. What are your next steps?

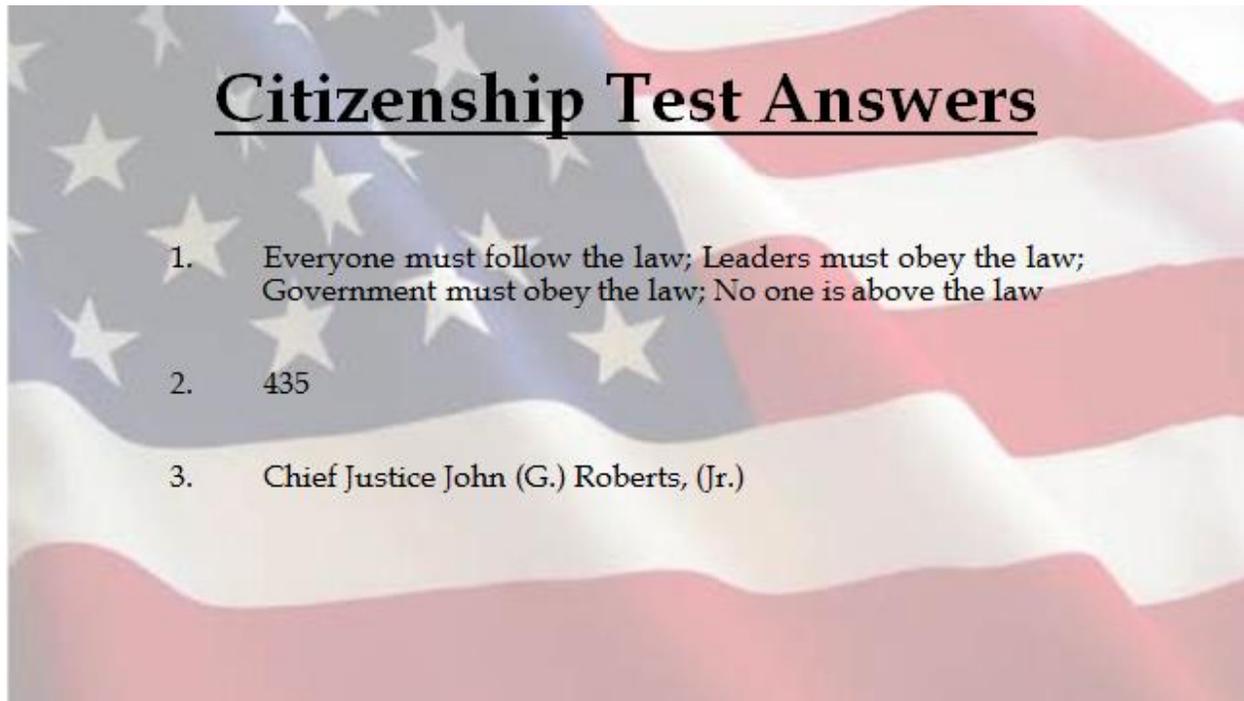
This is Scenario 5: Applying for an Internship or Job. When Group 5 presents, this will be displayed on the projection screen.

PRESENTATION SLIDES (CONTINUED)



The facilitator will ask for initial thoughts and reactions to the activity. This will be a small debriefing and unpacking session for a period of about 2-3 minutes.

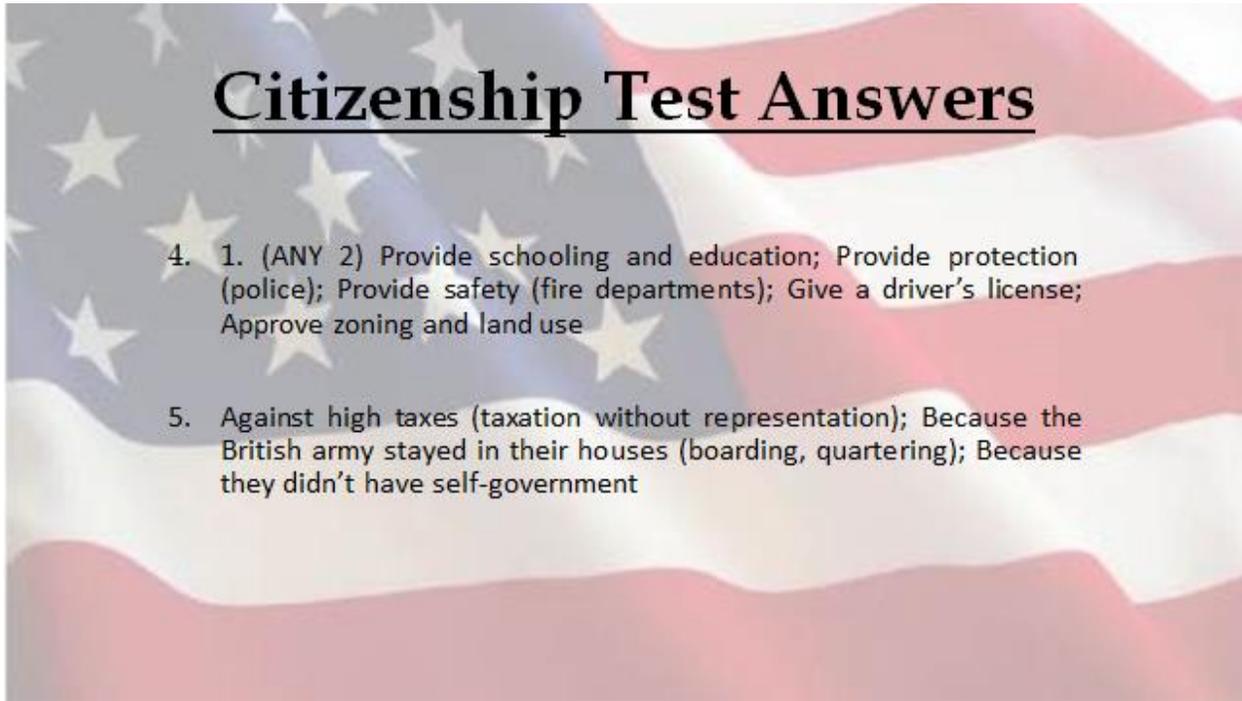
PRESENTATION SLIDES (CONTINUED)



The facilitator provides the answers to the 10-question citizenship test.

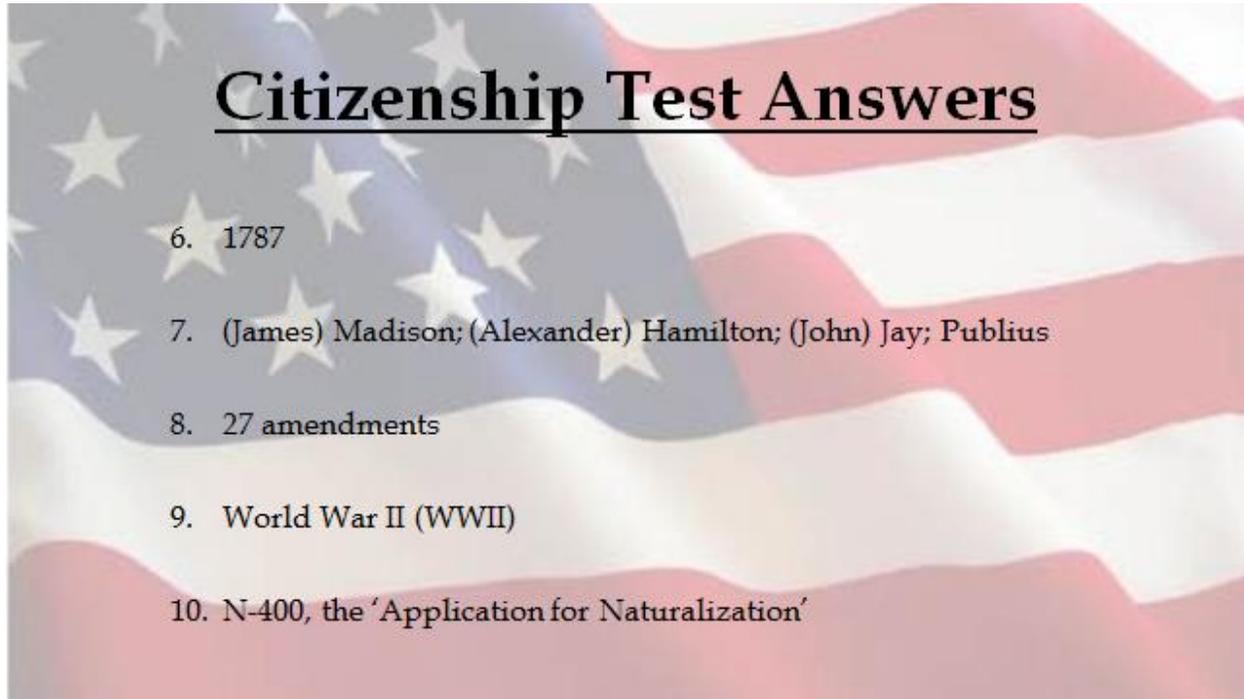
2) This is a trick question. US Representatives are colloquially known as ‘congressmen/women’, while members of the US Senate are always known as ‘Senators’. There are 535 members of the US Congress - 100 Senators and 435 Representatives.

PRESENTATION SLIDES (CONTINUED)



The facilitator provides answers to the 10-question citizenship test.

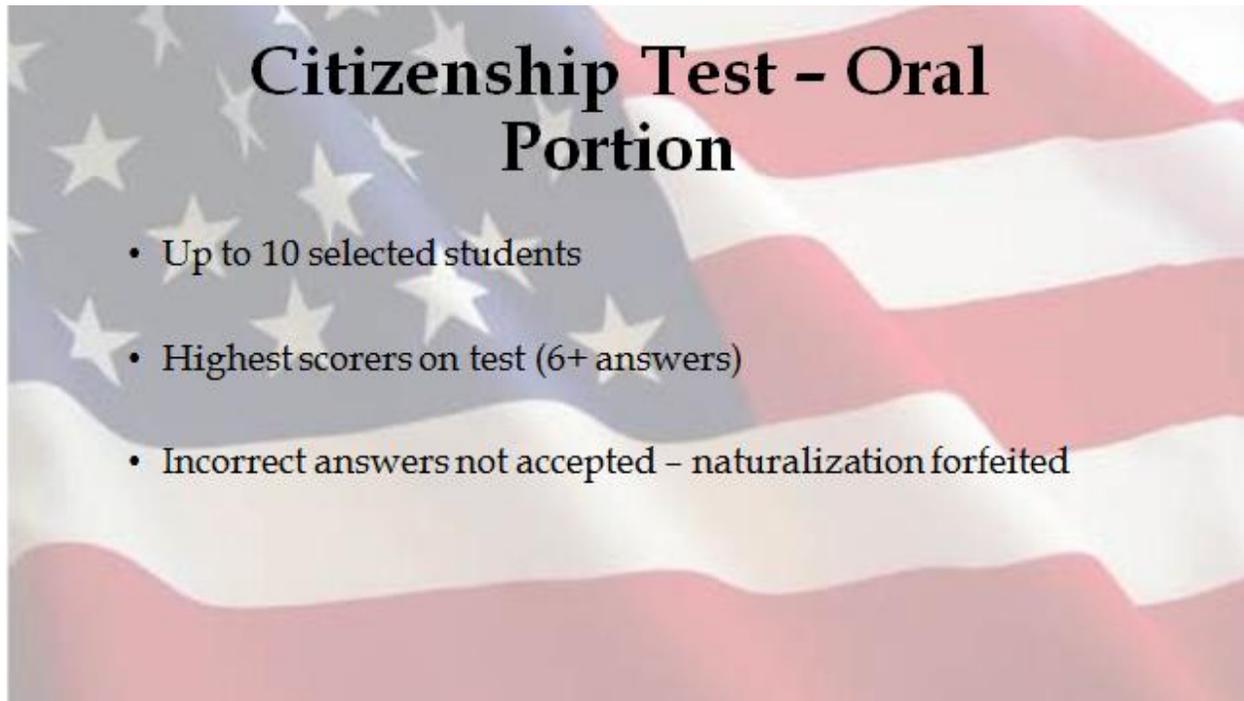
PRESENTATION SLIDES (CONTINUED)



The facilitator provides answers to the 10-question citizenship test.

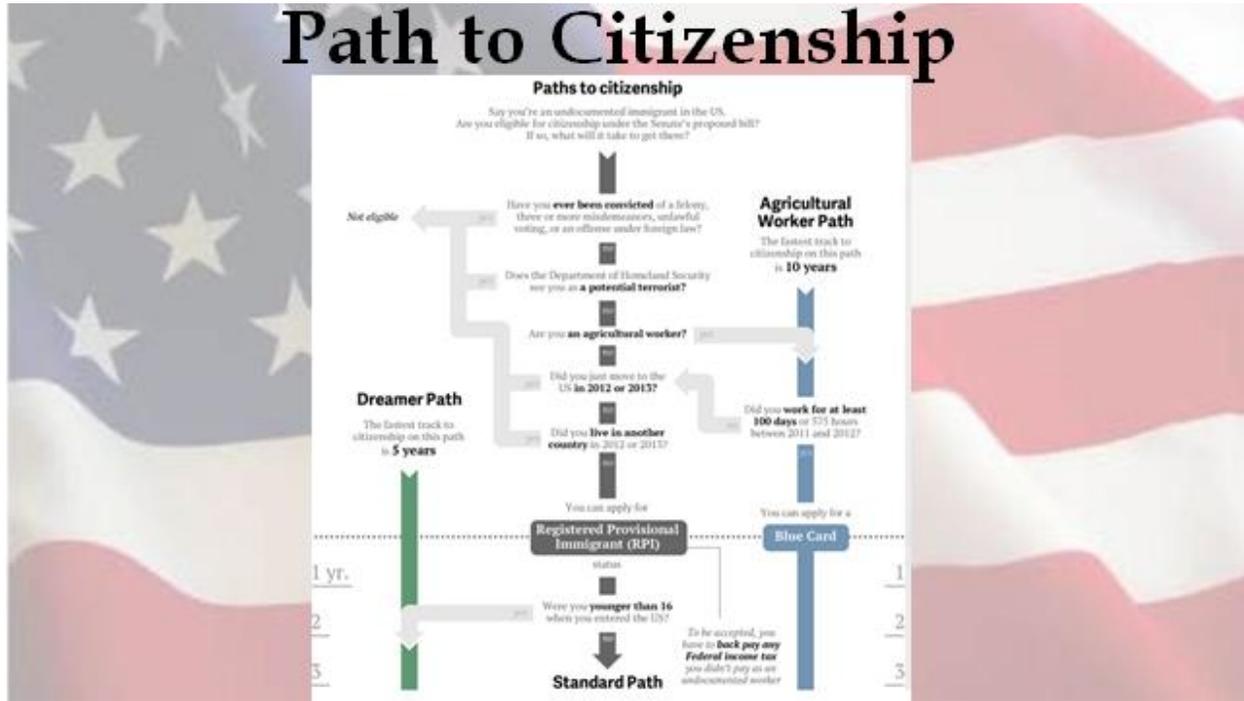
6) This trips people up because people fall upon 1776 by default. But that was when the Declaration of Independence was written, not the Constitution.

PRESENTATION SLIDES (CONTINUED)



The ten highest scorers are selected to ‘defend their citizenship’ by answering any one random question of the 100 Civics questions given on the citizenship test. This portion of the test puts the spotlight on the students to answer them and further frames the reality of the naturalization process.

PRESENTATION SLIDES (CONTINUED)



The Path to Citizenship is a long and complicated process.

PRESENTATION SLIDES (CONTINUED)



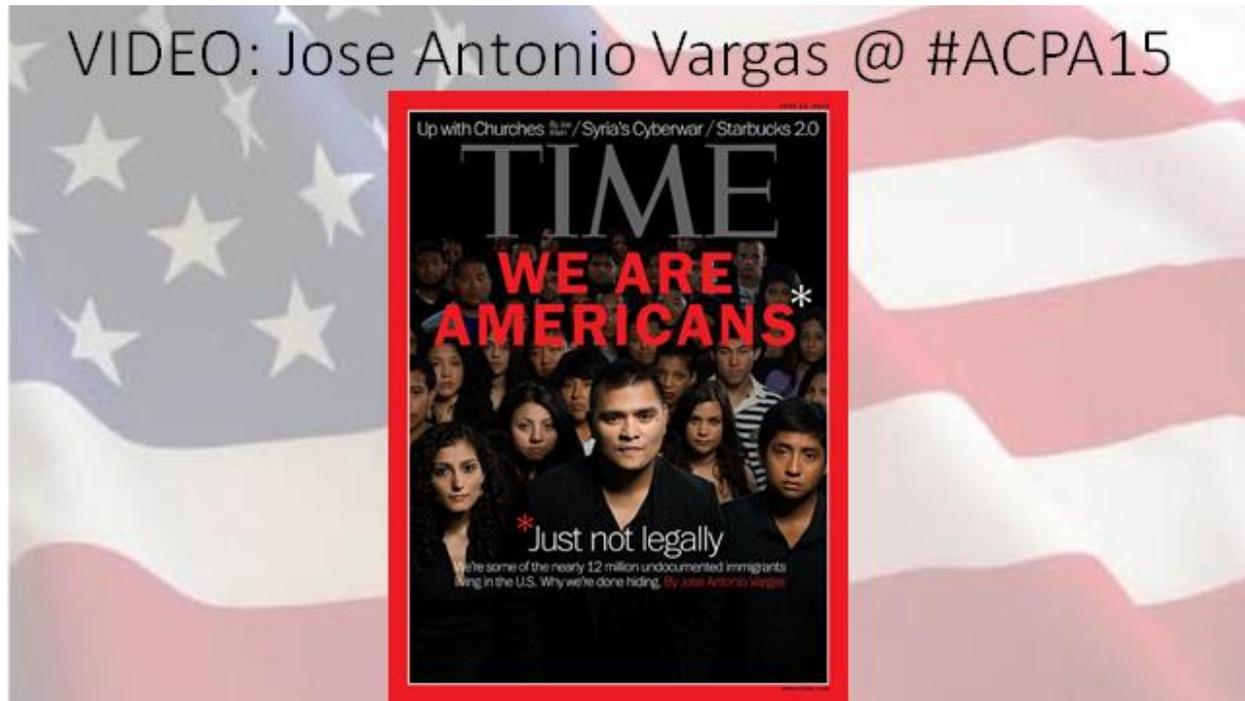
The Path to Citizenship is a long and complicated process.

PRESENTATION SLIDES (CONTINUED)



The facilitator provides best practice information by going to the website.

PRESENTATION SLIDES (CONTINUED)



This video of Jose Antonio Vargas at ACPA's 2015 Annual Convention in Tampa, FL, features two parts that can be shown. The first (5:02-6:02) discusses the TIME Magazine article shown on the slide, as well as touches upon how much money immigrants have funneled into the Social Security system in the past decade. The second clip (7:29-9:03) shows him asking the audience "What have you done to earn your citizenship?" The two clips together provide great promise for creating dialogue about that it takes and means to 'be an American'.

PRESENTATION SLIDES (CONTINUED)



The facilitators provide a quick debriefing of the presentation and activities and begin to engage in the audience. The goal is to spark a healthy conversation and receive good questions from the audience members. Potential questions the facilitator may ask depending on the flow and feel of the group include:

What are some initial reactions?

What are some key takeaways?

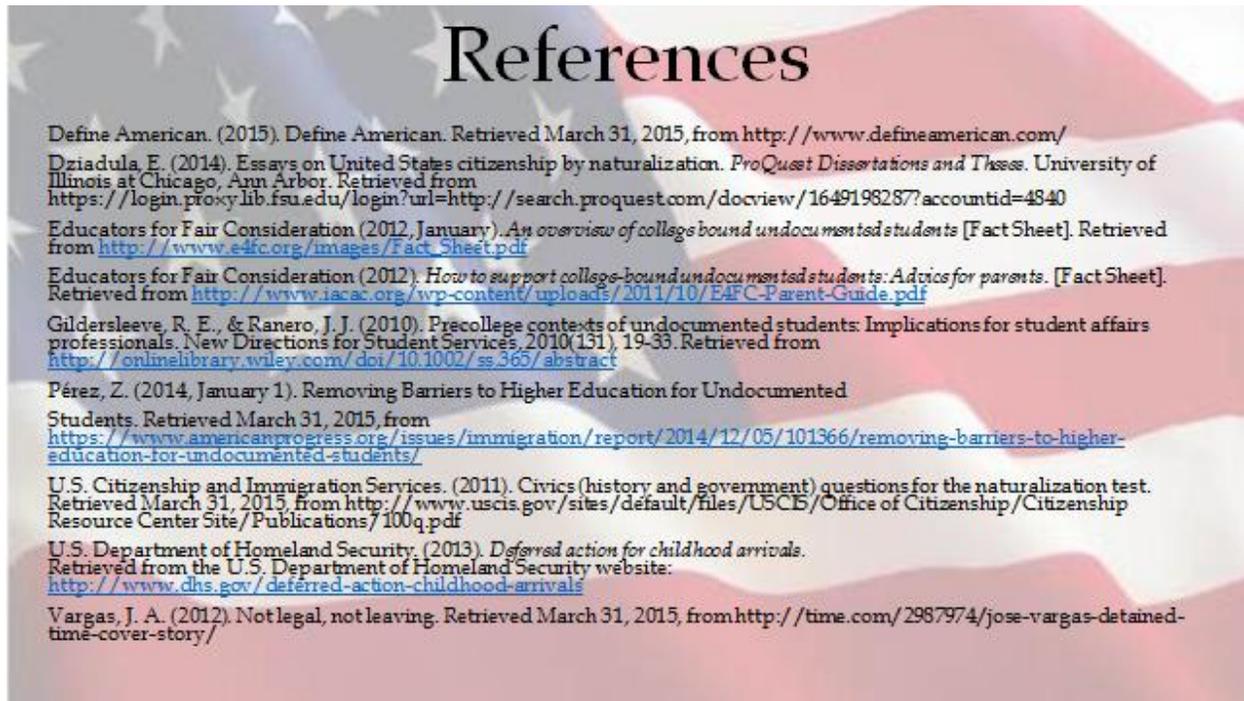
How would you define American?

What was the most surprising part of today's presentation?

How did the activity / presentation make you feel?

What role does a student affairs professional have in assisting undocumented students?

PRESENTATION SLIDES (CONTINUED)



This is a list of references used in the research and execution of this presentation.

PRESENTATION SLIDES (CONTINUED)

ANNOTATED BIBLIOGRAPHY

Define American. (2015). Define American. Retrieved March 31, 2015, from

<http://www.defineamerican.com/>

Founded by Jose Antonio Vargas and others in 2011, Define American is a non-profit organization that uses media and analysis of culture to “shift conversation around immigration, identity and citizenship in the United States.” by tapping into personal stories and putting faces to the fight for immigrant rights in the US.

Dziadula, E. (2014). Essays on United States citizenship by naturalization. *ProQuest*

Dissertations and Theses. University of Illinois at Chicago, Ann Arbor. Retrieved from <https://login.proxy.lib.fsu.edu/login?url=http://search.proquest.com/docview/1649198287?accountid=4840>

A discussion of the naturalization process, this thesis examines topics such as the association between education level and achieved naturalization; marriage as a pathway to citizenship; and the timing of naturalization. The reading discusses multiple pathways to citizenship and situations that impact the pursuit and completion of the citizenship process.

Educators for Fair Consideration (2012, January). *An overview of college bound undocumented students* [Fact Sheet]. Retrieved from http://www.e4fc.org/images/Fact_Sheet.pdf

This Fact Sheet gives a very brief outline to undocumented students that details information that Student Affairs Professionals could find useful. It starts off defining undocumented students, as a foreign national who entered illegally, or entered legally,

but then violated the terms of their status and remained in the United States. The sheet then goes on to state what to expect of most college bound undocumented students, to help combat against preconceived notions held about them. After some general statistics about undocumented students, it goes into challenges these students will face, predominately financial obstacles. Next, the sheet goes into a few federal and state laws about undocumented students before ending with resources for additional information, to help student affairs professionals with obtaining more information to help advocate for undocumented students. This was a very interesting read, as it is small enough to be given to every Student Affairs professional, but packed with so much information that it could lead to interest from Student Affairs professionals to look more deeply into the material and create advocates for undocumented students.

Educators for Fair Consideration (2012). *How to support college-bound undocumented students:*

Advice for parents. [Fact Sheet]. Retrieved from <http://www.iacac.org/wp-content/uploads/2011/10/E4FC-Parent-Guide.pdf>

This fact sheet is split up into six chapters, each chapter a guide to help the parents of undocumented students about their entire collegiate experience. Chapter 1, goes into basic information about undocumented students and their chances of getting into college. Chapter 2, goes into the admissions process of these students, while Chapter 3 and Chapter 4 discuss ways for these students to pay for college through job opportunities and scholarships. Chapter 5 goes over general terminology about life in college, such as majors, meal plans, etc. Lastly, Chapter 6 concludes the fact sheet with opportunities for undocumented students after college. This was a very valuable resource, when looking

into ways Student Affairs professionals could help educate students, as well as parents on how undocumented students could attend college.

Gildersleeve, R. E., & Ranero, J. J. (2010). Precollege contexts of undocumented students: Implications for student affairs professionals. *New Directions for Student Services*, 2010(131), 19-33. Retrieved from

<http://onlinelibrary.wiley.com/doi/10.1002/ss.365/abstract>

This journal article looks into undocumented students from the viewpoint of a Student Affairs professional and how they are able to help undocumented students. The article starts with Gildersleeve's previous studies of looking into the language barrier for undocumented students and how dual-language high schools and colleges can help these students succeed. He then moves on to the strong familial ties that undocumented students have that will be one of the main factors in their higher education decision making process. The article ends with practices that Student Affairs Professionals should take in becoming Social Justice Advocates for the success of undocumented students through reimagined recruiting and outreach procedures, ending what he calls a one-size-fits-all advising practice that doesn't work for undocumented students. I felt this article was invaluable when looking into the research, of how to recruit, as well as help undocumented students succeed in a higher education setting.

Pérez, Z. (2014, January 1). Removing Barriers to Higher Education for Undocumented

Students. Retrieved March 31, 2015, from

<https://www.americanprogress.org/issues/immigration/report/2014/12/05/101366/removing-barriers-to-higher-education-for-undocumented-students/>

This article starts with statistics about the number of undocumented students graduating from high school, as well as the Supreme Court case that gave undocumented students the chance to get a K-12 education, but how the universities have been struggling with the ability to provide education to these students due to various discriminatory laws. It goes on to talk about the DREAM Act which helps aid undocumented students in getting access to higher education, as well as state laws that prevent undocumented students from easily attending colleges/universities in these places. The end of the article gives examples about what Congress, States, Cities, and finally Colleges and Universities could do to help undocumented students succeed. This article was an interesting read about the difficulties that undocumented students face, as well as some practical solutions that everything from Congress down to Colleges and Universities should do to ensure the success of undocumented students.

U.S. Citizenship and Immigration Services. (2011). Civics (history and government) questions

for the naturalization test. Retrieved March 31, 2015, from

[http://www.uscis.gov/sites/default/files/USCIS/Office of Citizenship/Citizenship Resource Center Site/Publications/100q.pdf](http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf)

This resource is a list of the 100 civics-based questions used for the Naturalization process. The document serves as a preparation tool and as a test question bank for the examination process. During the Naturalization process, aspiring citizens must answer 6 out of the (up to) 10 questions they are posed through an oral examination. The test is

updated upon major changes to questions related to the current President, Vice President, congressmen/women, and more.

U.S. Department of Homeland Security. (2013). *Deferred action for childhood arrivals*.

Retrieved from the U.S. Department of Homeland Security website:

<http://www.dhs.gov/deferred-action-childhood-arrivals>

This site provides direct information about DACA (Deferred Action for Childhood Arrivals), which shows the well-known seven stipulations about the action, Younger than 31 before 6/15/12; Came to the US before your 16th Birthday; Have continuously resided in the US since 6/15/12; Were physically present in the US by 6/15/12; Became an illegal immigrant in the US before or on 6/15/12; Have not been convicted of a felony, three or more misdemeanors, or don't pose a threat to national security. The Page ends with contact info for more information and a Frequently Asked Section, including information about the general definition of 'deferred action', as well as information regarding guidelines for education, travel, national security, as well as filing processes, decisions, renewals, and how to avoid scams from people claiming to be paid to render a decision on a claim faster. This page was used as a primary reference source for any questions about DACA.

Vargas, J. A. (2012). Not legal, not leaving. Retrieved March 31, 2015, from

<http://time.com/2987974/jose-vargas-detained-time-cover-story/>

A cover story for an issue of TIME Magazine released in 2012, this narrative by Jose Antonio Vargas - founder and CEO of 'Defining American' and an advocate for undocumented immigrants - explores his struggle as an undocumented immigrant

himself. In discussing details of his travels, the challenges of his work and personal struggles, Jose sheds light on the shortcomings of America's immigration policies and challenges current views/biases against undocumented immigrants.