

FOIA Request - 5 ILCS 140/1

Michael Ayele <waacl13@gmail.com>
To: agarcia@norridge80.net
Cc: "Michael Ayele (W)" <waacl13@gmail.com>

Wed, Aug 5, 2026 at 7:47 AM

W (AACL) Date.: Wednesday, August 5, 2026
Michael A. Ayele
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Freedom of Information Act (FOIA) Request

Hello,

This is Michael A. Ayele sending this message, though I now go by W (and I prefer to be referred to as such). I am writing this letter for the purpose of filing a FOIA request with Norridge School District 80. The bases for this non-commercial records request are [1] the September 7, 2022 report published by the University of California, Los Angeles (UCLA) about the provisions of the 1986 Immigration Reform and Control Act (IRCA)^[i] and [2] the National Foundation for American Policy (NFAP) May 2025 report on "*the Importance of Immigrants and International Students to Higher Education in America*"^[ii]

I) Requested Records

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What I am requesting for prompt disclosure are records in your possession detailing your discussions about [1] the May 2025 findings of the National Foundation for American Policy (NFAP) which concluded that (i) U.S. higher education institutions enrolled over 880,000 international students in 2023 – 2024, a 36% increase since 2010 – 2011; (ii) *“the share of undergraduate students who are first-generation immigrants – students who were not U.S. citizens at birth and are either international students of foreign-born U.S. residents – rose from 9% in 2010 to 11% in 2022;”* (iii) *“international students have a substantial positive impact on U.S. higher education;”* (iv) *“international students do not crowd out U.S. students and may even increase their numbers;”* (v) *“the higher tuition paid by international students can enable public universities to increase their offerings;”* (vi) *“for each additional international undergraduate student that public universities enroll, their in-state freshman enrollment increases by two, on average;”* (vii) *“each additional 10 bachelor’s degrees awarded to international students at a college or university is associated with 15 more bachelor’s degrees in STEM majors being awarded to domestic students;”* (viii) *“international students who remain in the country make valuable contributions to the U.S. economy, including spurring entrepreneurship and innovation (as measured by patents and publications);”* [2] Michael A. Ayele (a.k.a.) W as a Black Bachelor of Arts (B.A.) Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written content on immigration-related matters being subjected to frenzy before they were filtered and distorted on internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that (i) he went to the U.S. on an F-1 visa in the month of December 2009 when he was 18 (eighteen) years of age; (ii) he graduated from Westminster College (Fulton, Missouri) on (or around)

December 31, 2016 with a Bachelor of Arts (B.A.) Degree in Economics and Political Science; (iii) he has witnessed discrepancies in the Department of Homeland Security (DHS) processing of the FOIA requests they had assigned Case Nos. 2023 – ICFO – 23335 and 2020 – ICFO – 82819; (iv) nothing in the provisions of the 1986 Immigration Reform and Control Act (IRCA) prohibits local/state government agencies from seriously taking into consideration the applications of employment submitted by first-generation American immigrants for vacant positions; (v) nothing in the provisions of the 1986 IRCA prohibits local/state government agencies from hiring first-generation immigrants who are living in America on an F-1 visa.

II) Request for a Fee Waiver and Expedited Processing

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Expedited processing for this request is justified because:

1. On (or around) September 7, 2022, the University of California, Los Angeles (UCLA) had published on its website a report about the provisions of the 1986 Immigration Reform and Control Act (IRCA).
2. The content of the September 7, 2022 UCLA report asserts that (i) the University of California (UC) is not solely a postsecondary academic institution, but also a state government agency; (ii) the 1986 IRCA was enacted by Congress with the blessing and approval of the Ronald Reagan/George Bush White House administration; (iii) the 1986 IRCA makes no mention of local/state government agencies in the U.S.A.; (iv) nothing in the provisions of the 1986 IRCA prohibits local/state government agencies from hiring first-generation American immigrants, whether or not they have been issued a Department of State (DOS) visa and/or a Department of Homeland Security (DHS) Employment Authorization Document (EAD); (v) the UC is entitled to consider qualified first-generation American immigrants for vacant employment positions even if they were never issued an F-1 visa or a DHS EAD; (vi) the UC has the right to hire qualified first-generation American immigrants for vacant employment positions even if they were never issued an F-1 visa or a DHS EAD.
3. The September 7, 2022 UCLA report proves that local government agencies (such as school districts) have legal recourse available to them to combat the xenophobia and the racism which targets first-generation immigrants who go to America on an F-1 visa.
4. The September 7, 2022 UCLA report proves that local government agencies (such as school districts) have legal recourse available to them to prevent first-generation American immigrants from falling victim to precarious work environments that take advantage of their goodwill.
5. The September 7, 2022 UCLA report proves that local government agencies (such as school districts) have legal recourse available to them to fill vacant employment positions that American citizens are uninterested in.
6. The September 7, 2022 UCLA report proves that local government agencies (such as school districts) have the legal authority to fairly evaluate the merits of a job applicant without having to worry about the job applicant nationality and/or immigration status.
7. Michael A. Ayele (a.k.a.) W is a Black Bachelor of Arts (B.A.) Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who was 31 (thirty-one) years of age when he first read the content of UCLA's September 7, 2022 report.
8. Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) and a former Missouri state government employee who was very much intrigued upon reading the content of UCLA's September 7, 2022 report on the provisions of the 1986 IRCA.
9. Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College and a former Missouri state government employee who has corresponded with UCLA as well as other

local/state government agencies in America about the content of UCLA's September 7, 2022 report.

10. Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College and a former Missouri state government employee who was subjected to frenzy on internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo following his decision to publish his correspondence with the U.S. government about the content of UCLA's September 7, 2022 report.

11. Michael A. Ayele (a.k.a.) W is a Black B.A. Degree graduate of Westminster College and a former Missouri state government employee who has witnessed his correspondence with the U.S. government about the content of UCLA's September 7, 2022 report being subjected to online frenzy before it was filtered and distorted on internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo.

12. The requested records will raise awareness about the manner in which ISE such as AOL, Bing/MSN, Google and Yahoo have filtered and distorted Michael A. Ayele (a.k.a.) W's written publications on immigration-related unfair employment practices by generating unwelcome and unapproved queries such as *"Michael Ayele profile," "Michael Ayele immigration," "Michael Ayele immigration case," "Michael Ayele immigration reform," "Michael Ayele IRCA," "Mike Ayele alumni," "Michael Ayele alumni," "Mike Ayele Jessica Alba," "Michael Ayele Jessica Alba," "Michael Ayele Defamation," "Michael Ayele investigation," "Michael Ayele Title VII," "Michael Ayele Mental Health Awareness Month," "Michael Ayele schizophrenia," "Michael Ayele views on schizophrenia," "Michael Ayele Habeas Corpus," "Michael Ayele Lawsuit," "Michael Ayele 2026 FOIA requests."*^[iii]

The public has a compelling and legitimate interest in this information because

1. Michael A. Ayele (a.k.a.) W is a Black ex-immigrant who went to America on an F-1 visa in the month of December 2009 (when he was 18 years of age).
2. Michael A. Ayele (a.k.a.) W is a Black ex-immigrant who went to America to pursue his postsecondary academic education.
3. Michael A. Ayele (a.k.a.) W is a Black ex-immigrant who, in Calendar Year 2011, was an intern of the Callaway County, Missouri local government.
4. Michael A. Ayele (a.k.a.) W is a Black ex-immigrant who, in Calendar Year 2013, was a public employee of the Missouri state government.^[iv]
5. Michael A. Ayele (a.k.a.) W is a Black ex-immigrant of America who graduated from Westminster College (Fulton, Missouri) with a Bachelor of Arts (B.A.) Degree in Political Science and Economics on (or around) December 31, 2016.
6. The requested records go to the heart of an issue that is of significant public interest: the role of international students in sustaining U.S. higher education and the treatment they receive on American college and university campuses.
7. The requested records will enable the public to ascertain if your school district has previously held conversations about the May 2025 findings of the National Foundation for American Policy (NFAP) which concluded that (i) "U.S. higher education institutions enrolled over 880,000 international students in 2023 – 2024, a 36% increase since 2010 – 2011;"^[v] (ii) *"the share of undergraduate students who are first-generation immigrants – students who were not U.S. citizens at birth and are either international students of foreign-born U.S. residents – rose from 9% in 2010 to 11% in 2022;"* (iii) *"international students have a substantial positive impact on U.S. higher education;"* (iv) *"international students do not crowd out U.S. students and may even increase their numbers;"* (v) *"the higher tuition paid by international students can enable public universities to increase their offerings;"* (vi) *"for each additional international undergraduate student that public universities enroll, their in-state freshman enrollment*

increases by two, on average;" (vii) "each additional 10 bachelor's degrees awarded to international students at a college or university is associated with 15 more bachelor's degrees in STEM majors being awarded to domestic students;" (viii) "international students who remain in the country make valuable contributions to the U.S. economy, including spurring entrepreneurship and innovation (as measured by patents and publications)." [vi]

8. The requested records will raise awareness of the many discrepancies Michael Ayele (a.k.a.) W has witnessed in the Department of Homeland Security (DHS) processing of the FOIA requests that were previously assigned Case Nos. 2023 – ICFO – 23335 and 2020 – ICFO – 82819. [vii]

In my judgment, the facts presented in my request for a fee waiver and expedited processing will significantly decrease public confidence in the activities, the engagements and the priorities of internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo because they have previously filtered and distorted Michael A. Ayele (a.k.a.) W's correspondence with the U.S. government about the content of UCLA's September 7, 2022 report. Unfortunately, I regret to inform you that the decision of ISE to filter and distort Michael A. Ayele (a.k.a.) W's written content about UCLA's September 7, 2022 report [1] was not an isolated incident, but part of a repeated pattern; [2] has served to obfuscate the fact that first-generation immigrants who go to America on an F-1 visa are at high risk of encountering xenophobia, racism and other forms of discrimination; [3] has served to obfuscate the fact that first-generation immigrants who go to America on an F-1 visa are at high risk of not being remunerated with minimum wage when they seek off campus employment; [4] has served to obfuscate the fact that first-generation immigrants who go to America on an F-1 visa are at high risk of not being compensated for overtime.

As a Black ex-immigrant who went to America on an F-1 visa (in the month of December 2009), I read the National Foundation for American Policy (NFAP) May 2025 report with great interest. For me, what stood out most about the May 2025 report is the NFAP insistence that international students "**do not crowd out**" domestic students (on American college and university campuses). When the NFAP write that "**international students do not crowd out domestic students**," I believe that's a diplomatic way to avoid saying that first-generation immigrants who go to America on an F-1 visa [1] are subjected to xenophobia, racism and other forms of discrimination because of their skin color (as well as their national origins); [2] frequently have their contributions to American society (and government) undervalued, underappreciated and taken for granted. On my end, I believe it's very important to not mince words, and to speak clearly and frankly about the xenophobia (and racism) experienced by first-generation American immigrants who go to the U.S. on an F-1 visa. For instance, when ISE such as AOL, Bing/MSN, Google and Yahoo actively participate in creating frenzy around Michael A. Ayele (a.k.a.) W before filtering and distorting his written content, [1] this is an act of xenophobia motivated by racism which is indicative of cultural incompetence; [viii] [2] this demonstrates an effort to create controversy where there is none.

The core issues presented in this records request are as follows. 1) Have you had conversations about the May 2025 findings of the National Foundation for American Policy (NFAP) which concluded that U.S. higher education institutions enrolled over 880,000 international students in 2023 – 2024, a 36% increase since 2010 – 2011? If yes, will you promptly disclose those records? 2) Have you had conversations about the May 2025 findings of the NFAP which concluded that "*the share of undergraduate students who are first-generation immigrants – students who were not U.S. citizens at birth and are either international students of foreign-born U.S. residents – rose from 9% in 2010 to 11% in 2022?*" If yes, will you promptly disclose those records? 3) Have you had conversations about the May 2025 findings of the NFAP which concluded that "*international students have a substantial positive impact on U.S. higher education?*" If yes, will you promptly disclose those records? 4) Have you had conversations about the May 2025 findings of the NFAP which concluded that "*international students do not crowd out U.S. students and may even increase their numbers?*" If yes,

will you promptly disclose those records? 5) Have you had conversations about the May 2025 findings of the NFAP which concluded that *"the higher tuition paid by international students can enable public universities to increase their offerings?"* If yes, will you promptly disclose those records? 6) Have you had conversations about the May 2025 findings of the NFAP which concluded that *"for each additional international undergraduate student that public universities enroll, their in-state freshman enrollment increases by two, on average?"* If yes, will you promptly disclose those records? 7) Have you had conversations about the May 2025 findings of the NFAP which concluded that *"each additional 10 bachelor's degrees awarded to international students at a college or university is associated with 15 more bachelor's degrees in STEM majors being awarded to domestic students?"* If yes, will you promptly disclose those records? 8) Have you had conversations about the May 2025 findings of the NFAP which concluded that *"international students who remain in the country make valuable contributions to the U.S. economy, including spurring entrepreneurship and innovation (as measured by patents and publications)?"* If yes, will you promptly disclose those records? 9) Have you had conversations about Michael A. Ayele (a.k.a.) W as a Black Bachelor of Arts (B.A.) Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written content on immigration-related matters being subjected to frenzy before they were filtered and distorted on internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that he went to the U.S. on an F-1 visa in the month of December 2009 when he was 18 (eighteen) years of age? If yes, will you promptly disclose those records? 10) Have you had conversations about Michael A. Ayele (a.k.a.) W as a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written content on immigration-related matters being subjected to frenzy before they were filtered and distorted on ISE such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that he graduated from Westminster College (Fulton, Missouri) on (or around) December 31, 2016 with a B.A. Degree in Economics and Political Science? If yes, will you promptly disclose those records? 11) Have you had conversations about Michael A. Ayele (a.k.a.) W as a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written content on immigration-related matters being subjected to frenzy before they were filtered and distorted on ISE such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that he has witnessed discrepancies in the DHS processing of the FOIA requests they had assigned Case Nos. 2023 – ICFO – 23335 and 2020 – ICFO – 82819? If yes, will you promptly disclose those records? 12) Have you had conversations about Michael A. Ayele (a.k.a.) W as a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written content on immigration-related matters being subjected to frenzy before they were filtered and distorted on ISE such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that nothing in the provisions of the 1986 Immigration Reform and Control Act (IRCA) prohibits local/state government agencies from seriously taking into consideration the applications of employment submitted by first-generation American immigrants to vacant positions? If yes, will you promptly disclose those records? 13) Have you had conversations about Michael A. Ayele (a.k.a.) W as a Black B.A. Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written content on immigration-related matters being subjected to frenzy before they were filtered and distorted on ISE such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that nothing in the provisions of the 1986 IRCA prohibits local/state government agencies from hiring first-generation immigrants who are living in America on an F-1 visa? If yes, will you promptly disclose those records? 14) Have you had conversations about the University of California, Los Angeles (UCLA) as a postsecondary academic institution (and a state government agency) which has on (or around) September 7, 2022 recognized that local government agencies (such as school districts) have legal recourse available to them to combat the xenophobia and the racism which targets first-generation immigrants who go to America on an F-1 visa? If yes, will you promptly disclose those records? 15) Have you had conversations about the University of California (UC) as a postsecondary academic institution (and a state government agency) which has on (or around) September 7, 2022 recognized that local government agencies (such as school districts) have legal recourse available to them to prevent first-generation American immigrants from falling victim to precarious work environments that takes advantage of their goodwill? If yes, will you promptly disclose those records? 16) Have you had conversations about UCLA as a postsecondary academic institution (and a state government agency) which has on (or around) September 7, 2022 recognized that

local government agencies (such as school districts) have legal recourse available to them to fill vacant employment positions that American citizens are uninterested in? If yes, will you promptly disclose those records? 17) Have you had conversations about UCLA as a postsecondary academic institution (and a state government agency) which has on (or around) September 7, 2022 recognized that local government agencies (such as school districts) have the legal authority to fairly evaluate the merits of a job applicant without having to worry about the job applicant nationality and/or immigration status? If yes, will you promptly disclose those records?

Thank you for your attention to this matter.

Michael A. Ayele (a.k.a.) W
Anti-Racist Human Rights Activist
Audio-Visual Media Analyst
Anti-Propaganda Journalist
Gender Pronouns: He/Him/His

Work Cited

[i] To Whom It May Concern,

We write as immigration and constitutional law scholars to offer legal analysis of a proposal that representatives of the University of California have recently received. That proposal urges the University of California to hire undocumented students for positions within UC even if they lack employment authorization under federal immigration law.

We recognize that UC will likely have questions about whether it has legal authority to adopt this proposal. In our considered view, based on research and analysis of this proposal and more generally on our study of the relevant federal statutory and constitutional provisions over many years, no federal law prohibits UC from hiring undocumented students.

Our reasoning is set out in the attached memorandum, but the core argument is as follows. The federal prohibition on hiring undocumented persons as a general matter is codified in the 1986 Immigration Reform and Control Act, or IRCA, in particular 8 U.S.C. § 1324a. Under governing U.S. Supreme Court precedents, if a federal law does not mention the states explicitly, that federal law does not bind state government entities. Nothing in 8 U.S.C. § 1324a expressly binds or even mentions state government entities.

This body of long-settled U.S. Supreme Court doctrine has particular force here, in the context of laws governing the employment of noncitizens. The federal courts have consistently recognized that states have broad power to determine the appropriate qualifications for state positions, including qualifications related to immigration status. As a result, the U.S. Supreme Court established, before IRCA's enactment, that if Congress wants to change the balance between federal and state power by regulating in an area under traditional state control, it must do so with unmistakably clear language. It applied that rule to a California state law regulating the employment of noncitizens before IRCA's enactment.

Nothing in 8 U.S.C. § 1324a or anywhere else in IRCA comes close to meeting the U.S. Supreme

Court's requirement of a clear statement that binds states. In stark contrast to IRCA, other federal statutes that do bind states mention them explicitly. These statutes include, among others, the Fair Labor Standards Act, the Family and Medical Leave Act, and the Age Discrimination in Employment Act.

In short, when Congress passed IRCA, Congress did not curtail states' historic power to determine the employment qualifications of state employees. As a result, IRCA's prohibition on hiring undocumented persons does not bind state government entities. State entities can lawfully hire undocumented students irrespective of employment authorization status under federal law.

And as the U.S. Supreme Court recognized long ago, California law provides definitively that the University of California system is part of the State of California.

We recognize the immense work that has been—and continues to be—done by student advocates responding to the urgent need to expand employment opportunities for undocumented students, particularly given the precarious status of DACA. Each year, more and more students enter undergraduate and graduate programs without DACA. As a normative matter, we believe the time is ripe to explore pathways allowed by law to ensure employment opportunities for all UC students. University of California, Los Angeles (UCLA) Center for Immigration Law and Policy.: https://law.ucla.edu/sites/default/files/PDFs/Center_for_Immigration_Law_and_Policy/Opportunity_for_All_Campaign_Law_Scholar_Sign-On_Letter.pdf

[ii] *Without immigrants, international students and the children of immigrants, the undergraduate student population in America would be almost 5 million students smaller in 2027 than 2022, or about two-thirds of its current size, while the graduate student population would be at least 1.1 million students smaller, or only about 60% of its current size. Losing up to one-third of undergraduate enrollment and almost two-fifths of graduate enrollment would be catastrophic for many colleges and universities, especially those in parts of the United States experiencing demographic declines. It would likely lead to many colleges and universities closing, resulting in fewer educational opportunities for U.S. students, fewer higher education-related jobs in many states and towns and fewer college-educated workers in the United States.*

U.S. colleges and universities face a looming demographic cliff. Due to the post-2007 drop in birth rates, the number of U.S. born traditional college-age young adults is expected to start dropping in 2025. Projections indicate that the U.S.-born college going population could fall by 15% between 2025 and 2029 alone. Total enrollment at U.S. higher education institutions peaked in 2010 – 11 and then declined, and the share of U.S. young adults enrolled in college has dropped. Immigrants, international students and the children of immigrants can make a significant difference in the fate of U.S. colleges and universities, jobs connected to those institutions, educational offerings for U.S. students and whether America's college-educated workforce grows. The Importance of Immigrants of International Students to Higher Education in America. National Foundation for American Policy. <https://nfap.com/wp-content/uploads/2025/05/Importance-of-Immigrants-and-International-Students.DAY-OF-RELEASE.2025.pdf>

[iii] Bing/MSN Unwelcome and Unapproved Query: "Michael Ayele profile." <https://www.bing.com/search?q=Michael+ayele+profile>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele immigration." <https://www.bing.com/search?q=Michael+ayele+immigration>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele immigration case." <https://www.bing.com/search?q=michael+ayele+immigration+case>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele immigration reform." <https://www.bing.com/search?q=michael+ayele+immigration+reform>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele IRCA." <https://www.bing.com/search?q=michael+ayele+irca>

Bing/MSN Unwelcome and Unapproved Query "Mike Ayele alumni." <https://www.bing.com/search?q=mike+ayele+alumni>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele alumni." <https://www.bing.com/search?q=Michael+Ayele+alumni>

Bing/MSN Unwelcome and Unapproved Query "Mike Ayele Jessica Alba." <https://www.bing.com/search?q=Mike+Ayele+Jessica+Alba>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Jessica Alba." <https://www.bing.com/search?q=Michael+Ayele+Jessica+Alba>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Defamation." <https://www.bing.com/search?q=Michael+Ayele+Defamation>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Libel." <https://www.bing.com/search?q=Michael+Ayele+libel>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Email." <https://www.bing.com/search?q=michael+ayele+email>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Emails." <https://www.bing.com/search?q=Michael+Ayele+Emails>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Investigation." <https://www.bing.com/search?q=michael+ayele+investigation>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Title VII." <https://www.bing.com/search?q=michael+ayele+title+vii>

Bing/MSN Unwelcome and Unapproved Query: "Michael Ayele Schizophrenia." <https://www.bing.com/search?q=Michael+Ayele+Schizophrenia>

Bing/MSN Unwelcome and Unapproved Query: "Michael Ayele Views on Schizophrenia." <https://www.bing.com/search?q=Michael+Ayele+views+on+schizophrenia>

Bing/MSN Unwelcome and Unapproved Query: "Michael Ayele Habeas Corpus." <https://www.bing.com/search?q=Michael+Ayele+Habeas+Corpus>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Lawsuit." <https://www.bing.com/search?q=michael+ayele+lawsuit>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Lawsuits." <https://www.bing.com/search?q=Michael+ayele+lawsuits>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele Lawsuit Update." <https://www.bing.com/search?q=Michael+ayele+lawsuit+update>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele lawsuit status." <https://www.bing.com/search?q=Michael+ayele+lawsuit+status>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele lawsuit news."
<https://www.bing.com/search?q=Michael+ayele+lawsuit+news>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele lawsuit pdf."
<https://www.bing.com/search?q=Michael+ayele+lawsuit+PDF>

Bing/MSN Unwelcome and Unapproved Query "Michael Ayele 2026 FOIA requests."
<https://www.bing.com/search?q=Michael+ayele+foia+request+2026>

[iv] Michael A. Ayele (a.k.a) W Listing on Missouri's Accountability Portal (MAP).: <https://mapyourtaxes.mo.gov/MAP/Employees/Employee/SearchResults.aspx?last=Ayele&first=Michael&year=0&agency=0>

Michael A. Ayele (a.k.a) W Listing on MAP for Calendar Year 2013.: <https://mapyourtaxes.mo.gov/MAP/Employees/Employee/EmployeeDetails.aspx?last=Ayele&first=Michael&agency=0&row=118538&year=2013>

Michael A. Ayele (a.k.a) W Listing on Map for Calendar Year 2014.: <https://mapyourtaxes.mo.gov/MAP/Employees/Employee/SearchResults.aspx?last=Ayele&first=Michael&year=0&agency=0>

[v] ***U.S higher education institutions enrolled over 880,000 international students in 2023 – 24, according to data from the Institute of International Education (IIE). Although that number represents a 36% increase since 2010 – 11, international student enrollment is 2% below its high, reached in 2016 – 17. (...)***

The sizable number of international students had made higher education a major export sector for the U.S economy. Education-related travel exports totaled over \$50 billion in 2023, ranking 7th among all services, according to the U.S Department of Commerce. International students enrolled at U.S colleges and universities contributed almost \$44 billion to the U.S economy during the 2023 – 2024 academic year, supporting more than 378,000 jobs, according to NAFSA: Association of International Educators. The Importance of Immigrants of International Students to Higher Education in America. National Foundation for American Policy. <https://nfap.com/wp-content/uploads/2025/05/Importance-of-Immigrants-and-International-Students.DAY-OF-RELEASE.2025.pdf>

[vi] *The share of undergraduate students who are 1st generation immigrants – students who were not U.S citizens at birth and are either international students or foreign-born U.S residents – rose from 9% in 2010 to 11% in 2022. The share of undergraduates who are 2nd generation immigrants – U.S born children of immigrants – rose from 15% to 24% over that period. In 2022, the 3rd + generation accounted for only two-thirds of undergraduate students and was 3.7 million below its 2010 level. Absent the growth in the number of immigrant-origin students, the number of undergraduate students would have fallen by almost 4.6 million between 2010 and 2022.*

In 2022, 1st generation immigrants accounted for 26% of graduate students, up from 20% in 2010. The 2nd generation accounted for 15% of graduate students in 2022, up from 11% in 2010. Growth in the number of immigrant-origin students pursuing graduate degrees accounts for all of the growth in graduate students between 2010 and 2022. The number of 3rd + generation students in graduate school fell by over 160,000 between 2010 and 2022. Absent the growth in immigrant-origin students, the number of graduate students would have fallen by almost 570,000 between 2010 and 2022.

International students have a substantial positive impact on U.S higher education. As public funding for universities falls, public universities tend to increase their number of international students. Doing so enables them to maintain or even reduce in-state students' tuition and fees. Master's programs typically cross-subsidize programs at other levels.

International students do not crowd out U.S students and may even increase their numbers. The higher tuition paid by international students can enable public universities to increase their offerings. For each additional international undergraduate student that public universities enroll, their in-state freshman enrollment increases by two, on average. Each additional 10 bachelor's degrees awarded to international students at a college or university is associated with 15 more bachelor's degrees in STEM majors being awarded to domestic students. In STEM fields, each additional PhD awarded to an international student in a STEM field is associated with an additional PhD awarded to a domestic student. Across all fields, an additional 10 international graduate students at a university increases the number of domestic graduate students by three.

International students who remain in the country make valuable contributions to the U.S economy, including spurring entrepreneurship and innovation. Master's programs with more foreign students result in more businesses being created by graduates of those programs. Higher education is the main entry channel for immigrants who have become entrepreneurs – 75% of immigrants who have founded U.S companies that received venture capital funding attended a U.S college or university. International graduate students boost U.S innovation, as measured by patents and publications.

International students are an important source of workers, particularly in the high-tech sector. About 23% of international students who earn a master's degree remain in the United States after graduation to work in the same state as the university they attended, and about 8% of bachelor's degree recipients. The drop in international students during the pandemic likely reduced the number of foreign-born graduates with STEM degrees from U.S colleges and universities working in the country by 30,000 to 60,000 workers. The Importance of Immigrants of International Students to Higher Education in America. National Foundation for American Policy. <https://nfap.com/wp-content/uploads/2025/05/Importance-of-Immigrants-and-International-Students.DAY-OF-RELEASE.2025.pdf>

[vii] E-mail Sent by Michael A. Ayele (a.k.a.) W to the Department of Homeland Security (DHS) on (or around) May 8, 2023

Hello,

This is Michael A. Ayele sending this message though I now go by W. I am writing this letter in response to your correspondence from May 5, 2023 for the purpose of filing an appeal to the FOIA request which was assigned by Immigrations and Customs Enforcement (ICE) the following Case No. 2023 – ICFO – 23335.

Please be advised that I have numerous concerns with your processing of FOIA Request Case No.: 2023 – ICFO – 23335 because your processing of this FOIA request was not consistent with your processing of previous FOIA requests I had filed with ICE. For instance, when processing FOIA Request Case No.: 2020 – ICFO – 82819, ICE had acknowledged that it had formal/informal ties with Westminster College located [501 Westminster Avenue, Fulton, Missouri \(65251\)](#). Afterwards, ICE had disclosed the *Petition for Approval of School for Attendance by Nonimmigrant Student* that had been submitted by Westminster College to the Department of Justice (DOJ) Immigration and Naturalization Services (INS). However, when processing FOIA Request Case No.: 2023 – ICFO – 23335, ICE has refused to acknowledge the formal/informal ties they have with Rutgers University located in the State of New Jersey. Also, ICE has not disclosed the *Petition for Approval of School for Attendance by Nonimmigrant Student*, which Rutgers University has submitted to the DOJ (INS). In my judgment, ICE processing of FOIA Request

Case No.: 2023 – ICFO – 23335 was inconsistent with their processing of FOIA Request Case No.: 2020 – ICFO – 82819 for this very reason. According to information posted on the official website of Rutgers University, “*Rutgers is home to more than 9,000 international students and scholars from about 125 countries around the world. They bring rich perspectives to campus that help to globalize our classrooms, labs, and clinics, contributing significantly to advancement in education, research, and service.*” As a former international student of the United States of America (U.S.A), I hope ICE will provide clarity/disclose records pertaining to [1] the formal/informal ties they have with Rutgers University; [2] the *Petition for Approval of School for Attendance by Nonimmigrant Student*, which Rutgers University submitted to the DOJ (INS). (...)

As a representative of the media and a member of the general public, I have other concerns with your processing of FOIA request Case No.: 2023 – ICFO – 23335 because of a November 3, 2022 article published by the Los Angeles Times on the immigration status of David DePape. According to that article, “***David DePape, the man charged with attempted murder in connection with a violent attack against House Speaker Nancy Pelosi's husband, Paul Pelosi, is in the U.S. illegally and could be deported to Canada, Immigration and Customs Enforcement officials said Thursday. (...) Records pulled by ICE found that DePape entered the U.S. as a temporary visitor in March 2008 at the San Ysidro port of entry. Canadians who enter as temporary visitors generally do not require a visa, officials said. The status DePape used to enter the U.S. generally allows Canadians to stay for six months. On Tuesday, ICE officials issued an immigration detainer on DePape with the San Francisco County Jail, where he is currently being held without bail. The detainer seeks a notification from San Francisco law enforcement to notify ICE before he is released in order for the federal agency to take custody of him. Local and state laws limit when jail officials can notify ICE of an individual's release date. ICE issues detainers against people facing criminal charges whom the agency has probable cause to believe can be deported.***” (<https://www.latimes.com/california/story/2022-11-03/ice-officials-say-suspect-in-pelosi-attack-in-u-s-illegally>).

Based on the November 3, 2022 article published by the Los Angeles Times (as well as other articles, which explicitly mention ICE involvement in the prosecution of David DePape), representatives of the media and members of the general public have learned that [1] Paul Pelosi is a white man who was physically assaulted at his place of residence in San Francisco, California on (or around) October 28, 2022; the same day Elon Musk finalized his takeover of Twitter; [2] David DePape is a white man who came to the U.S. in March 2008 as a temporary visitor from Canada; [3] David DePape is a white man who is being held at the San Francisco County Jail for the attempted murder of Paul Pelosi; [4] the DHS (ICE) have issued an “*immigration detainer on David DePape*”; [5] the DHS (ICE) have initiated contact with the San Francisco County Jail to discuss the immigration status and the criminal charges filed against David DePape.

And yet, when processing FOIA request Case No.: 2023 – ICFO – 23335, ICE has not made clear the conversations that were had between your federal agency and the Los Angeles Times (and other news media outlets) prior to the publication of the November 3, 2022 article. Furthermore, ICE seems to be answering questions to representatives of the media on some immigration files while dispatching female employees such as Denise Hauser to not answer questions about the immigration files of women who have been raped at the Federal Correctional Institute, located in Dublin, California. (<https://www.theguardian.com/us-news/2023/apr/06/federal-prison-sexual-abuse-deportation-california-mexico>) In my opinion, this inconsistency of your federal agency is not reflective of best practices. On my end, I hope you will correct this by disclosing records detailing [1] the FOIA request(s) submitted by the Los Angeles Times (or other news media outlets) with the DHS (ICE) and/or other DHS components about the immigration status David DePape; [2] the response provided to the Los Angeles Times (or other news media outlets) by the DHS (ICE) and/or other DHS components about the immigration status of David DePape; [3] the academic background, the professional responsibilities and annual salary of Denise Hauser with the DHS; [4] the extent of Denise Hauser’s knowledge about the conversations that took place between the DHS (ICE) and the Los Angeles Times (and other news media outlets) on the subject of David DePape immigration status.

I hope you reconsider your response. Be well. Take care. Keep yourselves at arms distance.

Michael A. Ayele (a.k.a) W
Anti-Racist Human Rights Activist
Audio-Visual Media Analyst
Anti-Propaganda Journalist

[viii]

Common Myths About Diversity and Cultural Competency

Myth # 1: There are too many cultures in the US and world. I cannot possibly learn what I need to know about all of them.

Cultural competence does not mean learning as many “characteristics” as possible about every culture. In fact, to the contrary, the process of cultural competence means that a person (1) learns to recognize and reject his or her preexisting beliefs about a culture, (2) learns to recognize the influence of their own culture on creating those beliefs about other cultures, (3) focuses on understanding information provided by individuals within the context at hand (e.g., patient, front desk, etc.) and (4) forgoes the temptation to classify or label persons with cultural names. This process makes cultural competence a more manageable task that avoids fixed, generalized cultural misinformation.

Myth # 2: I have examined my preconceptions about the various cultures in my service area, changed some of my thoughts, and now feel culturally competent to deal with people who might appear in my clinic and/or organization.

Cultural competence is not a one-time, finite achievement. It is a lifelong process that is reapplied in every interaction. The process must be practiced throughout one’s career, and it must be re-examined periodically by organizations. It would be dangerous for a person or organization to conclude that he/she or they have learned all there is to know about certain cultures, has reached the point of cultural competence, or has even identified (i.e., labeled) all the potentially different cultures in the local/national community. Regardless of the amount learned about a different culture, the individual person’s experience within that culture is unique.

Myth # 3: My own diversity, be it my ethnicity, my gender or my disability has taught me what it means to be culturally sensitive. I don’t need any special training on how to become culturally competent.

Each person has different levels of awareness and sensitivity about his or her own diversity or culture. Every human being, however, holds preconceptions about “different” cultures or dimensions of diversity. Every person, including a person outside the dominant culture, must use some kind of deliberate, analytical process to examine cultural misinformation and strive for cultural competence in each individual case.

Myth #4: We are already a diverse organization, so there is nothing left to be done.

Organizations are a microcosm of society, and if that is the case, then we can hardly buy into the idea that the shared and unique cultural and personal differences among employees in any particular corporate or non-profit organization are somehow readily accepted and seldom an issue or source of conflict. In fact, as organizations have become more diverse, the number of conflicts based on difference may have very well increased due to the lack of understanding and awareness about the vast dimensions of diversity people bring to work and their interplay in the workplace. Being a diverse organization is an important first step, but just as important is learning how to include and leverage that diversity to the benefit of the organization.

Myth # 5: I need a more concrete way to achieve cultural competence. This process is too “touchy feely” in asking me to become more aware. How do I become aware? How will that make a difference in my journey towards cultural competence?

Awareness means knowledge of the existence of a thing, place, idea, etc. Awareness begins with the willingness to learn. The professional’s first step toward cultural competence in handling a situation is to become aware that he or she might have stereotypes or preconceptions about the person before him or

her. Awareness is a complex skill gained over time. Only with greater cultural awareness can a person reject or avoid acting on the preconceived thoughts, obtain new individualized information and resolve the case with cultural competence.

Myth # 6: There are only a couple of cultures that are different from the dominant (American) culture in my community.

Culture is not defined exclusively by race and ethnicity. It includes a broad spectrum of identities. Regardless of the perceived diversity or lack of diversity in one's community, every person encounters people on a daily basis with cultural experiences that differ from their own. Using a process to practice cultural competence routinely in every case can help a person ensure fair and equal treatment of every person who comes before them for assistance.

Myth #7: Diversity equals preferential treatment for others, and doesn't do anything to benefit me or others in the majority.

Diversity is the collective mixture of differences and similarities among **all** individuals in an organization. Diversity pertains to each and every one of us, and therefore, an effective program should be inclusive-enabling **everyone** to have an equal voice and an equal opportunity to utilize their talents. Organizations that are making great strides in creating work environments that support diversity, and are implementing innovative people practices that provide opportunities for everyone, including women and minority staff are also the very same organizations that are winning praise and recognition for innovative, employee-focused programs that are highly valued and beneficial to **all**.

Myth # 8: I already attended all those legal "don't do" trainings such as discrimination training, sexual harassment training, and disability rights training. So I know what the law says you can and cannot do.

Cultural Competency is not about behaviors governed by law, it is about behaviors and actions that improve a person's ability to effectively and authentically communicate and interact with people perceived to be different. Cultural competency is about what you "can do" to improve the services and outcomes of people who come to you for assistance. A rule pertaining to Cultural Competency that one should strive to follow is the "Platinum Rule" which states, "do unto to others as *they* would want to be done unto." Learn what others want by becoming aware, asking questions, and seeking out information in an authentic and respectful way.

National Council on Disability (NCD). June 1, 2006. *Common Myths About Diversity and Cultural Competency*. <https://www.ncd.gov/fact%20sheets/2006/06/01/common-myths-about-diversity-and-cultural-competency/>