

What's the IDEA?

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Whatever their motivations, lawmakers on both sides of the aisle have certainly discovered that immigration is one of those issues that resonate strongly with the public.

~Gwen Ifill

What's in a name?

Immigrant, Foreigner, Alien, Citizen

Of the terms above, which one(s) does the U.S. government recognize? What connotations do they have and what do they mean? The debates surrounding Georgia House Bills 87 and 59 and Senate Bill 458 (see page 9) have reinvigorated discussions about who belongs and who counts in the U.S. Such discussions are neither new nor unique to the U.S. The language surrounding the debates are defined and interpreted in various ways. The language of belonging in a community or nation is steeply shaped by politics, forged within social norms, and embedded in cultural mores. "Much ado" has been made in the media as well as federal politics and state policies. For some, labels are "as you like it," (deferring to one's preferences); for others, it's resulted in a "comedy of errors." When Shakespeare's character asks, "what's in a name?" the consequences of the answer are dire, and we might benefit from a deeper understanding of how we name people. For example, *alien* and *citizen* are not the only names ascribed to immigrants and migrants by the U.S. government.

In an effort to clarify the U.S. government's legal definitions of its citizens and non-citizens, we offer the glossary of terms (see page 4) taken directly from www.USCIS.gov. The U.S. Citizenship and Immigration Services (USCIS) is the government agency that oversees lawful immigration to the U.S. The definitions are intentionally verbatim and have not been interpreted or paraphrased. As such, this information will hopefully clarify and inform the answer to the question: What's in a name?

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A Letter from the President

Dear Educators,

The dynamics of being an immigrant and the realities of immigration have been a part of the experiences of everyone in the United States (U.S.) at one point in history or another. Each letter of the word IMMI-GRANT provides a small window into the various aspects of immigration and the experiences of immigrants in the U.S.

Integral-Immigrants have always held and continue to hold an integral place in the social, political, economic, and historical experience of the United States.

Multiple-The word “immigrant” can mean multiple types/categories of people. Being an immigrant can occur for different reasons. Factors that move people from one part of the planet to another can include: forced (e.g., institution of slavery); voluntary (e.g., family connections, work); environmental (e.g., famine, drought, floods); or human-made events (e.g., war, political unrest) that can lead to people becoming refugees or asylees.

Mistreated-Immigrants have historically been mistreated, typically by the immigrants that came before them. Mistreatment was often based on prejudices, biases, stereotypes, assumptions, and xenophobia magnified to justify poor living conditions, inadequate social supports, limited resources, and denied access to quality public education. Such trends continue today.

Indigenous-An understanding of U.S. immigration is not complete without acknowledging the Indigenous Peoples of the Americas. As a consequence of immigration, Indigenous Peoples (i.e., Native Americans, American Indians, First Nations) were displaced from homelands; mandated to live on government territories; dispersed among communities; and integrated into the lives of newcomers (immigrants). Their sovereignty as nations (with fully developed political, social, cultural, and educational histories) has been challenged legally and culturally by the U.S. government, but they have persisted. The U.S. is not only a nation unto itself peopled by many nations; it is also embedded within nations. As a matter of perspective, it was

The U.S. is not only a nation unto itself peopled by many nations; it is also embedded within nations.

not until 1924 that Native Americans were granted U.S. citizenship.

Government policies-U.S. federal and state immigration-related laws are too numerous to recount in this space. Suffice it to say, the U.S. has an extensive history regulating the status of people. Policies and practices tend to be regulated around these questions: Who gets to “count” as a human being? Who’s allowed into the country? Where can one go and how long one can stay? What can one do and cannot do once in the country? What rights is one entitled to once in the country? Who is eligible and how one can qualify for citizenship?

Racism-Mistreatment of immigrants has come directly in the form of racism. Immigrants have not only been subject to racist policies and acts but have also been the perpetrators of racism among and across racialized groups.

Advocacy-Immigrants have consistently extended the rights and freedoms of a U.S. democracy. Immigrants have persistently organized to call attention to and rectify injustice related to citizenship opportunities, language, labor, and education throughout history to present day.

National identity-A U.S. national identity is often associated with behaviors (pledge of allegiance); attitudes (patriotism); values (individualism/meritocracy); and beliefs (Christian). Valued characteristics of a national identity are often set by the dominant group in power. Deviations that are perceived as threatening by some can lead to exclusionary practices, injustices, mistreatment, and systemic inequities. National identity is often perceived to be fixed or static. In reality it is malleable, individually internalized, influenced by numerous factors, and expressed in a variety of ways.

Transnationalism-Identities and categories shift over time by law, social definitions, or personal reasons. Transnationalism is an emerging term describing the transcendence of national boundaries. Transnationals have enduring connections to where they live and where they come from based on political, social, and cultural affiliations, rather than solely country of origin.

An under-appreciation for and ignorance of IMMI-GRANTS and immigration history can spell troubling times.

~Vera Stenhouse



The New Colossus

By Emma Lazarus

***Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"***

Poem from www.libertystatepark.com/emma.htm

What's in a name? (continued)

U.S. Government Glossary of Terms

Alien. Any person not a citizen or national of the U.S.*

Agricultural Worker. As a nonimmigrant class of admission, an alien coming temporarily to the U.S. to perform agricultural labor or services, as defined by the Secretary of Labor.

Asylee or Refugee. An alien in the U.S. or at a port of entry who is found to be unable or unwilling to return to his or her country of nationality, or to seek the protection of that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. . . . Asylees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the U.S. These immigrants are limited to 10,000 adjustments per fiscal year. Refugees are subject to ceilings by geographic area set annually by the President in consultation with Congress and are eligible to adjust to lawful permanent resident status after one year of continuous presence in the U.S.

Border Crosser. An alien resident of the U.S. reentering the country after an absence of less than six months in Canada or Mexico, or a nonresident alien entering the U.S. across the Canadian border for stays of no more than six months or across the Mexican border for stays of no more than 72 hours.

Certificate of Citizenship. Identity document proving U.S. citizenship.

Deportation. The formal removal of an alien from the U.S. when the alien has been found removable for violating the immigration laws. Deportation is ordered by an immigration judge without any punishment being imposed or contemplated. . . . After April 1, 1997, aliens in and admitted to the U.S. may be subject to removal based on deportability. Now called Removal, this function is managed by U.S. Immigration and Customs Enforcement.

Deportable Alien. An alien in and admitted to the U.S. subject to any grounds of removal specified in the Immigration and Nationality Act. This includes any alien illegally in the U.S., regardless of whether the alien entered the country by fraud or misrepresentation or entered legally but subsequently violated the terms of his or her nonimmigrant classification or status.

Diversity. A category of immigrants replacing the earlier categories for nationals of underrepresented countries and countries adversely "affected" by the Immigration and Nationality Act Amendments of 1965 (P.L. 89-236).

Exclusion. Prior to the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, exclusion was the formal term for denial of an alien's entry into the U.S. The decision to exclude an alien was made by an immigration judge after an exclusion hearing.

Immigrant. See "Permanent Resident Alien"

Migrant. A person who leaves his/her country of origin to seek residence in another country.

Naturalization. The conferring, by any means, of citizenship upon a person after birth.

Nonimmigrant or Temporary Resident. An alien who seeks temporary entry to the U.S. for a specific purpose. The alien must have a permanent residence abroad (for most classes of admission) and qualify for the nonimmigrant classification sought. The nonimmigrant

grant classifications include: foreign government officials, visitors for business and for pleasure, aliens in transit through the U.S., treaty traders and investors, students, international representatives, temporary workers and trainees, representatives of foreign information media, exchange visitors, fiancé(e)s of U.S. citizens, intracompany transferees, NATO officials, religious workers, and some others. Most nonimmigrants can be accompanied or joined by spouses and unmarried minor (or dependent) children.

Permanent Resident Alien. An alien admitted to the U.S. as a lawful permanent resident. Permanent residents are also commonly referred to as immigrants; however, the Immigration and Nationality Act (INA) broadly defines an immigrant as any alien in the U.S., except one legally admitted under specific nonimmigrant categories (INA section 101(a)(15)). An illegal alien who entered the U.S. without inspection, for example, would be strictly defined as an immigrant under the INA but is not a permanent resident alien. Lawful permanent residents are legally accorded the privilege of residing permanently in the United States. They may be issued immigrant visas by the Department of State overseas or adjusted to permanent resident status by U.S. Citizenship and Immigration Services in the U.S.

Removal. The expulsion of an alien from the U.S.

Resettlement. Permanent relocation of refugees in a place outside their country of origin to allow them to establish residence and become productive members of society there. Refugee resettlement is accomplished with the direct assistance of private voluntary agencies working with the Department of Health and Human Services Office of Refugee Resettlement.

Resident Alien. Applies to non-U.S. citizens currently residing in the U.S.

Safe Haven. Temporary refuge given to migrants who have fled their countries of origin to seek protection or relief from persecution or other hardships, until they can return to their countries safely or, if necessary until they can obtain permanent relief from the conditions they fled.

Stateless. Having no nationality.

Temporary Protected Status (TPS). Establishes a legislative basis for allowing a group of persons temporary refuge in the U.S. Under a provision of the Immigration Act of 1990, the Secretary of Homeland Security may designate nationals of a foreign state to be eligible for TPS with a finding that conditions in that country pose a danger to personal safety due to ongoing armed conflict or an environmental disaster. Grants of TPS are initially made for periods of 6 to 18 months and may be extended depending on the situation. Removal proceedings are suspended against aliens while they are in TPS.

-Directly from <http://www.uscis.gov/resources> "Glossary"

*United States

Community Organization

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W E L C O M I N G
.....



.....
▲ *Building a Nation of Neighbors*
.....

Many organizations exist to do the important work of helping immigrants adjust to life in the U.S. In turn, Welcoming America focuses on helping people who were born in the U.S. understand and appreciate their new neighbors. Welcoming America focuses on the communities where new immigrants have made their homes, helping neighbors build relationships built on trust and understanding. Instead of focusing on the seed, we concentrate on preparing the soil in which it will flourish. Our communities are strongest when everyone who lives in them feels welcome. Our approach includes (1) local leadership development; (2) strategic communications; and (3) public engagement.

Friends of Welcoming is an exciting website (<http://www.welcomingamerica.org/friends/>) recently launched by Welcoming America as a tool to educate and empower individuals to make their communities more welcoming to immigrants. Through interactive activities, visitors to the site can take action in their community, workplace, home, or place of worship. With each activity, individuals and teams can also earn points and prizes, such as monthly cash awards to the winner's charity of choice. Visitors can also sign a Welcoming Pledge and add their name to a growing list of individuals supporting a welcoming stance toward newcomers in America.

Email: info@welcomingamerica.org

Phone: (404) 592-5621

Website: <http://www.welcomingamerica.org/>



Welcome to Shelbyville film screenings and dialogs

Welcome to Shelbyville (www.itvs.org/films/welcome-to-shelbyville) is a documentary that takes place in Shelbyville, TN detailing how the community grapples with the town's demographic changes amidst a waning economy and the heightened anticipation of 2008 presidential election. On September 28, 2011, GA NAME co-hosted with Welcoming America and Georgia State University for a screening of *Welcome to Shelbyville*, followed by a panel discussion with local scholars and professors, moderated by Alyssa H. Dunn, *Clinical Assistant Professor of Urban Teacher Education at Georgia State University*. Panelists included Rachel Steinhardt, *Director of Strategic Partnerships and Communications at Welcoming America*, Carole L. Hahn, *Charles Howard Candler Professor of Educational Studies at Emory*, Erica Dotson, *Assistant Professor at Clayton State University*, and Vera Stenhouse, *President, GA NAME*.

GA NAME along with Welcoming America and the Clarkston Community Center facilitated a second screening and dialog on November 13, 2011 at the Center as part of the Southern Independent Filmmakers Tour. The film's director, Kim Snyder, was on hand for the event along with members of the Clarkston, GA community.

Friends of Welcoming Quiz

.....
WELCOMING
.....



.....
▲ *Building a Nation of Neighbors*
.....

1. What percentage of the United States population are immigrants?

18% / 15% / 12% / 7%

2. In what period in recent US history have immigrants comprised the largest percentage of the overall population?

1860-1920 / 1920-1970 / 1970-2010 /
It has remained about the same

3. Which of the following is not among the top five countries of origin of immigrants to the United States?

Mexico / China / Philippines / India /
Canada

4. What percentage of the foreign-born population in the US is comprised of legal residents and naturalized citizens?

22% / 51% / 72% / 95%

5. What percentage of undocumented immigrants entered the country through legal means?

None 10% 20% 50%

6. Fill in the blank: About _____ U.S. children under the age of eight have immigrant parents.

One in two / One in four / One in ten /
One in twenty-five

7. Which of the following U.S. regions is home to four out of five of the states with the largest percent growth in their immigrant population in the last decade?

Northeast / Southeast / Midwest /
Southwest / West

8. Fill in the blank: Immigrants are estimated to represent _____% of all college-educated persons in the U.S. workforce

5% / 10% / 15% / 20%

9. On average, how long does it take an adult to learn to read, write and speak the English language?

A few months/ About a year/

Two to five years/ Five or more years

10. Which of the following factors impacts immigrant integration into the local community?

Ability to speak the English language /
Where people live and work /

Perceptions about immigrants in the community / All of the above

Quiz Answers Pages 12-13

Welcoming America Quiz_Used with Permission

Globalization, Cross-Border Dynamics and Education



By Ana Solano-Campos

Globalization, the rapid integration of the world's nations into a common space, has made it possible for people to travel and communicate at an unprecedented speed all throughout the world. Today, migration patterns no longer follow a south-north trajectory, nor are people exclusively immigrating to "developed" countries. According to the International Organization for Migration (IOM), the United States, for example, "is home to the largest number of international migrants in the world" ("The United States," 2011).

Proportionally, however, immigrants in the United States account for only 20% of the 214 million world's migrants ("Americas," 2011) and make up only 13.5% of the country's population ("The United States," 2011).

In the case of Atlanta, in 2007 the city became one of the top five metropolitan areas in the South with the largest number of immigrants ("Immigration trends in metropolitan America, 1980-2007," 2010). These migration movements, or cross-border dynamics, have been accompanied by waves of patriotism and extreme suspicion of immigrants that become official policy, such as in the case of House Bill 87, an immigration reform passed in Georgia in the spring of 2011. Yet, very little attention has been given to new forms of cultural production that both problematize and enrich current ways to understand ideas about citizenship and immigration.

Globalization and Transnationalism

Transnationalism, for example, has emerged as a result of these fast migration, transportation and communication patterns. As the word itself suggests, transnationalism refers to the act of transcending national frontiers. Transnational communities and people have strong bonds and frequent contact with both their country of origin and their country of residence. The identities of transnational people do not stem from attachment to a specific territory, but draw from their cultural, linguistic, academic, and professional affiliations to various countries. Trueba (2004) describes transnationalism as "a unique capacity to handle different cultures and lifestyles, different social status, different roles and relationships, and to function effectively in different social, political, and eco-

nomie systems" (p. 39) in different nation-states. Transnational people do not belong to one specific socio-economic category. Although transnationalism is often connected to upper-class individuals and international elites, transnational people come from different socio-economic strata and hold different levels of formal education.

Transnationalism and Education

Transnational students in schools across the country bring two or more cultural and linguistic kits to the classroom.

They are often bilingual, or plurilingual, and can appropriately interact and participate in social activities in different national contexts. Yet, in many cases, transnational students' rich social and cultural capital are not acknowledged in the classroom, nor is their ability to use various transnational language and literacy practices recognized in schools. In

fact, connections with home cultures and languages are frequently discouraged. More often than not, there is an expectation that transnational children must be incorporated into American society or "Americanized" to a certain extent.

In a globalized world, however, attachment to a specific territory can be an obstacle rather than an asset. The kind of intercultural competence that transnational children possess is becoming increasingly important to participate in global economic, political, and social movements. Therefore, schools should, as scholar James Banks (2008) points out, "help students understand how cultural, national, regional, and global identifications are interrelated, complex and evolving..." (p. 134).

Salman Rushdie once said that "in our deepest natures, we are frontier-crossing beings" (2002, p. 76). Like Gloria Anzaldúa's quote suggests, transnational children and youth are not only examples of frontier-crossing but of frontier-lessness and path-fulness. Cultural flexibility and cultural mediation are two of the skills that transnational people possess that could be helpful to all of us. In the midst of anti-immigration movements and deficit-oriented school practices, the new spaces that these students and their families are forging might hold the key to the development of larger global solidarity movements and democratic living across countries.

References and Resources

Globalization, Cross-border Dynamics, and Education

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Friends of Welcoming Immigration Quiz

U.S. Census

American Community Survey (ACS)-Annual and longer range statistics on national, state, and local demographics, including breakdowns showing the foreign born population. www.census.gov/acs

United States Foreign Born Population data resources- Recent and historical national data exclusively on the US foreign-born population. <http://www.census.gov/population/www/socdemo/foreign/index.html>

Place of Birth of the Foreign-Born Population: 2009. <http://www.census.gov/prod/2010pubs/acsbro9-15.pdf>

Migration Policy Institute

ACS Tool – Foreign Born Data by State- An interactive tool that presents data from the American Community Survey (Census) in an easy-to-use format, by State. <http://www.migrationinformation.org/datahub/acscensus.cfm>

Statistics on Immigrants and Immigration in the US.
<http://www.migrationinformation.org/USfocus/display.cfm?id=818>

Uneven Progress: The Employment Pathways of Skilled Immigrants in the United States
<http://www.migrationpolicy.org/pubs/BrainWasteOcto8.pdf>

Immigrants in the United States: How Well Are They Integrating Into Society?
<http://www.migrationpolicy.org/pubs/integration-limenez.pdf>

Urban Institute

Immigrants - research papers, data and other content <http://www.urban.org/immigrants/index.cfm>
Basic Facts on Children of Immigrants <http://www.urban.org/publications/412114.html>
Children of Immigrants Tool <http://datatool.urban.org/charts/datatool/pages.cfm>

Congressional Research Service

The U.S. Foreign-Born Population: Trends and Selected Characteristics
<http://www.fas.org/sgp/crs/misc/R41592.pdf>

Center for Adult English Language Acquisition (CAELA)

Adult English Language Resources – FAQ http://www.cal.org/caela/esl_resources/faqs.html#Eleven

National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund

The ESL Logjam: Waiting Times for Adult ESL Classes and the Impact on English Learners
<http://www.naleo.org/downloads/ESLReportLoRes.pdf>

News Watch

Legislation

HB 87: Illegal Immigration Reform and Enforcement Act of 2011

Within seven months House Bill (HB) 87 was initiated, amended, voted upon, and enacted by Georgia's House and Senate. The law has several purposes including clarifying and defining terminology of people and entities affected by the law (i.e., "illegal aliens"); detailing the requirements for verifying and documenting the legal status of public and private employees; and outlining the consequences for violation of the law (e.g., monetary fines, imprisonment). Provisions also detail what sequence of actions peace officers are allowed to take to verify potential violators. The bill also directly affects anyone transporting, harboring, concealing, or employing an illegal alien. The law was effective July 1, 2011 except Section 17 that went into effect January 1, 2012. Section 17 stipulates that qualified "alien" or "nonimmigrants" must produce documents prior to receiving public benefits.



After Governor Nathan Deal signed Georgia's **HB 87** in May 2011, a number of organizations filed a **Civil Action Suit** to stop the law. They asserted, among other things, that the law sanctions racial profiling, criminalizes citizens and noncitizens, and denies the supremacy of federal immigration law. Specific concerns included the ability to enforce decisions based on a person's "ethnic appearance and English speaking ability." In June 2011, a federal judge temporarily blocked the sections that would forbid harboring and transporting undocumented immigrants and that would allow police officers to check whether an individual has proper immigration documentation, if they believe they have probable cause to do so. After the state of Georgia appealed this decision, the Eleventh Circuit of the U. S. Court of Appeals stated in early March 2012 that although they were ready to stop some segments of a similar law in Alabama (HB 56), they do not plan to rule on the Georgia law until after the U.S. Supreme Court takes a position later this year on Arizona's similar immigration law.

HB 59 & SB 458: Lawful presence verification; postsecondary education

House Bill (HB) 59, first introduced in 2011 and reintroduced in 2012, claimed that postsecondary education is a state and local benefit reserved for citizens and eligible aliens. Therefore, applicants to colleges and universities in the University System of Georgia (USG) (35 schools) and the Technical College System of Georgia (26 schools) must provide verification (a signed and sworn affidavit) of their lawful presence in the U.S. HB 59 would have excluded undocumented students from 35 USG colleges and universities as well as 25 technical schools. Past USG Chancellor Erroll Davis testified against the bill in February 2011. This bill did not come for a vote either year. In mid-February, the Senate proposed its own version of HB 59, **Senate Bill (SB) 458**, requiring that individuals seeking access to a series of "public benefits" (including post-secondary education) verify their lawful presence in the U.S. Bill supporters asserted that "public benefits" can be restricted to citizens and documented immigrants. Others believe the federal government does not allow this limitation, whether or not Congress passes the DREAM Act, that would allow "alien minor" high school graduates conditional U.S. permanent residency. Only South Carolina and Alabama have imposed a similar requirement and Alabama is waiting to learn if federal courts will allow them to enforce their law. USG Chancellor Hank Huckaby, testified against the House and Senate bills and stated that the Board of Regents (BOR) policy implemented in 2011 should satisfy concerns by legislators. The BOR policy denies admission of undocumented students to any of the five public universities that regularly turn down qualified applicants (the University of Georgia, Georgia Tech, Georgia State, Georgia College & State University and the Medical College of Georgia). The one-tenth of one percent that attend any of the other public colleges and universities or public technical schools are paying three times the amount charged to other graduates of Georgia high schools. About twelve states, including Texas, not only accept undocumented students but allow those who are residents of their states to pay in-state tuition.

Steps to Citizenship

What does it take to become a United States of America (US) citizen?

US Citizenship can automatically occur 3 ways:

1. You must have been born in the US, Washington, DC, or Puerto Rico;
2. You get married to a US citizen; or
3. If you were born outside the US, at least one of your parents was a citizen at the time of your birth.

If none of the above automatic 3 ways applies, then obtaining citizenship (by becoming a naturalized citizen) includes the following steps. You must:

- ◆ Live in the US for five years as a (lawful) permanent resident (i.e., green card holder), pass a background check, and have paid taxes;
- ◆ Pay an application and processing fee;
- ◆ Be interviewed by a USCIS agent;
- ◆ Pass an English (reading, writing, speaking) test; and
- ◆ Take a civics test comprised of a list of 100 questions, up to 10 of which will be asked. Successful applicants must answer at least 6 correctly.

How long can the citizenship process take?

The United States Citizenship and Immigration Service (USCIS), the government agency that processes applications, conducts the interviews, and administers the civics test, is currently experiencing backlogs and delays in processing applications. It can take upwards of a year and half or more. Prior to pursuing becoming a naturalized citizen, you first have to be allowed entry by getting a visa. Wait times for visas have been reported to be up to 7 years or longer.

How much does a citizenship application cost?

The current fee for a citizenship application is about \$680. N-400 application for naturalization is \$595 (plus a \$85 biometric fee (which may include fingerprints and photograph)).

For additional information go to:

www.uscis.gov (United States Citizenship and Immigration Service (USCIS))
<http://uscitizenshiptestguide.com/text/apply.html>



Do you know this place?

Most people are familiar with Ellis Island and the Statue of Liberty in the northeast as an entry point for immigrants. Lesser known is Angel Island located right off the coast of San Francisco, CA. Seeking better life opportunities and financial gain, immigrants from mostly Asian countries of origin came to the U.S. Between 1910-1940, men and women/children were detained (separately) upon arrival to Angel Island by the U.S. government. Detainees were eventually either deported or allowed outright or provisionally into the U.S. Prior to, they endured interrogations, lasting minutes, hours, days, months, or years filled with questions to determine the validity of their claims to gain entry into the US. They were not allowed to leave the island until their case was decided.

Experiences at Angel Island were heavily influenced by the political relationship between the U.S. and the country of origin. The time spent in interrogation was often influenced by U.S. immigration policies at the time and the prevailing attitudes of the day that fostered differential treatment among the various arriving groups. For example, Chinese men carved poems in their native dialects into the walls of the barracks where they stayed. The poems recounted sorrow, anger, disillusion, homesickness, and loneliness. Today, Angel Island is a state park with a museum preserving the history and legacy of the west coast's immigration station. Go to: http://www.angelisland.com/united_states_immigration_station/index.php



Doing The Work: Georgia Educator Spotlight

MR. ASHLEY DANTE SCOTT

Mr. Scott, a fifth grade language arts and social studies teacher at DeKalb Academy of Technology and the Environment (DATE), knows firsthand what Kermit the Frog meant when he said, "it's not easy being green." Mr. Scott spends his days in a green blazer, the adult-sized version of his students' school uniform. He is also director of the school's Green Team, an urban gardening project where he guides students in the development of their own green thumbs and an understanding of the green movement.

Now in his fifth year of teaching, former Teacher of the Year Mr. Scott looks forward to the times when he can "spend the entire class centered around inquiry and discussion."

One way that Mr. Scott brings this spirit of inquiry and social justice into his practice is through the development of students' eco-literacy.

In the summer of 2010, Mr. Scott attended a course at the University of Georgia, designed for public school educators, in which he became certified as a Master Gardener and learned "the tools and essentials to implement and integrate everything we learned into the [K-12] classroom and eventually throughout the entire school." Mr. Scott recalls that this course reignited his passion for the environment and helped him to realize that "it was my job to not only educate children with the more traditional knowledge but also provide them with the tools to sustain themselves when

their formal educational years were exhausted." He elaborates, "As an educator, I want to provide an environment that celebrates all attempts at feeding ourselves, whether as an educator, physician, artist, crafter, orator or laborer, but also provide tools that would make feeding ourselves easier if the desired occupation didn't meet the societal norms for financial return. My students learn how to garden, how to take care of chickens, and how to be-

"It was my job to not only educate children with the more traditional knowledge but also provide them with the tools to sustain themselves when their formal educational years were exhausted."

come organic so that they put less strain on the global environment and their bodies." His students have learned that "inner city neighborhoods are operating in food deserts" and that

most grocery stores in such neighborhoods stock "wilting and rotting produce that is always over priced."

This year, the gardening team is going to focus on kudzu, which Mr. Scott acknowledges may seem like a strange focus to some because kudzu has no natural enemies and is often seen as deleterious to the environment. Mr. Scott takes a different approach: "We are going to use this renewable resource to make paper and stock [for] cards and envelopes. We are also going to use the vines for weaving projects, like baskets and crafts, and then sell the finished products. This will hopefully spark a desire in some of the students to want to do this themselves."

For Mr. Scott, this endeavor is about more than learning to take care of plants and chickens. He explains, "Since all students are educators and all educators are students, the project has not only allowed my students to ask questions concerning their food and where it comes from, but it has also forced me to do the same in my preparation of sustainable global citizens. It has forced me to make the connections between corporate decisions and continued poverty and given me a medium to share that information in the classroom. I'm not just teaching arbitrary state standards; I'm teaching survival skills and giving information to students of color so they can navigate throughout this system."

MR. SCOTT'S RECOMMENDED RESOURCES

Book: *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*, by Richard Louy

Films:

Food, Inc.
The Cove
Life in Debt

FUTURE FEATURE ECO-LITERACY AND URBAN SCHOOLS.

Check back in a future issue of the newsletter for a longer feature on eco-literacy and get an update from DATE teachers and students on their new projects.

IF YOU KNOW OF A PK-12 TEACHER YOU WOULD LIKE TO NOMINATE FOR THE GA NAME EDUCATOR SPOTLIGHT, PLEASE SEND A BRIEF EMAIL TO: ganame2010@gmail.com



Friends of Welcoming Quiz Answers

1. What percentage of the United States population are immigrants? **12%**

According to estimates from the U.S. Census Bureau, the percentage of individuals in the United States who are “foreign-born” accounts for approximately 12.4% of the overall population. However, because of migration patterns, this percentage can vary widely by state. The references and resources section on page 8 includes links where you can find maps and tables showing the percentage by state and locality.

2. In what period in recent U.S. history have immigrants comprised the largest percentage of the overall population? **1860-1920**

The Census first began tracking the foreign-born population in 1850, at which time it was estimated at about 9.7 percent of the overall population. A great wave of migration followed this period, and between 1860 and 1920 the percentage of foreign born individuals ranged between 13% and 15%, before dropping to 11.6 % in 1930. Between 1930 and 1970, the foreign-born population declined to less than 5%. In more recent years, the foreign-born population again began to grow, and has nearly tripled in size in just the last thirty years. However, at its current level – 12.4% of the total population – it is still comparatively smaller than during earlier periods in recent U.S. history.

The foreign-born population, at its current level-12.4% of the total population—it is still comparatively smaller than during earlier periods in recent U.S. history.

3. Which of the following is not among the top five countries of origin of immigrants to the United States? **Canada**

While Canada is not among the top five countries of origin, it is in fact among the top ten. Much like the overall population, country of origin has varied greatly throughout the history of the United States, and even in the last 50 years. For example, in 1960, 75% of the foreign born were from countries in Europe. In 2009, more than 80% were from countries in Latin America and Asia.

4. What percentage of the foreign-born population in the U.S. is comprised of legal residents and nat-

uralized citizens? **72%**

According to estimates reported by the Congressional Research Service and tabulated by the Pew Hispanic Center, the foreign-born population of the U.S. was made up of:

legal residents, permanent and temporary:

34.9% (about 13.3 million people)

naturalized citizens:

37% (about 14 million people)

unauthorized aliens (“undocumented”):

28.1% (about 10.7 million people)

There are many reasons for immigrating to the United States, and the avenues for obtaining legal residency reflect those reasons.

5. What percentage of undocumented immigrants entered the country through legal means? **50%**

While difficult to estimate, a 2004 report by the Government Accountability Office (GAO) estimated that the number of individuals without current legal status but who entered the country through legal means could be as high as 57%. Other estimates range from 25% to 40%.

Legal status is difficult to assess and is further complicated by the fact that many immigrant families are comprised of a mix of individuals with varying status. For example, children or spouses may be LPRs (legal permanent residents), while their parent or partner is undocu-

mented.

6. About **one in four** U.S. children under the age of eight have immigrant parents.

Nearly one in four children (about 24%) who are younger than age eight have immigrant parents. According to census data presented in a recent report by the Urban Institute, children of immigrants also accounted for nearly the entire growth in the number of young children in the U.S. in the last two decades.

Children of immigrants are also disproportionately poor or low income – about 50% live in low-income households, versus 37% of children of natives. They are also more likely to live in a two-parent household (84% versus 71% for children of natives).

Continued next page



Friends of Welcoming Quiz Answers

Continued from page 12

7. Which of the following U.S. regions is home to four out of five of the states with the largest percent growth in their immigrant population in the last decade? **Southeast**

According to Census data compiled by the Migration Policy Institute, over the last decade, the largest percent growth of the immigrant population occurred in South Carolina (76.9 percent), Alabama (67.5 percent), Tennessee (67.1 percent), Delaware (64.9 percent), and Arkansas (63.2 percent). Major metropolitan areas that have traditionally served as the country's major immigration "gateways" (such as New York and Los Angeles) are still home to the largest absolute numbers of immigrants. In the last two decades, many smaller metropolitan areas that have not traditionally served as gateways have seen a greater number of newcomers, and now make up an increasing proportion of immigrant destinations.

8. Fill in the blank: Immigrants are estimated to represent 15% of all college-educated persons in the U.S. workforce.

According to the Migration Policy Institute, about 15.2% of all college-educated individuals in the U.S. workforce are immigrants. Close to 30% of immigrants have a bachelor's degree or advanced degree. At the same time, 28% of immigrants have less than a high school education. These figures further underscore the diversity of the immigrant population in the U.S. today. Education is also closely tied to workforce needs, with immigrants filling gaps in both skilled and unskilled occupations and expanding the nation's workforce. In fact, in the last decade, foreign-born workers accounted for almost all of the growth among U.S. workers ages 25-54.

9. On average, how long does it take an adult to learn to read, write and speak the English language? **Five or more years**

Research has shown that it takes around five to seven years to go from no knowledge of English to

being able to communicate and accomplish most tasks in English. However, this varies greatly and can depend on many factors such as an individual's age, education background, literacy level in one's native language, and exposure to English through education and daily social interactions. Today, more than 20 million individuals are limited in their ability to speak English (LEP or "limited English proficient"). Many also face challenges of literacy in their native language.

A common myth is that immigrants do not want to learn English. However, most immigrants are keenly aware of the immediacy and impact of English on their daily lives – However, learning English is a difficult and long-term process, made all the more challenging

in an environment that may offer few accessible opportunities for learning. Learning English is not a question of motivation – but of opportunity. Research confirms that bi- and pluri-lingual learning opportunities are more effective than English-only initiatives to develop language proficiencies.

10. Which of the following factors affects immigrant integration into the local community? **All of the above**

Today, we define integration as a two-way effort of mutual adaptation. For example, MPI defines integration as "the two-way process by which immigrants and their children come to feel and be Americans and by which American identity and culture expand to reflect each new generation of immigrants." By this definition, integration becomes a shared benefit and a shared responsibility.

Although immigrants face numerous challenges, among the greatest challenges identified by immigrants is social isolation. While more strongly felt by immigrant newcomers who may be unfamiliar with the language and cultural norms, the experience of isolation and a need to connect with neighbors is not unique to immigrants. Both immigrants and receiving communities can benefit from and contribute to building a greater sense of belonging and community.

Although immigrants face numerous challenges, among the greatest identified by immigrants is social isolation.

Welcoming America Quiz_Used with Permission

Past Highlights

Multiculturalism Across Borders: Israeli Teachers Visit with GA NAME

On Friday, August 5, 2011 a group of Israeli educators arrived in Atlanta. As part of a delegation of scholars and teachers studying multicultural education in the U.S., the group spent three weeks touring schools and community organizations in Washington, D.C., Cleveland, Chicago, and Atlanta. While in Georgia, the delegates spent an afternoon with GA NAME members Alyssa Hadley Dunn and Ana Solano-Campos. Dunn is a clinical assistant professor of urban teacher education at Georgia State University, and Solano-Campos is a graduate student in educational studies at Emory University. The delegates were especially interested in dialoguing about teacher preparation for diverse schools and how the political climate of the U.S. influences multicultural education in K-12 classrooms. The delegates and GA NAME are currently sharing resources on multicultural education in the U.S. and Israel through a community Dropbox account. If you are interested in learning more, please contact ganame2010@gmail.com.



The Inconvenient Truth Behind Waiting for Superman

On Sunday October 16th, 2011 teachers, professors, and community organizers gathered at Push Push Theatre in Decatur to watch and discuss the grassroots teacher- made film *The ITBWFS* (www.waitingforsupermantruth.org). The film was a direct response to the acclaimed and criticized *Waiting for Superman* directed by Davis Guggenheim.

The attendees sought to learn more about the misrepresented claims against teacher unions; reasons behind the rise in vilification of teachers and students; and the displacement of government public schools with privatized charter schools. The film prominently featured the voices and experiences of students, teachers, parents, and families advocating for the right to a quality education.

The event was led by Metro Atlantans for Public Schools (MAPS) and GA NAME and EmpowerED Georgia co-hosted.

Project South Midnight School

On Saturday, August 13, 2011 GA NAME gathered with Project South for the second Midnight School at the Project South headquarters. In attendance were teachers, scholars, community advocates, parents, retired educators, and students who were concerned about the state of education in Georgia. Building on the work conducted at the first Midnight School, the group broke into three committees based on affiliation and interest: public education, research, and community advocacy.

Each group developed goals for how their sector could contribute to the public dialogue, debate, and action plans, both personally and collectively. These committees and ideas will be further developed as the teams prepare for the People's Movement

Assembly. If you would like to join the Midnight School group, please contact



Past Highlights



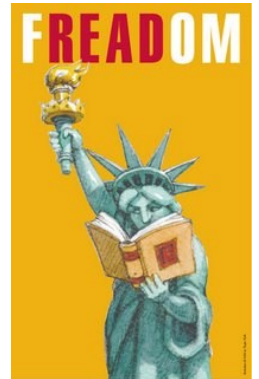
If not now, when?: A workshop on social justice in the classroom

On Saturday, February 4th, 2012 MAPS and GA NAME co-presented a workshop on social justice in the classroom. The point of the workshop was to teach educators about longstanding frameworks, curriculum, and resources that (1) account for the needs and interests of all children; (2) examine multiple perspectives; (3) teach students how to constructively analyze issues through a sociopolitical lens; and (4) respond accordingly to ensure equity, liberty, and justice for all in the classroom.

In small groups, participants held discussions about the pros, cons, challenges and opportunities embedded in curriculum as they sought to better educate their students within current educational demands and student academic needs. They also reviewed and shared ways to augment their teaching to better support students' learning opportunities. As one participant commented, "learned a lot and highly motivated..."

Teach-In on Tucson, AZ

On Saturday February 4th, 2012 *Teach, Think, Do: A Teach-In on Tucson* was convened specifically to address rising concerns about education opportunities in Arizona. GA NAME supported the *Teach-In* coordinated by Georgians for fREADdom (GFF), a "collective of professors, teachers, and community members concerned about the censorship of certain histories, books, and pedagogies." The *Teach-In* was an educational experience conceived in direct response to recent happenings in Arizona that included (1) the dismantling of successful Ethnic Studies programs; and (2) censoring of books that recount Chicano/Mexican and other indigenous histories of the Americas as well as texts where "race, ethnicity or oppression" were central themes. The *Teach-In* featured virtual guests appearances by Arizona teachers and students, breakout sessions on curriculum, legislation, and discussions about the censored books. Attendees closed with pledges of what they will do next to maintain the momentum to keep educators engaged in the ongoing issues that affect them daily.



For more information, please go to [Facebook.com/georgiansforfreedom](https://www.facebook.com/georgiansforfreedom)
Blog www.georgiansforfreedom.blogspot.com.

Upcoming 2012 Events

April 9th 5:00 p.m. - 7:00 p.m. University Center, UC272

Fighting to Teach: Education Advocacy Panel (will include GA NAME members) Education Speaker Series

Department of Teacher Education Clayton State University

A panel of educators and education activists (from lawyers to teachers and political activists) discuss improving education for all teachers, students, and families in Georgia. *For more information*, (678) 466-4825 or RuthCaillouet@clayton.edu.

April 28th 8:30am-4:30pm Georgia State University
Sources of Urban Educational Excellence Conference

Revive, Renew, Re-root: Evolving Solutions

For more information : bawilli@gsu.edu or 404.413.8070



**GA NAME 2012
Open Meetings**

**Friday May 25th 1-3pm @
TBD**

Have an event you would like to add to our calendar? Email ganamecalendar@gmail.com with the information!

TEACHERS: SHARE YOUR STORY!

STORYCORPS IS INVITING TEACHERS TO BE INTERVIEWED (IN A CONVERSATIONAL FORMAT) ABOUT THEIR CAREERS IN TEACHING FOR **NPR'S NATIONAL TEACHERS INITIATIVE**. SELECT A FRIEND, COWORKER, FAMILY MEMBER, EDUCATION PROFESSOR OR FORMER STUDENT TO CONVERSE WITH YOU FOR 40 MINUTES AT WABE AT 740 BISMARK RD. NE. FOR MORE ON STORYCORP GO TO: [WWW. HTTP://STORYCORPS.ORG/](http://STORYCORPS.ORG/) OR LISTEN ON TUESDAYS DURING MORNING EDITION AND CITY CAFÉ ON 90.1.

YOU WILL RECEIVE A COPY OF THE RECORDING. ALTHOUGH NOT ALL RECORDED SESSIONS ARE CHOSEN TO BE AIRED, YOUR RECORDING WILL BE PLACED IN A NATIONAL ARCHIVE, IF YOU AGREE. YOU HAVE THE RIGHT TO ASK THAT IT NOT BE AIRED.

CONTACT: MARY_ANNE_SMITH@HOTMAIL.COM OR CALL 404-217-5039

Submission Guidelines

Submit to

ganame2010@gmail.com Subject line:
Newsletter Submission

Your submission will be reviewed and considered for the newsletter and subject to editorial edits by Newsletter Team members. The content will be vetted by several factors including alignment with chapter/national mission, quality of the representation of ideas, language bias, and length.

Format

Submissions should follow the following format:

Include title of article, name of author(s), any affiliation(s), and contact information for lead contact person (email/phone)

Indicate section of newsletter for submission (See Sections for Submission.)

250-300 typewritten words (for written submissions)

12 point font (Times New Roman or Old Century Schoolbook)

Language/Terminology: Please refer to APA 6th edition for Reducing Bias in Language <http://owl.english.purdue.edu/owl/resource/560/14/>

Use of citations/References where appropriate (Include Reference list)

Prior permission must be secured for use of visual images

Sections for Submissions

News Watch

Features commentary on current/timeless educational issues. Commentary must first include the various perspectives on the issues followed by the author's position and supporting argument.

Doing the Work: Educator, Community, Research

Spotlight on educators/teaching, organization in the community, or researcher(s) doing critical work on matters related to education.

Visual Art

Visual commentary on educational issues in the form of graphic art/cartoons.

Additional Arts representation

Arts-based commentary offered through including but not limited to poetry, monologues, written music/lyrics, and so forth.

Book Reviews

Reviews of books to inform and supplement understanding of ideas, concepts, and issues. Reviews should connect practice and theory.

Resource Highlights

Detail resources for birth-5 and families, educators, and students relevant to Multicultural Education

International/Global

Address issues in global/international education that affect local and national education trends in the U.S.

Content

Submissions should address the following considerations:

- ◆ Must speak to excellence and equity in education.
- ◆ May offer issues, concerns, or problems but must include solutions and problem solving ideas/initiatives or critical questions for further inquiry.
- ◆ Links to the genres of multicultural education within or across your content area/sphere of influence.



Upcoming Submission Due Dates

May 1st
June 15th

Upcoming Themes:

- ◆ Academic Freedom
- ◆ Culturally Responsive Pedagogy in Practice

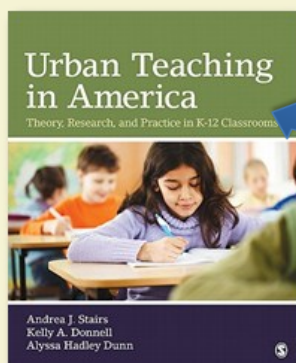


Accolades

EmpowerED Georgia presents
GA NAME
 the award of
Education Organization of the Year
2012
 for encouraging constructive dialogue
 among multiple advocacy groups
 and for
 informing the public about pressing
 education issues.

Jen Sauer, Metro Atlantans for Public Schools (MAPS) founder and 6th grade Earth Science teacher at Dekalb County's Druid Hills Middle School, has been selected to represent her school in the 2012 Teacher of the Year competition. According to Ms. Sauer, "All teachers deserve recognition for their daily efforts to create positive classroom learning environments for their students in the face of limited resources, increased class sizes, and excessive accountability paperwork."

Brian A. Williams is the new director of Georgia State University's Alonzo A. Crim Center for Urban Educational Excellence. The vision of the Center builds on the legacies of Drs. Benjamin E. Mays, Alonzo A. Crim, and Asa G. Hilliard III and aims "to ensure the availability of a prosperous and equitable school environment for our children who are least-served by urban schools so as to empower them and optimize the life chances of these children and families."



Check out Alyssa H. Dunn's latest co-authored book!

Dunn is the recent recipient of the 2012 Carl V. Patton President's Award for Community Service and Social Action: Outstanding Faculty Award at Georgia State University.

Urban Teaching in America: Theory, Research, and Practice in K-12 Classrooms, 2011 by Andrea J. Stairs, Kelly A. Donnell, and Alyssa Hadley Dunn "is a brief yet comprehensive overview of urban teaching. Undergraduate and graduate students who are new to the urban context will develop a deeper understanding of the urban teaching environment and the challenges and opportunities they can expect to face while teaching in it. The authors have combined the work of urban education theorists, researchers, and practitioners to demonstrate that urban students bring many resources to their learning environment and can often serve as educators to the teachers themselves. Readers will feel prepared to challenge, rather than maintain, the status quo after reading this book."

Taken from <http://www.sagepub.com/books/Book234383#tabview=title>