

Camouflaged

Part I, Section C

Dreams Deferred?:

*A mock congressional hearing
on the DREAM Act*



New York Collective of Radical Educators

Dreams Deferred?: A mock congressional hearing on the DREAM Act

What is the DREAM Act?

The DREAM Act refers to recent House (H.R. 1275) and Senate, (S.2205) bills that have been designed to provide undocumented high school students the opportunity to attain documented status either through two years of attendance at a U.S. college or two years of service in the U.S. military. Every young person in the U.S. has access to free public education from Kindergarten through high school, regardless of his or her immigration status. The situation is different once they reach post-high school age. Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, for example, discourages states from offering in-state tuition to undocumented immigrants.

According to recent data gathering, approximately 80,000 undocumented immigrant students who have lived in the U.S. for five years or more reach the age of 18, and of those students approximately 65,000 graduate from U.S. high schools (see http://www.nilc.org/immlawpolicy/DREAM/DREAM_Demographics.pdf). Currently, the immigrant status of children brought to this country is dependent on the situation of the parent. There is no mechanism that would allow students or youth to obtain legal status independently of their parents. Since 2001 different bills have been introduced in both Congressional houses by bi-partisan efforts to respond to this situation. Many times the bill has been tied to other congressional bills like the Comprehensive Immigration Reform Bill, or as an amendment to the 2008 Department of Defense Authorization Bill (S. 2919). As of the writing of this lesson it is uncertain whether or not the DREAM Act will be passed, denied, or resubmitted as part of other bills.

The bill presents a complicated political picture where groups who have very different ideological positions are finding themselves on similar sides of the debate. For example, anti-war groups and anti-immigrant groups both stand against it, while the Department of Defense and pro-immigrant

groups stand in favor of it. The goal is to help students understand the issue, gain a sense of the complicated nature of debates such as these, and then support them in developing their own stance.

Overview

This section provides an investigation into immigrant youth, military service and national policy. Specifically, this lesson uses a Mock Legislative Congressional Hearing where students will present different ideological positions on the Development, Relief and Education for Alien Minors (DREAM) Act, lobby for their positions, and the class will decide whether or not they support the bill. Specifically, this hearing will focus on discussing the military service option of the DREAM Act.

Objectives

- Students will research a government bill (DREAM Act) and explore the various political positions on the bill.
- Students will understand how military service can impact policy.

Questions

Essential Question: Does the military service component of the DREAM Act open or close off opportunities for undocumented immigrant youth?

Materials

1. *The DREAM Act Description*
2. *DREAM Act Case Study*
3. *4 Position Statements:* (Names are fictitious, except for the Dept. of Defense)
 - a. Pro-Side: Department of Defense, National People of Color Coalition
 - b. Con-Side: Educators to End War, Save our Borders Society
4. *Description of Presiding Senator Role*
5. *Outline of Hearing Proceedings*
6. *Tracking Political Perspectives Sheet*

Dreams Deferred?: A mock congressional hearing on the DREAM Act

Activities:

Time: 3 or more class sessions (The activity can be extended to include research opportunities for students, or be used as a culminating activity of a broader unit of study on national policies, immigrant rights, etc.)

1. Warm-Up

Have students respond in writing to the following question: Would you support a government policy that would allow undocumented immigrant youth the chance to become legal residents or citizens by joining the military or going to college?

- a. Have students share out answers.
- b. Share with students that this will be the issue that the class will debate through a mock congressional hearing.

2. Have students read the *Case Study of the DREAM Act* *handout*

- a. Have students make note of any important points of information they notice.
- b. Discuss the intended purposes of these bills.
- c. Highlight to students the information regarding the two paths undocumented students may take through this bill (2 years of higher education study or 2 years of military service).
- d. Make note of the military's support of the DREAM Act.
- e. Discuss the hearing and go over terms (such as lobby, hearing, etc.) or procedures students may have questions about.

3. Group Work: Hearing Preparation

- a. Assign student to represent the different Pro or Con side groups and hand out the *View Point Sheets* (Resource 3, A - D). Have students read over their *Viewpoint Sheet*. Each group should have students who are Senators, Lobbyists, and "Inquiry" Senators. Students should highlight the major points they will present and the examples that support their side. Senators will develop

questions to ask the lobbyists on their side during the hearing. All group members should also read the opposing stances and develop some questions to ask during the hearing

- i. Extension: have students do more extensive gathering of articles that highlight their respective groups, and learn more about the general political views and interests of the organizations they represent.
- b. Students must prepare a presentation of their viewpoint for the congressional hearing. Students can assume roles as senators or lobbyists, with the Senators responsible for describing their group stance and lobbyists providing information and examples to enrich the presentation. Every group member should present talking points and be prepared to answer questions generated by the opposing groups. Each group presentation should total about 15 minutes with 5 minutes for questions.
 - i. Extension: Students can present more reasons behind their perspective that they found in their research. They can develop more enriched character sketches of the roles they will be assuming as Senators or lobbyists.
- c. Each group will also be presented with the opposite sides descriptions so that they can generate responses to questions.
- d. Concluding statements must also be prepared for Senators to present.

4. The Mock Congressional Hearing.

- a. The teacher, or a student, can serve as the Senator presiding over the hearing. This Senator must assume a neutral role where they should balance how much time each group receives, and have questions prepared for each side.
- b. The presiding Senator will provide a brief overview of the purpose of the hearing.
- c. The Pro-side groups will present with the

Dreams Deferred?: A mock congressional hearing on the DREAM Act

Senators presenting an overview and then asking the lobbyists different questions to enrich the presentation. The Con-side can then ask the Pro-side any probing questions that they have prepared or develop while listening to the pro-Side.

- d. The Con-side then has an opportunity to go through the same process.
 - e. Students can use the *Tracking Political Perspectives* sheet as a note-taking tool during the hearing.
 - f. To conclude a Senator from each group will make their concluding statements.
 - g. The class may also want to hold a post-hearing vote (ballots, silent, etc.)
 - h. All participants will then step out of their roles and write a position statement based on the hearing. They must state whether they are in favor or not in favor of the bill and then explain why they are taking that position. They should discuss how the military enlistment portion shaped their view on the bill as a whole.
5. Concluding Discussion:
- a. Have students discuss their position statements with a classmate and then within the large group. The teacher should tally the positions and discuss the results. The discussion should explore their experience with the hearing and the reasons behind their perspective. Most importantly, teachers should discuss the impact of the military service component of the bill, and whether or not the students would have changed their position if that component were eliminated from the bill.
6. Assessment:
- a. Teachers can go back to their student's warm-up writing and compare the pre-activity perspectives with post-activity perspectives.
 - b. Ask students to look for contradictions amongst the groups on the two sides of

the issue? Why might these contradictions *not* keep groups from taking the same side on the issue?

- c. What kind of responses do students have regarding the potential impact of military service on the lives of undocumented immigrants?
- d. Ask students whether or not undocumented youth have genuine opportunities provided to them through a bill like the DREAM Act?

Homework

1. Read the *description of the DREAM Act sheet*.
2. Depending on the length allotted for the activity students can be assigned research homework.
3. Students should prepare for their roles in the hearing.
4. Write post-hearing Position Statements

Resources

To learn more or for different perspectives, visit:

Center for Immigration Studies
<http://www.cis.org/articles/2007/dreamactrelease.html>

The Library of Congress website
<http://www.loc.gov/index.html>

National Council of La Raza
<http://www.nclr.org/content/policy/detail/1331/>

National Immigration Law Center
<http://www.nilc.org/immlawpolicy/DREAM/index.htm>

NumbersUSA
<http://www.numbersusa.com>

The websites of members of congress, such as:

Senators: Richard Durbin (D-IL), Chuck Hagel (R-NE), and Richard Lugar (R-IN)

House Representatives Lincoln Diaz-Balart (R-FL), Howard Berman (D-CA), and Rep. Lucille Roybal-Allard (D-CA)

The Development, Relief and Education for Alien Minors (DREAM) Act refers to various bills proposed in Congress to provide undocumented high school students the opportunity to obtain documented status so that they can be in the United States legally. Currently, the immigrant status of children brought to this country is dependent on the situation of the parent. According to recent data gathering, approximately 80,000 undocumented immigrant students who have lived in the U.S. for five years or more annually reach the age of 18, and of those students approximately 65,000 graduate from U.S. high schools.¹ Some research argues that the population that would be eligible for the DREAM Act actually moves into the millions.² Right now, there is no mechanism that would allow students or youth to obtain legal status independently of their parents. Every young person in the U.S. has access to free public education from kindergarten through high school, regardless of his or her immigration status. The situation is different once they reach post-high school age. Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, for example, discourages states from offering in-state tuition to undocumented immigrants. Another example is that under current laws the military is unable to accept immigrant enlistees who do not have a legal resident status.

Since 2001 different bills have been introduced in both Congressional houses by bi-partisan efforts to respond to this situation. Recently, Senator Richard Durbin, along with Republican co-sponsors Senator Charles Hagel and Senator Richard Lugar introduced the DREAM Act as Senate bill S.2205, and in the House Congresswoman Lucille Roybal-Allard and Congressman Howard Berman introduced the “American Dream Act” H.R. 1275.

In each of these versions the basic provisions and requirements have remained similar.

The DREAM Act provides qualified applicants with the opportunity to gain legal status in the United States by going through the following.

- For six years the person will live under “conditional status” and must either:
 - graduate from a two-year community college;
 - complete two years of a bachelors degree; or
 - complete two years of service in the military.
- If the person fails to complete one of these options within the six year time limit they will be subject to being deported. A person is automatically deported if a person commits a major crime or a drug-related infraction at any time during the six year period.
- If a person completes the requirements within the 6 years they will have earned “green card” status as a permanent resident, at which time they may apply for U.S. citizenship should they choose to.

1. For more, see http://www.nilc.org/immlawpolicy/DREAM/DREAM_Demographics.pdf

2. For more see <http://www.cis.org>

Qualifications:

In order to qualify the individual young person must have the following:

- Proof of having arrived in the United States at age 15 or younger.
- Proof of residence in the United States for a least five (5) consecutive years since their date of arrival.
- Must be between the ages of 12 and 30 at time of bill enactment.
- Proof they have graduated from an American high school, or obtained a GED.
- “Good moral character,” essentially defined as the absence of a significant criminal record (or any major drug charges), compliance with Selective Service laws and an absence of fraudulent information in documents.

The bill has received both negative and positive criticism from different groups. For example, the current Presidency has asserted that the DREAM Act provides preferential treatment for youth who are in the country illegally, and that instead this group of youth would be best served through “a comprehensive bill, one that would put border security and interior security first, and that creates a temporary worker program and helps immigrants assimilate into our society.”³ Anti-immigrant groups have also stated that they were firmly against policies that would enable undocumented individuals to have a path to citizenship that would be easier than the path for people who have immigrated legally.

On the other hand groups within the military, Senator Durbin argued, is dealing with a decrease in the number of enlistees they receive each month, and support the DREAM Act because it would provide them with a larger number of “talented young men and women ready to serve in our military.”⁴ Pro-immigrant groups have also stated that they feel that it is critical that undocumented youth have paths to legal status that will enable them to succeed and contribute to this country.

Since 2001 the bill has been included in other congressional bills like the Comprehensive Immigration Reform Bill, or as an amendment to the 2008 Department of Defense Authorization Bill (S. 2919). Thus far it has been denied in both Congressional houses.

3. Press Briefing by Dana Perino – October 10, 2007 <http://www.whitehouse.gov/news/releases/2007/10/20071024-8.html>

4. Senator Durbin, as quoted in *Bill would grant citizenship for service* By Rick Maze - Staff writer http://www.armytimes.com/news/2007/07/military_servicemembership_070716w/

A Congressional Hearing on the DREAM Act

The impact of undocumented youth who reach adulthood continues to be a pressing issue for federal, state and local officials. Approximately 80,000 undocumented immigrant students who have lived in the U.S. for five years or more annually reach the age of 18, and of those students approximately 65,000 graduate from U.S. high schools.¹ The United States provides education for all students between grades K -12, but there are currently no clear ways for undocumented youth to receive any governmental money to attend college or to enlist in the military. To help this situation Senator Durbin is proposing the Development, Relief and Education for Alien Minors (DREAM) Act to provide undocumented high school graduates the chance to acquire legal status by either attending college for two year or serve in the military for two years.

Senator Durbin's proposal is receiving mixed reviews amongst the other Senators, and one of the pressing issues is the military service component. Supportive Senators from different states have argued that it is critical that undocumented youth that have not broken the law and have graduated from high school be provided with as many opportunities as possible. With more opportunities, the Department of Defense feels that undocumented youth are a rich pool of potential military servicemen and women who are committed to serving this country and becoming citizens. With these opportunities undocumented youth can become legal, tax-paying, individuals who will have a greater impact on building the economy and reducing the amount of spending needed to support jobless individuals and families. Various immigrant rights lobbyists and organizations also support the opportunity for legal status that the DREAM Act presents.

Opposing Senators and lobbyists have different reasons for opposing it. Senators and lobbyists who strongly support strict protection of the country's borders feel that while military service is an essential aspect to being a patriotic citizen and the DREAM Act is only creating a "mini-amnesty" program. Through this program, undocumented individuals living in this country will be able to commit fraudulent acts to gain legal status with numbers that far exceed the 65,000 Senator Durbin suggests (some estimates say that upwards to 2 million people could attain legal status through this bill).² This would only lead to providing unfair opportunities to people who committed illegal acts to arrive in the U.S. while leaving those who did come here legally at a disadvantage.

At the same time, anti-war Senators, lobbyists, and people of color rights groups feel that although they support providing undocumented youth with opportunities the realities of education in the U.S. leave most undocumented youth with a direct path to the military. Currently, only one in twenty undocumented high school graduates attend college, which would mean about 3,250 of the 65,000 students who might qualify for the dream act would be able to attend college right now.³ This leaves an overwhelming of majority of the youth with military service as the only real option. The military is a very dangerous option, and without being citizens while in the military they may not be able to access all of the benefits of military service for their families.

So what position do you take on the DREAM Act?

1. For more, see http://www.nilc.org/immlawpolicy/DREAM/DREAM_Demographics.pdf

2. For more see <http://www.cis.org>

3 The Urban Institute (2004), Further Demographic Information Related to the Dream Act. Pew Hispanic Center (2005), Estimates the size and Characteristics of the Undocumented Population.

The U.S. Department of Defense

You represent the U.S. Department of Defense (DOD) and you are in favor of the DREAM Act.

The nonpartisan Immigration Research Center of North America¹ estimates that if the DREAM Act is passed it would result in 279,000 newly eligible people for college enrollment or the military. In addition, 715,000 illegal immigrants between the ages of 5 and 17 would become eligible in the future, according to the research group.

The U.S. military is focused on defending this country by winning the “War on Terror.” Part of winning this war means that the military must consistently reach its monthly military recruitment quotas. It is the position of the DOD that the nation could benefit greatly from a policy that would give illegal immigrant high school students a path to citizenship and service.

“All recruits would be well-qualified high school graduates with good moral character,” one Senator said.

Senators in favor of this bill have said this week that the DREAM Act would provide the military with a pool of ideal candidates for military service at a time when the government is struggling to find soldiers and offering up to \$20,000 bonuses to enlist.

A lieutenant colonel in the U.S. Army Reserve and a professor at the U.S. Military Academy at West Point, said that the legislation would help the Pentagon in several ways.

- She stated that a large number of illegal immigrant students are Hispanic, a group with a high propensity to choose military service and think of it as a valid career. Therefore, many would likely pursue the military option, she added.
- In addition, those who enroll in college are also likely to join ROTC programs and officer candidate school, she said.
- These young immigrants would also come fully vetted by the Department of Homeland Security, saving the Pentagon the time and money of conducting criminal background checks.

Supporters feel that legislators must face the fact that the young people in this situation actually grew up in the United States and have already been socialized as Americans. Also, this country has paid for their education for the most part, and they wonder, why at the point when they're about to become productive members of our society, the nation is going to deport them? This thinking, many feel, makes no sense.

In 2006, the United States had more than 40,000 non-citizens serving in the Armed Forces on active and reserve duty and about 8,000 permanent residents enlist for active duty every year.

Also, the rate of naturalization for the immigrant soldiers has increased in recent years because the United States expedited the process and allows citizenship ceremonies to be held overseas for service members.

It is the DOD's position that these realities show all of us how important immigrants are to protecting this country and what a highly qualified set of soldiers they can become for the military.

¹ Names of organizations and individuals are fictitious, except for the Department of Defense

National People of Color Coalition¹

You represent the National People of Color Coalition (NPCC), a national coalition of communities and organizations committed to supporting the rights and access to opportunities for people of color in the United States of America.

The NPCC strongly support the passing of the DREAM Act. Every year, U.S. high schools graduate approximately 65,000 immigrant students. These students were brought to this country as young children, they have grown up in American K-12 schools and they share our culture and values. Like students born in the U.S. these students aspire to go to college or seek other paths to the “American Dream.”

Unfortunately, due to their immigration status, they are barred from the opportunities that make a college education affordable – in-state tuition rates, state and federal grants and loans, most private scholarships, and the ability to legally work their way through college.

Further, it is our opinion that military service is another important and legitimate path toward economic success and civic efficacy. Many immigrants have served this country, including the estimated 35,000 non-citizen legal residents serving currently. Their commitment to the armed forces is a testament to their desire to become patriotic members of this nation.

This legal situation denies hardworking, intelligent students the opportunity to share in the “American Dream.”

If the DREAM Act is passed immigrant students would be provided the opportunity to attend colleges in the U.S. by restoring states’ rights to offer in-state tuition to immigrant students residing in their state.

If it is not passed then the majority of the 65,000 immigrant students who graduate each year will have severely decreased access to post-graduate opportunities. This will only make them further dependent on government support programs instead of allowing them to contribute to the economic and civic well being of our nation.

¹ Names of organizations and individuals are fictitious, except for the Department of Defense

Educators to End War

You represent the Educators to End War (EAW)¹ fully supports the educational component of the DREAM Act. They are in favor of access to higher education for all students, both documented and undocumented.

However, as anti-war activists and educators who work with both documented and undocumented students they are completely against the military component of the DREAM Act.

It is their position that public education does not serve all communities equitably, particularly people of color and immigrant students. Unequal funding, overcrowding, and segregation are just some of the issues that many students face in this country. Unequal schooling consequently leads to low graduation rates, and of those that do graduate, only a small number of them will continue on to higher education. For the majority of students who are not able to attend college military enlistment will be the only real option.

If the DREAM Act passes, military recruiters will further be able to deceive the youth with false promises of citizenship, financial support, and career opportunities. Schools are only going to become more and more a supply pool for the military if this is not stopped.

EAW is in favor of immediate legalization for all undocumented youth. Their undocumented status should not keep all individuals from seeing their rights as human beings. They support a DREAM Act without military provisions.

Please Consider the Following points:

Military Statistics:²

- There are currently 750,000 undocumented residents of military age
- There are 35,000 Non-citizen legal residents in the U.S. Military
- 280,000 immigrants between the ages of 18-24 would qualify for the DREAM Act.
- 8,000 join the military each year as part of an accelerated path to citizenship (most legal residents already)
- 4,000 immigrants in uniform became citizens in 2005, compared to 750 in 2001

Education Statistics:³

- 2006 – 2007 Public School Student Population in California: 2.8 million
- Estimated Undocumented Student Population in California: 408,000
- Number of undocumented students graduating each year: 65,000
- Only 1 out of 20 undocumented high school seniors attends college

¹ Names of organizations and individuals are fictitious, except for the Department of Defense

² As quoted from the ARE *Dream Act Statement*: Hiken Marti, (2007) "Should We Support the Dream Act?" National Lawyers Guild, Military Law Task Force

³ As quoted from the ARE *Dream Act Statement*: The Urban Institute (2004), Further Demographic Information Related to the Dream Act. Pew Hispanic Center (2005), Estimates the size and Characteristics of the Undocumented Population.

Save our Borders Society

You represent the Save our Borders Society (SBS), a national organization seeking to protect this nation's borders from the continuing entry of illegal immigrants. In this current age of terror SBS feels that we must all ensure that the citizens and documented residents of this nation are protected from the threats that are posed by open borders.

With this commitment in mind SBS asks that we vote down the DREAM Act.

The DREAM Act is another form of amnesty, giving undocumented individuals more access to legal status than people who have entered this country legally. It treats illegal immigrants better than U.S. citizens when it comes to post-secondary education. The DREAM Act gives illegal immigrants between the ages of 12 and 21 "interim legal status" so that they can attend college, be eligible for in-state tuition, and receive financial aid. This would unfairly take money away from hard working and deserving citizens and legal residents.

Supporters of the DREAM Act are too conservative in their estimation of how many people will be privileged by the dream act.

The Center for Immigration Studies has shown us that¹

- An estimated 800,000 illegal immigrants under age 18 have been here long enough to qualify for legalization under the DREAM Act. There are a total of 1.7 million illegal aliens estimated to be under age 18
- There are an estimated 900,000 parents of illegal aliens under age 18 who qualify. It is unclear whether the government would deport these parents.
- The DREAM Act is also unclear as to what will happen to the siblings of legalized illegals who are themselves illegal, but do not meet the Act's requirements. There are an estimated 500,000 of these siblings.
- The DREAM Act also allows illegal aliens ages 18 to 29 to legalize if they claim to have arrived prior to age 16. We estimate 1.3 million meet this requirement. There are a total of 4.4 million illegal aliens in this age group.
- Thus the total number of potential amnesty beneficiaries is 2.1 million (assuming no fraud). This does not include 1.4 million siblings and parents of qualifying illegals who may end up receiving a de facto amnesty.

This is far more than the 65,000 students that pro-immigration groups and supportive Senators assert. This will only lead to fraudulent acts.

For example, one-fourth (700,000) of those legalized in the 1986 amnesty were estimated to have done so fraudulently.

It is clear that the DREAM Act structures are unclear and will not provide the overworked immigration services an opportunity the support to bar fraudulent behavior amongst applicant.

¹ <http://www.cis.org/articles/2007/dreamactrelease.html>

Dreams Deferred?: Resource 4: Senate Hearing Facilitator

Note: This is designed for one person, but it may be helpful to have two students perform the role in order to provide support prior to the hearing. If it is decided that there will be two the Senators may take turns leading the hearing.

The role of the Senator who facilitates the hearing is a challenging role.

First the Senator must seek to be neutral while conducting the hearing. They are not responsible for having a vote, but must ensure that all sides of the issue are heard and provided equal opportunities to speak to the audience.

You are also responsible for reminding all participants of the Hearing Proceedings (see Hearing Proceeding Sheet) in preparation for the Hearing. At the start of the hearing you are responsible for informing all viewers of the proceeding protocol.

Then you must present a brief description of DREAM Act and the military service section of the bill. You will inform viewers that this is the focus of the hearing and that today we will be listening to different points of view on the issue.

During the hearing ensure that all participants adhere to the time guidelines and questioning procedure. the class sets up together.

Should someone act in a way that is out of order you are responsible for regaining order by reminding the Senators of their adherence to the guidelines.

Once all presentations are made, you will close the hearings with a brief statement of your own. At this point the hearing will conclude, or you can hold a vote of some kind if the class chooses to do so.

All students will be asked to consider their point of view following the hearing and for homework take a vote and provide a written statement explaining their position on the issue. This will be discussed the following day.

Getting Started

- a. In your group read over your Viewpoint Sheet and highlight the major points your group will present. You will need to search for more information in newspapers or websites (You can discuss possible sources to look up with your teachers and peers).
- b. With your teacher, and the Senator presiding over the hearing, the class should determine how much time will be given to each group to present and answer questions (For example the presentations could be 15 minutes with 5 minutes for questions for a total of 20 minutes for each group)

Preparing your Position

- a. Once you have look over your viewpoint sheet break up your group into Senators, Lobbyists and “Inquiry” Senators.
- b. Senators will write a brief introduction of the group position and who their group is. Senators and Inquiry Senators must develop questions to ask the lobbyists on their side during the hearing.
- c. Lobbyists will write out responses to the questions. They must also prepare responses for possible questions they may receive from the opposing groups.
- d. Senators must also write a concluding statement.

Preparing for the Opposing View Points

- a. Each group will also be presented with the opposite sides descriptions so that they can write questions to ask during questioning sessions.
- b. Every group member should present talking points and be prepared to answer questions generated by the opposing groups
- c. Inquiry Senators must prepare questions to ask the lobbyists on the opposing side.

The Mock Congressional Hearing.

- a. The teacher, or a student, can serve as the Senator presiding over the hearing. This Senator must assume a neutral role where they should bring balance to how much time each group receives, and have questions prepared for each side.
- b. The presiding Senator will provide a brief overview of the purpose of the hearing.
- c. The Pro-side groups will present with the Senators presenting an overview and then asking the lobbyists different questions to enrich the presentation. The Con-side can then ask the Pro-side any probing questions that they have prepared or developed while listening to the pro-Side.
- d. The Con-side then has an opportunity to go through the same process.
- e. To conclude a Senator from the Pro-side and Con-side must provide concluding statements.
- f. Presiding Senator will adjourn the hearing, with some closing remarks
- g. You may hold a vote from all people in attendance should you choose to.

Questions/Criticisms of each position.				
Reasons behind their Position				
Are they For/ Against				
Group Name				