

Center for Immigrant Refugee Community Literacy Education

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1. Executive Summary

1.1. Mission

CIRCLE, Center for Immigrant and Refugee Community Literacy Education at San Francisco State University, aims to strengthen immigrant families and communities; to support practitioners who serve them, and to engage university students deeply in the fabric of their communities with experiences that build their professional and leadership skills in personally transforming ways.

1.2. History of the Organization

CIRCLE is an organization that is putting together a variety of individual projects that currently exist and creating one place for all of the organizations. CIRCLE is the long-term goal for these projects, being one of the first organizations that will encompass such a variety of project and activities related to the education of immigrant and refugee communities in the entire country. CIRCLE has been a project of the creator for over 4 years now. CIRCLEs place within the service learning community as well as in the lives of immigrant and refugee communities will provide the opportunity for more services to be delivered, particularly in the field of family literacy and health issues.

CIRCLE includes projects like SHINE/SAIL and First Amendment Plus (FAP) to satisfy the needs of immigrants, students and practitioners at the same time. Project SHINE – Students Helping In the Naturalization of Elders was created in 1997 at the Center for Intergenerational Learning at Temple University in Philadelphia, with the purpose of helping older immigrants with their struggle to become citizens. The project has expanded across the US to 18 higher education institutions in cities with large number of immigrants; one of those cities is San Francisco.

SHINE is a service learning/community service initiative that pairs college students with older immigrants who want to become naturalized citizens; students work as tutors in civics, citizenship and English as a Second Language (ESL) classes. Participating with

SHINE gives students an opportunity to gain teaching skills and learn more about immigrant or refugee experiences.

Project SAIL, Students Assisting with Immigrant Literacies, was created as an extension of Project SHINE at San Francisco State University. The emphasis in SAIL is on implementing a model called "Learners Lives as Curriculum", in which teachers collect learner stories to create language and literacy lessons. One focus for SAIL is the "First Amendment Project" for civic engagement; another is language in family life for family literacy programs in the Bay Area.

Gail Weinstein, creator of CIRCLE, developed the First Amendment Plus (FAP) project at San Francisco State University with colleagues Nina Gibson and Anne Whiteside. FAP connects materials development for ESL and citizenship programs with professional development for instructors.

1.3. Description of organization

The Center for Immigrant and Refugee Community Literacy (CIRCLE) is an organization that aims to: 1) strengthen immigrant families and communities, 2) engage students in the development of their communities with experiences that enhance their professional and leadership skills; 3) provide professional development and materials to family literacy practitioners.

Therefore, CIRCLE addresses the needs of three important groups: a) Immigrant and refugees adults; b) University students and c) in-service professionals as shown in figure 1.1.

- a) Immigrants and Refugee Adults are supported as they navigate the linguistic aspects of their roles as parents, workers, citizens and as managers of their family's health and wellness.

- b) University students, both undergraduate and graduate, are given the opportunity to bring learning to life and to cultivate tools for civic engagement with transformative community experiences. They want to be involved in activities that support the development of the community.
- c) Community workers develop their professional skills, while creating a key link between university students and immigrant families.¹

CIRCLE’s activities are interrelated and respond to the needs of the target groups. Students and professionals participate in the development of community service learning, professional development and the creation of materials and products that addresses the needs of adult immigrants in their roles as parents, workers, citizens and managers of health, while developing skills and interacting with the community. **See Table 1.2 for CIRCLEs impacts.**

Figure 1.1.



Figure 1.1 CIRCLEs diagram. The needs of students and community-based professionals are addressed through three general sets of activities shown in the inner circle. These activities deal with the challenges that immigrants face in four contexts of their daily life, home, work, community and health represented in the outer wheel of the figure.

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¹ Gail Weinstein for Circle Project.

Table 1.2

CIRCLES intended impacts on:	
<p>1) Immigrant Learners</p>	<ul style="list-style-type: none"> • Improve English language skills through higher quality individualized instruction. • Improve work situation and effectiveness and broadens employment options • Increase civic knowledge and engagement through collective action • Improves health and wellness outcomes through appropriate education and information • Improve intergenerational relationships by linking students with elderly immigrants and families.
<p>2) University Students</p>	<ul style="list-style-type: none"> • Bring learning to life through community service linked to academic studies • Develop teaching and leadership skills • Increase exposure to career options in community service • Participate in civic engagement activities that benefit the community • Participate in interdisciplinary teamwork that model potential for future collaborations.
<p>3) In-service professionals</p>	<ul style="list-style-type: none"> • Obtain information about best practices from university training. • Use knowledge of key issues and hot topics to get most pressing needs addressed • Benefit from the energy and work of trained students interns • Receive professional development to strengthen efficacy of services

	<ul style="list-style-type: none">• Network with others within and across discipline lines.
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1.4. Summary of the future

There is a need for all citizens to be proficient in the English language, especially new immigrants for whom a command of the English language is the key to their success and that of their children. CIRCLE believes that is very important to assure that all immigrants have access the adult education and English language services that will ensure their success. CIRCLE wants to provide quality educational services with the help of teachers and students to help immigrant adult learners to improve their literacy skills.

CIRCLE envision itself as a organization providing services in English literacy, civics, and Citizenship preparation to enable limited English proficient adults to fulfill their responsibilities as well as enjoy the benefits of working, raising a family, and contributing to communities in your states and throughout America.

2. Market Analysis

2.1. The need

The United States is a nation of immigrants, people who have come from a variety of cultural backgrounds, speaking different languages and bringing diverse talents to the country. Immigrants are an essential element in keeping the American economy strong, from fast food businesses to high-tech industry; they are filling an intrinsic need in the labor force. In addition, the U.S. government has forecast a shortage of 20 million

workers by 2026, prompting many parties to call for a relaxation of the US immigration laws in order to meet the labor demand.

Alan Greenspan, the Federal Reserve Chairman, has warned repeatedly that the shortage of workers could lead to inflation. He says that: "Under the conditions that we now confront, we should be very carefully focused on the contribution which skilled people from abroad, (as well as) unskilled people from abroad, can contribute to this country, as they have for generation after generation. However, today most of the immigrants that are already in this country are working without the skills required to perform successfully, many of them do not speak English and therefore are not able to communicate effectively in their everyday activities; just in California, there are 5,000,000 adults, approximately 22% of the population, that speak a language other than English at home have very low literacy skills.



According to the most comprehensive study of literacy in the U.S. to date, more than half of all immigrants who speak a language different than English perform at the lowest level of the “prose” scale, the key indicator of literacy in English.² An estimated 32% of adults enrolled in ESL programs lack literacy skills in their native language as well, facing the challenge of developing skills in decoding, comprehending, and producing print while they are also learning English.³ In San Francisco County, nearly 45% of the 745,000 residents over the age of five speak a language different than English in their homes. The National Institute for literacy has identified the different needs of immigrant adults in their distinct roles: A) as parents, B) workers, C) citizens and D) as managers of their own and their families’ health.

As Parents:

² Kirsch, Jungeblut, and Kolstad, 1993. Adult Literacy in America: A first look at the Findings of the National Adult Literacy Survey. Princeton, NJ: Educational Testing Service.

³ Fitzgerald, N.B. (1995) ESL instruction in adult education: Findings from a national evaluation. ERIC Digest. Washington, D.C. National Center for ESL Literacy Education.

Not all immigrant families have the same literacy needs. Immigrants with formal education, familiarity with English and economic resources are not at risk in the same ways as immigrant families with limited educational background, little knowledge of English and scarce financial resources. Circle addresses the needs of the latter group. Most immigrant families within this group are under stress because children have more opportunity to learn English quickly because they are not attached to their heritage language while adults stay behind. Native language loss for children and limited opportunities to learn English for adults places stress on families as children become translators thus reversing traditional roles.

A) As Workers

In 2004 a report from the Educational Testing Service (ETS) showed a concern with the level of literacy skills of adult immigrants. The report states that the literacy skills of U.S. immigrants are a "human capital concern" that may undermine efforts to improve the nation's schools, labor markets, and social institutions. According to the study, *A Human Capital Concern: the Literacy Proficiency of U.S. Immigrants*, finds that the most of immigrants lack the English literacy skills sufficient to be successful in U.S. society. The report profiles the prose, document, quantitative, and composite literacy proficiencies of the nation's immigrant adults in the 1990s and describes the economic and social consequences of their dramatic lack of basic skills in this area. CIRCLE recognizes that language and literacy skills are critical to adults' ability to be self-sufficient, support their families and being able to fully contribute to the economy. Immigrants need to enhance their skills in order to have access to better job opportunities and improve their employment conditions.

B) As citizens

In order to participate and engage in civic activities, immigrant adults need to understand the language. By improving their English literacy skills they will be able to understand and obey the laws as "personally responsible citizens". In addition, they will

be able to participate in civic affairs and in social activities of the community and to critically analyze the social, political and economical environment of the country. In addition, a greater involvement in the civic activities of the community will help immigrants adjust better to this culture. Immigrant families with non-English backgrounds have difficulties adjusting to the social life in the United States: they experience cultural conflicts with their role as parents and members of a community. In addition, the lack of understanding of the role that the government play in the society affects their development as citizens and parents.

C) As Managers of Health

Adults with low levels of basic skills are more likely than those with higher skills to have poor health outcomes, problems navigating the health care system and managing chronic illness, and higher health care costs for themselves and their insurers (NIFL doc). Adult immigrants need information and tools to maintain wellness, to access and navigate health care systems, and to integrate home country ways of managing wellness with U.S. health care systems. In addition, according to the National Academy on Aging Society, 73 billion is the estimated annual cost of low literacy skills in the form of longer hospital stays, emergency room visits, increased doctor visits, and increased medication.

To learn more about the need of English literacy programs, impact of immigration on California, and ESL demographics see Appendices 01, 02 and 03 at the end of the paper.

CIRCLE also addresses the needs of university students and in-service professionals; these needs are represented on the inner circle of the CIRCLES diagram shown before. (Figure 1.1)



University Students are the future leaders of the nation; they want to participate in activities that will increase their understanding of the needs of the community. Students want education that engages them beyond the

transmission of facts; they want to be important actors in the environment of their community. University education provides an opportunity to prepare these future leaders for true civic engagement, defined by Thomas Ehrlich as “ Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference...through political and non-political processes”. According to Saltmarsh, the most potent method for achieving civic learning is through community service learning, a pedagogical approach that includes purposefully constructed community projects with guided reflection on the experience.

- **Undergraduate Students:** Learn best with experiences that bring learning to life, develop their leadership skills, and expose them to a wide variety of professional and career possibilities
- **Graduate Students:** Seek academic experiences that are grounded in the reality of their future work. They benefit from opportunities to collaborate with in-service professionals in their intended fields, as well as with others across disciplinary and professional lines.

There is a need for a flexible and integrated structure at San Francisco State University that enables existing programs like TESOL, anthropology, gerontology and health education to collaborate by providing students with interdisciplinary coursework as well as community service learning opportunities that focus on improved language, literacy and social outcomes for immigrants.

The immigrant and refugee population is growing exponentially; however, the resources for adult literacy services remain scarce. The access to professional development and teaching materials are limited because most resources, for both research and service deliver are focused on K-12 students and schools. One study finds that the majority of teachers in adult ESL did not have a background in adult learning. In addition, almost 23% had not attended to staff development workshops in previous years. Those who were lucky enough to receive training were largely dependent upon a few hours of stand-alone work-shops and conferences.

Relevant and appropriate language and literacy materials are scarce. Teachers have to use grammar-based texts and out-dated materials that do not address the needs of the learners. According to the National Coalition of Literacy, the knowledge base for adult education is growing; however, neither the state of adult literacy research nor the approach needed to develop evidence-based practice and policy in this field is comparable to that of the K-12 system. English language teachers, immigrants advocates, health practitioners and other community workers need professional development opportunities that are relevant compelling, and provide opportunities to create change while building skills in collaboration with others.

2.2. The service

CIRCLE engages in three major types of activities that are interconnected (inner circle of figure 1.0): 1) University students participate in compelling **Community Service Learning projects**; 2) Pre-service and in service professionals **upgrade their skills**; 3) These two groups collaborate to collect narratives from immigrant learners **to create materials** that addresses the most pressing issues in immigrant families lives.

1. Community Service Learning (CSL)

This activity provides learning opportunities for students and models for replication in other universities and communities. In CIRCLE, students participate in two projects that help immigrant adults develop their language and literacy skills: A) Project SHINE and B) Project SAIL.

A. Project SHINE

Elder immigrants without a basic knowledge of English experience barriers to full participation in society as U.S. citizens. They have difficulties learning English because sometimes their physical capacities become obstacles in their quest for citizenship. They experience change in memory, vision, hearing and mobility that cannot be accommodated

in overcrowded ESL or citizenship classes. SHINE is committed to provide essential services to help older immigrants become citizens and participate in civic activities in their communities.

Students helping in the Naturalization on Elders (SHINE) is a community service learning effort in which 200 students from San Francisco State University and the Community College of San Francisco with wide range of academic disciplines are placed as “coaches” in ESL –English as a Second Language- classes each semester with the purpose of helping older immigrant in the developing of language and literacy skills while also preparing for the citizen test. Students participate in 32 citizenship and literacy classes and serve over 200 native Chinese, Russian, Hispanic, and Southeast Asian seniors throughout San Francisco.

Students work with elders one-on-one or in small groups, creating comfortable learning environments and individualized lessons. Bilingual students offer special services, such as translating materials, accompanying elders to interviews with the INS (Immigration and Naturalization Service), and tutoring in their native language.

In addition, SHINE focuses on civic engagement activities through the “First Amendment Project (FAP)”. This project is based on a model called "Learners' Lives as Curriculum (LLC)", which is a learner-centered framework based on the learner’s personal stories. Participating teachers and coaches use the “First Amendment Project” to develop literacy materials from immigrant narratives on themes they identify, including “speaking truth to power”; racial profiling and addressing discrimination. See Appendix 05 for FAP’s impacts.

SHINE helps faculty members create links between classroom teaching and relevant field experience. It provides an opportunity to deepen students’ theoretical understanding in a broad range of disciplines, including urban studies, anthropology, English, TESOL (Teachers of English to Speakers of Other Languages), sociology, public policy and

history. Students gain knowledge of diverse cultures and life experiences, develop skills beyond the textbook, and find a powerful way to reinforce their academic studies.

B. Project SAIL

Students Assisting with Immigrant Literacy (SAIL) is a project created to expand service placements beyond citizenship classes to ESL and native literacy classes for immigrant of all generations. Project SAIL, is an extension of SHINE, in which SFSU and CCSF students are placed in ESL/literacy classes or in family literacy classes in other community settings. SAIL emphasizes the implementation of the "Learners Lives as Curriculum" model by assisting teachers in collecting learner stories and transforming them into language and literacy lessons; it also focuses on the "First Amendment Plus Project" to promote civic engagement activities.

2. Professional Development

CIRCLE provides professional development through training and skill development programs to build the capacity of community based organizations, and enhance the knowledge and skills of those who serve immigrants in the Bay Area including San Francisco State students (pre-service practitioners) and family, health and community literacy (in-service) practitioners. CIRCLE provides the following professional development programs:

- **Certificate program.**
- **Workshops**
- **Winter and summer institutes**
- **Family and health literacy forums.**

3. CIRCLE Materials and Products

CIRCLE creates relevant and timely language and literacy materials for use in local organizations, including those staffed by volunteers through the Learners' Lives as Curriculum model (LLC). The LLC is an approach to curriculum and materials development in which learner texts such as language experience dictation, free-writings, poems, stories and interviews are used as catalysts for discussions themes of critical concern to learners. This approach is very useful for TESOL purposes because learners relate their personal stories to their learning experiences, which makes easier for them to remember the language and idioms used to express their ideas. In addition, according to this model, a thematic unit, provides learners with personal stories of others like themselves, along with an opportunity to respond to those stories, generate their own narratives, and prepare for a collective project while learning language skills and structures in service of problem-solving content.

2.3. Competitive Advantage. Why is CIRCLE different?

CIRCLEs interdisciplinary efforts provide professional development opportunities for faculty, as well as curriculum materials based on current community issues for students. Members of the faculty, language and literacy teachers, college/university students and immigrant language learners who participate in SHINE and/or SAIL comprise a wonderful community who teach each other about their unique angle on the world. In addition, students grow friendships with elders they are getting to know and care about. They use their experiences to write papers for professors in their own disciplines, on topics as broad ranging as code-switching in the Chinese community for sociolinguistics, to proposing an alternative naturalization exam for political science. In addition, creating materials and products using this model engages teachers, students and practitioners in an ethnographic project that transforms narratives into language and literacy materials. LLC has been disseminated by the National Center for Family Literacy, California and Pennsylvania Departments of Education, and has been provided as professional development to CBET, Community Based English Tutoring, and Even Start Family literacy as well as other adult ESL/literacy programs throughout the country.

3.1 Performance

Goals of the organization are related to each project area: Community Service Learning, Professional Development, and Materials. Within each of these inner circle foci while the outer circle, which represents the immigrants critical issues have specific goals that are related to the inner circle. The goals of the organization are interrelated as the strongest outcomes will connect both the inner and outer circle so that the clients needs can be best supported. At this point in the organization specific goals and outcomes have not been established though there has been development of some specific outcomes in terms of focus on immigrant families.

These outcomes involve:

- Partnering with at least 3 organizations that have the potential to expand*
- Create an advisory group based on immigrant family literacy*
- Recruit members from community and campus*
- Place university students in family literacy settings*
- Plan and organize initiative related to family literacy in Bay Area*

Each of these outcomes has specific activities that need to be accomplished in order for the outcome to be reached. To partner with three organizations CIRCLE must begin by identifying potential partners. In partnering with these organizations CIRCLE should establish what each of these organizations can provide to each other. CIRCLE needs to ensure that the partner organizations have similar values and ideas about the partnership and how they can work together. It will also be imperative to see what needs the organization has that way they can specifically describe what they are looking for in a partner organization. CIRCLE should begin with a larger list of possible organizations which will allow them to narrow down the organizations so they have many options in ensuring strong partnerships. This process should also be used in identifying possible organizations and community agencies to serve on the family literacy advisory board.

In order to successfully place university students in family literacy settings different types of recruitment strategies will need to exist. First, it will be important to decide if students should already have experience working with the target population or if experience does not matter. This is an important decision to make because it will relate to how training for students will be designed and on what levels. Students will be recruited at the beginning of each semester (August and January) and will be trained for about 4 weeks before entering their placements in the family literacy settings. This training will allow students to understand how to successfully communicate with families and give them training on how to take stories and dictation.

Once the advisory group has been established this will allow ideas to begin being generated on how to plan larger efforts and initiatives surrounding this topic. Through these strategic partnerships CIRCLE and other organizations will have the ability to begin to make more local initiatives and attempt to set policies and best practices in the field of family literacy.

3.2 Outcome measurement

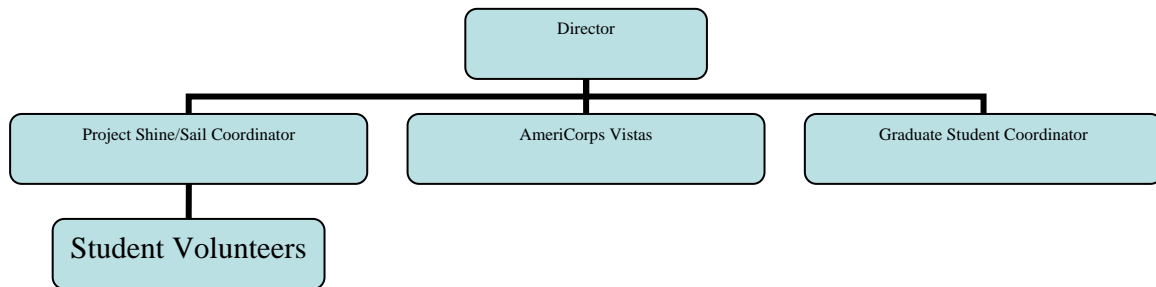
Student hours, evaluation of trainings, and documentation of student experiences will be used in order to track how students are working in terms of their experiences. For immigrant learners, there is not a clear tool that has been developed yet that is appropriate to measure the gains of the families. This measurement and/or tools may be developed with the organizational partners that way CIRCLE can efficiently measure this population gains and experiences.

Measuring the outcomes of organizational partnerships and advisory groups may be more difficult to come up with specific tools or trackers. These outcomes can be measured qualitatively through examining the strength of the partnerships and advisory group. This could take place in the form of interviews and or brief surveys that may provide anonymity that unhappy partners may need in order to freely express how they are feeling about their roles.

4. 1 Organization and management

The Center for Immigrant and Refugee Community Literacy Education will be housed as a nonprofit organization in the Marian Wright Edelman Institute at San Francisco State University. Currently both projects SHINE and SAIL are housed here and the future director and creator of the CIRCLE will continue to work on this project through the MWEI.

CIRCLEs organizational model consists of two different approaches



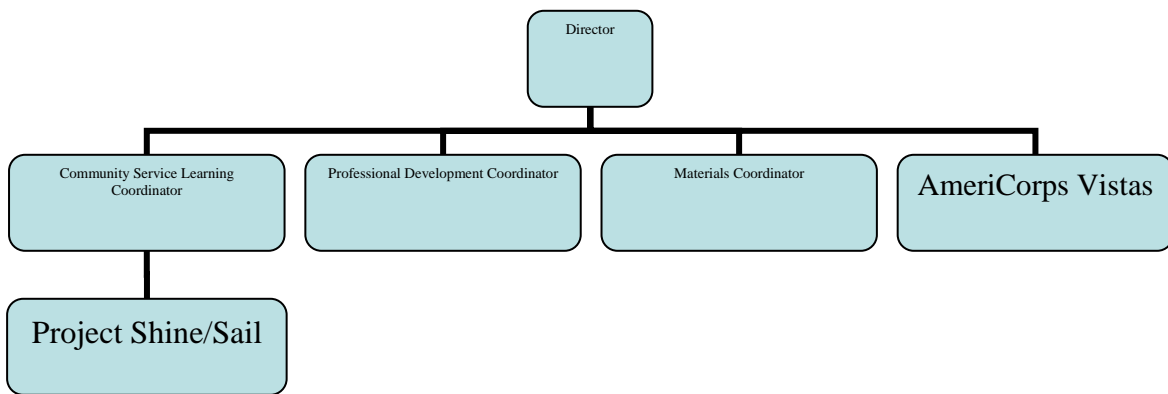
The start up organizational model will involve few staff members and more student assistants. Currently student assistants, both undergraduate and graduate students serve in a variety of positions that allow both projects SHINE and SAIL to have lower costs in terms of personnel. The organization will be supported by a part-time administrative assistant as well which will assist in the day to day operations.

Projects SHINE and SAIL currently have 2 full time staff members, 3 AmeriCorps Vistas, and 1 graduate student coordinator. In the spring semester of 2005 they had 226 graduate and undergraduate students participating in the program. As a collaborative program between San Francisco State University and City College of San Francisco CIRCLE will continue to use students as the main source of labor. The students participate in the program on a volunteer basis receiving college credits.

Long term planning for organization and structure will lead to more full time staff members to help with the specific projects that the organization plans to have in terms of

each focus of CIRCLE. For example, there will be a community service learning coordinator, a professional development coordinator and a materials coordinator. Each of these coordinators will collaborate together in the focus of home, work, community, and health.

Each of the coordinators will be responsible for overseeing a variety of tasks and duties and will need to have experience and knowledge in terms of the specific focus of their project.



4.2 Staff

Because CIRCLE will be taking Project SHINE/SAIL into the organization there will be a natural transition between staff. Current SHINE/SAIL staff will continue to work in their positions. By keeping those who are already involved in the organization it will allow focus to be more on how to expand rather than train new people into their positions and give them the organizational knowledge that they will need in order to be successful in their position.

The main direction of the organization will continue to be the lead by the director because this project and the formation of CIRCLE has come out of her fifteen plus years in the field of teaching educators to successfully teach second language learners. She has become a respected person as an educator, a writer, and an overall advocate for these topics. The director also has many years of program management experience and fundraising, as being the sole fundraiser for both Project SHINE/SAIL for the past 5 years. She has established herself as a leader within the academic community with her research and presentations as a linguist. The director has also become highly regarded with her creativity in terms of designing materials that can be used across project related to immigrant and refugee literacy education. She will continue to teach TESOL classes at San Francisco State University.

The coordinator for Project SHINE/SAIL will also move into a position as the community service learning coordinator so that they can continue to manage all of the current projects that the organization will have. The coordinator currently works on all of the programmatic operations at the CCSF part of the projects. Some of these responsibilities include recruitment and training of undergraduate students.

Other staff that will transition directly into the new organization will be a Graduate student coordinator who is currently working on receiving her masters in TESOL. She has also worked during her undergraduate years extensively in the program as a volunteer for SHINE. She has been able to assist and support current students in their roles and will continue to help in the management of AmeriCorps Vistas throughout their projects and responsibilities.

4.3 Board

The board of the organization has not been established yet as the organization is still in the process of starting up and decided who they would like on their board and how many people should be on the board. Some possible board members however include a combination of people from the university community as well as community agencies in which the organization plans to partner with.

This will allow a diverse board who have a variety of backgrounds and experiences and will be able to lead the organization to a different level. Including members of the university community will allow for the organization to have a good strong hold in the university setting and well allow for it to be strategically aligned within the college. Partnering with community agencies who may be partners will allow those who may already have experience working with these diverse groups of people.

Organizational growth is planned based on the focus of the organization. First priority is establishing and continuing to support all community service learning projects and current professional development work. This will be the easiest aspect of growth due to the long history of the programs involved. The second set of priorities involve getting materials available and accessible for educators. Many of these materials have yet to be created under CIRCLE.

5.1 Financial Resources

Cost of Operations

Basic expenses:

Personnel \$230K

Office Space \$8K

Equipment \$8K (one time start-up)

Website, PR materials \$4k

Staff Travel \$6K

The costs of basic expenses will be supported through three different sources of funding. First, through government and private grants. These grants should be used to help the organization begin in its start up costs and pay for staff members. However, it may be difficult to get funding sources solely for personnel because it takes such a large part of the overall planned budget. Private gifts to the organization are also intended to help support in the basic operations of CIRCLE. These gifts may come from people who are

alumni of the program or people who are interested in supporting CIRCLES mission and projects.

Center Activities:

A. Community Service Learning

- Shine \$20K
- Sail \$20K
- Worker, health, family literacy expansions \$10K

These activities will continue to be supported in ways that the projects are already being funded. First, Project SHINE/SAIL are supported through funding from federal government programs as well as local funding from the San Francisco Foundation. The cost of using AmeriCorps workers is also a source of funding because their cost does not cause much financial burden on the organization.

B. Professional Development

- Certificate Program +/- \$50K
- Summer forum \$4K
- Winter institute \$3K
- Summer institute \$3K

Professional development costs will be supported through income related to training. Participants in each of the programs and forums will be responsible for paying fees related to each of these programs. The certificate program will also help pay for itself by the institute charging to train others interested in the programs, specifically those in the Living Learners Curriculum.

C. Materials development \$50K

Materials development costs will start off high and eventually lead itself to be low cost and possibly end up paying for themselves. CIRCLE would like to produce its own training manual as well as teacher-authored units. Income would be received in the form of book sales, training manual sales, and student tuition.

CIRCLE TOTAL COSTS: around 400,000

Currently there has not been a lot of available time to develop a funding plan for the organization. This information is a rough estimate and idea of where costs may be and how these costs are related to possible income and funding resources.

The fundraising will continue to be developed by the Director of the program who feels that it is important for her to be able to dictate and decide how funding should take place during the first start up of the organization. Because CIRCLE remains to be her “pet” project it is important that she is involved in fundraising because she understands the organizations goals and outcomes more than anyone else. This will also allow fundraising to take place with someone who has a very vested interest in the organization. She has many years in the field of development and has spent about 50% of her time with Project SHINE/SAIL fundraising and securing future development.

Appendices

- 1. California Immigration Trends and Impacts**
- 2. Individuals most in need**
- 3. Adult Participation and demographics in ESL Programs**
- 4. First Amendment Project**
- 5. Glossary of terms and Acronyms**

Appendix 01. California Immigration Trends⁴

Number of Immigrants	In 2004 California had an estimated 36.6 million of residents. Of these, 9.5 million were foreign-born. Out of the 9.5 million, 2.4 million were unauthorized immigrants.
Concentration of Immigrants	California's share of the U.S. foreign-born population is falling as immigrants move into other states. In 1990 California had 33% of all foreign-born U.S. residents and 45% of all unauthorized immigrants. By 2004, however, California's shares had fallen to 28% and 24%, respectively.
Origin of Immigrants	40% of California's legal immigrants come from Mexico and Asia. A majority (81%) of the unauthorized immigrants come from Mexico and other Latin American countries.
Age of Immigrants	Unauthorized immigrants are concentrated (72%) in the 18-39 age group, with 17% below 18 and only 11% above the age of 40.
Time of entry	The majority (55%) of legal immigrants came to the U.S. before 1990. However, 86% of today's unauthorized immigrants have come since 1990.
Education Attainment of Immigrants.	The educational attainment of immigrants and, particularly, unauthorized immigrants is below the average educational attainment of native-born residents

A recent study by the Council for Advancement of Adult Literacy reports "nearly half the growth in the workforce during the 1990s was due to immigrants. During the first two decades of the 21st century, migrants are expected to account for most of the net growth among workers between the ages of 25 and 54. Among the foreign-born adults in the United States who reported speaking a language other than English at home in the 2000 Census, a third have less than a high school education, twice the rate for adults born in the United States . Thus, a substantial number of adults need extensive ESL, literacy, and

⁴ The Impact of Immigration on the California Economy: A Report of the California Regional Economies Project. September 2005. <http://www.labor.ca.gov/panel/impactimmcaecon.pdf>

GED/academic instruction if they are to acquire more than minimum wage jobs and have hope of economic stability.

If America is to remain competitive, attention must be given to the English literacy skills of our nation immigrants and the skills of native-born adults in the workforce today. The current workforce is 150 million. The public schools graduate 3 million per year. Thus, only a possible 2% of the annual workforce comes from public schools. We must insure that each and every member of the workforce has skills they need to succeed in today's highly technological workforce. In short, English literacy is critical to obtaining and maintaining jobs and creating opportunities for advanced education and training in order to qualify for jobs with family sustaining incomes.

In addition, the National Center for Education Statistics its National Assessment of Adult Literacy in December, 2005. Ninety three million adults have reading, math, and/or English skills below the high school level. Approximately 30 million of those adults are challenged by simple literacy tasks and 11 million of them cannot even read, write or speak English. Hispanics represented 12 percent of the NAAL population but 39 percent of the adults with Below Basic Prose literacy. The percentage of Hispanics with Below Basic prose literacy increased 9 points between 1992 and 2003; the percentage with Below Basic document literacy increased 8 percentage points. In addition, score for adults who spoke Spanish or Spanish and another non-English language before starting school dropped 17 points from 1992-2003 for prose and document literacy but did not change significantly for quantitative literacy.

It is difficult to see how children can succeed in school when so many adults, almost half of the adult population, have basic skill needs. The issue is even more critical when parents do not speak English or have limited English proficiency. In addition, the American Medical Association reports forty-six percent (46%) of adult in America cannot read and follow medical instructions. The health of the family, parents and their children, depend on the adults' reading and math skills, which is very difficult when the adults have limited English literacy skills. For the family to support their children's learning, maintain their health, manage their finances, and provide a supportive structure

for the family, English literacy skills are critical.

US immigrants need English language skills that enable them to fulfill their responsibilities as well as enjoy the benefits of working, raising a family, and contributing to communities throughout America. Every day, thousands of adults learn to speak and write the English language, appreciate American history and culture, and are incorporated into the society through participation in adult education and family literacy programs.

However, millions cannot access adult education programs because classes are not available; English literacy skills are critical to participate in community activities and programs. There is a need to provide more services for adult education programs, CIRCLE wants to help in the fulfillment of this need.

Appendix 02. Individuals Most in Need⁵

According to the California's 2004 Needs Assessment on Adult Education and Family Literacy, population growth over the next two decades will come from birth and migration. Although population growth between 1970 and 1985 was split almost evenly between these two sources, a persistent flow of immigration is expected to make this the principle source of population growth in the future.

In addition, estimating potential need for adult education services in the next few years requires adjusting for the number of children who will enter adulthood, factoring a high school drop-out rate based on past actual completion rates, projecting the immigration rate of growth and its corresponding literacy and workforce preparation needs, and anticipating needs of unemployed workers in future years. These groups number approximately 4.4 to 5 million out of school persons⁶.

According to the California Basic Educational Data Systems (CBEDS) the participation in adult education programs has increased since 1993. Data from federally funded ABE programs in California over a five-year period show that almost half of the adult population served is functioning at the lowest level of literacy. The trends will greatly increase the demand for adult education programs. First, there will be a larger population to serve. Second, a larger portion of tomorrow's population will be working adults between the ages of 18-49, and a larger proportion of these adults will be in groups that traditionally participate most in adult education programs. It is not surprising that ESL is the largest program in California's adult education programs. According to the 1997 CBEDS data, there were 566,173 students enrolled in ESL classes. This accounts for 38.2 percent of the all-adult education programs in California.

Adult Immigrants is one of the key population groups that need to improve their education and literacy skills. Approximately 9.5 millions of California residents are

⁵ California State Plan 2004; Adult Education & Family Literacy Act; Chapter 2.
<http://www.otan.us/webfarm/stateplan/PDF%27s%202004/stplan04Ch02.pdf>

⁶ *Data Inventory and Preliminary Analyses to Support CDE Strategic Planning for Adult Education*, Intili and Kissam, 1996.

foreign born; this represents 26% of the population. Immigrants play an important role in the State economy; therefore, it is very important to strengthen their literacy skills in order to incorporate them to the English-speaking community. In the 90's, the three major immigrant groups in the United States were Latinos (12.5%), Filipino (7.1%) and Vietnamese (5.8%). All three groups play a major role within California society and require literacy skills to attain economic self-sufficiency.

A large percentage of the immigrant population has low language skills and limited education. Many of the people that come to the U.S. in search of new opportunities and better quality of life have not completing any schooling in their home countries; only 38% of immigrants have completed the primary or elementary levels of education.

Of the immigrant population that obtained legal resident status under the *Immigration Reform and Control Act of 1986* (IRCA) and participated in adult education programs, 70 percent scored below a CASAS scale score of 200 and were enrolled in beginning low ESL programs (CASAS, 1992). English literacy development is therefore a key educational priority within these groups to help them achieve competence in the English language and to enter the workforce.

Of those immigrants that adjusted to permanent resident status under IRCA, 85 percent reported working full-time. However, most were employed in entry-level or unskilled jobs requiring limited English skills. Typically these are hourly minimum wage jobs with no health benefits. Most of the farm workers in California come from the poorest states in Mexico, such as Michoacan and Guanajuato, where education opportunities are limited. Once in California, one out of every four Latinos still lives in poverty. Levels of educational attainment for migrant farm workers are very low: 78 percent of California farm workers have fewer than eight years in school. Only 20 percent reported speaking English either well or as their native language; 44 percent reported speaking no English.⁷ Increased English language competencies will enable seasonable workers to achieve a level of skills that could lead to citizenship or better jobs.

⁷ *Data Inventory and Preliminary Analyses to Support CDE Strategic Planning for Adult Education*, Intili and Kissam, 1996.

Appendix 03. Adult Participation and demographics in ESL Programs⁸

ESL programs are the fastest growing component of the state-administered adult education programs. In 1997-98, 48% of enrollments were in ESL programs, compared to 33% in 1993-94. Of these 48% enrollees, 32% were in beginning ESL classes, 12% in intermediate, and 4% in advanced. The National Household Education Survey, 1994-95, found that for civilian, non-institutionalized adults, aged 16 or over, whose primary language at home was not English:

The National Household Education Survey, 1994-95, found that for civilian, non-institutionalized adults, aged 16 or over, whose primary language at home was not English:

- 64.5% did not enroll in ESL classes in the previous 12 months and were not interested in taking any,
- 10.8% took ESL classes in the previous 12 months,
- 15.5% did not take classes, but were very interested in taking classes, and
- 9.2% did not take classes and were somewhat/slightly interested in taking classes.

Of the 64.5% who did not enroll in ESL classes in the previous 12 months and were not interested in taking any:

- 19.0% of these adults reported that they read English "very well,"
- 18.4% reported that they read English "well,"
- 14.2% "not well," and
- 12.9% "not at all."

Of the 10.8% of adults who participated in ESL classes in the last 12 months, more than half of the students (51.7%) had been in the U.S. for five years or less. Nearly 74% of the adults participating in ESL classes had found out about the classes through family, friends, neighbors, employers, or schools; 26.3% had found the class information through a newspaper, radio, TV, poster, or flyer.

⁸ Statistics from U.S. Department of Education

The National Household Education Survey, 1994-95, found that 58.8% of adults, aged 16 or over, who were interested in taking ESL classes did not know of any ESL classes, compared to 41.2% who were interested and knew of some ESL classes. Of this same population, the main barriers to participation in ESL classes were: 40.1% time, 26.0% money/cost, 23.4% child care or transportation, and 10.6% other barriers.

Male adults reported that time was the greatest barrier to participation. The greatest reported barriers for the female population were childcare and transportation. Adults with less than a high school education reported that time followed by childcare or transportation were the greatest barriers to participation; those with a high school education reported that time followed by money/cost were the greatest barriers.

In 1999, the Digest of Education Statistics reported the following rates of participation in ESL programs during the previous 12 months by adults aged 17 and older:

- 5.2% of the population with an 8th grade education or less,
- 1.1% of the population who had completed 9th grade or more (but did not graduate),
- 0.6% of the population with a high school diploma,
- 1.6% of the population with some vocational/technical education,
- 0.3% of the population with some college education, and
- 0.5% of the population with an associate degree or more.
- 0.1% of White, non-Hispanic adults
- 0.5% of Black, non-Hispanic adults
- 6.2% of Hispanic adults,
- 4.8% of the Asian American/Pacific Islander population, and less than 0.05% of the American Indian/Alaskan Indian population.
- 0.5% of the employed population,
- 1.9% of the unemployed population, and
- 1.5% of the population not in the labor force.
- 0.9% of the population aged 17-24,

- 2.4% of the population aged 25-29,
- 1.6% of the population aged 30-34,
- 1.5% of the population aged 35-39,
- 0.2% of the population aged 40-44,
- 0.7% of the population aged 45-49,
- 0.4% of the population aged 50 and older.

Appendix 04. First Amendment Plus (FAP) Impact⁹

A) Impact on Teachers

Teachers benefit from the sense of community developed through shared interests in an approach to teaching and curriculum development which responds to learners lived experiences and real concerns. Teachers find the collaboration with other teachers, the detailed discussion of the writing and revision process and the support throughout the steps of curriculum development especially rewarding.

B) Impact on Learners

The concepts of civics and history help learners as they discuss the rights provided by the First Amendment, what it means to become a citizen in this new country, their concerns for their communities, and how to work together to solve community problems. Learners focus on immediate issues that affected their communities

C) Impact on San Francisco's SHINE program

Project SHINE focuses on deepening the academic experience of university students while also improving the language skills and civic knowledge of elders. First Amendment Plus has strengthened the conviction that ESL teachers are also learners who benefit tremendously from working and learning within a community of peers. FAP links materials development to professional development, thus investing not only in text resources, but also in human resources.

⁹ First Amendment Plus developed by Gail Weinstein.

Appendix 05. Glossary of terms and Acronyms

Adult Basic Education (ABE) Classes

Classes below the high school level with the objective of the teaching of basic literacy skills in a course of study adopted by the agency's governing board. Each course of study shall describe the target population, e.g., ABE, ESL, ESL-Citizenship, VESL, handicapped, etc; the functioning level of the students served; the basic literacy and life skills to be taught; and how those skills will be integrated into a competency- based adult education program

English as a Second Language (ESL)

Adult education for adults whose inability to understand, speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability or to function in society, or successfully complete the citizenship application process. ESL-Citizenship classes must use ESL as a method and citizenship as content.

CASAS – Comprehensive Adult Student Assessment System